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The Effects of Organizational Restructuring and Acceptance of Change on Employees' Motivation

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Abstract

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Eve Maria Fleming

MPA, University of the Virgin Islands, 2005

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Dissertation Submitted in Partial Fulfillment

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Abstract

Numerous internal and external factors drive decisions to undertake organizational restructuring; according to senior management, restructuring is part of a strategic change. The purpose of this qualitative, exploratory, case study was to examine the effects of organizational restructuring on university employees' behavior towards restructuring and change in the effectiveness of the institution. The conceptual framework drew on the social change theory, a primary triad model, and a congruence model for organization problems to frame the guiding questions: how does restructuring impact employees' motivation and acceptance of change and how does the employees' acceptance of change affect the institution's effectiveness? From a purposeful sample of 130 employees at a small land grant university who had experienced 2, 3, or 4 recent restructurings, 66 respondents answer the open-ended survey. The data also included historical documents and interviews with 6 employees. All data were coded and categorized. Four themes emerged. Employees were reluctant to embrace the change; employees not satisfied with the communication process; employees experienced low motivation, attitude change, and dwindling morale; and employees perceived that there were no significant changes in the effectiveness of the institution. These findings indicate that management should devise practical means by which to communicate, receive feedback, and encourage input from the employees. Cultivating a better understanding of the challenges of the restructuring process by management, can create an atmosphere whereby employees can see themselves involved in the change process as implications for social change.

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Dedication

To the loving memory of my Mom, I wish you were here to witness this precious moment. To my sister, Mary, who wished I would hurry and get on with my life, and to my two sons, thank you!

Acknowledgments

First, I want to thank God for giving me the strength to endure to the end. I have made it! Thank you, thank you Dr. Elizabeth Kehoe (former chair of my committee) for the times you listened to me, frustrated and ready to give up, and gave me the encouragement to continue; I have now arrived. Thanks also to Dr. Laura Weidner who stepped in to be my committee chair and pledged to continue with me to the end. I relied on her countless times during this journey, both personally and academically. Your thoughtfulness, encouragement, and intelligence brought me through. To Dr. Keen, my committee member and methodologist, thank you, thank you. Your insights in making my work more succinct and ready for the best presentation, were phenomenal. I am lucky to have had both of you on my committee. Without your guidance, this day would not have been possible.

To my former supervisor and friend, who encouraged me to begin the program and gave me guidance in selecting the best institution to commence my studies, thank you. To my adopted mom, who encouraged me to continue when the nights were more than nights. To my friends and lunch crew, thank you for your encouragement.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Restructuring in higher education is not a new phenomenon. Gumport and Snydman (2002) indicated that for the past two decades, studies have addressed the formal structure of academic organizations (p. 375). Gumport (2000) stated that the challenge for universities and colleges is to stay current with the various, continuous changes. It would be advantageous for these institutions to reevaluate their structure in terms of the changing environment. In so doing, new information about staying current in academia could emerge (p. 67). The most challenging type of restructuring is internal restructuring, where the approach to adopting strategies, processes, and structures are changed (Koper & Richter, 2014).

Restructuring in higher education is common (Foley, 2014; Hays, 2008; Sohal, 2006). For example, in 2014, the governing board of Iowa's three public universities voted to restructure all three institutions (Foley, 2014). Restructuring at the colleges at Loyola University, New Orleans, took effect in fall, 2016 (Manganaro, 2015). Employees are often concerned about their survival during restructuring (Caruth & Caruth, 2013). The research showed that at the onset of restructuring, employees perceive the change as threatening or harmful; in turn, this could create a negative emotional reaction and cause them to lose motivation (Fugate, Kinicki, & Prussia, 2008) especially if the change is a threat to their employment (p. 6). The employees' level of job expectancy along with the lack of confidence in their organization's leaders to create stability, may cause a lack of motivation; thus, performance at a higher level can become stymied (Morris, 2016).

The responsibility for planning and implementing change in an organization rests with the administrators. Thus, managing the change and motivating employees to accept the change is significant in the administrator's role (Gilley et al., 2009). Employees' inability to accept the change may be due to management's failure to value or even acknowledge employees' input, or to manage their attitudes toward change (McKay, Kuntz & Näswal, 2013). It is sometimes unusual for employees to feel uncertain and have conflicting emotions about the change (McKay et al., p. 29). For organizations to survive in times of turbulence and change, there must be effective leadership. It is therefore, the duty of organizations (Board of Trustees or Board of Regents) to ensure that leadership is effective in guiding and assisting an organization in dealing effectively and efficiently with change (Vinger, 2009). Even though when restructuring can lead to some planned or desired changes, these changes are not sustainable unless internalized by the organization's members and become routine (Stoyanova, 2014). Restructurings where employees are moved around and have new managers, one would expect that the channels of communications would be similarly altered. There is evidence that the lines of communication would not be altered from the preexisting structures, thus causing internal frictions and resistance (Boohne & Williams, 2012, p. 136).

Stevenson et al. (2003) claimed that higher education has made changes over the years in the handling of many of the operations such as greater autonomy and influence within the organization. This can result in more opportunities, involvement in the institution, and enhanced productivity (p. 243). Executive leadership need to be mindful of the role that they assume in the reorganization. Their behavior directly influences the way employees views them and their ability to effect change and increase institutional productivity. Leadership of the organization has an important role in driving the productivity of the employees (Klarner, By, & Diefenbach, 2011.) Along these same lines of institutional leadership and employee productivity, where there is little relationship between the employees' advancement to a higher-level position and leadership's effectiveness in communicating the need for change, organizations are likely to struggle because productivity may not be vision driven, but rather more related to individual goals such as pay raises or promotions (Klarner et al., 2011.) Employees need to feel as if they are contributing to the restructuring process, and sharing responsibility for the institution's mission. This type of employee participation can be the bond between employee and organization (McCann, 2011). Ashraf and Kadr (2012) found, in their review of organizational models, that effectiveness should focus on an organization's human capital and assist individuals in achieving skills and self-esteem to control the new environment and find security and support (p. 82).

In the same manner, the effectiveness of the organization at the end of the change process is paramount to the organization succeeding. Organizational effectiveness is the most common concern of all higher education institutions (Ashraf & Kadir, 2012, p. 80). Herbst and Conradie (2011) stated that, for organizations to function effectively, leaders must be able to interact across different components of the organization. Communicating and/or collaborating with other sectors of the organization are the qualities of a good leader who will be able to effect change (p. 2). Therefore, critical skills in relationship building and collaboration are essential ingredients in building an effective organization (Herbst & Conradie, 2011, p.3).

In this chapter I will briefly describe the following topics: background of the study, problem statement, purpose of the study, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, and the significance of the study.

Background

Restructuring or any change in organizational structure can be threatening and can be harmful due to actual or perceived loss which incites emotional distress (Fugate, Kinicki, Prussia, 2008), and can leave the individuals unmotivated. Research further shows that restructuring in higher education meets with employee cynicism (Stanley, Meyer & Topolnytsky, 2005), where employees felt administrators were engaging in changes to benefit only themselves (Stanley et al., 2005, p. 430). Giving employees the reasons for any change, and then the reasons for the restructuring at any institution, may gain the acceptance of the employees and help them maintain motivation. Maintaining motivation can have a positive or negative effect on the experience of an employee either during or after the restructuring (Gilley, McMillan, Gilley, 2009). Giving employees reasons for organizational restructuring, there is a possibility that suspicion of motive could be eliminated (Caruth & Caruth, 2013).

McKinley and Scherer (2000) indicated that lack of communication between group members enhanced the collapse of the group's social structure, and the capability to build common frames of meaning. And, although organizational restructuring does not have the intensity of a “forest fire,” it does have strong potential to disrupt “consensual meaning” and promote “ontological insecurity” (p. 748). The organization’s common framework of understanding of issues is no longer valid. As a result, members tend to assign new and different meanings to previously agreed upon concepts. Therefore, within-group communication could be a remedy for the common effects of upheaval and fragmentation of being unaware. Communication across hierarchical sectors of the organization is necessary to raise the awareness of the employees of the impending changes (, 1993 p. 749). Doing so could alleviate any or all anxiety they feel due to the restructuring.

McKay et al. (2013) stated that the degree to which employees feel that information is shared to allow them to contribute in any significant way during the implementation stages, affects the outcome of the change process (p. 29). Further, during the initial stages of organizational change, information sharing—as mentioned earlier—is very important to employees, especially the ones most affected by the change. This can cause stress to the employees more than the outcome of the changes (p. 30). Presenting research on employee acceptance of a change in organizational structure, based on an assessment of organizational effectiveness, can help administrators realize why employees may be resistant to restructurings.

Restructuring of any kind can cause uneasiness among employees in any organization, whether in business or higher education. Stanley, Meyer and Topolnytsky (2005) stated that as organizations attempt to cope with increasingly turbulent economic, technological, and social environments, they depend on their employees to adapt to changes; however, employees often resist change (p. 430). According to Olson (2010), change is difficult for anyone, and it seems to be especially true in academia (p. 4). Therefore, employees' enthusiasm is vital to sustain the change. One could assume that under these circumstances employees would just quit or stay sullen for a period and then get over it. The literature, however, does not support that.

Overcoming these major adaptation hurdles in organizational restructuring requires *buy-in* from the employees during the development of a restructuring plan. This buy-in or participation in the design of the organizational structure can have the effort of minimizing resentment in response to the impending organizational change. Kezar (2001) pointed out in the research that "broad buy-in is necessary; veto power occurs by a small group if they perceive that all voices have not been heard" (p. 73). According to Gilley, McMillan and Gilley (2009) organizational change cannot occur unless there is buy-in by the different constitutions of the organization (p. 40). Furthermore, the authors stated:

> Inherent in organizational change is uncertainty regarding how individuals should act and the outcomes to be expected. Changes that modify existing authority or role structures generate ambiguity and confusion regarding appropriate, effective action and in-role behavior. Structural changes challenge organizational goals and desired outcomes, ultimately affecting quality of work life and employees struggle to align business changes with their own interests. Successful implementation of change ultimately results in modified employee behavior (p. 39)

The survivors of an organizational restructuring may sometimes experience job insecurity during the process or increase job demands after implementation. Chipunza and Berry (2010) found in the study that perceived job insecurity is directly related to motivational deficiencies among the survivors (p. 608). Therefore, employees should be motivated to embrace change to enhance institutional cohesiveness and effectiveness (Gilley, 2009, p. 39.)

Problem Statement

In the changing economy, higher education institutions are encouraged to do more with less. Sohail, Daud, and Rajaduvai (2006) wrote that for colleges to survive, they needed to become more customer focused, flexible, and able to meet the learners' needs. To accomplish this process, implementation of a Business Process Re-engineering model (BPR), also called restructuring, was suggested (p. 279). The BPR is the "redesigning and reorganizing of business activities as a consequence of questioning the status quo and seeks to fulfill specific objectives and can lead to breakthrough improvements" (p. 280). BPR is considered as a suitable vehicle to achieve the reorganization changes, according to the authors. The study suggested that higher education needs to become more customer and business oriented and the BPR model could yield a good perspective of change.

Research has shown that from 2001 to late 2010, there was need for organizational change in higher education institutions, primarily because higher education needed to be more responsive to a changing economy and changes in the environment (Kezar, 2001, Hughes, 2010, Olson, 2010). At the Institutional Management of Higher Education (IMHE) conference, September 2010, the focus was on achieving the stated goals amidst financial crises at institutions (Davis, 2010); 2 months later, at the American Enterprise Institute (AEI) conference in November 2010, Arne Duncan and Bill Gates stated that school leaders can, and must, not only survive the current economic storm but also fundamentally restructure their schools to save money and improve efficiency (Neill, 2010, p. 2).

Organizational restructuring in higher education did not get off to a good start. Restructuring in higher education took on a negative connotation, Hirsch and De Soucey (2006), because institutional change was used to supplant old models with new organizational structures (Loomis and Rodriguez, 2009, p. 475). Restructuring has been recognized as a business model to reduce expenditures and focusing only on the programs, without regard for employees who will ultimately be affected by the changes (Gumport, 2000, Curri, 2002, Hirsch & De Soucey 2006). Universities, like businesses, evolved and used restructuring efforts to become more efficient, and in some instances, cut costs (Boylan et al., 2008; Daif et al., 2011).

Gumport (2000) Curri (2002), and Hirsch and De Soucey (2006) have discussed in popular trade and academic management literature how employees cope, reorganize, and accept such changes. The impact that change and restructuring has on employees' self-confidence, potentially leading to their resistance to the change, may cause the leadership of the organization to rethink the process used to arrive at the change (Stanley, Meyer, & Topolnytsky, 2005). It is important to understand the impact restructuring has on university employees' behavior, and to articulate strategies institutions can use to restructure an institution effectively without compromising the morale and motivation of its employees.

This exploratory case study has the potential to influence the way restructuring is executed by managers at universities, and influence individuals' behavior towards change. Although there is literature on restructuring in higher education (Klarner et al., 2013; NCU, 2012; Sohail et al., 2006; Vinger, 2009), I found a gap in the literature on employees' motivation after a restructuring took place in higher education. I will explore this gap further in chapter 2.

Purpose of the Study

The purpose of this qualitative, exploratory, case study was to examine the effects of organizational restructuring on university employees' behavior towards restructuring and change in the effectiveness of the institution. Change in the effectiveness of the institution was measured as a change in the perception of effectiveness by the employees. Change is a process, not an event; it is made by individuals first, then institutions; it is a highly personal experience that entails development, growth in feelings, and skills (Lambert & Mitrani (2012p. 3). When employees are content with their jobs and take pleasure performing its duties, then the benefits of their enthusiasm will permeate the organization (Siddique, Aslam, Khan, & Fatima, 2011, p.7). When restructuring occurs in an institution of higher education, whether over a period or instantaneously, employees may not be prepared to accommodate the change. Therefore, this qualitative case study sought to analyze the effect of restructuring on employees' motivation following major organizational restructuring and whether there is a change in the perception of effectiveness.

The study also sought to determine whether the initial perceptions and sentiments of the employees persist with the passage of time. This can be very important to the success of subsequent restructuring efforts. Historical data such as consultants' reports, accreditation reports, interviews, and a survey were used in supporting this study of the effect of organizational restructuring and change in the effectiveness of the institution on employees' motivation towards the restructuring.

Research Questions

This study was guided by two questions:

1. How does restructuring impact employees' motivation and acceptance of change?
2. How does the employees' acceptance of change affect the institution's effectiveness?

Conceptual Framework

Organizational change or restructuring is not a new phenomenon. The concept dates to the 1960s and evolved from organizational development (Cooperrider & Sekerka, 2006). Theories of organizational change and leadership also evolved and were used to form the conceptual framework for this study (Nadler & Tushman, 1994; Bommer, Rich, & Rubin, 2005).

Implementing change in an organization can be unsettling because it introduces new ways of doing business and it requires changes to conventional operating methods (Baruch & Hind, 2000). When organizations experience major transitions, leadership plays an important role, as the leaders are primarily responsible for engaging staff to achieve the desired outcome. It is also one of the most significant and difficult responsibilities that leaders face. Curri (2002) also emphasized the need for leadership intervention in change. The author further stated that institutional efficiency may be achieved after a restructuring, if the interactions between leadership and staff happened based on the primary triad model. The primary triad model explains the relationship between the organizational components and the hindrances associated with the change and the forces of change. Further, the model asserts that if the internal force (those who are against the change for one reason or another) continues against those outside of the organization (government, etc.), there will be no change and all efforts to bring about change will be stymied (Curri, 2008, p.50). Using the primary triad model, Curri (2002) noted that to achieve organizational change more than one factor must be present (p. 30), which Burke and Litwin mentioned (p. 524). The model also shows the importance of linking leadership, restructuring and the central role of organizational development in achieving desired outcomes (p. 149). In other words, the desired outcomes of restructuring may be achieved by using a model, which involves the entire organization, as shown in Figure 1. (Curri, 2002), at the same time demonstrating the importance of effecting change in an organization.

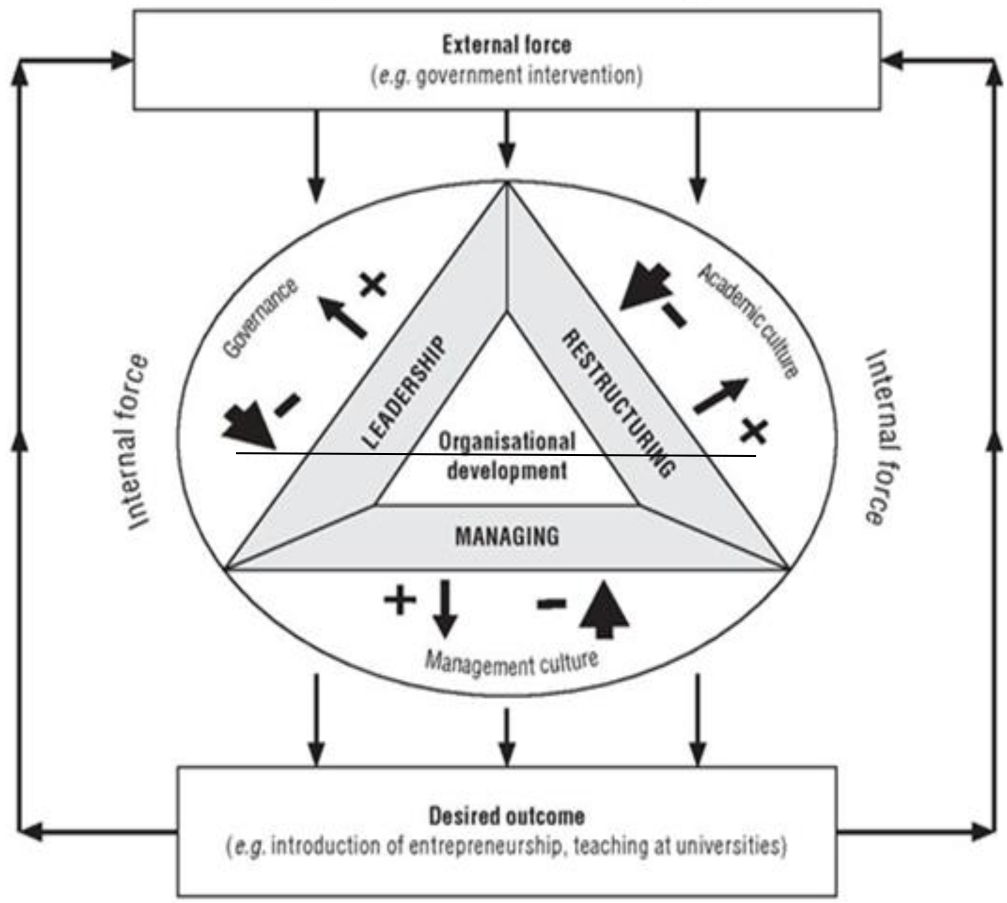

Figure 1. The primary triad model of change by Gudrun Curri, 2002, *Higher Education, 44*(1), p.150. Adapted with permission

When major transitions are experienced, leadership plays a very important role, as the leaders are primarily responsible for engaging staff to achieve the desired goals and objectives (Burns, 1978; Naiman, 2009). Marks (2006) stated that major transitions have negative impacts on employee well-being, work team performance, and organizational effectiveness. Therefore, according to Kezar and Eckel (2002), leaders may be much more successful with the change process, if institutional culture was a part of the initial restructuring discussion (p. 457). Even though changes are usually planned by management (Klarner et al., 2011), the individuals responsible for implementing the changes are the employees. Managers and leaders should emphasize the importance of creating an environment that promotes employee morale to accomplish successful organizational change (Lüscher, 2008). I will explain these theories more in chapter 2.

Nature of the Study

Case studies are approaches to research that focus on gaining an in-depth understanding of an event. According to Yin (2011), qualitative studies allow the researcher to explore complexities, from the viewpoint of the participant, in behavior and processes. Yin (2009) stated, “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). A qualitative case study design for this study was chosen to help understand employees’ behavior towards restructuring in an institution of higher education, and to identify whether there was any change in the effectiveness of the institution because of the behavior.

For this study, it was critical to explore the breadth of the processes and issues involved in organizational restructuring. Therefore, the data collection for this study included review of historical archival data, an accreditation report, administering a qualitative feedback survey, and in-depth interviews. I recruited interviewees via purposeful sampling. Knowledge of the university during the restructurings was important. I gathered the following demographic data: the length of time an individual had been in his or her position, the length of time the individual worked at the university, and the number of employees within the department from the interviews and the survey.

Definitions

Climate: A group of measurable characteristics that members could perceive directly or indirectly in the work environment (Zhang, 2010)

Effectiveness (institutional): The results of operational processes, policies, duties and sites—and their success in working together—to support the management of the academy [Standard 7] (Middle States Commission on Higher Education)

Efficiency: The ratio of costs to some output, or as the amount of energy lost in the production of organizational output (Cameron, 1978)

Institution: Formal and informal values and conventions that govern the process of collective action production, and exchange (Loomis & Rodriguez, 2009)

Institutional Change: A reorganization of information, a rational adjustment to a cost difference in information (Loomis & Rodriguez, 2009)

Leadership: A shared influence process that arises from the interactions of diverse individuals' (Herbst & Conradie, 2011)

Motivation: An internal force that energizes the individual for action and determines the direction of that action (Green & Kelso, 2006)

Organization: A social unit of people that is structured and managed to meet a need or to pursue collective goals (businessdictionary.com)

Organizational culture: The established values or underlying assumptions, expectations and definitions present in an organization (Hays, 2008)

Organizational effectiveness: The extent of achievement or success in implementing what are decided (Kraipetch et al., 2013)

Organizational Restructuring: Any major reconfiguration of internal administrative structure that is associated with an intentional management change program (McKinley & Scherer, 2000)

Resistance to change: The degree to which those within the organization oppose the idea of anything new (Caruth, G. & Caruth, D., 2013)

Sensemaking: Denotes efforts to interpret and create an order for occurrences. It is an effort to create orderly and coherent understandings that enable change (Luscher & Lewis, 2008).

Structure: The arrangement of functions and people into specific areas and levels of responsibility, decision-making authority, communication, and relationships to assure effective implementation of the organization's mission and strategy‖ (Burke & Litwin, 1992)

Transformational leadership: assumed to have an effect on performance beyond a leader's expectations (Braun et al., 2009)

Assumptions

Because of the number of restructurings occurred at the institution where this study took place, several assumptions were made. The primary one for this study was that the participants would respond truthfully to survey and interview questions. I made these assumptions on the argument that the sampling technique used would yield best results. I also assumed that because of academic freedom these individuals would respond truthfully about their experiences at the institution. In other settings participating in these kinds of surveys and being truthful but in a non-complementary sense can lead to retaliation from leadership.

Scope and Delimitations

The scope of this case study was delimited to a small, multi campus, land grant public university, between 1999 and 2007. This study was also bounded by a university that implemented a series of restructurings during the years 1999-2007. Only the employees' who had worked at the institution during one or more of the restructuring periods were included in this study. The participant pool consisted of staff members and administrators who were working at the university during one or more of the restructuring periods. Excluded in this group were participants in the restructuring who were not employees of the institution such as students, community members, and Board of Directors. The results were not generalizable to any other land grant institutions or any other category of college or university.

Limitations

Research of any kind has its limitations. This study, as with any study, had some limitations. One limitation was that some of the potential participants for the study were no longer working at the institution where the restructuring occurred. In that light, the willingness of employees to participate in the surveys or interviews affected the sample size. The study also used archival data and of such the authenticity of the archival data had to be assumed without additional verification. Only those responses from participants who directly addressed survey or interview questions were used in the study. Rehashing the details of the restructurings without addresses the question at hand eliminated the response from consideration in the data analysis. Finally, the degree to which I was involved in the changes, may have elicited some emotional reactions.

Significance

According to Stanley et al. (2005), restructuring in higher education leads to much employee cynicism (p.430); employees feel that administration is changing only for their own benefit (p.430); employees are not explained the nature of, nor reason for the restructuring of certain elements of the institution (p. 457). If administrators disseminate information on the upcoming changes they may be perceived as trustworthy. This research was significant because its findings could offer administrators support during institutional restructurings. According to McKinley and Scherer (2000), a lack of communication between employees and leaders helps to break down employees' trust in the administration. Even though the restructuring may not be as fierce as uncontrolled "forest fire" (p. 748), which results in complete destruction, restructuring may sometimes be construed as complete destruction of the establishment and can result in animosity.

The success or failure of organizational restructuring depends on the ability of administrators to meet the challenge of resistance. Moreover, because restructuring has been occurring in many institutions of higher education (Applebaum et al., 2015), the importance of all employees (staff, faculty, and administrators) should be encouraged by change agents (executive branch of the institution). This study may serve as a foundation for building trust, improving morale, and enhancing effectiveness in institutions of higher education, especially during periods of restructuring. By presenting thorough research on employee acceptance of a change in organizational structure based on assessment of organizational effectiveness, this study fills a gap in the literature of understanding why employees are resistant to change which may affect the effectiveness of the institution. The study also expected to offer new insights around organizational restructuring in higher education.

Summary

The transformation of organizations and the underlying catalyst for change appears to influence the effectiveness of the institution. Organizational restructuring has become an accepted strategic tool for improving efficiency and cutting costs. In times of economic challenges, implementation of restructuring seems to materialize in many institutions. This change, though, does not take place without challenges. An effective, efficient, and acceptable organizational change can be accomplished by having a link between the employees and change. Motivation plays a huge role in effecting change, therefore all employees, faculty and staff, should be motivated to welcoming the change. Motivation of this level is "the responsibility of leadership" (McBride, 2010, p.6).

The purpose of this case study was to examine the effects of organizational restructuring on university employees' behavior towards restructuring and change in the effectiveness of the institution. I developed the qualitative case study design to gather data using historical documents, interviews, and a qualitative feedback instrument. The results of the study could positively affect social change by encouraging leadership to shift the focus from the change process, thus allowing individuals to see themselves as a part of the process.

To understand better the root cause of organizational restructuring, in Chapter 2 I review the literature on how restructuring affects employees' behavior and changes the effectiveness of the institution.

Chapter 2: Literature Review

In this chapter, the literature I reviewed included works from organizational and change theorists and leadership, and scholars working on effectiveness. I examined research on the role leadership can play in facilitating organizational change or restructuring in higher education. In this chapter, I present a review of the background of the literature, leadership qualities, and effectiveness of higher education.

Literature Search Strategy

In searching the literature, I use the following databases: Educational Research Complete, ERIC, Google Scholar, ProQuest, PsycARTICLES, and JSTOR, and books. I used the following the keywords: *organizational change, organizational culture, downsizing, organizational restructuring, restructuring, motivation, effectiveness, management, leadership, resistance, organizational development* and *organizational change theory*.

Conceptual Framework

Restructuring or organizational change is not a new concept in higher education. Implementing change in an organization can be unsettling because it introduces new ways of doing business and it requires changes to conventional operating methods (Baruch & Hind, 2000). When organizations experience major transitions, leadership plays an important role, as the leaders are primarily responsible for engaging staff to achieve the desired outcome. It is also one of the most significant and difficult responsibilities that leaders face. Bommer, Rich, and Ruebin (2005) noted that leader's role in combating employees' resistance to the change is critical. The authors further stated that the “leaders often assume that the resistors do not see the logic behind the change” (p. 7).

According to Bommer et al. (2005), employees would more likely engage in changes if they believed that the managers were trustworthy and knowledgeable about the situation (p. 6). These authors used the social learning theory to form the basis of their conclusion. The social learning theory states that “high self-efficacy results in employee expectations of success, increased work ethic, greater persistence, and the difficulties associated with completing tasks are experienced by everyone” (p. 738). In other words, the employee who is confident and believes that the ability exists within themselves in which to make the restructuring a success, will succeed. The theory further emphasized when self-efficacy is low, employees are more susceptible to external referents (e.g., corporate management) and not inclined to persevere with responsibilities that require significant effort (e.g., significant or change initiatives). Employing the social learning theory can build the employees self-esteem, thereby helping them to comprehend that the change is not to subtract from their current circumstance but to make the organization a better environment.

The congruence model developed by Nadler and Tushman (1994) can complement the social learning theory. The congruence model emphasized that to understand the organization’s performance, the leader must understand the elements of the organization. That is, the leader must seek the input from external and internal, translate the organization’s vision to garner a discussion, state output to fulfill the strategic objectives, which will result in the transformation of the process (p. 3). Laying out the process in this manner will increase the self-efficacy of the employees, which may result in accepting the changes.

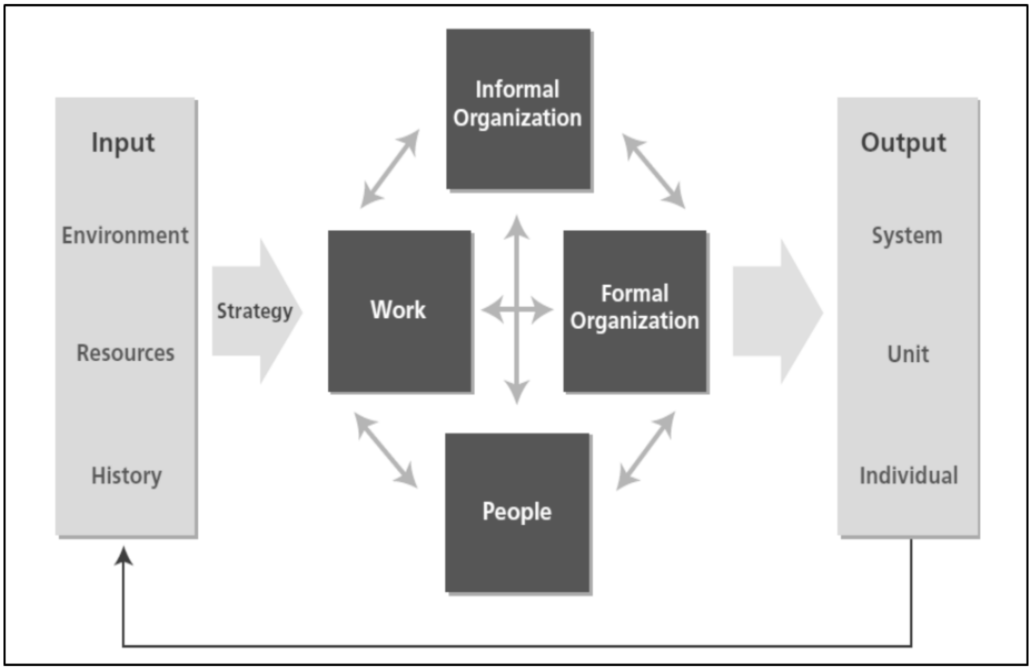

Figure 2. The Congruence Model by Nadler & Tushman, 1994, *Managing strategic innovation and change*, p. 11. Adapted with permission

Curri (2002) emphasized the need for leadership intervention in change. The author stated that institutional efficiency may be achieved after a restructuring, if the interactions between leadership and staff happened based on the primary triad model. The primary triad model explains the relationship between the organizational components and the hindrances associated with the change and the forces of change. Further, the model asserts that if the internal force (those who are against the change for one reason or another) continues against those outside of the organization (government, etc.), there will be no change and all efforts to bring about change will be stymied (Curri, 2008, p. 50). Using the primary triad model, Curri (2002) noted that to achieve organizational change more than one factor must be present (p. 30), which Burke and Litwin (1992) also mentioned (p. 524). The model also shows the importance of linking leadership, restructuring, and the central role of organizational development in achieving desired outcomes (p. 149).

The primary triad model is like the congruence model in some ways. For example, both models stressed that external and internal forces play a role in ensuring that the changes are embraced. Both models also suggested that strong leadership is required to hold the organization together while the transformation is processing. But the primary triad model delved further by looking at the culture of the organization. The values of employees, in most instances, should be aligned with the organization's values. My conceptual framework is further enlightened by the evolution of organizational change in higher education.

Higher education has made remarkable changes over the years in the way many operations are handled and which, in turn, resulted in more research opportunities and higher enrollment (Gumport & Pusser, 1997; Gumport & Snydman, 2002; Topolnytsky, 2005; Rich, 2006; North Carolina State University, 2012). For instance, academic restructuring is sometimes intended to challenge established ethnic, disciplinary, and professional identities (Gibbon et al. 2000). Academics are often bound together by a disciplinary identity since they are also members of a knowledge culture with a specific set of methods, discourses, and standards (Becher, 1989). Change that requires them to modify their professional identity can be challenging. As stated by Rodda (2010), "change implementation processes can have a dramatic influence on employees' reaction to change" (p. 10). Further, it appears that how the administration prepares the employees before the implementation, and even while the implementation is ongoing, impacts employees' reaction toward the change (p.10). Wittig (2012) emphasized that for a change initiative to be successfully implemented, change agents must understand that the role of employees is highly important, and employees' reactions to change are influenced by several factors, including employees' emotions and cognitions, communication, and participation in decision making (p. 23).

Further, Fugate et al. (2012) determined that "globalization and economic instability" amplified the occurrence and level of organizational change (p. 890). The authors further stated that even though change is important to the organization, it is crucial that employees' buy-in be secured as they ultimately influence the success or failure of the changes (p. 892). Similarly, Kipkebut (2010) supported this finding by stating that commitment and satisfaction of employees become critical if the organization would like to become successful (p. 11). It is therefore important for organizations to understand the employees' negative reactions towards the restructuring for a smooth and effective transition.

Organizational change, especially which involves restructuring, typically includes changes in the reporting structure. Over the years, institutions have characteristically changed the way individuals interact with each other in relation to the structures created (Fleming, 2011, p. 10). The cause for change inside higher education can originate from either internal or external conditions. Cameron (1978) believed that organizational change occurs because of environmental changes. Higher education organizations need to become accustomed to environmental incentives and respond accordingly to survive (Cameron & Smart, 1998, p. 83).

Organizational restructuring is defined as the elimination of the old and emerging with the new (Loomis & Rodriguez, 2009). The process can also be characterized as the perception of contrasts over a period in one or more measurements of a unit (Van de Ven & Poole, 1995). Likewise, McKinley and Scherer (2000) defined organizational restructuring as any significant reconfiguration of interior managerial structure that connects with a purposeful administration change program. The authors further specified that organizational restructuring might include huge workforce decrease, for instance, as cutbacks, however real change in regulatory structure, instead of workforce lessening, is the key characterizing trait of the occurrence. Yet, Burnes (as cited in Kezar, 2001), referred to organizational change as understanding changes inside of organizations at the broadest level among people, units, and at the aggregate level over the whole organization. Another definition from Kezar (2001) stated that change is the perception or alteration of distinction over the long run in one or more areas of a component (p. iii).

These definitions, though, does not adequately relate to the change theories. Kezar (2002), after reviewing many articles, developed the common language of the why, what, and how of change (p. 27). There are times when organizations focused on the what, or the how of change, but placed the why in the background.

Rich (2006) noted that to support scholastic achievement with a specific end goal, and to stay focused, colleges must address scholarly change straightforwardly. The author went on to say that changes in institutions happen more now than 30 to 80 years ago, and that achieving the needed restructuring of higher education compels leaders in higher education with creative energy. “Leaders perceive new scholastic potential outcomes with aptitudes and determination to conquer the dormancy of a hardened arrangement of the scholarly organization” (p. 38). Restructuring logically surrounded both to indicate a protective hierarchical move against outer, context oriented weights (from rivalry, political and monetary force, and basic change), and additionally to depict a procedure that influences specialists at all levels of modern and post-industrialized organizations (Hirsch & DeSoucay, 2006). Further, the authors contend that organizational restructuring is regularly portrayed in scholastic administration writing, as a viable and effective rearrangement of the segments of corporate work (p. 172).

Literature Review on the Key Variables

Luscher and Lewis (2008), in conducting action research during a major ongoing organizational restructuring effort, found that organizational change is crucial for short-term affordability and long haul survival. However, it presents overwhelming administrative difficulties (p. 221). The authors further found that overseeing change has turned into a definitive administrative obligation, as firms or establishments persistently participate in some type of change, moving of hierarchical limits, or adjusting structures (p. 221). The middle managers (p. 222), though, operationalize these changes.

Newman (2000) pointed out that there is a distinction to note concerning organizational change. The distinction, Newman claimed, is that there is first-request change and second-request change. In the first place, first-request change is incremental and merged. This type of change assists with internal unwavering quality, which may include changes in frameworks, procedures, or structures, however does not include key change in methodology, center qualities, or corporate personality. Second-request change is transformational, radical, and in a far-reaching way modifies the organization at its center (p. 604).

Sohail, David, and Majadra (2006) claimed through their research utilizing the business process re-engineering model (BPR), that organizational restructuring is founded on two interfacing elements: consumer loyalty, and compelling and productive procedures. They further suggested that an organization succeeds when the responsibility and commitment of the representatives to satisfy client (student) needs are present (p. 280). Organizational duty assumes a critical part in workers' acknowledgement and acceptance of the progress of change. Katsaros, Tsirikas, and Bani (2014) implied that commitment refers to an individual’s identification with an organization (p.39). Further, they acknowledged in their study that highly committed employees were eager to acknowledge the authoritative change if it is seen to be helpful (p. 41). This authoritative change, based on the research, appears to take place when the role of administrators, advocates, and workforce all add to understanding the usage and reasonability of change schemes. The practices of authoritative managers specifically impact activities in the workplace that empower change (Drucker, 1999, Gilley, 2005, Howkins, 2001). Leaders and directors oversee progress technique, execution, and checking; therefore, they work as change specialists (Gilley, McMillan, Gilley, 2009, p.38). Thus, the test of overseeing change is essential amongst the most major and continuing parts of leadership (Ahn, Adamson, & Dornbusch, 2004); however, the quickening pace of organizational change has made viable leadership vital (p. 39).

Leadership

Good leadership initiative is fundamental to an organization's prosperity. Notwithstanding the huge significance of viable administration in higher education, solid recommendations for specific advancement projects are rare (Braun, Nazlic, Weisweiler, Pawlowska, Peus, & Frey, 2009). These authors displayed two approaches in the form of programs that encourage powerful leadership initiative in higher education; the first program concentrated on the individual level (pioneer improvement), and the second program aimed for the advancement of administration on a group level (authority advancement) (p. 196). The advancement of successful leadership is essential for execution and achievement in industrial organization, as well as in higher education. Governance is essential to the effective appropriation of progress in view of the leader's capacity to distribute awareness to partners. Transformational leadership and distributed patterns of leadership are two types of leadership qualities mentioned in the research that would contribute to the effective leadership of the organization.

Transformational leadership. Transformational leadership is based on theories about administration that makes positive change in the supporters whereby they deal with one another's advantage and act in light of a legitimate concern for the unit overall (Braun et al., 2009, p. 195). Braun et al.'s (2009) definition of transformational leadership, which is effectively communicating the mission and vision for the college in relation to the task, communicated the purpose of their research. Further, the authors acknowledged that there are ways an effective leader can include his or her staff in decision making, such as committees, senates, and task forces. But, the researcher stated that amidst all this, the key to any academic environmental success depends upon the ability for every employee to recognize how he or she can contribute to the mission of the college and best serve the students (p. 6). Transformational leadership, as stated by Eisenbeiss, van Kinppenberg, and Boerne (2008), can be examined in four subparts: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration (p. 2).

McCann (2011) reiterated that effective academic leaders care about the values and vision of not just the organization, but of the people that make up the organization (p.16). Emphasizing further, the author stated that the leaders have a responsibility to not only align the strategic goals and mission of the college to promote continued success, but also to make sure that the administration and faculty are not lost in the process (p. 13). Stewart (2006) stated that leaders focused on restructuring schools only by improving the conditions, not the entire scope (p. 4).

Transformational leadership incorporates a change that advantages both the relationship and the assets of those included. The outcome is an adjustment in the level of responsibility and the expanded limit for accomplishing the objectives (Steward, 2006, p. 9). According to Ovolio, Walumbwa, and Weber (2009), transformational leadership is leader practices that change and rouse supporters to perform past their potentials, while rising above self-passion for the benefit of the organization (p. 427). These leaders work to raise the aspirations of the employees. Ovolio et al. found that the hypothesis of transformational leadership proposes that pioneers raise supporters' desires and initiate their higher request values such that supporters relate to the leader and his or her main goal or vision, feel better about their work, and afterward work to perform past straightforward tasks and base desires (p. 428). Similarly, Smith (2011) echoed that this type of leadership involves a holistic approach to leadership and looks to add an intrinsic value to employee motivational models that drive performance (p. 21).

Distributed patterns of leadership. Distributed leadership is shared leadership. The primary objective of this type of leadership deals with practice rather than structure of roles of the leaders (Spillane, 2005, p. 144). Van Ameijde, Nelson, Billsberry, and van Meurs’s (2009) qualitative study used casual mapping and semi-structured interviews to explore the apparent ways distributed leadership is used in team work within a higher education institution (p.768). The authors perceived that in previous years the traditional forms of leadership and governance that guided higher education institutions now replaced with the private sector guiding principles (p. 764). They further stated the fact that distributed leadership, as an area of scientific inquiry, is still in its infancy, a common understanding of distributed leadership has yet to be conceived (p. 766). Nevertheless, the researchers stated the principle of distributed leadership is seen by most authors on the subject to embody two defining principles; the first being that leadership is a shared influence on which many of the members of the organization contribute. The second principle is that leadership is the result of interactions between diverse individuals within a group or network, resulting in a situation in which leadership expertise is distributed within the network or group (p. 766). The findings showed some form of supervisory independence is beneficial for a team involved in meaningful distributed leadership.

Spillane (2005) argued that renowned scholars of leadership, at that point in time, all pointed to the importance and significance of interactions within a leadership team, underscoring the premise that effective leadership involves more than a handful of people at the top of the organizational structure. This notion also contends that this feature of leadership system is important, as well as being good leadership practice (p. 145). The approach used by the authors was qualitative in order that a new idea might be generated and to add new information to the already body of information pertaining to distributed leadership in higher education (p. 768). The study found a university based in the United Kingdom also experienced the stresses, like so many other universities, to increase efficiency and alignment of the processes and practices of the university. The study observed that it is imperative to take part in outside exercises as a vital condition for the nonstop achievement of distributed leadership (p. 776).

While the preceding authors suggested that distributed leadership involves shared influence and interactions, Bolden (2011) suggested that most authors, based on research, would see distributed leadership as shared, democratic, dispersed, and related to other forms of leadership (p. 256). It would therefore suggest that distributed leadership as a method for improving the viability of, and engagement with, leadership procedures be considered (p. 257). Harris (2008), through research, stated that distributed leadership has a more noteworthy effect on organizational improvement where certain basic and social boundaries are uprooted (p. 40) and motivation increased.

Motivation

Organizational change, successive rebuilding, and cutting back on the work force have been acknowledged as elements of work in current work-related situations (Swanson & Power, 2001). In the dynamic world of today, change in the workplace is inevitable. Employees' dedication to change can be very daunting and leaders or managers need to pay attention to their commitment and effectiveness. These workers often must accept the change and yet have little participation. Restructuring, downsizing, and organizational change are all different names sometimes used interchangeably, but essentially have different meanings. Restructuring, for example, is a reconfiguration of the internal administrative structure, which may or may not result in loss of employment, whereas downsizing is the reduction in the number of employees. Organizational change, however, is parallel in meaning to restructuring that is, the altering of major sections of an organization. Despite the definitions, motivation is crucial in maintaining the change. Motivation as defined by Green and Kelso (2006) is an internal force that energizes the individual for action and determines the direction of that action (p. 65).

In the theory of human motivation, many researchers have focused on understanding what motivates employees and how they remain motivated (Herzberg, Mausner & Snyderman, 1959; Maslow, 1943). Maslow's theory on human motivation identified five levels of needs and explained that the lower needs should be satisfied before employees are motivated to move to the higher needs. The author further noted, in the hierarchy of needs pyramid, that individuals will never feel complete until they meet the need for self-actualization or self-fulfillment. Any perceived danger that causes a disruption in one or these needs appears as a threat to the person. In addition, like Maslow, Stark (2010) stated that motivation is an inward need or objective, which interprets into activity or drive. As the need is satisfied, it lessens the drive. Pinder (1998) declared motivation is to give reason, impetus, excitement, or interest that causes an activity or conduct. Motivation can either be intrinsic (inward) or extrinsic (outward) (p. 85). Intrinsic motivation is inward, where a worker decides to do something generally out of joy, significance, or yearning. Extrinsic motivation (outward inspiration) happens when outside components influence the worker to do something or carry on in a certain manner, for example, through prizes, rewards, commissions, and different advantages (p. 86). More recently, Manzoor (2012) indicated that employee fulfillment in the workforce creates inspiration and vitality to do their work proficiently and viably (p. 5).

Numerous individuals consider restructuring as a one-time event that just happens to organizations amid certain circumstances, for example, financial difficulties and other economic challenges. However, in general, restructuring takes place depending on what the organization hopes to achieve (Cascio, 2009, Zweni, 2004). In so doing, individuals within the organization may be affected. Motivation is perhaps the critical variable in producing and maintaining change in an organization (Ryan & Deci, 2000, p.76). Any adjustment in the organization is liable to bring about vulnerability among specialists as it tests their feeling of control and skill. Ormrod (2014) pointed out that motivation affects an individual's learning and his or her behavior towards change (p. 1). Wright, Christensen, and Isett (2011) affirmed that employees' motivation plays a role in commitment to change (p. 13). The data used for the authors' research were from a 2010 survey of local government employees. They found that employees who received adequate information about, and engaged in, the change would be more committed to the organizational change (p.742). Contribution in the change procedure anticipated positive change reaction and assessments of progress achievement (Rodda, 2010, p. 12).

Herbst et al. (2011) recalled that change of any greatness may bring about disarray, disappointment, absence of worker reliability, conflicts in culture, low resolve, and low inspiration for the individuals included (p. 2). During the lead-up to the restructuring, communication is vital for the organization. Swanson and Power (2001) noted providing formal and casual verbal criticism, whether positive or negative, is a critical link of social backing. Reaction permits people to assess their own and their colleagues' accomplishments, and contributes towards enhanced motivation and self-development (p. 163).

Successful interchanges are important to develop individual inspiration and can be a compelling instrument for motivating workers included in change (Gilley, McMillian & Gilley, 2009, p. 44). Effective communication reduces the negativity and uncertainty felt among employees of the organization. Wittig's (2012) study revealed that where uncertainty and negativity correlate, effective communication reduces the employees' unwillingness to accept the changes (p. 24). Therefore, the suggestion is that leaders who viably actualize change have a multidimensional arrangement of interpersonal aptitudes, including the capacity to spur employees during a planned restructuring. Preceding actualizing change, leaders can make the organization and social structures that help build employees' chances to take part in choice making procedures and on-going change endeavors, therefore encouraging workers towards the change (Seijts & Roberts, 2011).

The inability to cope with change driven by external market forces or internal mandates has been a factor in the demise of many organizations (Gilley, Thompson, & Gilley, p.69, 2012). Furthermore, individual change is the antecedent of organizational change and failure to reorganize employees' psychological processes and reactions to change may doom the initiative (p.71). Kezar (2001) pointed out individual motivations, attitudes, feelings, and behaviors are crucial to facilitating or hindering change (p. 93). In the restructured organization, failure to address such issues or any other issues because of the restructure through good communication can reduce commitment and damage the trust or respect in the relationship between management and staff (Theissen, 2004, p.11). As mentioned earlier, communication plays a vital role in honing employees for the inevitable, in this case restructuring. McKay, Kuntz, and Näswall, (2013) mentioned that thorough communication outlining the impact change will have on the organization should be articulated in a way "that empowers employees and fosters confidence in their ability to cope with new job demands" (p. 31). Communication satisfaction plays a very crucial role in achieving employees' engagement in organizations. Change managers should ensure that adequate communication is given before, during, and after a restructuring has taken place (Boohene & Williams, 2012)

From the literature, managers or leaders should know the kind of behaviors within the organizations that motivate others (Braun, 2009; McCann, 2011; Alabi, 2012). This is significant to this study because amid all the different processes, there are some behavioral factors that may emerge that could contribute to the institution's effectiveness.

Effectiveness

Higher education institutions are required to demonstrate accountability and effectiveness like any other public organization (Alabi, 2012). However, for organizations to survive, there must be effective leadership. Alabi stated that the quality of output and effectiveness of higher education have been brought into question (p. 383), so much so, that Cameron and Smart (1998) articulated that a common criterion of higher education is that institutions are requiring more but providing less (p. 67). Cameron (1978) articulated that for more than 50 years, organizational researchers have been concerned with the "effectiveness" of organizations, yet confusion persists regarding what organizational effectiveness is (p. 602). Cameron (1978) further stated that there had been some trouble in empirically surveying organizational adequacy; this is because "not one person's extreme standard of viability exists" (p 603). That is, no single criterion on how effectiveness occurs.

Effectiveness can also be perceived in many ways. Herbst and Conradie (2011) investigated the relationship between administrative self-observations and view of others. The investigation also researched transformational leadership behavior with respect to leadership effectiveness (p. 1). The authors postulated that to transform the organization's effective leadership is most important, which, in turn, prepares the organization to become effective (p. 2). On the other hand, effectiveness of the organization or institution is based on criteria as indicated by Cameron (1998).

> It has rarely been possible to compare studies of effectiveness, since few have used common criteria for indicating effectiveness, and effectiveness has been a label pinned on a wide variety of perspectives. Difficulty in empirically assessing organizational effectiveness has arisen because no one ultimate criterion of effectiveness exists (p. 604.)

In addition, Ashraf and Kadir (2012) reviewed models of organizational effectiveness proposed by Cameron (1998) and reinforced that organizational effectiveness is the main concern of all higher education institutions (p. 80). The Middle States Commission on Higher Education, an accrediting body for colleges and universities, stated that in their view institutional effectiveness, which is standard seven in their accreditation standard requirements, is the result "of operational processes, policies, duties and sites, and their success in working together, to support the management of the academy" (October 2009).

Attitudes and behavior also affect the effectiveness of an institution. Zhang and Liu (2010) noted that the attitudes and behaviors of staff members have undergone such extraordinary modifications that their perception of the climate of the organization is deflated by the traditional characteristics (p. 190). In other words, with the different changes in leadership, employees fail to realize what was the norm is no longer the case. This kind of behavior can influence the effectiveness of the organization. The result of the Zhang et al. study showed that climate had significant effects on the effectiveness of the organization (p. 194). The same is true of institutional changes. When an institution changes from one model to the next, as Loomis and Rodriguez (2008) put it "supplanting of the old model of production with a new one" (p. 475), the employees' attitude, or the culture, or climate of the organization stymied the implementation of initiatives put forth by leadership to measure the effectiveness of the organization. Kaipetch et al. (2013) stated that organizational effectiveness centers on fruitful occurrences to accomplish organizational goals and targets, but can also be the degree of success or accomplishment in implementing what has been decided (p. 2). Therefore, for effectiveness to occur, change within the leadership and involvement of the employees should take place. Smith and Martinez (2015) determined that removing the chief executive officer (CEO) and related components (external environment) from impending internal restructuring would allow implementation and evaluation in a more amicable setting. To do so would ultimately enhance collegiality, institutional cohesion, and performance (p. 82).

From the literature then, leaders' skills and behaviors are necessary to execute positive change in order to be successful. It would be necessary; therefore, that to enhance institutional effectiveness, implementation of some form of evaluative feedback system should take place. Kraipetch (2013) documented that putting in place an evaluation mechanism in higher education that can measure the effectiveness of the organization is good practice (p. 2). Further, Kraipetch noted that

> The development of an evaluation system can be used in the organizations with the goals to make available an evaluation process part of their continuous and routine work. A key mechanism will bring about a quality development of higher educational management and implementation of core mission of higher education institution (pp. 2-3.)

Thus, the implementation of any evaluation system for use of measuring effectiveness will require effective leadership, and involvement of the employees. The President of Adelphi University surmised that in order to, "assess the issues of effectiveness and productivity in a meaningful way, one must look first at mission and purpose; that is, the ends of education must be understood clearly if the means to achieve it are to be evaluated sensibly" (Scott, 2011, p.2). In other words, the institution must know where it wants to go and how it intends to get there.

Summary and Conclusions

In this chapter, I reviewed the literature on organizational change and restructuring, institutional and organizational effectiveness, leadership, and employee motivation and acceptance of change. The review also revealed that for any type of change to be successful there must be strong leadership at the helm; strong leadership that will be responsible for the intellectual growth of not only staff, but also students within the organization or institution. There must also be leadership that will provide reevaluation of processes and procedures, which will create credibility and trust worthiness. The discussion further revealed that evaluation of the change would also allow the organizations or institutions to examine the performance of current processes. It showed that change is perceived differently depending on the present environment. Therefore, for effectiveness to occur, change within the leadership and involvement of the employees should take place. Leaders' skills and behaviors are necessary to execute positive change when they are successful.

In addition to a review of organizational change and higher education university literature, I reviewed archival records, interview and a qualitative instrument, with special focus on the instrument from studies conducted in 2009 by the university under examination, for this study.

In Chapter 3, I discuss the research methodology in detail.

Chapter 3: Research Method

In this chapter, I cover the research design used for the study, including the survey instrument and how ethical issues were avoided.

The purpose of this case study was to examine the effects of organizational restructuring and change in the effectiveness of the institution on employees' behavior towards the restructuring. Change in institutions of higher education, restructuring, can cause employees to react if they are not prepared to accommodate the change. The success or failure of the organizational restructuring depends entirely on the ability of administrators to meet the challenge change brings – employees' attitudes and resistance. (Bywater & Glennon, 2009; Krawford, 2010) stated that motivation of the individuals affected by the change is critical to the survival of the organization.

Research Design and Rationale

I determined that a qualitative case study would be the best approach to examine the effects of organizational restructuring and change in the effectiveness of the institution on employees' behavior towards the restructuring. I chose this case study approach because I needed to understand why the number of restructurings that took place over a period occurred, what was the implementation process, and how the employee reacted and responded to restructuring. The study focused on a single complex organizational unit (a university). This case study approach created a perspective of key research problems (e.g. communication between administration and employees, motivation) and interests (e.g. leadership behavior), I could examine. Merriam (2002) stated that the selection of a case study generally is purposeful (p. 179) and not random, because only through purposeful and diligent selection can a researcher find an ideal situation that can fit the intent of a case study. Maxwell (2013) supported Merriam's perspective in case studies because the selection of a specific case is critical in terms of the goals of the study, and existing theory and research and is often referred to as purposeful selection (participants) (p. 78). I therefore chose the case study approach because that design would yield the data I needed to answer the research questions. The study addressed the two research questions: how does restructuring impact employees' motivation and acceptance of change, and how does employees' acceptance of change affect the institution's effectiveness.

The other approach I could have chosen for this study was grounded theory. This method would have been chosen because most studies using this method, study social interactions or experiences aimed at explaining a process, not testing or verifying an existing theory. Researchers using this method also study about events that evolve over time, and this study deals with some experiences as well as events that developed over a period. Curri (2002) used the case study method, as well as grounded theory, in his research on restructuring tertiary education and institutional organizational change. The author stated that by using grounded research method and possibly more than one method, such as case study method, to investigate the research questions, the validity of the findings would be enhanced (p. 137). The theoretical framework is related to this research because the grounded research design seeks to explain how a process has influenced a certain outcome; this method could have been my second choice. Recognizing that the case study and grounded theory approaches are two methods of qualitative research with roots in sociology, and employ several of the same strategies for data collection (Yin, 2009), case studies are used to describe a contemporary situation within its real-life context. Employing the case study approach, instead of the grounded theory, was more appropriate for this study because the data were collected from different sources and were best suited for addressing the questions and objectives of the study. In addition, I found some appropriate theories to use in designing my study, which I interpreted that may not have been acceptable for grounded theory research.

Case studies are distinguished by the size of the case and the intent of the case analysis and are used “to contribute to the knowledge of individual, group, organizational, social, political, and related” phenomena (Yin, 2014, p. 4). In addition, Yin (2009) observed that the case study research method is an ideal choice when questions of *how* or *why* are being proposed, when the events are not within the investigator’s power, and when the focus is on a modern-day phenomenon within some realistic context (p. 2). Further Merriam (2002) attested that case studies are “intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community” (p. 8). This means that an exploration into a contextualized contemporary occurrence is within boundaries.

The purpose of this study was to examine the effects of organizational restructuring and change in the effectiveness of the organization restructuring on university employees’ behavior towards the restructuring. Because case studies usually focus on human behaviors or events (Yin, 2009), I conducted interviews and used an open-ended survey to gather evidence in order to provide insightful explanations and understanding of the phenomenon under study. I also reviewed historical documents (consultants' reports, institutional memos, accreditation reports).

Role of Researcher

The qualitative researcher needs to disclose any affiliation about the research to establish credibility in conducting the research (Greenbank, (2003). During the timeframe in which the university restructurings took place, I worked in the office of one of the administrators. Even though I worked in the office of one of the university administrators, I was not able to formulate any policies or make any decisions pertaining to the reviews that took place at the time. Using this institution as the setting for my study has allowed in-depth data to be gathered; and which could add more meaning to a study of restructuring, because of the familiarity of the setting and willingness of people to take time to respond to questions. In addition, the individuals who participated in the study were employed in the same university. I worked directly or indirectly with the participants during 1999 to 2007 and was an observer in the restructuring. Although this action had potential to contribute to bias, triangulating the data, according to Yin (2014), may have alleviated some of the inherent possibility of researcher bias. Further, Yin indicated that research procedures should be transparent and adhere to evidence, along with the actual language and context in which the language is expressed (p. 20). Therefore, as the researcher, I was poised to reflect on the purpose of the study and see myself as an investigator rather than a participant. Guba and Lincoln (2000) wrote about reflecting critically on the self as the researcher by indicating that researchers should look deep within themselves and examine how the research process so as not to allow inconsistencies (p. 184). Reflexivity, they went on to write:

> forces us to come to terms not only with our choice of research problem and with those with whom we engage in the research process, but with ourselves and with the multiple identities that represent the fluid self in the research setting (p. 183).

Hatch (2002) also stated that reflexivity is “the process of personally and academically reflecting on lived experiences in ways that reveal deep connections between the writer and his or her subjects” (p. 11); this process of reflection can help build the required integrity of the research. The researcher’s ability to be removed from the research intimately, but be involved to the extent “to understand what is going on” alleviates some of the influence that may create bias (p.10).

Methodology

Research methodology in this study on the effects of organizational restructuring on employees’ behavior towards the restructuring and change in the effectiveness of the institution following major organizational restructuring, was consistent with a case study conducted by Curri (2002) regarding the institutional efficiency resulting from the organizational change. Curri (2002) investigated in detail the organizational change that occurred at the University of Western Sydney following the federation of three former Colleges of Advanced Education. Interviews with the deputy vice-chancellor, bursar, human resources manager, registrar from each member institution were done, and to gain further insight into the restructuring process, vice-chancellor and the university secretary at headquarters were interviewed (p. 136). Similarly, Gilley, McMillan, and Gilley (2009) used a comparable case study method in their study of the relation to organizational change and leadership effectiveness, which was the focus of this dissertation. The survey used by both Curri (2002) and Gilley et al. (2009) was tested by a focus group prior to dissemination to the population of 507 (p. 41). Curri (2002) utilized questionnaires in collecting the qualitative institutional data and arranged in-person interviews of persons who were currently at the institution to collect the qualitative institutional data. The author also used archival data (p. 137). Gilley et al. (2009) used an interviewing instrument. I also used a survey to gather data for this case study.

This segment describes the population, instrumentation, and sampling technique of the study.

Population

The population for the study consisted of all employees at the institution under study affected by the series of restructurings that took place from 1999 to 2007. The institution used to conduct the study is a small, multi-campus, public U.S. land grant university, located in the Caribbean, with employees spread across the two-island campus, and other public serving branches. I conducted the study on both campuses of the institution. An advantage of using the present population is that the island nature of the setting makes it possible to sample views from diverse individuals with less difficulty. In addition, a large pool of individuals can be sampled within a similarly situated environment thus eliminating potential local environmental impacts on the study subjects. There are many structural units within this research setting, hence I identified and selected all structural units at all locations for the study. The total population of the institution’s employees and students was about 550 and 2200 in 2001 when the first consultant’s review was done; approximately 600 and 2,300 in 2007 when the second consultant’s study was done; and 700 and 2100 in 2014 for the current study. The proportion of employees between Campus 1 and Campus 2 remained steady at 60% and 40% from 1999 to 2014. The employees were categorized as executive staff, administrative staff, support staff, and faculty.

Due to employee attrition, the information received from the human resources office, at the institution under study indicated there were approximately 130 employees, who met the criteria. I sent emails to these individuals explaining the reason for contacting them, followed by a consent letter. I invited the 130 participants to take the survey.

Instrumentation

Research for this case study used three types of data: archival data, interviews, and surveys. I conducted a review of historical archival data such as documents that created a written record of official activity within the selected institution. I reviewed accreditation reports in the university’s library in the reference section. These documents, memos, policy documents, and reports gave a sense of history related to the context being studied; the methodology used had a qualitative focus. I conducted a survey (Appendix B) and in-depth individual interviews (Appendix A). Interviews were recorded using an electronic instrument as well as hand written notes. An instrument guiding these interviews was developed based on the literature review of organizational restructuring and employee motivation, and incorporated to make this study effective and efficient (see Appendix A).

Procedures for Recruitment, Participation, and Data Collection

As stated by Yin (2009), six data collection approaches in qualitative research can be used: documents, archival records, interviews, direct observation, participant observation, and physical artifacts, noting that the objective of using any of these tools is "to collect data about actual human events and behavior" (p. 98). I used the following data collection methods based on Yin's approach: interviews, survey, and archival records such as consultants' summary reports, an accreditation summary report, and a former president's report. As stated earlier, I conducted semi-structured interviews in order to validate the data collected from the survey. This process allowed the participants to discuss in depth the issues they believed were important. Hatch (2002) noted that in qualitative research "interviews are used to uncover the meaning structures that participants use to organize their experiences" (p. 91); hence, the use of the interviewing technique in this research allowed participants to express themselves about the phenomena under study. I structured the interview questions to learn how employees responded to change and what effect, negative or positive, such behavior has on the effectiveness of organizations of higher education.

In addition, I reviewed archival records (Middle States Accreditation report, University President's report, results from data analysis in consultants' reports, and other) dating back to 1999 from the institution for this study. This review assisted in gathering additional information to answer the research questions. Some of the records (President's report and Middle States Accreditation report) I reviewed at the institution's library and the remaining documents at my home office with permission from the administration

I conducted interviews in a controlled setting and asked participants' identical questions making it possible for comparison among the responses from the participants. Participants also verbalized their comments until their responses were completed. The interviews were completed, organized, and reviewed for analysis. As the participant pool identified was insufficient, I established contact with persons who worked at the institution during the time of the study and no longer employed at the institution. The participants interviewed as well as the survey participants, will be informed of the completion of the study and be invited to review relevant portions of the document.

I emailed a consent form to each participant after each participant accepted the invitation to be interviewed as part of the study. I also collected responses from the surveys weekly, by way of Survey Monkey, for a duration of 2 months.

Sampling

I used the purposeful sampling technique to collect data. This was the only technique that I could employ in this case study since accessibility to employees was constrained by the nature of their work and the history of their working relationship with the university. The current design is bounded because the study was limited to only individuals who were in the organization at the time of the organizational restructurings, and who are currently employees at the institution, affiliated with the institution, and or have maintained a close working relationship with the institution. The constraints stem from the fact that a number of these employees are no longer with the institution due to retirements, end of employment contracts, relocations, and death. With a population that has been at maximum about 500 distributed over four structural units, sample size became a challenge when individuals were no longer employed or otherwise reachable.

The point of qualitative research is to gain comprehension of the nature and type of the phenomena, to unload implications, to create clarifications, or to produce thoughts, ideas, and speculations. I therefore chose samples to guarantee the consideration of important populations, occasions, and procedures that could enlighten and advise that comprehension. I selected departments because they epitomized a condition, or held a trait that relied upon or known to have a remarkable quality to the topic under study (Ritchie, Lewis, Nicholls, & Orrington, 2013, p.87). Therefore, I purposefully chose this sample from the institution under study, because of the knowledge the individuals possess about the changes that took place.

According to Yin (2011), the sampling challenge arises from needing to know which specific unit to select and why, as well as the number of units that are to be in the study (p. 87). Of the four structural units within the institution (administrators, faculty, staff, and students), I utilized two of the units, administrators and staff, in the study. I chose these units because they yielded relevant data. Yin further stated that the selection should be deliberate, also known as purposeful sampling (p.88) because the researcher should select the specific study units that will hold the most relevant and plentiful data (p. 88). Even though I could have another method such as convenience sampling, it is not the one most chosen by authors (Yin, 2011, Robinson, 2014). Using this type of sampling yielded the most relevant and plentiful data. With convenience sampling, it is more practicable to reach as many participants as are available and willing to participate in the study, but choosing the right ones purposefully as opposed to conveniently, yielded a better sampling pool. Therefore, I used purposeful sampling by selecting individuals who were working at the institution under study during the restructuring years from a comprehensive listing generated by the human resources office.

Data Analysis Plan

To summarize the collected data and thus help answer the research questions, I used analysis software. Interviews was one method used in gathering data; transcription of the notes from the interviews took place as quickly thereafter. I gave the interviewees a chance to review the transcript for accuracy and to ensure that the important points were captured. In addition, I replaced all names and identifying references with fictional names to protect the identity of the individuals, and utilized memoing to capture specifics from the interviews (date, times etc.) and impressions.

I coded the data gathered from the interviews to identify themes and patterns that aided in answering the research questions, specifically how the restructuring affected employees' motivation and acceptance of the change. Examples of coding used included *mot* (motivation), *eff* (effectiveness), *res* (resistance), *fel* (feeling), *rest* (restructure) etc. and any others that emerged. I entered this information into an Excel spreadsheet to better understand commonalities and references. Data collection from the surveys commenced first followed by the interviews. The responses from the survey initiated the further formation of the interview questions by placing questions from the survey on the protocol used for interviewing.

The use of the different reports delineated above provided an image of employees' interaction during the restructuring and compared with what was gathered in the interviews and surveys. I discarded data that did not conform to the topic in question (outliers).

Issues of Trustworthiness

This study's design took into consideration issues of credibility, transferability, dependability, confirmability, as well as ethical procedures.

Credibility

The credibility of research is important to any study. Yin (2014) recognized the importance of incorporating functioning measures for the theories studied in order to establish credibility for the study. Therefore, in order to ensure that the present study was credible, I purposefully selected a number of participants from the institution under study and a survey distributed electronically to the entire group. I also interviewed them for purpose of validating the data, which were collected from the survey. The interviewing process also provided an opportunity to gain an understanding of the participants' experiences and effect of the restructuring. I developed several questions prior to the interviewing process to answer the research questions. Using the semi-structured approach to interviewing, I gave the respondents the opportunity to respond to open-ended questions. I recorded the responses as transcripts and transferred the information in a database after the participants had a chance to review their answers.

Transferability

Merriam (2002) stated that the transferability or external validity deals with the views to which the findings of a study can be connected to different circumstances (p. 39). Yin (2009) further stated that using how and why questions in the research design can be extremely helpful in regard to instrument transferability and suggested that using these types of questions could validate the study. Shenton (2004) emphasized that with transferability, it is important that the researcher convey to the reader the boundaries of the study before any attempts at transfer. This study therefore, is bounded by a small, multi-campus, public U.S. land grant HBCU university, located in the Caribbean. This university cannot be generalized by other HBCUs. Recognizing the importance of valid research, information on the research site mentioned, will be reemphasize again in Chapter 4.

Dependability

According to Yin (2014) developing protocols are a major way of increasing the dependability of case study research (p. 84). Yin also stated that using as many steps as possible to document the process is a tactic for overcoming biases in the study (p. 49). Therefore, in addressing dependability, that in the event the study was repeated, not necessarily to gather the exact results, I reported the process in detail by utilizing a protocol. I developed the protocol using Microsoft Excel database. The database documented the research design and overview, data collection procedures, data collection questions and reflection. I recorded my reflections in a journal at the end of each interview and during the review of archival documents. As mentioned by Houghton, Casey, Shaw, and Murphy (2013), "it is necessary to examine the process by which the end-product has been achieved" (p. 14) and presented, thus allowing the reader to assess the extent to which proper research practices have been followed.

To further address dependability, Lincoln and Guba (2000) mentioned that someone external to the data collection (p. 314) should do an audit of the data. Hence, I used an independent audit of the research by a competent peer who holds a PhD in education and is familiar with case studies and qualitative research. The results of this review support the assumption that the results of the data gathered are consistent and dependable.

Confirmability

Confirmability is important in the research to allow for objectivity in the readers' mind. The researcher used some of the principles identified by Yin (2009) and Shenton (2004), such as audit trail and triangulation. I used a detailed log that showed steps taken to conduct the research; triangulation was used to make the data robust. Several different sources of information were gathered (interviews, survey, and reports) in order to make the data gathering rich; a summary of findings was also used.

Ethical Procedures

Every researcher has the obligation to protect the participants in the research study. According to Drew et al. (2008), numerous authors indicated that ethics have become the foundation for leading important and effective research. Accordingly, the moral conduct of individual researchers is under extraordinary investigation (p. 58). In addition, the American Psychological Association (APA) outlined a common set of principles and standards upon which researchers build their work. Therefore, I received permission to conduct this research from the Walden University IRB (Approval No. 03-30-16-0045317) and the University under study (IRB# 839982-4). Until the approvals were received, no research began. I sought and received approval from Consultant A to use the 2007 report and from the administrator of the institution under study to use other consultants' reports in the study.

I gave the participants in the study a consent form explaining the purpose of the study and what was required of them. The participants could remove themselves from the study immediately or at a later time without fear of reprisal. I kept the participants' identity, as noted earlier, confidential; replaced actual names with fictional names. The data are stored in a locked cabinet in the researcher's home office and will be destroyed in accordance with Walden University's 5-year rule, which states that data should be stored for 5 years before destroying. I did not offer any incentives to the participants except for honorable mention in the document.

I worked at the institution under study, but was not in a decision-making position during the time the research examined. I did not supervise any of the participants in this study nor did I report to any of the participants. If participants were uncomfortable, during the interview because of my affiliation with the institution, I would have terminated the interview and destroyed all information received from the interviewee. All interviewees seemed comfortable; therefore, termination of interviews did not occur.

Summary

This case study examined the effects of organizational restructuring and change in the effectiveness of the organization on employees' behavior towards the restructuring, I collected data by means of a survey and face-to-face interviews from individuals who were at the institution during the time when the restructurings took place and from the review of archival data. The single case study design is appropriate for this study and was chosen because the design allowed the researcher to answer the research questions.

Chapter 4 explains the process by which the data were gathered, recorded, and summarized.

Chapter 4: Results

I used a survey, interviews, and historical data to investigate the factors that influence employees' motivation and acceptance of restructuring at a 4-year liberal arts university in the Caribbean. This chapter with results is organized as: setting, demographics, data collection, data analysis, evidence of trustworthiness, results, and summary; and findings concerning the effects of organizational restructuring and acceptance of change on employees' motivation.

Setting

The study took place at a small, two-campus, liberal arts, land grant college, public HBCU in the Caribbean. The two campuses share one executive branch (one president, one provost, and one chief financial officer). Both campuses are residential; Campus 1 houses fewer students than Campus 2.

The campuses opened in 1963 and 1964. Because of growth in a wide array of academic programs and research, the college applied to the Middle States Commission on Higher Education 1987 for a change in status and in 1986 was renamed as a university. At the beginning of the restructuring, 1999, which marked the start of the period of this study, the population of the institution amounted to about 550 employees and 2200 students between both campuses. In 2015, during the study, the institution experienced 20% employee attrition, which left slightly more than 450 employees and 2300 students on the two campuses. The distribution of the employees between both campuses remained 60% at Campus 1 and 40% at Campus 2.

Between the first restructuring in 1999, and the last one mentioned in this study, 2007, a salary equity study was completed; subsequent changes brought employees' salaries in line with similarly situated universities on the U.S. Thereafter no other salary adjustments were made. As a result, time eroded the parity gained because of six years with no salary adjustments. At the time of this study, there had been much dissatisfaction expressed by employees because from 2007 – 20015 when the study was conducted there had been no salary increases for all employees. Almost a decade after the last salary adjustment, salaries had remained stagnant; thus, the gains in salary parity eroded and employees' salaries were again below that of their mainland university counterparts. The impact of this organizational condition had some ramifications on data collection and the results because some respondents vented their frustrations in answers to the questions posed in the study. Many respondents to the survey voiced their displeasure, more than once, at not having received salary increases.

Demographics

The human resources department at the university identified 130 employees who were working at the university during the years 1999-2007 at one or both campuses. The list of 130 employees' eligible for participating in the study, combined with contact information obtained from the university's online directory, was the aggregate sample for the case study. Utilizing this information, I distributed surveys (Appendix B) via Survey Monkey to all the potential participants. The number of surveys completed was 66 for a 51% response rate. The largest number of responses (51.5%) came from campus one where 60% of the employees' work, while responses from campus two were 42.4%. Nonresponses were 4.5% (1.5% from Campus 1, and 3% from Campus 2), and 1.5% indicated they worked on both campuses. Table 1 shows the percentage of participants who responded to the survey.

Table 1

Responses by Campus

Campus	Number of Respondents	Percentage of total pool of respondents
Campus 1	34	51.5
Campus 2	28	42.4
Campus 1 & 2[a]	1	1.5
Non-response	3	4.6
Total	66	100

[a] One respondent indicated that he/she worked on both campuses.

Twenty percent of the respondents were administrators, 30% faculty, 48% staff, and about 2% did not indicate their position. Table 2 shows the distribution of the responses between both campuses from administrators, faculty, and staff.

Table 2

Responses by Positions

Position	Number of Respondents	Percentage of Respondents %
Administrators	13	19.7
Faculty	20	30.3
Staff	32	48.5
Non-response	1	1.5
Total	66	100

SQ4 asked respondents to indicate the number of restructurings they witnessed during their tenure at the university. Even though the information received from the human resources department stated that employees who were presently working experienced the restructurings, there was no clear indication how many restructuring years each employee experienced. The survey asked that respondents to check all the years that applied to them, but most of the respondents only checked one year. However, while reading the surveys, some respondents referred to more than one restructuring period while working at the institution. I therefore sought to capture these data to determine whether employees felt the same way about all the changes they encountered, or if some of the changes were better than other changes. In addition, I wanted to ascertain whether the frequency of restructuring had an impact on employees' responses. The responses indicated that, on average, 29 individuals worked at the institution during the 5 years that restructuring occurred. Seventeen percent did not indicate how many restructurings took place during the time they worked at the institution, and 38% worked at the institution during at least one of the periods of restructuring. Table 3 showed the distribution of employees who were at the institution during the various restructurings.

Table 3

Responses by year employed

Year Employed	Number of Respondents	Percentage of Respondents %
1999	25	38
2000	4	6
2002	2	3
2005	10	15
2007	14	21
Non-response	11	17
Total	66	100

Data Collection

Preceding the collection of data, I secured IRB approvals from the institution under study where the research took place. These approvals ensured the protection of human subjects in the study and the assurance that the research was performed in an ethical manner. I collected data from three sources: surveys, interviews, and archival records (consultants' reports and accreditation documents).

Surveys

I used the aggregate data set containing the names of 130 eligible employees and associated contact information to distribute the survey (Appendix B) via Survey Monkey, an online survey service. An online consent form was attached to the survey outlining the intention of the research and directing the eligible employees that selecting the continue button signified their willingness to participate. The surveys were completed over a 4-week period from March 10, 2016 until April 4, 2016. I sent a reminder to complete the survey to all 130 participants, as the survey was anonymous, on March 21, 2016, and again on April 3, 2016 based on the advice of the chair of the committee. On April 5, after it appeared there were no new respondents, a thank you email was sent to all participants expressing gratitude for completing the instrument. Of those employees contacted via Survey Monkey, 51% responded.

I selected 50 participants from the130 participants listed to invite to participate in the interviews. Participants for the interviews were chosen by selecting every other name from the list, which recorded individuals alphabetically by last name regardless of their tenure, gender, or employment status. I contacted those identified by telephone or email to determine their willingness to participate in the interview phase. Forty percent (20 of the 50) of the employees contacted indicated that they would participate in interviews, which included 5 administrators, 5 faculty, and 10 staff members. Regardless of some of the participants' unwillingness to participate in the interviews, another participant from the aggregate data set did not replace them. Of the 20 respondents who were willing to participate in the interview, only seven, (14% of the 50 possible interviewees contacted) eventually agreed to participate: three administrators, three staff members, and one faculty member (see Table 4). The faculty member subsequently dropped from the pool because the individual requested a mail in interview instead of an in-person interview or by telephone. The interview process, as described in chapter 3, was based upon in person or by telephone, interviews, which would allow for follow up clarification questions. A mail-in interview would not meet this criterion but would introduce another element of variability. Finally, 12% of the contacted individuals for interviews took part in that portion of the study.

Table 4

Number of respondents by positions

Position	Number of Respondents	Percentage of Respondents %
Top Management	3	5
Middle Management	2	3
General Staff	1	2
Faculty	0	
Total	6	100

I developed the interview questions for the study as I gained a better understanding of the literature (See Appendix A). The interviews typically lasted 30–45 minutes. The interviewees completed a consent form and were reminded, preceding the interview process that the interviews were confidential and could be discontinued at any time. After transcribing the interviews, a copy of the transcript was given to interviewees to review, make changes if needed, and return.

Documents

As part of the data collection, documents that included consultants' reports and accreditation reports generated for the university were included for review and analysis. Review and analysis of these documents took place over a 3-week period. The institution had earlier commissioned two consultants' reports, included as data sources in this study, to review its organizational restructuring efforts. The first consultant's report, Report A, is in two parts; the consultant presented the report to the institutions' Board of Trustees in May and June of 1999. The second consultant report, Report B, presented to the Board of Trustees, was available to all university stakeholders in November 2007. These two consultant reports are 8 years apart and marked the beginning and end of the four restructurings under consideration in this study. Both consultants employed the same methodology including surveys, review of existing institutional documents (accreditation reports, self-study and assessment report, strategic planning documents etc.), and interviews.

Field Notes

During the review of the documents, I recorded information that would contribute to answering the research questions. I also recorded reflections at the end of each interview in the journal, along with the completed dates of each set of surveys.

Data Analysis

I reviewed information produced from the interviews, documents, and survey to determine the most significant and relevant material. I printed the transcripts of the interviews and the survey responses, which made it convenient to make notations in the margins. This process was used as an inductive process to reduce the amount of data collected as described by Hatch (2002) where it was noted that inductive analysis begins with general information, which emerges to that which is more specific. To begin the analysis process of each of the data collected, I read each survey response and each interview transcript, highlighting pertinent and specific words and phrases. I coded phrases and words that surfaced and grouped in thematically similar categories. I then completed a further analysis of the data from the survey responses and interview transcripts. Themes such as morale, effectiveness, fear, communication, inclusiveness, motivation, change, and attitude materialized. To synthesize the data further, I placed all recurring themes and ideas in groups and found that no discrepant cases emerged.

A review of the summary of each consultant’s report took place over a 2-day period. I recorded phrases, words, and sentences that emerged and then grouped in thematically similar categories, as I had done with the survey and interviews. Themes such as communication, feedback, transparency, and inclusiveness emerged and I then integrated the data placed in groups. I now review each of the three data sources (surveys, interviews, and documents), and how I coded each type of data.

Surveys

The open-ended survey responses from Survey Monkey imported to Microsoft Excel program helped to better analyze the data. There was a 51% response rate, which equated to 66 participants out of 130 eligible participants who answered the survey questions. I began reviewing survey responses to each question several times and several phrases, words, and sentences emerged, such as unaware of the process, uncertainty, and changes forced. I further reviewed the data, coded them, and placed them into categories. Out of these categories, themes such as communication, fear, and input materialized. I further analyzed and interpreted the themes following the research questions.

Fifteen categories surfaced from the surveys, which explained participants' views of the effectiveness of the change and the emotions of the employees. I then organized the categories into emergent themes, which aided in answering the research questions.

Interviews

I conducted interviews using the questions following the conclusion of the survey and manually transcribed the responses following the interview. I returned the transcripts to the interviewees for review and confirmation of accuracy. I placed the information into a Microsoft Word document for coding. I reviewed each transcript line-by-line to identify emerging themes, and compared these with the themes from the survey analysis. Eight themes emerged from the analysis of the interviews. I merged the eight themes into four, which corresponded with the final five themes that emerged from the survey data. Transcripts of the interviews are in my home office in a locked lateral file cabinet, to which only I have access.

Documents

I reviewed the documents, which included consultants' reports, using content analysis and coding. At the conclusion of the analysis, three themes emerged with similarity to the themes from the survey and interviews. The consultants were Consultant A and Consultant B. The document also revealed a high percentage of employees not comfortable with the changes. Figure 3, drawn from Consultant's B report, revealed a large percentage of the employees either felt that concerns were not addressed or were not comfortable about information shared. `

6. Thinking about how the university is presently operating, click the numbered circle that shows how well you believe the stated goal has been achieved[redacted]								
	1	2	3	4	5	6	NK	Response Count
1. People affected by decisions feel their concerns are addressed.	**46.1% (88)**	27.7% (53)	15.2% (29)	5.8% (11)	0.5% (1)	0.0% (0)	4.7% (9)	191
2. Planning involves uninhibited participation from all affected parties.	**42.4% (81)**	26.7% (51)	14.7% (28)	8.4% (16)	1.6% (3)	1.0% (2)	5.2% (10)	191
3. Employees feel responsible for solving problems.	**33.9% (64)**	26.5% (50)	11.1% (21)	15.9% (30)	5.3% (10)	2.6% (5)	4.8% (9)	189
4. People feel free to give honest information and feedback to administrators.	**43.9% (83)**	28.0% (53)	11.1% (21)	5.3% (10)	5.8% (11)	3.2% (6)	2.6% (5)	189
5. Meetings are characterized by a candid exchange of ideas and opinions.	**32.5% (62)**	27.7% (53)	17.8% (34)	10.5% (20)	6.3% (12)	3.1% (6)	2.1% (4)	191
							answered question	**191**
							skipped question	**16**

Figure 3.

Question from Consultant's B survey; 1= *totally disagree;* 2=*somewhat disagree*; 3 = *slightly disagree*; 4 = *slightly agree*; 5 = *somewhat agree*; 6 = *totally agree*; NK= not known. Adapted with permission of the author.

One question asked on both the survey and questionnaire appeared on Consultant B's questionnaire and generated a similar high percentage of disagreement. Even though Consultant B's report concluded shortly after the last restructuring, the sentiments expressed are similar to the ones expressed almost a decade after Consultant B's report based on the analysis completed.

Evidence of Trustworthiness

Case study research focuses on understanding a complex phenomenon, but does not seek to generalize or predict results. Using the qualitative method, a specific sample size is not required, nor do qualitative researchers make irregular inspecting important, according to Glesne (2006). Therefore, a variety of methods used in the study in an effort to contribute to the trustworthiness of the data. I will discuss credibility, transferability, dependability, and confirmability, all of which are crucial to qualitative studies.

Credibility

Triangulation of results from analysis of three kinds of data (survey, interviews and archival data) added to the credibility of my findings. I used a purposeful sampling approach in order to reach as many respondents as available and willing to participate. I purposefully selected 130 eligible employees from the institution to take part in the survey. The survey was delivered electronically via Survey Monkey, an online survey instrument. I also conducted interviews as part of this study. The interviewing process provided an opportunity to gain an understanding of the participants' experiences and effects of the restructuring. I developed questions prior to interviewing the participants, in order to answer the research questions. I transcribed responses and gave the participants an opportunity to review the transcripts and make changes, if desired. Yin (2009) suggested that how and why questions be used in the instrument in order to validate the study. The survey and interview both asked questions such as “how did you see the restructuring(s) that took place affecting the effectiveness of the institution?” and “how was (were) the restructuring(s) communicated to the university community?”

Transferability

Merriam (2002) stated that transferability deals with the views to which the finding of a study can be connected to different circumstances (p.39). It is important with transferability that the researcher convey to the reader the boundaries of the study (Shenton 2004, p. 24). The study site and participants were that of a higher education institution situated in the Caribbean. It may be difficult to apply the findings to another setting, particularly given the unique timing of restructuring at this institution.

Dependability

Dependability of research is required of the researcher. To ensure the dependability, I developed protocols for conducting the research using Microsoft Word and Excel. According to Yin (2014), using protocols are a major way of increasing the dependability of case studies (p. 84), and using as many steps as possible to document the process is a tactic for overcoming biases in the study. Therefore, I recorded the procedures used in the data collection in a journal. I also recorded in the journal my reflections at the end of interviews, dates of survey retrievals, and data collection questions. This process allowed for anyone examining the process to follow what was done, which was in keeping with what Houghton, Casey, Shaw, and Murphy (2013) stated: “it is necessary to examine the process by which the end-product has been achieved” (p. 14).

To make sure that another researcher could use the same process I used, an independent expert in qualitative research, with a PhD in education, reviewed the procedure I used to gather the data and found that it could be followed (Lincoln & Guba, 2000, p. 314).

Confirmability

Confirmability, which allows for objectivity, is very important to this research. I maintained a detailed log in Microsoft Excel indicating detailed procedures for assembling the data. I used triangulation in order to make the data gathering rich. Data collection consisted of survey, interviews, and reports. I asked participants in the interviewing process to review the transcripts for assurance of representation of the communication and completeness. All six participants agreed with the transcripts and none requested any changes.

Results

The findings from this study stem from triangulation of three sources of data (interviews, survey, documents). I used triangulation to analyze the data and identify the findings. I also triangulated to draw the conclusions. The four themes gathered were from the three data sources used during the analysis.

The major questions examined in this study were, how does restructuring impact employees’ motivation and acceptance of change, and how does employees’ acceptance of change affect the institutions effectiveness. The significant findings that emerged are characterized by four themes: embracing the change, communication and motivation, attitude and morale, and effectiveness. Individuals who responded to the survey will be referred to as "SR" and the interview participants will be referred to as "PR".

Embracing the Change

The results from the responses pertaining to the triangulated theme of embracing the change, demonstrated that, for the respondents who answered the question completely, 78% felt that there were no incentives effectively communicated for them to embrace the change or think about embracing it.

During the collection of data, one of the survey questions (SQ7) asked what incentives were mentioned or promised to motivate employees to continue working and embracing the change(s). R13 stated that within her work unit employees received promotions, retreat sessions increased, tokens were shared to increase team spirit, and training opportunities were provided; R4 indicated that there was more efficient use of resources and more participation in governance. Whilst these respondents felt that there was some form of incentives shown during the restructuring period, there were respondents who felt that they were negatively impacted. These employees recalled numerous unpleasant times during the process. R36 recalled:

> There were never any incentives promised. Those few people who continue at the university are among the least motivated employees I have ever seen in more than five decades in the workplace. A professional person shared with me yesterday, "I hate to come in here at all."

R4 also recalled that “there were no incentives promised to motivate employees to continue working while embracing the additional work the changes brought.” For R14, salary increases were nonexistent and being asked to embrace yet another change was not in one’s best interest. This respondent said, “Our pay has been effectively stagnant and behind with little hope for keeping up with the cost of living adjustment (COLA) or increased workload for a long time. Talk of incentives is looked at with skepticism and punishment with resentment.” For R21 it appeared that the changes intended were not to motivate the employees to embrace the change(s):

> It appears the change in title (*sic*) of senior administrator 1 to a higher order title was a set up to align the person in the senior administrator 1 position for the highest-level administrator position. That was a major mistake. The implementation of the senior administrator 3 position was the mistake of the President. The implementation of the senior administrator 2 is very interesting. The senior administrator 2 position was set up to fail. There are too many direct reports and as a result, individuals got away with not doing their job. Remember, the university makes accommodations for people. Only one senior administrator 2 resided on Campus 1, the current senior administrator 2 does not reside on Campus 1, so moving the senior administrator 2 position to Campus 1 is relative. In my opinion, this was no incentive to motivate the employee to embrace the change~~.~~

Communication and Motivation

The second theme that emerged from the analysis was the process, or lack thereof, by which information reached the constituents, and their motivation to continue working, Responses from the survey indicated that information pertaining to the restructuring was either not circulated or sufficient communication not received. Responses from the interviews also indicated that there was a problem with information disseminated about the restructurings. The survey responses were addressed first, followed by the interview responses. The responses given revealed that there was a communication problem and employees were not motivated to embrace the change.

In order to understand the quantity and quality of information employees received before and during the restructuring, the following questions addressed under this theme were survey questions (SQ) 4, 5, 8, and interview questions (IQ) 5, 6 and 11.

Communication received. SQ8 asked how much information was shared concerning the restructuring(s) and whether the participants were satisfied with the level of communication received (see Table 5); 56% of the respondents were not satisfied while 44% felt that the level of communication received was sufficient. Information garnered from the survey responses indicated that information sharing was a problem. For example, SR17 stated that the "sharing of information did not seem to be an important priority for the administration as the restructuring was taking place. No, I was not satisfied with the level of communication." SR35 also stated that, "Very little was shared effectively and in most instances, it was not shared until after it [restructuring] took effect." Parallel to the comments made by SR35, SR10 who had been working at the institution since 1999 indicated, "We lacked communication regarding the restructuring."

However, most respondents, as shown in Table 5, did not share the same sentiment as the previous respondents. These respondents realized that though communication might not have been what it should be, the university community received some form of communication. SR11 reinforced this claim by stating, "Communication can always be improved." Further, SR15 indicated, "Communication was fine about the restructuring, but frequency and purpose was not enough." In addition, SR60 shared "information sharing sessions were often had and communications were received but not everything was transparent." Fifty-six percent (see Table 5) of the respondents who answered SQ8 felt that communication from the administration was inadequate. For instance, SR22 felt as though the administration was making decisions without any input from the affected units.

> Really. What happens is that a group or the President's Cabinet get together and decide what they think is best. They think that it is done in the best interest of the students. What they think is the best way to accommodate their needs. No, I was not satisfied with the communication of the restructuring.

Table 5

Survey data for research question: How does restructuring impact employees' motivation and acceptance of change

Q	Survey Question	Yes[a] %	No[a] %	NR[b] %
4	Did you feel free to give honest information and feedback during the planning and implementation phase?	34.45	65.55	37
5	Did any restructuring(s) change the function of your office?	15.38	84.62 .	40
7	(Were) incentives mentioned or promised to motivate the employees to continue working and embracing the change?	22.00	78.00	39
8	Were you satisfied with the level of communication?	44.4	55.5	48

[a]Percentages are based on complete responses and not 100 percent of responses
[b]NR = No Response Respondents either did not respond to the question or did not answer the question completely

The information from the interviews also corroborated responses between the SQ 8, which asked about the level of communication received, and IQ 4, which asked how the restructuring was communicated to the university community. PR B stated that information pertaining to the restructuring was "communicated by memo and town hall meetings, but implementation was a fait accompli. By the time employees had a chance to know what happened it was over." PR A alluded to the fact that there was never any consensus building among the employees and communication came out as piecemeal. Because of this action, PR A felt employees did not feel comfortable about the restructuring:

> First with rumblings, then piece meal unveiling, and then I believe that by the time the information came out there was more fear. So instead of being ahead of the story, the university more so tried to assail the fears of its professionals, faculty, and the student body than building consensus. I think the university never afforded itself the opportunity to build consensus because it never was about bringing all stakeholders to the table, getting everybody's input, and then building consensus through all that effort. I think they wanted the appearance of consensus, but it was just policy promulgated at the top and forced down. Moreover, by the time the information started to come out people was fearful.

Of the six individuals who participated in the interview process and answered this question, four said that communication was adequate while two said it was not. When comparing the responses from the survey with those from the interview on the question of communication, it is clear that survey respondents were more vocal in their views than were the interview respondents.

It was also apparent during the analysis of the data, that employees were disappointed with the level of feedback afforded them. SQ4 and IQ 5 attempts to address the issue by the responses received from the respondents and participants.

Communicating feedback. SQ4 asked whether the employees felt free to give honest information and feedback. SR44 stated that feedback was given up to a point, "honest and forthright criticism was not in one's best professional interest." This feeling was echoed by SR36:

> I always believed that the changes were already made and any and all attempts to solicit "input" were nothing more than an exercise. No, I never felt free to give honest input – and still do not, even as I watch the University and its promise sliding ever downwards as a result of gross negligence and mismanagement.

Not all the respondents to the question indicated that an opportunity was afforded to them to give feedback.

SR12 stated, "I don't feel comfortable giving feedback." Additionally, SR17 said, "Did not have an opportunity to give information and feedback," and SR25 stated, "Part-time faculty – No, I did not." Similar question asked of the interviewees gathered the following responses. PR B stated, "No feedback was encouraged. People in charge was not looking for feedback but compliance and acceptance." PR A "Employees did not know what was taking place and were not allowed to observe the process. No voice was afforded on leadership." These responses from the participants indicated that an opportunity for dialoguing was not the concern of the administration leading the restructuring.

On the other hand, 34% felt that honest feedback was given, and they felt free to communicate their feelings about the restructuring. SR31 and 50 stated they "felt free to give honest feedback." SR13 stated "Full-time administrator – feedback was invited and shared though not necessarily used in the decision-making." SR56 noted, "I did give honest feedback but I didn't "feel free" to do so. I just wasn't as afraid as other people." PR D said, "During faculty meetings, feedback was encouraged. The faculty was given a chance to voice their opinions. In much the same way, VPs would speak with directors and supervisors. Supervisors with staff to encourage their feedback."

Most the respondents (66%) felt that they did not have adequate input in the restructuring process. Consequently, based on the responses, it appeared the lack of adequate input might have affected the function of the offices.

Function of office. SQ5 asked whether the restructurings changed the function of a participant's office and if so what was different. SR28 noted that there was a change that affected one of the units: "Yes. The merger of the School of Arts & Science significantly changed the responsibilities of faculty and chair. The title of administrator in charge of the faculty was changed." Another SR32 emphasized that:

> Lines of reporting changed; moving from chairs of each academic area on each campus to higher-level administrators responsible across campuses created initial disgruntle with a sense of loss of autonomy; having the administrator 2 on campus 1 was viewed as an effort to appease campus 1 faculty and staff.

SR60 stated that reporting lines were unclear. The need for good planning is essential, if change was to be successfully implemented. SR60's response is an example of planning not well thought out as indicated, "functions changed and redirection was unclear. For example, unclear as to who was next in line to receive certain documents. Each change had different requirements." Employees also reported that they worked harder with a new structure in place than before; 15% stated that restructuring changed the function of their office and 85% said not. SR31 explained that "It was confusing: who was doing what? What were the job descriptions? Restructuring sometimes made it more difficult to get things done." Respondents from the survey indicated that in some instances they were confused about what was happening or who was responsible for what.

SR44 indicated "These changes did not seem primarily designed to motivate employees;" SR36 also noted that … "people who continue at the institution are among the least motivated employees I have ever met in more than 5 decades in the workplace;" In some cases employees became frustrated because they were not quite sure in what direction they were headed.

Motivation. During the interview process, participants were passionate about their recollection of the climate at the institution during the restructuring years. When questioned about employees' motivation, PR A recalled, "No alliance formed. People used to be proud to work at the institution; there was always something to look forward for. It is a lot different in 2016 than it was in 1999. Fifty percent of faces are no longer here, very high attrition rate."

Attitude and Morale

In an attempt to document and ascertain how employees feel, there were several questions on the survey pertaining to the functions of their offices and their commitment to the changes after the restructuring. The third triangulated theme addressed the employees' attitude and morale during and after the restructurings took place.

Some employees indicated their commitment, even when there were alleged instances of polarization within their departments. Both SR52 and SR18 indicated that they worked, presumably towards institutional goals (SR18). However, only one of the survey respondents indicated that they did not work any harder than before the restructuring. Some respondents though, felt that the change relative to the function(s) of their office was not very clear, while others exhibited displeasure with how the change was facilitated. SR60 indicated, “Functions changed and redirection was unclear.” SR12 “The office I worked for changed completely. The office took care of students and changed to operations.” Ten percent of the employees surveyed experienced a change in the function of their unit.

Regarding the morale at the institution, SR35 stated “the constant restructuring hurt employee morale.” In addition, R62 added “[there was a] decrease in morale and resources;” and SR11 relayed “the morale is not good. Nevertheless, you have faculty and staff who are committed to staying because perhaps they love either their jobs and [campus] or have nowhere else to go.” Additionally, SR60 said, “employees’ morale remained very low.”

Interview participants also expressed that the climate of the institution was lower than normal. PR E stated, “I had the rare pleasure of being on a search committee where we can find someone who could restore trust. Employees were constantly speaking about morale and transparency. Morale was at an all-time low.” PR A further shared that the relationship among the employees changed to one of very mistrusting. PR D, also stated, “The morale, and integrity in the unit was gone; the step down a notch from reporting to an administrator [Administrator 2 to Director] was not fully accepted.” These responses from both the interviewees and the survey respondents indicated that because of the way communication pertaining to the restructuring process reached the employees, the attitudes and morale of the employees changed. This change in attitude and morale played a significant role in the institution's effectiveness as was evident in the fourth emerged theme - effectiveness.

Effectiveness

Institutions generally measure their performance through their effectiveness and efficiencies. The fourth triangulated theme emerged was related to the effectiveness of the change after the restructurings occurred.

Institutions generally have in their planned objectives achieving documented goals. Some factors that may contribute to this achievement are clarity of objectives or goals, developing and educating employees, and being transparent and inclusive. In the responses received from the survey, respondents noted that the process was not transparent: SR10 expressed "I was unaware of the restructuring process;" whereas SR51 indicated, "It was not a transparent process. I believe earlier restructuring was worst [*sic]*." When asked how they saw the restructuring affecting effectiveness of the institution, the mixed responses. Fourteen percent (see Table 6) specified that restructurings were effective while 86% stated that the restructurings that they were a part of were not effective. SR10 specified, "With the restructuring, I have not seen an improvement in the effectiveness of this institution;" R4 detailed "Initially lowered institutional effectiveness because critical parts were poorly implemented," SR21 wrote "Restructuring has never provided the outcomes expected. What actually happened is that some individuals received salary increases as opposed to changing effectiveness within the university," and SR43 stated "Clearly, from the comments of the Middle States response to our self-study and from the site visitors, the restructuring was deficient in is effectiveness."

However, some felt the changes did increase effectiveness. SR40 "Some of the changes were effective, for example, students could conduct all their financial affairs in one location instead of moving from building to building," SR13 emphasized "For goals that impacted me, yes, changes were effective."

Table 6

Survey data: How does employees' acceptance of change affect the institution's effectiveness?

Q#	Survey Question	Yes[a] %	No[a] %	NR[b]
4	Did you feel free to give honest information and feedback during the planning and implementation phase?	34.4	65.5	37
6	For each restructuring, was the change effective with respect to meeting the goals set?	23.0	76.9	40
9	Did you see the restructuring(s) that took place affecting the effectiveness of the institution?	14.2	85.7	45
10	Did you work harder to ensure the institutional goals were achieved?	62.9	37.0	39
11	Did embracing or accepting the changes(s) at the time of implementation, play a role in the institutions' effectiveness?	44.4	55.5	48

[a] percentages are based on complete responses and not 100 percent of responses
[b] NR = No Response; some participants either did not respond to the question or did not answer the question completely. For those that were incomplete, I did my best to code them.

A similar question was asked of the interviewees: 'In your view, has the relationship between employer and employee changed after the restructuring(s)? Has the change made the institution more effective?' PR D explained:

> The change did not make the institution more effective. Most employees in the undergraduate unit were not satisfied with the move. They did not give 100% of their efforts as in the past. They were not fully satisfied; they no longer had an administrator as their leader. They felt like second-class citizens.

Another participant, PR A said, "Yes. Relationship changed to one of very mistrusting. Change made it ineffective; did not deliver on mission. Cost more to do business. Employees no longer willing to go the extra mile; lots of negativity about the institution." Based on the number of individuals who answered the question in its entirety 55.5% (see table 6) indicated that the restructuring was not effective and 44.4% indicated that it was effective.

The last question on the survey asked, 'Looking back, do you feel that the change(s) were essential given what you now know?' This question sought to summarize the overall position of the respondents. The responses brought out some frustration, negativity, and in some cases, respect, acceptance, and recommendation. Responses from this question showed that some employees felt the changes were essential, while others believed that the changes were not essential. R46 indicated "pretty much a zero – tons of time and effort and $$ [*sic*] and no visual benefits I could see." SR10 also declared "Absolutely not. The changes were not essential, did not improve anything," On the other hand there were employees who felt that the change was essential. SR4 stated "Yes, more so in retrospect." SR11 wrote, "I have been able to grow professionally, [I have] met new staff, learned to use new software, and [have been] given different responsibilities. It [the change] has its merits." SR13 wrote, "Some were essential, changing title of one top administrator was not necessary. Changing schools to colleges appears to be effective in achieving recognition within disciplines." SR39 wrote, "Yes the changes were essential. Restructuring is a process we must go through, periodically. It's not always done right the first time." SR29 asserted, "I have not seen empirical evidence that suggests that some of the changes were essential." Of the respondents who answered the question completely, 71% felt the changes were not essential and 29% felt they were essential.

Finally, a few survey respondents deemed the changes self-serving. SR44 said "Change was inevitable, but the leading group tried to orchestrate change that was too little too late." SR46 stated that there were change in titles; "title shifts, justifying administrators' existence in some cases." Moreover, respondent 51 stated, "I really do not have an opinion on whether they [restructurings] were essential, but just a way of changing titles."

Summary

This chapter presented the findings of the study. The chapter began with the types of data gathered, and the process used to analyze each type of data. The issues examined were trustworthiness in relation to the constructs of credibility, dependability, transferability and confirmability. Triangulated themes that emerged from the process of coding were: (a) embracing the change; (b) communication and attitude; (c) morale and motivation; and (d) effectiveness. Communication between the administration and the employees appeared to be one of the major issues. Respondents indicated that opportunities to give input in the restructuring process did not occur. This lack of adequate opportunity for input in the restructuring process caused negative reactions toward the change, morale dropped, and trust dissipated. What was abundantly clear, based on my interpretation of the findings, is that the change did not capture the intended results. Employees were disgruntled, acceptance of change was not evident, and the perceived negative impact on the effectiveness of the institution manifested. Noteworthy also is the fact that these findings are consistent with those of the 2007 consultant report that I reviewed during this study.

In Chapter 5, I address the interpretation of the findings, the limitations of the study, recommendations and implications for social change, and implications for future study considerations.

Chapter 5: Discussion, Conclusions, and Recommendation

Introduction

The purpose of this study was to explore the effects of organizational restructuring and acceptance of change on university employees' motivation. The study also examined employees' attitude toward the organizational restructuring and change in the effectiveness of the institution. The questions that guided this research were: (a) How does restructuring impact employees' motivation and acceptance of change, and (b) How does the employees' acceptance of change affect the institution's effectiveness. I collected data at a university located in the Caribbean. I selected a single case study because it allowed for in-depth research on the impact restructuring and acceptance of change has on university employees' motivation. This study was needed because, while according to the current literature, employee buy-in is an essential ingredient in implementing change, employees' motivation during and after the change was not addressed (Gergalis et al., 2015; Kennedy, 2014; McKay et al., 2013; McKinley & Scherer, 2000; Wittig, 2012).

I analyzed the key findings based on the emergent themes. Respondents felt that there were no reasons given to encourage embracing the change(s). Employees' attitude and morale changed significantly. Their motivation dropped due to insufficient communication and they became despondent. Because employees could not embrace the restructuring, the effectiveness of the institution suffered.

Interpretation of the Findings

Communicating change is not an easy task in higher education. Higher education institutions are different from any business organization in that higher education is concerned with shared governance whereas business organizations are engaged in executive decision making. Universities have distinct characteristics and practices. Universities consist of several semiautonomous organizational structures, such as Center for Excellence in Teaching and Learning, and academic and administrators as the main human resource factor. Because of this unique setting, it is imperative that communication that is disseminated during the change process be tailored to meet all constituents.

The results of the research showed that employees felt that information on restructuring was neither timely nor sufficient. The consultants' report, however, indicated that the problem was in the use of "trickle down" communication. Trickle down, as used in this context, meant that the process of communication followed structural lines; the president communicated with the cabinet, the members of the cabinet communicated with their component heads and the component heads, such as administrative chairs or deans, communicated with supervisors within the departments. Even though the information was in fact disseminated to the employees, not all the employees received the information as revealed by the analysis of the surveyed employees.

It was therefore easy to say that there was participation, and that the proponents and leaders of the restructuring *engaged* the university. Some participants though, noted that they were not aware of the changes taking place until after the change was completed and they were not given a chance for feedback; they just had to accept the change. It would then seem that there was a breakdown in communication or as the consultants termed it disrupted communication. One interviewee stated:

> This was done after the fact, not in a way to get information from the University community. Many in the University community were not aware until the last minute. It was done to eliminate some positions. Information was not communicated before but after; it wasn't given readily. Information did not come until it was time to make the decision (PR1).

There was an apparent challenge seen as a direct outcome of structural communication.

Data support the kind of communication and the kind participation as envisaged by this approach used by the proponents of the restructuring. One interview participant stated that there were town hall meetings held and memo disseminated to inform the university community of the impending changes. The issue though is whether the participation was because the employees were required to attend the town hall meetings, coerced to attend the meetings, or they attended because they were enthusiastic about the changes and motivated to embrace the changes. According to another participant during the interviewing process, the university never afforded itself the opportunity to build consensus. In addition, a respondent to the survey indicated that at some of the workshops, management inferred that the ship was sailing away from dock and they [employees] can jump off if they were not on board with the changes. From Consultant A's report during the analysis, the findings revealed a lack of effective communication channels and mechanisms. In addition, the review of the accreditation self-study report indicated that there appeared to be a communication concern.

The respondents stated that *token* [emphasis added] participation is equated as non-participation, and such communication as no communication at all. Therefore, it is important that communication disseminated to the university body be tailored to address the constituents. It is reasonable for employees to react since they are moving from the known to the unknown. Managers or other leaders leading the change should therefore guarantee that the changes be communicated in a timely and ongoing manner.

Equally important is the need for leaders to include the employees in the planning and implementation phases of restructuring. The role of leadership is essential to affect the change (Van der Voet, Kuipers, & Groeneveld, 2016; Bolden, 2011). Like non-communication for management, un-involvement of employees in the restructuring effort can produce resistance to the changes. The findings revealed that some respondents felt they did not have an opportunity to voice their opinion during the process. SR 65 noted that there was no real input. The respondent stated, "One may have been asked but only to document that employees were actually asked." In addition, the interviewed participants made similar comments. One participant remarked that the persons in charge of the change were not looking for feedback but rather compliance and acceptance. The findings of Consultant B's report also revealed that 72% of respondents (189) were not satisfied with the level of feedback afforded them. Not being able to participate can lead to resistance.

Employees' resistance can adversely affect the productivity of the institution. Alienating employees can lower their morale thus contributing more to the resistance. Employees need to trust that their opinions are heard, given respect, and careful consideration. Motivation to accept the change can lead to less resistance. Leaders must be able to transform, indirectly, commitment to change as noted by Van der Voet et al. (2016). The research revealed that employees were not motivated to be a part of the change, because they felt that the change was pushed on them. Similar results were revealed in these findings. This attitude affected the change being embraced. Individuals felt de-valued. Decreased motivation or being un-motivated based on the analysis was created by a negative climate.

The analysis also showed damage to the morale at the institution. One respondent was quoted as saying that colleagues were no longer enthused at work. The perception was that employees stayed at the institution not because of their love for the university, but for the wellbeing of the students. The feeling of going through an exercise at a time when employees felt that it was not necessary further damaged the morale of the staff. Further, it showed that the dismal feeling was related to the fact that some employees were given additional tasks without supplementary compensation.

Because the changes were not embraced, as was highlighted by the findings, the goals set by the institution had very little chance of being met. For employees to accept change, which played a significant role in the effectiveness of the institution, the results indicated that some form of incentive should have been offered. Incentives do not necessarily have to be monetary, but could be some form of involvement in the process.

The results showed that leaders and managers involved in the change process must guarantee that correspondence is dispersed to all staff at different levels to ensure that each staff member recognizes and understands what is happening. This process could also play a significant role in the effectiveness of the institution. In this light, it is imperative that leaders involve the entire university community in the planning process. The primary triad model of change (Curri, 2002) which was used in the methodology of this study, emphasized the linkages of the entire organization in organizational change – leadership, restructuring, managing relationships, and the central role of organizational development.

The findings also revealed that some responses concerning the restructuring made by the employees, may have been impacted by present situations. The structure put in place did not appear to be the best as was characterized by one respondent; this move also caused employees to neither consider nor embrace the structure. Respondents indicated that functions of offices changed and redirection was unclear; efficiency diminished. Participants also implied that employees were not satisfied with the change in structure therefore not all employees gave 100 percent participation.

Current research suggests that change is an essential part of any association and administering the progress is a fundamental instrument in keeping up the organizational truthfulness and advancing improvement and development (Daif & Yusof, 2011, p.182). The authors further stated that “in order for change to work, both the management and the employees have to understand, accept, embrace and commit to the proposed change” (p. 182). The findings divulged that a high percentage of the employees had not accepted, embraced, showed commitment to the changes, nor fully understood what was taking place. The findings also revealed that employees did not see the changes as effective, because they were not seeing any growth, and felt that the structure was not clearly defined.

Limitations of the Study

Universities will always make changes to stay up-to-date with changes in the academy, financial expediencies, program development, and the gradual impact on the global economy, but care should be taken when implementing changes. As such, this study does possess some limitations. First, the study cannot be generalized. Second, a single case study was used to allow the researcher to focus on the research questions. Third, participants and respondents in this study might have been disgruntled at this time, thus causing the effects on the interpretation of the results. Fourth, in order to overcome bias, the researcher's reflections were constantly recorded.

Recommendations

Before management proceeds with reorganization, a determination of the end results should be made. Katsaros, Tsirikas, & Bani (2014) indicated that "positive employee attitudes are often critical in achieving organizational goals and in succeeding in change programs" (p. 37). Similarly, it was noted by Morin, Meyer, Bélanger, Boudrias, Gagné and Parker (2015) that organizations engaged in mind boggling and nonstop changes need to develop and keep up the responsibility to the change as well as endeavor to enable their workers to enact the transformation most applicable to the test they experience (pp. 840-841).

Change agents within the institution should periodically meet with the constituents to keep everyone abreast of what is going on to alleviate all fears. The agents should also assess the structure before embarking on future restructurings such as:

1. In higher education where shared governance exists, communication and participation should avoid using organization structure alone as the major channel of communication, but instead try to communicate across organizational structures and lines.
2. Aspire to ensure feedback is truly bottom up. For example, a chair or a dean should disseminate the thoughts of the unit up the line to garner feedback and not merely communicate his or her own thoughts on the issue. Diminish silos and instead strive for across component interaction. Feedback should be taken seriously thus empowering employees and making them feel that they were integral in the leadership assessment process.
3. Promote the idea that increases in institutional effectiveness is an employee incentive, because it can uncouple resources tied to wasteful process, and that such additional resources could be used to improve working conditions.

Implications

In any organizational change, such as restructuring, employees will experience some form of uncertainty or uneasiness (Flewellen, 2013; Swanson & Power, 2013). Change often involves a disruption of one's comfort zone and offers consequences of varying degrees or alternatives (Kamarudin & Starr, 2014, p.1). Commitment to the change is crucial for the implementation to be effective. According to McKay, Kuntz, &

Näswal (2013), if an employee believes that the benefits from the change will “have a positive impact on the individuals” or the institution, it is more likely that they will accept the change (p.30).

Restructuring is not a new phenomenon; it can either be episodic (frequent or radical) or continuous (incremental or without tend). Whichever method is used, restructuring is an endeavor to empower the organization to show signs of improvement at what it does. In this regard, higher education is no different from business organizations. They all have components within them that compete for limited resources available to the entire organization. Thus, with the challenges of prioritizing and allocating resources to these priorities, leadership can sometimes lose sense of the mission of the organization. Preparing for restructuring in an institution can cause many fears, anxiety, stress, and sometimes hatred. Employees fear that these restructurings can lead to resources being reallocated from the department to which they are assigned. Leadership should be mindful of this fact, as a compelling reason in people’s reaction and level of participation in the restructuring processes in the organizations.

How change information is communicated to employees is paramount to the acceptance of change. The findings revealed that employees were not enthusiastic about the changes and did not embrace them. This underlies the importance of employees being a part of the process. The motivation of employees during the change process should also be intertwined to allow for a smooth transition. This aspect of the change was evident throughout the analysis and was seen as a hindrance to both the implementation of the change and the effectiveness of the institution.

It is evident from the findings that employers ought to focus on issues of support and criticism, both from administrators and from work colleagues, amid times of change. This exertion could add to the accomplishment of organizational restructuring.

Positive Social Change

Positive social change may be realized by using the results of this study to inform institutions of the need to develop protocols for engaging all stake holders in a restructuring effort proactively. The results of this study should be shared with university administrators who are responsible for implementing changes. Administrators should also be aware through this study that employees' resistance could easily turn into anger and distrust, if not involved in the process.

Motivation and communication should be strengthened rather than weakened during periods of change. Maintaining the effectiveness of an institution is crucial in maintaining its credibility, thus this study can assist with implementing the organizational restructuring process without compromising the morale and motivation of employees.

Conclusions

The results of the study suggested that desired outcomes were not achieved because of internal forces, including unmotivated employees, low morale, and insufficient dissemination of information. It also appeared that the employees were not too willing to embrace any changes either due to lack of motivation or insufficient communication.

Effective communication was the major finding, which is consistent with the analysis of the consultants' reports. Information pertaining to the restructuring prior to, during, and after, was not adequately shared. The lack of employee involvement in the process, as revealed during the analysis, resonated with Consultant A's report.

Management should provide an environment in which employees can feel at ease providing feedback. The management team must also articulate anticipated benefits from the restructuring efforts which should be communicated clearly and distinctively. Finally, there should be effective involvement of employees in the planning, implementation, and assessment of the restructuring exercise.

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Appendix A: Interview Protocol

Project: The Effects of Organizational Restructuring on Employees' Motivation and Acceptance of Change

Date: ___________________________

Time: ___________________________

Location: ________________________

Interviewer: ______________________

Interviewee: ______________________

Release form signed? ____

Notes to interviewee:

Thank you for your participation. Your input will be valuable to this research and in helping grow the body of knowledge.

Purpose of research:

The purpose of this study is to examine the effects of organizational restructuring on employees' behavior towards the restructuring and change in the effectiveness of the institution.

Confidentiality of responses is guaranteed.
Your employer will not have access to your answers.
It is important that you do not write your name or personal information on this document.
Approximate length of interview: 45 minutes
There will be 8 major questions

Two questions will be answered;

- How does restructuring impact employees' motivation and acceptance of change?
- How does the employees' acceptance of change affect the institution's effectiveness?

Methods of disseminating results:

1. As a university dissertation document available on line at the University library.
2. Will be presented at local, national, and international professional conferences as appropriate.
3. Will be published in part or whole in a professional journal.

1. Take me back through the history of your career at the institution during the restructuring period(s).
   Number of restructurings you have been through
   What you felt was occurring
   What is different now than before?

Response from Interviewee:

Reflection by Interviewer

2. Research suggested that restructuring at higher education institutions are generally used as a cost saving measure. What is your perspective on this?

Response from Interviewee:

Reflection by Interviewer

3. What, if any, resistance towards the restructuring(s) occurred during the period you were employed at the institution? 1999, 2000, 2004, 2007

Response from Interviewee:

Reflection by Interviewer

4. How was (were) the restructuring(s) communicated to the university community?

Response from Interviewee:

Reflection by Interviewer

5. What process was used to encourage employees to give feedback concerning the restructuring(s)?

Response from Interviewee:

Reflection by Interviewer

6. What changes did you observe in the employees'/co-workers morale and job motivation after the restructuring(s)?

Response from Interviewee:

Reflection by Interviewer:

7. Thinking back to the number of restructurings that took place between 1999 and 2007, would you say that the purpose stated for restructuring has been achieved?

Response from Interviewee:

Reflection by Interviewer:

8. In your view, has the relationship between employer and employee changed after the restructuring(s)? Has the change made the institution more effective?

Response from Interviewee:

Reflection by the Interviewer:

Closure

- Thank you for participating in this interview. Please be assured that all information disseminated here will remain in strictest of confidence.
- Ask permission to follow-up ______

Appendix B: Survey

The Impact of Organizational Restructuring on Employee's Motivation and Acceptance of Change

PART I: DEMOGRAPHIC INFORMATION
Please provide the following information about yourself. Check the appropriate box.
CAMPUS WORKED

STT
STX

WERE YOU WORKING AT THE UNIVERSITY DURING ANY OF THE FOLLOWING YEARS (check all that apply)

1999
2000
2005
2007

EMPLOYMENT STATUS

FULL TIME
PART TIME

JOB CLASSIFICATION

ADMINISTRATOR
FACULTY
STAFF

PART II:

Please complete the following questions.

1. What were your thoughts concerning the restructuring that went through? Did you feel free to give honest information and feedback during the planning and implementation?

2. Did any restructuring (s) change the function of your office? If so, what was different?

3. For each restructuring(s), was the change effective with respect to the goals set?

4. What incentives were mentioned or promised to motivate the employees to continue working and embracing the change? Please answer for each of the restructuring(s) you experienced.

5. How much information was shared concerning the restructuring(s)? Were you satisfied with the level of communication?

6. How do you see the restructuring(s) that took place affecting the effectiveness of the institution?

7. Did you work harder to ensure the institutional goals were achieved?

8. How did embracing or accepting the change at the time of implementation, play a role in the institutions' effectiveness?

9. Looking back do you feel that the change(s) were essential given what you now know?

Thanks for participating in this research. I greatly appreciated your time.