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UNIVERSITY OF CALIFORNIA, SAN DIEGO
CALIFORNIA STATE UNIVERSITY, SAN MARCOS

California Community Colleges: A Study of Administrators' Support of
Classified Staff during Organizational Change

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

in

Educational Leadership

by

Christine M. Jensen

Committee in charge:

California State University of California, San Marcos
Professor Delores B. Lindsey, Chair

University of California, San Diego
Professor Alan J. Daly
Professor Amanda Datnow

2011

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The Dissertation of Christine M. Jensen is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego
California State University, San Marcos

2011

DEDICATION

This dissertation is dedicated to my family and friends who have supported me throughout my academic life. To my parents, Sara and Norman. You have been there emotionally and financially as I have made this long and arduous journey. There are no words to describe the depth of my gratitude. You have given me so many gifts of learning and opportunity, for which I am forever indebted. I truly appreciate the importance you have always placed on education and the values, such as hard work and persistence, you have instilled in me. I love you.

To my brothers, Marshall and Mitchell, and their loving families. Your love and unlimited encouragement was felt even though we rarely saw or spoke to each other. Your strength and compassion have kept me on this path during the most difficult times. I am so grateful to have you in my life. I would also like to recognize my extended family who, although thousands of miles away, have been there for me.

And to my friends who have put up with me over the never-ending years of schooling. Your unfailing interest and belief in me have meant so much. In particular, I want to thank my cohort member, Christa. Even though our friendship only started upon entry into this program, your support has been invaluable. From giving me advice to helping me brainstorm to motivating me, thank you for being the constant push I needed.

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CURRICULUM VITAE

Education

Ed.D., Educational Leadership, University of California San Diego & California State University San Marcos (2011)

M.Ed., Masters of Education with a concentration in K-8 Math Ed., San Diego State University (2004)

B.A., Educational Studies, Brown University (1997)

Professional Tests

California Basic Educational Skills Test (2002)

School Leaders Licensure Assessment (2009)

Staff & Administrative Employment

Community Services Assistant II, MiraCosta Community College (2007-present)

Communications Coordinator/Asst. to the Director of Admissions, California State University Monterey Bay (2006-2007)

Director of Parent Affairs, Communications and Events, Army and Navy Academy (2005-2006)

Parent Affairs Coordinator, Army and Navy Academy (2003-2005)

International Admissions Counselor, Army and Navy Academy (2004-2005)

Accounts Payable Specialist, TBWA Chiat/Day (2001-2002)

Teaching Employment

Algebra I, Geometry, and Algebra II Teacher, Army and Navy Academy (2002-2004)

Algebra I, Geometry, and Psychology Teacher, Woodberry Forest School (1998-2001)

ABSTRACT OF THE DISSERTATION

California Community Colleges: A Study of Administrators' Support of
Classified Staff during Organizational Change

by

Christine M. Jensen

Doctor of Education in Educational Leadership

University of California, San Diego, 2011
California State University, San Marcos, 2011

Professor Delores B. Lindsey, Chair

Organizational change has become a frequent occurrence within institutions of higher education. Certainly, change initiatives are not new to community colleges. In light of the recent financial crisis, colleges and universities are facing hard budget decisions which impact student enrollment, faculty assignments, and facility improvements and maintenance. Concomitantly, changing student population, influx of private and corporate colleges, and rapidly increasing technology are also creating conditions for organizational changes within community colleges. The vast number of internal and external forces pushing higher education institutions into large organizational changes has created a difficult and stressful working environment for many employees.

This study investigated the role of community college administration in creating a culture of support, communication, and trust among classified staff during times of

organizational change. Survey data explored classified staff members and administrators' perceptions of support, communication, and trust, while interview data provided insight into classified staff members and administrators' perceptions of organizational change. The results of this qualitative study suggested that although there are areas for improvement, both College S and College N are providing support and communication, and maintaining trust with employees. Classified staff members perceived that leadership supported them, provided them with satisfactory communication, and were trustworthy. Administrators perceived that they supported their staff, provided communication, and were trusted by their employees, though there were some discrepancies between their espoused behaviors and their actions as perceived by staff. Both classified staff members and administrators felt that there was support, communication, and trust during organizational change, whether financially driven or not. Surprisingly, at least two other factors emerged from employees as influential to organizational change. Some employees expressed that administrators can strengthen trust and create an environment of successful and sustainable change by expanding their support efforts and increasing their communication through constant evaluation.

CHAPTER I: INTRODUCTION

The purpose of this study was to investigate the role of community college administration in creating a culture of support, communication, and trust among classified staff during times of organizational change. The study reviewed the history and presents the current state of higher education, specifically California community colleges. As history has shown, higher education has undergone a number of large scale changes. To help understand the impact of reform on higher education, as well as the direction for the future, organizational change literature from the business and education context was also reviewed. Leadership, communication, and trust were studied as components to increase leadership effectiveness during organizational change. The purpose of this chapter was to give an overview of organizational change and community colleges in California. Leadership support, communication, and trust were introduced in the chapter through past studies as important aspects to successful change.

Overview of California Higher Education

California has a unique higher education system. The state designed a higher education structure that distinguished between three different levels of learning: community college, college, and university. These three different types of institutions were integrated so that they would not compete but would provide the greatest opportunity for the widest range of students.

Historical Background

The history of California higher education began in 1849, when the State Constitution passed the establishment of a state university. In 1879, Article IX of the new California Constitution elevated the few California universities in existence to “public

trust” status. This meant that a single board, consisting of elected and appointed individuals, had the power to organize and govern the higher educational institutions (retrieved from http://sunsite.berkeley.edu/~ucalhist/archives_exhibits/masterplan on 8/7/09). In 1907, the CA Legislature (Caminetti Bill) authorized the state's high schools to offer what were termed "postgraduate courses of study," similar to the courses offered in just the first two years of university studies. This became the first network of public junior colleges. Ten years later, the State Legislature passed a law providing funding for the establishment of Junior Colleges. By 1960, 56 districts in California were offering junior college courses, 28 of which were junior college districts formed expressly for the governance of those schools.

In 1857, the first public “normal school” in California was founded in San Francisco. In 1902, normal schools began the transition to postsecondary institutions; most offered two year programs for High School graduates and four year programs for graduates of grammar schools. In 1921, Normal Schools were renamed State Teachers Colleges, and along with Junior Colleges, were placed under the jurisdiction of a State Board of Education. The Inman Bill (1935) renamed State Teachers Colleges to “State Colleges” and gave them authority to grant a B.A. in select liberal arts fields (only in areas that were applicable to teaching at the secondary level). About fifteen years later, a bill was passed that allowed State Colleges to offer master’s degrees in select fields. A few years after that, the State Board of Education and the Regents completed an agreement on sanctioning State College programs up to the Masters level.

California Master Plan

Similar to the rest of the country, California wanted a comprehensive higher education system. In 1960, the California Master Plan for Higher Education was approved by The Regents and the State Board of Education which at the time governed the California State University (CSU) and California Community Colleges (CCC).

The Master Plan included three major points that formed the foundation of California's structure of higher education (Greenspan, 2009):

1. Differentiation of functions among the public postsecondary education options.
 - University of California (UC) – These were established as the state's primary research institutions and provide undergraduate, graduate and professional education. They have exclusive jurisdiction for doctoral degrees and instruction in law, medicine, dentistry, and veterinary medicine.
 - California State University (CSU) – These colleges provide undergraduate and graduate education up through the acquisition of master's degrees, including professional and teacher education. Faculty research is authorized if it is consistent with the primary function of instruction. In 2006, colleges were authorized to award a Doctor of Education (Ed.D.) in educational leadership. Other doctorates can be awarded jointly with a UC or an independent institution.
 - California Community Colleges (CCC) – The primary mission of community colleges is to provide academic and vocational instruction for all students through the first 2 years of undergraduate education (lower division). In addition, they are authorized to provide remedial instruction, ESL courses, adult noncredit instruction, community services courses, and workforce training services.
2. The establishment of the principle of universal access and choice, and differentiation of admissions pools for the segments for each of the three postsecondary educational alternatives.
 - UC selects from among the top 1/8th (12.5%) of the high school graduating class*

- CSU selects from among the top 1/3rd (33.3%) of the high school graduating class*
 - CA Community Colleges admit any student capable of benefiting from instruction
- * *All who apply on time are to be offered a place, though not necessarily at the campus or in the major of first choice. Eligible CA Community College transfer students are to be given priority in the admissions process.*
3. Reaffirmation of CA's long-time commitment to the principle of tuition-free education to residents of the state (students do need to pay fees for auxiliary costs).

It is important to note that as the California Master Plan was enacted in 1960, shifts in the governance of all three systems occurred. Here are some changes that affected community colleges:

- The Statewide Academic Senate was established to represent State College faculties.
- Studies showed that the California Department of Education was not doing an adequate job of leading the junior colleges. Legislation passed control from the Board of Education to a new community college system with a Chancellor's Office and Board of Governors.
- Higher education employees were approved to participate in collective bargaining.
- The passage of Proposition 13 in 1978 sharply reduced property taxes and both altered and decreased funding allocation to all public California schools.

An important aspect of the California Master Plan was the integration of systems.

By 1968, a system-wide computer network was established to connect 19 campuses to a

central data center in the Chancellor's office. Two years later, a common admissions process was implemented to govern all student applications beginning fall 1971. In the 1980's, incoming freshmen and transfer students were required to meet basic college preparatory admissions requirements. Then in 2000, CSU aligned their course requirements with the UC so students could qualify for admission to either by taking the same set of courses.

Current Picture of California Community Colleges

By 2011, the California Community Colleges (CCC) system consisted of 112 community colleges in 72 community college districts. Community colleges can either exist as a multiple college district, or they can stand alone (sometimes with multiple campuses). The CCC is the largest system of higher education in the world, serving more than 2.9 million students with a wide variety of educational and career goals, including basic skills education, workforce training, academic courses that prepare students for transfer to four-year universities, and opportunities for personal enrichment and lifelong learning. According Murphy (2004), in a report titled *Financing California's Community Colleges*:

As the CCC system enters the 21st century, its challenges are considerable. The combination of a rapidly changing economic landscape, declining opportunities in the state's four-year universities, and shifting demographics suggest that the community colleges will be relied upon to continue making a major contribution to California's economic growth. What is less certain is whether the CCC system is in a position to meet these challenges (p. 1).

Murphy's concerns were supported when, in the 2009-10 academic year, the CCCs experienced an 8% cut in their funding. In a 2010 report titled *Where we have been, Where we are, and Where we want to be*, Jack Scott, Chancellor of the CCC, said:

This is by far the harshest cut we have received in my memory... Thousands of students have been turned away because our colleges have been forced to cut classes. And yet this is the very time when people are looking to our colleges for job training in a horrific recession (p. 2).

Cuts to postsecondary education continue to loom on the horizon and are the primary impetus for much of today's need for reform. In January 2011, \$1.4 billion in budget cuts was proposed for California's public colleges for the 2012 fiscal year. While these cuts had yet to be finalized and approved, it seems likely that there will be further reduction in financial support for California's postsecondary education system. Such a reduction could lead to a need for reducing enrollments. "James C. Blackburn, California State's director of enrollment management says some of the system's universities have a difficult time raising enrollment once they have reduced it. Cuts in faculty, staff, and courses are difficult to reverse, and institutions can be hurt by the loss of the tuition income" (retrieved from <http://chronicle.com> on 1/13/11).

More than likely, this financial situation is not going to turn around quickly. California public schools, especially the community colleges, must go beyond accepting the budget cuts and finding ways to keep a program alive. Educational leaders must think about the people these organizational changes are affecting. If college and university staff members are to implement these changes successfully, with minimal student impact, consideration must be given as to how information is flowing, how staff is being supported, and whether trust has eroded during the process of reform.

Current Reforms in Higher Education

The world of higher education in California is constantly changing. Although a variety of issues have created a complex and dynamic problem, four trends appear to

have driven many of the decisions that have shaped reform in California's higher education institutions:

1. Educators have been dealing with a population of students who are getting older and are more multi-cultural (U.S. Department of Education, 2011).
2. The private and business sector has been growing into the higher education market (Brint, 2002; Zajac & Kraatz, 1993).
3. As technology has become more advanced, higher education has struggled to keep up (Levine, 2001).
4. Fewer federal and state dollars have been spent on education (California Community Colleges Chancellor's Office, 2010).

Student Enrollment, Aging, and Diversity

Student demographics have changed in three main ways:

1. There have been more students than ever who are applying to college. According to the report *Projections of Education Statistics to 2019, 38th Edition*, "total enrollment in degree-granting institutions increased 34% from 1994 to 2008... and is projected to increase 17%, to 22.4 million, from 2008 to 2019" (U.S. Department of Education, p. 20). What used to be considered a privilege is now commonplace. More and more students are attending college and the demand for seats outweighs the supply. The competition of getting into the top universities is on the rise, with students struggling to find feasible options when they are rejected from their dream school.
2. Students in the U.S. have become older on average. Due to the cost of education and the financial need for people to work, students are going to school (or back to school) at a later age. In addition, many employers are valuing continued educational enrichment and development. This has resulted in a growth in enrollments in certificate programs, skills training (i.e.: computer training), and adult education.
3. As shown in Figure 1.1, the number of minority students who have applied to college has been increasing. While there is an estimated 7% increase for White students, there is an anticipated 30% growth for Black students, 45% increase for Hispanic students, and 30% increase for Asian or Pacific Islander students.

Unfortunately, many schools do not have the resources or student support systems to handle their changing enrollment. That means that these new student populations may not receive the services and opportunities they require in order to succeed.

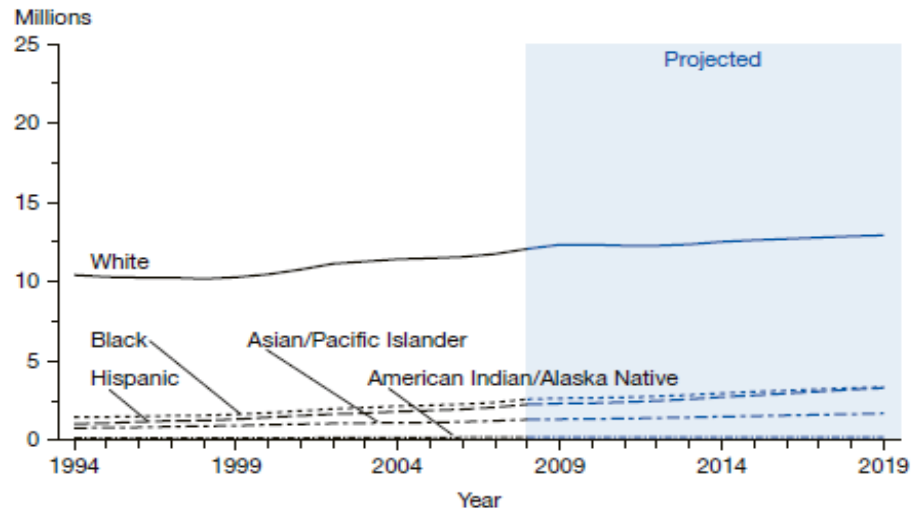


Figure 1.1. Actual and Projected Numbers for Enrollment in All Degree-Granting Institutions, by Race/Ethnicity: Fall 1994 through Fall 2019 (U.S. Department of Education, 2011).

Competition with Private Organizations

Due to the current financial trends, state and federal higher education systems have been searching for additional funding from donors, companies, grants, and other marketing efforts (Bok, 2003). As funding decreases and university classes and programs are cut, many students have to find what they need elsewhere. The increase of business and private organizational influence is a side effect of the significant changes postsecondary institutions are currently undergoing. From standardized testing companies to corporate sponsorship to new online educational institutions, the market has been flooded by sources outside the traditional, state funded system. Businesses and private entities have the ability to make changes in response to the current markets and demands, and appear to be more successful in meeting the needs of students.

As tuition and other related fees go up, it is likely that fewer people will be able to afford publically funded postsecondary education. As a result, students will be looking for financially feasible options. For many, this translates to enrollment in private, business-oriented programs, including private colleges, trade schools and certificate programs, online education, or other forms of “no-frills” education. No frills education is classroom instruction without student services, housing, athletics or academic resources. Students go to class and come home - nothing more. This allows students to save money on housing, food, and other services that are rising. Figure 1.2 shows the distribution of undergraduate students who attended private and public institutions in 2007.

Enrollment in US Degree-Granting Postsecondary Institutions, by Sector, Undergraduate Students Only: Fall 2007

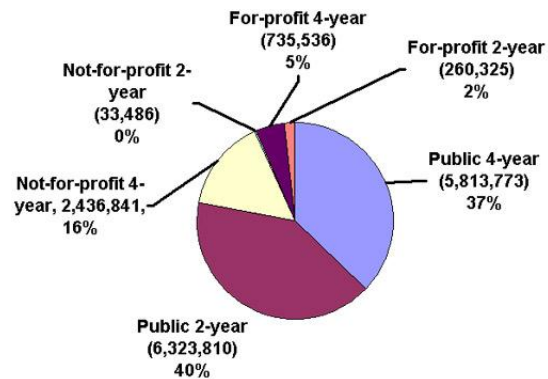


Figure 1.2. Undergraduate Enrollment in US Degree-Granting Postsecondary Institutions (American Council on Education, 2007).

Although public institutions make up a significant portion of undergraduate enrollment, there are projections of a 15% increase by 2019 (U.S. Department of Education, 2011).

If corporations become a more substantial influence in higher education, will we lose our traditions and the historical views of what higher education is and should be? Can California postsecondary institutions initiate the necessary reforms to compete with

private enterprise? How might the advent of “no frills” education change the traditional interpersonal and social capital benefits of a college education? These questions and more are part of the landscape of educational reform currently unfolding on California college and university campuses.

Online Education and Technological Challenges

As we have seen, higher education trends are changing. Technology has been a major component of this change, and college and university leaders have examined the business sector and how they use technology to make advances (Levine, 2001).

Technology is a positive direction for education in many ways:

- The ability to communicate with people all over the world
- Obtain resources from schools and libraries across the country and world
- Immediate access to information regardless of cultural or language barriers.

Figure 1.3 provides further detail about the impact that technology has had in the areas of information access and cost for colleges and universities.

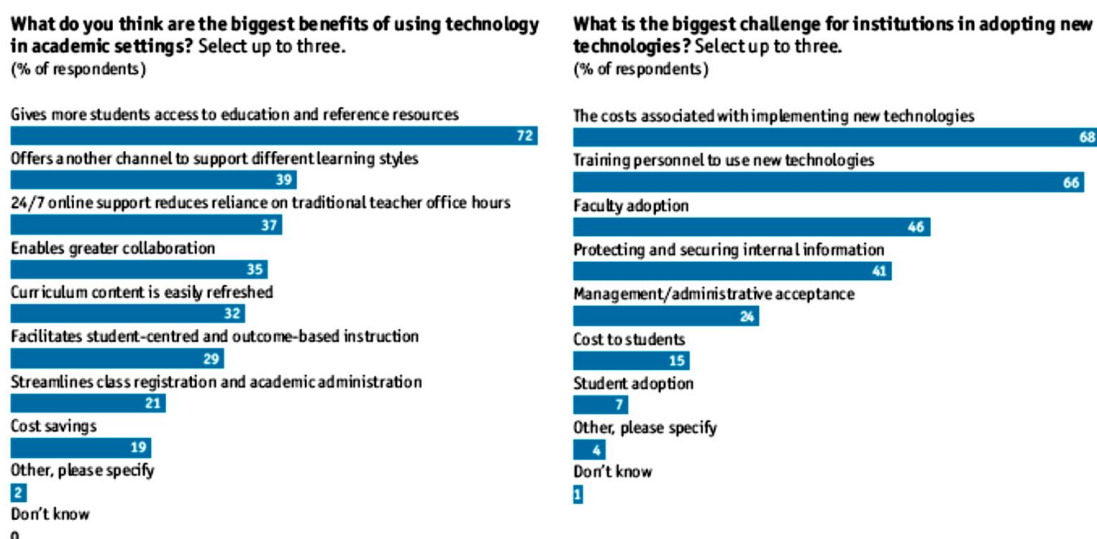


Figure 1.3. Benefits and Challenges for Academic Institutions Using Technology (The Economist Intelligence Unit, 2008).

Financial Crisis and Resulting Challenges

Over the last two decades, the nation's colleges and universities have become less affordable for students and their families (U.S. Department of Education, 2011). From private universities to public community colleges, many families have struggled to pay for a four-year degree. Our country's current financial crisis has created a situation where many colleges and universities are doing one of three things:

1. Dipping into financial reserves
2. Raising tuition and/or fees
3. Merging, being acquired, or closing altogether (Duderstadt, 2000).

These choices obviously impact the student, most often creating limitations on finding an affordable college education. Even though there is need-based financial aid, tuition increases and the number of students needing financial support outpace the money available. As shown in Figure 1.4, increases in college tuition have outpaced increases in other areas of the economy.

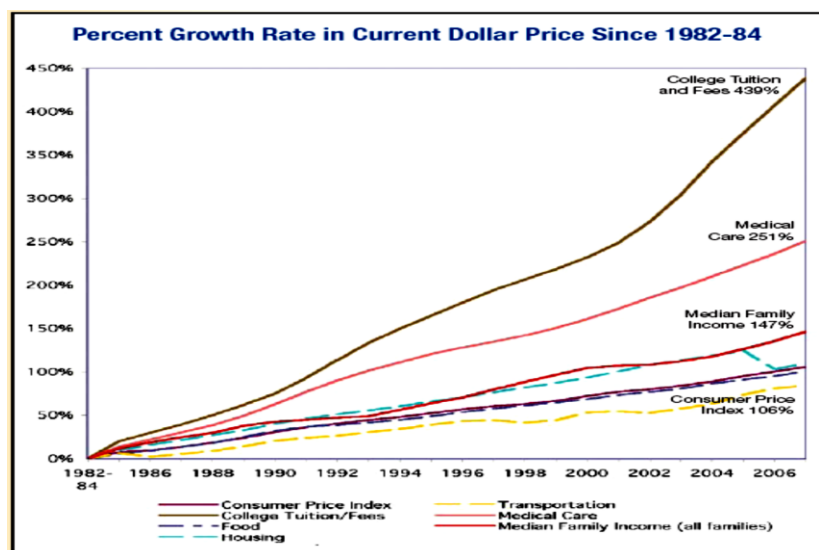


Figure 1.4. Percent Growth Rate in Current Dollar Price from 1982-2008 (Measuring Up, 2008).

When a family struggles to survive in the current California financial crisis, paying more for education is often not a viable option.

Summary

These trends are only some of the current issues that are threatening the stability and future success of the California Master Plan. For example, one of the goals of the Master Plan was to provide an alternative to all students who want to receive a college education. At this time, due to budgetary cuts, California postsecondary institutions are unable to fulfill this promise. All three systems (UC, CSU, CCC) have been unable to handle the current increase in the number of students seeking enrollment, and the state has turned away more students than ever. At the same time, tuition fees have risen and less financial aid is available to needy students. These trends have forced higher educational institutions to change how they run on a daily basis.

Leadership Response to Organizational Change

Organizational change has recently become a common topic for higher education leaders. Over the last twenty years, research on higher education reform has increased dramatically and change continues to be an important area of study as our economy declines (Gilley, McMillan, & Gilley, 2009; Holt, Armenakis, Field, & Harris, 2007; Wanous, Reichers, & Austin, 2000). Organizational changes are major changes that occur throughout the organization, often affecting the majority of the personnel. Some examples might be severe funding cuts, departmental merging, changing the mission or vision of the organization, or changing a policy or procedure that affects multiple departments.

Research has found change that imposes new assumptions, norms, or values without consideration, prior thought, or discussion will not succeed (Fink & Brayman, 2006). There has been a misperception among leaders that the faster things change, the faster one needs to think and act. This pressure results in leaders adopting multiple “fashionable” ideas that run the risk of leading to disappointing results. Higher education leaders have been dealing with a number of different forces, all vying for attention and consideration. Unfortunately, most of these decisions have been made quickly, amidst competing priorities. As a result, changes were rarely fully thought out and employees were often the ones to suffer first and most severely. In the end, the whole organization can be negatively affected.

Higher Education Support Staff Response to Organizational Change

Change is a constant within life, organizations, and within schools. Whether hiring new personnel, implementing new programs, or district reforms, there are numerous ways for schools to employ change. The higher education environment has undergone many tremendous changes throughout the past two decades, including reductions in financial resources, changes in student demographics, and questioning from the public about the nature and purpose of higher education (Lindholm, 2003). As a consequence, higher education institutions have tried to engage in planned change in order to adapt to the rapidly shifting educational environment. Research has documented how higher education Presidents and other change agents initiated and/or guided planned changes (Eddy, 2003; Gioia & Chittepaldi, 1991; Lueddeke, 1999). In addition, research indicates how faculty has handled organizational changes, whether directed by themselves or by others (Garza Mitchell, 2009; Waugh & Punch, 1987; Zoglin, 1981).

The importance of support staff reactions to planned educational changes has not received the same attention by researchers. Occasionally the literature made reference to staff (Curri, 2002; Fourie, 1999; Garza Mitchell, 2009; Henkin & Holliman, 2009; Newton, 2002; Waugh & Punch, 1987; Zoglin, 1981). However, while information about staff may have been included in a survey or general observation, rarely were any specific data on their personal or emotional responses to change included in studies. Due to this lack of research, it may be that support staff (secretaries, administrative assistants, etc.) were not viewed as an integral part of organizational change. However, this perception is incorrect and it is important that educational leaders realize support staff are an integral part of the school culture and need to be researched and included in change studies.

Statement of the Problem

No organization today is immune to change (Jensen, 2003; Kotter, 1998; McLagan, 2002). Some amount of change is always occurring within an organization, especially if it wants to stay competitive. These types of changes happen at all levels within an organization, from the macro to the micro. Examples might include altering a policy in response to an angry customer (macro); taking on additional duties when a coworker goes on vacation (micro) or becoming part of a committee (micro). In short, change impacts organizations on multiple organizational and personal/employee-specific levels.

Few would argue that the pace of change is slowing in our increasingly global society. In fact, the amount of significant, even traumatic change in organizations has grown tremendously during the last two decades (Beer & Nohria, 2000; Hamel & Valikangas, 2003; Rosenberg, 2003; Wanberg & Banas, 2000). Higher education

institutions in particular have been confronted with complex challenges brought about by globalization, rapid advances in technology, decreasing resources, and increasing demands for accountability (Fulton-Calkins & Milling, 2005). Regardless of the cause, change has created both positive and negative disruptions within an organization.

This study will examine these “interruptions” within the workplace, specifically the community college environment. “Interruptions,” in this study, are defined as large-scale (macro) changes that create turmoil within an organization, whether initiated internally or forced by the changing external environment. Often this resulted in structural changes such as reorganization of a department; new hires (especially in a leadership position); new governance configurations; changes in course offerings; program cuts; or massive decreases in funding or resources.

Across the United States, higher educational institutions have been faced with an increasingly diverse community, technological advancements in and out of the classroom, and a strained economic future. For example, with the recent budget cuts in California, higher education institutions in this state have dealt with massive organizational change interruptions seen in the form of furloughs, pay cuts, and disappearing classes, programs, and positions. This means that most California higher education institutions have struggled to run as their missions and visions dictate. The resulting strain between the community and state pressures, and the reality of too few resources and stressed employees, has the danger of leading to a strained and unproductive work environment. In the end, the students may suffer and our education system runs the risk of failure.

Unfortunately, according to several studies, as many as 70% of change initiatives, educational or otherwise, either do not achieve the planned goals or do not extend beyond

the initial stage (Boyce, 2003; Garvin, 1993; Senge et al., 1999). As a result, most organizations waste valuable resources, time, and effort on projects that only seem to frustrate stakeholders. Employee reactions during these stressful times are important and often determine whether the organizational change process has been successful (Anderson & Klein, 2000; Duck, 2001; Griffith, 2002; Kesterson & Broome, 2005; Maddi & Khoshaba, 2005).

When an organization begins a change of any significance, its leaders tend to think that they are facing a series of operational tasks and the required result will occur when these tasks are completed. According to Duck (2001), these leaders do not realize that they will also need to address the onslaught of emotions and human dynamics evidenced by their employees. Employee perceptions about the administrative support (Herold et al., 2008; Sikora, Beaty, & Forward, 2004; Wanous, Reichers, & Austin, 2000) and trust (Becerra & Gupta, 2003; Daly & Chrispeels, 2008; Dirks & Ferrin, 2002; Kuhl, Schnelle, & Tillmann, 2005), as well as the amount of communication (Armenakis & Bedeian, 1999; Gilley, McMillan, & Gilley, 2009) about the change process are just a few of the employee related factors that have been shown to be important to effective organizational change.

Purpose of the Study

This study examined classified staff response to leadership during times of organizational change in a California community college setting. As seen in Figure 1.5, classified staff typically comprise almost one-third of the employee population at a higher education institution.

Statewide Employee Headcount Unduplicated by District

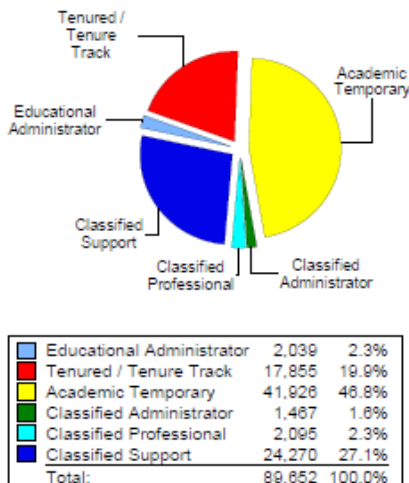


Figure 1.5. California Employee Headcount (California Community Colleges Chancellor's Office, 2010).

If one-third of employees are unhappy, feel underappreciated, and are dissatisfied with the leadership of the organization during a time of reform, any large change initiative is likely to be negatively impacted. If reforms are unsuccessful, the overall organization suffers and, by extension, the students and employees who are direct stakeholders.

The specific purpose of this study was to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change. To do this, the researcher examined classified staff response to organizational change within two basic aid funded California community college districts. It is important to the overall success of school reform that classified staff members are treated with respect and perceive inclusion in the change process and support from the administration. When community college leaders communicate and demonstrate trust in classified staff, employees are influenced in a positive manner and significant organizational change is likely to be more successful.

Research shows that classified staff within higher education are rarely included in studies of organizational change (Kozoll, Means, & Weichenthal, 1980; Simsek, 1997; Thomas, 1997; Welsh & Metcalf, 2003). This study was intended to address this gap in the literature by adding to the body of knowledge available on community college organizational change in general and classified staff perception of administrative support, communication, and trust, in particular. This study also speaks to whether community college classified staff perceptions match with what the administration claim they are doing (espoused theories) and whether they match with their actual behaviors (theories in action).

Research Questions

In order to evaluate the effectiveness of community college leaders' support, communication, and trust relative to classified staff during organizational change, the following four research questions were examined:

1. What are community college classified staff perceptions of leadership support, communication, and trust?
2. What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff?
3. What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?
4. What are the perceptions of large-scale organizational change driven by financial crises among classified staff members and administrators?

Overview of Methods

This study was a qualitative, descriptive narrative, compiling data from two basic aid community college districts in California (College S and College N) using surveys and individual interviews as a means of data collection. For classified staff, the survey

included demographic information and questions pertaining to attitudes about organizational change, leadership support, communication, and trust. For administrators, questions focused on their espoused theories of support, communication, and trust building with classified staff. The surveys were distributed to staff and administrators at both community colleges. Four interviews of classified staff and four interviews of administrators were conducted at both sites to gather additional, more in-depth information about perceptions of large-scale organizational change. The researcher asked questions pertaining to change driven by financial factors and other external (and internal) influences. The survey data was analyzed using *SPSS*, while the interview data was first hand-coded, and then run through *nVivo* for analysis of common themes and subthemes.

Significance of the Study

Change management is often characterized as a difficult, multifaceted, interdependent, and unsettling process. Fullan (2001) suggested that in order to lead change, understanding change is crucial to success, and further that effective leaders of change know that it is not enough to be a person with good ideas and content expertise; one must also be an expert in the process of change itself. Over the last two decades, change initiatives in higher education have become more commonplace, reacting to a fast-changing environment. Change has been driven by both external pressures and internal conditions. Traditional colleges have experienced significant change, necessitating a transformation into flexible, adaptive organizations with programs and services of value. This means employing change processes that will result in maximum success with minimal upheaval.

Higher education leaders have had to adjust to the demands and pace of multiple changes, in addition to supporting their employees who have struggled with the variety of practical, intellectual, political, and emotional issues which inevitably arise. While research has been performed on faculty and administrators, classified staff have rarely been included in studies. Because of their integral role in an organization's success, their reactions, interactions, support, and success should be valued and researched. This is highlighted when an organization is going through multiple changes and buy-in is necessary for successful and sustainable transformations.

Definition of Terms

AB 1785. "In 1988, the Legislative enacted the Community College Reform Act, popularly known as AB 1725, a reform measure which profoundly affected the direction of shared governance in the community colleges... Other provisions of AB1725 aim at strengthening the role of local academic senates by empowering them" (Gabriner, 1995). In 1990, the Board of Governors adopted a set of regulations, commonly known as 10+1. This is a list of policies and procedures on "academic and professional matters" that the governing board or its designees will "consult collegially" with the academic senate when making decisions in these areas. "Section 51023.5 of Title 5 essentially requires governing boards to define the categories of 'staff' (other than faculty) that exists in the district, and to develop participation structures for each of these categories of staff. In general, staff must be provided with an opportunity to participate in the formulation and development of district and college policies and procedures that have a significant effect on staff" (Gabriner, 1995).

ACCJC/WASC Accreditation. “The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in the western region of the U.S. ACCJC operates under the corporate entity Western Association of Schools and Colleges (WASC). The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness... The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the standards; the education earned at the institutions is of value to the student who earned it; and the employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student’s credential as legitimate” (retrieved from www.accjc.org on 4/8/11).

Academic administrator or administration. An academic administrator (or in this study, administrator), is a college employee responsible for the maintenance and supervision of the institution. Administration speaks to a branch or group of college employees with these duties.

Basic Aid District. Out of the 72 California community college districts, all but three get their money from the State’s General Fund. Basic aid is “the historical name for a district in which local property taxes equal or exceed the district's revenue limit. These districts may keep the money from local property taxes and still receive constitutionally guaranteed state basic aid funding. Because of budget constraints in 2002-03, lawmakers decided to eliminate the \$120 per student based on average daily attendance (ADA) in basic aid, saying that the state met its constitutional obligation to these districts with other

state funding from categorical programs. However, these districts... were allowed to keep their excess property taxes” (EdSource, 2011).

Bond. A municipal bond is issued by a city or other local government agency. These bonds are securities that are issued for the purpose of financing the infrastructure needs of the issuing municipality. These needs vary greatly, but can include schools, streets and highways, bridges, hospitals, public housing, sewer and water systems, power utilities, and various public projects. A bond measure is an initiative to sell bonds for the purpose of acquiring funds for various public works projects. These measures are put up for a vote in general elections and must be approved by a majority vote. Such measures are often used in the U.S. when other revenue sources, such as taxes, are limited or non-existent.

Classified staff or staff. In this study, classified staff are classified employees at southern California Community Colleges. This includes any person who works in positions that do not require a teaching or administrative credential, such as secretaries, custodians, business office employees, etc.

Community College. An institution of higher education that offers two-year associate degrees of varied curriculum, including transfer coursework for those students who wish to transfer to a baccalaureate degree granting institution, workforce degrees that prepare students to enter the workforce immediately after graduation, remedial and preparatory coursework, and customized training to meet the adaptive needs of the community it serves.

District. In this study, a district is an area within California, designated by the state to serve a community. There are some districts which contain only one community

college (with one or more than one campus), while other districts contain multiple community colleges, made up of distinct community colleges and potentially multiple campuses.

Institute of Higher Education (IHE) or Higher Education. A two or four year college or university. In this study, these are public institutions in California.

Organizational change. Alterations to culture, structures, work processes, staffing models, mission, and strategies (Gilley & Maycunich, 2000). In this study, the organizational changes affect multiple departments and is often focused on or about financial concerns.

Organizational Climate. A set of properties within the working environment, perceived directly or indirectly by employees. It is believed to be an influencing force on employee behavior.

Proposition 13. “Under Proposition 13 tax reform, property tax value was rolled back and frozen at the 1976 assessed value level. Property tax increases on any given property were limited to no more than 2% per year as long as the property was not sold. Once sold, the property was reassessed at 1% of the sale price, and the 2% yearly cap became applicable to future years. On June 6th, 1978, nearly two-thirds of California’s voters passed Proposition 13, reducing property tax rates on homes, businesses and farms by about 57%” (retrieved from www.CaliforniaTaxData.com on 4/12/11).

Savings & Loan Crisis. In the 1980’s and 1990’s, the failure of almost 750 savings and loans associations in the U.S. had a large financial impact on the nation. A savings and loan is a financial institution which makes loans on mortgages, cars, and other personal loans. The overall cost of the crisis is estimated at \$160 billion, 77% of

which was paid for by the U.S. government. The other 24% was paid for by charges on savings and loan accounts, which many say contributed to the large budget deficits of the early 1990s (retrieved from Wikipedia on 12/12/10).

Shared Governance. In the California community college system, the Legislative required the Board of Governors to adopt: “[m]inimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” (Education Code Section 70901(b)(1)(E)).

Successful change. In this study, it is the achievement of an outcome that matches the desired results, and is sustainable over a period of time. “The process through which new working methods, performance goals and improvement trajectories are maintained for a period appropriate to a given context” (Buchanan et al., 2005, p. 189).

Organization of the Remainder of the Study

The remainder of the study is organized as follows: Chapter 2 provides a conceptual and theoretical framework and a review of the literature relevant to exploring the problem. The methodology for the research is presented in Chapter 3. The analysis of the findings from the research is presented in Chapter 4. Chapter 5 extends the findings and provides possible answers to the research questions. Chapter 5 also offers implications and recommendations for further research.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to examine the classified staff perceptions of leadership support, communication, and trustworthiness during times of organizational change. Over the last few years, California's community colleges have encountered numerous large change initiatives such as an increasingly diverse (and growing) student population, competition with private organizations, online education and other technological advances, and financial crises.

Community colleges are now players in a highly competitive, market-driven economy where they must identify their niche; analyze their competitors' strengths; remain viable by offering the best services in the most economic, efficient, and convenient manner; and expand and strengthen bases of economic and constituent support for future growth and development (Roueche and Roueche, 1998, p. 31).

Needless to say, financial issues have impacted all operations that our community colleges experience. This study explored the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change. How our community college administration and our classified staff respond to these recent organizational changes will help inform future community college educators during times of significant change, financially driven or otherwise. This chapter provides a thorough review of literature related to organizational change theories, an overview of organizational change, leadership and organizational change, support staff and higher education organizational change, common barriers to organizational change, and sustainable change.

Organizational Change Theories

Organizational change is discussed in the literature as both a concept and a process that can help organizations respond and adapt to internal and external forces (Beckhard, 1989; Bergquist, 1992; Senge et al., 1999). Regardless of the change approach, improvements from initiatives are often intended to increase efficiency, productivity, and quality of services. Change initiatives can also create dynamic and sustainable environments with better utilization of information (Grotevant, 1998; Tierney, 1999). An exploration of two organizational change theories provides further insight into the topic of reform in higher education.

Kurt Lewin's Change Theory

Since 1947, Kurt Lewin's three step change model has been recognized as a noteworthy theory in organizational change management (Burnes, 2004; Schein, 1996). Lewin's theory has three stages related to the process of reform: unfreeze, change, freeze (or refreeze). The first stage of change involves preparing the organization to accept that change is necessary. This means that the status quo will have to be broken down. This leads to the second stage, change. This stage is where people begin to resolve their uncertainty and look for new ways of doing things. Employees begin to believe in the necessity of the change and act in ways that support the new direction, leading to the third stage of freeze, or refreeze. At this final stage, employees begin to internalize or institutionalize the changes. New behaviors are adopted to the extent that they system stabilizes, often resulting in changes to cultural norms and practice, which in turn supports individual behavioral changes (Burnes, 2004). Figure 2.1 shows a visual image of Lewin's change theory:

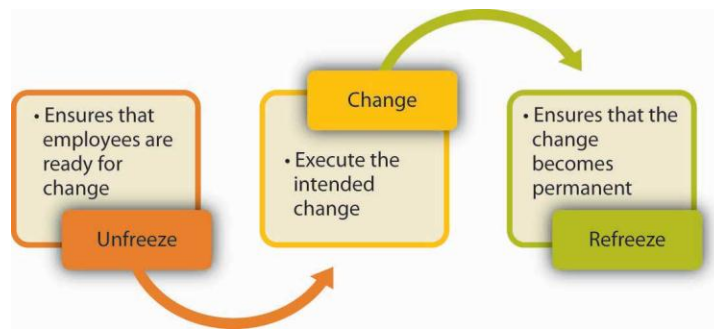


Figure 2.1. Lewin's Change Theory (retrieved from www.web-books.com on 5/15/11).

Some practical steps for leaders to begin the change process under Lewin's model might include determining what needs to change by surveying the organization to understand the current state, communicating why the change has to take place, ensuring there is strong support from administration, creating the need for change (including the "why"), and managing the doubts and concerns expressed by employees. Ideas for leaders to use for step 2 include increasing communication and providing opportunities for employee involvement in decision making. The third stage involves finding ways to create sustainable change. Administrators could identify supports and barriers to sustaining the change, provide additional training, maintain communication, establish feedback systems, adapt the organizational structure as needed, and celebrate the success.

John Kotter's 8-Step Change Model

John Kotter (2007) offered an eight stage change management theory after studying over 100 organizations. Finding that the majority of the major change efforts in organizations tended to fail, Kotter positioned his model as a way of successfully implementing change. He sees the change process as a series of important phases, each one requiring a significant amount of time to implement. Unfortunately, because of the long process successful change requires, Kotter (2007) stated that many companies try

and rush the process and skip steps. Kotter (2007) goes on to say, “Critical mistakes in any of the phases can have a devastating impact, slowing momentum and negating hard-won gains” (p. 3).

Kotter’s list of eight steps to transforming an organization are as follows: establishing a sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements and producing still more change, and institutionalizing new approaches. Figure 2.2, summarizes Kotter’s eight steps to organizational change.



Figure 2.2. Kotter’s 8 Steps to Organizational Change (Kotter, 2007).

The first three steps of Kotter’s change theory create a climate for change. Step one is establish a sense of urgency around the change. Complacency, according to Kotter (1996), can be ascribed to a variety of sources, such as no apparent emergency, availability of resources, low standards, positive management messages, and human

nature (p. 40). Step two is to form a powerful guiding coalition. Convincing people that change is necessary requires strong leadership and visible support from key people within the organization. Kotter suggests creating a leadership team that will provide oversight to the change effort. Step three is to create a vision for change. A clear vision can help everyone understand the end goal and the “why” behind the change. When effective, the vision minimizes differences of opinions about the direction and strategy, and convinces people that the short-term personal pain of change is worthwhile to achieve a better organizational future.

Steps four, five, and six of Kotter’s theory engage and enable the organization to change. Step four is, communicate the vision. Practically, this step implies that leaders should communicate the vision surrounding the specific change frequently and powerfully, formally and informally. It should be reflected in words and actions. Step five is to empower others to act on the vision. According to Kotter (1996), step five removes barriers to implementation, freeing employees to move forward toward achievement of the vision. The most common barriers experienced by personnel are related to “structure, skills, systems or supervisors” (p. 102). By addressing these obstacles, leaders can empower employees to help execute the vision and move the change process forward. Step six is to plan for and create short-term wins. Success motivates people and helps to build confidence. Kotter notes the importance of creating multiple opportunities for employees to see the vision is working. Short-term wins should be visible to staff, clear in their result and obviously related to the change effort (Kotter, 1996).

The last two stages of Kotter's theory are key steps to implementing and sustaining the organizational change. Step seven is to consolidate improvements and produce more change. Kotter (1996) described this step as a dangerous one, because people tend to be tired and anxious for the change process to be over, to declare victory and relax. This step entails an analysis of each win and making adjustments where needed. By continuing to set goals, leaders can build on the momentum achieved thus far. The last stage, step eight, is to institutionalize new approaches. To make changes beyond the current leaders, the change must be embedded into the organization's culture. Kotter (1996) believes that it is important to treat the old culture with respect, but make it clear that it is no longer helping the organization. He further notes the need to reward behavior consistent with the new culture, hire new staff with the new vision in mind, and make continuous efforts to ensure that the change is seen in every aspect of the organization. Table 2.1 compares Lewin's change theory to Kotter's theory of organizational change, as well as fits both theories into an overall change process.

Table 2.1. Comparison of Lewin and Kotter's Organizational Change Theories.

	Kurt Lewin	John Kotter
Creating a Climate for Change	Unfreeze	Increase Urgency
		Build Guiding Teams
		Create a Vision
Engaging & Enabling the Organization	Change	Communicate the Vision
		Empower Others
		Create Short-term Wins
Implementing & Sustaining the Change	Freeze (refreeze)	Produce More Change
		Institutionalize New Approaches

Overview of Organizational Change

Change is prevalent within the business and academic community in an effort to keep pace with constant shifts in our economy and national situation. Peak (1996) made reference to a study by the American Management Association, which found that 84% of U.S. companies were in the process of at least one major change initiative, while 46% had three or more change initiatives in progress. Pritchett (1996) noted that change is a term that has become almost synonymous to upheaval and chaos.

Major changes within the traditional business world are most often represented in mergers and acquisitions (M&A's). Such business change creates major organizational shifts that affect personnel, policies and procedures, as well as structure. M&A's most accurately parallel the district reform that we see in the educational setting. Within the education world, classified staff often resemble business relationships more than the teacher/student environment. Their schedules and job duties are more similar to that of someone in the business world. When staff who work in the school business office worry about how things are going financially, their feelings and reservations may mirror those of the business employee more than the teacher.

Leaders' Responses during Times of Change

Change is inevitable in today's culture. Because of state and national policies directing decisions, reform movements, and financial concerns, both public and private organizations are affected. Budgets are cut, departments are reorganized, and jobs are lost. As schools and corporations are merged, the visions, structures, and staffing are changed. According to Bligh (2006), leadership literature often talks about great leaders and emphasizes top-down leadership. In a qualitative study, Bligh interviewed 42 post-

merger employees to gain information about successful cultural leadership traits.

“Treatments of cultural change often reflect a ‘romance of leadership’, in which cultural transformations may be mistakenly attributed solely to top-level leaders and their actions” (Bligh, 2006, p. 397).

However, it has recently been found that middle and upper level management have been included as important influences in culture direction and change. By distributing leadership across multiple key constituents, change is more likely to become institutionalized if the top leader leaves the organization (Eilers & Camacho, 2007; Giles & Hargreaves, 2006; Grubb & Flessa, 2006). When departments have multiple leaders, work collaboratively, and avoid a central power if an individual leaves, the reform and/or organization will not crumble.

For sustainable, long-term success, Glatter and Kydd (2003) argue that leadership orchestration will help. They define orchestration as follows: “to organize a situation or event unobtrusively so that a desired effect or outcome is achieved” (p. 235). Many of the characteristics of orchestrated leadership (flexible planning and coordination, increased communication, and differentiated support and leadership) resemble those of distributive and transformational leadership.

As organizations are no longer only looking to the most senior manager for direction during times of reform, employee expectations will change. Employees will need to take on more responsibility, become more autonomous, and at the same time, work collaboratively with colleagues in and out of the organization. A successful working environment will be one which builds people up, supporting and enabling its employees to exhibit leadership. Transactional leaders clarify subordinate

responsibilities, expectations, the required tasks, and the benefits to the followers for compliance. On the other hand, transformational leaders motivate their followers to perform beyond expectations by building trust and encouraging employees to go beyond self-interest and work for the sake of the organization (Pillai, Schriesheim, & Williams, 1999).

Employees' Responses during Times of Change

In the business world, mergers and acquisitions (M&A's) are the most common and traumatic organizational changes that show many similarities to a large scale district reform. Marks and Mirvis (1992) discovered through case study research that reform affects are felt throughout the organization.

People's first reaction to a merger is to think of their own interests: They become preoccupied with what the deal means for their jobs, livelihood, and careers... In the post-merger period, by comparison, workers are no longer worried about future employment but instead about the scope of new tasks and responsibilities, the personalities of their new bosses and co-workers, and where they stand in the new organization (p. 20).

M&A's, like large school or district changes, have many stages of change that result in different levels of stress and upheaval to employees. Typically, it begins with rumors about what might happen. Soon concerns about job stability, new managers, procedures, and the other inevitable changes arise. Because there may be additional layoffs and staff reductions, functions and job responsibilities are not aligned, systems and procedures are out of sync, and new cultures need to be made and followed (Haveman, Russo, & Meyer, 2001).

Conflicts that erupt at the top of the organization are replicated down the line. Therefore, it is important for managers to avoid demands and, instead, help employees

gain new direction, sort out priorities, regain a sense of purpose, and create a team atmosphere and sense of community. New policies and procedures often seem foreign and feel forced by the leadership. Employees often develop feelings of uncertainty and want clarification and instruction. If change is not treated properly, in the long run, the organization often fails.

Bligh (2006) emphasizes that organizational change often results in lowered trust, decreased commitment to the organization, declines in job satisfaction and productivity, increased absenteeism, staff turnover, and attitudinal problems. Employees, whether in the business realm or the educational setting, are very sensitive to how leaders act and what these actions reveal about leaders' true beliefs and ideologies. Therefore, managers must be role models and demonstrate their support of the organization's new cultural values and their willingness to embrace change. In addition, they need to spend time building relationships across old cultural and site divisions to help create integrated, productive teams (Bligh, 2006). In order to elicit employee support and buy-in, successful change leaders need to be able to recognize, understand, and address employee emotions and responses at every step.

During times of organizational change, it is also important to look at situation factors, such as perceived security, similarities between parties, alignment of interests, concern for others, capabilities, integrity, and level of communication (Hurly, 2006). In other words, trust is "a prominent construct in research predicting individual-level outcomes such as job satisfaction, organizational citizenship behaviors, organizational commitment, turnover, and job performance" (Lewicki, Tomlinson, & Gillespie, 2006, p. 992). Trust can make employees more satisfied during and after the change process,

and also make them more likely to stay on, be productive, and supportive of the organization. According to Dirks & Ferrin (2002), trust in leadership should result in higher levels of job satisfaction, stronger organizational commitment, and a lower intention of quitting. However, what research has shown is that trust (or distrust) in leadership depends on the type of leadership provided.

Employees, even after deals that are considered successful, can experience feelings of distrust. Hurley (2006) contends that the turbulence of outsourcing, mergers, downsizing, and changing business models creates significant opportunities for distrust. Results in a study by Marks and Mirvis (1992) indicate that after a major change, such as a merger or reform, it may take over two years for managers to establish team leadership, which can result in a highly problematic time period for both the employees and the managers. A new boss, new peers, or a new way of doing things can cause havoc for newly formed groups of people. In order to build a trusting team environment, the supervisor should try to establish psychological enlistment, develop clear roles, and establish trust and confidence (Marks & Mirvis, 1992).

McEvily, Perrone, & Zaheer (2003) further extrapolate and assert that for trust to emerge, “organizations must grant agents the freedom to use their own discretion as a means of conveying their willingness to fulfill obligations and meet the positive expectations of those with whom they deal” (p. 99). According to Beccera and Gupta (2003), three important trust variables are organizational tenure, decision-making autonomy, and bonus intensity. The length of time a person has been with an organization should influence his expectations about others and the organization. In

addition, if people have more control over their own actions, they will feel less exposed and vulnerable, and more willing to trust others and the organization.

Employees constantly monitor the organizational environment when they assess whether to trust their organization (Tan & Tan, 2000). As a result, an employee may trust his supervisor but not the organization, or vice versa, dependent on the relationship between the employee and supervisor. Leaders and organizations need to be aware that the employee's trust in the organization may change if the organization does not act consistently or in the employee's favor. The supervisor and organization have the potential to be closely linked, as trust in one may overflow to the other as a representative of the other.

Newton (2002) states that the recent increase in monitoring employee activities and the increased accountability have presented a significant challenge for institutions and staff at all levels. In many organizations, there is a low level of interpersonal trust between management and employee. Leaders and organizations, in an attempt to remedy this, adopt control mechanisms (e.g., contracts, bureaucratic procedures, or legal requirements) as substitutes for trust (Sitkin & Roth, 1993). By doing this, organizations impose a psychological and interactional barrier between themselves and the employee that stimulates an escalating spiral of formality and distance, which only leads to more rules, and so on. Although organizations adopt legalistic remedies to attempt to restore trust, these impersonal substitutes are frequently ineffective and fail. Building trust at any level is a complex task that requires careful consideration and implementation. Leaders and organizations must be even more careful during times of major institutional change.

Leadership and Organizational Change

Institutions of higher education are currently facing the need to respond to “financial pressure, growth in technology, changing faculty roles, public scrutiny, changing demographics, competing values, and the rapid rate of change in the world” (Kezar & Eckel, 2002, p. 435). Due to the high failure rates of change efforts (Kotter, 1996), it is important to understand the leader role in change. The success of the change process depends heavily on the kind of leadership that is exerted in an organization to prepare individuals to accept the change (Evans, 2001). Literature demonstrates that change is complex, but leadership is critical for the change process to be both positive and successful (Bennis, 1989; Fink, 1999; Hart & Fletcher, 1999; Kotter, 1996; Pitkethly & Prosser, 2001; Ratcliff, 2004).

Leadership Theory

Transformational leadership is a recognized leadership theory that is often associated with successful organizational change. A review of transactional versus transformative leadership will shed light on the key role that leadership plays in successful, and unsuccessful, organizational change.

Transactional leadership. Transactional leadership assumes that people are motivated by reward and punishment and focuses on material or economic exchange. Hollander (1993) proposes that leadership is a transactional process, guided by social exchange theories. Transactional leadership includes the use of conventional rewards and punishment to assure compliance and to perpetuate the existing values and norms of the organization. An administrator who leads through transactions uses his or her position of power to influence task completion (Horner, 1997; Madzar, 2001). Communication is one

directional, and actions are usually immediate and short-term. In a classroom, transactional (sometimes called incremental) leadership might include distributing candy to students who participate in class discussion or behave appropriately. In the workplace, transactional leadership might include directives that are expected to be carried out without complaint or question. While transactional leadership occurs everywhere, the extent to which a leader uses it can help determine how successful an organizational change will be.

Transformational leadership. Transformation leadership is considered innovative, intentional, radical, and often results in dramatic improvements across the organization. Transformative change causes paradigm shifts within the culture, structure, and systems of an organization, challenging values, beliefs, and the status quo. Pascale et al. (1997) offered one definition of transformation:

[Transformation is] a permanent rekindling of individual creativity and responsibility, a lasting transformation of the company's internal and external relationship, and honest-to-God change in human behavior on the job. Revitalization is not incremental change. Its realizable goal is a discontinuous shift in organizational capacity – a re-socialization so thorough that employees feel they are working for a different company, a leap in the company's ability to meet or exceed industry benchmarks, a jump in bottom-line results (p. 128).

Bennis and Nanus (1997) describe transformational leadership as a catalyzing force that commits people to action by converting followers into leaders. Leaders create change because of their ability to create and communicate a vision, and build strong emotional bonds with employees that facilitates organizational change (Masood, Dani, Burns, & Blackhouse, 2006). Patterson (2003) feels that transformational leadership emphasizes the good of the organizational over the good of the organizational members. The leader

first considers where the organization should go, and then collaboratively determines how to get there. An example of transformational change might be changing an organization's structure and culture from the traditional top-down, hierarchical structure to a significant number of self-directed teams.

Although transactional leadership is needed, research has found that transformational leadership is better for cultural change within an organization. Schools that use transformational leadership throughout the school, district, and community will perform at higher levels (Dirks & Ferrin, 2002; Fink & Brayman, 2006; Herold et al., 2008; Pillai, Schrieshei, & Williams, 1999). Whether the direct supervisor or overall management changes, this is often the most traumatizing reform related event for an individual and the organization. Even if supervisory staff is not replaced, there were often changes in policies, procedures and structural changes that caused stress. Educational leaders, such as Deans or Directors, should consider this as they make decisions about day-to-day operations and how and with whom they delegate duties.

Comparison of leadership styles. Whether discussing transactional or transformational leadership (or change), it is important to note that there are multiple terms that have been used to describe the types of change that can occur within an organization. First- and second-order change is a common analogy. As shown in Table 2.2, first- and second-order change share many of the same characteristics:

Table 2.2. Characteristics of First- and Second-order Change

First-order change	Second-order change
An extension of the past	A break with the past
Consistent with prevailing organizational norms	Inconsistent with prevailing organizational norms
Congruent with personal values	Incongruent with personal values
Easily learned using existing knowledge	Requires new knowledge and skills

Argyris and Schon (1978) relabeled these terms as "single and double loop learning" (p. 2). They consider single-loop learning to occur when an error is detected and then corrected within the goals, values, and frameworks of the existing organization. Double-loop learning transpires when an error is identified and a shift in the organization's underlying norms, policies, and structures is needed to resolve the issue. Figure 2.3 diagrams the single-loop versus double-loop process:

Double Loop Learning: Argyris & Schön

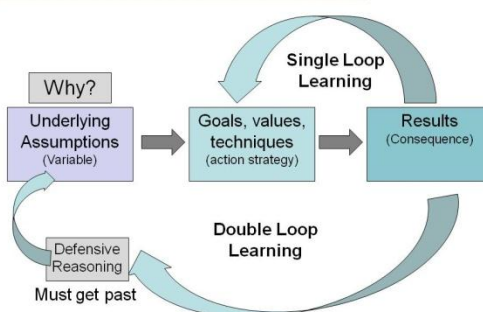


Figure 2.3. Argyris & Schon's Single-Loop and Double-Loop Learning (retrieved from <http://www.nwlink.com/~donclark/coaching/coach.html> on 5/5/11).

Regardless of the terms used, the comparison between top-down leadership made up of directives, and leadership that includes analysis, discussion, evaluation, and change to organizational culture and structures is the same.

Leadership Roles during Times of Change

Fullan (2001) points out that change within an organization cannot be bull-dozed, it takes time, and must be organic. During a time of change, there are often complaints from staff and teachers, feelings of being overwhelmed, increased stress levels, and general dissatisfaction with leadership and the school. In a culture of frenetic change, there is a dangerous appeal in the off-the-shelf solution. Instead of making hasty decisions, relationships need to be nurtured and visions need to be shared and developed from experience rather than being imposed.

Collins (2001) reiterates this when he states, “If you successfully apply these ideas, but then stop doing them, you will slide backward, from great to good, or worse. The only way to remain great is to keep applying the fundamental principles that made you great” (p. 108). Progress depends on leaders providing support, engaging in open communication, and nurturing a feeling of trust with staff and faculty.

Leadership support. With every major change comes multiple adjustments that staff need to make, often for prolonged periods of time. Organizational change typically exists within a hectic and stressful environment that runs the risk of wearing down all involved. Research shows that there needs to be consideration for how employees are handling the organizational change (Ekvall, 1996; Kezar & Eckel, 2002; Labianca, Gray, & Brass, 2000; Smart, Kuh, & Tierney, 1997; Smart & St. John, 1996). From a leadership perspective, change is viewed by some as innovative, progressive, and beneficial. By others, change is seen as an unnecessary response to problems. When people are asked to describe change, both positive and negative words are used. Fullan (2001) notes:

On the one side, fear, anxiety, loss, danger, panic; on the other, exhilaration, risk-taking, excitement, improvements, energizing. For better or worse, change arouses emotions, and when emotions intensify, leadership is key (p. 1).

Leaders need to be able to create a positive and supportive working environment and do what they can to limit negative feelings. They need to be aware of timing, situation, and employee emotions. If employees are not helped through these periods of stress and uncertainty, the change will not be as successful.

Leadership communication. Newton (2002) observed and interviewed higher education leaders and found that to be able to manage change effectively, organizational leaders need to regularly assess the current and future climate around them through communication. If employees are not psychologically committed to the underlying goals and rationale for the change, they will question the leadership and organization, and feel tense and uncomfortable on a daily basis. As a result, the organization will suffer. Thus, since research recommends that “managers attend to the ‘human side’ by providing full and timely information to employees, helping them cope with stress, and sensitizing them to the ‘culture clash’ that inevitably arises when two organizations come together,” it is important that leaders listen (Marks & Mirvis, p. 19). As seen in management literature, developing listening skills is a significant part of good communication.

One misunderstanding on the part of leadership during times of change is that the exchange of information only occurs in organizations that are noncompetitive or collaborative. The assumption is that leaders have to fix the culture and then get people to share knowledge. When people begin sharing ideas about issues they see as important, they can create a new culture of learning and sharing ideas and information.

“Educational policy makers and practitioners increasingly call for new ways of reculturing schools into community-like organizations characterized by shared norms and values, a focus on student learning, reflective dialogue, deprivatization of practice, and collaboration” (Scribner, Cockrell, Cockrell, & Valentine, 1999, p. 130). Because of the difficulty organizations have changing their culture, one can assume that exchanging knowledge should be key to creating a new and more successful organizational environment.

Communication should begin as soon as possible during the change process. There is a need to articulate the ideology for change, so that employees can see the benefits for both the organization and themselves (Bligh, 2006). Formal statements of organizational philosophy, the design of physical spaces, the reward and status system, and the organizational systems and procedures can all positively affect an organization’s culture. If supervisors are truthful about the process and expectations, there will be greater trust of both the leaders and the organization. High expectations that are assumed, not stated, often result in resentment, distrust, and lowered morale (Bligh, 2006). There should be opportunities to talk through difficulties and stress, to prepare for upcoming changes, and engage in thorough communication throughout the process. Leaders must create the time and creative channels to communicate and help employees through their difficult integration concerns.

Leadership and nurturing trust. Trust is a well-researched topic. The research can be found in multiple fields of study, from psychology (Lewicki, Tomlinson, & Gillespie, 2006; Sitkin & Roth, 1993) and sociology (Mayer, Davis, & Schoorman, 1995; McEvily, Perrone, & Zaheer, 2003) to business (Dirks & Ferrin, 2002; Hurley, 2006) and

education (Tschannen-Moran & Hoy, 1998; Bryk & Schneider, 2003). It is important to note that much of the research between fields overlaps. For instance, trust within psychology and sociology pertains to people and relationships and can be applied to the workplace relationship.

Trust is an important aspect of interpersonal relationships, is essential to managerial careers and organizational success. Trust has direct effects on communication, conflict management, negotiation, job satisfaction, and performance. Trust creates or enhances conditions, such as positive interpretations of another's behavior or obtaining organizational outcomes like cooperation and higher performance. Employees constantly evaluate others' behaviors and decide whether to trust. They interpret contradictory events and behaviors and decide when and if they should increase their trust and vulnerability.

Becerra and Gupta (2003), based on research by Erikson and Rotter, state that research has shown that individuals differ in their propensities to trust others and that these propensities stem from their early childhood, their personalities, and their experiences in life. Some of the difference lies in the amount of time people have known someone, past behavior between them and others, and the quality of the relationship. Lewicki, Tomlinson, & Gillespie (2006) define trust as a psychological state "composed of two interrelated cognitive processes. The first entails a willingness to accept vulnerability to the actions of another party. The second is that, despite uncertainty about how the other will act, there are positive expectations regarding the other party's intentions, motivations, and behavior" (p. 996).

McAllister (1995), based on his quantitative study of survey responses of managers and professionals, defines interpersonal trust as either cognition-based or affect-based. Cognition-based trust is based on individual beliefs about peer reliability and dependability, while affect-based trust is grounded in reciprocated interpersonal care and concern. Lewicki, Tomlinson, & Gillespie (2006) have argued that engaging in trusting behaviors helps contribute to the cognitive basis of trust. Therefore, when we trust others, they are more likely to behave in a trustworthy manner and to trust us in return.

McAllister (1995) states that, under conditions requiring mutual adjustment and trust, sustained effective trust building is uncertain and complex. Trust builds slowly over time, but declines drastically when others choose not to reciprocate. Tschannen-Moran and Hoy (1998) discuss trust repair as being a two-way process. The violator must act first, recognizing and acknowledging the violation. The victim then has choices of accepting the behavior and making efforts to reestablish the relationship, acknowledging the apology and allowing for acts of reparation, or refusing to work on rebuilding the relationship (Tschannen-Moran & Hoy, 1998). Cultural, social, or psychological factors can bias individuals towards initial distrust, or cause disruption of trust at an early stage.

Trust is found to be a major aspect of successful change. Trust always involves two parties, whether they are individuals, groups, organizations, or entire societies. Becerra and Gupta (2003), define trust as the interaction between the trustor's perspective (his propensity to trust) and the trustee (his trustworthiness). Rousseau, Sitkin, Burt, and Camerer (1998) and Dirks and Ferrin (2002) use the following definition of trust: "a psychological state comprising the intention to accept vulnerability based upon positive

expectations of the intentions or behavior of another” (Dirks & Ferrin, 2002, p. 612).

Trust can be built in a direct leader relationship, such as with a supervisor, work group leader or with the organizational leadership as a whole, or with an executive leadership team or collective set of leaders.

Research on trusting one’s boss focuses on people who report directly to the boss or on those who have direct regular contact with other managers. Tan and Tan (2000) define trust in one’s “supervisor as the willingness of a subordinate to be vulnerable to the actions of his or her supervisor whose behavior and actions he or she cannot control” (p. 243). In a qualitative analysis of 450 surveys distributed by Hurley (2006), executives described environments of low trust as “stressful,” “threatening,” “divisive,” “unproductive,” and “tense.” Work environments with high levels of trust were described as “fun,” “supportive,” “motivating,” “productive,” and “comfortable” (p. 35). Leaders will be able to implement change processes more efficiently if they work on developing the trust among employees and between employees and themselves.

Trust changes over the course of a relationship, and can be altered instantaneously with a simple comment, a betrayal of confidence, or a decision that violates an expectation of care. These concerns are amplified during major change within an organization. Tschannen-Moran and Hoy (1998) state that in the absence of trust, people are unwilling to take risks, require greater protections against possible betrayal, and insist on costly sanctions to defend their interests. Unfortunately, school organizations often use top-down leadership coupled with fast-paced change, an approach that is rarely associated with high levels of trust. Based on the quantitative data of 230 questionnaire responses (76.7% response rate), Tan and Tan (2000) agree that trust between individuals

and groups is an important factor in the long-term stability of an organization and the well-being of its staff. Although this was a convenience sampling and there was self-reporting, there were multiple analyses performed to verify results. If organizations want successful, sustained change, they need to spend the time building trust relationships throughout the organization.

Bryk and Schneider (2003) note that “when implementing ‘reform,’ [teachers] must assume risks, deal with organizational conflict, attempt new practices, and take on extra work, such as engaging with colleagues in planning, implementing, and evaluating improvement initiatives” (p. 43). They go on to report that social trust among teachers, parents, and school leaders improves the day-to-day operations and is a cornerstone of successful reform. In other words, leaders need to make people feel wanted and a part of the team, help them feel excited about their new position and the potential for growth, and build collaborative relationships. Communication with and between employees can help build this relationship, as well as increase trust.

Support Staff and Higher Education Organizational Change

Most of the higher educational change research focuses on faculty and students, with occasional research on the top leadership positions (Bok, 2003; Eddy, 2003; Gioia & Chitpeddi, 1991; Lindholm, 2003). The lack of available research on support staff personnel suggests that there may be a lack of understanding of the important role that support persons play in promoting effective organizational change. Support staff, also known as classified staff, is comprised of persons who do not work in the classroom with students. Classified staff members often have titles such as secretaries, custodians, business office employees, and human resource technicians.

These individuals are the backbone of higher educational institutions, coordinating the variety of duties outside of the classroom that are necessary for daily operations. They can also exert important influences on the overall workplace. “School secretaries hold ‘intermittent power,’ experience unique multiple demands, have low social status and yet are essential to the school culture” (MacNeil & Fossey, 2003). Day et al. (2000) found in their UK study that “beyond consultation by the head on technical aspects of their job, support staff seemed to be involved primarily in policy implementation rather than policy making” (p. 92). Their attitudes and voice infuse the school and can impact the success or failure of a program.

Given this, the individuals who make up the organization are the key to successful organizational change. It is important to have that one-on-one interaction between organizational members to make decisions, set the organization’s course, resolve conflicts, motivate, and reward. Without a trusting, open relationship, productivity falters, motivation drops, performance suffers, and neither the individuals, nor the organization, will be as successful as they could be. Technology, methods, and processes will change, but the need for people to interact effectively with others in order to make the system work, will not. This type of interaction is significant to us as human beings because what happens to people at work carries over into everything else they do. When employees perceive fair treatment, they are more willing to accept organizational decisions, more satisfied with procedures, and more inclined to abide by organizational rules and regulations (Tyler, DeGoey, & Smith, 1996). Furthermore, when employees believe they are treated fairly, they are more likely to think positively of their work, the outcomes of their efforts, and their supervisor (Moorman, 1991).

Common Barriers to Organizational Change

There are three common barriers to organizational change: attitude and culture within an organization, implementation of the organizational change, and the relationship between the leadership and those involved in the change.

Workplace Attitude & Culture

Cole, Harris, & Bernerth (2006) state, “Change begins with the individual, as resistance or support are ultimately individual decisions and behaviors” (p. 352). There are various types of changes that occur, sometimes simultaneously, within a school and district, from the minor changes that occur with staff, to the larger, more universal changes that occur with programs implemented throughout a district, such as school openings and closings, department reorganization, implementation of programs, and President/leadership changes. The result is often frustration and anger among employees in the form of complaints from staff and teachers, feelings of being overwhelmed, increased stress levels, and general dissatisfaction with leadership and the school. The lack of a positive change environment often causes lowered job satisfaction and lessened production by the individual, department, and company (Eby et al., 2000; Kotter and Cohen, 2002).

Resistance to change is often recognized as a significant barrier to attempts of organizational change (Mabin, Forgeson, & Green, 2001; Mauer, 1996; Reger, Mullane, Gufstafson, & DeMarie, 1994; Spiker & Lesser, 1995). Block (2003) defines resistance as an expression of reservation which normally arises in response or reaction to change. Waddell and Sohall (1998) found that resistance to change is frequently linked with negative participant attitudes or with counterproductive behaviors. Fullan (2001) points

out that change cannot be bull-dozed, it takes time, and must be organic. Unfortunately, when large school initiative efforts fail, employees may not be as willing to engage in the next school or district-wide change effort.

In a culture of change, there is a potentially dangerous appeal in the off-the-shelf solution. Instead, relationships need to be nurtured and visions need to be shared and developed from experience rather than being imposed. Collins (2001) reiterates this when he states, “If you successfully apply these ideas, [what you are deeply passionate about, what you can be the best in the world at, and what drives your economic engine] but then stop doing them, you will slide backward, from great to good, or worse. The only way to remain great is to keep applying the fundamental principles that made you great” (p. 108). Progress depends on attention to detail, persistence, and support for and diffusion of leadership.

Implementation of Change

Change has recently become a common topic in education. Evans (2001) states, “Change is occurring, and must occur, on every front in the community college scene” (p. 188). Organizational changes are major changes that occur throughout the organization, often affecting the majority of the personnel. Some examples might be departmental merging, changing the mission or vision of the organization, or changing a policy or procedure that affects multiple departments.

Change that imposes new assumptions, norms, or values without consideration, prior thought, or discussion will not succeed (Fink & Brayman, 2006). There is a misperception that the faster things are changing, the faster one needs to think and act. This pressure results in leaders adopting multiple “fashionable” ideas which can have

disappointing results. Leaders are dealing with a number of different forces, all vying for attention and consideration. Unfortunately, most of these decisions have to be made quickly, amidst competing priorities. As a result, changes are rarely fully thought out and employees are often the ones to suffer first and most severely (Brooks & Goldstein, 2004; Duck, 2001; Griffith, 2002; Stoltz, 2000). In the end, the organization can be negatively affected depending on how change is implemented.

Change occurs at multiple levels, from minor personnel changes to major organizational restructuring. No matter what size or area of change, unless implemented well, difficulties will arise. Fullan (2001) clearly states the problem:

The main problem is not the absence of innovations but the presence of too many disconnected, episodic, piecemeal, superficially adorned projects. The situation is worse for schools than for businesses. Both are facing turbulent, uncertain environments, but schools are suffering the additional burden of having a torrent of unwanted, uncoordinated policies and innovations raining down on them from hierarchical bureaucracies. Many superintendents (of the pacesetter style) compound the problem with relentless 'projectitis' (p. 109).

Since Deans, Directors, and other school administrators are dealing with a large number of bureaucratic agendas coming from many different sources, they are often unable to balance the outside forces with the school's needs. In addition to the constant requests and demands, they must continuously adjust and reevaluate programs and structures as new and different policies and agendas are thrust upon them. What worked at one point of time may be a failure in a couple years if they do not properly monitor the reform. This balancing act is even more difficult when there is a change in leadership.

Major school changes are usually initiated from the top down, and from the outside inward. Many of these initiatives demonstrate quick success, then fade after an

initial period of progress. Change of leadership, gradual loss and replacement of key faculty, change in the student body, shifts in policy, or the district's attention to other priorities leads to the school's almost inevitable decline (Giles & Hargreaves, 2006).

Giles and Hargreaves (2006) conducted a qualitative study over four years, triangulating observations, interviews, and surveys. Through this case study analysis of three "innovative" schools, they saw this unfortunate decline first hand, identifying leadership behavior, communication, and trust as three important components to successful and sustainable change.

Leadership Relations with Stakeholders

Personnel changes result in varying degrees of disruption affecting relationships with colleagues, supervisors, administrators, and even with those with whom there is no direct interaction if their duties are integral to the company. However, the most impactful relationships are those with the upper management. Marks and Printy (2003) say that leadership is a key component of reform. Some literature argues that educational change can occur only with strong centralized leadership, while others feel that change will be successful only if leadership is distributed across many people (Barnes & Kriger, 1986; Murphy, 1998; Slater and Doig, 1988; Spillane, 2006).

Sustainable Change

Whether the change is occurring in the education realm or the business world, research finds that true, lasting change is a rare occurrence (Duck, 2001; Griffith, 2002; Kotter, 2003). Results are often short term. What is only recently being examined is how to create sustainable change. This means that whatever is being changed becomes a part of the culture of the organization and is no longer viewed as a new policy, procedure,

or program. In order to understand the effectiveness of change initiatives, it is important to evaluate not only the immediate change, but also the sustainability.

Collins (2001) and his team of researchers found in their study of twenty-eight companies that sustainability was a key measure of a good-to-great company. Using qualitative and quantitative data analysis of documents and interviews, Collins (2001) realized that “good to great comes about by a cumulative process - step by step, action by action, decision by decision, turn by turn of the flywheel – that adds up to sustained and spectacular results” (p. 165). Unfortunately, this is where research is limited in the education field. Most of the reform efforts are examined during and immediately after the change, but not years later (Bergquist, 1992; Hart & Fletcher, 1999; Jacobs, 2002; Pascale, Millemann, & Gojja, 1997). If change is successful, it becomes part of the culture and administration moves on to other reform efforts and day-to-day operations. If reform fails, it is tossed aside and the next program is implemented.

Failure of organizational change is often based on one of three things: structure (the form of the change), process (the implementation of the change), or context. Additionally, change efforts are frequently encountered by resistance. Labianca, Gray, & Brass (2000) note that resistance can come from many different areas, such as organizational politics, strong socialization and cultural norms, insufficient information or communication, poor timing, or lack of necessary resources.

Gaps in the Literature

There are two areas that require further research: longitudinal research on major change efforts and the impact of change on support staff in the educational community. This study focuses on the second of these two.

Occasionally the literature makes reference to support staff (Kezar & Eckel, 2002; Mitchell, 2009; Tierney, 1999; Vigoda-Gadot, Beerli, Birman-Shemesh, & Somech, 2007). However, while these staff may be in meetings or be part of a survey or general observation, there is rarely any specific data on the role they play in organizational change. Due to the lack of research, it may be that support staff is not viewed as an integral part of the organization. However, this perception is incorrect and it is important that educational leaders realize that support staff are an integral part of the school culture and their role needs to be researched and included in change studies.

We cannot avoid change, but we can make it more bearable for employees. Leadership focus on the role of support staff during times of reform should help increase change sustainability or institutionalization. Building trust throughout the organization helps this process. Successful change within a school or business organization needs the support of everyone, including support staff. Unfortunately, support staff has not been included in most research or reform in higher education. As someone who has held many support staff positions at the college level, I believe their inclusion is an integral piece of sustainable change and is vital to the success of the organization.

Summary

Large school change initiatives are often dictated by national, state, and district decisions. These are occurring more and more frequently and often result in many consequences that are not beneficial to the overall education system. Schools and districts are very different, and the same outside force affects schools differently depending on the school president, professors/staff, established school culture, community and their involvement, student make-up, size and location of the school,

funding, and history. So while researchers agree there is not one answer to how to establish successful change (Carter & Alfred, 1999; Kezar, 2001), there are general rules and theories which can be applied to multiple types of organization. The information available on business change can help shed light on school change. The feelings and emotions the employees feel when an organization begins to crumble is the same as what a staff member feels when a school is about to close. There are more similarities than most think, which can help us draw some conclusions about how to use classified staff as successful change agents.

Research found that there needs to be a consideration for how employees are handling the organizational change (Dirks, Cummins, & Pierce, 1996; Kotter and Cohen, 2002; Levin, 1993; Schein, 1985). It is not necessarily the case the change ends once a program is implemented, two departments are merged, or a new policy has been written. Unfortunately, a number of issues arise once the organizational change has been implemented. If employees are not helped through these periods of stress and uncertainty, the change will not be as successful. Three important aspects of effective organizational change focus on the importance of establishing trust, communication, and support for staff during times of change. There is a need to determine the impact of organizational change in higher education on support staff in these three critical areas, and to examine leadership perspectives regarding their ability to nurture trust, communication, and support for this employee group.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to answer the compelling question: How can community college leaders support classified staff members in order to improve organizational change? To explore this question, the researcher designed a qualitative study using survey analyses and in-depth interviews. The surveys were distributed to classified staff at two California community college districts to determine overall perceptions about organizational change and leadership. Additionally, a survey was given to administrators who supervise these classified staff members. The administrator survey questions elicited responses to help determine their own feelings of support from their institute of higher education (IHE), what the administrators felt was important during times of organizational change, what they thought they did to support their staff, and their perceptions about their overall effectiveness as leaders. The classified staff surveys explored the classified staffs' feelings and perceptions about how the administration was actually doing. The study focused on classified staff members' perceptions of support, communication, and trust. Therefore, the comparison of the results of the two surveys provided an overview of what happens during a time of organizational change when an administrator's espoused theories match or did not match with the behaviors as judged by the staff members.

This chapter presents an overview of the four research questions, the study locations and participants, instrumentation, procedures, and brief overview of the methods for data analysis. Guiding this study were four research questions:

1. What are community college classified staff perceptions of leadership support, communication, and trust?
2. What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff?
3. What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?
4. What are the perceptions of large-scale organizational change driven by financial crises among classified staff members and administrators?

Site Selection

Participants for this study were classified staff members and administrators from two California community college districts: College S and College N. In order to protect the confidentiality of the participants and districts, the names of the community colleges were changed. These two schools were chosen because of the following similarities:

- Both represent a similar surrounding community financially, ethnically, and in age (based on statistics taken from the U.S. Census Bureau).
- Both are single college districts with multiple campuses. For the most part, the student and employee size, ethnicity, and gender is proportionally similar (based on statistics taken from the California Community College Chancellor's office).
- Both are basic aid districts.
- Both were put on warning by the visiting accreditation committee.
- Both had, within the last couple of years, an influx of new leadership at the top administrative levels.

It is important to note differences in the study sites as well. College S has only one employee group that has union representation; whereas, College N has all employee

groups represented by unions. Finally, College N is going through a major bond project which has resulted in numerous building developments and renovations.

College S Community College

General information. College S was founded in 1934, the second community college in San Diego County. The College S Community College District includes coastal communities and is served by three sites: the main campus, which serves about 8,000 credit students; one satellite campus which serves about 3,000 credit students; and a second satellite campus which serves about 4,000 credit and noncredit students. This past year, College S hit almost 18,000 students, the highest number ever. Over the last five years, the student growth has hit double digit percent increases each year. College S employs 29 administrators, a full-time academic staff of 163 and classified staff of 260. An additional 485 associate faculty teach part-time in the credit and noncredit programs, and about 80 presenters provide community services activities.

Overview of financial status. “According to the California Constitution, the state must provide every school district with \$120 per student” (Assembly Budget Subcommittee No.2 on Education Finance, 2003). College S is considered an “excess” tax district. This means that the district “receives more local property taxes than is needed to fully fund district revenue limits” (Assembly Budget Subcommittee No.2 on Education Finance, 2003). In 1987, College S became a basic aid district. College S gets the majority of their funding from locally-collected property taxes, as per Proposition 13. Secondly, College S receives money from locally-collected student enrollment fees. Thirdly, College S receives a balance funded by the State General Fund, generally for categorical programs such as extended opportunity programs and services (EOPS) and

disabled students programs and services (DSPS). Finally, certain programs may receive other sources of revenue, such as Federal monies. Figure 3.1 shows the breakdown of revenue sources from the 2009-2010 fiscal year.

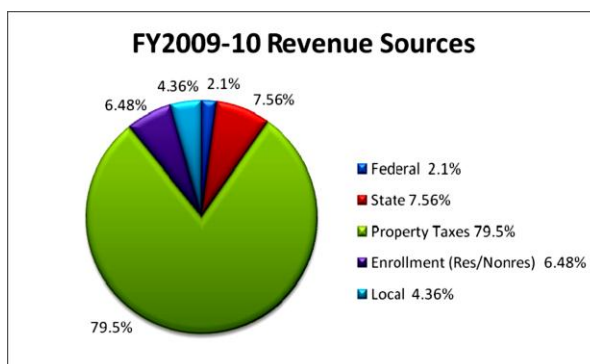


Figure 3.1. 2009-10 Breakdown of Revenue at College S

It is important to note that College S has used some of their basic aid funds for permanent, on-going costs, such as salaries and benefits.

For many years, property taxes were quite high throughout the district. See Figure 3.2 for a year-to-year property tax income change for the last fifteen years.

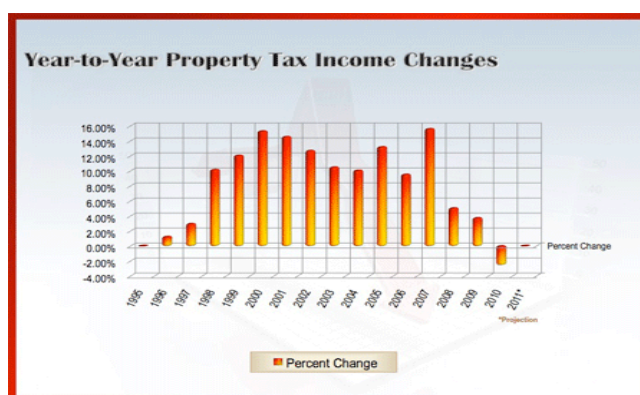


Figure 3.2. Property Tax Percent Changes in College S's District

The high percent increases of property taxes between 1996 and 2007 allowed College S to build a solid base of monetary reserves that the school has recently had to dip into. In

2010, the school made \$4.6 million in cuts and still had to dip into their reserves by \$8 million. In 2011, the projection is to make an additional \$6 million in cuts so that they will not have to dip into reserves. As such, the school made some minor adjustments throughout departments and across the district. Some examples are delaying many major projects and hiring freezes. However, the district also made decisions to continue with other expenditures, such as rebranding the district and completing the Veterans' Center on campus. In addition, the school is trying to make an effort to retain the number of classes, class sizes, and student-faculty ratio.

Many of the college's facilities are in dire need of modernization and bringing many other buildings up to better standards. The projected spending of this modernization project is \$32 million. Unfortunately, the school does not have the funds to do many of these projects. Mention of trying to pass a bond to help the upkeep and growth of the college has been rumored. However, there are mixed feelings whether the community will approve a bond.

Accreditation history. For many years, the Western Association of Schools and Colleges (WASC) was visiting campuses and handing out accreditations with little to no warnings or probations. However, in 2005, a community college in Compton, CA had its accreditation removed. This unprecedented decision created a lot of uncertainty among the colleges, as college administrators became concerned if things were not addressed when recommendations or warnings were made. Almost simultaneously, the perception by colleges was that accreditation teams were cracking down on the schools, putting more schools on probation.

In 2006, College S had a large and public allegation of fraud brought to the forefront when certain individuals within a department of the college were charged with handling money in an inappropriate way. As such, people were fired or forced to retire. This reaction was an enormous issue at College S. Then, in 2007, the President of the School was asked to step down. Together, these two incidents created a close-look by the accreditation team, and College S was put on warning. Since then, a number of recommendations were passed along, one of which included the restructuring of the governance system. This recommendation created a substantial overhaul on committees. Only recently has College S been taken off warning; however, the visiting committee still is making more frequent visits to monitor the progress and activities of the college.

College N Community College

General information. College N was established in 1926. Since 1985, College N consists of two campuses: the main campus and one satellite campus. College N has approximately 10,000 credit and noncredit students taking classes every year. There has not been a rapid growth of the student population, though there has been an increase in certain populations. As of 2011, College N employed 24 administrators, a full-time academic staff of 93, classified staff of 188, and an additional 251 part-time instructors.

Overview of financial status. College N is considered a “not quite” excess tax district. “These districts receive slightly less in property tax revenues than is needed to fully fund district revenue limits (Assembly Budget Subcommittee No.2 on Education Finance, 2003).” Part of the reason for this classification is that the student population is low at the school, compared to the property tax revenue generated each year. College N

became a basic aid district in 1992. Unlike College S, College N uses their property tax revenue for large, one-time expenditures, such as infrastructure and facilities.

Similarly to College S, the surrounding county for College N also experienced a decline in property taxes. As anticipated, they had declining revenues and increasing expenses this past year. In an article from the Novato Advance in 2009, they reported that College N was going to face a \$700,000 shortfall. However, they were working hard to also not cut any programs, fire anyone, etc. See Figure 3.3 for the revenue breakdown for College N over the last two years.

12/31 YTD Yr/Yr Revenue Breakdown

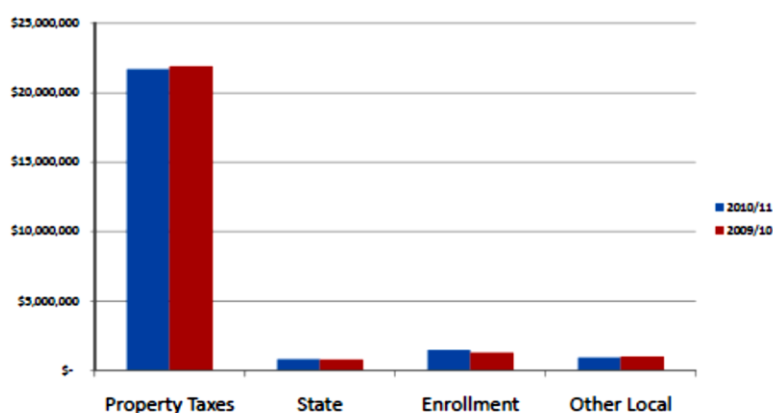


Figure 3.3. 2010-2011 Revenue Breakdown for College N

Unlike College S, the county surrounding College N approved a bond in 2004. College N was one of 11 local California Community College bond measures that passed in 2004. This provided College N \$249.5 million in funding to update, modernize, and retrofit the two district campuses. Six buildings were designated as part of the bond measure: Fine Arts, Performing Arts, Physical Education Complex, Math/Science, Indian Valley Campus (IVC) Auto Shop Lab, and IVC Main Building. Although the progress is

still underway, the bond has alleviated much of the financial strain that is a concern at other schools.

Accreditation history. College N was also put on warning. In 2005, five recommendations were made to the college. Finalizing a more effective governance structure, incorporating consistent and effective program review and institutional planning process, and developing a process to improve student learning outcomes were three that were difficult to implement and created major change throughout the institution. For a period of time, serious tension existed between faculty members and the administration, and these recommendations were not addressed as needed. However, eventually the college came together to resolve these concerns and College N is no longer on probation.

Participant Selection

A small sample of classified staff members and administrators were selected for semi-structured interviews. Participants completed the survey and volunteered to participate in the interviews process. Four classified staff members and four administrators were chosen from each of the community college districts that were the focus of this study. Both the perceptual accuracy of classified staff response to leader support, communication, and trust, and whether an administrator's espoused values match their actions helped inform the research on leadership during organizational change. Subjects were chosen based on a stratified random sampling from the returned survey responses within each district. Participants were chosen based on general position, whether they work closely with students, gender, and length of time at the institution of higher education (IHE).

Classified Staff

Classified staff members are defined through the hiring process, and include any individuals who are not faculty or upper-level administrators. According to the College S Community College Classified Employee Handbook, classified staff are defined as follows:

The California Education Code provides for two classifications of regular school employees. One grouping is the academic faculty and the other is the classified staff. The academic faculty includes teachers, administrators and those directly concerned with the instructional program. Classified staff provide the services that enable the administration and faculty to accomplish their functions in an atmosphere conducive to good educational opportunities for the students.

Administrators

The Human Resources Department at College S defines administrators through the California Education Code, Title 5 section 53402:

“Administrator” means any person employed by the governing board of a district in a supervisory or management position as defined in Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code. For College S’s district, we have classified Directors which include Tutoring & Academic Support; Police Chief; Articulation; Writing Center; Fiscal Services; Risk Management; Cashiering Services; Facilities; Human Resources; Purchasing/Material Management; Development/Foundation; Marketing/Communications; Institutional Research; Community Services.

“Educational Administrator” means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of our formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators. For College S’s district, the academic (educational) administrators include the Superintendent/President, Vice Presidents, and Deans.

Administrators at College S and College N are defined through the hiring process, have their own pay scale, and their own set of policies and procedure.

Instrumentation

Survey Design

The classified staff survey was modeled after Carol Messer's 2006 dissertation at the University of Oklahoma. She compiled her survey from four different tools: the Survey of Perceived Organizational Support (Eisenberger et al., 1986), open communication questions created by Seashore, Lawler, Mirvis, and Cammann (1983), participation items developed by Kahnweiler and Thompson (2000), and organizational commitment measures by Allen and Meyer (1990). Organizational commitment questions were not included in the revised survey, however questions from the Omnibus Trust Scale by Hoy and Tschannen-Moran (2003) were added.

Due to the extensive length and time required to complete Messer's survey, the researcher removed a total of 30 questions that were not relevant to the current study. Throughout the survey, the term "organization" was changed to "college." This was to ensure participants understood the questions pertaining to the specific community college at which they worked. In questions 65 & 66 (Appendix B), the term "organization" was changed to "district." This question pertained to policies and rules which typically fell to the district to create and enforce. The researcher modified the Hoy and Tschannen-Moran (2003) trust survey to reflect the classified staff and administration relationship and added two organizational success questions to determine the overall impressions of the organizational changes. A couple of Messer's background information questions were retained and the researcher added additional boundaries to the position question to protect

confidentiality. While all of these changes altered the validity and reliability of the survey, the researcher was aware of this limitation.

The administrator survey was created using the same set of 4 surveys. In this survey, the term “organization” was changed to “district.” This change was decided upon because the district was the overarching structure of governance for the administrators. As administrators, the researcher felt it was important to determine whether there was trust of the overall organization, if both classified staff members and administrators trusted the same governing body, and whether the administrators felt as though they were supported in their decisions. Other changes included removing question 33 and minor changes made to questions 55-69 (now 54-69 – Appendix B). These changes reflected the perceptions of the administrator. In other words, did those supervisors who had classified staff underneath them feel as though they allowed others support, inclusion in the decision making process, etc.? The first question in each pair was about asking for involvement, while the second question was about whether others responded to this feeling of inclusion and offer up their suggestions and concerns. Please note that the questions about perceived organizational support, communication, and trust were retained. The survey sent to classified staff members addressed the first research question, while the survey sent to administrators spoke to the second research question. The surveys were emailed through an online tool, *Survey Monkey*, and were analyzed using *SPSS* statistical software. The survey questions can be found in Appendix B.

Interview Questions

Semi-structured interview questions were created by the researcher to elicit more in-depth data pertaining to classified staff and administrator organizational change

experiences within a community college. An interview protocol was followed with each participant, with additional follow up questions being asked when clarification was needed. Interview questions one and two (Appendix B) were designed to gather basic information about the participant. This provided a context for the researcher, as well as helped to determine whether to include later questions. Interview question three pertained to research question three. Interview question four helped to answer both research question three and four. Interview question five and six were designed to gather information to answer research question four. The interviews were audio recorded, transcribed, coded by hand, then coded using *NVivo*.

Procedures

Study Approval Process

Prior to the study, the researcher obtained permission from the college President, Director of Institutional Research, and the Director of Human Resources at each institution to survey and interview classified staff and administrators from the institution. Once approval was granted by the Institutions of Higher Education (IHE), the researcher submitted the Institutional Review Board (IRB) application for a full review due to the sensitive nature of the topic. Appendix A contains the permission request letter, the IHE response from each institution, and the IRB approval letter.

Participant Engagement

Upon approval from the IRB committee, all survey participants were emailed a letter of introduction containing information about the researcher's topic. The letter informed the subjects that their participation was voluntary and their individual responses were kept confidential. Within the letter was a survey link to either the classified staff

survey or administrator survey. Participants were given two weeks to respond. After two weeks, another email was sent to all individuals, requesting those who had not completed the survey to please do so. This was done two more times. At the end of the survey, all participants were asked if they were willing to be interviewed. Those willing to volunteer put their name and contact information at the end of the survey. Their responses were kept confidential, but no longer were anonymous. Only participants who completed the entire survey were included in this study. Survey participants were not identified individually, though group-level results were analyzed and reported upon. Appendix A contains the letter of introduction for the survey and the survey questions.

After a little over a month, the surveys were closed and data was compiled. At that time, the researcher selected the interview participants from those who volunteered. A total of eight classified staff members (four from each district) and eight administrators (four from each district) were interviewed. The interview subjects were contacted by email and phone.

Interview Process

Once consent had been granted, the interview subjects were contacted by email and phone and the researcher and interviewee established a time and location for a single interview lasting between 1-2 hours. Interviews took place at a time and location dictated by the interviewee in order to provide safety and comfort to the participant. Interviewees were given a pseudonym and asked to sign a California State University San Marcos (CSUSM) consent form.

The interviews were semi-structured by providing baseline questions throughout the interview process. Follow-up questions were asked according to responses from the

interviews, and participants were able to opt out of answering questions if they proved too distressing. Interviews were conducted and audio recorded. To ensure accurate transcripts, the interviews were transcribed by a professional transcribing company. Interview subjects were given an opportunity to review their transcript to ensure accurate transcription and reflection of ideas. Once participant approval was given, the researcher coded the interviews. Appendix A contains the email to interview participants, the CSUSM consent form, and the follow up email requesting their review of their transcript.

Data Analysis

The study examined both the perceived support, communication, and trust of classified staff from leadership and administrator's perception of the support, communication, and trust they provide staff. Research question one was designed to explore the classified staff's perceptions of support, communication, and trust during organizational change. Similarly, research question two studies the perceptions of administrators' perceptions of the support, communication, and trust they provide his/her staff. To answer each of these questions separately, the researcher analyzed the survey data. In addition, the classified staff survey responses were compared to the administrator survey responses to see if administrator's espoused theories of leadership match classified staff's perceptions.

Survey Analysis

The surveys consisted of three demographic questions and 60 Likert scale questions. Each of the Likert scale questions was coded into a 0-7 scale. Descriptive statistics (frequencies, mean, and standard deviation) were used to analyze frequencies

and to report on any variables of interest. The *SPSS* program was used in the data analysis to compare the following:

- Classified staff responses by school and as a whole
- Administrator responses by school and as a whole
- Participant position, whether the participant works with students, and length of time at the IHE

The third research question looked at the overarching response of classified staff members and administration to organizational change. This question was best answered through the 16 in-depth interviews of classified staff members and administrators, specifically interview questions three and four. The fourth research question looked at the response of classified staff members and administration to organizational change that was driven specifically by financial concerns. Research question four was analyzed using interview questions four, five, and six. The researcher first transcribed the audio interviews, and then coded the text data in order to analyze the information for themes that answered the research questions.

Interview Analysis

The researcher engaged in a postori analysis, reading for codes and then finding overarching themes that arose organically from the transcriptions through the form of repetitive words, phrases, or ideas. According to Miles and Huberman (1994), these codes are “phrases that are used repeatedly by informants” (p. 61). Interviews were coded for the following themes: positive and negative feelings of support from leadership and the college, communication during the change process, and trust in leaders and the organization. These ideas were evaluated within both the context of organizational

change, unrelated to financial issues, and organizational change influenced by the immediate financial environment. To help the researcher process and analyze the data, she used qualitative analysis software, *NVivo*.

The following subthemes were frequently found and thus analyzed: collegiality, shared governance, the accreditation process and dictates, leadership change, financial constraints, basic aid funding, student growth, impact of bond projects and labor unions. Rather than simply reiterating exactly what the participants have said, the researcher interpreted the findings using a phenomenological approach.

Summary

The purpose of this study was to investigate the behavior of leadership in creating a culture of support, communication, and trust among classified staff members during times of institutional change. Online surveys were emailed to classified staff members and administrators at two California community colleges. Survey results were analyzed, and four classified staff members and four administrators from both districts were selected to participate in a semi-structured interview. Interview data were analyzed and coded for themes.

This chapter presented an overview of the methodology used to study four research questions. Chapter Four presented the details and discussion of the findings, conclusions, and recommendations from the study.

CHAPTER IV: FINDINGS

Introduction

The purpose of this study was to examine how California community college leaders can support, communicate, and build trust with classified staff members during times of organizational change. Implementing a qualitative research design, the researcher used surveys and interviews to answer the following research questions:

1. What are community college classified staff perceptions of leadership support, communication, and trust?
2. What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff?
3. What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?
4. What are the perceptions of large-scale organizational change driven by financial crises among classified staff members and administrators?

The first two research questions were addressed through survey responses by classified staff members and administrators at two California community college districts. The questions were categorized by themes of support, communication, and trust. Research questions three and four were analyzed through semi-structured interviews. The overarching themes of support, communication, and trust during organizational change were studied. The researcher also engaged in a postori analysis, reading for additional codes and subthemes found through the form of repetitive words, phrases, or ideas. In addition, a comparison was made to determine whether the classified staff and administrator responses were similar or different based on the influence of change.

This chapter includes a presentation of the context, data, and analysis for both the surveys and interviews. Because the survey data were used as a foundation for the in-

depth interviews, the researcher displayed the survey data first, followed by an analysis of the interview data.

Survey Data Presentation and Analysis

Surveys were used to gather general information about support, communication, and trust within two California community college districts. From these data, the researcher was able to gather general perceptions about support, communication, and trust from both classified staff members and administrators. First, the context of the survey portion of the study is presented. Next, the findings are displayed, and finally, an interpretation of the findings will be discussed.

Context of Survey Data

Participants in this study were classified staff members and administrators from two California community college districts. Two online surveys were distributed, one to all classified staff members and one to all administrators, as defined by hiring district criteria. To protect the confidentiality of participants, a generic email containing a link to the survey was sent to all classified staff members and administrators. By sending this generic email, no identifying information, such as email address, was collected. In order to receive adequate participation rates, the researcher emailed out a survey request four times within a span of two months. The researcher received a 60.71% response rate at College S from the administration and a 25.78% response rate from classified staff. At College N, 41.67% of the administrators responded to the survey and 11.98% of the classified staff responded. Only those individuals who completed the entire survey were included in this study.

Survey Data Findings

While confidentiality of the subjects was kept, the researcher did ask three demographic questions: current position at the school (ranges were given to lessen the recognizability of the individual), whether the individual works with students, and how long the individual had been at the IHE. These three questions were asked to determine whether or not position, student interaction, and length of time at the institution affected the individual's perceptions about support, communication, and trust. Outside of the three demographic questions, the survey used a Likert scale design. The researcher included a neutral statement of "Neither agree nor disagree" and a statement of "No Response" in case the participants did not feel comfortable answering any questions.

Demographic survey data. The researcher chose to group employee positions into three categories: range 1, range 2, and range 3. With the support of the human resource departments at each college, the researcher had the employee distribution of each position and hiring range. Using these data, the boundaries of each position were determined by balancing the groups with approximately the same number of individuals. An important note to add is the researcher did weigh the lower hiring ranges a little more, knowing that those positions may not have as much access to computers and email, and the response rate had the potential to be lower. By creating larger categories, more confidentiality among the participants was given.

College S and College N had different range classifications for classified staff members. College S Staff Range 1 represents Ranges 7-19 on the hiring scale. This includes the following examples: Aide; Assistant (I); Attendant; Cashier; Clerk; CSO; Copy Operator; Custodian; Groundskeeper; Mail Carrier; Receptionist; Refuse

Abatement Worker; Secretary (I or II); Specialist; Technician (1); Utility Worker. Of the sixty-six classified staff who responded to the College S staff survey, 28.4% fell into Range 1. For College N, Range 1 represents Range 2-11 or 433-449, depending on the job classification. Examples include: Accompanist; Assistant; Clerk; Custodian; Gardener; Pool Maintenance; Technician. Twenty-six classified staff responded to the survey, and 15% were Range 1. Range 2 at College S represents Ranges 20-24, including the following examples: Advisor; Assistant (II); Evaluator; Lead; Mechanic; Secretary (Administrative or III); Specialist; Technician (II). 27.7% of classified staff respondents from College S were Range 2. College N Classified Staff Range 2 represents Range 12-16 or 450-584, including the following examples: Assistant; Buyer; Coordinator; Specialist; Technician, of which there were 46.2% of the respondents. College S Range 3 (48.1%) represents Ranges 25-41, including the following examples: Administrative or Executive Assistant; Administrator; Analyst; Associate; Athletic Trainer; Buyer; Campus Police; Coordinator; Specialist; Supervisor; Web Developer; Writer. At College N, Range 3 of classified staff represents Range 17-26 or 620+. This includes the following examples: Accountant; Administrator; Analyst; Assistant; Athletic Trainer; Carpenter; Coordinator; Maintenance; Manager; Police; Programmer; Senior Creative Designer; Specialist; Supervisor; Technician. 38.5% of College N classified staff who completed the survey were in Range 3.

For both College S and College N, Administration Range 1 represents Director; Range 2 is VP/Dean; Range 3 is Other Administration. At College S ($N=17$), 38.9% of the responses came from Range 1, 44.4% came from Range 2, and 17.7% came from Range 3. At College N ($N=10$), 50% of the respondents were Range 1, 40% were Range

2, and 10% were Range 3. While some unevenness was evident in the number of participants within each range, there was a decent representation across positions at both institutions. Therefore, data on support, communication, and trust should be a valid account of the overall perceptions of classified staff members and administration.

Certain positions on campus required more interaction with students. While none of the participants were faculty, many participants worked directly with students on a regular basis. 66.7% of College S Administrators who completed the survey worked directly with students, compared to 40% of College N Administrators. 66.7% of College S classified staff and 57.7% of College N classified staff survey participants worked directly with students. The data showed a fairly even mix of classified staff and administrators at both schools who worked directly with students and those who did not work with students on a regular basis. This relationship should allow for a valid analysis of the data to determine whether an employee works directly with students has any impact on the perceptions of support, communication, or trust.

The researcher also looked at how many years a participant was employed at College S or College N. Most of the employees have been at their institution for ten years or under. A second group of individuals have been employed for between twenty to thirty years, and a couple of outliers have been at their district for a longer amount of time. College S classified staff employees tends to have a little more spread, but that reason could be based on the high number of participants who responded to the survey from that category.

Classified staff survey data. To analyze the first research question, all classified staff responses to the survey were compiled and analyzed. Each of the responses was

coded into a 0-7 numerical scale, where 7 was always the most positive (this meant that sometimes the coding had to be switched). All numerical responses were then analyzed in *SPSS* using central tendencies and basic statistical coding. The following survey questions supported the first research question: What are community college classified staff perceptions of leadership support, communication, and trust? The questions were ranked from highest to lowest mean. Table 4.1 lists all classified staff survey question, with their associated theme(s), mean, and standard deviation data listed per question. Total *N* for classified staff responses was 92 participants.

Table 4.1. Classified Staff Perceptions of Support, Communication, and Trust.

Question	Theme	Mean	SD
I decide how to do my job.	Trust	5.86	1.21
My department values my contribution to its well-being.	Support	5.75	1.88
I want my supervisor to ask for my opinion about how the work gets done.	Communication & Trust	5.68	1.42
My department would forgive an honest mistake on my part.	Support & Trust	5.67	1.47
Help is available from my department when I have a problem.	Support	5.57	1.48
My supervisor is proud that I am part of this college.	Support	5.54	1.73
It would take only a small decrease in my performance for my department to want to replace me.	Support & Trust	5.51	1.92
Classified staff in this school do their jobs well.	Trust	5.51	1.52
I want my supervisor to ask for my opinion about training needs.	Communication, Trust & Support	5.49	1.67
My department takes pride in my accomplishments at work.	Support	5.37	1.57
My ideas get serious consideration	Communication, Trust & Support	5.32	1.68
My department cares about my opinions.	Communication & Support	5.25	1.65

Table 4.1. Classified Staff Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
My supervisor asks for my opinion about how the work gets done.	Communication & Trust	5.24	1.84
My department is willing to extend itself in order to help me perform my job to the best of my ability.	Support	5.22	1.65
I get credit for my ideas.	Communication, Trust & Support	5.21	1.88
My department would grant a reasonable request for a change in my working conditions.	Support	5.20	1.65
My department shows very little concern for me.	Support	5.20	1.91
I want my supervisor to ask for my opinion about how work is assigned.	Communication & Trust	5.20	1.85
My department would ignore any complaint from me.	Communication Trust & Support	5.11	1.82
My department really cares about my well-being.	Support	5.10	1.86
Even if I did the best job possible, my department would fail to notice.	Support	5.07	1.89
My department cares about my general satisfaction at work.	Support	5.05	1.84
My department strongly considers my goals and values.	Support	4.99	1.80
My department fails to appreciate any extra effort from me.	Support	4.92	1.97
My department disregards my best interests when it makes decisions that affect me.	Support	4.86	1.93
Classified staff in this school typically look out for each other.	Trust & Support	4.82	1.52
Even in difficult situations, classified staff in this school can depend on each other.	Trust & Support	4.82	1.50
My department would understand if I were unable to finish a task on time.	Trust & Support	4.72	1.83
My supervisor asks for my opinion about training needs.	Communication, Trust & Support	4.71	1.98
I want my supervisor to ask my opinion about district polices and rules.	Communication	4.71	2.10
The classified staff in this school are open with each other.	Communication & Trust	4.68	1.55
Classified staff in this school have faith in the integrity of their colleagues.	Trust & Support	4.67	1.77

Table 4.1. Classified Staff Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
If my job were eliminated, my department would prefer to lay me off rather than transfer me to a new job.	Trust & Support	4.66	2.04
When classified staff in this school tell you something, you can believe it.	Communication & Trust	4.58	1.58
I want my supervisor to ask for my opinion about college goals.	Communication & Trust	4.50	2.06
Classified staff in this school trust each other.	Trust	4.47	1.79
My department wishes to give me the best possible job for which I am qualified.	Support	4.45	1.95
The administration in this school is competent in doing his or her job.	Trust	4.43	1.99
In my department, everyone's opinion gets listened to.	Communication & Trust	4.41	1.86
My supervisor asks for my opinion about how work is assigned.	Communication & Trust	4.41	2.06
My department is not concerned about paying me what I deserve.	Support	4.37	2.25
I want my supervisor asks for my opinion before making important purchases.	Communication, Trust & Support	4.36	2.22
Classified staff in this school are suspicious of each other.	Trust	4.33	1.72
We are encouraged to express our concerns openly.	Communication & Support	4.30	1.86
If I decided to quit, my department would try and persuade me to stay.	Support	4.28	2.01
My department tries to make my job as interesting as possible.	Support	4.24	1.88
If given the opportunity, my department would take advantage of me.	Trust & Support	4.21	2.25
If we have a decision to make, everyone is involved in making it.	Communication & Trust	4.05	1.81
My supervisor asks for my opinion before making important purchases.	Communication, Trust & Support	4.03	2.29
The administration of this school does not show concern for the classified staff.	Trust & Support	3.99	1.90
My department cares more about increasing enrollment than about me.	Support	3.90	2.34
In this college, employees say what they really mean.	Communication & Trust	3.85	1.77

Table 4.1. Classified Staff Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
My supervisor asks for my opinion about district policies and rules.	Communication	3.82	2.25
The classified staff in this school have faith in the integrity of the administration	Trust	3.82	1.77
Classified staff in this school can rely on the administration.	Trust & Support	3.82	1.79
The administration does not tell classified staff what is really going on.	Communication & Trust	3.75	1.88
My supervisor asks for my opinion about college goals.	Communication & Trust	3.63	2.05
The classified staff in this school are suspicious of most of the administration's actions.	Trust	3.55	1.79
Classified staff in this school trust the administration.	Trust	3.53	1.82
The administration in this school typically act in the best interests of classified staff.	Trust & Support	3.52	1.85
My department provides me little opportunity to move up the ranks.	Support	3.10	2.08

The means and standard deviation were calculated after all questions were converted to the 0-7 Likert scale. Consequently, when a survey question was in the negative, such as “My department provides me little opportunity to move up the ranks,” a high mean and/or percentage would indicate that the survey participants did not feel that this was true. A low mean indicated the survey participants felt that this is a true statement.

Means ranged from a low of 3.10 to a high of 5.86, with 22 questions receiving an average response of somewhat agree (5.00-5.99) or higher. Only 12 questions received an average response of somewhat disagree (3.00-3.99) or lower. Standard deviation ranged from 1.21 to 2.34. Interestingly, the smallest standard deviation score was associated to the survey question with the highest mean score, demonstrating that many of the classified staff members felt that they decided how to do their job. The standard deviation

spread of 2.34 indicated that many classified staff did not necessarily feel similarly as they responded to the survey questions.

Administrator survey data. To analyze the second research question, all administrator responses to the survey were compiled and analyzed. The following survey questions support Research Question 2: What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff? The questions are ranked from highest to lowest mean. Table 4.2 lists all of the administrator's survey questions, with their associated themes, mean, and standard deviation data listed per question. Total *N* for administrator responses was 27.

Table 4.2. Administrators' Perceptions of Support, Communication, and Trust.

Question	Theme	Mean	SD
My staff's ideas get serious consideration	Communication, Trust & Support	6.59	0.50
As a supervisor, I ask for opinions about how the work gets done.	Communication & Trust	6.44	0.64
The college values my contributions to its well-being.	Support	6.33	0.92
As a supervisor, I ask for opinions before making important purchases.	Communication & Trust	6.33	0.78
I allow my staff to decide how to do their job.	Trust	6.33	0.55
My staff offers their opinion about how the work gets done.	Communication & Trust	6.30	0.61
My staff offers their opinions about how work is assigned.	Communication & Trust	6.30	0.61
My staff offers their opinion before I make important purchases.	Communication & Trust	6.30	0.78
As a supervisor, I ask for opinions about training needs.	Communication, Trust & Support	6.22	0.70
The college cares about my opinions.	Communication & Support	6.11	1.12
As a supervisor, I ask for opinions about how work is assigned.	Communication & Trust	6.11	0.80
I give credit for my staff's ideas.	Communication, Trust & Support	6.11	1.85

Table 4.2. Administrators' Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
The college would forgive an honest mistake on my part.	Support & Trust	6.07	0.83
In my department, everyone's opinion gets listened to.	Communication & Trust	6.07	0.73
Help is available from the college when I have a problem.	Support	6.00	1.04
It would only take a small decrease in my performance for the college to want to replace me.	Trust & Support	6.00	1.11
The college takes pride in my accomplishments at work.	Support	6.00	0.92
My staff offers their opinion about training needs.	Communication, Trust & Support	6.00	1.07
The college would grant a reasonable request for a change in my working conditions.	Support	5.96	1.06
The college shows very little concern for me.	Support	5.96	1.13
The administration in this school is competent in doing his or her job.	Trust	5.96	1.37
As a supervisor, I ask for opinions about district policies and rules.	Communication	5.89	1.12
The college would ignore any complaint from me.	Communication Trust & Support	5.78	1.45
The administration of this school does not show concern for the classified staff.	Trust	5.70	1.64
Classified staff in this school do their jobs well.	Trust	5.70	1.54
As a supervisor, I ask for opinions about college goals.	Communication	5.67	1.44
The college is willing to extend itself in order to help me perform my job to the best of my ability.	Support	5.63	1.42
My staff offers their opinions about district policies and rules.	Communication	5.63	1.15
The college cares about my general satisfaction at work.	Support	5.63	0.88
The college is not concerned about paying me what I deserve.	Support	5.59	1.60
Even if I did the best job possible, the college would fail to notice.	Support	5.56	1.63
We are encouraged to express our concerns openly.	Communication & Trust	5.56	1.65

Table 4.2. Administrators' Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
My staff offers their opinions about organizational goals.	Communication	5.48	1.40
The college would understand if I were unable to finish a task on time.	Trust & Support	5.44	1.09
Classified staff in this school can rely on the administration.	Trust & Support	5.44	1.50
The college strongly considers my goals and values.	Support	5.41	1.58
The college fails to appreciate any extra effort from me.	Support	5.37	1.82
The college disregards my best interests when it makes decisions that affect me.	Support	5.30	1.75
If given the opportunity, the college would take advantage of me.	Trust & Support	5.30	1.51
Classified staff in this school have faith in the integrity of their colleagues.	Trust & Support	5.30	1.49
The administration in this school typically act in the best interests of classified staff.	Trust	5.26	1.75
The college cares more about increasing enrollment than about me.	Support	5.26	1.26
The administration does not tell classified staff what is really going on.	Communication & Trust	5.22	1.76
Even in difficult situations, classified staff in this school can depend on each other.	Trust & Support	5.22	1.55
The college wishes to give me the best possible job for which I am qualified.	Support	5.19	1.90
If we have a decision to make, everyone in the department is involved in making it.	Communication & Trust	5.19	1.36
The college tries to make my job as interesting as possible.	Support	5.15	1.49
Classified staff in this school trust each other.	Trust	5.15	1.59
When classified staff in this school tell you something, you can believe it.	Communication & Trust	5.00	1.44
Classified staff in this school typically look out for each other.	Trust & Support	4.96	1.83
In this college, employees say what they really mean.	Communication & Trust	4.89	1.76
The classified staff in this school are open with each other.	Communication & Trust	4.89	1.53

Table 4.2. Administrators' Perceptions of Support, Communication, and Trust (continued).

Question	Theme	Mean	SD
If my job were eliminated, the college would prefer to lay me off rather than transfer me to a new job.	Trust & Support	4.85	2.03
The classified staff in this school have faith in the integrity of the administration.	Trust	4.67	1.57
Classified staff in this school trust the administration.	Trust	4.63	1.78
Classified staff in this school are suspicious of each other.	Trust	4.52	1.53
The college really cares about my well-being	Support	4.33	2.24
If I decided to quit, the college would try to persuade me to stay.	Support	4.26	1.68
The classified staff in this school are suspicious of most of the administration's actions.	Trust	4.00	1.66
The college provides me little opportunity to move up the ranks.	Support	3.78	2.17

Similar to the classified staff survey, the means and standard deviation were calculated after all questions were converted to the 0-7 Likert scale. Therefore, when a survey question was in the negative, such as "If I decided to quit, the college would try to persuade me to stay," a low mean and/or percentage would mean that the survey participants did feel that this was true.

Means ranged from a low of 3.78 to a high of 6.59, with 49 questions receiving an average response of somewhat agree (5.00-5.99), agree (6.00-6.99), or higher. Only one question received an average response of somewhat disagree (3.00-3.99) or lower. Standard deviation ranged from 0.50 to 2.24. Similar to the classified staff data, the smallest standard deviation score was associated to the survey question with the highest mean score, demonstrating that many of the administrators felt that they gave their staff's ideas serious consideration. With only three standard deviation spread scores under 2.00,

the data suggested that many administrators did not feel the same as they responded to the survey questions.

It is important to mention that none of the survey responses were ranked very low. There were no survey questions that, as a group, classified staff or administrators ranked below a mean of three. In other words, neither classified staff members nor administrator groups as a whole perceived that support, communication, or trust were lower than “somewhat disagree.” A score of four marks a neutral response, which meant that there were very few responses that were significantly negative. For instance, the statement “The college cares about my general satisfaction at work,” earned a mean of 5.63 from administrators, which was a mean response between somewhat agree and agree.

Survey Data Analysis

The researcher further broke down the survey questions by theme and school, theme and whether the person works with students, and theme and position. The data showed that many of the same questions were ranked strongly, regardless of whether the staff member was from College S or College N, works or doesn't work with students, or regardless of their position. This appeared to be true within all three themes of support, communication, and trust. For instance, top communication questions were, “I want my supervisor to ask for my opinion about how the work gets done,” “I want my supervisor to ask for my opinion about how work get assigned,” and “I want my supervisor to ask for my opinions about training needs.”

“My department cares about my opinions” and “My ideas get serious consideration” were also highly ranked responses by classified staff. Under the theme of trust, “I want my supervisor to ask for my opinion about how the work gets done,” “I

decide how to do my job,” and “My department would forgive an honest mistake on my part” were all highly ranked. In addition, there was a strong disagreement with the statement, “It would take only a small decrease in my performance for my department to want to replace me.” For the theme of support, “My department values my contribution to its well-being,” “Help is available from my department when I have a problem,” and “My department would forgive an honest mistake on my part” are top responses, as was the disagreement with the statement “It would take only a small decrease in my performance for my department to want to replace me.” Because some of the statements were shared within multiple themes, they were strong responses multiple times.

The same questions seemed to be reoccurring areas of weakness for classified staff, no matter the school, interactions with students, or position. For communication, “My supervisor asks for my opinions about college goals,” “My supervisor asks for my opinion about district policies,” and “In this college, employees say what they really mean” were ranked among the lowest by classified staff. The statement “The administration does not tell classified staff what is really going on” was ranked in a manner to suggest that classified staff felt strongly that this was a true statement. Under the theme trust, “My supervisor asks for my opinion about college goals,” “Classified staff in this school trust the administration,” and “The administration in this school typically act in the best interests of classified staff” were ranked low. In addition, “The classified staff in this school are suspicious of most of the administration’s actions” and “The administration does not tell classified staff what is really going on” were ranked as strongly agree before being switched. For the theme of support, there was a little more spread between categories. However, “My department provides me little opportunity to

move up the ranks,” “The administration in this school typically act in the best interests of the classified staff,” and “Classified staff in this school can rely on the administration” were listed multiple times.

Similar to the classified staff members, the administrators also seemed to share the same perceptions about trust, communication, and support, regardless of the school they worked for, the amount of interaction with students, or their position. There was not anything that stuck out as unique in regards to administrative perceptions of strengths or weaknesses within communication, trust, and support. It is important to note that position range 3 for administrators has data that is unreliable. There were only two individuals in that category, making very little variance in the responses.

When making a comparison between the classified staff members and the administrator’s survey responses, there were similarities and differences of note. Three different types of comparisons emerged based on the survey questions. The first comparison emerged when the researcher created the administrator survey. She sometimes made similar questions, only looking at the larger picture. For instance, “supervisor” was replaced with “college.” Table 4.3 lists some similarities of the top fifteen ranked responses (top quarter) by mean:

Table 4.3. Relational Survey Question Comparison between Classified Staff Members and Administrators: Top Responses.

Classified Staff	Administrator	Theme
My department values my contribution to its well-being (Rank: 2)	The college values my contribution to its well-being (Rank: 3)	Support
My department would forgive an honest mistake on my part (Rank: 4)	The college would forgive an honest mistake on my part (Rank: 13)	Trust & Support
Help is available from my department when I have a problem (Rank: 5)	Help is available from the college when I have a problem (Rank: 15)	Support
My department cares about my opinions (Rank: 12)	The college cares about my opinions (Rank: 10)	Communication, Trust & Support

These areas suggest a consistency existed in the way classified staff members perceived supervisors and administrators perceived how the college as a whole responded to these issues. Table 4.4 shows some differences of the weakest fifteen responses (lowest quarter) by mean:

Table 4.4. Relational Survey Question Comparison between Classified Staff Members and Administrators: Weakest Responses.

Classified Staff	Administrator	Theme
If I decided to quit, my department would try and persuade me to stay (Rank: 45)	If I decided to quit, the college would try and persuade me to stay (Rank: 58)	Support
My department tries to make my job as interesting as possible (Rank: 46)	The college tries to make my job as interesting as possible (Rank: 47)	Support
My department provides me little opportunity to move up the ranks (Rank: 61)	The college provides me little opportunity to move up the ranks (Rank: 60)	Support

These similarities demonstrated that both classified staff members and administrators perceived these areas as weak within administration and the college.

Twenty-seven survey statements examined how administrators felt the college would respond to their requests versus how classified staff felt that their department would respond to their requests is significantly different. At times, these statements ranked equally. At other times, there was a fairly large discrepancy. For instance, classified staff ranked the statement, “If my job were eliminated, my department would prefer to lay me off rather than transfer me to a new job” at #33. However, administrators felt this were even more likely, ranking “If my job were eliminated, the college would prefer to lay me off rather than transfer me to a new job” at #53. The other comparison that stood out was, classified staff felt “My department really cares about my well-being” at #20, while administrators felt “The college really cares about my well-being” at #57.

In certain questions, the researcher did not change the survey questions between classified staff and administrators. This meant that both groups were making a judgment about either the classified staff or administrators as a whole. The majority of these types of questions arose in the lower ranked responses for both classified staff members and administrators. Table 4.5 shows similarities within the lowest fifteen responses (bottom quarter):

Table 4.5. Direct Survey Question Comparison between Classified Staff Members and Administrators: Weakest Responses.

Statement	Staff Rank	Admin Rank
In this college, employees say what they really mean.	52	51
The classified staff in this school have faith in the integrity of the administration.	54	55
The classified staff in this school are suspicious of most of the administration’s actions.	58	59
The classified staff in this school trust the administration.	59	55

This indicated that classified staff and administrators both perceived these statements to be negative. In other words, both classified staff members and administrators felt pretty strongly that employees did not say what they really meant, nor did they trust the administration.

Also noteworthy were the handful of responses between classified staff members and administrators that were contradictory. For instance, while administrators ranked “In my department, everyone’s opinion gets listened to” at #14, staff ranked that same item at #39. This contradiction in responses certainly suggested that while administrators felt that they were listening to all opinions, staff felt significantly less strongly that their opinions were being listened to. Another discrepancy arose in general statements about classified staff members and administrators. In Table 4.6, classified staff generalizations were compared between staff perceptions and administrator perceptions.

Table 4.6. Survey Questions about Classified Staff: Comparison of Classified Staff Rank vs. Administrator Rank.

Statement	Staff Rank	Admin Rank
Classified staff in this school do their jobs well.	8	25
Classified staff in this school typically look out for each other.	26	50
The classified staff in this school are open with each other.	31	52

While two of the statements were not ranked particularly high for either group, a large discrepancy existed between the two participant groups. The overall ranking of these statements from classified staff members were significantly more positive than the overall rankings from administrators. Table 4.7 showed a comparison between staff and administrator perceptions for administrator generalized statements:

Table 4.7. Survey Questions about Administrators: Comparison of Classified Staff Rank vs. Administrator Rank.

Statement	Staff Rank	Admin Rank
The administration in this school is competent in doing his or her job.	38	21
The administration of this school does not show concern for the classified staff.	50	24
Classified staff in this school can rely on the administration.	55	36
The administration in this school typically act in the best interests of classified staff.	60	41

While neither classified staff members nor administrators ranked these statements very high, a difference does exist between groups. It is important to note that similar to classified staff ranking classified statements more positively than administrators, in Table 4.7, administrators ranked administrator statements more positively than classified staff members. This indicated that the target group felt that their group interacted in a more positive manner and had more positive qualities than their counterparts.

In other cases, the researcher changed the administrator questions to read from the supervisor perspective. For instance, if the classified staff survey question was: “I decide how to do my job,” the administrator question was changed to: “I allow my staff to decide how to do their job.” This allowed the researcher to determine if there was consistency between what the administrators say they do and the classified staff members’ perspectives. In other words, did the administrator’s espoused theories match with their behaviors as judged by their staff members? Examples of similarities within the top fifteen responses by administrators and classified staff members were in Table 4.8.

Table 4.8. Consistency Survey Question Comparison between Classified Staff Members and Administrators: Top Responses.

Classified Staff	Administrator	Theme
I decide how to do my job (Rank: 1)	I allow my staff to decide how to do their job (Rank: 5)	Trust
My ideas get serious consideration (Rank: 11)	My staff's ideas get serious consideration (Rank: 1)	Communication, Trust & Support
I get credit for my ideas (Rank: 15)	I give credit for my staff's ideas (Rank: 12)	Communication, Trust & Support

These responses suggested consistency in the administrator's perceptions of what they did and classified staff's perceptions of their actions. It was also notable that from the questions pertaining to what a supervisor did, the responses were very positive. However, the classified staff responses did not always correlate. When the responses of what administrators did and what classified staff members wished they would do were compared, there was often a discrepancy with overall means higher for administration than classified staff members. In other words, overall administrator perceptions were more positive about support, communication, and trust than classified staff perceptions. A selection of statements highlighted this pattern. These statements have four parts to them, two from staff and two from administrators. Tables 4.9-4.14 display each of these questions.

Table 4.9. Survey Question Comparison between Classified Staff Members & Administrators: How Work Gets Done.

Classified Staff	Administrator
I want my supervisor to ask for my opinion about how the work gets done. (Rank: 3)	As a supervisor, I ask for opinions about how the work gets done. (Rank: 2)
My supervisor asks for my opinion about how the work gets done. (Rank: 13)	My staff offers their opinions about how the work gets done. (Rank: 6)

The responses showed administrators felt they did a good job asking about how work gets done, and even though classified staff members wanted this to be a high priority, asking by administrators did not happen as frequently as staff members would like.

Table 4.10. Survey Question Comparison between Classified Staff Members & Administrators: How Work Gets Assigned.

Classified Staff	Administrator
I want my supervisor to ask for my opinion about how work gets assigned. (Rank: 18)	My staff offers their opinion about how work is assigned. (Rank: 7)
My supervisor asks for my opinion about how work gets assigned. (Rank: 40)	As a supervisor, I ask for opinions about how work is assigned. (Rank: 11)

Similar to the question about how work gets done, administrators felt that they were doing a good job asking and involving their staff in the decisions about how work was assigned. And while classified staff members want to be involved, they did not feel that their supervisors were involving them in the process.

Table 4.11. Survey Question Comparison between Classified Staff Members & Administrators: Training Needs.

Classified Staff	Administrator
I want my supervisor to ask for my opinion about training needs. (Rank: 9)	As a supervisor, I ask for opinions about training needs. (Rank: 9)
My supervisor asks for my opinion about training needs. (Rank: 29)	My staff offers their opinions about training needs. (Rank: 18)

While there was not a dramatic difference between administrator perceptions of classified staff members offering opinions about training needs and the staff perceptions that their supervisors asked for their opinions, both were notably lower than the request for asking and the perception that they were asked.

Table 4.12. Survey Question Comparison between Classified Staff Members & Administrators: Important Purchases.

Classified Staff	Administrator
My supervisor asks for my opinion before making important purchases (Rank: 49)	My staff offers their opinion before I make important purchases. (Rank: 3)
I want my supervisor to ask my opinion before making important purchases. (Rank: 42)	As a supervisor, I ask for opinions before making important purchases. (Rank: 8)

These responses suggested that although classified staff ranked wanting their supervisors to ask for their opinion when making important purchases as more important than the supervisor actually asking, this question was not one of the more important items classified staff wanted. However, it is interesting to note the large discrepancy between how administrators viewed their involvement of staff in these decisions and classified staff perceptions.

Table 4.13. Survey Question Comparison between Classified Staff Members & Administrators: District Policies and Rules.

Classified Staff	Administrator
I want my supervisor to ask for my opinion about district policies and rules. (Rank: 30)	As a supervisor, I ask for opinions about district policies and rules. (Rank: 22)
My supervisor asks for my opinion about district policies and rules. (Rank: 53)	My staff offers their opinions about district policies and rules. (Rank: 28)

While both parties did not agree that it was a high priority to have classified staff offering opinions about district policies and rules, the data still showed that from the perspective of the classified staff, the supervisor actually asking for their opinion was significantly lower than what classified staff wanted or supervisors believed was happening.

Table 4.14. Survey Question Comparison between Classified Staff Members & Administrators: College Goals.

Classified Staff	Administrator
I want my supervisor to ask for my opinion about college goals. (Rank: 35)	As a supervisor, I ask for opinions about college goals. (Rank: 26)
My supervisor asks for my opinion about college goals. (Rank: 57)	My staff offers their opinions about organizational goals. (Rank: 33)

Similar to the district policies and rules statement, it seemed as though it was not a high priority for either classified staff members or administrators to have staff offering opinions about college goals. However, the perspective of classified staff of supervisors asking for their opinions was still ranked significantly lower.

Interview Data Presentation and Analysis

This section outlined data obtained during the interview process. A description of the interview participants was provided first. Next, the procedures and overall findings were outlined. Finally an analysis of the data was provided.

Context of Interview Data

Participants were from two California community college districts. Four classified staff members and four administrators were chosen from each institution. Criteria for interview selections included individuals who completed the entire survey, volunteered, and provided a diverse representation of position, working with or not working with students, and years at the institution. During the interviews, participants were given pseudonyms and all information that could have been identifying was removed and/or replaced. Each interviewee was provided a pseudonym to help protect their identity and ensure confidentiality. The pseudonyms were designed to be names that could either be

male or female, to further ensure confidentiality. The participant's information is summarized below in Table 4.15:

Table 4.15. Interview Participant Data.

	School	Staff or Admin	Position	Yrs at School	Work with Stud?
Aaron/Erin	College S	Staff	3	1.5	Yes
Alex	College S	Staff	3	13	Yes
Chris	College S	Staff	1	5.5	Yes
Jamie	College S	Staff	1	20	No
Leigh/Lee	College S	Admin	VP/Dean	24	Yes
Pat	College S	Admin	VP/Dean	4	No
Sam	College S	Admin	Director	8.5	No
Sean/Shawn	College S	Admin	VP/Dean	28.5	Yes
Gene/Jean	College N	Staff	1	24	Yes
Kelly	College N	Staff	3	27	Yes
Morgan	College N	Staff	2	4	Yes
Taylor	College N	Staff	1	3.5	No
Cameron	College N	Admin	Director	1	No
Casey	College N	Admin	VP/Dean	6	No
Corey/Cori	College N	Admin	Director	5	Yes
Leslie	College N	Admin	Director	30+	No

The interview questions were designed to provide information on research questions three and four. Six interview questions, multiple directed follow up questions, and an occasional unscripted follow up question were used. The first question was designed to provide context for the researcher to follow up later. The remaining interview questions were designed to provide more detailed perceptions on organizational change at California community colleges. The questions delved into both organizational change initiated by financial concerns and from other directives such as a visiting accreditation committee or a new President. In addition, the questions were structured around communication, support, and trust between employee and supervisor, and employee and the college during these times of organizational change. The classified staff members and

administrators had slightly different interview questions, correlating to their job responsibilities. For instance, the classified staff members were asked how they described their relationship with their supervisor, while administrators were asked how they described their relationship with those who reported directly to them. To review the interview questions, see Appendix B.

Each interview was audio recorded to ensure accuracy. The interviews took between forty minutes and two hours. Completed interviews were transcribed by a reputable transcription company. After the interviews were returned, they were submitted to the interviewee for accuracy and to provide an opportunity for the participant to review, remove or add any additional comments. The final interview transcripts were hand coded to pull out communication, support, and trust themes, in addition to being run through *nVivo* for frequency numbers.

Organizational Change Interview Data Findings

To address research question 3: What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?, first the researcher needed to analyze the interview statements to help determine the factors influencing change. Some participants, such as Sean and Morgan, did not feel that financial concerns affected organizational change. Morgan stated:

The whole time I've been at [College N] has been change. Change, change, change, change. We're changing a bunch of stuff. There's the budget problems, but that's been pretty much an underlying theme for 20 years in California education (interview, 1/28/11).

While many interviewees did see change occur due to financial influence, a significant number of participants discussed additional change agents.

Some of the driving forces of change that people mentioned were: new President or administration, accreditation, bond, technology, influx of new employees and culture changes, increase in student populations. It is important to understand the influence of the accreditation process to a community college:

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in the western region of the U.S. ACCJC operates under the corporate entity Western Association of Schools and Colleges (WASC). The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Accreditation is a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness... The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the standards; the education earned at the institutions is of value to the student who earned it; and the employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate (retrieved from www.accjc.org on 4/8/11).

Some interviewees, such as Lee/Leigh, listed a number of driving forces which created change on his/her campus:

We've reacted to accreditation visits. We've worked hard to diversify the institution's faculty and staff because we were told we were not doing it as well as we should... In '92 we cut back the Athletic Program severely. In '95 we laid off people... Then a few more years, and the advent of the whole new President thing, which resulted in a major organizational change. Whether you agreed or disagreed with what that President did, it certainly was a major change in the institution. The way we deal with issues and problems was very different from the way it had been done before. The turmoil that resulted – departure of folks – that I would say would be a major change... 2010, 2011 we are growing (interview, 2/9/11).

Other participants, such as Taylor, focused on one or two issues: “My impression is that the most rapid turnover is in the upper management” (interview, 1/28/11). Gene/Jean discussed the “ever-changing administration,” among other factors such as new programs

and reshaping the college governance system, that had changed based on administration dictates (interview, 3/8/11). Another topic of change that came up was campus climate, or a set of properties within the working environment, perceived directly or indirectly by employees. Organizational climate is believed to be an influencing force on employee behavior. Jamie, who had been a part of College S for 15 years, felt that the culture of the campus had changed over his/her time at the IHE. He/she felt that when the everyday interactions between people change, workflow and job duties become affected:

I think the idea of newcomers, when they come on board, if they are not given the opportunity to become part of the family... then that's going to tweak the culture a little bit. Because of the fact that we do have so many new employees over the past few years, that culture has kind of evolved (interview, 2/8/11).

Shawn/Sean, made a similar statement about the changes in college environment as new employees were hired, technology became more ingrained in our everyday lives, and dictates from the state drove decision-making:

I think that there was a [College S] way of doing things and that way of doing things has been firmly entrenched in a lot of lore, verbal deals and relationships, and that's the way we always did it. None of our systems were codified. There's no code saying this is how you do it... So now it's becoming more data driven work (interview, 2/7/11).

Another perceived influence affecting employees seemed to be the increasing number of students, closely tied to the availability of online classes. Aaron/Erin said, "The enrollment spike, of course, has impacted our operations" (interview, 2/2/11). Sam agreed, stating:

I think 40% of future growth over the next 10 years will come in online students. Because that drives how many facilities do you need, what type of faculty do you need to hire, what type of classified staff do you need to run Blackboard and other technology solutions? So the demographics of

the students, that's the one thing I see potentially creating a need for a lot of organizational changes – the online environment (interview, 1/26/11).

While these quotes covered many of the factors that classified staff and administrators felt influenced organizational change, it is also important to note *how* these changes affected employees.

Organizational Change Interview Data Analysis

This next section of chapter four addresses how classified staff and administrators perceived support, communication, and trust during these times of change.

Support during change. Support comes in many forms. In this study, support included emotional and intellectual help towards an employee. It also could include resources, time, additional people, money, materials, and/or equipment. As such, the researcher received a number of different responses from participants, from meetings to mediation to money. Some answers were in direct response to the classified staff question, “What types of support are available to you and your colleagues during the change process?” or the administrator question, “What types of support do you or the school provide during the change process?” Other answers were pulled from within other responses. Although the researcher had to occasionally provide examples of different types of support, it was often unnecessary. These examples were representative of immediate responses:

The difference at [College S] is that, I think it's a 50% reassigned time is given to the classified senate president; no other institution gets that much time to participate. And the fact that the senate has an office in the same hallway as the college president, and is really treated as an equal of the academic senate president. I don't know of any other institution that gives classified such a strong position (Pat, interview, 1/27/11).

I did my best to make that person feel like they were a valued employee, part of our team. I consulted with them on a lot of issues that I might not necessarily have consulted with an employee on just to make [them] feel like an integral part of a working team. I try to catch people doing something good and tell them what I like, rather than reprimand them when I catch them underperforming (Shawn/Sean, interview, 2/7/11).

I find that in my immediate world at [College N], I feel very supported. I feel very close to some of these folks that I work with all the time. I feel like I have a really good group of people. I feel like I have emotional support – I feel emotionally close to a lot of people I work with, and that's really great (Taylor, interview, 1/28/11).

Training for one thing. You know, if we bring in some new staff that works a different way from the old stuff, then all of us in the department are schooled to the max as far as understanding how the stuff works. And then we pass along that schooling to the end users (Jamie, interview, 2/8/11).

On occasion, some of these trainings seem to be mandated due to new technology being introduced into their job, or the health and safety of their daily responsibilities:

We went to a different accounting system... they provided training – maybe a little too much training. They were very helpful and they provided help afterwards. They were all very helpful. They asked us to give them feedback on what didn't work very well and they made some of the changes (Morgan, interview, 1/28/11).

We are required as part of our insurance to have some of that training. Grounds keeping are probably better than any other because of their handling of pesticides and things like that... There is at least one yearly class on hazardous materials, accident/loss prevention programs, those types of things. And when that's put on, it's mandatory (Leslie, interview, 3/7/11).

Other responses from employees were communication/information, committees, technology, professional development, flex time/time off, classification review, the human resource office, and mediation:

I have provided opportunities for mediation to resolve problems. I have provided resources to send staff members to workshops and programs that might help them improve their work performance, or to address their interests. I have been a strong advocate for people getting additional

education, if they seek it, to advance their careers. I have cut corners, made arrangements, permitted people to leave campus early in order to get to classes at San Diego State or Cal State San Marcos, on the understanding, always, that when they're finished with that educational pursuit, we will get back more from them than we ever gave them in cutting them some slack... I think I've done a good job of making it clear to supervisors that they are to help people grow, to move to where they want to be. I understand our responsibility is to help people, teach people, nurture people, not hang onto them and make them stay here forever (Lee/Leigh, interview, 2/9/11).

If asked whether financial support, extra staffing, or supplies were provided, the answer was almost universally no. Since extra staffing and supplies were tied to available monies, the participant responses could be largely due to the current financial situation. Later in this chapter, interview data will show support for this assumption.

When the researcher delved into this question a little more to find out whether individuals actually used these "available" resources, there were some interesting responses. For instance, Chris responded, "I would say some are and some aren't [aware of certain resources]. Yeah. Or some might feel hesitant to use them" (interview, 1/24/11). Corey/Cori made the statement, "Administrators never use professional development" (interview, 3/7/11). Another negative response to the question of available support was from Gene/Jean:

Depending on the situation that all of those are available as a last, ultimately last ditch effort. In my opinion, things just keep limping along until the turnip won't bleed anymore. And then, "Oh I guess we have to do something." Yes, those things are available, but sometimes at the point where it is so far down the road. I'm not sure it's an effective way to deal with change (interview, 3/8/11).

Taylor stated, "I feel like it's the usual thing at [College N] to be expected to do something with the absolute minimum of support. But then I also hear that there are certain administrators that have three different assistants. So some people get support,

though it seems inconsistent” (interview, 1/28/11). A noteworthy, yet unexpected statement about how much support is provided to staff was:

I'm working, I hope, in the best interests of our students – what I think will serve students best. After I've consulted with all the people I think that I should consult with, I'm going to then make a decision in the best interest of students. That sometimes means, not in the best interests of what a staff member thinks is in a staff member's best interests, and I've said that when I am in the hiring process. If you're going to work here, you need to know the drill. Students come first, you come second. So, if we change our work schedule and it interferes with your piano lesson, I'm sorry, but you're going to have to change your piano lesson because the students need us to be here at that time (Lee/Leigh, interview, 2/9/11).

While most staff members might be concerned that they are being placed second to students, some administrators made it clear they are upfront about “students first.” As it is the mission of community colleges to serve students first and foremost, this perception from administrators should not come as a surprise from either those who are told upfront during the hire process, nor from those who did not have this point made clear.

Communication during change. At both College S and College N, questions about communication tended to evoke positive comments from staff and administrators. Some of these responses were in direct relationship to those individuals they worked with. For instance:

My supervisor is pretty good about saying, “This is what we’ve been asked to do. I’m open for discussion. What do you guys think we should do? How should we do it? What’s the best way to do it?” She’s really good about that... I think that’s why I feel fairly comfortable with change (Alex, interview, 1/15/11).

I try not to micromanage. I feel my job is to be there when they need me and to be out of the way the rest of the time. I think my job is to coordinate them, help us all have a common mission, work together, help coordinate issues that involve multiple departments, and perhaps offer them advice about aspects of their area, but very much not to do their job for them. I have very competent people – they know how to do their jobs.

My main role is frequently to either run interference, or take the arrows, so they can do their jobs and let me do the politics (Pat, interview, 1/27/11).

At other times, the participants discussed communication in general as it applied to dispersing information across a department, division, or the college. For example, Taylor stated:

We're all pretty pragmatic in our office. There are times where the nature of a problem is such that it's pretty obvious what needs to be done, so the person taking initiative, they can just do it. They don't need our blessing. But then there are also times when it's a more tricky nuance kind-of-thing where we really do need all of our brains on deck to really puzzle this one through and figure out how to do it. So when we need to be really democratic we are, but when it needs to be more autocratic, like "hey, this is a decision, let's just do it." ... Quite often, we just want the administrators to just make a decision. Tell us what to do and we'll implement it. You know, don't ask us. Don't send out an email and copy 20 other offices on it to come to this consensus decision... And then we find that a lot of these upper management won't make a decision. They'll say, "Well, if it's OK with her and her and her, then it's OK with me." And no one will say yes, just do it. So we experience that kind of frustration a lot. Where we're not qualified to make those decisions. It's not really our call to make. One of the administrators needs to make it, but they won't, for whatever reason. We encounter that sometimes (interview, 1/28/11).

Most communication at that level came in the form of mass emails or meetings. Almost everyone at College N made reference to a regular communication from the President.

Morgan's comment was a little more in-depth than most:

There's a Monday morning briefing... It seems to be mostly, I don't know... There's PR type stuff, sports stuff – Go Team! Come out and see the play. I would be mad if I worked at a college and some really cool play happened that I wanted to see and I realized I didn't know about it, 'Why didn't anyone say anything?' I'm glad that that's in there. It's just kind of light. I don't know. I read it every Monday, so I guess I should have a better opinion about it. I actually do read it every Monday. I have coworkers that are like, "What, I never read my email. That's in there?" (interview, 1/28/11).

While email communication does reach both campuses, there appeared to still be a concern that information was not necessarily getting to individuals at a satellite campus.

At College S, the President does not send out emails as frequently. Most of his communiqués have been tied to the budget. However, the school does have a weekly newsletter that gets emailed out from the Public Information Office. In addition, they have agendas, surveys, meeting minutes, and discussions sent regularly through email.

Chris made an interesting comment about email communication:

There's absolutely potential for better communication, and there's potential for more participation and awareness. I know recently an administrator said something like, "If you have your eyes open, you'll see it." The information is out there, kind of thing. I don't completely agree with that, but there is some truth to it. I think a lot of people hit delete and don't read all of the emails. But it's a hard thing because it's informational overload (interview, 1/24/11).

Lee/Leigh made a similarly interesting comment:

In any organization there will be people who will insist that they never knew anything when they failed to do their own homework. I just think that's too bad. So, yes I think we try sometimes, and I think we do a very good job sometimes. And no, sometimes we don't get the word out at all. But electronic means have made it possible to get the information if you're willing to go after it. So part of the question is, is it always the college administration's responsibility to hand you everything or do you have some responsibility to look for it? (interview, 2/9/11).

In regards to meetings, most individuals at both campuses felt there were enough meetings about enough topics. Many administrators made comments about having to go to so many meetings. Taylor commented, "I hear my supervisor complain about so many meetings. She barely has any time to be in the office and help us and support us because she's at so many meetings" (interview, 1/28/11). Much of this is probably tied to the shared governance model. While most participants felt that shared governance was a

positive opportunity for their college, there were some concerns addressed. The following comments are representative of interview responses:

And so the fact that here everybody has input and a say into something helps us in the long run. It frustrates the heck out of people when it can take a year or two years to get a decision made about something (Sam, interview, 1/26/11).

They developed a shared governance model where no decisions could be made unless each constituents group was represented and everybody had equal seating at the table. And that included the students. So it actually made it very hard, at times, to make decisions because students wouldn't attend the shared governance meeting. Right now, in fact, there's an email about changing some of it. I could see that in the past that it was necessary, and that's the reason, in the past, you would find administrators at every committee meeting on campus. They would constantly meet, including the department chairs meeting. And this new president, when he first went to the first department chairs meeting was like, "Wow, I wasn't expecting a group this big" (Corey/Cori, interview, 3/7/11).

A general consensus existed that opportunities were available to sit on committees per the shared governance construct, yet often the same people were involved in those committees. Kelly states this clearly, "There's a group of classified staff who are always the ones to step forward and volunteer and get involved" (interview, 1/28/11). This reaction may have to do with the location of meetings and the timing of them. Here are two representative comments that address these concerns:

Classified can serve on committees. Being here makes it extremely difficult because almost all of the committees are at the other campus. So when you add travel time, it just doesn't happen. And I don't know about the effectiveness of any of the committees (Gene/Jean, interview, 3/8/11).

I think that's an ongoing struggle because there are some people whose jobs make it really, really hard to go serve on a committee. The Student Services jobs are always the ones that are used as examples – if your job is to sit behind the counter in admissions and records and serve students, it impacts a lot of other people if you say, 'It's 1:00 on a Wednesday and I have to run off to this meeting for two hours.' So somebody else has to cover for you... Some people have chosen not to be as involved as other

people because their job makes it hard for them to do that (Sam, interview, 1/26/11).

A few others, like Morgan, felt that some of the committees were not considered important or effective. He/she said, “At the budget committee here, I feel like we’d just come in, we couldn’t get any hard facts, and we’d just kind of feel like, ‘Okay, you’re just going to do what you’re going to do anyway.’... So I felt like on the budget committee here, ultimately there was really no power. There was little point in being there” (interview, 1/28/11). In addition to regular committees, both schools seemed to also offer public community forums to discuss “hot topics.” College N held forums to discuss the bond issue and facility improvement and development, and hiring the new President. Taylor talked about the process:

The search firm and the search committee narrowed the search down to five candidates and those five candidates each had a day that they came and spoke to the whole community, including any stakeholders, including residents around the campus. Everyone got the chance to meet all five candidates. Now not everyone went to all five meetings, but the chance was given and it was very publicized and it was very obvious... And the amazing thing is that the one everyone liked, including the faculty, was the one that was chosen. So actually it was very heartening for a lot of people (interview, 1/28/11).

Similarly at College S, there were open forums to discuss the budget, master plan, and hiring the current President. These forums were occasionally mentioned as additional opportunities to disperse information and gather feedback.

One of the interview questions asked employees to discuss the decision making process of large organizational changes. For the most part, the comments aligned. However, the researcher noticed that not everyone had the same understanding of how the process worked.

I think the biggest, sometimes misunderstanding by employees is, what is the president's decision vs. what direction the president has been given by the board, and that's why they are implementing something. And there are a lot of people on campus that criticize the former superintendent for the whole emphasis on arts. I happen to know that was the direction of the board had given that person, so she was carrying out what she was asked to do. But I think that's where sometimes a lot of employees don't understand how much is the board's direction vs. how much the president's own personal goals or agendas (Sam, interview, 1/26/11).

The following comments indicated a breakdown in the communication process. One staff member said, "She doesn't seem to understand procedures and policies, and how they can ease stress for staff and students when administered clearly" (Kelly, interview, 1/28/11).

Another comment was:

Often a lot of classified staff have said to me that they feel things have been thrust upon them and they would have liked to have been involved in the conversation prior [to a change]... That they would have had more expertise on a subject because they are dealing with either the frontline or the more specifics of the situation, or a project – that they felt they would have had more to offer that would have made something better... I think more really needs to happen at the departmental level. I think there's only so much information coming from the top that can get through (Chris, interview, 1/24/11).

What appeared to be fairly universal across the board was regular administrator interaction with the President and little to no interaction with the Board. How much a classified staff member interacted with the President differed, depending on the individual and the President. Often, it required delving into interactions with previous Presidents, since neither the President at College S nor the President at College N had been in office on these campuses for a long period of time. For instance, Alex said:

[One President] actually made himself present and seemed to know who everybody was. To me, that's totally amazing. But, you know, the college was probably smaller then too. A little smaller. And when you've been around for ten years, you tend to know people. People tend to stick around at [College S]. So, I can see that he would know people. But he was

extremely friendly and very down to earth, and just had that warm attitude. That warm, welcoming part of him, just part of his personality (interview, 1/15/11).

Sometimes participants felt comfortable enough to make a comment about the current President. Taylor stated: “The brand new president seems very, very, very open and very, very, very transparent. And he said he was, and so far he has been” (interview, 1/28/11).

What was interesting were a significant number of comments about communication that stemmed from negative interactions/relationships with faculty versus staff and/or administration in general. For instance:

So whether that power is either real or perceived, it’s probably behind some of the unrest. I think, for instance, if you’re on a committee and there’s a Vice President and a secretary that maybe serves that VP on the same committee, there’s an inequity in the power structure there, and that secretary is probably not going to say as honestly some of the things that they might feel with their boss in the room at the table. And I think there is a perception among classified that they’re often over-looked, or over-voted, or... they get a place at the table, but is their voice as loud? That’s what I hear (Shawn/Sean, interview, 2/7/11).

There’s definitely more support for the faculty in general, and especially the full time permanent faculty. There’s a lot more part-time faculty then there used to be. As far as other classified staff that work in other areas, it kind of depends on who you are and who your supervisor is and, based on those two things, you may or may not get more or less assistance. I guess I feel very much left to fend for myself in all ways (Kelly, interview, 1/28/11).

Most of the time this concern stemmed from labor union relationships. Kelly said, “They’re thinking about pleasing the faculty because the faculty are a more powerful union. They are a much more powerful union and they’re more loud than us. We don’t get that loud” (interview, 1/28/11). Labor unions are representatives of workers in various industries. The most prominent unions are among public sector employees, such as teachers. Activity by labor unions in the U.S. today centers on collective bargaining over

wages, benefits, and working conditions for their membership and on representing their members if management attempts to violate contract provisions. At College S, only individuals within facilities are members of union groups, while at College N, almost everyone was part of a union group. Here are representative comments:

I think [College S] is very lucky that we don't have that union environment here, and I'm very happy that we don't. I think that the input here is valued. It's taken seriously. It's respected. It's become such a part of the culture, the organization. I think it helps change occur in context. I don't think there's change for the sake of change, everybody comes to a consensus. Everybody has input, and most people – of course they're not going to make everybody happy all the time, but usually there's a consensus. I hate to sound trite, but when the tribe has spoken, you know, there seems to be a greater acceptance of any change effort as a result of that collegial governance (Aaron/Erin, interview, 2/2/11).

The relations between the faculty union and the administration are very rancorous and have been for a long time, and so that's really the big defining point of union administration relations. Our unions, CSEA also has, I would say a somewhat contentious relationship with the administration, but it's not as contentious as the faculty union. And so the classified staff union and the faculty union are supposed to be buddies, but sometimes I understand that my union has some gripes about the faculty union taking all the fire, taking all the money, taking all the... you know. Making all the demands, and we feel like we get left in the dust (Taylor, interview, 1/28/11).

To have successful organizational change, the literature called for a constant evaluation and adjustment process (Bolman & Deal, 1991; Evans, 1996; Kotter, 1996).

There were some comments about the evaluation process during organizational change at College S and College N. One of the important components of successful change occurred during the evaluation process before, during, and after the change. Casey stated, "The institution planning department, research department, they do a survey every year of all of the members of the committees to find out how that particular committee is

working. Overwhelmingly the feedback is coming back that it's working very well" (interview, 3/8/11). Some other statements were:

From our survey results, we were making progress and doing better in terms of morale and trust, compared to before - "before" means many years ago. The results say we're getting better. My staff tell me that the prior years were terrible, and now, the last President did a great job... Our new President has only been here since December, so he's still too new to say he won't have any changes; he probably will down the road (Cameron, interview, 3/7/11).

That's one of the criticisms of the accreditation team with our budgeting and planning processes. Do you have a documented way to evaluate the effectiveness of something? Is it continuous process improvement, or is it just make a change and live with it? I'm not sure that we're really good about that kind of real formal evaluation once the changes have been implemented (Sam, interview, 1/26/11).

From interview responses, comments appear to be inconsistent and imply a need for a formal evaluation process. Without continuous discussion before, during, and after the change process, there is not a formal way to determine the success of a large-scale, planned change.

Trust during change. Trust in organization refers to employees' confidence that the organization will act to the benefit of the employees. Trust in supervisor or interpersonal trust, refers to employees' confidence that the supervisor will act in their benefit, or at least, not to their detriment. Behaviors associated with trust include integrity, loyalty, availability, consistency, competence, openness, discreetness, and fairness (Deluga, 1994). In both definitions, trust addresses the level to which employees are willing and able to allow themselves to become vulnerable to the actions of another person or organization over which they has no control (Tan & Tan, 2000). Similarly to support and communication, many participants had positive things to say about trust

within their organization. For some individuals, trust was discussed in terms of their direct relationships. Chris said, “I’m not micromanaged, so there’s a lot of free reign and trust to accomplish... and I’m given the chance to organize my own time and prioritize” (interview, 1/24/11). Taylor had a similar feeling, stating “I’ve been very fortunate during my entire time at [College N], that my immediate supervisor was someone I really liked and respected” (interview, 1/28/11). As these examples and others demonstrate, trust in one’s supervisor tended to be relatively positive. Supervisors also felt that they were trusted by their employees, as demonstrated by sharing, work or personal relationships, or survey responses. For others, trust was discussed in a broader sense of the administration or the school:

Sometimes what I feel is best for me is not what's best for the school or the department, and sometimes what's best for the department might be more inconvenient towards me, such as scheduling hours or something like that. It's something that needs to be accepted or reviewed. For what's best for the school, at [College S], I think it's an outstanding point. I think, in the final outcome of all these committee meeting and decisions that are made, I really do think that College S has a great record for doing what's best for the school (Jamie, interview, 2/8/11).

With that one president who created quite a bit of turmoil, or chaos, as they like to say, we saw a lot of change. Subsequent to that, there was a complete reorganization of the governance structure, and with that came a completely new way to do program review and a completely new way to ask for funds to get rooms built or new programs. Within I would say, the last four years, those things have turned around two or three times, whereas they didn’t change for ten years before that. So there’s been a lot of recent major institutional change. That’s kept everybody really on their toes and created some unrest and mistrust (Shawn/Sean, interview, 2/7/11).

Aaron/Erin provided a reason for his/her trust:

I think our collegial governance system has a lot to do with the way I feel about [trust]. I’ve worked in union environments where there is collective bargaining agreements and there are very defined rules. Job descriptions are very defined and people are very divided. I think when you a union

environment, you go from begin collegial to more transactional, and we enjoy a more inclusive environment. So I think just the structure of our shared governance, and how, if you want to participate in committee, if you simply want to attend committee meetings, if you want to attend classified senate – everything is out in the open (interview, 2/2/11).

While the reasoning was quite different, here were a couple of other examples why an individual trusted those working directly with each other:

They'll tell me things. You know, they'll confide in me their concerns. At some point people were concerned about layoffs... They'll also share their frustrations about perceived injustices that they have. So I don't think they would confide in me if they did not trust me. I don't tend to confide in people I don't trust (Shawn/Sean, interview, 2/7/11).

She is very open and she is very caring. That's apparent. She will look you in the eye. She'll sit you down if there is something that is not right. She is just very much upfront. And I have been fortunate that all of my supervisors, have been extremely upfront. Interestingly, they have all been extremely powerful women. All of my supervisors have been very strong women, and just amazing. I am in awe of all of them. They are mothers, they do everything. It's just amazing. So yes, I had some really good ones (Gene/Jean, interview, 3/8/11).

Trust actually appeared to be more prevalent than expected with so much change occurring at both schools.

Financial Interview Data Findings

In order to analyze Research Question 4: What are the perceptions of large-scale organizational change driven by financial crises among classified staff and administrators?, it is important to provide more context into the specific financial situation the two community college districts are in. Currently, only three California community college districts are basic aid funded. This means that although they are hit during a financial crisis as is occurring throughout the state, basic aid districts are more affected by property taxes. According to one of the interviewees, Proposition 13 was the first major financial crisis in recent history. The Savings and Loan crisis in the early 90s

also affected the basic aid districts. And most recently, the enormous decline in property taxes has caused these three institutions to make big decisions affecting their organizations. All three financial situations have hit the basic aid districts severely.

There were some concerns about layoffs. There were some positions that were eliminated and not refilled, and there were concerns about revenue with property taxes being re-evaluated. Revenue is based mostly on property taxes. And so, during the monetary crisis, because of the savings and loans, everybody was hurting, but [College S] seemed to have not been hurting as much compared to the rest of State of California. I think that it's because we had the foresight to build a prudent reserve, and we did have to dip into that. But we planned to recover from that, and I think we have recovered from that. Today, again, is another iffy time as far as budgeting goes (Jamie, interview, 2/8/11).

The situation we're in, for the rest of the apportionment districts, the three of us – this is the worst thing by far that has happened since when Prop 13 came in. Prop 13 is the one that changed the way property taxes were treated in the first place, and instantaneously reduced community college funding by as much as half... But this is by far the most dramatic situation that has happened since Prop 13. This makes the early 90s look like nothing. So, those of us that have been around for a while remember the early 90s, what we had to do back then, but that's not the conversation. The conversation is now that this is unprecedented, and every institution is taking very dramatic steps to deal with it (Pat, interview, 1/27/11).

Pat continued describing their situation, “The huge reduction in property tax is going from a high of say 15% year to year increase in revenue to actually a decrease in revenue really wrought changes” (interview, 1/27/11).

Casey talked about another factor that he/she feels may have affected the basic aid colleges:

The next time I recall there being a big financial issue is when they initiated enrollment fees for the first time... Bringing in the fees, itself, created further reduction because students had to pay fees for the first time. Some colleges saw a drop in the students... They had locked in the growth rate to, I think, 1%... I did an analysis that showed the Chancellor's office that if at that 1% growth, it would take us over 20 years to get back up to the revenue we had before fees were initiated. No matter how much growth we had, we could only get paid 1%... And they

changed the system in Sacramento as a direct result of that report I did to the State Chancellor's office. They changed it to where if you have a reduction in one year they'd give you three years to recover... But after that, if you didn't grow back into that, it dropped off forever. And that was the reason these colleges were hurting when they implemented the fees and many of them had a precipitous drop in student enrollment (interview, 3/8/11).

Based on these financial concerns, employees have realized that they either already have or will have to make adjustments and accommodations for these cuts. For administrators, the discussion usually led to massive budget outlooks. According to Cameron, "Right now, I think our biggest challenge is the budget. The budget is going to be 1.2 million short" (interview, 3/7/11). Comments by other managers included:

I guess the thing that has probably affected me the most in the current fiscal situation is the way I use the limited discretionary money made available to the division. I have a discretionary account, and, in the past, I've been able to use it to do creative things and to encourage innovation. Now I'm just trying to shore up leaking budgets in departments. So, I'm not able to be creative as I was before. That's been the major effect of the fiscal situation on me (Lee/Leigh, interview, 2/9/11).

I think what [College S] does really well is innovate. Some new programs, and we had a process, the whole total cost of ownership process, to go give somebody some money to go try out a new idea – we just never discontinued doing that. And so when you no longer have those plentiful resources, you have to make some priority decisions. And maybe it's a good program and it serves some students, but if it's not really the best use of picking up \$100,000, this organization is just not really good at saying, "we can't afford it any more, we need to stop doing it." So those conversations, I think have been more frequent in the last couple of years because of the statewide budget situation (Sam, interview, 1/26/11).

We reduced summer classes by 50% this year... Expenses are going up, I don't care what people say about depressions. Inflation is still, in certain areas, taking place, particularly in the employee benefit area and medical areas. Inflation was still rapid last year. Our costs in that area went up 16%. This year it's been more modest. Kaiser went up less than 1%, I think. HealthNet has still gone up another 15%. And there are other areas where we have not been able to contain the cost... And then we have certain programs, like the DSPNS program and the child development

program, which are supposed to be self-contained programs, they are running deficits. When they run deficits, the general fund has to pick it up (Casey, interview, 3/8/11).

Corey/Cori talked about moving money between departments and giving supplies out.

He/she also discussed the status of his/her budget:

We did budget scenarios last year and were asked to make a 10% cut of my budget. In the end, I think I lost 5%, but it was no big deal... But we're so lean anyway as it is... This president hasn't said anything yet. We're still running scenarios as to what might happen, short of cutting administrators... You have to be very conscientious of what you're spending money on... What you could get in the past is not necessarily possible anymore (interview, 3/7/11).

Chris talked about conversations he/she had with both classified staff members and administrators regarding actions that might occur: "Discussing things like potential voluntary work load reduction, potential of freezing classification reviews, the not automatic back filling, and how those positions are handled. It's very hard for me to pin one thing down, because it really is a whole bunch of things" (interview, 1/24/11).

Similarly, Aaron/Erin said, "We've identified some areas that we could do cost reduction in, and we've implemented some. They're very small changes. They're relatively minor" (interview, 2/2/11). However, for most classified staff, the comments tended to be more personal.

In approximately 1998, we actually had an equity study and I actually got an upgrade at that point in time, a financial upgrade. So that tells me that we were in better shape than we are now because we haven't gotten a raise in a long time... Three or four years, and then we didn't get a very large one. And it was a few years before that. We've gotten a couple of 1% off schedule (Kelly, interview, 1/28/11).

I have been offered an early retirement package and I know several people who have accepted that idea. And having accepted that idea, looking around to see how the vacancies were dealt with, I can see that some positions were replaced, some duties re-assigned, were given to other

people, and some departments have moved people around to cover the daily duties (Jamie, 2/8/11).

Finally, the researcher wanted to determine what types of changes could be considered financially driven. For instance, the bond was often mentioned as a major change, but typically wasn't tied into the financial conversation. However, the bond is a response to building constraints that cannot be handled without additional funds. In this paper, the bond will be considered a financial issue. According to Leslie:

We have not had the resources or the staff to keep the facilities in good operating condition. You have to make sense of that though in that our newest building was 1970, so we have older buildings that are harder to maintain. But there finally was a realization that we weren't going anywhere. We were going to have to do something about that, and they had a pretty good survey done of the buildings by an outside architectural firm that said, "Hey, here's what some of the general problems are." The findings were presented to the community and we were able to sell, not by a large margin, I think it was 66.5% vote, but we were able to sell the bond to the community. I've said a few times that one of the reasons we needed it was the inability to keep up with the maintaining of the facilities (interview, 3/7/11).

Other possible organizational changes that are connected to the current financial crisis were how and where money was spent, such as travel, new hires, reassignment of staff, retirement packages, and salary raises:

The discretionary budgets within each division have been really impacted. Because those budgets are discretionary – you'd think that would mean that you could pay for the things that division wants to do. Now more of those funds are going into basic operating, day to day stuff... More and more of my budget has been encumbered with buying new furniture, things that are more operational... I have to be careful to count my money now. On those types of things, the money that I control, I'm directly involved with. The other things that happen institutionally, it trickles down, and we're just told that there's no money to hire this type of [student] worker (Shawn/Sean, interview, 2/7/11).

The restructuring of multiple departments. I think that's been sort of a big new one... especially taking into consideration retirees and how we then

deal with those positions, and taking those gaps as opportunities to reorganize. So a large one that just happened was with facilities. Another large one was AIS, IT department. And then there have been some smaller ones (Chris, interview, 1/24/11).

One administrator made mention of cuts and new criteria on how to determine how to best assign monies that were available:

The kinds of restructuring, the reassignments of people, have come primarily because of budget constraints. Where we just have a finite set of resources and we want to spend it the best possible way. The other thing that I think comes into play is if we are spending money on something we like doing and it's employing some people, but it's not leading to student success. That's a new conversation that has just started in the last couple of months... And I think that starts to be a new filter, or a new criteria, upon which we judge whether we are spending money in appropriate places. If it's contributing to a student's success and we can demonstrate that, then we should keep doing it. If it's not, we should think about whether or not that's the best use of money. But I think again, it all goes back to those dwindling resources (Sam, interview, 1/26/11).

Financial Interview Data Analysis

The next section of this chapter will address how classified staff and administrators perceived support, communication, and trust during organizational change resulting from financial influences.

Support during financial crisis. Similar to the third research question, support includes emotional and intellectual help towards an employee, such as resources, time, additional people, money, materials, and/or equipment. Some of the comments about positive support during financial crisis included:

The superintendent/president made it very clear that we were going to protect full time positions last year. Nobody was laid off. We did replace our faculty positions. We did put a moratorium on growth hire of faculty. We did grow the classified staff (Pat, interview, 1/27/11).

You know – we've been very lucky... “Oh, you know they might have to cut some of these positions. The categorical programs are going to be

threatened.” We hear that a lot. Something that happens with Cal Works. But as far as our own positions in our office, we’ve been very lucky that those have not been threatened yet. I say yet because they could be. We could lose Basic Aid, which I think would change everything... I feel, personally, just tremendously lucky to be working and to have this stable job at this time (Taylor, interview, 1/28/11).

Although the following comments were not necessarily about positive support, they did include some agreements that appropriate decisions were made by administrators and the college:

I think that the decisions in terms of the no layoffs and the no COLA, and all the decisions that were made last year, were very good and I think they made them in a way that classified could understand why and what they were doing, in terms of what was going on around us everywhere else (Chris, interview, 1/24/11).

I’ve seen the budget proposals from my department as they are put forth to the Budget Planning Committee, and the idea of prioritizing some of these line items as they go to committee has confused me at times and disappointed me at times. But, in the long run, I think everybody makes the right decision for the good of the college (Jamie, interview, 2/8/11).

Certain travel, certain training has been curtailed a bit, but we’ve been focusing on things that are directly related to job performance. And so I think the realignment hasn’t had a very negative or severe impact on our operations, or me as an employee. I get the sense from the other people I work with that they feel the same way (Aaron/Erin, interview, 2/2/11).

And as most would expect, there were some negative comments about what the financial constraints were for employees. A few of the comments pertained to more work for less money and support.

Certainly, we do not get more money for taking on more work, “increased workload is not a basis for a raise”, or even more responsibility. The typical move is to show you that the job is already in your job description. From the way HR reads my job description, I could be running the department. There is no verbal, monetary, additional people, or professional development offered. There is never enough funding for us. Only enough funding to continue to give the faculty raises. We have to do everything ourselves. We can’t expect help from anybody else (Kelly, interview, 1/28/11).

Some of the negative comments stemmed from people retiring or being let go and no one replacing them. These empty positions resulted in job duties that had to be picked up by existing employees. Some of the other negative comments were the result of job duties inherently shifting and changing to fit a new culture and generation of student. In a couple of cases, the financial environment did not allow for raises for many years, and as such, the salaries did not rise at the same rate as cost of living.

I think I experienced mild change in my daily duties as far as responsibilities and requirements is concerned. I don't feel like my workload has increased to the point that I am overloaded; I don't think anybody's has. I think we just trimmed the fat and became more sufficient, more streamlined, cost-effective organization (Jamie, interview, 2/8/11).

They did an equity study that said I should be paid 25% more money. The money doesn't seem to ever show up. It's been years. I'm starting to tell the union – they say they don't have money, can we get more vacation time, or something. Because they asked us to give up some medical benefits to save them money, and it's like, let's see if they can offer some non-cash thing that they can give us. I feel like they didn't really have the support of providing the money that you need to live in an area like this (Morgan, interview, 1/28/11).

One administrator provided a perspective about how new employees versus those who had only worked at College S were handling the financial situation:

I do think there are a lot of people who have only worked at [College S]. If you talk about a faculty member who has only taught here and they've been here for 30 years - when you talk about financial decisions, in some ways I have often thought that they don't know how good they have it. They don't have any other experience to compare it to, and know that they have more input, more information, better benefits, better salaries – what are you complaining about? But I hear that a lot of times from people who get hired from the private sector or, let's say a tenured faculty member who comes to us from another college, and they come in here and go, “oh my goodness – look how good you have it, what are these people complaining about?” That really, I think, has been one of the biggest organizational challenges that we've had (Sam, interview, 1/26/11).

Communication during financial crisis. At both College S and College N, questions about communication, even during financial crisis, tended to evoke positive comments from staff and administrators.

I don't feel that decisions are being made by someone doing something in a secretive or top-down fashion. I understand when a decision gets handed down, there is sound reasoning behind it. I guess when you sit in the President's Cabinet you hear a lot, and when you go to the board meetings, you know how stretched we are and that we are looking for ways to cut. So I never feel like it's a big mystery as to why that decision is made (Shawn/Sean, interview, 2/7/11).

From what I can see, from my perspective, all the decisions that they're making, the buildings they are tearing down really should be torn down. They really do need to be replaced by new ones. It seems like this process, for whatever reason, requires enough transparency that they can't get away with anything... Other entities had plenty of time to comment and then those comments were responded to and things were explained. I think they went about it more or less the right way (Taylor, interview, 1/28/11).

Last year, when the categorical programs at [College S] were cut severely by a cutback in state funding, we did not have money for categorical program staff members to purchase supplies, to travel, to go to any staff development opportunities. There simply was no money. So, we had a discussion... We eventually reached consensus that everyone in other programs, besides categorical programs, would tax themselves a certain amount of money based on their ability to do so. And we put together a fund that totaled \$18,000 to come to the assistance of the categorical program staff members so they could do some travel, so they could attend some development opportunities, and so they could purchase supplies. That decision was discussed, vetted in the group and implemented (Lee/Leigh, interview, 2/9/11).

Many times the positive communication seemed to be attributed to the President being open to change:

I think the President is doing a really good job of trying to inform us of what could possibly change and what is changing. I mean, they're holding these [financial] workshops for classified staff and faculty. I think they're doing a wonderful job. You know, nothing goes as planned. So I think they're trying to warn us and give us as much insight as they have (Alex, interview, 1/15/11).

I think the kind of support that the college provides is mostly in the realm of information. Last year when some decisions had to be made about cutting money out of the budget, there was a lot of information that the President shared with employees of the college to help them better understand why the cuts were necessary, and a lot of collective input was sought and received by the administration before they made those decisions (Sam, interview, 1/26/11).

One administrator made an interesting comment about the comparison between how communication was handled in the 90s and how it is currently being handled:

I think we have been very, very transparent about what the budget is. I do not think it was as transparent in the mid 90's. I think people still suspected that there were pockets of money being hidden somewhere. I do not think people suspect that now. I think it is out on the table. So the difference is, I think it is being handled in a much more open and transparent way. And there is an idea out there that everybody ought to take part of the responsibility for resolving this problem. Not just lay it at the door of the people we are going to lay off. Or lay it at the door of one division (Lee/Leigh, interview, 2/9/11).

Although communication has been presented in a positive light, there are those who admitted that certain decisions might have been at the top, only to filter down as directives.

We talk about what's going on with the institution in the executive management team, but we're always in dialog with the budget and planning council, with the comprehensive master plan committee, with the academic senate, with the classified senate. None of this happens in a vacuum. There are times when the President has to make the final decision. I don't consider that top down if we've all had a chance to chew on it. I don't think top down works here. I think the previous President of the institution, whose style was top down, proved that at [College S], within this culture, top down is not going to work. I think we are more participative than most institutions (Lee/Leigh, interview, 2/9/11).

Each decision, I think, has been given direction as to where we need to take a look at reducing some items... My perception and understanding is that it was communicated down to the director – “We’re going to have to identify some areas for budget reduction.” ... We were able to come together and decide that we’re going to stick to basics and any extraneous

things are probably going to fall by the wayside for the time being. I think everybody was good with that (Aaron/Erin, interview, 2/2/11).

There are others who felt that decisions were made at the top administrative levels, but felt that there should have been some more consultation or avenues for feedback:

I feel it has been pretty top down on the finance thing. The decisions are pretty much made at the top levels. Obviously the top level. I assume that Administrative Vice-President was consulting the President, maybe he wasn't. I assume that they talked to the board. Even as a person on the budget committee, I really felt that it was handed to us – here's what we're doing. So it was very top down (Morgan, interview, 1/28/11).

Both Taylor and Gene/Jean made some comments about how the bond/modernization communication was handled. For both individuals, they had mixed feelings about the process. They both tended to be impressed with the open forums and initial discussions, only to later be disappointed in the communication:

It was presented as, "We're having a new space," "What do you need?" "What do you want?" "What do you have to have?" So expectations were set high and the reality was not that at all! At the point where that was actually presented, we're shockingly close to when we were actually moving in. There wasn't transparency there, no matter how many communications. And I don't know where that change happened. I don't know what level up; I know it was up, but I don't know where, you know, president, board, modernization director, I mean it just did not happen... It just was totally not what was expected. And for as many people that I know personally as classified staff, to be so incredibly shocked, I'm thinking there was a communication problem (Gene/Jean, interview, 3/8/11).

From administration, the perception of communication was different:

The administration tries very hard to give them all the details on whether its raises or funding for projects or the overall budget, and increasingly the financial officers have done a more thorough job of explaining it. Some of the faculty just won't hear it. But they're not hiding any numbers. It's all public. They may not like the way they're spending, but the board has been reasonable for the most part, and coming back and saying, "Ok, we don't really think this is a good idea, can we do it some other way?" And then we'll hear back (Leslie, interview, 3/7/11).

Trust during financial crisis. Unfortunately, when it comes to money, trust was often perceived in a negative light. While it may have been based on events occurring many years ago, a couple individuals felt that the aftereffects were still being worked through:

Since I've been at [College S], probably the most significant organizational change was laying off staff and faculty, something the college, to my knowledge, had never done. And this was 1994, 1995 when we had some serious fiscal downturn. In order to balance the budget we had to either reduce salaries or lay people off. I was somewhat distressed to find that faculty members were willing to say goodbye to their colleagues rather than cut their salaries, and the same was true of classified employees... Last hired, first laid off. So, if you'd been here a while, I suppose you felt safe, and, let the other people go. I think that was hard for the institution, a place that had never gone through that before, and I think we made some very bad decisions (Lee/Leigh, interview, 2/9/11).

They did a golden handshake, I don't know who coordinated it, but the wording was wrong and some stuff happened. The way it came out, if a faculty retired out of a department that they were going to be replaced by a full time faculty. That became part of the agreement... And so what ended up happening is that they didn't rehire full time people, and the faculty filed whatever it is, the grievance, and it went to lawsuits. The district ended up having to pay back about \$1.5 million to people. And so everybody was like, never again... It was my understanding, this was paid out 2-3 years ago, and that was something that had happened like 7-10 years ago. So nobody is even close to even wanting to talk about a golden handshake. Would it be beneficial, heck yeah. Do I foresee something coming? Probably not in another two years, which we'll be over the hump by then (Corey/Cori, interview, 3/7/11).

Some of the negative trust comments referenced more recent decisions and actions:

At one point, a couple of years ago, more than 50% of the faculty were untenured – they were here for less than four years. So we have very, very little turnover – I mean astoundingly low turnover... When you have such longevity of staff and then... the last time the early retirement was offered in 2004, we had a number of people that retired. So between '04 and probably '08, you had a time when we were adding new faculty. And suddenly you look around and go, more than half of the people have been here less than 4 years, and it really created... I don't think it necessarily

created an “us vs. them” environment, but you now have a lot of people without that long institutional history. And some of the old timers were then out trumpeting, “Why are things changing?” (Sam, interview, 1/26/11)

Historically, this place has never laid off anybody. And again, I'm talking classified, they were given a reclassification study. But even as the reclassification study was going on, I knew as one person that there was no money there to do anything with it. And we've done that here. We've built people's hopes and then we've finished the study and nothing is done. So there's a little distrust there (Corey/Cori, interview, 3/7/11).

In a couple of the interviews, participants mentioned that they felt the administrators were looking out for either the students or the organization as a whole. Furthermore, they stated that occasionally that meant the individual was put second, third, or even lower. As a result, the individual did not necessarily trust the administration or school to protect their best interests:

I think there is a way of looking at the bottom line. So they might be doing what's right for the school in terms of budget, in terms of resources, or this/that, but sometimes at the expense of individuals (Chris, interview, 1/24/11).

And there were several individuals who did feel they trusted the college:

I'm pretty thankful that we have the system that we do have. We do have the collegiality and the shared governance. I think we're better positioned to face a lot of change, face a lot of difficult decisions when we have this structure, when we have this culture, as opposed to other organizations that are going through much worse financial situations than we are, and they don't have that culture or structure. I think we're pretty well off (Aaron/Erin, interview, 2/2/11).

I think the President is very forthright. He listens. He takes into account what he hears and then he is not afraid to make a tough decision by himself... I feel he's very transparent. I don't feel like he's pulling the wool over anybody's eyes. I trust him implicitly. So I think when he is informed by the VP of Finance and they have to make cuts, he puts out his newsletter, he does his best to keep us all informed about his decisions, and about the reasons why he made those decisions (Shawn/Sean, interview, 2/7/11).

Although some were wavering about how much they trusted decisions, when pressed, some individuals were willing to say they did:

I will say this – when we had budget troubles, the president said they weren't firing anybody. Which means that some part timers got less time. Some classes were cancelled. That means no staff people were fired. I remember thinking, "Wait a minute, staff people aren't going to get fired and some part time instructors..." Like what the school is all about – some classes are going to go away. I felt supported there. I felt like that was what was best for me. I'm not sure if that was the decision I would make if I was in their position. I think generally, if you have to say do you trust them, or don't you trust them – I trust them. I think they are really, sincerely trying to do the right thing. I think they're sincerely trying to do a good job. I think they have pride in their work. I think they're really trying to do what's right. And it's hard for me to judge from where I am, not seeing what all of their responsibilities are. Because ultimately they have to satisfy the President, they have to satisfy the Board, they have to satisfy the tax payers. So I don't have that giant picture, but I think I do trust them (Morgan, interview, 1/28/11).

And still others remained uncertain. For instance, Kelly said: "It actually started when we shifted to Basic Aid. I think it put everyone's values askew. Decisions were no longer made based on enrollments and income. And I can't figure out what the basis is for current decisions. Hopefully the new President will make some sense out of it" (interview, 1/28/11).

One of the most interesting aspects that emerged from the interviews was that some individuals were able to put into perspective the knowledge that organizational change was a difficult and stressful environment for employees and at the same time, they expressed a need for support, communication, and trust. Gene and Taylor represented that perspective in the following comments:

You know change is always hard, we understand that, but it doesn't have to be impossible. And you could really do a much better job; it's not hard to coordinate those things (Gene/Jean, interview, 3/8/11).

It's painful. It's a painful process for some people, but it is good. And all of these changes that I've seen start to happen as soon as I got there are all good. But from an institutional perspective, they're all painful to get from Point A to Point B. And I've been a part of other institutions, so I know that change is always painful for institutions. That's just how it is... But it really has seemed like [College N] has been in flux for a long time, and will continue to be for a little while too. Modernization, different programs coming in and changing. It really is constant change, but there's a lot of resistance to the change. It's very interesting... I think for the most part, once we see these new buildings up and they are beautiful, they're going to work, they're going to accommodate the place, they're going to serve the college for decades to come – it's a good thing. But, of course, the little steps along the way is fraught with all kinds of concerns and problems and things that people think are problems and people bring it up. It's a rocky process (Taylor, interview, 1/28/11).

The researcher was surprised that administrators did not also recognize this issue.

Summary

The qualitative data compiled from the surveys and interviews in this study provided insight into how California community college leaders can support, communicate, and maintain trust with classified staff members during times of organizational change. The survey data presented an overall background of how both classified staff and administrators viewed support, communication, and trust in general. The interview data added a richer and deeper description of the different phenomena facing classified staff members and administrators during organizational change, whether created by financial constraints or from broader forces. Though much of the data from the surveys was relatively positive, the more in-depth interviews showed specific areas of leadership strength or weakness during times of organizational change. The researcher presented the data in response to four research questions posed to study the implications of roles leaders could have during change processes. The following chapter details these

implications, as well as makes connections to the research literature. Recommendations for further research and actions are also presented in the final chapter.

CHAPTER V: DISCUSSION

Introduction

The purpose of this study was to examine the classified staff and administrator perceptions of support, communication, and trust during organizational change driven by financial and non-financial influences. Institutions of higher education are operating in a rapidly changing environment and have been doing so for the last few decades. Increasing governmental regulations, shifting demographics, growing competition, advancing technologies, and declining funds have all increased and have affected higher education. The ever growing body of research on organizational change can help us look at the strengths of processes used by administrators to ensure successful change within a community college district. Topics involving the current leadership practices of administrators, as well as change barriers were broached throughout this qualitative study.

Classified staff and administrators from two California community colleges were studied. Online surveys were distributed to both populations. Chosen from the completed surveys, a total of eight classified staff members (four from College S and four from College N) and eight administrators (four from College S and four from College N) were chosen for the semi-structured interviews. The data collected and analyzed throughout the study supported the following research questions:

1. What are community college classified staff perceptions of leadership support, communication, and trust?
2. What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff?

3. What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?
4. What are the perceptions of large-scale organizational change driven by financial crises among classified staff members and administrators?

Survey data were kept confidential and in many cases, anonymous. Interview participants were provided pseudonyms to maintain confidentiality. Survey data were analyzed using *SPSS* and interview data was hand-coded to determine support, communication, and trust themes, and further analyzed using *nVivo*. Additional sub-themes were found and will be discussed later in this chapter.

This chapter provided a summary of the findings, an interpretation of those findings, a connection to previous literature review, implications for professionals in the field of community college leadership, limitations of the study, and recommendations for further research.

Summary of Findings

This section briefly reviews the results from this study. In order to best display the findings, the results are displayed in terms of the four research questions. First, the survey data from the classified staff are used to review the components of the first research question. Next, the data from the administrators are used in regards to the second question. Finally, interview data from both classified staff and administrators are used to discuss organizational change. Research question three addresses change that is not financially motivated, while research question four addresses changes that were influenced by the current financial crisis.

Research Question 1: What are community college classified staff perceptions of leadership support, communication, and trust? This question was

primarily answered through the survey sent to all classified staff at both College S and College N. 80.33% of the classified staff survey questions had a mean score of 4.00-7.00. These responses were fairly positive, showing that classified staff felt supported, like they were communicated with, and they trusted their supervisor and the school.

Research Question 2: What are community college leaders' perceptions of the support, communication, and trust they offer their classified staff? This question, similar to research question 1, was answered through the survey responses.

Administrators responded even more positively than classified staff in regards to support, communication, and trust themes (98.33% of the administrator survey questions had a mean score of 4.00-7.00). Not only did administrators feel that they were supported by the college, communication was strong at the college, and they trusted their college, they felt that they were supportive of their classified staff, communicated information to their staff, and were trusted by them.

Research Question 3: What are the perceptions of large-scale organizational change (excluding financial) among classified staff members and administrators?

For many administrators, large organizational change was not described as occurring with much frequency. On the other hand, classified staff listed a number of different changes that have occurred over the last few years. For both classified staff members and administrators, organizational change was often not driven by financial reasons. Forces seemed to be: upper management turnover, including the President; accreditation committee demands; College N bond; technology; staff culture changes (old versus new); and Proposition 13 (historical change). There were some other reasons mentioned, but they were typically mentioned because they related specifically to that individual's job.

Research Question 4: What are the perceptions of large-scale organizational change driven by financial crises among classified staff members and administrators? Many classified staff did not feel budget issues were affecting their day-to-day operations. A few classified employees were concerned about lack of raises and cuts in health benefits, but most felt when compared to other public IHEs, they did not have as many concerns. Most administrators did not see the current budget issues as having a huge effect on the daily lives of their staff. This tended to be something that administrators felt they had to deal with when it came to their departmental budgets and large expenditures. Because both of these institutions were basic aid funded, the financial impact seemed to be even less disruptive for most individuals.

Interpretation of Findings

Survey Data Findings

Analysis of the survey data shows that classified staff members and administrators felt positively about support, communication, and trust, even during times of organizational change. That in itself was surprising since employees tend to experience increased stress, discomfort, and lowered trust during change. In addition, when comparing classified staff and leaders' perceptions of support, communication, and trust, some interesting findings arose.

Overall satisfaction. Although the survey questions did not place the questions within a context of organizational change, both organizations had been going through a number of larger changes. From financial constraints, to governance reorganization, to building development, changes had been a part of the organizational climate. Research states that perceptions of support (Ekvall, 1996; Fink & Brayman, 2006; Fullan, 2001;

Labianca, Gray, & Bass, 2000), communication (Bligh, 2006; Hurley, 2006; Newton, 2002), and trust (Bryk & Schneider, 2003; Marks & Mirvis, 1992; Tan & Tan, 2000; Tschannen-Moran & Hoy, 1998) are usually low during large organizational changes. However, at both institutions, for both classified staff members and administrators, the results showed that this was not the case. No survey question existed that as a group, classified staff or administrators ranked below a mean of three indicating that most classified staff felt that their supervisors take the time and energy to show classified staff that they are important and valued. For instance, the statement, “The college cares about my general satisfaction at work,” earned a mean of 5.63 from administrators, which was between somewhat agree and agree. In addition, none of the questions rated significantly high or low, nor had a large standard deviation, suggesting an overall satisfaction of support, communication, and trust within both groups and organizations. Finally, when analyzing themes, each was evenly dispersed across the results. Again, this demonstrates that neither support, communication, nor trust are felt more strongly than the other. This data suggests the following:

- Overall, classified staff members felt supported by their departments
- Overall, classified staff members felt that their supervisors communicated with them
- Overall, classified staff members trusted their peers and supervisor(s)
- Overall, administrators felt supported by their school
- Overall, administrators felt they supported their staff
- Overall, administrators felt that they communicated to their staff

- Overall, administrators felt that they trusted their staff and their staff trusted them

Comparison of classified staff and administrator responses. When survey results of classified staff were compared to the administrator survey results, some interesting findings were noticed. Overall means were higher for administrators than classified staff. In other words, overall administrator perceptions were more positive about support, communication, and trust than classified staff perceptions. This suggests two things:

1. Administrators felt more positively about how the school treated them as employees
2. Administrators felt they treated staff better than perhaps classified staff felt they were being treated.

It is worth noting that there were fewer administrators in general, and thus fewer administrators who completed to the survey. Therefore, each survey response by an administrator held more weight than a classified staff response.

Another interesting finding was that the same survey statements tended to be high and low for both classified staff and administrators, no matter their demographic. For relational survey questions such as “My department values my contribution to its well-being” and “The college values my contribution to its well-being,” both staff and administrators ranked this statement positively (#2 and #3 respectively). Similarly, on identical survey questions such as “In this college, employees say what they really mean,” both classified staff and administrators both ranked this statement low (#52 and #51 respectively). When the results were broken down by school, position, and whether

the individual worked directly with students, there was little difference between responses.

Disparate responses. One area that appeared to have significant contradictory data between groups were the statements about classified staff or administrators as a group. Classified staff members tended to rank statements about staff competency, support, communication, and trust more highly than administrators. Similarly, administrators ranked statements about their own competency, support, communication, and trust more highly than classified staff. For instance, “Classified staff in this school do their jobs well” was ranked #8 by classified staff and only #25 by administrators. And “Classified staff in this school can rely on the administration” was ranked #50 by staff and #24 by supervisors. These results suggest that individuals tended to perceive their own organizational group in a more positive manner. It should be noted that there were three statements that rated low for both classified staff and administrators. One of these statements, “The classified staff in this school have faith in the integrity of the administration” was ranked #54 for classified staff and #51 for administrators. Though the ranking was low, the overall mean from classified staff was 3.82 and 4.67 from administrators, suggesting that neither group felt that staff couldn’t trust administration.

The other area that had a large disparity between classified staff and administrator perceptions were the survey questions pertaining to decision-making. Administrators perceived that they provided opportunities for staff to help make decisions and they felt that staff offered their opinions. However, staff perceptions indicated that although they wanted to be involved in decisions, often they were not. There were six of these types of comparisons, and within each one, the response from administrators was different from

that of their staff. Here is a representative response: Administrators ranked “My staff offers their opinion about how work is assigned” at #7 and “As a supervisor, I ask for opinions about how work is assigned” at #11. However, classified staff ranked “I want my supervisor to ask for my opinion about how work gets assigned” at #18 and “My supervisor asks for my opinion about how work gets assigned” at #40. This demonstrated that although administrators felt that they were responding to staff desires, staff were not feeling that they were being consulted. This can cause tension in the work environment, especially if supervisors are vocal about saying they want the opinions of staff, but are not following through by having discussions or using their advice.

Interview Data Findings

Interview data was used to investigate the third and fourth research questions. The third research question asked the perceptions of large organizational change by classified staff members and administrators. The fourth research question asked the same question, yet in the context of financially driven changes. Analysis of the interview data showed that classified staff members and administrators felt relatively positively about support, communication, and trust, during times of organizational change. While responses by the interviewees were rarely in all or nothing statements, the responses were still surprisingly reflective of organizational satisfaction. What was most interesting were the lack of comments about the current financial situation resulting in high stress, high discomfort situations. Rather, participants listed other internal and external factors as more directly related to distrust, stress, and unhappiness.

Support. In this study, support comprised of a number of different methods: emotional help, information, time, or resources in the form of additional people, money,

materials, and/or equipment. All participants felt that there was at least some support offered for employees, whether in general or during a change process. Most employees spoke of support in a general context, discussing things like technology upgrades or training, mediation and other human resource offerings, flex time and time off, and opportunities to participate in meetings. Although individuals were not always discussing support items within the context of the budget crisis, many times there was a direct link. For instance, a couple of people spoke of the classification review process, which results in additional funding provided to an individual. Re-classing an employee is tied to the college's financial status and in some cases, the inability for the administration and union to agree on salary increases. Another example is the request of additional personnel or supplies. A handful of administrators discussed moving money around to try and allocate resources to struggling departments. Others talked about needing additional staff, but were unable to get it due to the lack of funding. And still others mentioned that they have had to readjust their budget multiple times in order to cover just the basic necessities. Whether it was community forums to discuss the state of the college's finances, or reductions in professional development opportunities, both classified staff members and administrators talked how the current financial situation resulted in more or less support for employees. Support was the area that most employees talked about being affected the most by the current budgetary issues.

Communication. Communication was discussed as something administrators and the schools did well. It was even discussed as one of the more common "support" methods College S and College N had for its employees. Collegiality, collaboration, and shared governance were all frequently mentioned as reasons why people felt

communication was so good across the organization. For some individuals, collegiality used to be stronger when the institution was smaller, employees tended to be employed at the institution for over ten years, and the institution of higher education (IHE) was more like a community and less like a business. For others, collegiality became stronger as shared governance was put into place and a broader representation of employee groups were involved in decision-making processes.

Although there was agreement that communication through a change process (before, during, and after) needed work, budget communication rated fairly high among most participants. Often communication was discussed as being available in mass, but there were two conflicting messages regarding this response:

1. While some participants felt that too much information was better than not enough information, many others felt that the overwhelming amount of communication resulted in people started ignoring pieces, not knowing where to find what they were looking for, or not the right information being provided.
2. Supervisors tended to feel that enough information was provided as a whole, and that a person shouldn't make an excuse for looking for it or not reading the many emails. Ignorance nor lack of time were not considered acceptable excuses and leaders tended not to allow for an adjustment to be made about the amount of communication to allow for more targeted messaging to occur.

One thing to note is that even though the overall feelings that communication was good across campus, many classified staff mentioned that there were always at least a couple of weak areas. Whether that was within one committee, certain issues (some of which

administrators specifically mentioned they couldn't discuss due to sensitivity issues), between campuses, within one department, or from one administrator passing information down to his/her managers or employees, there were ways for administrators to improve the lines of communication. Typically, these comments were not directly related to a specific organizational change, but to general communication.

Trust. There were many mixed responses about trust within both groups at both schools. Some participants felt that trust occurred within their specific direct employee/supervisor relationship, but not towards "administration" in general. Some felt that the school or department focused on the whole entity (this was sometimes translated to the student), but not necessarily looking out for them as individuals. Others felt that there was a lot of trust towards the president and the school, while others were still forming decisions based on new leadership. And still others felt that they did not have a lot of trust. Examples provided were:

- Not knowing what was being done within certain committees
- Not understanding why certain decisions were made and who was making them
- Administrators not following through with promises
- Whether certain departments were acting in the best interest of the employee.

Another reason for a lack of trust was due to tense relationships, such as between administration and union groups, classified staff and faculty (AB1725), and newer vs. older employees. What was noteworthy was that most participants trusted in certain people or areas, but not across the board. Therefore, trust never appeared to be absolute for one person.

Other internal and external change forces. Although the strains of the current financial situation were often recognized by both classified staff members and administrators, there were a number of other influences that were discussed as they pertained to organizational change. One factor, such as the College N bond, had a direct correlation between the budget and large changes. It was surprising that a few of the participants who mentioned the bond, considered it a separate issue from budget issues. Others large change forces, like directives from an accreditation committee and changes in upper management, did not any links to the economic state of the college. Additional non-funding related organizational changes that were mentioned were: conflicting relationships (administration vs. union, staff vs. faculty, and new vs. old employees); increases in student population; new technology; and a past school “scandal.” Interestingly, more than half of these items were changes that had occurred over five years ago, before the recent financial concerns hit.

Connecting Theory to Practice: Implications for Community College Leaders

This study provided information about classified staff and administrator perceptions of support, communication, and trust during organizational change. The data obtained connected to several areas of previous research. This section will expand upon the connections to organizational change theory and using transformational leadership to create a climate of support, communication, and trust.

Change Theory

Community colleges continue to be the fastest growing segment of American higher education. Today’s educational environment presents daunting challenges to community colleges, from the increase in distance education and corporate universities,

to the decrease in available state and federal funding. Change models seek to capture the cause and effect relationships underlying organizational change, as well as describe the stages involved in transitioning old to new practices.

Creating a climate for change. Leaders can initiate change, or it can be created by other circumstances. Lewin's change theory states that organizational change involves three major steps: unfreeze, change, and freeze. In order for large-scale change to be successful, the old way of things needs to be dissolved and no longer considered the way of doing business. Unfreezing is initiated by the removal of resistant forces that countermand change agents and developments. One way to accomplish this is through communication and readying people for the change. This allows a new process and procedure to be integrated into the organizational climate and become the new norm. While many agree with this basic analysis of the change process, there still tends to be a break-down in the inability of an organization to completely unfreeze previous practices. This either occurs because not everyone is on board, communication is not sufficient, or employees do not trust enough to move in the new direction. Kotter's model addresses these issues in more depth.

Kotter's change model followed the overall outline of Lewin's model, though he incorporated more steps to help leaders realize where they could support typical problem areas. Kotter's first three steps: create a sense of urgency, form a powerful guiding coalition, and create a vision for change, align with Lewin's first stage of unfreeze. These three steps will help get the organization understand the importance of the change. Kotter (1996) argues that the biggest mistake people make when trying to change organizations is to plunge ahead without establishing a high enough sense of urgency in fellow

managers and employees. If too many people are unwilling, too uncomfortable, or complacent about the change, employee behaviors will not change and the new vision will fail. With strong leadership and vision communicated across the organization, the old manner of doing things can be dissolved.

At both College S and College N, a new President was recently hired. At College S, the past President had been let go, while at College N, the President retired. At both institutions used Interim Presidents for a period of time as they advertised the need for new leadership. They created a strong interview committee, in addition to allowing for the school and surrounding community to have opportunities to meet the top candidates and ask them questions. The school provided multiples chances for students, employees, and community members to find out about the top candidates, ask questions, and rank their choices. This collaborative process created a feeling of satisfaction once the current Presidents were hired. While certain past institutional histories made trust a slow process, the procedures for hiring the President were never called into question.

One example of where there was a breakdown in creating a climate for change occurred at College N. One classified staff member discussed the introduction of new technology into his/her department. While there was an opportunity for discussion about the different program options, it was felt that the voices of those who would use the product were not listened to. Therefore, buy-in was weak and employees were frustrated.

Engaging and enabling the organization. Change is not an event, but a process. Lewin's second stage of change is often the most difficult in the change process. People begin this stage uncertain and often fearful. Employees eventually need to look at new ways of getting their job done within the new model. To get past and resolve some of

these feelings about the organizational change requires a lot of support from administrators. Clear and frequent communication is a key component to successful change. Leaders need to talk about how the change may affect the employee, the potential benefits to both the employee and the organization, and spend time dispelling rumors.

Kotter has three stages that correlate to Lewin's second step: communicate the vision, empower others to act on the vision, and plan for and create short-term wins. Major change is seldom possible unless the majority of employees are willing to help. Most people are willing to make short-term sacrifices. However, unless there is a belief that there will be potential benefits from the change, employees are not willing to make a long-term commitment to the unknown. Leaders should allow for opportunities to be a part of the decision-making process. Although real transformation takes time (Kotter, 1996), employees need to experience frequent, short-term gains throughout the process.

At both College S and College N, there were large scale changes being implemented across the campuses. Some changes were more successfully implemented and/or completed than others. If we look at College N's bond process, the first steps of change appeared to be implemented well. The community was provided with a plethora of information imparting the importance of renovating buildings on the campus, a leadership team was constructed, and opportunities to discuss and be a part of the change were provided. However, there were concerns after the initial stages were put into place. Persons on the leadership team changed and as more individuals became involved in the construction project, there were breakdowns in communication. Employees began to feel that decisions were made without consulting the individuals who were going to be working in the facilities. Changes were made to building specs based on reaction rather

than planning. And with all of the new space, certain logistical areas were overlooked, from moving into the buildings with as little disruption to the students as possible, to having enough staff to clean all of the facilities thoroughly. These types of issues resulted in employee dissatisfaction and conflicts between employee groups.

A similar process was put into place at College S during the budgetary crisis. The President spent time discussing the urgency of cutting millions of dollars, provided an extensive network of leaders across the campus to help make decisions and impart information, and created a vision both in a numerical value of dollars cut and employees/programs kept. Communication about these issues was delivered throughout the last couple of years, delivered in a number of different ways, and from multiple sources showing unity in message. While the overall process has been viewed as successful by many, there were periods of time when decisions were called into question. From how money was spent (i.e.: rebranding the college, cutting health benefits), to decisions about how certain employee groups were being treated compared to others (i.e.: classified staff making larger concessions in pay and benefits, associate faculty not being hired back, administrators getting raises), questions were raised over the course of this period of tightening the budget. How leadership handles some of these issues in the future months will help to determine how successful the organizational decisions actually were. These two different changes were successful initially, but appeared to weaken in the middle stages of the change process.

Implementing and sustaining the change. “The challenge for organizations today is to develop a new organizational form; one with the capability for continuously responding to change” (Deevy, 1995, p. 6). Lewin’s third stage in the change process is

freeze, or refreeze. This stage focuses on establishing stability, accepting the changes, and creating a new norm. Outward examples of refreezing are creations of a stable organizational chart and job descriptions. Internal examples might include employee confidence and comfort in the new ways of doing things. Although change seems to be occurring constantly, there is still a need for leaders to push this stage. Without it, employees can get caught in feelings of constant transitioning, never sure about procedures or policies, or even basic job duties. It is important to develop ways to sustain the change, provide continued support, and establish feedback systems for evaluation purposes.

Kotter's last two stages: consolidate improvements and produce more change, and institutionalize new approaches correspond to Lewin's last step. Kotter warns leaders not to declare victory too soon. Until changes sink into the culture, which for an entire organization can take three to ten years, new approaches are fragile and subject to regression (Kotter, 1996). Until new behaviors are rooted in social norms and shared values, they are subject to disintegration as soon as the pressures associated with the change are removed. Leaders should continue to set goals that fit into the new vision and reward employees for successful completion. An evaluation process after each success (or failure) is also important to ensure sustainability.

This last area of change is an example of how both College S and College N seem to be struggling. Some of the more significant changes that people discussed were too recent to be considered part of the new organizational climate. Whether they will get there eventually is still too early to be seen. Unfortunately, one of Kotter's recommendations about hiring and promoting employees who can support the vision (and

getting rid of those who do not) is not an easy process within a public IHE. On the other hand, both institutions would benefit from implementing other theoretical guidelines in order to increase the possibility of success. For instance, incorporating more formal evaluation opportunities further down the change process would allow leaders to gain continuous information about employee satisfaction and buy-in.

Both Lewin and Kotter made mention that many changes will occur within an organization. One thing to note is that while most people have the capacity to assimilate to change, when too much change occurs at one time, the collective impact can be problematic. As employees reach that threshold, they start to exhibit behaviors such as irritation, frustration, low productivity, poor quality work, negative attitudes and chronic absenteeism. Therefore, even if one of the organizational changes is implemented successfully, if leaders push too many significant changes on employees, there are bound to be some negative results.

Transformational Leadership

Change management refers to the leadership practices used to cope with conditions of unpredictability and uncertainty. While transactional leadership is necessary for day-to-day operations, transformational leadership is an important component to successful change. If he or she seeks to ultimately transform the organization, a strong vision and collaborative decision-making skills should be used to get there. Employees should have an underlying understanding of the vision for the change, and if possible, have a voice in making decisions during the change process. Many classified staff members and administrators at both institutions discussed shared governance as a successful model for community colleges. Even though some individuals claimed there

were too many committees, the general feeling was positive about the opportunities available to participate. It is important for leaders to be cautious that committees have value and voices are listened to. Even if there is disagreement, as long as administrators recognize differences of opinion and explain their own reasoning, employees will appreciate the honesty. While it is unavoidable (and unnecessary) for a leader to only have transformational leadership actions, there is a need to incorporate larger, sustainable change through transformation. Long-term decisions need to go beyond just top-down leadership and directives. Change needs to occur in a multidimensional and multilevel manner, altering core processes, attitudes, values, norms, perceptions, and beliefs. Ultimately, leaders can change the culture of the organization. Whether this leadership comes in the form of support, communication, and/or trust, each of these areas are necessary for successful and sustained change.

Leadership support. Change efforts are influenced more by people and culture than anything else, and therefore, present the greatest challenges to implementing change (Attaran, 2000; Burke, 2002; Grotevant, 1998; Schein, 1985; Wellins & Murphy 1995). Often times, people are placed in large change environments without adequate training, preparation, or resources. Evans (1996) suggests that leaders implementing change must consider explanation, persuasion, training, and incentives. Support exists at both College S and College N, though employees have differing opinions about how much is available. Part of the difference is based on the perceptions of what an employee feels is their right versus an added value. For instance, salary raises for some were considered an expectation, whereas others perceived it as a bonus (especially during the present budgetary times). Financially based support, such as raises, benefits, additional funds and

staff, professional development, and career incentives, were not considered very often. Communication and information were mentioned the most frequently, especially in relation to organizational change driven by financial concerns. While valuable, employees may need additional forms of support through these trying times.

Leadership communication. Change begins with an understanding, but the success of the change depends on the kind of leadership that prepares individuals and the organization to accept the change (Evans, 1996). This requires frequent, thorough, and clear communication throughout the change process. A lack of clarity often leads to miscommunication, confusion, and distrust. This can break down a collaborative environment and encourage resistance to change (Carter, 1998). While College S and College N were recognized for their strong communication skills before the change began, they were both weak in the area of evaluation. This lack of feedback once the change process was well underway created misunderstandings, dissension between groups, and a feeling of distrust in some. There is still time within some of the organizational changes for leaders to rebuild trust through strengthening their communication.

Leadership and nurturing trust. Trust is necessary in the current changing environment, and it is an essential relationship quality between administrator and employee (Evans, 1996; Finzel, 2004). Change naturally breeds doubt and mistrust. Without a conscious effort to build and maintain trust, a leader's efforts to guide the change process will be threatened. Individuals admire honest, fair, and competent leadership (Kouzes & Posner, 1995). Community college administrators can learn from the survey that leaders' espoused values need to be supported by their actions. They

should ask classified staff what they value and follow through with providing that information. When they do not, classified staff members lose some of their trust and the result can be devastating to the relationship and larger organization.

The surveys and interviews provided a multitude of perspectives about leadership and organizational change. While the survey data provided some general information about how classified staff and administrators felt, the interviews provided depth and the opportunity for both the interviewer and interviewees to make sense of participant feelings about organizational change. The responses both informed administrators what classified staff members are looking for during organizational change, what they feel is being done well or needs improvement, and what their peers are doing that seems to work or not. A comparison can be made between large organizational changes that are influenced by financial concerns and those changes that are driven by other sources, whether internal or external. From this data, leaders can make more informed decisions as they act on current change efforts or future ones.

Limitations

Three situations limited the results of this study. The first limitation was the very specific environments in which the research took place. This study only used two California community colleges to gather research. Both community colleges were basic aid districts, of which there are only three in California. The financing is unique and especially affects the responses to the fourth research question. The overall results therefore lack generalizability to other community colleges or IHEs.

The second limitation was researcher bias and influence. The researcher was from College S and this most likely affected both the survey and interview data. As an

employee at College S, it is likely the reason why there was a higher survey response rate from College S employees. This meant that the responses from College N held less weight than the participants from College S. For the interview portion, the participant numbers were evenly split. However, the interviews were semi-structured. Therefore, while the same base questions were asked in the same order, there were many instances when the researcher asked follow up questions. This meant that certain responses may have been skewed based on subconscious phrasing or content. While the researcher attempted to remain impartial and objective, including not interviewing participants who worked directly with her on a regular basis, there may have been instances when that did not come across as such. Based on certain institutional knowledge, or the position of knowing the researcher, interview data could have been unintentionally influenced.

The third limitation was the validity and reliability of the instrumentation. While the survey questions came from prior tested surveys, the original surveys were adjusted in multiple ways. Many questions were removed based on lack of applicability, while others were altered by replacing terms that pertained to the community college environment. When these adjustments were completed, the validity of the original questions was lost. The interview questions were created by the researcher and reviewed by a small group of expert colleagues. However, the absence of prior testing increases the lack of validity and reliability of the instrumentation. Any time a researcher uses subjects who volunteer, the data has the potential to be skewed based on the likelihood that people who respond often have something they want to share. Therefore, the participant's perceptions are not necessarily the norm. The interview participants especially, had to be willing to respond to the survey, and then lose their anonymity by providing their contact information to

participate in the interview. The IRB committee felt this might be a risk situation for some participants if they felt uncomfortable. As such, the volunteers who were willing to openly share their thoughts about leadership and the college may have been those who did not feel at risk, or those who felt they could adjust their responses to decrease their risk. Either way, the responses could skew the data and not reflect the general population of staff or administrator.

Areas for Future Research

A number of paths are available for research to continue or build upon this study in the future. First, this research could be continued in other districts, IHEs, and states, either focusing on basic aid districts or expanding to districts with other funding structures. This study focuses on a two specific California community college districts: one community college with multiple campuses, basic aid funded, small to medium in size. Expanding to larger, multi-school districts would provide additional information on generalizability of the findings. When a community college district is made up of multiple schools, the role of the President is often different, thus changing the dynamics and responsibilities of the head administrators and board. This in turn, may alter the personnel relationships, college priorities, and funding allocations. It would be important to study community colleges that are not basic aid funded. In California, and other states, this includes the majority of the public schools. Especially during tight financial times, basic aid funding results in vastly different budget environments. Studying organizational change at schools that are primarily funded by the state would provide a larger base of comparison. Finally, by broadening the scope of IHEs to researching public and private colleges and universities, the opportunities to generalize the findings increases. If

research found that classified staff from a variety of IHEs responded to transformational leadership and certain behaviors resulting in feelings of support, communication, and trust, there would be implications for administrators. These implications would potentially alter leadership styles, policies, and priorities, especially during times of organizational change (financially driven or otherwise).

Second, examining the various subthemes more closely would be beneficial. This study uncovered a number of subthemes, such as the impact of a bond measure; change driven by accreditation dictates; tension between different organizational groups; increases in the student population; implementation of new technology; and the influx of new administration. Many of these subthemes were considered as important as the budgetary constraints in terms of influencing organizational change and impacting the lives of the employees. Determining whether the subthemes uncovered in this study are consistent in other districts and states would help to suggest implementation for successful organizational change practices that were beneficial in many different higher education school settings.

Finally, it would be beneficial to the field to further examine sustainability of organizational changes. Some research exists (Buchanan et al., 2007; Jacobs, 2002; Kezar, 2001; Senge et al., 1999) on the study of how to implement successful and sustainable organizational change. However, this area of research is not as prevalent and needs additional study. While the word change implies that something new and different may (and perhaps should) replace what currently exists, there are certain changes that may need to exist for prolonged periods of time. The importance of not just implementing change, but if it's successful, having the change last is imperative. Leaders need to

understand how to layout the ground-work for successful change, support classified staff during the change process to create an environment of acceptance and trust, and put in place the policies and procedures that will assist sustainable change by all employees.

Conclusion

This study provided information regarding the perceptions of classified employees and administrators in the area of organizational change in California community colleges. The data suggested several areas that need improvement. Researchers and community college leaders could presume that many other districts and IHEs are facing similar problems when it comes to organizational change. Therefore, it is important to examine the ways in which to leaders can utilize theoretical frameworks such as change processes and transformational leadership to support classified staff during times of organizational change.

APPENDIX A

College S Letter of Request to do Research at Institution



Dear Dr. Rodriguez,

I am a doctoral candidate in the Departments of Education at the University of California San Diego and California State University, San Marcos. I also work at [College S] Community College in the Community Services department. Over the last few years, California's community colleges have encountered numerous change initiatives, such as an increasingly diverse and growing student population, competition with private organizations, online education and other technological advances, and financial crises. Needless to say, financial issues have impacted all day-to-day operations that our community colleges experience. As a scholar practitioner, I am interested in how our community college administration and our classified staff are responding to these recent organizational changes. The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change. As a district near my own, I am interested in how [College S] is handling these issues to support classified staff and improve the organizational change process.

I would like to send confidential online surveys to all classified staff and administrators. Once the survey information is collected, I hope to request 4 staff members and 4 administrators to participate in separate confidential interviews on days and times convenient to their work schedules. The interviews will not be longer than 2 hours. Finally, I would like to request permission to gather a selected school documents that will help provide additional information for on-site interviews with senior administrators and classified staff members. Examples of selected non-confidential documents included, but are not limited to, employee handbooks, employee newsletters, and classified professional resources.

I have obtained Institutional Research Board approval from California State University, San Marcos and will provide all documents to [College S] regarding my study procedures including my protection of confidentiality of participants. With your approval I will conduct the IRB approved research on your campus. Please contact me by email or phone if you grant approval for College S to participate and let me know of any requirements at your institution to conduct this research. I would like to conduct this research during the summer of 2010.

If you have any questions or concerns you wish to discuss, please do not hesitate to contact me. Also, you may contact my dissertation chair, Dr. Delores Lindsey, at 760-750-8544 or email her at dlindsey@csusm.edu.

Sincerely,

Christine Jensen
Doctoral Candidate
University of California San Diego and California State University, San Marcos
Christinemjensen@yahoo.com
760-310-8266

College N Letter of Request to do Research at Institution



Dear Dr. Harrison and Dr. Hsieh,

I am a doctoral candidate in the Departments of Education at the University of California San Diego and California State University, San Marcos. I also work at [College S] Community College in the Community Services department. Over the last few years, California's community colleges have encountered numerous change initiatives, such as an increasingly diverse and growing student population, competition with private organizations, online education and other technological advances, and financial crises. Needless to say, financial issues have impacted all day-to-day operations that our community colleges experience. As a scholar practitioner, I am interested in how our community college administration and our classified staff are responding to these recent organizational changes. The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change. As a district near my own, I am interested in how [College N] is handling these issues to support classified staff and improve the organizational change process.

I would like to send confidential online surveys to all classified staff and administrators. Once the survey information is collected, I hope to request 4 staff members and 4 administrators to participate in separate confidential interviews on days and times convenient to their work schedules. The interviews will not be longer than 2 hours. Finally, I would like to request permission to gather a selected school documents that will help provide additional information for on-site interviews with senior administrators and classified staff members. Examples of selected non-confidential documents included, but are not limited to, employee handbooks, employee newsletters, and classified professional resources.

I have obtained Institutional Research Board approval from California State University, San Marcos and will provide all documents to [College N] regarding my study procedures including my protection of confidentiality of participants. With your approval I will conduct the IRB approved research on your campus. Please contact me by email or phone if you grant approval for the College N to participate and let me know of any requirements at your institution to conduct this research. I would like to conduct this research during the summer of 2010.

If you have any questions or concerns you wish to discuss, please do not hesitate to contact me. Also, you may contact my dissertation chair, Dr. Delores Lindsey, at 760-750-8544 or email her at dlindsey@csusm.edu.

Sincerely,

Christine Jensen
Doctoral Candidate
University of California San Diego and California State University, San Marcos
Christinemjensen@yahoo.com
760-310-8266

Letter of Approval from College S



MIRACOSTA COMMUNITY COLLEGE DISTRICT
One Barnard Drive, Oceanside, CA 92056
(760) 757-2121 • Fax (760) 795-6609 • www.miracosta.edu

July 16, 2010

Dear Ms. Jensen –

The committee charged with the approval of outside research requests has reviewed your application. You may proceed as outlined in your request. It will be your responsibility to schedule appointments for those individuals you wish to interview.

If you have any questions, please don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Kimberly A. Coutts".

Kimberly A. Coutts
Director of Institutional Research
MiraCosta College
760-795-6845
keoutts@miracosta.edu

OCEANSIDE CAMPUS
One Barnard Drive, Oceanside, CA 92056
(760) 757-2121 • Fax (760) 795-6609

SAN ELIJO CAMPUS
3333 Manchester Ave., Cardiff-by-the-Sea, CA 92007
(760) 944-4449 • Fax (760) 634-7875

COMMUNITY LEARNING CENTER
1831 Mission Ave., Oceanside, CA 92054
(760) 795-8710 • Fax (760) 795-8730

Letter of Approval from College N



COLLEGE OF
MARIN

A. J. Harrison II
Office of the
Superintendent/President

835 College Avenue
Kentfield, CA 94904
415.457.8811

Indian Valley Campus
415.883.2211
www.marin.edu

November 19, 2010

Christine Jensen
MiraCosta College
1 Barnard Drive
Oceanside, CA 92056

Dear Ms Jensen:

I applaud you for reaching this level of accomplishments in the pursuit of a doctoral degree. As the interim Superintendent/President of the College of Marin, I am happy to give my approval for you to have access to college staff who wish to participate in your research. I will let our employee leadership know that you will be conducting the research on campus and will encourage their participation.

As the Superintendent/President, I am happy to have you include the College of Marin in your study and am looking forward to reviewing the results of your research. Research by you and others is one way for the College of Marin to receive objective feedback on how the college is performing. Additionally, through objective research and reports, the college is able to improve and become a better institution.

Good luck on your project.

Sincerely,

A. J. Harrison, II
Superintendent/President

cc: Dr. Chialin Hsieh

Email that Accompanies Survey

Dear [insert name],

Please allow me to introduce myself and request that you share your insights for a study I am conducting entitled, *Changing California Community Colleges: How Leaders Can Support Classified Staff in Order to Improve Organizational Change During Financial Crisis*.

My name is Christine Jensen and I am a doctoral candidate in the Joint Doctoral Program for Educational Leadership at the University of California San Diego and California State University, San Marcos. I am also a classified staff member at [College S] Community College in the Community Services department. Over the last few years, community colleges in California have been struggling to handle numerous large changes such as an increasingly diverse (and growing) student population; competition with private organizations; online education and rapid technological advances; and the financial strain our state and country have been in. This last issue has impacted the other three trends, along with the normal day-to-day operations that our community colleges experience. I am interested in how our community college administration is working with classified staff during these recent organizational changes. The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change.

I am asking for your participation in this study by agreeing to complete a survey on SurveyMonkey.com. The survey is voluntary and should last approximately 30 minutes. You can stop or withdraw at any time. All results will be anonymous unless you agree to volunteer to be interviewed. At the end of the survey, participants who have answered all of the questions will be asked to volunteer to be interviewed (name and contact information will be collected at this time). Survey information of individuals who choose to volunteer to be interviewed will be kept confidential.

I have included a link to the survey for your convenience ***. In order to complete this study in a timely manner, I ask that you fill it out within the next two weeks. I appreciate your consideration in this matter, and encourage you to contact me if you have any questions. You may also contact my dissertation chair, Dr. Delores Lindsey, at 760-750-8544 or email her at dlindsey@csusm.edu. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029 and irb@csusm.edu.

Respectfully yours,

Christine Jensen
Doctoral Candidate
University of California San Diego and California State University, San Marcos
Christinemjensen@yahoo.com
760-310-8266

Draft Email Invitation to Participate in an Interview

Dear [insert name],

Thank you for recently completing an online survey for my study, *Changing California Community Colleges: How Leaders Can Support Classified Staff in Order to Improve Organizational Change During Financial Crisis*. At the end of the survey, you indicated that you would be willing to be interviewed. From the survey results, I chose four classified staff members and four administrators from [College S] and [College N] Community Colleges for a total of 16 interview participants.

I am a doctoral candidate in the Joint Doctoral Program for Educational Leadership at the University of California San Diego and California State University, San Marcos. I also work at [College S] Community College in the Community Services department. I am interested in how our community college administration is working with classified staff during recent organizational changes, such as the effects of our state and nation's financial crisis. The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change.

I am asking for your participation in this study by agreeing to an interview that will last between 1-2 hours. At any time during the interview, you may stop or take a break. Until you complete the interview, you can cancel your responses. You will be assigned a pseudonym prior to the interview. The interviews will be audio-recorded. Interview recordings will be locked in a safe place at the researcher's home. All interview responses will be kept confidential and available only to the researcher and researcher's faculty advisor for analysis purposes. Immediately after the interviews are transcribed and reviewed by the researcher and the researcher's advisor, interview transcripts will be shared with participants to ensure accuracy of participant quotes and meaning. Please be aware that this may take an additional ½ -1 hour.

I have attached a CSUSM consent to participate form to review and sign prior to the interview. Please respond to this email and include the best number to reach you if you wish to participate further in the study. If you have any questions, please feel free to contact the researcher at the information below. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029 and irb@csusm.edu. If you agree to participate in the interview, additional information will be forthcoming via phone call regarding a date, time, and location for your personal interview.

Respectfully yours,

Christine Jensen
Doctoral Candidate
University of California San Diego and California State University, San Marcos
Christinemjensen@yahoo.com
760-310-8266

Draft Confirmation Email to Participate in an Interview

Dear [name],

Thank you for agreeing to participate further in my study, *Changing California Community Colleges: How Leaders Can Support Classified Staff in Order to Improve Organizational Change During Financial Crisis*. Your interview will be a unique contribution to the findings. Again, the purpose of the study is to explore the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change.

My hope is that the findings of this study will be of use to administrators within California Community Colleges as they engage in policy implementation and organizational change. From our communication, our scheduled appointment is for (day)_____ at (time)_____. I will meet you at (location)_____. I will email you again three days prior to the interview to confirm.

Again, thank you for your interest in participating in the study. I look forward to meeting with you in the near future!

Sincerely,

Christine Jensen
Doctoral Candidate
University of California San Diego and California State University, San Marcos
Christinemjensen@yahoo.com
760-310-8266

Interview Introduction

Good morning/afternoon/evening. Thank you for participating in this interview. My name is Christine Jensen and I am a classified staff employee at [College S] Community College. I am also a doctoral student in the joint Educational Leadership doctoral program at California State University San Marcos and the University of California, San Diego.

I have invited you to seek your help in examining how community college leaders can support classified staff in order to improve organizational change during financial crises. Your participation is completely voluntary and will not in any way affect you or your standing as an employee and you may feel free to stop or leave the interview at any point.

At this time, I am going to give you a pseudonym name of _____. I also ask that you don't use anyone's real name during the course of the interview. With your permission, the interview will be audio recorded. This will help me to retain your ideas more accurately for future research analysis. Your interview responses will be kept confidential and available only to the researcher and researcher's faculty advisor for analysis purposes.

Participation is voluntary. You do not have to participate in this study if you do not want to. If you agree to be in this study, but later change your mind, you may withdraw at any time. If the length of the interview is inconvenient for you, you may stop the interview at any time without any consequence to you.

I will be asking you to later review the transcript of your interview. This should take an additional ½-1 hour of your time. There are no consequences of any kind if you decide to remove portions of the transcript or decide not to participate in the study after you have reviewed your transcript. Are there any questions before we begin the interview?

I have **six** questions and some possible follow-up questions to ask you. Please feel free to individually answer any and/or all questions. Please let me know if you would like any questions repeated.

The whole process will take 60-120 minutes. If you wish to continue participation, please review and sign the consent form. (Provide employee with consent form).

Thank you for completing the consent form.

CSUSM Consent Form for Interviews



CONSENT TO PARTICIPATE IN RESEARCH

Invitation to Participate

Christine Jensen, a classified staff employee at [College S] and a graduate student researcher in the CSUSM/UC San Diego Joint Doctoral Program in Educational Leadership, is conducting a study on classified staff support during organizational change as a result of financial crises. You are being contacted to participate in this study because you are a staff member or administrator at [College S] or [College N].

The purpose of this study is to investigate the role of community college administration in creating a culture of support, communication, and trust among classified staff during times of organizational change.

Description of Procedures

You will be interviewed individually. The semi-structured interview will take approximately 60-120 minutes, and with your permission, will be audio-recorded and transcribed. The interviews will take place in a private room on campus. You will be provided a transcript of the interview for checking and clarifying information.

There will be approximately six questions, with the possibility of some follow-up questions. Follow-up questions will clarify or further your responses to the original six questions. The topic of the interview questions will be about classified staff support to organizational change during financial crises.

Risks and Inconveniences

There are minimal risks attached to this study. These include:

- Time. The interview is approximately 60-120 minutes. There is an additional ½-1 hour time commitment required to review your transcripts.
- Audio recording. The recording of interviews may cause you concern about confidentiality.
- Confidentiality. In disclosing personal information and work experiences, you may worry about being identified in the study. In addition, due to the limited number of interviewees (4 administrators and 4 staff) from each institution, you may be concerned about identification.
- Interview transcription service. Utilization of a professional transcription service may cause you concern for confidentiality.

Safeguards

Safeguards to minimize risk include:

- Time. The researcher will monitor the time during the interview process. If the allocated time has expired and the interview is still occurring, the researcher will stress the voluntary nature of staying beyond the anticipated allocated time to complete the interview. If the lengths of the interviews are inconvenient for you, you may stop participating in the interview at any time without any consequence to you. There are no consequences of any kind if you decide not to participate.
- Confidentiality. Interview responses will be kept confidential and available only to the researcher and researcher's faculty advisor for analysis purposes. Interview recordings will be locked in a safe place at the researcher's home. Only the researcher and researcher's faculty advisor will analyze the information provided by you and other participants. Interview responses will not be linked to your name or address. We do this to ensure your responses remain confidential. You may withdraw from the study at any point or may decline to answer any question. You may individually answer any and/or all questions. There will no consequences for not answering any of the questions.
- Professional transcription service. The professional transcription service will not receive participant name, address, or any other private form of identification.

Voluntary Participation

Your participation in this study is completely voluntary and will not in any way affect you or your standing as an employee. If you agree to be in this study, but later change your mind, you may withdraw at any time. There are no consequences of any kind if you decide not to participate in the study.

Benefits

Although there is no direct benefit to you for participating in this study, we feel your participation will likely benefit Community College classified staff in the future. You may gain an appreciation and understanding for how research is conducted. You may better understand your own feelings about organizational change and how you respond to change on a personal level. In addition, overall results may help your organization handle organizational change and support employee response to change.

Questions/Contact Information

If you have any questions about this study I will be happy to answer them now. If you have any questions in the future, please contact the researcher, Christine Jensen, at 760-310-8266 or christinemjensen@yahoo.com, the researcher's advisor/professor, Dr. Delores Lindsey at 760-750-8544 or dlindsey@csusm.edu. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029 and irb@csusm.edu. You will be given a copy of this form to keep for your records.

I agree to participate in this research study I agree to be audio recorded

Participant's Name

Participant's Signature

Date

Researcher's Signature

A large, empty rectangular box with a thin black border, positioned to the right of the 'Researcher's Signature' label. It is intended for the researcher to write their signature.

APPENDIX B

Survey to Classified Staff

/w EWDgL+raDpA

Staff Survey - College S

[Exit this survey](#)

1. Consent Form

CSUSM CONSENT FORM FOR SURVEYS

Invitation to Participate:

My name is Christine Jensen and I am a doctoral candidate in the Joint Doctoral Program for Educational Leadership at the University of California San Diego and California State University, San Marcos. I also work at College S Community College in the Community Services department.

Over the last few years, community colleges in California have been struggling to handle numerous large changes such as an increasingly diverse and growing student population, competition with private organizations, online education and rapid technological advances, and the financial strain our state and nation have experienced. This last issue has impacted the other three trends, along with the normal day-to-day operations that our community colleges experience. I am interested in how our community college administration is working with classified staff during these recent organizational changes. You are being contacted to participate in this study because you are a staff member or administrator at College S or College N College.

The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change.

Description of Procedures:

1. Please read this form thoroughly. If you agree to participate in the study, click the button on the bottom of the page and proceed to the survey.
2. Please answer every question of the survey. There are "No Response" options if you prefer not answering a question. The survey should take approximately 20 minutes to complete. At any time, you may stop and cancel your responses.
3. At the end of this survey, you will be asked if you would like to volunteer to be interviewed. If you agree to volunteer, you will be asked to submit your name and contact information. Survey information of individuals who choose to volunteer to be interviewed will be kept confidential. Survey information of individuals who choose not to volunteer to be interviewed will be kept confidential and anonymous.

4. The researcher will choose four administrators and four classified staff from both College S and College N Community Colleges for a total of 16 interview participants. Interview subjects will be chosen by the beginning of January 2011, based on their completion of the survey and the level of their position. The chosen participants will hold comparable positions at College S and Palomar. The researcher will contact all individuals who volunteer to let them know if they are chosen.

5. If you are chosen as an interview participant, additional directions and consent forms will follow. If you agree to be interviewed, but later change your mind, you may withdraw at any time.

Risks:

There are no physical or legal risks. Some participants in this study may experience limited psychological or social risks associated with this project. These include:

- Confidentiality. In disclosing personal information and work experiences, some participants may worry about being identified in the study.
- Time. The length of both the survey and interview is considerable (approximately 20 minutes for the survey and 60-120 minutes for the interview) and some participants may experience discomfort because of the length of time.
- Stress. Due to the content of the questions, some participants may feel uncomfortable or fear administrator reprisal for negative responses.

Safeguards and Protections Against Limited Risks:

Safeguards to minimize risks include:

- Confidentiality. All survey responses will be kept confidential and available only to the researcher and researcher's faculty advisor for analysis purposes. All survey data will be stored in a file which is password protected to avoid a breach in confidentiality. Group-level results from this study may be presented at professional meetings or in publications and will be available to participating schools. Participants will not be identified individually. All survey participants who are not volunteering to be an interview participant will be kept confidential and anonymous.
- Time. At any time during the survey, participants may stop or take a break.
- Stress. As a participant, until you submit the survey, you can cancel your responses and all data will be erased. Psychological services are provided to employees as part of your benefits employment package. If, in any way, you feel that reprisals are made against you based on your responses in this survey, please contact Human Resources.

Benefits of Participation:

You may gain an appreciation and understanding for how research is conducted. You may better understand your own feelings about organizational change and how you respond to change on a personal level. Overall results may help your organization

handle organizational change and support employee response to change.

Questions/Contact Information:

If you have any questions or would like a copy of the summary results, you can contact the researcher at christinemjensen@yahoo.com and 760-310-8266. You may also contact my dissertation chair, Dr. Delores Lindsey, at 760-750-8544 and dlindsey@csusm.edu. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029 and irb@csusm.edu.

Click to the next page to agree to participate and proceed to the survey.

Next

Staff Survey - College S

[Exit this survey](#)

2. Background Information

This information will be used only to group the overall responses to this survey. Your individual responses will remain confidential.

*

Please indicate your position based on salary range (you will be provided with general job titles as examples):

- Please indicate your position based on salary range (you will be provided with general job titles as examples): Range 7-19 (Examples: Aide; Assistant (I); Attendant; Cashier; Clerk; CSO; Copy Operator; Custodian; Groundskeeper; Mail Carrier; Receptionist; Refuse Abatement Worker; Secretary (I or II); Specialist; Technician (I); Utility Worker).
- Range 20-24 (Examples: Advisor; Assistant (II); Evaluator; Lead; Mechanic; Secretary (Administrative or III); Specialist; Technician (II))
- Range 25-41 (Examples: Administrative or Executive Assistant; Administrator; Analyst; Associate; Athletic Trainer; Buyer; Campus Police; Coordinator; Specialist; Supervisor; Web Developer; Writer)

*

Do you work directly with credit and/or noncredit students?

Do you work directly with credit and/or noncredit students?

*

How many years (total) have you been employed at your district?

How many years (total) have you been employed at your district?

My department is not concerned about paying me what I deserve.

My department wishes to give me the best possible job for which I am qualified.

If my job were eliminated, my department would prefer to lay me off rather than transfer me to a new job.

My department tries to make my job as interesting as possible.

If we have a decision to make, everyone is involved in making it.

In my department, everyone's opinion gets listened to.

Prev

Next

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree	No Response
My supervisor asks for my opinion before making important purchases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my supervisor to ask for my opinion before making important purchases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor asks for my opinion about college goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my supervisor to ask for my opinion about college goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor asks for my opinion about district policies and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want my supervisor to ask for my opinion about district policies and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decide how to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ideas get serious consideration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get credit for my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Prev](#)
[Next](#)

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree	No Response
Classified staff in this school are suspicious of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration in this school typically act in the best interests of classified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration of this school does not show concern for the classified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even in difficult situations, classified staff in this school can depend on each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school do their jobs well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school can rely on the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school have faith in the integrity of their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration in this school is competent in doing his or her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classified staff in this school are open with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When classified staff in this school tell you something, you can believe it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration does not tell classified staff what is really going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey.

If you completed every question on the survey, the researcher would like to ask you if you would be willing to volunteer to be interviewed in about a month's time. The researcher will choose 4 administrators and 4 classified staff from both College S and College N Community Colleges for a total of 16 interview participants. Once the

interview participants are chosen, another email will be sent to chosen participants requesting participation in the interview process (those who were not chosen will also be notified by email).

If you agree to volunteer to be interviewed, please submit your name and contact information below. Survey information of individuals who choose not to volunteer to be interviewed will be kept anonymous.

Name:

Phone Number:

Email:

Prev

Done

Survey to Administrators

Administrator Survey - College N

[Exit this survey](#)

1. Consent Form

CSUSM CONSENT FORM FOR SURVEYS

Invitation to Participate:

My name is Christine Jensen and I am a doctoral candidate in the Joint Doctoral Program for Educational Leadership at the University of California San Diego and California State University, San Marcos. I also work at College S Community College in the Community Services department.

Over the last few years, community colleges in California have been struggling to handle numerous large changes such as an increasingly diverse and growing student population, competition with private organizations, online education and rapid technological advances, and the financial strain our state and nation have experienced. This last issue has impacted the other three trends, along with the normal day-to-day operations that our community colleges experience. I am interested in how our community college administration is working with classified staff during these recent organizational changes. You are being contacted to participate in this study because you are a staff member or administrator at College S or College N College.

The purpose of my study is to investigate the role of leadership in creating a culture of support, communication, and trust among classified staff during times of organizational change.

Description of Procedures:

1. Please read this form thoroughly. If you agree to participate in the study, click the button on the bottom of the page and proceed to the survey.
2. Please answer every question of the survey. There are "No Response" options if you prefer not answering a question. The survey should take approximately 20 minutes to complete. At any time, you may stop and cancel your responses.
3. At the end of this survey, you will be asked if you would like to volunteer to be interviewed. If you agree to volunteer, you will be asked to submit your name and

contact information. Survey information of individuals who choose to volunteer to be interviewed will be kept confidential. Survey information of individuals who choose not to volunteer to be interviewed will be kept confidential and anonymous.

4. The researcher will choose four administrators and four classified staff from both College S and College N Community Colleges for a total of 16 interview participants. Interview subjects will be chosen by the end of January 2011, based on their completion of the survey and the level of their position. The chosen participants will hold comparable positions at College S and College N. The researcher will contact all individuals who volunteer to let them know if they are chosen.

5. If you are chosen as an interview participant, additional directions and consent forms will follow. If you agree to be interviewed, but later change your mind, you may withdraw at any time.

Risks:

There are no physical or legal risks. Some participants in this study may experience limited psychological or social risks associated with this project. These include:

- Confidentiality. In disclosing personal information and work experiences, some participants may worry about being identified in the study.
- Time. The length of both the survey and interview is considerable (approximately 20 minutes for the survey and 60-120 minutes for the interview) and some participants may experience discomfort because of the length of time.
- Stress. Due to the content of the questions, some participants may feel uncomfortable or fear administrator reprisal for negative responses.

Safeguards and Protections Against Limited Risks:

Safeguards to minimize risks include:

- Confidentiality. All survey responses will be kept confidential and available only to the researcher and researcher's faculty advisor for analysis purposes. All survey data will be stored in a file which is password protected to avoid a breach in confidentiality. Group-level results from this study may be presented at professional meetings or in publications and will be available to participating schools. Participants will not be identified individually. All survey participants who are not volunteering to be an interview participant will be kept confidential and anonymous.
- Time. At any time during the survey, participants may stop or take a break.
- Stress. As a participant, until you submit the survey, you can cancel your responses and all data will be erased. Psychological services are provided to employees as part of your benefits employment package. If, in any way, you feel that reprisals are made against you based on your responses in this survey, please contact Human Resources.

Benefits of Participation:

You may gain an appreciation and understanding for how research is conducted. You may better understand your own feelings about organizational change and how you respond to change on a personal level. Overall results may help your organization handle organizational change and support employee response to change.

Questions/Contact Information:

If you have any questions or would like a copy of the summary results, you can contact the researcher at christinemjensen@yahoo.com and 760-310-8266. You may also contact my dissertation chair, Dr. Delores Lindsey, at 760-750-8544 and dlindsey@csusm.edu. Questions about your rights as a research participant should be directed to the IRB at 760-750-4029 and irb@csusm.edu.

Click to the next page to agree to participate and proceed to the survey.

A rectangular button with a thin border and the word "Next" centered inside.

Administrator Survey - College N

[Exit this survey](#)

2. Background Information

This information will be used only to group the overall responses to this survey. Your individual responses will remain confidential.

*

Position:

- Position: Director
- VP/Dean
- Other Administration

Other (please indicate general job title - do not specify department)

*

Does your office work directly with credit and/or noncredit students?

Does your office work directly with credit and/or noncredit students?

*

How many years (total) have you been employed at your district?

How many years (total) have you been employed at your district?

Prev Next

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree	No Response
The college is not concerned about paying me what I deserve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college wishes to give me the best possible job for which I am qualified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my job were eliminated, the college would prefer to lay me off rather than transfer me to a new job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college tries to make my job as interesting as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this college, employees say what they really mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are encouraged to express our concerns openly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Disagree Disagree Somewhat Disagree Neither Agree or Disagree Somewhat Agree Agree Strongly Agree No Response

training needs.

As a supervisor, I ask for opinions before making important purchases.

My staff offers their opinion before I make important purchases.

As a supervisor, I ask for opinions about college goals.

My staff offers their opinions about organizational goals.

As a supervisor, I ask for opinions about district policies and rules.

My staff offers their opinions about district policies and rules.

I allow my staff to decide how to do their job.

My staffs' ideas get serious consideration.

I give credit for my staffs' ideas.

Prev Next

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree	No Response
The administration of this school does not show concern for the classified staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even in difficult situations, classified staff in this school can depend on each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school do their jobs well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school can rely on the administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classified staff in this school have faith in the integrity of their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration in this school is competent in doing his or her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classified staff in this school are open with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When classified staff in this school tell you something, you can believe it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration does not tell classified staff what is really going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey.

If you completed every question on the survey, the researcher would like to ask you if you would be willing to volunteer to be interviewed in about a month's time. The researcher will choose 4 administrators and 4 classified staff from both College S and College N Community Colleges for a total of 16 interview participants. Once the interview participants are chosen, another email will be sent to chosen participants requesting participation in the interview process (those who were not chosen will also be notified by email).

If you agree to volunteer to be interviewed, please submit your name and contact information below. Survey information of individuals who choose not to volunteer to be interviewed will be kept anonymous.

Name:

Phone Number:

Email:

Interview Questions – Classified Staff

1. Please state your pseudonym, current general position and whether you work directly with students.
 - a. How long have you been in this position?
 - b. How long have you been at College S/College N?
 - c. Can you tell me a little bit about your job history before and during your time at College S/College N?

2. Please tell me the general title of the person(s) who are your supervisors.
 - a. In what capacity do you work together, and how frequently would you say you interact with this/these person(s)?
 - b. Do you interact with the President and/or Board? If so, in what capacity and how frequently?

3. How would you describe the relationship with your supervisor(s)? With other organizational managers?
 - a. When changes are made, do you feel that they are open about the change and communicate with you and your colleagues before, during, and afterwards? Can you provide a couple of examples?
 - b. What types of support are available to you and your colleagues during the change process? Are they helpful – please explain?
 - c. Do you trust the administration to do what's best for you, the department, and the school? If not, can you tell me what they do that makes you feel this way?
 - d. Do you feel that there's a difference in the involvement of classified staff versus faculty during large organizational change? If so, can you provide some examples?

4. In this study, I am making a distinction between everyday changes such as taking on additional duties when a coworker goes on vacation, updating an office policy, getting a new student worker in the office, and a larger organizational change such as restructuring multiple departments, cutting programs, and furloughs across the organization. Since you've been at College S/College N, how would you describe the types and frequencies of these different types of changes?
 - a. Do you think there has been a difference in the types of changes over the last few years? If so, what makes you say so?
 - b. What would you say are the factors influencing the differences?
 - c. If you worked at College S/College N in the 1990's, do you notice any similarities/differences in large organizational decisions? Can you provide some examples?
 - d. If you worked at other community colleges (not basic aid funded), do you notice any similarities/differences in large organizational decisions? Can you provide some examples?

5. Would you describe a recent large change that you experienced due to the current financial crisis?
 - a. How did you feel that it affected you?
 - b. Did you feel that you were a part of the change? If so, in what way?
 - c. Did you like your role/involvement in the change? If not, how would you have it differ?

6. How are large organizational changes, driven by financial concerns, handled by administration?
 - a. Do you feel that the changes are implemented as originally planned? If not, can you tell me how and where they typically change?
 - b. Do you feel that the original plans are looking out for classified staff?
 - c. How do you implement the change at your level? Please explain.

Interview Questions – Administrators

1. Please state your pseudonym, current general position and whether you work directly with students.
 - a. How long have you been in this position?
 - b. How long have you been at College S/College N?
 - c. Can you tell me a little bit about your job history before and during your time at College S/College N?

2. Please tell me how many people you supervise and what their general positions are.
 - a. How frequently and in what capacity would you say you interact with these individuals?
 - b. Do you have any supervisors who you report to? If so, what position are they in, in what capacity do you work together, and how frequently?
 - c. Do you interact with the President and/or Board? If so, in what capacity and how frequently?

3. How would you describe the relationship with your direct reports?
 - a. When changes are made, do you feel that you are open about the change and communicate with them before, during, and afterwards? Can you provide examples?
 - b. What types of support do you or the school provide during the change process you're your employees take advantage of them? Do you think they find them helpful – please explain?
 - c. Do you feel they trust you and the administration to do what's best for them, the department, and the school? If yes, can you provide examples? If not, can you tell me what they do that makes you feel this way?
 - d. Do you feel that there's a difference in the involvement of classified staff versus faculty during large organizational change? If so, can you provide some examples?

4. In this study, I am making a distinction between everyday changes such as taking on additional duties when a coworker goes on vacation, updating an office policy, getting a new student worker in the office, and a larger organizational change such as restructuring multiple departments, cutting programs, and furloughs across the organization. Since you've been at College S/College N, how would you describe the types and frequencies of these different types of changes?
 - a. Do you think there has been a difference in the types of changes over the last few years? If so, what makes you say so?
 - b. What would you say are the factors influencing the differences?
 - c. If you worked at College S/College N in the 1990's, do you notice any similarities/differences in large organizational decisions? Can you provide some examples?

- d. If you worked at other community colleges (not basic aid funded), do you notice any similarities/differences in large organizational decisions? Can you provide some examples?
5. Would you describe a recent large change that you experienced due to the current financial crisis?
 - a. How did you feel that it affected you?
 - b. Did you feel that you were a part of the change? If so, in what way?
 - c. Did you like your role/involvement in the change? If not, how would you have it differ?
 - d. Were your employees part of the change? Were you pleased with the amount of their involvement?
6. How are large organizational changes, driven by financial concerns, handled by administration?
 - a. Do you feel that the changes are implemented as originally planned? If not, can you tell me how and where they typically change?
 - b. Do you feel that the original plans are looking out for classified staff?
 - c. How do you implement the change at your level? Please explain.

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