



DOCTORATE in BUSINESS ADMINISTRATION

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**IDENTIFYING AND ANALYZING THE KEY SUCCESS FACTORS FOR
MAINTAINABLE ORGANIZATIONAL CHANGE: GROUP CONCEPT MAPPING
EXPLORATIONS IN U.S. HIGHER EDUCATION**

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ABSTRACT

The ultimate necessity for organizational maintainable change and opportunities that exist to fulfill this need can be explored through a review of the problem statement, research questions, and objectives of this thesis study. This research compiles the findings to develop effective recommendations, essential for propelling organizational change and effectiveness, in universities by identifying and analyzing problems existing in these institutions. From improving the quality of education, to developing future oriented organizational planning systems, and evolving leadership schemes, the results of this study provide a relevant pool of data and resources as well as managerial approaches that can be implemented in colleges and universities. The research addresses the requirements for efficient and effective organizational change strategies that will enable institutions of higher education to improve the sustainability of vitality of its ecosystem. Universities are dynamic organizations with a wealth of change management needs. The objective of this study is to identify and provide a direct imperative for the organizations as they plan for the future. Key topics from the literature include culture, assessment, finances, leadership, strategic planning, and sustainability. These topics are centered around analysis of the college or university as a polyphonic organization. The main voices of the ecosystem of the higher education are reviewed and interpreted through this mixed method study. To enhance the strategy of institutions, a comparative analysis of three different educational institutions is provided. University A is a public institution that combines the academic strengths of a major university with the benefits of a small college. This combination enables students to grow and learn in a serene and positive environment. University B is a religious affiliated college that is committed to shared governance and exemplary stewardship of its resources. Student life is at the center of this institution's mission and leadership is highly student-centered. University C serves as a regional leader for students seeking an opportunity to make a global impact with a focus on healthcare. The organizational design of this institution is concentrated on hierarchy with an emphasis on upholding traditions and customs. The Group Concept Mapping research method is utilized, and a six-step process is followed. The resulting two-dimensional point and cluster maps represent data from over 71 participants across three universities. The spatial graphical representation of their ideas is relayed via two-dimensional spacing which reflects the identification of concepts or clusters of ideas. Seven concepts are derived from the cluster map: (1) Organization Performance Management and Employees' Success, (2) Processes, Procedures, Assessment, (3) Collaboration, (4) Leadership Relationship with Stakeholders, (5) Financial Management Strategy, (6) Strategic Planning, Continuous Improvement, and (7) Maintainable Organizational Change. The 'matching patterns' graphs provide a visual representation of the comparisons and contrasts of the concepts related to their relative importance, feasibility, and relevance. The key learnings from the results highlight the need for institutions to operate with an awareness of their polyphonic nature and strategically implement strategies according to the distinctiveness of those unique value propositions. This research concludes with a comprehensive review of the literature, interpretations, and results. Finally, managerial recommendations are provided as an insightful presentation on how to advise a modern higher education institute on executing maintainable change. The managerial recommendations offer comprehensive insights on effectively implementing change management for colleges and universities. While each institution's needs vary accordingly, there are common approaches to management that support continued viability.

Key Words: Higher Education, Change Management, Strategy, Polyphonic Organization

RÉSUMÉ

Les universités sont des organisations dynamiques dont les besoins en matière de gestion du changement sont nombreux. La nécessité d'un changement organisationnel durable et les possibilités qui existent pour répondre à ce besoin peuvent être explorées en examinant l'énoncé du problème, les questions de recherche et les objectifs de cette étude de thèse. Cette recherche compile des résultats pour développer des recommandations managériales, essentielles en soutien aux changements organisationnels et à la performance, dans les universités en identifiant et en analysant les problèmes existant dans ces institutions. Qu'il s'agisse d'améliorer la qualité de l'enseignement, de développer des systèmes de planification organisationnelle orientés vers l'avenir ou de faire évoluer les types de leadership, les résultats de cette étude fournissent un ensemble pertinent de données et de ressources ainsi que des approches managériales qui peuvent être mises en œuvre dans les collèges et les universités. La recherche répond aux exigences de stratégies de changement organisationnel efficaces et efficaces qui permettront aux établissements d'enseignement supérieur d'améliorer la durabilité et la vitalité de leur écosystème. L'objectif de cette étude est d'identifier et de fournir un impératif direct pour les organisations qui planifient l'avenir. Les principaux sujets abordés dans la littérature sont la culture, l'évaluation, les finances, le leadership, la planification stratégique et la durabilité. Ces thèmes sont centrés sur l'analyse du collège ou de l'université comme organisation polyphonique. Les principales voix de l'écosystème de l'enseignement supérieur sont examinées et interprétées par des approches de recherche mixte. Afin d'améliorer la stratégie des institutions, une analyse comparative conduite sur trois sites de recherche où évoluent des institutions différentes est présentée. L'université A est une institution publique qui combine les forces académiques d'une grande université avec les avantages d'une petite institution. Cette combinaison permet aux étudiants de s'épanouir et d'apprendre dans un environnement serein et positif. L'université B est un collège religieux affilié qui s'engage à une gouvernance partagée et à une gestion exemplaire de ses ressources. La vie étudiante est au centre de la mission de cette institution et le leadership est fortement axé sur les étudiants. L'université C est un leader régional pour les étudiants qui cherchent à avoir un impact mondial en se concentrant sur les soins de santé. La conception organisationnelle de cette institution est caractérisée par la hiérarchie et met l'accent sur le maintien des traditions. La méthode de recherche de cartographie des concepts en groupe est utilisée et une démarche de recherche comprenant six étapes a été suivie. La carte bidimensionnelle de points et la carte des concepts qui en résultent ont mobilisé plus de 71 participants sur les trois sites de recherche. La représentation spatiale de leurs idées est répartie sur un plan bidimensionnel qui reflète l'identification des concepts comme autant de regroupement d'idées. Les graphes des schémas des correspondances fournissent une représentation permettant de comparer et de contraster les perceptions entretenues par les participants au sujet des concepts liés à leur importance relative, à leur faisabilité et à leur pertinence en contexte. Sept groupements paraissent sur la carte des concepts : (1) Gestion de la performance de l'organisation et réussite des employés ; (2) Processus, procédures, évaluation ; (3) Collaboration ; (4) Relations entre le leadership et les parties prenantes ; (5) Stratégie de gestion financière ; (6) Planification stratégique, amélioration continue ; et (7) Changement organisationnel durable. Les principaux enseignements tirés des résultats soulignent la nécessité pour les institutions de fonctionner en tenant compte de leur nature polyphonique et de mettre en œuvre des stratégies selon le caractère distinctif de ces propositions de valeur uniques.

Cette recherche se termine par un examen complet de la littérature, des interprétations et des résultats. Enfin, des recommandations managériales sont fournies comme une analyse sur la façon de conseiller un institut d'enseignement supérieur moderne sur l'exécution d'un changement durable. Les recommandations managériales offrent un aperçu complet de la mise en œuvre efficace de la gestion du changement pour les collèges et les universités. Bien que les besoins de chaque institution varient, il existe des approches communes de gestion qui soutiennent la viabilité continue.

Mots clés : Enseignement supérieur, Conduite du changement, Stratégie, Organisation polyphonique

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INTRODUCTION

Higher education, like many industries, enjoys the burden and benefit of its traditions and cultures. The necessity to respond and adapt to the forces of student demand, financial management, and human capital planning leave these types of organizations with a need for maintainable organizational change. Maintainable organizational change is defined as the capability of an organization to consistently sustain itself and preserve its existence from failure or decline. Through a review of the problem statement, research questions, and objectives the opportunities that exist and the necessity for maintainable organizational change are explored.

Universities represent complex multi-structural entities that would ideally be structured to best enable functionality and react to the needs and expectations of the surrounding environment, as well as their stability and strategies (Newton, Burgess, & Burns, 2010). Higher learning institutions in the United States, like colleges and universities, have experienced challenges when implementing organizational change for a long period of time (Emerson, Helena, & Raposo, 2012). Due to current forces compelling the sector to adopt measures to counter pressure, as well as maintain their existence, many challenges have hampered implementation of effective change. Some of the forces include the lack of long-term planning, inefficient management systems, financial constraints, and the need to preserve the culture of the university (Ololube, 2016). Thus, the aim of this research thesis is to identify key success factors and provide perspectives for strategic planning and change as demonstrated through the interpretations of stakeholders at three institutions.

The focus of the research is to review the existing dimensions of operations of selected higher education institutions in the U.S. as comparative research sites and assess their ability to deliver maintainable organizational change. By identifying and analyzing problems existing in these institutions, this research compiles the findings to develop better and effective recommendations essential for maintainable organizational change and effectiveness in universities. To accomplish this, a group concept mapping study is conducted. Its findings are used to conceptualize an efficient framework for implementing maintainable organizational change with the aim of maintaining the quality of higher education. Lastly, key trends affecting change management, such as the involvement of university leaders, especially presidents and vice-presidents, to enable the

participation of all stakeholders in this crucial process will be examined. Guidance in the form of managerial recommendations is provided in support of implementation. The results from the study provide a valuable pool of data and resources, and managerial recommendations that could be implemented by various universities to improve the quality of education, develop future-oriented organizational planning systems, and evolve their leadership schemes. Hence, the goal of maintainable organizational changes in the financial, managerial, leadership, and assessment of initiatives is evaluated and empirically based. Colleges and Universities typically experience challenges with organizational change. While there are some that institutions that excel, common missteps include:

- Transitioning courses that mix in-person and online education without investing in staff skill development.
- Consolidating administrative divisions without revamping processes that support the deliverables.
- Failing to engage and communicate with key stakeholders on organizational decisions.

These are only a subset of the change management issues faced each day on college campuses. Chapter 1 details the research problem, question, and objective for the study. Through the insight provided in Chapter 1, the foundation is set to further explore the topic. Chapter 2 focuses on the literature review. This focused review of relevant material in the literature allows for a thorough analysis of knowledge gaps which are relevant for the study. Chapter 3 details the research framework and methods that will be utilized. At the center of this chapter is the review of the Group Concept Mapping (GCM) as the research methods mobilized in this study (Kane & Rosas, 2018; Trochim, 2017). Chapter 4 outlines the results of the research in three sections, overall, by university, and comparative. Chapters 5 and 6 provide an inter and intra-comparison between the university research sites and participants of the study. Chapter 7 provides a discussion with interpretations and finally presents managerial recommendations to support the maintainable organizational change. A conclusion section provides final commentary and indication of future work.

CHAPTER 1

RESEARCH PROBLEM, QUESTIONS AND OBJECTIVES

The research problem, question and objective present the need for the research and identify existing gaps in knowledge. This chapter contains four (4) sections. Section 1.1 introduces the research problem. Section 1.2 identifies the research question. Section 1.3 presents the research objective and section 1.4 outlines a conclusion with expected contribution of the thesis.

1.1 Research Problem

This research addresses the impact of culture on the process of implementing maintainable organizational change in higher education institutions (colleges, universities) in the United States. It also investigates the factors that make the process of organizational change in universities successful. The topic of strategic management is explored to analyze the current progress and evaluate the key factors hindering its success. This is used to develop useful strategies for universities as they endeavor to synchronize their management techniques to meet the growing demands for efficiency against limited resources.

The research tackles the current trend of involving university leadership in all processes aimed at improving the quality of higher education and ensure the sustainability of the current institutions so that they can be able to counter challenges arising from environmental factors. It also caters to the need to implement financial planning systems incorporating long-term plans that will ensure that the universities are not affected by changing financial policies against increasing demand for quality higher education. Planning is one of the key objectives to be addressed in this study because universities need future-oriented objectives.

The research addresses how university leaders can support the process of maintainable organizational change and benefits associated. The study investigates the need for future-oriented strategic management practices.

A detailed investigation of the effectiveness of the assessment of change initiatives and the procedure of detecting sectors that require change is also reviewed. In effect, it produces an empirically based framework that supports the implementation of maintainable organizational change strategies (Sarno, 2016). The organizational strategies that are currently being adopted by higher education institutions are grounded in the traditional corporate models of organization that take a rational approach to organizational change management. Underlying this account is an assumption of organizational autonomy and the capacity of designated leaders to direct such change processes. However, a case is now being made for the consideration of alternative organizational theories or models that offer a different perception on the sources and patterns of organizational change in higher education. These theories conceptualize organizations more as emergent entities in which change is continuous, often unpredictable and arising mainly from local interactions (Brady, 2018).

The research addresses the need for efficient and effective organizational change strategies that enable learning institutions to improve the quality of education. It also caters to the unending need for effective assessment of the performance as well as challenges that may hinder the realization of set goals from the specified initiatives. The business environment for America's colleges and universities is increasingly complex and demanding thereby leaving the business model vulnerable. Universities and their leadership teams must focus on building a sustaining and strong business model, culture, and management team. The necessity to perform and meet the demands of faculty and students amidst a highly competitive market and a constrained funding model puts the status quo at risk (Kim, Sussman, Woodward, Long, & Ard, 2016).

Amidst the challenges of the global COVID-19 pandemic, higher education is confronting the imminent precipice of reimagining its operations or fighting to maintain status quo. The challenges are pervasive and interconnected. If we start at the top of the financial model, the question of how far tuition and fee revenue can escalate is a pivotal and nuanced question to answer. Parents are concerned about the rising cost of education, students have the benefit of a diverse range of educational options, and college administrators are reliant upon a fundamental model of annual increases to sustain operations. What services and programs are core to the mission of the institution and which ones can be alerted or eliminated? Gone are the days of continuing programs

and services without a viable and sustainable model for growth. Does an academic program with only four students and three faculty members meet the criteria to continue? What about the academic program with 300 hundred majors, should it receive more operating funding because of its size? These questions do not have the benefit of being solved through a two-year strategic planning process.

There is real-time need for solution-oriented execution. The COVID-19 pandemic forced higher education to grow out of its limiting bureaucracy and embrace a nimbler management approach (Boggs, Boroditsky, Krishman, & Sarakatsannis, 2021). The pivot to online learning and the digital transformation of business processes is not a one-time occurrence – it's a necessity that's here to stay. Many colleges and universities are facing enrollment declines since 2020 and students are embracing alternative pathways to their professional goals. The human capital underpinning of the academy has also come unhinged. In the wave of the great resignation, higher education leaders must find new ways to adjust its recruitment and retention of faculty, staff, and administrators (Schroeder, 2022). Will the option of remote work remain in higher education? How will models of tenure and unionization impact the workforce? Again, these challenges are happening as this thesis is written up and institutions that proactively manage their strategy will be best positioned for long-term success. Inflation is at a record high, reflected by a 7.5% Consumer Price Index¹ as of January 2022 as reported by the Bureau of Labor Statistics. The pressures of funding operations, retaining employees, while also combating the challenge of affordability is a complex financial equation where equality is hard to achieve.

1.2 Research Question

The resistance that the individuals and groups make to institutional change is mostly as a result of trying to cling on to behaviors which appear to be habitual, hence already known, and part of the status quo. The role of management is to reduce the resistance that they have to the status quo, so the staff is more accepting of projected changes. The motivation of the team into new changes and benefits help the team to be more accepting of the differences and have less resistance to the expected changes (Douglas, 2000). The research also considers the role that change agents and

¹ Consumer prices up 7.5 percent over year ended January 2022.

sponsors play relative to resistance and adoption. The contribution of change agents to resistance goes beyond the labeling that results from their own sensemaking to breaking agreements and violating trust, misrepresentation and other communication breakdowns, and their own resistance to change (Ford, Ford, & D'Amelio, 2008). With the intent of maintaining organizational change at institutions of higher education, the study inquiries about the following general research question:

What are the relevant dimensions in the relationship between the university's culture and its ability to implement change?

As identified in the research problem section, universities are dynamic organizations with a wealth of change management needs. Given the complexity and diversity of stakeholders, the cultural implications for successfully implementing change are key to its success. To bridge the connection between culture and change, the dimensions of diversity, professional experience, and educational training are examined.

1.3 Research Objective

The main research objective is to identify the key success factors for maintainable organizational change at institutions of higher education.

Through analysis of the literature and careful review of the results from the study, differentiating factors of success are determined. Working with the university leaders, all stakeholders who are directly responsible for the change management agenda participate to empirically determine the key success factors. Expounding on this review, universities are equipped to implement measures to empower their teams and enhance its processes to support the change needed.

1.4 Conclusion

The relevance of the research is supported by the constant need for effective change management in colleges and universities. Charged with implementing change, the academic as manager must

redefine their role. It is for most individuals a personal challenge and it is also a challenge for the institution as a whole (Slowey, 2010). Amidst the pressures of college choice from the student segment and the competitive landscape of the workforce from the employee segment, universities must be armed with a dynamic and maintainable framework for success. The research problem underscores the importance of managing the various environmental factors while at the same time navigating stakeholder interests. The objective is identified to provide a direct imperative for the organizations as they plan for the future.

CHAPTER 2

LITERATURE REVIEW

This chapter features a presentation and analysis of previous research on the topic of the success factors that yield effective change management in universities and colleges. The literature review focuses on articles and background literature tackling the issue of organizational change with an emphasis on polyphonic organizations. Papers have been sampled to ensure relevant aspects of organizational change at the university level are properly evaluated. The review is structured into the following sections that identify the key focus areas and dimensions of the review: assessment, culture, finance, leadership, strategic management, and sustainability. The gaps in each section are outlined to order to review and propose the relevant dimensions that will be addressed as part of the research.

2.1 Polyphonic Organizations

Change management is an organized manner of addressing the transformation of an organization from one state to another. During the transition, an organization has to change its strategies, technologies, and processes. The intention of change is to implement changes that will enhance the performance of the organization so that it can meet its goals.

Angermuller (2011) carried out a study to understand the aspect of polyphonic organization. According to the researcher, the theory on the polyphonic organization originates from the common definition of 'poly' which means 'many'. As such, the developers stated that many organizations today are rarely found to have one function alone in the society. This is due to the need to command more a comprehensive footprint and broad impact for stability. As the firms continue to find solutions to manage its operations and adhere to regulations, change is an inevitable occurrence. The needs and preferences of people continue to evolve due to various sociodemographic factors. Angermuller (2011), in his study, reinforces the definition of the polyphonic system and offers perspective on the aspect of communication in the adoption of the system. One of the aspects of the system is that the leadership structure changes, leading to the

dissolution of previous systems that embraced a well laid down hierarchy system (Angermuller, 2011). Thus, the individuals that must analyze and understand large amounts of information are marginalized. In fact, there are many instances where people are receiving the same information from different sources which can create confusion and data integrity issues.

Ramsey (2008) also studied the polyphonic organization. In her findings, she confirmed that change, especially one that involves people changing their way of life appears to have a direct impact on the management of an organization. In many cases having a system with no sovereign leader can turn the process of human capital management hectic. There is a pervasive thought that the new system may lack an adequate structure to monitor their operations (Ramsey, 2008). Thereby causing a lack of connection between groups and departments of the business. Secondly, during decision-making, many factors must be put in place to cater to the requirements of each stakeholder. According to the researcher, most of the structural designs that have been implemented lacked the coordination from department to department. As a result, it becomes hard for the management team to foster change. Therefore, for the future implementation, firms should take a thorough revision in the matters of departmental coordination. The paper provides one way of setting up a platform for the perfection of the linguistic program in a company.

Moe and Sidorkin (2019) undertook a study to understand the use of the polyphonic organization in the education system. According to the information presented by this study, its embodiment in the education system is quite pronounced. For instance, creation of a university class schedule: the time, venues and the size of each class must be considered in normal circumstances. However, in the case of an event that interrupts the flow like COVID-19, the voices and considerations are multiplied without a singular measure for success. Without a well-informed structure, the change imposed on the systems can turn out chaotic (Moe & Sidorkin, 2019). Hence, the need to understand the developmental outlay adopted should be flexible to accommodate all stakeholders and at the same time safeguard the interests of the university. The researchers concluded that in an education system, change must be embraced in the perspective that the education institution is a link that connects people to the rest of the world. Thus, communication and flow of information must be well structured.

The idea of change management is crucial for polyphonic organizations. Polyphonic organizations are institutions with many voices. Take for example, the Shell corporation. Shell is a market economic organization, but it is also a political organization and thus needs to uphold politics which extend beyond itself and are socially justifiable and in which Shell must follow the logic of politics. Likewise, Shell is also a media organization with its own public relations program that relies on the conditions of mass media. Economics, politics, and mass media subscribe to each their set of values, each their logic, language, and voice. There is no set phrase capable of reducing politics to economics or economics to mass mediation – in Shell or anywhere else. In effect, Shell is polyphonic. Shell is an organization in which many voices collide without a bounded whole, without a firm balancing principle, and without values that constitute a firm foundation. Today, these are the managerial conditions in Shell: to manage without stable anchoring points, without a given hierarchy between the discourses and voices that pervade the organization (Andersen, 2001).

Polyphonic organizations are connected to different functions and systems without a predefined main functional system. With the growth and development of the world, the needs of these organizations continue to evolve and as a result change management is crucial to these organizations. Belova, King, and Sliwa (2008) concluded that the stages in the implementation of the structure also have to be executed well. With a well-defined organizational plan, it becomes easier for the firm to manage the system. Empirically, some of the organizations that have adopted the approach have a high capability to handle many codes at the same time as is the case with Shell. However, due to the complicated nature of implementation, achieving the same level of results becomes difficult for smaller firms. Most businesses will end up to failing in the management part (Belova et al., 2008). As a result, the outcome of managing change tends to be difficult. The data provided in this document has close relationship with the work of another scholar, Lyotard (1988). Lyotard (1988) denotes that the variability of decisions to be made should have a significant investment in coding. It is through the coding that the structure of the business gains shape. If the approach is appropriate, the firm should then expect better outcomes when it comes to management.

Kornberger (2006) denotes that change increasingly positions organizations in discursive rationality just as, in the past, they were centrally positioned in economic rationality:

The concept of polyphony was first explored by (Bakhtin, 1984). He used this concept to analyze the complexity of voice in Dostoyevsky's Oeuvre, which illustrated the important methods of theorizing languages and how they are used in implementing changes within organizations. Polyphony represents many things that constitute the proper running of an organization (Hazen, 1993). Since the development of the polyphonic concepts in organizations, change has been at the core of polyphonic organizations.

The cultures and traditions developed by institutions of higher education offer distinct value propositions. For universities, forces of demand from students, management of the finances, and the planning of human capital force them to incorporate change. Colleges and universities must be structured in manner that is nimble and focused on providing optimal service for a changing student population. Lyotard's (1988) concept is used in the article to bring out the different components within polyphonic organizations that require change. The concept underscores that discourses are classified according to the underlying variations between the rationalities, implemented through discourses (Lyotard, 1988).

There is a relationship between language and change. In most cases, it is through languages that change is enabled. The stakeholders in the various polyphonic organizations, in which change is inevitable, make use of the language at hand to officiate change. Hazen (1993) indicates that polyphony should be used to create an understanding of the change of patterns of organizing among the various people and their organizations. However, there is no direct correlation between polyphony and change and for this reason, Hazen excluded the change discourses of the oppressed as they are different from the discourses of power.

Management researchers have been aware of the fragmented, heterogeneous nature of administrative labor as a language since the fundamental empirical contributions of Henry Mintzberg, Bruce Ahlstrand and Joseph Lampel (1998) frequently demonstrating the high oral communication content of administrative action. Because discourse analysis has long been a specialized discipline in the humanities, it is no surprise that literary models are increasingly getting used in organizational studies (Brady, 2018; Ford et al., 2008; Hazen, 1993; Kekale, 1999; Kilduff, 1993; McIntosh & Cacciola, 2001).

Central applications connect with the polyphonic organization (Hazen, 1993); the heteroglossia organization (Rhodes, 2001), as well as with metaphors drawn from avant-garde theater (Boje, 2002). These organization theory resources also use diverse literary, philosophical, and sociological sources (Galpin, Whittington, & Bell, 2015; Lyotard, 1988) to develop our argument.

The universal belief that individuals are compelled to engage in close relationships is a vital element of the association considered to be the establishment. This makes accounts that restrain, preclude, endorse, limit, direct, and rule for the sake of administrative advantage, as aggregating, a lot simpler to imitate. Polyphonic groups, on the other hand, get theoretically democratic in the early stages. Traditional institutional structures are theoretically authoritarian in the early stages. Finally, we review how the several discourses that make up the alienation that defines polyphonic organization interacts. Discourses get separated by intrinsic differences between rationalities stated through discourses.

Organizations and the fields inside which they refer is comprised of talks and gaps, of sensemaking and non-sensemaking, situated inside and between differentiated spaces. The conclusion of the contention that organizations are societies in the plural is that organizations continually need to rehearse interpretation, intra-authoritatively, inside their digressive spaces and additionally between hierarchy. Remotely, organizations, coalitions, and undertaking organizations, Castiglia and Smith-Knopiks (2013) and Emerson et al. (2012) are believed to be battling with polyphonic real factors. In their cooperation, they vary as far as the language they use, the request they force, the judiciousness they utilize, and the interrelation they keep up. Consequently, a polyphonic origination of organizations problematizes relations between organizations, as well as relations inside organizations. The limits among intra-authoritative differentiations are obscure.

The polyphonic association is along these lines, separated and comprised through various dialects and rationale, which might go into discourse with each other (Rhodes, 2001). Polyphonic activities are ones in which questions are raised from the protection of various stakeholders as the undertaking progresses. One response to the present circumstance focuses on the need to coordinate the various stakeholders to find mutual benefit. As Lyotard (1988) proposes, the homogenization and establishment of one language game ruling all others might be a type of

constraint. Such an answer proposes that the future will be successful if just individuals quiet down and listen while the leadership structure dictates what is perceived to benefit for the organization. "Necessarily, quieting down, tuning in, and learning the new talk agrees with the end or minimization of authoritative extravagance, assortment, and conceivable outcomes hushed" (Lyotard, 1988, p. 46).

The cost for a request raised yet silenced is the minimization and hushing of the distinction raised by different voices. Regularly, this gets condemned from a humanistic perspective as isolating and undemocratic. Assuming individuals cannot discuss adequately with one another, there is an enhanced possibility that their ability to be productive in achieving tasks will be limited. Be that as it may, polyphony is not at a state of high maturity in the organizational designs of colleges and universities. Progressively, the underestimation of workers might get seen as obtuse, yet wasteful, as per its rationale. For example, Hazen (1993) brought up an effective cycle of procedure making tunes with very pronounced voice to voice regularly hushed. Individuals from the outskirts to newbies and outcasts – think more imaginatively because they are “presented thoughts and improvements that do not adjust to the organization's orthodoxies” (Hazen, 1993, p. 17).

At the center of change management for polyphonic organizations is collaboration. Quelin (2017) notes that increasingly, new types of collaboration permeate economic exchange, based on the interdependence among public bodies, private firms, and not-for-profit organizations. This collaboration takes place on multiple levels and policy foci – federal, state, and municipal – and involve not only private, for-profit enterprises, but increasingly, constituent-based organizations such as NGOs, non-profit associations, and activist movements.

Finally, the theorizing of polyphonic organizations must be explored. Most of the literature published focuses on prescribing and describing the importance of polyphony in institutions. However, with a perspective of change in mind, we must concentrate on how polyphony can be managed. Management is achieved through the use of the concept of linguistics in deconstruction and translation whereby conceptualization management is regarded as a discursive practice. Boje (2002) uses the case of Tamaraland to convey the polyphonic construction of the reality of organizations. Boje (2002) uses a theatrical production, in the form of a metaphor to explain the

concept. In the play, different performances take place simultaneously but in different rooms. The audience encounters different scenarios in the plays depending on the routes by which they enter the rooms. The aim of this is to make sure that the linearity is disrupted by the play. According to Boje (2002), the Tamaraland play provides context on the complexity of polyphonic organizations.

Polyphonic organizations evolved through different languages and rationalities (Rhodes, 2001). From the research carried out by Rhodes (2001), what is useful for the ongoing research is that when organizations undergo developments, several factors become relevant. Initially, these factors were not within the setup of the organization and as such, there was no need for change. Through growth and development, new and demanding factors push the organization to identify measures for improving their services, which gradually creates the polyphony.

In conclusion, change management is necessary to any polyphonic institution. Such change will determine how the organization will upgrade the quality of services provided to their people. Such organizations like schools and hospitals, as Rhodes (2001) stated, should concentrate more on the relationship between polyphony and change and how both can be managed. Colleges and universities are at a central inflection point in their need for change and service enhancement. The study of the polyphonic concept is beneficial to the success of progression for the higher education industry.

2.2 Assessment Dimension

Assessment is a key practice in every higher learning institution that endeavors to implement effective organizational change initiatives (Shriberg, 2002). This enables institutions to identify best practices and devise better methods for evaluating progress towards organizational sustainability. Shriberg (2002) examines mechanisms used to analyze sustainability in higher learning institutions. The preferred assessment tools must be efficient, comprehensible, viable, and comparable in order to identify crucial sustainability aspects in a learning institution. Using the tools, it will be easier to recognize key parameters such as a decrease in through output and other factors necessary to achieve the ultimate goal of sustainability in higher learning institutions.

Shriberg (2002) investigated the assessment tools for achieving sustainability in higher learning institutions alongside strengths, weaknesses, and possible outcomes if they are implemented. They proposed that cross-institutional assessment tools make it easier to identify factors favoring sustainability initiatives as well as those opposing it. Therefore, this is crucial for the development of effective programs, objectives, and policies effective in enhancing sustainability. It can be concluded that effective assessment tools are key to the process of operationalizing play statements and charters about sustainability in learning institutions (Shriberg, 2002). Ideal cross-institutional initiatives for assessing sustainability enable the educational institutions to discover important issues, evaluate processes, and can be easily understood by the stakeholders. There is insufficient empirical data in the field of maintainable management in higher learning institutions, and this has led to challenges in the implementation of tools for cross-institutional assessment.

These sustainability tools provide a foundation for effective strategic planning by identifying crucial issues and methodology that enable institutions to achieve optimum sustainability (Shriberg, 2002). Cross-institutional tools for assessment provide significant insight into crucial sustainability attributes for higher learning institutions.

Maria and Francisco (2013) illustrated the fact that strategic management is the key to improving the quality of higher education. Many learning institutions have been restructuring for the past decade to implement future-oriented management systems (Maria & Francisco, 2013). As much as the institutions have made considerable changes, most of the implementations have fallen short of expected outcomes. In the quest to find a remedy for this shortcoming, Maria and Francisco (2013) realized that there is a need for cooperation between the institutions and the students. Thus, they explored the benefits of prioritizing strategic management as the main lever to improve the institution's mandate to provide quality education. It is common knowledge that teaching and learning processes should be the core of any strategies aimed at sustainably improving educational management. According to Maria and Francisco (2013), key ingredients for maintainable developments in education are diversity, collaboration, suitable assessments, and an effective curriculum. This is supported by the idea that strategic management in education encompasses all the aspects of an effective education system (Maria & Francisco, 2013). A strategic management model values teamwork, innovation, allows systemic interventions, and it is based on a future-

oriented culture. Perhaps the most pressing issue facing leaders in higher education is the need to assess and review progress towards projected outcomes. Assessment involves appropriately reviewing issues relative to the educational, social, and financial impacts of the institution.

The ability to achieve progress in developing a culture of assessment is consistently a defining component in the evaluation of organizational success. Assessment progress requires rapid, yet penetrating measures to address and evaluate needs. These actions do not induce that assessment should be exclusively quantitative. Quantitative instruments in isolation have a negligible chance of imparting progress for an institution. Quantitative data should be assembled and assessed in combination with qualitative insights that consider cross-functional relationships. The key is to find assessment techniques that are satisfactorily versatile enough to showcase legitimate complexities and differentiation yet express enough insights to be quantifiable and comparable.

2.3 Culture Dimension

Higher education institutions have been facing perennial challenges in the quest to restructure and realign their resources to keep up with trends in the education sector and maintain their sustainability. Universities in the U.S. have transformed from social institutions to become an industry. Higher education culture in the United States is built on a long history of strong traditions that have, in many ways been impervious to outside pressures or influences. Often higher education institutions have served as change agents for society but they, themselves, have functioned with a great deal of autonomy and now find such autonomy challenged (Craig, 2004).

Changes on my fronts are forcing higher education institutions to determine how they must position themselves for success in the future. The scope and variety of these changes are enormous and include such factors as the global economy, the aging of America, the redefinition of the American family, and the provision of education parity to a majority-minority nation (McCabe, Trevino, & Butterfield, 1999). Higher education institutions, despite their longevity and reverence for tradition, are not static entities. Administrators who consider their institutions from a cultural perspective keep the multidimensional nature of higher education in mind. Depending on the individual, this can be either a disconcerting or a liberating way of looking at an institution. On

the one hand, a cultural perspective suggests that, for most problems, no single solution is likely to ameliorate every potential issue and appease all parties. On the other hand, a cultural perspective encourages administrative creativity and multiple feedback channels (Tierney, 1988).

Most of the higher learning institutions have been relying on market changes and managerial approaches, but this might distort their legitimacy, functionality, and heritage. This prompted Gumport (2000) to research on the process of academic restructuring with a major focus on organizational change and the corresponding institutional imperatives. Her main concern was the fact that universities were being driven by technical and market imperatives, which forced them to give in to short-term demands and borrow imperatives from the corporate sector. The emergence of higher education as an industry perspective made universities to be perceived as corporate entities that produce a variety of commodities (Gumport, 2000). Instead, universities should be regarded as social institutions adapt itself to maintain the culture and implement beneficial societal values. It will be better for the institutions struggling with organizational change dilemmas to uphold their cultures, heritage in the quest to adapt to future-oriented changes (Gumport, 2000).

The findings also suggest that as much as change is inevitable, universities should not trade their history in order to fulfill technical imperatives on the process of organizational change. According to Gumport (2000), academic restructuring should be implemented both as an organizational change and institutional change in order to preserve the culture and maintain positive past records. Culture plays an important role in the management, and performance of the university. The institutional values are often the fabric that holds the university together. However, the influence of external economic, demographic, and political factors has increased significantly, and these factors threaten the culture of the university as they have a significant influence on the process of organizational change. This calls for the development of an effective framework that will enable universities to develop ways of assessing, improving, and maintaining their organizational culture as they implement organizational changes.

Emerson et al. (2012) investigated the process of organizational change in university management with a special concern on the transformation from a societal prestige to an enterprise value-delivery center. They studied the change in management approaches that have distorted the culture of the

universities and converted it into an entrepreneurial institution. There is a need for changes to the organizational systems in universities to maintain their culture because currently, a university is regarded as a company that provides education as a service to the students.

These can be achieved if the universities retain their value propositions as they implement changes to adapt to changing financial and environmental situations. Thus, a cultural change will enable an easy transition as well as maintaining the culture that has held the institutions together (Emerson et al., 2012). Institutions certainly are influenced by powerful, external factors such as demographic, economic, and political conditions, yet they are also shaped by strong forces that emanate from within. This internal dynamic has its roots in the history of the organization and derives its force from the values, processes, and goals held by those most intimately involved in the organization's workings. An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level (Tierney, 1988). Apple, Jain, Beyerlein, and Ellis (2018) analyze and compare the differences between a traditional culture and a transformative culture. The traditional culture's emphasis on structure focuses provision of specific information to specific people at specific times when it is fully processed and ready for distribution. Accordingly, only a select group of individuals in the organization who have the most responsibility, visibility, authority, and access to various aspects of performance, processes, and systems, will be given the relevant data and information. These individuals will be responsible for filtering out irrelevant or inappropriate information to the people who report to them. They also know who they want to inform and what they want the others to know. Characteristically, these systems, processes and channels are top down and layered so that the 'need-to-know' prevents unauthorized people access to vital secured information, whether in classrooms, at the departmental level or the president's office.

When performers can't calibrate the quality of their performance to the norm of others' performances, culturally they need constant reinforcement that they are doing a good job (affirmation). When things are in flux, changing, and individuals feel uninformed, there is a decreased willingness to take risks. Additionally, informal channels of rumor and innuendo arise when there is minimal transparency. Transformational learning occurs in an environment that

encourages and rewards openness and transparency. Characteristically, a transformational environment encourages inquiry. It opens conversation and interaction for new ideas, and readily embraces the evolving change. As each process, system, activity, and change becomes more transparent, it increases the stakeholders' desire and willingness to experiment in finding better ways to make effective contributions to these changes. As much as this information is essential for effective organizational change, there are questions that require further research for clarification and provision of effective mitigation strategies. These include the type of management models that should apply to a specific university and how to properly train and develop the teams to ensure effective implementation of the process.

2.4 Financial Dimension

Universities have been adversely affected by a decline in financial support from the government, increased competition, and unfavorable economic conditions (Boggs et al., 2021). The need to evaluate the financial condition of the learning institutions to mitigate the challenges has caused them to incorporate financial ratios. The financial ratio relates the operating statements and the records related to it on the university's balance sheet (John, 1989). Universities are nonprofit organizations. Thus, these financial ratios equip them with the insights to avoid deficits and cut down on debts. Proper financial management in the institutions requires accountability and effective management to sustainably provide education without the intent of making profits. However, financial ratios have a diverse set of limitations. The ratios in no certain terms are the absolute evidence of the financial situation of the university.

Therefore, the financial concerns unveiled by the ratios need to be synchronized with the institutional policies, processes, and priorities. It is also common for universities to have cash flow challenges despite having balanced annual budgets. This makes it difficult to honor obligations, such as paying staff and other expenses. Most states have decreased the financial support appropriated to higher learning institutions, and this has escalated the cost of education (Mitchell, Leachman, & Masterson, 2016). Jongbloed & Vossensteyn (2001) suggests that the internationalization of universities can help in alleviating the heavy burden that is placed upon the

students and their families to pay inflated fees. This cost-sharing initiative can assist in alleviating fiscal stress.

Compelled by economic reform policies or convinced of the rationale for the reduced role of the state in funding higher education, most countries have inflicted serious cuts in public budgets for higher education (Tilak, 2006). The funding of higher education faces a paradox where large tax pay subsidies can create supply-side constraints because of the desire to contain public spending (Barr, 2004). Tilak (2006) also indicates that this trend exists in many countries, in some or all of the following areas: total public expenditure on higher education, per student expenditures, public higher education expenditure's share in relation to a particular country's national income or total government budget expenditure, and allocations in absolute and relative terms to important programs that include research, scholarships, and so on.

Withdrawal of public funding by the government implies that the universities must shift their focus to private funding sources; in this case, tuition charges to sustain their operations. Therefore, there is a need for efficient analysis of the organizational changes by the universities due to the decline in government funding in order to develop an effective framework for maintainable organizational change.

Mitchell, Palacios, and Leachman (2015) carried out an investigation to examine if states are still funding universities below the pre-recession levels. From the findings, it is evident that the large funding cuts have steepened tuition fees, and this may consequently undermine the quality of education in universities. Some of the institutions are compelled to cut some educational services to lower the costs (Mitchell et al., 2015). This has a direct impact on the level of quality offered by the university. For instance, some of the universities have reduced faculty positions, shut computer labs, closed some campuses, and reduced the library services (Mitchell et al., 2015). There is a need to develop better organizational change mechanisms to maintain the quality of university education and make tuition fees affordable.

Globally, the increasing cost of university education, growing student enrolments and weak economic of nations have caused a reduction in public funding for university education. This

decline in public funding seems to have increased tuition fees, caused deterioration of infrastructure, thereby affecting student access to university education (Dougherty and Natow, 2019). The fundamental financial problem of higher education worldwide and the reason that even rich institutions may need to save money begins with the fact that universities face annual cost increases (Ivanova, Kuznetsova, and Khoma, 2019). The increase in the cost of higher education is also caused by the creation of new programs and the initiation of new research, accompanied by enormous technological costs (Ivanova et al., 2019).

The extent to which higher education institutions analyze and assess their financial resources often depends on the institution's revenue sources. Institutions of higher education are constantly evaluating the mix and source of revenue that support their operations. Having an effective financial examination strategy in place provides a foundation for ongoing review.

2.5 Leadership Dimension

There are different perceptions with regards to leadership in universities. The concept of distributed leadership has been explored extensively because of its distinct potential as an analytic and descriptive framework for leadership. Research outcomes show that effective leadership in universities encompasses hierarchical leadership built on the idea of distributed leadership so that it is shared at all levels (Bolden, Petrov, & Gosling, 2013). Leadership in universities is obscured due to the existence of personal, social, and professional competitions intertwined with organizational identities. The multi-faced nature of leadership in universities with its layer nature depicts leadership as an inter-relational process that should accommodate conflicting ideas and power differences (Bolden et al., 2013). Thus, it is essential to extrapolate leadership beyond formalities and incorporate nurturing of social identities and organizational systems.

The authority that is required in the high-level training gets referred to as an academic organization (Siddique, Aslam, Khan, & Fatima, 2011). According to Siddique et al. (2011) insightful pioneers should prod and spur different representatives. That relates to past verbalization that insightful pioneers should understand how to lead people around them or more all guarantee that they get prodded. Scholastics ought to be more prepared to give quality learning and showing results,

cooperate to identify and research genuine issues and lead the sensible utilization of new data to handle issues (Hofmeyer, Sheingold, Klopper, & Warland, 2015). The discussion here follows on the scholastics as pioneers who give quality work. The ordinary model of educational organization is consistently depicted by near and dear academic achievement, as exemplified by, for example, appropriation in refereed journals, the presentation of papers at public and worldwide gatherings, making of gigantic adroit works, and, in some sense, obligation in regard to the educational progression of others, for instance, research student the executives (Rowley, 1997).

High-level leadership has different interests, goals, needs, and characteristics in various kinds of organizations (Hofmeyer et al., 2015). It is difficult to appreciate a high-level leadership structure without being in it: having to address faculty, talking with students, checking, and managing social events requires an extreme capacity. Higher education leaders must respond with vigor and express a commitment to leading with value amidst persistent changes. Moreover, it is increasingly important that leadership creates a pipeline and effective succession plan to support the ongoing operations of the institution. Maslow's reformist framework express lower-level employee concerns for prosperity and security to more critical high-level prerequisites for achievement and self-consummation (Macfarlane & Chan, 2014).

Tierney (1988, p. 3) denoted that even the most seasoned college and university administrators often ask themselves, "What holds this place together? Is it mission, values, bureaucratic procedures, or strong personalities? How does this place run and what does it expect from its leaders?" These questions usually are asked in moments of frustration, when seemingly rational, well-laid plans have failed or have met with unexpected resistance. Similar questions are also asked frequently by members new to the organization, persons who want to know "how things are done around here." Questions like these seem difficult to answer because there is no one-to-one correspondence between actions and results. The same leadership style can easily produce widely divergent results in two ostensibly similar institutions. Likewise, institutions with very similar missions and curricula can perform quite differently because of the way their identities are communicated to internal and external constituents and because of the varying perceptions these groups may hold (Tierney, 1988)

2.6 Strategic Planning Dimension

The first step in planning is understanding the objectives of the institution. As the desire to plan gets underway, the planners need to consider a long-term and short-term achievement. Hinton (2012) provides a new step-by-step approach of coming up with a plan that supports institutions to achieve better results through the implementation of changes into their systems. Furthermore, the writer also details aspects which can be applied to ensure the success of implementing the given plans (Hinton, 2012). The information is beneficial for institutions of higher education in developing strategic plans. Strategic planning is not a short-term objective but rather a long-term imperative.

The institutions mostly implement short-range planning, budgeting, and scheduling, which represent low-level planning. Long-range planning is less implemented and utilizes empirical assessments of the external environment to determine institutional strategies based on priorities. Many researchers have suggested efficient frameworks for maintainable development, but they have yet to tackle how the framework can be implemented effectively. According to Bezdek (1972), long-range planning considers the future demands for the university. Therefore, universities have other goals that should guide the process of maintainable organizational change through strategic planning.

Stanleigh (2011) provides a detailed report of the features that should be considered when implementing a strategic plan. The management guru agrees that many companies fail to properly formulate a clear strategic plan. According to his research, some institutions have their IT and Human Resources Departments laying out plans that do not match the general objectives of the institution. From the given statistics, about 23% of the institutions have a strategic plan (Stanleigh, 2011). On the same note, of the companies with the plan, 53% of them are made entirely by a few senior officers. According to Stanleigh, there are five factors that should be addressed for a successful result during the implementation of a formulated plan. Engagement of all the stakeholder's serves as the primary starting point, closely followed up by ensuring that there is proper communication. Innovation and management of the project can be encouraged through adherence to the culture of the institution (Hanover Research, 2014).

According to Hassanien (2017), due to many external and internal factors, colleges and universities have been forced to make strategic changes in their systems to meet current challenges. Furthermore, the author cites a clear differentiation between public and private institutions. These are vital aspects that should form part of the strategic planning process according to (Hanover Research, 2014).

2.7 Sustainability Dimension

Weerts and Ronca (2012) looked at political factors, state budget health, voter involvement, and institutional community support over the course of a 20-year longitudinal study on state funding for higher education. While tuition has skyrocketed, allocations have remained constant, and overall state aid has varied (Weerts & Ronca, 2012). Before the most recent wave of budget cuts following the 2008 financial crisis, higher education funding has been decreasing for years. Tuition at higher education institutions grew at a rapid rate from 1993 to 2013 (Castiglia & Smith-Knopik, 2013). Higher education leaders should establish creative economic models to tackle the challenge, given the economy's recent recovery and 20 years of public expenditure on sectors other than education (Armenti, 2012).

Higher education defunding continues to be a cause of concern for corporate executives in the field, demanding organizational reform. According to Afriyie (2015), organizational transformation activities are required for higher education institutions to embrace sustainability models. When undertaking organizational transformation, leadership should consider the following considerations. While making changes to an organization, top management support, communication, and training throughout the process, and the company's culture, including behavior, values, and customs, are all important factors to consider (Galpin et al., 2015; Hohman, Packard, Finnegan, & Jones, 2013). Long-held cultural norms that are ingrained in day-to-day operations provide challenges for leaders (Ahern, 2015). Emerging challenges and worries can be identified with the aid of leadership communication. Employees, particularly instructors, may want encouragement or reinforcement as they progress and take on new responsibilities.

With the use of leadership communication, emerging issues and concerns may be detected. Employees, particularly teachers, may want encouragement or reassurance as they advance and assume new duties (Corso and Robinson, 2015). Senior leadership's regular review of change processes, according to Galpin et al. (2015), catches problems as they arise, and enable quick restructuring. Sustainability and organizational change should be interwoven at all levels of the firm, from top leadership choices to day-to-day activities and operations. Bowen-Ellzey, Romich, Civittolo, and Davis (2013) proposed developing a process whereby senior leadership would have the power to oversee progressive change and lead the future investigation. This individual may be delegated to another work or given additional obligations in their present one. This individual can decrease possibilities while in a like manner extending research openings. As shown by Nicolaescu, Alpopi, and Zaharia (2015), a specialist acceptability director could keep up efficiency and search out continuing with systems for improvement to show up at the triple primary concern. The degree of preparation of the individual utilized to direct the affiliation's compromise of reasonability into its lifestyle may affect the organization's decision.

If pioneers consider the change to be a significant cycle for long stretch accomplishment and join a framework for uniting constant change into exercises, it will end up being fundamental for the lifestyle (Newman, 2007). Reliable change drives will help the authority to the extent of creating novel musings, changing current interests, and improving exercises (Bowen-Ellzey et al., 2013). Agents who work for a driven bunch that executes change reliably are more arranged to help and recognize it (Weil, 1995). Change transforms into a piece of the ordinary work cycle and frameworks when it ends up being fundamental for an affiliation's lifestyle. Predictable change may help both inside and external accomplices by growing capability and achieving destinations (Bowen-Ellzey et al., 2013; Newman, 2007; Weil, 1995).

2.8 Conclusion to the Literature Review

Through a review of the literature spanning the dimensions of culture, leadership, assessment, finance, strategic management, and sustainability, it is apparent that the enterprise of higher education is thoroughly studied and has significant parallels to other industries in terms of organizational design and strategy. From scholarly literature across multiple disciplines to academic and business journals, the literature provides insightful commentary into the significance

of studying and reviewing organizational culture. The awareness and study of the enterprise as a polyphonic organization is a foundational percept of the study and key focus of the literature review. The intersectionality of these voices within the organizational ecosystem provides the cultural framework for how the organization is managed and perceived.

The concept of a polyphonic organization is significant and important to the study of academic institutions given their extensive stakeholder communities. Stakeholders including but not limited to alumni, governing boards, students, faculty, staff, and elected officials all add their voices to the chorus of feedback that informs the decisions for these academic institutions. Shared governance is a term often utilized in higher education. To effectively manage in a shared governance environment, leaders must be aware and attuned to the polyphonic nature of universities. There is both an internal and external imperative for this awareness. College and university leaders are tasked with listening to the many voices of the various stakeholders while also managing the organization's brand and function as polyphonic. Leadership and governance mandate a constant throttle to balance the needs of the organization according to the requirements of the audience.

Culture is a defining element of organizational design. It is often the distinguishing characteristic that separates one institution from another. From the college we all recognize because of its winning football team to the university, we regard because of its commitment to community service, understanding the cultural expression of each institution is imperative to understanding its ability to implement change. Change management requires a diligent review of environment and culture. Knowing the promoters and detractors of change allows leaders to appropriately engage according to the person or group's level of interest and investment. Whether its change management or culture, leadership is a driving force of the organization's success. The most important duty that a management board has is hiring the college president or chancellor.

This one decision sets the course for a series of successive decisions that will impact the institution. Once a leader is selected, it is important that there is alignment with the board and inclusion of the stakeholder community for major decisions. The benefit and the burden of leadership is that the final decision typically resides with the leader. With such an immense responsibility, how do leaders ensure that they are managing expectations while also being dutiful in the covenant to seek feedback. A typical managerial question is what is one's leadership style? While style is important,

from the charismatic leader to the authoritative, leaders in higher education must be adaptive and highly transformative. With the dimensions of culture and leadership fully defined and reviewed, the next dimension of assessment begins the conversation regarding accountability and the evaluation of change. It is evident that colleges and universities are highly regarded as academically rigorous which requires ongoing assessment to maintain this prominent status.

Assessment in relation to the ever-changing demands of the polyphonic organization takes on a broader imperative in terms of assessing people and processes. The lack of maintainable performance management and continued process improvement are two key risks for the academic enterprise. Developing long-term plans to address the human capital needs of their organization and the alignment of organizational goals to individual contributions is critical. To complement an enhanced human resource strategy, a well-documented process and procedure plan must also be enacted. From effective training and development to ensuring the completion of cross-training and standard operating procedures, colleges and universities must ensure that these fundamentals of organizational success are continuously and consistently applied.

The subject of finance is usually at the center of organizational change. Regardless of the organizational unit or stakeholder community, every group has a vested interest in the financial health of the institution. In the constant competition for financial resources, organizations that manage its fiscal affairs with diligence and strategy are best positioned for success. Particularly for limited resource institutions, the financial dimension is usually one of the first considerations when discussing maintainable organizational change. The questions of can we afford this, will we have enough resources to continue this initiative, and do we have the budget to pay for the people are commonplace. Through analysis of the literature, we discover the prioritization that colleges and universities place on financial strategy and decision-making. In our journey of delivering maintainable change, we discover that this dimension is the vital support system to the other dimensions. Building on the importance of the dimensions of culture, assessment, leadership, and finance, strategic management is the topline dimension that is principally owned and managed by leadership.

Strategic management is more than a five-year strategic plan, it is an exercise in transforming vision and strategy into executable actions that deliver maintainable results. Strategic management

must be accompanied with awareness of the need to alter and course correct strategy when needed. Through the scholarly review of works regarding strategic management, we discover the lasting impact that strategy has on an organization and its ability to maintain change. Finally, in reviewing literature for the sustainability dimensions, we discuss and connect how all dimensions deliver a maintainable impact for the long-term success of the institutions. Given the shortening tenure of service for university leaders and leadership teams, it is imperative that organizations focus intently on maintainable change. It is through fundamentally delivering with excellence on these dimensions that the end product of maintainable change occurs.

CHAPTER 3

RESEARCH FRAMEWORK AND METHODS

In this research, the group concept mapping (GCM) approach was conducted at three universities in the U.S. to investigate factors affecting maintainable organizational change in higher learning institutions. GCM was chosen because of its mixed method approach of combining qualitative and quantitative analysis. The polyphonic nature of the university ecosystem is one that is fundamentally grounded in both logic and emotion. The GCM method afforded the research to connect with participants directly to learn about the context of their experiences and triangulate the richness of that expression with insights gleaned from the data they provided.

The six-step model that was deployed included: (1) preparation; (2) idea generation; (3) statement structuring; (4) concept map analysis; (5) results interpretation; and (6) results utilization and mobilization (Trochim, 2017a; Cloutier, Larivière, & Tremblay, 2019). The process lists key concepts that were covered in the study, building up concepts for elaboration, and identifying links between each concept. The key dimensions in maintainable organizational change include proper assessment, institutional culture, financial management, strategic planning, leadership, and sustainability (see Chapter 2).

3.1 Research Steps

Concept mapping is a structured process, focused on a topic or construct of interest, involving input from multiple participants or stakeholders, that produces an interpretable pictorial view of their ideas and concepts and how these are interrelated. This approach enables a group of participants to describe and organize ideas on any topic within organizations or within broader business environments (Cloutier, Larivière, & Tremblay, 2019; Kane & Rosas, 2018). The details for each one of this six-step process of the method are presented in the subsections that follow. The research was approved by the Internal Review Board (IRB) and a certification program was completed related to Human Subjects Research (HSR) (see Appendix A, the CITI program for

Human Subjects Research, and Appendix B, the Internal Review Board for ethics approval for the research).

Figure 1. Group concept mapping steps
Trochim's Concept Mapping Process (Kane & Trochim, 2007, p. 8)

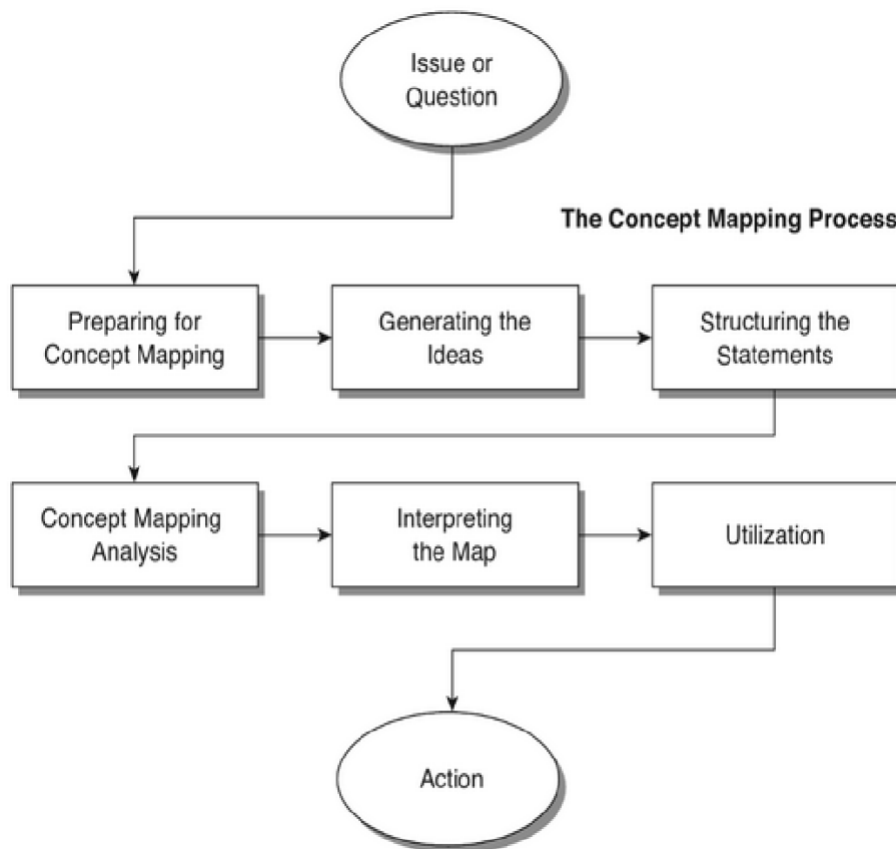


Table 1. Research steps with the number of participants

Step 1: Preparation	Step 2: Idea generation	Step 3: Data Structuring	Step 4: Analysis	Step 5: Results evaluation
Organization	Participant group discussion of focus prompt (N _{GD} =53)	Completed structured contextual survey (N _C =71)	Use multidimensional scaling analysis to generate dot map	Evaluate results and provide collective meaning from the conceptual results when contrasted with the literature
Participant recruitment	Formalize generated drivers (k=80)	Sort drivers into distinct piles (N _S =61)	Group debriefing discussion with use of agglomerative hierarchical cluster and a sense-making process to generate cluster map (N _{DS} =11)	
Develop Focus prompt		Rate drivers for their importance, feasibility, and relevancy (N _R =61)		

Note: Number of participants in group discussion (N_{GD}); Number of participants in contextual survey (N_C); Number of participants that sorted drivers (N_S); Number of participants that rated drivers (N_R); Number of clusters in group debriefing discussions (N_{DS}). A detail of the number of participants for each research activity by research site is listed in the following tables. (See Appendix N Debriefing Session Presentation).

3.1.1 Preparing for Concept Mapping – Step 1

Dr. Martin Cloutier, the thesis advisor, a Certified Group Concept Mapping Facilitator, led the steering committee and supported the research team. Through the proper establishment of breadth and scope, the research team was able to focus on the key components for the project. The key components to the preparation are as outlined: (i) set the objective; (ii) identify the focus prompt; (iii) participants' selection; and (iv) schedule development.

i) Set the objective

The main objective of the study previously discussed is to identify the key success factors for maintainable organizational change at institutions of higher education. Given the research is expected to generate the crucial factors that favor maintainable organizational change, GCM will enhance the integration of ideas as well as creative and systemic thinking about the problems in order to generate sound recommendations that can be implemented in participating universities. The outcomes will be used to devise a framework for managing maintainable organizational change and propose suitable recommendations that if implemented, will enhance the effectiveness of the organizational change process.

ii) Identify focus prompt

Identifying the focus prompt is a critical step of the GCM that consists of collecting qualitative data from a facilitated group discussion. Participants, with knowledge and expertise in their respective area, are invited to participate in a group discussion on a topic associated with the research objectives. To assist with the group discussion, participants are introduced to a focus prompt (Kane & Rosas, 2018).

The focus prompt must be articulated with clarity and a level of reliability that provides an atmosphere for beneficial discussion and idea generation. It must also provide the data required to meet the study objectives. The preliminary focus prompt identified for the group discussion is:

“A critical success factor, either tangible (i.e., resources) or intangible (i.e., leadership, currently impacting maintainable organizational change (e.g., system utilization, organizational structure, financial commitments) would be...”

3.1.2 Research Site Identification

The universities selected are all four-year degree-granting institutions with distinct cultural and management differences. Two of the universities are public entities operating under the same management governing board in Louisiana and the third university is a religious affiliated private institution in Texas. Participants were invited to join the study via an invitation letter that was accompanied by informed consent form that each participant signed (see Appendix C, Participant Recruitment Letter). A brief overview of each university is outlined below.

i) University A

University A combines the academic strengths of a major university with the benefits of a small college, a combination that enables students to grow and learn in a serene and positive environment. More than forty (40) undergraduate and graduate degrees and certificate programs are offered through four colleges, including two professional schools and a graduate school. Additional academic support units include the University College, Honors College, Continuing Education and Service-Learning, and Army ROTC. National, regional, and local employers recruit graduates from *University A's* excellent programs in nursing, computer science, teacher education, the arts, and other academic areas. In addition to being one of the country's top producers of African American graduates and the top producer of Computer Information Science graduates in Louisiana. *University A* is also listed on the Louisiana African American Heritage Trail, *University A* is steeped in history, with a longstanding tradition of excellence.

ii) University B

University B founded in 1873 in Texas is a historically black, primarily liberal arts, residential, co-educational, baccalaureate degree-granting institution affiliated with The United Methodist Church. Committed to the principle of educational access, the College serves traditional and non-traditional students from diverse backgrounds who have expressed a desire and potential for learning in a Christian environment. The College, in fulfilling its basic purpose of providing a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting student competencies in communication, as well as critical and analytical thinking. The College also supports spiritual, ethical, moral, and leadership development. To achieve these superordinate goals, the College promotes an atmosphere of academic freedom and employs a faculty committed to excellence and innovation in teaching, advising, and scholarship. The faculty provides a rigorous curriculum for preparing graduates for professional or graduate studies and/or productive careers in traditional and emerging career fields. *University B* is committed to shared governance and exemplary stewardship of its resources. The College employs innovative techniques and strategic planning in all its administrative processes, using cutting-edge technology in the delivery of services to its clientele. Acknowledging its covenant relationship with The United Methodist Church, the College affirms the ideal of social responsibility and seeks to contribute to the welfare and revitalization of its community (US News and World Reports, 2019).

iii) **University C**

University C is a comprehensive, state-funded institution of higher education that offers high quality educational and experiential opportunities to meet the academic, cultural, vocational, social, and personal needs of undergraduate, graduate, and continuing education students. *University C's* mission is to "seek students who find value in our programs and prepare them to compete, succeed, and contribute to an ever-changing global society through a transformative education."

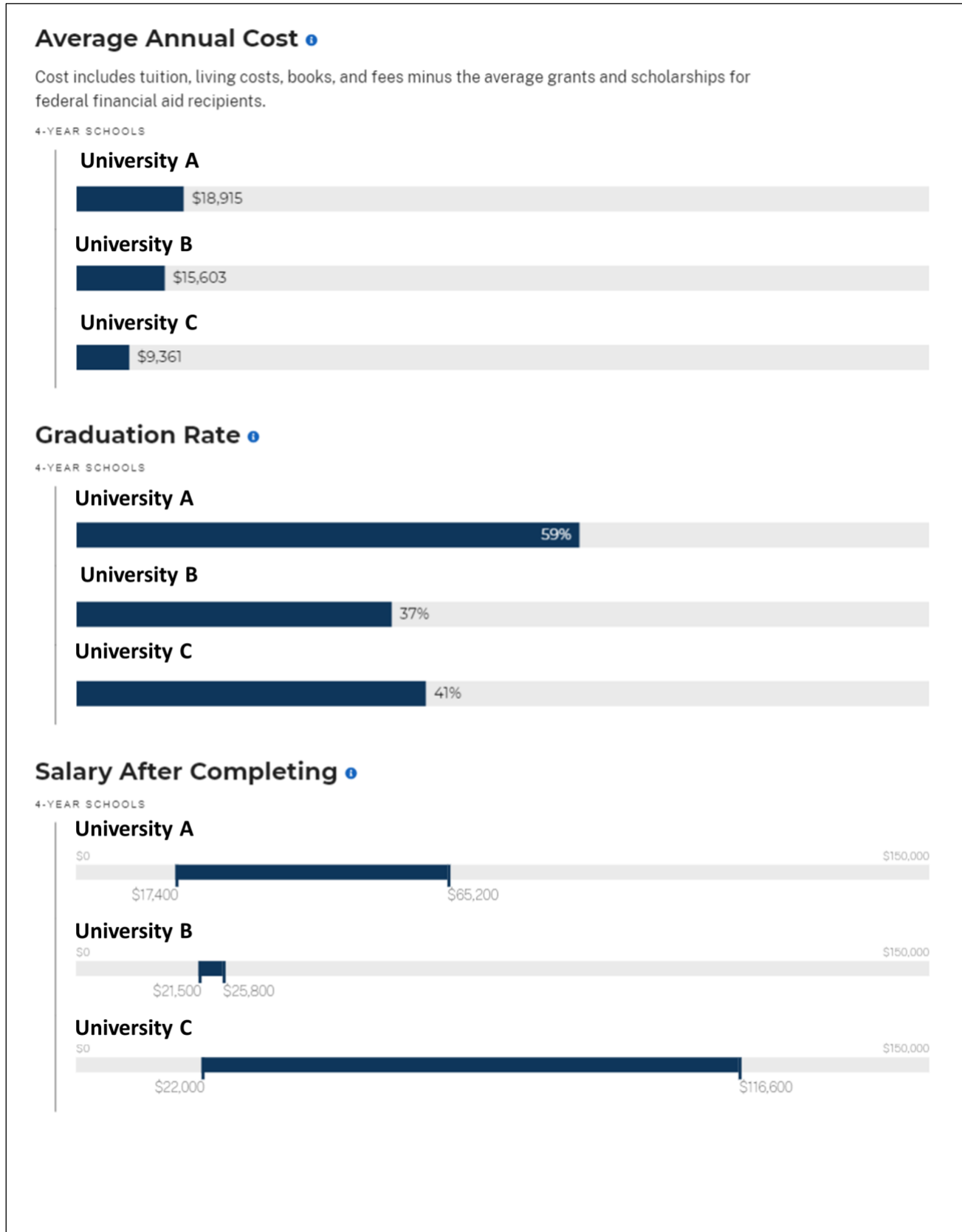
Today, *University C* has an annual enrollment of over 9,100 students and has awarded a total of over 72,000 academic degrees to more than 65,000 alumni. Founded in 1931, *University C's*

campus — one of the state's most attractive with its 238-acre, tree-shaded campus — is located in the eastern part of North Louisiana. While there are many similarities among the three universities, there are also distinct differences (see Table 1). The U.S. Department of Education, College Comparison Scorecard, a tool utilized by prospective college students offers a high-level summary of key statistics for each institution. An analysis of the average annual cost, graduation rate, salary after completing is provided below (see Table 2).

Table 2. Research sites

University	Type	Enrollment (Fall 2018)
University A	4-Year Public	5,205
University B	4-Year Private	1, 003
University C	4-Year Public	9,291

Figure 2. Research sites: Comparison of key performance indicators



3.1.3 Schedule Development

The schedule was developed to allow for travel and successful execution of the outlined deliverables (Table 3). The universities are located within two hours of each other along the Interstate 20 corridor between the States of Texas and Louisiana which allowed the research team to connect with all three universities consistently throughout the research period. The research time logged over twenty contact hours with participants through a total of 5 on-campus sessions and 6 digital sessions.

Table 3. High-Level Project Calendar

Tasks	Execution Date
Preparing for GCM	December 2019
Generating the Ideas (Group Discussion)	January 7-10, 2020
Structuring the Items	February 2020
Concept Map Analysis	February/March 2020
Interpreting the Map	March 2020
Knowledge Mobilization	April 2020

3.1.4 Generating the Ideas – Step 2

Given that the research is expected to generate the crucial factors that favor maintainable organizational change, the GCM will enhance the integration of ideas as well as creative thinking about the problems to generate sound recommendations that can be implemented in all universities. The outcomes will be used to devise a framework for managing maintainable organizational change and propose suitable recommendations that if implemented, will enhance the effectiveness of the organizational change process (Trochim, 2017b).

Brainstorming sessions were deployed to generate the items for the GCM at all three locations. Dr. Cloutier traveled to the research sites to accompany this phase of the research and join in to support facilitation of the sessions. After engaging in active recruitment of participants via email invitations, overview conversations with university presidents, and interviews with internal review board chairs, we successfully obtained a quality participant population. Each brainstorming session lasted about one hour and thirty minutes with 53 participants ($N_{GD}=53$) actively engaged and eager

to offer feedback. The engagement of participants so highly significant and relevant for the research. Their personal examples and concrete experience added to richness of the discussion. Participants were given an overview of the research and an abbreviated version of the proposal was presented (see Appendix E Brainstorming Session Presentation). Each session was audio recorded and notes were also taken (see Appendix F University A Brainstorming Transcript Notes, Appendix G University B Brainstorming Notes, Appendix H University C Brainstorming Transcript Notes). Ultimate care was taken to ensure the items were within the focus of the study. This step generated over 100 relevant items that were processed in the next steps through qualitative content coding. Conducting a thorough analysis of these items was a significant time investment. The process of comparing notes and transcripts and matching that to the intentions and context was necessary and vital to obtain the quality needed for the final items. After seven iterations of the item set, a final set was produced. The final set included k=80 items depicting a summary of the items that best reflected the uniqueness and consistency of the discussions. Synthesis of the items was carried out carefully to preserve the original contents and original voice of participants. Every item has an identifying number to allow for appropriate mapping and analysis. The final set of items is provided in the results section.

Table 4. Participant group discussion of focus prompt

Research Site	# of Participants
University A	$N_{GD}=26$
University B	$N_{GD}=22$
University C	$N_{GD}=5$
Total	$N_{GD}=53$

3.1.5 Structuring the Items – Step 3

After transcribing the three brainstorming sessions and comparing the notes, 80 items were constructed that reflect the collective feedback of the participants. In the structuring step, demographic variables were collected, and the sorting and rating of data was also accomplished. In total, $N_c=71$ participants completed the “structured contextual survey” (task 1), $N_s=61$ participants the “sorting” (task 2), and $N_r=61$ participants completed the “rating” (task 3). 71 out of 100 invited participants completed an eleven question survey² (See Appendix D Sociodemographic Survey) to provide general information that did not reveal their identities for ease of categorizing the participants and grouping items into smaller clusters. The *GroupWisdom*³ software, a dedicated group concept mapping software was utilized to facilitate the online sorting and rating exercises. During sorting, every participant grouped the 80 items in such a way that seemed sensible to them. Participants were instructed to create a minimum of five piles for the items. The rating task allowed the participants to rate the individual items on the Likert-type 5-point response scale according to three dimensions: importance, feasibility, and relevancy. Literature reviews of the papers related to the topic were also conducted to match the findings with other researchers, establish differences, and address the gaps that are yet to be explored.

² [eleven question survey](#)

³ <https://groupwisdom.com/gcmrg>

Table 5. Completed participant surveys

Research Site	# of Participants Structured contextual survey	# of Participants Sorted drivers into distinct piles	# of Participants Rate drivers for their importance, feasibility, and relevancy
University A	N _{GD} =25	N _{GD} =21	N _{GD} =21
University B	N _{GD} =25	N _{GD} =20	N _{GD} =20
University C	N _{GD} =21	N _{GD} =20	N _{GD} =20
Total	N_{GD}=71	N_{GD}=61	N_{GD}=61

3.1.6 Concept Map Analysis – Step 4

At the conclusion of data collection, the research team reviewed all the of the responses entered into the GroupWisdom, group concept mapping software. The initial step was the construction of similar matrices from the information. Items from participants were grouped, and the cumulative total was calculated by summation of all the individual participants. Then the resultant matrix was analyzed for similarity using nonmetric multidimensional scaling analysis (DMS) to provide a two-dimensional solution (Kane & Rosas, 2018). This is due to the ease of working with two-dimensional configurations. The representation generated a two-dimensional configuration (x, y) of the items according to the conditions used to compile them. This configuration was utilized as the input for analysis of hierarchical clusters. The configuration was divided into non-overlapping structures. Suitability of variable solutions was examined, and a selection of the final clusters was made to capture the required details and retain the relevance of the information. Participants engaged in a digital session to review the data and provided feedback and suggestions on the information. The non-metric multidimensional scaling configuration points were then graphed in two dimensions to generate a point map that outlines the locations of the items that possesses a similar meaning. The center of the map aligned perfectly with our focus prompt regarding maintainable organizational change. The spatial distance of the clusters reveals a distinct grouping of people versus process.

The seven clusters identified on the concept map include: Maintainable Organizational Change, Collaboration, Organizational Performance Management and Employees' Success, Strategic Planning and Continuous Improvement, Processes/Procedures/Assessment, Financial Management Strategy, and Leadership Relationship with Stakeholders (Table 4). The rating analysis of importance, feasibility, and relevance as key success factors produced valuable insights on how participants rated the eighty items. Studies show that most concept mapping projects yield average stress values of 0.285 with a standard deviation of 0.04 (Rosas & Kane, 2012). The final scenario included 60 participants with a stress value of 0.2664. Lastly, the GroupWisdom software was utilized to create the Rating Maps, Pattern Matching Graphs and the Go Zone Graphs needed for the next step: Interpreting the concept maps.

3.1.7 Interpreting the concept maps – Step 5

To preserve the credibility of the process and ensure accuracy, other pre-processing techniques were deployed to confirm the validity of all data, and any suspicious responses were discarded. Random sampling was also deployed to balance the interests of the respondents and preserve the ultimate goal of acquiring non-stratified information, which would yield inaccurate results. Other statistical tests were also carried out to prove the viability of results, precision, and the level of accuracy involved. It was validated that all data collected and analyzed is precise, accurate, and can be adapted to achieve the expected mandate. The results of the study were developed into a brief 18-page PowerPoint presentation that was shared during a virtual meeting with participants from each university. The debriefing was conducted in two parts: presenting results and discussing perceptions. Participants agreed with the concepts presented; however, there were a few suggestions on cluster name updates. Those suggestions were incorporated. The second part of the meeting focused on the participant's feedback related to the Cluster Rating Maps, Pattern Matches, and Go-Zone graphs. Insights and feedback from the participant's related to relative importance, feasibility, and relevancy of each concept was collected. The final part of the discussion centered on overall feedback from the group and identification of risks and opportunities. The results from the GCM study were reviewed and analyzed in comparison to the literature to offer additional external validation.

3.1.8 Utilization and Knowledge Mobilization – Step 6

The fate of the organizational change management strategies deployed in higher learning institutions is highly dependent upon the strategic management imperative championed by quality leadership. If strategic management and quality leadership are successfully deployed, some of the outcomes will be:

- Improved interrelationships due to cooperation among all the stakeholders
- High level of competence among, professional staff and leadership, which in effect will result in the provision of high-quality education
- Deployment of cross-institutional assessment tools to provide efficient and accurate reports on the progress of initiatives installed to monitor success
- Enablement of universities to mitigate challenges associated with the changing funding policies in the pursuit of quality higher education.
- Achievement of self-sustainability through proper policies and constant assessment of the organizational progress using the resultant framework.

3.2 Limitation of the Research

Expected limitations include the existence of inherent bias due to the participants deeply personal connections to the industry and the universities and reduced ability for implementation of recommendations due to institutional type (i.e., public versus private). While the data and insights represent a cross-section of participants from three distinct institutions, the implications of cultural consensus create added dimension to understand and evaluate when making decisions. It is advisable that institutions to make a meaningful assessment of the all the dimensions and not isolate decisions based on the results of only one dimension. When the concepts are reviewed in totality the limitations are significantly reduced; thereby indicating a viable opportunity for maintainable organizational change.

3.3 Conclusion for Research Framework and Methods

The review of their strategic plans, leadership teams, institutional missions, and stakeholder feedback will reveal valuable feedback for the study. The methodological framework and research steps are reviewed to ensure that the research objectives are achieved. An overview of the research context, detailing the institutions and leadership was presented. The six (6) steps of the GCM process were outlined and the justification for using the research method to achieve the research objectives was provided.

CHAPTER 4

RESULTS PART I: OVERALL CONCEPT MAP

Seven sections are discussed in this chapter. Section 4.1 details the sociodemographic analysis of the participants. Section 4.2 reviews the results of the GCM data from participants as to what they determined were critical success factors for maintainable organizational change. The cluster anchoring-bridging index (ABI) and stress values are analyzed to show the correlation of the data points on the maps. Section 4.3 outlines the interpretation of results. A comparison, between the literature review and results, is completed and then the KSFs necessary for maintainable organizational change are identified. The research question is the focus of Section 4.4. Section 4.5 provides a summary of the KSFs and outlines an action plan for successful implementation. The resulting two-dimensional Point Map and Cluster map represents months of research and feedback from over 71 participants across three universities. The graphical representation of their ideas is relayed via two-dimensional spacing and reflects the identification of concepts or clusters of ideas. MDS results reflect alignment or disagreement for the 80 items sorted by participants based on their proximity or closeness. The Concept Mapping software generated multiple graphs and maps. These maps and graphs represent in a visual manner the intersection of the participant's feedback relative to items (Kane & Trochim, 2007; Kane & Rosas, 2018; Cloutier, Larivière, & Tremblay, 2019).

4.1 Sociodemographic Analysis

Three universities were selected as the central focus for the study. The universities were selected based on their proximity to each other, diversity in profile, and interest from the administration in participating. Throughout the research process, we had a total of 71 participants across the universities. Participants were invited to join the study via an email invitation that included a summary of the research and expectations of their participation that was approved by the Institutional Review Board for ethics (see Appendix C, Research Participant Recruitment Letter). Participants included executive and senior leaders including but not limited to: Divisional Vice-Presidents, Associate-Vice Presidents, Directors, key Faculty and Staff, and Students. (See

Appendix D, Sociodemographic Survey) As noted in Figure 3, we had significant participation from the three research sites with University A and B, representing 35% respectively and University representing 30% of total participants. In Figure 4, participants are classified according to their organizational department. The Academic Affairs and Finance/Operations divisions represented the largest group of participants both at 34% of the population. Student Affairs professionals were 24% of the group and individuals in the Office of the President represented 7%. Advancement professionals were our smallest group accounting for 1% of participants. Figure 5 details, the organizational role and hierarchy that exists for participants. With broad cross-section of participants, Faculty represented 21%, Staff 21%, Directors 19%, Managers 18%, Associate Vice-Presidents 11%, Students 7%, and Vice-Presidents 3%. Reviewing years of experience was also an important component of the analysis and survey results.

Figure 6 details, the following: 46% of participants had between 11 and 20 years of professional experience and 27% had more than 20 years of professional experience. 14% of participants had 0 to 4 years of experience and 13% had 5 to 10 years of experience. Our participants also showcased a depth and variety of educational backgrounds. In Figure 7, we show that participants were from various professional and educational backgrounds with 20% possessing doctoral degrees, 48% possessing master's degrees, 24% bachelor's degrees, 1% associate degrees, and 7% high school diplomas. Figure 8 details the participants professional experience with 76% having worked outside of higher education at some point during their career and 24% having worked in higher education their entire career.

Figure 3. Participant contextual survey results – Institution
Please identify your institution

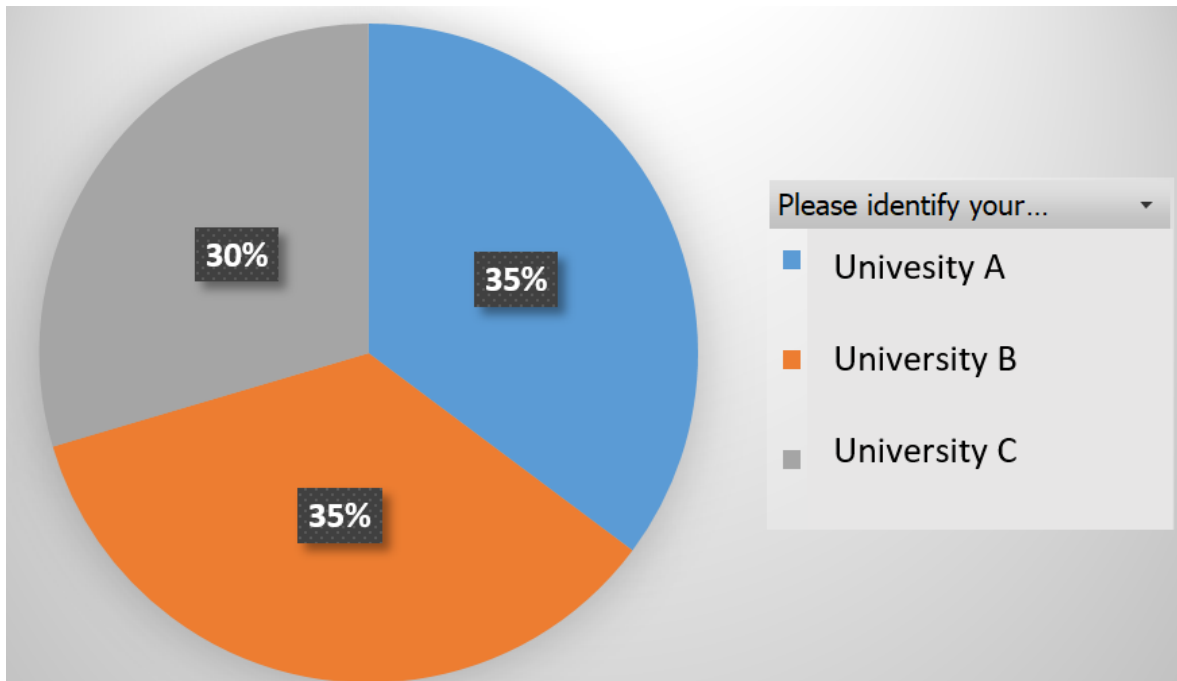


Figure 4. Participant contextual survey results – Reporting Division
To what functional division do you report?

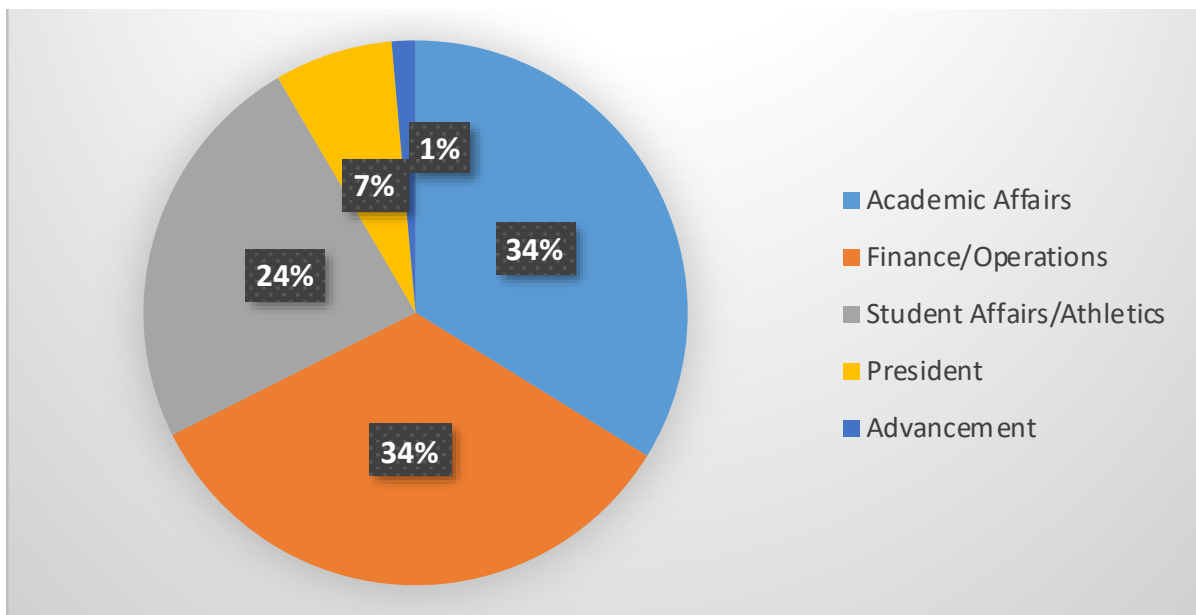


Figure 5. Participant contextual survey results – Position
What is your position in the university?

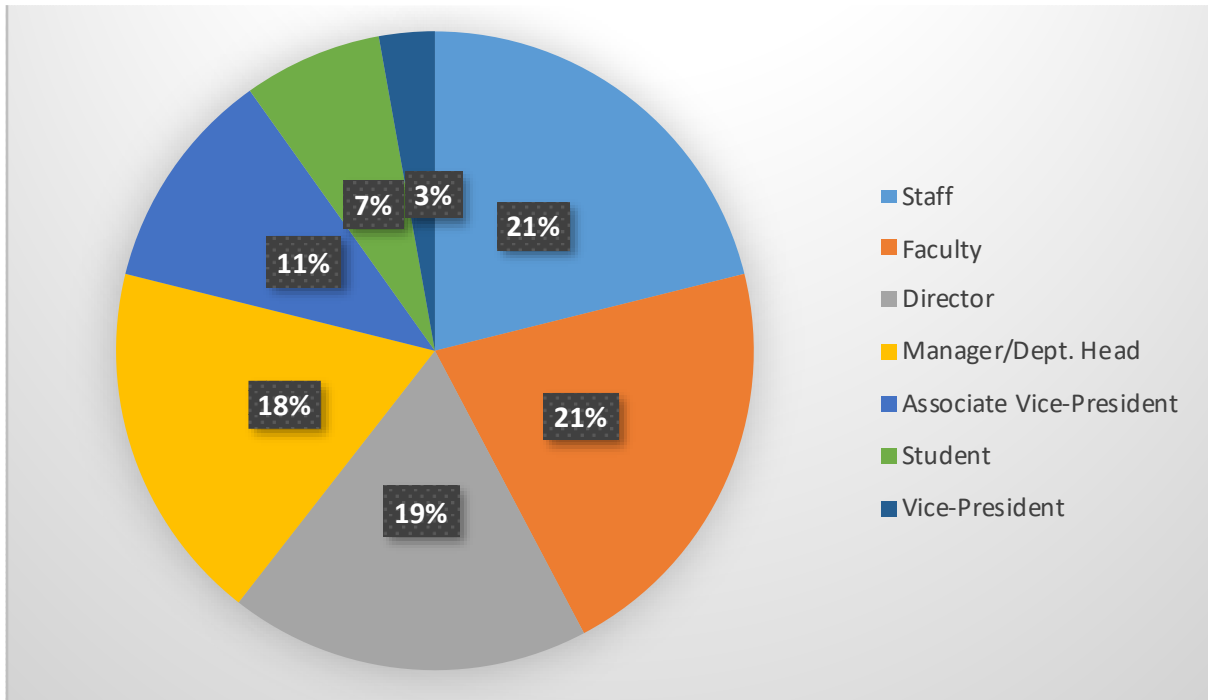


Figure 6. Participant contextual survey results – Years of Experience
Please indicate your years of professional experience

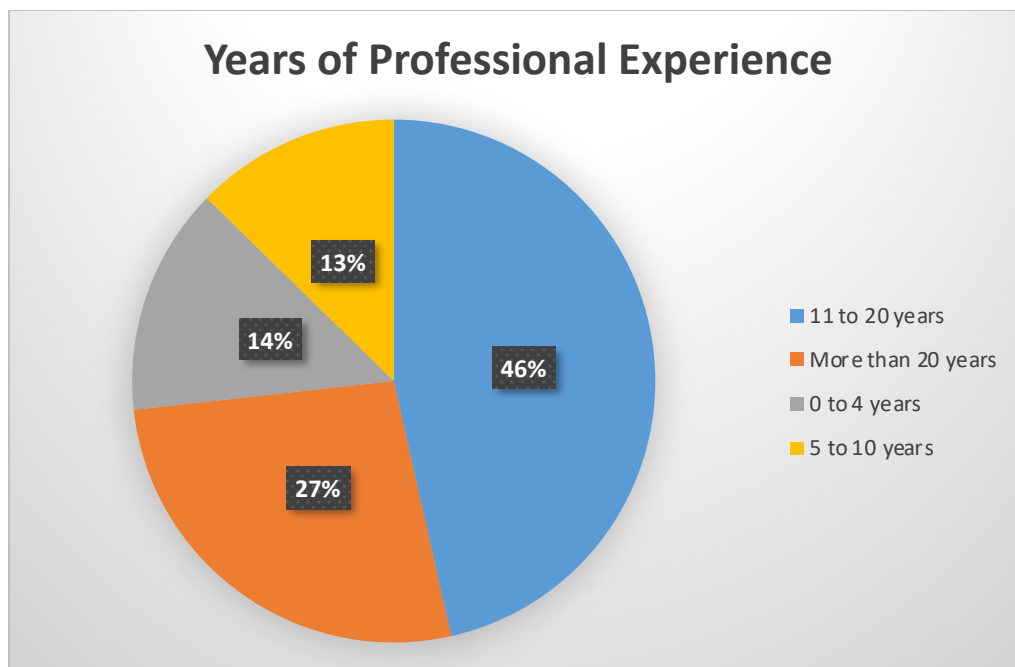


Figure 7. Participant contextual survey results – Education
What is your highest level of degree completion?

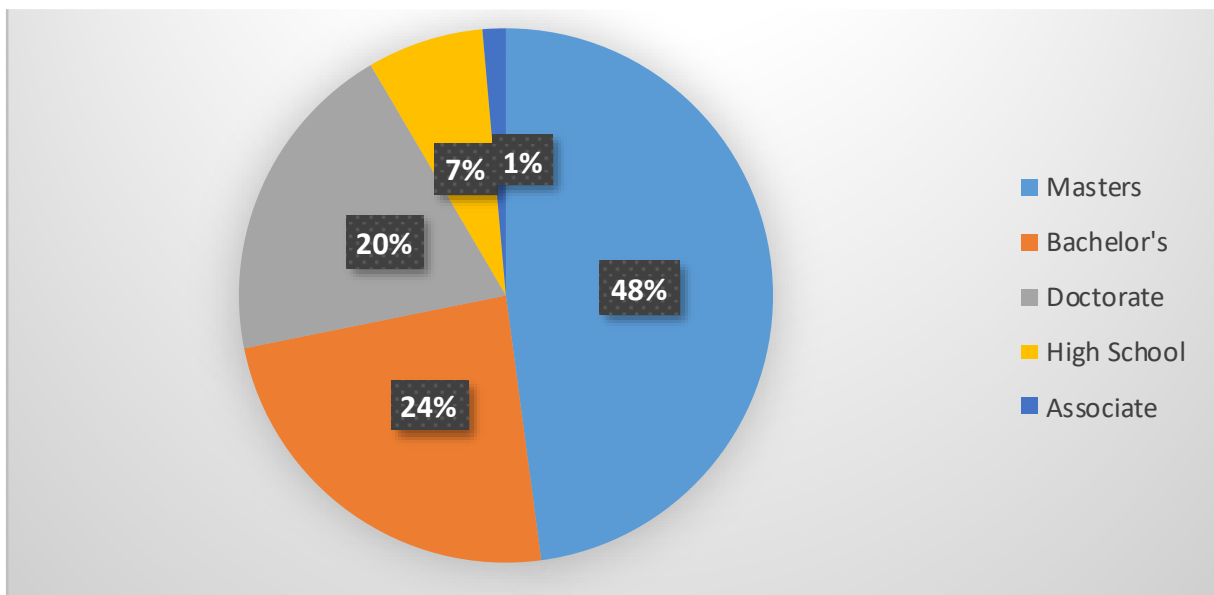
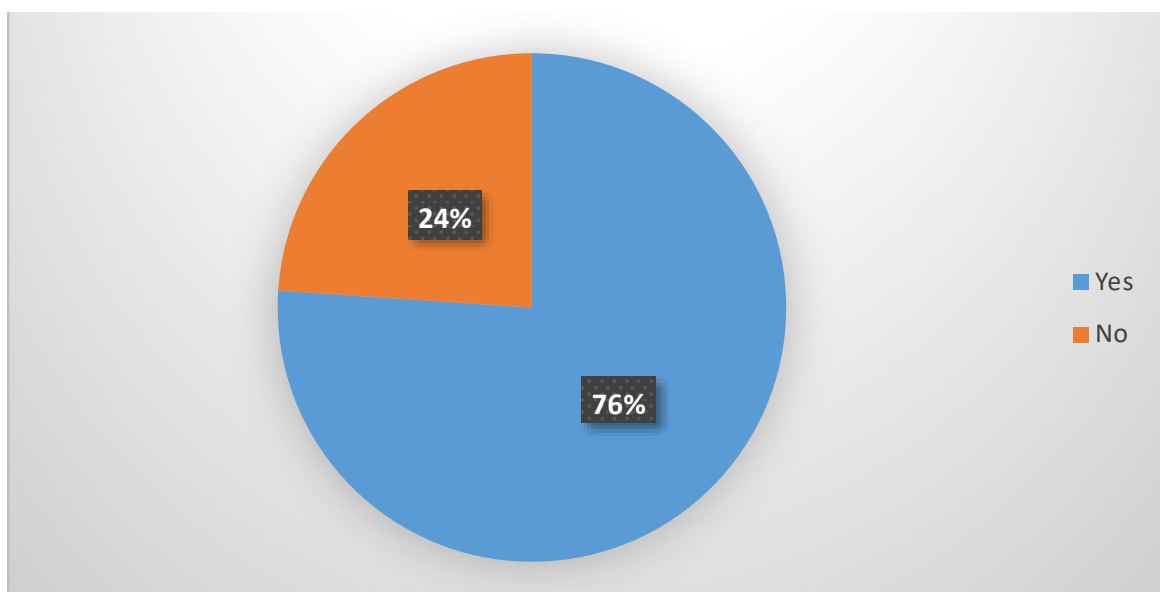


Figure 8. Participant contextual survey results – Experience Outside of Higher Ed.
Have you worked outside of Higher Education?



4.2 Point Map

Figure 9 displays the final point map resulting from the multidimensional scaling analysis (MDS) (Kane & Rosas, 2018). The dot distribution outlines the statistical proximity or distance between the items as sorted by the participants. For example, items **GCM [75]** *To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)* and **GCM [73]** *To continually assess employee roles and responsibilities in relation to the change management agenda*, circled in green on the figure 9 are extremely close in proximity which indicates that multiple participants frequently sorted those items together. On the contrary, items **GCM [29]** *To maintain an aesthetic and brand image that communicates successful representation in social and print media* and **GCM [48]** *To measure the utilization of existing information and operating systems and processes for validation of continued usage*, are at opposing sides of the map, thereby indicating that participants infrequently grouped these items together. Each participant's sorting was analyzed, and the collective work is summarized in the distance between each point on the map. Point gatherings are also highlighted and furthered discussed in the next section.

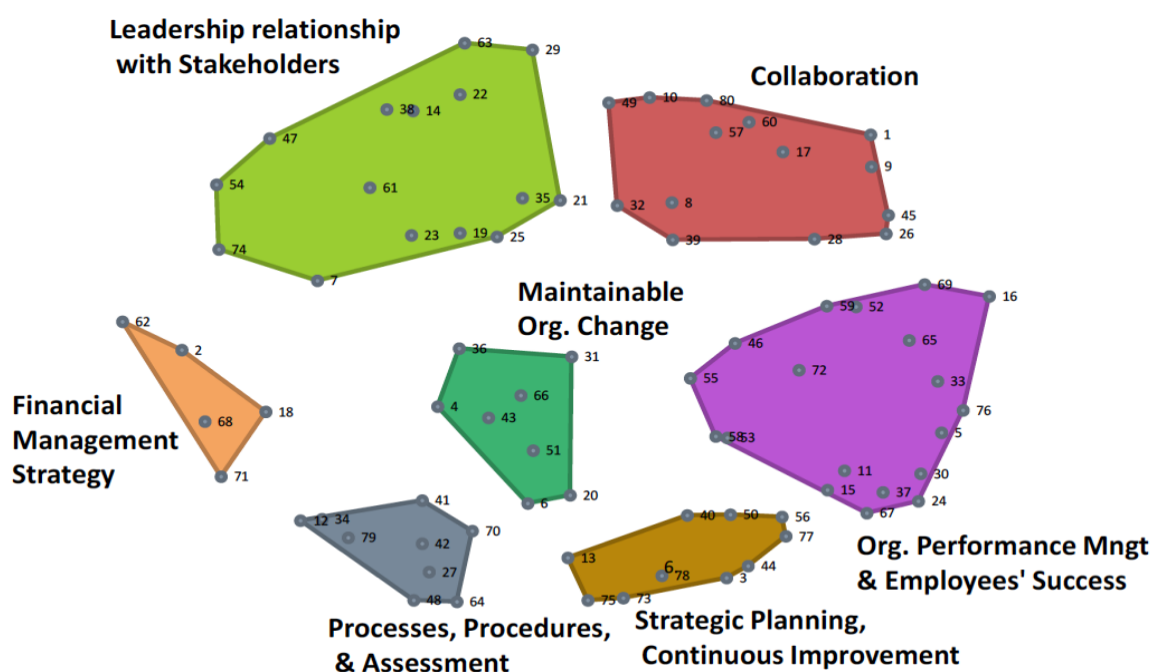
Figure 9. Final Point Map



4.3 Cluster Determination Analysis and Naming

Through the hierarchical cluster analysis, a cluster map with seven distinct clusters was produced (Kane & Rosas, 2018). Maintainable organizational change is the center cluster, and the other six clusters are distributed around it. The cluster map shown in figure 10 shows a visual representation of the concepts and details the relative proximity or distance of each cluster in relation to one another. A detailed review of the various ideas located in each one of the clusters and the interrelationship between these ideas led to the identification of the key concepts. The key concept(s) resulting from the concept mapping were analyzed before they were used to label each cluster.

Figure 10. Concept Cluster Map



4.3.1 Cluster 1: Maintainable Organizational Change

Cluster 1: Maintainable Organizational Change is the center of the study. It is the nucleus that connects all of the other key success factors. Participant data validates the focus prompt and confirms the essence of the research. The eight statements that comprise this cluster provide critical

direction on how to maintain organizational change. Examples include: **GCM [4]** *To institute a culture of continuous improvement and assessment for the university*, **GCM [31]** *To ensure the organizational structure supports organizational change management goals*, **GCM [51]** *To allow for course correcting and shifting direction in the change management process by senior leadership*. Because the items in the cluster strongly reinforced the focus prompt by unanimous consent the research team and participants agreed that the cluster would be entitled: **Maintainable Organizational Change**.

4.3.2 Cluster 2: Collaboration

Cluster 2: Collaboration, located northeast of the map, is composed of 14 items. The strength of the university enterprise relies heavily on its ability to effectively collaborate. The intersection of personal goals, department priorities, and institutional vision must be strong in order to deliver maintainable success. The items in Cluster 2: Collaboration focus on this imperative intersection and provide a pathway to delivery. Examples include: **GCM [9]** *To establish a consistent stream of reciprocal communication between the employee and the supervisor*, **GCM [17]** *To reinforce positive behaviors through support of leadership and organizational communication*, **GCM [1]** *To create a personal alignment to change “what’s in it for me” as a primary motivator for supporting change*. As indicated via the examples, the label reinforces a commitment to Collaboration.

4.3.3 Cluster 3: Organizational Performance Management and Employees’ Success

From the top of the map going clockwise is Cluster 3: Organizational Performance Management and Employees’ Success. This cluster contains the greatest number of items at 19. It focuses on the core of the organization’s success measurement: performance management. In order for universities to validate success, performance results must be consistently tracked. Examples include: **GCM [69]** *To foster a culture of mentorship at all levels within the organization (entry level to executive)*, **GCM [53]** *To empower leaders to transition ineffective team members*, **GCM [5]** *To establish incentives to retain employees who are leading the change*, and **GCM [11]** *To create an organizational resource plan for employees inclusive of prioritized needs and wants*.

4.3.4 Cluster 4: Strategic Planning, Continuous Improvement

Cluster 4: Strategic Planning, Continuous Improvement is composed of 10 items focused on the importance of strategy, planning, and the continuation of improving upon these core tenets. Examples include: **GCM [13]** *To establish key performance indicators for the management of the organization*, **GCM [50]** *To continually assess employee roles and responsibilities for proper alignment with the strategic plan*, and **GCM [3]** *To incorporate appropriate monitoring and oversight of employee goals and objectives*. Because the central theme of organizational continuity, and the strategy that supports it was central to this dimension, that label of **Strategic Planning, Continuous Improvement** was befitting.

4.3.5 Cluster 5: Processes, Procedures, and Assessment

At the south of the map, Cluster 5: Processes, Procedures, and Assessment is composed of 9 items. These 9 items reflect and reveal, the essential elements of organizational sustainability. Without a commitment to processes, procedures, and assessment organizations lack the rigor needed for sustainability. Examples include: **GCM [34]** *To ensure compliance with all accreditation standards and governmental regulations*, **GCM [42]** *To develop an exit strategy for transitioning away from non-performing programs or plans*, and **GCM [79]** *To enhance predictive analytics of key metrics (enrollment, retention, graduation, net assets, etc.)*. Because of the central focus on the organization's adherence to compliance and process, the cluster was named **Processes, Procedures, and Assessment**.

4.3.6 Cluster 6: Financial Management Strategy

West of the map, Cluster 6: Financial Management Strategy is composed of 5 items. While a lesser of amount items, this cluster details a central point of maintainable organizational change: finance. Examples include: **GCM [62]** *To secure state, federal, or private funds to support strategic initiatives of the university*, **GCM [68]** *To ensure the organization has stable financial resources to support the goals established and changes sought*, and **GCM [71]** *To establish and maintain a*

*financial model that supports the strategic plan an organizational change of the university. All universities must have sufficient budget to sustain operations, thus the central focus of this cluster details the need for an effective **Financial Management Strategy***

4.3.7 Cluster 7: Leadership relationship with Stakeholders

The final cluster, Cluster 7: Leadership relationship with Stakeholders has 15 items. Leadership centers on the responsibilities of the university president and other senior organizational leaders. Examples include: **GCM [14]** *To support the president in building positive relationships with all stakeholders*, **GCM [38]** *To proactively engage with students on important decisions regarding student life (new programs, campus services)*, and **GCM [29]** *To maintain an aesthetic and brand image that communicates successful representation in social and print media. With most of the items centering on the stakeholder engagement and their connection to the leadership team, the cluster is appropriately entitled: **Leadership relationship with Stakeholders.***

Table 4 provides a summary of the results from the cluster map analysis. The seven (7) clusters detail unique concepts identified via the cluster label analysis (see Appendix I Overall ABI).

Table 6. Cluster names and number of items

Cluster #	Cluster Name	Number of items
1	Maintainable Org. Change	8
2	Collaboration	14
3	Org. Performance Management & Employees' Success	19
4	Strategic Planning, Continuous Improvement	10
5	Processes, Procedures, & Assessment	9
6	Financial Management Strategy	5
7	Leadership relationship with stakeholders	15

4.4 Cluster Map Analysis

The cluster map in Figure 10 details a conceptual framework. Through the analysis of the content, location, and Anchoring-Bridging Index (ABI) for each respective cluster on the map, we are able to review and assess the interdependence of each cluster relative to the overall group concept formation (Cloutier et al., 2017; Kane & Trochim, 2007). Proximity is also an important factor in understanding interdependence between concepts. With the focus on maintainable organizational change, each statement reflects this intention.

The concepts represent the generalization of the specific clusters. As previously indicated, the **Maintainable Organizational Change Cluster**, located in the center of the map, emphasizes that this cluster influences all of the other concepts and thus shares a physical border. In reviewing Figure 10, Cluster Map with Labels, **Collaboration and Leadership relationship with Stakeholders** are in close proximity. The connection between these two clusters is profound. Collaboration is foundational tenet of positive relationships, and the essence of stakeholder engagement is heavily reliant upon collaboration. **Financial Management Strategy** is relatively related to **Leadership relationship with Stakeholders and Processes, Procedures, and Assessment. Organizational Performance Management and Employees' Success** is closed tied to **Strategic Planning, Continuous Improvement**. Table 9 provides an overview of the interrelationship between each concept.

Table 7. Cluster relationship

Cluster Number	Cluster Relationship
1	2, 3,4,5,6,7
2	1,3,7
3	1,2,3,4
4	1,3,5
5	1,4
6	1
7	1,2

Cluster 1: Maintainable Organizational Change is the only cluster with a relationship with all clusters and **Cluster 6: Financial Management Strategy** is the only cluster with one relationship.

4.5 Anchoring-Bridging Index (ABI)

The ABI values, listed in the interval [0 and 1], detail the relative proximity of the items in each cluster based on the sorting frequency of the participants. A lower ABI (<0.50) indicates a frequent grouping of items by various participants and reflects a high level of convergence among participants related to idea sorting. A higher ABI can indicate concepts participants may have had a divergence of representations related to sorting. Table 6 details the ABI for each cluster. All but two clusters have low (<0.50) to very low (<0.25) ABIs indicating that participants have well defined and definitive agreement for 5 of the 7 clusters.

Table 8. Bridging and Anchoring Index

BAI	Cluster Name	Cluster Number
0.16	Maintainable Organizational Change	1
0.18	Strategic Planning, Continuous Improvement	4
0.20	Org. Performance Management & Employees' Success	3
0.33	Processes, Procedures, Assessment	5
0.34	Collaboration	2
0.56	Leadership Relationship with Stakeholders	7
0.84	Financial Management Strategy	6

Cluster 6: Financial Management Strategy has the highest ABI at 0.84 defining it as the weakest relationship with other clusters and representing the lowest frequency of the common conceptualization among participants.

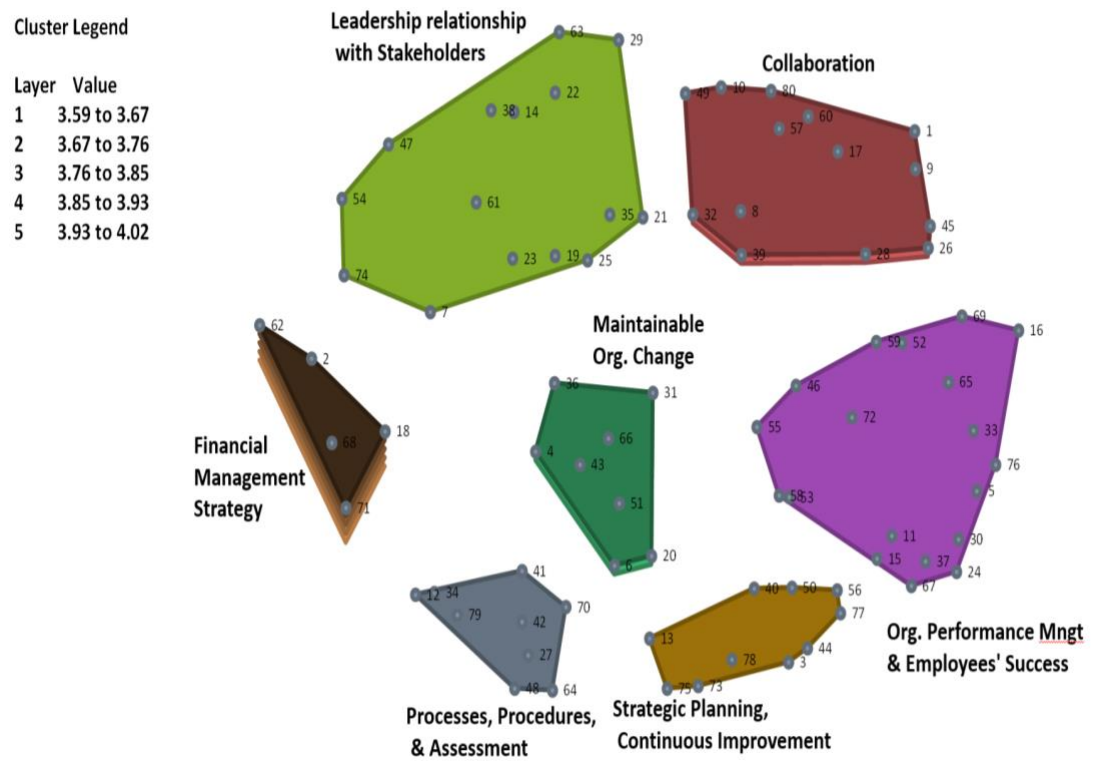
4.6 Cluster Rating Maps

Through the combination of three (3) rating values for **Importance, Feasibility, and Relevance**, to the cluster map, we review the participant's perceptions of their representations. The rating scale goes from 1 to 5, with 1 being the lowest and 5 the highest for all of the scales reviewed.

4.6.1 The Relative Importance Cluster Rating Map

The importance cluster map shown in Figure 11 represents the relative importance identified by the participants. Cluster 6 Financial Management Strategy was perceived as the most important while Cluster 3 Organization Performance Management and Employees' Success as the least important. Faculty performance management is at the center of elevating the sustainable model for higher education. While many institutions conduct annual performance reviews and have established processes for tenure and promotion, few have a program that is consistently linked to the strategic goals of the college or university. While it may be surprising and concerning to recognize this disconnect, faculty from our three research sites indicated the inconsistency and lack of connection to the broader goals of the institution. Add in the differentiation between full time and part-time (adjunct) faculty and the conceptual and practical divide grows even wider. According to the AAUP Research Office, in 2020 part-time non-tenure-track faculty made up 51.6% of the academic labor force in higher education. Full time tenured track faculty made up 21.9%. It has become increasingly more challenging to achieve the appropriate balance within the ranks and align the labor planning with student and program demand. Connecting performance to pay as an incentive is also a tenet that must be refined and developed. Theories of "rubber stamping" and promotion solely based on years of service are grounded in unequal and unjust practices that are more often than not exclusionary to marginalized groups. The average relative importance rating for each cluster has a range of 0.43. This level of gap indicates that participants had a varying perception related to importance.

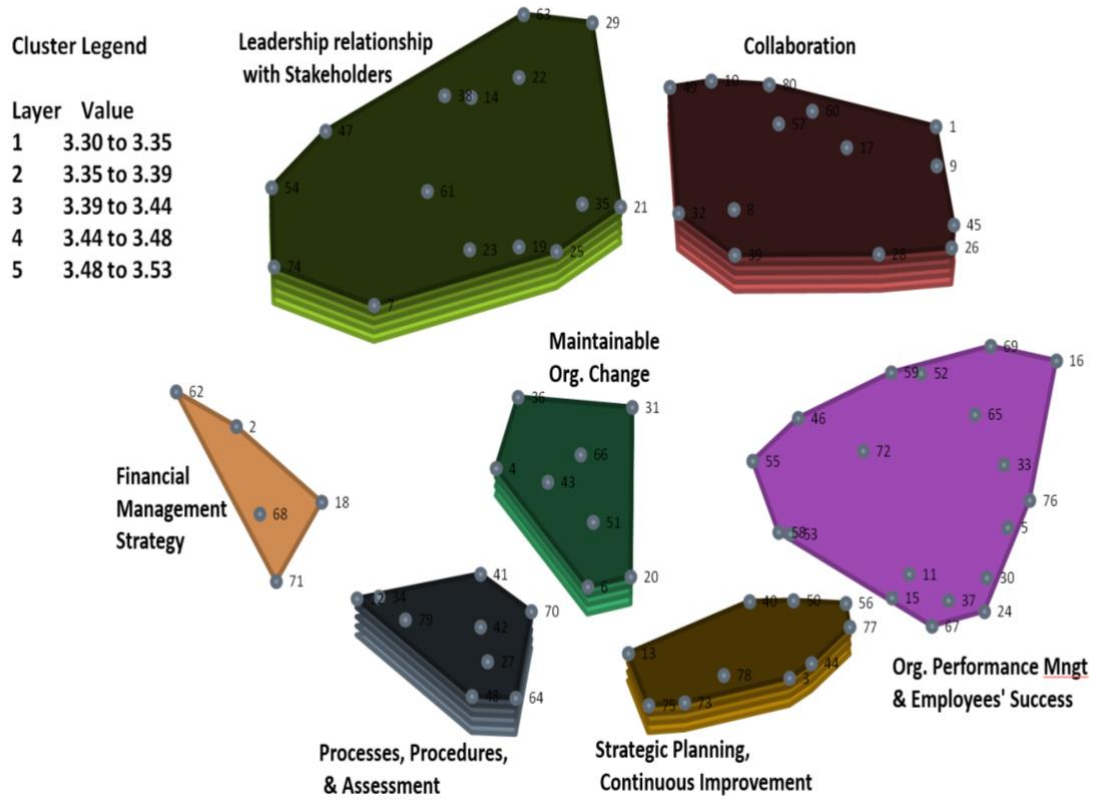
Figure 11. Importance as a KSF Map



4.6.2 The Relative Feasibility Cluster Rating Map

The relative feasibility cluster rating map depicted in Figure 8 shows the feasibility associated by the participants to the seven (7) concepts. The range for feasibility is 0.23 communicating a smaller differentiation in the perceptions of the participants. Leadership relationship with Stakeholders was perceived as most feasible while Financial Management Strategy and Organization Performance Management and Employees' Success were perceived as least feasible.

Figure 12. Feasibility as a KSF Map



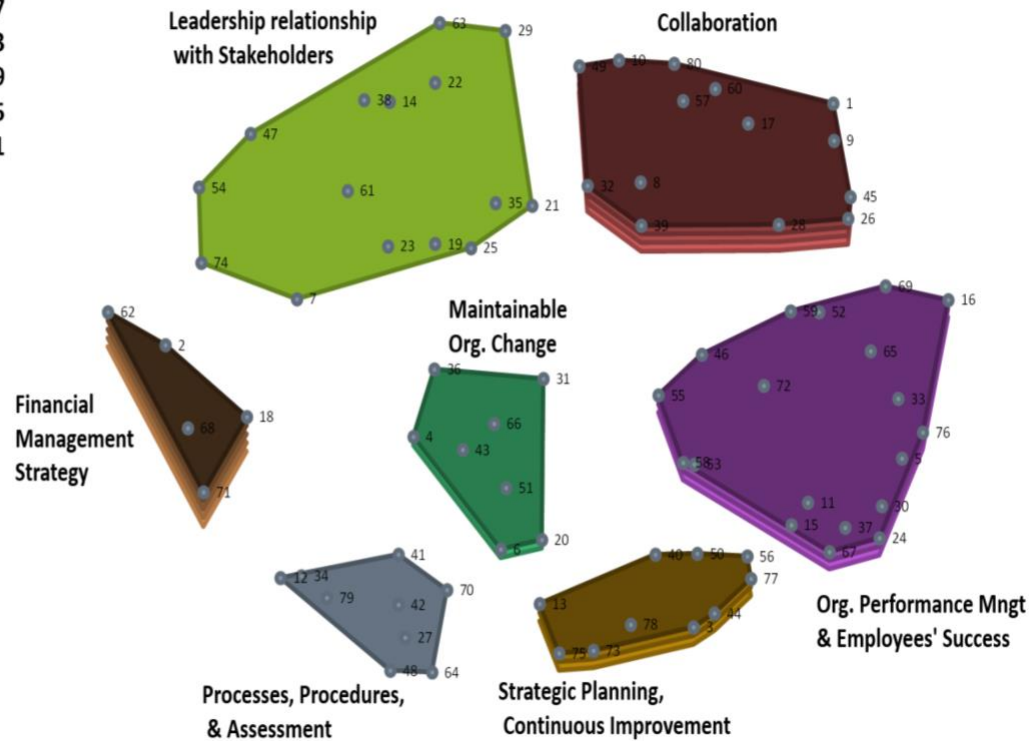
4.6.3 The Relative Relevance Cluster Rating Map

The relevance cluster rating map presented in Figure 13 indicates a range of 0.30. The relative relevance is a summary of the participant’s collective feedback on how they perceive the impact of this concept on their individual work. This range is in the middle compared to importance and feasibility. Cluster 6- Financial Management Strategy has the highest rating while Cluster 7 – Leadership relationship with Stakeholders has the lowest. Interesting to see the correlation between leadership and finances.

Figure 13. Relevance as a KSF map

Cluster Legend

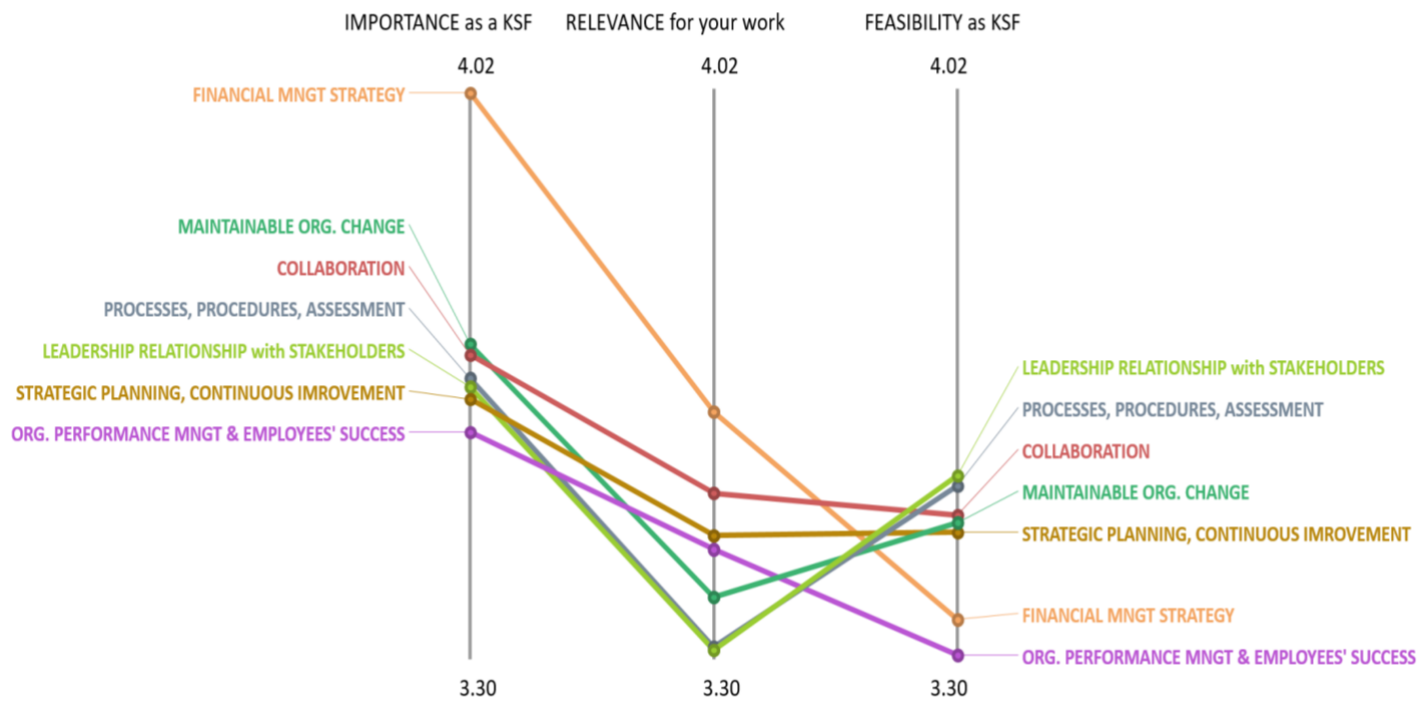
Layer	Value
1	3.31 to 3.37
2	3.37 to 3.43
3	3.43 to 3.49
4	3.49 to 3.55
5	3.55 to 3.61



4.7 Pattern Matches graph

The ‘**matching patterns**’ graphs provide a visual representation of the comparisons and contrasts of the concepts related to their relative importance, feasibility, and relevance. The differences in average ratings are highlighted in Figure 10. For example, a highly important concept that has relatively low feasibility could indicate an immediate process improvement opportunity.

Figure 14. Pattern Matches graph



CHAPTER 5

RESULTS PART II: INTRA-SITE ANALYSIS

Each university in the study has a unique cultural and organizational design. Through an intra-site analysis, we review the results, participant commentary, and contextual feedback that define its relationship to maintainable organizational change. Reviewing the importance, relevancy, and feasibility at each university site provides an in-depth view into the perceptions of the participants. While the academic profiles and program offerings of each institution are distinctive, these characteristics are not primary drivers of the success factors. For example, all of the institutions have business schools and their perceptions regarding finances vary, moreover, because of the funding formula they receive not due to the academic profiles. The results are indicative of the institutions' current reality from a diverse group of stakeholders with intimate knowledge of the university environments.

5.1 University A Results

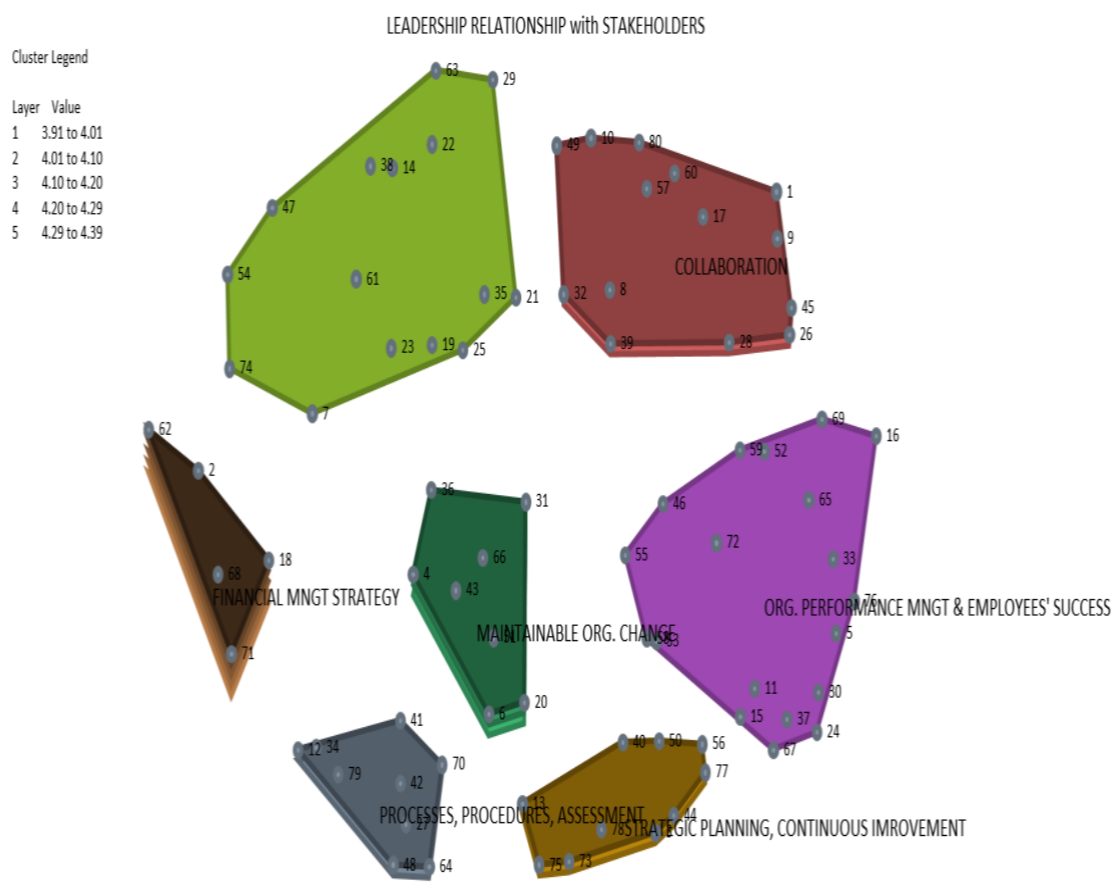
The participants at University A were an engaging group of stakeholders. 64% of participants serve in managerial roles and 88% of participants have served in positions outside of higher education. 60% of participants held a master's degree or higher and 80% functionally report to the division of finance and operations (see Appendix K University A Scale Results).

5.1.1 University A Importance Map

Given the functional demographic of University A participants, results indicating Financial Management Strategy as the highest rated concept aligns with the expectation. Financial Management Strategy received an average rating of 4.390 for the 5 items identified. One of the participant's states in the initial brainstorming session that "the answer is money, regardless of the question." This logic is indicative of the comments that ensued during the discussion and ultimately revealed in the analysis of their perception of importance. The lowest rated concept was Organizational Performance Management & Employees' Success at an average rating of 3.913.

Conversely, this concept had the highest number of items at 19 (see Appendix E Brainstorming Session Presentation and Appendix F University A Brainstorming Transcript Notes).

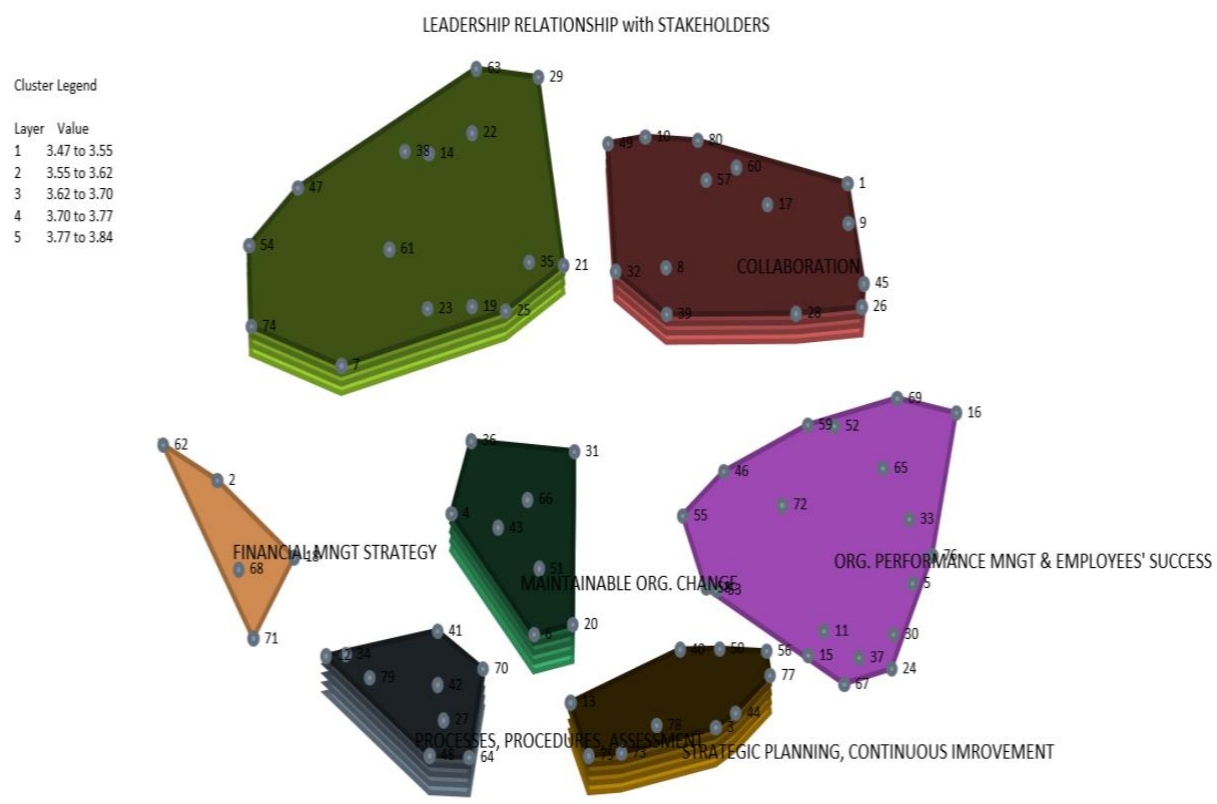
Figure 15. University A Importance Map



5.1.2 University A Feasibility Map

The theme of Financial Management Strategy takes an inverse position on the feasibility map for University A and ranks with the lowest average rating of 3.850. The fact that this group of seasoned managers and practitioners would previously view finances as important then correlate it to not be feasible is a significant revelation. Given the institution’s public status and the significant decline in public funding over the past ten years, it is imperative that management implement new financial strategies that will diversify revenue. Strategic Planning, Continuous Improvement was rated highest at an average of 3.843. Maintainable Organizational Change was ranked second with a maximum score of 4.050 and 8 items. This concept ranked second for both feasibility and importance. Organizational Performance Management and Employees’ Success had the highest number of items at 19 with an average rating of 3.513.

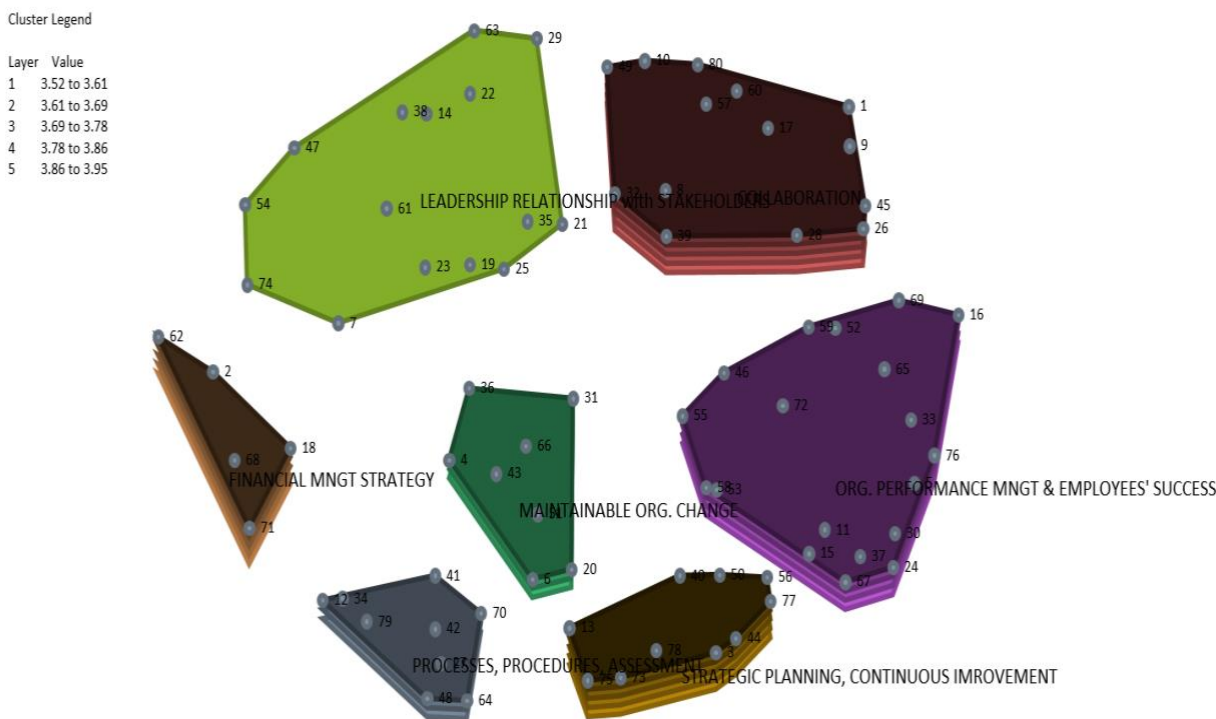
Figure 16. University A Feasibility Map



5.1.3 University A Relevancy Map

With the alignment of University A’s participants’ ratings for importance and feasibility, their ratings for relevancy detail a similar alignment. Strategic Planning, Continuous Improvement ranked at the top with the average rating of 3.950. Collaboration is ranked second highest with an average rating of 3.936. It is clear that this group of participants highly values strategy and teamwork. Their group discussion flowed very well with participants often completing each other’s sentences and supporting the ideas generated. The key word “plan” was utilized 12 times by various participants during the group discussion. Leadership Relationship with Stakeholders was ranked lowest with an average rating of 3.523.

Figure 17. University A Relevancy Map



5.1.4 University A Pattern Matches

The intersections of the concepts for University A reflect a group of stakeholders who find financial management strategy highly important yet view its feasibility less favorably and have a moderate opinion about its relevancy. Strategic Planning, Continuous improvement is highly important and feasible dimension. Maintainable Organizational Change and an adherence to Processes, Procedures, and Assessment form the nucleus of the intersected strategy. The dimension of Leadership Relationship with Stakeholders takes on a less viable presence for all areas of evaluation.

Figure 18. University A Pattern Matches Graph



5.1.5 University A Conclusion

In reviewing the contextual and analytical results from University A, this research site and its participants are adequately notated as “financial planners”. Their ranking of financial management strategy was the most important factor combined with the group discussion commentary regarding the need for resource planning make the focus for this group abundantly clear. The participants at University A presented a more conservative outlook related to feasibility and relevancy. Their ratings for these areas were lower and speak to the group’s pragmatic approach to management. Given that most of these participants have experience in finance and operations, the alignment of their experiences and their outlook on maintainable organizational change are in sync.

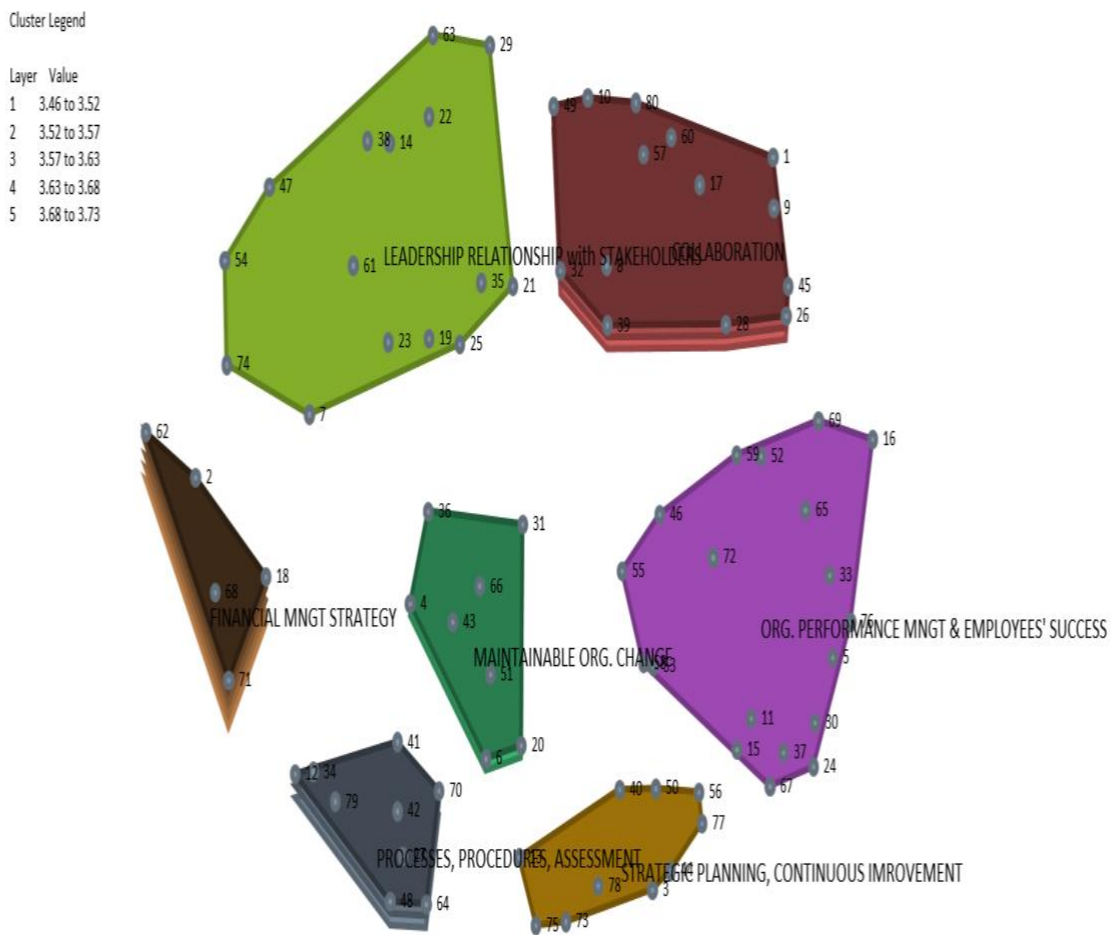
5.2 University B Results

The participants at University B were enthusiastic about the research and very interested in providing feedback on the success of their new leadership team. 44% of participants serve in managerial roles and 64% of participants have served in positions outside of higher education. 76% of participants held a master’s degree or higher and 68% functionally report to the division of academic affairs (see Appendix E Brainstorming Session Presentation and Appendix L University B Scale Results).

5.2.1 University B Importance Map

While the participants were primarily from the academic and student affairs divisions, their results indicated Financial Management Strategy as the highest rated concept at an average rating of 3.734. One of the participant’s states in the initial brainstorming session that “if do not have adequate financial resources every aspect of the institution suffers.” This logic is indicative of the comments that ensued during the discussion and ultimately revealed in the analysis of their perception of importance. The lowest rated concept was Leadership Relationship with Stakeholders at an average rating of 3.465. This proved to be particularly interesting given the consistent comments from the brainstorming session regarding the positive energy surrounding the new administrative team (see Appendix E Brainstorming Session Presentation and Appendix G University B Brainstorming Transcript Notes).

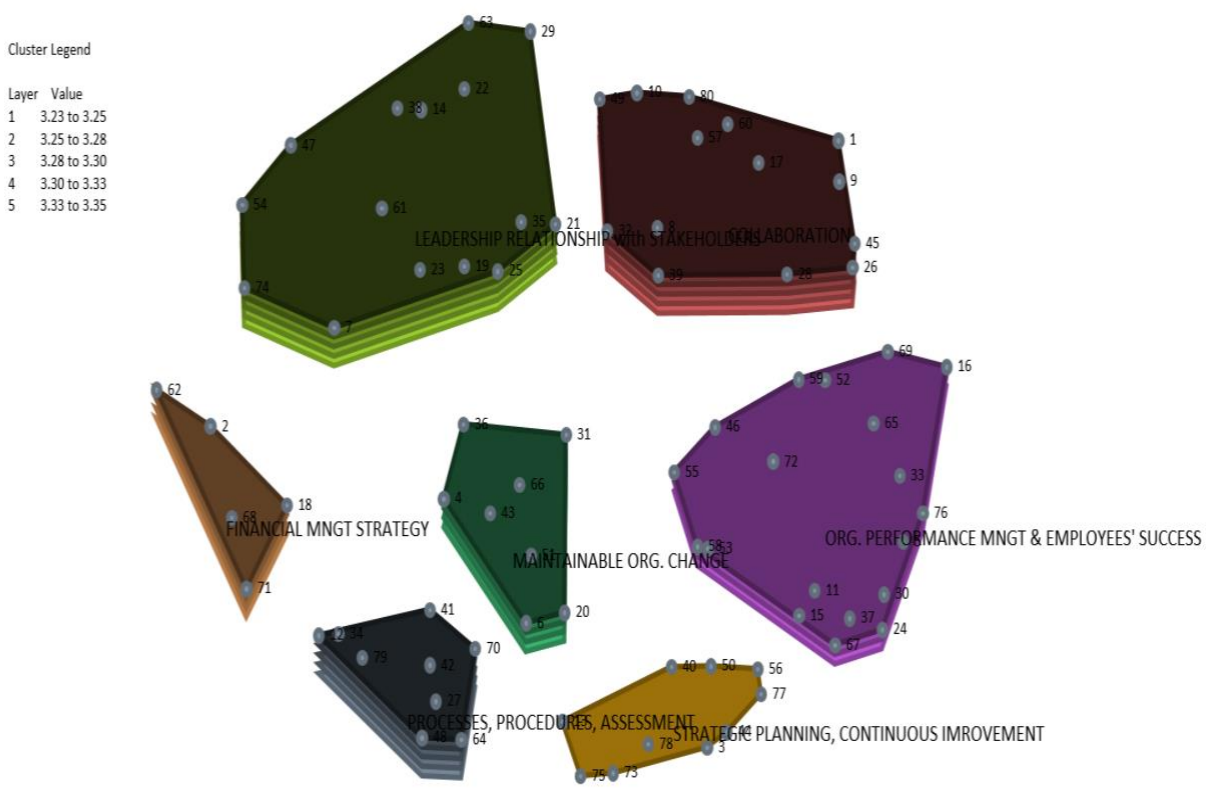
Figure 19. University B Importance Map



5.2.2 University B Feasibility Map

Collaboration is rated the highest for feasibility at an average rating of 3.354. The team at University B expressed a level of cohesiveness that was inspiring, and the ranking of collaboration reinforces that inspiration. Strategic Planning, Continuous Improvement ranked last with an average of 3.226. The sentiments of the participants at University B were generally relationship driven supported by strong emotional connections. The passion was the primary driver for pursuing goals. The planning and execution were less defined concepts from the discussion.

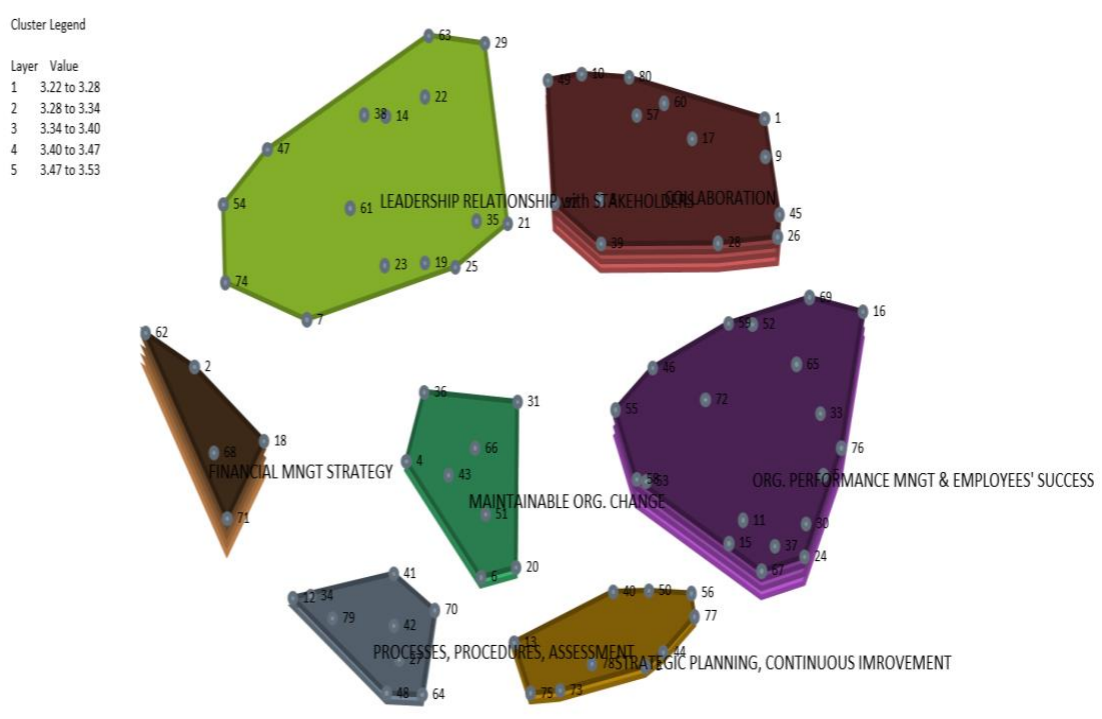
Figure 20. University B Feasibility Map



5.2.3 University B Relevancy Map

University B's participants' ratings for relevancy have the identical top and bottom-ranked concepts: Financial Management Strategy is first at an average of 3.526 Leadership Relationship with Stakeholders is last with an average of 3.221. It is clear that this group of participants highly values teamwork and collaboration but has some development opportunities related to connecting relationships with university priorities.

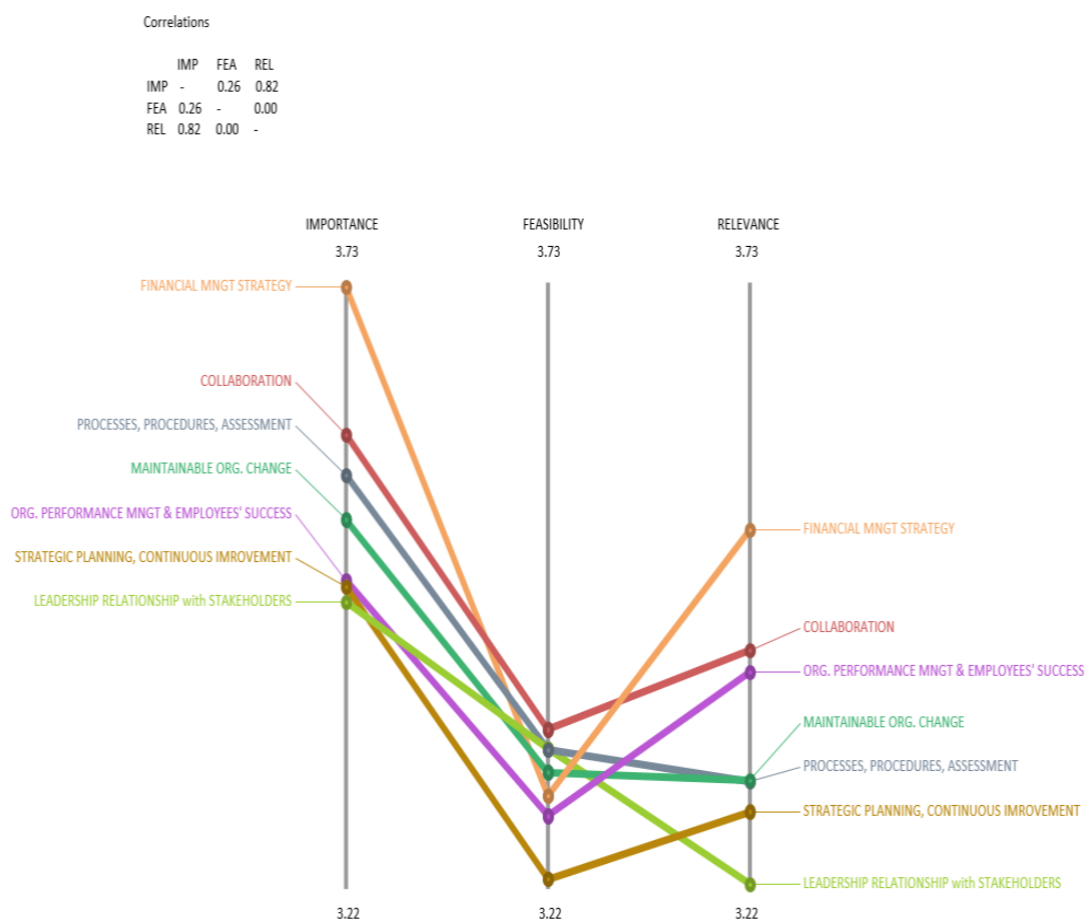
Figure 21. University B Relevancy Map



5.2.4 University B Pattern Matches

The intersections of the concepts for University B reflect a group of stakeholders who find financial management strategy highly important and relevant yet view its feasibility less favorably. Strategic Planning, Continuous improvement ranks low across the spectrum. Maintainable Organizational Change and an adherence to Processes, Procedures, and Assessment form the nucleus of the intersected strategy. The dimension of Leadership Relationship with Stakeholders takes on a less viable presence for all areas of evaluation with the exception of feasibility.

Figure 22. University B Pattern Matches Graph



5.2.5 University B Conclusion

In reviewing the contextual and analytical results from University B, this research site and its participants are profoundly noted as collaborators. The participants place a high priority on emotional intelligence and the concept of teamwork. Decision by consensus is an intimate part of the organizational design. While there is an embrace and support of leadership, there is also a high reliance on shared governance and inclusion for decision-making. The participants at University B were primarily from the academic and student affairs organizations and emphasized a need for student feedback and support for maintaining organizational change. Like University A, the participants at University B also ranked financial management strategy as their most important factor. They found collaboration to be the most feasible and financial management strategy to be the most relevant.

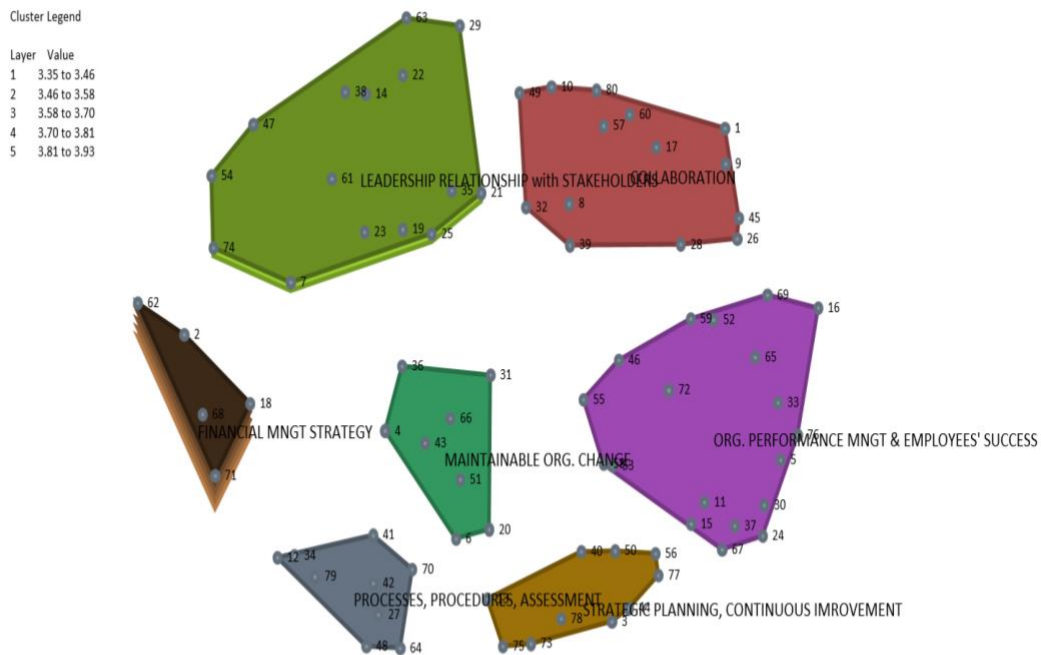
5.3 University C Results

The participants at University C were highly engaged and specifically interested in the success of the student experience. 33% of participants serve in staff roles and 76% of participants have served in positions outside of higher education. 66% of participants held a master's degree or higher and 38% functionally report to the division of student affairs or athletics (see Appendix M University C Scale Results).

5.3.1 University C Importance Map

While the participants were primarily from the student affairs division, their results indicated Financial Management Strategy as the highest rated concept at an average rating of 3.930. The lowest rated concept was Strategic Planning, Continuous Improvement at an average rating of 3.345. The dialogue from the participants during the brainstorming session was reflected in the ratings. There was consistent feedback regarding the institution's reliance upon state appropriations and the significance this financial impact has on the student experience (see Appendix E Brainstorming Session Presentation and Appendix H University C Brainstorming Transcript Notes).

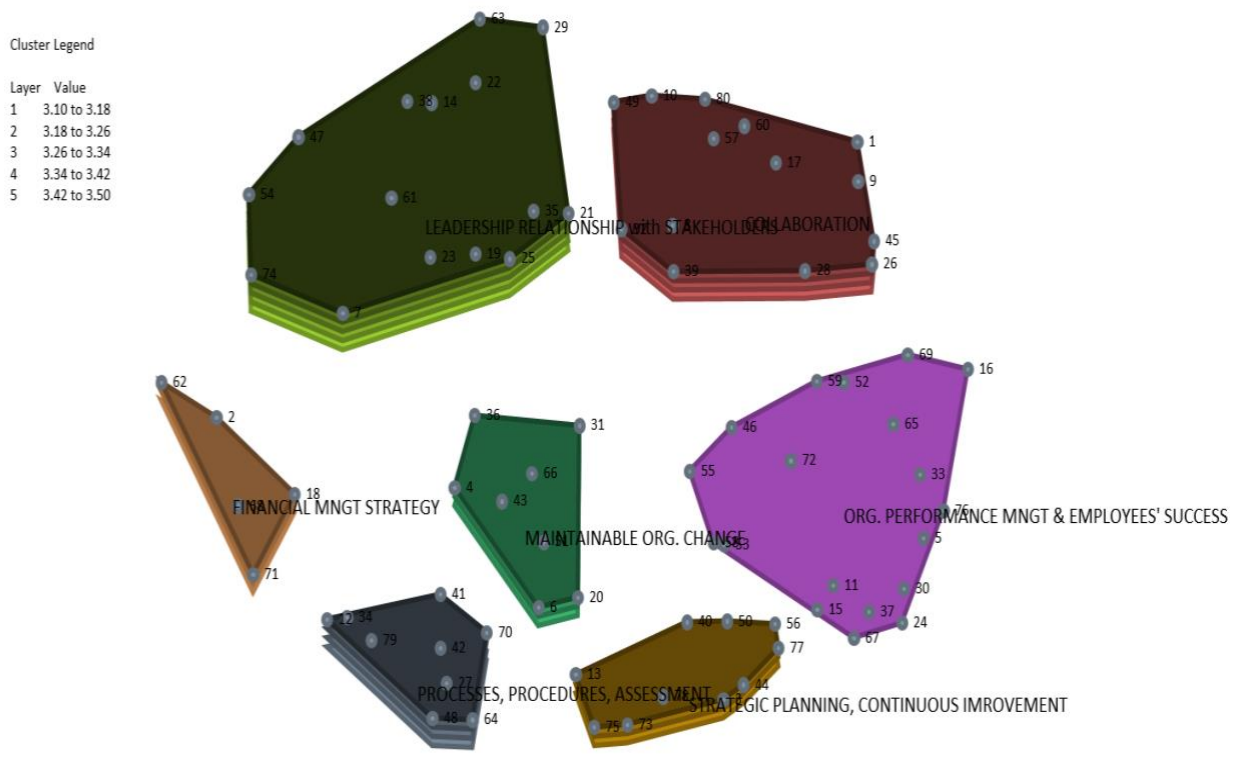
Figure 23. University C Importance Map



5.3.2 University C Feasibility Map

Leadership Relationship with Stakeholders rated the highest for feasibility at an average rating of 3.497. The team at University C expressed a deep institutional connection to its long-term President and the impact of the relationships that have been built throughout the years. Organizational Performance Management and Employees' Success ranked last with an average of 3.103. The sentiments of the participants at University C were distinctively clear that the maturity of its employee engagement needed focus. There was immense interest wanting to grow the positive experience of employees.

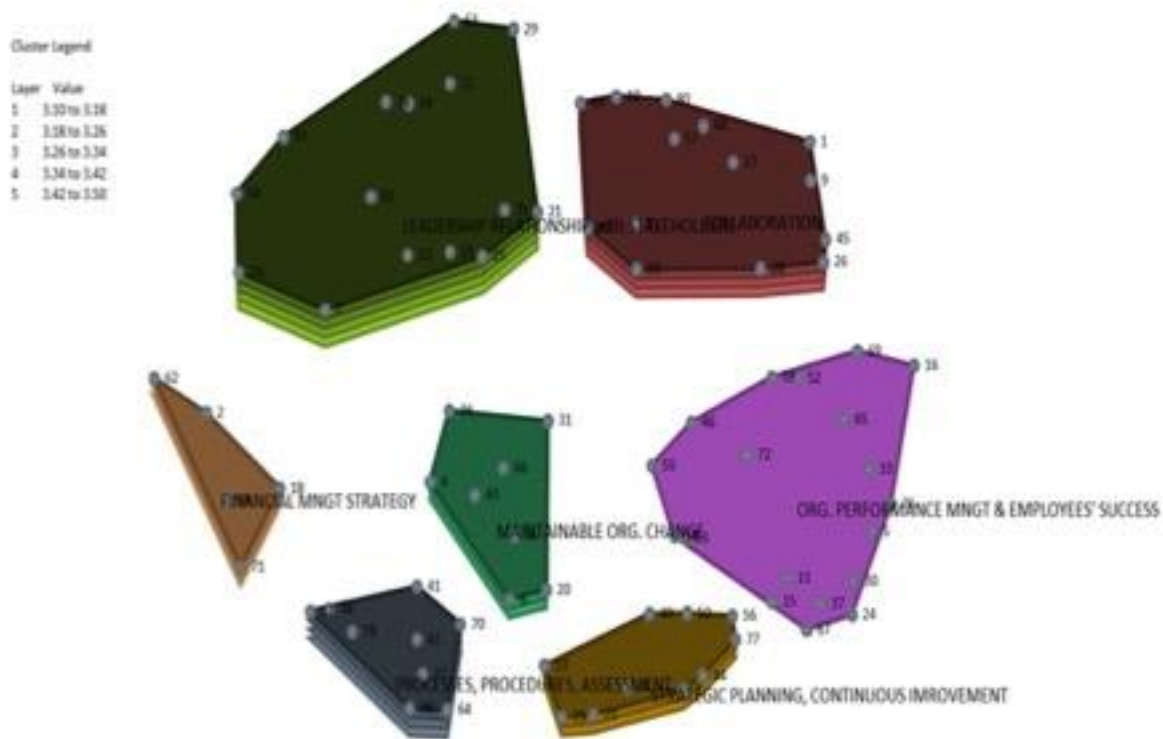
Figure 24. University C Feasibility Map



5.3.3 University C Relevancy Map

University C’s participants’ ratings for relevancy indicate Financial Management Strategy as first with an average of 3.933. Leadership Relationship with Stakeholders is last with an average of 3.523. It is clear that this group of participants highly values the impact of financial management but has some development opportunities related to connecting the leadership team’s vision with the employee experience.

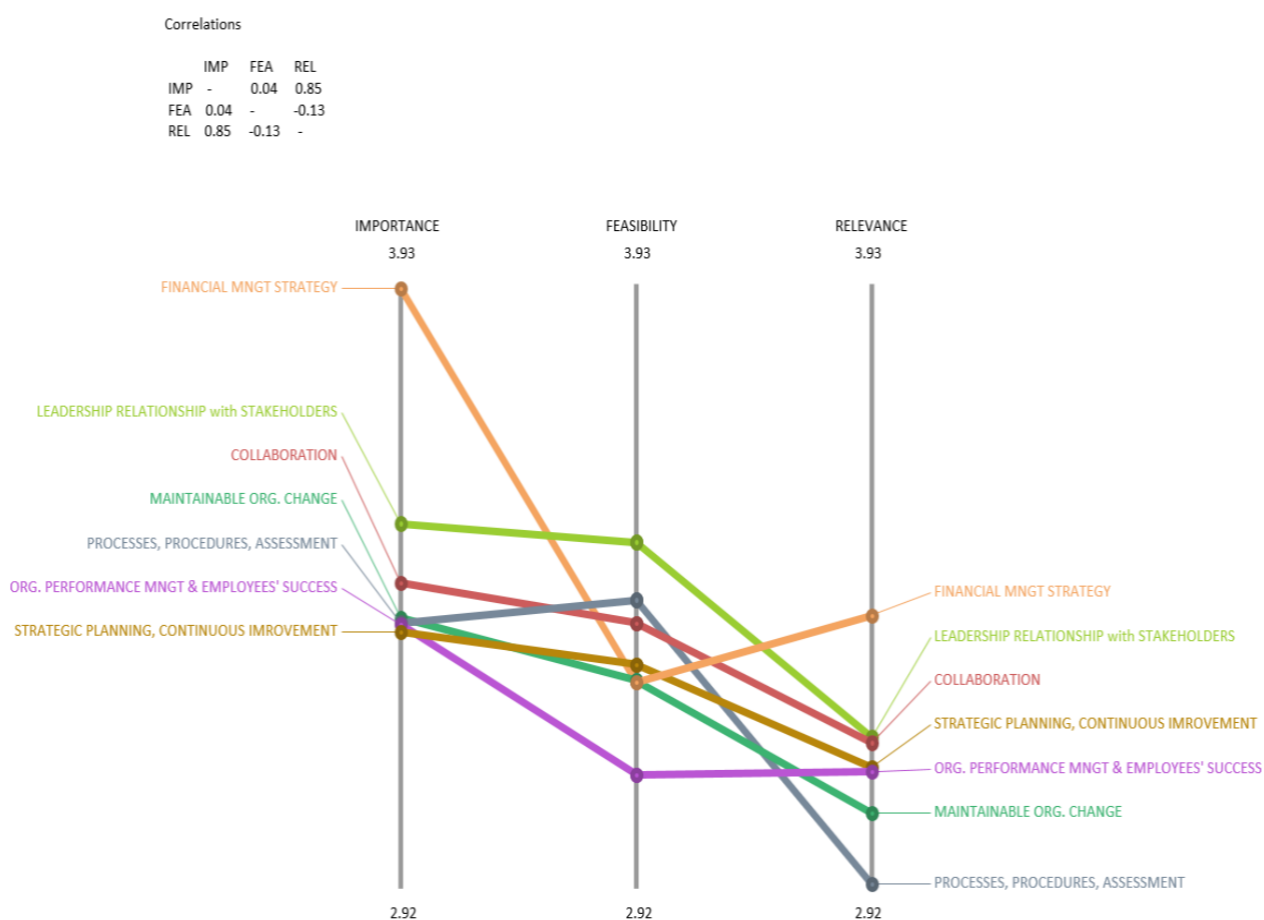
Figure 25. University C Relevancy Map



5.3.4 University C Pattern Matches

The intersections of the concepts for University C reflect a group of stakeholders who find financial management strategy highly important and relevant yet view its feasibility less favorably. Organizational Performance Management and Employees' Success ranks low across the spectrum. Maintainable Organizational Change and Collaboration form the nucleus of the intersected strategy. The dimension of Leadership Relationship with Stakeholders has a prominent presence for all areas of evaluation with the exception of relevancy.

Figure 26. University C Pattern Matches Graph



5.3.5 University C Conclusion

In reviewing the contextual and analytical results from University C, this research site and its participants are highlighted as student-centered practitioners. They had a high affinity for ensuring the success of the student experience. The dedication to the employee experience did not appear to be as mature or prioritized. While there is an embrace and support of leadership, there is also a desire for leadership to be inclusive and collaborative. The participants at University C were primarily from student affairs organizations and enjoyed serving on cross-functional university committees. The participants at University B also ranked financial management strategy as their most important factor. They found leadership relationship with stakeholders to be the most feasible and financial management strategy to be the most relevant.

CHAPTER 6

RESULTS PART III: INTER-SITE ANALYSIS

Reviewing the unique characteristics of each institution, offers great insight. In this next section, the intersections are reviewed, and conclusions drawn across research sites. Through an inter-site analysis, we review in more detail the institutional profiles and draw comparisons by concept as further define the relationships to maintainable organizational change.

The three universities included in the study represent a cross-section of the collegiate environment. In understanding the comparative analysis of the ratings, it is important to expand on the context of the institutional profiles related to key demographic measures and metrics. The following comparative summary has been sourced from *Data USA*. Figure 27, details in a word cloud the top degrees awarded for University A.

Figure 27. University A - Top Degrees Awarded
(Source: Data USA)



University A is a higher education institution located in Louisiana. In 2016, the most popular bachelor's degree concentrations were Criminal Justice - Safety Studies (103 degrees awarded), General Business Administration & Management (72 degrees), and Social Work (45 degrees). In 2017, 821 degrees were awarded across all undergraduate and graduate programs. 63.1% of these

degrees were awarded to women, and 36.9% awarded men. The majority of degree recipients were Black or African American (722 degrees), 65.6 times more than then the next closest race/ethnicity group, two or more races (11 degrees). The median undergraduate tuition is \$5,140, which is \$15,593 less than the national average for master's Colleges and Universities (\$20,733).

Figure 28. University B - Top Degrees Awarded
(Source: Data USA)



Figure 28, details in a word cloud the top degrees awarded at University B. University B is a higher education institution located in Texas. In 2016, the most popular bachelor's degree concentrations were General Interdisciplinary Studies (59 degrees awarded), Non-Profit, Public, & Organizational Management (37 degrees), and Criminal Justice - Police Science (34 degrees). In 2017, 272 degrees were awarded across all undergraduate and graduate programs. 68.4% of these degrees were awarded to women, and 31.6% awarded men. The majority of degree recipients were Black or African American (220 degrees), 14.7 times more than then the next closest race/ethnicity group, Hispanic or Latino (15 degrees). The median undergraduate tuition is \$9,902, which is \$15,292 less than the national average for Baccalaureate Colleges (\$25,194).

Figure 29. University C - Top Degrees Awarded
(Source: Data USA)



Figure 29, details in a word cloud the top degrees awarded at University C. University C is a higher education institution located in Louisiana. In 2016, the most popular bachelor's degree concentrations were General Psychology (96 degrees awarded), Other Pharmacy, Pharmaceutical Sciences, & Administration (93 degrees), and Kinesiology & Exercise Science (75 degrees). In 2017, 1,588 degrees were awarded across all undergraduate and graduate programs. 67.3% of these degrees were awarded to women, and 32.7% awarded men. The majority of degree recipients were white (1,045 degrees), 3.17 times more than then the next closest race/ethnicity group, Black or African American (330 degrees). The median undergraduate tuition is \$5,788, which is \$-20,712 less than the national average for Doctoral Universities (\$26,500).

6.1 Inter-Site Comparative Analysis – Importance

In reviewing the importance ratings by university and by concept, University A had the highest average ratings across all seven concepts. From the brainstorming session conducted at University A it was apparent that the team members were actively involved in change management discussions. The high ratings related to importance are in alignment with the expectations and context we ascertained from the participants. It was encouraging to witness the level of alignment and collaboration with the participants. The essence of the university's vision and strategy was actively displayed via the participant feedback. University B had the second highest average ratings for five of the seven concepts. While participants at University B provided consistent feedback on the perceptions of institutional priorities as important, the group also had a strong reliance on culture and traditions. In navigating a polyphonic organization, there is a constant balance to achieve between culture and strategy. University B has a unique religious cultural lens to its dynamic that undergirds decisions and perceptions. Participants often referred to the "spirit" and "intention" for which decisions are made. University C consistently had the lowest ratings of the concepts, ranking last in the average ratings for five of the seven concepts. Given the 20-year tenure of University C's president, we did not expect the results to be in the lower tier of the sites. The ratings could also be attributed to the leadership's team tenure of service. A rationale emerged that possibly University C participants had less of an expectation for change because of the long-standing service of its leadership team, whereas participants at Universities A and B had newer leadership teams with tenures of less than 5 years. The adage of "we've also done it this way or things will never change" appeared to be more entrenched at University C. Financial Management Strategy ranked first at each university. Strategic Planning, Continuous Improvement and Leadership Relationship with Stakeholders were ranked in the bottom two of the seven concepts by the three universities.

Table 9. Importance Comparison Average Rating















Concept Comparison		University A	University B	University C
Financial Management Strategy		4.390		3.734
Maintainable Organizational Change		4.188		3.369
Collaboration		4.014		3.429
Processes, Procedures, Assessment		4.028		3.361
Leadership Relationship with Stakeholders		3.930		3.530
Strategic Planning, Continuous Improvement		4.060		3.345
Org. Performance Management & Employees' Success		3.913		3.358

Table 10. Importance Comparison by University by Concept

By University by Concept		▼ Average Rating
University A		
Financial Management Strategy		4.390
Maintainable Organizational Change		4.188
Strategic Planning, Continuous Improvement		4.060
Processes, Procedures, Assessment		4.028
Collaboration		4.014
Leadership Relationship with Stakeholders		3.930
Org. Performance Management & Employees' Success		3.913
University B		
Financial Management Strategy		3.734
Collaboration		3.606
Processes, Procedures, Assessment		3.571
Maintainable Organizational Change		3.537
Org. Performance Management & Employees' Success		3.483
Strategic Planning, Continuous Improvement		3.477
Leadership Relationship with Stakeholders		3.465
University C		
Financial Management Strategy		3.930
Leadership Relationship with Stakeholders		3.530
Collaboration		3.429
Maintainable Organizational Change		3.369
Processes, Procedures, Assessment		3.361
Org. Performance Management & Employees' Success		3.358
Strategic Planning, Continuous Improvement		3.345






















6.2 Inter-Site Comparative Analysis – Feasibility

In reviewing the feasibility ratings by university and by concept, University A had the highest average ratings across all seven concepts. University C had the second highest average ratings for four of the seven concepts. University B consistently had the lowest ratings of the concepts, ranking last in the average ratings for four of the seven concepts. There is a direct correlation between feasibility and financial resources. Given that the operating budget and student population of University B are the lowest among the institutions, there perception of feasibility is heavily influenced by the resources available. Cultural appropriation also contributes to the perceptions of feasibility, University A participants displayed a sense of optimism and shared an overall positive outlook on future planning. In this analysis, it is important to draw comparisons between the public versus private and teaching versus research focuses of the three sites. University A is a public teaching institution that has had consistent state appropriations for the past five years while University B is a private teaching college with a church affiliation and highly dependent upon student tuition and fees. University C is a public research institution that includes a medical school and receives about 25% of its budget from state appropriations. Strategic Planning, Continuous Improvement, Collaboration, and Leadership Relationship with Stakeholders made up the top three choices respectively at each university. Organizational Performance Management ranked in the bottom two of the seven concepts by all three universities. The ranking of performance management in the bottom tier by all universities was not an initial expectation; however, it corresponds to the commentary across the group discussions regarding the lack of progress and documentation for performance that exists in higher education.

Table 11. Feasibility Comparison Average Rating

Concept Comparison		University A	University B	University C
Leadership Relationship with Stakeholders		3.743	3.339	3.497
Processes, Procedures, Assessment		3.800	3.336	3.400
Collaboration		3.717	3.354	3.361
Maintainable Organizational Change		3.819	3.317	3.263
Strategic Planning, Continuous Improvement		3.843	3.226	3.290
Financial Management Strategy		3.475	3.298	3.260
Org. Performance Management & Employees' Success		3.513	3.281	3.103

Table 12. Feasibility Comparison by University by Concept

By University by Concept		Average Rating
University A		
Strategic Planning, Continuous Improvement		3.843
Maintainable Organizational Change		3.819
Processes, Procedures, Assessment		3.800
Leadership Relationship with Stakeholders		3.743
Collaboration		3.717
Org. Performance Management & Employees' Success		3.513
Financial Management Strategy		3.475
University B		
Collaboration		3.354
Leadership Relationship with Stakeholders		3.339
Processes, Procedures, Assessment		3.336
Maintainable Organizational Change		3.317
Financial Management Strategy		3.298
Org. Performance Management & Employees' Success		3.281
Strategic Planning, Continuous Improvement		3.226
University C		
Leadership Relationship with Stakeholders		3.497
Processes, Procedures, Assessment		3.400
Collaboration		3.361
Strategic Planning, Continuous Improvement		3.290
Maintainable Organizational Change		3.263
Financial Management Strategy		3.260
Org. Performance Management & Employees' Success		3.103

6.3 Inter-Site Comparative Analysis – Relevancy

In reviewing the relevancy ratings by university and by concept, University A had the highest average ratings across all seven concepts. University B had the second highest average ratings across all concepts and University C had the lowest average ratings across all concepts. Financial Management Strategy was the top-rated concept by two of the universities, and the third university rated Strategic Planning, Continuous Improvement at the top. When beginning this research, we had an inclination that finances would have a significant focus related to maintainable change. Colleges and universities are constantly responding to growing demand of price conscious consumers. Given the competitive landscape of higher education, students have a growing field of options from traditional to online and executive education delivery. How does the American university continue to offer a return on investment for the price of higher education? What is the maintainable funding model that will support its operations? These are just two of the questions that the polyphonic university must answer. The relevancy of universities as polyphonic economic engines for the communities they serve has emerged as a defining success factor. Supporting the need to recruit and retain top talent in the faculty and administrative ranks is also an important financial strategy. Procedures, Processes, Assessment and Leadership Relationship with Stakeholders are in bottom two of average ratings for two of the universities. While the participants ranked these success factors as less relevant, they support and enable the institution's ability to deliver consistently on the organizational change agenda.

Table 13. Relevancy Comparison Average Rating

Concept Comparison	University A	University B	University C
Financial Management Strategy	3.933	3.526	3.378
Collaboration	3.936	3.422	3.157
Strategic Planning, Continuous Improvement	3.950	3.284	3.115
Org. Performance Management & Employees' Success	3.789	3.404	3.109
Maintainable Organizational Change	3.769	3.312	3.038
Processes, Procedures, Assessment	3.701	3.310	2.917
Leadership Relationship with Stakeholders	3.523	3.221	3.167

Table 14. Relevancy Comparison by University by Concept

By University by Concept		Average Rating
University A		
Strategic Planning, Continuous Improvement		3.950
Collaboration		3.936
Financial Management Strategy		3.933
Org. Performance Management & Employees' Succ		3.789
Maintainable Organizational Change		3.769
Processes, Procedures, Assessment		3.701
Leadership Relationship with Stakeholders		3.523
University B		
Financial Management Strategy		3.526
Collaboration		3.422
Org. Performance Management & Employees' Succ		3.404
Maintainable Organizational Change		3.312
Processes, Procedures, Assessment		3.310
Strategic Planning, Continuous Improvement		3.284
Leadership Relationship with Stakeholders		3.221
University C		
Financial Management Strategy		3.378
Leadership Relationship with Stakeholders		3.167
Collaboration		3.157
Strategic Planning, Continuous Improvement		3.115
Org. Performance Management & Employees' Succ		3.109
Maintainable Organizational Change		3.038
Processes, Procedures, Assessment		2.917

CHAPTER 7

DISCUSSION AND MANAGERIAL RECOMMENDATIONS

Through a review of the literature, execution of the methodology, and reporting of the results, it is apparent that the industry of higher education is defining and refining its approach to maintainable organizational change. With the background of the literature providing a foundation for discovery, the study validates concepts through the perspective of three research sites. The results explain via an intra-site and inter-site analysis the dimensions that impact the long-term change management agenda that the organizations seek to implement. In the following discussion and presentation of managerial recommendations, we solidify the answer to our research question and further expound upon the relevant dimensions in the relationship between the university's culture and its ability to implement change. The results and recommendations are presented in relation to the seven clusters with the foundation of the higher education institution as a polyphonic organization and its central focus on maintainable organizational change.

7.1 Discussion and Interpretation of Results

Colleges and universities must be positioned to implement and maintain organizational change. The results across the three research sites indicate that there are seven key success factors. Those factors are: Maintainable Organizational Change, Collaboration, Organizational Performance Management and Employees' Success, Strategic Planning, Continuous Improvement, 'Processes, Procedures, & Assessment', Financial Management Strategy, and Leadership's Relationship with Stakeholders. The data suggests that these success factors combined with the qualitative analysis gained from the interviews and sorting and rating exercises will assist institutions with change management.

Our quest began with the research question: What are the relevant dimensions in the relationship between the university's culture and its ability to implement change? Through the review and discovery of the literature, the concept of relevancy evolved and scaled into the dimensions of assessment, culture, leadership, finance, strategic management, and sustainability. Reviewing the literature through this prism provided foundational insights; however, the emergence of the

concept of the polyphonic organization became a center point for understanding and reviewing our question. Across industries, organizations are shifting from their homophonic identification towards a polyphonic identification. At the center of change management for polyphonic organizations is collaboration. Quelin (2017) notes that increasingly, new types of collaboration permeate economic exchange, based on the interdependence among public bodies, private firms, and not-for-profit organizations. Leaders in higher education are responsible for creating a common vision, strategic collaborations and reorganizing the processes and practices within the institution aligning them with the changing environmental dynamics (McIntosh & Cacciola, 2001).

The data collected during the literature review and GCM study provide the framework to identify concepts determined to be essential for maintainable organizational change in higher education. Through the data collection process facilitated via the GCM study and literature review, concepts relevant for the success of maintainable organizational were identified. Upon review of the KSF dimensions detailed in the literature review and the concepts identified in the GCM study the following interpretations are described. Significant connection between the seven KSF dimensions and the seven concepts are revealed. While there are expansion aspects indicated via the concepts, the alignment of the core focus of the literature review and the result of the study is apparent. The chart below details the alignment based on the key words in both the dimensions and concepts. Five of the seven dimensions and concepts detail direct correlations, the remaining two identify adjacent or expanded correlations. Further review of the items supports an even stronger connection between the literature and results. A strategic comparison of the dimensions found in the literature compared with the concepts and ideas identified in the GCM study detail the following.

7.2 Literature Discussion

Polyphonic Organization

Polyphonic organizations are connected to different functions and systems without a predefined main functional system. With the growth and development of the world, the needs of these organizations continue to evolve and as a result change management is crucial. The interrelationships between the clusters and the cross-referencing of the research sites provides a framework to understand the ever-evolving field of higher education.

The essence of a polyphonic organization takes center stage in the culture and rituals of the academic enterprise. The multidimensional nature of the academy is one that requires an acute awareness of the ecosystem and its layers of responsibility. While there is a mandate to be responsive to the many voices of the organization, colleges and universities must define and understand that the central voice is that of the student. With the student at the center of the universe, the university maintains its commitment to its purest intention: educating students.

The need to be responsive is paramount for higher education institutions. From managing its social media presence to supporting the residential needs of on-campus students, the business of higher education never sleeps. The organizational design and response strategy of the university must be nimble and versatile. To operate as a polyphonic organization requires the ability to constantly pivot while managing at times, competing priorities. The intersection of alignment around a common strategy and plan is where higher education leaders achieve their optimal value. The leader who successfully aligns alumni, management board, faculty, students, and staff around a common vision is to be admired. The polyphonic organization is characterized by a specific use of language, never neutral but filled with values and ideologies. In a polyphonic organization, there is hope for agreement or fruitful disagreement and thus dialogue can give new insight and understanding (Moe & Sidorkin, 2019). The research of Moe and Sidorkin (2019) aligns with the various languages and dialogues that we reviewed at our three research sites. A college or university motto often captures the essence of its voice in a short statement. University A's motto of "The place where everybody is somebody," captures the intention of inclusiveness and

collaboration. The motto of University B is a distinct one, characterized by its tagline “Go forth inspired”. This level of inspiration is evidenced through the thoughtful language and level of spirited exchange exhibited by participants. The motto of University C is “The best is on the Bayou”. The language of University C is affirmative, declarative, and positioned as a marketing competitive advantage.

Understanding the fluidity of the polyphonic organization’s language and culture is core to successfully managing change. Values and ideologies are frequently on display in academic institutions. The fruitful exchange between faculty and administrators and the quick nature of student and alumni social media communication demands that colleges and universities embrace its polyphony. It is through this prism that the leaders of these institutions can first understand the environment and second, influence it. Managing the polyphonic organization means listening carefully to the voices of others and mediating between different languages. From a management perspective, a polyphonic organization has many advantages. Arguably, employees will be more empowered, motivated, and committed. The organization can position itself differently and realize a competitive advantage through reputation management by marketing itself as democratic, open, and multicultural. Drawing on a wider range of perspectives and heterogeneous resources can improve decision-making processes. The viability of long-term planning has been questioned in this unpredictable, and at times unclear, environment, highlighting the need for new theoretical and practical paradigms (Aaltio-Marjosola, 1994).

The change continuum in higher education has traditionally moved at a relatively slow pace. Turning the columns of the ivory tower requires layers of approval and is often met with the idealism of consensus. The shift to operating as an agile and fluid organization is one that has been accelerated by the necessity of the global pandemic that began in 2020. To sustain this transformation, colleges and universities must invest in long-term planning, continuous process improvement, and retain leaders who embrace innovation and change. People are at the center of organizational development. As Chowdhury (2019) indicates, organizational development requires the ability to draw synergies between people, process and technology and pre-empt and prepare for emergence. Organizations are constantly in a state of flux. Additionally, Chowdhury (2019) highlights one change leads to another trigger for change sparking off a new loop of

unfreezing, change and refreezing. This is the uniqueness of open systems that they are never static. When a consultant signs off and closes on a project, they make conscious use of the tenets of systems thinking aided by flexibility to define and draw boundaries for a particular time frame. However, the organization or the situation is always faced with a new requirement at the end of a consulting mandate. Hence, it is important for consultants to build capacities and adequate infrastructure (both human and material) in their clients so that the organization is equipped to absorb variety and influence high leverage points.

Our study adds to the existing management research of polyphonic organizations through its application and execution in higher education institutions. The ability to manage and lead a college or university through its lens as a polyphonic organization is critical for long-term sustainability. It begins with awareness, expands to implementation, and matures at the level of continuous improvement.

Maintainable Organizational Change

Maintainable Organizational Change is the central focus of the map and connects the additional clusters. Ramsey (2008) noted in her findings that change, especially one that involves people changing their functional approach to execution has a direct impact on the management of an organization. Similarly, Moe and Sidorkin (2019) prescribes that without a well-informed structure, the change imposed on the systems can turn out chaotic. A participant from University A, offered this insight during the brainstorming session: “Anytime you're implementing change, people want to understand what impact it will have on them. Once it is understood how it is going to impact them, they can then process how is it going to impact the organization.” Change management going forward must have a clear alignment between personal and organizational values. The need to maintain organizational change becomes increasingly more apparent as colleges and universities executed strategic pivots during the global pandemic of 2020.

To reiterate, maintainable organizational change is defined as the capability of an organization to consistently sustain itself and preserve its existence from failure or decline. Maintaining organizational change is a commitment to continuous improvement and adapting an agile strategy.

Leaders in higher education must do the formidable task of consistent evolution, noting that the pivot is an inevitable part of the process. The research of Hassanien (2017) was a prolific foreshadow, as he noted that due to many external and internal factors, colleges and universities have been forced to make strategic changes in their systems to meet current challenges. The analysis validates the conceptual similarity between the concepts identified during the GCM study and importance of the *Sustainability* dimension identified in the literature.

Organization Performance Management and Employees' Success

Organizational Performance Management and Employees' Success was perceived as one of the least important and feasible clusters. The apparent disconnect on the vital measurement of organizational and individual success is concerning and must be addressed to strengthen the change management agenda. Maria and Francisco (2013) details that as much as the institutions have made considerable changes, most of the implementations have fallen short of expected outcomes. As a participant at University B commented, "Team members are often not meeting expectations far in advance of a performance review. Consistent check-ins with management must be a part of improving performance management and employee success." As Apple et al. (2018) drew the comparison between the traditional and transformative culture, it is key to underscore how these cultural differences are indicators of how employees perform. For universities to validate success, performance results must be consistently tracked. Examples include: **GCM [69]** To foster a culture of mentorship at all levels within the organization (entry level to executive), **GCM [53]**

To empower leaders to transition ineffective team members, **GCM [5]** To establish incentives to retain employees who are leading the change, and **GCM [11]** To create an organizational resource plan for employees inclusive of prioritized needs and wants. The analysis validates the conceptual similarity between the ones identified during the GCM study and importance of the *Assessment* dimension identified in the literature. The analysis provided above demonstrates the conceptual correspondence between the concepts identified during the GCM study and importance of the polyphonic organization identified in the literature.

Assessment and Processes, Procedures

Assessment is a core component of the higher education evaluation framework. The literature review underscores the significance of the accreditation process and its relevancy in attesting institutional sustainability. Through the study, this focus remains; however, it is expanded to include a more comprehensive review of the processes and procedures that support a successful assessment. It can be concluded that effective assessment tools are key to the process of operationalizing play items and charters about sustainability in learning institutions (Shriberg, 2002).

For institutions to have an effective assessment culture processes and procedures must be consistently executed. Examples include: **GCM [12]** To expand external reviews for independent assessment of the organization's performance comparable to peer institutions, **GCM [48]** To measure the utilization of existing information and operating systems and processes for validation of continued usage, and **GCM [64]** To implement proactive and continual assessment of the organization's strategic plan and goals. All three universities recently completed accreditation reviews from their national accrediting agencies. The rigor of the accreditation process serves as a catalyst for continuous improvement. What is evident throughout the study is that the lack of established processes and procedures is a key risk for institutional assessment. As a participant at University A commented, "Assessment is so important, because if assessment is continual, it can outlive an individual. In higher education, there is a lack of overall assessment. Silos are formed and leadership is often not aware of a need until it becomes an immediate and urgent matter."

Many learning institutions have been restructuring for the past decade to implement future-oriented management systems (Maria & Francisco, 2013). The future of higher education is reliant upon incorporating the management systems and processes needed to proactively lead the environment. We speak about shared governance in higher education often; however, we frequently overlook the imperative of shared responsibility. For long-term viability, colleges and universities must deconstruct the silos that prevent continuous improvement. The emergence of more cross-functional teams, collaborative processes, and shared goals will foster the accountability needed to maintain change.

The analysis provided above demonstrates the conceptual alignment between the concepts identified during the GCM study and importance of the assessment dimension identified in the literature.

Collaboration

What is an institution without its culture, customs, and traditions? Culture is at the very essence of an organization's design. This adjacent relationship between the dimension of culture reviewed in the literature and the impact of *Collaboration* is an important dynamic to understand.

A significant component of the study is to understand the perceived relative importance feasibility, and relevancy of clusters. Emerson et al. (2012) denotes that the transformation of the university from a societal prestige to an enterprise value-delivery center requires an understanding of the impact of importance, feasibility, and relevancy for clusters in the study. Given the systematic shift required to achieve the goal of an enterprise value-delivery center, the variance between the ratings is expected. Maria and Francisco (2013) provide additional validity that strategic management model values teamwork, innovation, allows systemic interventions, and it is based on a future-oriented culture. A participant from University B offered this insight, "we are the collective sum of our perceived success; if we begin to view success as a collaborative effort, our differences in opinion transform from barriers to insights."

The evolution of performance management in higher education is critical topic for future research and discussion. Connecting economic incentives such as merit-based pay is another component in the equation of an effective performance management program. To achieve a focus on the team, the foundation of the system would need to be constructed to create shared goals and team incentives and evaluations.

Cultural dynamics must be navigated with an intentional focus on fostering collaboration. With the student at the center of the institutional universe, all other facets of the ecosystem must respond collaboratively to ensure student success. As a participant from University B commented, "I'm of

the mindset that you must believe in students to educate them. If they don't believe in you, they can't receive from you."

It's critical for institutions to be adaptive and understanding the insights relative to importance and feasibility aid in succeeding at maintainable change. Furthermore, it is not just academic experiences that affect a student's ability to achieve desired educational outcomes. Faculty, staff, and administrators have an opportunity to model what they expect to see in the student body and by effectively managing negative interactions between students (and others, if such occasions arise), they set the stage for doing more than paying lip service as they truly make diversity everyone's business (Mayhew & Engberg, 2010).

Evidence from the study includes the following: **GCM [60]** To improve interdepartmental communication in support of the broader organizational goals and the change management agenda, **GCM [49]** To provide transparent and frequent communication from the President regarding organizational goals and prospective changes, and **GCM [10]** To establish an effective communication plan that is transparent and consistent with the organization's change management agenda. Communication is central to connecting the culture and collaboration. As a participant from University C commented, "employees don't really understand or see how the work they conduct connects to what another department is doing; there's a sincere lack of communication and understanding that impacts collaboration."

Establishing a clear path for effective communication is vital for the long-term success of an organization. Emerson et al. (2012) investigated the process of organizational change in university management with a special concern on the transformation from a societal prestige to an enterprise value-delivery center. The shift of transforming the academy from its perception to its targeted new reality requires that the bridge between cultural and collaboration be well defined and effective. The analysis provided above demonstrates the conceptual alignment between the concepts identified during the GCM study and importance of the culture dimension identified in the literature.

Leadership's Relationship with Stakeholders

Leadership's Relationship with Stakeholders is perceived as most feasible. The multi-faced nature of leadership in universities with its layer nature depicts leadership as an interrelation that should accommodate conflicting ideas and power differences (Bolden et al., 2013). Leadership centers on the responsibilities of the university president and other senior organizational leaders. Example items include: **GCM [14]** *To support the president in building positive relationships with all stakeholders*, **GCM [38]** *To proactively engage with students on important decisions regarding student life (new programs, campus services)*, and **GCM [29]** *To maintain an aesthetic and brand image that communicates successful representation in social and print media*. As a participant at University A commented, "Our success begins with trust in our leadership team." The stakeholder ecosystem is diverse and at times divergent. Maintaining an appropriate balance and positive relationship with all stakeholders is key to long-term success. The analysis validates the conceptual similarity between the concepts identified during the GCM study and importance of the *Leadership* dimension identified in the literature.

Financial Management Strategy

Financial Management Strategy is perceived as most important and most relevant. These findings correspond to the research of Mitchell et al. (2015) indicating that financial management has a direct impact on the level of quality offered by the university. The environment is challenging; most states have decreased the financial support appropriated to higher learning institutions, and this has escalated the cost of education (Mitchell et al., 2015). While there is a significant focus on the decline of state appropriations for public institutions, private institutions also face funding challenges. Colleges and universities are being required to rethink the traditional revenue model of tuition and fees and implement strategies to diversify revenue. While students and parents continue to value higher education, the marketplace has become increasingly competitive, and the margin of differentiation has become smaller. From generating additional revenue via auxiliary enterprises to growing the capacity of the fundraising and development organization, institutions of higher education must solidify a mix of revenue streams for long-term viability. The institutions that develop diverse revenue sources and reduce the dependence on tuition and fees will be

positioned for maintainable change. The expense side of the equation is also important to the viability of colleges and universities. The largest expense category is human resources cost and the imperative to retain and recruit top talent is becoming increasingly more expensive. Faculty frequently comments that they prepare students who will enter the career market with starting salaries that outpace their current compensation. The institutions that scale and adjust their financial models to address the interconnected need to grow revenue while delivering on expense expectations will be positioned with a distinct competitive advantage. The degree and program offerings are important variables that impact the financial model and influence success.

An analysis of the revenue generated compared to cost of delivery would yield an initial perspective on program performance. Insights such as this begin to equip the institution with the financial knowledge to make strategic decisions. As a participant from University C indicated, “The answer is money, now what’s the question?” The role that a sound and adaptive financial strategy plays in the success of universities is increasingly important. As the following items detail, the financial management strategy is highly important and relevant. **GCM [62]** *To secure state, federal, or private funds to support strategic initiatives of the university*, **GCM [68]** *To ensure the organization has stable financial resources to support the goals established and changes sought*, and **GCM [71]** *To establish and maintain a financial model that supports the strategic plan an organizational change of the university*. All universities must have sufficient budget to sustain operations, thus the central focus of this cluster details the need for an effective *Financial Management Strategy*. While the analysis confirms the conceptual agreement between the concepts identified during the GCM study and importance of the *Financial* dimension identified in the literature, the perceived feasibility of this concept is lower than previously reviewed literature.

Strategic Planning, Continuous Improvement

The strategic plan is often lauded as the guiding document for a college and university. A measured account of how the organization intends to carry out its mission. These metric driven documents are the starting point for ensuring maintainable organizational change. The alignment between the dimension of *Strategic Management* discussed in the literature review has a direct correlation to

the results of the study related to *Strategic Planning, Continuous Improvement*. According to Stanleigh (2011), there are five factors that should be addressed for a successful result during the implementation of a formulated plan. Engagement of all the stakeholder's serves as the primary starting point, closely followed up by ensuring that there is proper communication.

The inclusiveness needed to successfully manage an organization is paramount for the planning and continuous improvement process. This account from a participant at University C provided intriguing commentary on strategy and inclusion: “The world is evolving, and organizations must evolve their strategy to align. When communicating strategy leaders must firmly explain expectations and provide the necessary tools and resources to meet those expectations.” There is a constant rhythm that must be achieved between strategy and execution. Examples from the study include: **GCM [10]** To continually assess employee roles and responsibilities for proper alignment with the strategic plan, **GCM [13]** To establish key performance indicators for the management of the organization, and **GCM [78]** To implement an effective job position succession plan for various types of transition (retirement, vacancies).

The academic enterprise is a fluid environment and while the need for an established strategic plan is paramount the imperative to adapt the path to accomplish the plan is just as important. Planning for an environment that is filled such constant change is challenging and must be addressed continuously. According to Hassanien (2017), due to many external and internal factors, colleges and universities have been forced to make strategic changes in their systems to meet current challenges. The ability to face these challenges with an adaptive strategy serves as a key point of differentiation in the higher education industry. The analysis validates the conceptual similarity between the concepts identified during the GCM study and importance of the *Strategic Management* dimension identified in the literature.

Implications

The results build on the existing evidence that higher education is at a strategic inflection point and the need for maintainable change is paramount. The intent of the study was to provide insightful and productive research for the higher education industry. This researched strived to

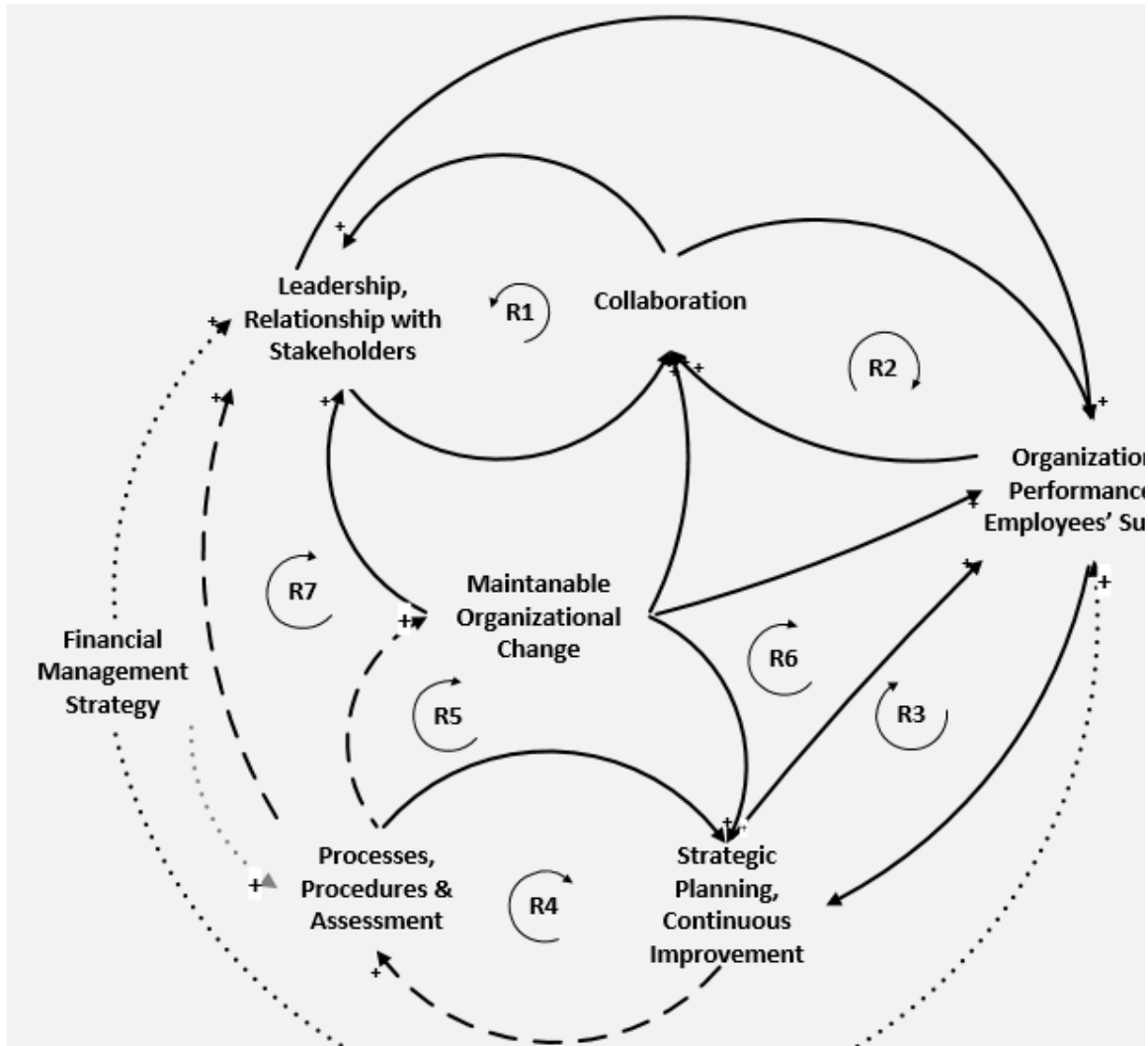
understand the key success factors impacting *Maintainable Organizational Change*. While there are thousands of colleges and universities, it is abundantly clear that the future of the sector needs a renewed approach to maintaining organizational change. A significant portion of previous research focuses on the differences in leadership style and cultural variances; our research methodology focuses on the primary dimensions of influence and appropriates how to leverage the results for future planning and success. The research results are intended to be both indicative of maintainable change and positively disruptive to status quo. The methodological contribution is distinct in its use of both qualitative and quantitative analysis to ascertain the future needs of the higher education industry. The main methodological contribution of the research has been the combination and application of group concept mapping in the context of higher education industry and the success factors that influence its viability. Another methodological contribution lies in the experience gained through the analysis of focus group interviews and the contextual data it provided for enhancing the understanding of the key success factors. Finally, a methodological contribution relates to the appropriateness of applying theoretical concepts and success factors in other contexts. As with any industry, there are top performers and then there are those who are not achieving the benchmark for success. The study aimed to bridge that gap and identify the key success factors. Using Group Concept Mapping at three universities, seven key success factors have been identified and a framework for maintaining organizational change has been developed. There are a few limitations that can be addressed in future research. The results indicate a strong legitimacy of the group concept map methodology. Future research could include the expansion of research sites and participants. Diversifying the institutional profile and geography of the campus sites are additional considerations to expand the research and thereby enhance the validity of the research. Comparisons could be made between public and private universities and minority-serving institutions versus majority institutions. Regional differences based on geography could also offer a perspective not previously discussed. Such results could provide university leaders with a common set of challenges and opportunities categorized by the facets of their institutional demographics. For example, the financial management strategy cluster could be expanded to include a common set of financial metrics for evaluating an organization's sustainability. These metrics could include benchmarks of performance success delineated by institution profile. For the final debrief, we will use a presentation that details a summary of the results for each institution, a comparison chart outlining the results versus the other institutions, and a summary of the

managerial recommendations. The presentation information will be analyzed to ensure linkage to the theory and analysis. Literature particularly relevant to the institution's profile will be highlighted and excerpts of participant statements will be utilized for emphasis and correlation. The following managerial recommendations represent actionable measures for universities can implement to sustain they change they seek.

7.3 Managerial Recommendations

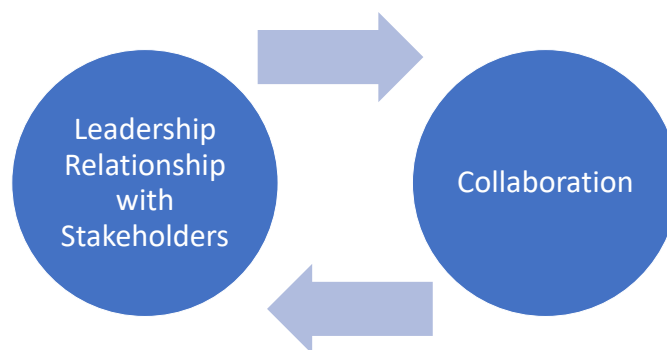
The insights derived from the research provide a framework for colleges and universities to consider in their pursuit of maintainable organizational change. From the concept map [Figure 9] to the influence diagram [Figure 30] the center of the conceptualization is maintainable organizational change. The influence diagram is derived from reviewing the external relatedness via spanning analysis measures (See Appendix O External Relatedness Clusters). The use of the feedback loops from qualitative system dynamics (Kopainsky & Luna-Reyes, 2008) provides a connected visual representation of the interconnected dependencies of the concept map (Goldman & Kane, 2014) within the system of maintainable organizational change. The results from the research serve as a thematic and insightful window into suggested approaches for managers in higher education, particularly university presidents and chancellors. The following guidelines are presented as managerial recommendations.

Figure 30. Influence Diagram: Managerial Recommendations as a System



Recommendation #1: Recognize and understand the polyphonic nature of the organization

The power of a polyphonic organization resides in its ability to actively listen to the many voices and then work towards achieving strategic harmony to the greatest extent possible. While harmony is an ideal state, discourse is both expected and productive. The function of the college or university as a polyphonic organization is a strength and should be internally and externally embraced as such. The role of the leader in managing the environment is paramount to the organization's maintainable change agenda. The research exercise of ranking and sorting priorities should be translated into an actionable management practice for higher education leaders. The elements of importance, feasibility, and relevancy are core to the decision-making process. Leveraging areas of agreement and reviewing opportunities of disagreement will provide the organizations with an established process for managing change and yielding success. As a polyphonic organization, academic enterprises must be agile organizations that consistently live up to its value proposition. With the expanding and evolving cultural shift needed to not only survive but thrive in the future, colleges and universities should focus on the following imperatives for maintainable organizational change.

Recommendation #2: Hire leaders with a commitment to stakeholder engagement, collaboration, and support of the student experience**Figure 31. Feedback loop R1**

Leadership relationship with Stakeholders and its reinforcing feedback loop connecting to *Collaboration* is a pivotal exchange in the influence diagram. As characterized by R1 [Figure 31] this strong connection is important to maintaining change in the ecosystem of higher education. The primary responsibility for the governing board of college or university is to select a leader for the role of chancellor or president. The leader of the institution's duty to ensure they foster a collaborative environment with all stakeholder communities is their chief responsibility. While all stakeholders are important, the key stakeholder in the higher education ecosystem is the student. Student success is highly dependent on the quality of the student experience. There is no maintainable organizational change without a commitment to delivering excellence in student service. If you want to maintain a successful organization, you must keep the customer at the center of every conversation and for universities the chief customer is the student. When students are involved in the change management process, they are more likely to support the ongoing efforts after the initial implementation. Students' interest in the administration of their university encourages their first experience with popularity-based standards and practices. It additionally supports the assertion that students, as consumers of education, are qualified to participatory rights in administrative processes and practices at the institutions. If students are associated with making decisions about important issues concerning their lives, they are probably going to identify with results of such processes, and colleges with an institutionalized student engagement strategy experience will experience fewer student-related regulatory matters. If the administration is shared, at that point, students feel progressively positive towards college objectives and destinations. Positive student affiliation yields a significant undiscovered asset in a university's ability to withstand crises and emergencies. Student delegates or leaders have long been noted to have the ability to diffuse potential clashes and negotiate compromises between students and administrators. This is achieved via normal gatherings or via organizational meetings that serve as structuring instruments for customary correspondence. Student leaders must be seen as real partners with an active voice in the change management agenda. Students are increasingly sensitive about information that is passed to them, often questioning whether it is of acceptable quality or not. There is a gravitas associated with the cost of education and the consumer mindset of having a vested interest in the organization's decisions. Students must be the focal point of the decision-making process, and their inclinations must drive the organization's strategy and activities.

Recommendation #3: Invest in a collaborative organizational environment that supports organizational performance management and employees' success

Figure 32. Feedback loop R2

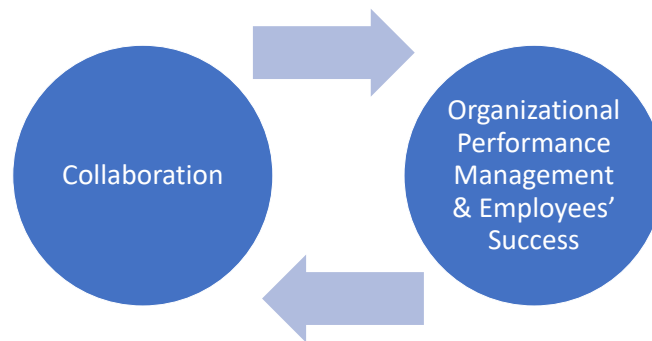
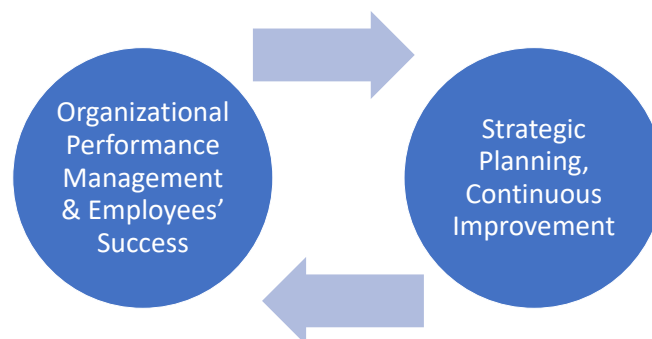


Figure 33. Feedback loop R3



Collaboration and its connection to *Organizational Performance Management & Employees' Success* is an important reinforcing feedback loop. As identified in R2 [Figure 32], this reciprocal relationship identifies the need for an effective relationship strategy. *Organizational Performance Management & Employees' Success* and its connection to *Strategic Planning, Continuous Improvement* is another vital feedback loop. Detailed in R3 [Figure 33], the connection between these two concepts strengthens the need for a continuous interface between how the organization manages its planning processes and the involvement of its human resources. Higher Education Institutions (HEIs) need to adopt a flatter structure that facilitates lateral communication between

the departments, supports distributed leadership and encourages teamwork, collaborations, and collective thinking (Menon & Sures, 2020). Changing environmental dynamics in higher education call for changes in the skill sets of the workforce, and hence processes and practices that enhance and develop new knowledge and capabilities in the workforce have become crucial for the HEIs to realize their goals (Menon & Sures, 2020).

Trust is the foundation on which relationships are built. Like never before, it is increasingly important for leaders to inspire trust and be counted as trustworthy. Trust is perceived as a fundamental advantage for cultivating and extending teamwork the organization's commitment, to continual process of change. When trust is available, individuals step up and accomplish their best work with proficiency and precision. Transparency, sincerity, ingenuity, support, and commitment are byproducts of trust. When trust is absent, individuals form unproductive comparisons, jockey for a position, withhold information, and avoid risks. Trust can be created and broken. Trust becomes even more vital during times of quick development or change, or when the team is virtual. It's a well-known fact that trusting relationships are what individuals most to be successful. Be that as it may, teams struggle to create and continue it, if possible, despite the significance, need, and interest for it. *Leadership relationship with Stakeholders* was highly popular concept among participants that yielded varying degrees of importance, feasibility, and relevancy. Supporter's base most of their trust in a leader based on social communications. Rapid evaluations are made on the pleasant or unpleasant evaluation of the nature of their relationship with the leader. If the assessment is positive, the leader is trusted, if the assessment is negative trust is comprised. Leaders are regularly called upon to showcase their high-achieving abilities, sustain up relationships, and clarify situational needs. The pressure is immense, and the burden is heavy. Leaders seeking to enhance the trust of their stakeholders should invest additional time in creating and keeping up constructive leader-supporter relationships.

The technical skills that facilitated your first success probably will not ensure your next. Serving in a leadership role at a college or university, requires an emotional component that supersedes traditional skill development. It is the fuel that allows you to effectively mentor teams, lead under pressure, convey criticism, and work through adversity. It's called emotional intelligence and accounts for about 90 percent of what separates superior leaders from peers with comparative

technical skills and knowledge. Emotional intelligence is characterized as the capacity to comprehend and deal with your own feelings, while also perceiving the impact of the feelings of everyone around you.

Mindfulness is at the center of everything. It portrays your capacity to comprehend your qualities and shortcomings, but to also perceive your feelings and their impact on you and your team's outcomes. To influence the best in others, you first need to draw out the best in yourself. One simple approach to survey your mindfulness is by finishing 360-degree criticism, in which you assess your presentation and afterward coordinate it facing the assessments of your supervisor, peers, and direct reports. Through this process, you will acquire knowledge into your own conduct and discover how you are viewed in the organization. Self-management is another core tenet of emotional intelligence and refers to the capacity to deal with your feelings, especially in unpleasant circumstances. The more in the control you are of your emotional intelligence, the simpler you can make the change from response to the reaction. It's essential to make sure to delay, inhale, gather yourself, and take the necessary steps to deal with your feelings. It is also important to separate facts from feelings.

While it's essential to comprehend and deal with your own feelings, you additionally need to realize how to peruse a room. Social awareness depicts your capacity to perceive others' feelings and the elements in play within your organization. Leaders who exceed expectations in social awareness practice empathy. They endeavor to comprehend their adherent's and associates' sentiments and points of view, which empowers them to convey and work together effectively. By speaking with compassion, you will inspire your team, all while improving your individual execution. Relationship management refers to your capacity to impact, mentor, and coach others, and resolve strife viably. Some prefer to maintain a strategic distance from the struggle, yet it's essential to appropriately address issues as they emerge.

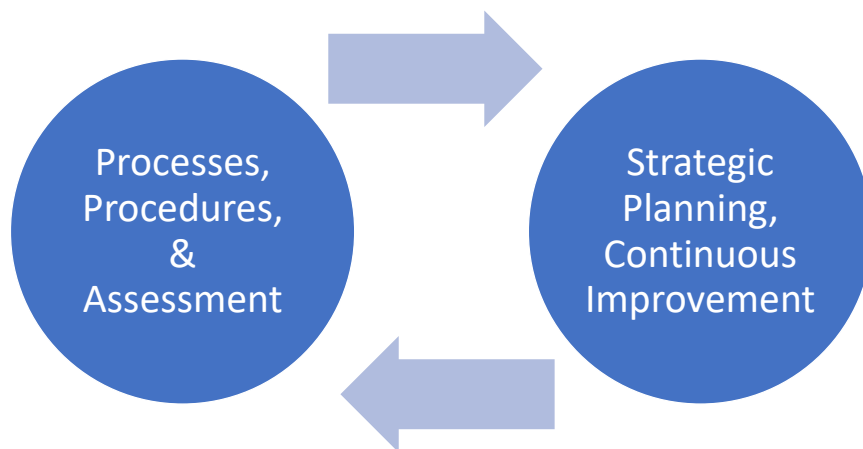
Leaders set the pace of their organization. If they lack emotional intelligence, it could have progressively extensive outcomes, resulting in lower commitment levels and a higher turnover rate. Working in an ever developing and increasingly digital condition requires extended emotional intelligence. Without non-verbal correspondence, the university network must work with

compassion and a more profound comprehension of each person's unique experience. Words in an email matter, the characters in a tweet are essential, and the support we extend to our colleagues, students, and partners will characterize our prosperity.

Recommendation #4: Ensure that change management initiatives have a clearly defined process for implementation and assessment

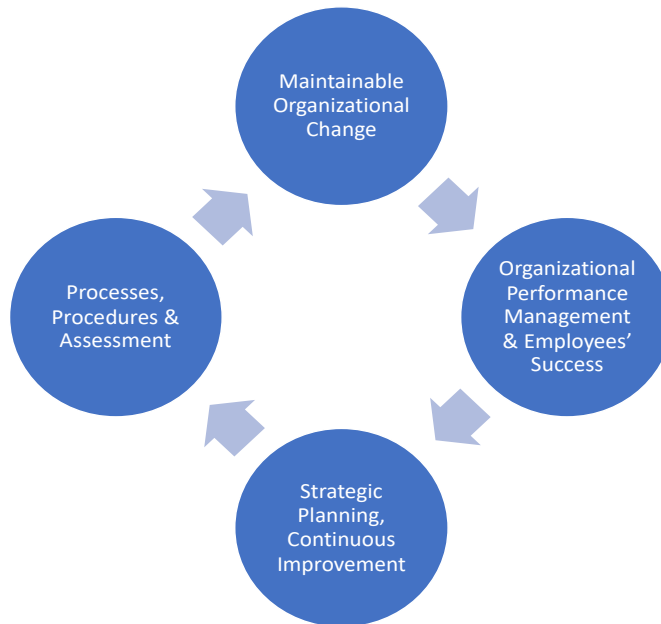
Four reinforcing loops provide an insightful perspective for managing change in higher education. The first loop R4 as illustrated in Figure 34 shows the reciprocal relationship between *Processes, Procedures, & Assessment* and *Strategic Planning, Continuous Improvement*.

Figure 34. Feedback loop R4



The second feedback loop has *Maintainable Organizational Change* as the central focus of the connected experience. It has direct extensions to *Leadership Relationships with Stakeholders, Collaboration, Organizational Performance Management, and Strategic Planning, Continuous Improvement*. *Processes, Procedures, & Assessment* connects directly into *Maintainable Organizational Change*.

Figure 35. Feedback loop R5



The feedback loop R6 as illustrated [Figure 36] follows the influence of *Maintainable Organizational Change* as it connects through to *Organizational Performance Management & Employees' Success* then connects through *Strategic Planning, Continuous Improvement*, next through *Processes, Procedures, & Assessment* and finally loops back to *Maintainable Organizational Change*.

Figure 36. Feedback loop R6



R6 as outlined in Figure 36 shows the pathway of *Maintainable Organizational Change* as it extends to *Strategic Planning, Continuous Improvement*, then to *Processes, Procedures, & Assessment*, and then back to *Maintainable Organizational Change*.

Figure 37. Feedback loop R7



Feedback loop R7 as outlined in Figure 37 shows the pathway of *Processes, Procedures, & Assessment* as it extends to *Leadership Relationship with Stakeholders*, then to *Organizational Performance Management & Employees' Success*, next to *Strategic Planning, Continuous Improvement*, and then back to *Maintainable Organizational Change*.

Change management is a constant organizational activity. Higher education recently has been facing challenges from the internal and external environment. As Menon and Suresh (2020) indicate, educational institutions can either stay complacent with their achievements and ignore the change or move ahead with the change. Moving ahead with the change would help institutions sustain in this competitive world, while the former one would drive the institution out of the market and competition (Menon & Suresh, 2020). In order to ensure its vitality, there must be a clearly defined process for implementation and assessment. Leaders in higher-education institutions comprehend that utilizing analytics can significantly improve the way in which team members

work. Improvements including enhanced enrollment forecasts, improved student retention and graduate rates, and increased efficiencies for employee responsibilities. Notwithstanding, numerous leaders of colleges and universities have yet to incorporate analytics into their activities and accomplish proposed results. Change through cutting edge analytics can be difficult for any organization; in higher education, the difficulties are intensified. Being excessively centered on external reporting: Many higher-education institutions' information analytics teams focus most of their endeavors around producing reports to fulfill operational, administrative, legal, and accreditation obligations. The essential objective of these teams is to produce university insights that authorizing bodies and other outsiders can use to survey the institution's performance. Any solicitations beyond these exercises are viewed as crises as opposed to standard, fundamental assignments. Analytics teams in these situations work under extremely constrained timelines to support key, information-driven decision-making. The imperative going forward is to articulate an analytics command that goes past consistence: Senior leaders in higher education must communicate that assessment is a vital need. The analytics agenda and team must be viewed as a vital component of the decisions-making process and a strong contributor to the financial model of the institution. If a university does not have a focused analytics team with direct reporting lines to senior leaders, it is missing an important influencer from its organizational chart. This team should be a focused and coordinated stage for gathering, investigating, and displaying informational indexes and providing insights rapidly. With analytics buy-in from the forefront, universities influence a culture of information-driven decision-making. Analytics is a start, not an end. Analytics is the basis for empowering and engaging in meaningful decision-making. Leaders of higher-education institutions must commit the same amount of vitality to follow up on the insights as they do on empowering the investigation of the information. Informed analytics usage requires significant changes in culture, approach, and processes. When results improve because a university effectively actualizes change—even in a restricted situation—the entire stakeholder community benefits.

Recommendation #5: Leaders should enhance the assessment and expand the communication of financial management with all stakeholders

Financial management strategy is an exogenous factor in the influence diagram connected by dotted lines to *Leadership Relationship with Stakeholders and Processes, Procedures, and Assessment*.

Across all the three group discussions and over 70 participant responses, a financial management strategy consistently ranked and rated high as a key success factor. It is an imperative that colleges and universities take proactive measures to strengthen its fiscal position. An immediate and impactful measure is to take the opportunity to carefully review the organization's cash position and overall fiscal health. Secondly, institutions must determine the key financial ratios which they will use to measure and monitor success. These ratios and metrics including but not limited to reserve funds, endowment returns, net assets, and viability ratio will provide the organization with a constant measurement of organizational health. After a thorough analysis, organizations should revise the current year and short-term forecasts with conservative and aggressive scenarios. Liquidity and fluidity are the twin engines that will fuel financial success in the higher education industry. Institutions that can quickly pivot its financial strategy will be better positioned for maintainable change. In addition to assessment and development of a financial strategy, communication and transparency of this information is even more important to the stakeholder community. Students and parents have a vested interest in the rising cost of education and evaluation of the return on investment for their degree. Faculty and staff are concerned about the pressure of inflation amidst stagnant wage increases. Leaders must proactively engage and position the financial management strategy as a component of maintainable organizational change.

7.4 CONCLUSION

These are only a portion of the change management issues we see each day. These five recommendations convey a starting point for realizing viable organizational change for universities and colleges. Through the vision of a committed leader, the dedication of collaborative team, and the implementation of repeatable processes, maintainable organizational change is possible.

CONCLUSION

For Maintainable Organizational Change to become a reality in higher education, a strategic shift in the management of these organizations must occur. We achieved the research objective of identifying the key success factors for maintainable organizational change at institutions of higher education. Through analysis of the concept and influence diagram, seven interconnected themes emerged. The thoughtful insights provided by over 60 participants added additional context and inspiring commentary to assist in delivering five managerial recommendations. The future of American higher education requires that distinct focus on selecting leaders who will intentionally and proactively shift the academy into a nimbler and agile culture focused on maintainable change.

Leaders must influence the culture of the organization to create a balance between tradition and innovation. Adherence to process must be coupled with a deep respect and understanding of people. The advent of technology serves an accelerator for growth; however, it must be leveraged with a strategy and a plan for continued growth. A sound financial management strategy will continue to be an important foundational tenet of the ivory tower's business model. As the pressures to be competitive on tuition and fee pricing continue to rise, the need to diversify revenue while managing rising costs and inflation remains. Change in higher education has often occurred at a slow pace; however, at this critical moment that pace must be thoughtfully accelerated.

Exacerbated by a global pandemic, the years of 2020-2021 have catapulted the industry's necessity to increase the rate and speed of change. An unanticipated and rare risk that required swift mitigation occurred during the research process – the global pandemic of the coronavirus, COVID-19. As COVID-19 began to significantly impact the world and the industry of higher education, our research team had to pivot the strategy for the final data collection and participant engagement. In March 2020, our host institutions and research sites implemented travel bans and the IRB's of the research sites prohibited in-person meetings with human subjects. We were faced with not only the challenge of navigating the global pandemic on a personal and professional level, but we were also faced with the necessity to shift our data collection and engagement model. To ensure the continued integrity and quality of the research, we received IRB approval to finalize our efforts via digital platforms. Through technological platforms including *Zoom* and *Microsoft Teams*, we

connected with participants via online meetings and hosted open “office hours” for questions related to utilizing the research software. The challenge was immense, and the emotions were high, as connection with participants became an exercise in diligence based in compassion and gratitude. While we did not anticipate this risk, we are forever thankful for the participants that preserved through a global crisis while still finding the time to lend their voice to this body of work.

The path forward for colleges and universities is viable, while many detractors continue to debate the relevancy of higher education, it is incumbent upon managers to prove its vitality. There is a fierce and urgent call to differentiate and enhance the university’s value proposition. The rise of online and distance education should be embraced as complement to the educational service model. The student of today and the future is keen on understanding the value and return on investment for their collegiate experience. The student voice must continue to be the primary influencer in the polyphonic chorus. Their experience becomes the brand story for the university’s future.

The rise of telework due to COVID-19 unearthed a hidden but prevalent truth, higher education employees often experience a lack of trust and empathy from managers. The validation of work through physical presence has often been a testament of success. How do you read the room and communicate executive presence from your home office via a computer screen? The underlying metrics necessary to communicate success must be present to provide leadership with a comfort level that objectives are achieved. The focus on analytics and the use of artificial intelligence must become a requirement not an option. The universities that embrace these insights will grow and scale their operations.

Maintainable change will not be achieved without an honest commitment to the expansion of emotional intelligence. The academy is the mecca of intelligence and educational credentials and preparation. It must also become a leader in empathy and understanding the needs and priorities of all its members. The pathway to maintainable organizational is grounded in the sensibilities of understanding its people, all its people. As the industry continues to evolve, change is inevitable. The universities and colleges that make that change maintainable will be the leaders that history will remember as the champions.

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Appendix A IRB Training Certificate



Completion Date 19-Dec-2019

Expiration Date 18-Dec-2022

Record ID 34596374

This is to certify that:

Martin Lemelle

Has completed the following CITI Program course:

Human Subjects Research (HSR)

(Curriculum Group)

Social-Behavioral-Educational Researchers

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Grambling State University



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?we65e708c-e0a4-4b47-a06f-dbec1379fc62-34596374

Appendix B IRB Approval



Mr. Martin Lemelle, DBA Candidate
SKEMA School of Business

January 3, 2020

RE: IRB Protocol# - 01-2020-01
TITLE - Identifying and Analyzing the Key Success Factors for Maintainable
Organizational Change: Group Concept Explorations in US Higher Education
Study Site/IRB of Record - Grambling State University

Dear Mr. Lemelle,

Thank you for submitting your Human Subjects Review application to the Grambling State University Institutional Review Board (GSU-IRB). The GSU-IRB approved by expedited review, the above referenced research. This approval is issued under Grambling State University's OHRP Federal Wide Assurance #00023403. The GSU-IRB was able to provide expedited approval under 45CFR 46.110 and 46.111 because the research meets approval criteria and falls within the category or categories of research eligible for expedited review described below:

Date of GSU – IRB Approval	January 3, 2020
Date of GSU-IRB Expiration	N/A (Does not require continuing review per revised regulations - effective as of January 21, 2019.)

EXPEDITED REVIEW CATEGORY	6: Collection of data from voice, video, digital, or image recordings made for research purposes.
	7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

By virtue of this approval and per information provided within your IRB application, you affirm and will abide by the following stipulations:

- Data collection will commence on or after January 3, 2020.
- Your project will employ a data collection method that adequately minimizes the risk of participant's data being linked to their identity or identifying information.
- You will maintain, in a confidential and secure manner, all collected data, signed and dated informed consent documents and audio recordings for IRB audit and compliance review.

Please be reminded that informed consent must be obtained from ALL participants or their legally authorized representatives **PRIOR TO** research involvement. Be sure to include the contact information for the GSU-IRB administrator on the informed consent document should study participants need additional information.

It is the responsibility of all investigators and research staff to promptly report to the GSU-IRB any serious, unexpected or adverse events involving risks to subjects or others. Further, if changes to the approved protocol are required, a revised protocol/request must be reviewed and approved by the GSU-IRB before implementation of said changes.

Once research activities are concluded, a REQUEST TO CLOSE STUDY must be completed. In addition, **all records relating to the research (including signed and dated consent forms) must be confidentially retained and made available for IRB audit (if requested) for at least 3 years after the research has ended.**

Please feel free to contact the GSU – IRB if you have any questions or concerns or if you need clarification regarding the contents of this letter. Best wishes and much success.

Cordially,



Dr. Carolyn M. Jackson, Chair
Grambling State University Institutional Review Board
318-274-2509
jacksoncr@gram.edu

Enclosure: Request to Close Research Study Form

cc: Dr. Martin Cloutier, Major Professor
Dr. Connie Walton, Provost and Vice President for Academic Affairs
Director, Office of Sponsored Programs

Appendix C Participant Recruitment Letter

Martin Lemelle, DBA Candidate SKEMA School of Business

www.martinlemelle.com | 318-680-3636 | martin@martinlemelle.com

December 12, 2019

Dear Prospective Research Participant:

I am a doctoral student at the SKEMA School of Business and the Business Science Institute. My research centers on ensuring maintainable organizational change. My dissertation is entitled: "Identifying and analyzing the key success factors for maintainable organizational change: Group concept mapping explorations U.S. higher education." The results of this study will not only be helpful in providing HBCUs with the empirical evidence of the need for maintainable organizational change, but also managerial recommendations to support success on your campus.

In order to conduct the study, I am inviting a limited number (10-15) of stakeholders including administrators, faculty, staff, and students to participate in a group concept mapping discussion. You have been invited to participate because of your experience and expertise in higher education.

My proposed date for the 1-hour research discussion is January 8, 2020 at 9 a.m.

The study will be of no expense to the institution or you. Also, it will not disrupt any activity at the institution. Participants will not be penalized if they do not agree to participate and have the privilege of non-participation at any time. All information obtained during the data collection session will be confidential, and the institution and participants will remain anonymous.

I have included a copy of a consent form for your review and signature should you choose to participate.

If you have any questions, please feel free to contact me at (318) 680-3636 or Dr. Martin Cloutier, chair of my dissertation committee at 514-916-1765. Thank you in advance for your support.

Sincerely,



Martin Lemelle

CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

Researcher's Name(s): Martin Lemelle

Project Title: Identifying and analyzing the key success factors for maintainable organizational change: Group concept mapping explorations U.S. higher education

INTRODUCTION

This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.

You are being asked to participate in a research study. This research is being conducted to address the impact of culture on the process of implementing maintainable organizational change in higher education institutions (colleges, universities) in the United States. It will also investigate the factors that will make the process of organizational change in universities successful. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

You have the right to know what you will be asked to do so that you can decide whether or not to be in the study. Your participation is voluntary. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

WHY IS THIS STUDY BEING DONE?

The purpose of this research is to address the impact of culture on the process of implementing maintainable organizational change in higher education institutions (colleges, universities) in the United States. It will also investigate the factors that will make the process of organizational change in universities successful.

HOW MANY PEOPLE WILL BE IN THE STUDY?

About 15 people will take part in this study at each institution. Three institutions are included in the study.

WHAT AM I BEING ASKED TO DO?

You will be asked to participate in a group concept mapping discussion. At the center of this method is brainstorming. You along with other participants will be given a focus prompt to start the discussion.

HOW LONG WILL I BE IN THE STUDY?

This study will take approximately one hour and thirty minutes. You can stop participating at any time without penalty.

WHAT ARE THE BENEFITS OF BEING IN THE STUDY?

Your participation will benefit the higher education industry and your institution by yielding managerial recommendations.

WHAT ARE THE RISKS OF BEING IN THE STUDY?

Protective measures and internal controls have been implemented to ensure your anonymity as a participant. Since you will interact with other participants there is some exposure to a small group with whom you will share your opinions and feedback.

WHAT ARE THE COSTS OF BEING IN THE STUDY?

There is no cost to you.

CONFIDENTIALITY

Information produced by this study will be stored in the investigator's file and identified by a code number only. The code key connecting your name to specific information about you will be kept in a separate, secure location. Information contained in your records will not be given to anyone unaffiliated with the study in a form that could identify you without your written consent, except as required by law.

WILL I BE COMPENSATED FOR PARTICIPATING IN THE STUDY?

You will receive no payment for taking part in this study.

WHAT ARE MY RIGHTS AS A PARTICIPANT?

Participation in this study is voluntary. You do not have to participate in this study.

You will also be informed of any new information discovered during the course of this study that might influence your health, welfare, or willingness to be in this study.

WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?

Please contact Martin Lemelle (martin@martinlemelle.com) if you have questions about the research. Additionally, you may ask questions, voice concerns or complaints to the research team.

WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?

If you have any questions regarding your rights as a participant in this research and/or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Grambling State University IRB Board at irb@gram.edu.

You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact Martin Lemelle at 318-680-3636.

A copy of this Informed Consent form will be given to you before you participate in the research.

SIGNATURES

I have read this consent form and my questions have been answered. My signature below means that I do want to be in the study. I know that I can remove myself from the study at any time without any problems.

Subject

Date

Appendix D Sociodemographic Survey



Maintainable Organizational Change: Socio-demographic Data Questionnaire

Thank you for completing each of the following questions stated below.

1. Email address *

2. Please identify your institution *

- Grambling State University
- University of Louisiana Monroe
- Wiley College

3. To what functional division do you report? *

- President
- Academic Affairs
- Finance/Operations
- Student Affairs/Athletics
- Advancement

4. What is your position within this division? *

- Vice-President
- Associate Vice-President
- Director
- Manager/Dept. Head
- Staff
- Faculty
- Student





5. Please indicate your years of professional experience *

- 0 to 4 years
- 5 to 10 years
- 11 to 20 years
- More than 20 years

6. Please state the number of years of service with your current institution *

7. What is your highest educational attainment? *

- High School
- Associate
- Bachelor's
- Masters
- Doctorate

8. What is your field of study/expertise *

9. Have you worked professionally outside of the higher education industry? *

- Yes
- No

10. If you answered yes to question 9, in what other industries have you worked?

11. Please share additional feedback you would like to provide relative to our study regarding maintainable organizational change.



Survey

A link and QR Code to the socio-demographic survey are included below.



[Socio-Demographic Survey](#)

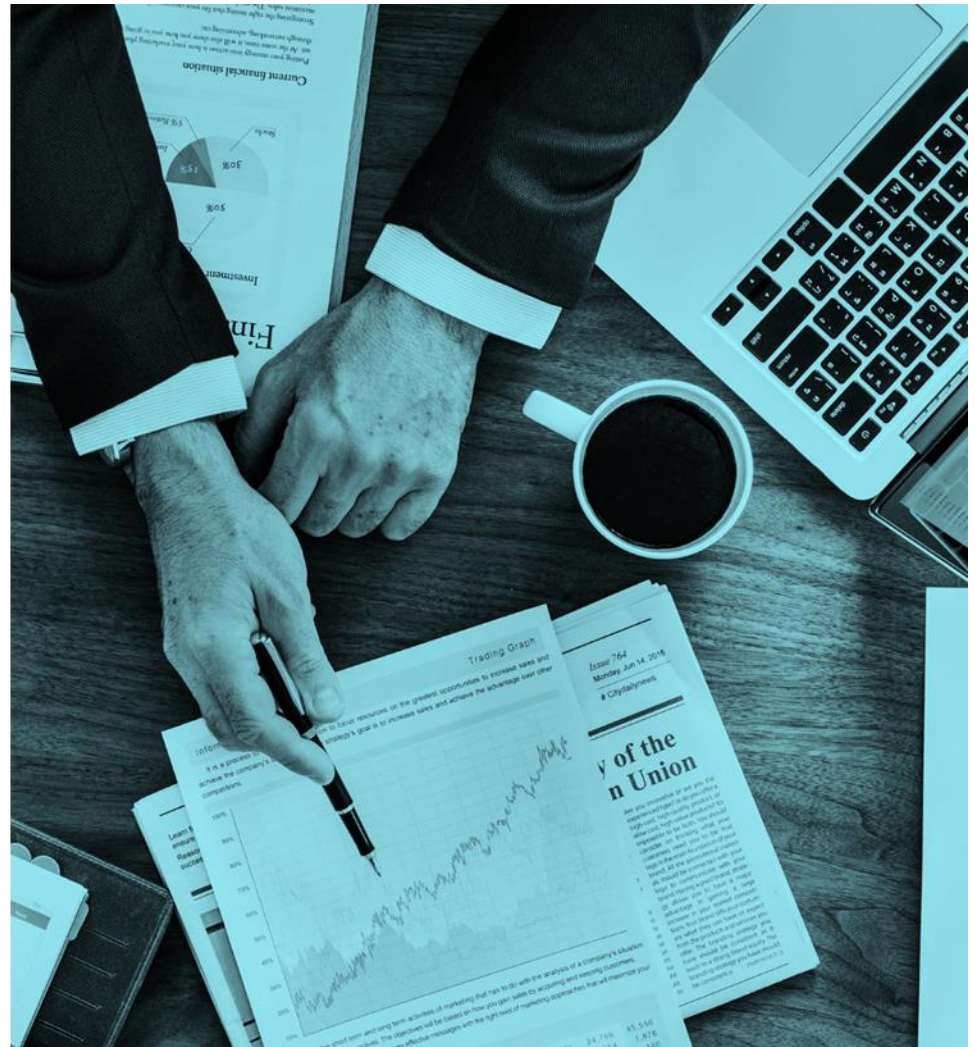
Appendix E Brainstorming Session Presentation

Identifying and analyzing
the key success factors for
maintainable
organizational change:
Group concept mapping
explorations U.S. higher
education



Martin Lemelle

United States of America, Digital DBA
Dr. Martin Cloutier, Supervisor





Research Problem



- The main focus of the research is to review the existing dimensions of operations of selected higher education institutions in the U.S. as research cases, and assess their ability to deliver sustainable organizational change.
- By identifying and analyzing problems existing in these institutions, this research will compile the findings to develop better and effective recommendations essential for propelling organizational change and effectiveness in universities.
- To accomplish this, a group concept mapping study will be conducted.



The many voices of a
polyphonic organization

Kornberger, 2006.
Hazen, 1993
Andersen, 2001

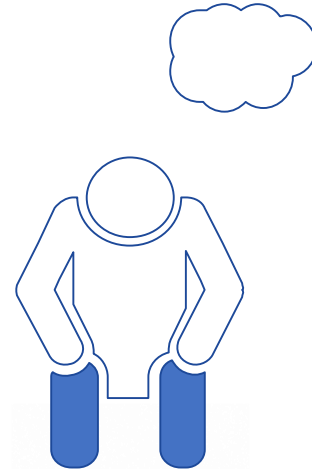


Market Economic
Organization

Political
Organization

Media
Organization

What are the relevant dimensions in the relationship between the university's culture and its ability to implement change?



KEY DIMENSIONS

The review is structured into the following sections that identify the key focus areas and dimensions of the review:



Group Concept Mapping

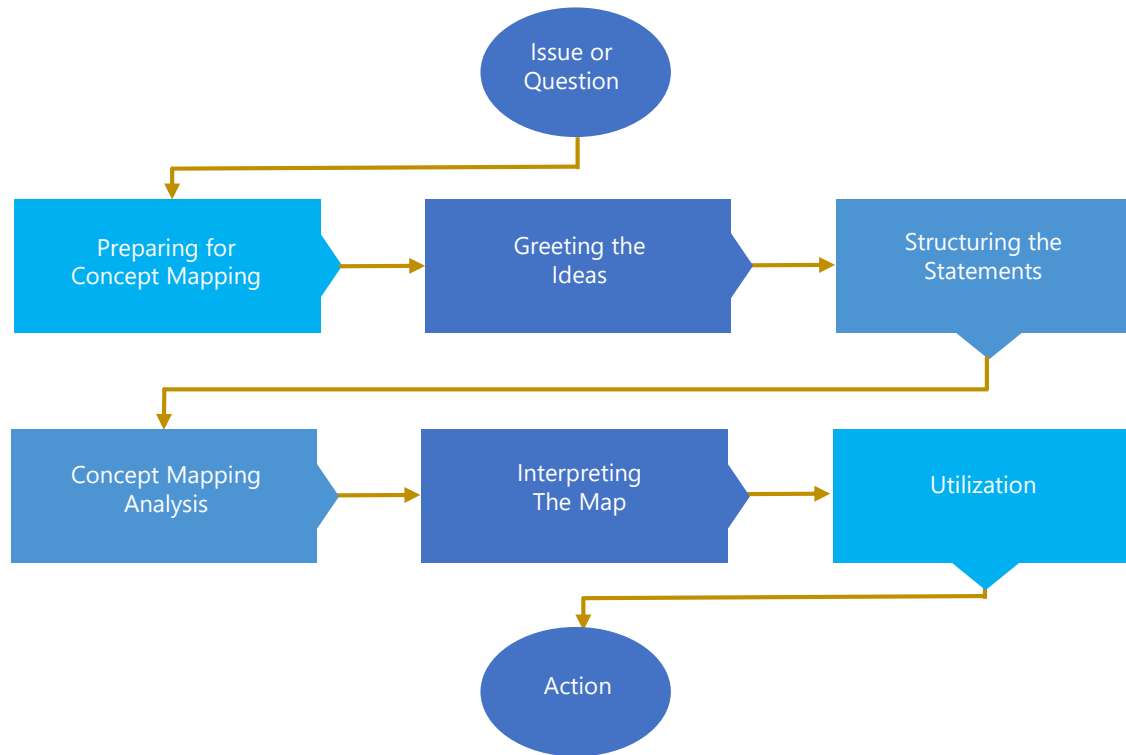


Figure 1. Group concept mapping steps
Trochim's Concept Mapping Process (Kane & Trochim, 2007, p. 8)

“A critical success factor, either tangible (i.e. resources) or intangible (i.e. leadership, currently impacting maintainable organizational change (e.g., system utilization, organizational structure, financial commitments) would be...”

Appendix F University A Brainstorming Transcript Notes

University A Brainstorming Transcript Notes

- People buy-in is the most important thing, so that intangible idea and attitude, that flexibility, is good for progress. And I guess in my experience with previous organizations and even with this one, is that it's a top-down attitude from the leadership passed onto each departments' leadership, and then adopted by the people. It's an ongoing attitude that takes place in a series of conversations.
- Anytime you're implementing change, talking about culture shift, people need to understand why are we doing this. They need to understand the drivers because when you talk about change, we automatically think, "Okay, why are we doing this? And how does it impact me?" And so that must be clearly defined, why we're doing it, for the organization to really embrace it and get that buy-in that's necessary for this change to go. So, once we understand how is it going to impact me, how is it going to impact the organization?
- make sure that they understand and are ready to receive change, so they're spirit and everything about change itself, they're ready to receive that. In order to listen to why there is a change, they have to be able to understand and be on board with the change, period, and not be, "Well, that's what we've done in the past, that's all I know." They have to be ready and have an open mind about change. And then they'll be able to receive why are we doing this. Let's have some options or be open for discussion about it.
- The word "communication," and so I think the success factor that helps in culture changes or organizational changes, is the continual communication. So, not just being, "What is it we're doing? Being very focused, specifically what is it that we are doing?" And the why we're doing it and how it impacts me. But you don't want it to be three months later and it's no longer top of mind, so you want that continual communication so people always understand the purpose behind what it is that we're doing and why we're doing it.
- Over the course of time, all of those methods are necessary. But if I were to say specific, like you talk about town hall meetings, something that happens on a regular basis whether it be quarterly... Where you would be able to provide a [inaudible 00:26:14] next steps in the process, that you'd be able to have one space, one time where everybody would be able to hear the information.
- The written communication or the reporting, you'd be able to provide to leadership so they would know how to communicate to those people who work for them, what's going on and what's happening, sort of like a newspaper. A newspaper to say, "Here's the news, this is what's going on," let's be on one accord in what we communicate to staff or anyone who may be asking questions.
- Depending on the size of the organization or company or whatever, there must be a... I call that "transition plan" because when you are... And part of the communication piece is a part of that. And depending on the size of the organization and to go back to what was stated earlier about buy-in from the organization, at the high level you said what we're doing, why are we doing this, the expected gains or benefits.
- Depending on how large the organization is, you can develop subgroups. And in those subgroups, they are assigned, from senior leadership, a task. And so there are several benefits

from this. Number one, you've identified this group of people with a certain set of skills to focus on that area of expertise. If it's operations, if it's finance, if it's communications, HSC risk management, that team then focuses on how we're going to attain what's been said by our executives.

- One of the benefits is going to be buy-in from those people, because underneath there, they're going to engage other people to help them attain whatever that assignment is or whatever that task is that rolls up to what the executives have asked us to do.
- A second step. I think I perceive the long term maintenance of things in three parts. So, there's that initial buy-in that's crucial, and then following that there's systematic adjustment. So, there's an adjustment in the way that every department, and every person within those departments, does their job or maybe even thinks about their job. And then there's the adoption, there's the holistic adoption of the change and accepting it as part of the way that things are now.
- There has to be consistency from a communications perspective in what the conversation is surrounding the change and also the feedback. Maybe one department discovers that there's something about the change that doesn't work. There has to be room for that to become a part of the conversation during the systematic adjustment phase before we can move into long term adoption.
- On the subject of change, we're all human beings and with change, we're able to adapt to those things. But as well, it's said, we've got to be willing to accept the change that's coming. You've got to understand the why. If you understand the why, then you're more acceptable to [inaudible 00:30:39] that change can happen. But if you're saying, "What is it going to do to me personally?" Take a person out of it and look at the whole conglomerate of it, and say, "What is better for the university or organization?" And look at that and we can transform to that, instead of a me factor. Take me out of it and put us into it.
- Since we're focusing on higher ed, one of the things I think is very important is assessment and proactive versus reactive. And I say that because the assessment layer, a lot of times in higher ed we're a very diverse group, and a lot of times higher ed is reacting. Reacting to market change, reacting to enrollment fluctuation, reacting to external requirements, be it accreditation, state requirements, or what have you. It's a lot of times in a reactive mode and not so much proactive. And when we start to talk about pushing down change when that change is happening very rapidly, and sometimes that's just necessary. But then there are times where the change is very rapid because we have not done that long term sustainable... When it's just the process and it's the way that it's done, I think that's very important. But when you lack true continual assessment, then gaps happen and then we get into a posture of we have to make a change, we have to make it now, and then there's less time for that type of buy-in and communication amongst the groups because now you're under a constraint whereby that change needs to happen very rapidly. But had there been appropriate planning, it could have been stretched over a broader period and achieved all of those other elements we've spoken about.
- Assessment is so important, because that overall assessment, if it's continual, can outlive the individual. What happens, and again I'm focusing on higher ed, a lot of times there's a lack of that overall assessment. And so we end up in silos where this group decided "we're just not going to do that" and there's been no oversight, no assessment for monitoring to ensure that

those things are in place, and then by the time that it becomes a realization for leadership or whomever, now we've got an immediate problem.

- A lot of times we're not consistent in the practices that happen. So, from experience, I have some rebellious people in the police department, who on the outside are so... The change is different. There was drastic changes that have happened over the past several years at the police department, so just being consistent. They may not buy into it at the beginning, but when they see that, well, I'm not going to change because you don't like it, there's consistency across the board as far as leadership. And they'll either get on board or there are other options for those people that can't.
- It's going to be received by different people in different ways. But I think one of the bases of that is trust in your leadership, as far as did that change for the positive? And in this room, I think there is definitely that trust there in our leadership that it is for positive success.
- Collectively, and it's been alluded to by some of you in this room that we are the sum of our perception. We're collectively the sum of our success. Really and truly. For me, that'd probably be a good thing for me to write on my office every day, that we're all a part of that and the more continuity that's in that, then the more real success or real perception in...
- It seems pretty basic when we talk about KPIs, key performance indicators, but I think establishing what does success look like? What do we think that is? Starts to drive everything else because sometimes you can approach individuals with change and, like you said earlier, why are you changing it?
- But then if everyone knows as an institution, we have decided this is what success looks like. And then from there, for this component, to achieve this these are the things that we must do, and then drilling that down even further. But a lot of times, people just think success is different. They think they're doing fine. They're doing what's on the checklist, they are doing fine. I'm checking all the boxes, I'm doing this, but is that what the institution has determined success looks like? Maybe that was success 20 years ago. It's not anymore.
- There has to be an exit strategy. I don't think you can just say, "Well, we know this is Jane Doe. Jane Doe's been around here for 20 years, Jane Doe knows John Doe." An organization has to be willing to change to maintain change, because the same thing just won't stand, in my opinion.
- I would say as part of that, once the marching orders have been given to the team, this is what we're doing, this is what we're trying to achieve, there needs to be, still, that constant communication back with the team. Just because I say, "This is what it takes to get the job done," once we as the team start doing that job, we may have to make some changes. That may not quite fit our team. And so I think that consistent, as you said, assessment and check in with the team to say, "Okay, these are the things that we're trying to accomplish, but let's see if the way we first said we would accomplish this, if that works or if we need to make some tweaks to what we're doing to make sure this fits, this works, and this is a sustainable way of making the change happen at our organization."

Appendix G University B Brainstorming Transcript Notes

University B Brainstorming Transcript Notes

- I believe financial commitments can also be the overarching goal of the university because if you have not allocated enough finances, whether it's in human resources or technology, you find yourself lacking in those areas where you're not attracting staff, faculty or staff and paying them compatible to some of their counterparts or you're not adequately staffed in areas i.e. admissions or improvement and so then those persons who may be in those positions are not working to their full capacity or they lack the technology needed to move in that direction. At the end of the day, the financial hardships the institutions face kind of trickles over into every aspect of their operation.
- I guess financial commitments would be a big one as well from myself being that I worked at a public institution and now a private institution. Funding is entirely different when it comes to raising money or having funds in place to do things, like for myself, within the student leadership or student development so it's kind of like a challenge to actually have the funds available or to raise the money or whatever the case may be.
- I guess on the faculty and staff side, financial commitment to me would be actually still supporting the institution you work for. Even though the institution is paying you, you should still support the institution financially and as well your alma mater who may be going through financial difficulties as well. So the commitments that are brought forth to you and the challenges that you may have went through along your matriculation through college another student may be dealing with, but on another level but your financial contributions can help that particular student or their institution.
- I think a critical success factor is communication. If there's going to be any change well in... at a college, I think it should be communicated, should be explained fully to the staff, to faculty, to the students and also, by explaining I mean, give the detail why it's important so that's how it will be there even if you are gone as a leader.
- I would also say about resources, it kind of ties into financial commitments because in order to be innovative, in this day and age, for students, you have to have the resources necessary but if you don't have the money to actually have the necessary resources, then you have to really be creative in how you approach or reach the students because they don't really do well with pamphlets, they don't really do well with paper in their hand, they do better with technology, phones, texts, Snapchat, Instagram, those kinds of things. So you have to be more creative in trying to figure out how do you reach the student where they are if you don't really have the resources financially, to do so.
- I would also say documentation and teaching other persons your job. That's what's going to really sustain a university or a college because if you leave, get sick, get ill, find another job, who carries on what you started or who carries on or builds upon what the school or university may need to keep moving. I think that ties into sustainability.
- A lot of people are focused on what they do and job security and don't share and utilize resources and when they're gone or something happens, the school suffers tremendously.
- And then also resources. In the past... you can't have one person doing 20 jobs even. You have to be able to give the person resources and other personnel to get a job done because one, they will find themselves experiencing burnout and they're not giving you the best product.
- There would be different leadership styles as well, from the top trickling on down. I know one thing that we preach here at the College is kindness and it creates a better work environment, in my perspective, for us all when it's time to collaborate with other divisions like student affairs and enrollment management or academic affairs. It creates that family-oriented vibe to where

you know you can work with people and produce great quality work other than thinking there's a hostile work environment or thinking you may not be able to get the work done and I think we get it done pretty fast just by getting along.

- I think one of the underlying things that we're all talking about is commitment. Sometimes you have to define and outline what that commitment looks like because for some people commitment is just coming to work everyday, "I'm doing my job." For some of us it's, "I'm committed to the students, I'm committed to my coworkers, I'm committed to the mission and what we bring to each and every student at every level." So I think commitment is a really big success factor when you're looking at higher education because if you're deeply committed in what the mission is about, almost everybody's mission is the same, different words, but the same meaning. So you have to really define what commitment means to you and what you want to give to the institution.
- I think that something that would be beneficial would be to ask the students in the room because I think they're all upperclassmen and they've seen the change so what are some things that we're doing here that has helped you matriculate better or some of the difficulties that you have now that you have a different president just come in just because teachers and advisors tell their perspective.
- I would definitely say that what I've seen from the old administration to the new administration is more hands on. As y'all said about kindness, you can talk kindness, but it's the action of it that counts. So with me being a senior and being able to meet the administrators, I have seen where they have actually expressed kindness and it's just not intangible, but it's tangible. I can see it, I can feel it, I can see that versus the old administration where they were just like, "Okay, you come to the office," you have to go all over the world just to meet with them but opposed to getting their number, sitting down with them, going to lunch and those things and them hearing your goals and helping you succeed. I would say it's more hands on as from what I can see being here from the new change. Because everybody in this room has helped me in some way so that's what I see.
- For me as part of the... It's well organized, honestly. From the past, I've been here for all of three years, I transferred back to Houston due to a family situation and came back. In the time that I've been here back at the college, with the new administration, new president, everything has been well organized. You can talk anybody like she said, anybody can help you. Everybody has a different approach or how it used to be. Back in the day it was just like what he said, we used to run around, go to different offices just to get one thing done and now anybody has the opportunity and the ability to just come and help and be like... make a phone call and go through the process with you and get it done as fast as they can so that's some of the change that I've seen so far.
- I guess with student leadership on my end, I guess I saw a great cultural shift within a last few weeks. Over the break I checked grades and over 80 percent of the SGA had a 3.0 or higher and it was very... It wasn't shocking to me because I knew they were going to class, but to actually see them actually perform academically and socially and to hold a leadership position, that very... just a great moment for me because-
- Aesthetics play a huge role. If you're in a collegian environment or you're in a nicer environment then a student, or even adult, you're going to act differently, you're going to appreciate things a little bit better, you get the newer things. I think also, it's a learning curve as well. Somethings you might have never seen before and so now you have to learn to treat that type of thing.
- I was going to say, I think going back more to the people side of things, I think one intangible success factor for organizational change is accountability and making sure that we are... While

we're talking about all this great stuff and the great work that we do, that we are making sure that the people who are within this organization in this case are committed, So holding people accountable to do their jobs and if... Soon as you find out that there is someone here who is not on board... I don't want to say getting rid of them but maybe just trying to figure out what their reason is. Maybe like buy-in kind of ... So accountability is a really big thing for me as a leader. I just feel like you've got to earn your paycheck. That's something that the president has always said to me for the last few good years that I've worked with him is, "You need to earn your paycheck." It doesn't just get handed to you. You're expected to perform. Period. So accountability.

- And one more thing I want to add to that is to really believe... for us believing in our students. I'm of the mindset, "If you don't believe in them, you can't educate them. If they don't believe in you, they can't receive from you." So students can tell if you really believe in them, if you... and it goes back to pride too. If you really believe that you can create a change, that you can really help your students, that you can do something impactful, then there will be change, but if you don't believe in these students and you don't think they can grow and everything is negative, then I think that's the time when you should probably think about maybe a career change or doing something different at that time. And there's nothing wrong with that, it's just you should not stay in a position that's not your suit.
- Assessment in general when you're looking at a big group or division but even just those simple one-on-one assessment with you and your boss. I recently had an opportunity to do that and it was very... I think just an effective meeting. I think that it also makes sure that you and whoever your manager is, are on the same page and can sort of sort those things out, have those tough conversations that don't really even have to be so tough.
- And to add to that, I think also knowing that there are systems in place. I just believe in... I'm very systematic. I believe there should be systems in place and everyone in the department should know those systems. If I'm not there then other person in my area, he should know the systems for this. Everyone in the area should know the systems and that's why you have true organization and you can have true gains at that point in time. If there's just one person who knows the area, then that's a way to evaluate the area. We should all be able to answer certain questions and know how things operate within our area and if we don't have a system in place, we have to put one in place. We could blame forever but then you have to do something different.
- I guess in the division of student affairs who work as one, what we saw was everybody wanted to be a part of a team but we were all in different sectors; career services, student life, athletics but we all work up in division of student affairs. So what we did in the summer, we held a retreat and yet what we determined was, we all need to be at one meet. So everybody from the Vice President of Student Affairs all the way down to the dorm directors are all the same in the same meet so it's, "Happy Birthday," it's you know, "This is going on with our program."

Appendix H University C Brainstorming Transcript Notes

University C Brainstorming Transcript Notes

- **Sometimes I just feel like in a leadership role it's important that you are** professionally skilled and knowledgeable about all aspects of different things that would be a positive asset to your organization. I think that it's important that even as you're completing this role as a leader you have to be open to the idea of change and new ideas instead of always resulting to traditional forums. The world is evolving. People have to evolve. So your frame of thinking has to evolve. Sometimes you have the type of leaders that would come in and they'll give you a broad this is what I want, I think you should do this. But there are no outlines. What are they expectations? What is the research? What... It's not really defined. So it's almost like sometimes leaders will put you out there to do certain things, but not provide you with the tools or resources that you need in order to complete those tasks or execute it.
- I also think that, alongside with what she said, apart from your direct supervisor but once you get to the VP and executive levels of leadership that they know what people do in their respective roles. If you read the job description, there're going to be assumptions. Oh, this is what happens in international student services, but there's so much that happens below the surface, or even my role as a recruiter, sometimes you wake up with flat tires and you still have a college ready to get to. There's so many things. Even in my time here, we've gone to the scene of an accident where a student has been struck by a vehicle while they were trying to bike to the school of pharmacy. And I think that if leaders really take the opportunity to get to know what their people are doing, who they trust to do their jobs, those assumptions will fall away. There is a certain... I don't want to call it ignorance, but there's a certain lack of knowledge of what, especially with the boots on the ground people, truly what makes the community and the organization function from day to day.
- You mentioned openness, but I think that openness and being transparent in your day to day roles of a leader in the administration are very important because a lot of times students can be blinded by your work self and your outward self. I think that there's always a way to combine who you are outside of work but tie that into your work, if that makes sense. Whether it's how you interact with your students or other professionals, your tone, your communication styles. I think that if a student can come in your office, or really anyone can come in your office, and figure out who you are just by your conversation and how you function, I think that's very important. You don't want your boss's boss, for example, to be someone that you hardly know except for you see their face every so often. People can relate to administration as well. Some people... I remember when I was a student, I considered upper level administration to be role models. So I think that's sort of an intangible aspect to it.
- Resistance to change is very hard. It's very common. It's hard to get past. We see it all the time with planning these events around campus, whether it's a concert, homecoming week, or just a general movie screening in the student union. We see it all the time and people are worried about it tanking or not going well but you got to understand that, with proper leadership, they've already thought it through. They'll reach out if you need anything.
- But also being willing to take the opinions of students and people who aren't at that level you are administration-wise, I think it's good because then that shows that you care about what they think, and then the rest is history. They'll just continue to trust you and follow you.
- From an HR standpoint for a university. We always had what... ULM has had an opportunity to get better with HR more involvement with to develop their relationships with the managers, so we can be the bridge with the employees. I would say the resource we need to maintain an organization change is more diversity and inclusion when it comes to hiring employees, which

would be the key dimension in strategic management. So what we're doing now, since my seniority here two years ago, we're developing a manager toolkit.

- A lot of managers in the organization has been here 30 plus years. They're wanting 2020, 2019 results, but they're wanting to do it the 1950-1960 ways. A lot of the employees, demographically, here are 20, 30, 40s. New ideas, fresh ideas, willing to do the work, but, what she said, do not have the resources or the organization or whatever direction to do so. So that also causes, I would say, challenge when it comes to staffing which is why HR is now working on for 2020 to work with the managers, get them trained... And we need to get them trained to open up their minds a little bit.
- Do you think this is a good fit for you? Do you think you need to retire and let somebody else, younger, who have ideas to take over your role? Or, if you aren't doing a good job, what are you doing to make sure that the principles and the guidelines that you are doing now is being passed down to your employees or to your subordinates if they would like to take over your role. So those are the backdrops that we are doing to prepare for 2020. It's a slow process.
- I think that's where the frustration comes in. As he said, change is slow so some of us are here to take the world by storm, but it is just slow. Like he was saying, just trying to push the needle and just muster up the strength to present your idea out there and just giving yourself that mental pep talk. Well, this might get shot down, but why not? Just trying not to get weary and the fact that knowing that institutional organizational change is slow.
- We experience that all the time. In student life, shooting down ideas, bringing up things, and I tell my students leaders all the time, the administration isn't ready for that. Say you want to bring a hip hop artist for your next year's concert, well the administration isn't ready. They want to do something else. It's hard whenever you have that leadership that either doesn't budge or they'll let you know when it's time to budge. I think that especially what comes across to people, employees, faculty, staff, students, is that if your leaders in any capacity love the university and support it in whatever they do, that helps others know that there are people on this campus that care and then they can get behind that. So if we're building a new facility on campus and the administration is rooting for it and posting all these things and saying we're loving this and we hope you do too, I think it's important that faculty and staff and students and grad students can get behind that and support it. Change is slow but you've got to support it because they follow through.
- I think that we should also invest in our team leaders. And so that, I'm saying that providing opportunities for professional development. I know we don't always have the budget to send them to different conferences, but what thing that I did enjoy about one of my previous employers was that we had like a lab. So if someone needs to learn how to become more proficient in Word or how to learn how to do Excel; those types of things. We had someone on campus who could help them, because again, like you were saying, there is change and a lot of things going more towards technology.
- So you do have these people who are more seasoned on campus who may fear or have anxiety when it comes to using these systems. Not just to train these systems when we're bringing on a new system, like if you're moving from banner eight to banner nine. Not just those types of trainings but teaching people how to use all these other things. How to search the web to find information.
- Or like I said because I think each one of use probably use Excel in some form or fashion, but there's... Excel's such a powerful tool and you may be doing a lot of work that you don't have to do that Excel can do. Like I'm still trying to teach myself how to do pivot tables, but it's finding the time as well throughout my nine hours in a day and then the commute, getting home, to

teach myself how to do that. So if there was an opportunity that there was someone here that said, hey want to learn pivot tables? It's going to cut an hour of your research time when you're trying to manipulate data, because we're all data driven as well because we're looking at enrollment numbers because that's what's actually funding us to be here. So, if there's something that we want to do, compare the data, we need to learn how to use those different systems in order to make it work for us and not... Because I know that there are still manual things that I do within Excel that Excel can do for me itself.

- A lot of times people do stay away from things like that because it's this huge elephant, but then once you learn how to write the first formula and you're like, "Oh my gosh, I didn't have to add all that up." Especially Joel, you guys because you're dealing with numbers of students and participation and all that, vendors. When you can say equal sum parentheses and then drag and then press enter and it adds everything up in two seconds, it's life-changing. I think that sometimes institutions forget that your resources are your humans on campus and that you really need to invest in them because, like they say, people don't leave jobs, they leave bad managers. So then you want to make sure that your people understand that they're valued and that they're appreciated.
- Well that goes back to the culture of the organization. If the culture is really there, how have we established good culture? Is it the... Have we developed relationships between the employees, not only between the employees but let's say between the employees and management or executives? I think from what I've seen, everybody's in here mostly student driven and I'm mostly operations driven. So, in the background, I see that every department, whether it's on the academic side, the student side, or the operations side, we all have to work collectively together. I think that for the most part a lot employees don't really understand or see, because I know I don't, what the other department is doing, what they contribute, and how their work affected other department.
- But I definitely see, and correct me if I'm wrong everybody, the executives don't understand the dynamics of what the employees, the people that's actually doing the legwork are doing. When we talking about again making these changes, these 2020, 2019 changes, and what does it really take to make those changes? Is the culture there to have an open discussion about the reality? Will we be able to make that change when they come to you about it? Or is it a culture of fear or a culture of "I don't want to jeopardize my job so I'm going to keep quiet"? For the most part when an employee resigns and they leave, I do my exit interviews for what we call a checkout process and I'm hearing all of these issues and I'm like, "well how come nobody contact HR about all of these issues?"
- I think another factor is a lot of times there is no communication. And when I mean communication, I mean collective communication, not just the communication within your organizational department or it just needs to be structured around the university, period. So oftentimes, there are things that we try to tackle within our department and we try to express the different changes, but we don't see the change because we're not really able to communicate that outside, for fear of what may or may not happen. So I definitely agree.
- I think that's a driving thing within cultures at universities is the fear of retaliation for reporting because I don't know how confident some people feel in being protected as a whistleblower or whatnot and also not being seen as outcast. You're going to have the street community and then things of that nature and people going to talk. Now you're ostracized and now when you walk into a room, no one wants to sit beside you because they're like, "Oh, she's going to tell on you."

- So those types of things I think prevent people from reporting bad behavior or toxic behavior and things. Or it could also be on the flip side, maybe they have reported and nothing's been done. So why would I even want to report this type of thing? Nothing has been done. The person's been here 50 years and they have seniority and I'm new. So you just start looking for another job and not being invested. That's how organizations they sometimes lose those great fresh legs and those fresh ideas. That's who we need because, especially if you're looking at a younger population who understand the different generations who are coming in and understand that these things are changing. You have your 1980s person who still wants to do it the 1980s way and we're in a totally different decade now
- So you have to have those people, not to say you don't need seasoned people on campus, but the ones who are open to change is who we need on the campus because they have so much historical perspective that they can offer. It'll make me say if they don't feel great about training someone who's coming up the ranks as well. So that then that helps me the diversity in the long haul with your succession plan so they can start training that person and everything. Then, this person can go ahead and retire, and then of course you had to kind of force, like Lamont said, ones to retire.

Appendix I Overall ABI

CLUSTER

Anchoing-Bridging Index

1. COLLABORATION

Avg 0.34

1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change	0.72
8. To inspire commitment, "buy-in" for the organization's change management agenda	0.20
9. To establish a consistent stream of reciprocal communication between the employee and the supervisor	0.43
10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda	0.40
17. To reinforce positive behaviors through support of leadership and organizational communication	0.34
26. To understand the importance of collaboration among team members and departments	0.33
28. To foster an environment of sharing best practices among employees and cross-functionally among departments	0.26
32. To provide the organization's working definition of organizational commitment	0.17
39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization	0.11
45. To provide an environment for direct communication between employee and supervisor	0.30
49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes	0.38
57. To inspire the team to trust the leadership	0.37
60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda	0.39
80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda	0.41

CLUSTER STATS

Statement amount: 14

Average: 0.344

S-D: 0.14

Variance: 0.02

CLUSTER

Anchoing-Bridging
Index

2. LEADERSHIP RELATIONSHIP with STAKEHOLDERS

Avg 0.56

7. To foster an appropriate level of shared governance between the management board and the university	0.59
14. To support the president in building positive relationships with all stakeholders	0.56
19. To provide tangible evidence of results via quarterly updates from the senior leadership	0.36
21. To provide clarity on the organization's values and mission as communicated by the President	0.21
22. To create a positive public relations campaign related to the change ongoing at the university	0.56
23. To uphold and regard the values held by students and employees in support of the change management agenda	0.49
25. To provide a balance between maintaining tradition and inspiring innovation for the university	0.20
29. To maintain an aesthetic and brand image that communicates successful representation in social and print media	0.56
35. To develop a culture of employees supporting the institution financially	0.33
38. To proactively engage with students on important decisions regarding student life (new programs, campus services)	1.00
47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located	0.75
54. To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit	0.81
61. To ensure the management board supports the change management agenda of the university	0.50
63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university	0.62
74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs	0.86

CLUSTER STATS

Statement amount: 15

Average: 0.56

S-D: 0.222

Variance: 0.049

CLUSTER

Anchoing-Bridging Index

3. FINANCIAL MNGT STRATEGY

Avg 0.84

2. To prepare for competition with other universities for student enrollment	0.95
18. To embrace technology as a support platform for accelerating enrollment growth	0.73
62. To secure state, federal, or private funds to support strategic initiatives of the university	0.99
68. To ensure the organization has stable financial resources to support the goals established and the changes sought	0.78
71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university	0.75

CLUSTER STATS

Statement amount: 5

Average: 0.84

S-D: 0.107

Variance: 0.011

4. MAINTAINABLE ORG. CHANGE

Avg 0.16

4. To institute a culture of continuous improvement and assessment for the university	0.23
6. To create an enhanced focus on long-term planning for the university and employees	0.13
20. To ensure goals are defined at every level of the organization	0.04
31. To ensure the organizational structure supports organizational change management goals	0.04
36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation	0.42
43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change	0.17
51. To allow for course correcting and shifting direction in the change management process by senior leadership	0.07
66. To enable a systematic adjustment for the change management agenda by all employees	0.15

CLUSTER STATS

Statement amount: 8

Average: 0.155

S-D: 0.117

Variance: 0.014

CLUSTER

Anchoing-Bridging Index

5. PROCESSES, PROCEDURES, ASSESSMENT

Avg 0.33

12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions	0.41
27. To define a process for approving exceptions to established procedures	0.24
34. To ensure compliance with all accreditation standards and governmental regulations	0.49
41. To validate that the adoption and implementation of goals are being supported throughout the university	0.19
42. To develop an exit strategy for transitioning away from non-performing programs or plans	0.29
48. To measure the utilization of existing information and operating systems and processes for validation of continued usage	0.36
64. To implement proactive and continual assessment of the organization's strategic plan and goals	0.25
70. To provide opportunities for senior leadership to re-evaluate priorities for the organization	0.26
79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)	0.48

CLUSTER STATS

Statement amount: 9

Average: 0.329

S-D:: 0.105

Variance: 0.011

CLUSTER

Anchoing-Bridging Index

6. STRATEGIC PLANNING, CONTINUOUS IMROVEMENT

Avg 0.18

3 To incorporate appropriate monitoring and oversight of employee goals and objectives	0.23
13. To establish key performance indicators for the management of the organization	0.20
40. To create standard operating procedures for employee job duties as a part of their job responsibilities	0.00
44. To make sure that there are accountability measures in place regarding employee performance	0.19
50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan	0.03
56. To validate that employee's actions align with the organization's values as it relates to job duties	0.12
73. To continually assess employee roles and responsibilities in relation to the change management agenda	0.29
75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)	0.38
77. To set clear performance goals for all employees with appropriate rewards and consequences	0.12
78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)	0.20

CLUSTER STATS

Statement amount: 10

Average: 0.176

S-D: 0.109

Variance: 0.012

CLUSTER

Anchoing-Bridging

Index

7. ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS

Avg 0.2

5. To establish incentives to retain employees who are leading the change	0.29
11. To create an organizational resource plan for employees inclusive of prioritized needs and wants	0.12
15. To provide a balance between sourcing talent internally and externally when filling positions	0.15
16. To support change at the individual employee level so that respect for all ideas are welcomed	0.55
24. To invest in skills training and professional development for employees	0.26
30. To strengthen internal training and development of employees	0.15
33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals	0.22
37. To implement cross-training for all employee job duties	0.14
46. To position internal resources as trusted advisors and confidential resources for business and employees' needs	0.07
52. To attenuate or reduce the stigma of job silos due to the threat of job security	0.16
53. To empower leaders to transition ineffective team members	0.02
55. To establish commitment to processes as a core value for each employee of the organization	0.04
58. To establish a culture of performance management and achievement for the organization	0.04
59. To underscore the organizational benefit and its alignment with the personal commitment of all employees	0.19
65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality	0.32
67. To develop toolkits for employee success that meets industry best practice standards	0.16
69. To foster a culture of mentorship at all levels within the organization (entry level to executive)	0.50
72. To eliminate persona based decisions	0.07
76. To provide flexible work arrangements for employees (telework, flexible scheduling)	0.34

CLUSTER STATS

Statement amount: 19

Average: 0.199

S-D: 0.143

Variance: 0.02

Appendix J Overall Scale Results

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
1. COLLABORATION	Avg 3.66	Avg 3.48	Avg 3.5
1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change	3.20	2.98	3.13
8. To inspire commitment, "buy-in" for the organization's change management agenda	3.53	3.15	3.31
9. To establish a consistent stream of reciprocal communication between the employee and the supervisor	3.68	3.58	3.82
10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda	3.68	3.72	3.62
17. To reinforce positive behaviors through support of leadership and organizational communication	3.73	3.49	3.60
26. To understand the importance of collaboration among team members and departments	3.64	3.59	3.73
28. To foster an environment of sharing best practices among employees and cross-functionally among departments	3.64	3.33	3.63
32. To provide the organization's working definition of organizational commitment	2.93	3.90	3.17
39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization	3.57	3.15	3.15
45. To provide an environment for direct communication between employee and supervisor	4.00	3.62	3.77
49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes	3.82	3.82	3.22
57. To inspire the team to trust the leadership	4.13	3.24	3.72
60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda	3.62	3.28	3.58
80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda	4.05	3.88	3.53
CLUSTER STATS			
Statement amount: 14	Average: 3.658	Average: 3.481	Average: 3.498
	S-D: 0.303	S-D: 0.285	S-D: 0.24
	Variance: 0.092	Variance: 0.081	Variance: 0.058

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
2. LEADERSHIP RELATIONSHIP with STAKEHOLDERS	Avg 3.63	Avg 3.53	Avg 3.29
7. To foster an appropriate level of shared governance between the management board and the university	3.36	3.32	3.05
14. To support the president in building positive relationships with all stakeholders	3.69	3.52	3.42
19. To provide tangible evidence of results via quarterly updates from the senior leadership	3.41	3.70	3.17
21. To provide clarity on the organization's values and mission as communicated by the President	3.92	3.90	3.63
22. To create a positive public relations campaign related to the change ongoing at the university	3.93	3.81	3.47
23. To uphold and regard the values held by students and employees in support of the change management agenda	3.48	3.35	3.52
25. To provide a balance between maintaining tradition and inspiring innovation for the university	3.24	3.15	3.23
29. To maintain an aesthetic and brand image that communicates successful representation in social and print media	4.00	3.59	3.50
35. To develop a culture of employees supporting the institution financially	3.32	3.05	3.12
38. To proactively engage with students on important decisions regarding student life (new programs, campus services)	3.92	3.75	3.32
47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located	3.47	3.38	3.17
54. To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit	3.53	3.62	3.20
61. To ensure the management board supports the change management agenda of the university	3.92	3.45	3.22
63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university	3.65	3.72	3.17
74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs	3.60	3.63	3.23
CLUSTER STATS			
Statement amount: 15	Average: 3.628	Average: 3.529	Average: 3.293
	S-D: 0.247	S-D: 0.235	S-D: 0.166
	Variance: 0.061	Variance: 0.055	Variance: 0.028

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
3. FINANCIAL MNGT STRATEGY	Avg 4.02	Avg 3.33	Avg 3.6
2. To prepare for competition with other universities for student enrollment	3.47	3.25	3.27
18. To embrace technology as a support platform for accelerating enrollment growth	4.00	3.52	3.67
62. To secure state, federal, or private funds to support strategic initiatives of the university	4.27	3.32	3.80
68. To ensure the organization has stable financial resources to support the goals established and the changes sought	4.33	3.17	3.81
71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university	4.00	3.38	3.45
CLUSTER STATS			
Statement amount: 5	Average: 4.015	Average: 3.328	Average: 3.599
	S-D: 0.302	S-D: 0.118	S-D: 0.211
	Variance: 0.091	Variance: 0.014	Variance: 0.044
4. MAINTAINABLE ORG. CHANGE	Avg 3.68	Avg 3.47	Avg 3.36
4. To institute a culture of continuous improvement and assessment for the university	3.86	3.30	3.50
6. To create an enhanced focus on long-term planning for the university and employees	3.90	3.70	3.59
20. To ensure goals are defined at every level of the organization	3.83	3.51	3.50
31. To ensure the organizational structure supports organizational change management goals	3.58	3.40	3.20
36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation	3.75	3.77	3.57
43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change	3.58	3.57	3.28
51. To allow for course correcting and shifting direction in the change management process by senior leadership	3.58	3.45	3.10
66. To enable a systematic adjustment for the change management agenda by all employees	3.32	3.05	3.12
CLUSTER STATS			
Statement amount: 8	Average: 3.676	Average: 3.468	Average: 3.357
	S-D: 0.183	S-D: 0.213	S-D: 0.192
	Variance: 0.034	Variance: 0.045	Variance: 0.037

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
5. PROCESSES, PROCEDURES, ASSESSMENT	Avg 3.64	Avg 3.51	Avg 3.3
12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions	3.39	3.46	3.15
27. To define a process for approving exceptions to established procedures	3.22	3.53	3.13
34. To ensure compliance with all accreditation standards and governmental regulations	4.23	3.82	3.88
41. To validate that the adoption and implementation of goals are being supported throughout the university	3.57	3.22	3.32
42. To develop an exit strategy for transitioning away from non-performing programs or plans	3.67	3.55	3.10
48. To measure the utilization of existing information and operating systems and processes for validation of continued usage	3.53	3.48	3.28
64. To implement proactive and continual assessment of the organization's strategic plan and goals	3.62	3.42	3.38
70. To provide opportunities for senior leadership to re-evaluate priorities for the organization	3.60	3.58	2.86
79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)	3.90	3.52	3.58
CLUSTER STATS			
Statement amount: 9	Average: 3.636	Average: 3.509	Average: 3.3
	S-D: 0.274	S-D: 0.148	S-D: 0.28
	Variance: 0.075	Variance: 0.022	Variance: 0.079

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
6. STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT	Avg 3.6	Avg 3.46	Avg 3.45
3 To incorporate appropriate monitoring and oversight of employee goals and objectives	3.73	3.43	3.35
13. To establish key performance indicators for the management of the organization	3.52	3.65	3.65
40. To create standard operating procedures for employee job duties as a part of their job responsibilities	3.90	3.52	3.47
44. To make sure that there are accountability measures in place regarding employee performance	3.46	3.63	3.53
50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan	3.57	3.42	3.38
56. To validate that employee's actions align with the organization's values as it relates to job duties	3.47	3.22	3.53
73. To continually assess employee roles and responsibilities in relation to the change management agenda	3.25	3.53	3.50
75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)	3.83	3.37	3.07
77. To set clear performance goals for all employees with appropriate rewards and consequences	3.72	3.40	3.63
78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)		3.43	3.37
CLUSTER STATS			
Statement amount: 10	Average: 3.602	Average: 3.461	Average: 3.448
	S-D: 0.185	S-D: 0.122	S-D: 0.161
	Variance: 0.034	Variance: 0.015	Variance: 0.026

CLUSTER	OVERALL		
	IMPORTANCE	FEASIBILITY	RELEVANCE
7. ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS	Avg 3.57	Avg 3.3	Avg 3.43
5. To establish incentives to retain employees who are leading the change	3.95	3.37	3.47
11. To create an organizational resource plan for employees inclusive of prioritized needs and wants	3.41	3.52	3.30
15. To provide a balance between sourcing talent internally and externally when filling positions	3.59	3.32	3.22
16. To support change at the individual employee level so that respect for all ideas are welcomed	3.64	3.18	3.63
24. To invest in skills training and professional development for employees	3.75	3.58	3.72
30. To strengthen internal training and development of employees	3.72	3.53	3.78
33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals	3.78	3.47	3.37
37. To implement cross-training for all employee job duties	3.42	3.28	3.32
46. To position internal resources as trusted advisors and confidential resources for business and employees' needs	3.40	3.42	3.25
52. To attenuate or reduce the stigma of job silos due to the threat of job security	3.17	2.80	2.98
53. To empower leaders to transition ineffective team members	3.88	3.32	3.45
55. To establish commitment to processes as a core value for each employee of the organization	3.35	3.32	3.52
58. To establish a culture of performance management and achievement for the organization	3.72	3.36	3.63
59. To underscore the organizational benefit and its alignment with the personal commitment of all employees	3.30	3.12	3.55
65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality	3.67	3.65	3.63
67. To develop toolkits for employee success that meets industry best practice standards	3.35	3.37	3.30
69. To foster a culture of mentorship at all levels within the organization (entry level to executive)	3.65	3.17	3.32
72. To eliminate persona based decisions	3.45	2.67	3.28
76. To provide flexible work arrangements for employees (telework, flexible scheduling)	3.58	3.20	3.41
CLUSTER STATS			
Statement amount: 19	Average: 3.567	Average: 3.296	Average: 3.428
	S-D: 0.206	S-D: 0.239	S-D: 0.194
	Variance: 0.043	Variance: 0.057	Variance: 0.038

Appendix K University A Scale Results

CLUSTER	UNIVERSITY A		
	IMPORTANCE	FEASIBILITY	RELEVANCE
1. COLLABORATION	Avg 4.01	Avg 3.72	Avg 3.94
1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change	3.05	2.70	3.20
8. To inspire commitment, "buy-in" for the organization's change management agenda	3.95	3.35	3.90
9. To establish a consistent stream of reciprocal communication between the employee and the supervisor	4.20	4.00	4.35
10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda	4.00	4.00	3.95
17. To reinforce positive behaviors through support of leadership and organizational communication	4.20	3.84	4.25
26. To understand the importance of collaboration among team members and departments	4.15	3.79	4.30
28. To foster an environment of sharing best practices among employees and cross-functionally among departments	4.10	3.75	4.10
32. To provide the organization's working definition of organizational commitment	3.30	4.00	3.35
39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization	4.15	3.40	3.75
45. To provide an environment for direct communication between employee and supervisor	4.35	4.00	4.25
49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes	3.80	4.15	3.40
57. To inspire the team to trust the leadership	4.40	3.40	4.40
60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda	4.00	3.60	3.95
80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda	4.55	4.05	3.95
CLUSTER STATS			
Statement amount: 14	Average: 4.014	Average: 3.717	Average: 3.936
	S-D: 0.392	S-D: 0.38	S-D: 0.373
	Variance: 0.154	Variance: 0.145	Variance: 0.139

CLUSTER

UNIVERSITY A

IMPORTANCE FEASIBILITY RELEVANCE

2. LEADERSHIP RELATIONSHIP with STAKEHOLDERS

Avg 3.93 Avg 3.74 Avg 3.52

7. To foster an appropriate level of shared governance between the management board and the university	3.65	3.65	3.35
14. To support the president in building positive relationships with all stakeholders	4.30	3.95	3.95
19. To provide tangible evidence of results via quarterly updates from the senior leadership	3.65	3.75	3.55
21. To provide clarity on the organization's values and mission as communicated by the President	4.25	4.20	3.95
22. To create a positive public relations campaign related to the change ongoing at the university	4.15	4.10	3.90
23. To uphold and regard the values held by students and employees in support of the change management agenda	3.60	3.55	3.80
25. To provide a balance between maintaining tradition and inspiring innovation for the university	3.60	3.45	3.75
29. To maintain an aesthetic and brand image that communicates successful representation in social and print media	4.25	3.89	3.50
35. To develop a culture of employees supporting the institution financially	3.70	2.85	3.50
38. To proactively engage with students on important decisions regarding student life (new programs, campus services)	4.20	4.05	3.60
47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located	3.80	3.55	3.00
54. To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit	3.80	3.80	3.20
61. To ensure the management board supports the change management agenda of the university	4.30	3.60	3.70
63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university	3.85	3.90	3.20
74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs	3.85	3.85	2.90

CLUSTER STATS

Statement amount: 15

Average: 3.93 Average: 3.743 Average: 3.523
 S-D: 0.268 S-D: 0.319 S-D: 0.324
 Variance: 0.072 Variance: 0.102 Variance: 0.105

CLUSTER	UNIVERSITY A		
	IMPORTANCE	FEASIBILITY	RELEVANCE
3. FINANCIAL MNGT STRATEGY	Avg 4.39	Avg 3.47	Avg 3.93
2. To prepare for competition with other universities for student enrollment	3.90	3.30	3.35
18. To embrace technology as a support platform for accelerating enrollment growth	4.40	3.85	4.00
62. To secure state, federal, or private funds to support strategic initiatives of the university	4.65	3.53	4.32
68. To ensure the organization has stable financial resources to support the goals established and the changes sought	4.70	3.20	4.15
71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university	4.30	3.50	3.85
CLUSTER STATS			
Statement amount: 5	Average: 4.39	Average: 3.475	Average: 3.933
	S-D: 0.287	S-D: 0.224	S-D: 0.33
	Variance: 0.082	Variance: 0.05	Variance: 0.109
4. MAINTAINABLE ORG. CHANGE	Avg 4.19	Avg 3.82	Avg 3.77
4. To institute a culture of continuous improvement and assessment for the university	4.65	3.85	4.10
6. To create an enhanced focus on long-term planning for the university and employees	4.30	4.05	4.00
20. To ensure goals are defined at every level of the organization	4.45	4.05	3.75
31. To ensure the organizational structure supports organizational change management goals	4.15	3.60	3.55
36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation	4.10	4.05	4.00
43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change	4.15	3.80	3.55
51. To allow for course correcting and shifting direction in the change management process by senior leadership	4.00	3.85	3.65
66. To enable a systematic adjustment for the change management agenda by all employees	3.70	3.30	3.55
CLUSTER STATS			
Statement amount: 8	Average: 4.188	Average: 3.819	Average: 3.769
	S-D: 0.269	S-D: 0.245	S-D: 0.216
	Variance: 0.072	Variance: 0.06	Variance: 0.047

CLUSTER**UNIVERSITY A****IMPORTANCE****FEASIBILITY****RELEVANCE****5. PROCESSES, PROCEDURES, ASSESSMENT****Avg 4.03****Avg 3.8****Avg 3.7**

- 12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions
- 27. To define a process for approving exceptions to established procedures
- 34. To ensure compliance with all accreditation standards and governmental regulations
- 41. To validate that the adoption and implementation of goals are being supported throughout the university
- 42. To develop an exit strategy for transitioning away from non-performing programs or plans
- 48. To measure the utilization of existing information and operating systems and processes for validation of continued usage
- 64. To implement proactive and continual assessment of the organization's strategic plan and goals
- 70. To provide opportunities for senior leadership to re-evaluate priorities for the organization
- 79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)

3.65

3.70

3.45

3.65

3.85

3.75

4.75

4.10

4.45

3.95

3.50

3.85

4.25

3.60

3.50

3.75

3.90

3.75

3.90

3.80

3.65

3.95

3.95

3.16

4.40

3.80

3.75

CLUSTER STATS

Statement amount: 9

Average: 4.028

Average: 3.8

Average: 3.701

S-D: 0.35

S-D: 0.172

S-D: 0.332

Variance: 0.122

Variance: 0.029

Variance: 0.11

CLUSTER	UNIVERSITY A		
	IMPORTANCE	FEASIBILITY	RELEVANCE
6. STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT	Avg 4.06	Avg 3.84	Avg 3.95
3 To incorporate appropriate monitoring and oversight of employee goals and objectives	4.15	4.00	4.15
13. To establish key performance indicators for the management of the organization	4.35	4.10	3.95
40. To create standard operating procedures for employee job duties as a part of their job responsibilities	3.95	3.80	4.15
44. To make sure that there are accountability measures in place regarding employee performance	4.30	4.00	4.05
50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan	4.00	3.85	3.95
56. To validate that employee's actions align with the organization's values as it relates to job duties	3.90	3.70	3.90
73. To continually assess employee roles and responsibilities in relation to the change management agenda	3.80	3.90	4.05
75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)	3.75	3.68	3.50
77. To set clear performance goals for all employees with appropriate rewards and consequences	4.25	3.75	3.90
78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)	4.15	3.65	3.90
CLUSTER STATS			
Statement amount: 10	Average: 4.06	Average: 3.843	Average: 3.95
	S-D: 0.2	S-D: 0.146	S-D: 0.176
	Variance: 0.04	Variance: 0.021	Variance: 0.031

CLUSTER	UNIVERSITY A		
	IMPORTANCE	FEASIBILITY	RELEVANCE
7. ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS	Avg 3.91	Avg 3.51	Avg 3.79
5. To establish incentives to retain employees who are leading the change	4.45	3.60	3.90
11. To create an organizational resource plan for employees inclusive of prioritized needs and wants	3.55	3.65	3.60
15. To provide a balance between sourcing talent internally and externally when filling positions	3.85	3.60	3.55
16. To support change at the individual employee level so that respect for all ideas are welcomed	4.05	3.55	4.10
24. To invest in skills training and professional development for employees	4.25	3.95	4.20
30. To strengthen internal training and development of employees	4.40	3.80	4.20
33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals	4.05	3.55	3.85
37. To implement cross-training for all employee job duties	4.10	3.65	3.95
46. To position internal resources as trusted advisors and confidential resources for business and employees' needs	3.60	3.50	3.60
52. To attenuate or reduce the stigma of job silos due to the threat of job security	3.55	3.10	3.40
53. To empower leaders to transition ineffective team members	4.30	3.75	3.95
55. To establish commitment to processes as a core value for each employee of the organization	3.30	3.55	3.85
58. To establish a culture of performance management and achievement for the organization	4.15	3.65	4.20
59. To underscore the organizational benefit and its alignment with the personal commitment of all employees	3.55	3.35	3.90
65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality	4.25	3.85	3.85
67. To develop toolkits for employee success that meets industry best practice standards	3.60	3.40	3.60
69. To foster a culture of mentorship at all levels within the organization (entry level to executive)	3.90	3.10	3.50
72. To eliminate persona based decisions	3.75	2.85	3.35
76. To provide flexible work arrangements for employees (telework, flexible scheduling)	3.70	3.30	3.45
CLUSTER STATS			
Statement amount: 19	Average: 3.913	Average: 3.513	Average: 3.789
	S-D: 0.33	S-D: 0.27	S-D: 0.271
	Variance: 0.109	Variance: 0.073	Variance: 0.074

Appendix L University B Scale Results

CLUSTER	UNIVERSITY B		
	IMPORTANCE	FEASIBILITY	RELEVANCE
1. COLLABORATION	Avg 3.53	Avg 3.37	Avg 3.4
1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change	3.26	3.40	3.30
8. To inspire commitment, "buy-in" for the organization's change management agenda	3.32	3.25	3.26
9. To establish a consistent stream of reciprocal communication between the employee and the supervisor	3.58	3.50	3.70
10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda	3.53	3.30	3.60
17. To reinforce positive behaviors through support of leadership and organizational communication	3.58	3.35	3.20
26. To understand the importance of collaboration among team members and departments	3.58	3.45	3.40
28. To foster an environment of sharing best practices among employees and cross-functionally among departments	3.37	3.15	3.40
32. To provide the organization's working definition of organizational commitment	2.95	3.65	3.20
39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization	3.55	3.35	3.05
45. To provide an environment for direct communication between employee and supervisor	3.70	3.25	3.60
49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes	3.85	3.35	3.35
57. To inspire the team to trust the leadership	3.90	3.32	3.60
60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda	3.70	3.20	3.55
80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda	3.55	3.65	3.40
CLUSTER STATS			
Statement amount: 14	Average: 3.529	Average: 3.369	Average: 3.401
	S-D: 0.237	S-D: 0.145	S-D: 0.182
	Variance: 0.056	Variance: 0.021	Variance: 0.033

CLUSTER**UNIVERSITY B****IMPORTANCE****FEASIBILITY****RELEVANCE****2. LEADERSHIP RELATIONSHIP with STAKEHOLDERS****Avg 3.42****Avg 3.35****Avg 3.19**

- 7. To foster an appropriate level of shared governance between the management board and the university
- 14. To support the president in building positive relationships with all stakeholders
- 19. To provide tangible evidence of results via quarterly updates from the senior leadership
- 21. To provide clarity on the organization's values and mission as communicated by the President
- 22. To create a positive public relations campaign related to the change ongoing at the university
- 23. To uphold and regard the values held by students and employees in support of the change management agenda
- 25. To provide a balance between maintaining tradition and inspiring innovation for the university
- 29. To maintain an aesthetic and brand image that communicates successful representation in social and print media
- 35. To develop a culture of employees supporting the institution financially
- 38. To proactively engage with students on important decisions regarding student life (new programs, campus services)
- 47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located
- 54. To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit
- 61. To ensure the management board supports the change management agenda of the university
- 63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university
- 74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs

3.42

3.20

2.95

3.22

3.30

3.20

3.26

3.40

2.95

3.58

3.70

3.35

3.74

3.53

3.15

3.33

3.30

3.40

3.47

3.25

3.00

3.90

3.15

3.35

3.05

3.30

2.80

3.40

3.35

3.45

3.15

3.40

3.40

3.50

3.25

3.10

3.40

3.40

3.10

3.25

3.40

3.30

3.60

3.30

3.35

CLUSTER STATS

Statement amount: 15

Average: 3.419

Average: 3.348

Average: 3.19

S-D: 0.217

S-D: 0.131

S-D: 0.194

Variance: 0.047

Variance: 0.017

Variance: 0.038

CLUSTER	UNIVERSITY B		
	IMPORTANCE	FEASIBILITY	RELEVANCE
3. FINANCIAL MNGT STRATEGY	Avg 3.72	Avg 3.25	Avg 3.49
2. To prepare for competition with other universities for student enrollment	3.47	3.25	3.50
18. To embrace technology as a support platform for accelerating enrollment growth	3.68	3.10	3.60
62. To secure state, federal, or private funds to support strategic initiatives of the university	3.85	3.35	3.55
68. To ensure the organization has stable financial resources to support the goals established and the changes sought	3.95	3.26	3.50
71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university	3.65	3.30	3.30
CLUSTER STATS			
Statement amount: 5	Average: 3.72	Average: 3.25	Average: 3.49
	S-D: 0.17	S-D: 0.08	S-D: 0.102
	Variance: 0.03	Variance: 0.01	Variance: 0.01
4. MAINTAINABLE ORG. CHANGE	Avg 3.47	Avg 3.32	Avg 3.26
4. To institute a culture of continuous improvement and assessment for the university	3.58	4.05	3.50
6. To create an enhanced focus on long-term planning for the university and employees	3.74	3.55	3.37
20. To ensure goals are defined at every level of the organization	3.42	3.21	3.30
31. To ensure the organizational structure supports organizational change management goals	3.50	3.25	3.20
36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation	3.65	3.40	3.25
43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change	3.35	3.70	3.35
51. To allow for course correcting and shifting direction in the change management process by senior leadership	3.40	3.35	2.95
66. To enable a systematic adjustment for the change management agenda by all employees	3.50	3.05	3.20
CLUSTER STATS			
Statement amount: 8	Average: 3.467	Average: 3.32	Average: 3.265
	S-D: 0.16	S-D: 0.21	S-D: 0.151
	Variance: 0.024	Variance: 0.046	Variance: 0.023

CLUSTER**UNIVERSITY B****IMPORTANCE****FEASIBILITY****RELEVANCE****5. PROCESSES, PROCEDURES, ASSESSMENT****Avg 3.52****Avg 3.33****Avg 3.28**

- 12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions
- 27. To define a process for approving exceptions to established procedures
- 34. To ensure compliance with all accreditation standards and governmental regulations
- 41. To validate that the adoption and implementation of goals are being supported throughout the university
- 42. To develop an exit strategy for transitioning away from non-performing programs or plans
- 48. To measure the utilization of existing information and operating systems and processes for validation of continued usage
- 64. To implement proactive and continual assessment of the organization's strategic plan and goals
- 70. To provide opportunities for senior leadership to re-evaluate priorities for the organization
- 79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)

3.37

3.26

3.40

3.26

3.25

3.10

4.05

3.60

3.85

3.50

3.16

3.20

3.25

3.50

2.80

3.55

3.30

3.15

3.50

3.25

3.50

3.45

3.20

3.05

3.75

3.40

3.50

CLUSTER STATS

Statement amount: 9

Average: 3.52

Average: 3.325

Average: 3.283

S-D: 0.236

S-D: 0.138

S-D: 0.293

Variance: 0.056

Variance: 0.019

Variance: 0.086

CLUSTER**UNIVERSITY B****IMPORTANCE****FEASIBILITY****RELEVANCE****6. STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT****Avg 3.4****Avg 3.25****Avg 3.28**

3 To incorporate appropriate monitoring and oversight of employee goals and objectives

3.37

3.10

3.05

13. To establish key performance indicators for the management of the organization

3.37

3.00

3.40

40. To create standard operating procedures for employee job duties as a part of their job responsibilities

3.50

3.15

3.25

44. To make sure that there are accountability measures in place regarding employee performance

3.65

3.40

3.20

50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan

3.40

3.20

3.25

56. To validate that employee's actions align with the organization's values as it relates to job duties

3.40

3.20

3.35

73. To continually assess employee roles and responsibilities in relation to the change management agenda

3.32

3.45

3.45

75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)

3.15

3.50

3.05

77. To set clear performance goals for all employees with appropriate rewards and consequences

3.40

3.25

3.55

78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)

3.45

3.25

3.25

CLUSTER STATS

Statement amount: 10

Average: 3.4

Average: 3.25

Average: 3.28

S-D: 0.121

S-D: 0.15

S-D: 0.154

Variance: 0.015

Variance: 0.023

Variance: 0.024

CLUSTER**UNIVERSITY B****IMPORTANCE****FEASIBILITY****RELEVANCE****7. ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS****Avg 3.43****Avg 3.27****Avg 3.38**

5. To establish incentives to retain employees who are leading the change	3.53	3.30	3.32
11. To create an organizational resource plan for employees inclusive of prioritized needs and wants	3.26	3.45	3.25
15. To provide a balance between sourcing talent internally and externally when filling positions	3.47	3.35	3.40
16. To support change at the individual employee level so that respect for all ideas are welcomed	3.53	3.05	3.30
24. To invest in skills training and professional development for employees	3.47	3.15	3.35
30. To strengthen internal training and development of employees	3.40	3.35	3.75
33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals	3.60	3.50	3.55
37. To implement cross-training for all employee job duties	3.20	3.35	3.20
46. To position internal resources as trusted advisors and confidential resources for business and employees' needs	3.30	3.70	3.35
52. To attenuate or reduce the stigma of job silos due to the threat of job security	3.15	2.80	3.15
53. To empower leaders to transition ineffective team members	3.40	3.25	3.40
55. To establish commitment to processes as a core value for each employee of the organization	3.65	3.30	3.30
58. To establish a culture of performance management and achievement for the organization	3.45	3.26	3.50
59. To underscore the organizational benefit and its alignment with the personal commitment of all employees	3.20	3.00	3.35
65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality	3.35	3.70	3.50
67. To develop toolkits for employee success that meets industry best practice standards	3.40	3.50	3.30
69. To foster a culture of mentorship at all levels within the organization (entry level to executive)	3.75	3.15	3.20
72. To eliminate persona based decisions	3.65	2.95	3.60
76. To provide flexible work arrangements for employees (telework, flexible scheduling)	3.35	3.05	3.53

CLUSTER STATS

Statement amount: 19

Average: 3.427

Average: 3.272

Average: 3.384

S-D: 0.161

S-D: 0.235

S-D: 0.15

Variance: 0.026

Variance: 0.055

Variance: 0.022

Appendix M University C Scale Results

CLUSTER	UNIVERSITY C		
	IMPORTANCE	FEASIBILITY	RELEVANCE
1. COLLABORATION	Avg 3.43	Avg 3.36	Avg 3.16
1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change	3.30	2.85	2.90
8. To inspire commitment, "buy-in" for the organization's change management agenda	3.30	2.85	2.75
9. To establish a consistent stream of reciprocal communication between the employee and the supervisor	3.25	3.25	3.40
10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda	3.50	3.85	3.30
17. To reinforce positive behaviors through support of leadership and organizational communication	3.40	3.30	3.35
26. To understand the importance of collaboration among team members and departments	3.20	3.55	3.50
28. To foster an environment of sharing best practices among employees and cross-functionally among departments	3.45	3.10	3.40
32. To provide the organization's working definition of organizational commitment	2.55	4.05	2.95
39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization	3.00	2.70	2.65
45. To provide an environment for direct communication between employee and supervisor	3.95	3.60	3.45
49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes	3.80	3.95	2.90
57. To inspire the team to trust the leadership	4.10	3.00	3.15
60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda	3.15	3.05	3.25
80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda	4.05	3.95	3.25
CLUSTER STATS			
Statement amount: 14	Average: 3.429	Average: 3.361	Average: 3.157
	S-D: 0.414	S-D: 0.445	S-D: 0.266
	Variance: 0.172	Variance: 0.198	Variance: 0.071

CLUSTER

UNIVERSITY C

	IMPORTANCE	FEASIBILITY	RELEVANCE
2. LEADERSHIP RELATIONSHIP with STAKEHOLDERS	Avg 3.53	Avg 3.5	Avg 3.17
7. To foster an appropriate level of shared governance between the management board and the university	3.00	3.10	2.85
14. To support the president in building positive relationships with all stakeholders	3.50	3.30	3.10
19. To provide tangible evidence of results via quarterly updates from the senior leadership	3.30	3.95	3.00
21. To provide clarity on the organization's values and mission as communicated by the President	3.90	3.80	3.60
22. To create a positive public relations campaign related to the change ongoing at the university	3.90	3.80	3.35
23. To uphold and regard the values held by students and employees in support of the change management agenda	3.50	3.20	3.35
25. To provide a balance between maintaining tradition and inspiring innovation for the university	2.65	2.75	2.95
29. To maintain an aesthetic and brand image that communicates successful representation in social and print media	3.85	3.75	3.65
35. To develop a culture of employees supporting the institution financially	3.20	3.00	3.05
38. To proactively engage with students on important decisions regarding student life (new programs, campus services)	4.15	3.85	2.90
47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located	3.45	3.20	3.10
54. To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit	3.30	3.80	3.30
61. To ensure the management board supports the change management agenda of the university	4.05	3.35	2.85
63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university	3.85	3.85	3.00
74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs	3.35	3.75	3.45
CLUSTER STATS			
Statement amount: 15	Average: 3.53	Average: 3.497	Average: 3.167
	S-D: 0.404	S-D: 0.37	S-D: 0.256
	Variance: 0.163	Variance: 0.137	Variance: 0.066

CLUSTER	UNIVERSITY C		
	IMPORTANCE	FEASIBILITY	RELEVANCE
3. FINANCIAL MNGT STRATEGY	Avg 3.93	Avg 3.26	Avg 3.37
2. To prepare for competition with other universities for student enrollment	3.05	3.20	2.95
18. To embrace technology as a support platform for accelerating enrollment growth	3.90	3.60	3.40
62. To secure state, federal, or private funds to support strategic initiatives of the university	4.30	3.10	3.55
68. To ensure the organization has stable financial resources to support the goals established and the changes sought	4.35	3.05	3.79
71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university	4.05	3.35	3.20
CLUSTER STATS			
Statement amount: 5	Average: 3.93	Average: 3.26	Average: 3.378
	S-D: 0.47	S-D: 0.198	S-D: 0.288
	Variance: 0.221	Variance: 0.039	Variance: 0.083
4. MAINTAINABLE ORG. CHANGE			
4. To institute a culture of continuous improvement and assessment for the university	Avg 3.37	Avg 3.26	Avg 3.04
6. To create an enhanced focus on long-term planning for the university and employees	3.35	3.00	2.90
20. To ensure goals are defined at every level of the organization	3.65	3.50	3.40
31. To ensure the organizational structure supports organizational change management goals	3.60	3.25	3.45
36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation	3.30	3.35	2.85
43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change	3.50	3.85	3.45
51. To allow for course correcting and shifting direction in the change management process by senior leadership	3.25	3.20	2.95
66. To enable a systematic adjustment for the change management agenda by all employees	3.35	3.15	2.70
	2.95	2.80	2.60
CLUSTER STATS			
Statement amount: 8	Average: 3.369	Average: 3.263	Average: 3.038
	S-D: 0.208	S-D: 0.298	S-D: 0.324
	Variance: 0.043	Variance: 0.089	Variance: 0.105

CLUSTER	UNIVERSITY C		
	IMPORTANCE	FEASIBILITY	RELEVANCE
5. PROCESSES, PROCEDURES, ASSESSMENT	Avg 3.36	Avg 3.4	Avg 2.92
12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions	3.15	3.40	2.60
27. To define a process for approving exceptions to established procedures	2.75	3.50	2.55
34. To ensure compliance with all accreditation standards and governmental regulations	3.90	3.75	3.35
41. To validate that the adoption and implementation of goals are being supported throughout the university	3.25	3.00	2.90
42. To develop an exit strategy for transitioning away from non-performing programs or plans	3.50	3.55	3.00
48. To measure the utilization of existing information and operating systems and processes for validation of continued usage	3.30	3.25	2.95
64. To implement proactive and continual assessment of the organization's strategic plan and goals	3.45	3.20	3.00
70. To provide opportunities for senior leadership to re-evaluate priorities for the organization	3.40	3.60	2.40
79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)	3.55	3.35	3.50
CLUSTER STATS			
Statement amount: 9	Average: 3.361	Average: 3.4	Average: 2.917
	S-D: 0.296	S-D: 0.216	S-D: 0.341
	Variance: 0.088	Variance: 0.047	Variance: 0.116

CLUSTER

UNIVERSITY C

IMPORTANCE FEASIBILITY RELEVANCE

6. STRATEGIC PLANNING, CONTINUOUS IMROVEMENT

Avg 3.35 Avg 3.29 Avg 3.12

3 To incorporate appropriate monitoring and oversight of employee goals and objectives	3.20	3.20	2.85
13. To establish key performance indicators for the management of the organization	3.45	3.85	3.60
40. To create standard operating procedures for employee job duties as a part of their job responsibilities	3.10	3.60	3.00
44. To make sure that there are accountability measures in place regarding employee performance	3.75	3.50	3.35
50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan	3.00	3.20	2.95
56. To validate that employee's actions align with the organization's values as it relates to job duties	3.40	2.75	3.35
73. To continually assess employee roles and responsibilities in relation to the change management agenda	3.30	3.25	3.00
75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)	2.85	2.95	2.65
77. To set clear performance goals for all employees with appropriate rewards and consequences	3.85	3.20	3.45
78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)	3.55	3.40	2.95

CLUSTER STATS

Statement amount: 10

Average: 3.345	Average: 3.29	Average: 3.115
S-D: 0.304	S-D: 0.3	S-D: 0.287
Variance: 0.092	Variance: 0.09	Variance: 0.083

CLUSTER**UNIVERSITY C****IMPORTANCE****FEASIBILITY****RELEVANCE****7. ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS****Avg 3.36****Avg 3.1****Avg 3.11**

5. To establish incentives to retain employees who are leading the change	3.85	3.20	3.20
11. To create an organizational resource plan for employees inclusive of prioritized needs and wants	3.40	3.45	3.05
15. To provide a balance between sourcing talent internally and externally when filling positions	3.45	3.00	2.70
16. To support change at the individual employee level so that respect for all ideas are welcomed	3.35	2.95	3.50
24. To invest in skills training and professional development for employees	3.50	3.65	3.60
30. To strengthen internal training and development of employees	3.35	3.45	3.37
33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals	3.70	3.35	2.70
37. To implement cross-training for all employee job duties	2.95	2.85	2.80
46. To position internal resources as trusted advisors and confidential resources for business and employees' needs	3.30	3.05	2.80
52. To attenuate or reduce the stigma of job silos due to the threat of job security	2.80	2.50	2.40
53. To empower leaders to transition ineffective team members	3.95	2.95	3.00
55. To establish commitment to processes as a core value for each employee of the organization	3.10	3.10	3.40
58. To establish a culture of performance management and achievement for the organization	3.55	3.15	3.20
59. To underscore the organizational benefit and its alignment with the personal commitment of all employees	3.15	3.00	3.40
65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality	3.40	3.40	3.55
67. To develop toolkits for employee success that meets industry best practice standards	3.05	3.20	3.00
69. To foster a culture of mentorship at all levels within the organization (entry level to executive)	3.30	3.25	3.25
72. To eliminate persona based decisions	2.95	2.20	2.90
76. To provide flexible work arrangements for employees (telework, flexible scheduling)	3.70	3.25	3.25

CLUSTER STATS

Statement amount: 19

Average: 3.358

Average: 3.103

Average: 3.109

S-D: 0.31

S-D: 0.33

S-D: 0.323

Variance: 0.092

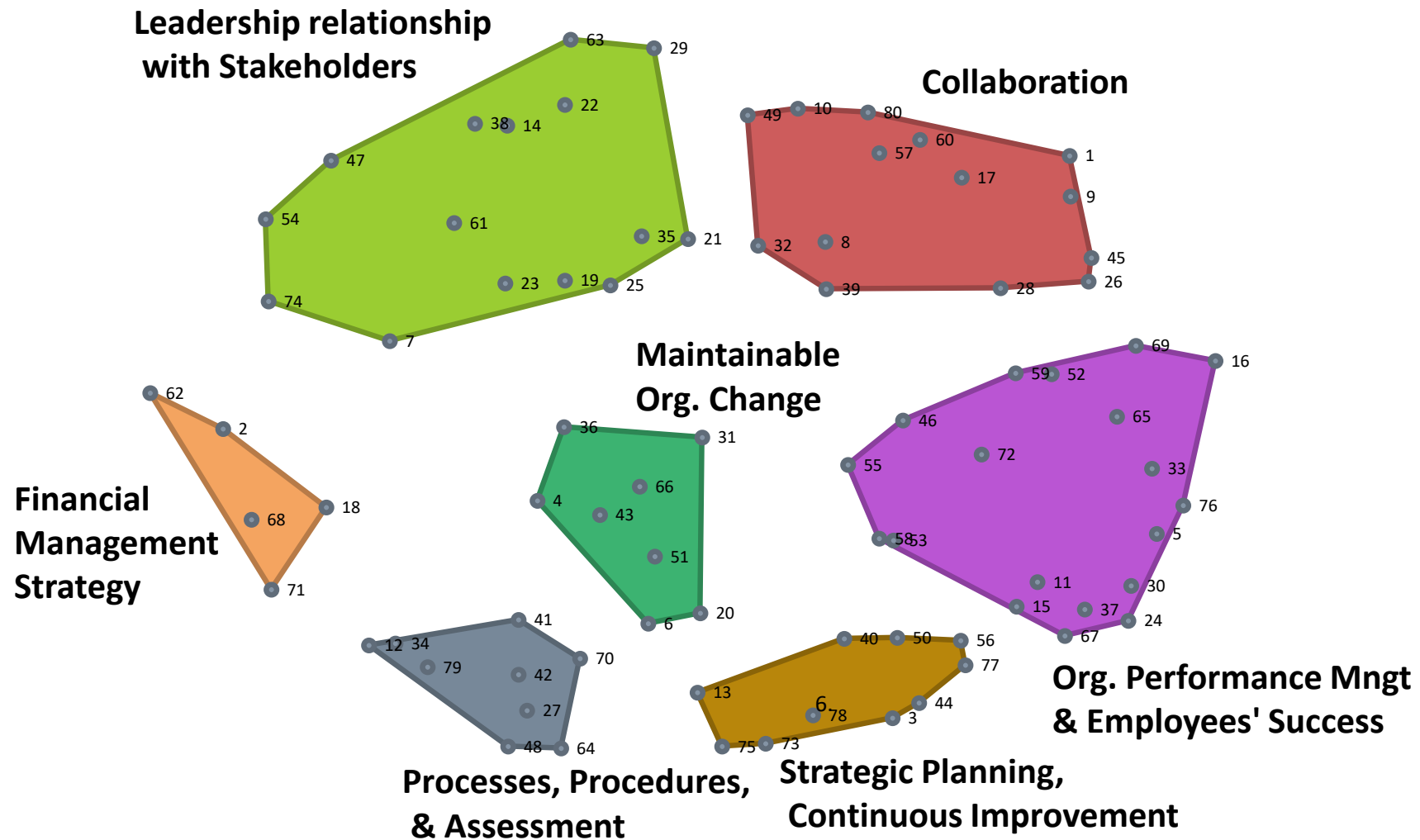
Variance: 0.109

Variance: 0.104

Appendix N Debriefing Session Presentation

Concept maps

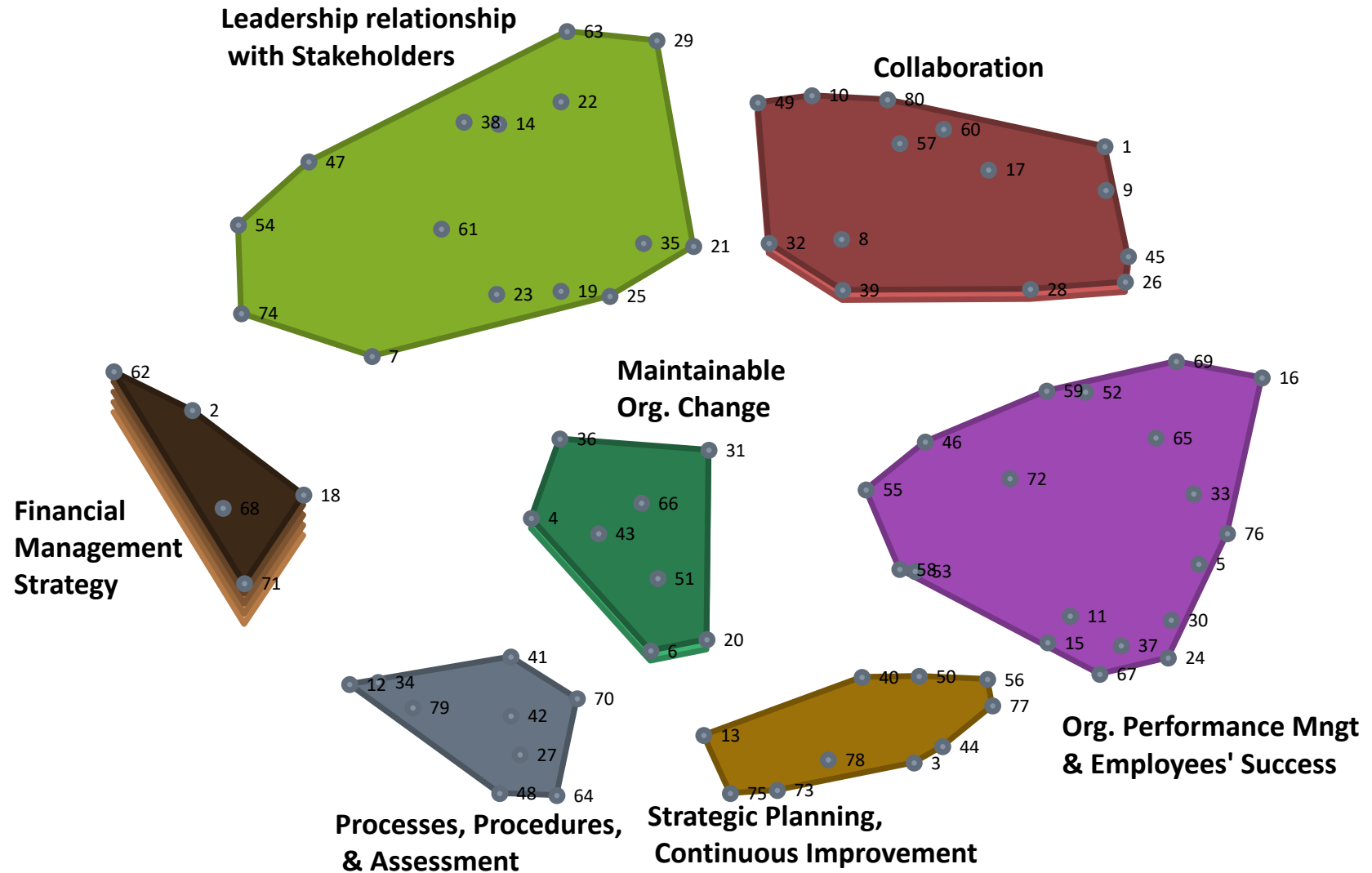
Concept map



IMPORTANCE as a KSF Map

Cluster Legend

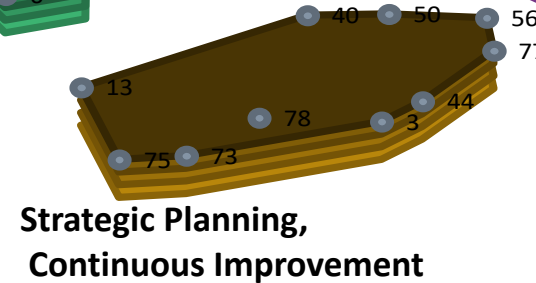
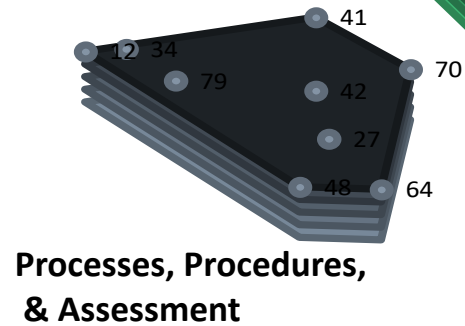
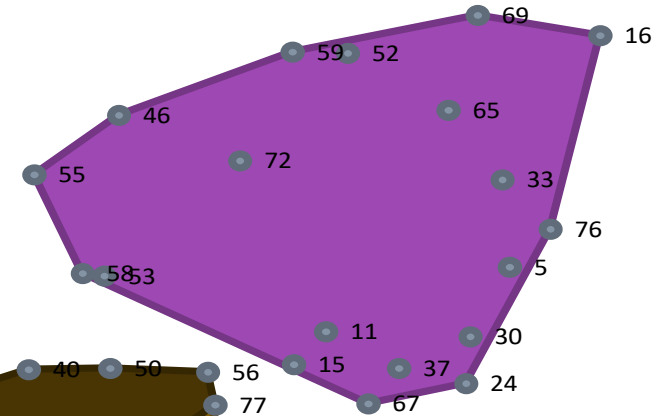
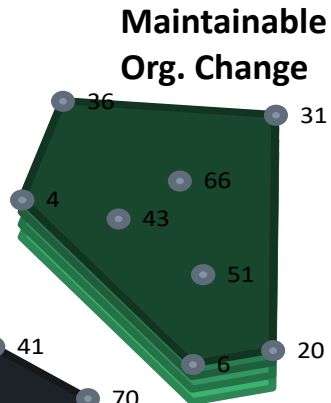
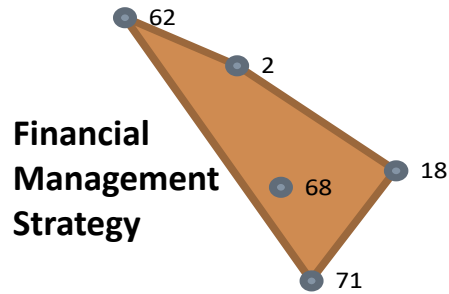
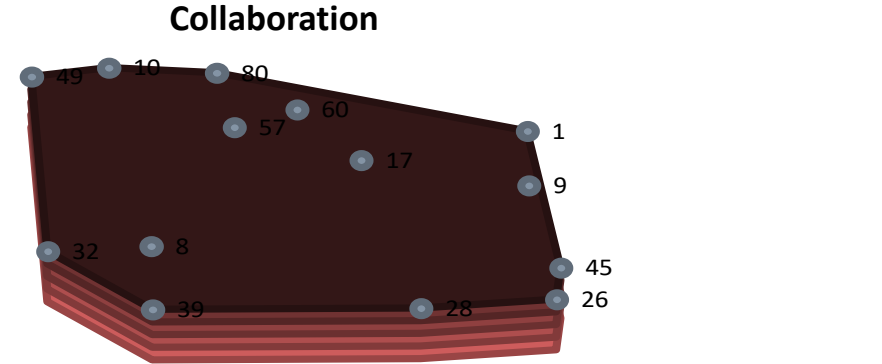
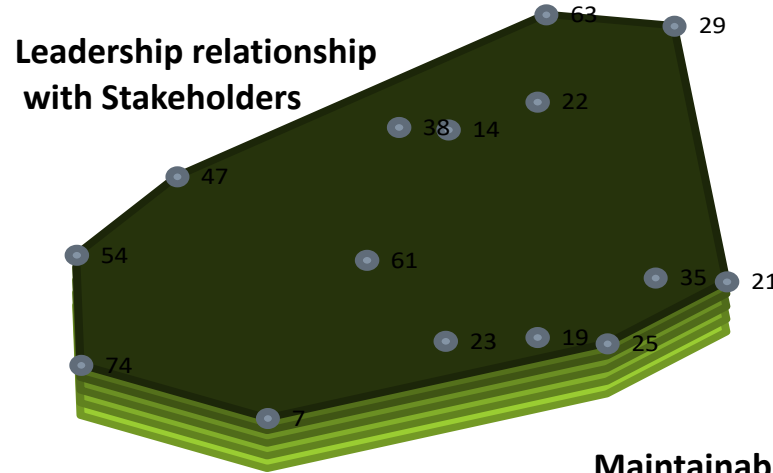
Layer	Value
1	3.59 to 3.67
2	3.67 to 3.76
3	3.76 to 3.85
4	3.85 to 3.93
5	3.93 to 4.02



FEASIBILITY as a KSF Map

Cluster Legend

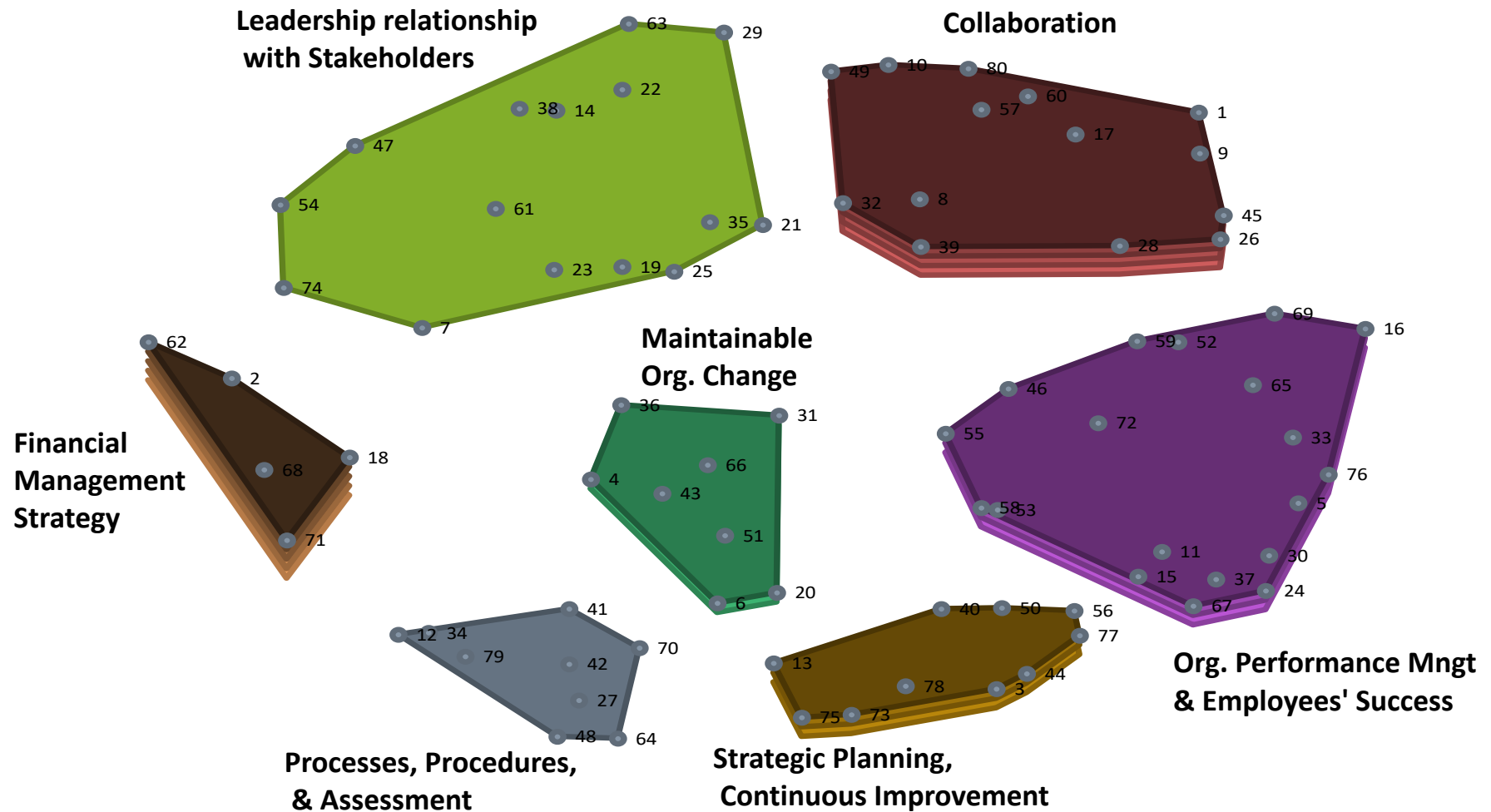
Layer	Value
1	3.30 to 3.35
2	3.35 to 3.39
3	3.39 to 3.44
4	3.44 to 3.48
5	3.48 to 3.53



RELEVANCE for my work

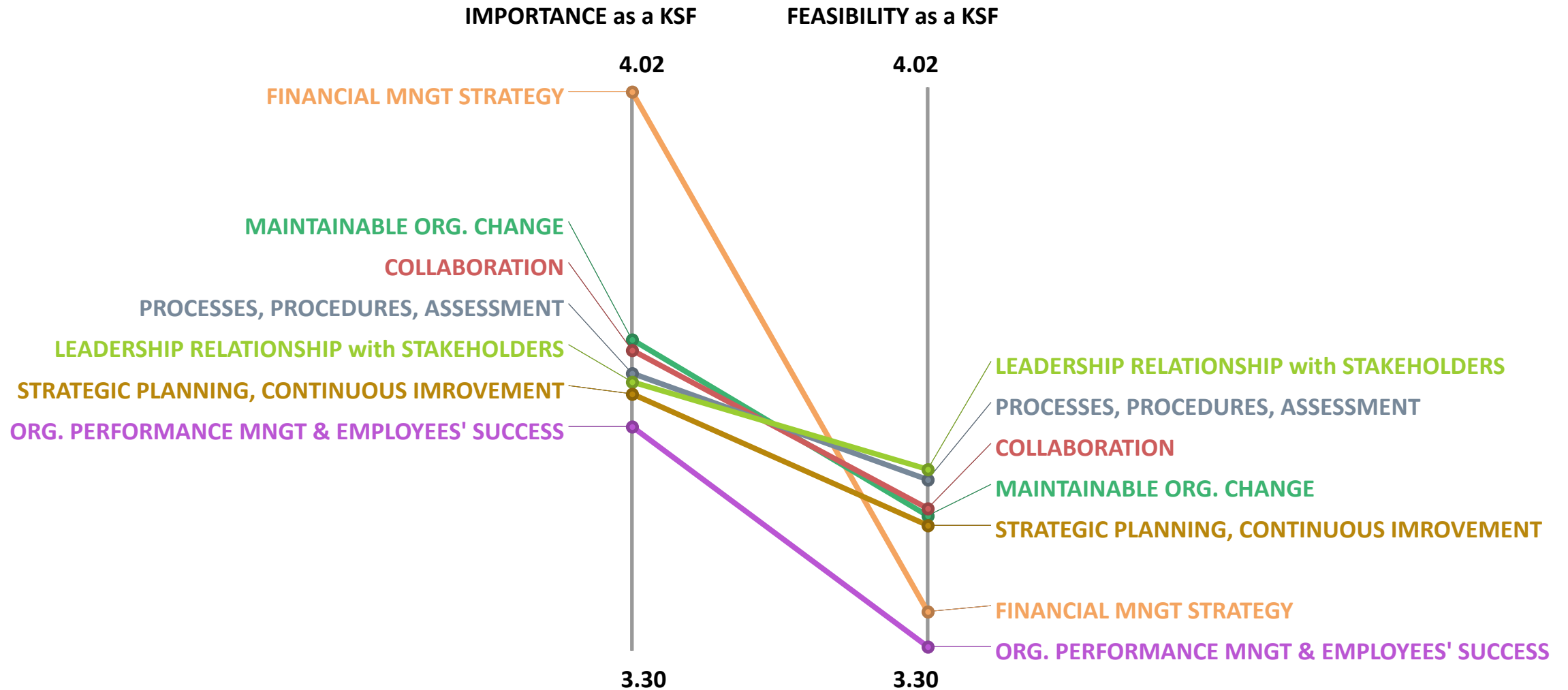
Cluster Legend

Layer	Value
1	3.31 to 3.37
2	3.37 to 3.43
3	3.43 to 3.49
4	3.49 to 3.55
5	3.55 to 3.61

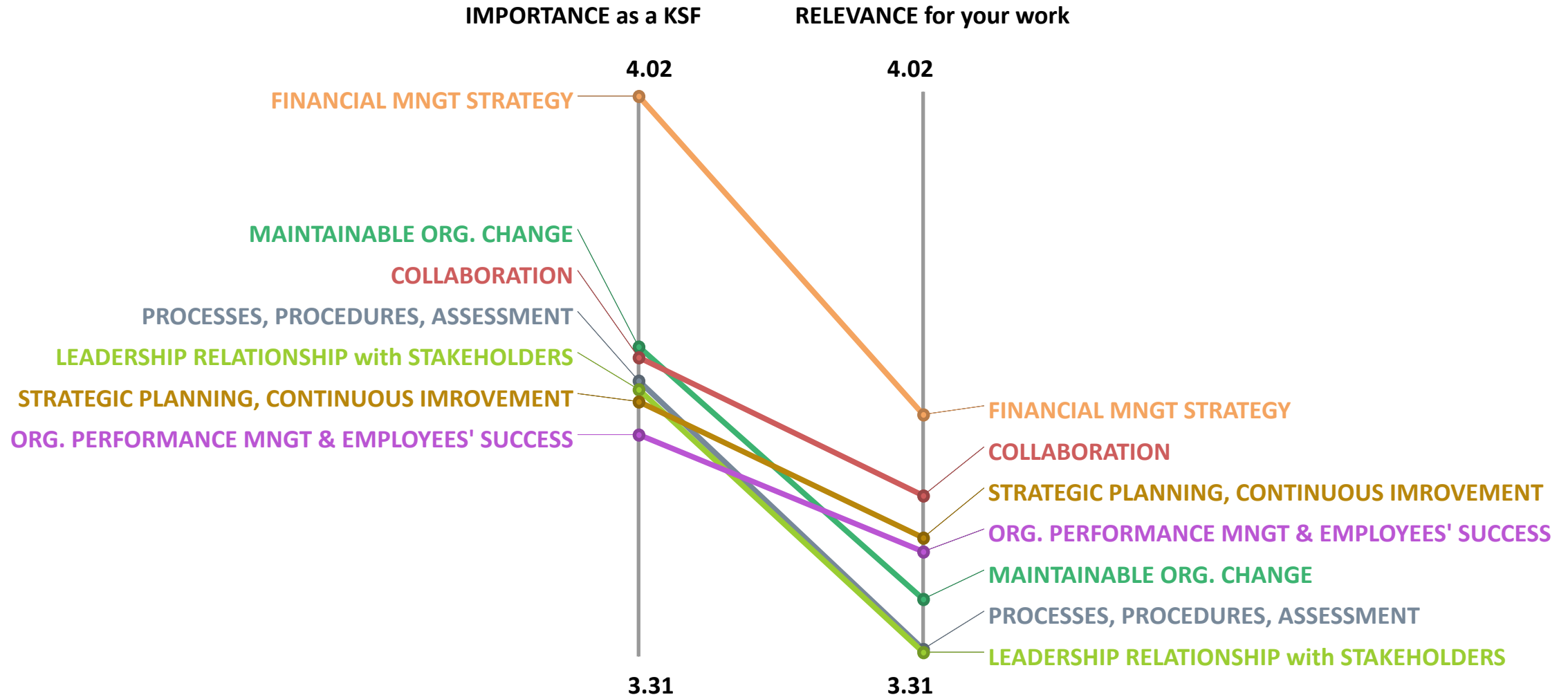


Pattern matches

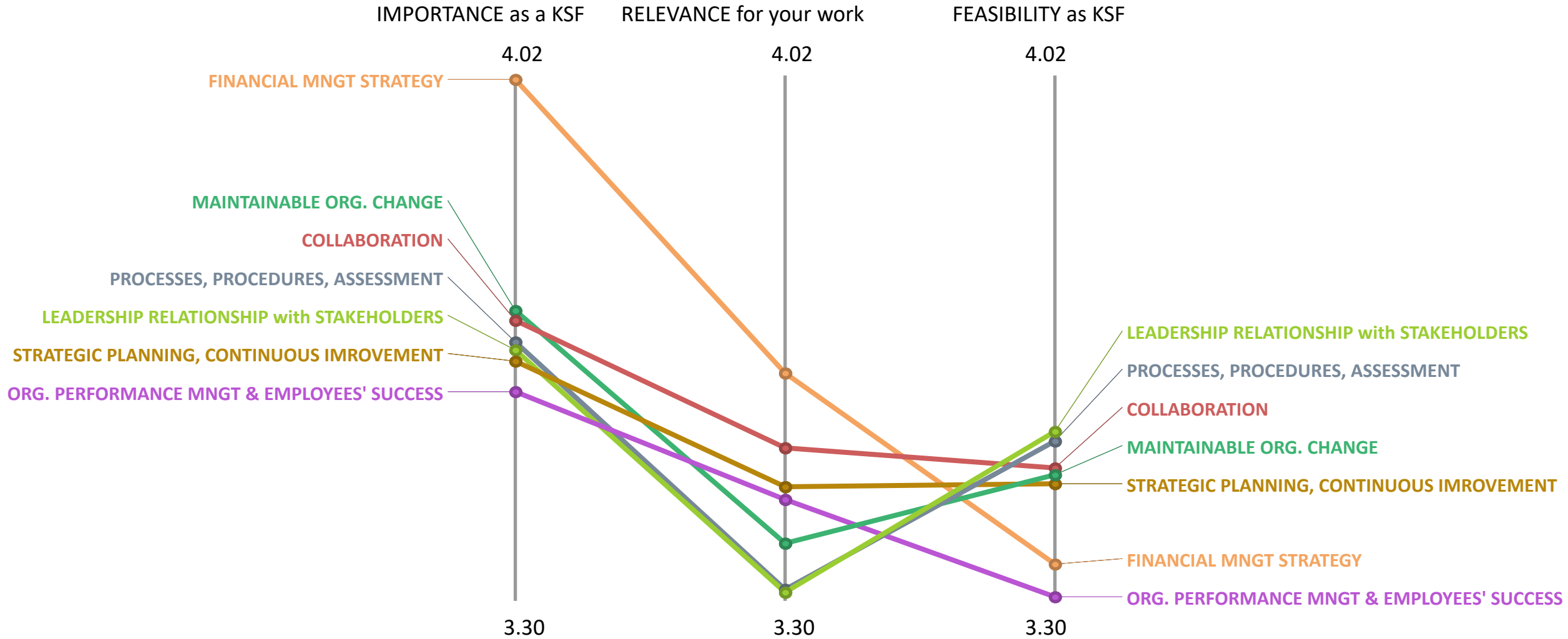
Pattern Matches: IMPORTANCE versus FEASIBILITY



Pattern matches: IMPORTANCE versus RELEVANCE



Pattern Matches: IMP v. REL v. FEA



Strategic Go-zones

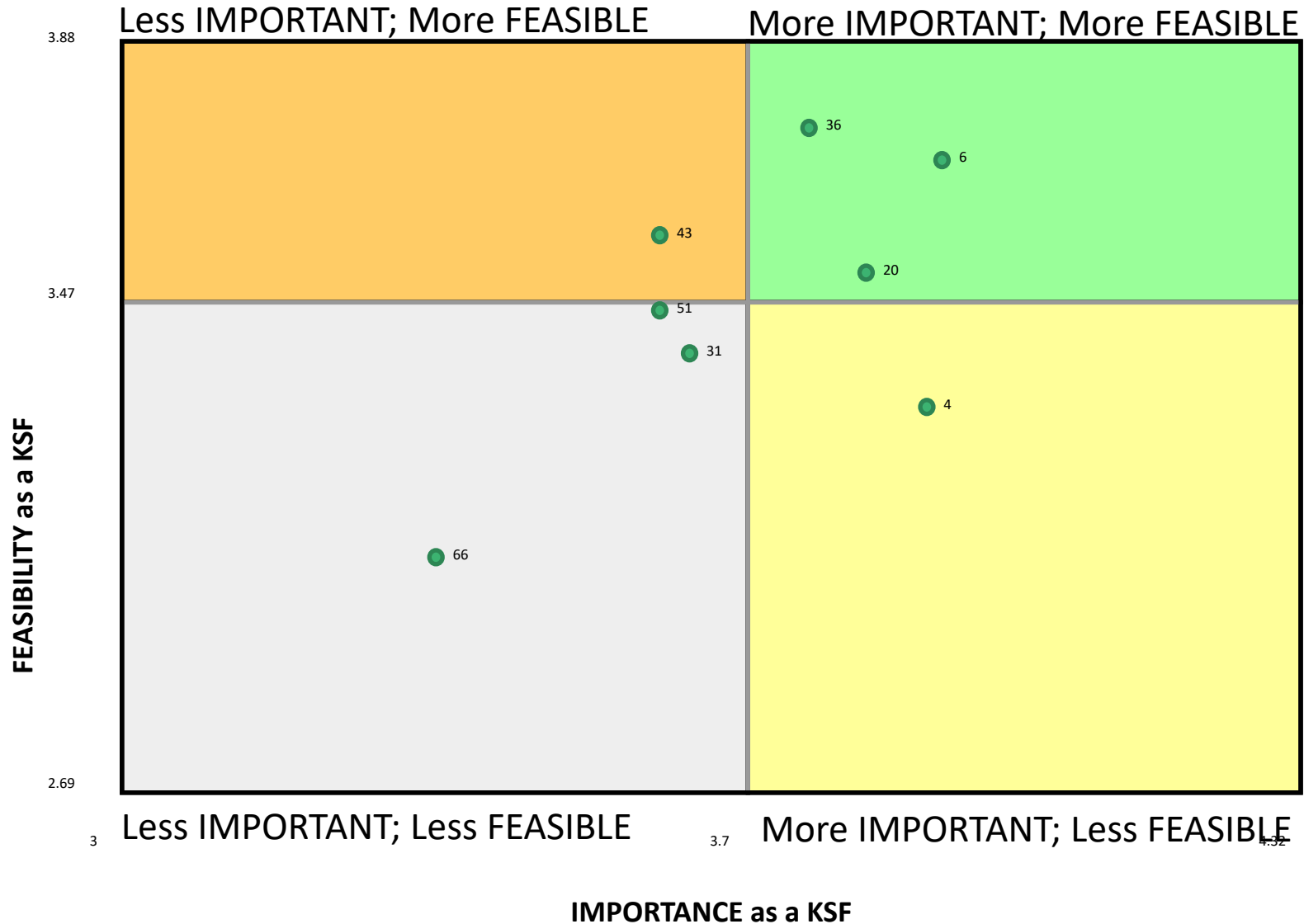
MAINTAINABLE ORGANIZATIONAL CHANGE

43. 43. To provide the university community a roadmap of the systems and processes that are in place to support their job duties and enable organizational change

31. 31. To ensure the organizational structure supports organizational change management goals

51. 51. To allow for course correcting and shifting direction in the change management process by senior leadership

66. 66. To enable a systematic adjustment for the change management agenda by all employees



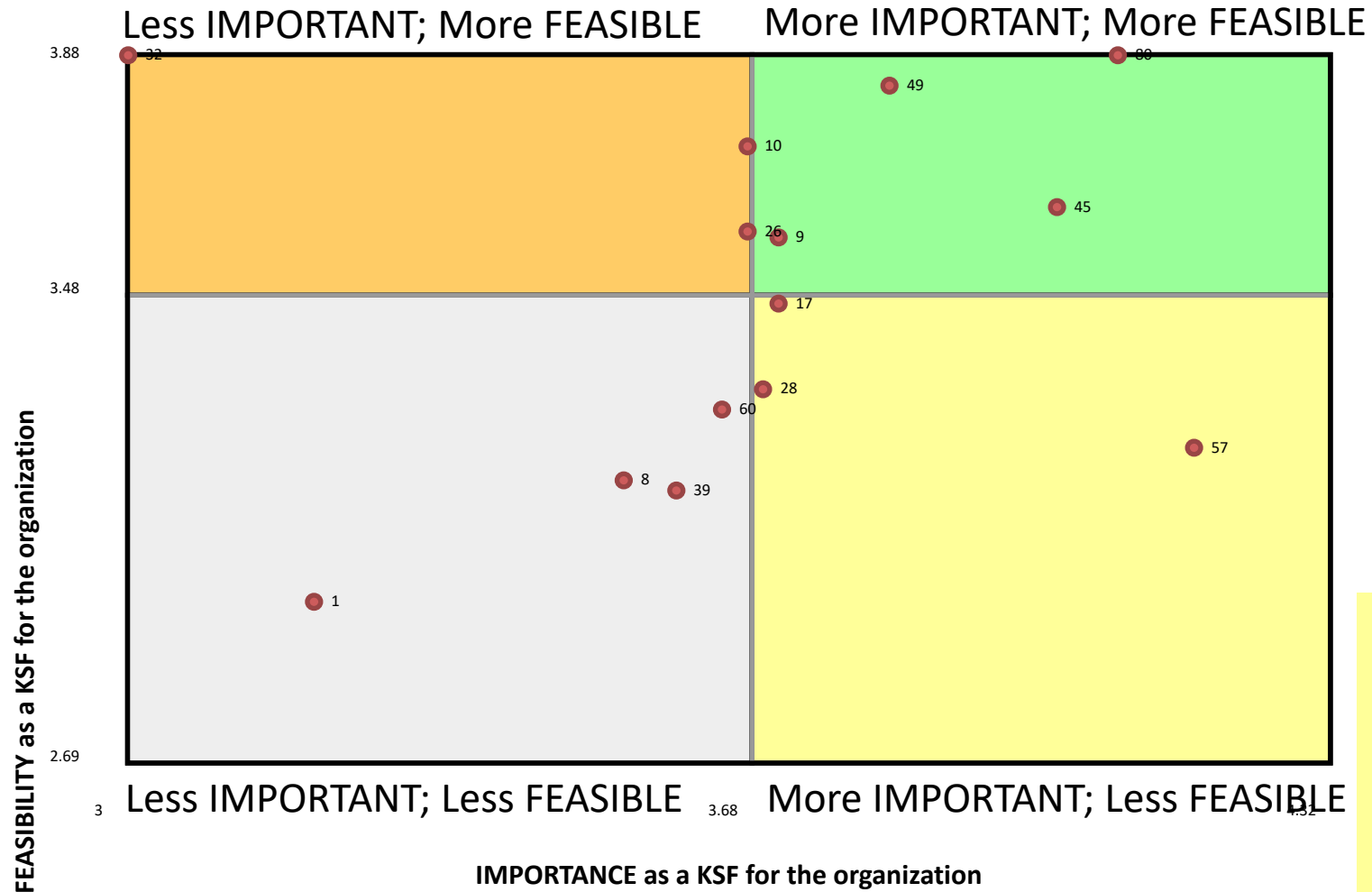
6. 6. To create an enhanced focus on long-term planning for the university and employees

20. 20. To ensure goals are defined at every level of the organization

36. 36. To participate in higher education industry related conferences for the purpose of acquiring best practices, for idea generation

4. 4. To institute a culture of continuous improvement and assessment for the university

COLLABORATION



10. 10. To establish an effective communication plan that is transparent and consistent with the organization's change management agenda

26. 26. To understand the importance of collaboration among team members and departments

32. 32. To provide the organization's working definition of organizational commitment

1. To create a personal alignment to change "what's in it for me" as a primary motivator for supporting change

8. 8. To inspire commitment, "buy-in" for the organization's change management agenda

39. 39. To ensure that the subcultures of the teams or affinity groups align with the strategy of the organization

60. 60. To improve interdepartmental communication in support of the broader organizational goals and the change management agenda

9. 9. To establish a consistent stream of reciprocal communication between the employee and the supervisor

45. 45. To provide an environment for direct communication between employee and supervisor

49. 49. To provide transparent and frequent communication from the President regarding organizational goals and prospective changes

80. 80. To ensure senior leadership effectively communicates the vision of the organization and its change management agenda

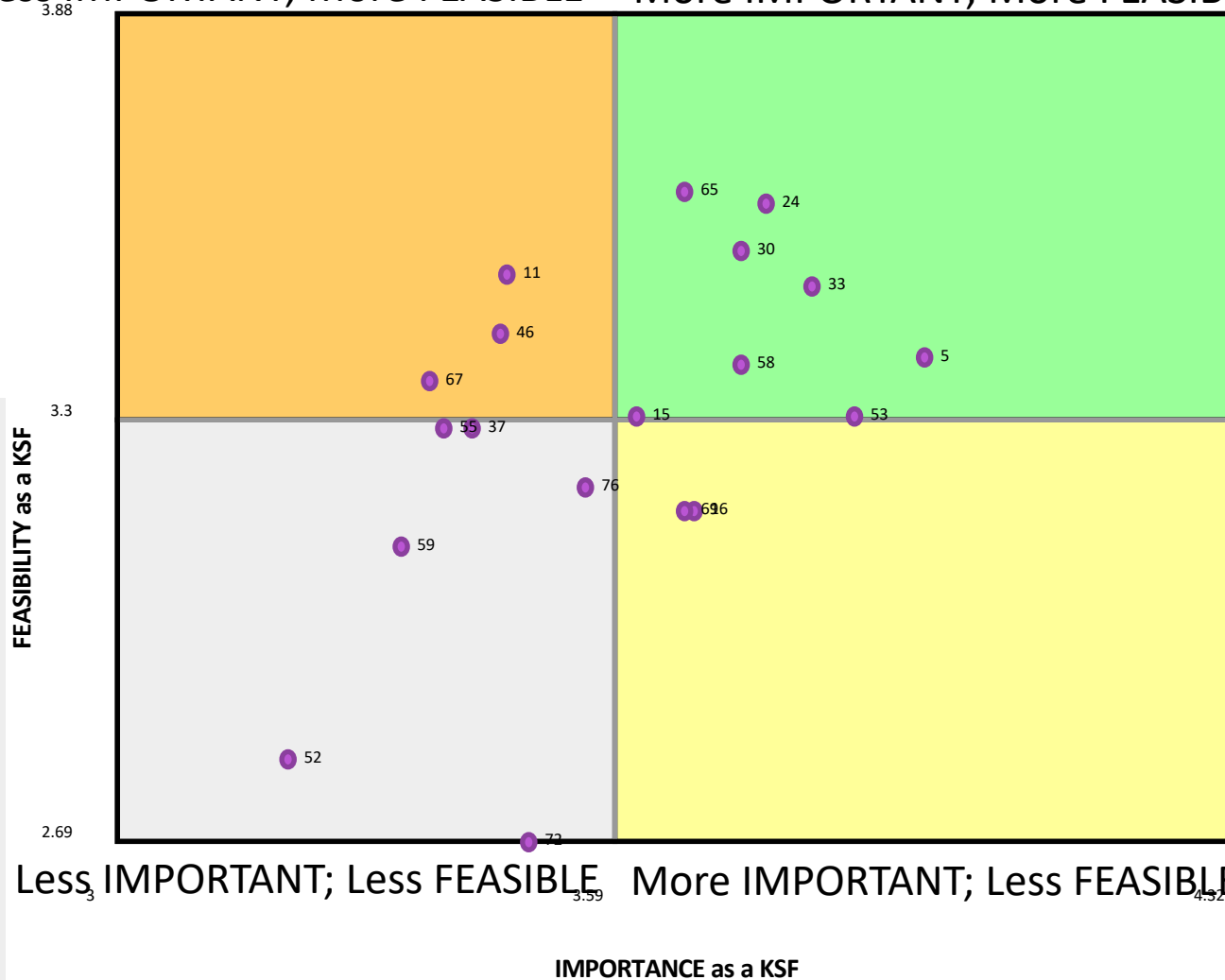
17. 17. To reinforce positive behaviors through support of leadership and organizational communication

28. 28. To foster an environment of sharing best practices among employees and cross-functionally among departments

57. 57. To inspire the team to trust the leadership

ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS

Less IMPORTANT; More FEASIBLE More IMPORTANT; More FEASIBLE



5. 5. To establish incentives to retain employees who are leading the change

15. 15. To provide a balance between sourcing talent internally and externally when filling positions

24. 24. To invest in skills training and professional development for employees

30. 30. To strengthen internal training and development of employees

33. 33. To create a confidential safe-space within the HR department for sharing an employee's personal and professional goals

53. 53. To empower leaders to transition ineffective team members
58. 58. To establish a culture of performance management and achievement for the organization

65. 65. To provide a mechanism for feedback where employees can communicate with candor and confidentiality

16. 16. To support change at the individual employee level so that respect for all ideas are welcomed

69. 69. To foster a culture of mentorship at all levels within the organization (entry level to executive)

11. 11. To create an organizational resource plan for employees inclusive of prioritized needs and wants

46. 46. To position internal resources as trusted advisors and confidential resources for business and employees' needs

67. 67. To develop toolkits for employee success that meets industry best practice standards

37. 37. To implement cross-training for all employee job duties

52. 52. To attenuate or reduce the stigma of job silos due to the threat of job security

55. 55. To establish commitment to processes as a core value for each employee of the organization

59. 59. To underscore the organizational benefit and its alignment with the personal commitment of all employees

72. 72. To eliminate persona based decisions

76. 76. To provide flexible work arrangements for employees (telework, flexible scheduling)

STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT

40. 40. To create standard operating procedures for employee job duties as a part of their job responsibilities

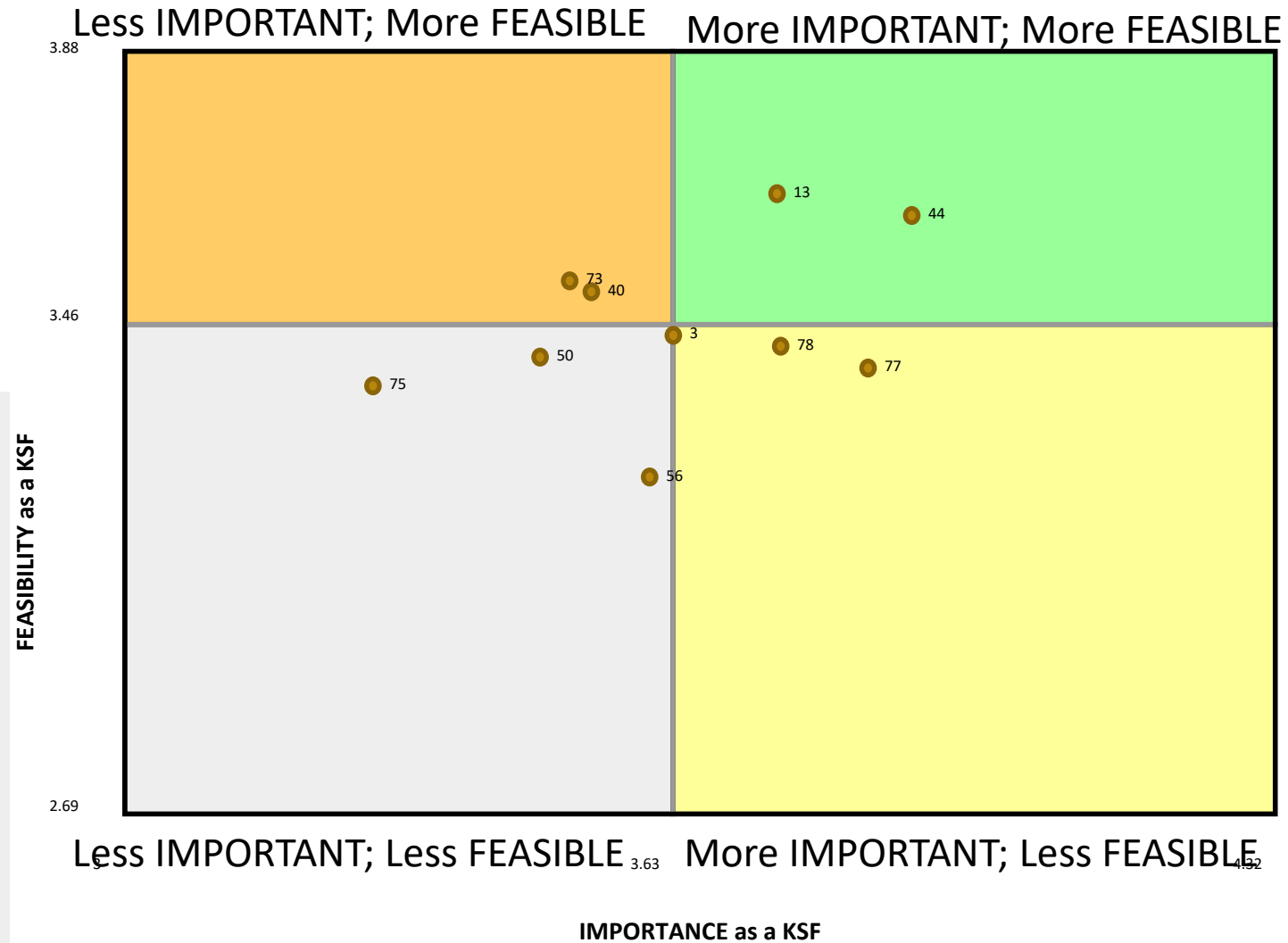
73. 73. To continually assess employee roles and responsibilities in relation to the change management agenda

3. 3 To incorporate appropriate monitoring and oversight of employee goals and objectives

50. 50. To continually assess employee roles and responsibilities for proper alignment with the strategic plan

56. 56. To validate that employee's actions align with the organization's values as it relates to job duties

75. 75. To develop a tolerance scale for detractors of change (how much resistance is acceptable before an employee is recommended for termination)



13. 13. To establish key performance indicators for the management of the organization

44. 44. To make sure that there are accountability measures in place regarding employee performance

77. 77. To set clear performance goals for all employees with appropriate rewards and consequences

78. 78. To implement an effective job position succession plan for various types of transition (retirement, vacancies)

PROCESSES, PROCEDURES, ASSESSMENT

27. 27. To define a process for approving exceptions to established procedures

70. 70. To provide opportunities for senior leadership to re-evaluate priorities for the organization

34. 34. To ensure compliance with all accreditation standards and governmental regulations

42. 42. To develop an exit strategy for transitioning away from non-performing programs or plans

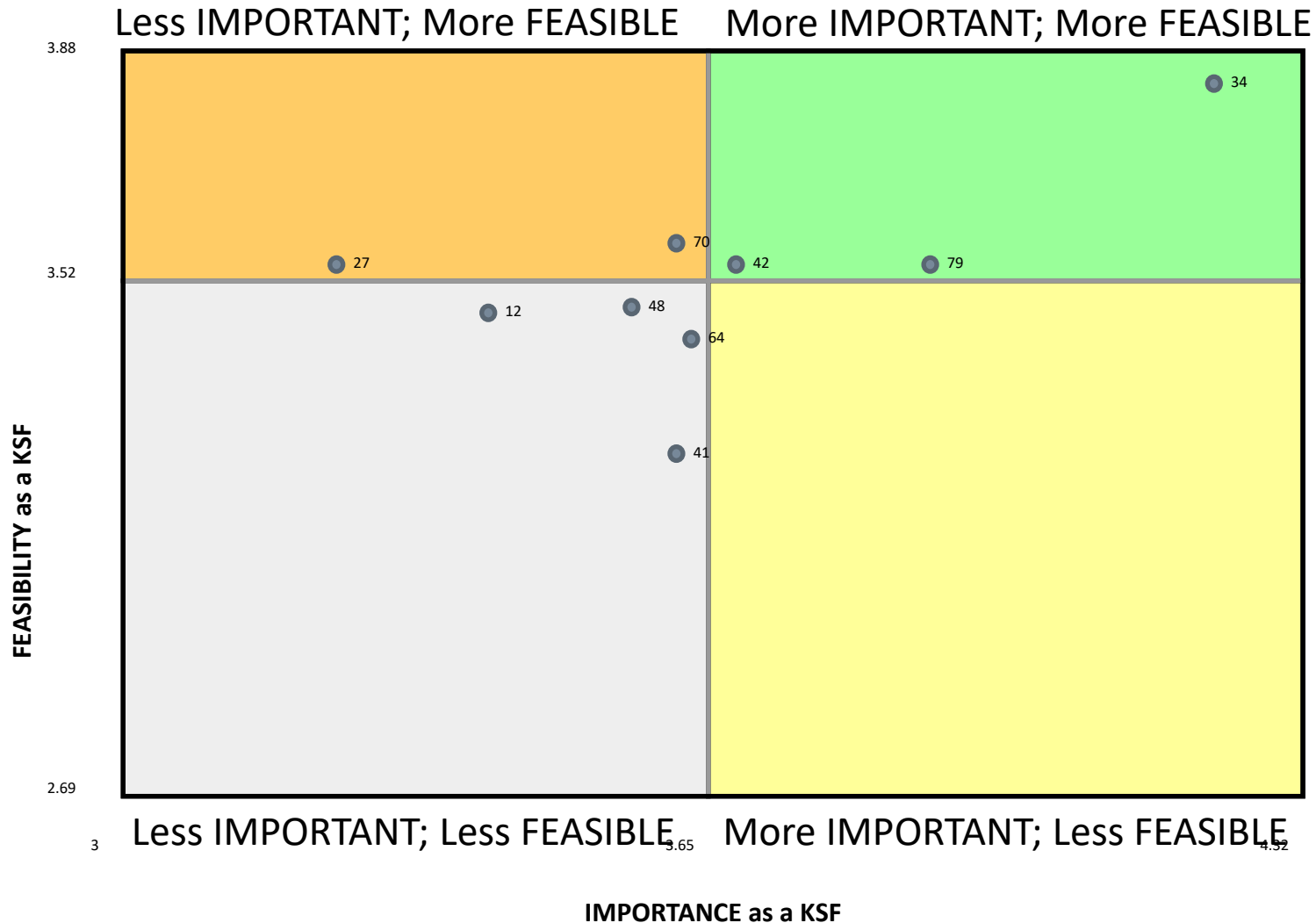
79. 79. To enhance predictive analytics of key metrics (enrollment, retention rate, graduation rate, net assets, etc.)

12. 12. To expand external reviews for independent assessment of the organization's performance comparable to peer institutions

41. 41. To validate that the adoption and implementation of goals are being supported throughout the university

48. 48. To measure the utilization of existing information and operating systems and processes for validation of continued usage

64. 64. To implement proactive and continual assessment of the organization's strategic plan and goals



FINANCIAL MANAGEMENT STRATEGY

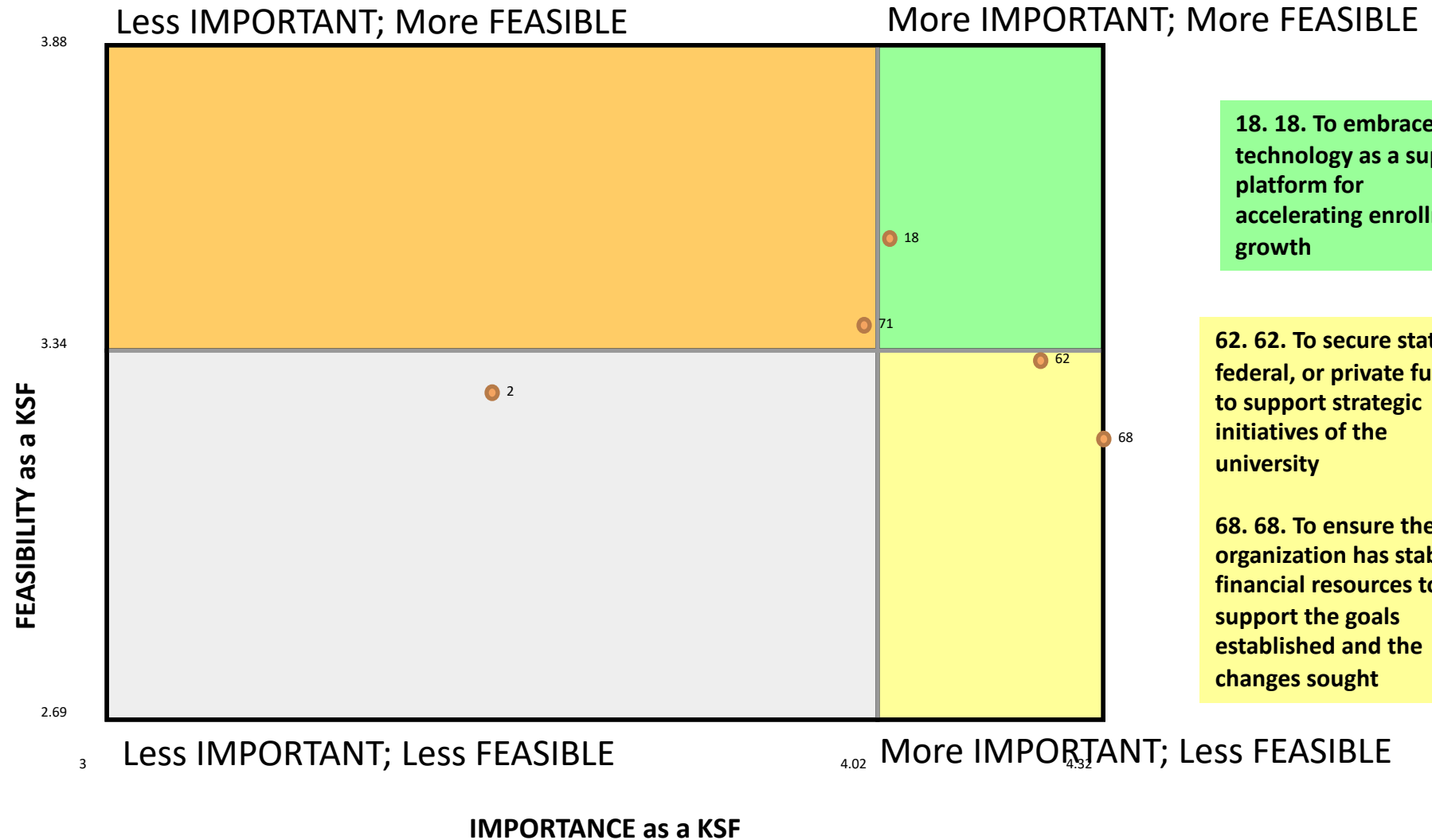
71. 71. To establish and maintain a financial model that supports the strategic plan and organizational change of the university

2. 2. To prepare for competition with other universities for student enrollment

18. 18. To embrace technology as a support platform for accelerating enrollment growth

62. 62. To secure state, federal, or private funds to support strategic initiatives of the university

68. 68. To ensure the organization has stable financial resources to support the goals established and the changes sought



LEADERSHIP RELATIONSHIP with STAKEHOLDERS

19. 19. To provide tangible evidence of results via quarterly updates from the senior leadership

54. 54, To include alumni and supporters on advisory boards and other volunteer service opportunities where their expertise can be leveraged for the university's benefit

63. 63. To communicate frequently with alumni and supporters on the progress and the changes being made at the university

74. 74. To develop alliances with professional organizations for the purpose strengthening the curriculum of the academic programs

7. 7. To foster an appropriate level of shared governance between the management board and the university

23. 23. To uphold and regard the values held by students and employees in support of the change management agenda

25. 25. To provide a balance between maintaining tradition and inspiring innovation for the university

35. 35. To develop a culture of employees supporting the institution financially

47. 47. To connect with alumni on admissions and recruitment initiatives with the goal of them offering support regardless of where they are located

14. 14. To support the president in building positive relationships with all stakeholders

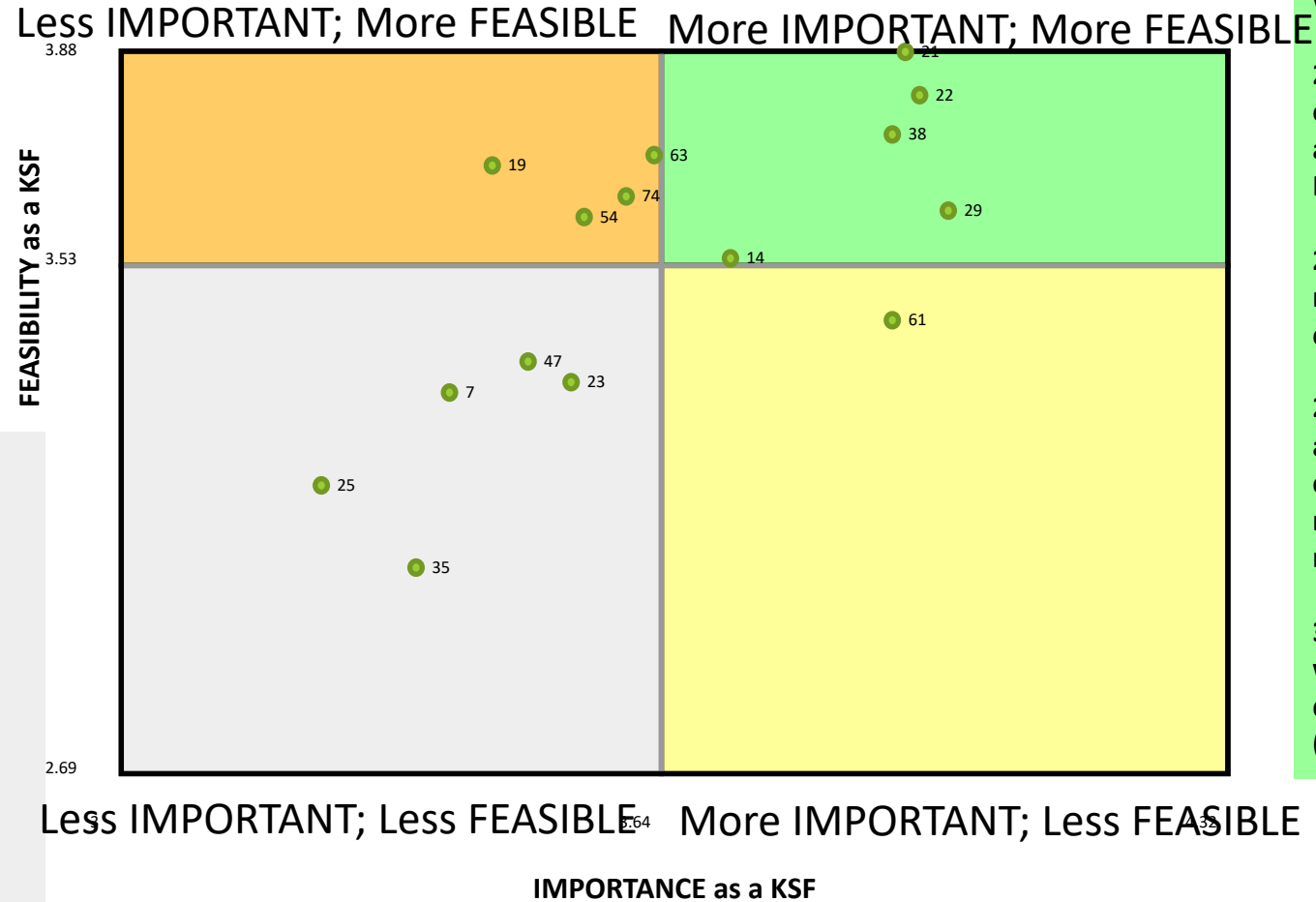
21. 21, To provide clarity on the organization's values and mission as communicated by the President

22. 22. To create a positive public relations campaign related to the change ongoing at the university

29. 29. To maintain an aesthetic and brand image that communicates successful representation in social and print media

38. 38. To proactively engage with students on important decisions regarding student life (new programs, campus services)

61. 61. To ensure the management board supports the change management agenda of the university



Thank You !

Appendix O External Relatedness Clusters

External Relatedness Clusters		1	2	3	4	5	6	7
CLUSTER	COLLABORATION	LEADERSHIP RELATIONSHIP WITH STAKEHOLDERS	FINANCIAL MANAGEMENT STRATEGY	MAINTAINABLE ORGANIZATIONAL CHANGE	PROCESSES, PROCEDURES, ASSESSMENT	STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT	ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS	
1	COLLABORATION	0.28	0.22	0.09	0.15	0.09	0.11	0.17
2	LEADERSHIP RELATIONSHIP WITH STAKEHOLDERS	0.21	0.28	0.23	0.16	0.14	0.09	0.11
3	FINANCIAL MANAGEMENT STRATEGY	0.03	0.06	0.12	0.05	0.07	0.04	0.03
4	MAINTAINABLE ORGANIZATIONAL CHANGE	0.09	0.10	0.12	0.11	0.14	0.12	0.10
5	PROCESSES, PROCEDURES, ASSESSMENT	0.06	0.09	0.16	0.14	0.21	0.15	0.07
6	STRATEGIC PLANNING, CONTINUOUS IMPROVEMENT	0.09	0.07	0.11	0.16	0.19	0.19	0.16
7	ORG. PERFORMANCE MNGT & EMPLOYEES' SUCCESS	0.24	0.17	0.17	0.23	0.16	0.29	0.35