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Managing change for a distance learning initiative: An evaluation

Jeanie Pollard Kline

College of William & Mary - School of Education

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MANAGING CHANGE FOR A DISTANCE LEARNING INITIATIVE:
AN EVALUATION

A Dissertation

Presented to

The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

by

Jeanie Pollard Kline

August 1996

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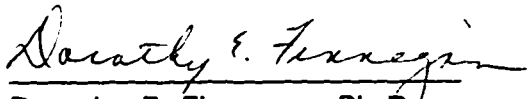
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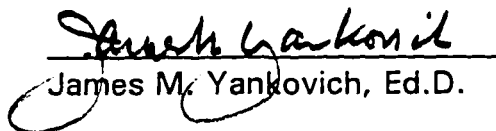
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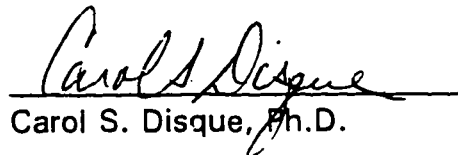
Approved August 1996 by



Dorothy E. Finnegan, Ph.D.
Chairperson of Doctoral Committee



James M. Yankovich, Ed.D.



Carol S. Disque, Ph.D.

Dedicated to my parents,

Bob and Jean Kline

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Abstract

MANAGING CHANGE FOR A DISTANCE LEARNING INITIATIVE: AN EVALUATION

The purpose of this case study was to examine the degree to which those managing change for a distance learning initiative followed David Nadler's (1989) four action steps designed to reduce resistance in making the transition from the former operational state to a newly-created state.

The findings in this study revealed that participation was the critical action step that effected successful change. Those units in which administrators encouraged employee participation in the transition were able to make adaptations in their operations that allowed for the development of effective and efficient student support services for distance learners. Employees were also very satisfied with the management of change provided by the administrators.

Those units in which administrators did not encourage employee participation in the transition were able to make adaptations for distance learners; however, the services provided were neither effective nor efficient. Further, employees were dissatisfied with the managers' styles in directing the change.

It is therefore recommended that managers involve employees whenever possible in their units' operations--decision-making, problem-solving, and transitions undertaken by the unit--for a productive and satisfied workforce.

MANAGING CHANGE FOR A DISTANCE LEARNING INITIATIVE:
AN EVALUATION

Chapter 1

INTRODUCTION

Organizations of all types encounter change on a continual basis. In the 1990s, major changes have occurred in business, particularly with owners' and/or chief executive officers' decisions to downsize, merge, split into smaller units, or create any kind of entity different from what had existed in the past. Change created in a work setting often generates the need for adaptation on the part of various employees who must adjust to new ways of functioning.

The operations in education have recently faced enormous changes to which faculty and staff must adapt. Beginning in the late 1980s, institutions of higher education across the country began to face budget cuts that have ranged from mild to disabling. In some states, nearly one-fifth of higher education budgets for state supported colleges and universities has been cut during the late 1980s and early 1990s; only in recent years have institutions seen increases, although the "growth rate for the last two years only slightly exceeds the rate of inflation" (Lively, 1995, p. A30). In addition, these institutions have been asked to create more efficient ways of providing postsecondary education to students who enroll

in their courses and programs. At the same time, college and university administrators who have been successful in their operations are keenly aware of their expanding enrollments and the increasing diversity in those enrollments. Thus, faced with significant changes in budgets yet greater demands for more productivity in academic offerings and for increased support services for larger and more diverse populations, administrators have been implementing changes that will create new ways to reach students on a number of levels.

Distance learning is one solution to the problem of providing a college education to more students with less funding. This educational concept "has been characterized as serving learners physically separated in space and time from their primary sources of information" (Dwyer, 1990, p. 221), although recent technology allows for real-time learning to take place in distance education experiences. Through the use of advanced technology, higher learning may be provided to students at various locations such as in businesses, homes, hospitals, school systems, and any other location whose sponsors are willing to provide these kinds of opportunities to their employees and/or constituencies. Thus, the efficiency of distance education may be inherent, in part, in the currently existing locations for students who wish to further their educations. Additional buildings are not required, nor is maintenance or other ongoing costs normally associated with educational institutions.

At Riverside University¹, in the mid-Atlantic region of the United States, administrators offer the citizens of the state a distance learning program that provides for the efficiency in education that is being sought. They have designed and implemented a distance learning initiative, in which partnerships formed between the university and community colleges around the state provide programs of study to students whose options for public higher education have been limited or are non-existent. These programs are offered through classes that are broadcast live from Riverside to each community college six days a week during fall and spring semesters, as well as during three or more summer sessions. The classes provide an interactive format with a one-way video and two-way audio technology. Students have microphones on tables at which they sit, and use these microphones to ask or answer questions and to participate in class discussions.

Students in this program enter into a two-plus-two undergraduate program of study, in which they pursue their first two years of course work at the community college nearby, and complete their remaining baccalaureate work via the interactive televised classes. The community college, therefore, benefits by the added enrollments created when students must fulfill lower level requirements toward their degree. At the time of this

¹Riverside University is the pseudonym I have given to the university in which this case study is set. It is used to protect participants.

study, ten academic programs are available to students; four are in Engineering Technology (Civil, Mechanical, Electrical and Computer), and the remaining six are Human Services Counseling, Nursing (RN to BSN), Professional Communications, Criminal Justice, Health Sciences Administration, and Business Management. Additional programs are planned when space, funding, and technology allow for increased options in simultaneous broadcasting of the courses that support these programs.

The state, which supports Riverside University, thus provides a cost-saving means of offering baccalaureate degrees to greater numbers of students in and around its borders. As a result of this initiative, postsecondary education is available to thousands of additional individuals while public resources invested are kept in check; additional investments in buildings and in large numbers of additional faculty, staff, and administrators are unnecessary. Start-up costs, including those for technical equipment, are minimal compared to these other traditional costs of providing postsecondary education.

Currently, Riverside offers programs of study at sixteen community colleges, serving varied locations around the state, and is planning to expand to at least six or seven additional sites in the next legislative biennium (July 1996 to July 1998). In addition, two corporate and two military sites are connected to the network, enabling more students to participate in classes at this time. Ultimately, Riverside's administrators plan

to offer numerous programs of study to additional corporations, small businesses, hospitals, and to individuals who choose to receive classes in their homes. Broadcasts, both taped and real time, will eventually be available to students in this state, across the nation, and abroad.

Students currently enrolled in this program have access to a site director at their locations. This person, an administrator from Riverside, wears numerous hats, and provides a spectrum of services to the students. Some of these services include preliminary transfer evaluations, assistance in financial aid, admissions, registration, and library search procedures, advising, and technical troubleshooting. The site director, in turn, relies on staff, faculty, and administrators at Riverside's main campus for materials, information, support, and clarification of policies and procedures.

These support services are essential elements for any postsecondary student, and are particularly important for distance learning students who do not have face-to-face access to main campus staffs. Administrators at Riverside University recognized the necessity of offering these services to their distance education constituencies, and as a result, they formed committees during the fall of 1993 to begin the process of adapting to the changes in their jobs and in the work of their staffs. Within the committees, these administrators developed new policies and procedures for work units that would ultimately provide support to the students taking classes entirely away from campus. The committees worked approximately eight months to

make adaptations to the support services that are offered to the on-campus students so that distance learners would have access to the areas that specifically assist them in reaching their educational goals. In addition, administrators have recognized the need to continually refine procedures when site directors or staff members on the main campus recognize problems with the original set of procedures.

STATEMENT OF THE PROBLEM

As noted above, the development of new policies and procedures was undertaken at Riverside University so that support services for the distant learner could be provided. In this study, I explored ways in which managers directed the transition for employees whose office operations had to be adapted to the needs of those studying away from campus. The framework by which I examined the managers' work is David Nadler's (1989) theory of organizational change. Specifically, the problem of this study was to examine the degree to which those managing this change followed Nadler's four action steps, described below, designed to reduce resistance in making the transition from the former operational state to a newly-created state.

A variety of offices have adapted their services to accommodate the distance learner at Riverside University, among them veterans affairs, career services, financial aid, library services, and many others. However, several

units in particular have felt the impact of major changes in their work loads as a result of this initiative, and were the focus of this study. These offices are Admissions/Transfer Student Services, Registration, Financial Aid, the Library, the Office of Finance, and the Writing Center.

STATEMENT OF THE PURPOSE

Ramirez (1993) points out that higher education professionals who provide services to students enrolled in their institutions must adapt to the ever-changing populations that make up their student bodies. The manner in which organizations adapt to events and changes in their operations are explored here in an effort to determine how student support services administrators at Riverside University managed the inception of a distance learning initiative, and to extend the knowledge gained to other institutions interested in implementing various kinds of changes on their campuses. Wagner (1993) notes that "the success of the distance learning experience is often determined by the quality of the services which support the educational process" (p. 31). Student support services managers, therefore, must provide the leadership that will allow employees to adapt well in providing quality support to those who may never see the main campus. Thus, this research offers analytical descriptions not only of the ways in which administrators may more effectively manage change related

to distance learning, but also how they may manage any organizational change that takes place at the institution.

LIMITATIONS AND DELIMITATIONS

Some of the limitations that were associated with this study include finite resources and time to examine every area of student support that has been involved in developing new policies and procedures for the distance learner at Riverside University. Besides those units examined here, at least ten other offices have modified their work to accommodate the distance education student. However, these offices have been impacted only minimally, particularly in relation to the offices included in this study.

Delimitations resulted from individuals who were unable to participate in close scrutiny for this research due to time constraints. In one of the units studied, two employees who had participated in the changes undertaken for distance learners were not available for interviews. This limited the data gathered and analysis completed for that unit.

Finally, since the method used for gathering data in this study was the interview, an inherent limitation existed. Participants' self reporting within the interviews provided a subjective view of the operations involved in the transition. However, since both employees and their supervisors

were interviewed, responses from the two levels could often be substantiated.

DEFINITION OF TERMS

Distance education, or distance learning, is the primary term used here that may be less familiar to educators than other terminology in this study. Generally, distance education deals with facilitated learning in which the instructor and the student are separated by physical distance. Within this case study, distance education involves providing live, interactive classes via satellite from the main campus of Riverside University to students located at sixteen community colleges around the state, in addition to those at corporate and military sites. Students have access not only to these course broadcasts, but also to toll-free telephone numbers, e-mail and the Internet, voice mail, and faxed communications with staff, faculty, and administrators on the main campus. Their first point of contact with Riverside University is the site director, to whom they may go for most of the services examined for this study.

Chapter 2

REVIEW OF THE LITERATURE

Organizational change in the life of an institution represents an important characteristic among colleges and universities that develop and offer distance learning programs. Administrators on the home campus of every institution for which a distance education initiative has been undertaken quickly recognize the need to adapt many of the organization's policies, procedures, and printed materials as well as to educate staff and faculty in varying ways to provide instruction from a distance. Student support services are among the essential areas in higher education that require modifications so that the distance learner will be accommodated. These three issues, organizational change, distance learning, and student support services, are explored in this chapter.

Organizational Change and Adaptation

"Most large organizations, including universities, are fraught with institutional barriers to change. Their very structures can be impediments to the horizontal communication and cooperation necessary to effect broad-based innovation" (Elliott, Hirsch & Puro, 1993, p. 37).

Change represents, perhaps, the most common characteristic of an organization's life. Every organization, from the family unit to the multi-national corporation, encounters shifts or alterations to the status quo, whether or not its members recognize and/or make conscious adjustments to these changes. Adaptation, or coping mechanisms incorporated when change takes place, are elements of the process by which organizations manage change, although these mechanisms are not always planned. A number of theories on organizational change include the process of coping with both planned and unplanned change that organizations face (Nadler, 1989; Cameron, 1988; Elliott, Hirsch & Puro, 1993). Cameron distinguishes between change and adaptation in his writings. "Adaptation generally refers to a process, not an event, whereby changes are instituted in organizations" (Cameron, 1988, p. 410). He describes adaptation as a process in response to events that take place outside the organization, i.e., in the external environment. Change that takes place within the organization he refers to as "Organizational Development" (OD), which is "generally oriented toward changes in individual attitudes and behaviors and in the organization's culture; adaptation is more concerned with organization-level change" (p. 410). However, change may certainly take place within an organization, without necessarily being termed Organizational Development. For example, restructuring within a university may occur where policies and procedures, in addition to entire working units, are impacted by change.

Such restructuring would not fit into Cameron's definition; his definition appears to have a more narrow focus. Others have different perspectives on adaptation and change.

As Nadler (1989) points out, "...implementing a change involves moving an organization to some desired future state." Adaptation refers to the process by which the individuals in that organization carry out the desired changes, and ultimately incorporate these changes in their work. Nadler posits that a transitional state results when the organization makes a move to the future state, and it is in this transitional state that problems may result. These problems, he writes, include resistance to change, shifts in control, and issues related to power. Successful management of the change, then, involves several action steps. These steps consist of recognizing areas in the organization that may create problems among workers, requesting participation from staff members in implementing the modifications, offering a reward system within this implementation, and creating "time and opportunity to disengage from the present state" (Nadler, 1989, p. 498).

Nadler also suggests that managers clearly explain the plans and expectations for the future, divide the changes into their component parts so that employees are not overwhelmed, provide information about how the transition will take place, and offer a mechanism through which input may be continually obtained as the change is taking place. Finally, Nadler

indicates that the political climate must be addressed in order for the changes to be successful. As such, he recommends that leadership and support be evident from the top of the organization, appropriate language be developed so that the power of the change may be felt, and stability be established in the midst of what some may see as instability.

Educational institutions are reputed to resist change. However, these organizations are certainly not immune from the transformations that inevitably take place within their "life cycles." Elliott, Hirsch and Puro (1993) present a model, not unlike Nadler's, by which administrators may create change within their institutions, and allow for successful college-wide adaptation. Like Nadler, these authors indicate that support and involvement from the top is essential. In addition, they emphasize the need to incorporate a team approach for greater participation and cooperation among faculty, and to use the terminology of "designing a new curriculum," rather than reforming the old one. Positive language, such as this, can be a powerful tool. Interestingly, these authors use a model adapted from Japanese automobile manufacturers. They indicate that the Japanese utilize a very effective model of cooperation among departments in designing and making new cars. On the other hand, American car makers incorporate the "separate chimney" approach, in which departments operate independently and coordinate very few of their efforts within the system (Elliott, Hirsch &

Puro, 1993). Change and adaptation seem to work more effectively when cooperation among colleagues is institutionalized.

Higher education has traditionally placed the burden of adapting to change on the students who are affected by university policies and procedures (Jacoby, 1992). However, with the wide variation in today's student populations, institutions must "adjust more of their policies, practices and programs to meet students' needs rather than expecting the students to adjust to the institution" (Jacoby, 1992, p. 31). One such group to which colleges and universities must adapt their procedures are non-traditional students. Ackell (1986) suggests that institutions adapt to change in three successive stages--the laissez-faire, the separatist, and the equity stages--when they must make changes in procedures for students who do not fit the mold of their traditional student population. As these stages progress from one to the next, administrators provide students with increasingly easier access to various aspects of the institution. Ultimately, the equity stage allows for all students to be treated in a fair manner with "the same quality experience for all" (Jacoby, 1992, p. 31).

A frequently cited reason for administrators making changes in higher education today is funding cutbacks (Desrochers, 1994; Long, 1993; Hartzog, 1993). Retrenchment is taking place in a number of settings, including colleges and universities, forcing administrators and faculty to do more with less. As a result, administrators must initiate major changes and

adaptations so that the institution will survive with fewer resources.

Desrochers (1994) provides specific examples of the adaptations made at Portland State University when administrators were required to adjust to diminishing resources at the institution. Portland State administrators proceeded with several plans, including redefining the mission of the institution, examining its infrastructure, and developing a new paradigm by which to operate. These tasks were accomplished with the support and involvement of the president and upper-level administration, essential elements in major changes at institutions of higher education. Portland State's experiences were unique to that institution, and Desrochers was clear in pointing out that each institution needs to determine the best strategy for itself, based on its mission, its administrative structure, and its goals and objectives.

Kleemann (1994) describes the process by which colleges and universities may adapt to changes in the level of diversity within their student populations. He draws on a theory of adaptation to diversity, which includes three phases: reaction to the changes, outreach and assistance, and creation of a shift in the learning environment so that students' needs are met. Both student services and academic affairs must be involved in these various stages of adaptation, according to Kleemann (1994).

The theories described above have several common characteristics. They share the theme of management support and involvement, the idea of

a team approach, and the characteristics of feedback and negotiation. These characteristics represent the ideal manner by which an organization adapts to internal changes or to changes in its environment.

Distance Education

Distance education has its roots in the early nineteenth century, when students began to pursue course work while physically separated from their instructors in a format known as correspondence study. In the United States, according to Verduin and Clark (1991), "formal American distance study can be traced back to the Society to Encourage Study at Home...founded in 1873 by Anna Eliot Ticknor..." (p. 16). In 1874, Illinois Wesleyan University became the first institution of higher learning to offer undergraduate and graduate degrees through distance education (Verduin and Clark, 1991). Garrison (1989) notes that William Rainey Harper is considered a key figure in the beginnings of correspondence study, having founded the Correspondence School of Hebrew in 1881, and later helping to open a correspondence program at Chautauqua University. In 1892, when Harper became president of the University of Chicago, he assisted in the establishment of another correspondence program in the university extension division (Garrison, 1989).

In the one hundred years following these early programs, dramatic shifts have taken place in distance education, particularly since advances in

technology have served to alter the look of distance learning. Until recently distance education consisted primarily of correspondence study in which print materials were the fundamental components of the learning process between students and their instructors. With the advent of technology, and with its continual advances, distance education has become increasingly more interactive as a result of additional means of communication as well as more dependent on the use of technology in its instruction. Satellite technology, compressed video, computer connectivity, facsimile correspondence, and toll-free telephone numbers have served to reduce the "distance" in distance learning. Electronic communication has thus replaced much of the print material formerly used in this form of education, and may ultimately replace nearly as much in traditional education (Verduin and Clark, 1991). Faculty who use electronic communication in their telecourses may actually carry this technology over to their traditional classroom settings.

While correspondence study continues to represent some forms of distance education, Verduin and Clark (1991) identify six different structures in which postsecondary distance programs and courses may be offered today. These include the following:

- (1) The provision of degree offerings primarily through life and work experiences; institutions do not offer courses of study, they simply allow for

students' knowledge and experiences to account for degree attainment.

Regents College of New York is an example of this format.

(2) The combination of credits earned through distance course work and experience for life and work, in addition to credit by examination. Nova University, based in Fort Lauderdale, Florida, represents this type of education.

(3) Degree and non-degree course work provided by distance education, representing the most common type among institutions involved in this type of education. The Pennsylvania State and Brigham Young Universities are two examples of this category, in which conventional universities "offer distance education degrees and course work through extension, independent study, and continuing education, while still maintaining their regular programs on campus" (Verduin & Clark, 1991, p. 58). Riverside University, the subject of this study, is another member of this category.

(4) A consortium of institutions that combine resources to design and implement programs that will appeal to a wide audience. The National Technological University (NTU), begun in 1984, combines twenty-four engineering schools around the country to offer master's degrees in five programs of study. As interstate alliances increase among institutions of higher learning, this type will certainly grow in response to calls, particularly from taxpayers, for efficiency and for reductions in program duplication.

(5) An institution that is formed specifically for distance education, such as the Open University of the United Kingdom. These institutions offer programs of study only through distance learning and are not found in the United States, but are represented in numerous locations around the world.

(6) Educational media developed for distance learning is described as the sixth category of distance education systems produced for non-traditional learners. However, this structure only provides media that faculty may use for instructional purposes, as opposed to course work that is offered in each of the previous five structures.

Distance learning has met resistance from some members of the higher education community who believe that only face-to-face classroom instruction is successful in attaining learning outcomes identified by faculty and department heads in postsecondary institutions (Verduin and Clark, 1991; Clark, 1993). On the other hand, distance learning may actually contribute to higher education in ways that traditional education has not. Benefits such as expanded access, increased economic growth and development, enhanced attention to the adult student, and increased instructional effectiveness as a result of technology have served to advance the status of distance learning in the higher education arena (Clark, 1993).

One of the barriers to higher education for numerous potential students, according to Dirr (1990), is access, from both a geographical and a cost perspective. Distance learning serves to diminish these barriers

significantly. This mode of learning provides programs of study to thousands of students who live in remote areas and have few or no other higher education alternatives available to them. Verduin and Clark (1991) note that "practically every distance education or external degree program involves an improvement in access to education at some level in a particular area" (p. 103).

Distance learning also "satisfies political, social, and demographic needs for meeting the prerequisites of economic growth" (Dwyer, 1990, p. 221) when it provides opportunities for advanced degrees and thus access to greater job possibilities for workers. With increased education among the local population, businesses are also more likely to locate their operations nearby, resulting in economic growth for those communities.

Academic outcomes for distant learners are usually the same as or better than those of those studying in the traditional learning mode, since the students are often older than traditional-aged students (Verduin & Clark, 1991; Sammons, 1990). Garrison (1989) notes that typical distance learners are over the age of twenty-five and are usually more motivated than younger students, which may at least partially account for the success of distance education. Adult students are generally more independent, and therefore do not require the same pedagogical methods faculty often employ in their instruction. Instead, the term andragogy, instructional methodology related to adults, may be more applicable to the majority of distance

learners. Knowles (1984) indicates that instructional techniques are different for adults due to several factors, including the experiences and motivation they bring as well as the responsibility they feel for their studies. Thus, instructors in distance education programs are encouraged to understand the importance of adult learning theories. Ultimately, Verduin and Clark (1991) propose the use of both andragogy and pedagogy, since a significant amount of research in distance learning “supports the idea of promoting both field-dependent and field-independent learner behavior...to produce balanced and adaptive learners” (p. 139). Field dependence is typically related to pedagogy, or instruction for children, since this concept refers to learning through external means, such as group activities and explicit instruction given by teachers. On the other hand, field independence describes learning that is generally self-directed and solitary; this concept supports adult learning theories, in which adults tend to operate in a more autonomous manner than do younger students. In creating the balance that Verduin and Clark (1991) suggest, instructors may ultimately develop their curricula in distance education using a different methodology than that for traditional course development, since many faculty have traditionally utilized pedagogical teaching methods in their course development (Knowles, 1984).

Finally, faculty involved in distance education have opportunities to significantly enhance their instruction using the technology that allows for

distance learning to take place; a number of techniques "can be combined into multimedia packages that appeal to students with different learning styles" (Verduin and Clark, 1991). Instructional designers may be employed to assist in course development, particularly when the number of technical tools available to faculty increase more quickly than faculty can keep up with. Computer-assisted instructional delivery, for example, often requires training of faculty, and instructional designers can be invaluable resources in providing this training. In addition, faculty may be trained in the use of a variety of techniques, such as the use of videos, guest speakers from around the world, and other delivery methods that will augment the learning process (Verduin and Clark, 1991).

Student Support Services

Student support services have existed in higher education in the United States since Harvard opened its doors in 1636. "With Christian piety as the unifying aim of college education, all functions that might now be called student services were carried out by trustees, administrators, and faculty in the name of the colony that nourished the college" (Fenske, 1989, p. 8). In fact, for two centuries following Harvard's founding, faculty generally provided the earliest forms of student services, including that of dormitory monitor and religious mentor, in addition to carrying out the responsibilities of teaching (Fenske, 1989). "Classroom, chapel, dormitory,

playing field--all these areas of college life were thought of as connected" since the whole student was to be educated (Boyer, 1987, p. 177). In many ways, faculty members and administrators fulfilled the role of parent for each of the students attending their institutions. The term *in loco parentis* thus emerged to denote the relationship between faculty and students in the seventeenth and eighteenth centuries. This relationship was paternalistic, since faculty took on an authoritative parental role with the young men in their care, as part of "the collegiate way" (Rudolph, 1990, p. 88).

In the seventeenth and eighteenth century, buildings on college campuses not only provided living space but also contained classrooms and a chapel, representing an all-inclusive means to providing sustenance to body, mind, and soul (Fenske, 1989). The faculty lived with the young men in these residence halls, thus having authority over them from the time students rose until bedtime. These responsibilities represented some of the first work in the area of student services (Fenske, 1989).

Another area of student support, library assistance, took shape in American colleges during the late 1800s. Prior to this period, young men had access to library facilities on their campuses, although they were open only once each week. Literary societies often provided much more opportunity for young men to expand their education beyond the classroom during the seventeenth and eighteenth century. These "societies," or debate

clubs often held large collections of books, even more than were owned by the college library (Rudolph, 1990).

Toward the end of the nineteenth century, a line of demarcation was drawn between the academic world and the rest of student life on campus. In 1870, Harvard appointed its first dean who supervised enrollment and discipline, in addition to having some teaching responsibilities. Other colleges and universities followed suit, and by the end of the century, most of the larger institutions had given non-academic responsibilities to at least one person on their campuses (Fenske, 1989).

Student support services today are characterized by typically large organizations, although the size of the organization is usually based on the size of the institution. The units offering support to students are charged with providing academic and non-academic assistance to those who must navigate the system. Usually, student services includes admissions, the office of the registrar, financial aid, advising offices, health services, and other groups who provide necessary help to the vast numbers of students seeking an education on their campuses. Depending on the organizational structure, any given group may or may not be considered part of the student services function at an institution of higher education. For example, at Riverside University, the Director of Career Services previously reported to the Vice President for Student Services. Recently, that office has become a unit in Academic Affairs; the Director now reports to the Provost,

and has been given the responsibility of the newly-created optional practicum experience. Similar changes are taking place or are under examination at various institutions around the country (Barr & Albright, 1990).

Student services professionals have been faced with changes and reorganization since the field was unofficially established in the late 1800s. "The fact is that almost throughout the field's historical existence it has never had a single functional focus, has never been stable in its role over significant periods of time, and has never had a consensual integrative philosophy" (Fenske, 1989). Even without a defining purpose, services offered to students have grown tremendously in the last century, with providers' roles being reshaped rather frequently. The need to professionalize the occupations has attracted researchers to develop social and psychological theories related to practice. Student development theories have therefore contributed to changes in the field, particularly as these theories relate to traditional-aged students. Theory is an important component in the design of functions that student services professionals establish for their constituents (Dassance & Harr, 1989; Chickering & Havighurst, 1990; Gilligan, 1990).

The recent influx of adult students in institutions of higher education has produced shifts in the manner and times in which student services are offered. One author comments on the importance of recognizing what

changes in “perceptions and operations” are needed to assist adult learners in their educational and career goals while pursuing their postsecondary course work (Sadler, 1982, p. 25). In addition, Tough (1990) notes that the concept of lifelong learning has implications for all of higher education-- academic, administrative and student support. He believes that adults of all ages will pursue studies increasingly as they age, thus higher education faculty and staff must adapt to greater numbers of non-traditional-aged students. Peterson (1990) suggests for those engaged in teaching the adult student, that expanded hours for classes and services and the establishment of individualized learning programs are essential changes.

Adult learners are an increasingly significant proportion of college and university enrollments, and student services professionals, along with faculty, recognize the need to provide programs of study and services to this growing population (Daniel, 1993; Eckert, 1991). The literature on adult students primarily includes descriptive data, often reported from surveys, and is often institution-specific (Eckert, 1991). The descriptions of services that adult students prefer are often similar, however, including the need for child care, academic support, and career planning (Singer, 1993; Daniel, 1993). It appears that the increasing numbers of adult students among the ranks of undergraduate students is acknowledged by more and more professionals, and will contribute to the planning and implementation of programs that will more appropriately meet their needs.

In a similar vein, the need for services that will support distance learners is gaining recognition among practitioners; "[t]he success of a distance learning experience is often determined by the quality of the services which support the educational process" (Wagner, 1993, p. 31). Student services for those engaged in correspondence study has been documented, particularly by those knowledgeable of the Open University of the United Kingdom (Keegan, 1984; Sewart, 1993), an institution well known for its success in and historical engagement with distance learning. Services at Open University includes areas studied here: admissions, financial aid, and library services, among other services.

Within the current literature, little information exists that is related to managing change in student services organizations so that distance learners may be accommodated. Thus, while student support represents a significant component of distance education initiatives, practitioners have no basis on which to manage the transition for the adaptation of institutional policies and procedures to meet the needs of these non-traditional students. This case study is intended to provide useful information to administrators planning transitions to accommodate distance learning programs as well as to those directing change in a number of other operational areas.

Chapter 3

METHODOLOGY

Conceptual Framework

The focus of this work is organizational change and adaptation that have occurred within student support services, modified to include distant learners in a higher education setting. Nadler's (1989) contributions to the literature on organizational change and adaptation have been previously noted. His organizational framework is provided in Figure 1 as the structure from which the process of implementing change may be analyzed.

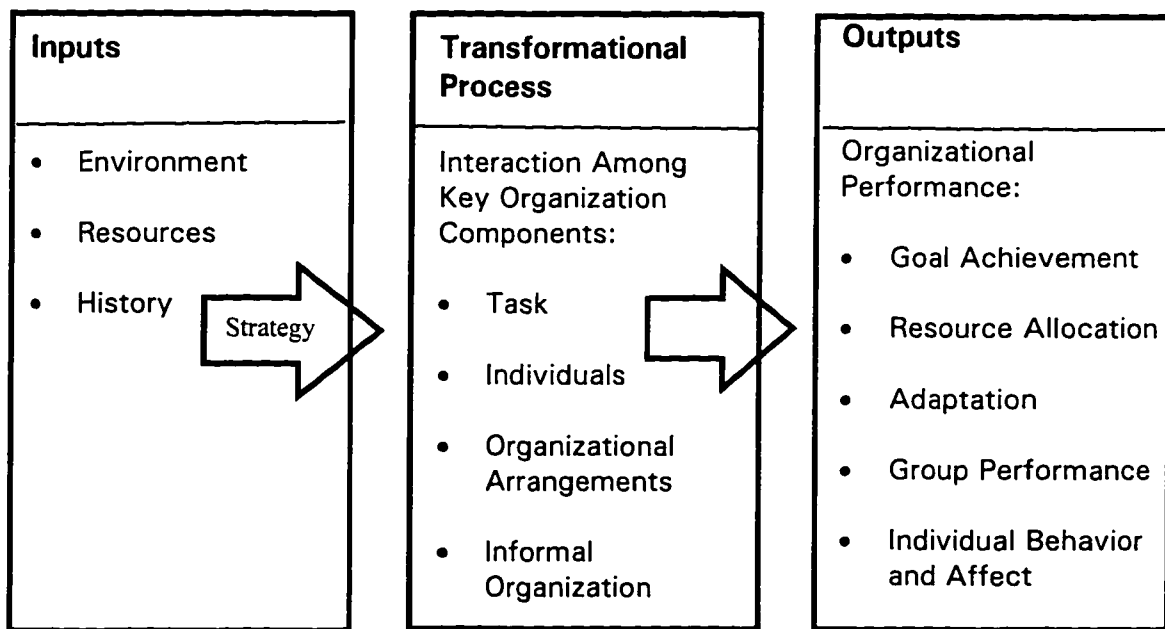


Figure 1. Organizational framework developed by Nadler (1989).

Nadler's framework is highly appropriate to this study for several reasons. First, his description of organizations corresponds closely to institutions of higher education, in that these institutions must deal with the inputs from external environmental restrictions, demands, and opportunities, such as accreditation requirements, local ordinance restrictions, competition from local or regional institutions, and marketing constraints within the admissions function. Nadler also suggests that the organizations with which he is concerned work with a second input, limited resources. In the case of higher education, monetary resources are usually provided by tuition, grants, donations, and in public and some private institutions, by state funding; human resources are the result of supply and demand determined by specific market conditions.

Finally, Nadler identifies the organization's history as a key element, or input, in its identity as well. An institution's history, which contributes to its ultimate outputs, is often rich and complex, while creating potential complications or difficulties when change is needed in the organization. In addressing the change, Nadler points out that the strategy employed--"the set of key decisions about the match of the organization's resources to the opportunities, constraints, and demands in the environment within the context of history" (Nadler, 1989, p. 491)--may be the organization's most crucial element in its makeup. Strategies for organizational success that are implemented in institutions of higher education, including marketing of

academic offerings, decisions about admissions and graduation requirements, and the maintenance of a competitive edge, are part of the critical design toward achieving effective academic and public relations outputs in higher education.

These inputs--environment, resources, history, and strategy--combine with the organization's tasks, employees, informal organizational arrangements, and formal structures to produce the ultimate performance of the organization. Nadler describes performance as the organization's outputs: goal achievement, resource utilization, adaptation, group performance, and individual behavior and affect. These outputs serve as the framework for the conclusions of this study.

Addressing the processes of change and adaptation within organizations, Nadler provides strategies that managers may implement to carry out effective major changes. Such changes take place when, for a variety of reasons, a system moves from one state of existence and operation to another. When this occurs, three problems tend to arise: resistance to change, shifts in control within the organization, and shifts in the balance of power that members of the organization have maintained prior to the changes (Nadler, 1989). In managing these problems, leaders need to motivate change, to manage the transition, and to help form new political alliances that emerge within the workforce. Within these management functions, Nadler identifies several action steps that contribute

to a successful transition from one state to another within the organization. For example, in motivating change among employees, ensuring a participatory style encourages a strong following among all workers when the change actually occurs.

Nadler's model permits the examination of change in higher education settings in general, and in distance education programs specifically. Distant learners have needs that differ from traditional learners who physically attend a college or university on campus. Thus, employees must conduct business somewhat differently from the way it has been historically conducted. Students at distant sites may never come to campus; in addition, they are typically unable to make local calls to resolve academic and non-academic issues with faculty and other employees on their school's main campus. They rarely, if ever, have face-to-face access to instructors, admissions officers, advisors in their programs, department heads, or most of the other students in their classes. The majority of services required for a distant learner to fulfill his or her educational goals must ultimately be provided from a distance by employees on the main campus.

Obviously, in order to provide a different mode of service, changes to accommodate distance students must be made throughout a number of offices on the main campus of colleges and universities offering programs of study to these learners. Using Nadler's framework, effective management of change at institutions with a distance education component would

involve "developing an understanding of the current state [providing student support to on-campus students], developing an image of a desired future state [providing student support to both on-campus and distant students], and moving the organization..." from the current state through a transition period to the desired future state (Nadler, 1989, p. 493-494).

Resistance

In working through an effective transition, supervisors in higher education must anticipate the first problem identified in managing change, that of resistance to the change. Resistance may be overt, such as when employees refuse to perform new tasks or when they state their opposition to change. It may also be subtle or covert, represented by spoken or unspoken anger, frustration, anxiety, or a philosophical difference with the planned organizational state. Employees often resist change when they feel their stability and autonomy at risk within the work setting. Therefore, Nadler suggests four action steps that supervisors may employ in avoiding the problems related to such resistance. One of these steps involves assisting employees in identifying "dissatisfaction with the current state." (Nadler, 1989, p. 497). If employees at institutions looking into distance education can see that the current state does not work for distant students, they may be more willing to make adaptations for these new students.

A second step consists of encouraging participation among all employees in the decision-making and change process that affects distant students. This participation allows employees to feel more ownership in the new state of operations. Participation in the decision-making will also aid in the overall communication efforts within an organization, since employees feel valued when their input is requested. Employees who participate in creating changes for the distant students may ultimately provide better support for those students, particularly if the employees believe they had an important part to play in the transition.

Third, to further reduce or eliminate resistance to change, Nadler suggests offering rewards for behavior reflective of the changes that employees exhibit in their work, both in the transition and the desired state. While employees involved in distance learning within higher education may not receive monetary rewards, they may certainly receive recognition in other ways for participating in and implementing the changes that will be created for the distant students.

Fourth, providing employees sufficient time to move from the present state through a transitional state, and ultimately to the desired operational state, reduces the resistance to change. For institutions involved in the implementation of distance education, this movement from the traditional service activities to the desired state that is also responsive to distance learners would require managers to plan early (perhaps a year or more) to

allow sufficient time for all employees to make necessary changes within their work areas.

Control

In addition to resistance, another problem that managers of change must anticipate is that of organizational control. Since change alters the organization's normal state, it "disrupts and undermines existing systems of management control, particularly those developed as part of the formal organizational arrangements" (Nadler, 1989, p. 495). As a result, leaders must develop new ways of managing, especially during the transitional state, since that is when formal systems may not be operating effectively. Nadler suggests four action steps that managers may employ to assist in this transitional state. The first step consists of providing a clear description of the desired future state to all employees involved in the change. For a college or university involved in distance education, this step would involve communication to student support staffs about distance learners, and how the services offered by these staffs would be provided to distance learners. Managers would need to be as specific as possible about the support distance learners would require, and how the support will differ from that provided to students on the main campus.

The second step includes a combination of modifications in the numerous components that make up the parts of the organization that are

involved in the change. Nadler describes these as “leverage points,” comprised of structural change, task change, and modifications in both the social environment and in the individuals who will participate in the change. Examples of this step in higher education would include both training for new work and alterations in employees’ job descriptions to reflect the adaptations to be implemented for the distance learners.

The third step involves creating and executing a design for the transitional state. A transitional manager, resources, plans, and structures should all be established to serve these purposes, according to Nadler. In colleges and universities, several individuals might fulfill the need for transitional managers in the various areas that would adapt their services for the distance learners. In addition, those managers should be able to form teams that would help to create plans and structures for the transition, utilizing necessary resources provided by the institution.

Finally, as a fourth step, transition managers would need to have feedback from a number of sources in order to make adjustments to the plans and structures they have helped to put in place. Feedback may come from a variety of mechanisms, including formal surveys among employees and informal input gathered spontaneously in different work settings. Such feedback in a higher education setting would provide valuable information about the effectiveness of the transition from the structures in which support services are offered only to local students to those in which the

services are offered to both local and distant students. If adjustments must be made, managers will also be able to request input from employees, and these requests will provide opportunities for additional participation among those employees.

Power

The third problem that may be encountered when organizations move from one state to another is that of a power struggle. If the balance of power is altered in a transition within an institution, then certain power struggles may ensue. In order to neutralize these types of struggles, managers have several steps available to them, according to Nadler (1989). The first of these involves gaining the support of significant power groups in the organization. In higher education, this might include members of student service units, library services, academic departments, and computer services. Without the advocacy of employees in each of these areas, support for distance learners would be severely limited. A second step in avoiding power struggles is to garner the support of leaders who may, in turn, generate support for the change among their employees. Managers in higher education could do this by presenting information related to the change, and creating interest among employees about opportunities they had not previously been provided, in serving distance students as well as local students.

A third step, related to the second, involves the use of language and symbols to instill an excitement about the change that is to take place. Communication by managers about the addition of distance students may be relayed positively, thus generating enthusiasm among employees about their participation in a new venture.

The last step that managers may take toward shaping the political shifts is the establishment of stability in the midst of change. Employees need to feel their work, along with the institution, is secure, and that their jobs will be maintained. Managers may preserve certain components of the current structures, such as working locations and organizational units, in order to provide security to employees who may feel anxiety as a result of the change.

Participants

Rather than attempting to apply and analyze Nadler's entire model, I limited this study to an examination of the first problem he identified for change agents, that of employee and/or managerial resistance as it relates to organizational change. I am interested in determining the degree to which those managing the change followed the action steps that Nadler claimed would serve to remove resistance to change. These steps, as identified above, include provisions for employee participation, identification

of dissatisfaction, creation of a system of rewards for work in the desired state, and allowance of sufficient time for making the transition.

Participants in this study were selected because they represent personnel at the University who have had to make the most significant adaptations in order to provide support to students who choose to study at a distance. The personnel included support services administrators and employees involved in the implementation of the distance learning initiative, such as members of the Office of the Registrar, Admissions, Financial Aid, the Writing Center, the Office of Finance, and the Library. Each unit independently pursued different strategies designed to carry out the changes that provide for new policies and procedures to be implemented in the respective offices. Thus, gathering information from the employees within each of them facilitated an analysis of the unique practices employed in each office, along with comparing and contrasting how administrators correspond to Nadler's model.

In each of the offices, the manager who was responsible for working with the distance students was asked to participate in the study, as well as two to three randomly selected staff members who also work with these students. Random selection occurred simply by placing the names of employees from each unit in an envelope and choosing two to three names to serve as participants. In three of the units, however, all employees who

work with distance learners were included in the study, since there were only two or three staff members in those units designated to do so.

Both levels of personnel were included in this study because employees on both levels hold a different perspective about the changes that have taken place. Also, managers and staff have made different sets of adjustments within their respective work to accommodate distance learners.

Instrumentation

"A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience.... Interviewing allows us to put behavior into context and provides access to understanding their action" (Seidman, 1991, p. 4). In order to understand administrators' and staff members' experiences and perceptions related to the changes for distance learners that have taken place at the University, interviews scheduled for approximately one hour were conducted with each of the participants identified above. Interviews were used because they provide opportunities for employees to describe their experiences related to the changes that have taken place. The interview format also allowed employees to discuss the meaning of those experiences in more detail than could be gained from surveys, observation, or other data-gathering methods that may be employed to ascertain

individuals' perceptions of their experiences (Seidman, 1991). Specific questions (see Appendix E) served as the basic structure for semi-directed interviews with each participant, and also allowed for in-depth exploration when further questions to probe for additional information was appropriate.

Within each interview, questions about the changes and adaptations related to distance learners followed the framework Nadler provided, with an expanded model that included two stages in the change process, the planning stage and the implementation stage. I have expanded Nadler's concept to include two separate stages because I believe managers and staff had varying levels of involvement in the changes during these two different time frames. With participation representing one of Nadler's action steps in this change process, I explored their involvement during both of these periods. Thus, two sets of employees, managers and staff members, were asked to reflect on two distinct time periods in this study.

In addition to the expanded time frames, participants were asked to reflect on two different levels of effect, a personal level and a departmental level. My rationale for including these two levels was that both may have contributed to the understanding of what sort of management strategies affect people as individuals and what affects them as employees of a department. Further, both individual and professional perspectives were sought to provide insight into how and why resistance to change was avoided, or how it might have been avoided, on both levels, in future

organizational changes that take place on college campuses. These perspectives into degree and levels of effect among employees represent significant information for managers who recognize the need to implement major changes and who wish to minimize resistance as much as possible.

Given the two different perspectives from two levels of employees to be included in this study, a matrix showing all areas of inquiry appears in Figure 2.

	Supervisor's Personal Experiences	Supervisor's Departmental Experiences	Staff member's Personal Experiences	Staff member's Departmental Experiences
Planning Stage				
Implementation Stage				

Figure 2. Areas of inquiry into administrators' and employees' experiences and perceptions of the organizational change undertaken in each office.

As noted above, Nadler identifies four strategies in which resistance may be reduced when organizational change takes place, including (1) providing workers an opportunity to participate in decision-making for adaptation strategies when changes are on the horizon, (2) allowing workers to identify current procedures that are no longer applicable, given the changes that are about to take place, (3) offering rewards to those who

assist with and/or carry out the necessary changes, and (4) allowing for sufficient time for new policies and procedures to be created.

Since each of the action steps Nadler associates with resistance to change became a focus for questions in the interview process, I was able to determine how closely managers followed these steps, thus minimizing at least one of the obstacles to change. Inquiries, then, reflected these four action steps, and respondents were asked to provide information about their experiences and perceptions on both personal and departmental levels as they relate to the planning stage and the implementation stage of the changes that took place. The four strategies provided the outline for the interview questions.

Nadler's first suggestion to change agents is to allow for participation among staff members. Therefore, I asked the following questions. Did both employees and their managers participate in the policy and procedural changes for distance learners that would affect their jobs? In what manner? Formal meetings? Informal gatherings where requests for input were regularly requested? How did each person feel about his/her level and degree of participation? How did the participation affect their respective offices and/or jobs? Did all employees have a sense that their opinions were valued when planning for the changes, as well as during the implementation stages? If they had it to do over again, how might they create the same or

different ways for all employees to participate in planning and/or implementing the changes?

Nadler's second strategy for managers relates to an identification of dissatisfaction. Thus, inquiries included the following: During the planning stage, did both employees and managers have an opportunity to identify and discuss dissatisfaction with office procedures that provided support for on-campus students, yet may not have been suited for distance learners? Did this occur during the implementation stage? When dissatisfaction with current procedures was felt, what happened? Did both employees and their managers believe there was a need to create new policies and procedures? Were both employees and their supervisors given an opportunity to actually create new policies and procedures, formally or informally, when they recognized that the status quo would not work for distance learners?

The third suggestion that Nadler provides involves offering rewards for those who helped to make the necessary changes in office policies and procedures for distance learners. Questions that provided information about rewards included: To what degree were participants recognized for their work in adapting and creating new policies and procedures for distance learners? What form did this take? Were employees and managers satisfied with this recognition? To what degree was participation not recognized? If recognition did not take place, was there dissatisfaction among employees? How did the lack of recognition affect their work, particularly when they

worked with distance learners? How did employees feel about others who may have been recognized when they themselves were not?

The final strategy that Nadler suggests involves the provision of sufficient time for planning and implementing changes that an organization must go through to reach the desired state. Questions related to this strategy included: How would each participant describe the ideal lead time for major changes in office policies and procedures to be planned and implemented? Was enough time allowed for both the planning stage and the implementation stage, or did they feel rushed, in redesigning office policies and procedures to accommodate distance learners? If workers had it to do over again, what time frame would they recommend in order to plan and implement this initiative?

In addition to questions related specifically to the four strategies that Nadler suggests will reduce resistance among employees and managers, I explored general experiences and perceptions that did not fit into one of these categories. My purpose for this was to gain a greater understanding of the adaptations that employees and supervisors had to make in their systems, from a more global point of view. I believe an overall perspective about the changes enhanced the data I found from the previous questions. The following inquiries, then, are examples of information that I pursued: When did workers learn of this distance learning program? How did they feel about it, on a personal level? On a departmental level? Were there any

examples of any employees in their offices sabotaging or resisting the change? If they could go back and make any changes in the management of the process of change, what would they do differently? What recommendations would they make for others looking into such a change on their campus?

Procedures

The site I selected is a mid-sized urban university in the mid-Atlantic region of the United States. The reason for this selection is that the institution has been involved in distance learning initiatives since the mid-1980s, and the administration has recently undertaken a distance learning partnership with community colleges around the state. This partnership allows for students to obtain baccalaureate degrees in close proximity to their homes and/or work.

Following site selection, the first step in this process involved obtaining permission to conduct this study from the Vice President of Academic Affairs at the institution (see Appendix A). I wrote to her because she is the primary contact within the institution for all questions related to distance learning. She confirmed with the Provost that my study could be conducted at the institution.

I also requested permission to proceed with this study from the Human Subjects Committee at the College of William and Mary. Following

the committee's approval (see Appendix B), I sent a letter to each of the managers in the offices identified above, asking if they would participate in this study (see Appendix C). In addition, I requested that they provide me with the names of all employees in their office who had worked with distance learners as part of their jobs. Once I received these names, I randomly selected two or three from an envelope representing those in each office and asked the employees, in writing, if they would participate as well. In three of the units, employees were not randomly selected since they were the only ones working with distance learners. I provided an "Informed Consent" form (see Appendix D) for each participant, and obtained each person's signature before I included him or her in the study. No one refused to participate, therefore I did not need to select another name from any of the units.

I interviewed each person (see Appendix E) for approximately one hour in his/her office or in a conference room located near their offices, depending on the participants' preferences. I took notes during the interviews; in addition, I taped the interviews (with permission) and had the notes transcribed immediately after the session. One participant did not allow me to tape her interview because she does not like her voice on tape; therefore, I simply took notes during that session.

In analyzing the data from all interviews in this study, I coded the answers associated with Nadler's four action steps recommended for

supervisors who are in the process of managing change within an organization. In addition, I created categories based on the levels of involvement that employees experienced throughout the transition, since these levels represent significant findings within the study. The analysis included a comparison of managerial styles in units where employee participation levels were low, "*ad hoc*," and high. I analyzed for patterns of effectiveness of each style of management displayed by the administrators, based on participants' reports on the units' operations and on their satisfaction with the transition. The results are presented here, with recommendations for further study of the effective management of change within organizations.

Chapter 4

MANAGING CHANGE: STYLES AND STRATEGIES

Introduction

In 1992, administrators at Riverside University submitted a proposal to the state higher education coordinating body for a distance learning initiative that Riverside would develop and implement around the state. The initiative involved the formation of partnerships between Riverside and each of the state's community colleges, allowing students to obtain baccalaureate degrees in their local areas. The partnership would provide a "two-plus-two" format for students through which they could pursue their first two years of course work at the community college and the final two years via satellite broadcast from Riverside.

The state coordinating body evaluated the proposal during the 1992-93 academic year, revised it in conjunction with Riverside administrators, and forwarded it to the governor for his review. The governor approved the proposal, and the coordinating body forwarded the request for funding to the state legislature. The legislature approved the proposal in its winter 1994 session and provided funding for the program to begin in fall 1994 at thirteen community college sites.

Setting the Stage: Academic Affairs

In 1993, after the proposal's revisions were complete, the Associate Vice President for Academic Affairs at Riverside conducted a statewide survey to determine which programs of study were in high demand among potential distant learners. Questionnaires were placed in twelve newspapers throughout the state, and respondents were asked to return their completed forms to the Associate Vice President. In addition, deans of instruction at community colleges in the state provided information about degree programs in which individuals in their communities expressed interest. The programs Riverside began to offer were those that represented the highest demand, both from the statewide survey and from the deans of instruction.

The Associate Vice President met with Riverside University deans, department chairs, and faculty representing these programs to inform them of the distance learning program and to discuss strategies for offering each degree by satellite. She offered a number of resource incentives to departments participating in the initiative, including a faculty position, graduate assistantships, and increases in their operating budgets. She also provided additional staffing--instructional designers--within Academic Television Services, so that faculty could obtain training in televised instruction. These instructional designers offered training during the spring and summer of 1994 to all faculty members planning to teach on television in fall 1994. Further training sessions, as well as individual assistance, have

also been provided by the instructional designers on an ongoing basis to faculty, both new to and experienced in televised instruction.

This distance education initiative was becoming an important and visible enterprise for the university. Thus, it was important to gain the support of faculty who would be involved in the program. To accomplish this, the Provost met with faculty who were already teaching on television to request their input regarding additional incentives for this program. She developed and implemented their recommendations, which included reduced loads for faculty who initially designed a class for television and increased compensation for classes with enrollments exceeding 60 students.

Setting the Stage: Student Support Services

In addition to the faculty, the Associate Vice President also met with members of the student services division during a retreat in the spring of 1993 to inform them of the proposed distance learning program. She described plans for the "two-plus-two" partnership with community colleges around the state. She further suggested that administrators and staff who provide student support services examine their current policies and procedures to determine what adaptations would need to be made for students who would obtain course work and degrees from a distance. As a result of her suggestion, the Vice President for Student Services established a Distance Learning Service Delivery Committee (DLSDC) to which he

appointed the director and associate directors of each student services unit at Riverside. He also requested that administrators from the Office of Finance and the Office of Computer Services join the committee, since their work is often closely connected to that of student services. He appointed an assistant vice president for student services as chair of the group, and she, in turn, formed subcommittees to address the major changes to be made, primarily procedures for registration, financial aid, and admissions. The committee met each month beginning in the fall semester of 1993, and continued through spring semester of 1995. Members of that committee included supervisors from five of the six areas examined in this study.

In the sixth area, the library, the staff had already begun the process of adapting services for students who were pursuing degrees at Riverside's local satellite centers. The Associate Vice President met with the Director of the Library in the spring of 1993 to inform her of the need for expanded services at additional sites beyond the local area. When a search began for a new assistant librarian in 1994, one candidate emerged who had distance learning experience at another university library. This characteristic distinguished her from the other candidates and contributed to her selection. Once hired, she immediately began to oversee the adaptations that were being developed for distance learners.

STUDENT SUPPORT ORGANIZATIONS

The units analyzed in this study represent six student support organizations that were significantly impacted by this distance learning program. Administrators in five of the six units were selected to participate based on their involvement in the Distance Learning Service Delivery Committee. An administrator from the library, the sixth unit, was chosen because she had been asked by the Director of the Library to oversee distance learning for that organization. Additional participants in each of the units were selected based on their involvement in the distance learning program as reported by the administrators.

Writing Center

The Writing Center is one of the operations within the Student Services area. The staff is responsible for administering, grading, and assisting students with the Writing Sample Placement Test and the Exit Exam of Writing Proficiency, both of which are graduation requirements at Riverside. The Writing Center staff also assists with developing and overseeing workshops for students whose writing skills are deficient. The staff consists of the Director, Associate Director, secretary, and part-time graders. Student assistants also help with office work. All full-time

employees in this organization, the Director, Associate Director, former secretary and current secretary, were participants in this study.

Library

The professional staff in the library is responsible for all holdings, reference, information systems, interlibrary loan, and other areas related to the research, administration, and teaching needs at Riverside. The Information Services staff consists of the Assistant University Librarian, sixteen employees in Access Services, thirteen employees in Reference and Research Services, and Art and Music library assistants. A number of students are also employed throughout this staff. Participants in this study included the Assistant University Librarian, the head of Interlibrary Loan, the head of Reference and Research Services, and the Instruction Librarian who also works in Reference.

Admissions, Registrar, Financial Aid

The Office of Admissions, the Office of the Registrar and the Office of Student Financial Aid are all part of Enrollment Services (within the Division of Student Services) at Riverside University. The directors of each of these offices report to the Assistant Vice President for Enrollment Services, who in turn reports to the Vice President for Student Services. The Office of Admissions is responsible for recruiting and admitting applicants, and for

evaluating transcripts for all Riverside students. The staff consists of a Director, two Associate Directors, the Assistant Director for Transfer Evaluations, counselors, processors, clerical staff, and students who assist in all admissions operations. The study participants from this office were the Assistant Director for Transfer Evaluations, the Transfer Evaluation Coordinator, an admissions processor, and a transfer credit processor.

The Office of the Registrar is responsible for all student records, registration, scheduling, and graduation operations. The staff is comprised of a Director, Associate Director, and twenty employees, primarily working in records and registration. Participants in the study were the Director, the Scheduling Technician, the Graduation Counselor, and the Domicile Determination Technician.

The Office of Student Financial Aid is charged with processing all financial aid requests for Riverside students. The staff consists of the Director, two Associate Directors, two Assistant Directors, counselors, and clerical staff. The participants from this office included the Director, an Assistant Director, an Associate Director in charge of loans, and the Distance Learning Counselor.

Office of Finance

The Office of Finance is a department operating within the Division of Administration and Finance at Riverside University. This Division is headed

by the Vice President for Administration and Finance. The Office of Finance has numerous areas of responsibility, including customer service, accounts payable, accounts receivable, cashiering, payroll, and data control. The staff is comprised of the Controller, managers of each area named above, and an average of eight employees working in each of these areas. The participants for this study consisted of the Customer Services Manager, an accounts payable technician, and a payroll clerk. I attempted to interview two other employees, both of whom participated a great deal in the distance learning process; however, their schedules would not allow time for interviews.

Summary of Participants

The six administrators chosen for this study were those charged with managing the distance learning initiative for their offices. All of these administrators are women. At Riverside, women represented approximately 61% of the administrative workforce during the 1994-1995 academic year when this program began.

Among staff members, nine are clerical staff, seven are low- or mid-level supervisors, and one is a librarian. Sixteen of the seventeen employees in this group are women. They report either directly or indirectly to the administrator interviewed in the study, with the exception of two clerical staff members who report to other supervisors; these supervisors

were unavailable for this study due to work constraints that did not allow them time for an interview.

Administrators' perspectives of the processes they undertook to adapt student services for the distance learner, and how they managed these processes, are examined here. Staff members' perspectives of the processes for change are explored as well. I describe and analyze, where applicable, both planning and implementation stages in these findings. In addition, I analyze both professional and personal perspectives that the participants provided.

ORGANIZATIONAL CHANGE: SHIFTS IN EQUILIBRIUM²

Participants in this study discussed a number of concerns about the overall distance learning initiative in which they were involved. Their concerns reflected the lack of stability they felt during the process of change, and the shifts in equilibrium they perceived in their work. They reported skepticism about the initiative itself, anxiety related to increased workloads with inadequate staffing, fear of the unknown, and difficulties with the timing of the program.

²The remainder of this analysis includes limited descriptions of the units examined so that anonymity of participants and units is maintained.

Skepticism

Several administrators said that when they heard about the distance learning program, they were not sure it would actually develop, and therefore did not proceed with immediate plans. "We all thought it would never happen," one administrator said. "It was so far in the distance that we wouldn't have to worry about it, and so we enjoyed the thought and left the meeting and never gave it another thought." Later, when the program was within months of its formal inauguration, these administrators began the planning stages of their work. All but one indicated that this resulting time frame for planning (six to eight months) was adequate for the changes they began to make in their operations.

The other administrator did not agree. Early in the planning stages, she pointed out to her supervisors and to the Distance Learning Service Delivery Committee (DLSDC) that distance students would miss important deadlines prior to the first year of operation. This glitch would have an adverse impact not only on the students, but also on the services her unit provided to them. "We already knew at the time of year that [the program] started that we were already too late to provide our services effectively that first year, so we felt like we were starting at a disadvantage." Her concern for the students who would require services from her unit appeared quite genuine, particularly since these students needed a six-month lead time in order to meet all deadlines for those services. The students' lead time

meant that this administrator's lead time should have been a minimum of twelve months. She also stated that the ability to identify all students who would need her unit's services was essential, but she did not have that capability.

Workload and Staffing

A number of participants in this study expressed an anxiety that this initiative would increase their workload without increasing the size of their staff or their unit's funding. Two administrators commented that staffing is inadequate for their work with distance learning. One indicated that her employees were "expected to deliver a service to this population with no additional staff, behind time, and not knowing who we were working with. We felt that we were being put in an impossible situation." The other said, "Just for the sake of your report, distance learning is not staffed adequately. It's one of the major things I think was a downfall."

However, the basis for concern was not entirely accurate. During the initiative's first year of operation, the Associate Vice President for Academic Affairs provided two student support units an additional full-time staff member to serve the distance learners. Furthermore, in the second year of operation, four additional offices have been provided extra staffing to accommodate the distance education students. These positions had been requested by the Vice President for Student Services, who made an

effective case that additional work would be created by the support these distance learners required.

Several employees made general suggestions to me about staffing for this distance learning initiative. One of the clerical employees proposed an organizational re-structuring since she believes the distance learning initiative would have worked better if a distance learning “center” had been created on campus to serve distance students. “To me, this [distance education] is a stand-alone kind of program. I think they should have actually separated this from the main offices and had their own center, because our main focus is the on-campus students. The distance learners don’t get the attention, information, or quality of service that these individuals that are walking through here get.” Nearly all units have incorporated the distance learners, however, into their regular workload.

Fear of the Unknown

Participants also expressed concerns about this program that may be classified as information issues. Fear of the unknown, of the nature of distance education, and the manner by which changes would take place in each office were discussed by several administrators and their employees. “I never saw anything but fear and concern among my co-workers about this concept,” said one clerical employee. “It was too much too soon.” A general lack of understanding about distance education was reflected in a

similar statement made by one of the administrators. "I remember having fear. We had fear about not being able to do it or how it was going to work and we just made a plan and said we'd try it this way and just jumped in." Only by delving into the work and developing a plan of action were the concerns in her office alleviated.

Other participants' fears were also related to a lack of understanding about distance learning. Most employees at Riverside had no experience with distance education, and were unsure about adaptations that had to be made in their units. As the planning stages began in the DLSDC, administrators asked questions of staff in the newly created distance education office about the program and its effect on their units. Unfortunately, many unknown aspects of the program, including enrollment numbers, created frustration on the part of these administrators. One commented, "I never could seem to get a clear idea [of this distance education program], and I don't really think that was anyone's fault because I don't think anyone knew what the numbers would be. It was frustrating, though, because we had no idea how many students we would be serving." No enrollment projections had been made available to provide staff with this essential information.

All participants indicated that they simply could not have understood the program in its entirety until they were fully engaged in it. "Until we actually started doing [this unit's] services for distance education, we never

really thought of every possibility and every question that could come up. We had time to plan but we couldn't finish planning until we actually began." Someone in a different office echoed similar thoughts. "In terms of initial implementation, you can't foresee some of the problems unless you have another model from another university that you can go on. And distance learning is too new, I guess." This perspective was universal among all participants in this study. They could not project all of the areas that needed to be changed until they faced various situations related to distance learners.

In fact, a few adaptations may be viewed as reactive rather than proactive, since all conceivable changes could not have been foreseen. For example, personnel in the Office of Financial Aid planned their services for distance learners taking only Riverside classes, but had to adjust these services to meet the needs of those students who were dually enrolled at both the community college and Riverside. Additional paperwork, agreements with community college administrators, and communication with the U.S. Department of Education were required to demonstrate that students were not illegally receiving aid from both institutions.

Implementation and Funding

A final area of concern was related to the implementation date and the availability of funding for the distance learning program. Funding was

not available until July 1, 1994, yet classes at all thirteen sites were to begin the following month. Within this compressed time frame, site offices were to be established, site directors hired and trained, computers with connections to the main campus installed at sites, and students recruited and admitted. Beginning the program in the fall semester was considered to be essential by Riverside administrators so that the university could demonstrate the program's success to the legislature when it reconvened in the winter of 1995. Most of the administrators in this study had suggested to the administrators in the distance learning office that a January 1995 start would allow time for all operations to be established in a thorough manner; however, the Associate Vice President for Academic Affairs stated that she, the President, and the Provost all believed that the expansion of this program was dependent on information provided to legislators from fall semester. The legislators would likely fund additional sites only if the program appeared to be successful.

PARTICIPATION: THE CRITICAL COMPONENT

As noted earlier, Nadler presents four action steps that supervisors are encouraged to incorporate into their managerial behavior as they progress through an organizational change. In this case study, of the four, participation was found to be the critical component that effected

successful change; the success of each of the remaining action steps (identifying problems in the current organizational state, allowing sufficient time for the transition, and rewarding behavior that supports the change) appears to be related to the degree to which managers allowed and encouraged their employees to participate in change. Thus, the focus of this analysis is participation, with descriptions of management styles that encouraged employee participation and those that did not. These descriptions are further divided into low, *ad hoc*, and high levels of employee involvement within the organizational units. In addition, a modified level of participation resulted when a low-participation unit altered its structure and procedures after problems developed during the transition. This unit is also portrayed in the following analysis. All of the participation levels may be observed on a continuum, as shown in Figure 3.

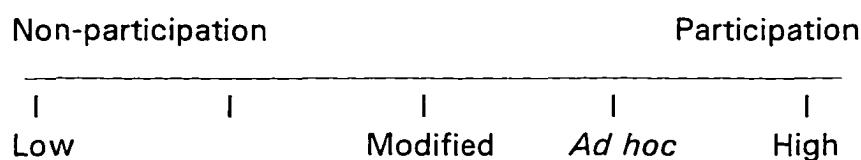


Figure 3. Levels of participation in organizational change reported by employees in student support units.

For each level, a number of characteristics emerged as a result of the functions performed by the administrators and the staff, and by the planning

and implementation processes carried out within this organizational change. Various types of resistance that members of the organization reported appear to be associated with their level of participation.

Employees in six units took part in this study. However, one unit has been eliminated from the following analysis, since employees who report to the administrator in that unit provided none of the services developed for distance learners. Therefore, administrators and staff members in only five units are examined here.

Participation Units

High Participation

The planning and implementation processes directed by the administrator in this category institutionalized participation among employees. These processes are distinguished by several characteristics, including organized involvement, enfranchisement of employees, accommodation for mid-course corrections, and the integration of new operational methods into previously established guidelines.

Administrator

Only one of the administrators in this study established a model that required extensive participation among her employees. Two personal characteristics distinguish her as unique among her colleagues. She alone

possessed a background in distance education prior to the change at Riverside, and she alone uses a highly collaborative management style. She has earned a master's degree, has two years of corporate experience, and additional experience as an administrative officer in a state higher education system office as well as at another university.

Staff

Members of the professional staff in this high participation category also have master's degrees. Two of them have worked at Riverside for approximately twenty years, and the third has worked there ten years. Two have supervisory roles in their units. They all indicated that each distance learning committee member in this unit was a hard-working employee who contributed equally to the tasks undertaken for the distance learning population.

Transition Process

The administrator in this high participation unit began the change process in the fall of 1993 by establishing a committee to address the needs of distance learners at Riverside. The committee met (and continues to meet) every other week, developing and implementing strategies to adapt their services for distance learners. The committee members began by establishing goals and objectives and determining a planning time line for

meeting those goals and objectives. In addition, as a member of the committee, the administrator encouraged the identification of new goals and objectives when necessary. A consensus style of decision-making was used within the committee, and responsibility has been delegated among all members. The administrator has served as chair of the committee since its inception, but believes that the chair should be rotated among all members eventually, so that each member has an opportunity to guide the group.

An important educational process emerged in this particular unit. During the early stages of planning for distance learners, members of the committee were asked to read books and journal articles describing distance education so that they would have a better understanding of the concept and operation of this type of learning. Also, as part of the planning efforts, the administrator encouraged the committee to conduct a needs assessment to determine what services were important for distant students to have. Additional needs assessments have been conducted periodically when new information is required to make adjustments for these students.

The Director of this unit, to whom the administrator in this study reports, required the committee to consider an important element in their work--accreditation standards established by the regional accrediting body. When the regional body indicated that services provided to local satellite sites were to be improved, the committee members decided that services for all off-campus students must have the same standards. Therefore,

accreditation figured into the process of designing and implementing procedures for distance students.

During both planning and implementation stages, communication and information have flowed often among members of the committee, and from these individuals to others in the organization. The group adapts to continuing changes in their work for distance learners. For example, the technology that assists distance learners is in a constant state of change. The changes require modifications in procedures and materials that are developed for distance learners. Members of the committee work individually and in sub-groups to create these changes as each new area of technology is introduced.

Committee members possess a general sense that sufficient time has been allowed to plan for and address necessary changes related to distance education. Several participants indicated that they felt rushed when this program began, but that things flow more smoothly now. They said that the bi-monthly meetings provide information and time to develop policies or procedures that address distance students' needs.

Similarly, in implementing the changes, the meetings have provided opportunities for members to continually identify areas that may work for on-campus students but not for distance learners, particularly when procedures and materials for on-campus students are revised. Committee members then have adapted procedures in the ways necessary for all

students' needs to be addressed. One committee member recommended, for example, that a distance learning handbook be developed for all Riverside students studying at a distance. She ultimately assisted in the creation and distribution of the handbook, for which the administrator acknowledged and thanked her.

Contributions such as these are often acknowledged by the administrator in this unit. All of the participants working with the administrator said that they believe she values their contributions on an ongoing basis. One participant indicated that the administrator tells them both verbally and in writing that she could not have carried out the changes without their sizable contributions. These statements of appreciation, the staff member said, represent a nice reward for the work she is doing. Another participant discussed rewards, as well as the categories of participation and time that Nadler describes, quite well in characterizing the committee:

I definitely felt valued as a member of the committee. I mean, we had the responsibility to do it all; we weren't just a token committee. We really made decisions and carried them out, and they had a big impact on staff here and on students at a distance. And everybody was doing it together. It wasn't being imposed on us from above. Also, we had time to phase in each aspect of our work for distance learners, so I felt good about that.

Ultimately, all three employees in this unit stated that they were very satisfied with the managerial style that this administrator used in carrying out the organizational change. They said that they were also quite pleased with their role in the processes.

Resistance

These positive perceptions undoubtedly contributed to the minimal negativity that committee members felt about the work they carried out in the organizational change. Resistance, or reservations about this work, came in two forms. One involved an employee's philosophical misgivings about distance learning. She believed distance learning represents a lower quality of education than traditional on-campus learning because of the lack of personal contact between students and faculty. However, she was motivated by her professional ethics to put forth her best efforts to make adaptations for these students, according to one of her employees. As an active committee member in this high participation unit, she and her colleagues believed that she contributed significantly to the program, regardless of her concerns about this form of education.

Reluctance to take on this process also came in the form of concern about workload. Each employee in this unit believed that he or she already carried a heavy workload due to the state's personnel cutbacks and employment freeze. They originally wondered how they would be able to

take on additional tasks related to distance learning without being overburdened. Rather than allow this reluctance to impede the change, however, they met the challenge directly. Once the committee work began, they delegated other tasks to non-committee members, and spread the distance education work among all committee members so that no one took on more than he or she could handle. As a result, the resistance to these changes, minimal as it was, was diluted and eventually subsided.

When asked if they had any recommendations for ways in which the changes could have been managed more effectively, employees in this category could only respond with administrative decisions external to their unit. They indicated that funding and staffing could have improved their operations. However, they had no recommendations for improvement of the administrator's management style or the process by which they planned and implemented the change.

Ad hoc Participation

In this category, the process of change occurred through informal and unstructured participation that the administrator encouraged among her employees. Flexibility and a spontaneous style of management and decision-making encouraged a moderate amount of participation that employees were able to contribute to the process.

Administrator

One administrator may be categorized as an *ad hoc* participation manager. Although she did not establish formal committees with her employees, she encouraged participation on an informal basis, necessitated by specific work to be performed. In other words, she advocated situational involvement among her employees. This manager possesses a master's degree and fifteen years' experience at Riverside. Characteristics of her managerial style include spontaneous meetings, occasional communication and information flow, few goals and objectives, little planning time, and limited delegation of responsibility.

Staff

The staff in this medium participation unit includes an administrator with a master's degree, one secretary with a bachelor's degree, and another secretary with limited undergraduate work. They have worked at Riverside between six and eleven years. All consider themselves and the rest of the staff as very hard-working, and saw this initiative as an opportunity to learn new tasks within their jobs.

Transition Process

With an informal structure established in the office, the administrator and her staff met on an irregular basis to deal with operational elements of

their services that required change. This *ad hoc* approach occurred primarily during the implementation stage, and thus, little planning was carried out prior to the actual onset of this initiative. In fact, when forms needed to be revised, both the administrator and staff members came together to discuss how these revisions might be accomplished. As a result of the *ad hoc* nature of this process, employees felt comfortable going to the administrator to suggest changes, and were encouraged to follow through with the changes. One of the employees explained a typical initiation of change in a major procedure in the unit. "I asked [the administrator] for her approval, and she said 'Great!' She saw no problem with doing it this way." Another employee made two recommendations, one associated with a distance learning filing system and one related to the forms mailed to distant students. The administrator immediately adopted both recommendations for the office, thus reinforcing this pattern of involvement.

As a result of her style, employees have a sense of enfranchisement and of being valued for their work. Two employees said they believe they are valued, but minimized the need for their supervisor to show it. They said that they were simply doing their work, and believed they did not need the Director to tell them that they were valued. It was "understood," according to one of these employees. All employees in this office, however,

pointed out that the Director does verbally express consistent appreciation for their work.

Finally, the employees in this category also indicated that they have opportunities to identify areas that must be adapted for distance learners, but that the identification is done on an "as needed" basis, rather than in a deliberate planning format. As a result, this unit occasionally worked in a style of "crisis management" when necessary changes became apparent at the last minute. Or, if changes were made based on problems that surfaced, employees sometimes took on extra work to make corrections. Generally, however, needs have been addressed and solutions have been generated in a relatively smooth operation. One of the clerical employees in this office said simply,

When I see a need, I think of how to solve it. As a problem came up with the distance learners, I would think of a solution to try to make it better. I'd find a way to do it, whether it was to inform someone, or whatever. That's usually the way I operate. I think ahead of what might happen and try to get ahead of it.

The administrator, thus, promoted staff involvement on an individual basis rather than encouraging a committee or group style of participation.

Resistance

Employees in this category did not perceive any resistance to changes made in accommodating distance learners. On the other hand, they commented on several aspects of the change process that were challenging. For example, this unit lacked an educational process that would have aided employees in understanding this type of learning. Two staff members indicated that they were not included in the university-wide planning process for this initiative, which resulted in an inadequate understanding about this type of education. They believe their jobs were made somewhat more difficult as a result, since they had to learn about the program as they implemented it. And one employee remarked that she believed members of the staff had to “re-program” themselves to create the necessary changes. She said that this was a matter of thinking differently about education and about serving students who did not fit the on-campus traditional or non-traditional mold. However, there was no reluctance on any staff member’s part to become involved in this program. Furthermore, they could offer no suggestions that would have altered the way the administrator managed the change in their unit.

Both administrator and staff in this category mentioned that their rewards are sometimes the result of either “seeing it work,” or students’ comments of appreciation. In fact, the administrator related the story of helping one of the distance learning students, who was so happy with the

process that she told her site director. "And the site director called me to tell me, and I thought, 'Yes, this is the system that works. This is one that really works'." The intrinsic reward of seeing the change system work has been important to both administrator and staff in this office.

Non-Participation Units

Low Participation

Three units in this study may be described as low participation units. Characteristics of these units include a compartmentalized management style, disenfranchisement of staff, inadequate planning or establishment of procedures, minimal communication with staff, and dissatisfaction among employees with the process of change.

Administrators

Among the administrators who head these low participation units, one has a master's degree, one has a professional license, and one has nearly completed her master's program. They have worked at Riverside between seven and ten years. Each one operates slightly differently from the others, but are all similar in the way they took on most of the work related to distance education: they did not delegate many of the distance learning operations to their staffs.

For various reasons, these administrators indicated that they, as managers, should carry out the work for these students on their own. One administrator said she simply did not have time to inform her employees about the distance learning program and all that it involved. Another said she enjoyed being in charge, being the resource person for distance learners, since this resulted in recognition from other administrators at Riverside. She admitted that the unfortunate effect of this approach was a lack of communication with her staff. One administrator thought only she herself should handle the problems, therefore the operations, for distance students in their units. She felt that this work was more complex than the usual operations that her staff undertook. "It's probably not a good way to manage, but at the time I felt the only way to manage was for me to do it myself because if I delegated it, I might push somebody else over the edge because we were already all standing on the brink." This administrator was particularly concerned that the extra work, coupled with the complexity that distance learning services added, would significantly overload her staff.

Staff

The staffs in the various units in this category are comprised of five clerical employees, three of whom are low-level managers, three mid-level managers (professional employees), and one counselor. Their educational backgrounds range from high school diplomas to master's degrees, and their

work experience at Riverside extends from two to twelve years. The units have comparable staffing configurations--a director, associate directors, counselors and clerical employees.

Because administrators in this category took on the majority of planning and implementation for the distance learning operations, none of the staff members participated in the planning phase of this distance learning program. They have only been charged with implementing the operations that affect their work, while not participating in decision-making during this implementation stage.

Transition Process

The processes by which these units underwent change to accommodate distance learners have a number of similar characteristics. The administrators did not form committees to include their staffs in the decision-making process for this distance learning initiative, and they did not delegate responsibility to their staff members. No group decision-making took place; rather, each administrator made her own decisions, or requested input from other administrators. No goals or objectives were set for the units, and no planning time was established during which the office staff could make adaptations for distance learners. In addition, minimal communication flowed between supervisors and their staffs, and supervisors

made very little information available to office staffs about the distance learning program.

Ironically, the administrators in this category had participated in an effective model for planning and implementing an organizational change. They were all involved in the university-level Distance Learning Service Delivery Committee (DLSDC), where communication flowed among members of numerous offices and strategic planning took place on both individual and sub-committee levels. Two supervisors who worked on the DLSDC commented that the committee was quite useful to them. "The meetings were very enlightening. It was great that we all heard each others' issues...we formed a lot of appreciation for other staff members who were involved in this." Similarly, another said,

I think the committee was very important. It let the players come together and get to know each other...we forget how what we do impacts other people and this committee gave us the opportunity to basically put our plans out on the table and let everybody else see how they could impact it.

In spite of these experiences, the administrators in this category did not provide the same opportunities to their employees by involving them in the change process. Instead, the administrators directed this process using a compartmentalized management style that did not allow for a smooth operational transition within the units.

Three sets of characteristics are particularly representative of the transition that did take place. The first are the communication processes that developed as a result of the management style and the lack of staff involvement related to this transition. The second are the planning processes and direction provided by the administrators. And the third are the reward systems that unfolded for administrators and employees throughout the implementation phase of the change. The first two sets of characteristics stem from a management style that did not provide opportunities for employees to participate in the change process. The third set developed both from reward systems established by the administrators inside each unit and from experiences of recognition outside the units. These characteristics are addressed below.

Communication

Lack of appropriate information was illustrative of the communication processes between administrators and staff in the non-participation groups. For example, none of these administrators provided adequate information about the overall concept of this distance learning program to the majority of their employees. And yet, understanding the program was essential for these employees in providing important services to the students. According to one worker, the distance learning program was "a very confusing process...I don't think anyone at my level truly understood the whole

mechanism...And I think the peons, as we call ourselves, dealing with these students, somehow we got lost in the shuffle of setting up this total program."

On the other hand, there was a form of communication, albeit indirect, that emerged in the low participation units. This communication was often provided through external means, such as second-hand information that site directors shared with employees in these units and student complaints directed to these employees or to members of the distance learning staff. When services were not provided adequately, for example, students and/or site directors often informed the distance learning office of their complaints. Administrators in the distance learning office would then contact the appropriate supervisor to discuss the problem, and the supervisor resolved problems in one of two ways. She would take them on herself to resolve, or she would provide training to the staff so that they could resolve the issues themselves. When the administrator of a particular unit chose the former procedure, problems associated with the lack of appropriate communication continued. When she chose the latter, employees had adequate information with which to resolve similar concerns in the future.

An example of the indirect communication employees received was reported by one of the mid-level managers in this category. She often learned about changes in her work from site directors around the state

rather than from her supervisor. She reported being very frustrated with this, since it made her and other staff members look incompetent by being uninformed and unprepared for new procedures. To remedy the situation, she has asked the supervisor to send copies of correspondence to all employees when any new information related to distance learning is provided to site directors. The supervisor has complied to a limited degree. The employee indicated that she is more likely now to receive copies of correspondence sent to site directors so that she will have the same information they have.

Planning and Direction

The second set of characteristics, inadequate planning and direction on the part of administrators in these units, created a number of difficulties. One problem identified by several employees was insufficient time to implement the program. Several workers indicated that they did not participate in planning for this program, and this resulted in a lack of understanding of policies and procedures established for distance learners. This created a backlog of work as well as errors in work related to distance learning students. Consequently, both employees and supervisors were required to spend additional time correcting errors and explaining delays and mistakes to students and site directors. As one clerical employee pointed out, "Most of the time, I felt extremely rushed and stressed to try to meet

the needs of the distance learners. It's definitely better now. But, I was just overwhelmed at first." She stated that improvement in the time frame has come as a result of increased knowledge about the program as she has performed her job during the implementation phase.

Lack of planning and direction also prompted a few employees to initiate improvements to their systems, based on the needs they saw in their work. They did not participate in the planning stage; however, once the implementation phase began, several staff members established their own system for servicing distance learners, so that their work would be simplified. For example, one clerical employee developed her own filing system for the records of distance students and established a binder that contained all distance learning operational information in a separate section so that she could find materials more quickly. She has encouraged other employees to use her system so that greater efficiency would be established in the office. Both the administrator and employees in this unit expressed appreciation for her initiative, and she discussed the pride she felt for these efforts. "[The administrators] were really impressed with how I created this system, and that was nice, but I didn't do it for anyone else or for recognition. I did it because that's just how I work."

However, this employee operated on her own, separate from her supervisor's direction, in establishing these systems. Since she had little information about the distance learning program and its effect on her work,

she took on a form of self-direction to ensure that the process as well as the outcomes were effective and efficient.

Other employees, however, were given direction without essential information about the distance learning program. They stated that they were told what to do by their supervisors, and they simply did it. One clerical staff member said, "I've just learned to keep my mouth shut. It's a shame, and it shouldn't be like that, but I've learned just to do what is asked of you if you want a job and want to be treated decently." She had apparently had experiences that convinced her not to discuss concerns with her supervisors if she did not understand or agree with policies and procedures in her office.

A lack of direction, along with inadequate planning, in these low participation units probably precipitated problems with support services that a number of employees discussed. Since no structure was established to adapt services for distance learners, all of the employees in these units had to be available to assist students with their questions or problems. Unfortunately, with little information provided to staff about the distance learning program, students became frustrated with employees who were unable to help them.

Staff members made various recommendations to me and to their supervisors for resolving this problem. The most frequently stated of these recommendations was the appointment of a distance learning contact

person in the office, someone who would be fully informed about the program, and available to answer questions from students and site directors.

One clerical employee commented:

I think I would have suggested to [my supervisor] to choose a person to represent the distance learning work. Additional staffing would have been wonderful, but if not available, choose someone and educate that person so they could, in turn, educate the office...I think if you had one person, then that person would know what was going on with distance learning, who to get in touch with, how to correct the problem; the site directors would actually have had a person they could call and talk to about problems.

Another person in the same office made a similar suggestion.

"Educate that person so they could, in turn, educate the office. That's how information gets out.... When you empower people, you actually get a better job done than what you expected." Neither of these employees offered to serve as the contact person, but they did make the recommendation to designate a contact person to the director after the implementation phase got underway.

The director, on the other hand, in discussing the same issue, indicated that she did not have time or staff to develop their suggestion. She believed that designating a contact person would have required a great

deal of her time to train that person, and she did not have time for this training.

However, designating a distance learning contact rather than having all employees work with distance students, occurred in one of the low participation offices approximately nine months after the distance learning program began. This shift actually represents an example of a low participation unit moving to a semi-structured participatory format. Thus, this unit is categorized as modified participation. The supervisor recognized her "mistake" in spreading the new work among members of her staff--without clear direction or information about distance learning--after she received numerous complaints from students and site directors about the inadequate or slow services her unit was providing. "I should not have requested the staff to learn this exotic program and make it work within their already too huge work loads." She switched to a quasi-participatory model by designating two individuals to handle this student population. The change she made resulted in the delivery of satisfactory services to the distance students, as she pointed out, "I'm happy with it now. It's so quiet. I think we have really figured out how to deal with the distance learning student." Her staff agrees. The current ease of operation, particularly in comparison to the former structure, is appreciated by each employee in her unit. One of her staff put it succinctly when she said, "I think other offices could learn from our re-organization. It really works!"

Reward Systems

The third set of characteristics found in these low participation units reflects the system of rewards that evolved during the implementation phase of this change. These rewards--or types of recognition--may be categorized in three dichotomies: formal or informal, internal or external to the unit, and symbolic or tangible.

Formal, external, and tangible recognition came in the form of "Class Act" awards that two administrators and two clerical employees received for their work related to distance learners. These awards--mugs, fannypaks, and similar Riverside memorabilia--are presented by the Vice President for Student Services to individuals who are recognized for extraordinary work in their offices. The Vice President learns of this work from directors in each office or from the Assistant Vice President for Enrollment Services, to whom the directors of each of these units report.

In addition, one administrator, one mid-level manager, and three clerical workers indicated that the Assistant Vice President for Enrollment Services provides formal, external, and symbolic forms of recognition. These individuals said that she was very good about publicly and privately thanking them for the work they have done, either for distance learners or in their general operations. When she learns of exemplary work, from students or from other employees, she recognizes the employee at enrollment services staff meetings and on an individual basis.

One of the administrators who directs a low participation unit has also received formal, external and internal, and tangible and symbolic recognition for her work with this project. She has advanced two levels to her current administrative position in just over one year, and she was recognized by the President of Riverside in his opening remarks of the 1995-96 academic year. These rewards came as a result of her having managed a successful change for a specific student population in her office. Distance learners are included in this population.

Several employees in low participation units discussed the importance of various informal, external, and symbolic rewards they felt as a result of the change taking place. These employees were happy with seeing the program work, being acknowledged and thanked by students, or hearing no complaints from their supervisors. These rewards seemed to suffice for a number of employees who had received few or no specific rewards because they felt an intrinsic sense of satisfaction with their accomplishments.

Only two staff members in these units reported examples of formal and internal recognition. They received acknowledgments of their work with the distance learning program only on their yearly evaluations. They said that they were grateful for this limited recognition, although it was on a small scale.

Others, however, indicated that they had not been rewarded or recognized at all, but they minimized this lack of recognition. Three clerical

employees said that they were in their offices to work, and they do not care about recognition. Four clerical employees indicated that they would like to have been recognized for the work they had done, even though they have learned not to expect it. "Every now and then it's nice to get kudos for your work," explained one clerk. Another said, "At some point you want tangible rewards. But if you're not going to get that, somebody has to say 'you have done a really, really good job, and we have noticed it.' Attention must be paid." Obviously, recognition for work well done, or work above and beyond employees' regular operations is important to these individuals. And yet, they have resigned themselves to working simply for their paychecks, and having few expectations beyond acknowledgment in the form of a salary.

Resistance

Although employees in this category believed that they did not resist the program or changes for the program in their offices, resistance in various forms surfaced nonetheless. Much of the resistance took the form of negative feelings toward this initiative, which was played out by scapegoating the distance learners. Some staff members believed the distance learners received special consideration due to their unique status within the university.

I was negative about it. I felt that the distance students were breaking all the [university] rules and regulations and the university was willing, and did do whatever they could to accommodate that student, whether it was wrong or right. I looked at it as not being fair to the students here on campus.

In fact, university staff accommodated the distance learners by adapting the rules and regulations; however, this employee had not been given information about these adaptations. The communication that explained the process and rationale did not occur between supervisors and staffs in the low participation offices. While this may have caused resistance toward the program, employees stated definitively that they carried out the work regardless of the difficulties they faced.

MANAGING CHANGE: A SUMMARY

As previously noted, the purpose of this study is to determine how administrators in various student support units managed the change for a distance learning initiative so that employee resistance would be reduced. According to Nadler (1989), managers can reduce resistance by motivating employees to change their behavior when major transitions occur in the workplace. Employees motivated to change will ultimately become employees who desire not only the transition, but will successfully

implement the change with little or no resistance to the desired organizational state.

The four action steps Nadler recommends for motivating change include identifying procedures in the current organizational state that will not work in the desired state, allowing employees to participate in the transition, providing rewards for behavior in both the transitional and the desired state, and allowing sufficient time for the transition to occur.

In this case, employees' participation in the transition was the crucial component in motivating them to change, and ultimately in having them exhibit little or no resistance. When managers followed this action step, the three other action steps tended to be included as well. Thus, when employees were encouraged to participate, they were able to identify problem areas in the current state, they felt valued for their work toward the desired state, and they believed that sufficient time was allowed to both process their understanding of this new form of learning and make the transition to accommodate distant students. In addition, they were satisfied with both the management and the process of change. Ultimately, I found that administrators who encouraged participation among employees created environments in which resistance appeared to be significantly reduced.

Conversely, those managers who did not provide opportunities for participation among their employees created environments in which employees were not satisfied with the management or the process of

change. Furthermore, these employees were not involved in identifying problem areas in the current organizational state, they did not believe their work was acknowledged or valued by their immediate supervisors, and they felt pressed by insufficient time to make the transition. Although these employees may not have resisted the change overtly--some actually feared for their jobs--they felt hostile toward the change itself or to those whom they had been hired to serve. Their anger tended to focus on their lack of participation in the change rather than on any of the other action steps examined here.

Participation was also a determining factor in administrators' and employees' reported experiences in the planning and implementation stages of change. When individuals participated in the process, they were typically involved in both stages. However, when they did not participate in the process, they were only involved in implementing the changes that had been made by others and not in the planning stages of the change.

Finally, I found that an educational process developed to assist employees in understanding an innovative program such as this is an important element in organizational change. In the high participation unit, employees reported that they had a firm grasp of the concept of distance learning, which enhanced both their work and their experiences in the process of change. In the remaining units, employees reported a lack of understanding about distance learning. This appears to have hindered the

work of staff members in the low participation units. It also created resentment toward the managers as well as the students these employees were serving. Thus, this study addressed an important action step in the area of control within Nadler's framework: providing an educational process related to the transition for employees who are involved in organizational change.

The results of this case study, then, suggest that managers who provide opportunities for employees to understand new concepts related to change are likely to enhance these employees' experiences in the change. Furthermore, when managers encourage employees to participate, even on a limited basis, in creating the change in the organization's structure and/or operations, they are unlikely to face severe resistance to the changes among staff members. These managers will also have employees who are satisfied with major changes that are incorporated into the organization's operations. This corresponds with Nadler's (1989) statement that "one of the most consistent findings in the research on change is that participation in the change tends to reduce resistance, build ownerships of the change, and thus motivate people to make the change work" (p. 497).

Chapter 5

THEORETICAL CONCEPTS AND ORGANIZATIONAL REALITY

David Nadler's (1989) theory of organizational change is a prescriptive framework that has not been substantiated through specific research on the implementation of his model. This case study provides data that both support and expand his work on reducing resistance to organizational change. The study demonstrates that among the action steps Nadler recommends, participation is the overriding and compelling behavior that leads to the successful management of organizational change. The three other components (identification of current procedures that will be ineffective in the desired state, a system of rewards, and the allowance of sufficient time to make the transition) appear to be subordinate elements to participation.

Nadler's theory relies on a model of organizational behavior that is used here to analyze the reported functioning within a university change of some magnitude and consequence. As noted above, he suggests that when an organization's inputs (environment, resources, and history) are combined with its transformation processes (task, individuals, organizational arrangements, and informal organization) a number of outputs result. These

outputs include goal achievement, adaptation, resource utilization, group performance, and individual behavior and affect. In this chapter, each unit examined in this study is analyzed according to these outputs. Within this analysis, goal achievement is combined with adaptation since the latter represented the ultimate goal within the process of organizational change for each unit. Specifically, the goal of each of the units was to adapt established services to meet the needs of distance learners.

The findings in this case study serve to demonstrate the effects of managerial style on each unit's performance in the organizational change it undertook to provide services to distance learners. These data are reported according to the level of employee participation in the process of change.

Goal Achievement/Adaptation of Services

When employees participated in the process of change, their units were able to successfully accomplish the goals of designing and implementing effective adaptations in their operations for distance learners. They developed efficient services in a timely manner for these learners and allowed for modification of procedures when necessary as the process evolved. For example, as the technology used to provide these services changed, adaptations were made in the printed materials that described the services. These employees were also productive in integrating the new operations they developed into the systems that had already been in place.

An example of this integration occurred when information flyers for on-campus students were used to develop a handbook for the distance learners. Only the flyers that contained details useful to distance learners were incorporated into the handbook.

The high participation unit was also effective in establishing goals and objectives specifically related to serving distance learners, and in revising them after goals were met or when new goals had to be developed. Goals were met when key services for distance learners were incorporated into the staff's operations, and new goals were established when changes occurred in the services that were provided to these students. As a secondary effect, according to the employees, the working environment was enhanced, particularly in the high-participation unit, by the processes each of the offices undertook. This enhancement came in the form of employees feeling a sense of enfranchisement within their units and of being valued for their work, particularly in making the decisions that they would ultimately carry out. These feelings of enfranchisement and worth among the employees led to a unit loyalty, thus a commitment to successful achievement of their goals.

When employees did not actively participate in the process of change, their units were able to provide services for distance learners; however, the processes by which the changes were planned and implemented were neither effective nor efficient. Managers did not establish goals or

objectives for this process; thus, services were not effectively integrated into the operations of the units. Goals and objectives for this organizational change likely would have included providing detailed information to staff members so that they could serve students in an efficient and effective manner. Employees reported on a number of occasions that their lack of understanding about distance learning in general and this program specifically prevented them from providing the assistance the distance learners needed.

Furthermore, staff members were not involved in planning for change, and therefore were unable to provide the most useful and appropriate services to distance learners. A lack of participation in discussing and planning the changes created a scenario in which employees could only provide the services that were part of their usual operations for the on-campus students. Without necessary adaptations, they discovered numerous problems with providing these services to students at a distance. For example, when distance students had conflicts related to the support services they were receiving, employees suggested that the students come to campus to resolve these conflicts, yet this proved difficult or impossible for students who lived between 100 and 500 miles away. In addition, employees sent materials to distance learners about main campus dormitories and local (main campus) areas of interest, since these employees were not briefed on distance learners' housing status.

Distance learners' services were improved only after a number of complaints were registered from students and site directors. The consequences of this problematic implementation of change included heavy workloads and time demands on the part of administrators who had to resolve conflicts as well as explain the program to their employees so that communication from employees to students would be modified. Additional outcomes from this difficult transition included feelings of disenfranchisement on the part of employees due to their lack of knowledge about the program. Further, employees felt they were undervalued because they were not invited to take part in the process of this organizational change.

Resource Allocation

Within this study, the distribution of new tasks for distance learners represents the resource allocation undertaken in each unit. The new operations were distributed among all members of the high- and *ad hoc*-participation units when the process for change was implemented. The high participation unit allocated this workload in a structured format, such as committee or sub-committee tasks, whereas the *ad hoc*-participation unit distributed work in a spontaneous manner. In this latter unit, employees would take on the required new tasks when the need arose. Ultimately, the more the tasks were distributed among all employees who provided services

to distance learners, and the more these tasks were regarded as contributing to the success of the entire program, the greater the prospects became for a productive organizational change with limited resistance to the change.

Administrators in the low participation units undertook the primary responsibility for planning and delivering the services provided to distance learners. New tasks, in the form of planning and implementing these services, were not distributed among various members of the staff, since managers decided to carry out most of the adaptations designed for distance learners. This resulted in a heavy burden for the managers, leaving them with less time for other tasks, and anger and frustration among the employees because they felt they were left out of the process. It also prevented students from receiving adequate services, prompting them to voice complaints about the lack of support they perceived from these units. Similarly, when new tasks were distributed among employees in these units --without appropriate communication from the administrators--comparable problems surfaced. The results were the same: increased workloads for managers and inadequate services provided to students.

Group Performance

The high participation unit in this study was involved in a very organized group process toward goal attainment. The members maintained

regular interactive communication with scheduled meetings and focused agendas. They shared information as a group and distributed this information in writing to members of the entire organization. This contributed knowledge about distance learners to all employees in this unit so that they could provide appropriate information and assistance to these students. Committee members also shared responsibility for the services they were developing and implementing by dividing tasks among themselves.

The *ad hoc*-participation unit met its goals in a more spontaneous manner. Members worked together in an effective manner, and communicated well with each other. Information was shared among all employees in the group on an *ad-hoc* basis. In addition, responsibility for various tasks was divided among members according to each one's role in the unit.

Both the high- and *ad hoc*-participation units appeared to have a group synergy that enhanced the groups' operations. This synergy resulted, in part, from contributions that all members felt they made toward the ultimate goals of the group. Also, synergy unfolded with opportunities for group problem-solving and decision-making, which created a sense of enfranchisement as well as personal and professional feelings of worth within the group. The outcome of these positive feelings and of the group

synergy was the successful development and implementation of services for distance learners.

Members of the low participation units reported little or no communication related to the changes being implemented. In fact, several employees in these units indicated that they were entirely unaware of the overall plans for the distance learning initiative, and had little information about how this initiative would affect their work. No actual group process took place in any of these units toward providing services for distance learners. With no goals or objectives in place, these units had little opportunity to operate with any kind of group cohesion or synergy, as had the groups in which employees were involved in the process. Furthermore, no opportunities for problem-solving or decision-making occurred within any of these units. This resulted in employees' lack of knowledge about policies and procedures for distance learners, thus limiting their effectiveness and efficiency in providing services for these students. In addition, employees felt a sense of low personal and professional worth as well as a sense of disenfranchisement within their unit. Finally, there were few loyalties to the group among employees in these units, resulting in a lack of commitment to carrying out important changes for a new student population at the university.

Individual Behavior and Affect

The behavior of employees in high- and *ad hoc*-participation units was that of working toward established or *ad-hoc* goals and objectives, producing the effective establishment and implementation of student support services for distance learners. In the high participation unit, employees were educated about a new concept--distance learning--and expressed appreciation for their supervisor's role in providing this information. In both units, employees reported that everyone contributed equally to the tasks that advanced the operations of the offices. In addition, each person was incorporated into the process of planning and implementing change within the units, either in an organized structure or an informal arrangement. Consequently, employees in these units were very satisfied with the management of this process. They were happy to have been involved from the beginning and throughout the stages of establishing and carrying out new procedures. They became more knowledgeable employees and they felt a sense of worth from this involvement. Although these employees took on additional work within this transition, they did so willingly because they enjoyed participating in the process. Ultimately, because of their satisfaction with the supervisor, employees had no recommendations for improving the operations initiated for this organizational change.

Employees who did not participate in the change that took place in their units also provided the services that were required for this distance learning initiative. However, they provided these services with little information about the initiative or about the students themselves. Some of these employees did not understand the concept of distance learning, and were not provided the tools to incorporate adaptations within their work. Furthermore, they were not integrated into the change process that had begun at the university level. As a result, several staff members expressed resentment and/or anger about the administrator's management style, the distance learners themselves, their perception of a special status accorded to the distance students, and the additional work this created for them. Their anger often stemmed from their lack of participation in planning for the change within their units. A number of employees also expressed frustration about the inadequate information and communication they received related to distance learning in general and how it affects their work specifically.

As members of their units, these employees felt a sense of personal and professional worthlessness within the process of this organizational change. Since they were not asked to provide input during the planning stages, and they did not help to make decisions that they would ultimately carry out for their units, they felt greatly undervalued within this process of change.

As a result of their dissatisfaction with the process, they had numerous suggestions for improvement of the operations. The major recommendation for their supervisors was to involve them in the planning for major changes that may take place in the future. This would result in feelings of enfranchisement and loyalty to the process and to their units. Such feelings would likely generate effective and efficient services for distance learners.

An Evaluation of Nadler's Model

As the framework by which this study was conducted, Nadler's (1989) model proved to be quite useful in determining how supervisors managed a distance learning initiative for their individual units. An examination of the action steps he suggests for reducing resistance to organizational change (participation, time, rewards, and identification of dissatisfaction) contributed to an important understanding of the supervisors' management styles and to reactions of their staff to these styles.

This study expands the model, however, since my inclusion of both personal and departmental experiences and perspectives provided greater insights than could have been found using only one of these areas of inquiry. For example, while adaptations were made in each of the units studied, employees' feelings and perspectives about the change processes

varied dramatically. Those in the high- and *ad hoc*-participation units were satisfied with the process and those in the low participation units were frustrated and angry with their lack of knowledge and involvement related to the change.

In addition, since participation was found to be the overriding action step that contributed to successful change in the units evaluated, greater emphasis should be placed on this step within the structure. Thus, the model would reflect the four action steps with particular importance placed on participation as the primary component in successful organizational change.

Finally, I would define resistance within the model, so that both overt and subtle or covert resistance is understood by researchers and practitioners alike. Usually, resistance is assumed to be overt, such as employees' refusal to perform new duties. However, this study found resistance to be covert as well. Employees' resistance was exhibited by philosophical differences with an innovative program, anger toward supervisors, and frustration with both the process and the students. Thus, the model is enhanced with a broad definition of resistance. Each of these additions expands the model, creating a more useful framework for both researchers and managers.

A supplemental note regarding Nadler's model relates to education within the process of organizational change. Employees in this study who

were educated about distance learning indicated that they understood and were comfortable with the overall concept in which they participated. All other employees pointed out that they had a vague understanding of the general concept, and they desired more information from the outset.

Education, therefore, represents an important component of change, and is included in Nadler's overall model for organizational change. However, it is an action step within the element of control--rather than resistance--and thus was not analyzed extensively here.

Implications for Further Research

Distinctly different characteristics emerged between those units that provided opportunities for employee participation in the process of change and those that did not. Implications for further research related to some of these differences might include the examination of participation as it relates to management style, participation and group cohesion, participation and goal achievement, or structured versus non-structured participatory environments.

Additional research may be valuable in several other areas of this study. Employee involvement in decision-making and problem-solving, regardless of organizational change, appears to be meaningful to workers in student support services. In fact, it is likely that involvement at this level is meaningful to workers in a variety of offices in institutions of higher

education. Bensimon and Neumann (1993) develop this theory extensively in their research on teamwork and collaborative leadership with findings that support the results of this case study. They suggest that individual-centered leadership be transformed into group-centered leadership for successful attainment of goals and satisfaction of employees. "The strength of teams lies in their ability to think together in ways that individuals typically cannot do" (Bensimon & Neumann, p. 135). Attainment of goals occurs when teams accomplish various activities, including providing information within and outside the group, coordinating and planning group tasks, and making decisions that group members will implement. Satisfaction of employees comes from feelings of enfranchisement and worth in working toward team goals.

Further inquiries into such teamwork and collaborative leadership in decision-making and problem-solving may be useful. These data would give researchers and managers alike further evidence of employees' interest in and level of productivity from such involvement. As the findings revealed in this case study, both teamwork and collaborative leadership resulted in successful goal attainment and employee satisfaction.

Another area recommended for study is an examination of managerial styles in the context of organizational change. Since this case study was not aimed at exploring employee participation as it relates to managerial style within an organizational change, further research into this area is

suggested. Also, the change in this study was planned and implemented for an innovative program and no model existed for such a program at Riverside. Since Nadler's theory does not address innovative operations for which managers may need to direct a transition, additional research on this form of change is particularly recommended.

Finally, all six managers in this study were women and their styles of managing a change within their units varied significantly. These findings differ from those of other research on women in leadership positions within higher education and various other organizations. Several researchers (Bensimon & Neumann, 1993; Astin & Leland, 1991) report that the female administrators in their studies use a collaborative style of management, similar to that of the high participation manager in this study, and quite different from management styles of the low participation managers. Bensimon and Neumann (1993) suggest that women's experiences lend themselves to a "reconceptualization of leadership based on the theme of inclusive teamwork" (p. 19). Thus, they say that women are more likely than men to be collaborators in their work settings.

Astin and Leland (1991) describe the women in their study as having trust in and commitment to those around them, empowering other women, and being prepared for all possibilities in their work settings. This study examines a number of women who made significant contributions within their leadership roles in education, community service, and political arenas.

Each of these studies contrasts sharply with the present study, in both methodology and findings. For example, neither Bensimon and Neumann (1993) nor Astin and Leland (1991) interviewed leaders' employees as part of the research, thus preventing the researchers from verifying the administrators' responses. Further, Astin and Leland (1991) only questioned women who viewed themselves as feminists and whose goals included social change, whereas none of the women in the present study indicated that they share such goals. Feminism and social change were not components of this study; therefore, none of the managers were asked about these issues.

The findings in the present study also differed from those in the works of Bensimon and Neumann (1993) and Astin and Leland (1991). In this study, most administrators did not collaborate with their employees, nor did they build teamwork or develop a sense of empowerment among the staff members. Two managers did create such a structure in their units. And on the university level, the Vice President for Student Services, a male, established a model for teamwork and collaboration when he formed the DLSDC and appointed administrators from each of the student services units that would need to adapt policies and procedures for distance learners.

Ultimately, since the present case study was not intended to examine women's managerial styles in an organizational change, it is recommended that further research expanding the studies on teamwork and women's

styles of management be conducted. Research on the extent to which women provide opportunities for employees to participate in organizational change, or in decision-making and problem-solving within the usual work setting is also encouraged.

Recommendations for Managers

It is clear from these findings that employees, at least in this setting, desire to be included in planning for and implementing major organizational change, decision-making, and communication related to their work. It seems likely that these employees are not unique and that employees in most work settings would prefer such involvement. Therefore, managers are encouraged to provide opportunities for employees to become educated about change, to participate in developing and implementing change within the organization, and to assist with decision-making and problem-solving related to the operations. While there may be certain difficulties with these practices, the results will probably include greater efficiency and effectiveness in the operations, satisfied employees, greater communication of important information related to the work, and the generation of new ideas that may not have emerged without this action. Efficiency and effectiveness in the units' operations are represented by the time savings for employees and managers, shared responsibility of tasks, and appropriate student support services provided to distance learners.

The difficulties related to this practice may be the need for additional time, the possibility that conflicts will occur, and the dilemma some managers would face in relinquishing control (Nadler, 1989). These difficulties were explored among administrators who participated in this case study. The findings suggest that while none of the managers reported concerns about potential conflicts if staff members were involved in planning and decision making, some administrators do fear a lack of time and a relinquishing of control to develop employee participation. On the other hand, those managers who encouraged participation among their employees found that they had more time to devote to other tasks, that there were few, if any, conflicts, and that shared responsibility and control contributed to success in the units' operations. If managers can recognize these benefits of employee participation, they would undoubtedly encounter positive results from including their employees in helping to determine numerous courses of action to be undertaken by the organization.

Appendix A

October 2, 1995

Dr. Associate Vice President for
Academic Affairs
Riverside University
Mid-Atlantic, USA

Dear Dr. Associate Vice President:

I am in the process of completing my dissertation proposal, and request approval to move forward with the case study I am planning.

The topic of my study relates to David Nadler's theory of organization change. I plan to interview administrators and staff in student support areas here at Riverside University, asking them to offer their perspectives on how the changes brought on by our distance learning initiative have been managed in their respective units. The areas of student support will include the library, financial aid, admissions, the writing center, the office of the registrar, and the office of finance.

I will use the name Riverside University as a pseudonym for our institution, so that information may be kept anonymous. In addition, I will be careful in identifying any particular unit, if I report on information that may appear unfavorable to an office.

Please let me know your thoughts on my moving forward with this topic. Thank you.

Sincerely,

Jeanie Kline
The College of William and Mary in Virginia



The College Of
WILLIAM & MARY Appendix B

School of Education
Human Subjects Review Committee
Post Office Box 8795
Williamsburg, Virginia 23187-8795

Thomas J. Ward, Jr.
Chair
757/221-2358

A handwritten signature in black ink, appearing to read 'T. Ward, Jr.', written over a horizontal line.

To: Dorothy Finnegan

Date: December 19, 1995

Subject: Research proposal from Jeanie Kline

We have reviewed the research proposal from Jeanie Kline and have determined that she may proceed with her study. Since this research involves working with adults in a commonly accepted educational setting it falls into the exempt category and is excepted from further review.

If there are any changes in methodology which effect how human subjects will be used in this research, please contact me immediately.

CC: Wendy Pearson, Enrollment/Student Services

Appendix C

October 2, 1995

Dear (Name):

I am in the process of completing my dissertation proposal, and request your participation in the case study I am planning.

The topic of my study relates to David Nadler's theory of organizational change. I would like to interview you as a member of a department that has been involved in our distance learning program to gain insight from your experiences and perspectives related to the changes brought about by this program. The information you provide could help those planning for major changes in organizations of all types.

Any information I obtain from you will be used for research purposes; however, you will not be identified as a participant of the study when I complete this work. I will maintain your anonymity in reporting all data.

The interview will take approximately one hour. Please let me know if you will be available to participate in this process. Thank you.

Sincerely,

Jeanie Kline

Appendix D

Participant Consent Statement

Description of the Study

The purpose of this case study is to examine the degree to which those managing the change related to a distance learning initiative at Riverside University followed David Nadler's four action steps, designed to reduce resistance in making the transition from the former operational state to a newly-created state.

Participant's Understanding

I agree to participate in this study which I understand to be part of a dissertation to be submitted in partial fulfillment of the degree of Doctor of Education at the College of William and Mary.

I understand that the data provided by me will be limited to this use or other research-related usage authorized by the College of William and Mary.

I am aware that my statements may be utilized for research purposes but that I will not be identified by name or other directly identifying characteristics in the final product.

I understand that any information identifying me directly will be kept confidential and all records kept in the security of the researcher.

Subject's Rights

I understand that my participation is voluntary and I may discontinue participation at any time during the interview. I have the right to express my concerns to the researcher's faculty advisor at the College of William and Mary.

If I have any additional questions, I will contact the researcher or her faculty advisor at the College of William and Mary. Their names and addresses, as well as a copy of this consent form, have been provided to me.

Feedback

I have been assured that I will receive feedback about this study in a summary form of the dissertation findings.

Participant's Signature_____

Researcher's Signature_____

Date Signed_____

Researcher:

Jeanie Kline
School of Education
College of William and Mary
Williamsburg, VA 23187

Advisor:

Dorothy Finnegan, Ph.D.
School of Education
College of William and Mary
Williamsburg, VA 23187

Appendix E

Interview Schedule

In this research, I am looking at organizational change and adaptation from the perspective of David Nadler (1989), whose theory for the effective management of change involves several action steps that may be taken to reduce resistance to change. I would like to learn about your experiences with and perceptions about the changes that occurred when Riverside University implemented a distance learning initiative. The reason I have asked for your participation is because your office has been impacted significantly by this program, and the work you perform has had to adapt to the changes in policies and procedures.

Thank you for your help with this research.

I. Participation

- A. Did you participate in the policy and procedural changes for distance learners that ultimately affected your job? If so, in what manner?
- B. How did you feel about your level of participation, or if you did not participate, about your lack of participation?
- C. How did your participation affect your office or your specific job?
- D. Did you have a sense that your opinions were valued when planning for the changes, as well as during the implementation states?
- E. If you had it to do over again, how might you create the same or different ways for all employees to participate in planning and/or implementing the changes?

II. Identification of Dissatisfaction

- A. During the planning stage, did you have an opportunity to identify and discuss dissatisfaction with office procedures that provided support for on-campus students, yet may not have been suited for distance learners? Please discuss.
- B. Did this occur in the implementation stage? Please discuss.
- C. When dissatisfaction with current procedures was felt, what happened in your office? Was it discussed?
- D. Did you believe there was a need to create new policies and procedures? If so, did you express those beliefs?
- E. Were you given an opportunity to actually create new policies and procedures, formally or informally, when you recognized that the status quo would not work for distance learners?

III. Rewards

- A. To what degree were you recognized for your work in adapting and creating new policies and procedures for distance learners? What form did this take?
- B. How satisfied were you with this recognition?
- C. If recognition did not take place, how did you feel? Did this lack of recognition affect your work, particularly when you worked with distance learners?
- D. If others were recognized, yet you were not, how did you feel?

IV. Sufficient Time

- A. How would you describe the ideal lead time for major changes in office policies and procedures to be planned and implemented?
- B. Was enough time allowed for both the planning stage and the implementation stage in redesigning office policies and procedures? Or, did you feel rushed in this process?
- C. If you had it to do over again, what time frame would you recommend in order to plan and implement this initiative?

V. General

- A. When did you learn about this distance learning program? How did you feel about it--on a personal and a departmental level?
- B. If you could go back and make any changes in the management in the process of change, what would you do differently?
- C. Were there any ways that you believe the changes were resisted or sabotaged? If so, what were they?
- D. What recommendations do you have for others looking into such a change on their campus?

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Vita

Jeanie Pollard Kline

Birthdate: January 8, 1953

Birthplace: Seattle, Washington

Education:

1989-1996	The College of William and Mary Williamsburg, Virginia Doctor of Education Education Specialist
1987-1989	Virginia Commonwealth University Richmond, Virginia Master of Education
1982-1984	Virginia Commonwealth University Richmond, Virginia Master of Business Administration
1972-1976	Virginia Polytechnic Institute and State University Blacksburg, Virginia Bachelor of Science in Business