Managing Change in Educational Organizations: Managing & Leading higher education in an era of change in Greece. Case study: University of Indianapolis Athens

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Vasilios James Kiritsis

National Center for Work Based Partnerships
Middlesex University

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Student number: M00026657

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Abstract:

This project attempts to contribute to the field of education, by presenting and analysing change and its management and how *change* has affected the operations of a foreign University branch. It describes a set of recommendations that will aid the case organization (University of Indianapolis Athens - UIA) and consequently educational organizations / institutions, in listing the various challenges affecting education and their operations in the 21st century. It is argued that identifying these changes / challenges is a requirement towards planning and managing them for any organization. The project goes beyond identification of changes, examining how these affect a specific organization. One of the objectives of this research is to consider the level of resistance and to identify ways to cope with change at educational organizations. In essence, the project deals with identifying the various triggers of change and attempts to examine how educational organizations can successfully cope with changes affecting them. In doing so, it examines a specific educational institution in Greece, UIA, and its state of readiness in coping and implementing change. Despite the importance of the topic, the existing literature contains little empirical evidence in relation to academic institutions such as Universities, Colleges or any form of educational establishment in Greece.

Through a qualitative research activity using a sample of UIA staff and academics, it was suggested that there is a need for the University to ensure that it takes into consideration the various challenges affecting the Greek educational industry. The findings suggest that the recognition issue expected in 2007 – 2008 in Greece will transform the educational scene in Greek private education and this change will trigger new changes that will most probably be coping with increased enrolment, increased competition due to the low entry barriers, a more business – like stance towards the education industry and the students and a increased reliance on up to date technology in many of the University's departments and operations. The findings also suggest that the University will need to plan and manage the changes anticipated through appropriate leadership and adequate communication and participation to avoid conflict and resistance.

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List of abbreviations and explanation of selected terms:

AEI Anotera Ekpedeftika Idrimata

BAC: British Accreditation Council

CLS: Centers for liberal Studies (ΚΕΣ Κέντρα Ελευθέρων Σπουδών in Greek)

CPD: Continuing Professional Development

CSFs: Critical Success Factors

DL: Distance Learning

DOATAP: Greece's NARIC (see Naric)

ECTS: European Credit Transfer System

ERASMUS: European Union University Student Mobility programme

EU: European Union

FT: Full Time

ICT: Information and Communication Technology

IS: Information systems

NARIC: National Recognition Information Center

NfP: Non for Profit

NGO: Non – governmental organization

OL: On – Line

PBL: Problem oriented learning

PEST: (Politics, Economics, Social and Technological analysis)

PQ: Professional Qualifications

PT: Part Time

QAA: Quality Assurance Agency for higher education

SAEITTE: Professional Recognition of University degrees, Greece

SBU: Strategic Business Unit

SWOT (analysis): Strengths, Weaknesses, Opportunities & Threats analysis

TEI Technologika Ekpaidefitika Idrimata

UIA: University of Indianapolis Athens Branch

Chapter 1: Introduction, Aim &

Objectives of the project

"The only person who is educated is the one who has learned how to learn - and change"
(Carl Rodgers)

1.1: Introduction:

All organizations (as educational organizations) are filled with people and most organizations, if not all, have certain goals to pursue. Etzioni (1964) defines an *organization goal* as "a desired state of affairs which the organization attempts to realize" (through Beazley, 1983). When one refers to 'organization' one implies any collective social arrangement. It is collective because individuals working alone could not possibly achieve the goals set or the tasks to be achieved. The individuals at work must be able to perform effectively and this brings with it the need for some means of controlling what goes on in the organization (Wilson and Rosenfeld, 1990). Profit levels, return on investment, human resources, sales and working capital are just some of the more common performance measures for business organizations. These measures require adequate management and leadership, since what makes organizations work effectively is how effectively these controls are managed and led. One of the reasons is that of constant organizational and environmental change.

Companies globally – it could be argued – are part of a wider system. Curtis (1992) defines a system as a collection of interrelated parts which taken together forms a whole such that: (a) The collection has some purpose and (b) a change in any of the parts leads to or results from a change in some other part or parts. Within this framework, it is argued that social organizations such as businesses, universities and other types are by definition open systems, which implies that they can be affected by environmental influences. They receive inputs and produce outputs whether a service or product

(Systems Theory). A simple PEST (Politics, Economics, Social and Technology) analysis would easily produce areas and pressures that any organization would need to take into consideration. Therefore, given that changes occur in any environment, thus influencing organizations, it is essential for organizations to be able to cope with environmental change (internal or external) affecting their operations.

Change, basically, can be viewed as a process that turns a steady-state system to a new steady-state system. In order for this to be done however, it is essential for organizations (or its individuals) to manage the transition from one state to another. Stability is often perceived as the desired level by many people, however as most of the related literature suggests, stability may also be dangerous in a constantly changing world.

1.2: Aim & objectives of study

It is not only important to hold the appropriate position in an organization but it is of equal importance to be able to know how to 'manage' and 'lead', especially when an organization is challenged by change. Common experience suggests and relevant research confirms that effecting major change in organizations is difficult, and it happens rarely. Organizations have a tendency to change incrementally, not radically (Beech, 2001), despite the growing number of challenges affecting any organization operating in a non – static environment. The intention of this project is to outline the findings from the qualitative field work undertaken on the topic of change. The aims and the purpose of the proposed project relate to examining the pressures affecting organizations worldwide and pressuring them to change on a foreign institution (University of Indianapolis Athens) located in Greece. The challenges may be identified in 4 main areas that will be explored and have been summarized by Ward (2000) as follows:

(1) *Shifts in the intellectual division of labour; for instance, collaboration with scholars across the oceans is taken for granted, but on the campus colleagues still face significant organizational barriers to collaboration;*

(2) Shifts in the Funding streams; the funding of higher education is undergoing changes everywhere (Hurme, 2000);

(3) Demographic shifts and Accessibility; Diversity is evident in Universities world wide; and

(4) Communications Revolution; via the use of internet and other methods of teaching, researching and cooperating.

The above 4 factors can be witnessed in almost every free country, such as Greece, which is the country within which the institution chosen will be examined. Changes affecting institutional establishments on a global scale have become numerous. Within the above context, educational organizations require adequate leadership, a good understanding of external environmental pressures and a good understanding of change and management traits in order to cope with the *challenges* of the 21st century in education

Specifically, the objectives of the study are to:

- Examine the related literature review on change, change management, leadership and both concepts (change and leadership) in related to the proposed studies (in universities, colleges etc.);
- Pin point those triggers affecting the case organization chosen;
- Explore the organization's internal and external environment and pressures;
- Test the research statement empirically (or topic of project in general terns) through the use of a chosen methodology.

This project touches upon various topic areas that are significant in the literature. It does not however go in great depth in all, as this would be impossible given the time constraints and the main focus of the project. For example, change management involves leadership, culture and structure. These topic areas play a role in affecting the various changes in any organization, however they have not been analyzed in depth but noted. The project focuses on change at UIA and given the extensive literature it would limit the effectiveness of explaining change on a theoretical level through the literature review and

on a 'practical' level, through the field work on UIA. Research in these areas and how these may affect any change in organizations is recommended however. In essence, the project will offer a business plan at the end of the study (featured in the appendix) in order to specifically recommend actions & activities to the management of UIA to penetrate the market further and coping with the challenges and findings from the research.

1.3: Breakdown of the study:

This project is broken into 7 chapters but in essence has three parts. The first part includes a general introduction to the project and the literature review in 3 main chapters. Therefore, chapter one presents the main introduction; chapter 2 deals with Change management as a concept and process, and reviews the relevant literature surrounding *change* while chapter 3 explores the literature on change related to education globally and in Greece. The second part deals with the field work and spans from chapter 4 to chapter 6. Chapter 4 specifically includes information on UIA (University of Indianapolis Athens) while chapter 5 explains the research methods adopted. Chapter 6 presents and analyzes the findings from the field work, but also correlates these findings with the literature review. The last part (3) is actually chapter 7 which offers the main conclusions and recommendations of the study. There is also an appendix at the end with useful information relating to the study overall such as presidential decrees, information on the case (organization – UIA), European Union directives and regulations on recognition of foreign degrees in Greece, articles relating to the status of education in Greece and the questions on which the interviews were based.

LITERATURE REVIEW

Chapter 2: Change: Managing & Leading

2.1: Introduction:

The literature existing on change is abundant with articles stressing the importance of "change" as a necessity for business and / or organizational survival and growth. This importance derives from the fact that changes will almost certainly occur at random points in time and organizations need to be prepared to encounter changes that may affect their operations. As Mullins (1996) suggests, an organization can only perform effectively through interactions with the broader external environment of which it is part. In order to help ensure the organization's survival and future success, the organization must be readily adaptable to the external demands placed upon it. Mullins argues that the environmental pressures are probably the most important and any organization should give great attention to these pressures in order to ensure it is not affected negatively. Beech et al (2001) suggest the following in their effort to support their argument of our increasingly changing world: It has been estimated that in the US more than half of corporations downsized in 1991 and 1992, and a near majority introduced new work designs. In the late 1980's and early 1990's, 2.5 million jobs were eliminated in America. Two in five US employees experienced a downsizing of their companies (Cappelli et al, 1997, p.53). What were the driving forces for these changes? Focusing on the US, partly because there has been a lot of published research on it and partly because the American economy exemplifies with great clarity the new logic of business now prevailing in most modern economies, the following forces for corporate change can be identified:

> ➢ Increased competitiveness;
>
> ➢ Changing markets;
>
> ➢ Financial restructuring and investor pressures
>
> ➢ New management techniques and fashions
>
> ➢ Organizational restructuring (Beech et al, p. 187).

The above reasons identified by Beech are most probably evident in the 21st century in all parts of the Western world and in most advanced economies on a global scale. In essence, our planet has changed, businesses have changed, products and services always change, tastes change, governments change, almost everything changes. We are living in a world of constant change and it could be argued that the speed of change has also reinforced the issue additionally. How does one cope with change? How can organizations be prepared for changes? What are the main areas of concern? How may change be managed? Such questions have become common in almost every organization in almost every industry, thus making the topic of change an important research topic.

This chapter examines and analyses the main concept of this project, change. It attempts to define the topic and explore the various terms surrounding it in an effort to provide the 'backbone' towards understanding the topic's influence in education prior to the field work.

2.2: Defining Change:

As briefly argued in the chapter's introduction above, the rapidity of change, technological and social, have been a central feature of industrialized economies throughout the 20th century. As Buchanan and Huczinski (1996) argue, *"it was not until the 1950s that the management styles and organization structures appropriate in dealing with stable conditions were shown to be less effective in coping with turbulence and uncertainty. From an organizational behaviour perspective, the management of change has become a central theme. The organizational literature of the second half of the century has thus concentrated on organizational responsiveness, flexibility and adaptability…these trends are likely to persist, and to intensify, into the 21st century"* (p. 456). There are numerous definitions for the term "change" and most well – known versions by Buchanan and Huczinski (1996), Mullins (1990) and other analysts related to the field would accept that change as an event occurs when something passes from one state to another. In order however for "that something" passing from one state to another,

there needs to be a disorganizing pressure involved; something that affects an entity (organization, company, individual etc.) positively or negatively. This may be an individual, a governmental change, a management change, leadership change, technology change etc.

From a business perspective, business change means the redesigning of business processes, the improvement of the company's products and / or services, and organizational changes to organization structure and / or culture deemed necessary for better performance (Guimaraes and Armstrong, 1998). However, as the authors continue, 'Mostly superficial analyses and personal opinions have been published in this basic area' (p. 74). Whatever the context or framework, change can almost certainly happen. It is usually stimulated by "triggers" which concerns the next section.

2.2.1: Change Triggers:

Change is often an outcome of the strategic process of a company / organization, especially if a company operates in a dynamic environment. Change can derive from two broad distinct environments such as the external and internal environments of any organization:

➢ *The external environment* of an organization, such as from the competition, government, social trends & tastes etc.

➢ *The internal environment*: the products themselves, the management of the organization, the size and / or structure of the organization, its people, technology etc.

Based on the above, it could be argued that organizations are "living entities" that exist in a continuously changing environment. As part of a wider environmental system, they are subjected to various challenges deriving form the organization's internal and internal environment and these in turn may affect organizations in terms of creating issues that

have to do with finance, staff, government, the society, customer satisfaction and numerous more.

In a more generalized manner according to Hellriegel et al (2001) there are three main pressures for change: 1) the globalization of markets, 2) the spread of information technology and computer networks and 3) changes in the nature of the workforce employed by organisations. McKenna and Beech (1995) also identify where changes can derive from, mainly my looking at the macro – environment:

- *changes in the political landscape*
- *changes at the economic level*
- *changes due to technological developments*
- *changes in employee-company relations*

A simple PEST analysis (Figure 1) could assist in identifying various forces affecting any company externally).

Figure 1: PEST analysis - various influences to consider.

Political / Legal
- Local, National and International levels
- Monopolies legislation
- Taxation policy
- Foreign trade legislation
- Employment law
- Government stability
- Effect on product/market opportunities
- Effect on competition
- Legislation.

Economic
- Business cycle
- Interest rates
- Inflation
- Unemployment
- Disposable income
- Exchange Rates for international operations
- Effect on exchange rates

Social
- Population demographics
- Income distribution
- Social mobility
- Lifestyle changes
- Attitudes to work and leisure
- Consumerism
- Levels of education
- Environmental aspects

Technological
- Effect on production methods
- Effect on administrative methods
- Government spending on research
- Focus on technological effort
- New discoveries / development
- Speed of technology transfer
- Rates of obsolescence

Based on the PEST analysis provided, it becomes somewhat evident that all organizations irrespective of industry may be affected by one or more of the examples noted in the boxes in figure 1 such as legislation, the government, financial reasons, economic conditions, societal tastes and others. There are also internal forces however, sourcing from the organization itself. Two of the most important according to Thompson and Strickland (2003) are (1) *managerial decisions* and (2) *employee preferences and pressures*. As the authors suggest, managers at any level of an organization operate under certain constraints that limit their freedom of action. However, in many instances they have considerable authority to make change in their particular parts of the enterprise (p. 577). Within a similar context, lower – level employees often are a good source of innovative suggestions for change. However, whatever the force that stimulates the change, according to most analysts related to the field, any change usually involves technology, culture, people, structure procedures and strategy.

2.3 Change & Culture

It is believed that the culture of an organization can influence how individuals behave at work and hence will affect both individual and organizational performances. Culture may be defined as "the way things are done around here" in rather brief terms, however the concept has been scrutinized by numerous analysts that have stressed its importance not only in understanding how organizations operate, but also how influential organizational culture may be. In 1982 Peters and Waterman undertook a study that attempted to research "excellent" companies based on their assumption that culture played a prominent role in their success. They identified 8 common characteristics, which, according to the authors, are quite basic. These were:

1. *Bias for action;*

2. *Close to the customer;*

3. *Stick to the knitting; (what the company knows best)*

4. *Autonomy and entrepreneurship;*

5. *Productivity through people;*

6. *Hands on value driven;*

7. *Simple lean staff;*

8. *Simultaneous loose – tight properties.*

The interesting point to note is that most of the above points had to do with culture, which, according to the authors is the 'glue that holds the organization together'. The question is, can culture play a role in change? How may it affect the whole process? According to Black and Porter (2000), the culture of the organization is a potential focus for change in organizations. In a way, as the authors suggest "changing an organization's culture can be as potent in its consequences as making major changes in technology". Given the difficulty in being able to change an organization's culture, one may begin to understand how culture – if rigid – can affect change be implemented. Given that culture has also been associated with the strategy of a company (Vecchio, 1991), its importance as a parameter to take under consideration when organizations intend to change is reinforced.

According to Galpin (1996), there are 10 cultural components to consider when implementing change:

➢ *Rules and Policies:* Eliminate rules and policies that will hinder performance of new methods and procedures.

➢ *Goals and measurement:* Develop goals and measurements that reinforce desired changes.

➢ *Customs and norms:* Eliminate old customs and norms that reinforce the old ways of doing things and replaced them with new customs and norms that reinforce the new ways.

➢ *Training:* Eliminate training that reinforces the old way of operating and replace it with training that reinforces the new.

➤ *Ceremonies and events:* Establish ceremonies and events that reinforce new ways of doing things, such as awards ceremonies and recognition events for teams and employees who achieve goals or successfully implement changes

➤ *Management behaviours:* Develop goals and measurements that reinforce the desired behaviours. Provide training that focuses on the new behaviours.

➤ *Rewards and recognition:* Eliminate rewards and recognition that reinforce old methods and procedures, replace them with new rewards and recognition that reinforce the desired ways of operating. Make rewards specific to the change goals that have been set.

➤ *Communications:* Eliminate communication that reinforces the old way of operating; replace it with communication that reinforces the new. Deliver communication in new ways to show commitment to change.

➤ *Physical environment:* Establish a physical environment that reinforces the change. Relocate management and employees who will need to work together to make changes successful.

➤ *Organizational Structure:* Establish an organizational structure that will reinforce operational changes. For example, set up client service teams, eliminate management layers, centralize or decentralize work as needed, combine overlapping decisions.

Organizational culture needs to be taken into consideration when changes occur not only because the type of culture may play a role in 'accepting' or 'resisting' the change, but also because the chances of the change to be implemented rely on it.

2.4: Resistance to change:

Change invariably creates conflict. It spawns a hotly contested tug – of war – to determine winners and losers (Boleman & Deal, 2003). Some individuals and groups support the change while others oppose. In many situations, organisations resist to change

for a number of reasons, thus creating problems for the organisation in dealing with it. As defined by Buchanan and Huczynski (1997), resistance to change is 'an ability, or an unwillingness, to discuss or to accept organisational changes that are perceived in some way damaging or threatening to the individual' (Organisational Behaviour, 1996). Despite the potential positive incomes, change is often "resisted" at both the individual and the organizational level and people are naturally wary of change. That is why Buchanan (2001) argues that the most desirable skill for a manager for the nineties will be his/her ability to manage change. Within this framework, one begins to understand the importance of managers in dealing with such issues and the need for managers to be able to 'lead'. The following figure (Figure 1) provides various reasons and examples:

__Figure 2: Examples of resistance to change__

REASONS	EXAMPLE
1. *__Fear of change__*	Change may mean loss of job, power, prestige and this is why it is perceived as threat.
2. *__Not understanding the reason behind it - Argumentation__*	Informing a colleague or an employee about what is going to happen without explaining why, what will be involved and the reasons / benefits for the organization will most probably create problems instead of improving the situation.
3. *__Not being able to face change__*	Employees may be aware of their limits. They may not have the knowledge in practical terms to cope with the new status quo or the stamina to go through the process (if a process exists).
4. *__Evaluating change differently (usually from inadequate information)__*	Some changes may be interpreted in a different way by individuals from a common group / organization.

Although organizations need to adapt to their changing environments, in most cases, change may not be welcomed by all. Why? They feel comfortable with the status quo. As Mullins (1996) argues, to ensure operational effectiveness, organizations often set up defences against change and prefer to concentrate on the routine things they perform well. Employees worry about what effects any change will have for them personally in most of the cases, as change may affect their pay, their career prospects, the overall status quo in the organization, their position, title, knowledge etc. Quite understandably, people within the change process are far more likely to embrace change if they feel it will make them better off. Some of the main reasons for organizational resistance are the following (based on Kotter, 2000):

Individual resistance

- *Perceptions.* Once individuals have established an understanding of reality, they may resist changing it. Among other things, people may resist the possible impact of change on their lives by (a) reading or listening only to what they agree with, (b) conveniently forgetting any knowledge that could lead to other viewpoints, and (c) misunderstanding communication that, if correctly understood, wouldn't fit their existing attitudes and values.

- *Personality.* Some aspects of an individual's personality may predispose that person to resist change. The highly dogmatic individual is close-minded and more likely to resist change than is a less dogmatic person. Another example is dependency. If carried to extremes, dependency on others can lead to resistance to change. People who are highly dependent on others often lack self-esteem. They may resist change until those that they depend on endorse it.

- *Habit.* Unless a situation changes dramatically, individuals may continue to respond to stimuli in their usual ways. A habit can be a source of comfort, security and satisfaction for individuals because it allows them to adjust to the

world and cope with it. Whether a habit becomes a primary source of resistance to change depends, to a certain extent, on whether individuals perceive advantages from changing their behaviours.

- *Threats to power and influence.* Some people in organisations may view change as a threat to their power or influence. The control of something needed by others, such as information or resources, is a source of power in organisations. Once a power position has been established, individuals or teams often resist change that they perceive as reducing their ability to influence others.

- *Fear of the unknown*. Confronting the unknown makes most people anxious. Each major change in a work situation carries with it an element of uncertainty. People starting a new job may be concerned about their ability to perform adequately.

- *Economic reasons.* Money weighs heavily in people's considerations and they certainly can be expected to resist changes that might lower their incomes. Changes in established work routines or job duties may threaten their economic security.

Overall, in times of change, people respond differently and most of them negatively, in their work environment. According to McKenna & Beech (1995), the reasons for their resistance can be summarized as follows:

- *Threat to expertise, influence, power base or allocated resources.*
- *Fear for job security and income*
- *Low tolerance for change and questionable adaptability.*
- *Doubt as to the need for, and the benefits from, change.*
- *Mistrust to the management's motives and abilities to make the change.*

None of the above is illogical, though the degree to which any of them is expressed by isolated cases or groups of employees may be exaggerated. Conversely, all of them have

to be efficiently addressed so that resistance is overcome. Undoubtedly, in most changes, some fears will prove correct for some people: people *will* get fired, demoted or weakened; some of them *will* prove not adaptable enough; and management *can* see or do things wrongly. To cope with resistance and conflict, change agents need to display extraordinary skills and employ allies to the cause (Frost and Robinson, 1999).

This is one more reason why resistance has to be carefully considered before the change process is initiated. A vital tool to manipulate resistance and one that seems to be a converging point of most writers on the subject, is communication.

2.4.1: How to deal with resistance to change:

Kurt Lewin (1951) developed a model that could conceptualize the various forces involved in the change process and called this model 'force field analysis'. In any group or organizational setting there is most probably an interplay of driving and restraining forces. Some forces are 'positive' towards the change and some are negative (resist it). In essence according to Lewin (1951) to initiate change, the current equilibrium of forces must be modified by one or more of three actions:

- Increasing the strength of pressure for change
- Reducing the strength of the resisting forces or removing them completely from the situation
- Changing the direction of a force

Figure 3: Force Field Analysis, Lewin

Processes of Managing Change:

Driving forces

New technology
Changing work values
Knowledge explosion
Competition
Market turbulence
Globalisation
Socio-political changes

Restraining forces

Resistance from individuals and groups:
 Habit, fear of loss,
 Economic reasons
 Social ties
Resistance from the organisation
 Structure, rules, procedures
 Limited resources
 Culture

Quasi-stationary equilibrium

Lewin: Force-Field Model [66]

Based on the above, it is important for managers to find ways of eliminating the restraining forces. Within this context, based on Kotter and Schlesinger (1979), Buchanan and Huzynski (1996), it is important for the change agent and / or the leaders in charge to educate and commit those affected by organisational change. They need to explain why change is required, what is expected by it. Through this education it is expected that those affected will be more understanding and a sense of trust may be created. Furthermore, people involved need to participate and feel a sense of involvement. Their views may be asked as this action may gain further commitment to the change itself. Support should be provided to those that need assistance, negotiation and agreement may take place with potential resisters as they may have important power within the organisation. Finally, it is essential to "manipulate" those affected covertly by offering desired roles to them as a method to resist problems. Management, in various instances, may also use coercion to make things happen. Managers and

employees can learn to identify and minimize resistance and thus become more effective change agents.

Furthermore, another theory attempting to explain how change can be implemented through an equasion or 'formula' is one proposed by Richard Beckhard and Reuben T. Harris (1987) is actually attributed by them to David Gleicher. It is a simple tool that offers a first impression of the possibilities and conditions to change an organization. The Change Model Formula (Change Equation) is: $D \times V \times F > R = Dissatisfaction \times Vision \times First\ Steps > Resistance\ to\ Change$. The Change Equation can help one understand that all three components must be present to overcome the resistance to change in an organization:

- Dissatisfaction with the present situation,
- Vision of what is possible in the future, and
- Achievable first steps towards reaching this vision.

If any of the three is zero or near zero, the product will also be zero or near zero and the resistance to change will dominate.

David Gicicher through Organisation Behaviour, p. 473) who argued that: "Organisational change will only occur when KxDxV>C, where 'K' represents Knowledge of first practical steps. 'D' represents Dissatisfaction with the status quo. 'V' represents the desirable Vision of the future and 'C' represents
the Costs (material and psychological)". When multiplying, if K, D or V is 0 or
less, organisational change cannot happen successfully.

As noted above, resistance in almost all changes involving organizations is quite inevitable, thus requiring these organizations to have knowledge as to what the reasons for resistance may be and where does it derive from. Having the appropriate knowledge

is most important and may help in developing a plan to manage the change as the next section indicates.

2.5: Managing change:

As discussed earlier, people tend to be resistant to change. It is important however to adopt a clear defined strategy for the initiation of change since resistance to change will never cease completely. Apart from resistance, it is also important to have a plan and follow it to gradually meet the desired results.

According to Van Dyke (2003), change management strategies can be used in various settings despite limitations. As he argues, it is valuable to examine what is available and determine whether it has applicability to universities (which is the area under investigation). According to the author, there are certain principles that are required for successful change management:

1. *Demonstrated senior management support and sponsorship impacts on a number of other principles associated with the effectiveness of implementation.*
2. *A detailed planning process underpinning the effective management control of the project (Hall, 1999, Kotter, 1996, Aladwani, 2001, Skok & Legge, 2002, Davenport 2000, Frantz 2001, through Van Dyke (2003).*
3. *Clear management of the role of consultants or change agents;*
4. *development of effective communication strategies adapted to the particular culture;*
5. *Staff commitment;*
6. *Project review to learn from the experience of the current project for future change projects.*

Lewin's model of change:

Often the most effective ways to make needed changes is to identify existing resistance to change and focus efforts on removing resistance or reducing is as much as possible. An important part of Lewin's approach to changing behaviours consists of carefully managing and guiding change through a three-step process (figure 3 below):

Figure 4: The process of Managing Change:

Processes of Managing Change:

Enhancing the Driving forces

Altering behaviour

Managing resistance

Institutionalising change

Disturbing the equilibrium

Unfreezing The status quo

Moving

Re-freezing

Weakening the Restraining forces

Creating awareness of the need to change

Gathering and Giving feedback

Making the Change permanent
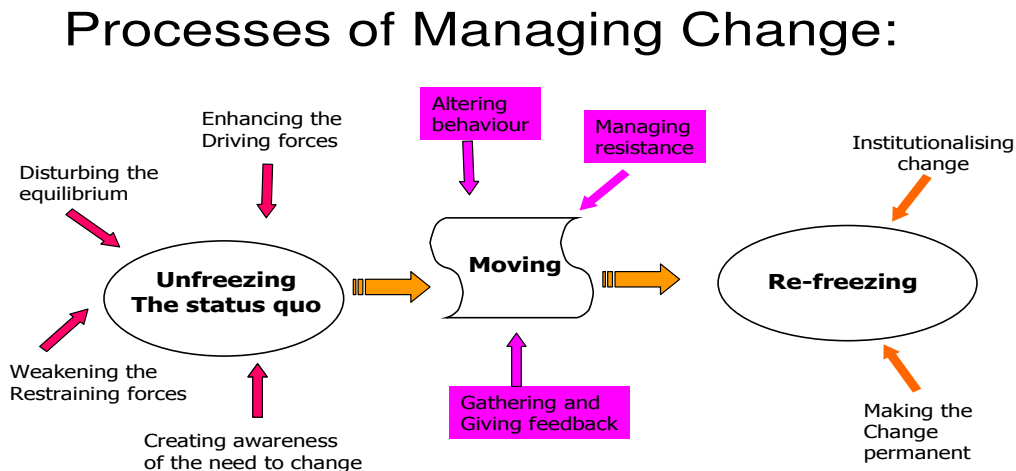
- **Unfreezing.** Reducing those forces maintaining the organisation's behaviour at its present level. This stage may be considered the most difficult part of the change process concerned with actually explaining the change and providing the reasoning behind it. The unfreezing part according to Lewin, requires a trigger, an individual to challenge the existing status quo and assistance from consultants and other agents.

- **Change.** It involves identifying what the new, desirable behaviour should look like, communicating it and encouraging individuals and groups to accept it. The point is to develop new behaviours, values and attitudes through changes in organisational structures and processes.

- **Refreezing.** This is the final stage which stabilises the organisation's behaviour at a new state of equilibrium. It is frequently accomplished through the use of supporting mechanisms(rewards, bonuses) that reinforce the new organisational state such as organisational culture, norms, policies and structures.

Although different individuals and groups are likely to be affected in different ways and therefore likely to respond differently, understanding the violent level of responding with a specific change and anticipating responses within whole organization become possible when management conducts a pilot study. This will assist managers to identify possible methods such as technical skills to eliminate the negative responses. Bringing new personnel and consultants can also help. People need to be given counselling and therapy to help overcome fears and anxieties after change. Major change may make original managers to lose trust between employees and make energizing activities ineffective. New personnel and consultants will assist employees to recover rapidly to commit to their work. New personnel and outside consultants may give the big picture on what was faced with the organization and promote surviving employees to understand the situation of the organization. Furthermore, employees may find new managers whom they can trust.

People tend to be resistant to change. It is important however to adopt a clear defined strategy for the initiation of change since resistance to change will never cease completely. Managers and employees however, can learn to identify and minimize resistance and thus become more effective change agents.

Kotter's eight phases of change

Apart from Kurt Lewin, Kotter (1990) argued that change can be seen through 8 phases that actually worked in sequence. If one opted to skip steps in order to try to accelerate the process would most probably create problems. Furthermore, as success depends on work done in prior stages, a mistake in any of the stages could have a negative effect on the whole process of change. According to Kotter, the following are the 8 phases:

➢ Establish a sense of urgency: Examine the market and competitive realities. Identifying & discussing crisis, potential crisis or opportunities.

➢ Forming a powerful guiding coalition: Assembling a group with enough power to lead the change effort. Encourage group to work as team.

➢ Creating a vision: Creating a vision to help direct the change effort. Developing strategies to achieve that vision.

➢ Communicating the vision: Using every vehicle possible to communicate the new vision & strategy. Teach & role model new behaviours by example of the guiding coalition.

Figure 5: Kotter's eight phases in implementing change
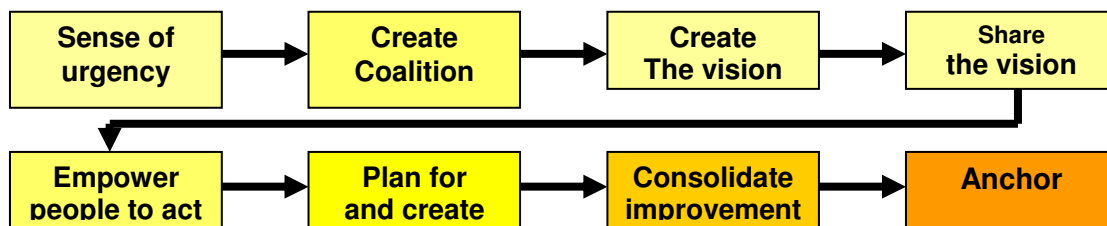
➢ Empowerment of others to act on the vision: Getting rid of obstacles to change. Changing systems & structures that seriously undermine the vision.

➢ Planning for & creating short term wins: Planning for visible performance improvements. Creating those improvements. Recognising and rewarding employees involved in the improvements.

➢ Consolidating improvements & producing still more change: Using increased credibility to change systems, structures, & policies that don't fit the vision.

➢ Institutionalizing new approaches: articulating the connections between the new behaviours & corporate success, developing the means to ensure leadership development and succession.

One of the most important factors in the successful implementation of organizational change is the style of management (Mullins, 1996). "In certain situations, and with certain members of staff, it may be necessary for management to make use of hierarchical authority and to attempt to impose change through a coercive, autocratic style of behaviour (p. 734). According to Mullins, there are also human and social factors affecting change as change involves humans and given the various reasons behind resistance noted, along with the restraining factors associated with Lewin's force field model, it takes more than being a manager in dealing with change.

Schaffer and Thomson (1992), suggest that management needs to recognize that there is abundance of both underexploited capability and dissipated resources in the organization. In their article which was published in the Harvard Business review in 1992 "Critical Success Factors (CSFs) in change", the authors argue that the most important point in any change process is to focus on results rather than activities. Management can get started in results – driven programmes in four (4) ways:

Ask each unit to set and achieve a few ambitious short term performance goals;
Periodically review progress, capture the essential learning, and reformulate strategy.
Institutionalize the changes that work - and discard the rest and
Create the context and identify the crucial business challenges (p. 89).

In essence, from the models and theories examined in this section, there are a number of overlaps in terms of which areas need attention and what to focus on, however all have certain details that make them unique. The next section deals with leadership and the change agent and attempts to discuss and examine the role of the individual(s) involved in implementing change programmes.

2.6: Leadership & The Change agent

Leadership needs to support the organization's strategic direction. It is important to have adequate leadership and the appropriate style to facilitate change. Styles vary according

to the organization's type, however similar styles can be used in various contexts (i.e. democratic, participative etc.). The literature suggests that the most well known styles of leadership can be presented as follows:

- o Stage 1 Entrepreneurial – risk taking, personable, hands on approach;
- o Stage 2 Delegatory - Formal meetings, reporting structures, hierarchy;
- o Stage 3 Autocratic – Power oriented;

In terms of dealing with change, the *change agent*, the one who leads the change management process, needs to have certain characteristics and traits in order to help the company deal with the process of change itself. Based on the literature, the change agent can be *any member of an organization seeking to promote, further, support, sponsor, initiate, implement or deliver change. Change agents are not necessarily senior managers, and do not necessarily hold formal 'change management' job titles and positions* (Buchanan & Huczynski, 1996, p. 481). The authors of the above definition continue by quoting Rosabeth Moss Kanter's (1989) identification of skills that a change agent needs to have, and many of these skills overlap with those of a leader (collaborator, self confidence, trust, respect the process, multi - skilled, independence). Interestingly, this skill set is reinforced by Buchanan, in an article he published in 1993 in Scott and Hearnshaw, (1993, p. 292): The change agent is concerned partly with how proposals address the organizational problem. The change agent is also partly concerned with how the change is perceived by other actors in the organization, with how it is understood. Within this context, the change agent needs to have traits that are usually found in leaders and managers.

Leaders need to find ways to cope with change and / or trigger change themselves supporting their vision. They need to create the case – effectively engage other in recognising the need for change, create structural change, one that is based on understanding, build commitment, plan and monitor successfully. The changes affecting educational organizations and education in general are numerous and managers as well as academics in leadership positions need to cope with these not only in a traditional

academic manner (implying that a University's mission relates only to teaching and research), but also in a business – oriented manner (this topic is discussed and examined in chapter 3).

"The main difference between managers and leaders is that some managers cannot sleep because they have not met their objectives, while some leaders cannot sleep because their various objectives appear to be in conflict and they cannot reconcile them" (Trompenaars and Hampden Turner, 2002, p. 1). When change is required, it is most likely that a trigger has 'forced' change or a leader has realized that this change is required for the organization to progress. If the same leader 'leads' the change, this demonstrates commitment, a feature noted in earlier sections dealing with coping with resistance and through Kotter's 8 phases towards successful change. After realizing that change is required, the change process needs to be planned. Therefore, within this context and based on the literature, leaders and managers seem to have two different objectives within an organization, despite logical overlaps. Leaders can initiate change, managers can plan it. Kotter (1990) provides a distinction between the two as discussed below.

According to Kotter (1990), in an article published in Harvard Business Review ("What leaders really do"), leadership is different from management, but not for the reasons most people think. As he argues, leaderships is not mystical and mysterious. "It has nothing to do with having charisma or other exotic personality traits. Nor is leadership necessarily better than management or a replacement for it". In essence, Kotter distinguishes between leaders and managers in the sense that both have two distinctive and complementary sets of actions. He does find a link with change however, in the sense that leaders are those that cope with change. As he continues, companies manage complexity first by planning and budgeting – setting targets or goals for the future (typically for the next month or year), establishing detailed steps for achieving those targets, and then allocating resources to accomplish those plans. By contrast, leading an organization to constructive change begins by setting a direction – developing a vision of the future, along with strategies for producing the changes needed to achieve that vision (Kotter, 1990, p. 41).

Programmes need to organized and planed, people need to be managed and led and continuing changes need to be absorbed. Any organization needs to have the appropriate knowledge of the challenges noted above in order for these to be communicated effectively. The above points have created additional possibilities and opportunities for individuals; however the above points have also created problems for students and alumni, as well as challenges to the educational institutions, noted in the next chapter.

In a world of continuous change, you need to be willing to transform yourself and to do that you can never stop learning. A commitment to change and transformation is a decision you have to make every day…Things are not going to slow down and things are not going to stop changing. Change is a way of life now…what is your comfort level with that? If you recognize that change is continuous, how do you adapt to that? Through on – going education. (Curt Girod, Unisys Co, Wharton at work – newsletter, January 2004).

Farkas and Wetlaufer (1998), argue that one if the change agent's most important techniques is consensus building. Because change can be extremely disconnecting to members of an organization, change agents must often shepherd new ideas over rough terrain…change agents often combine consensus building with another, somewhat contradictory technique: occasional public and dramatic displays of top management's strong support for new ways of doing business (Harvard Business Review, Leadership, 1998, p. 139 – 140). Finally, mangers, according to Zaleznick (1977, through Beech et al, 2002), focus their attention and energy on the role they play in events that occur or in a decision – making process. Leaders, however, are more concerned with ideas, and they relate to others in more intuitive and empathetic ways. Mangers focus on how things get done; leaders focus on what the events and decisions mean to people (p. 145).

2.6.1: Leadership competencies for Successful Change:

According to Jeffrey Pfeffer (2006) in an interview presented in Greek newspaper Kathimerini, one of the most important characteristics of leaders is that of teamwork; however despite its importance, it is not delivered through management training. As he argues, "leaders of successful organizations see their role as value and culture architects and managers that assist their people in providing and encouraging a learning atmosphere. If the culture of the company however does not support change – or is afraid of making mistakes – leaders usually end up in trying to explain why the change could not happen instead of actually implementing the change through explaining why it should (Damoulianou 2006, Kathimerini newspaper p. 11).

Concerning the traits required for a successful change agent and based on the literature presented in this chapter, it is argued that the change agent needs to be a combination of a manager and a leader. As Buchanan et all (1993) argues and in a 'political context', the change agent is partly concerned with how proposals address an organizational problem. The change agent is also partly concerned with the involvement and ownership of those affected by the change (p. 292).

2.7: Why change can fail:

Before attempting to discuss and examine the reasons why change may fail, it may assist to evaluate the need for and organization's change. In order to assess if change is always necessary, managers need to take two critical steps. One is to recognize the possible need for change and to correctly assess the strength of that need. The other is to accurately diagnose the problems and issues that the change or changes should address (Black and Porter, 2000). If this is not done, it could be argued that change may fail. Not only for these reasons. Why do many transformation efforts fail produce only average results or indeed as many do fail? According to Kotter (1990), the most common errors may be the following:

- *Allowing too much complacency;*
- *Failing to build a substantial coalition;*

- *Underestimating the need for a clear vision*
- *Failing to clearly communicate the vision*
- *Permitting roadblocks against the vision*
- *Not planning and getting short term wins*
- *Declaring victory too soon*
- *Not anchoring changes in corporate culture*

(Key management Models, Have, S., Have, W, Stevens and van der Elst, p. 112).

2.8: Summary:

This chapter examined the topic of change. It attempted to define the term and provide the foundations in understanding where and how change can be found; that is, in what context and through which sources, well known as 'triggers'. The socio – political environment of any organization, internal or external offer numerous examples ranging from managers and staff themselves, to external influences such as competition, governments etc.

One of the most important points to note is not only understanding the trigger of change, but being able to cope with change and not be resistance. Within this context, the concept of "resistance to change' was examined along with the reasons why resistance may be evident were provided based on the literature. Resistance is almost inevitable, as, according to the theories presented, in any context of change there are bound to be forces that resist the change itself or the change process. Organizations need to understand this and find ways to make the change smoother for all stakeholders involved.

Furthermore, this chapter provided various models and theories that attempt to manage change, mainly through specific steps and activities (Kotter, 1990, Lewin, 1955, Schaefer and Thomson, 1992). As noted, there are a number of ways for an organisation to plan for change; however, successful change requires a plan and steps that need to be followed in order to successfully be implemented. As Torrington and Hall (1997) argue, predicting

social changes is critical in identifying the extent of internal development required and also who will be available to be developed" (p. 406). Thus, one of the most important issues is that of 'leading' change. This is often left to 'change agents' who share leadership traits (or should share leadership traits). Within this framework, a distinction between managers and leaders was made, even though a change agent, as it was argued, needs to have competencies of both.

This chapter addressed the topic of change without attempting to incorporate education or educational examples so as to lay the foundations of the topic at stake. As the project progresses, it becomes more specific and 'tightens' in terms of focus. As in any change, the characteristics and reasons behind it need to be presented and analysed. The next chapter examines change within the context of education (educational change), thus providing a framework surrounding the topic. It attempts to pin point the various changes in education world – wide, before attempting to specifically focus on the changes affecting Greece and UIA (as the case of the project).

Chapter 3: Changes in the educational environment

Focus: Greece

3. 1: Introduction:

Changes occur in any organization as stated in chapter 1. Universities are social organizations that operate in a wider environmental system, thus being affected by various pressures occurring inside or outside the entity. However, as Eckel at al (2000) argue, Universities and colleges have some particular attributes that make any change process different from other types of organizations. "Patterns of decision making, the established roles of leaders and the values that have persisted in the academy over many centuries make colleges and universities distinct" (Taking Charge of Change, p. 3). Although Universities and Colleges are organizations, they way they are operated on a global scale differs significantly especially based on the framework of the operation (i.e. Non for Profit, Private, State owned etc.). As it will be noted in later sections of this chapter, there are numerous methods for running such operations. Given the literature arguments in chapter 2 relating to competition (as a trigger of change), Universities and Colleges world – wide are called upon to move towards a more 'company' oriented status than an academic oriented operation; that of one looking at prospective students as 'prospective customers' and educational programmes as 'products'. Such arguments will be addressed and supported through the relevant literature.

The case in Greece is fruitful as there have not been many studies that have contributed on a comparative scale to other countries' educational systems. This chapter deals with the changing educational environment on a global scale (thus affecting Greece as well), before the case study (UIA) of an American Institution operating in Greece is examined.

3.2: The changing educational environment:

Higher education on a global scale experienced extraordinary change during the past 150 years in response to internal intellectual trends as well as external societal forces
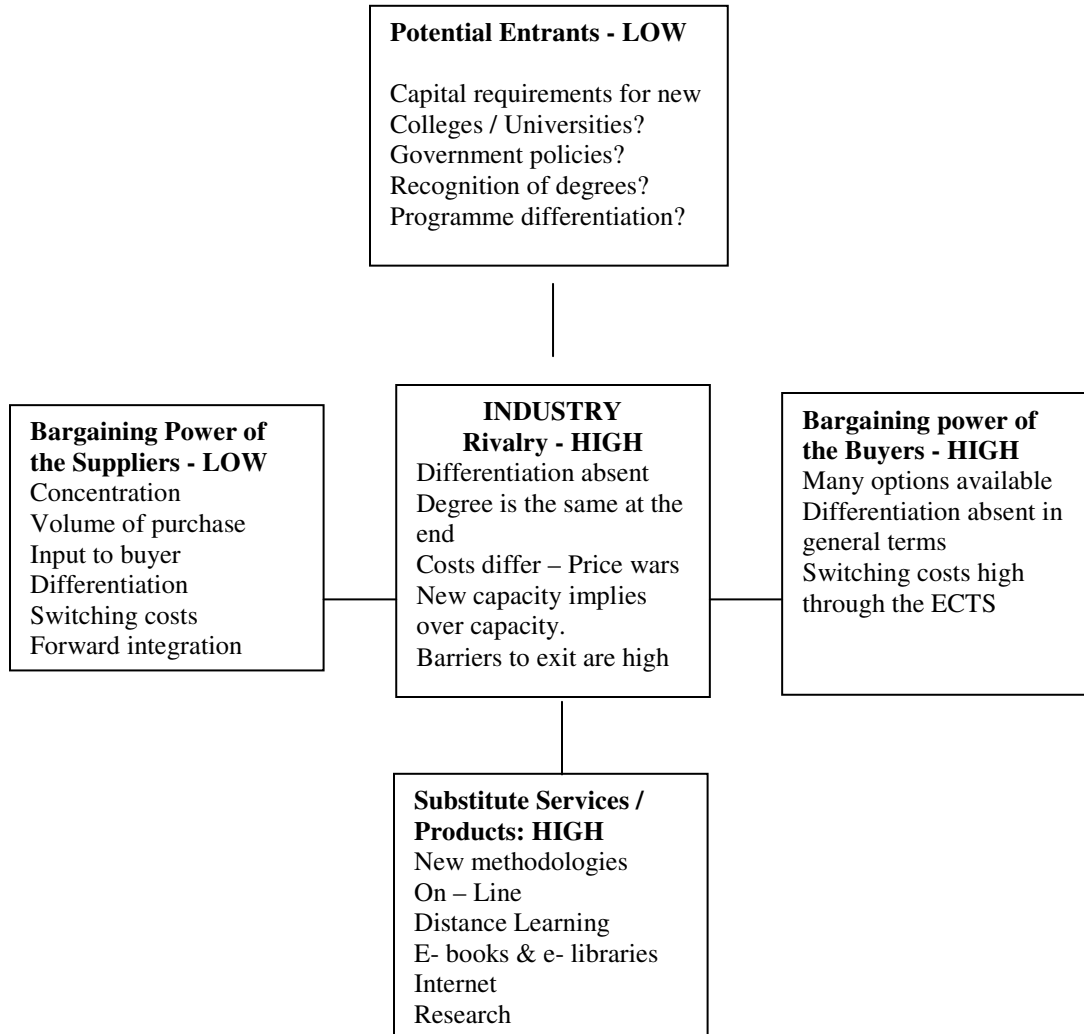
(Robinson, 2002). According to Robinson's article "Envisioning change: the past, present and future of research universities", the first phase for US universities can be found between 1990 to 1910 with the creation of the modern University. The second period of rapid change, in the decades immediately following the Second world war, radically recorded American higher education by greatly expanding federal funding for research and student aid, increasing enrolments and improving diversity. In the last decades of the 20th century, there seems to be a focus on society, reasoning on why funding is offered, growth of technology as a tool aligned with the strategy of the University, competition among Universities increased, globalization and changes in programme curriculum. Even though these assumptions are based on the American experience, with globalization 'shrinking' our planet and from the literature in later sections, similar issues need to be dealt with in Europe and Greece specifically.

Porter's model of 5 competitive forces may also be used to conceptualize the various forces affecting higher education in the 21st century. It can be used either on a global scale and / or on a domestic scale for the purposes of this project. These forces determine the 'profitability of the industry' and identify the intensity of the forces in the industry. These five forces offer an insight into an organization's competitive position. In sum, these forces examine the intensity of rivalry amongst existing competitors, the threat of entry by new competitors, the pressure from possible substitute products and / or services, the bargaining power of buyers (customers or students in the case of the project and finally the bargaining power of suppliers. It should be noted that the notion of 'customer' for the student of the 21st century is growing based on a number of writings. Quite recently, a study by the University of Warwick indicated that this notion was a consequence of Universities' attempt to become more flexible, especially for business students, however, this has not been digested well with the academic community. *"A spirited attack on the idea of the student as customer went down a storm with academics assembled at the recent British Academy of Management conference. Prof Greg Bamber of Griffith Business School, Australia, said the trend for universities to develop courses that academics deliver 'flexibly' to students as 'customers' whose wishes were paramount*

had produce unintended consequences in an "underclass" of academics on short-term contracts. (McLeod, Guardian, 2007). Furthermore, it was argued in the same management conference according to the same article that as students are paying higher fees, they are putting more pressure on academics to meet their short-term demands. Student-customers are trying to negotiate almost everything e.g. course content, forms of assessment and assignment deadlines. *"Students do not always know what is best for them and that a student-as-customer framework means more time spent on student-focused matters and less on research. This contradicts university goals, as universities are aiming to improve their research performance."*
http://www.guardian.co.uk/education/mortarboard/2007/sep/24/aspiritedattackonthe

As Thomson and Strickland (2003) argue, the special contribution of the five forces model is the thoroughness with which it exposes what competition is like in a given market. Although the 5 forces model was developed for companies and not necessarily educational organizations, despite this limitation, it is the feeling of the author of this study that it could be used as education has become highly competitive and students, based on the literature may also be seen as 'customers' asking for quality services, administration and alternatives. This may be depicted below, in figure 6:

Figure 6: Porter's 5 Forces for Education:

Potential Entrants - LOW

Capital requirements for new
Colleges / Universities?
Government policies?
Recognition of degrees?
Programme differentiation?

**Bargaining Power of
the Suppliers - LOW**
Concentration
Volume of purchase
Input to buyer
Differentiation
Switching costs
Forward integration

**INDUSTRY
Rivalry - HIGH**
Differentiation absent
Degree is the same at the
end
Costs differ – Price wars
New capacity implies
over capacity.
Barriers to exit are high

**Bargaining power of
the Buyers - HIGH**
Many options available
Differentiation absent in
general terms
Switching costs high
through the ECTS

**Substitute Services /
Products: HIGH**
New methodologies
On – Line
Distance Learning
E- books & e- libraries
Internet
Research

Rivals are competitors within an industry. Universities have grown considerably through the establishment of more branches, not to mention new ones. Therefore, the barriers of entry are quite low, as demonstrated throughout the world. Even through reputation is something that organizations need to invest on and may be a significant differentiator, the barriers for new organizations are not as difficult as they may seem, especially through the EU's recognition policy. Colleges and / or organizations that partner with Universities on a global scale do not necessarily require investment in libraries, but an investment on a

user – friendly web site where students can 'log on' and download research papers and e-books.

In terms of the power of students (as customers), this is quite intense. There are numerous options available for any prospective student globally. Travelling and communication has assisted the way people study. Options are not only local, as one can be in Greece and study on a programme offered by a US or UK University, submitting assignments on – line and never being required travelling. In addition, it should be noted that with the growth of the number of students studying on a global scale (i.e. Greece has witnessed a 470% growth in students going for a Masters degree from 1996 – 1997 to 2000 - 2001, Imerisia newspaper, July 21, 2007, p. 35), there is a growth in the number of institutions (not to mention the methodologies / types of studies offered), thus creating intense competition and numerous alternatives. Specifically, the number of students following a Masters degree in 2001 was 25,744 and in 2006, this number reached 68,597. Based on the same source, the number of programmes offered have also increased, as they have globally. A University handbook / catalogue now has thousands of alternatives, since programmes can be taken under a modular scheme, there are numerous topics and majors to follow etc. This also implies that there are various methods to study available, implying that the power of substitutes is also high. For example, s student can study on line, by distance learning, part time, full time etc. This fact, if seen along side the options available to students in terms of institutions globally and the possibilities through the internet raises the level of competition.

The switching costs for students is another area that is interesting as it explains how transferring has made students have 'bargaining power". Switching costs in management terms are those costs associated in changing one provider for another. The European Credit Transfer System (ECTS), the possibilities for semesters abroad along with EU's Bologna accord (see appendix 5) offer students the opportunity to study at other sites, recognizing previous credits gained from other institutions. Finally, with all these alternatives available, students are not in a position to evaluate if the 'price' for education is high or low. Education is quite intangible as a service. Rankings and reputation may be

able to help one make a decision, however quality education also depends on the educators, the department, research etc. It is positive to have alternatives; however it is difficult when one needs to research so many institutions and departments. Furthermore, as the literature suggests, buyer power is separated in two categories, where the first is related to the customer's price sensitivity. If each brand of a product is similar to all the others, then the buyer will base the purchase decision mainly on price. The second is the type of buyer power related to the negotiating power. In Greece for example, with over 50 – 60 private and public educational organizations offering higher educational opportunities, price can make the difference, especially when educational service cannot be compared as a product can with a competitor. In sum, through the 5 forces model, it becomes somewhat evident that rivalry is intense in the educational arena globally.

In an article published in "New Educator" (1999) it became evident that Universities in the USA had realized that institutional change was inevitable for them to cope with the various changes in the educational arena. Researchers came away convinced that change (as it relates to traditional institutional missions of research) teaching and service must be done in a systematic way. They argue that change goals must consider how individual faculty members are receiving and interpreting messages or signals from institutional leaders (New educator, college of education, Fall 1999). The traditional mission of a university or college concerned teaching and research (Wong, 2005), especially through the greater part of the 20th century, whereas in the 21st century, it could be argued that universities have additional objectives and targets in mind.

Despite the importance of the topic however, the existing literature contains little empirical evidence on educational organizations. As Guimaraes and Armstrong continue, 'Mostly superficial analyses and personal opinions have been published in this basic area' (p. 74). If one takes this argument further, it becomes somewhat evident that not many studies have been conducted on a more specific basis in Universities, especially in Greece which is the main area under research.

3.3: University triggers of change:

Triggers or change may be evident in almost any area of a University since it operates as any other organization, given its uniqueness in certain area. An article published in the College and University Journal, (Vol. 81, No 2, 2006), notes that 4 out of 5 institutions of higher education are in the process of implementing (or significantly upgrading) their student information systems. College and University officials and policymakers (as the article concludes) exhibit an increasing interest in understanding the processes related to college choice behavior. At the same time, demographics of the college – age population are shifting. In order to be more effective in preparing for the educational needs of the country's citizenry, these officials are in need of information that will assist them in developing programmes and marketing strategies that will appeal to a broader student demographic. Current models of college choice do not provide the proper framework for considering the college choice related experiences of a broad spectrum of students (2006, p. 41). Even in this case of changing IS (Information Systems) at Universities implies that requirements have changed and objectives of such systems have become more in more specific and vertical in nature. Universities have changed the way they used to collect their information and use their data base. As an example of the new IS being the trigger, this may even imply evaluation and analysis knowledge of staff in order to understand the complexities of the system. One change triggering another.

An interesting research paper by Moore (2005) a small team of researchers engaged a large number of stakeholders of a University in a dialogue about sustainability education at the University of British Columbia (UBC), Vancouver, Canada. Recommendations were compiled from workshop data as well as data from 30 interviews of participants connected with decision-making and sustainability at UBC. The study's title was "Seven recommendations for creating sustainability education at the university level – a guide for change agents" implying its relevance to change and the area under examination if this project. The findings reinforce the argument that education is undergoing numerous changes, as suggested in this chapter (Wallace 2002, Feldberg 2001, Hurme 2000, Kiritsis C., 2005, 2006) and suggests seven recommendations which include infusing sustainability into all university decisions, promoting and practicing collaboration and

trans - disciplinarity and focusing on personal and social sustainability. Specifically, the seven recommendations are:

1. Infuse sustainability in all decisions;

2. Promote and practice collaboration;

3. Promote and practice transdisciplinarity

4. Focus on personal and social sustainability

5. Integration of planning, decision-making and evaluation

6. integration of research, service and teaching; and

7. Create space for pedagogical transformation

As Moore (2005) continues, "other recommendations included an integration of university plans, decision-making structures and evaluative measures and the integration of the research, service and teaching components of the university. There is a need for members of the university community to create space for reflection and pedagogical transformation". In any case, the point to note is that Universities require changes and there seem to be numerous articles and studies suggesting so as one will note from this chapter. Specifically, the social, economic, political and technological trends affecting Universities (changes) globally can be identified specifically below:

3.3.1: Growing number of educational programs & increased competition;

In the world of education there has always been a contract between the faculty, the students, the marketplace and the curriculum, according to Prof. Meyer Feldberg, Dean of the Graduate Business School at Columbia University. *"This contract – educational, social and professional – has changed significantly over the past few years and particularly powerfully in the area of management and other professional education. Historically, the faculty at any great university drove what happened in the institution. It determined the kinds of students that would be admitted, the type of curriculum that would be created, the way in which students would be prepared for the marketplace when they graduated. Perhaps the greatest change, which started in the early 1990's, was that*

universities recognized that students are not only students but also customers" (RSA Journal, April, 2001. p. 53).

Growing competition – it is argued – changed the way students are perceived by a growing percentage of educational institutions. It is argued that they are now perceived as 'customers' as well. A research study undertaken in Ireland by Bickerstaff and MacAdam (2001) suggested that this was also evident in Ireland in the late 1980's starting through the reform act: Since the 1988 Education Reform Act, those involved in the education system have witnessed large scale change. This change has been driven by the desire to improve the efficiency and quality of provision in order to meet the changing needs of the global market place. The Reform Act was closely followed by Northern Ireland in 1989 under the Education Reform Order. This legislation represented a "… break with the centralist and welfarist principles … and introduced in its place a market orientated approach to supply and demand" (Gallagher *et al*., 1997). Despite this being an example of change triggered by the 1988 education reform act, it reinforces the global changes and challenges and calls for a more 'business like' approach in operations for Universities. The main aim of these developments was to give the customers of education a choice, or as described by Gallagher *et al*. (1998) as a means to "increase the overall performance and efficiency of schools by introducing elements of an educational market".

Increasing competition implies that the student (or the 'customer' in business terms), is expecting top quality service. Customer service has been one of the most important areas for organizations in every industry. Over the past 20 years, virtually every college and university has implemented a quality initiative of some sort. Many institutions can point to more than one such initiative, with varying results (Bontrager 2004). As the author continues, effective enrolment management requires that institutions take their commitment to top quality service to a higher level (College and University Journal, p. 13).

3.3.2: Degrees of withering importance:

This prediction by Hurme (2000), implies that the benchmark in education is changing. As the author suggests, in the old days, a university degree guaranteed a secure, well – paid job, for life. Now the role of diplomas is decreasing. Employers recruiting employees now look for special skills & talent. This point is more interesting if correlated with point 3.3.1, which talks about the increasing competition among universities, the growing numbers of graduates and the movement of student population. It is argued by the author of this study that if more graduates enter the workplace, competition among them will rise. An answer to this competition is another degree at a higher level (i.e. a Masters degree). Again, however, if the number of masters level graduates grow – something evident in Europe and especially Greece which is the country researched, competition in the workplace will again be fierce. The answer may not be in a higher level degree or another on the same level, but professional experience, special skills & competencies and continuing professional development credits. This is an opportunity for Universities rather than a threat, since they could offer courses, workshops through the traditional format (in class) or virtually (on line). In essence, it is argued that there may be an over supply of graduates in a number of areas globally and various programmes may be considered as 'saturated'. If a University or College does not see this as an opportunity it may have difficulties in persuading individuals to study. This socio – cultural trigger also has a counter – argument; one degree or a Bachelors level degree and a Masters degree is a benchmark in today's society. This argument, if agreed, would boost recruitment despite the limited powers associated with them.

3.3.3: Multiculturalism & Diversity;

A growing number of students studying in Europe or globally source from Eastern European countries as well as China, India and Pakistan. In addition, a greater number of Europeans are deciding to opt for exchange programmes in other EU states. Students have become international in keeping with the fact that business is also international. As Feldberg (2001) argues, one current trend in management education is globalization or internationalization. Latest statistics in the UK indicate that close to 25% of International students come from China (17,184) while to total number of undergraduate students in the UK are close to 110,000 (The Times Good University Guide 2007, p. 225). These

numbers have been growing in the past 5 years, thus indicating a growing trend. In the USA, at school level, as Magnuson (2000) argues, there is great evidence that this multiculturalism will increase (despite 9/11): *"Walk onto the majority of playgrounds in this country, and immediately you will notice a diverse student body. Students of European ancestry play alongside students from Asia, Africa, and Central America. It's no news that immigration has been a part of this country's history. But in the last 10 years the nation's schools have seen a dramatic increase in the number of minority students—a trend that is predicted to continue"* (The Communicator, March 2000, p. 1). In higher education, the numbers are interesting and reinforce the above argument. In 2005, over 2,500,000 international students were enrolled at universities outside of their own country according to the latest figures available from UNESCO (QS research, 2005). According to QS which is an organization that researches student movement and University rankings on a global scale, this represents a growth in the numbers of students participating in international study of 41% over the last five years (2000 – 2005). The most popular destinations for international students in the world, according to QS are currently the USA (565,039), China (343,126), the UK (318,000), Germany (240,620), France (221,560) and Australia (144,733). Though 69% of all travelling university-level students are currently enrolled in programmes in either North America or Europe, more and more students are currently seeking different destinations as the location for their period of international study. The most popular study destinations were similar to those provided in the UNESCO study, with the USA, UK, Canada, Australia, France, Germany, Spain and Switzerland heading the list (www.topmba.com).

The number of Greek students studying abroad continues to be high and is increasing every year, according to most sources (www.topmba.com, www.gmac.org).

3.3.4: Political changes;

The Bologna Accord of the EU (as an example, see Appendix 5) is expected to bring changes in transferability of students within the 25 states of the EU, a fact that will affect multiculturalism and will also require educators to comprehend other educational styles as well as be adaptive to change. In essence, implementing the Accord is expected to

'force' fundamental administrative, infrastructure, and financial changes that will alter the face of European higher education and affect the education market on distant shores, as well. Under the European Credit Accumulation and Transfer System (ECTS), as argued by Graduate Management News (GMAC, www.gmac.com), a bachelor's degree can be earned in three years, so schools need to be able to consider European three-year bachelor's degrees as equivalent to American four-year, or Greek (as an example) four year undergraduate degrees. *Business schools should also be prepared to receive and interpret the new Diploma Supplement that will be appended to degree transcripts from Bologna signatory countries starting this year. As a consequence, the first and arguably most significant impact of the Bologna Accord will be that more European students will enter, and successfully complete, bachelor's degrees, which would, in turn, create a large crop of potential graduate students. Bachelor's graduates are estimated to number more than 2.4 million students per year by the year 2010, when the Bologna Accord is to be fully in effect* (*http://www.gmac.com/gmac/VirtualLibrary/Publications/GMNews/2005/JanFeb/BolognaAccord.htm?Page=2*). This is a world wide increase, as both demographics and increased access by new sectors of society have influenced numbers greatly; there will also be more willingness to study abroad. The Bologna Accord is expected to reduce the amount of government educational funds spent per student (shorter degrees are less expensive) and is also likely to shift some of the cost of higher education to the students themselves as pointed out by Graduate management news (www.gmac.com, January February 2005). *Presented with this new reality, European students may well decide to spend their educational funds outside their home countries. This could mean that more European students will apply to schools in European countries other than their countries of citizenship.* Another "political" issue is that of the introduction of a common currency in Europe with the Euro, a fact that assisted foreign exchange fluctuations and balanced educational programme prices, at least in the European region.

3.3.5: Recognition;

The European Union, its mutual recognition directives, professional rights of graduates, non – EU citizens, US educational programmes and partnerships operating in the EU, employment opportunities on a global scale require educational leaders to have knowledge on recognition laws and directives in order to 'sell' and promote their services. In 2001, a conference took place in Belgium at the Universite Libre de Bruxelles on the future of Universities. A number of publications sourced from it, the latest being edited by Dewatripoit , Clement Francois & Wilkin (2002) named "European Universities: Change and Convergence? The book provides papers by various authors from various countries. One of the mot interesting arguments relating to recognition and convergence in Europe is offered by Bricall, a political economist at the University of Barcelona. As Cutright (2003) sums up "He holds that the responses of the university community to change have been ad hoc rather than strategic. Among those challenges, he cites arte technological changes…the diversification of the student body to include several categories of non traditional students; the emergence of the service economy; new managerialism; tighter public budgets coupled with new demands of accountability for these lessened funds; and the enlargement of a framework of higher education, a spilling over of traditional administrative, structural and national boundaries. What might lend particular challenge to universities in Europe is the declared intention of greater continental integration and even specialization by governments and their niveresities, as exemplified by several continental declarations of recent years (e.g. Sorbonne, Bologna and Lisbon) – Education review, p. 1- 2, http://edrev.asu.edu/reviews/rev225.htm, retrieved .

3.3.6: Technology related opportunities;

It has been extensively argued by researchers that our globe is living in the information society, an era where technological advances in the pursuit of the best exploitation of the available information and knowledge are invented and developed. Phones, satellites, virtual teams, smart homes, ipods, the internet. University intranets etc. are just some examples that make the 21st century different than the 20th. A constant learning pursuit by individuals and organizations demands a plethora of expected and unexpected

obstacles to be overcome, and to that direction the management can't underestimate or skip the interactions of the various business and organizational components (Milgrom and Roberts, 1990; Caldwell, 1994). To this respect, managers need to consider technology seriously and attempt to integrate information with all operations in their effort to establish and sustain competitive advantage in relation to their competitors. The growth of internet users, the ability to conduct research via the web and to have information available at home almost at any given time has given rise to new distance learning educational programmes from abroad and has also created new types of 'libraries' for educational establishments. Students can submit on – line, conduct research and / or even be examined via the web. As Wallace (2002) argues, the potential of online learning and development is being realised both by institutions whose core business is education and by enterprises seeking to enhance the development of their workforce. "While online learning and development can be positioned as inexorably tied to the "dark side" of globalisation and the commercialisation of education (Pusser, 1999/2000; Dess and Picken, 2000) it can also be seen as an empowering force for learners in the creative application of a new learning environment (Kumari, 2000) where constructivist pedagogies can flourish and greater accessibility can be offered to learners" (Sparrow *et al.*, 2000, through Wallace, 2002, p. 2).

3.3.7: The English language:

The English language has dominated University studies, the internet and businesses worldwide. Students also think internationally. As Prof. Sir Colin Campbell, Vice Chancellor for the University of Nottingham argues, *"the students that come to us from all over the world know that the world is shrinking and that the language of commerce and education is English" (RSA Journal, April 2001, p. 57).* It is argued that most of the well – known business publications are in English and the terminology adopted is also in English. Therefore, organizations world – wide are thinking of the possibility of offering more and more of their University courses in English. This point is further reinforced by the fact that multinational firms operating globally have, as a standard communication

language, English. Therefore, one would most probably opt to study in the language he / she will work and operate in than not learn the language at all. In a survey done by Pew Internet & American Life & Elon University, experts weighed in on possible future scenarios for 2020, including the following:

In 2020, networked communications have leveled the world into one big political, social, and economic space in which people everywhere can meet and have verbal and visual exchanges regularly, face-to-face, over the Internet. English will be so indispensable in communicating that it displaces some languages http://www.pbs.org/mediashift/2006/09/the_global_language_english_to.html. Even though there are counterviews, not many would doubt the English languages' dominance.

3.3.8: Ethics and Corporate governance;

Educational reform in diverse settings has become challenging and needs to be closely looked at. Different cultures, religions and ideologies need to be respected by all educational establishments and the organization needs to be ethically governed. Issues concerning minorities, fairness, equality and others have risen significantly. If one adds the various business scandals in the early parts of the first decade of the 21st century such as Enron and Worldcom, it becomes somewhat evident that stakeholders (in the case of the University these would be potential students, existing students, parents, society, University Staff etc.)

3.3.9: The growth of new areas of studies, teaching methods & substitute methods of study: combination of sciences and modular programmes to suit more an more people wishing to study as they provided more and more alternatives; Universities now offer a wide array of programmes to study that deal with disciplines required for the 21st century. Areas such as IT security, leisure management, football studies are just some examples of how specialized degrees have become. The number of programmes has been raised, along side the methodologies and sites to undertake these programmes. Furthermore, the new

'substitute' methods of studying such as distance learning or work based academic programmes offered world – wide, assisting individuals to work and study at the same time, again offering additional alternatives; As most analysts have suggested, the internet is the future in education and organizations will have to accept this and not be resistant, or else they will most probably lose ground to the growing competition. Distance learning is one of the reasons for the shrinking borders and the international reach of Universities globally, especially those that use the English language predominantly. According to Lin (1994), the information highway should be viewed as more than a high speed mechanizing force; it can fundamentally reshape the way business is done. The effective use of information and communication technologies in the information highway age enhances competitive advantage by:

> delivering increased productivity;

> reducing both product development and marketing cycles; and

> facilitating redesign and re-engineering of the workplace

(Industrial Management & Data systems, p. 3).

In essence, technology needs to be seen as an opportunity, not as a problem.

3.3.10: The growing opportunities to conduct research and find information via the internet at any time on a 24/7 basis for almost any educational programme available. This has also raised the advertisement possibilities for all educational institutions; The opportunity to cooperate on research projects participating through virtual teams on – line and attending or participating in classes via video – conferencing through technology is constantly creating new challenges to educators. ICT (Information and communication Technology) has become a tool for better research and education (more comprehensive problems and set of data handled with ease) and it has improved communication so that costly transportation and number of face to face meetings can be reduced (Hansen and Lehmann, 2005). Marketing surveys and polls can almost all be conducted on – line, saving time and costs, while virtual teams may be equipped with micro cameras and electronic data interchange.

3.3.11: Continuing education; The concept of life long learning and continuing professional development (CPD) has changed the way degree holders and professionals see education. The constant changes in technology, markets, products, tastes and all of the points noted above have created the need for individuals to continue 'learning' to keep up with the continuing challenges. This has created the need for Universities to offer additional courses, seminars and workshops for adults through various teaching methodologies. As Wong (2005 argues, (quoting Jarvis 1999 & Wagner, 1999), the university reforms in recent years has brought about a greater convergence between traditional higher education and continuing education worldwide. In essence, degrees and courses in general will most probably have a shorter "life cycle", thus making further study an important alternative. It should be noted that a number of professional qualifications (mainly from Chartered Associations globally) have already made it mandatory for their members to collect continuing development credits as a requirement to keep their credentials and certifications.

Furthermore, the above areas are expected to make a significant contribution to the establishments of employment as well as the educational field. A deeper level of insight and relevant theories gained through further experience and research is expected to enable me to provide solutions and ideas for educational establishments not only of my employment, but throughout Europe. Although limitations will be taken into consideration such as the cultural aspect of the thesis having examined "Greek" educational institutions running English-speaking programmes, the usefulness for other countries of the EU will most probably apply.

3.4: Greece – the higher educational system:

Greece has a population of 10,6 million people and a per capita income of 11,030 ($, US, the Economist, the world in numbers). Greece is also part of the European Union, an economic (mainly) community of 27 member States and close to 500 million people. Greece's membership in the EU has affected educational opportunities in the country,

mainly through offering Greek students (a) more educational alternatives and (b) more English – speaking programmes through global partnerships (especially with the UK), despite the fact that official recognition of foreign related institutions and programmes are pending recognition. A recent (2007) report focusing on Greece (World Report for the Independent, July 2007) argued that the EU states have acknowledged that "they have to raise the educational qualifications of their workforce if they are successfully to promote growth and jobs. Harmonization of education and training systems across the EU is central to the Lisbon strategy, which aims to make Europe the most competitive and dynamic knowledge based economy in the world" (World report, Greece, p.2). The common goals, according to the report are to improve the quality and effectiveness of education and training, to ensure they are accessible to all and to open up European educational institutions to the wider world. These goals have been the objectives of almost all ruling parties since 1981 with Greece's membership. However, since 1981, there have been numerous obstacles that have delayed the alignment of EU educational systems, ensuring transferability of academic programmes and, possibly the most important issue in Greece, recognition of non state degrees. Concerning eligibility for higher degrees, any degree from a Greek University is recognized and any degree from a foreign equivalent is recognized by DOATAP (former DIKATSA, Greece's NARIC) having been completed at the campus of that University. This has created numerous issues for graduates of foreign degrees that have completed part(s) of an educational programme in Greece through a private institution (non recognized by the Greek Government but recognized by the University abroad offering the programme). These graduates may have transferred abroad, thus completing their programme in two locations, this not being recognized in Greece. In addition, and on the recognition front, if Greece, based on DOATAP, does not offer an equivalent course through its own state owned University system, the graduate cannot be recognized as there is no 'equivalent'. Such issues have been challenged by graduates and their families through the EU legal framework since the early 1990's, in a certain way "forcing' Greece to change and harmonize.

3.5: Changes in higher education in Greece:

Higher education in Greece is mainly offered by the publicly funded and monitored 18 Universities and 12 Technological Institutions. These are called AEI (Anotera Ekpedeftika Idrimata) and TEI (Technologika Ekpaidefitika Idrimata). These institutions have been characterized as underperforming in the past 10 – 15 years. As the Independent wrote in July 2007 "*Faced with a highly centralized and underperforming tertiary sector, the Greek government is committed to making the country's universities more competitive in line with changes being made elsewhere in Europe…Prime Minister Costas Karamanlis describes the plans to rejuvenate higher education as a cornerstone of government policy. 'Our Universities need to change. They need to acquire new abilities and offer degrees with a recognized value, in order to met more fully their role for growth, social movement and progress*" (World report, p. 4). A new education bill approved by parliament in March 2007 strengthens the self governance of higher education institutions granting them greater autonomy in managing their financial and other issues (similar to the cases in i.e. the UK). In addition, new legislation redefines the 'asylum law' which has banned police from entering University grounds and the EU has pushed legislation allowing the creation of private Universities.

According to Marietta Giannakou, Greek Minister of Education and Religious Affairs, the most important educational changes / reforms implemented so far (as answered through an interview published on July 7th 2007): "*We have managed to break the deadlock in higher education and push forward legislative initiatives pending for more than 5 years. Most of the legislative tasks announced in the 2003 Greek National Report regarding the Bologna Process – including quality assurance, the diploma supplement, the European Credit Transfer System, four year agreements based on performance between state and universities, and life long learning – have been carried out in the period since 2004*" (World Report, p. 5). Despite the moves by the government to transform and reengineer the Greece educational system, the situation most probably cannot be corrected in a few years but would rather require more than a decade. Since 2000 – 2001, academics, journalists and political analysts have argued that the Greek

educational system has *"failed"* (Pretenteris, Vima newspaper, 27 August, 2006), is *'ill'* (Konidaris, January 15, Vima newspaper), "*are not listed alongside other global institutions*' (Nedos, Ependitis newspaper etc.) to name a few. It should be noted that the first Greek University to be listed on a Global ranking of Universities was the University of Patras which was ranked as 485 in the Times Higher / QS world University rankings (Guide to the world's top Universities, 2006). The problematic nature of the Greek institutions is reinforced by the following facts (Kiritsis C., 2006, through 'Educational Guide 2007):

➢ *Over 40% of the Greek student population (95,000) is inactive;*

➢ *Only 1 out of 4 students completes his / her studies within the "traditional" 4 years;*

➢ *25% of Greek students study their first choice (through the Greek University application system)*

➢ *4,731 E is the figure of state funding per student in the Greek AEI (Universities), the lowest in the EU (i.e. Denmark's is 15,183).*

The above situation has led to a significant increase in student numbers attending private colleges or centres of liberal studies (CLS – Kentra Eleftheron Spoudon), which is the official term for all non state educational institutions. This movement is noteworthy, since, officially, based on Greek law, the degrees offered by these centres are not recognized; that is, degree holders cannot work in the public sector. This has not stopped many from enrolling on such programmes for two main reasons:

➢ Privatization: Privatization has progressed considerably in Greece, limiting the number of state owned companies that would require a 'recognized' degree.

➢ Most Centres of Liberal Studies cooperate with foreign institutions, mainly from the UK and the USA. Based on EU directives and regulations and on the fact that

the foreign institutions hold the appropriate recognition from the appropriate bodies (appropriate foreign ministries of education, quality controls, evaluations etc.), parents and students that attend anticipate recognition by 2008. Many such institutions that are privately owned have invested in facilities that offer state of the art teaching environments attracting significant numbers.

The above situation has also led many students opt to study abroad, especially for a post graduate degree. QS (www.topmba.com) offers useful statistics regarding Greeks studying abroad: In 2005, 49,631 Greek students were enrolled in programmes overseas. 22,826 Greek students were hosted by UK institutions; 7,577 by German institutions; 7,159 by Italian institutions; 2,288 by French institutions and 2,126 by US institutions. Additionally, universities in Australia, Canada, Spain and The Netherlands have all actively recruited Greek students in recent years.

From the research undertaken throughout the years towards the completion of this thesis, there were no studies found specifically on centres of liberal studies (CLS) coping with / going through change. This may be attributed to the fact that such centres have only been evident in their current form (offering foreign degrees) for a little over 15 years in Greece. The governments in Greece throughout the years were 'suspicious' of such operations and the degrees awarded were always challenged by governmental officials mainly due to the fact that these programmes were overtly 'competing' with state led education and they were not recognized. Officially, they still are not recognized, however the EU directives and regulations are quite clear concerning professional recognition (not academic): As the EU states (see Appendix 4 for full document): *A profession is said to be regulated when it is a statutory requirement to hold a diploma or other occupational qualification in order to pursue the profession in question. In that case, the lack of the necessary national diploma constitutes a legal obstacle to access to the profession (source: http://ec.europa.eu/education/policies/rec_qual/recognition/in_en.html).*

Furthermore, if one is seeking recognition of a diploma in order to pursue a regulated profession (whether employed or self-employed) in a Member State other than the one in which one has obtained the qualification(s), one is covered by Community law which one may invoke and with which the national authorities must comply. This fact is expected to be widely communicated in October 2007 after Greece reaches a certain deadline provided by the EU to abide to EU regulations. Many Greek students have taken DOATAP and DIKATSA (former name of DOATAP) to European courts as the Greek NARIC is not accepting a number of EU Universities and University departments from the UK, USA, Italy and more countries from the EU and globally. As the EU source states, right of establishment, freedom to provide services and the free movement of workers are fundamental principles of the EC Treaty. The general system of regulated professions is based on one of two following Directives: either directive 89/48/EEC which was implemented in Greek law on June 28th 2000 (see Appendix 2 for title page of Greek presidential decree) or Directive 92/51/EEC. *It is important to note that the above-mentioned directives did not set up a system of automatic equivalence between diplomas. There is no such thing as a list of diplomas that are automatically recognized at European level, since a diploma is not recognized for its intrinsic value but according to the profession to which it gives access in the country which awarded it. (source: http://ec.europa.eu/education/policies/rec_qual/recognition/in_en.html).*

The whole educational arena in Greece is relatively new and constantly changing from primary school systems to University level institutions. The changes and challenges they face (noted in the next sections) are numerous, ranging from teaching methods, multiculturalism, technology upgrades to - even – the recognition of their degrees, (a fact that – at first glance - possibly places them in a disadvantageous position compared to the Greek public Universities). How could educational organizations in Greece cope with these on - going challenges and changes? What are the requirements for coping with change in the Greek educational environment given the above?

3.6: Summary:

In sum, the previous sections of this chapter attempted top present and examine the various educational challenges affecting the educational industry globally and specifically in the Greek educational industry. These challenges / facts, that may be called triggers towards change, may be summarized as follows:

1. The Greek state educational system (higher education) needs restructuring;

2. Thousands of students opt to study abroad as they either fail to enter the Greek AEI and TEI, do not intend to study something that they may not be interested in;

3. Thousands of students opt to study at one of the privately owned colleges to follow a degree programme that would lead them to a degree from a foreign institution;

4. A significant number of students globally study in different countries, creating movement of student bodies.

5. Greek graduates feel that there is no link between university and employment stimulating an educational correspondent to state "What do you need a degree for when you can be jobless without it anyway" (Kominis, July 2, 2006 Thema newspaper, p.65).

6. EU has called for a ECTS (European Credit Transfer system) and a common educational policy (Bologna agreement in terms of transferability and recognition); Greek Universities & private colleges need to be ready to cope with these stimuli that would most probably increase foreign students, exchange programmes, distance learning, on line learning etc.

If one adds up all the points above and also adds the various global triggers influencing change in the educational arena globally, it becomes somewhat evident that Universities and colleges need to be prepared. They need to have the readiness to cope with the

various changes occurring. If they do not, they may not only miss significant opportunities but also threaten the operation as a whole.

Chapter 4: The research problem – Change & the University of Indianapolis Athens

4.1 Introduction – The research problem:

Many organizations throughout the world have adopted change strategies in order to remain competitive and efficient in turbulent environments. In the case of universities, the drivers of change are the knowledge and communication expansion, the high rate of technological development, increasing diversity and globalization, greater competition for scare resources, the erosion of the public's trust in higher education, and demands by students and citizens for new and increased accountability (Magrath, 2002). How can universities cope with these challenges? Is it a matter of effective leadership? Is it a matter of planning for change? As Hurme (2000, p.6) argues, *'in a personal vision, learning in universities will be networked both locally and globally. The concept of metacampus (Sangra, 2001), extending the traditional university to (in principle) global dimensions, is enticing. It is self – evident that teachers and researchers are also networked. Networking tends to flatten hierarchy, and non – hierarchical organizations favor learning and research. Technology will support learning and teaching, but it will not replace face to face interaction between members of the academic community – instead it will provide new tools for interaction'*. These changes are not so far away and, therefore organizations need to plan ahead to cope with them if they intend to continue to compete.

Educational organizations, either public, private or non-for profit require adequate management and organization. Educators and professors are not necessary managers and / or leaders. Management requires close attention of operations, charisma, leadership qualities, and adaptation to changes in the educational environment and more. It is not only important to know how to deliver in a classroom. Furthermore, management practices vary from country to country. Those management practices adopted in the USA may not be ideal for Greece due to the cultural differences of the two countries. Therefore, there exists an important relationship between culture, management, leadership, people and change that need to be balanced in such a way as to produce effective operations and progress.

Based on the above, the objective was to examine the management requirements of an educational organization (a Center for Liberal Studies – *as characterized in Greece under Greek law*) for effective change and change in the Greek private College level educational industry.

In order to do this, it was essential to examine the various forces forming its competitive environment. This was undertaken in chapters 2 and 3 of the literature review. The law(s) relating for these College Level centers existing in Greece were presented and an exploration of the challenges the industry faces such as legal issues, recognition issues, political issues, competition, marketing and others were examined. The aim was to identify these challenges for the Greek industry and to link these challenges with the appropriate change management methods and leadership characteristics required for effective running of the organization's operations. This is expected to highlight the needs of such centers and therefore provide a basis for future good practice. Finally, it is felt that Centers for Liberal studies in Greece operate – or should operate – as any other business in the country in a dynamic competitive environment and therefore management qualities need to be evident by its leaders. The similarities of educational organizations with traditional businesses was noted in chapters 2 and 3.

4.2: University of Indianapolis Athens:

As discussed in previous chapters, to survive in today's dynamic and competitive environment, organizations in almost every industry must be able to effectively meet and adapt to change to new circumstances. Within this context of passing from one state to another, UIA will be examined vis a vis educational changes affecting the organization. This chapter includes a profile of the University and provides a backbone and a framework for understanding the research design that will be applied for the field work.

As the UIA brochure states, "*the University of Indianapolis has gone beyond the United States to 'bring the American University experience in Greece'* (UIA information booklet

2005). Founded in 1902, the University of Indianapolis is a non – profit, comprehensive, co – educational university in the Midwestern city of Indianapolis, Indiana. It is fully accredited by the North Central Association of Colleges and Schools, and its branch (the case of this study) is located in the capital of Greece, Athens, which was set up in 1989. As of fall 1998, the Greek branch expanded further in the city of Tripoli with a satellite campus (full information on the University of Indianapolis is provided in appendix 3).

According to the University's structure (as presented in the web, www.uindy.gr) the Office of the Vice President and Athens Campus Chancellor is the channel through which the Athens Campus faculty, administrators and staff communicate with the home campus administration. Requests and recommendations in regards to budgets, personnel issues, establishment of new programs and other substantive items move from the Chancellor's Office to and through the Office of the President before submission to the Board of Trustees. This is one of the main reasons UIA is considered a branch of the main campus.

The University of Indianapolis follows the American educational system and offers five admission periods during the year. Two main semesters begin in September and February; however, students may also me admitted during January, June and July. Since 1992, the University branch has been operating in the capital of Greece Athens (and in another campus in Tripoli Peloponnesus), through two main sites. The University has gone through numerous changes since 1989 and has grown considerably. There have been 3 changes in premises since 1989, the last one taking place in 2004 – 2005. In addition, one of the main changes was that of a new President in 2004 with the departure of former President P. Myrian who led the organization since 1989. The new President, V. Botopoulos, a University of Indianapolis graduate himself has managed the organization for the last 3 years and has attempted to make changes to meet the challenges of the 21st century through investment in technology, support and commitment for the University's web related services, vocational training, seminars, new premises etc. As the University's web site states, in 2002 UIA became a Cisco Networking Academy, offering courses in networking in cooperation with Cisco Systems. Also, the University sponsors the Odyssey in Athens study abroad program designed to provide American

college students with a rich cultural experience in the birthplace of Western civilization while taking accredited upper level courses in their chosen fields of study alongside Greek and other international students. The Athens Campus of the University offers thirty (30) undergraduate and eight (8) graduate programs.

Both the Indianapolis and Athens campuses offer identical Bachelor and Master degree programmes and this is why UIA is considered the only 'branch' in Greece, as most Colleges in the country offer programmes of study from Universities rather than represent the whole University the cooperate with.. Both campuses (Greece, USA) work closely together to (as the information booklet argues, p. 4) *'to ensure a high quality, multicultural student experience, and student and faculty exchanges between campuses are encouraged and facilitated'*. As is the case in most Universities worldwide, athletic clubs, field trips, student publications and student government are just some of the activities available to students.

The University of Indianapolis in Greece operates as a Center of Liberal Studies under Greek law. Degrees are not yet officially recognized by the Greek government and the Greek Ministry of education for public positions. As indicated in chapter 3 concerning eligibility for higher degrees, any degree from a Greek University is recognized and any degree from a foreign equivalent is recognized by DOATAP (former DIKATSA, Greece's NARIC) having been completed at the campus of that University. In UIA's case, the whole programme of study is completed in Greece, thus creating recognition problems. UIA is affected however by EU regulations, Greek government laws, the United States (through its main campus and American legalities) as well as Socio – economical parameters affecting Greece and the world in general.

Education is constantly changing and as noted in the previous chapter (3), Greece as a country is also being affected by changes. These changes in turn, affect UIA as it operates in Greece. This is a list of the changes that are affecting the University's branch in Athens which are in keeping with the literature, thus making it a fruitful organization to examine:

➢ **Increased competition;** There are over 25 private colleges in Greece offering course programmes from abroad. A total of 6 organizations offer US University level programmes of study and another 20 operate under the same status offering similar level programmes; Students have become customers that have numerous options. This change may be affecting the organization's marketing and promotion activities as well as the overall strategy.

➢ **Recognition;** The issue of recognition is most probably the most important for the Greek parent and student. The anticipated changes in article 16 (see Appendix A) concerning the status of privately owned institutions is expected to have positive effects for UIA; Furthermore, the various directives and regulations by the European Union for the pan – European transferability of courses and recognition of degrees will most certainly raise student numbers if foreign degrees are recognized.

➢ **Technology;** Changes in technology on a global scale have also affected the University's branch in Athens. Registration procedures, class results, research opportunities, testing, information, reading lists are just some of the activities undertaken on – line by most Universities. On line degrees, distance learning and blended learning are methods that have been relate based on the growth of the internet and technology in general. Is UIA ready to cope with these challenges?

➢ **Diversity;** Students in the 21st century as indicated in chapter 3 may come from any part of the world. Exchange programmes, semesters abroad, the growth of post graduate level numbers also reinforce the possibility of Universities having to deal with a diverse student body. Countries such as the UK or the USA have great experience in this, however for countries such as Greece, this possibility may create additional challenges to staff and administrators.

➢ **Life Long Learning – Continuing development**: With degrees' importance withering (Hurme, 2000) on a global scale, and the growing numbers of degree holders in Greece reaching a point stimulating researchers to characterize it as 'saturated' (Kiritsis C., 2006), short courses, seminars as well as continuing professional development credit (CPD) are becoming more popular. This may be

a method to attract a different target segment, however it is also a new challenge for Universities. This also may imply a changing 'mission' for the University as a concept.

The above are a few examples of the various challenges affecting UIA and the greater percentage of Universities on a global scale, especially in the EU and the USA. The next chapter explains the methodology adopted in the author's attempt to research the above area.

Chapter 5: Research Methodology

5. Research Methodology

5.1 Research Overview :

Educational organizations, either public, private or non-for profit require adequate management and organization. They never stay the same, *as the world around them never stays the same. From ancient times forward, every organization has had to build the capacity to change into its structure* (Thompson and Strickland, 2003, p. 573). This applies to all organizations, businesses, institutions, Universities etc.

When change happens in educational establishments, it requires to be managed. Educators and professors are not necessary managers and / or leaders. Management requires close attention of operations, charisma, leadership qualities, and adaptation to changes in the educational environment and more. It is not only important to know how to deliver in a classroom, but to manage, plan, organize and administer. Furthermore, management practices vary from country to country (Brooke, 1996). Those management practices adopted in the USA may not be ideal for Greece due to the cultural differences of the two countries. Therefore, there exists an important relationship between culture, management, leadership, people and change that need to be balanced in such a way as to produce effective operations and progress.

Therefore, based on the introduction and the challenges noted affecting educational organizations, it seems that changes are inevitable and organizations need to be able to manage these changes. The context within the proposed project will be implemented implies examination and theoretical background on 3 main areas:

1. **Changes in education;**
2. **Managing change;**
3. **Leading change.**

It is argued that all of the above affect educational organizations worldwide, however, for the purposes of this project, an American educational organization operating as a branch

in Greece which operates as a non – profit center for liberal studies (CLS) will be examined as a case. Therefore, the research statement may be stated as follows:

Managing Change in Educational Organizations: Managing & Leading higher education in an era of change in Greece. Case study: University of Indianapolis Athens
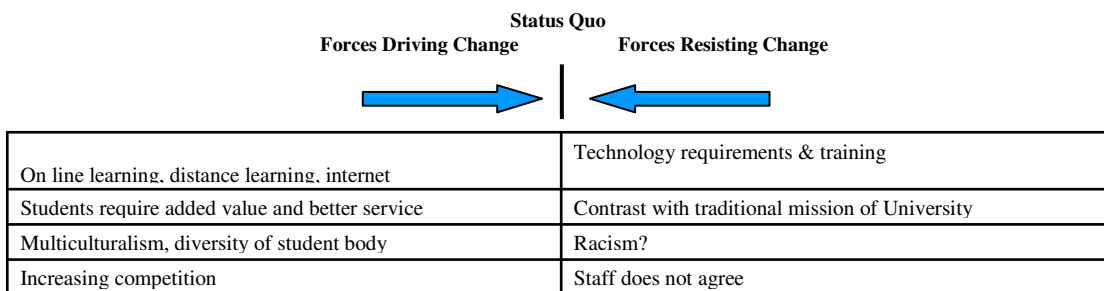
5.2. Research Question

Research is a process through which one attempts to achieve systematically and with the support of data the answer to a question, the resolution of a problem, or a greater understanding of a phenomenon (Leedy, 1997). The project attempts to research change in Educational Organizations. More specifically, it attempts to research the management of higher education at the University of Indianapolis Athens (UIA) in an era of educational change. The question to be examined is if and how organizations (UIA in this case) can prepare towards successful implementation of change through appropriate management and leadership. The terms and concepts that are examined based on the above research question are: "change", "change management", "triggers of change", "leadership", "implementation of change", among others and their requirements for UIA.

In order to examine these and other related questions, a research methodology is required. The core concept underlying all research is its methodology. As Leedy (1997) argues, it is not enough to follow the research procedures without an intimate understanding that research methodology directs the whole endeavor – where critical decisions are made and where organizing, planning and directing the whole project take place (practical research planning and design, p. 9). Therefore, this section deals with presenting and explaining through reasoning the various procedures undertaken prior (and during for some parts) the field work.

5.3. Research aims & purpose

It is not only important to hold the appropriate position in an organization but it is of equal importance to be able to know how to 'manage' and 'lead', especially when an organization is challenged by change. Common experience suggests and relevant research confirms that effecting major change in organizations is difficult, and it happens rarely. Organizations have a tendency to change incrementally, not radically (Beech, 2001), despite the growing number of challenges affecting any organization operating in a non – static environment. As stated in the introduction of this project, the aims and the purpose of the proposed project relate to examining the pressures affecting organizations worldwide and how these could be best managed as these are pressuring them to change (on a foreign institution operating in Greece). It is most likely that all organizations that go through changes experience some sort of resistance. If one conceptualizes this statement using Lewin's Force Field Analysis, the forces involved may look like figure 6 below:

Figure 7: Forces Driving and Resisting in education

Status Quo

Forces Driving Change   **Forces Resisting Change**

On line learning, distance learning, internet	Technology requirements & training
Students require added value and better service	Contrast with traditional mission of University
Multiculturalism, diversity of student body	Racism?
Increasing competition	Staff does not agree

From an initial search, no studies were found on centres of liberal studies coping with change. This may be attributed to the fact that such centres have only been evident in their current form (offering foreign degrees) for a little over 15 years. The governments in Greece were suspicious of such operations and the degrees awarded were always

challenged by governmental officials. Furthermore, the whole private educational arena in Greece is relatively new (in higher education) and constantly changing from primary school systems to University level institutions. The changes and challenges they face (noted in chapter 3 of this project) are numerous, ranging from teaching methods, multiculturalism, technology upgrades to - even – the recognition of their degrees, (a fact that – at first glance - possibly places them in a disadvantageous position compared to the Greek public Universities). Therefore, the findings for such a study are expected to be fruitful as this is a relatively new area being researched. How could educational organizations in Greece cope with these on - going challenges and changes? What are the requirements for coping with change in the Greek educational environment given the above?

5.4: Research Instruments - Types of sources used

The information used in this project sourced from both primary and secondary data; the primary research activity - field work - may be characterized as 'qualitative', based on the nature of the proposed method of collecting data, interviews.

5.4.1: Documents / Literature Review

Secondary research examined the various forces forming the organization's competitive environment. It presented and analyzed the law(s) relating to College Level centers existing in Greece and it also intend to explore the challenges the industry faces such as legal issues, recognition issues, political issues, competition, marketing and others. The aim was to identify these challenges for the Greek industry and to link these challenges with the appropriate change management requirements and leadership characteristics required for effective running of the center's operations. This was expected to highlight the needs of such centers and therefore provide a basis for future good practice. (It is felt that Centers for Liberal studies in Greece operate – or should operate – as any other business in the country in a dynamic competitive environment and therefore management

qualities need to be evident by its leaders). The secondary sources of information used were:

> Academic textbooks on the key words of the proposed study: 'Management, change, leadership, change management and Universities'.
Published company documents from the University of Indianapolis (UIA brochures, articles, research reports, newsletters etc.),
> Research reports and articles on Educational establishments / Universities in Greece;
> Internet downloads (articles, papers, statistics, and data)

5.4.2: Qualitative approach

The research activity used in this dissertation can be characterized as "qualitative". Qualitative research is mainly used to examine the attitudes, feelings and motivations of individuals. Furthermore, a qualitative study may be defined as an *'inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting'* (Creswell, 1999, from Leedy, p. 105). In qualitative research, the purpose of the research is mainly to describe, explain, explore and interpret while the nature of the research process is holistic and flexible. As Cristina del Barrio (1999) reinforces, in relation to data collection, the qualitative methods include non-structured procedures from observation to interview, self reports or written narratives. *The focus is within the situation or within the individual; the information collected is not established a priori, as the gathering of information is open-ended in nature. In relation to data analysis, an analysis is qualitative whenever there is not a numeric translation of data beyond the translation to absolute or percentage frequencies. The usual focus is on the meaning of the information collected either by way of a content analysis, more descriptive (Bardin, 1977, Ericsson & Simon, 1984), either by way of the interpretation of the responses in terms of levels of complexity (Selman, 1979) (through http://www.gold.ac.uk/tmr/reports/aim2_madrid1.html).*

A basic methodology was used through a specific sequence of interview questions and the summaries are analyzed and presented in the next chapter with extensive discussion on the topic of educational leadership and change at UIA. A similar methodology was adopted by Moore (2005) through another study at an educational establishment, the University of British Columbia, where interviews were conducted in workshops where dialogue was a characteristic, based on the questions of the interviews. The researchers conducted a series of workshops using a "value focused thinking" framework. In essence, a small team of researchers engaged a large number of stakeholders in a dialogue about sustainability education at the University of British Columbia (UBC), Vancouver, Canada. Recommendations were compiled from workshop data as well as data from 30 interviews of participants connected with decision-making and sustainability at UBC (the findings from this study are presented in chapter 3 of this thesis). In a rather similar qualitative fashion, interviews were conducted in the case of UIA and the findings presented on the changes affecting the University's branch in Greece and how the organization would be able to cope with these.

One of the main difficulties with qualitative research is that it very rapidly generates a large, cumbersome database because of its reliance on prose in the form of such media as field notes, interview transcripts, or documents (Bryman and Bell, 2003). This is the method that will be adopted for the examination of UIA since is essential to talk to the main employees and management involved in the process of change and collect feelings, attitudes and ideas among other.

5.5: Interviews & Rationale:

One of the most effective methods to collect qualitative data according to a great number of analysts is through interviews. These may be "structured", "semi structured" or unstructured. For some writers, this term seems to denote an unstructured interview, but more frequently it is a general term that embraces interviews of both the semi structured and unstructured kind (e.g. Rubin and Rubin, 1995, from Bryman and Bell, 2003, p. 119). A structured interview includes a series of closed – form questions similar to those used

in a questionnaire; closed meaning that they are more specific in nature (this partly also implies that clearness and clarified questions are a must here). A semi – structured interview goes one step further by following these closed form questions with probes to obtain additional clarifying information. Semi-structured interviews are conducted with a fairly open framework which allow for focused, conversational, two-way communication. This feature was important for attempting to check feelings on certain issues of the sample. The fact that the author of this project is also a member of the organization's staff may imply a certain degree of bias, however such interviews provided fruitful information due to the fact that the author is also a colleague thus making the interviewees feel more comfortable that (possibly) writing an answer or filling in certain boxes of a survey. Unlike the questionnaire framework, where detailed questions are formulated ahead of time, semi structured interviewing starts with more general questions or topics, thus assisting the researcher to make the respondent feel comfortable and more 'open' in answering the questions.

Furthermore, it is felt that face to face interviews have a number of advantages such as going into depth if required. In addition, the interviews proposed may be easily monitored and controlled. In essence, semi structured interviews can help in obtaining information from a targeted sample of the population (as in the case of UIA), discuss certain issues related to the topic at stake and receive comments that could help the analysis of the findings when the analysis takes place after the interviews.

A study by Christina del Barrio (1999 "The use of semi – structured interviews and qualitative methods") indicates that semi structured interviews start by trying to minimise the hierarchical situation in order that the subject feels comfortable talking with the interviewer. *An interview script is used, consisting of a set of questions as a starting point to guide the interaction. Nevertheless, as the aim is to capture as much as possible the subject's thinking about a particular topic or a practical task, the interviewer follows in depth the process of thinking posing new questions after the first answers given by the subject. Consequently, at the end every interview can be different from each other.*

Less intrusive to those being interviewed as the semi-structured interview encourages two-way communication. Those being interviewed can ask questions to the interviewer. In this way it can also function as an extension tool. Furthermore, as Bell (2004) argues, a major advantage of the interview is its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do (Doing your research project, p. 135). In addition, having the interviewee on a face to face basis can help the interviewer with additional information sourcing from facial expression to tone of voice. Interviews can be easily monitored and controlled, and therefore the interviewer can "focus" on the subject.

Finally, another reason why interviews were chosen is the reason of personal flexibility due to my position in the organization, it is felt that it would be easier for me to make appointments with the sample and easier for them to provide responses to one of their colleagues.

5.5.1: Limitations in using interviews:

Interviewing can be time consuming and hence expensive, however can allow the collection of valuable data about motives, expectations and attitudes which are very difficult to collect by any other means. Open questions like 'what is your opinion of the new management structure at x? give participants the opportunity to offer their opinions, and further probing can help achieve more in – depth understanding (User guide, Masters / Doctorate in professional studies, Middlesex University, p.132). Therefore, among the method's limitations, one needs to stress the fact that it is a time consuming method, especially when the sample is large. The analysis of such data as well takes time as responses need to be grouped and analysed. Furthermore, new information may arise when the interview takes place requiring the interviewer to ensure that he/she keeps focus. Things may get carried away. On the other hand, if confidentiality is not assured, there may not be willingness by the interviewees to assist the research activity.

It must be noted that these interviews were conducted in order to examine the points raised from the literature mainly on the issues of drivers of change, the knowledge and

communication expansion affecting educational organizations, the high rate of technological development, increasing diversity and globalization, greater competition for scare resources, the erosion of the public's trust in higher education, and demands by students and citizens for new and increased accountability (Magrath, 2002). How can universities such as UIA cope with these challenges? Is it a matter of effective change management? Is it a matter of identifying early and planning for change? Would staff be resistant to these changes?

When the interviews were undertaken, the researcher took notes. Recorders (digital or cassette) were not used in order not to intimidate any one of the interviewees. After each interview that took place, the researcher wrote down a more extensive set of notes in order to ensure comprehension and clarity of each response.

5.6: The sample

Sampling is concerned with the study of the relationship that exists between a "population" and its drawn samples. This means that a sample of the population is selected and this may yield results which are representative of the population. Then, this sample's responses will be analysed. The population of this research consisted of Management (administration) and Academic staff (lecturers) from UIA. Due to the nature of the topic under examination (change, change management & leadership), it was of outmost importance to talk to the decision makers of the company as well as academics. The total sample interviewed consisted 27 individuals from management and staff of UIA. The total number of employees (including full time and part time employees) is 68 and therefore the number of individuals represent 40% of the total number of staff and academics, whereas the number of management related individuals (12) interviewed represent close to 50% of the total number of management staff at UIA.

The breakdown is as follows:

> ➤ 12 individuals with managerial duties mainly (and some supervisory responsibilities)

> ➤ 15 individuals with teaching responsibilities (Part time & Full time academics)

These individuals are all chosen - related to the project in terms of their occupation and relationship to the organization.

5.6.1: The interview questions:

The interview questions consisted of 12 questions (see appendix 6). It was developed in English, as UIA is an English speaking institution and operations are conducted in English thus not requiring translation in the Greek language. Each interview required approximately an hour; however there were cases in which responses were swifter than one hour, but never less than 45 minutes. It was essential that these interviews were conducted during the interviewees' spare time (i.e. lunch break, after work, earlier before work etc.) in order not to disrupt the conduct of operations at UIA. The questions as general themes were based on the following areas:

1. The organization's existing status compared to the competition;
2. The various educational changes that UIA is going through / being affected such as recognition issues, EU transferability, multiculturalism, new methods for delivering courses and degree programmes etc;
3. The various risks associated with change and resistance to change;
4. How change may be implemented at UIA; The overall strategy of the company
5. How much ready is UIA to cope with the possible changes noted;
6. The agents and / or leaders involved in change management.

The above themes were derived from the literature in chapters 2 & 3, namely on change, resistance, and specific challenges to educational changes (especially chapter 3). A rationale and an analysis of these questions and the reasoning behind them is explained

below. It is noted that before the interview took place with all of the interviewees, the author ensured that the individual would remain anonymous and that the responses collected through the use of notes will not be used in any other context apart from the field work for this study. Immediately before the interview they were also required to note if they were an academic or a member of staff in order to determine how these two groups differ in terms of their feelings towards change.

The questions & reasoning:

1. *How many years have you been with UIA?* This question will be asked in order to determine knowledge on the challenges affecting the organization. It is felt that this question could be correlated with other questions of the interviews for fruitful information.

2. *Given that changes in education do exist such as using technology extensively, creating on – line courses, on line libraries, the European transfer system, recognition within the EU borders and globally etc., do you feel there is a need to change the structure of our University branch?* This question was asked as, according to McGrath (2000), in many cases, structural modification has been the starting point for institutional change; Restructuring should lead to an institution becoming more adaptable and flexible, better able to meet the changing needs of society. It would be interesting to see whether there were feelings and ideas concerning the structure of UIA, which could be characterized as 'traditional' in terms of University structure.

3. *What are the most important challenges affecting UIA at this point in time (2006 - 7)?* This question may be able to identify and list the most important challenges affecting the institution and compare them with the challenges listed and examined in chapter 3, based on the literature review.

4. *What are the most important challenges you feel will affect UIA in the next 3 years?* Following up from question 2, the responses to this question could reinforce the trends in education as argued in the literature review. The 'predictions' that will be noted can be useful in recommending future strategies for UIA.

5. *Can you comment on the leadership style of UIA in relation to educational changes?* This question attempts to determine how UIA's leadership is seen in the eyes of its staff and lecturers in terms of its dealing with change. The interviewees may not feel comfortable with this question as they may feel that it would not be a good idea to express negative feelings towards their leadership, however, through the interview, attempts will be made to ensure confidentiality in order to stimulate answers.

6. *Given that changes have been made to UIA 92004 – 2007) and the institution is constantly being faced by new challenges such as those noted in question 2, does UIA have the readiness to welcome and cope with changes? If yes, how and if no, why?* UIA has gone through management changes, premises changes and other changes in the past 18 years that it has been in operation. It would be interesting to see how the interviewees feel about previous management dealings and if they feel that UIA has the readiness required to embrace and welcome change. Furthermore, as Eckel et al (1999) argue, there is also a human dimension of change at Universities, quite distinct from other businesses. Colleges and Universities are especially sensitive to the human responses to change because faculty, staff and students are so personally committed to these institutions. Faculty often spend their professional lives working in one or two institutions and decades of association with the same campus and colleagues lead to higher levels of comfort and familiarity. As the authors continue, to effect comprehensive change, campuses must understand and respond sympathetically to the human complexities exposed during a change process (American council of education, p. 5).

7. *Was any previous change at UIA planned? How important is planning any change according to you?* This question may assist in evaluating how successful any other changes have been at UIA concerning their management. It also helps in identifying the level of significance of planning change for each respondent.

8. *How comfortable do you feel with the new types of methodologies adopted in acquiring degrees globally and in Greece such as Distance Learning, On line learning and the use of the internet for testing?* This question focuses mostly on Information Technology as a trigger of change. As suggested by most analysts related to the field of change, IT has been one of the most important triggers of change since the mid 1980's. For many (Turban et al, 2000), we have moved into an internet based society. Almost everything will be changed at home, in school, at work, in the government – even in our leisure activities. The way in which organizations operate has also been triggered by technology and organizations need to be prepared through adequate investment, infrastructure and training. Is this the case at UIA?

9. *Does the organizational culture at UIA assist in welcoming new changes*? In most parts of the literature, it was quite evident that culture; that is organizational culture plays a significant role in assisting organizations move from one state to another. Culture may be defined as 'The way things are done around here' or *'the norms and shared attitudes that pervade an organization. It may be expressed in symbols, rituals and the language used by organization members. It thus constitutes the distinctive characteristics of an organization…it is believed that the culture will influence how individuals behave at work and hence will affect both individual and organizational performances (Business dictionary, p. 117).* Even though the project does not focus on culture, the topic is linked with change and management, not to mention leadership, thus making it an interesting area to examine and possibly research at a later stage (as a recommendation for others).

10. *What do you feel are the core competencies of UIA and why?* UIA has been operating as an educational institution for close to 2 years and has delivered thousands of graduates during that time. Identifying some main competencies may assist in evaluating UIA's position and assist in proposing recommendations for future action.

11. *How competitive would you say the educational environment is globally and in Greece specifically? Please explain.* As presented and analysed in chapter 3, the educational competitive environment is very competitive in Greece, as it is in almost every educational market globally, mainly due to globalization and the need for international standards (in a certain sense, globally).

12. *It is argued from recent literature that students have changed to 'customers' and that Colleges / Universities have changed to businesses. Could you please comment?* Building on question 14 and from the findings from the literature review, it is common knowledge that Universities and Colleges on a global scale are meeting increased competition. This has created the need to add value to the University's offerings (through their progammes), thus possibly making the student a 'customer' buying a specific product / service. As Weber (2005) has argued in a research paper published in College & University Journal, "Why can't Colleges and Universities be run more like businesses"?. It would be interesting to see whether the sample from UIA feels the same way and why.

5.6.2: Interview comments transcribed:

All interviews were documented through notes taken by the author of this project. Given the sensitive nature of the topic as well as the possibility of using a sampler / recorder that could restrain responses as these would be recorded, the author felt that it would be more appropriate to take notes in order to create the appropriate atmosphere to receive responses. This is the main reason why only a few exact responses (verbatim comments) were actually used in the data analysis chapter.

5.7: Limitations

Limitations exist in every research activity. First of all, there is a cultural aspect involved of researching a "Greek" oriented institution, despite its American "brand". Therefore, it should be noted that the findings of this project should not be generalized for all US institutions. The usefulness of the findings most logically apply to Greek establishments, centres of liberal studies and other organizations offering foreign programmes, apart from the wider EU context. Furthermore, the data collected may not allow definitive findings to be generated, because of the problem of generalization, 'but it could provide a springboard for further research or allow links to be forged with existing findings in an area' (Bryman and Bell, 2003, p. 105).

Due to the time constraints and the deadline for the dissertation as well as the fact that interviews were required to be conducted in the work place of the author of this thesis, it was not possible to interview a larger sample to avoid making the project a topic of discussion. This – in a way – may seem as a limiting factor and may also imply bias; however, if one considers the total number of full – time employees of the company that are 62 with a full time lecturing team of 35, one feels comfortable having responses from close to 80% of administration and 50% of the teaching staff. Interviews have limitations as well as noted specifically through the section titled "interviews" in this chapter, such as making the respondent get carried away in some questions and this implies problems in "controlling" the emotions linked with responses. Furthermore, it is noted that the sample was contacted personally in order to ensure that the interviewees would spare time and efforts to assist the project and this however along with the fact that the sample and I are considered 'colleagues', may also imply bias.

As Magrath (2001) suggests, while change – and the need for it – has always been with us, the pace of change is different, and universities must continually assess their position in the community and in the marketplace in order to be adaptable and responsive. They

must not lose sight of societal imperatives and must be responsive to community needs, not just driving change in society but in themselves as well.

5.8: Timing:

The specific timetable that was initially developed and discussed with Middlesex was kept. Specifically, since 2004 and through the author's initial contact with the University in order to plan the next stages ahead, the objective was to submit a final draft from the summer of 2007 towards early 2008. The table below (Table 2) presents how the project was planned and organized:

Table 2: Project plan

Development of primary research tasks	2005	2006	2007
	April - December	January – December	Jan - July
Planning: design of interview Questions		X	
Collection of secondary sources	X		
Observation UIA	X	X	
Interview Questionnaire: pilot test		X	
Literature review completion		X	
Methodology finalized		X	
Interviews – Field work		X	
Data Analysis - Qualitative			X
Writing up Findings			X
Conclusions & Recommendations			X
Finalize report / project			X
Oral presentation			

During that time (2005 – 2007), it is important to note that education was on top of Greece's list, influencing and affecting a number of organizations and Universities that offered programmes of study. This was due to 3 main issues:

> Pressure from the European Union to recognize degrees awarded by other EU States irrespective of location within the EU borders as well as institutions that have been 'legally set up' within the EU;

> Pressure from the ruling government to finalize the issue of Recognition in order to amend certain presidential decrees and support the development of private institutions in the country

> Pressure by the Greek public to change and re – organize the Greek educational system, due to its problematic entrance system as well as its infrastructure.

The above have affected the public opinion in 'accepting' UIA (as all foreign institutions operating in Greece) as an educational option slightly more than in previous years as the issue of recognition is one that is immensely important for the Greek parent & student. Given that the issue of recognition would be finalized within the 2007 – 2008 academic year, it is argued by the author of this project that this may have created additional procrastination and wait in order to be on the safe side.

In sum, the proposed plan followed these general steps:

> Finalisation of the proposal with Middlesex – 2004 - 5

> Review of the related literature and other related studies – 2005 - 2006

> Confirmation of the appropriate research method(s) to use in order to prepare the field work 2006

> Confirmation of the appropriate sample to work with 2006

> Field work and collection of data 2006 - 2007

> Analysis of the data collected 2007

> Conclusion & Recommendations

5.9. Validity / Reliability

According to Bell (2004, p. 103 - 104), reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions while validity tells us whether an item measures or describes what is supposed to measure or describe. If an item is unreliable, then it must also lack validity, but a reliable item is not necessarily also valid. Given the nature of the project, it is very difficult (as for any research) to receive completely reliable and valid results. However, the interviews undertaken have a personal face to face characteristic that usually assist in going into greater depth than a questionnaire being sent. In addition, the review of the literature provided the backbone upon which one could base arguments and create objectives towards research outcomes. The combination of these two methods certainly minimized the degree of invalid or unreliable findings. Validity depends a lot on the methods chosen and given the target of the research at UIA, efforts were made to avoid possible bias and achieve quality results.

5.10: Ethical / Legal issues

A number of ethical considerations needed to be addressed and examined, since the research proposed was undertaken at the place of employment, a fact that makes it an 'inside' research and one with a possible degree of bias. First of all, there is the issue of using University information. Permission has been granted to carry out investigation by University officials in accordance to the University's ethical guidelines. The interviews that are proposed were required to be conducted in strict confidentiality and this was assured to the sample prior to participation. The interviewees (or interviewees) were informed of what was to be done with the information that they provided, that is that their responses would be used solely for the purposes of this project. As Cohen, Manion and Morrison (2000) argue, *'informed concept should be sought from all participants. All agreements reached at this stage should be honored'* (User Guide, Middlesex University, p. 105).

An important point to note was the need for the researcher to inform the sample participating in the project about the project itself, its expected outcome and usefulness for the educational establishment. The support was overwhelming, since the organization is an academic institution and therefore, as expected, fellow members of staff and academics assisted greatly. For the purposes of this project, a combination of methods were used, based on qualitative research, secondary sources, and ethnography (participant observation).

Chapter 6: Findings & Data Analysis

6. Data Analysis

This chapter presents the findings through the interviews conducted within the 2006 – 2007 academic year at UIA. The analysis and discussion is presented in a question by question format below.

- ***How many years have you been with UIA?***

This question provided information concerning the average employment period at UIA. As indicated in the methodology section, useful correlations could be done with answers to the following questions. Based on the data collected, from the sample of 27, 20 interviewees had been working for UIA for more than 3 years, while 7 were employed for 1 – 3 years. Among those who have been working for the University for more than 3 years, 65% were academics, suggesting that lecturers may be considered as 'mainstays' compared to administrative staff. This finding also implies that the findings from the following questions may be fruitful, as numerous changes have happened to UIA since 2004 (i.e. change of President, new site / location) and these, along with the changes affecting the educational scene in Greece may offer interesting feelings.

Academics	*15*			
Management	*12*			
Total	*27*			
		Sample		
Total Staff of UIA	*68*		*27*	*40%*

Employment:

More than 3 years	*20*	*Among Academics*	*13*
Less than 3 years	*7*		*2*

- ***Given that changes in education do exist such as using technology extensively, creating on – line courses, on line libraries, the European transfer system,***

recognition within the EU borders and globally etc., do you feel there is a need to change the structure of our University branch?

The responses to this question were quite interesting, since although all interviewees were aware of the examples of change noted through the question, they did not necessarily feel that the answer to such challenges had any relationship with the structure of the organization. It was argued in the review of the literature that change may be affected by culture and leadership and these in turn also affect, or at least may influence, the structure of an organization. For example, if an organization is more 'entrepreneurial' it may be characterised by personal control while a "professional organization' is more bureaucratic and decentralized. Change, its implementation and pace may be affected by the way an organization is structured as this affects the way it operates. In the case of UIA, the structure may be initially considered as 'matrix', in the sense that it combines functional and product forms of departmentation in the same organization structure (most Universities are structured as matrix), however, the responses indicated departmentation. The interviewees felt that the organization had departments to deal with recruitment, promotion, marketing etc., making it be organized more like a business than a traditional University. The reason for this, according to the interviewees was twofold:

➢ Because UIA was operating in a highly competitive environment in which marketing of programmes and brand awareness was paramount;

➢ Because Greece has traditionally only 'recognized' state institutions and not private ones. Therefore, it has been very important for UIA to lobby for support from major companies and use promotional tactics to differentiate its institution.

Overall, all interviewees felt that the structure of UIA was "ideal" to cope with the changes noted in the question. As one academic noted, *"Our country has forced us to work as a business. We need to convince students that we have an educational proposition that is highly competitive for the market. It is not a matter of organizational structure. To cope with such challenges we need to operate through an emergent strategy as we have to anticipate if and when recognition of our degrees will happen. At the same*

time we have to operate within the strict guidelines of the main campus. It is not an easy task". Furthermore, as Rowley et al (1997) and Eric (1998) argue (reinforcing the quote above), many educational institutions are establishing action committees to react to the transforming demographics of its students, faculty, and staff. Merely accommodating change is often insufficient, educational leaders are now expected to evolve. As a result, many leaders have changed their institutions to better serve students. International competition and modern globalization necessitates personnel be competent in adapting to a new international environment (Rowley et al, 1997, and Eric, 1998).

- ***What are the most important challenges affecting UIA at this point in time (2006 - 7)?***

The responses to this question were as expected from individuals operating in the educational industry in Greece. As noted in chapter 4 of this project, the one most important issue on 100% of the sample was the issue of recognition. In Greece, the issue of recognition has two sides: (a) recognition by state institutions and (b) recognition by the wider market (private multinationals and employers). Even through UIA's degrees are recognized by private multinationals and employers, it still has no recognition for state institutions. Furthermore, graduates from UIA wanting to operate in areas such as accounting, engineering, biology, psychology and other topic areas may require recognition even at private organizations (in certain positions) and cannot – under the existing law – be recognized. For example, for an accountant to be able to sign financial reports, he / she needs to be a member of the specific chamber. To become a member in Greece, one needs to have a recognized degree. Therefore, if UIA graduates in accounting cannot become members, this may negatively affect their careers, even in private organizations. This fact has left most recruits opt for business studies as a general topic area because 'business' does not require any sort of recognition or power of signature. One could become a marketer, a finance analyst, a salesman without requiring 'recognition' by anyone.

The next most important challenge facing UIA at this point in time is that of making the University a strong and reliable brand name in the educational market in Greece and the EU, as it was noted that it would be a significant development for UIA if it was able to attract more students from other EU states. However, the interviewees did mention the difficulties associated with this, especially in creating a name in the whole continent. The general idea from the responses was that the name should be built locally first to strengthen its student base, and then promoted throughout the world. The fact that the institution offers its courses in English makes it an attractive option for students from anywhere around the world. This point concerning the English language was discussed in chapter 3 as one of the trends in global education, sourcing mainly through the internet, the abundant English literature and well established brand names and reputation of UK and US institutions globally.

In both issues raised (recognition and brand development), there was uniformity among the responses from academics and administrators. "Recognition" as a topic was overwhelmingly the number one issue. From the author's point of view as the individual responsible for the admissions department, recognition is the number one question.

- ***What are the most important challenges you feel will affect UIA in the next 3 years? Are there any changes that need to be made to the institution to cope with any environmental pressures such as recognition of degrees or multiculturalism? Please comment.***

The issue of recognition was raised again as a response to this question, but not as a long term challenge, but as a challenge that will trigger changes in the short run. As one administrator stated*, "Recognition will almost certainly be solved in the next academic year. The government is trying to handle pressures from students, parents, private institutions and the EU. How long can they last? This should have been solved years ago"*. Apart from the issue of recognition which was again reinforced by almost the whole sample (90%), the most important challenge was that of coping with technology, especially among the academics. As one academic noted, *"It becomes quite frustrating*

when we read about all the new gadgets, PC possibilities, wireless, even high tech methods available for teaching students. It is very hard to keep up with the whole technology issue. When you learn one thing, another emerges. If you don't keep up, you feel threatened!". The responses to this question – it should be noted – were different among the academics and among the management / administrators. Lecturers talked about feeling threatened through "data projection presentations", video conferencing, on – line tests, the internet and other issues related to teaching mainly while the management felt that technology was not a threat but an opportunity. Therefore, it could be argued that the sub – samples had different views on how technology affects their work, one was rather resistant, the other welcomed technology as a trigger. In analysing this finding further, it should be noted that most of the teaching staff have been with the University for years and a significant part of the sub – sample of academics (60%) are over 45 years of age. It may be that these individuals have not been exposed to technology advances and that the University has recently equipped the institution with new technology items without providing adequate training. In the case of the management, it is argued that for their work, using on – line possibilities, such as class registration, announcements through the web site, emails, class programmes available on – line etc. makes their tasks a whole lot easier and the technology is simpler, especially for younger individuals (which is the case of this sub sample). In sum, technology as a change trigger is and will be affecting UIA in the next few years. From the responses provided, it may be that UIA's academics feel threatened, a point mentioned through the literature on resistance to change probably due to fear of not being able to understand and not having been trained. UIA may want to evaluate the situation as 'technology' is almost certainly a pressure that can disorganize the status quo of any organization.

The next most important challenge (noted by 70% of the sample) for the next 3 years for UIA was that of multiculturalism and diversity. It was evident from the responses that more and more students are expected to enrol from countries other than Greece (building on the "assistance" of English as the language dominating globally). UIA's student body has become quite international as students have enrolled from almost all Balkan states, Cyprus, USA, France, the UK and many other countries. As one of the academics

mentioned, "UIA has nothing different from many institutions with an international student body. The language helps, our main campus helps as all students can transfer at any point in time to the USA, the degree awarded is the same and we have the experience being around for almost 20 years. If the government helps in recognizing the degrees and opens its borders to students lets say from China, we will certainly grow". In any case, the populations of all EU states have become diverse reinforcing the argument. In theory, UIA would seem to 'welcome' such a development. However, the question is whether UIA could cope with the effects of growing international student numbers in a highly competitive environment. This 'openness' would apply for all educational establishments.

- ***Can you comment on the leadership style of UIA in relation to educational changes?***

Leadership is one of the most important issues when change is promoted and implemented. As suggested through the review of the literature, the person in charge of change (or group of persons) must have a certain set of traits that are closer to those noted in the literature on leadership. An agent is someone who promotes someone or somebody…someone who initiates, promotes and influences others. These are essential leadership activities (Turner et al, 1996). Furthermore, as stated in the literature, Kotter (1990) makes a clear distinction between management and leadership. Management is a set of processes that keep a complex system of people and technology running smoothly. Leadership, on the other hand, defines the future, aligns people and inspires them to pursue that vision. Kotter also argues that too much emphasis is placed on managing change, whereas the key to success is leading change (Key management models, p. 114).

The responses from the interviews in most cases (75%) led to the president of UIA, VB. Since he became president of UIA, he has led most of the changes since that time. In essence, as the leader of UIA he brought in a new management style that affected the culture of the institution and invested in the University in terms of facilities and staff. The institution in three years has expanded its space, has a cultural center and is also investing in technology. VB, as a younger leader than his predecessor PM, is interested in new

ideas and has seemed to have demonstrated that he also has his own personal vision to take the University forward. These comments were made by the interviewees and imply that changes are on – going and rather inspirational. It should be noted however, that there may be a certain level of bias involved in the answers to this question, since AB is the leader and many interviewees may have not intended to mention any negative comments to a colleague undertaking research, despite assured confidentiality.

As Wong (2005) argues on the issue of leadership at educational institutions, a leader of the University has to be one with a prominent reputation in the academic world. Charisma becomes his/her notable persona. "S/he has to be sensitive to people and offer emotional support and empower his/her subordinates. S/he needs a good analytical and logical mindset and resolves controversial issues among different faculties. The school leader and its unit leaders have to possess high energy and keep a clear focus on objectives. They must be drivers and set unambiguous directions for their subordinates. Besides, they should emphasize results and data. Rapid responses to the market and an innovative mindset will allow them to adopt and operationalize revolution in their units and The School (Wong, 2005).

According to Rowley et al (1997), educational leaders often have to deal with the external forces of legislative action. In many instances, reforms are mandated and are not voluntary. Furthermore, most of the shortcomings and mistakes school administrators make fall into the category of poor human relations (Bulach, Boothe, and Pickett 1997). The authors conducted research with 375 Georgia educators who were enrolled in graduate programs to list and rank the types of mistakes their administrators made. Mistakes that can be subsumed under the category of poor human-relations skills occurred most often, Bulach and his colleagues found. Lack of trust and an uncaring attitude were the two behaviors most frequently associated with this category of mistakes. These two behaviors tend to go together. That is, if a person perceives that the supervisor does not care, it is likely that trust will be absent. After all, why trust others when you believe they do not care about you?

Given the responses from the interviews, AB enjoyed favourable comments, having been able to handle the various changes that had occurred in the past 3 years, specifically the on - going educational quest of private institutions for recognition in Greece, the change in premises in 2004 – 2005 and the change in management (and subsequently culture) since he took over from PM.

- *Given that changes have been made to UIA and the institution is constantly being faced by new challenges, does UIA have the readiness to welcome and cope with changes? If yes, how and if no, why?*

Given the sequence and discussion from the previous answers, one would expect the responses to positively state that UIA has the readiness required to cope with the new challenges / changes. However, a large percentage (68%, or 18 individuals) stated that UIA needs to keep and 'eye out' for educational developments as this decade is the most demanding one in terms of challenges. It should be noted that there may be a certain degree of bias in the answers to this question since it is argued that the interviewees may have gotten carried away and more pessimistic about the changes to come as the discussion through the interview helps build up additional analysis. This question was asked in order to evaluate possible resistance. The high percentage of those expressing the need for UIA to grow with caution is related to the need for UIA to set a series of strategic targets that will assist the educational community in Greece. *"UIA needs to also become instrumental in becoming a force in education in Greece and Europe. We will definitely be hit by changes, but it may be that we can hit back with innovative actions and activities. We may not be able to cope with all changes, but we may be able to play a significant role if we also initiate change".* The findings from this question are reinforced by Magrath (2000), who argues that the University is structurally divided internally and as a whole from the external community. These internal and external disconnects result in a lack of responsiveness and a lack of involvement in critical social concerns and political issues. Universities must create a more permeable structure, revitalize strategic planning initiatives, and use personnel changes at high administrative levels to drive change. Academics felt more concerned than those involved with management at UIA. This is in

keeping with the trend being witnessed in the answers of the interviews; that is, academics being more threatened and resistance from the challenges anticipated as - it could be argued - they are the ones in the class room.

In essence, Universities may be seen as "change agents" in their social settings. As Hansen and Leeman (2005) argue, universities should play a central role in global efforts to strengthen tertiary education. Modes of operation are still deficient, but Universities as development hubs is suggested as a concept to study and modify to needs. In cooperation with external partners such as business, consultants, NGO's and civil society at large, it emphasizes universities as key change agents and providers in new learning, including tools such as project based and problem oriented (PBL) learning as well as information and communication technology (ICT).

In sum, the responses suggested a sense of fear as changes are unexpected and one is required to constantly scan the external and internal environment.

- *Was any previous change at UIA planned? How important is planning the change according to you?*

This question focused on implementation and planning. As examined in the literature review, there are various theories that attempt to implement change effectively in various stages (Lewin, 1955, Kotter 1990). The interviewees suggested that there was a plan, especially in changing the management structure of the University when AB took on and the change in premises / facilities in 2004 – 2005. The changes were implemented following a step by step gradual approach even though a significant number of the interviewees were not present during the 2004 changes (those who work less than 3 years and those who were recruited in 2004 may not be able to compare and contrast with previous changes implemented by the previous management. This is a limitation of the questionnaire that had not been picked up when initially drafted as there was no analysis on who will actually agree to participate in the interviews and it was quite impossible to know the average time employed of the sample before hand. In any case and despite the fact that comparisons could not be made as well as evaluation of the latest major changes

(in management and location), all interviewees stressed the importance of planning ahead. If an organization realizes that change is inevitable, it seems likely that planning can become more successful. As Renaud (2004) suggests "Universities: Change is mandatory; survival is optional; choose wisely".

One point that is worth mentioning relates to the fact that through the interviews, the sample became more and more interested in change and – to a certain extent – many issues were raised that should be taken into consideration.

- ***How comfortable do you feel with the new types of methodologies adopted in acquiring degrees globally and in Greece such as Distance Learning, On line learning and the use of the internet for testing?***

This question continued to examine the issue of technology as it was one of the main triggers of change in the literature. It builds on the responses from question 2 and becomes more specific in asking about the use of technology in gaining a degree. In a certain sense, the question attempts to evaluate resistance, which was evident by the academics (70%) who were quite negative on the effectiveness of on – line degrees compared to the traditional classroom approach. The interviewees were aware of the growing number of programmes offered in such contexts, however felt a certain degree of fear that was sensed from the discussion. Effective management in the 'information superhighway' requires a basic understanding of the role of information highway, and this may have been one of the reasons for resistance among the UIA academics. Managers have to identify whether information technology is being used as an information utility or as a strategic weapon in their firm (Lin, 1994). Hamsen and Lehmann (2005) suggest that physical reality will not be abandoned: *To some extent, distance learning can replace classroom lecturing and relax the issue of being present at the same time and place for students. However, virtual reality is not going to replace physical reality and it is still an issue that learning and innovative research and management require social interaction and reflection on interaction between theory and practice* (p. 6).

As most analysts suggest, online teaching and learning thus offers both "opportunity and danger". *It has the potential for education systems to offer quality educational experiences in a different mode, contributing to a democratisation of learning opportunities for students. It enables organisations to offer learning and development opportunities to staff in a more flexible way, particularly when the workforce is dispersed. It also promises access to a potentially new group of learner/earners. On the other hand, online teaching challenges educators and human resource development practitioners regarding the way they do their work and see themselves as "knowledge workers" in an ever globalising and commercialising context* (Wallace 2002, p. 2). A counter view however should also be noted by Rowley et al (1997) and Eric (1998); this one being closer to what the UIA academics would support. The authors argue that faculty interaction will always be the most important method for teaching despite the technological advances. *Although technology may well afford core progress in access and educational deliverance, faculty interaction with students still encompasses the foremost element of the educational experience. Faculty will always support or deter improvement of educational services through adjusting core curriculums, and implementing innovative technologies. Limited resources could also modify the faculty composition. Permanent teaching status may be less available, and institutions may choose to utilize part-time personnel more often.*

Quite interestingly, the management (100%), overwhelmingly supported on – line degrees and distance learning as new methodologies offered by Universities. This is attributed to the fact that the management do not feel that their job is threatened the way a lecturer would as they lack any competition.

One of the benefits of on – line programmes for Universities that should be noted is that of a greater profit margin as student numbers grow. The figure below depicts the cost effectiveness of on line programmes compared to other methods.

Figure 8: Concerns about cost – effectiveness of on line programmes compared to other mediums.

Concerns about cost-effectiveness
(from Bates, 2005)
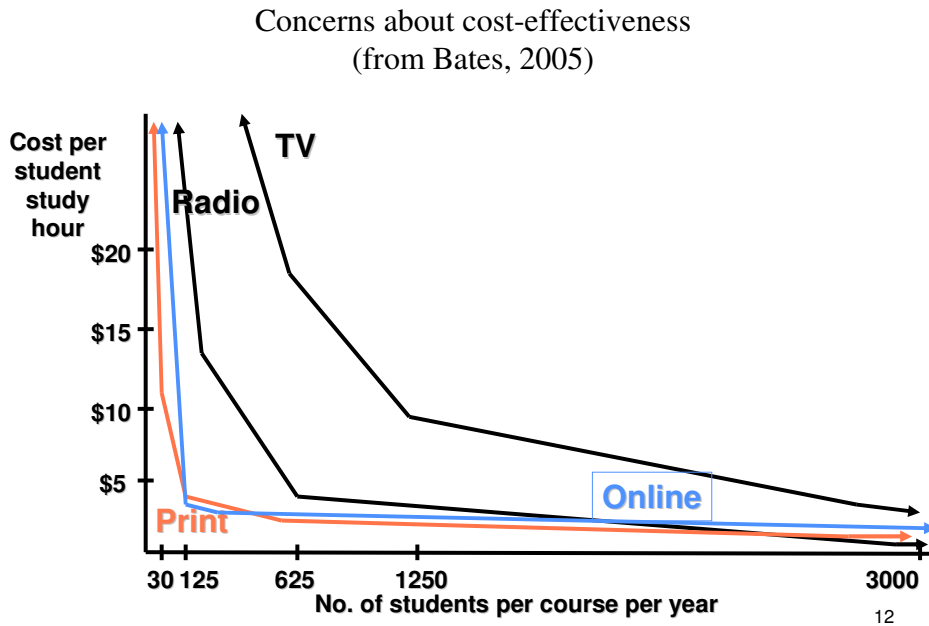
Based on the above figure and according to Bates, e-learning and on – line will most probably prevail since our globe has become a knowledge-based society where work and life is dependent on information and knowledge (e.g. financial services, computing, entertainment, health, education). In addition, industries are dependent on finding, analyzing and applying information, our knowledge base is constantly changing and workers need to be life long learners. The figure demonstrates the cost effectiveness of on – line especially as student numbers grow.

- ***Does the organizational culture at UIA assist in welcoming new changes?***

Culture was seen as a topic affecting change in the literature. The responses from the interviews were quite interesting in the sense that there seemed to be various "sub cultures" evident and no 'dominant one that prevailed suggesting that 'the way things are

done around here' as a definition of organizational culture would have more than one answer for UIA staff and academics. Company cultures vary widely in the degree to which they are embedded in company practices and behavioral norms (Thompson and Strickland, 2000). According to the authors, once a culture is established it is difficult to change. If one accepts this view, it may be that UIA's new culture has yet to be established due to the rather recent change of leadership and change of premises only 2 years earlier. Furthermore, this view may also be reinforced by the fact that the main campus in the USA also has a new president. It may be that UIA is still going through a transformation / change since change can take years in some cases.

The responses to this question were rather confusing since all understood the concept of organizational culture, however there were many views expressed as to what that culture was. This is also quite disturbing if one considers Deal and Kennedy's (1982) argument that companies with strong cultures perform better than those with weak ones (through Buchanan and Huczinski (1996). In addition, as the authors continue, *strength refers to the degree to which employees share a commitment to a range of goals and values espoused by management, and of having a high level of motivation to achieve these because of an absence of bureaucratic controls* (p. 530). Whatever the case, the importance of culture was stressed as a requirement for successful change. This finding also suggests a new area for research at UIA and or research into the question of how organizations may identify when and if they are going through a change of culture. How can this be evaluated?

- ***What do you feel are the core competencies of UIA and why?***

This question produced the expected replies, even though competencies were confused with strengths during the interviews and therefore the author built on this development to develop a SWOT (Strengths Weaknesses Opportunities) and Threats analysis based on the overall responses. Among the core strengths of UIA was its brand name, not in promotional terms, but rather as a name itself, being an American University and specifically a branch in Europe. Furthermore, another strength is the fact that the

University allows students to travel to the USA and continue his / her studies thus allowing transferability within the institution's branches and its experience in operating in the Greek educational market.

Among the organization's weaknesses one could note its resistance in certain areas suggested in this project, its need, the need to promote its brand name more successfully in Greece (and abroad), the fact that on – line courses and testing have not been exploited considerably in Greece and recognition, an issue that is anticipated to be settled by the end of 2007.

__Figure 9: SWOT analysis for UIA based on the interview findings:__

SWOT		
I N T E R N A L	EXPERIENCE IN GREECE – SINCE 1989 US "BRAND" – UNIV. OF INDIANAPOLIS ADEQUATE LEADERSHIP TECHNOLOGY ORIENTED TRANSFER POSSIBILITY TO STUDENTS S	RESISTANCE EVIDENT IN CERTAIN CASES ILL TRAINED IN TECHNOLOGY OPTIONS BRAND PROMOTION ON LINE OPTIONS – WEB BASED COURSES RECOGNITION COMPARED TO GREEK STATE SCHOOLS W
E X T E R N A L	O RECOGNITION EXPLORE TECHNOLOGY NEW PROGRAMMES & METHODS OF STUDY INTERNATIONAL RECRUITMENT SEMINARS & WORKSHOPS - CPDS	T RECOGNITION DELAYS BY GOVERNMENT CONSTANT CHANGES IN EDUCATION SATURATION OF DEGREE HOLDERS IN GREECE WITHERING POWER OF DEGREES GLOBALLY INCREASED COMPETITION

Furthermore, among the opportunities for UIA: Lobby in government circles to assist the recognition issue, explore new technologies that would assist UIA's programmes, teaching and overall student (customer) satisfaction, open its admission policy to more

countries abroad and offer short courses, seminars and workshops, possibly in partnership with major multinational firms. Finally, among the threats, one should note the increasing competition among educational institutions in Greece, the possibility of recognition being procrastinated further, the withering power of degrees in the 21st century, even though this also implies an opportunity for additional degrees to meet the raised benchmark globally, the saturation of degree holders in Greece and the constant changes affecting education such as those mentioned in chapter 3.

- ***How competitive would you say the educational environment is globally and in Greece specifically? Please explain.***

One of the academics argued that 2 decades ago it was still about having a comprehensive traditional library. Nowadays, with the internet and the various methods of communication, almost any University world wide can offer 10 times as much material on line. *"The days when a good library was a competitive advantage is over"*. This point has also contributed to increased competition, since the organization that will eventually make the best use of technology may have the competitive advantage. This reinforces the literature and Corral's (1995) view that the information society of the twenty first century offers the opportunity for libraries to play a central role in the academic community, but it will require bold and confident leadership along the way. The responses in sum from this question were all (100%) similar. All suggested that the educational industry is highly competitive globally and especially in Greece. Only the facts that Universities are marketing their programmes, managing their reputation, setting up business schools as SBU's (Strategic Business Units) suggest so. In Greece, unattributable sources suggest that students place more emphasis on the reputation and 'brand name' of a University rather than anything else, even price. This is mainly due to Greek students' relationship with their family which is the usual source of funds for education. Within the same context of students being treated like customers and the fact that universities and colleges employ marketing tactics in promoting their brand name, reputation, programmes of study etc., it would be logical to say that marketing tactics such as those in any business are being adopted. As Touzeau (2005) suggests, colleges and universities will also

spotlight their value, reputation, rankings and programmes to try to gain as many customers as they need to meet their enrolment goals. The fact that the role of the Chief Marketing Officer (CMO) has been the one that has evolved the most in recent years (Sevier, 2004) reinforces the above arguments. According to the author, brand marketing, direct marketing and customer relationship management are the three broad functions of a CMO in any college or university. This has also been the case in Greece, especially since the mid 1990's and almost all organizations in the industry spend millions of Euros advertising their schools mainly in late August, September and October each year. Given that Universities and Colleges did not advertise traditionally, the setting has changed.

Many people within an educational organization, especially academics believe they are beyond the economics of the market place. This is most probably the case at Greek Universities, where they only recently realized the need to charge students for tuition (for Masters level degrees). As Rowley et al (1997) argues, the struggle for restricted financial support is quite obvious. A significant feature for educators is measuring present requirements, and foretelling impending necessities for the inhabitants as a whole; and for the different citizenry that may be served by the educational programs both immediately, and in the future.

- *It is argued from recent literature that students have changed to 'customers' and that Colleges / Universities have changed to businesses. Could you please comment?*

As noted in chapter 1 any change usually involves technology, culture, people, structure procedures and strategy (Thompson and Strickland, 2003). In the case of education, changes refer to a combination of the above, especially as colleges have begun to look a lot more like businesses according to Touzeau (2005). They have spent time developing and improving their customer service models. In the recent past, students had to stand in lines for hours to register for classes; now everything can be done online with virtually no waiting. The same goes for changing one's schedule, requesting transcripts, paying fees,

downloading course descriptions, sending attachments, communicating in general. These services can add value to the student, the same way any service adds value to a customer. The question to ask however, is whether Harvard would be rejected by a student if it did not have such services to offer. The answer would most probably be no, but Harvard wouldn't be Harvard if it was not leading such developments.

Furthermore, when a student tries to make a decision as to which college to attend, he/she is 'shopping around' for higher education (the case n the USA, Greece and the UK as examples) irrespective of country. The student is thinking of many things that other traditional customers have to think about: price, convenience, reputation, services offered and value (Touzeau, College and University Journal, 2005). Therefore, colleges and universities treat these potential students very much like other businesses treat potential customers.

Quite interestingly, managers running a business or organization need to have international experience in a globalized world. Such assumptions have been suggested by numerous analysts, such as Brooke (1996), Kotler (2000), Johnson & Scholes (2003), Torrington and Hall (2005) and the same goes for Greece and Greek organizations. The UIA, being a branch of a US University in Greece that has an 'open door' policy in terms of its student body (race, sex etc.), needs to be able to operate the organization by coping with global environmental pressures at the same time as promoting the local culture, or at least making it attractive for new applicants. As Kontogiannis (2006) argues, "experienced managers who know the foreign markets first hand, have the ability to deal with all the integration problems…and can bridge the cultural gap" (Kathimerini English edition, April 17, 2006). The UIA, being led and owned by the main branch in the USA needs to have this in mind. Furthermore, Brooke (1996), suggests that international companies (in the case of this project international universities or organizations) are influenced by the conflicting pressures of managers operating in each of four dimensions: the functional, the product, the customer and the international (p. 49). This may also be evident at UIA, despite its rather small and more controllable organizational structure compared to that of the main campus in the USA.

In a highly competitive business environment and a globalized world, Universities, as organizations need to be managed successfully. According to the author of this study, a good example is that of the troubling situation the Greek state Universities are in. It could be argued that they are not managed as businesses but rather as organizations operating in a static environment, thus not being part of any wider system. This however, is not the case. These institutions do have competition from private educational organizations, are part of a wider system where their graduates are being recruited by businesses thus creating a link and making them part of a wider system. Their failure to respond to external and internal forces may be because of their inability to manage the organization, the fact that employees are promised a job 'for life', thus creating no challenges for them, the ill funding for research by all governments involved, the fact that students complete their programmes of study in 7,5 years average time etc. Given this example and based on Weber's (2005) argument that Colleges and Universities should be run more like businesses, it is suggested that Universities need to plan ahead and have an emergent stance to their strategy to cope with the challenges they face.

Chapter 7: Conclusions &

Recommendations

7. Conclusions & Recommendations:

For the academic in the 21st century, flexible delivery takes on a whole new dimension: a flexible (expanding) workload, flexible hours as decided by management; flexible teaching duties as a generic teacher instead of a specialist; and a flexible employment contract.

Professor Greg Bamber, Griffith Business School, Australia, 2007 (Guardian, Sept. 24, 2007, commenting on 'flexible' delivery)

Change is about helping people you manage answer three basic questions: (1) What's wrong with just staying put; (2) Where do we want to go instead? (3) How are we going to get there (Black and Porter, 2000). Change, in many situations can be a rapid phenomena, thus requiring immediate response, and also requiring managers and employees as well as the organisation as a whole to come to terms with this change, that is, accept it as smoothly as possible. As Buchanan and Huczynski (1997) argue, *'the ability to change rapidly is viewed increasingly as a factor contributing to competitive advantage and organisational survival"* (p. 483). In many cases, change is not an option; it is a requirement for survival.

Through the author's employment in education for over 40 years, it is suggested that there are many aspects that need to be taken into consideration within the management and administration of an educational / academic organization. How programmes are organized, how people are managed, leadership and the various styles of leadership, adaptiveness to changes in the external environment and many more. An in – depth analysis of these topics / areas may provide reasoning of their interrelationships and how best for these to be organized and set. Furthermore, the above areas, if explored successfully, can make a significant contribution to any organization. A deeper level of insight and relevant theories gained through further experience and research such as that

included in this project is expected to enable one to provide solutions and ideas for educational establishments not only for UIA, but in evaluating similar practices throughout Europe.

From the literature examined, it became somewhat evident that there are a few specific actions to take in order for successful change to be implemented. Based on the findings from the literature, it is argued that any organization that intends to manage change successfully needs to (among other):

- Make the change known to all stakeholders. Unless the stakeholders really believe that the status quo is unsatisfactory and that change is necessary and beneficial, the process may be doomed from the very beginning (Eckel et al, 1999).

- Make the change part of the organization's mission. Universities globally are going through major changes. It is imperative that the decision makers make it part of the organization's mission to take into account the values articulated by the academic community.

- Change needs to be communicated effectively. Top management needs to be committed to the change in order to make all individuals involved feel secure and have a sense of adequate leadership. Resistance is bound to exist, especially in Universities and it is up to the leader or change agent involved to ensure that changes are implemented effectively. Within this framework it was argued in chapter 2 that change agents need to have various leadership traits.

- The change agent in charge needs to be well qualified to understand the trigger, organize, plan, lead and implement change;

- Resistance is bound to be evident. Almost all changes have restraining forces and those involved should accept this fact. There are numerous ways in dealing with resistance such as participation, information, rewards etc.

As indicated and suggested in many parts of this project, education has changed drastically in the past 15 – 20 years. This is an international finding, since students are now being seen as 'customers' on a global scale, have been offered numerous methodologies to educate themselves (distance learning, part time, on line etc.) and are now part of a wider international and diverse student body. Technology advances for educational purposes, global transferability, EU regulations, multiculturalism, diversity, continuing development credits, life long learning are just some of the triggers examined in chapter 3 of this project. Such changes are also evident in Greece, especially after 2002 and are expected to continue in the next 5 – 10 years. Why? Greece is also part of Europe and values education highly. The statistics indicate thousands opting for not only one, but two or three degrees in order to become competitive in a challenging employment environment. An interesting point to mention is the dominance of the English language on a global scale, a fact which has 'forced' even Greek Universities offer programmes in English as well. It is the assumption of the author of this project that – especially in the areas of business – English will be used more in more in Greece for two main reasons:

- Most of the business literature is in English and has been written by English and American academics. It is a very difficult task to translate and interpret certain terms and theories or models.

- Within the wider globalization framework, companies and students (an argument expressed mainly in chapter 2) are international. Multinational firms operate in many countries and use one main language for their communication, English.

The above is just one example of a country speaking a different language offering courses in another within its borders, something that, most probably would have never been predicted decades ago. It is imperative therefore that Universities need to change the way they operate and possibly change how they are perceived by the larger society. If not, they may not be able to serve. While change – and the need for it – has always been with us, the pace of change is different, and universities must continuously assess their position in the community and in the marketplace in order to be adaptable and

responsive. They must not lose sight of societal imperatives and must be responsive to community needs, not just driving change in society but in themselves as well (Magrath, 2000).

This project attempted to identify the various changes evident in education and to evaluate if these can be managed successfully by an educational institution in Greece, UIA. From the qualitative research undertaken, there was an overwhelming uniformity in the responses from academics and management from UIA in most of the question aprt from two. In most of the questions asked, the responses revolved around similar topics and issues, demonstrating that there exists focus and common views in terms of what the challenges are that are expected to influence the University. The most important conclusions from the field work are:

➢ UIA is trying to cope with the anticipated changes that 'recognition' of its degrees by the government may bring. This issue was on top of the list in a number of the questions. This does imply focus and anticipation and it is felt that the organization is expected to benefit from this announcement (when and if it happens by the end of 2007).

➢ Technology as a trigger was raised. The sample from UIA seem to have pin pointed the importance of being up to date and welcoming changes in this area however based on the age averages and resistance sensed through the discussion during the interview sessions, it may be that UIA will have to train individuals, make them participate and inform them on technology advances and opportunities (possibly at fixed sessions twice a year for example). On line and distance learning programmes will most probably grow, however their effectiveness is questionable as is the statement that traditional teaching will no longer exist. There are cases for and against.

➢ Resistance to change is evident in almost any change. In the case of UIA, resistance was quite evident when it came to technology, the new type of educational methods available, on – line courses and degrees and the overall number of challenges affecting education.

➢ UIA's leadership has seemed to successfully taken over since 2004 and various changes have been dealt with in an organized manner, even though there was no evidence on how changes were implemented as part of a possible plan. It was also suggested that there seems to be a lack of dominant culture which was attributed to the fact that changes are rather recent.

➢ UIA is competing in a highly competitive environment, one that has been characterized as a business like environment in which students have become customers. Universities now stress the importance of marketing, promotion, PR, reputation management and advertising considerably more than in previous decades.

Concerning the change itself which is the topic of the assignment, it is argued that UIA needs to follow appropriate steps to ensure smooth transition from its current stage to its projected new one (based on Buchanan and Huczinski, 1997, Mullins, 1996):

1. *Create an environment of trust and shared commitment*, involving staff in decisions and actions which are expected to affect them;
2. There should be *full and genuine participation of all staff* concerned as early as possible in order to support any change implementation plan.

Essentially, there seems to be a consensus from the literature review and from the responses of the interviews that change management cannot and should not be a one-man-show but, rather, the responsibility for it should be allocated wisely across the entire organization. Furthermore, change agents must involve and train the affected parties, negotiate with them and claim their support and commitment. Furthermore, it was evident that UIA has:

➢ Recognized the various changes in education;

➢ Realized the potential of technology as a tool assisting educators and education in general in all facets of the industry;

> ➢ Realized the importance of 'recognition' of degrees, especially for the Greek market;

> ➢ Realized the importance of being prepared by constantly scanning the internal and external environment to prepare and welcome change;

> ➢ Realized the dynamic competitive forces in the industry.

In order to achieve corporate survival and business competitiveness, adaptation to environmental forces might involve establishing a newly structured methodology for responding accordingly to transformations in the business environment such as fluctuation in the economy, commodity price rises, a threatening action from a competitor or workplace transitions and technology changes. Appropriate change management programmes are required that need to take into account not only the existing organizational structure and culture, but also the forces favoring change as well as the potential sources of resistance, including individual emotional reactions. On this issue the field work did not provide significant insight, possibly due to a limitation relating the interview process, as the interviewer could not focus the discussion on evaluating implementation and stages to prior change programmes at UIA. This problem was reinforced by the fact that the sample was not keen on 'judging' previous action, thus implying a certain degree of bias.

This project's findings, despite the various limitations, should not be generalized. The findings do not necessarily apply to all organizations operating in Greece. However, the findings can be used in terms of their value on:

- *Identifying the challenges that are affecting the Greek educational industry and globally as well;*

- *Pointing out feelings as to how administrators and academic staff at an educational establishment feel about the industry itself in terms of the external and internal environment;*

- *Determining if students are actually customers or not and how competitive in business terms the educational environment is in Greece;*

- *Predicting whether the recognition issue will play a significant role in changing the educational industry in Greece (and to a certain extent in the EU through the Bologna accord and the ECTS);*

- *Determining the value of degrees in Greece and abroad compared to their value 20 – 30 years ago;*

- *Identifying the various technological advances affecting educational establishments in the 21ˢᵗ century such as new methods of gaining degrees, e-libraries, internet – based testing etc.*

A similar project could be conducted in two years time, to allow for changes to be implemented in education in Greece. For example, recognition of foreign degrees would most probably create a stir in the market, as will the increasing movement of EU students globally. A comparison with the findings from this study can then be made. Furthermore, as noted in the introduction of this project, change is also affected by other management areas, such as structure and culture among other. Therefore, it would be a fruitful area of investigation to determine how an organization's culture or structure affects the success of implementing change and how can organizations plan to be ready to welcome change before any pressures affect it (through culture and organizational structure). Another area that could be researched is that of how do the students involved feel about the various challenges affecting education.

In 1999, Rosenzweig, former President of the American Association of Universities stated: *no doubt universities will change in order to adapt to new technologies, as they have changed in the past, but it seems to me unlikely that a virtual Harvard will replace the real thing, however devoutly its competitors might wish it so. The future of U.S. universities, the payoff that makes them worth their enormous cost, will continue to be determined by the extent to which they are faithful to the values that have always lain at*

their core (Issues in Science & Technology on line, p. 7). Given 45 years of experience in education in two different continents, the above seems to be a logical. Even though Universities and Colleges need planning, organization, management and many more characteristics of any business operating locally or globally, they are not organized to produce the greatest efficiencies, but to produce the greatest number of ideas and potential solutions to the problems that exist within the societies that sustain them, in addition to educating students for an uncertain future (Weber, College & Univerrsity Journal, 2005). As the author concludes, *why can't colleges and universities be run more like businesses? Simply because they're not in the business of business, they're in the business of education*" (p. 42). A good reason why students should not be seen as customers is offered by Touzeau (2005). Money will not necessarily make you "purchase" your University choice as the situation usually is with any product / service. Higher education is not just a commodity to be purchased; rather it is a priveledge to be earned…*similarly, a traditional customer can continue a relationship with a vendor for as long as the service or product is needed and as long as the customer is willing to pay. Students must continue to show that they are making satisfactory progress while attaining their education (p. 42).* Probation follows, financial aid may be ceased, and students may be asked to leave. Not many businesses would ask their customers to leave…

Appendices

Appendix 1: Article 16 – Greek Constitution (Greek)

1. *Η τέχνη και η επιστήμη, η έρευνα και η διδασκαλία είναι ελεύθερες? η ανάπτυξη και η προαγωγή τους αποτελεί υποχρέωση του Κράτους. Η ακαδημαϊκή ελευθερία και η ελευθερία της διδασκαλίας δεν απαλλάσσουν από το καθήκον της υπακοής στο Σύνταγμα.*

2. *Η παιδεία αποτελεί βασική αποστολή του Κράτους και έχει σκοπό την ηθική, πνευματική, επαγγελματική και φυσική αγωγή των Ελλήνων, την ανάπτυξη της εθνικής και θρησκευτικής συνείδησης και τη διάπλασή τους σε ελεύθερους και υπεύθυνους πολίτες.*

3. *Τα έτη υποχρεωτικής φοίτησης δεν μπορεί να είναι λιγότερα από εννέα.*

4. *Όλοι οι Έλληνες έχουν δικαίωμα δωρεάν παιδείας, σε όλες τις βαθμίδες της, στα κρατικά εκπαιδευτήρια. Το Κράτος ενισχύει τους σπουδαστές που διακρίνονται, καθώς και αυτούς που έχουν ανάγκη από βοήθεια ή ειδική προστασία, ανάλογα με τις ικανότητές τους.*

5. *Η ανώτατη εκπαίδευση παρέχεται αποκλειστικά από ιδρύματα που αποτελούν νομικά πρόσωπα δημοσίου δικαίου με πλήρη αυτοδιοίκηση. Τα ιδρύματα αυτά τελούν υπό την εποπτεία του Κράτους, έχουν δικαίωμα να ενισχύονται οικονομικά από αυτό και λειτουργούν σύμφωνα με τους νόμους που αφορούν τους οργανισμούς τους. Συγχώνευση ή κατάτμηση ανώτατων εκπαιδευτικών ιδρυμάτων μπορεί να γίνει και κατά παρέκκλιση από κάθε αντίθετη διάταξη, όπως νόμος ορίζει. Ειδικός νόμος ορίζει όσα αφορούν τους φοιτητικούς συλλόγους και τη συμμετοχή των σπουδαστών σ αυτούς.*

6. Οι καθηγητές των ανώτατων εκπαιδευτικών ιδρυμάτων είναι δημόσιοι λειτουργοί. Το υπόλοιπο διδακτικό προσωπικό τους επιτελεί επίσης δημόσιο λειτούργημα, με τις προϋποθέσεις που νόμος ορίζει. Τα σχετικά με την κατάσταση όλων αυτών των προσώπων καθορίζονται από τους οργανισμούς των οικείων ιδρυμάτων. Οι καθηγητές των ανώτατων εκπαιδευτικών ιδρυμάτων δεν μπορούν να παυθούν προτού λήξει σύμφωνα με το νόμο ο χρόνος υπηρεσίας τους παρά μόνο με τις ουσιαστικές προϋποθέσεις που προβλέπονται στο άρθρο 88 παράγραφος 4 και ύστερα από απόφαση συμβουλίου που αποτελείται κατά πλειοψηφία από ανώτατους δικαστικούς λειτουργούς, όπως νόμος ορίζει.

Νόμος ορίζει το όριο της ηλικίας των καθηγητών των ανώτατων εκπαιδευτικών ιδρυμάτων? εωσότου εκδοθεί ο νόμος αυτός οι καθηγητές που υπηρετούν αποχωρούν αυτοδικαίως μόλις λήξει το ακαδημαϊκό έτος μέσα στο οποίο συμπληρώνουν το εξηκοστό έβδομο έτος της ηλικίας τους.

7. Η επαγγελματική και κάθε άλλη ειδική εκπαίδευση παρέχεται από το Κράτος και με σχολές ανώτερης βαθμίδας για χρονικό διάστημα όχι μεγαλύτερο από τρία χρόνια, όπως προβλέπεται ειδικότερα από το νόμο, που ορίζει και τα επαγγελματικά δικαιώματα όσων αποφοιτούν από τις σχολές αυτές.

8. Νόμος ορίζει τις προϋποθέσεις και τους όρους χορήγησης άδειας για την ίδρυση και λειτουργία εκπαιδευτηρίων που δεν ανήκουν στο Κράτος, τα σχετικά με την εποπτεία που ασκείται πάνω σ΄ αυτά, καθώς και την υπηρεσιακή κατάσταση του διδακτικού προσωπικού τους.

Η σύσταση ανώτατων σχολών από ιδιώτες απαγορεύεται.

9. Ο αθλητισμός τελεί υπό την προστασία και την ανώτατη εποπτεία του Κράτους. Το Κράτος επιχορηγεί και ελέγχει τις ενώσεις των αθλητικών σωματείων κάθε είδους, όπως νόμος ορίζει. Νόμος ορίζει επίσης τη διάθεση των ενισχύσεων που παρέχονται κάθε φορά στις επιχορηγούμενες ενώσεις σύμφωνα με τον προορισμό τους.

Appendix 2: Presidential Decree 165/2000 (June 28 2000) concerning recognition of foreign degrees.

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ΕΦΗΜΕΡΙΣ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ

ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ

ΤΕΥΧΟΣ ΠΡΩΤΟ | Αρ. Φύλλου **149**

28 Ιουνίου 2000

ΠΡΟΕΔΡΙΚΟ ΔΙΑΤΑΓΜΑ ΥΠ' ΑΡΙΘ. 165

Προσαρμογή της Ελληνικής Νομοθεσίας με ένα γενικό σύστημα αναγνώρισης των διπλωμάτων τριτοβάθμιας εκπαίδευσης που πιστοποιούν επαγγελματική εκπαίδευση ελάχιστης διάρκειας τριών ετών, σύμφωνα με την οδηγία 89/48/ΕΟΚ του Συμβουλίου των Ευρωπαϊκών Κοινοτήτων.

Appendix 3: University of Indianapolis (source: University of Indianapolis web site)

The University of Indianapolis is a private residential university established in 1902. It offers its diverse student body a comprehensive set of general, pre-professional, and professional programs grounded in the liberal arts. In keeping with its motto of "Education for Service," the University is committed to contributing to the quality of life in the community.

Founded in 1902, the University of Indianapolis is a not-for-profit, comprehensive, co-educational University located in the capital city of Indianapolis, Indiana. To facilitate the ever-growing global community, the University of Indianapolis offers courses leading to Bachelor and Master degree programs at the university's campus in Athens, thereby increasing students' exposure to cultural diversity through faculty and student exchanges.

Since its founding, the University of Indianapolis has had just eight presidents: J.T. Roberts (1905-1908), L.D. Bonebrake (1909-1915), I. J. Good (1915-1944), I. Lynd Esch (1945-1970), Gene E. Sease (1970-1988), G. Benjamin Lantz Jr. (1988-1998), Jerry Israel (1998-2005), and Beverley J. Pitts (2005-).

The University of Indianapolis seeks to prepare its students for life in an increasingly complex, rapidly changing world. To this end, the University's curriculum encourages development of the total person, including intellectual, physical, moral, and spiritual aspects. This curriculum reflects a commitment to Christian values and rests upon the conviction that learning should be a lifelong activity. It therefore stresses the ideals of critical, rational thought; independent, responsible inquiry; novel, creative expression; and sensitive, reflective morality. Recognizing the unique worth of the individual, the University strives to nurture in its students the qualities that make a meaningful life possible, and the wisdom to recognize that such a life is inseparable from personal and social responsibility.

The mission of the University of Indianapolis is to prepare its graduates for effective, responsible, and articulate membership in the complex societies in which they live and serve, and for excellence and leadership in their personal and professional lives. The University equips its students to become more capable in thought, judgment, communication, and action; to enhance their imaginations and creative talents; to gain a deeper understanding of the teachings of the Christian faith and an appreciation and respect for other religions; to cultivate rationality and tolerance for ambiguity; and to use the intellect in the process of discovery and the synthesis of knowledge.

To achieve its mission, the University:

1. *complements academic majors and professional programs with a general-education curriculum*
   that includes courses focusing upon inquiry, abstract logical thinking, and critical analysis; writing, reading,
   speaking, and listening; values and their impact on judgment; international and multicultural experiences;
   understanding numerical data; developing historical consciousness; comprehending science and its methods; and
   experiencing and appreciating the arts;
2. *provides high-quality programs and services that are reviewed regularly and maintained,*
   developed, or redirected as needed;
3. *offers learning opportunities and programs of study that respond in innovative ways to the needs*
   of both traditional and nontraditional students;
4. *fosters a campus culture that embraces and celebrates human diversity;*
5. *maintains a faculty of qualified professionals who are sensitive to developments in their disciplines*
   and who demonstrate a commitment to teaching;
6. *seeks strategic partnerships with campus, city, state, national, and global communities;*

7. *establishes international relationships and programs that promote intercultural understanding,*
   awareness, and appreciation;
8. *capitalizes on opportunities created by changing circumstances, pursuing initiatives consistent*
   with its mission.

__Athens Campus:__

The University of Indianapolis, Athens Campus (UIA) was chartered in 1989, with the purpose of offering quality American educational experience in Greece. Since its inception, the University has grown to become one of the leaders in higher education in Greece. Its programs are, and will continue to be, designed to offer tomorrow's leaders effective solutions in a professional environment. The Athens Campus is a fully integrated international education center of the University of Indianapolis in the U.S. and operates as its European hub.

The Chief executive of the University of Indianapolis, the President, is directly accountable to the Board of trustees of the University of Indianapolis. The Board of Trustees sets policy for students, faculty members and staff. The President of the University of Indianapolis is assisted by several administrative officers, including the Senior Vice President and Provost, the Vice President for Business, Finance and Treasurer, the Vice President and Athens Campus Chancellor, the Vice President for Enrollment, the Vice President for Institutional Advancement, the Vice President for Research, Planning and Strategic Partnerships, the Vice President for Student Affairs, the Chief Information Officer and the Director of Athletics.

The Vice President and Athens Campus Chancellor provides supervision and academic leadership at the campus in Athens on behalf of the President, while also participating in central planning and related functions of the President's Office. The Office of the Vice President and Athens Campus Chancellor is the channel through which the Athens Campus faculty, administrators and staff communicate with the home campus

administration. Requests and recommendations in regards to budgets, personnel issues, establishment of new programs and other substantive items move from the Chancellor's Office to and through the Office of the President before submission to the Board of Trustees.

In 1998 the University established a center in Tripolis, Greece and in 2002, became a Cisco Networking Academy, offering courses in networking in cooperation with Cisco Systems. Also, the University sponsors the Odyssey in Athens study abroad program designed to provide American college students with a rich cultural experience in the birthplace of Western civilization while taking accredited upper level courses in their chosen fields of study alongside Greek and other international students. The Athens Campus of the University provides the best possible education by offering thirty (30) undergraduate and eight (8) graduate programs.

Appendix 4: Academic Recognition in the EU & Recognition of Diplomas in the European Union

(source: http://ec.europa.eu/education/policies/rec_qual/recognition/in_en.html

What is academic recognition:

When comparing academic qualifications from different countries, one might make a distinction between equivalence and recognition. Equivalence is usually understood to refer to a detailed comparison of the individual course elements which constitute a study programme. Recognition is a more global approach to evaluation, mainly concerned with the whole of a student's education. Usually this is a degree or diploma, but it could also be a period of study which a student has completed (e.g. Erasmus mobility). More than equivalence, recognition looks into the function and overall level of academic study for purposes of admission to further study or work. In these cases, degrees or study periods may be recognised even when the degree programmes are not equivalent. An example of academic recognition would be if a graduate is granted a degree in another country on the basis of his/her studies in his/her home country, or if a student is admitted to further studies in another country without having to sit remedial or additional examinations.

Three main levels of recognition can be considered, as well as the instruments attached to them:

- *recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education;*
- *recognition of short study periods in relation with student mobility. The instrument attached to it is ECTS (transferable credits);*
- *recognition of full degrees. The instrument attached to it is the Diploma Supplement*

Recognition of diplomas in the European Union

Recognition of titles is an important instrument to facilitate the free movement of students and of graduates in Europe. Also at the occasion of the "Prague Ministerial Conference" on Higher Education (May 2001), "Ministers strongly encouraged universities and other higher education institutions to take full advantage of existing national legislation and European tools aimed at facilitating academic and professional recognition of course units, degrees and other awards, so that citizens can effectively use their qualifications, competencies and skills throughout the European Higher Education Area".

In order better to understand the Community rules on the recognition of diplomas, a distinction must first be made between recognition for <u>academic purposes</u> (i.e. : you would like your title to be recognised because you wish to continue your studies) and recognition for <u>professional purposes</u> (i.e. : you would like your title to be recognised because you wish to work in a certain profession).

Academic recognition

As regards academic recognition of a title or a period of study abroad <u>in order to continue studying in the country of origin</u>, each Member State is responsible under the Amsterdam Treaty for its own educational content and organization. Second, there are no Community provisions imposing mutual recognition of diplomas (except for certain regulated occupations that are referred to below under the heading of recognition for professional purposes). That is why there are currently no diplomas that are recognized at European level for academic purposes.

Universities, which are autonomous institutions, are entirely responsible for the content of their curricula and for awarding diplomas and certificates to students. The diplomas and certificates are recognized by the authorities of the Member State concerned.

However, the European Commission has encouraged mutual recognition (for academic purposes) between the various education systems in Europe through such Community programmes as Erasmus. Although participation in Erasmus is entirely voluntary, it has greatly contributed to an understanding and recognition of education systems that are often very different.

*A tangible result of the effort to promote understanding of the academic recognition of qualifications, under the Erasmus programme, is the **network of national information centres for the recognition of diplomas** (NARIC). These Centres can provide you with information on national academic recognition procedures.*

Professional recognition

*As regards recognition for professional purposes, it is important to distinguish between professions that are **regulated** from the standpoint of qualifications and **non-regulated professions**.*

*A profession is said to be **regulated** when it is a statutory requirement to hold a diploma or other occupational qualification in order to pursue the profession in question. In that case, the lack of the necessary national diploma constitutes a legal obstacle to access to the profession.*

If you are seeking recognition of your diploma in order to pursue a regulated profession (whether employed or self-employed) in a Member State other than the one in which you obtained your qualifications, you are covered by Community law which you may invoke and with which the national authorities must comply. Right of establishment, freedom to provide services and the free movement of workers are fundamental principles of the EC Treaty. In order to enable these freedoms to be exercised, several legal instruments concerning the recognition of diplomas, applicable solely to the regulated professions, were adopted at European level.

Regulated professions : the general system

One of two Directives will be applicable, depending on the level of studies recognized by the diploma: either Directive 89/48/EEC on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration (A-levels or equivalent + three years), or Directive 92/51/EEC on a second general system which covers diplomas, certificates and

other vocational training titles at a lower level than those covered by Directive 89/48/EEC.

It is important to note that the above-mentioned Directives did not set up a system of automatic equivalence between diplomas. There is no such thing as a list of diplomas that are automatically recognized at European level, since a diploma is not recognized for its intrinsic value but according to the profession to which it gives access in the country which awarded it. It is for the person concerned to submit an individual application specifying clearly which occupation they wish to pursue.

Under the Directives, even if you do not hold the appropriate national diploma, the authorities of the host Member State must authorize you to pursue a profession on its territory, if you have the diploma required in your country of origin in order to pursue that profession. The recognition thus granted therefore constitutes the right to pursue a specific regulated profession under the same conditions as the holders of national diplomas, but does not mean that your diploma is regarded as equivalent to a national diploma for other purposes.

The competent authority to deal with applications for academic recognition, submitted in accordance with the above-mentioned Directives, varies from one profession to another.

In order to know if the profession which interests you is regulated and then find out which department deals with applications for recognition for the profession in question, **you should apply to the** national "contact point" for professional recognition.

The Community Directives state that a competent authority has four months to take a decision. If your application is rejected, you may have recourse to the legal remedies available in the host country (see Article 8 of Directive 89/48/EEC and Article 12 of Directive 92/51/EEC).

Regulated professions : « automatic recognition »

*There is also a second group of so-called "automatic recognition" directives concerning the following professions : **doctor, dentist, nurse, veterinarian, pharmacist, mid-wife and architect.** These directives provide for the automatic recognition of diplomas, certificates and other qualifications related to the aforementioned professions, delivered by Member States in so far as they fulfil the minimum training conditions laid down by Community legislation.*

In the sixties, a sectoral and vertical approach was followed for recognition of vocational qualifications. Several directives based on Articles 49 and 57 of the EC Treaty have been adopted regarding profession and sectors concerning trade, industry and craft. These so-called "liberalisation" directives comprising "transitory measures" have been established in order to facilitate access to a specific profession by guaranteeing, under certain conditions, the recognition in the host country of experience acquired in the country of origin. At present a draft directive is under discussion in order to integrate these directives into the provisions of the "general system" of directives.

Not regulated professions

*If the profession you wish to pursue is **not regulated**, you are subject to the rules of the labour market and the behaviour of that market and not to any legal constraints with regard to your diploma. In that case, the system of recognition provided for by the Directives referred to above is not applicable.*

However, even if the said Directives are not applicable, you still have certain rights as regards the recognition of your diploma. The authorities of the host country are in any event obliged, under the Articles on freedom of movement of the EC Treaty, to take account of your professional diplomas and qualifications acquired in another Member State.

Appendix 5: The Bologna accord (source: www.gmac.com)

In June 1999, 29 European countries signed a document called the Bologna Declaration, agreeing to reform higher education to achieve the following aims:

- create a system of comparable and understandable degrees throughout the European Union
- establish a clear and standard division between undergraduate and graduate studies
- promote student mobility among different fields of study, institutions, and nations
- develop a quality-assurance process and governing body to ensure standard qualifications and quality throughout participating countries
- define a European focus for higher education

Often called the Bologna Accord, the reform agreement has since been adopted by 11 more countries, bringing the total number of signatories to 40. With the exception of Armenia, Azerbaijan, Belarus, Georgia, Moldova, San Morino, and the Ukraine, all of Europe is on board. The agreement promises to simplify degree qualifications and nomenclatures, offer more educational choice and mobility to European students, and bring many more potential applicants into the graduate management pipeline. Together, the reforms represent an opportunity for Continental European graduate management education programs to challenge the more mature U.S. and U.K. programs' market share.

Before the Accord, there was little uniformity in European higher education. Different countries' universities awarded different degrees, and it was not always clear which degrees were equivalent to one other. These distinctions made it difficult for graduate program admissions offices and potential employers across borders to assess an applicant's level of education without researching degree qualifications—an onerous task, given the wide variety of diplomas even within a single European nation.

The Bologna Accord clarifies the meaning of degrees by establishing a division between undergraduate and graduate study and introducing the "bachelor" and "master" framework to education in European countries that sign the agreement. It also defines

standard degree requirements, a standard grading scale, a common transcript, and quality-assurance checks to ensure common practices and quality standards.

Appendix 6 : The interview questions

Interviewee Name & position in company (optional)_____

Academic   ☐

Administrator ☐

➢ *How many years have you been with UIA?*

➢ *Given that changes in education do exist such as using technology extensively, creating on – line courses, on line libraries, the European transfer system, recognition within the EU borders and globally etc., do you feel there is a need to change the structure of our University branch?*

➢ *What are the most important challenges affecting UIA at this point in time (2006 - 7)?*

➢ *What are the most important challenges you feel will affect UIA in the next 3 years? Are there any changes that need to be made to the institution to cope with any environmental pressures such as recognition of degrees or multiculturalism? Please comment.*

➢ *Can you comment on the leadership style of UIA in relation to educational changes?*

➢ *Given that changes have been made to UIA 92004 – 2007) and the institution is constantly being faced by new challenges such as those noted in question 2, does UIA have the readiness to welcome and cope with changes? If yes, how and if no, why?*

➢ *Was any previous change at UIA planned? How important is planning any change according to you?*

➢ *How comfortable do you feel with the new types of methodologies adopted in acquiring degrees globally and in Greece such as Distance Learning, On line learning and the use of the internet for testing?*

➢ *Does the organizational culture at UIA assist in welcoming new changes*?

➢ *What do you feel are the core competencies of UIA and why?*

➢ *How competitive would you say the educational environment is globally and in Greece specifically? Please explain.*

➢ *It is argued from recent literature that students have changed to 'customers' and that Colleges / Universities have changed to businesses. Could you please comment?*

Appendix 7: Sample requirements for recognition of foreign degrees by Greece's Naric (in Greek - DOATAP) – source: www.doatap.gr

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ.	**Ταχ. Δ/νση: Αγ. Κωνσταντίνου 54**
ΔΙΕΠΙΣΤΗΜΟΝΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ	**Τ.Κ: 104 37 ΑΘΗΝΑ (Πλ. Καραϊσκάκη)**
ΑΝΑΓΝΩΡΙΣΗΣ ΤΙΤΛΩΝ ΑΚΑΔΗΜΑΪΚΩΝ	**Τηλ: (+30) 210- 52 81 000**
ΚΑΙ ΠΛΗΡΟΦΟΡΗΣΗΣ	**FAX: (+30) 210-52 39 525**
(Δ.Ο.Α.Τ.Α.Π)	**Ηλ. Δ/νση: www.doatap.gr**

ΩΡΕΣ ΥΠΟΔΟΧΗΣ ΚΟΙΝΟΥ

Κατάθεση – Πληροφορίες – Παραλαβή : 09:00 π.μ – 14:00 μ.μ από Δευτέρα έως και Πέμπτη

Επιπλέον την 1^η και 3^η Παρασκευή κάθε μήνα : 09:00 π.μ – 14:00 μ.μ <u>μόνο για πληροφορίες</u>

ΓΡΑΦΕΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ   Ταχ. Δ/νση: Διοικητήριο (Υπ. Μακεδονίας – Θράκης)

Τηλ: 2310 -37 93 71 -3 //   FAX:2310- 37 93 74   Τ.Κ:541 23, Θεσσαλονίκη

ΑΠΑΡΑΙΤΗΤΑ ΔΙΚΑΙΟΛΟΓΗΤΙΚΑ ΓΙΑ ΤΗΝ ΑΝΑΓΝΩΡΙΣΗ <u>ΒΑΣΙΚΟΥ ΤΙΤΛΟΥ</u> ΣΠΟΥΔΩΝ ΤΗΣ ΑΛΛΟΔΑΠΗΣ

<u>Για την αναγνώριση του βασικού τίτλου σπουδών πρέπει να κατατεθούν τα παρακάτω δικαιολογητικά :</u>

1.   **<u>Αίτηση:</u>** (το έντυπο χορηγείται από τη Γραμματεία ή εκτυπώνεται από την ιστοσελίδα μας)

2.   **<u>Παράβολο 150,00 ευρώ</u>** (ΦΕΚ 358/27-03-2006 τ.Β΄), για κάθε κρινόμενο τίτλο σπουδών. Το ποσό κατατίθεται μόνο στην **Τράπεζα της Ελλάδος** (αριθμ. Λογαριασμού του Δ.Ο.Α.Τ.Α.Π. **26072595**).

3.   **<u>Επικυρωμένο αντίγραφο ταυτότητας ή διαβατηρίου.</u>**

4.   **<u>Υπεύθυνη Δήλωση</u>** του άρθρου 8 του Ν. 1599/86 (συντάσσεται και σε απλό χαρτί, σύμφωνα με την υπ' αριθμ. 1068985/900 Τ & Φ/12-7-01 Υπουργική Απόφαση ΦΕΚ 950 τ. Β΄) η οποία υπογράφεται από τον ενδιαφερόμενο κατά την κατάθεση. **Σε περίπτωση που κατατίθεται από άλλο πρόσωπο, απαιτείται θεώρηση του γνησίου της υπογραφής του ενδιαφερόμενου από αρμόδιο φορέα.**

   <u>Στην Υπεύθυνη Δήλωση θα δηλώνεται ότι:</u>

✓ *τα πιστοποιητικά που υποβάλλονται είναι γνήσια*

✓ *δεν έχει υποβληθεί άλλη αίτηση για αναγνώριση του κρινόμενου τίτλου σπουδών στο Δ.Ο.Α.Τ.Α.Π. ή σε άλλη δημόσια αρχή και*

✓ *ο τόπος παρακολούθησης των μαθημάτων ή σεμιναρίων, εκπόνησης εργασιών (εάν προβλέπονται) και εξετάσεων, προφορικών και γραπτών, ήταν ………… (συμπληρώνεται ο τόπος των σπουδών. Εάν κάποιο μέρος των σπουδών έχει πραγματοποιηθεί στην Ελλάδα πρέπει να δηλωθεί).*

5. **Άδεια παραμονής και εργασίας για τους αλλοδαπούς** (πλην των υπηκόων των κρατών μελών της Ευρωπαϊκής Ένωσης) **σε ισχύ,** από αρμόδια αρχή. Αν βρίσκονται στην Ελλάδα για μεταπτυχιακές σπουδές απαιτείται βεβαίωση του Τμήματος του οικείου Πανεπιστημίου ότι έχουν γίνει δεκτοί σε μεταπτυχιακό πρόγραμμα. Σε περίπτωση υποτροφίας από το Ι.Κ.Υ., απαιτείται σχετική βεβαίωση.

6. **Απολυτήριο λυκείου** ή εξατάξιου Γυμνασίου ή άλλου ισοτίμου, σε νομίμως επικυρωμένο αντίγραφο. Εάν οι σπουδές Δευτεροβάθμιας Εκπαίδευσης έχουν πραγματοποιηθεί στο εξωτερικό (πλην Ευρωπαϊκής Ένωσης, πρ. Ε.Σ.Σ.Δ. Αυστραλίας, Η.Π.Α. και Καναδά) πρέπει να υποβληθεί ο καταληκτικός τίτλος αυτού του κύκλου σπουδών, <u>συνοδευόμενος</u> από μια **βεβαίωση** αρμόδιας αρχής της χώρας όπου έχει εκδοθεί (π.χ. Μορφωτικός Ακόλουθος της αντίστοιχης πρεσβείας στην Ελλάδα). *Η βεβαίωση θα αναφέρει ότι ο τίτλος αυτός παρέχει στον κάτοχό του το δικαίωμα εγγραφής σε Α.Ε.Ι. της χώρας προέλευσης.* Επίσης πρέπει να κατατεθεί επίσημη μετάφραση του απολυτηρίου (και της βεβαίωσης), εκτός αν είναι στην Αγγλική ή Γαλλική γλώσσα.

7. **Τίτλος Σπουδών (βασικό πτυχίο)** του οποίου ζητείται η αναγνώριση, σε νομίμως επικυρωμένο αντίγραφο. Στις περιπτώσεις που σύμφωνα με τον κανονισμό του Ιδρύματος χορηγείται και <u>ενδιάμεσος</u> τίτλος σπουδών θα πρέπει να κατατίθεται και αυτός. **Ο τίτλος σπουδών πρέπει να είναι <u>και</u> θεωρημένος για τη γνησιότητα των υπογραφών σύμφωνα με τη Σύμβαση της Χάγης (σφραγίδα APOSTILLE) στην χώρα έκδοσης του τίτλου.** Για όσες χώρες δεν έχουν κυρώσει τη σύμβαση της Χάγης <u>και μόνο γι' αυτές</u> η θεώρηση γίνεται από τις επιτόπιες Ελληνικές Προξενικές αρχές. **Οι θεωρήσεις αυτές <u>δεν</u> απαιτούνται**, αν το Ίδρυμα που έχει απονείμει τον τίτλο, στείλει <u>απευθείας</u> στον ΔΟΑΤΑΠ το επίσημο πιστοποιητικό μαθημάτων με την ημερομηνία απονομής του τίτλου. Σε αυτή την περίπτωση **πρέπει ο ίδιος ο ενδιαφερόμενος να ζητήσει την αποστολή τους** από το Ίδρυμα στον Δ.Ο.Α.Τ.Α.Π. . Επίσης πρέπει να κατατεθεί επίσημη μετάφραση του τίτλου σπουδών, εκτός αν είναι στην Αγγλική ή Γαλλική γλώσσα.

8. **Επίσημο πιστοποιητικό μαθημάτων** (official transcript) (εάν το πρόγραμμα σπουδών απαιτούσε παρακολούθηση μαθημάτων) με αναλυτική βαθμολογία όλων των ετών φοίτησης του βασικού προγράμματος σπουδών, το οποίο πρέπει να είναι ενυπόγραφο, να φέρει τη σφραγίδα του Ιδρύματος και να αναφέρει την ημερομηνία απονομής του τίτλου. Το επίσημο πιστοποιητικό μαθημάτων πρέπει να ζητηθεί με ευθύνη του αιτούντος, να αποσταλεί **απευθείας** στο Δ.Ο.Α.Τ.Α.Π. από το Ίδρυμα προέλευσης του τίτλου ή να κατατεθεί από τον ενδιαφερόμενο εφόσον φέρει τη σφραγίδα της Χάγης (APOSTILLE), μαζί

με επίσημη μετάφρασή του (εκτός αν είναι στην Αγγλική ή Γαλλική γλώσσα). Για όσες χώρες δεν έχουν κυρώσει τη σύμβαση της Χάγης <u>και μόνο γι' αυτές</u> η θεώρηση γίνεται από τις επιτόπιες Ελληνικές Προξενικές αρχές.

9. **<u>Βεβαίωση για τον τόπο πραγματοποίησης των σπουδών,</u>** η οποία πρέπει να ζητηθεί με ευθύνη του αιτούντος, να αποσταλεί **<u>απευθείας</u>** στο Δ.Ο.Α.Τ.Α.Π. από το Ίδρυμα προέλευσης του βασικού τίτλου ή να κατατεθεί από τον ενδιαφερόμενο εφόσον φέρει τη σφραγίδα της Χάγης (APOSTILLE), μαζί με επίσημη μετάφρασή της (εκτός αν είναι στην Αγγλική ή Γαλλική γλώσσα). Για όσες χώρες δεν έχουν κυρώσει τη σύμβαση της Χάγης <u>και μόνο γι' αυτές</u> η θεώρηση γίνεται από τις επιτόπιες Ελληνικές Προξενικές αρχές.

Στη βεβαίωση αυτή πρέπει να αναφέρονται τα στοιχεία του ενδιαφερομένου, **η διάρκεια** και ο **τόπος πραγματοποίησης των σπουδών,** ως εξής :

✓ *«Βεβαιώνουμε ότι οι σπουδές τ…(ονοματεπώνυμο, πατρώνυμο)…. που διήρκεσαν από ….. έως ….πραγματοποιήθηκαν και ολοκληρώθηκαν στο…(Ίδρυμα, πόλη, χώρα) και σε κανένα άλλο μέρος».*

✓ *« His/Her studies, from ...... (χρόνος έναρξης) to ...... (χρόνος αποφοίτησης), took place and were completed in ..... (όνομα πόλης, χώρας, campus) of the .... (Ίδρυμα) and at no other campus».*

✓ *«Ses études de ...... (χρόνος έναρξης) á ….. (χρόνος αποφοίτησης) se sont déroulées en totalité á ...... en .... (όνομα πόλης, χώρας) ….. á ….. (Ίδρυμα)».*

11. <u>Οδηγός σπουδών του Ιδρύματος</u> εάν αυτό δεν περιλαμβάνεται στον κατάλογο του Δ.Ο.Α.Τ.Α.Π. με τα αναγνωρισμένα Ιδρύματα της αλλοδαπής. Οδηγός σπουδών απαιτείται <u>και </u>στην περίπτωση που το τμήμα ενός Ιδρύματος (faculty ,department…)δεν έχει κριθεί.

<u>ΔΙΕΥΚΡΙΝΙΣΕΙΣ:</u>

1. Διευκρινίζεται ότι ο Δ.Ο.Α.Τ.Α.Π. <u>διατηρεί το δικαίωμα να ζητήσει στοιχεία</u> σχετικά με τις σπουδές του αιτούντος πέραν των παραπάνω αναφερομένων. Ο αιτών έχει δικαίωμα να καταθέσει οποιοδήποτε σχετικό έγγραφο θεωρεί υποστηρικτικό για τη διεκπεραίωση της υπόθεσής του.

2. Τα **δικαιολογητικά που κατατίθενται <u>δεν επιστρέφονται</u>** εκτός από τις διπλωματικές εργασίες, οι οποίες επιστρέφονται κατά την παραλαβή της πράξης αναγνώρισης.

3. Όλα τα πιστοποιητικά που αναφέρονται παραπάνω και κάθε έγγραφο από Ίδρυμα της αλλοδαπής **δεν γίνονται δεκτά με FAX και E-MAIL** (απόφ. Φ5/Β3/2427/ΦΕΚ 462/28-4-99 τ.Β΄).

4. Κάθε στοιχείο που κατατίθεται είναι **απόρρητο**.

5. Η έναρξη διαδικασίας αναγνώρισης προϋποθέτει την κατάθεση των απαιτούμενων δικαιολογητικών.

6. Οι **επίσημες μεταφράσεις** των ανωτέρω δικαιολογητικών (εκτός αν αυτά είναι στην Αγγλική ή Γαλλική γλώσσα) γίνονται από το Υπουργείο Εξωτερικών, τις επιτόπιες ελληνικές Προξενικές Αρχές ή από εξουσιοδοτημένο δικηγόρο στην Ελλάδα.

7. *Η κατάθεση των δικαιολογητικών μπορεί να γίνει και με συστημένη επιστολή καθώς και μέσω των Κέντρων Εξυπηρέτησης Πολιτών (Κ.Ε.Π.)*

Appendix 8: Educational Statistics - Greece

Education in Greece   Education - all levels

North America and Western Europe

General information

2005

Total population (000)		11 120	HIV rate (%) in adults (15-49 years) *	(2003)	0.2
Annual population growth rate (%) *	(2004)	0.2	Poverty (% of pop. on less than $2 a day) *		...
Population 0-14 years (%)		13	GDP per capita (PPP) US$ *	(2004)	22 205
Rural population (%) *	(2004)	39	GDP growth rate (%) *	(2004)	4.2
Total fertility rate (births per woman) *	(2004)	1.3	Total debt service as a % of GNI *		...
Infant mortality rate (0/00) *	(2004)	4	Children of primary school-age who are out-of-school (%)		1
Life expectancy at birth (years) *	(2004)	79			

* World Bank World Development Indicators

Participation in education

Percentages of children in school are represented by Gross Enrolment Ratios (GER) and Net Enrolment Ratios (NER). GER is the number of pupils

enrolled in a given level of education regardless of age expressed as a percentage of the population in the theoretical age group for that level of education. NER is the number of pupils in the theoretical age group who are enrolled expressed as a percentage of the same population.

Pre-primary enrolment
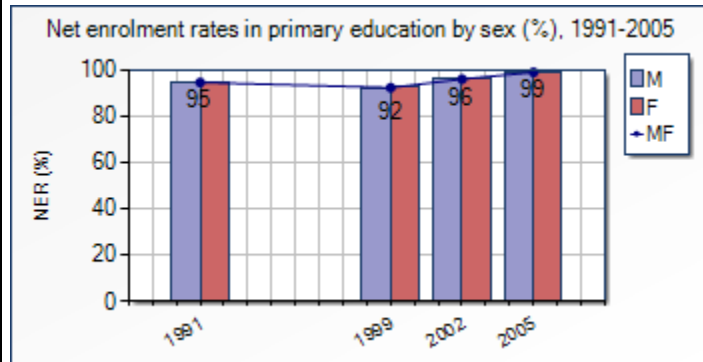
67% of children are enrolled in pre-primary school

Pre-primary		1991	1999	2002	2005	2005 Regional average	
GER (%)	MF	57	68	68	67	(*)	79
	M	57	67	67	66	(**)	80
	F	57	68	69	68	(**)	78
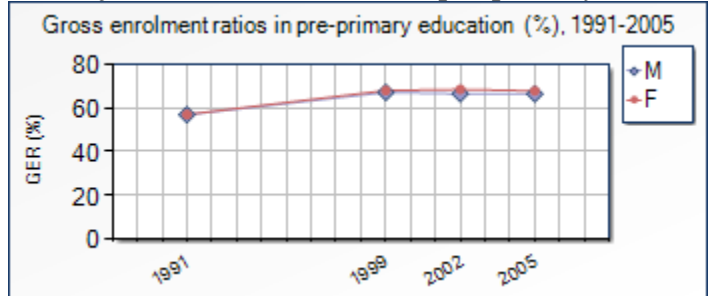
Primary enrolment

99% of girls and 99% of boys are in primary school

Primary		1991	1999	2002	2005	2005 Regional average
GER (%)	MF	98	94	98	101	102
	M	99	94	98	101	102
	F	98	95	98	101	102
NER (%)	MF	95	92	96	99	95
	M	95	92	96	99	95
	F	94	93	96	99	96

Secondary enrolment

92% of girls and 90% of boys are in secondary school

Secondary		1991	1999	2002	2005	2005 Regional average
GER(%)	MF	94	90	...	102	102
	M	95	89	...	103	102
	F	93	92	...	101	102
NER(%)	MF	83	(**) 82	...	91	92
	M	82	(**) 79	...	90	91
	F	84	(**) 85	...	92	92
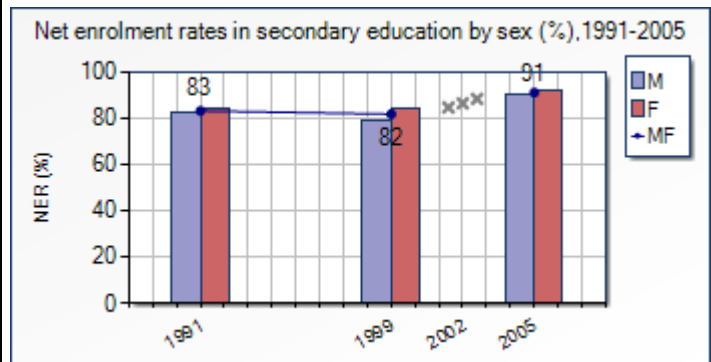
Tertiary enrolment

89% of the population of tertiary age are in tertiary education

Tertiary		1991	1999	2002	2005	2005 Regional average
GER(%)	MF	36	47	66	89	70
	M	(*) 37	45	62	83	60
	F	(*) 36	49	71	95	80

Gross enrolment ratios in tertiary education by sex (%), 1991-2005
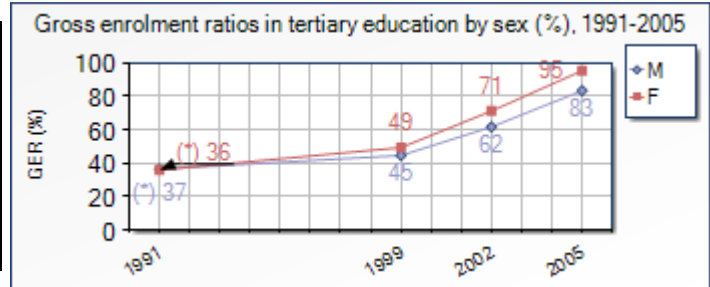
Progression and completion in education

2005

100% of children complete a full course of primary

School life expectancy ISCED 1-6 (years)	16.6
Percentage of repeaters, primary (%)	1
Survival rate to grade 5 (%)	(2004) 99
Gross intake rate to last grade of primary (%)	100
Primary to secondary transition rate (%)	(**,2004) 100

Gross intake ratio to last grade of primary (%), 1991-2005
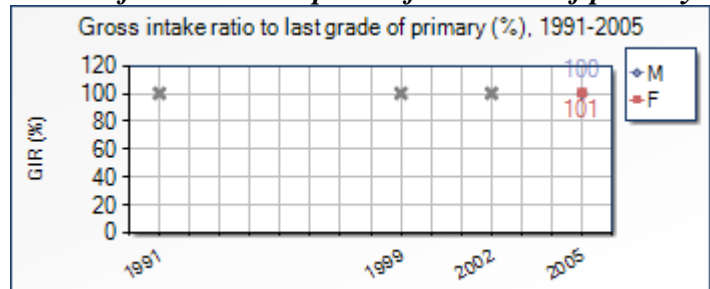
Resources for education

2005

8.5% of government spending goes to education

Pupil / teacher ratio (primary)	11
Public expenditure on education :	
as % of GDP	(2004) 4.3
as % of total government expenditure	(2004) 8.5
Distribution of public expenditure per level (%) - 2004 :	
pre-primary	(**) 5
primary	(**) 25
secondary	37
tertiary	30
unknown	4

Public expenditure on education and distribution per level
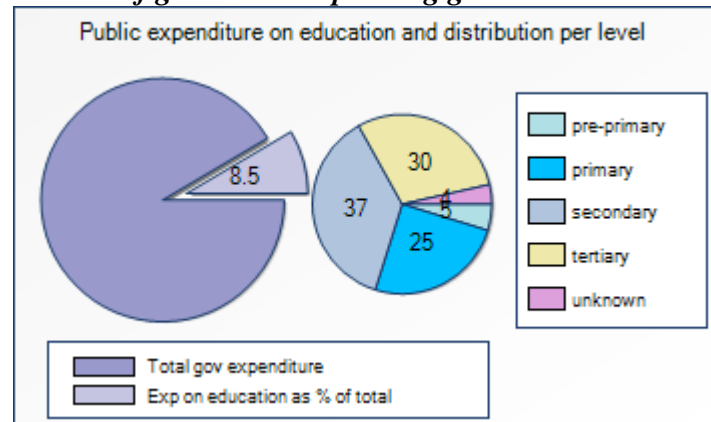
Literacy rates

Literacy rates		1991	2001	2005 Regional average
Adult (15+) %	MF	92.6	96.0	99.0
	M	96.0	97.8	99.2
	F	89.4	94.2	98.8
Youth	MF	99.0	98.9	99.5

96.0% of adults and 98.9% of youth are literate

(15-24) %	M	99.0	98.9	99.5
	F	99.0	99.0	99.4

Percentage of adults and youth who are literate (2001)

Adult: M 97.8, 96.0, F 94.2
Youth: M 98.9, 98.9, F 99.0

Legend: M, F, MF
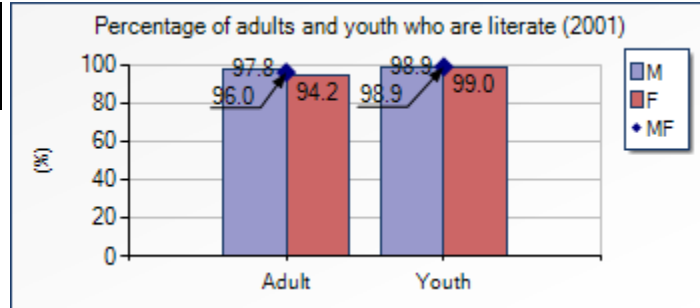
Symbols used :	
-	Magnitude nil or negligible value
...	Data not available
.	Category not applicable
x	Charts symbol: Data not available

Footnotes:
All the education statistics, with the exception of the literacy data, refer to the year 2005 unless otherwise noted. For more information on rates of out-of-school children, or other indicators see the online education glossary.
**   UIS estimation
*   National Estimation

Source: UNESCO: http://stats.uis.unesco.org/unesco/ May 2007

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UIA

Business Plan University of Indianapolis Athens Branch

2008 - 2009

EXECUTIVE SUMMARY

UIA is an educational organization operating in Greece as a branch of the American University Indianapolis. It offers a variety of educational programmes and at this point in time (late part of the decade 2008 – 2009) needs to take into consideration a series of challenges that may affect the organization and its well being mainly related to trends that area affecting education globally (multiculturalism, distance education, degree importance, professional training etc.)

The potential of education in Greece is considered strong and promising by the author of this business plan given the importance Greek families give to education. More than 25,000 students study in Greek private organizations / colleges and this number is expected to grow despite the relatively small market (when compared to other countries globally) and the fierce competition in Greece due to limited barriers of entry. Recognition is not yet secured, however more Greeks have less reservations to follow foreign programmes given the promising stance of EU directives.

UIA needs to take all challenges into consideration and take necessary actions in order to penetrate the market further and to be able to differentiate with a 'unique selling proposition".
Mainly, UIA needs to:

• **Develop distance education further;**

• **Invest in technology**

• **Develop a more solid and targeting marketing & promotional strategy**

• **Constantly have the readiness to scan the environment and accept change.**

This plan is based on environmental scanning, a competitive assessment and an analysis of strengths, weaknesses opportunities and threats and attempts to identify options to cope with challenges and grow, propose promotional ideas and make recommendations. Given the sensitive nature of this plan and it being an educational organization (the plan being submitted to another educational competitor with an office in Greece), financial information has been limited.

INTRODUCTION:

This report focuses on the development of a Business Plan for UIA Greece. The first part will analyse the current situation through an environmental audit. A brief organizational overview, the mission and the business objectives are initially identified to make sure that the plan created is consistent with the direction of the company. The second part identifies the business & marketing objectives and strategies based on the analysis in part one and consequently draws the suggested direction of the company. The third part outlines the programmes and tactics in meeting the objectives as set in the second part, including action/implementation and control.

1.1: Facts to take into consideration as a basis of going forward – evaluating the past 10 years:

- *After a **rise in student numbers**, overall statistics seem to have flattened in the past years 2006 – 2008;*
- *UIA managed to develop numerous new course programmes;*
- *UIA has opened an **branch** in Tripoli;*
- *UIA has developed a well – known **brand name;***
- *Advertising budgets have been kept quite low in the past years to assist with funding internally;*
- *Strategic cooperation agreements have been achieved with various banks and multinationals (i.e. ASPIS Bank);*
- *Invested has been undertaken in additional premises;*
- *Transition from former top management has been done successfully.*

PART ONE

1.1   SITUATION ANALYSIS: Where are we now?

Before one considers any business or promotional / marketing objectives and strategies a detailed situation analysis should be performed. This will involve the assessment of both

outside environmental influences (external audit) and the internal organization situation (internal audit).

1.2   EXTERNAL MARKETING AUDIT

1.2.1   The Macro Environment

The macro environment relates to the complex and sometimes interrelated set of variables which form the framework of a company's operating system. The elements examined in the external environment influence the organization to a greater or lesser extent. The output of the external analysis will then be used to identify the opportunities and threats as they affect both the market and the organization.

1.2.2   1.   Pest Analysis

Table 1

Political/Legal	• Positive: Talks of new accreditation and recognition body instead of DOATAP. Although it has not yet differentiated itself, it seems that EU directives and political pressure along with new institutional developments may assist recognition of UIA in various levels (reputation, programmes offered, academic quality & recognition). • Positive: The favorable EU directives (i.e. May 2005) to academic programmes in Greece from abroad (UK – USA). • Negative: Attitude of Ministry of Education (still) towards foreign colleges & distance learning programmes in terms of recognition.
Economic	• Greece's economy does not show potential. There are numerous problems that the new government is trying to solve

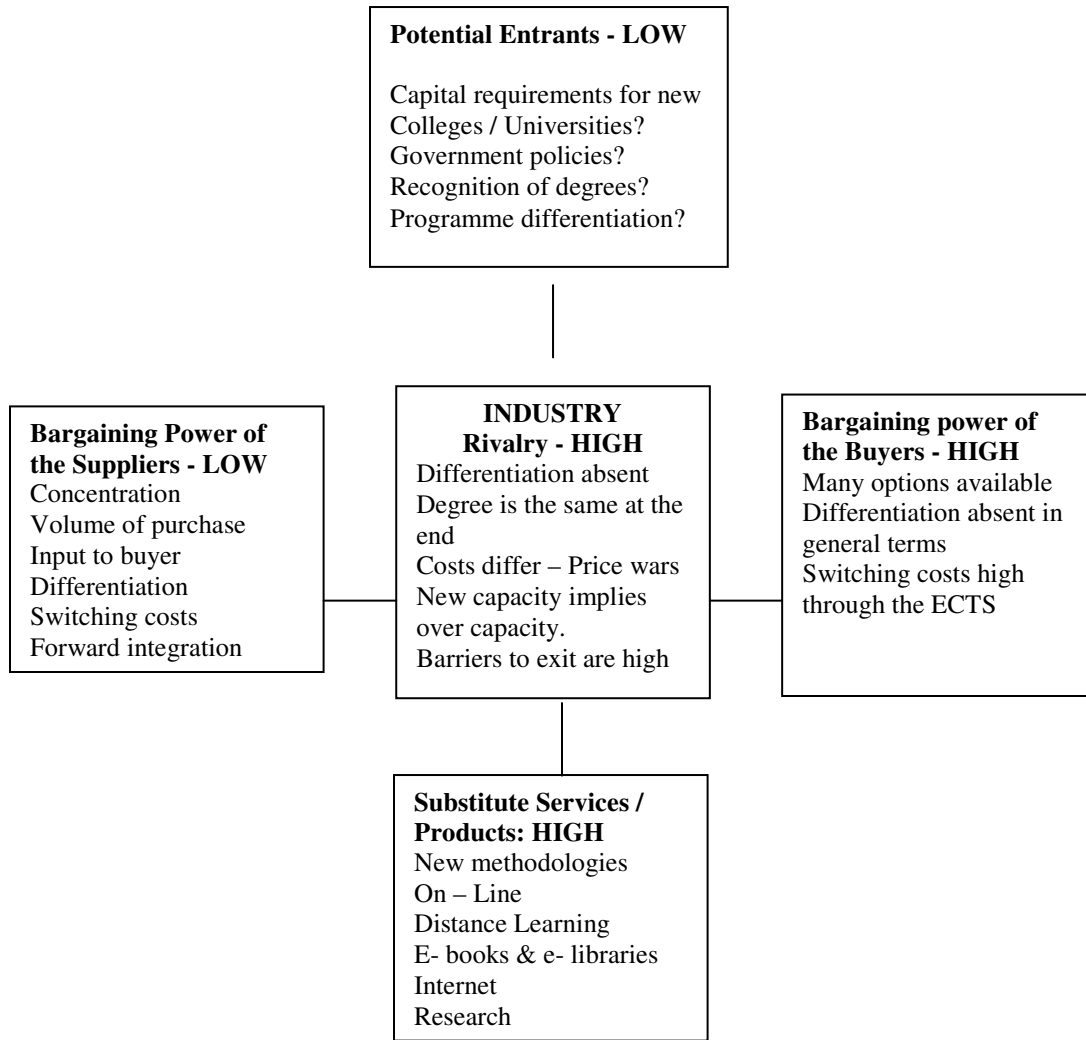|	
	(implementation of various EU directives, Stock market etc, recent financial crisis globally etc.). • Apart from the above and on a 'socioeconomic' note, Greeks DO invest in education and therefore apart from the negative economy, Greeks find ways to invest in their education i.e. from parents. • Banks offer loan opportunities but "loans" are not very attractive given the financial situation of the time (2008) • Unemployment percentage high as well as unemployment level of degree holders.
Social	• There exists a relatively high desire for education and acquisition of formal academic qualifications. • The Distance learning mode of study is an attractive option for students & professionals who can work and study at the same time. • There exists a culture of educational achievement.
Technological	• Greece is technologically advanced both in telecommunications and computing therefore allowing effective implementation of programmes through any methodology in conjunction with other international institutions & partnerships. • Libraries possess solid databases.

1.2.3   The Micro Environment

Whilst the review of the macro environment considered challenges and issues in the world at large, the examination of the micro environment is concerned with factors which are more closely related to an industry or market, these factors affect both the future levels of demand and the profitability within an industry. Porter's model of 5 competitive forces may also be used to conceptualize the various forces affecting higher education in the 21st century. It can be used either on a global scale and / or on a domestic scale for the purposes of this project. These forces determine the 'profitability of the industry' and identify the intensity of the forces in the industry. These five forces offer an insight into an organization's competitive position. In sum, these forces examine the intensity of rivalry amongst existing competitors, the threat of entry by new competitors, the pressure from possible substitute products and / or services, the bargaining power of buyers (customers or students in the case of the project and finally the bargaining power of suppliers. Although the 5 forces model was developed for companies and not necessarily educational organizations, despite this limitation, it is the feeling of the author of this study that it could be used as education has become highly competitive and students, based on the literature may also be seen as 'customers' asking for quality services, administration and alternatives. This may be depicted below:

Porter's 5 Forces for Education:

Potential Entrants - LOW

Capital requirements for new
Colleges / Universities?
Government policies?
Recognition of degrees?
Programme differentiation?

**Bargaining Power of
the Suppliers - LOW**
Concentration
Volume of purchase
Input to buyer
Differentiation
Switching costs
Forward integration

**INDUSTRY
Rivalry - HIGH**
Differentiation absent
Degree is the same at the
end
Costs differ – Price wars
New capacity implies
over capacity.
Barriers to exit are high

**Bargaining power of
the Buyers - HIGH**
Many options available
Differentiation absent in
general terms
Switching costs high
through the ECTS

**Substitute Services /
Products: HIGH**
New methodologies
On – Line
Distance Learning
E- books & e- libraries
Internet
Research

Rivals are competitors within an industry. Universities have grown considerably through the establishment of more branches, not to mention new ones. Therefore, the barriers of entry are quite low, as demonstrated throughout the world. Even through reputation is something that organizations need to invest on and may be a significant differentiator, the barriers for new organizations are not as difficult as they may seem, especially through the EU's recognition policy. Colleges and / or organizations that partner with Universities on a global scale do not necessarily require investment in libraries, but an investment on a user – friendly web site where students can 'log on' and download research papers and e-books.

In terms of the power of students (as customers), this is quite intense. There are numerous options available for any prospective student globally. Travelling and communication has assisted the way people study. Options are not only local, as one can be in Greece and study on a programme offered by a US or UK University, submitting assignments on – line and never being required travelling. In addition, it should be noted that with the growth of the number of students studying on a global scale (i.e. Greece has witnessed a 470% growth in students going for a Masters degree from 1996 – 1997 to 2000 - 2001, Imerisia newspaper, July 21, 2007, p. 35), there is a growth in the number of institutions (not to mention the methodologies / types of studies offered), thus creating intense competition and numerous alternatives. Specifically, the number of students following a Masters degree in 2001 was 25,744 and in 2006, this number reached 68,597. Based on the same source, the number of programmes offered have also increased, as they have globally. A University handbook / catalogue now has thousands of alternatives, since programmes can be taken under a modular scheme, there are numerous topics and majors to follow etc. This also implies that there are various methods to study available, implying that the power of substitutes is also high. For example, s student can study on line, by distance learning, part time, full time etc. This fact, if seen along side the options available to students in terms of institutions globally and the possibilities through the internet raises the level of competition.

The switching costs for students is another area that is interesting as it explains how transferring has made students have 'bargaining power". Switching costs in management terms are those costs associated in changing one provider for another. The European Credit Transfer System (ECTS), the possibilities for semesters abroad along with EU's Bologna accord (see appendix 5) offer students the opportunity to study at other sites, recognizing previous credits gained from other institutions. Finally, with all these alternatives available, students are not in a position to evaluate if the 'price' for education is high or low. Education is quite intangible as a service. Rankings and reputation may be able to help one make a decision, however quality education also depends on the educators, the department, research etc. It is positive to have alternatives; however it is

difficult when one needs to research so many institutions and departments. Furthermore, as the literature suggests, buyer power is separated in two categories, where the first is related to the customer's price sensitivity. If each brand of a product is similar to all the others, then the buyer will base the purchase decision mainly on price. The second is the type of buyer power related to the negotiating power. In Greece for example, with over 50 – 60 private and public educational organizations offering higher educational opportunities, price can make the difference, especially when educational service cannot be compared as a product can with a competitor. In sum, through the 5 forces model, it becomes somewhat evident that rivalry is intense in the educational arena globally.

UIA Competitive Assessment – main competitors assessment

	Universities / Organizations in Greece in Direct competition with UIA					
	American College of Greece	American University of Athens	Hellenic American University	IST Studies	New York College	CITY University
Category						
Position in Greek Market	S	W	S	F	S	F
Educational Programme breadth	S	L	S	S	F	L
Price per credit / module	S	L	F	F	L	L
Brand Name	S	W	F	S	F	W
Distance education experience	W	W	W	F	S	F
Location	S	L	F	F	S	F
Technology	S	L	F	F	F	W
Administration	L	W	S	F	L	F
Promotional activities	L	S	S	S	S	F

Rating System: (L) leader, (S) strong, (F) fair, and (W) weak

1.2.4: Main Target Groups

Particular emphasis will be placed on the following segments:

- *Local high school leavers who want to receive an American degree and follow an English speaking institution;*
- *Local international individuals who are seeking to upgrade their qualifications.*
- *Local segments (for UIA's Masters level programmes) in the private sector in particular: bank employees, engineers, accountants, computer specialists, retail sector employees and project managers in various sectors.*
- *Employees of the public sector.*

- *International students (when and if the government restrictions allow).*

1.3 Internal Audit

So far, the basic external situation was analysed, in an attempt to identify opportunities and threats which make up the business environment and the competitive situation. The output of the internal analysis, to be carried out, intends to prioritise the strengths and weaknesses of UIA in Athens Greece.

1.3.1 Performance Audit

Market Share

UIA's market share can only be anticipated given that there are no actual official statistics. However, it is anticipated that from the number of students taking Panhellenic examinations this figure may be close to 0,02 of the total number (each year) while the percentage of those attending Centers of Liberal Studies (Colleges) is closer to 5% (unofficial stats, based mainly on the overall student numbers attending Colleges and taking panhellenic examinations – see also competitive assessment above).

SWOT analysis for UIA:

STRENGTHS:	WEAKNESSES:
➢ Well known American brand name ➢ Location in Athens ➢ Size of operation ➢ Good lecturing team ➢ Experience in the educational market in Greece ➢ EU directives ➢ American 'vibe' on education in	• Market share low • Premises – scattered – relatively old – space required • Limited cooperations • Limited barriers of entry for the Greek market • Limited substitutes

Europe – American branch ➢ Affordable price/fees	• No official governmental approval yet • Recent change of leadership • Profitability limited
OPPORTUNITIES: ➢ New programmes: professional, executive & academic ➢ Expansion further ➢ Links & Cooperation with Greek and international businesses ➢ Additional branches in Greece ➢ E-learning ➢ Multiculturalism & the EU access ➢ Technology related opportunities ➢ Life long learning ➢ Distance education ➢ Further expansion into the international target companies ➢ In-company MBAs (Greece) ➢ Access to European Funding	**THREATS:** ➢ Recognition of American degrees not yet a reality ➢ Global Financial problems ➢ Degrees of withering importance ➢ Existing competition ➢ New competition – limited barriers of entry ➢ Global challenges on education (see slide below) ➢ Cost of living in Greece compared to other countries

In addition, there are numerous challenges that need to be noted and derive from the Greek socio-political environment:

– ***The Greek state educational system (higher education) needs restructuring;***

– *Thousands of students opt to study abroad as they either fail to enter the Greek AEI and TEI, do not intend to study something that they may not be interested in;*

– *Thousands of students opt to study at one of the privately owned colleges to follow a degree programme that would lead them to a degree from a foreign institution;*

– *A significant number of students globally study in different countries, creating movement of student bodies.*

– *Greek graduates feel that there is no link between university and employment stimulating an educational correspondent to state "What do you need a degree for when you can be jobless without it anyway" (Kominis, July 2, 2006 Thema newspaper, p.65).*

– *EU has called for a ECTS (European Credit Transfer system) and a common educational policy (Bologna agreement in terms of transferability and recognition);*

Therefore, it is suggested that **Greek Universities & private colleges need to be ready to cope with these stimuli that would most probably increase foreign students, exchange programmes, distance learning, on line learning etc.**

PART TWO – Where do we want to be

2.1   MARKETING AND COMMUNICATION OBJECTIVES

Using the conclusions drawn from the SWOT Analysis it is essential to decide upon objectives that are S.M.A.R.T. (Specific, Measurable, Achievable, Realistic and Time Related). The Marketing and Communication Objectives drawn are:

1. *With immediate effect to further raise awareness by 20% amongst the Greek public and private organizations by end of 2010.*

2. *Invest in technology so as to create an e – learning platform and be able to offer 3 Masters level programmes on – line with support from Greek Academics. Investment needs to be made in this direction as this is actually penetrating the*

    market further without increasing the number of programmes but the methodology by which the programmes are delivered.

3. *Train staff and academics on how to cope with the changes influencing the Greek educational market. Training needs to be undertaken at all levels and UIA needs to be open in terms of what challenges lie ahead.*

4. *Increase the potential student's interest for UIA's programmes within the first six months. This point could also be broken down based on programme promoted (i.e. MBA, MA in Communications etc.)*

5. *Reengineer the University's website and possibly offer various sections in the Greek language.*

6. *To increase the recruitment numbers in Greece from 150 students/year to 200 students/year.*

7. *To develop a more active Local Alumni Association by the end of 2010 so as to assist with recruitment, raise funds and increase awareness.*

2.2 MARKETING STRATEGIES

Marketing strategies are the means by which objectives will be achieved. It reflects the company's best opinion as to how it can most profitably apply its skills and resources in the marketplace. Strategy is a decision which will affect all the subsequent tactical details.

2.2.1 Segmentation

A number of variables/bases of segmentation were used in conjunction to develop a customer profile for UIA's programmes in Greece. The bases used were Geo-Demographics (where people live or work, their age, education, income) and Psychographics (segmented into groups based on their class, lifestyle or their personality).

2.2.3 Branding and Positioning

Branding

The UIA brand name (University of Indianapolis Athens) is associated with heritage and tradition and as an American traditional system of education. The brand associations need

to be further developed and enhanced in the Greek market by maintaining high standards and quality in teaching and investing in promotion. Further ways to achieve these are discussed in the tactics session.

2.2.4   Ansoff's Matrix

One could apply the Ansoff Matrix to help identify UIA's strategic options for product and market growth illustrated in the following figure:
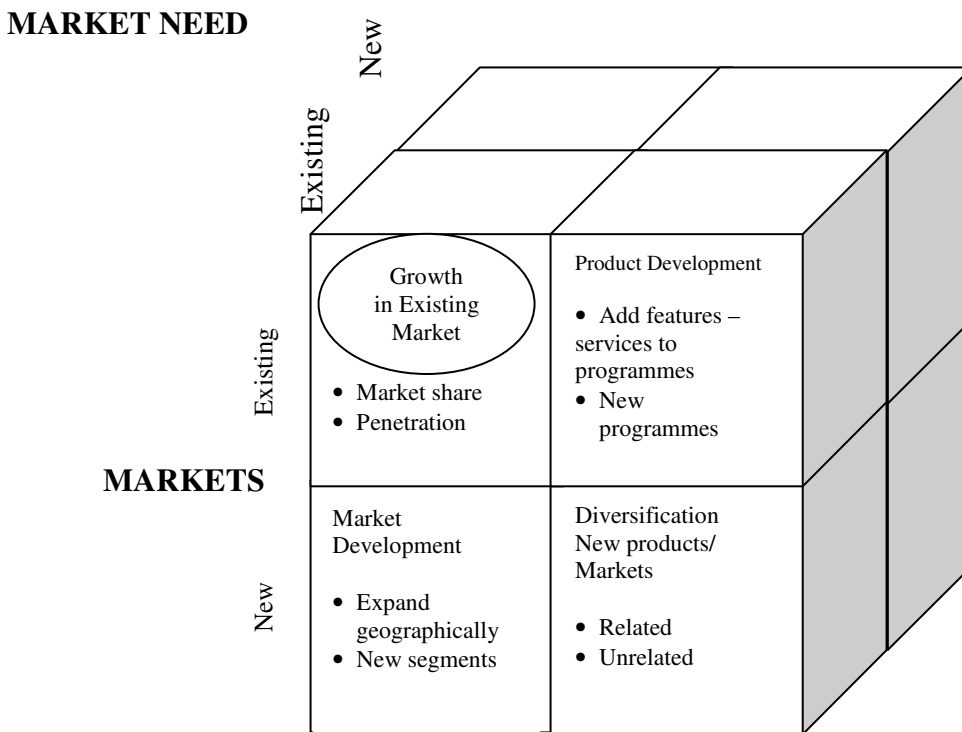

Figure 1: Ansoff Existing   New

Using the framework proposed by Ansoff UIA needs to follow Growth in Existing Product Markets where the University decides to obtain growth from the existing position either by gaining market share or by increasing product usage (programmes of study). To increase product usage strategies the University will have to educate or re-educate its markets in a variety of ways such as reminder communication and/or use of positioning and provision of incentives. In order to help growth of UIA programmes in the existing market the University will need:

- *To focus on promoting the programmes of study as internationally recognized and well respected degrees;*
- *To continue to develop further publication links with national and international advertising media;*
- *Penetrate further international segments to bring students from abroad to Greece;*
- *To continue to promote and enhance the programme through the University's web site;*
- *To establish a local Alumni Association to act as mentors and active recruiters;*
- *To promote the programmes based on quality and reputation.*

2.2.5 Generic Strategy

According to Porter's Generic Strategies the UIA currently operates on the basis of differentiation strategy and competes on the basis of an American (foreign) branch in Greece. This is illustrated in Figure 2 that follows.
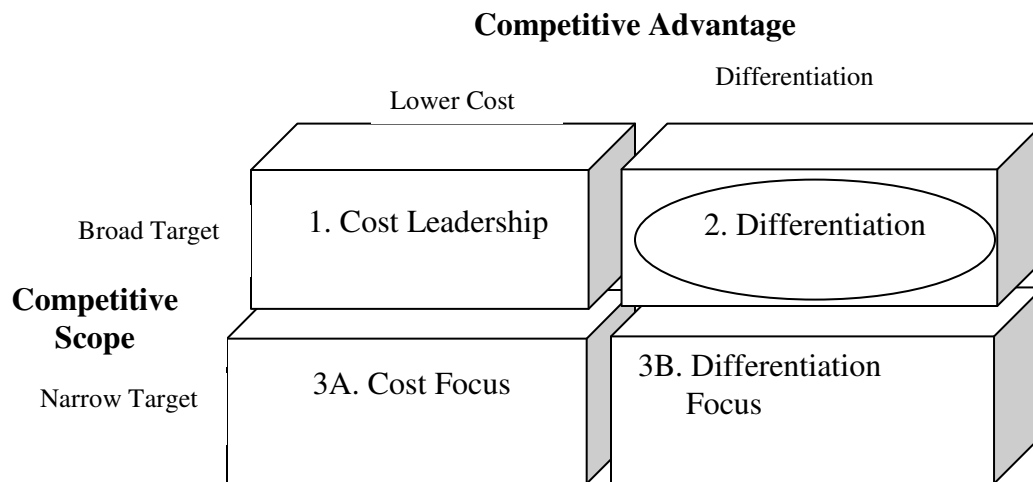

Figure 2: Generic Strategies – Michael Porter

The issue here is to reconsider this strategy given the new competitive environment. Should UIA continue with differentiation? Or should it move towards cost leadership?

The author of this plan suggests that differentiation needs to be maintained as a switch in competitive strategies may have a negative effect on the brand name of UIA.

2.2.6   Boston Consulting Group Matrix for UIA as an SBU in Greece

One way to view UIA in relation to the market growth in Greece and its market share is through the Boston Consulting Group Matrix. The Matrix is useful for services and products as well as SBU's. In our case, UIA will be seen as an SBU (as a branch of University of Indianapolis USA). UIA is at present a Question Mark (i.e. a unit that will demand substantial cash to keep it going as at present it does not generate much profit due to the low market share) with great possibilities of becoming a Star by 2010 if UIA takes advantage of EU directives, recognition and increases its students numbers by offering distance learning programmes, investing on web based technologies and recruiting from abroad. All these activities should be done by keeping a differentiated competitive position as well as training staff in being able to cope with change (as all these are changes). However, substantial investment will be needed to maintain this position in the market place. From this model, it becomes somewhat evident that actions need to be taken swiftly in order for UIA to maintain its position in relation to its competitive environment. A possible merger with another institution is therefore proposed, an action that will definitely make student numbers increase, raise awareness and make UIA be able to invest more through joint actions.
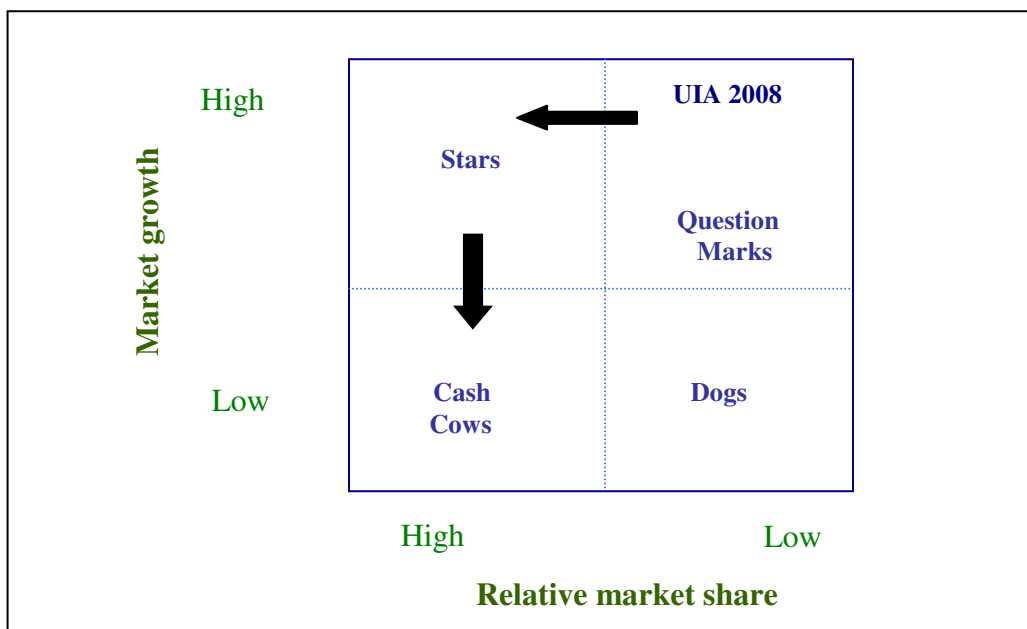
Figure 2: BCG

3.   <u>**PART THREE**</u> **– How do we get there**

Overall: Main issues:

- Increased competition; There are over 25 private colleges in Greece offering course programmes from abroad. Students have become "customers" that have numerous options. This change may be affecting the organization's marketing and promotion activities as well as the overall strategy.
- Recognition; Doatap & EU
- Technology; Registration procedures, class results, research opportunities, testing, information, reading lists are just some of the activities undertaken on – line by most Universities. On line degrees, distance learning and blended learning are methods that have been relate based on the growth of the internet and technology in general.
- Diversity; Exchange programmes, semesters abroad, the growth of post graduate level numbers also reinforce the possibility of Universities having to deal with a diverse student body.
- Life Long Learning – Continuing development: With degrees' importance withering (Hurme, 2000) on a global scale, and the growing numbers of degree holders in Greece reaching a point stimulating researchers to characterize it as 'saturated' (Kiritsis C., 2006), short courses, seminars as well as continuing professional development credit (CPD) are becoming more popular.

<u>Recommendations based on overall findings:</u>

- UIA is trying to cope with the anticipated changes that 'recognition' of its degrees by the government may bring.
- Technology as a trigger was raised. The sample from UIA (through the research) seem to have pin pointed the importance of being up to date and welcoming changes

in this area however based on the age averages and resistance sensed through the discussion during the interview sessions, it may be that UIA will have to train individuals, make them participate and inform them on technology

- Resistance to change is evident in almost any change. In the case of UIA, resistance was quite evident when it came to technology, the new type of educational methods available, on – line courses and degrees and the overall number of challenges affecting education. UIA needs to focus on this area.

- UIA is competing in a highly competitive environment, one that has been characterized as a business like environment in which students have become customers. Universities now stress the importance of marketing, promotion, PR, reputation management and advertising considerably more than in previous decades.

3.1. Promotion

The approach to promotion will be an integrated marketing communication.

To enhance awareness, to make customers (students) interested to find more about the programme and attract potential students the following tactics need to be employed:

- Direct mailings need to be sent to executives, directors and personnel managers of organizations in public and private sectors to enhance recruitment from this segment for postgraduate programmes such as the MBA.
- Targeted visits to local companies, public private need to be carried out.
- Presentations at venues throughout Greece need to be undertaken.
- Targeted presentations to individual organizations need to be organized.
- Presentations by Alumni at their organizations will be encouraged and supported.
- Continue Advertising in selected media and focus on the internet.
- Further enhance public/media relations by regular contributions of articles.

3.1.2 Process Management

Special effort needs to be made to offer support and high level of service to the students from the moment of initial contact right through to graduation by maintaining existing

administrative good practices and investigating ways by which these practices can be further improved.

3.2   Action/Implementation

	Objective	Action	Budget	Time Frame
01	To increase the recruitment numbers in Greece from 150 students/year to 200 minimum students/year	▪ Direct mailings, presentations & open days and participation at University Exhibitions in Greece & Abroad	EUROS 15,000	Throughout 2008 – 2009 Academic Year
02	To raise awareness amongst the Greek public and private organizations	▪ Organise targeted visits to local companies, public and private	EURO 5000	6 months by May 2009
		▪ Organise targeted presentations to individual organizations	EURO 2000	Throughout Academic year 2008 - 2009
		▪ Update advertisement		
		▪ Advertise in	EURO	By July 2009

		selected media (target newspapers, web, career sites & radio)	40,000	
		▪ Promotion through PR tactics and web based media (google, facebook, youtube, myspace etc.)	EURO 10000	
03	Develop a more active local Alumni Association	▪ Organise & assist UIA Alumni organization – 2 events minimum per year	EURO 3000	February & June 2009
04	Invest in Technology – reengineer UIA website	Make site more user-friendly and upgrade for use of video conferencing, videos, e-learning platforms and social networking	EURO 10000	By January 2009

05	Lobby alongside other American schools for recognition through government channels & prepare for recognition consequences	Arrange meetings with American embassy officials (educational attaché) and arrange to see Greek ministry of education	EURO 2000	Throughout academic year 2008 – 2009
06	Work with agents abroad for the recruitment of students from abroad	Participate in international exhibitions & travel to meet agents (including USA through exchange programmes)	EURO 10000	Throughout 2009 – 2010
07	Create scholarships through Corporate Social Responsibility programme	Offer 3 scholarships for students (minorities and / or excellent grades)	EURO 2000	For 2009 – 2010
08	Focus on CPD and life long learning as a new revenue stream	Create new seminars & workshops for professionals & parents (brochure & promotion)	EURO 8000	Launch late 2009

09	Train staff & academics in competencies related to managing change, offering quality service and a diverse student body & workforce	Offer seminars and workshops to staff and academics	EURO 8000	January 2009
10	Explore possibility for acquisition or merger with another school / organization	Pinpoint organizations with similar student bodies & administrative culture & system		January - April 2009
			TOTAL cost of activities: 115,000 EURO	

Project management, schedules and deadlines, meetings and memos, phone calls and chasing people, are practices which will be used during the implementation period. In addition details will be carefully prepared and checked.

3.3 Control

Control is an integral part of the planning process and is vital to the effective implementation of the plan. It ensures that activities happened as planned and provides

feedback to determine whether the overall strategy is working in practice. Controls will be both strategic and operational to ensure marketing objectives are met.