TRANSITION AT X CAMPUS: COMMITMENT IN CHANGE

by

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ABSTRACT

The main purpose of this field study is to evaluate the current change process of the X Campus Business Program Design and to identify the associated risks, challenges and opportunities in relation to the impacts it has on the faculty members at ABC Burnaby Campus. By choosing a project charter as a model to develop a contract to commence this project, we attempted to give a clear image about what, why, when, how, and where I will do this project to satisfy our client's needs. We embarked on a series of interviews with both committee and faculty members to glean data about the different perspectives towards this change initiative.

We used the eight factors of the Inspire Action Method for Leading Organizational Change to analyze the collected data and to make a comparison between committee and faculty members. The eight factors are Strategic alignment, Business case, Change leadership, Communication, Stakeholder perspective, Create commitment, Resilient teams, and Aligned performance. I found a large gap between the knowledge and perception of committee members and those of professors who will be impacted by this change.

Based on the research result, this literature review explores the role of commitment to organizational change. Main topics discussed are source of commitment, how it supports the organizational change, and how to develop commitment in change. Finally, there is a summary of key learning's from the field research, with specific focus on dynamic teams which included the instructor, the team, and self-learning.

ACKNOWLEDGEMENTS

DEDICATION

To my parents,
Wang, Keying and Han, Huarong,
and to my husband, Wei Wang.

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1.1   Introduction

This contract is for initiating our project. After interviewing our client to clarify what data we will collect and how, what kind of feedback we will provide and who will receive that feedback and when, we chose a project charter as a model to develop this contract, including the background, scope and objective, project organization and terms. We attempted to give a clear image about what, why, when, how, and where we will do for this project to satisfy our client need.

1.1.1   Background

1.1.1.1 An Overview of ABC University

The University, named after explorer Simon Fraser, opened in September 1965. In less than 40 years ABC has gained an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. It has been rated as Canada's best comprehensive university five times (1993, '96, '97, '98, and '00) in the annual rankings of Maclean's magazine and has consistently placed at, or near, the top of the publication's national evaluations.

The University has three campuses: the main Burnaby campus, the Harbour Centre campus in downtown Vancouver, and X campus in X. ABC offers programs at the graduate and undergraduate level to approximately 25,000 students.

1.1.1.1.1 ABCU X Campus

ABC University X opened its doors in September 2002. The ABCU satellite campus currently offers undergraduate degrees in Interactive Arts and Technology, Computing Science, and Business Administration and graduate degrees in Computing Arts and Design Sciences. Continuing Studies programs, including Liberal and Business Studies, are also offered. In September 2004 it will move to a new facility at Central City, an award-winning architectural development close to the X Centre SkyTrain station.

There are more than 610 undergraduate and 80 graduate students at ABCU X. The number of undergraduate students is planned to increase to 800 in September, 2004. There are 36 faculty members and 41 administrative staff.

1.1.1.2 An overview of the change

In February 2002, The Government of British Columbia offered ABC University the opportunity to amalgamate Tech BC operations into an ABCU campus in X. Subsequently, the ABCU X Long Term Planning Committee was formed to deliberate and make proposals. One of its recommendations of April 2003 states: "…the Faculty of Business Administration should develop, as part of its undergraduate program, a degree program at ABCU X with a concentration in the Management of Technology, thereby permitting students to access a complete BBA degree at the X campus." In May 2003, Senate approved this recommendation in principle.

The Faculty of Business Administration then created the X Business Design Program Committee (http://www.bus.ABCU.ca/X/Minutes.htm). The members of the committee are: J C, D C, M F, J H, B R, B W (Chair), and N S (Secretary). Since March,

2003, the committee has held 14 meetings where they reviewed existing programs and possible programs for the X campus.

During its deliberations, the committee interpreted its prime mandate to be the creation of a complete BBA degree at the X campus. Its secondary mandate was to incorporate a Management of Technology concentration within that BBA degree. Projections are for the X campus to have 3000-5000 Full Time Equivalents (FTEs) within 10 years. Of this number, 400-450 are expected to be BBA students. The Faculty of Business Administration will expand by about 16 - 22 tenure-track positions.

The X Campus can be characterized as a branch operation of the Faculty of Business Administration that has distinctive features. The standards established at Burnaby apply equally as well to X. Course numbers, admission procedures and the program requirements for the BBA degree are identical on both campuses. Common committees residing at the Burnaby campus determine both curriculum changes and promotion and tenure decisions. Faculty members will have their principal office at one campus, but their teaching assignments could be at any campus. Support staff for undergraduate students will be located at X as well as Coop education advisors.

As a branch operation, there will be distinctions that create a different flavour. The X campus will give greater emphasis to managing change, particularly technological change. Teaching pedagogy will be enhanced through the use of multimedia computer technology and that same technology will be used to keep professors connected across campuses and in research networks. In keeping with procedures of other faculties on the X campus, cohorts will be used to create teamwork and efficient progression of students

through their programs. As well as some of the current concentrations at Burnaby, X will host concentrations in Management of Technology and Entrepreneurship.

Service courses at the 200-level are to be offered in the 2004-2005 academic year for current X students who want to transfer to the BBA program at Burnaby. Starting in the same academic year, about 50 high school students will gain direct entry to Business at the X campus. After completing their first year courses, they will start taking 200 level business courses in earnest in the 2005-2006 academic years. From that time and thereafter, a regular flow of BBA students will transfer or enter the Burnaby campus. The first Business@X graduates are expected in 2008.

1.2 Overview of Process

1.2.1 Scope and Objectives

1.2.1.1 Business Objectives

X Business Design Program Committee focuses on establishing a BBA program at ABCU X campus that is equal or better quality than at Burnaby. The new program will provide prospective students with the new learning experience via the cohort system and technology-oriented teaching method.

1.2.1.2 Project Objectives

To evaluate the current change process of the Surry Business Program Design and to identify the associated risks, challenges and opportunities in relation to the impacts it has on the faculty members at Burnaby Campus, by July 31, 2004. Through assessment and analyses of the data collected in the interviews with faculty members a report will be

produced. This report is intended to capture professors' opinion of which changes are going well and which changes are not going well.

1.2.1.3 Scope

1.2.1.3.1 The Project Scope will include:

- A written report documenting the findings of:

  Interview with the key stakeholders of the change, including 3 of the 6 committee members, 10 professors at Burnaby Campus

- The interviewees will be kept anonymous in the report

- The data collected during the interview will be revealed only to the committee members, academic supervisor, and other key stakeholders upon their approval

1.2.1.3.2 The Project Scope will not include:

- The implementation of the new program

- The feasibility of the new BBA program at X campus

1.2.1.4 Project Assumptions

The successful accomplishment of this project is based upon the following assumptions:

- 3 of the 6 committee members will be available to discuss the initiative

- Some faculty members from Burnaby and X campus are available for the interview

- Interviewees will feel free to provide accurate and objective information

- Information provided by the client will be assumed to be accurate

1.2.2 Project Organization

1.2.2.1 Project Team

Following is a table listing the project team members:

Table 1

Steering Committee	Dean of Faculty of Business Administration at ABCU
Project Sponsor	Dr. B W
Academic Supervisor	Dr. G B
Project Team	Wensong Li, Qi Dong and Sophie Wang

1.2.2.2 Stakeholders

1.2.2.2.1 Internal Stakeholders:

- Faculty of Business Administration

- X Business Design Program Committee

- Administration at the University

- Staff

- Coop coordinate

- TechOne Program

- Faculty of Applied Science (SIAT program, etc)

1.2.2.2.2 External Stakeholders:

- Students

- General public

- Government

- Parents

1.2.2.3 Project Reporting

The Project Team will inform all the development of the project to the Project Sponsor and Academic Supervisor via email, telephone, or meeting throughout the entire length of the project

1.2.2.4 Change Control

The project team, the project sponsor and the academic supervisor must agree to all changes in scope.

1.2.2.5 Risk & Issue Management

Any risks or issues that are found by any member of the project team will be communicated to the project sponsor within 48 hours. Types of risks to be identified include risks to Project: Scope; Timescales; Deliverables; Resources; Milestones

1.2.2.6 Phases, Schedule & Work Plan

Table 2

Phase / Activity	Duration	Target Completion Date	Deliverables
1 –Initial meetings with project sponsor	*1 days*	*May 20, 2004*	▪ Discuss scope and deliverables ▪ Acquire documentation
2 –Create and sign off project charter	*1 week*	*Jun 20, 2004*	▪ Review documentation ▪ Sign off P.C. with Academic Supervisor and Project Sponsor.
3 – Interview project primes	*1-2 weeks*	*Jun 30, 2004*	▪ Interview guide created ▪ Interviews completed
4 – Analyse findings	*2 days*	*Jul 3, 2004*	▪ Data complied and analyzed
5 – Create report outline and acquire project sponsor approval	*2 days*	*Jul 5, 2004*	▪ Report outline complete and approved
6 – Complete report	*2 weeks*	*Jul 19, 2004*	▪ Report completed for academic supervisor review
7 – Report revised and presented to Project Sponsor	*1 week*	*Jul 26, 2004*	▪ Completed report provided to Project Sponsor

1.2.3   Project Charter Signoff

1.2.3.1 Terms

The project team agrees to conduct research and analysis at the project company, upon the issue as outlined in this document. The project team agrees to present its findings to the project company on the dates as agreed above according to mutually agreed-upon project plan and statement of scope. The project company agrees to provide resources and access as agreed above. The project company agrees to allow a version of the project team's academic report to be published by ABC University and placed in the University's library, according to the terms specified in this document.

1.2.3.2 Approval

Table 3

Title	Signature	Date
Project Sponsor	B W	June 18, 2004
Academic Supervisor	G B	June 18, 2004
Project Team Member	Wensong Li	June 18, 2004
Project Team Member	Qi Dong	June 18, 2004
Project Team Member	Sophie Wang	June 18, 2004

CHAPTER 2
ABC UNIVERSITY'S X CAMPUS BUSINESS EXPANSION PROGRAM
– AN INVESTIGATION OF FACULTY AWARENESS AND ALIGNMENT

2.1 Summary

This field research was conducted by three MBA students from ABC University with the support of the X Campus Change Committee at ABCU. The main purpose of this project was to evaluate the current change process of the X Campus Business Program Design and to identify the associated risks, challenges, and opportunities in relation to the impacts it has on the faculty members at ABCU Burnaby Campus.

We embarked on a series of interviews with both committee and faculty members to determine the different perspectives towards this change initiative.

The Inspire Action Method for leading organizational change was employed to analyze the data collected from the interview and to make a comparison between committee and faculty members. The eight factors of the Inspire Action Method are: strategic alignment, business case, change leadership, communication, stakeholder perspective, create commitment, resilient teams, and aligned performance.

The analysis and comparison showed that the change committee did a good job in terms of 'change leadership' and 'resilient teams'. However, since there was not a clear strategic alignment amongst the faculty members, most faculty members had different ideas from those of the committee members. These discrepancies were the main source of resistance to the projected organizational change.

A number of recommendations to overcome the problems identified are provided. We recommend to the change committee that they clarify the change roles, enhance communication, create commitment, provide training, and establish a reward system.

2.2   Introduction

In today's business environment, the topic of change is more relevant than ever before. What change is, how to deal with resistance, the role of leaders in change, whether the change will be successful and how to make it successful, whether restructuring is necessary, how to manage employee's to maintain high performance during the change, and so on – these are all questions to which there are no clear answers.

We, as MBA students in the leadership and organizational change area, have been studying these questions throughout the length of our program. We realize that most organizations fail in strategic human resource planning because they are not aware of the complexity associated with change and the resistance generated by employees who prefer to stay in their 'comfort zones'. We have learned some practical strategies to solving the contradiction in redesigning organizational culture to reduce costs while at the same time respecting and valuing the employees that work in the organization. We understand that it is important for leaders to apply leadership skills, such as communication, listening, team work, negotiation and charisma to manage change.

In theory, we know that change can be managed; a statement which is supported by many theories and cases that we have reviewed. However, the ability of these theories to mesh with practical experience still remains to be tested. ABCU's expansion program

serves as an ideal real-life situation that allows us to assess the practical relevance of the theoretical change management models we have studied.

2.2.1 Purpose of this field study

The purpose of this study is to determine the opportunities and challenges the Change Committee will likely face in garnering the faculty member commitment to the change. Our investigation focuses on those who will most likely be impacted by the change in the short term - those in the two current concentrations (finance and marketing) and those who teach core courses.

We assume that professors who teach core course at the Burnaby campus will teach the same courses at the X campus as well. This means that they will face certain risks and opportunities as a result of the change. On the other hand, we know the professors are not forced to take those risks and opportunities. They can decide by themselves. It is our objective to explore how they will deal with this change. More specifically, we look at questions such as: "Will they accept the change?", "How do they see the change?", and "Do they have some suggestions to expedite this change?"

2.2.2 Background

2.2.2.1 ABCU

The university has enjoyed an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. ABCU has three campuses: the Burnaby campus, the downtown campus, and

the X campus. ABCU offers programs at the graduate and undergraduate level to approximately 25,000 students.

2.2.2.2 X Campus

ABCU X Campus opened its doors in September 2002. This satellite campus currently offers undergraduate degrees in Interactive Arts and Technology, Computing Science, and Business Administration and graduate degrees in Computing Arts and Design Sciences. Continuing Studies programs, including Liberal and Business Studies, are also offered. In September 2004 it will move to a new facility at Central City, an award-winning architectural development close to the X Centre SkyTrain station.

There are more than 610 undergraduate and 80 graduate students at X Campus. The number of undergraduate students is planned to increase to 800 in September, 2004. There are 36 faculty members and 41 administrative staff.

2.2.2.3 The change

In February 2002, the provincial government offered ABCU the opportunity to amalgamate Tech BC operations into an X campus in this suburban city. Subsequently, the ABCU X Long Term Planning Committee was formed to deliberate and make proposals. One of its recommendations of April 2003 states: "…the Faculty of Business Administration should develop, as part of its undergraduate program, a degree program at ABCU X Campus with a concentration in the Management of Technology, thereby permitting students to access a complete BBA degree at the X campus." In May 2003, Senate approved this recommendation in principle.

The Faculty of Business Administration then created the X Campus Business Design Program Committee. Since March, 2003, the committee has held 14 meetings where they reviewed existing programs and possible programs for the X campus.

During its deliberations, the committee interpreted its prime mandate to be the creation of a complete BBA degree at the X campus. Its secondary mandate was to incorporate a Management of Technology concentration within that BBA degree. Projections are for the X campus to have 3,000-5,000 Full Time Equivalents (FTEs) within 10 years. Of this number, 400-450 are expected to be BBA students. The Faculty of Business Administration will expand by about 16 - 22 tenure-track positions.

2.2.3   Method used in this field study

We held an initial meeting with the chairman of the X Campus Change Committee to set up the field study. We agreed that our study would consist mainly of interviews designed to collect data in the eight areas of the Inspire Action Method for Leading Organizational Change (Nancy MacKay, 2004). The target interviewees included the professors who are teaching core courses at the main campus and the change committee members. Five subject areas provide core courses to the students: Accounting, Finance, Marketing, Management Information Systems (MIS), Management and Organizational Change, and Policy Analysis. Because Marketing and Finance will be the two concentrations in the new campus, we decided to interview 2 professors in these two areas. Although Management of Technology will be taught as well (although not as a core course), we decided to interview two professors in the related MIS area and one professor in other three areas. The change committee is composed of six members. We thought that it would be sufficient to interview three of them.

Data collected from the interviews were analyzed against the eight factors in the Inspire Action Method for Leading Organizational Change (Nancy MacKay, 2004). We developed two sets of questionnaires according to these eight factors to target committee members and faculty members respectively.

We will categorize the responses of interviewees into each factor in the two sets and then compare the data between these two groups to determine the similarity and differences. Finally, we will provide recommendations for the change committee and discuss some aspects we think are very important to pay attention to.

2.3   Interview Data Analysis

2.3.1   Committee members

2.3.1.1 Strategic alignment

Refers to a process in which the organization develops an innovation strategy with cooperate vision, mission, value and goals based on a compelling vision created by the business leader to align the overall company strategies. By this factor, we will clarify whether the change agent: 1) has clear vision; 2) performed a SWOT (strengths, weakness, opportunities, and treats) analysis, and; 3) took the necessary to align the goals of those affected by the change.

The committee members' perceptions of the vision varied. Some were not sure what the strategy of the faculty as a whole was. They thought that it was the responsibility of the dean, rather than their own, to determine the future direction of the school. Others claimed that "…there is no stated or generally understood faculty strategy in the undergrad area". However, some members did have a general vision of the whole

organization. For instance, "[to] be internationally known, be nationally known, ...for our research and for our quality of program." Others had a more specific vision of "a BBA program (Surry) that is equal or better quality than here (Burnaby)" and "getting students coming through there with a significant learning experience that they can graduate and take jobs and contribute to the economy".

However, these differences do not prevent all committee members we interviewed from believing that the X program is aligned with the strategy of the whole business faculty. They believed this is a good program and it is a great place to promote entrepreneurship in BC. The new program will "broaden the existing attraction to students" and allow them to do what was previously not possible at the X campus.

All members believed that top support from the President and Dean will ensure that the new program aligns effectively with the whole strategy of the university.

2.3.1.2 Business case

A robust case describes what's happening and why concisely and is generated using the inputs from relevant the source document for many other materials. If the business case for change isn't clearly recognized, it's going to be hard or impossible to explain and support the changes. The inputs of case should be from leaders, key staff involved in the planning process, internal documents and other sources. This change component concerns 1) the clear business case and project success measures owned by business leaders, and 2) the stakeholder roles and responsibilities necessary for the project to succeed.

Committee members believed there are some very important and obvious reasons that justify the emergence of this program.

- It is a unique program in Canada. There is "no comparable undergraduate program in management of technology" in Canada.

- We have students at X who are already in the technology area, such as information technology or Interactive Arts.

- There is a lot of synergy that can be created between the new program and the existing business program. For example, there is a Management of Technology program at the downtown Campus and professors there will have opportunity to work in various areas, downtown or X.

- The X program should get the same quality and reputation as programs in Burnaby. The degree from X will be the same as the Burnaby degree. The course requirements and contents are the same. However, it is not "a clone, a copy of Burnaby". There will be two new concentrations, Entrepreneurship and MOT, which are not available at the main campus. The primary difference will be the increased focus on technology at the X campus.

- The geographic location of X gives it a competitive advantage. The unique location of X allows students in this city and the Fraser Village to have an ABCU campus close to them. Even for students not living near X, they get

there via SkyTrain from downtown or somewhere in the Greater
Vancouver to take the unique programs.

2.3.1.3 Change leadership

Identifies a change leadership structure to lead and sustain the project, clearly defines change leadership roles, responsibilities and accountability. We can check based on following roles: effective change leaders should 1) respond to the setting and situation of the company; 2) design organization structure and culture, the strategic prerogative of the business and the resource variables of the business, and 3) connect with strategy management, resource management, organization issues and corporate development.

Committee members agreed that there should be a person who "has the authority to act on anomalies" in this change, like early low intakes or pockets of resistance, and to establish guidelines. This leader will also "monitor faculty to ensure good quality and good feedback from students".

Meanwhile, there is a clear perception of individual responsibility among the committee. It has been "working on this new program for a little over a year," since March 2003. They did some research of MOT and Entrepreneurship type courses around the world. They also looked at what the previous university taught and then decided which of those courses to keep and which not to keep. They also developed detailed long-term time schedules and arranged for teachers – both from the current faculty and from the faculty of the previous school.

2.3.1.4 Communication

Refers to well-organized, logical plan that uses appropriate methods to communicate the content of policies and procedures to target people, develops the communication strategy and implementation plan, and follows an appreciative inquiry approach to organizational change. We will clarify: 1) the scope statement and audience selection, 2) appropriate communication methods and contexts, and 3) the schedule and timeline that apply continually over the life of business process, policy and procedure.

The committee members admitted that it is "very critical to involve people in the program" and "communication is the key to build this kind process". People need to "understand what is going on, have opportunity to create vision to buy into it, and look at opportunities to improve self".

The committee established a website to introduce the change, which includes almost all information regarding the change - from minutes of committee meeting to reports about what has been done.

However, the committee had more communication with top management than faculty members. For example, the committee discussed the change initiative with the P&P (Planning and Priority Committee, consisting of the Dean, Associate Dean, Academic Directors and Area Coordinators) three to four times to advise the members of what was going on in the program. The program including the implementation plan will be reported to P&P on a regular basis.

For the faculty members, the committee only held one faculty meeting to discuss the program and it did not plan to have another one. Some said that these kinds of meetings had not been "pleasant in the past". Some faculty did not even know that such

meetings had been held in the past, while others thought that it was not necessary for everybody to have complete information.

On the other hand, some members would have liked to hold "one to one or small group meeting in the areas" to clarify any concerns. They thought that they would have to communicate effectively to "change other's perceptions", and to make use of "success stories to communicate with them, such as how great a place X is, how great the faculty is, and how wonderful research is going on there".

2.3.1.5 Stakeholder perspective

The natural propensity for individuals and groups to defend the status quo presents a set of challenges that management must overcome to bring about desired change. In addition, it refers to the myriad of problems that may result if employees are not responsive to workplace issues. Mapping individuals, groups and business units on the continuum provides an informative topography of stakeholder sentiment and behaviour, and allows those who are resistant to change to be identified and monitored.

Most committee members said they knew some faculty members who were interested in teaching at the X campus, but they also admitted that this number is small and that most professors resisted the change. They also thought the reason for this was lack of understanding of the change on behalf of the faculty.

Some committee members thought that the change would not have a big impact on faculty members because there would be little need of professors in the first years of the change, and that new faculty members could be hired in the subsequent years. But some worried this may run the risk of "ghettoizing X". Other committee members

worried that the new program will be regarded as "inferior and it will end up being a back-door for accepting inferior students to the Burnaby campus".

Committee members perceived many potential advantages of teaching at the X campus. The new campus will rely heavily on the internet to instruct students. Professors would be able to "try something new, challenge their pedagogy, change their lectures to let students work in group, and put their stuff on-line". They would have the opportunity to "do something different" like on-line teaching. The 'Greenfield' expansion benefits (the benefits of starting things with the freedom to do whatever you like) are also good. This is not totally the case, but this is an opportunity to do things differently and better (using cohort, technology). These are maybe more opportunities than advantages."

Another advantage was that professors have the ability to collaborate with new faculty members at the new campus. People coming from a business field add business components into the research to interact with those coming from arts and technology. As such, there is a good opportunity for faculty is to do innovative research in the X environment.

Committee members admitted that issues of safety and transportation may be on the list of disadvantages, but the majority of them did not think these problems would be too substantial. They thought X would become safer overtime and there was no any difference between travelling to Harbour Centre and to Burnaby.

2.3.1.6 Create commitment

We need to consider three conditions: 1) the goal, project or activity taps in some item employees can be excited about. That is, people see a benefit for themselves or

something they care about and there is not a negative consequence that overshadows the benefit; 2) there is a mutually agreed upon goal, or at least one where the other person has a chance to give input about how the goal will be met; 3) there is communication that the person has been listened to.

The committee members realized the importance of building commitment and to establish "champions for this change". One member said that the reason some faculty members didn't have an opinion on the change was that that they didn't feel "the impact on them directly". The committee agreed that this change could not be effective unless the professors were motivated. The committee would like to put efforts to get professors involved at early stage.

Committee members said professors would not be forced to teach at the new campus and professors who will teach in this program obviously need to be committed to it as there are some unique characteristics such as more technology involvement. They thought this would benefit the professors because they would be given choices to have more flexibility. Professors who are interested in teaching technology would be the ones to teach at the X Campus. People who are interested in developing the new program will be interested in the technology for teaching on-line.

Committee members agreed that this new teaching method required unique skills to be implemented successfully, and saw the necessity of having support for faculty delivering programs on-line.

Some committee members thought there should be funding attached to the X program. This would imply having "more money for research, more faculty members, and more money for teaching".

2.3.1.7 Resilient teams

Identifies a team coaching approach to increase team resilience and productivity; reduce team conflict and increase team creativity, trust and performance. Based on this factor, we need to clarify: 1) an understanding of the prevailing patterns that influence how people operate in certain situations; 2) respecting these patterns; 3) conserving assets; 4) liberating latent resources (Conner, 1993, p. 248).

Most committee members thought the committee worked well so far. They got the "right person for the right position". There was a general perception that everyone is clear about his/her own responsibilities. The committee leader's authority was respected and his capability was trusted by other members. The leader was also committed to the new program.

The committee has had a lot of discussions about the new program, like what the new campus should be and could be, what concentrations should be there and what faculty members should teach there. These meetings were well organized and prepared. Every member got specific tasks beforehand and they brought the results in to discuss them. Everything was passed based on all members' agreement.

Although most members agreed that the commitment and involvement of the committee was generally speaking high, they thought some members worked harder than others. There was also concern that some individuals' primary commitment was to their town teaching and research ambitions, and not to the goals and objectives of the committee as a whole.

2.3.1.8 Aligned performance

Aligns to the company performance management strategy; identifies and creates the competencies and behaviour to ensure project success. Based on this factor, we will discuss: 1) the competencies needed to support the change; 2) training strategies to develop new competencies; 3) the organization structure, reporting relationships and HR processes.

All committee members agreed that in order to make this change effective, they would have to align performance measures. All of them agreed that the appropriate instruction of the course is very important, like how to teach the course in on-line environment, while they didn't exactly have an idea about what instruction is.

Regarding compensation, the views of committee members varied substantially. Some believed that it would be necessary to reward professor for using technology, and that without rewards instructors would not want to adopt new teaching practices. Others expressed their opinions more discreetly, claiming that "good performance strategies [will] enable professors to do the job well".

Some thought it would be hard to reward the change supporters because "the purse-strings are held by the upper administration". Other committee members were totally against the concept of financial rewards, arguing that "money isn't effective". These people believed that all professors should be paid in the same way and that rewarding people for accepting new changes will set a dangerous precedent which will have far-reaching effect on any future changes.

Some committee members thought there were already some rewards, but not in the form of money. These included things such as new offices, the exciting faculty and doing great things in a new place.

Moreover, committee members agreed that there were no obvious ways to punish the recalcitrant in a university system, since the educational environment typically tolerates a high degree of independence for professors.

2.3.2 Professors

2.3.2.1 Strategic alignment

Almost all professors agreed that a clear, compelling vision and goal is crucial to this change. However, only two of the seven professors we interviewed knew either the vision or the goal of this new change. They thought the purpose was to be flexible and provide broad business knowledge for students, or just to expand. Although both of them knew there would be something different at the new campus, neither of them knew what this difference would be.

All other professors said that they lacked a clear vision and goal regarding the change. One professor said he doubted if there was a "coherent strategy" among the business faculty. Two professors were not even aware of the change.

2.3.2.2 Business case

Most professors said they were not told why the committee wanted to implement this change, although they had their own interpretations. Perception of the change differed between individuals. Some professors thought this change was only being done

at the request of the government. Other thought it is because the former campus was in trouble.

Most professors were not optimistic about this change. Some complained that even the Burnaby campus had a hard time finding enough quality professors, not to mention the new campus. They believed that this reality may force the university to agree to lower standards at the new campus, and that the faculty members working there would be of lower academic quality as compared to their peers at the main campus.

Some professors regarded the new campus as "Siberia" or a "poor cousin" of the main campus. Other stated this change was a "wrong decision" from the beginning and predicted that "at some point X will separate from ABCU".

2.3.2.3 Change leadership

Some professors complained that they even did not know who the committee members were or what they had been doing.

Some professors doubted the university's capacity to manage multiple campuses. ABCU will have three campuses after taking over the new one. Each campus has its unique culture and it will be a big change to integrate them together.

2.3.2.4 Communication

The majority of the faculty members had some limited communication with the change committee, but they did not think they had gotten enough information and they did not feel that they were being kept sufficiently updated.

Four of the seven professors attended that general faculty member meeting. But there was "no follow-up meeting for feedback".

Regarding the change website containing the minutes of change committee meetings, most professors agreed it was a good idea. But 6 of 7 professors did not even know that such a website existed. The only faculty who had ever looked at this website told us "it was really hard to find" and he did not find anything he wanted there.

2.3.2.5 Stakeholder perspective

In the eyes of most professors, the advantages of teaching at the new campus included a new environment, new equipment, and a different experience.

As for disadvantages, all professors expressed the concerns of transportation to some extent. "People want to work near to where they live. The new campus may be closer for some faculty and clearly it won't be for others". We found that the farther the professors live from new campus, the stronger the resistance. In contrast, professors who live in the vicinity of the new campus did not think transportation was a big issue.

Teaching at new campus will be "far away from familiar academic surroundings". One professor said that "I prefer to work with colleagues for fun. If you are there, but no one else, it will be no fun". This isolation would inevitably result in "less interaction with colleagues on Burnaby campus" and most professors worried this would undermine the

quality of their research and teaching, which is the core part of their careers. The faculty as a whole needs to be in one place to communicate with one another, whereas "different locations decrease this kind of interaction". Moreover, there is a deep-seated belief among professors that Burnaby is the best campus.

As for the new technology based teaching methods such as e-learning, most professors thought there were a lot of disadvantages, at least "in practice", and only a few believed it would bring the new campus a cutting-edge advantage. One professor described e-learning as "nonsense". There were a few professors who were "excited about a combination of on-line and face to face", and they thought there had been already some successful precedents set for this type of instruction.

2.3.2.6 Create commitment

Most faculty members lacked commitment to the new change and thus resisted it. Some professor said that since there was a clear lack of vision for the change, they had little interest in teaching at the new campus. Most professors stated that their priority is to produce "high quality research"; this implies that their commitment to the new campus would be closely tied to their ability to do effective research in the new environment. More funds for research were also mentioned by some professor as a means of creating more commitment.

In our interviews, we also found that young instructors were less reluctant to use new teaching methods since they "had to develop new courses anyhow".

2.3.2.7 Resilient teams

Most professors believed that the change committee was competent and that the committee members were experts. In general, the professors were satisfied with the work the committee had done so far.

2.3.2.8 Aligned performance

Some professors thought that inviting them to see what the X campus looks like may be helpful for them to change their perceptions. They complained that although there were some discussions about the new campus, they had very little practical understanding of the change and the new campus.

Technology may be a useful way of aligning the three different campuses. Through internal structure, providing the same working environment in three locations by using technology to build connection, faculty members can feel that they are in the same work environment regardless of their physical location.

Some professors stated that they needed more support to accept this change. Some said that this faculty has to "wake up to the reality that we need to support teachers with more than a chalkboard, a phone from the 1970's".

2.3.3 Comparison between committee and faculty members

2.3.3.1 Strategic alignment

We found that not all committee members or faculty members were clear about the vision, goal and strategy of this change.

While the committee members could still have confidence regarding the change initiative, it is hard for the faculty members who were not sure about the vision and strategy of this change to do so.

2.3.3.2 Business case

While committee members were excited about the new changes, most faculty members did not think they had received convincing information. As a result, the personal interpretations of faculty members were largely different from the compelling reasons in the minds of committee members.

2.3.3.3 Change leadership

We discovered that most committee members were competent and each of them had clear individual responsibilities. They had put a lot of effort into this change initiative and the whole committee cooperated well. Most faculty members also thought that the committee members were the right person's for this change, and they were satisfied with the committee's performance and job.

However, some faculty members were not confident with this change and they doubted the university's capacity to manage multiple campuses.

2.3.3.4 Communication

Our interviews show that both committee and faculty members realized the importance of communication. Both sides showed strong interests in exchanging their ideas and thoughts. For example, for the non-mandatory general meeting, six of seven interviewed faculty members attended, a significant percentage considering the faculty

members for our interviews were randomly selected. The data also showed that the professors were looking for more channels of communication.

2.3.3.5 Stakeholder perspective

There are some discrepancies between faculty and committee members' stakeholder perspective.

Some committee members thought that the change would not have a big impact on faculty members. However, faculty members perceived substantial personal challenges regarding transportation, research, teaching, and so on, if they were to accept this change.

Moreover, most committee members underestimated the deep-seated belief amongst faculty members that Burnaby campus is superior to other ABCU campuses.

2.3.3.6 Create commitment

The change committee put significant efforts into creating commitment. Both sides had a consensus that improved researching and teaching had a big impact on commitment. But other factors such as new environment, new technology, etc. were not so appealing to faculty members as committee members thought they would be.

2.3.3.7 Resilient teams

Both committee and faculty members reached an agreement on this factor. They were satisfied with the change committee's performance. The committee fulfilled it responsibility to assess the initiative and implementation.

2.3.3.8 Aligned performance

It is obvious that the change committee had done a lot to support and facilitate the change, including the instruction of E-learning and course design.

But faculty members did not think there were enough supports for them to champion and accept this change. They looked forward to more support to better understand this change. Some aligned performances they wanted were very simple, like just visiting the new campus to see what it looks like. Professors said they "like to see the school pay to educate instructors on how to teach using e-learning hard and software".

2.4 Recommendation

According the above analysis the performance of the change committee did not completely comply with the eight factors; however, this does not mean the committee did something wrong. In the process of the field study, we found out that it had very clear goal for the new campus, created a plan for what business faculty will do at the new campus (up to the year 2010), understood the problems associated with the change, and built commitment among the team members. We believe that this committee almost finished its mission to project a plan for developing a BBA program, as a part of current undergraduate program, to provide the same degree in X campus.

In terms of our understanding of the eight factors, we attempt to provide some suggestions to the current or future change committee to improve their performance; to let them know what could be done differently and what should be done to enhance the introduction of this program in the future and to build a model for dealing with change.

Based on our interviews with professors and committee members, we think there are some things which have an impact on the change which would be worth the committee's time and attention to address. We discuss these in the following section.

2.4.1 Suggestions in terms of the eight factors

2.4.1.1 Clarify the change roles

In the change process, it is very important to identify each of the roles in a change effort and assess their behaviour and communications, which can help explain why the change efforts succeed or fail. There are four basic roles: change leader, change sponsor, change agent and change target. The relationship of those roles, how they interact, and what responsibilities they have, need to be understood during the change process.

- Change leader: one who commences the change, carrying the virtue of the certain event, strategy of the development or motivation of the change.

- Change sponsor: one who is the director of the area that will be changed; consults with the change leader to establish a form of 'contract' to deliver the project against agreed terms; is responsible for monitoring project progress and works with the change agent to keep the project on track; gives advice to the project manager on issues regarding technology and technology priorities.

- Change agent: one who facilitates the change in the front line, possessing the ability to solve problems, to bring the knowledge to the change area, to help the members find out solutions for their problems and to transfer the information between the high level and target.

- Change target: one will be directly impact by the change.

2.4.1.2 Communication

Currently the committee uses e-mail and faculty member meetings to deliver change information to the faculty members and to let them discuss the project. We suggest increasing the awareness of the details of the change through a monthly e-mail and newsletter from the change committee to the all faculty members, or by an on-line discussion forum to discuss certain interesting topics, to provide the constructive suggestions for the course design or teaching skills in technology and to give feedback. We also recommend holding another faculty members meeting to discuss the change program again. It is important to let the faculty members know what the committee has done and what they will do, and to give feedback to members who express their opinions on the change.

Another suggestion is to establish the communication channel between the committee members and the area coordinators. Regularly convey the policy, requirement, documents and other relative materials about the new campus to area coordinators. Then the coordinators pass that information to the professors in their area by formal or informal ways. The committee members can do the same job to use his/her network to diffuse the information broadly. In turn, the coordinators and committee members should bring the feedback to the committee to clarify what is good and what need to improve.

2.4.1.3 Create commitment

Broadly discuss the vision and goal of this change, including all faculty members, to figure out at least one goal in which 60 percent of the members see a benefit for themselves or something they care about and there is not a negative consequence that overshadows the benefit. Involve the professors in specific areas in the decision making process for building up a concentration in the new campus. Listen to their opinions about the course design, new technology and change program. Inviting faculty members to see the X campus and providing some successful examples will be helpful for the change.

2.4.1.4 Build a reward system

To encourage professors to use technology, some rewards may be required; otherwise they probably will not change their teaching styles. Appropriate instruction is very important, such as how to teach on-line and support to develop a course acknowledgement, the course content and on-line environment. As such, design of an incentive system is very important.

Time release: Professors who design the course on-line could be released from teaching other courses. For instance, professors need to teach four courses. If they are new to designing an online course, then maybe this could count as a course. This means in that year they would teach 3 courses, and spend the extra teaching load time in the development of the online course.

2.4.1.5 Provide training

The e-learning and cohort system are new ideas for the faculty members. They need information to know how to use e-learning in teaching and what the implications of the cohort system are. Some professors worried they will bear a heaver burden than expected if they using e-learning. They don't have clear idea of what is e-learning. For the cohort, some professors just know the name but have less understanding of what would happen is such a system is launched. Providing a training strategy for the faculty members, such as the standard for e-learning and the impact of cohort systems is imperative to improving instructor performance.

CHAPTER 3   LITERATURE REVIEW

3.1 Introduction

In general, commitment is defined as "a force that binds an individual to a course of action of relevance to one or more targets. As such, it is distinguishable from exchange-based forms of motivation and target-relevant attitudes, and can influence behavior in the absence of extrinsic motivation or positive attitudes" (Meyer & Herscovitch, 2001, p. 301).Most organizational change initiatives assume significant capacity development on the part of individuals, as well as whole organizations. Also, they depend on high levels of commitment to solve the complicated problems associated with the change implementation. As a result, commitment is crucial for the organizational change.

Moreover, commitment is interpreted by its functions. According to Mowday, Steers, & Porter (1979), organizational commitment entails three factors: (1) a strong belief to accept organization's goals and values; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to keep membership in the organization.

Commitment is essential to the success of any organizational change. A failure to gain commitment during organizational change can diminish or destroy the value of the venture. Without commitment, we can not identify the target of the change; without commitment, we could not confirm all needs of the change; and without commitment, we

could not design and monitor the change. (Mento, Jones & Dimdorfer, 2002). Cohen (2003, p.4) stated that: "First, not only does a better understanding of commitment in the workplace have the potential to make us happier and more productive employees, but also insights gained in the study of commitment may spill over into other area. Second, the quality of individuals' linkages with organizations to which they belong also affects society at large. Third, the identification of people with the organizations can create a larger whole that can be a driving force behind a firm's performance, its workers' well being, and the resilience of both the firm and workers in terms of change. In turbulent organizational environments, it is important to ask whether workers still identify with organizations, what forms such identification may take, and what factors shape it. "

3.2 The sources of commitment

3.2.1 Vision and Commitment

Morris (1987) stated that having a clear vision and articulating it is related to commitment. Vision becomes particularly important during times of transition in that it amplifies leaders' ability to anticipate and respond to opportunities or risks involved in the organizational change in order to remain competitive. Conger (1990) stated that much of the responsibility for instilling an organizational member with a sense of commitment lies with a clear vision. Strategic vision helps to provide a 'sense of whole' for the commitment (Morris, 1987). It can guide people's perspective and serve to generate commitment in the organization. Given choices, individuals will self-select themselves into organizations that have similar values and leave organizations with dissimilar ones.

In our field research, we found a close relationship between the vision and commitment. Most change committee members had a better understanding of the vision of this change than the faculty members. As a result, they were more committed than the professors. Moreover, professors who agreed with the vision of the change would like to put more efforts in this change than those who did not.

3.2.2 Involvement and commitment

Wooldridge and Floyd (1990) suggested that the outcome of the involvement in strategy formulation is the enhancement of their commitment to that strategy. Guth and MacMillan (1986) illustrated that low commitment is one result of compromised self-interest. Having input into strategy development is believed to reduce the likelihood that the resultant strategy will compromise the participants' self-interest.

Elsewhere, in a study of procedural justice and global strategic decision-making, Kim and Maubogne (1993) found a positive correlation between those extents that bilateral communication existed between managers of primary offices and managers of subsidiary units and the latter's organizational commitment. Though this study did not measure strategic involvement directly, it assumed that greater communication reflects greater involvement. And then these results can be interpreted as suggesting that strategic involvement will bolster manger's organizational commitment.

Much information proves that when individuals are respected and empowered by organization, they feel more committed than ever. Obviously, strategic decisions are particularly important for the organization and therefore we would expect that being involved in them would lead to greater feelings of commitment to the organization.

These researches were consistent with what we found in the interviews. The committee members had more influence than faculty members on this change, therefore, they were dedicated to the change and strongly support it. Professors, on the other side, did not feel as much involvement as the committee members. They were less enthusiastic to this change. Moreover, professors who had good experience with the new technology in the past were prone to this technology-focused change, partially because their personal interests comply with this new program.

3.2.3 Leadership and Commitment

Effective leadership can also result in commitment in the organizational change. Task-orientated leaders, focusing on completing the change-related tasks, may severely curtail the commitment; however, innovative and respected leaders enhance employees with strong organizational commitment can avoid negative response generated by task-orientated leader (Chen, 2004).

Research has been conducted using parts of transformational and transactional leadership theories. Some studies have found that transactional leadership augments laissez faire leadership in enhancing organizational commitment in change. Others have found that transformational leadership helps to augment the commitment of employees in organizational change (Dubinsky, Yammario, & Spangler, 1995). Bass and Avolio (1993, in Chen, 2004) pointed out that those levels of innovation and risk-taking commitment may be severely curtailed in transactional leaders while transformational leaders may build highly innovative and satisfying commitment. Transformational leaders may be able to infuse staff members with stronger levels of commitment while, at the same time,

avoiding the negative reactions that usually are generated by bureaucratic management approaches (Nystrom, 1993, in Chen, 2004). Idealized influence leaders with innovative culture will result in more committed employees.

In our field research, we noticed that there was no transformational leadership, therefore lower commitment. Although committee members still kept their enthusiasm, faculty members were generally opposed to the change program.

3.2.4   Organizational culture and commitment

Organizational culture has significant effect on how employees view their commitment in organizational change. Many researchers have supported the importance of culture for commitment in organizational change. Brewer (1993, in Chen, 2004) suggested that a bureaucratic working environment always leads to negative employee commitment, while a supportive working environment leads to greater employee commitment and involvement. Furthermore, Bass and Avolio (1993, in Chen, 2004) claimed that levels of innovation and risk-taking might be severely impeded in transactional leaders whereas transformational leaders may build highly creative and satisfying organizational cultures. Transformational leaders may be able to infuse staff members with stronger levels of organizational commitment, but without the negative reactions generated by bureaucratic management methods (Nystrom, 1993, in Chen, 2004). In addition, Leaders and followers share mutual interests and a sense of shared fates and interdependence (Bass & Avolio, 1993 & 1994, in Chen, 2004).

In a successful organizational change, culture plays an important role in developing and enhancing employees' intensity and dedication (Goodman, Zammuto &

Gifford, 2001). This strong attachment is particularly valuable when the employees view it as an instrument to the success of the organization or when very high levels of motivation are required. In contrast, a highly dedicated work-force represents a significant competitive advantage. Under turbulent or changing conditions, depending on employees who wait to be told exactly what to do can be a liability.

In the field research, both committee and professors mentioned the influence of culture in this change. The culture at ABC University is flexible and informal. There was no tradition to force professors to accept any new changes. As a consequence, the change committee did not have enough power to motivate professors and professors were likely to ignore the change if they were not interested in it. Moreover, the culture at new campus is different from that at main campus. Some professors explicitly stated that dislike of the culture at new campus was one important reason to prevent them from being more committed.

3.3 How commitment expedites organizational change

3.3.1 Increase effectiveness of organizational change

Peterson, Puia, and Suess (2003) proposed that effectiveness will be positive in its relationship with commitment in organizational change because employees crave/ perceive status and stability in their work relationships. Increased capacities and commitment are assumed to result in extra effort and greater productivity.

This kind of commitment is particularly of need as employees are often requested to conduct extra duties which may enhance the mission of the organization but are unlikely to create additional remuneration. As organizational commitment concerns

relatively more stable attitudes of the individuals toward their organizations, the more favorable the attitudes are, the greater the individual's willingness to exert more efforts on behalf of the organization, as well as acceptance of the organization's goals.

During our interviews with the committee members, we were really surprised by the high efficiency of this 6-member committee. Although all of them had heavy burdens of teaching and researching and none of them were paid for working in this committee, they successfully finished the assessment and design of the new program with high quality within a short period. It was hard, if not impossible, to accomplish such a big achievement without the commitment of all committee members.

3.3.2 Enhance employees belonging to the organization.

Rhoades (2001) found that perceived commitment in change increases belonging by strengthening felt obligation toward the organization and reinforcing employees' sense of belonging and identification with the organization, so that commitment totally mediated the perceived organizational belonging.

Commitment in organizational change denotes an action that is not only "personal" to the committed worker but is also completely voluntary and rational. Management cannot force it. The employee can also withdraw it if it is considered as no longer serving a mutual purpose - for both the employee and management (Gbadamosi, 2003).

Employees with high commitment to an organization see themselves as an integral part of the organization. Ramlall (2004) stated that highly committed employees

become innovatively involved in the organization's values and mission all the time while concentrating on how to improve their performance. Committed employees begin working like owners of the organization. Alternatively, employees with low commitment perform marginally and do not concentrate on improving their performance. Personal success is their sole measure and they do not see themselves as long term members of the organization. Therefore, employee commitment seems to be a pivotal factor in organizational success.

In our field research, we found that lack of belonging resulted in low level of commitment. Faculty members with less commitment to the change tended to think the new campus was still a separated part of the whole university and there was no strong connection between new campus and them. Even though the professors who agreed to teach at new campus stated that they just temporarily worked there and they were not proud of or reluctant to admit to being a member of the new campus.

3.3.3 Prevent resistance from change

Resistance will linger in the organizational change if commitment is not obtained from the people who must implement the change or who are affected by it (Coetsee, 1999). This commitment is best sought when a change is first contemplated. Competent leaders know that commitment will not be obtained if rational or emotional concerns are ignored. Committed people will view change as an integrative fabric of the organization and resist less than those who are not committed (Umiker, 1997).

Gibbons (2003) stated that committed employees usually possess a clear

understanding of what is to happen, why the change is necessary, and what the goal is. More importantly, they perceive that the survival of their organization or their job is threatened without the change or that the change offers some kind of a payoff for them. They also develop a greater appreciation of the difficulties involved and the opportunities to get their work done faster or with less interference. The proposals then naturally meet less resistance. Resistance often diminishes or may even be replaced with enthusiasm when the people in the change are committed.

In our filed study, it is clear that the committed professors and committee members were very optimistic of this change and they actually looked forward to it. Almost all of them envisioned a bright future of this change and they said they would like to do whatever they could to support the new program in the new campus. On the contrary, professors and committee members who were not committed were not confident with this new program and as a result they tended to resist it.

3.3.4 Aligning self and organizational interests

When employees feel less committed toward an organization, they naturally focus on protecting their self-interests rather than on working for the good of the organization. By getting employees committed, this kind of self-interest can be guided in ways that benefit the organization as well as the employee. Commitment is based on benevolent self-interest. Benefits accrue to the organization when employees are productive, and employees are compensated for being productive. The responsibility for compensating employees appropriately belongs to the organization's management, and the

responsibility for performing their work well belongs to employees (Patch, Rice, and Dreilinger, 1992).

In our field research, we found that the geographic location of new campus was not convenient to a lot of professors. It would take a long time for professors to drive to new campus. Moreover, the security situation there was historically bad. These were two of the main reasons that professors were less committed to this change. However, for those professors who were dedicated to this change, they told us that they would like to make some personal sacrifices to teach there. In their opinion, this decision may not be in the best interest of themselves, but it will definitely benefit the development of the university and the students there.

3.3.5   Boost job satisfaction

Job performance as an outcome of commitment has also received substantial attention from researchers. Meyer (1989) found that affective commitment and emotional attachment to, and identification and involvement with the organization change, to be positively correlated with job performance.

Moreover, Price and Mueller (1981) also found that commitment in organizational change to be causally antecedent to satisfaction. Thus, committed employees will generally be more satisfied with their jobs and co-workers than those who are not, and perceive current pay policies and future opportunities for promotion, within their firm, to be adequate.

In the field research, we noticed that the professors in the committee, who show more commitment to change, dedicated to design innovative programs and depict brilliant blueprint for X campus; on the other hand, the professor with lower commitment always complained either lacking research chance or losing interaction with other peers who worked on main campus.

3.4   How to develop commitment

3.4.1   Increase Communication

Candid communication is important in creating commitment, especially in change times. Only when leaders share organizational goals and give feedback of the performance appraisals, can employees create belonging of the organization and set up the commitment. (Goman and Kinsey, 2004). Through communication, the organization can be dedicated to an open and honest way to create commitment. Even though the employees are unable to decide on the change, they understand what is going on now and what could happen next. Hence, the employees understand the complexity of the change as well as the challenges faced by the organization, so that they could get involved in the change in an objective and positive manner (Allen, Myria, Brady &Robert, 1997). The leaders should share the complete information and performance appraisals in order to build employees' commitment. The more effective the communication is, the more likely the leader is able to overcome members' perceptual barriers.

Lewis (1999) pointed out that there are two ways of communication: downward and upward. Leaders should provide additional resources other than information, such as the reasons and goals related to understanding and instilling commitment to individual

tasks and organizational goals. Moreover, supervisors should offer immediate and appropriate feedback to all employees. Finally, all employees should be provided with the short term and long term goals because knowledgeable employees are likely to be more valuable employees. On the other side, to build upward communication, leaders should build a trusted and respectful climate and create an atmosphere to encourage upward feedback. In addition, upward communication will help employees to express their personal opinion and perception to satisfy their personal needs. To make successful upward communication, leadership could create the feedback policy, attitude questionnaire, and so on.

In our research, we found that there was not enough communication, both downward and upward. Change committee only held a general faculty meeting to inform target members of this change. But most professors mentioned in our interviews said that they did not get enough information and they did not know where they could get it. Therefore, the committee could not share all information it had and the professors could not express their concerns, let alone their potential interest of this change. Then it is not surprised for us to find out later that committee and professors had different perspectives of this change and most professors we interviewed were not committed.

3.4.2 Make aligned goals

It is not realistic to build up commitment overnight after the change is made. Instead, we have to continuously inspire and motivate followers with a clear and compelling goal. Aligning the goal will help find the fruitful agreement between employees and supervisors. To create aligned goals, change leader must scoop out a

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compelling goal that will motivate and attract change targets to build up the commitment upon (Brightman, Moran, 1991).

Reframing the goals is important when the followers are resistant to the original goals (Bohan, 1995). Goals should be set in collaboration with superiors and subordinates. These goals should be consistent throughout all levels of the organization. We should not only motivate the resistant employees to recommit, but also help to motivate the entire workplace to be committed. On the one hand, it may be time consuming, difficult, and filled with risks and dangers. On the other hand, the followers will be in right direction under their own steam, and finally, you will cultivate both committed employees and a healthy, productive organization.

3.4.3   Adjust organizational culture to commitment

Organizational culture also has a role in the development of commitment. Indeed, McGunnigle and Jameson (2000) noted that it is not possible to consider employee commitment without some reference to organizational culture. Commitment is contextual and shaped by dynamics specific to certain cultural and social contexts.

Lok and Crawford (1999) stated that innovative and supportive culture and subculture have positive relationship with commitment, while a hierarchical subculture have negative association with the commitment. There are many evidences that a lower level of employee's commitment is resulted from bureaucratic environment Indeed, McGunnigle and Jameson (2000) noted that it is not possible to consider employee commitment without some reference to organizational culture. Commitment is contextual and shaped by dynamics specific to certain cultural and social contexts.

In the organizational change, leaders should pay attention to the culture in which the change will happen. New change will inevitably bring in new culture that may conflict with the existing one. If employees could not adapt to the new culture or resist it, the commitment will be undermined. Therefore, in time of change, it will be safer for the leaders to maintain the current culture or introduce a new culture that is not totally different from the old one to ensure the success of the organizational change. Then Change leaders could integrate creative insight, persistence and energy, intuition and sensitivity to the culture to forge commitment to their organizations (Bass, 1993).

3.5 Conclusion

In conclusion, commitment plays a key role in the successful implementation of the organizational change. The commitment comes from and has a close relationship with vision, involvement, leadership, and culture. It will benefit the organizational change through increasing the effectiveness, intensifying the feeling of belonging, reducing the resistance, redesigning self-interest, and boosting job satisfaction. To create greater commitment in the organizational change, we recommend the three steps of increasing communication, making aligned goals, and adjusting the organizational culture.

CHAPTER 4   REFLECTIONS AND LEARNING ON STUDYING ORGANIZATIONS

The three-month project was an unforgettable experience for me. For the first time, it allowed my fellow team members and me to use what we had learned in the class to the real life. It started with a hard note but ended with a tone full of joy of harvest. The project itself was unique in that it involved literature review that required team members to go through tons of articles to find right theories for organizational change, as well as to apply them to support Surry campus expansion program. After three months of hard work, my efforts finally paid off. I learned a lot from the project, also from my team members and our instructor. It enabled me not only to refresh my knowledge about business administration, but also identified my strengths and weakness during the process of the project. I have to say I am more than ever ready for my future career as a member of management team in my family run hospital.

4.1 My field learning

There are a couple of incidents that made the initiation of the project a rocky start. First, a major part of the field study was to interview faculty members to collect data and other required information for later analysis. After sending more than 20 e-mails to faculty members inviting them for the interview, we only got a couple responses. And they were junior faculty members who were reluctant to the change. Apparently this would not lead our field study to a sound and scientific conclusion. We were dismayed, but soon recovered under Wensong's leadership. He redesigned the invitation letter, and

kept us posted on successful invitations. His leadership motivated us. With the great commitment of all the team members, we ended up interviewing twelve professors, and successfully collected all needed data and information on time. It proves the importance of the leadership in any project or organization. It is the direction, motion and most important of all the lifeline of an organization. The credit goes to Wensong for his leadership in leading us accomplishing "Mission Seems Impossible"--- interviewing busy professors.

The second challenge we were facing right after the interview was the rejection of our first project charter due to lack of a clear model that we would use to evaluate the organizational change, and make proper recommendations based on it. As our team lost in directions, our instructor extended a helpful hand to us. He held a meeting with our team members. After examining our collected data and information, and listening to our opinions, he recommended us a model to work on the project. Further more, after acknowledging our situations, he gave us a route map to follow. This eventually ensured the success of the project. From this, I understand the teamwork may not be the only crucial element in achieving a goal; external help can also be a good option when necessary. Sometimes it can play a very important part.

Even though we had a rough start, the following part of the project went as smooth as a charm thanks to our well-established communication and cooperation system. Wensong, Qi and I, even though we were classmates before the project, but we did not know each other to the extent that who was specialized on what field, and where his/her weakness were. At the beginning of the project, we decided to open us up to make each member of the team know the others' advantages and disadvantages in the project,

thus find the best solutions trying to take the advantage of his/her specialties, and avoid assigning him/her a part that he or she was not good at. Qi was good at English writing, he voluntarily to polish the final version of the project. As to Wensong, he was the leader of the team, and overlooked the overall progress of the project. Since I had the convenience of transportation and 24 hours access to the Internet, I was responsible for most of the research work. We kept our communications channels open all the time through home phone, cell phone and e-mail. We also held team meetings regularly to exchange opinions, update progress. Since we all have different schedules and plans, we sometimes offered or required to cover each other's assigned part to make sure the project steadily moved forward. Because of the constant and open communication among team members, the cooperation between our team members worked seamlessly. The project manifested the importance of communication and cooperation, and the interaction and dependence between them. Without any of them, a project is destined to fail.

4.2 My Strengths and Weaknesses

The project further ensured me my strengths such as dedication to the team, research ability and team player. After I was assigned to do research for theories through on line database, I don't remember how many sleepless nights I spent in front of computer trying to find the most appropriate articles to support the organizational change theories. My research work was well accepted by my team members and built a solid theoretical foundation for the team's field study analysis. I made changes accordingly to my team members' requirements. I was willing to undertake extra tasks needed to make the project more successful. I always believe that a unified team will make the project a sure win.

Meanwhile the project also exposed some of my weaknesses in business administration. After in depth thinking, I conclude several problems that were exposed in final project. First and foremost, I never thought of the project ahead of my team members, which leads to lose some chances to better data analysis. Second, poor communication skill was another key weakness. This was partly because my cultural background and language barrier hindered my efficient and effective communication with my instructors and interviewees. Also my lack of interpersonal skills should be blamed for. I am grateful that all my fellow team members are Chinese and we share similar background, this makes the communication within the team not a big issue for me at this time.

4.3 Better Equipped for Future Career

The project has come to an end. But it left us a lot of tasks to fulfill. For me, it will be questions on how to improve my leadership and communication skills. It is easy to make several steps to achieve the goal on paper. In real life, it needs courage to change my way of thinking and endless efforts to practice my English. However, I am confident I will get there one day. As people say there is will, there is way!

The project also provided me with excellent tools to deal with organizational change. Since my future career plan is to help my parents manage a hospital in Beijing. The hospital is unavoidably facing changes to cope with the speedy development of China's economy. How to make organizational changes? How to communicate with hospital employees about the change? Does the organizational change affect the hospital employees' commitment to the hospital? How to make the organizational commitment

work for the good of the hospital change? I think I am now well equipped to answer these questions. Thanks to all the people involved in the project. It set a solid stepping-stone for all of our MBA students to make our first step towards our new working positions.

APPENDICES

4.4   Appendix A-Eight Factors

- Strategic alignment

Refers to a process in which the organization develops an innovation strategy with cooperate vision, mission, value and goals based on a compelling vision created by the business leader to align the overall company strategies. By this factor, we will clarify whether the change agent: 1) has clear vision; 2) performed a SWOT (strengths, weakness, opportunities, and treats) analysis, and; 3) took the necessary to align the goals of those affected by the change.

- Business case

A robust case describes what's happening and why concisely and is generated using the inputs from relevant the source document for many other materials. If the business case for change isn't clearly recognized, it's going to be hard or impossible to explain and support the changes. The inputs of case should be from leaders, key staff involved in the planning process, internal documents and other sources. This change component concerns 1) the clear business case and project success measures owned by business leaders, and 2) the stakeholder roles and responsibilities necessary for the project to succeed.

- Change leadership:

Identities a change leadership structure to lead and sustain the project, clearly defines change leadership roles, responsibilities and accountability. We can check based on following roles: 1) effective change leaders should response to the setting and situation of the company; 2) should design organization structure and culture, the strategic prerogative of the business and the resource variables of the business; 3) should connect with strategy management, resource management, organization issues and corporate development.

- Communication:

It refers to well-organized, logical plan that use appropriate method to communicate the content of policies and procedures to target people. Develop the communication strategy and implementation plan, follows an appreciative inquiry approach to organizational change. We will clarify 1) scope statement and audience selection; 2) appropriate communication method and context; 3) schedule and timeline for ensuring that apply continually over the life of business process, policy and procedure.

- Stakeholder perspective:

The natural propensity for individuals and groups to defend the status quo presents a set of challenges that management must overcome to bring about desired change. In addition, it refers to the myriad of problems that may result if employees are not responsive to workplace issues. Mapping individuals, groups and business units on the continuum provides an informative topography of stakeholder sentiment and

behaviour, and allows those who are resistant to change to be identified and monitored.

- Create commitment:

We need to consider three conditions: 1) the goal, project or activity taps in some item employees could be excited about. That is, people see a benefit for themselves or something they care about and there is not a negative consequence that over shadows the benefit; 2) there is a mutually agreed upon goal or at least one where the other person had a chance to give input about how the goal will be met; 3) there is communication that the person has been listened to.

- Resilient teams:

Identifies a team coaching approach, to increasing team resilience and productivity; reduces team conflict and increases team creativity, trust and performance. Based on the factor, we need to clarify: 1) an understanding of the prevailing patterns that influence how people operate in certain situations; 2) respecting these patterns; 3) conserving assets; 4) liberating latent resources.

- Aligned performance:

Aligns to the company performance management strategy; identifies and creates the competencies and behaviour to ensure project success. Based on the factor, we will clarify: 1) the competencies needed to support the change; 2) training strategies to develop new competencies; 3) the organization structure, reporting relationships and HR processes.

4.5 Appendix B- Interview Questions for Change Committee Members

1) Do you think the committee has well informed the faculty of this change? By which way did the committee deliver this information?

2) Are there some kinds of communication between you and the change committee? Do you think the communication is enough?

3) Do you think most faculty has a clear vision and goal of this change? If no, Why? If yes, what are this vision and goal?

4) Do you think this change aligned with the whole strategy of Business faculty?

5) How many faculty members are willing to teach at X now? Why?

6) Are there some kinds of supports that can make people more willing to teach at X? What will you do to attract more professors to X?

7) If you cannot get more faculties from Burnaby, what will you do? (Recruiting new members?) If so, will you use a lower recruitment standard?

8) Are requirements for hiring new faculty teaching at X Campus same as requirements for Burnaby Campus? If not, why?

9) What strategies the business faculty will use to align the performance in Campus, Burnaby and X?

10) What is your opinion about the E-learning, the major teaching method at Surry?

11) What do you think about cohort?

12) What is the advantage/disadvantage to teach at X?

13) What's your expectation for this change? Are you optimistic to it?

14) Do you think the committee members are the best choice?

4.6   Appendix C- Interview Questions for Faculty Members

1) Do you know that there will be a change at X campus? Do you think you have got enough information about it?

2) By which way did you get this information?

3) Are there some kinds of communication between you and the change committee?

4) Do you think the communication is enough?

5) Do you have clear vision and goal of this change? If no, Why? If yes, what are this vision and goal?

6) Do you think this change aligned with the whole strategy of ABCU?

7) Is there anyone in your department willing to teach at Surry? Why?

8) Are there some kinds of supports that can make people more willing to teach at X? Do you know actually there is kind of change? (More Fund at Surry for Faculty to do research) Do you think the new faculty recruited at X will be inferior?

9) What is your opinion about the E-learning, the major teaching method at Surry?

10) What do you think about cohort?

11) What is the advantage/disadvantage to teach at X?

12) What's your expectation for this change? Are you optimistic to it?

13) What should be Committee's next step?

14) Do you think the committee members are the best choice? Are you satisfied with the performance of the committee? Do you have any suggestion to it?

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- Hi Melissa,
-
- Do you need a formal letter from me or do you just need approval from me?
-
- The purpose of this note is to give the BUS 999 2004 class copyright approval to use all of my BUS 901 materials.
-
- Please let me know if you need a formal letter with the statement above and if there is anything else I need to include in the note/letter.
-
- If you have Penny's email address, feel free to forward this to her with a cc to me to expedite approval.
-
- cheers
- Nancy
- -----Original Message-----
- From: Gervase Bushe [mailto:bushe@sfu.ca]
- Sent: May 15, 2004 2:21 PM
- To: Nancy MacKay
- Cc: Melissa Cook
- Subject: Re: Copyright Problems

- Nancy,
- The letter from Melissa below is self explanatory. Can you provide the letters required?

- Thanks

- Gervase

- Melissa Cook wrote:

- Hi Gervase,
- Sorry to bother you but I am just working on the project charter and after
- attending the thesis workshop it appears that Penny is going to be very
- picky on copyright infringements (and understandably so). As I was working
- on the project charter I noticed that Nancy has copyrighted her project
- charter template and all of her models. I am aware that we are supposed to
- utilize her models and project charter template for the project and so I was
- wondering if we should ask her if she would be willing to provide the class
- with a letter giving blanket copyright approval to the class for BUS 999 (of
- course we will still cite her but my understanding from Penny is that we
- need copyright approval as well). After that every group would need to give
- Penny a copy of that approval or else she said she would refuse our projects
- if we use any graphics that belong to someone else (and I am assuming that
- applies to the template as well).
- I was just wondering how you would recommend proceeding?

- Sorry to be a bother and thank you very much for your time.

- Melissa

- --
- Gervase Bushe
- Simon Fraser University
- Vancouver, Canada

- http://www.gervasebushe.ca