E-Learning change management and communication strategies within a HEI in a developing country: Institutional organisational cultural change at the University of the Western Cape

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Abstract
The paper attempts to report on the strides that UWC has achieved in the adoption of eLearning among the campus teaching community, namely the academics from across different faculties, in order to supplement their traditional face-to-face instruction. The qualitative approach was predominantly used. The case study methodology was uniquely applied in this paper because it was used in collaboration with documentary analysis to highlight the achievements and challenges encountered in the adoption and implementation of the existing home- grown Open Source eLearning system. A multi-dimensional non-coercive eLearning implementation approach was used highlighting the various communication and change management strategies that the institution has employed in its endeavours to achieve broad eLearning buy-in within a resistant environment. A generic Instructional Design Model was developed to portray a continuum in the support for a changing organisational culture. The results indicated that the institution has realised a 26% success rate of academics who have managed to have experienced a paradigm shift towards the use of Information Communication Technologies (ICTs) in supplementing their teaching practices.

1 Introduction
There are many factors that may influence the successful implementation of eLearning in Higher Education Institutions (HEIs) in a developing country, like South Africa. One of the critical factors may well be the approach to driving these initiatives and the impact it has on the organisational culture of the institution.

This paper reports on an eLearning implementation approach and its impact on eLearning adoption within a HEI in South Africa. By setting the scene, the authors briefly reflect on the situation prior to the institutionalisation of eLearning and the establishment of an E-Learning Development and Support Unit (EDSU) at the University of the Western Cape (UWC). A notable eLearning implementation approach taken by the EDSU centered on an 'eLearning awareness campaign' is presented. This approach draws on different focus areas of change management and communication strategies undertook within a complex and

eLearning resistant institutional environment, where a strong sponsorship for the home-grown Open Source eLearning system was established.

The authors recognise that the success of the approach cannot not only be measured through quantitative statistics highlighting eLearning adoption but also through the ever-growing recognition of the eLearning team as an important role- player in the core business of the institution, teaching-and-learning and research. The authors who are also eLearning drivers and implementers at UWC reflect on a continuum of eLearning adoption (2005–2009) where on the one end there is evidence of a number of academics who have supplemented their face-to-face instruction with the use of various communication and assessment eTools and on the other end there are still academics calling for the abandonment of the home-grown Open Source Learning Management System (LMS), KEWL (Knowledge Environment for Wed-based Learning.

2 Background

The birth of eLearning as based on human cooperation in knowledge work and innovation can be traced back to the advancement of network communication in the 1960s, with the invention of electronic mail and 'conferencing over packet-switched networks in 1971' (Harasim 2006:94). These innovations initiated an unparalleled prospect whereby communication and collaboration could take place unrestricted by time and geographical location. This became instrumental to a socio-economic, and particularly 'educational paradigmatic shift' (Harasim 2006:94). The 21st Century thus came with the introduction of 'new attitudes towards eLearning and the emergence of new pedagogical models, technological affordances, and mindsets' (Harasim 2006:94). More recently, Wagner et al. (2008) espouse that because eLearning has the prospects for growth, it is indeed a potential market, a potential that can only be realised when all the needs and concerns of stakeholders are addressed.

At the inception of the E-Learning Development and Support Unit (EDSU) at the University of the Western Cape (UWC), South Africa in 2005 under the initiation and stewardship of the newly appointed eLearning Manager an 'eLearning awareness campaign' was initiated. The institutional reality facing EDSU at such time was that of marketing and driving eLearning within a resistant environment where there was a strong sponsorship for Free and Open Source Software (FOSS).

For most academics at UWC in 2005 their resistance to the adoption of eLearning was partly ensued from their association of eLearning with the Marks Administration System (MAS) which had been integrated into the eLearning system; and in their perspective had failed them in the past. Interestingly, the Organisation of Economic Co-operation and Development (OECD) report on ICT in tertiary education in 2005 submitted that 'ICT has penetrated tertiary education, but has had more impact on administrative services (e.g. admissions, registration, fee payment, purchasing)' than on the pedagogic fundamentals of the classroom.

The resistance to eLearning adoption by UWC academics was further characterised by their resistance to the Open Source home-grown eLearning System (KEWL). From first-hand experience in driving eLearning at the inception of EDSU in 2005, the authors of this paper recognised the negating perceptions of UWC staff towards Open Source Software in general and hence the KEWL system in particular which was viewed as an 'experimental, second-grade system' that had not been quality assured.

This paper presents a unique eLearning implementation approach geared at driving the adoption of eLearning and changing the mindsets and attitudes towards eLearning within a resistant HEI environment. The authors reflect on a continuum (2005–2009) where on the one end there is evidence of a number of academics who have changed their teaching methodologies by supplementing face-to-face instruc- tion with the use of various eTools (amongst others, discussion forums, blogs, rubrics, assignments, workgroups and podcasts); and on the other end there are still academics calling for the abandonment of the home-grown learning management system, KEWL at UWC.

3 Literature review
The authors are going to explore various debates around change management and communication strategies as well as organisational culture especially pertaining to eLearning in HEIs as discussed below.

3.1 Change management and communication strategies
Various observations have been made vis-à-vis the approaches adopted by several HEIs in implementing eLearning. Initially in some HEIs (the early adopters), the approach was to convert face-to-face lecture materials to digital content, where the lecturers suddenly found themselves forced to be involved in the writing of lecture notes to be digitized for online access without the help of experienced instructional designers. Most of the materials that were posted were not pedagogically sound. They were merely information which could be considered as content. Nonetheless institutions were quick to realise that eLearning is about students' learning. Instructional designers (ID) were then brought into the picture.[1] Nonetheless, Fetherston (2000:51) points out that eLearning systems should not be used in higher education unless there is a change in the use of the eLearning system; and an understanding of the specific skills required by learners.

Lee (2006) suggests various strategies that can be used to promote eLearning diffusion in higher education amongst others, supporting academics who implement eLearning. The satisfaction of personnel is ascertained by their perception of whether the returns received for performance is fair. While satisfied personnel tend to continue to feel motivated; dissatisfied personnel apply less effort resulting in declining performance and a general move towards ineffectiveness (Schuler and Jackson 2006:412).

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[1] The opening paragraph in this section has been sourced from the concise literature in Hussain (2004)

Lessons for diffusing eLearning within a resistant environment can also be drawn from marketing literature. Anderson proposes that in the initial phase of developing a relationship, it is more effective for the seller or service provider to apply a marketing communications strategy that is non-coercive (Zinkhan 2002:85–86). The client does not want to be trapped in a long term relationship in the early stages as they do not want to have to dedicate resources to the relationship at the initial stages. Non-coercive strategies encompass efforts to alter client attitudes or beliefs. This marks the distinction between coercive and non-coercive strategies, as a coercive strategy requires the client to make a commitment of resources over time (Zinkhan 2002:85–86).

3.2 Institutional organisational cultural change

When zoning into the initial stage of eLearning adoption at UWC; Mlitwa in a 2005 study at UWC outlined that there exists challenges with the adoption and usage of eLearning, the author further indicated that it is unclear whether the system and the potential it offers to eLearning is understood by all academics. Mlitwa concludes that the full interactive engagement between the social and the technical actors in this eLearning environment therefore, is yet to be fully realised. Nonetheless, White (2007) states that because HEIs are resistant to change, educational technology in universities has not managed to match the ubiquity of technology in everyday life. Moreover, eLearning brings about considerable change and reorganisation in the institution, Kotter and Schlesinger (2008:130) concur with this argument by pointing out that eLearning brings about a 'disturbance of the status quo, a threat to people's vested interests in their jobs, and an upset to the established way of doing things'. Kotter and Schlesinger (2008:133) highlight that resistance can be due to a 'lack of trust' and the perception that getting on board will 'cost them more' than maintaining the status quo. It is important that HEIs 'consider the implications for everyone involved before implementing any new eLearning strategies' (O'Neill et al. 2004:313). These implications linked to amongst others augmented workloads require 'proactive and effective management'. Intellectual projections forecast that HEIs will not be able to maintain their traditional structures in the delivery and facilities of teaching-and-learning as eLearning is pressurising the basic structure of the HEI itself (O'Neill et al. 2004:313). Nonetheless there should be cognisance that globalisation is causing a transformation in the workplace, especially in terms of how ICTs enable institutions and people to work autonomously; and not confined by geographical spaces (Ambursley 2002).

On a strategic front Hussain (2004:3–5) articulate that the planning of ICT for teaching-and-learning is yet to be structured. They further assert that a number of these plans still remain in the minds of person(s) responsible for managing the eLearning project at institutional level. It is however, important to provide a blue print for designing an organisation and 'fitting the pieces of the organisation together to guide the behaviour of the people-often large numbers of people-toward the accomplishment of the organisation's objectives' (Bradach 1996:1). In this eLearning paradigmatic shift Ambursley (2002:1) describes the difficulty of driving organisational mind-set change as 'a people war that must be waged to win the hearts and mind' of the people. It is further apparent as stated by Kotter and Schlesinger (2008:132) that:

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Few organisational change efforts tend to be complete failures, but few tend to be entirely successful either. Most efforts encounter problems; they often take longer than expected and desired, they sometime kill morale, and they often cost a great deal in terms of managerial time or emotional upheaval. More than a few organisations have not even tried to initiate needed changes because the managers involved were afraid that they were simply incapable of successfully implementing them.

4 Methodology
The case study methodology was predominately used for this specific research with UWC being the case in point. More specifically, the case study method provides the 'strengths of experimental research within natural settings' and is recognised as the 'social research equivalent of the spotlight or microscope: its value depends crucially on how well the study is focused' (Hakim 2000:59). The authors also applied a qualitative approach comprising of descriptive data, derived from the observation at UWC. Extensive documentary analyses of various literature as well as institutional and departmental reports were also utilized.

5 Case study: eLearning awareness campaign
Since its inception in 2005, EDSU has followed a non-coercive approach linked to several of its own methodologies and strategies applied in achieving broad eLearning buy-in within a resistant environment at UWC. As Anderson proposed earlier that in the initial phase of developing a relationship, it is more effective for the seller or service provider to apply a marketing communications strategy that is non-coercive (Zinkhan 2002:85–86). The non-coercive approach characterised by a continuous eLearning awareness campaign was critical as the EDSU stepped into a situation where there was a lack of trust; and the perception that eLearning adoption will cost the users more in terms of time and frustration linked to the perception that an Open Source eLearning system was experimental. As Kotter and Schlesinger (2008:133) stated earlier resistance can be due to a 'lack of trust' and the perception that getting on board will 'cost them more' than maintaining the status quo. Thus, EDSU took some time to 'cost them more' than maintaining the status quo. Thus, EDSU took some time to assess a few areas of resistance, carefully considering previous user experience as guiding principles before embarking on an 'eLearning awareness campaign' that would affect organisational cultural change. This gave credence to Hussain (2004:3–5) earlier viewpoint that the planning of ICT for teaching-and-learning is yet to be structured. They further asserted that a number of these plans still remain in the minds of person(s) responsible for managing the eLearning project.

The adopted continuous eLearning campaign to drive eLearning at the institution encompassed key methodologies and strategies linked to marketing and garnering eLearning buy-in. The authors will now highlight the change management strategies within the continuous eLearning awareness campaign, the reader/s must be aware that in practice these strategies often interplay and are thus not linear. Through eLearning lunch-time seminars, departmental visits, training and consultation sessions, the blog communication strategy, annual eLearning colloquium and the eLearning incentive

initiative 'reward the educator'—has been successful in terms of getting academics on board on a voluntary basis, in a complex environment. The persistent and continuous nature of the campaign is allowing EDSU to see the fruits of their efforts, especially when lecturers during lunch-times seminars and eLearning colloquium actively engage in teaching-and-learning discourse. The sections below unpack the strategies applied in the continuous eLearning awareness campaign.

5.1 **Persistent communication: 'No fly-by-night unit'**

Persistently and consistently EDSU sends out invites to staff via email since its inception in 2005. This persistent awareness campaign has created a support environment which is able to offer reliable and astute advice to clients in difficult positions, thus building a vital relationship of trust within the campus community. It was important that EDSU became visible as a unit able to offer continuous training and support; not a 'fly-by-night' that was inconsistent and untrustworthy.

The pre-training communication invite to staff outlines the training session programmes which entails content creation, communication and assessment eTools. As part of the persistent post-training communication, a follow-up one-on-one office consultation is offered as well as telephonic and email support. The consultations are provided for those who have attended the training session(s); however this service is also offered to those who are not able to attend the scheduled face-to-face training due to time-constraints and various other teaching commitments. This approach is indicative of one that focuses on the 'softer S's- staffing, skills, style and shared values' which are more difficult to change and take a long time to do so (Bradach 1996:8).

5.2 **eLearning seminars: eLearning champion presents to campus community**

The lunch-time eLearning seminars are geared at instilling a cultural change at UWC by inviting lecturers to present and share their eLearning experiences and challenges. This aspect of the campaign aims to create awareness around another important stance of the support unit, which states that an eLearning system is a progressive new tool for teaching-and-learning. It is at these seminars where the eLearning champions are able to openly discuss their actual experiences and challenges. Moreover, they come to the realisation as outlined earlier by (Fetherston 2000) eLearning systems should not be used in higher education unless there is a change in the use of the eLearning system; and an understanding of the specific skills required by learners. This has been a learning curve for the presenter (eLearning Champion/ Lecturer), receiver (attendees) and trainers (eLearning staff). It has also been noted that through these consultative eLearning seminars, more lecturers showed an interest in the use of eTools to supplement their face-to-face instruction.

5.3 **Annual eLearning colloquium**

As Lee (2006) suggested earlier various strategies can be used to promote eLearning diffusion in higher education amongst others, supporting academics who implement eLearning and establishing interuniversity collaborations. A recent innovative approach within the eLearning awareness campaign was the hosting of the first annual eLearning

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colloquium in 2008 where a platform was provided which enabled academics from UWC and visiting lecturers from other institutions to engage in eLearning discourse related to their own experiences and to seek and encourage means of intra and inter university collaborations.

5.4 **Departmental visits**

Departmental visits from the eLearning Manager and Instructional Design team to academics and staff form another key part of the awareness campaign were a brief but effective demonstration of the Online Course Creation Model (see Fig. 1) is conducted. Important to note within this approach is that the departmental visits are only undertaken upon invitation of EDSU team by the lecturer, thus re-emphasising EDSU's non-coercive approach in driving eLearning at the institution.

Fig. 1 Online course creation model (Stoltenkamp et al. 2006): developed from the generic Instructional Design Model—ADDIE & Salmon (2004) E-Moderating

Departmental visits have been held across faculties and departments which is indicative of a significant and gradual shift in the voluntary adoption of eLearning within a complex environment. During the visit it is highlighted to the lecturer that his or her decision to enter the eLearning environment should be an educational decision and not so much a technological one. Moreover, the demonstrations enable the team to create awareness around their stance; that even though an institution may implement an eLearning system that is excellent in terms of content and technical implementation, there are elements that must be examined if meaningful input to the system's effectiveness is going to be made.

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5.5 Continuous training and support for a changing organisational culture

Training forms another fundamental element in the approach adopted by the EDSU since 2005 and as an integral part of the awareness campaign. The team provides training to academics, students and other staff using face-to-face and a one-on-one consultation approaches. The training is conducted by EDSU's integrated functional teams: Instructional Design; eLearning Student Support and Training; ICT Staff Training and Digital Academic Literacy.

Furthermore, due to the basic computer literacy shortfall experienced by most students entering the institution it is deemed necessary that these basic computer literacy skills are transferred and exposed to first-year students. EDSU's Digital Academic Literacy team offers accredited (formal) and non-accredited computer courses. Digital Academic Literacy is the accredited course and it covers the following in open source and propriety software in 12 one hour sessions: Word- processing, internet and email, spreadsheets, presentations and the LMS -KEWL. The course also carries a value of 5 credits to the student's academic programme.

5.6 Blog communication: Marketing strategy

In November 2008 the EDSU implemented a new eLearning communication and marketing strategy. As the email is still the most accepted way of communicating major events and announcements at UWC, an email is sent out to the campus community relaying noteworthy eLearning initiatives undertaken by educators at UWC. The email which is also duplicated in an online blogging space includes: a catchy title; the name and department of the lecturer who has adopted eLearning practices; the specific content creation and or communication and or assessment eTools which the lecturer has selected to be of pedagogical value to the online course; and an example of the actual structured activities and assessment tasks linked to the eTools. In order for the reader to view a snapshot of the structured online course and assessment task, he/she is enticed to click on a link which leads directly to the blog within the eLearning system. The reader would now find her/himself in a new communication space, the blog tool. As stated earlier the content of the email is repeated within the blog; however the reader is only able to view the real-life eLearning activity that was created by a fellow UWC academic and colleague within the blog. The reader also gets a glimpse of the layout and look-and-feel of the eLearning system; in addition, he/she will be able to comment on the specific blog as the tools enable the reader to respond to the blogs (Fig. 2).
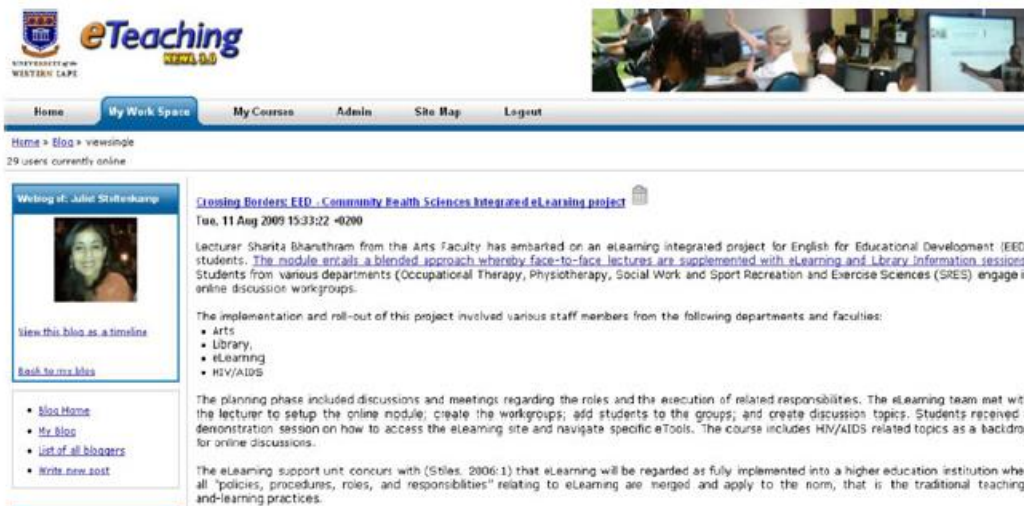
Fig. 2 Snapshot of online blogging space

5.7 E-Learning incentive: Reward the educator

As Schuler and Jackson (2006) highlighted in the literature earlier that training and developmental initiatives could enhance the knowledge and skills necessary for work related performance, however the most proficient employee needs to be motivated in order to function competently. Lecturers in the institution have been encouraged to work toward an eLearning incentive: a laptop. Their performance is measured against a rubric which depicts outcomes that they should achieve in order for them to gain access to the incentive, such as participating in a face-to-face eLearning training session; developing an interactive online course; allowing their students access to eLearning training to ensure that they are able to navigate the system effectively; and presenting at lunch-time eLearning seminars, sharing their online experiences and challenges with the greater campus community.

This 'give-and-take approach' has been an effective marketing approach for the eLearning team. The academic receives an incentive, and the eLearning unit gains because the client engages in eLearning discourse with other colleagues during eLearning seminars; thus information about the team's training and support services also spread by word-of-mouth.

6 Results of a continuous eLearning awareness campaign

A reflection on the adoption of eLearning by academics at UWC clearly indicates that the non-coercive approach has resulted in the voluntary buy-in and in some cases championing of eLearning by academics [refer to Fig. 3: Academics on board since the inception of the eLearning support unit, September 2005 to March 2009].[2] An update of eLearning buy-in; and the effective use of eTools to supplement face-to-face instruction were conducted in March 2009. In a period of one month, February 2009 a number of 45 lecturers across campus called the EDSU for one-on-one consultations regarding the use of eTools for content creation and assessment purposes.[3]

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[2] EDSU Report (March 2009)
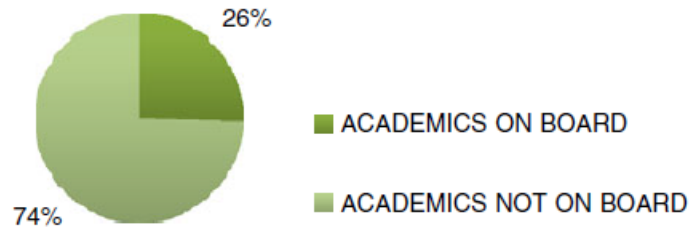[3] As outlined in EDSU Report (March 2009)

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Fig. 3 Academics who have adopted eLearning practices to supplement face to face instruction (September 2005–March 2009)

At the time of reflecting on eLearning adoption results at UWC, the human resource department indicated that there were a total number of 776 academics inclusive of lecturing staff. The pie chart reflects 26% (201) academics who adopted eLearning practices to supplement their face-to-face instruction. The authors acknowledge that driving eLearning adoption in a HEI is both an arduous and challenging journey, however, the above statistics are indicative of the mindset changes and moreover, the organisational cultural changes within the institution.

There is an acknowledgement that eLearning implementation does not only encompass the delivery of training programmes, but in this case it was necessary to embark on a campaign that would familiarise educators about EDSU; eTools and their pedagogical value. The establishment firstly by the eLearning Manager of an integrated eLearning support unit is indicative of Bradach's (1996:1) earlier pronouncements of providing a blue print for designing organisations and 'fitting the pieces of the organisation together to guide the behaviour of the people-often large numbers of people-toward the accomplishment of the organisation's objec- tives'. The niche teams of the eLearning support unit integrate and fit together to continuously train, support and develop the greater campus community toward EDSU's objective. That is empowering educators to take control and ownership of their eLearning initiatives; and moreover to use the eTools effectively to deliver on their core functions of teaching-and-learning; and research. In October 2008 an analysis of the usage of the eLearning system by academics was conducted and indicates the usage of eTools since the inception of the eLearning awareness campaign. The total active courses within the eLearning system at that time were 581 as indicated in Table 1 below.

In reflecting on the latest developments vis-à-vis eTools at UWC there has been an increase in the usage of collaborative, communication and assessment eTools such as the discussion forum, rubrics, workgroup and MCQs. EDSU is proud to have embarked on the first podcast in teaching-and-learning initiatives at UWC as of January 2009. Podcasting is an emerging eTool and has gained notable interest amongst academics at UWC. Lecturers have demonstrated a keen interest in embarking on podcast pilot projects and to date EDSU in collaboration with the specific educators have embarked on five podcast projects across various academic departments. A total of 520 students along with their respective lecturers were trained on the use of podcasting as an eTool that can enhance teaching-and-

learning. This represented a significant step in the diffusion of eLearning at UWC, a first not only at UWC but amongst the first of such initiatives (podcasting in large classrooms) at a HEI in South Africa.

Table 1 Usage of eTools among academics September 2005–October 2008

E-Tools	Usage	Percentage
Uploaded Content	397	32%
Calendar	20	3%
Essay	20	3%
Multiple Choice Questions (MCQs)	90	15%
Worksheets	16	3%
Rubrics	17	3%
Course documents	508	87%
Discussion Forums	60	10%
Workgroup	1	0%

6.1 Ever-growing recognition of eLearning as an important role-player

As a result of the progressive and non-coercive approach in getting users on board voluntarily through the continuous eLearning awareness campaign, the success of EDSU in driving eLearning at UWC is measured not only through quantitative measures but also through the ever-growing recognition of eLearning as an important role-player in the effective delivery and decision-making of teaching- and-learning at UWC. Through persistent marketing; communication; passion and dedication, there is evidence that the eLearning team has 'moved into the inner circle and has cracked the code' (Mokou 1997:1). This is evident in the recent appointment of the EDSU Manager to serve on the Senate of Teaching and Learning Committee; the Senate for Life Long Learning Committee; the Academic Development Forum; and the Institutional Operating Planning (IOP) team. This portrays a definite stance that eLearning is now being taken seriously by institutional leaders as a significant element in teaching-and-learning at UWC. Moreover it is important that the eLearning Manager or representatives are always visible on these forums, as it is vital to 'be in the right place at the right time' (Mokou 1997:2).

7 Discussion

While there is a mounting rise in the adoption and use of eTools in higher education there is also an evident gap in the literature of coherent and practical eLearning implementation approaches in resistant environments particularly, where there is a strong sponsorship for a home-grown open source eLearning system. In reflecting on the continuum (2005–2009) of driving eLearning within a resistant environment at UWC the presented case study aims to expand the body knowledge on eLearning adoption and through this contribute to both theory and practice. The authors do however admit that the absence of an annual statistical breakdown in the usage of eTools across the continuum (2005–2009) to illustrate the trends in uptake represents a limitation in this study.

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The approach adopted by EDSU presents various key elements: the non-coercive, subtle but effective strategy in getting academics on board voluntarily is very apparent in the approach and forms the basis of the approach; also apparent is the persistent communication through various processes within the campaign (email, telephonic, seminars, colloquium) inclusive of the eLearning support team's constant visibility through monthly invites and the follow-up support provided. Moreover, this is evolved within a continuous awareness campaign.

This continuous awareness campaign reflects as Mintzberg describes, 'representing a pull toward a sense of mission' (Mintzberg 1980: 339). The non-coercive approach to driving eLearning in a complex HEI pulls toward the Mission of UWC to:

- advance and protect the independence of the academic enterprise
- design curricular and research programmes appropriate to its Southern African context
- further global perspectives among its staff and students, thereby strengthening intellectual life and contributing to South Africa's reintegration in the world community
- assist educationally disadvantaged students gain access to higher education and succeed in their studies
- help conserve and explore the environmental and cultural resources of the southern African region, and to encourage a wide awareness of these resources in the community
- co-operate fully with other stakeholders to develop an excellent, and therefore transformed, higher education system

Driving eLearning in a complex HEI is a journey representative of the 'dichotomy of pain and growth'. As the E-Learning Manager (co-author of this paper) of the UWC even though our eLearning journey is not complete it was often felt that the team was not making head-way. However, this did not deter us from taking steps that effect organisational cultural changes in a very complex domain. These cultural changes are already visible amongst academic 'hands-on-leaders' and heads of departments (HODs) who have come on board; and have also encouraged fellow staff members within their environments to do the same. These hands-on-leaders motivate their staff by modeling the expected behaviour and attitude.

7.1 Evident change efforts and the great contrast: The abandonment of KEWL

The paper has reflected on an eLearning implementation approach and its impact on organisational cultural changes. The statistics reflect the human and organisational cultural changes within the institution however; resistance to the Open Source eLearning system still persists. While there is evidence of lecturers who have created interactive online content enhanced with collaborative communication; and assessment eTools such as discussion forums, workgroups, rubrics, assignments and podcasts (audio-recordings), there is still evidence of lecturers focused on the and podcasts (audio-recordings), there is still evidence of lecturers focused on the technology (i.e. the Learning Management System, KEWL); and moreover calling for the abandonment of the home-grown LMS.

The authors of this paper have been in the forefront of driving eLearning at the institution since the inception of the awareness campaign in 2005 and are able to reflect on some of the factors that contribute to eLearning adoption and successful implementation amidst: the lack of well planned ICT infrastructure; resistant mindsets and moreover the dire need for dedicated back-end support processes regarding release maintenance and bug-fixing for the home-grown Open Source eLearning system. These ongoing challenges have had a great impact on teaching-and-learning; and for the eLearning support unit. Moreover, it is evident that in spite of the progressive efforts in getting academics on board; and changing mindsets—these can all be eroded by ongoing serious infrastructural and back-end support deficiencies. The trust relationship intended by the eLearning awareness campaign cannot alone change the organisational culture of the institution. The paper submits that any progressive organisational cultural change initiative geared at the institutional adoption of eLearning even when platformed on an advanced eLearning system such as KEWL should uncompromisingly be aligned with sufficient ICT infrastructure, human capital and effective back-end support processes for the avoidance of failure. Furthermore, it is of salience that these conditions are propelled within an environment where institutional leadership recognises the potential of eLearning in teaching-and-learning linked to a clear vision for eLearning at the institution.

8 Conclusion

The current eLearning support structure is a starting point, not an end-point to effectively implement eLearning training; support; development and marketing. The analysis of the current statistics within the paper should be reflected on 'with caution; and judgment should be used when drawing inferences from the analysis' (Bradach 1996: 9). However, the authors concur that the paper clearly reflects as Bradach states that: 'when faced with a problem in the performance of an organisation, a leader or consultant needs to identify the possible areas of misalignment, analyse why they occurred, and begin to explore ideas for correcting the problems'. Drawn from the first hand experience of the authors as eLearning implementers at UWC is the interdependent relationship between technical and social actors in the institutional eLearning domain. The lack of human capital characterised by a lack of dedicated back-end support for eLearning at the institution has severely impacted on the timeous response to bugs that occur in the system thus directly effecting efforts made by lecturers and impacting on students' on-time online delivery. These deficiencies hamstring all efforts made for organization cultural change or mind set changes toward eLearning by EDSU, lecturers and moreover the students.

This paper has reflected on a non-coercive approach which would not necessarily fit in all higher education settings. Thus as (Garvin et al. 2008:116) highlights, a 'one-size-fits-all' strategy for building a learning organisation is unlikely to be successful. It is nonetheless critical that eLearning be seen as part of the normal, traditional teaching-and-learning environment of the institution.

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