

THE EMOTIONAL IMPACT ON NATIVE AND NON-NATIVE

The Emotional Impact on Native and Non-native Employees Who Stay After an Internal

Appointment of a Leader in a Higher Education Institution

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Abstract

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Abstract:

The purpose of this study was to examine the felt emotions of those who stay after the appointment of an internal candidate in a small, Midwest higher educational institution. This study began with an assumption that those who stay after the leadership change will have specific felt emotions related to the leadership change based on their time of employment with the institution. This concept was explored and discussed with others and it was determined that two groups of employees, as defined by the author, would be examined. The two groups of employees are native and non-native. The natives are those who either are a graduate from the institution or employed for over five years. The non-natives did not graduate from the institution or were employed for less than five years. The information from this qualitative, phenomenological study was gathered through a card sort of emotions, respondent drawings, and semi-structured interviews. The employees of both groups and the different felt emotions that were experienced with the leadership change were reported. This research showed that the two group's experiences were different, based on their relation to the leadership change and actual number of years of employment of each native or non-native at this institution.

Employee group	Attributes	Attributes
Native	Employed five or more years with institution	Graduate of the institution
Non-Native	Employed less than five years	Not a graduate of the institution

The employees narrated their felt experiences with the leadership change as they examined the emotions and feelings related to the change from their view as an employee who had undergone the loss of the former leader, the inevitable transition to a new leader, and finally the selection and appointment of the leader. It was important to query the employees within six months of the leadership change in order to get the raw emotional responses to the change.

This study recognizes that through the words and drawings related to the leadership change and the impact on non-native and native employees, the emotional impact felt by each group was, for the most part, unique. It was particularly important to recognize the method for choosing the current leader (the institution's Board of Directors) may have the greatest impact, both positive and negatively on those who stay after the leadership change.

Descriptors: HIGHER EDUCATION, LEADERSHIP, LEADERSHIP CHANGE, EMOTIONAL IMPACT, CULTURE

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Chapter 1

Introduction

The Emotional Impact on Native and Non-native Employees Who Stay After an Internal Appointment of a Leader in a Higher Education Institution

Problem Statement

Leadership change in higher education institutions may have profound effects on those who choose to stay after the announcement. Understanding the forces and the effects promoting or inhibiting change are key to a successful implementation of leadership change (Fairfield-Sonn, 1993). The purpose of this research was to explore the emotional impact on those who stay after the appointment of an internal candidate appointed to a leadership position in the institution. In an era of prolific change in key leadership positions, employee reactions to the change are an important consideration of the impact on the overall functionality of the institution. The new leader must anticipate the emotional impact on the change (Schneider & Goldwasser, 1998; Schraeder, Swamidass, & Morrison, 2006). Otherwise, employee morale, trust and other key components to a successful transition of leadership may be compromised. Emotions found in leadership change that affect those who stay have a cognitive, emotional and behavioral state that exist and may affect each other (Sherman & Garland, 2007).

Two distinct cultures are identified as having significant considerations related to the appointment of the new leader. The cultural groups identified are the “natives” or those employees who either are from the community of the institution, a graduate of the institution, or employed for over five years with in the institution. The culture of “non-native” employees is

one who is either not from the community, or employed at the institution, not a graduate of the institution, or has been in the community less than five years. This research examined the relationship with the internal leadership change through the lens of the native and non-native employee emotional impact. The perceptions of employees at various levels of the institution can influence the felt emotions of those who stay after a leadership change (Griffin & Mathieu, 1997). The emotional impact on the employee was explored in order to keep from missing the immediate emotions experienced by employees going through the leadership change. A six-month window of the time from announcement of the new leader and the time in the position is vital to capture the emotions of the employees. Figure 1 shows the connections related to the leadership change

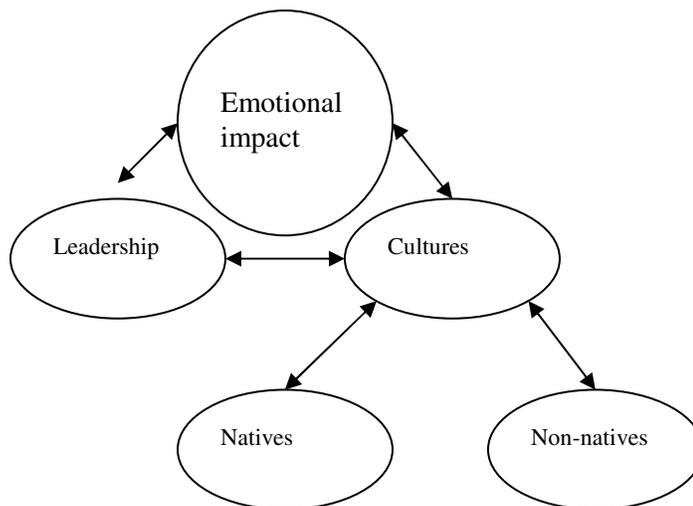


Figure 1: Illustration of emotional flow

Employees of the institution may react in different ways to the change depending on the cultural lens through which they view the event. The culture and emotions identified in the natives and non-natives may require greater sophistication and understanding of emotional

impact by the newly appointed leader to successfully lead through the transition to power (Schneider & Goldwasser, 1998).

Theoretical Framework

This qualitative study will explore the implication of appointing a leader who is an internal choice of the hiring committee to a leadership position. The theoretical framework is the emotional impact felt by those who stay after the leadership change from an appointment of an internal candidate to the position. This study is based on previous research on emotions related to leadership change in higher education, particularly those who stay are left in a “zone” of emotions, including grief, uncertainty, and anger. For example, Kearney et al (2006) found varying levels of emotions that are part of the emotional experience of leadership change. Because of most organizational structures, the processes surrounding leadership change tend to focus on process or technical issues (Davis, 2005). Leadership change can create strong emotional responses when the process of creating change is unclear to those affected. This study explored examples of the two group’s experiences and feelings related to the leadership change and the emotional impact.

Leveraging the work of Kearney et al (2003, 2006) it was determined the phases of transition that highlight the emotional impact felt by those going through a leadership change were best found in Bridges’ (2003) work. Bridges defined three phases of transition that employees experience with a major change shown in figure 2. Bridges discusses how employees traverse through a series of three phases of emotions and discovery with the appointment of a new leader. The first phase is ending, losing, and letting go of the new leader. It is vital that employees let go of the old ways and leadership and the identity the leader imposed on those who stay after the change. Bridges states phase one is when employees need time to deal with the

loss of the former leader. The second phase is when employees go through the in-between time of recognizing that former leader is gone and a new leader is not fully operational. The second phase is critical for re-alignment and re-patterning take place. The third phase is a new beginning, when employees begin to make sense of the transition. This phase is when employees begin to develop a new sense of identity of who they are and who the institution is, and experience the new energy and to discover the sense of purpose that makes the leadership change begin to function (Bridges, 2003).

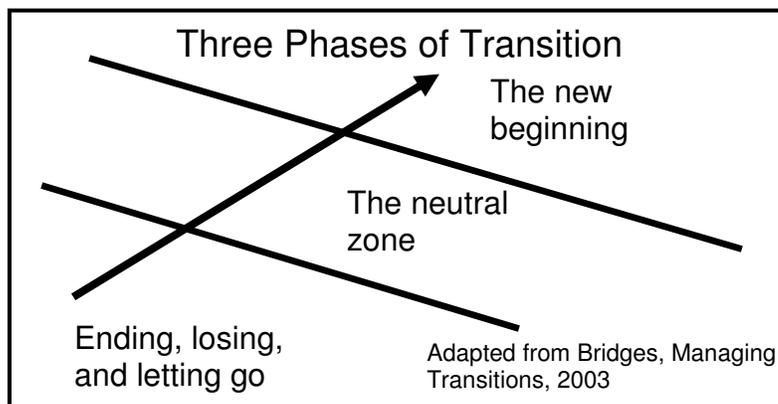


Figure 2: Three Phases of Transition

In this study, which takes place in a Midwestern higher education institution, the leadership change is a native who was a former administrator in the college community. The leader has lived in the community for the past 30 years. The appointment of the new leader occurred after a short interim period between leaders, apparently with no other candidate interviewed by the College's Board of Directors. The premise of the research is to explore the emotions related to a change in leadership of the two groups, natives and non-natives. After the initial interviews reported in the Kearney et al (2006) research and employee responses, it became apparent the issues surrounding leadership change involving an internal candidate might have significantly different responses than an external candidate coming to this institution.

Confusion, distrust, anger and other negative emotions are prominent for those individuals experiencing leader change (Davis, 2005; Kearney & Hyle, 2003).

Research Topic Statement

The topic of this research is to explore the effects on native and non-native employees after an internal appointment of a leader at a higher education institution in the Midwest. In researching leadership change in higher education through the Kubler- Ross (1969) lens on the emotional changes of loss (in this case the loss of a leader and appointment of an internal candidate to replace the former), and along with the Kearney and Hyle studies (2003, 2006) an interesting phenomenon was occurring: Two distinct groups of employees emerged. The groups were different because they had either supported the leadership change or questioned the leadership appointment process. The two group's responses were often different based on their relation to the former and current leader of the university. After analyzing the literature and transcripts from a previous study, it was determined that the criterion for defining non-native and native employees would be developed to divide the groups into unique categories in order to document any differences in the felt impact of the leadership change.

The categories of those who stayed after the leadership change were either natives or non-natives. In this research, the unit of analysis is all employees who have experienced the change at the institution and who agree to an interview and demographic representation of their perceived relationship with the new leader. The purpose of this study was to identify emotions and feelings of native and non-native employees after an internal appointment of a leader in a higher education institution. This study is significant because prior leadership in higher education studies group all employees as those who do stay and do not recognize the differences between the employees who stay after the change and who meet the criteria as a native or non-

native. In turn, decision makers in leadership change will have a better understanding of the emotional impact to those affected by the change. Kezar (2002) notes that traditional models of leadership cannot understand nor encompass the multiple ways that leadership is understood by those within the institution. To date, few studies directly broach the effect on leadership selection and the impact on the culture of organizational life (Kezar & Eckel, 2002). While many view culture in education as more traditional genre (sex, generational, ethnic background, and others) most literature does not imply that culture differences between native and non-native employees exist. When members of a specific culture feel they are abandoned in a leadership change, trust with the institution and the new leader becomes an issue (Curry, 2002). When an institution has critical mass (such as a majority of native employees) some things such as non-native leader selected for the leadership position, may compromise integral components such as campus environment (Gardner, 2004; Huggett, 1999; Ottenritter, 2006).

This study was also important because of the desire to understand leadership changes in higher education. Bennis (1989) spoke about certain attributes an educational leader must have to be successful, and making sure the “old guard” is not frightened with the idea of change. If no short-term goals are accomplished with a new leader, too many employees may give up and join the “dark side” which questions the methodology of how the leader was chosen as well as lack of support for the decision and the newly appointed leader. Kotter (1996) summed up the argument of necessity to understand leadership and the transition as it relates to natives and non-natives, as “Culture is not something you manipulate easily. Attempts to grab it and twist it into a new shape never work because you can’t grab it. Culture changes only after you have successfully altered people’s actions”... (p. 156). Kotter’s thoughts on cultural shifting without recognizing what culture needs to shift is vital in understanding the views of the native and non-native employees.

Those either already in, or considering a career in higher education leadership, or a member of a hiring committee hopefully will recognize the dilemma with native and non-native employees when hiring an internal candidate, especially in a small institution or community. The implications of ignoring or not recognizing the native and non-native employee's felt emotions may lead to an extended time in the "Hot Zone" (Kearney, 2002). The "Hot Zone" in Kearney's study depicted the emotional levels and plateaus those who are experiencing change feel in relation to the Kubler-Ross (1969) model of the emotions felt with the loss of a loved one.

The selection process of the leader speaks volumes to the understanding and impact on the institutional culture and interactive relationships with those who stay (Jackson, 2004; Schlueter & Walker, 2008). Managing the transition must include employee's concerns and experiences. As an example, was the employee involved in the hiring process or was the employee told after the fact and will the lack of communication and input lead to negative and harmful resistance? Alternatively, when the native employee determines the new leader is "one of them" (internal candidate) will the emotional impact be more or less positive?

Type of Research

This study is basic research because of the attempt to understand and explain the phenomenon of internal leadership change and its effects on the distinct groups of employees, the natives and non-natives. The purpose of basic research is knowledge for the sake of knowledge (Patton, 2002). In the interviews with the employees, getting to the felt emotions of the leadership change was the phenomena in this study. In comparing Patton's fundamental disciplinary questions related to the methodology of the research regarding leadership change, this study was most in line with a sociological lens (Patton, 2002).

Information Collection Plan

At the beginning of the interview, the employee completed a brief demographic profile that characterizes his or her relationship to the former leader and to the newly appointed leader (Champagne & Walker-Hirsch, 1993). Participants created drawings depicting the change under study. These drawings were used as the entry point to unstructured interviews. The drawings were used as a reference point that depicts the employee's emotions related to the leadership change. Many of the interview questions were asked based on the drawings and its rich meaning. There was no right or wrong way to depict the change event; the drawings served as a conversation piece and entrée, which helped guide questions during the interview. A card sort of emotions assisted the employee in developing emotional "words" that best fit his or her emotions related to the leadership change. Each participant selected the words that best fit their emotions related to the leadership change. There was no set pattern or criteria, simply another entry point in the type of interview questions. An explanation of the words chosen and how they were categorized add yet another dimension to the leadership change experience. In order to understand the unique emotions experienced by the employees, interview questions were loosely defined. This semi-structured approach allowed the researcher to use the card sort words and categories to explore deeper the emotions each person feels individually.

In the case of the institution under study, questions such as how the new leader was chosen, the effect on the organizational structure, personal stake with the former and new leader, and other questions involving demographic and emotional impact were key considerations for the researcher. These questions and responses also led to points for further discussion and probing. Drawings, demographics, and card sort were sources that directly serve the project by offering a point of entry to better conduct the interview (Kearney, 2002; Kearney, Hyle, & Ehrlich, 2006).

Employee status was not always apparent since the initial acceptance to be interviewed did not ask the respondents if they were native or non-native employees. The demographic and interview questions helped determine the status of the employee as either a native or non-native without having to ask their status. The careful reading of the text from natives and non-natives who are part of the study and searching for information led to a comparison and contrast between the groups. A thematic approach defined by native and non-native status and their feelings and emotions regarding the leadership change created sub-thematic categories. In turn, these sub-thematic themes could be investigated in further research.

Limitations and Delimitations

Limitations of the research were the ability to have a mix of employees willing or able to take the time to respond to the questions and other forms of information gathering. As was the case with some employees, time was of the essence and was possible for some to take the time necessary to complete the process. In addition, some employees perhaps saw the opportunity to air personal complaints about the change and use the interview for a time to let the researcher know how they feel about the change, the administration, or the institution as whole.

Other limitations are that one group is over or underrepresented. In this case, a “snowball effect” (Patton, 2002) helped to re-balance the responses. While it was difficult to find the appropriate time to interview those who are unable to work around a flexible schedule, consideration of potentially leaving this group out of the interview warrants further discussion on those who could not make the interview due to time or job constraints.

Another limitation was finding an institution that is experiencing such a change. Time was important since the interviews were completed within six months of the appointment of the new leader. Monitoring leadership change and creating a network with others who may be aware

of a leadership change and notification of the researcher were important in finding an appropriate site for the research.

Although there is substantial amount of literature on leadership change in higher education, there is not a significant amount of material on cultural impacts related to emotional concerns with natives and non-natives considered. In searching for literature, an open and eclectic search was taken in order to find relevant literature. Journals and other material discussing culture in a more formal (age, ethnicity, sex, etc) sense led to the concept of searching comparisons of cultural issues and related them to the native and non-native research.

Delimitations of the research were the size of the institution. It was determined a larger institution may have less interest in studying an internal or external leadership change. Many larger institutions will not hire their own graduates and many come from outside the immediate community. Smaller institutions may be more willing to hire their own graduates since the resource pool may not have the same draw as a larger institution. The small institution also allowed for a more balanced search for native and non-native employees. Therefore, delimiting this study was by design in order to study those in a small institution.

Another delimitation was the definition of the native and non-native employee. While the initial definition stated the native is one who is a graduate of the institution, from the community, or have lived in the community over five years, (the opposite is true for the native) these criteria were merely a random assignment of the cultural variables and can be changed to fit other studies.

Definitions

Card sort- A series of verbs and adjectives used by employees to describe their emotions related to leadership change

Culture- Culture is as defined as a set of shared, taken for granted implicit assumptions that a group holds and that determines how it thinks, feels, and reacts to various environments (Schein, 1996).

Demographic profile-A self-determined profile of where the employee feels the best fit in a personal opinion of their relation to the new leader

Drawings- A crayon and paper artistic drawing made by employees depicting their “artistic” design of the leadership change and related emotions

Emic- Capturing and becoming true to the perspective of those under study (Patton, 2002)

Hot zone- Those who stay after the leadership change are left in a “zone” of emotions including grief, uncertainty, anger, relief, and satisfaction (Kearney, 2002).

Internal candidate-A chosen leader who is a current employee of the institution and promoted or chosen as the institution’s leader

Institution- In this research, institution refers to a college, university, or higher education facility including two and four year institution

Leadership- Leaders in higher education including president, deans, and other key administrators

Native- An employee who is either a graduate of the institution being researched, has lived for more than five years in the community where the institution is located, or has received a degree or training from the institution

Non-native- An employee who not a graduate of the institution being researched, has lived in the community for less than five years, and has not received their degree or training from the institution

Point of entry- A drawing, question, or other opportunity to re-focus or begin the conversation related to the leadership change

Interview Guide

The research questions were designed to elicit a response from employees that answered the questions related to the leadership change and most importantly their emotional tie with the change. The drawings, card sort, demographic profile, and literature search were vital in portraying the emotions of leadership change with native and non-native employees. A list of the semi-structured interview questions are presented in Appendix D.

Summary

Employees in a higher educational institution reacted in different ways to the leadership change depending on the cultural lens through which they viewed the event. Those either already in, or considering a career in higher education leadership, or a member of a hiring committee hopefully will recognize the dilemma confronting native and non-native employees felt emotions when hiring an internal candidate, especially in a small institution or community.

This research views leadership change through the lens of those who are either native or non-native employees. Emotions may run a gamut from acceptance and delight over an internal employee's appointment to a position in leadership. On the other side, others may view the

change as one that was a compromise or “selling out” to insert a leader with little or no formal search process when searching for the most qualified candidate. Recognizing the disparate cultures and their cultural rank among the employees and the closeness of the relationship with the former and newly appointed leader are helpful in understanding and emotions felt by employees when an internal leadership appointment is determined and subsequently announced to the community.

Emotions run high during a leadership change in higher education. Employees quite often grow fond of, or have little need for the former leader. While the gamut of emotions covered a multitude of emotions and feelings, careful consideration of the impact each group (natives and non-natives) feel was important in order to assure a smooth transition from one leader to another.

Chapter 2

Review of the Literature

Problem and Purpose Statement

Leadership change in higher education institutions have profound effects on those employees who choose to stay after the announcement. Understanding the forces and the effects promoting or inhibiting change are key to a successful implementation of leadership change (Fairfield-Sonn, 1993). The purpose of this research was to explore the emotional impact on those who stay after the appointment of an internal candidate to a leadership position in the institution. In an era of prolific change in key leadership positions, employee reactions to the change are considered as an important impact to the overall functionality of the institution. Appendix H lists the primary articles used in this research. Those articles highlighted in green are the anchor articles for the study.

The identities of those employees who stayed after the leadership change (natives and non-natives) are considered to have distinct voices regarding the state of leadership choice. One consideration in better understanding the leadership change was whether an employee was change oriented or a critic regarding the leadership choice. A higher education institution should be concerned about the multiple voices or cultures found within an institution (Kezar, 2000). Research focused on cultural diversity (natives and non-natives) in higher education institutions show that stifling or disregarding the difference in cultures may lead to disparate emotions surrounding the change. In turn, avoiding or ignoring cultural issues within the institution and the leadership appointment may eventually cause performance and morale issues (Cox, 1993). Therefore, it is critical to examine the condition of the leadership change process in a specific higher educational institution to determine how the leadership change initiative and the cultural

power conditions are affected with the leadership search and ultimate appointment (Kezar, 2000). As yet an example, Schein, (1996) states:

Inattention to social systems in organizations has led researchers to underestimate the importance of culture-shared norms, values, and assumptions in how organizations function. Concepts in organizations have value only when they derive from organizations, when they make sense of organizational data, and when they are definable enough to generate further study. (p. 109).

Buy-in with leadership change in higher education may seem empty without a well conceived and thoughtful plan in determining the new leader as well as the necessary skills and attributes (Kezar & Eckel, 2002). A clear strategy that defined the constituencies involved (natives and non-natives) and the felt emotions were vital when making a leadership change. Organizational learning involving leadership change was better understood by examining the cultures in the institution (Schein, 1996). There is substantial literature suggesting that change is needed within higher education and the impact on cultural impact on the success of change strategies (Locke & Guglielmino, 2006; Thomas & Willcoxson, 1998). Kezar and Eckel, (2002) suggested that culture is a composite of many different levels within the institution, with subgroups and at individual levels. This research recognized the disparate groups within an institution and the peculiarities of the natives and non-natives related to leadership change.

Like most institutional change efforts, the process surrounding the leadership change tends to focus on the technical issues or the process of how the change should proceed (Davis, 2005). Questions such as how the new leader was selected, what does this mean to the organizational chart, to an employee's job and other questions abound when the felt emotions are released from those who stay after the change (Kearney, Hyle, & Ehrlich, 2006). The impact felt

by those who stay during the change are categorized by a three-phase model (Bridges, 2003). The model stated that the three phases of leadership transition (ending, letting go; the neutral zone; and the new beginning) were important in recognizing and planning in a transition such as a new leader. When coupled with the Grief Construct (Kubler-Ross, 1969), an assumption was made that employees will go through a significant process of loss and transition in the appointment of a new leader.

It was expected that employees will go through emotional transition with the loss of a former leader and the appointment of the new leader (Kearney, 2002). In Kearney's work on the grief and emotions involved with leadership change through the lens of Kubler-Ross' (1969) model on Grief Construct, Kearney discussed the grief cycle and the emotional impact employees feel when they lose one leader and go through the process of appointing a new leader. Kearney states, "I believe that emotion that is deemed negative remains unsupported and unrecognized in most organizations" She further says; "The impact on organizational change has common elements that cut across environmental characteristics" (p.5). She went on to mention that the way in which business or educational institutions approach and support the emotions of those affected by the leadership change ultimately determine the success or failure in making the change.

Positionality theory states that the leader can affect what is already known. As an example, if the leader knows certain cultures exist prior to the appointment of leadership, a positive impact may be greater if it is known specific cultures were either misunderstood or ignored in the leadership choice. The positionality theory argued that one must resist fixed or static viewpoints of the culture or other important groups within the institution (Kezar, 2000). Institutions find themselves struggling with employee resistance, loss of employees who stayed

after the change and those who feel like their emotions and perspectives related to the leadership choice went unheeded. Situational variables such as perceived position in relation to the former and newly appointed leader also help determine the leader-member relationship (Northouse, 2004).

Leadership Change in Higher Education

It is accepted that leadership and organizational change impacts groups of employees differently depending on the attitudes of those affected (Schraeder et al., 2006). However, the emotional impacts of those who stay after the leadership change are impacted by the cultural differences in how the leadership change occurred. Administrative leaders are often studied in leadership change. A potential void in the leadership change literature is those who stay after the leadership change. The cognitive component is important in how various groups within an organization respond to change, not only senior administration (Neck, 1996).

Change in leadership may be considered a radical and emotionally impacting event. Overarching human resource involvement and involvement of key stakeholders (employees who stay after the change) were vital during the leadership decision-making process. Taking the author's (Appelbaum, Berke, Taylor, & Vazquez, 2008) discussion further demonstrated that employees show higher levels satisfaction of the leader appointment when they were emotionally involved with the change and the decision of leader choice. Employees of an institution were supportive when they are adequately communicated about the change, showed trust to the employees, and prepared for reasonable contingencies such as cultural differences that occur during the leadership change. The authors expressed the impact on employees on organizational change and the final outcome must not be underestimated before moving forward with the leadership decision. They also stress the base members of an organization are its backbone.

The responses of an internal change in leadership must anticipate and be responsive to employee's reactions to a leadership change (Schneider & Goldwasser, 1998). Focus on mental and thought processes that occurred during a leadership change are also vital to its success (Neck, 1996). Reaction to internal leadership change impacted the employees in a number of ways (Schraeder et al., 2006). Commitment to the leadership change is high if employees have significant levels of affective commitment and tend to exert extraordinary effort on behalf of the organization. The values and basic underlying assumptions illuminated the lived experiences each culture felt with a leadership change involving an internal candidate. It is critical that leaders and those involved with the leadership change gain an awareness and understanding of the sub-cultures of the institution prior to launching a leadership change initiative of major magnitude. Designing and implementing planned change such as that found in leadership change in higher education are important to a successful transition (Locke & Guglielmino, 2006). Achieving close relations with those involved with the leadership change are important to an authentic change in leadership when reaching to multiple cultures of employees (Harvey, Martinko, & Gardner, 2006).

Leadership change and understanding the multiple cultural impacts have its roots deeply planted in a number of dimensions. Authentic leadership and behavior is affects those internally affected by the change. The concept of authentic leadership affects those culturally aligned in various categories such as natives and non-native employees who remained after the leadership change. If a leader fails to recognize cultural concerns of the constituencies they serve during or after the leadership change, a lack of perspective of how the change will affect others will be felt by those who imply their culture was violated in the leadership decision (Harvey et al., 2006). In selecting a leader, that person is considered the first among equals. It was expected that

employees will go through emotional transition with the loss of a former leader and the appointment of the new leader (Kearney, 2002). In Kearney's work on the grief and emotions involved with leadership change through the lens of Kubler- Ross' (1969) model on Grief Construct, Kearney discussed the grief cycle and the emotional impact employees feel when they lose one leader and go through the process of appointing a new leader. Kearney states, "I believe that emotion that is deemed negative remains unsupported and unrecognized in most organizations" She further says; "The impact on organizational change has common elements that cut across environmental characteristics" (p.5). She goes on to mention that, the way in which business or educational institutions approach and support the emotions of those affected by the leadership change will ultimately determine the success or failure in making the change (Jackson, 2004). This phrase suggests the leader was chosen to represent the institution and its constituencies, including those who may have a different philosophy on cultural categories of those who stay after the leadership change. In most cases, the leader exhibits the culture and climate of the institution. Understanding and reacting the cultural constituencies with the institution help in gaining acceptance of those affected by the change (Jong & Sosik, 2006). Interestingly, boards or committees take on a similar composition of the leader they wish to have at the institution. This means those who are not part of the board composition (culturally different) feel left out of the decision-making process. Overwhelmingly, the culture of the selecting board is reflected on the choice of leader (Jackson, 2004). This has profound effect on those of a different culture of the leader or those who wish to have a new leader from another culture. Kezar, (2001), stated that not acknowledging the existence of cultural differences lead to problems with miscommunication, groupthink, devaluation of employees, decreased productivity, and inefficiencies.

The method behind selecting the new leader comes as a desire to pursue a specific direction and achieve certain outcomes located either internally or externally in those who are affected by the change (Lynham & Chermack, 2006). One may argue market forces drive organizational decisions made in academics. Leadership change and the methodology of selecting the leader is more about moving leadership and direction of the institution in a preferred direction (Fear, Adamek, & Imig, 2002).

Often in leadership change, unexpected changes occur which will affect certain constituencies of the institution and create unrest (Latta & Myers, 2005). However, adaptive changes are less threatening to employees because it appears familiar; innovative change may be unfamiliar and lead to anxiety of certain cultural groups within the institution. Institutional culture even filters or distorts the message of who and why a specific person was selected as the new leader; this was due in part to the competing forces including employees' own personal interests, the overwhelming organizational culture, and perhaps the "safe haven" of the leadership choice (Mackenzie, 2007). Non-native employees felt left out of the leadership choice and a lack of consideration as a cultural group with specific expectations, beliefs, and norms related to the leadership change. Mackenzie (2007) stated employees feel the need to be invited to be part of the change process. When left outside the leadership change process, employees feel disenfranchised, and more severely judge the newly appointed leader when it comes to the change process. The felt isolation or lack of involvement in the leadership change process creates strong emotional responses when the change and the process are unclear to those affected. Left unattended, change in leadership without consideration of the cultural aspects left the process open to a wide range of how the change occurred by those who did not participate in the process (Sherman & Garland, 2007). The change process should involve people throughout the

institution including natives and non-natives to allow for a better transition, mourn the loss, and welcome the new leader. Even including language or other tangibles that best describes the leadership change effort help create a shared experience of those who stay after the change (Mackenzie, 2007).

For institutions going through a leadership change, avoiding as many fluctuations as possible is important. A logical and linear execution relieves the tension of conflicting cultures and others who feel the emotional impact. Understanding and responding to the human dynamics of change help the transition and process of leadership change (Bowman, 2000). If an institution is to be guided to the optimum direction to diagnose the change environment, the magnitude and consequences of the change process with the leadership change process will be better fitted with the environment; recognizing the dynamics, strengths, tensions, and other factors of cultures have a profound impact on the leadership change and transition (Conner, 1998).

Active involvement and trust of those affected by the leadership change create a more successful transition. Taking this concept further, employees showed higher levels of satisfaction with genuine consideration of their emotions and potential impact related to the leadership change (Appelbaum et al., 2008). Managing the employee's reaction to leadership change was an important component in successfully managing the transition of leaders. Those who did not take part in the leadership change did not fully recognize or embrace the change or feel the impact on the change (Jick, 1993). One way to help employees realize and perhaps embrace the leadership change process is by altering the thought patterns they experience in relation to the change. Supplying the appropriate information for informed decision-making allows the employee the opportunity to focus on the positive aspects of leadership change and use this thinking pattern for future changes of this magnitude (Neck, 1996).

Logical understanding of the dynamics of leadership change and the emotional effects felt by those who stay create cognitive dissonance. As the term implies, when two or more culturally sensitive groups of employees experience two contrary cognitions, such as exposure to new information (the choice of a leader decision who is either a native or non-native) disagreement and ultimately forced compliance occurred (Bacharach, Bamberger, & Sonnenstuhl, 1996). Social cognition tends emphasizes discussion about learning among those employed in the institution and helping them understand the change process. Sense making organizational learning, understanding, and reframing the focus of the change make the change initiative meaningful at the individual level (Kezar, 2001). A new leader assigned to a position may not become the real leader in a particular setting. When a leader is perceived by others to be an influential leader among a group within an organization, the new leader is exhibiting emergent leadership (Northouse, 2004). However, the opposite may be true, that the leader was appointed without a sense of influence within a specific culture, and the role of leadership was questioned.

Culture of Leadership Change in Higher Education

Many factors influenced culture in a higher education institution. Culture was defined as a set of shared, taken for granted implicit assumptions that a group holds and that determines how it thinks, feels, and reacts to various environments (Schein, 1996). Most mature organizations encompass multiple cultures. These were often shared and created guiding assumptions based on what the disparate cultures learned from past experiences (Locke & Guglielmino, 2006). Because of multilayered relationships and interests of certain cultural groups within higher education, educational systems need to create the ability to capture the disparate points of view. Kotter (1996) laid out an eight-stage process for implementing change

and the perceptions of the change itself. While the stages are sequential, the final stage is the need to anchor change in the cultures existing in the institution. Culture already exists in mature institutions; the culture must be recognized, defined, and understood to develop a successful leadership change. Confirmation of cultural groups, themes and hearing the stories of each group lead to a robust discussion of planned change in higher education (Locke & Guglielmino, 2006).

Experiences help shape and mold the cultures of an institution. Existing institutional practices and beliefs also mirror planned cultural changes and identification of existing cultures. Change in leadership will happen, though not always as planned. Cultural differences, bias and other key factors may play a strong role in how the leadership appointment plan is carried out (Sobo & Sadler, 2002). In a study by Chatman, Polzer, Barsade & Neale, (1998) the authors found that the identification of demographic diversity are more likely to emerge in institutions through their institutional culture. The common interest of the institution is the overriding culture, not a perceived culture. Changing an institution's culture does not happen by chance. Changing a culture through the appointment of a new leader is more difficult than creating a new one. Changing the culture is also time consuming. Human tendency is to preserve the existing culture, and the cultural groups such as natives and non-natives are no different. However, changing or perhaps even acknowledging multiple cultures within a mature institution cause a direct or indirect change in other internal cultures. As the new leader is appointed and takes the leadership role, cultural groups will be on the prowl to see what importance the new leader pays to certain aspects of the institution (Sims, 2000).

Understanding the cultures operating within the institution and their values and behaviors related to the leadership change creates a sympathy to their resistance or acceptance and how administration can manage the change (Schein, 1996). While during the leadership change,

frame-breaking events occurred within cultural groups. These events may be somewhat short in duration, though the impact felt is continually fine tuned (Appelbaum et al., 2008). Adaptive leadership change is less threatening because it feels familiar; innovative change feels less comfortable and lead to anxiety. Cultures within the institution view change either way, depending on their point of view regarding the leadership appointment (Mackenzie, 2007).

Schein (1996) stated that inattention to organizational culture led researchers to underestimate the importance of culture. A scarcity of in-depth research on organizational sub-units or cultures that exhibit similar characteristics distinct from the larger organization have a profound influence on planned leadership change (Locke & Guglielmino, 2006). Schein (1996) posits that shared norms, values, and assumptions in how an institution functions may lead to a disconnection within those involved with the leadership change.

Understanding organizational learning can be better understood by examining the responses to change by different cultures in the institution. Neck (1996) also states that the literature stream on institutional culture and the level of attention paid to the constituencies is lacking in organizational development literature. Attention to the details of organizational culture and the related groups within an institution are vital in understanding the emotional and social impacts of employees. Employee cultural beliefs and emotions related to leadership change can either enhance or derail the leadership appointment (Huggett, 1999; Ottenritter, 2006; Schraeder et al., 2006). Distinct cultures of the institution cannot be overlooked in understanding how the change process unfolds and which strategies an institution should employ. Contextual understanding of the disparate cultures suggests that the institution will have a better understanding of the leadership change (Kezar & Eckel, 2002).

Allowing employees to participate in the leadership change process has a positive impact on the leadership choice. Likewise, failure to include employees in the leadership decision may have an opposite effect. The effects may range from resistance to outright sabotage (Schraeder et al., 2006). Repeated patterns of behavior are triggered under certain situations (Neck, 1996). Intended and unintended consequences have the ability to disrupt the institution (Appelbaum et al., 2008). Commitment to the leadership change and its success can be traced back to the commitment of those involved with the leadership change. Commitment to the change are strongly associated with an understanding of the environmental characteristics of the institution; in other words, was there a commitment by the leadership search committee and a dedicated effort to understand and include emotions of as many of those affected by the leadership change? Commitment to the implementation of the newly appointed leader will have greater efficacy if environmental characteristics such as understanding the values of each culture is considered prior to the appointment (Choi & Price, 2005). The authors continue stating that the leader chosen for the position have a good fit between the environments, on the relevant dimensions (including culture) which in turn induces greater commitment of those who stay after the leadership change. Choi & Price (2005) continue with the concept that either the person or the environment becomes the dominant predictor of the success of the leadership change. Values and subsequent actions in the leadership search process must be stated with respect to the existing goals (Fairfield-Sonn, 1993).

Perhaps a dominant culture within the institution will have a guiding effect on the leadership search and choice. This belief, which is felt with every internal culture, develops their own guiding culture on how the leadership change should be executed (Locke & Guglielmino, 2006). Capturing the employee's point of view on how the leadership choice proceeds is

imperative to a successful leadership transition. Working within these loosely defined and multilayered cultures require flexibility and openness to the unanticipated insights of the distinct cultural groups. However, if the failure to recognize and learn more about the cultures occurs, the leader may miss the opportunity to win the cultures over who either feel misrepresented or unattached to the leadership change (Locke & Guglielmino, 2006). Kezar and Eckel (2002) state that change is a cultural process and one of the best ways to prepare for the change is to examine our own diverse and conflicting cultures within the organization. However, despite researcher's best attempts to define diverse cultures within an institution, little consensus is paid to what constitutes and defines a unique culture (Chatman et al., 1998). Sagaria's (2002) research may well expose yet another variable in the leadership selection by recognizing important attributes such as the search committee's internal bias is in direct proportion the committee's gender, race, and social attitudes. Conscious awareness of the leadership choice and the attitudes of many constituencies involved in the selection process will assist in making the best leadership appointment. As with each cultural group within the institution, a certain amount of leadership relationship and reality may occur.

The process of change affects each institution differently. The changes lead to varied experiences for each culture within the institution. Reaction may take on multiple emotions. Using great care that encompasses the various cultures will give the institution a better chance of a seamless transition in the appointment of the new leader (Celeste, 2003). Celeste's study shows that a clear link between the active involvements of key cultural groups is coordinated with the success of the newly appointed leader. When those cultures are involved with the leadership change are communicated effectively about the change, they tend to show better support for the new leader; those who are not communicated about the change are less likely to show support

and may be unsupportive with the change (Appelbaum et al., 2008). Individuals tend to engage in both negative and positive chains of thoughts related to a major change such as a newly appointed leader (Neck, 1996). Understanding the cultures, and the variables each possess can help denote how the change of leadership can take place (Haidar, 2006). Understanding the successes and failures of an institution can more readily be understood by examining the responses of the disparate cultures related to the change (Schein, 1996). Because employees desire a certain state of affairs, they are attracted to a leader who espouses the same beliefs and behavior of the culture (Choi & Price, 2005).

Critical mass involving the academic community may lead to some things taken for granted such as an internal or external imposed change in leadership. The communities (higher education employees) have a common commitment. People are attracted to those who espouse similar values, whereas those who feel uneasy with those who may hold incompatible values (Choi & Price, 2005). Trust with leadership may wane with the appointment of the new leader. Certainly, this is no different in higher education. Association and trust with the leadership change may make the institution less appealing, especially if the employee feels they were left out of the decision making or had minimal input in the leadership choice. The lack of coordination of employees who stay after the change may eventually lead to a destabilization of the institution during the change (Curry, 2002). Buy-in of the leadership transformation is vital in developing internal trust with the various constituencies. The development of the leadership change plan, recognizing the affected employees, and the method of implementation of the leadership change plan will trickle down throughout the institution. How the news of the leadership choice and the methodology or how the leader was chosen will have the appropriate effects (Rowley, Lugan, & Dolence, 1997). Furthermore, the newly appointed leader must rely

on various non-verbal and emotional communications when dealing with the felt emotions of those who stayed after the change (Groves, 2006).

Employees expect some level of predictability with the new leader. If left outside of the leadership change process, employees may judge the appointment of the new leader more harshly than if they were involved in the search and hiring process (Mackenzie, 2007). Employees who stay after the change may also feel violated with limited or no involvement in the leadership change. A feeling of personal violation of an unwritten compact that administration should involve those who are affected with the change to some form of involvement may be apparent (Sherman & Garland, 2007). Those who stay after the leadership change expect some sort of structured approach to the change. Culture in a mature organization is formed over many years. Institutions learn how to respond to perceived cultural demands found in their institution. The interpretation of cultural norms and demands are exhibited in their jargon, and rituals. Institutions can be host to many of these cultures (Smart, Kuh, & Tierney, 1997). When choosing a new leader, (Schein, 1985) states that one of the main functions of the leader is to create and manage the culture. The Smart, Kuh, and Tierney (1997) study states that although institutions may have different cultures of different properties, no specific culture has more weight over the other. Leaders must comprehend what are the right things to do and judge these decisions against the cultures of the institution (Johnson, Aiken, & Steggerda, 2005).

Understanding the Cultures of Native and Non-native Employees

Open, unanticipated insights help in capturing the native and non-native's point of view in the leadership choice. Identifying and embracing the native and non-native cultures helps in creating a new vision of the culture of the organization. According to Juechter, Fisher and Alford, (1998) true success of a leadership transition stems from a comprehensive, systematic

approach that examines the attitudes, beliefs, habits, cultural alignment, and expectations of the employees who stay after the leadership change. The goal of the new leader is to perform at the level expected by all cultural groups, both internal and external. The performance expected by the cultural groups found inside the organization may have conflicting views on what style of leader can achieve the desired outcomes of the institution. Every institution has multiple constituencies represented in the mix of cultures including native and non-natives (Lynham & Chermack, 2006; Smart et al., 1997). In research completed by Locke and Guglielmino (2006), patterns emerged that resulted in the identification of multiple cultures and how they responded to change initiative. Their research further showed that each culture responded to the experience such as a planned leadership change in its own unique manner.

The relationship between those who participate in the leadership choice and those who are affected by the change may have significant impact on how the transition's success or failure (Latta & Myers, 2005). The newly appointed leader must recognize that operating in the "effective change zone" may include multiple cultures that will be significantly impacted (Polka, 2007). Also, the Person-Environment fit proposes that a good fit between the employees and the environment they are part of (participation in the leadership change process) leads to greater commitment once the leadership decision is made (Choi & Price, 2005). Understanding the need to move through the belief stage where employees recognize there will be a new leader and the ensuing emotional impact felt by the employees is vital.

An institution that does not recognize the importance of reconciling the differences between multiple cultures such as natives and non-natives will most likely suffer from built in conflict. The conflict can occur when a decision of the magnitude of choosing a new leader is poorly conceived or the cultures affected by the change are disregarded (Schein, 1996). Failure

to move through these emotions is how many change efforts get off track. Figure 3 shows the path to commitment of acceptance of the new leader. Once employees recognize that a leadership change has taken place and the new leader is appointed, an understanding of whom and why the leader was appointed is apparent. If employees are part of the leadership choice process, they may be more likely to follow the participation path. If uninvolved or perhaps emotionally distraught, the employee may be resistant to the leadership change. The resistant employee may take a longer path to develop belief in the selection of the new leader (Loup & Koller, 2005).

Trust and cultural attachment with administration is closely aligned. This strong influence on trust in the new leader by the various cultures within the institution are influenced by personality and demographic factors (Connell, Ferres, & Travaglione, 2003). When examining the native and non-native cultures present in a mature higher educational institution, changing the cultural structure is both difficult and time consuming. Cultures cannot be altered without affecting other cherished values within the institution. A newly appointed leader communicates a strong message to those who stay after the leadership change by modeling his or her values through genuine actions that are visible to the employees (Sims, 2000). Native employees of an institution may argue that an external candidate may have to put forth more extensive effort to acquire adequate levels of knowledge of the institution (Gardner, 2004). Blanke and Hyle (2000) suggest the non-native employee may see an internal imposed leadership change as academic inbreeding. The authors also state that inbred faculty possesses at least one degree from the institution where they are employed. Perhaps the new leader and the internal appointment conjure up thoughts of a homegrown student still considered a student.

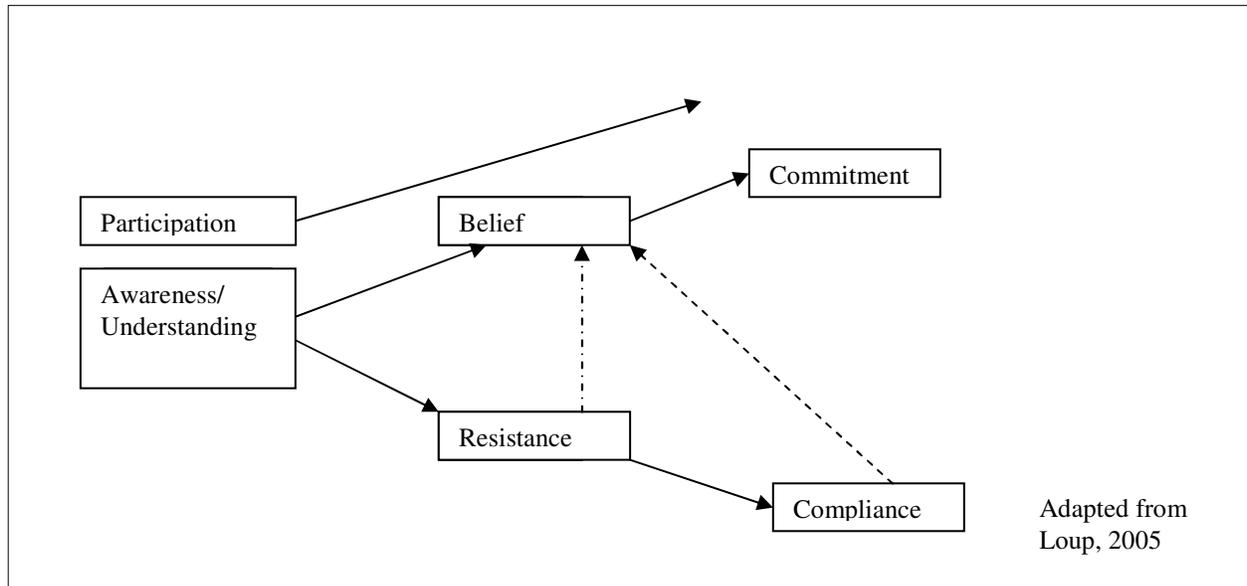


Figure 3: Employee commitment to change

Resistance to Change

Bennis, (1989) mentions multiple ways to overcome the act of questioning a leadership appointment. While the research of this paper is aimed at an internal leadership change and the emotions of native and non-native employees, Bennis' steps are still an excellent guide when determining the need to choose an internal or external candidate. Bennis says to recruit with "scrupulous honesty." Recruiting can be a courtship ritual among various constituencies including employees and candidates and a plan for leadership change from a solid, conceptual base to a clear understanding of how and what needs to change. Employing a gradual well thought out approach to the leadership choice and recognizing those who are affected by the change take time to recognize and react. Clearly defining why the leadership change occurred and the method of how it happened would help those affected in understanding the leadership change was more than a decree, but a well thought out plan. Likewise, the moment people become concerned with the change, and how it will affect them, they may become scared and fight dirty (Bennis, 1989). Bennis mentioned that it is important to appreciate the environmental

factors. A change that increases discomfort among those who stay after the change is most likely doomed to be unsuccessful, or at best take an extended period before acceptance of the change. Finally, Bennis states that change is most successful when those who affected by the change are involved in the planning phase. While this may be everyone in a higher educational institution, it is important in recognizing key constituencies who can influence others.

Employees resist change when they believe the change occurred with little or no input in the decision. Overcoming resistance to leadership change requires addressing emotional and behavioral feelings among those who stay after the leadership change (Sherman & Garland, 2007). From a realistic view, it is practically impossible to mitigate all hard feelings of those who may be offended by any choice or process of appointing a new leader. This “valley of despair” felt by employees will most likely exist no matter what steps are taken in the process (Schneider & Goldwasser, 1998). However, failure to recognize that some form of buy-in or recognition of different cultural aspects will surely create havoc and mistrust with employees who feel left out of the decision-making process. The organization may never be able to be a reliable functioning unit unless it recognizes cultural difference such as natives and non-natives exist and must be reconciled. Leaders may not even recognize that cultures such as natives and non-natives exist (Schein, 1996). Recognizing a middle ground of those involved with the leadership selection and the newly appointed leader may be used to guide the transition (Kezar & Eckel, 2002). Perhaps it is important to recognize that the cultures in this research required a different buy-in or rationale of the leadership choice in order to appease their concerns about the leadership appointment. The leadership change relationship can be handled reasonably well if the importance of the change and the rationale behind the decision is made aware to the affected cultures (Bowman, 2000). A psychological closeness of the affective relationship between leaders and followers can help the

newly appointed leader understand the factors influencing the concerns and behaviors of the represented cultures (Harvey et al., 2006). The authors also posit that the ability to achieve a psychologically close relationship with those most affected by the change lead to authentic leadership. The authors continue by stating those leaders who experience the jobs that those who are at the institution have a high level of psychological closeness. A consideration of the psychological closeness allows leaders to understand and appreciate the situational contingencies facing employees. This psychological closeness was found with an internally appointed leader candidate. An assumption is that cultural groups such as natives and non-natives share a common logic. If this is true, they most likely will share a common sense of dissonance whenever the logic is threatened (Bacharach et al., 1996). In Collin's epic book, *Good to Great* (Collins, 2001) he stated that each piece of the system (which in this research are the steps in understanding and developing a solid plan for dealing with the emotional impact felt by those who stay after the change) reinforced the other parts of the system. Once the systems are in support of each other, the whole is greater than the sum. If the systems are not reinforcing each other, the "Doom Loop may occur as shown in figure 4.

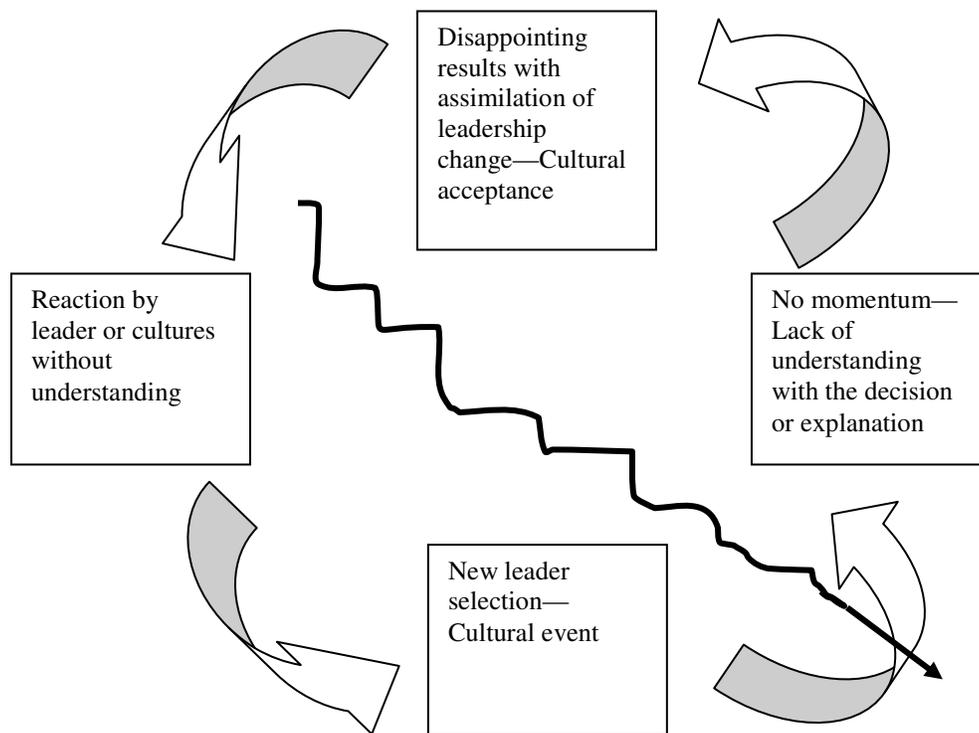


Figure 4; The Collins' (2001) Doom Loop adapted to leadership change

Bridges, (2003), posits that it is not the change that causes problems but the transition. Change in leadership is situational. Transition, is psychological and as employees go through the change, they internalize and come to terms with the leadership situation and the change it brings about. Getting employees through the transition is essential if the leadership change will work as planned. Kotter (1996) stated that the real power of a leadership transition and change is unleashed when most of those involved in the leadership choice activity have a common understanding of the desire to choose the right leader for the right reason. This kind of action helps solidify the disparate cultures that may have conflicting views on who and how the new leader was determined. Low emotional commitment to the new leader or the method by which the leader was selected led to emotional chaos. Leadership and those involved in the leadership

choice must demonstrate sufficient emotion and management behaviors or “emotional balancing” for successful leadership change and adaptation (Groves, 2006).

It is in the best interest of the search committees to deal with the multiple factors found in the hiring process search. Understanding the leader’s view of change and the approach to those affected by the change are imperative (Conner, 1998). Conner goes on to state that the search committee must ask the new leader (and themselves) how the institution will address the change transition. The success of the transition is most influenced by the magnitude of the leadership change and the consequences of a poorly engineered leadership change plan. The search for the new leader requires multiple perspectives on what skills the new leader must possess, including a deep understanding of the cultural components of the institution. (Schlueter & Walker, 2008). Bridges (2003), sums up the leadership change conundrum; “To deal successfully with transition, you need to determine precisely what changes in their (employees) behavior and attitudes people will have to make” (p.15).

Anticipating Employee Reactions

A valid argument in the research is the felt emotions and reactions of employees as they went through the felt emotions of a leadership change. One may determine that through employees’ perceptions and feelings related to the leadership change they become bogged down in the “valley of despair” outlined in Schneider & Goldwasser’s (1998) article. Kearney (2002) also mentions this despair and hope model employees feel when living through the emotions of leadership change. Employees often gravitate to the familiar (Schneider & Goldwasser, 1998). Confusion, distrust, anger, and other negative emotions are sometimes felt during the leadership change process (Kearney, 2002). This zone of emotions are mentioned by Schneider & Goldwasser, (1998) as a comfort zone that an employee retreats to when the employee feels

threatened by the institution moving to unknown territory such as a new leader. The emotions felt by the employee allow him to retreat back to what is comfortable, the status quo rather than progressing with the new direction along with the newly appointed leader.

Developing close relationships during the transition with those affected by the leadership change may help reduce some of the emotions that will affect those who stay after the change. Likewise, the change in leadership and the context of how it occurred may create or reinforce some employees' emotions on how and why the change occurred. Even though the majority of literature spoke to the negative impact of the leadership change, attention must be paid to those who felt the change was a benefit to the institution and was handled in an appropriate fashion. The new leader must understand that the actions taken during and after the appointment will trigger certain emotions and feelings among those who stayed during the change (Harvey et al., 2006). The authors also found that the newly appointed leader who has experienced performing certain duties within the institution might have a high level of physical closeness and felt similar emotions as their subordinates. It may be argued these feelings allow the new internal leader to understand the situational contingencies faced by those employees (natives) who stayed after the leadership change. It may be argued the opposite is true for those (non-natives) who stay—Do they feel less closeness and more emotional impact than the natives do? This research shows this to be a true emotional feeling with the non-native employees. A trust developed by both those who stay after the change and the newly appointed leader can develop a quicker transition of authority from all aspects of the cultures represented at the institution (Connell et al., 2003).

Conclusion

The research in this study included a review of literature on leadership change and the effect on those who stay after the change. Leadership change in higher education encounters

unique issues with cultural components such as native and non-native employees. With turnover in leadership in higher education occurring at multiple levels and time periods, recognizing the complexities of selecting a new leader and taking into consideration of those who stay and their emotions related to the leadership change.

While literature abounds on leadership change in the public sector in business, research literature offerings in higher education are far less. In particular, little is mentioned about the emotional impact related to the employees and those who stay after the change. There is significant research on cultural groups (age, sex, ethnicity, etc) in the institution, but little discussion on the emotional impact felt by these groups. The literature research demonstrated the challenges higher education faces: In particular, how to plan for and soften the blow of leadership change in a multi-cultural environment found on many campuses, especially small institutions that may have internal candidates as the choice for leadership. Another missing piece in the cultural puzzle is the emotional impact on those who stay after the leadership change and are considered either a native or a non-native employee. While Kearney's (2003) initial work was the framework for this research, there is no mention of the culture of natives and non-natives and felt emotions of the leadership change. An unpublished paper (Kearney, Hyle, & Ehrlich, 2006) was perhaps the first opportunity to view the discreet groups of employees as an area of leadership change research interest.

The literature review was a combination of traditional literature in the corporate world as well as the higher educational environment. Combining the leadership change theories and concepts leads this research in a direction of exploration of the emotional impact on those undergoing a leadership change. Resistance to change or lack of support may affect employee

performance and can play an important role in determining to what degree employees should be involved with the leadership change.

The literature also identified the unique challenges faced when a new leader appointed is an internal employee. When an internal employee is elevated to a position of leadership within a higher education institution, additional constraints and those who feel they were not part of the leadership choice decision require further consideration.

Chapter 3

Research Methodology

Design Plan

The research design topic “The Emotions and Feelings of Native and Non-native Employees Who Stay after an Internal Appointment of a Leader in a Higher Education Institution” was: The researcher studied the internal appointment of a new leader in a small, private higher education facility with regard to native and non-native employees, those who either were from the community, a graduate of the institution or have been at the institution more than five years. Non-natives were those who are either less than five years at the institution, not from the community, and did not graduate from the institution. It was important to recognize the research is in an institution that has undergone a significant leadership change in the last six months. This date is important to capture emotions early in the change process.

Qualitative Study in Leadership Change

This study used a phenomenological qualitative method set in a naturalistic inquiry. Patton, (2002), defined a naturalistic inquiry as “A discovery oriented approach that minimizes investigator manipulation of the study setting and places no prior constraints on what the outcomes of the research will be.” (P. 39). Creswell (1998) defined a phenomenological study as one that reports the lived experiences for several individuals about a concept or phenomena. In the case of this research, the phenomenon was the leadership change and the human emotions and responses associated with the change with employees. Emphasis was placed on three fundamental components most often found in qualitative methodologies; a holistic view, inductive approach, and naturalistic inquiry (Patton, 2002). A holistic view seeks to understand the change phenomena in its whole state. The qualitative method sought to understand the

leadership change phenomena in its entirety in order to understand the emotions of those involved in the transition. An inductive approach began with specific observations and moves towards general patterns that emerge from the employees who are under study. The researcher did not impose much structure or make assumptions about the information prior to making the observations. Naturalistic inquiry was discovery oriented within the natural occurring state. It is a discovery-oriented approach within the natural environment (Rudestam & Newton, 2001). The three components outlined by Patton, (2002) Rudestam & Newton (2001) support Bryant's (2004) assertion that qualitative studies are an in depth examination of the employee experience of the leadership change. The rigor and involvement with the respondents are found in this qualitative approach rather than an exploratory or quantitative studies (Bryant, 2004).

The research questions were piloted in an unpublished paper that explored the effects of an internal and external imposed change in leadership (Kearney, Hyle, Ehrlich, Fabregas, & Bassham, 2006). Since this researcher's study specifically addressed an internal appointment of leadership change, the interview questions were adjusted to fit the questions related to internal leadership change environment. The questions are designed in an open ended, semi-structured fashion. This format allows the researcher to listen to the participants and re-focus the next question based on the response. The research questions changed as the interview proceeds (Creswell, 1998).

The interview questions were appropriate since they allow the participant to express the opinions of the change in their own words. Utilizing the interview process assists in eliciting the felt emotions of the employees. Often, questionnaires become too confining and may miss events that occurred during the leadership change. The interview questions are framed with field notes and a robust description of the leadership change, stated in the employee's own words, were

discovered (Emerson, Fretz, & Shaw, 1995). The interview questions are found in Appendix D. A card sort of emotions assisted in understanding the felt emotions of the employee. The cards were presented to the employees to consider for their emotional feelings with the leadership change. The directions and words used in the card sort are found in Appendix E. The drawings piece was also used to further explore the emotions the respondents felt related to the leadership change. The drawings of their felt emotions add another dimension to the leadership change. It was also important to consider the colors used in the drawings as an indicator of the emotions felt through the description and explanation why certain colors were used. Appendix G states the directions given to the respondents when completing the drawing.

An Institutional Review Board request (IRB) was submitted for approval. The IRB states the limitations and rules for the research. No special interest group or minimal impact on the respondents is considered for this research; therefore, an expedited consent was requested. The information collected for this study is from semi-structured interviews with a loosely followed script of questions. The IRB is found in Appendix C.

Participants

An informal letter was sent to the administrator who has the authority to grant permission to conduct the interviews will be sent. A few preliminary phone or email conversation took place to assure the appropriate person to grant permission was notified of the request to interview. Once the administrator had a general idea of the request, formal letters requesting permission to contact employees and conduct interviews were sent to all employees who qualify for the interview. (Appendix B) The employees at the institution received an email letter sent by the researcher. Email addresses were accessed through the institution and sent through their internal system. This allowed the institution to control the email process and confidentiality of the

employee email accounts. Specific guidelines of what the respondent should expect during the interview as well as who qualifies were explained.

Individuals were asked to volunteer to participate after receiving full disclosure of the research, its purpose, and methodology. A follow up session was offered after the employee's email for the researcher to answer any questions related to the initial email solicitation. Each respondent signed a voluntary consent form with the full information included from the College of Saint Mary Internal Review Board (IRB). A copy was also given to the respondent for their record. The IRB form is found in Appendix C

Demographic and Sample Size

The participants of this research were all employees (administration, staff, and faculty) employed prior to the leadership change and are currently employed at the institution. The employees are full-time as defined by the institution. The participants covered the breadth of those employed at the institution.

A relatively similar number of natives and non-natives responded to the interview request. However, a "snowballing" or "chain sampling" effect was implemented to include a broader range of employees (Patton, 2002) since initially, only one non-native employee agreed to the interview. By asking others who the interviewer can interview allowed new information, breadth, and depth that may not have been available prior to the effect.

Criterion sampling was used to identify the employees within the native and non-native subsets. The use of criterion sampling means that all respondents in the study meet the pre-set criterion for inclusion in the sample (Creswell, 1998). Specifically, the criterion that must be met by the employees to be considered in the sample were:

- Is a current full-time employee of the institution

- Has been individually impacted by the leadership change
- Views the change as “imposed:” which means the employee did not actively participate, nor could reject the choice for the loss or addition of the new leader
- Be identifiable as either faculty, staff, or administration at the institution

Patton (2002), states there is no set number in sample sizes in a qualitative study. Rather, he posits that sample size depends on what the researcher wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with the available time and resources. Instead, recognizing minimum samples may have a greater impact on the research than a too large sample size.

With Patton’s rules and discussion on sample size, this study strived to have approximately six respondents for each group of employees for a total of twelve. It was the researcher’s belief the amount of respondents are appropriate in order to have reasonable coverage of the two cultures.

While the research centers on the leadership change view from a native and non-native perspective, striving for a balanced response from both groups was achieved. The information from the interviews was effective since there was a reasonably close number of responses from both groups.

The Interview Process

The interviews and other supporting activities were conducted in face-to-face meetings at the institution. The face-to-face meetings allowed the participant to provide historical information. However, the presence of the researcher in the room had the potential to create bias with the participant’s responses (Creswell, 2003). Care was taken to prevent research bias with the face-to-face surveys, by taking the necessary time to allow participants to adjust to the

interview environment, and to get to know each other prior to the interview. Subjective bias in the interview process was also guarded against as this may lead the researcher down a path where the claims that are made cannot be supported (Bryant, 2004).

Requests to interview the employees of the institution were electronically mailed to all employees of the institution. It was hoped that at least 12 employees of the initial request would consent to the interview. The email invitations harvested 11 employees with eight native and three non-natives. A second or third request was not necessary. The employees included administration, faculty and staff. The interviews took approximately 30 to 45 minutes to complete. While a reasonable mix of employees is desirable, some staff employees did not have the flexibility in scheduling to take an hour of time to interview. While it was expected the majority of respondents will be faculty or certain levels of administration either who can make up work or have a flexible schedule, a few of those interviewed were those who may be considered less flexible with schedules. They added great breadth to the interview.

The interviews took place with a cross table placement of chairs. Care was taken to allow participants adequate space and a comfort zone. With the exception of a tape recorder and interview notes, all other materials were kept off the table until needed. The researcher did not want to involve any other materials that may take away from the task. These materials included extra forms, paper, tapes, and crayons used in the drawings piece. However, once certain pieces of the interview are complete, the piece remained on the table as an entrée point reference. This means that if the interview either bogs down or perhaps loses momentum, referring back to the drawings or card sort was necessary to re-vitalize the interview. Other materials such as crayons, papers, card sort, extra audio tapes, etc were placed on the table once they are ready to be used.

While there is no “surprise” factor with the additional materials, care to keep the specific piece of the interview focused was essential.

Interviews were semi-structured in order to elicit emotions of employees as a natural progression during the interview. All interviews were transcribed soon after the interviews. The participants were limited to those who are full time (based on the institution’s definition of full time) and employed during the former leader’s tenure. There was no penalty for not participating, or reward for participating. No coercion was used to either alter answers, sway, or re-focus the responses to gain an advantage on how the interviews proceed. Those participating signed a consent form, (Appendix C) though the employee could withdraw at any time, even during the interview with no penalty.

Confidentiality of the Respondents

Since the research is only interested in the truth from the information, protecting the respondents was unremarkable since the specific demographic information including, but not limited to age, sex, and position was not important to the research results (Patton, 2002). The participants were under no obligation to respond to the interview; likewise, the respondents at any time could choose to terminate the interview. As a matter of record, the tapes were kept in a locked file cabinet until they were transcribed at which point they were destroyed.

The confidentiality surrounding these types of studies is always a valid concern. The following precautions were for both the respondent, institution, and the researcher, and were taken in order to mitigate any issues of confidentiality breaches or oversight. Many of these steps were perhaps viewed as ‘reverse engineering’. When inserting the researcher in the role of the respondent, the researcher recognized certain aspects of an interview and questioning that may be sensitive. Understanding these tendencies, it is important that the researcher placed himself as

the person undergoing the interview and design methods and checked that rigorous measures of confidentiality were in place (Rudestam & Newton, 2001).

- Individual names with a number and names were stored separately from the interview information. The number was used simply to correlate the information with other documents
- Participant names or other symbols of recognition will not be released to the institution. Reasonable precautions were taken at all times to protect participant names
- The participant information and responses were kept in a private file and access to the file will be strictly limited to the researcher
- The information from this study will be published at a summarized level; no mention of the institution, location, or other identifiable details will be published
- The institution or any other interested participant will be provided a copy of the results. From an organizational perspective, there is clearly an interest in the outcomes of this study; however, all of the confidentiality precautions described previously will remain in place. Respondents will not be identified in any written or verbal communication

The interview room was private enough that employees could come and go before or after the interview without anyone associating them with the interview process. This was yet another way to allow for privacy and confidentiality regarding the respondents who participate in the interviews.

Drawings

A secondary, but important focus of this study was the use of participant drawings and card sort as a tool for accessing the emotions of the leadership change. The drawings and employee interpretations were a critical part of the information in piecing together the emotions felt by those in the leadership change (Kearney, 2002; Kearney & Hyle, 2003; Kearney, Hyle, & Ehrlich, 2006; Kearney, Hyle, Ehrlich et al., 2006). Clapper (1991) used drawings as an entrée point in the interview process. Respondents were asked to complete the drawings of their feelings related to the leadership change. The complete instructions on the drawings piece are found in appendix G. The drawings served as an entrée point during the interview. Concerns about rigor, reflexivity, and trustworthiness were important to this researcher in devising a clear set of procedures and instruments in collecting and managing the information (Clark, 2004). Collier and Collier, (1986) and Glassner and Corzine (1982) stated that the inclusion of image-based data such as participant drawings enhances the findings in a study. Furthermore, Clark (2004) used drawings as a point of reference when conducting the interview with nursing students in order to elicit critical thinking as a component vital to the nursing profession.

The drawings serve a twofold purpose: One was to act as an entrée point in the discussion about the leadership change. Another application was for a reference point in the event the interview either stalls or loses focus. The drawings remained on the table and used to keep the interview focused. The respondent interpreted the drawings. The drawings also served as a point for both the collection and the analysis of the written and verbal information (Collier & Collier, 1986). The drawings were catalogued using the numbering system from the interviews. The numbering was used to correlate the drawings, interviews, and other artifacts collected during the interview.

Card Sort

The card sort was used to gain disclosure of feelings in the work environment. The words used in the card sort were categorized as pleasant or unpleasant and are found in appendix F. Because drawing the emotions from the respondent may be difficult in verbalizing and the words or ideas of the leadership change, the card sort assisted in allowing the emotions of the respondent to be a clear representation of their emotions (Kearney, Hyle, & Ehrlich, 2006). The card sort is adapted from the work of Myrick and Erney (2000). The authors used the card sort as a tool in eliciting emotions from clients in a clinical setting. Kubler-Ross (1969) also used a card sort to assist in determining emotions in families and those suffering from a situation where death was imminent.

The card sort consists of approximately 60 verbs and nouns. While there was no set way for the respondent to use the cards, patterns that depict the emotions felt with the change appeared. The respondent grouped the cards in any way they saw fit; there was no specific direction from the researcher on how the cards should be categorized, or for that matter, direction for which cards should be used or disregarded. Once the respondent categorized the cards, the researcher asked for an explanation why the cards were picked and how they are categorized. The card sort was a continuous point for discussion during the interview. Appendix E outlines the verbs and nouns used in the cards sort.

Demographic Profile

The respondents completed a demographic profile at the beginning of the interview. This profile, adapted from Champagne & Walker-Hirsch (1993) was used to characterize the felt relationship between the former leader and the newly appointed leader. The demographic profile shed light on the emotions felt by the respondents and the relationship between the former and new leader. By charting the relationships, insight was gained that showed the proximity to the

change in leadership and the individual's response to the change. Appendix F contains the Champagne & Walker- Hirsch (1993) model and adaptations used to gain insight into the respondent's demographic relationship to the new and former leader.

The demographic study was one more way to connect the emotions and processes involved with those who stay after the leadership change. Individual respondents also found better understanding of their reactions and emotions related to the leadership change.

The Interview Phases

The interview was carried out in five phases. They consisted of:

Phase One: Demographic profile

The demographic profile assisted in determining the status each respondent feels in relation to the former and new leader. Employees were asked to determine the relationship they feel most fits the relationship with each leader. In turn, this information was helpful in understanding the proximities to each leader and the response to the leadership change. Each respondent placed an "X" on the ring defined by the work of Champagne & Walker- Hirsch (1993) identifying the felt emotional connection with former leader. The respondent placed an "O" on the felt emotional connection with the newly appointed leader. Appendix F illustrates the demographic model as well as the directions given to respondents when completing the model.

Phase Two: Card Sort

The card sort served as an entrée point to the interviews. Each respondent created their own categorization or word connection to the emotions felt with the leadership change. Field notes were used to capture the emotional impact felt while the respondent describes the words used (or not included) in the card sort. Open coding which can be written next to margins and comment

sections in the interview guide assisted in understanding the felt emotions and the choice of words used in the card sort (Emerson et al., 1995).

Phase Three: Drawings

The respondent drawings also served as an entrée to the interview and information gathering. The drawings piece was perhaps an emotional depiction of the feelings related to the leadership change. The researcher directed his attention of the respondent drawings towards updating and adding field notes while the drawings are taking place. This served two purposes; one is that most respondents are not expecting to draw pictures and few are eager artists. Therefore, attention away from the creation of their drawings relieved some initial discomfort at having to draw pictures. Secondly, it allows the researcher time to update and write any field notes or coding notes. The heart of the drawings is to elicit feelings and emotions related to the leadership change.

Phase Four: Interview

The interview was the final phase. A semi-structured interview was tape recorded along with field notes and open coding (Emerson et al., 1995). The notes became part of the interview. The researcher asked permission to write while they are talking. A loose script was followed with room to deviate when the conversation moved in a different direction than anticipated. The mention and reference back to the card sort and the use of the drawing helped keep the interview focused on the felt emotions of the leadership change.

When the interview was completed, all materials including the consent form, drawings, demographic representation, interview guide and notes were returned to a folder. It was important that all pieces of the interview were coded in order to match the various pieces of information together. Again, no mark or words were used which could identify a respondent. The

researcher only knew the coding system. The results were placed in a master file folder, which was only be available to the researcher. At no time was the folder or its contents be left unattended.

Phase Five: Member Check

To validate the integrity of the information, member checks of those who responded to the interview were utilized. The preliminary summary of the interviews were returned to the respondent for feedback and verification that information is correct (Rudestam & Newton, 2001). Member checks also control personal and emotional expressions felt by the respondents as well as the researcher. Member checks helped in filtering out contaminants in the information from the respondents developing a more comprehensive process of gathering information in the interview setting (Emerson, Fretz, & Shaw, 1995). While every effort was made to have each respondent review the transcription, drawing, and other notes, many of those interviewed were unavailable to do a member check since respondents who were faculty are off for the summer and may not respond to the member check until after the research is completed. However, five employees have responded to the member check.

Field Notes and Coding

It is important to recognize that what the researcher initially proposed to study changed as the information was uncovered or the interview environment changed. As an example, conversation about the leadership change took a new tack as the respondents stated their pleasure or concerns about the methodology of the leadership choice (appointed by the Board of Directors) with no input from the faculty or staff. What the research set out to precisely discover, took a different path (Bryant, 2004). The actions and words of those in the interview determined the narrative story on the emotions felt in the leadership change. The researcher wrote the

actions, as they are perceived at that moment and with as many details as possible. Field notes contain the descriptions of what was observed. The researcher included everything that may be of importance during the interview. The field notes were written during or as close to the completion of the interview along with dates, times, and other important characteristics of the interview (Patton, 2002). Care was taken to create the story from the writing, seeing and ultimately, creating the scenes (Emerson et al., 1995). Patton (2002) recommends the researcher use proper judgment when writing field notes as not to miss any unique situations that may yield important information. Note taking also helped direct the interview direction. Patton (2002) stated that if a respondent notices the researcher writing furiously during a particularly important part of the interview, the respondent will very likely continue to say more since the researcher is showing an interest by writing field notes.

Developing a manageable classification of the information retrieved from the interviews was the first step of the analysis. Reading the field notes and making comments in the margins about specific events, emic words or phrases was the first step in organizing the information into a coded system (Patton, 2002). Coding the information allowed the researcher to recognize specific patterns, occurrences, words, emotions, and curious comments. When the coding was completed, converging the information into a pattern or recurring themes began to develop the thematic lens, in which the information was viewed (Patton, 2002). Themes are abstract and many times fuzzy constructs the researcher uncovered before, during or after the information was collected. While the themes may be found in the literature, more often than not, the themes were found in the text itself (Denzin & Lincoln, 2003).

Open coding was used in this research. Open coding states that field notes are read line-by-line in order to identify all ideas that emerge, no matter how disparate the information may

be. Theoretical memos such as index cards, spreadsheets, or other collection devices assist in taking on a more focused character; the information related what are separate information chunks to integrated themes and categories. The researcher used short phrases or words to capture or signal an event in the field notes. The relatively short, but concise words or phrases began to define the researcher's thinking and reflection (Emerson et al., 1995). By coding and memoing the information collected in the interviews, much of the interpretive analysis had already begun (Denzin & Lincoln, 2003). NVIVO 8 ® was used to code the transcriptions in multiple tree nodes. NVIVO 8 ® allowed the researcher to “dump” the transcriptions into the proper codes and analyze the information, its frequency, and relevancy to the theme being reported.

Summary

The methodology used in this research was depicted as the process which information will be gathered in order to gain better insight into the employee felt emotions of the leadership change. Triangulation of the information is shown in Figure 5, by determining and reporting demographic profile, drawings completed by employees, a card sort of emotions, and semi-structured interviews. The questions and other information gathering methods are found in multiple forms of qualitative research. Employee responses and information were determined to be valid through a series of checks and balances including member checks, memoing, and coding that led to information triangulation. Precautionary steps were in place to ensure protection of responses of those interviewed. A five-phase model was employed to gather the information from the respondents. The interviews and supporting activities were adjusted as the interview proceeds; it was important to keep the interview process semi-structured in order to allow specific events or thoughts to surface during the process.

Having a reasonable number of respondents from both natives and non-natives was pursued. It was important to gather enough employee responses that the answers and comments reach a saturation point. The interviews eventually led to a point where the respondents shared no new information. Likewise, as the respondents continued to share significant feelings not reported from other participants, the interview sessions continued in longer duration.

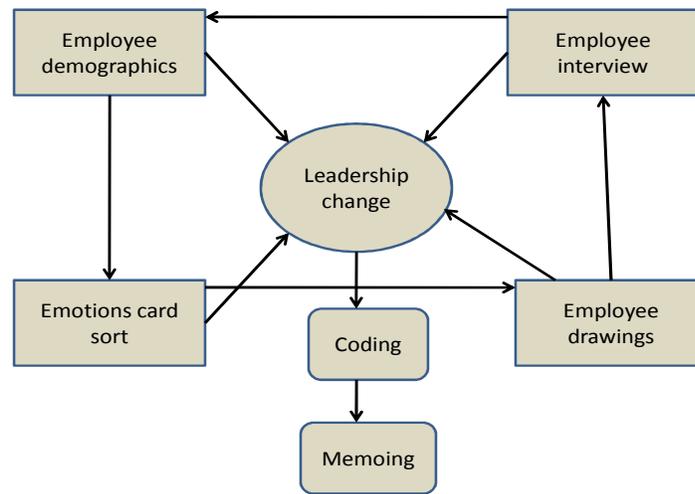


Figure 5: Triangulation of research

Chapter Four

The Setting for Employee Interviews

The institution in this study is located in the Midwest United States. It is a small institution with close to 900 students. The interview room at the institution was on the floor where the administrative offices are located. Various administrative offices face the conference

room. The halls leading to the conference room were adorned with various awards and commendations the institution received over the past years. Pictures of publications with various employees and former key administrators gazed from the walls. The door leading to the interview room was off the main hall and allowed the respondent to enter with a sense of security that few, if any, employees saw the respondent entering before, or leaving after the interview

The conference room was unremarkable. There were two doors at either end of the room. It was an odd shaped room with a main area and an entrance hall at the other end. One door was out of sight of the main room. The researcher made sure the door was closed as it led into the main lobby outside the administrative suites. No pictures hung on the walls. The table was oblong with six purple rolling chairs tightly pushed under the table. Other chairs sat along the wall, but the researcher was not sure where they would fit if pushed up to the conference table. The researcher arranged the interview chair so the respondent would understand this is where they were to sit during the interview. The researcher felt that the table and chair position with the respondents would keep the focus on the process and keep supplies out of sight. The tape recorder was placed in the middle of the table between us. Each respondent was acknowledged when entering the room. The researcher mentioned that the conversation would be taped. The researcher noticed during the interview that if attention was paid to the recorder it seemed to throw the conversation off. Once this was realized this behavior may lead to an initial discomfort with the respondent, the researcher ceased this activity. After the modification of this behavior, most respondents did not seem to be aware of the recorder on the table during the interview.

Three respondents of the initial request for the interview were not able to attend. One stopped by to notify she would be unable to attend. Another responded by email that he preferred

to not participate since the change was still too emotional. The other employee did not respond to multiple email and phone calls.

The researcher positioned himself facing the door. The supplies were placed in such a way that the employee would have to sit directly across the table from the researcher. The supplies consisted of crayons, interview guides, a micro-tape recorder, and extra tapes. Extra drawing paper, interview guides, IRB and consent forms were part of the supplies. Each respondent was given a copy of the IRB as well as the consent form. No one had any questions other than if their names would be used in the research. They were assured no names would be used and each was assigned a code name, which were simply the initial "J" and a number that correlated back to the master list. Each document, which included the drawing, interview, and demographic profile, was assigned the same code for the individual respondent.

Folders were made that held the supplies and materials necessary during the interview. The folders were assembled such that the researcher simply pulled out each resource in the order they were placed in the file. The card sort and drawing supplies were kept out of sight until they were needed; it was the hope of the researcher to keep the respondents from focusing on the supplies and lose track or interest in the various parts of the interview. One respondent entered the room before the supplies were stored from the past interview. She noted that she thought the crayons were for someone who may have brought a child to the interview.

The card sort was also kept from the employee until it was needed. Many of the respondents seemed to be overwhelmed with the initial number of cards; in one case, an employee seemed to be pre-occupied and unable to grasp the direction of the interview process. The researcher handed that particular employee only half the cards since there was concern the entire card sort may be too much to handle. The researcher does not believe the information was

compromised by offering only half the cards. The cards are designed in such a fashion that most of the words repeat themselves in meaning. No interview went longer than the allotted time. One respondent spent a significant amount of time on the drawing and continued to sketch on the drawing during the interview process. Most respondents were surprised and felt amateurish about their drawings. However, all respondents described the drawings in clear detail. Respondents took anywhere from a few minutes to many minutes to complete their drawings. One respondent continued to draw even into the interview time with the attention focused on the drawing during the interview.

The time was arranged so that when respondents entered the room no other respondent saw an employee entering or leaving the room. The interviews were conducted on two consecutive days, which unfortunately were prior to graduation at the institution. While this may have been a blessing that few administrators were in their offices, it may have limited those who would like to have been part of the research since graduation and posting of grades and other administrative functions were essential prior to graduation.

Eleven employees were interviewed on the impact of the leadership change and the felt effects. Of these employees, eight are natives and three are non-natives. All respondents completed a card sort of felt emotions. The card sort was used as an entrée in setting the tone for the interview as well as a mechanism to re-ignite the interview in the event either specific words or thoughts were stalled or the respondent was at a loss of descriptive words. While the interviewer gave no specific directions, multiple methods of how the words were categorized and described became apparent. These included one employee who examined each word-for-word and described in short sentences each word and how it affected (or did not affect) her feeling with the leadership change. Others divided the cards into specific categories including

before/during/ after the leadership change. This categorization proved to be the most widely used method of creating sense and organization from the card sort.

For the most part, the respondents reacted favorably to the card sort. A few respondents needed further direction and even though specific directions and in some cases examples were given, they still struggled with the concept of the card sort. One respondent used the card sort to mention felt emotions on another leadership change in her department. Even after gentle coaxing to focus on the leadership change in the institution, her narrative, and emotions primarily centered on the departmental leadership change. Care was used to separate the two leadership emotions when re-reading and coding the transcript.

With the exception of a few respondents, each chose the card sort words carefully. A few of the respondents chose the words with little deliberation. Often after the word was chosen or rejected, the respondent would look back later in the interview and mention a word that was missed or discarded in the card sort as an important or unimportant emotion.

Negative Felt Emotions Found in the Card Sort

The card sort was valuable in directing the initial part of the interview. It was common to hear these words repeated in the semi-structured interview. The researcher does not know if these words would have been used in the interview if the card sort were not part of the process. The card sort also led to a robust description of the emotional impact felt by the employee. The negative felt emotions appeared in discussions on the former leader. The highlighted words in these transcripts are found in the card sort. As an example, one respondent mentioned, “This word **sorrowful** really is the word that describes how I felt during that tenure last year because it was the institution that was **hurting**”. Another description that employed words from the card sort states “I was very **excited**, very **encouraged** that the former leader was going to take the

college in a fresh, new direction. It just didn't happen" One employee felt of the former leadership, "The overall attitude at the college was just very **negative** and very, very **stressed** and very **strained**". The employee goes on to change the negative tone to one of more hopeful. "Again, a certain degree of **unknown**. So, I think that it—just a little bit of **uncertainty** But anxious that it's going to a **positive** change." One administrator stated of the period of the leadership change "just the whole thing was **exhausting**". The administrator continues to explain the selection of the card sort; "I think the next set of cards (this employee had three sets of cards, before, during, and after the leadership change) dealt with more of the **fear** of the **unknown**, **threatened**, **uneasy**, **frustrated**, **skeptical**, **nervous**, **anxious**." However, when probing further, why and how the administrator chose the three stacks and the card sort words, the employee stated "...I think I had all three of these stacks in the same ten minutes sometimes."

Another respondent viewed the card sort differently than perhaps others in the study. When asked if the cards were arranged in a specific order, the employee responded, "Not really". When asked to explain further the eight cards that were chosen, she stated, "Well, let's say **ambivalent**. Does that mean kind of like I don't know if we are doing what we are doing?" Further in the interview the same employee mentioned about the leadership change, "And **frustrated** because, a little **frustrated** because I really don't like to see group behavior that is, you know everybody jumping on the bandwagon kind of thing." The employee further states, "**Sorrowful** I because I don't think the board really kind of didn't support her (the former leader). I guess I was **skeptical** because we didn't know we were going to get such a fine leader" (current president). In this particular interview, the employee mentioned how she was **exasperated** with the group dynamics of the leadership change. "Yeah, or just kind of **exasperated** or wondering if in all of how the group dynamics works."

The felt emotions and the impact of the leadership change were primarily stated in a chronological order when the card sort was used to express the emotions of the leadership change. This was noted by one employee who stated of the emotions he felt that, “I was just **nervous** because I thought we would have served the college well so I was **saddened** when I didn’t see the leader taking advantage of those (qualities of the institution), using those to the best of her ability. I was **nervous** because I sort of foresaw that things weren’t going to work out well and I was just **nervous** about where we were going as a college.” The employee goes on to state, “I found myself getting exhausted somewhere around the middle of the administration by the negativity that was surrounding the college. The quality of the relationship became very **strained**. I felt **dominated**...I also felt very **annoyed** because I thought we weren’t going anywhere with this. I was still **shocked** at how, maybe the results of what was happening.”

Positive Responses in the Card Sort

The felt emotions regarding the new leadership change took on a positive tone. One employee posits, “There’s a certain, there’s a lot more **calm** on campus (with the appointment of the new leader). And I do have to admit with **refreshed, relieved**; there are definitely these qualities. The respondent goes on to describe the emotions and feelings with the appointment of the new president; “The agenda does not appear to be a personal agenda. So, you’re **relieved** and **refreshed**. I found the new leader **bold** and there as a certain amount of...somewhat impressed with the leader’s style, with his knowledge and history. However, I am a little **ambivalent** and **uneasy** with some of the decisions that are being made.” When further describing the felt emotions, another respondent continued to revert to words in the card sort to explain the emotional impact of the leadership change, “The overall attitude of the college has been totally **positive**.”

Another respondent mentioned that the leadership change and the accompanying emotions were similar to a family situation. “I think we were just **confused**. We were cautious and guarded pretty much because at this point, you’re bringing in a new parent, you know, that you’ve never met.” Yet another employee stated, “During the change or during the time we had a new president there were definitely a lot of different **emotions** going on; a lot of change, a lot of policies and changes in procedure that were not well received.” When the respondent further explained the impact of the new president, the employee went on to state “You get excited and you think that things are going to change and you’re **confident** in the beginning of the leadership change...It’s **overwhelming** because you know that a whole work cycle begins with a new leader. So I guess at this point everyone became **hopeful** again and it seems to be **calming** down and the environment seems to be **secure**. I also saw myself felt this time period of just **melancholy**.”

An employee also stated about the leadership change that, “ I think everybody was **relieved** that the situation was finally going to have some kind of resolution and the former leader was gone. There was still an **uncertainty** of who was going to be hired. I am probably **ambivalent** because I am coming to the end of employment.” Another positive response to the leadership change came from an employee who stated, “I **believe** with the new president; **refreshed** with the new president. I was **startled** when the new president came on, but not in a bad way.” One more employee noted that with the leadership change, “I think there was a feeling of **relief** kind of among the college and everybody seems to be **satisfied** including myself; which just overall culturally we seemed to be **secure, content, and relaxed** again.”

The card sort and the emotional impact found in natives and non-natives became most apparent with one employee, a non-native who felt left out and anxious over the leadership

change. The employee's words picked in the card sort were more guarded and perhaps reticent than those natives who viewed the change in a different lens. "But that being said, I think (the new leadership decision) causes even more **anxiety** at least for me is that there was no **calm** after the storm. All this was going on and it was **scary**. It was not a **comforting** feeling at all. Being a new employee that was hard for me to understand and I wanted to become part of a **caring** community..."

Card Sort Conclusion

Overall, the card sort was a valuable exercise for the initial engagement of the employee's felt emotions and responses related to the leadership change. A complete list of the words is provided in Appendix E. The words that were most commonly used by the respondents in the interviews are shown in Table 1. Often, employees used the same word(s) for both the former and newly appointed leader. The researcher referred back to the card sort if the conversation became bogged down or veered off course. It was observed that many of the same descriptive words from the card sort were repeated in the drawings and the interview. While some respondents took little time to view the cards, others took great care to categorize and in some cases re-categorize the words that best fit their emotions and feelings during the leadership change. The same cards often were used to describe the emotional impact before, during and after the leadership change. One respondent mentioned that the interview process was more interactive than she thought it might be. Whether the respondent would have used these words without the card sort is a question worth consideration.

Pleasant Words Used in Describing the Leadership Change	Unpleasant Words Used in Describing the Leadership Change
excited	Sorrowful
encouraged	Hurting
refreshed	Hurting
relieved	Stressed
bold	Strained
confident	Negative
positive	Unknown
hopeful	Uncertainty
calming	Exhausted
secure	Threatened
startled	Uneasy
satisfied	Frustrated
bold	Skeptical
melancholy	Nervous
relieved	Anxious
believe	Ambivalent
relaxed	Exasperated
content	saddened
	Annoyed
	Shocked

Table 1: Words Used from Card Sort

Respondent Demographics

Each respondent was asked to complete a demographic profile to help ascertain the employment status (native or non-native) as well as a self-reported feeling of where the employee lines up in the Champagne & Walker-Hirsch (1993) model adapted for the relationship between the former and current leader. The model is found in Appendix F.

The employee placed an “X” that best represents the relationship with the former leader. The employee also placed an “O” where that best represents the relationship with the current leader. The results of the demographic file are shown in Table 2. The demographic profile seemed to take an inordinate amount of time for the respondent to complete. It was noticed those who took extra time to complete the profile seemed to languish over the feelings of the relationship with the former and current leader. Often, the researcher had to “coach” the employee on what the circles levels of relationship meant. In the end, most of the respondents did not appear comfortable with how to answer the relationship questions.

Respondent	My inner circle	Mentor/Confidant circle	Collaborative circle	Acquaintance circle	Friend of acquaintance	Stranger circle
J12 (non-native)					X	O
J11 (non-native)				X	O	
J8 (non-native)						X O
J7 (native)				O	X	
J1 (native)				X O		
J2 (native)			O	X		
J3 (native)	X O					
J4 (native)			X O			
J5 (native)			X O			
J 6 (native)			X O			
J10 (native)			X O			

Table 2: Demographic Profile

As the tabulations of where employees responded in their felt relationship with the former leader (X) and the felt relationship with the current leader (O) a pattern exists that suggests those native employees interviewed in this study overall feel a closer relationship with the former and current leader. The non-natives (the first three respondents) feel a more distant relation from both the former and current leader.

Five native respondents felt they had a collaborative relationship with the former leader; two felt they had an acquaintance relationship with the former leader; one employee felt an inner circle relation with the former leader. Five native employees also felt they have a collaborative

relationship with the current leader; two felt they have an acquaintance relationship with the current leader; one employee felt an inner circle relationship with the current leader.

The non-native employees were more diverse in their responses. The non-native respondents felt they were in the friend, acquaintance, and stranger circle with the former leader. One employee felt in the acquaintance circle and two in the stranger circle with the current leader.

These results show that the native employees have an overall stronger relationship with the leaders, regardless if the leader is current or former. Further thoughts on the leader/employee relation will be discussed in Chapter Five.

The Drawings Piece

The respondents also completed a drawing of their emotions, which were interpreted by the respondent. No effort was made on the researcher's part to interpret or lead the drawings interpretation in a specific direction. The drawings piece is simply an effort to elicit another felt emotion and impact of the leadership change. Specific directions on how the drawings are completed are found in Appendix G. Crayons were intentionally used over marking pens or colored pencils. It was the hope of the researcher that the drawings would be void of any sort of feelings of "work tools" which is why crayons were chosen. Crayon boxes were that included eight colors. A new box was given to the respondent once a box began to look worn or had moderate use. A few respondents used great care in color selection while others used the crayons and drawings as a simple method for expressing the emotions drawn during the leadership change.

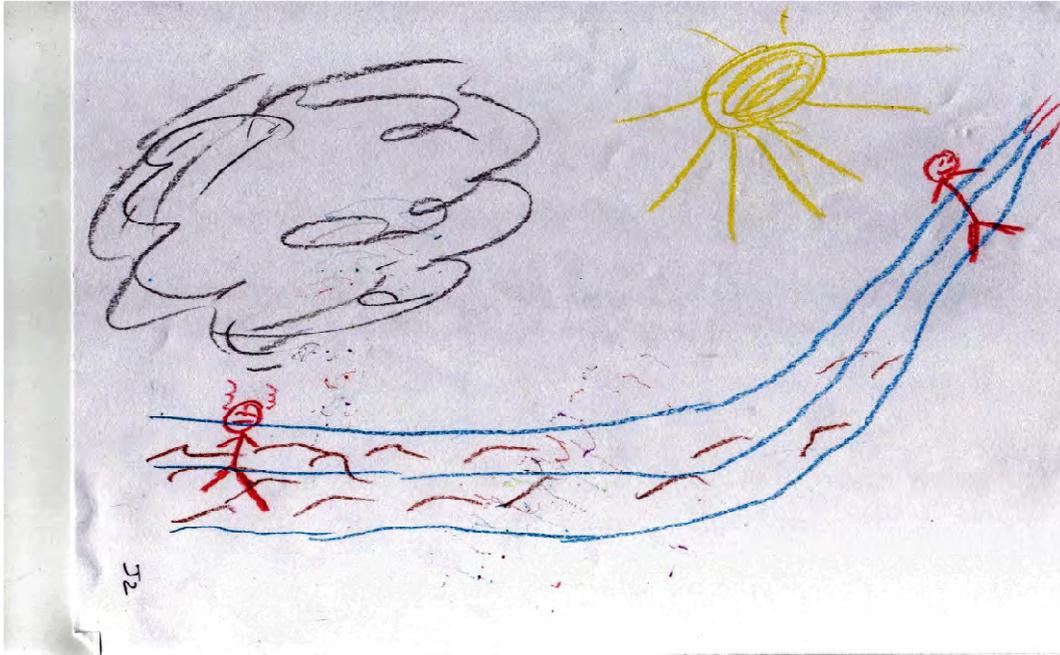
A respondent remarked about her drawing; "...I am doing a tree, not only because of the growth because the color green symbolizes hope and I feel very hopeful (with the new leader)..."

The color green is, of course not only referring to new life, but to me it is the color of hope. I have a bluebird... not necessarily the bluebird of happiness necessarily, but you know, optimistic.”

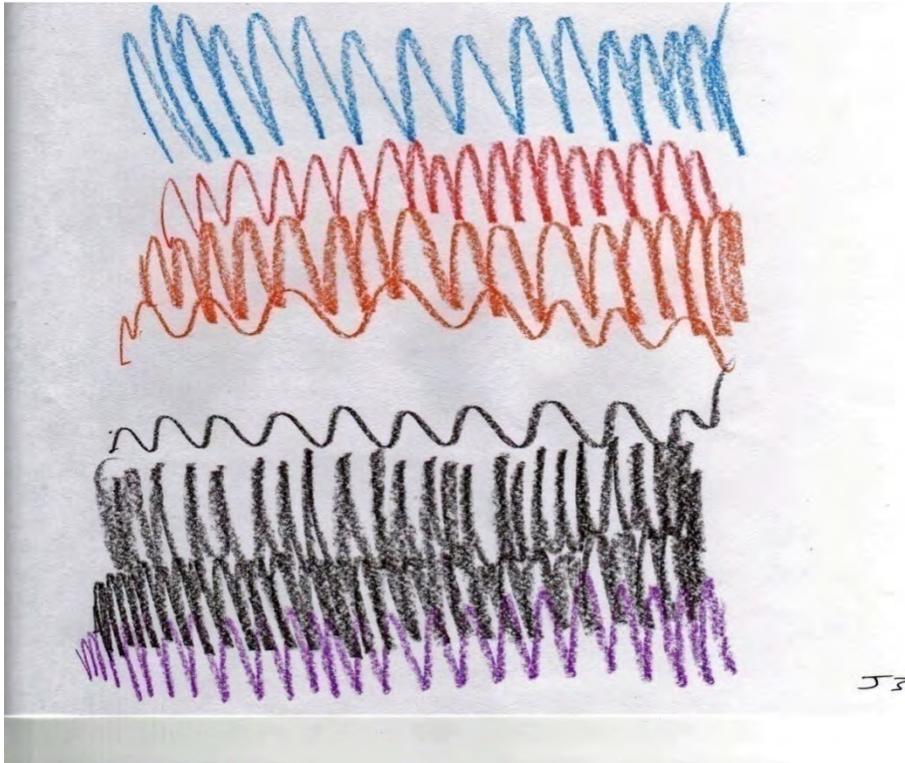


“So the picture refers to the transition from the end of last year (when the former leader was at the institution) which was watching my institution die, to earlier this year (the appointment of the new year). I don’t have flowers. They are temporary”.

Another respondent after hearing about the drawings piece asked, “ where is my clipart?” When asked to describe the picture, She was asked if the road was a steam. She chuckled and said, “A road in case you couldn’t tell. The brown squiggles are bumps in the road. Basically it was a time of darkness and uncertainty for the college. And with the new leader, graphically going up and off into infinity with the sun shining and the smile with fewer bumps on the road. There still may be some bumps on the road.”



Another respondent chose to view the leadership change through the drawing this way; “Well, I think for me I combined a chronological feeling of the change in leadership that represented the feeling. The purple color is the darker color, starting with that because right before the change you know, things seemed a little bit darker than lighter and the next color is black and that’s really the towards the time when the change was going to occur and I think things were at the darkest point.”



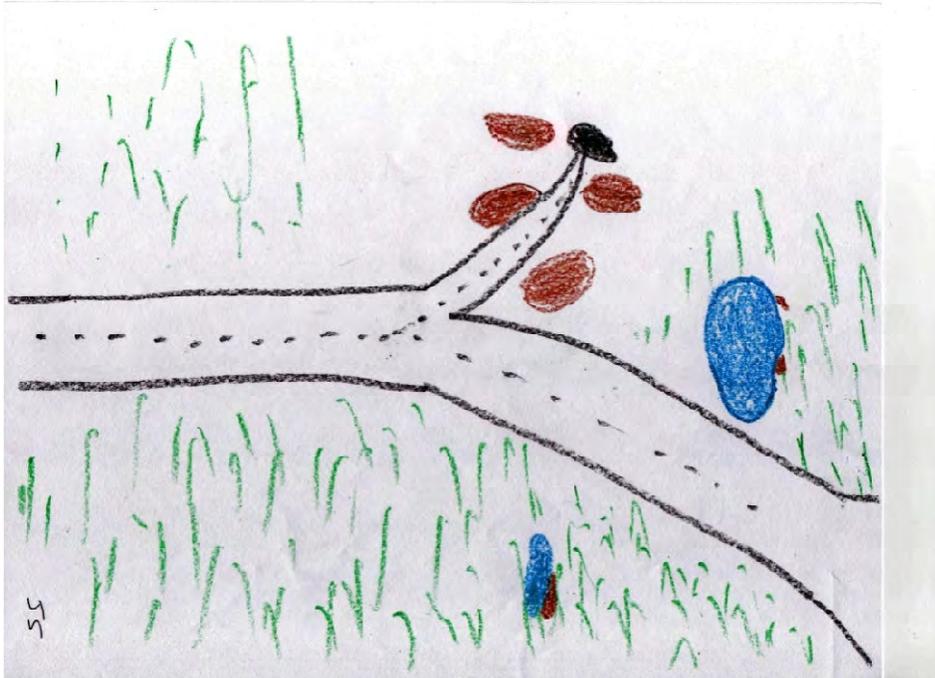
“Then there’s as you can see, there’s a little bit of space of white in there and that’s kind of right in the middle where I don’t know what I feel, didn’t know what to think. Kind of a lull, you know, it’s a little bit of warmth, but it’s still quite not sure.” In this drawing, colors played a key role in explaining the impact of the leadership change. In questioning the respondent further, other colors and themes emerged. Rather than a specific drawing that depicts a certain scene, colors were used to show the emotions and impact of the leadership change. “The orange at the other side represents somewhat of a comforting feeling but you know, it’s still you know it’s a little warmth but it’s still not quite sure. The red... That’s when the new leader right after I guess there was a short interim period when there was no leadership and then the red actually represents there’s going to be a challenge here. Not necessarily negative. I think red is a good color, but for me, it represents the challenge that is coming up. Then the blue, for me is very comforting... Blue skies and that sort of thing.”

Another interesting drawing depicted a face with a startled look. In this drawing, the respondent spent significant time shading and ‘fine tuning’ the drawing.



“How do I draw exasperation? This was a person that turned into a blob”. Though this respondent spent more time than many of the others, the description of the drawing was minimal in description when compared to others drawing interpretation.

A certain theme began to emerge with the drawings. As this drawing depicts, some of the respondents saw the leadership change and the direction of the institution as a fork in the road or a decision point. “Basically it’s a road; it’s a fork in the road. This one leads to, you know, the possibilities, you know, there’s water, you know, just life around this one.”



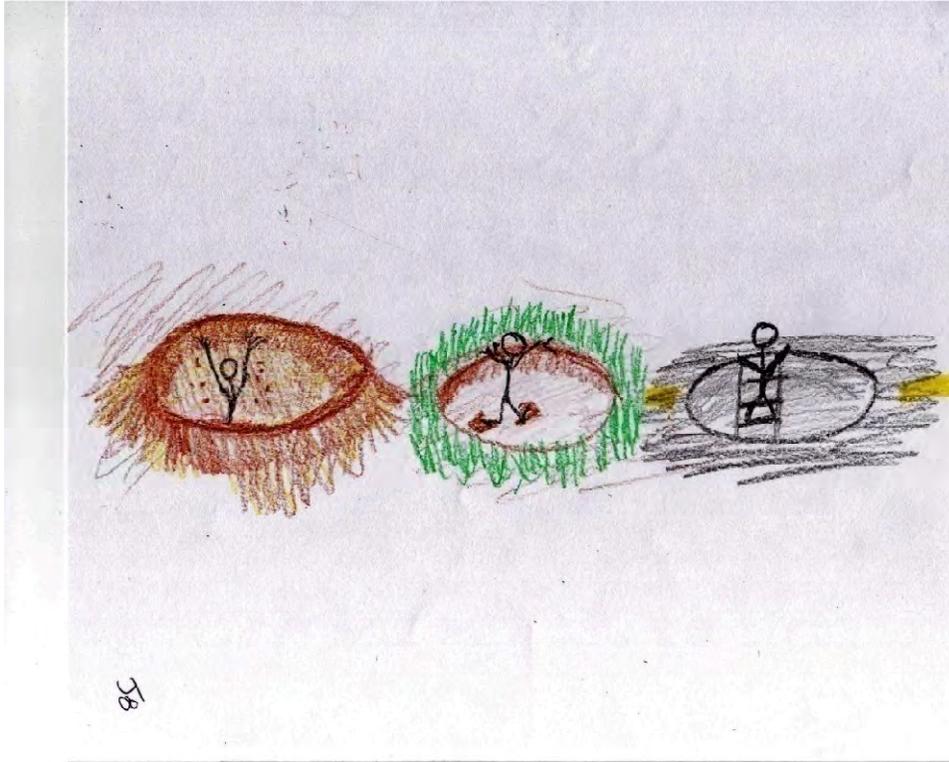
“There’s no...we don’t know where this ...It’s open ended. This one just came to an end...The transition was the fork in the road for the college and myself or at least my position here.”

One respondent felt that the leadership change was reflected in a before/during/ after drawing. “Before, I have balloons and sun because we were ready for a change. We were ready to be done with things...You know, some of the things that were done in the past we were ready to move on to new things.”



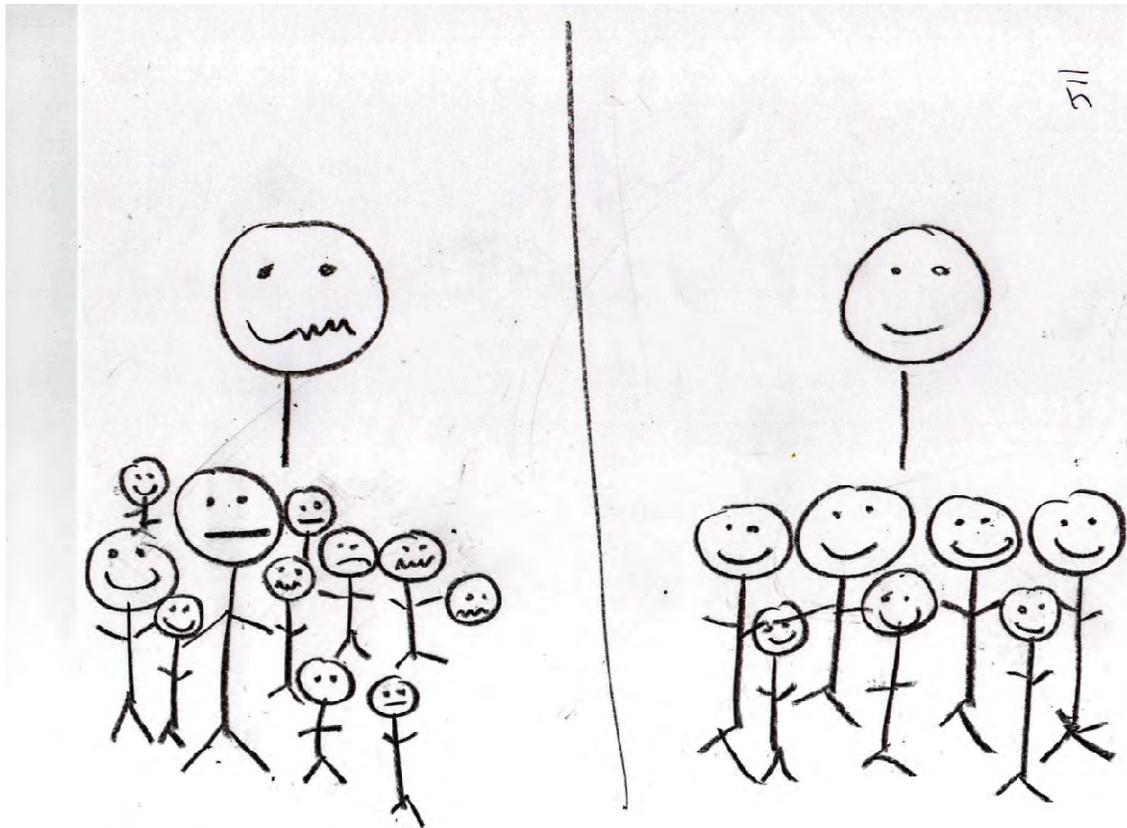
“Then during, wasn’t what we hoped for or expected and so it was a little rocky and I have pictures of lightening... And then, after the leadership change, I have some flowers. Just back to normal, regular life.”

The next drawing was also related in phases. This non-native states, “Even with elements of danger, is the cave...Is the walls cave in on you. Then we move to the uncertain period, which is a dirt hole and the person kind of has his head up above the hole because he can get...he can knock your foot into the dirt and be able to and be able to pull yourself up. But the person who is staying in the hole as he pulls himself up, but that’s kind of the in-between period that sort of...well, you can...It’s safe to look around. No, this is not so much dangerous anymore. Then we get to the new leader’s side and that’s the cement is what that’s supposed to be, the street.”



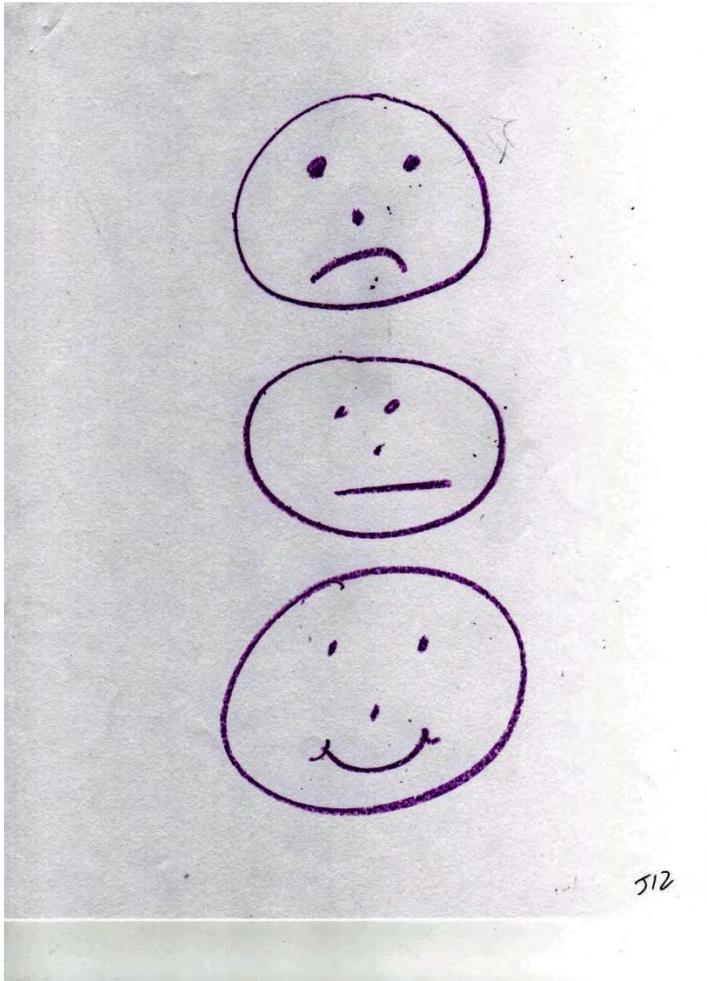
“So yeah, there’s a ladder that the person is able to climb out. At the same time you’re on a street so you don’t know when the car is going to hit you. The new president is hard to read, so that leaves me with a certain amount of uncertainty.”

Another non-native stated in her drawing, “So this side of the picture represents when the past president was here (The side with the scowls on their faces). Yes, about half of them have scowls and kind of mixed feelings there and there are a few smiles, there happy campers and this would be me here” (Points to herself in the drawing as on who is smiling).



“I was just kind of working with both sides...Then after which would be the current president, we have him with kind of a not huge smile, but he’s happy and then everybody seems to have come back together as a community and it’s happy there again. I’m kind of neutral (In the first drawing). Yeah, kind of happy” (In the second side of the drawing).

Finally, another non-native viewed the leadership change this way. The three smiling faces depicted her own feeling about the leadership change. “I was there” (meaning the first face in the picture).



“And now or kind of in the interim, I was there (in the middle drawing). And now I am somewhat there” (the bottom drawing).

Conclusion to the Drawings Piece

The drawings were important in the interview process because they showed the different levels of feeling with the leadership change. Almost every drawing was done in a sequential fashion depicting the phases each employee felt with the leadership change. Colors played an important role in many of the drawings. Combined with the card sort and the interview, the drawing piece is a valuable triangulation point in exploring the emotional impact of those experiencing the leadership change. When reading the emotions respondents noted about their

drawing, each was completed with deliberation and sensitivity to the leadership change. While some chose to explain the drawing in detail others chose to use the drawing as an opportunity to make a quick point related to the leadership change and move on to the interview process.

The Semi-Structured Interview

The semi-structured interview took place after the card sort and drawings. The interview was completed last in the phase since many of the emotions and feelings related to the leadership change were discussed in the first two phases of the interview process. An interview guide (found in appendix D) was used for the employee interview. Since some of the questions were answered during the first two phases, it was not necessary to repeat similar questions during the interview. It was in the interview process that many of the themes of the research study began to emerge. Using NVIVO8® software to assist in the coding was particularly helpful. Using NVIVO8®, the quotations from the transcriptions that created the themes are bolded in the following section. The themes that emerged from the interview phase include:

Former Leader—The College Environment

“I felt during that tenure last year because it was the institution that was hurting. Really, really hurting because I, you know, we supported each other.” Many of the respondents felt that the institution was hurting with the former leader’s leadership style. A faculty stated, **“The overall attitude at the college was just very, very negative and very, very stressed and very strained.”** Another staff member mentioned, **“Everybody was picking at everybody else. Everybody was unhappy; everybody was fearful; everybody was anxious, which made for just generally not a pleasant working environment.”** One response was, **“Because you don’t know if the...and with no explanation that it only leads you to try and determine why those decision were made.”** Many of the employees continued trying to figure out how and why certain decisions were

made by the former leader. **“I just kept getting confused a little about are we trying to grow into a bigger university? Are we trying to...I don’t know.”** Confusion and unrest appeared to dominate many of the conversations during the interview. **“The general sense of that time was a very uncertain climate. There were a lot of changes, physical changes where even people were changing. I heard a lot of people very unhappy with the situation, kind of rebelliously so. Those people didn’t really want to cooperate.”** After a short period under the former leader, employees became emotional about not wanting to, or seeing the need to cooperate with the former leader.

Many of the respondents had concerning comments about feelings related to the institution. **“What’s happened to my college? Hmm. I think that there was some, there was...reputation was sort of slaughtered, I think, out in the community but I think it’s come back.”** Some of the responses related to the former leader specifically centered on the impact to “their college” and the effect on the community. **“The effects of the new president, the former president I should say, it was an immediate shift because people started leaving almost right away.”** **“Yeah, I thought about leaving almost every day. My problem came with the overall attitude in the college. And frustrated because, a little frustrated because I really don’t like to see group behavior that is, you know, everybody jumping on the bandwagon kind of thing.”** A few of the employees felt that the frenzy that followed the attitude that many had towards the former president created a “herd mentality. While not everyone was in favor of the former president leaving, the majority of those interviewed felt the attitude and community feeling suffered. **“I think, you know, it’s just sad that the number in power, you know, the number of people can...the way power sometimes works is not always attractive to see.”** Another response from an employee who felt that the number of those

against the former president made for an unattractive environment. **“I think...we took up...we’re faced with the transition and to me that transition was a fork in the road of the life of this college.”** The theme of a fork in the road was found in the drawings. **“The general sense of that time was a very uncertain climate.”** Again, comments such as this were a key theme in the felt emotions of those interviewed. This was depicted with uncertain feelings and what the future held before, during, and after the leadership change.

Former Leader—Positive Responses

Not all responses from employees were negative towards the former leader. One employee stated, **“some good did come out of last year. Relationships were strengthened last year that provided the foundation for the future.”**

The Decrease or Increase of Stress from the Leadership Change

With the change in leadership and the emotional impact by the employees, some felt an increase in stress and others felt a decrease. An employee stated, **“I think that things are calmer now. If there was no colleague to have that kind of support, I think it would have been extremely difficult.”** Another respondent summed up the felt emotions by stating, **“Well, as I termed it earlier, it’s that the organization was bleeding, literally. And, as far as people leaving, well, not literally...people leaving, being fired or being just part of the rebellious nature—the faculty that they didn’t like the climate; but, I definitely would say that there was a lot of loss that way and slowly people are kind of...some people are coming back now; so, maybe, what was lost can be regained.”**

Lost in the Leadership Change

One respondent also stated that the change led to some internal emotional upheaval. The employee stated, **“Okay, did I, did I not receive the president the way that I should have?”**

Was I not a strong enough leader in my department to say, ‘Hey, stop complaining...we need to support our new president?’ Or, at what point do you say this leadership is right or wrong?”

How the Leadership Change Affects the Employee

A gamut of emotions surrounded the employees as they went through the leadership change. In particular, employees felt exhausted with the leadership transition and the time leading up to the departure of the former leader. **“There was just a lot of turmoil and that kind of caused me to be a little bit tense. Everybody, I think, was a little bit tense and that just got to the point of being overwhelming and exhausting because you were just, you know, think things through over and over again. You just go home at the end of the day and you were exhausted. Just the whole thought of that was exhausting.”** It is obvious that employee emotions were pushed to exhaustion with the former leader and the time leading to the announcement of the new leader. **“I was nervous because I sort of foresaw that things weren’t going to work out well and I was just nervous about where we were going as a college.”**

More than one employee saw the leadership change and the emotional effect it had on them as a learning experience in leadership. **“Well, it’s made me look at my life-long term. I mean, truly it has. It’s made me look at leadership positions in a different manner. I have always wanted to be in a leadership position and now I’m looking to this leadership position and thinking, “Oh, oh, maybe, maybe not.”** Another employee stated, **“For me, it’s been a learning experience; although, there’s been a lot of emotions attached with that learning experience. To me it’s definitely made me look at myself. “**

Newly Appointed Leader—College Environment

With the appointment of the new leader, respondents overall had a different experience than with the former president. One employee noted, **“Then it’s more of a sense of looking forward, not the treading water.”** Another comment was, **“It was like a good doctor was coming in to take care of us. I’ve heard that said many times. When the former president left and the board appointed a new president, immediately when this person came on board, this person took steps to resolve some of the problems. From a college as a whole standpoint and for our culture, it seemed like it would be a good thing.”** One respondent made this comment. **“Well, I think it was a challenge because change is always a challenge—just getting used to different ideas and perspectives. It’s just then interesting to see how...to watch a culture change, you know, drastically and then change back; to see how people work together in times of challenge. The change in leadership, I felt, more of a sense of stability because I think the whole college felt more stable.”**

One respondent mentioned that the leadership change left her with a new respect for those who are part of a leadership transition. **“I will say this, though, that the change will affect how I see, handle, or feel about change in the future. When I’m ever in that situation again, that will have been a valuable learning experience for me.”** One employee felt that the leadership change may have different consequences. **“Well, I think that it was a difficult transition and part of that was because the transition went from what was deemed as an ineffective leader to a different leader and so, it might have been a very different situation if we would have went from an effective leader to an ineffective leader.”** One more employee’s reaction to the leadership change stated, **“We just had that moment before, you know, we didn’t know the new president's approach would be as wonderful as it seems to have been and just the uncertainty.”** One more respondent mentioned, **“The new president tried to get things on**

track and I think, I think he's got, you know, some things on track, definitely; but, probably just much...appears to be much happier. Everybody was just worried about the leader, you know, and the leader probably wasn't even the real issue." This comment perhaps made by an employee sums up some of the emotions and frustrations felt by those who responded; **"It probably was just...it was probably more of everybody still going through that grieving process of leadership change."**

How Will the Change in Leadership Affect the Employee

Overall, the responses to the leadership were positive. This was true with both the native and non-native employees. One staff felt, **"It was inevitable and necessary. I think everybody just kind felt a sense of relief and maybe looking to the future."** Feelings of relief and going forward dominated the responses. Another employee stated, **"At some point I felt relieved that it was...that the change was made and that we could move forward and I felt challenged. A faculty stated, We just had that moment before, you know, we didn't know the new president's approach would be as wonderful as it seems."**

Positive Approach to the Leadership Change

Similar to the comments on how the leadership affects the employee, comments from the respondents were positive. As an example, a faculty member posited, **"Then it was announced...when the board members came to the committee meeting and said that this is what's going to happen, it was like, wow, what a great idea! I can compare it to someone exerting some kind of painful pressure on your arm or some other part of your body and then the pressure is relieved."** Another response was equally enthusiastic, **"I just felt that it was a brilliant stroke to install somebody immediately who had immediate credibility, immediate stature."** A staff respondent noted, **"I'm not simply motivated to survive, to hold**

it together, but to look forward.” Perhaps the leadership change was best summed up with this comment from a staff member, **“Immediate relief.”**

Announcement of the Leadership Change by the Institution’s Board of Directors

Two members of the Board of Directors made the announcement of the appointment of new leader to employees of the institution. While the Board met with some of the administrative staff and a few key faculty earlier, an all employee meeting was announced where a formal introduction of the newly appointed leader would take place. Emotions and feelings about how the appointment was made varied; some felt there should be input from the employees or at best, a selected group of key employees; others felt the appointment was the right move since the institution was at a point where the unrest and weariness rendered decision-making at this level ineffective. Some of the responses from the employees were, **“Then, when the former president left and the board appointed a new president, immediately when this person came on board, this person took steps to resolve some of the problems. Immediate relief.”** Another faculty mentioned, **“I can compare it to someone exerting some kind of painful pressure on your arm or some other part of your body and then the pressure is relieved. I actually felt that it was a brilliant stroke to choose this person as an interim president and I actually used that phrase to one of the board members that I happened to talk to. I just felt that it was a brilliant stroke to install somebody immediately who had immediate credibility, immediate stature. He was not an unknown. That was excellent.”** Here, the faculty agreed that an internal candidate was perhaps the best choice because of the exhausting past months under the former leader. An administrator felt, **“So, no, I ...nobody had to persuade me or anything like that; it was a total surprise. I didn’t expect it. I had no idea who they were going to appoint. When it was announced...when the board members came**

to the committee meeting and said that this is what's going to happen, it was like, wow, what a great idea!" Again, many of the employees felt the leadership appointment of an internal candidate was a good idea. Many felt the Board of Directors took the pressure off the institution by making the leadership announcement. **"What a great idea! There was just a new...a fresh...a freshness; a rejuvenation, calm, relief."** When asked to explain her thoughts on the move by the Board of Directors to install an internal candidate, one staff member stated, **"Yeah, I think that the board needed to do something."**

Faculty and Staff in the Appointment Process

When a faculty member was asked if the faculty was capable of making the decision to appoint a new president if they had been given the opportunity to make that decision, a faculty stated simply, **"At that point? No, I don't think so. I think that there were too many hurt feelings and I think that, you know, he is a known commodity who has done good things, you know."** To further substantiate the opinion that bringing in a known leader was vital, another employee felt, **"I think to bring someone new in again and get to know them...that's what people are saying to me now is they are not looking forward to bringing someone new in again, you know. think it would be difficult to involve everybody in that large vote process, but, you know..."** Another similar response was, **"I think that the board knows, you know, kind of what the college needs and, you know, from that they were able to pick someone who is familiar with the college. I think that that kind of helped, you know."** Further comments supported this statement. **"I think that that helps ease people into it—not having much say in the decision, I guess. I think that they couldn't have just let her go and not have anyone in place just with the way the environment was."** Issues with morale and trust may have helped the decision to bring in a board appointed leader. A respondent noted, **"I don't**

think that internally people felt like they couldn't trust one another. So, bringing in someone that wasn't here during that time, I think seems like a smart move for the board, maybe." Another similar statement supported the previous thought, **"Not that it was the right choice or the wrong choice—just bringing in a neutral party into a, you know, turbulent situation sometimes is the best thing to do and they introduced him as a permanent figure. So, I think, for the most part, people were very accepting of that."**

The Leadership Appointment and Personal Effect

Others were concerned with how the leadership change would affect them personally. **"Well, I think like most people my first thought was how's that going to affect me? You know, what's this mean for me?"** A staff employee noted, **"What kind of relationship would I have with this new person? How comfortable will we be?"** A simple explanation of the personal effect was echoed by a staff member. **"It was centered around me."** A similar response was made about the board appointment; **"Certainly, when the change, when the announcement was made, I was confident that there was going to be a change that directly impacted me. Just didn't know what it was."**

Leadership Appointment and Those Who Disagree with the Board Involvement

There were employees who disagreed with how the leadership change and the board appointment was carried out. A staff member stated, **"Although, I do know that some people were upset by that appointment just because there was no input and no discussion and it was just, "Here ya go, here's somebody to fill that warm body spot."** A similar response was felt with this comment; **"I think the board was in complete denial and I don't know who...you know I never really felt the board had much to do with this..."** A staff member felt some involvement with the institution having input in the decision-making of appointing the

new president was important. **“Well, I think that a few people, I mean, you don’t need to have everybody in the college involved; but, maybe a few key people within the college because the way I envision an organization kind of flowing is you have, you know, your leaders at the top and everything is funneling up and down.”** Elaborating on this comment further, another faculty felt, **“in a sense, people would get their say if there was like a search committee and maybe, you know, a directors or vice-presidents are involved in that process because then, essentially, I mean they can seek feedback from their team and things like that. I think that they should have given it a little more time than what they did.”** A similar comment from a staff employee supports that others should have been involved in the leadership appointment. **“I think that the board should have met with at echelon leadership group, all the administrators and directors and discussed with them in, perhaps, a couple of different meetings about what they were considering, what their considerations were and get some input from staff and faculty.”**

Decrease or Increase of Stress with the Appointment of the New Leader

The overall level of stress from the leadership change was minimal, especially when comparing the emotions and feelings found with the former leader. Employees generally felt the appointment of the new leader was a relief, especially since he was an internal candidate and the choice of the Board of Directors. **“It was clear because the difference between before and during were, like I said before, night and day.”** One employee used words from the card sort to describe her emotions felt with the leadership change. **“There was just a new...a fresh...a freshness; a rejuvenation, calm, relief.”** An administrator felt motivated with the leadership change. **“It’s been an excellent opportunity for me personally and I think it’s a good thing for the college. No question about that. I’m very motivated and very excited about where’s**

its going...” **“I don’t think we lost anything by the transition to the new president. It was inevitable and necessary.”** A director stated, **“I think everybody just kind felt a sense of relief and maybe looking to the future.”** Another respondent felt, **“So, I didn’t have a thought about that process much. I didn’t have any prior knowledge, which I felt was also appropriate. I wasn’t unsettled by that.”** One faculty summed up his feelings with this comment; **“But, the institution, the culture and the morale was very low because of the ineffectiveness of the leader and then the new leader came in with instant credibility based on the background and experience and virtually changed the morale and culture at the institution overnight.”** Hope was a key emotion for this employee with the appointment of the new leader. **“He seems to offer some hope with bringing more familiar faces back because with familiar faces that have left and returned, you felt like there was starting to get some kind of a balance.”** Finally, a director stated, **“I knew of the person they appointed, so it wasn’t quite as scary to me. That certainly wasn’t a difficulty because he was a known, relatively known entity.”**

The Impact of the Leadership Change

The impact of the leadership change was felt with various emotions. Many of the employees felt morale and the institution’s reputation were compromised under the former president’s leadership. Some felt their personal emotions were disregarded with the appointment of the new leader; perhaps a longer period to find a candidate were reported; possibly having more input from key employees within the institution. **“Or, you know, if they picked a few candidates like they did it last time and give everyone a chance to submit feedback that way.”** One staff member stated the impact of the new leadership change this way; **“I don’t think that I was as shocked maybe as others may have been or surprised and some were**

ecstatic. I wasn't really surprised and I was, you know, fine with it." A comment from a faculty was, **"I think that, overall, definitely, the community was, you know, upset with the prior president and not having a good experience. So, I thought that it seemed like a good move, you know, as a college for us to go forward."** A somewhat neutral response from a director notes, **"Not that it was the right choice or the wrong choice—just bringing in a neutral party into a, you know, turbulent situation sometimes is the best thing to do and they introduced him as a permanent figure."** For another respondent, his comments were, **"I guess relieved, I mean, just from the sense that the tension was gone...you know? But, anxious that it's going to be a positive change."** An administrator stated, **"It's been an excellent opportunity for me personally and I think it's a good thing for the college."** **"No question about that. I'm very motivated and very excited about where's its going."** When asked to describe the impact of the leadership change, one staff noted, **"That certainly wasn't a difficulty because he was a known, relatively known entity. I don't think we lost anything by the transition to the new president. It was inevitable and necessary. I think everybody just kind felt a sense of relief and maybe looking to the future."** A faculty echoed a similar feeling; **"At some point I felt relieved that it was...that the change was made and that we could move forward and I felt challenged."** An administrator stated that the time leading to the appointment of the new leader was a trying time. **"If there was no colleague to have that kind of support, I think it would have been extremely difficult. Certainly, when the change, when the announcement was made, I was confident that there was going to be a change that directly impacted me. I Just didn't know what it was."** When a faculty was asked to describe the leadership transition and the emotional impact felt, she stated, **"Based on their information on his background and experience, from their perspective, it probably...they**

probably did a good job in their selection for that so that they could...they were hoping to give confidence not only to the college, staff, faculty, community; but also to...for, you know, to the public eye, to the general public.” One employee who has worked under three presidents within the past ten years stated, **“Okay, and then...so, that was during the president and after the leadership changed, I think, again, you go through all that whole emotional cycle again. You get excited and you think that things are going to change and you’re confident in the beginning in your leadership change.”** Exhaustion and uncertainty appear to be important elements of the leadership change. A respondent noted, **“There was still the uncertainty of who was going to be hired, who was going to be able to keep their job, where you’re going to be moved—all those things; but, there’s still that sense of pleased and hopeful that the situation is going to improve and exhausted, though, by having gone through all this for a year.”**

The impact of the leadership change was perhaps the most positive of responses from the respondents. While exhausted and emotions were key words in the felt impact of the leadership change, the narratives from the employees supported the positive impact of the leadership change.

The Emotional Impact of the Leadership Change—Native and Non-Native Responses

As previously mentioned, 11 employees of a small Midwest college were interviewed. Eight of the respondents were native employees. Three of the respondents were non-native employees. A description of the criteria of each employee’s ranking as a native/ non-native are found in chapter three. The following figure shows the triangulation themes that were used in this research.

INFORMATION TRIANGULATION LEADING TO CODES IN NVIVO 8®

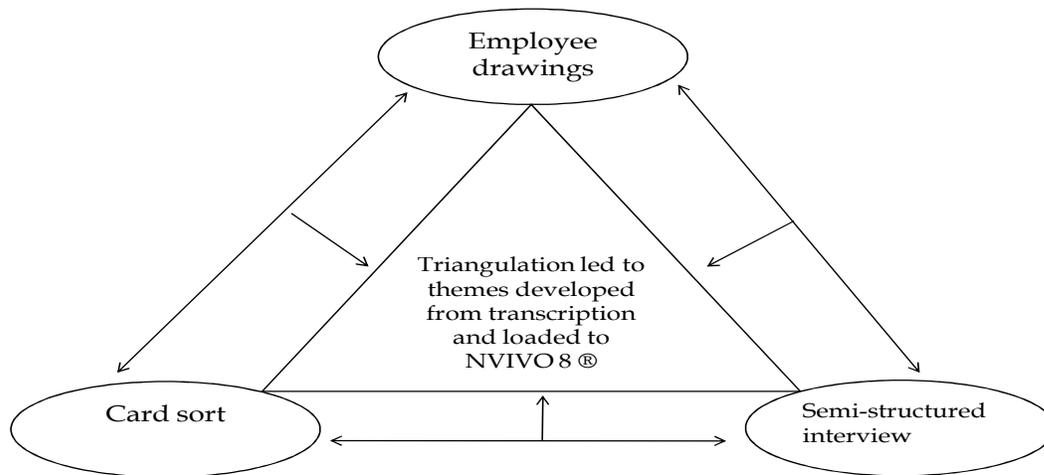


Figure 6: Triangulation Themes

Figures built in NVIVO® were used to display the responses from respondents. The figures are helpful in recognizing the importance of the interview questions and the relation to the corresponding codes that were developed in NVIVO®. As an example, Figure 6, The Impact of the Leadership Change, shows that the respondents spent a specific amount of time in discussing the impact felt by the leadership change. As the example shows, respondents at the right hand end of the chart discussed the emotional impact of the leadership more than those at the other end of the figure.

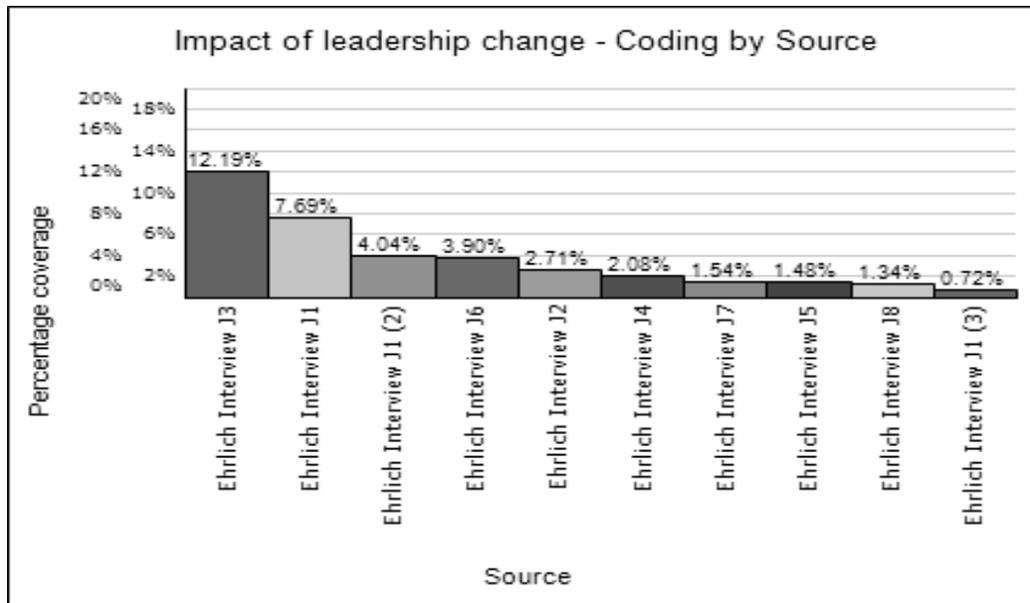


Figure 7 : Impact of Leadership Change

The impact of the leadership change was most profoundly explained by an administrator who is a direct report to the former and current leader as shown in Figure 7.

Non-native Employees

Many of the comments made by the non-native employees related to the emotional impact of the leadership change were similar to the native employees. As an example, when employee J11 was asked about the leadership change, she stated, “I think the sense of comfort definitely increased after, after the change... For me again, I didn’t have any, you know negative experiences (with the former leader). I was pretty neutral; but from a college to continue moving in a forward direction.” When asked if the Board of Directors should have included or considered soliciting input from the college employees, she stated, “Well, I think that few people, I mean you don’t need to have everybody in the college involved; but maybe a few key people within the college...So, in a sense, people would get their say if there was a search committee...Or you know, if they picked a few candidates like they did last time (former leader)

and give everyone a chance to submit feedback that way.” However, the non-native employee states later in the interview, “I think they (the board) couldn’t have not let her go (the former leader) and not had anyone in place just with the way the environment was. I don’t think internally people felt that could trust one another...I think it was a smart move for the board, maybe. Not that it was the right or wrong choice—just bringing in a neutral party (the current leader), you know, turbulent situation sometimes is the best thing to do...But from a college as a whole standpoint and for our culture, it seemed (bringing in the current leader) was a good thing. Change is always a challenge- just getting used to new ideas and perspectives. It’s been interesting to see to see how... to watch culture change, you know drastically and back; to see how people work together in times of challenge.”

Another non-native stated the emotional impact of the leadership change as, “There was still the uncertainty of who was going to keep their job...But there is still that sense of pleased and hopeful that the situation was going to improve and exhausted by though by having some through this all of this for a year.” When asked about the employee involvement in the decision-making process of hiring the new leader, J-8 stated it this way; “I would say we were definitely not consulted and that’s acceptable when bringing on a... You can’t have no leadership in the organization. I guess I would hope that they would be considered. I think the reason they (employees of the college), part of the reason that they weren’t was because everyone thought the former leader when she did her interviews, was a wonderful and the she was going to be a good president. But then she did not do what she said. So maybe, there’s a sense that, “What’s the point?” You know, why go through the process again if it’s not going to produce the results we want?”

When questioned further on the involvement of employees of the institution in the leadership choice, J8 stated, "I think they wouldn't have been able to come up with somebody we could agree on anyway. So it's probably just as well to have...And as long as he keeps letting things fall back to the way things were he will be accepted." When asked about the selection of the current leader, J8 posited; "Well, he was well known in the college and maybe the people around here, but I wouldn't know him from Joe Schmoe because I am not from this college or from around here...I'm not even sure what his connection was. I guess I didn't see him as quite the insider he is."

When asked about the cultural impact on the college and to herself, J8 stated, " Well, as far as I termed earlier, the organization was bleeding, literally...So some of the people are coming back now; so maybe what was lost can be re-gained...It's been interesting since I didn't know them to begin with."

The final interview was with an employee who was present shortly before the former president began losing her leadership power. When asked about her relationship to the current leader, she stated, "When you mention "current leader" I laugh because that position has not been made known to everybody, at least to me... That being said, I think it causes more anxiety, at least for me is that there was no calm before the storm. I felt like, Oh my gosh! What am I in here for? What's going on? What's happening around me? It wasn't a comfortable feeling at all. And then all the sudden the old people start coming back and...there was a kind of betrayal, I felt. I didn't feel comforted by this...I wanted to be part of the caring community and I didn't feel see that going on at that time. And I thought there was probably a better way to handle the publicity around it (the loss of the former leader) or the professionalism or lack thereof."

When asked if the way the decision to appoint the new leader was made, J12 stated her opinion. “I definitely thought there were more people that needed to be involved in that decision. The input would have been valuable. They may not have led to this direction or they may have. The outcome may have been the same, it may not have, but I think it would have been a great benefit to have people say, ‘you know this is what we are looking for...’”

Asking J12 this question led to an interesting response. Was the college able to make a coherent decision about the leadership change with the reported exhaustion and turmoil internally affecting the employees? “I think they would have chosen a new person. I think they were very anxious to get on and move on and to make things right, at least that’s the sense I felt...So I think they would have been capable of doing that.”

Though J12 knew the former president at a superficial level, she felt that the loss of the leader led to a carnival atmosphere. “Then when people starting saying and spilling their guts and saying they were glad...It was almost like they were having a party...That really saddened me. I didn’t appreciate it. It was almost a sense of betrayal. That it came into an atmosphere that wasn’t what it had presented itself to start with.” J12 found out about the leadership this way: “...Through people yipping and yaying and saying she’s gone finally and now we can move on to the things we were promised. It disheartened me to see what was going on.”

When asked about her level of emotional security, J12 mentioned; “I feel like an outsider looking in and being in that position, I don’t feel secure because there is nothing to be secure about yet. I feel like (the announcement of the new leader) could have been handled better. I don’t think there was any humanness to it, no gentleness...It was like things were a given. It would leave me even worried about my position and how are things going to be affected on my

position and very insecure. I feel sad about what happened. I continue to feel sad about what happened because people still talk.”

Native Employees

While there were three non-native employees that were interviewed, eight native employees participated in the research. Similar to the non-natives, some of the emotions and impact on the leadership change were quite similar. As an example, one native mentioned, “I was just sad the whole college community was not working as a team (under the former leader). This comment is in line with similar thoughts from the non-natives.” However, the emotional impact on the leadership change began to take on different course when similar questions regarding the leadership change and the felt emotions were asked. One respondent talked about the emotional roller coaster she felt with the leadership change. “After the leadership changed, I think again, you go through all that emotional cycle again. You get excited and think things are going to change and you’re confident in the beginning in your leadership change...It’s overwhelming because you know that a whole new work cycle starts with any new leader and they want information from you...At this point everybody became hopeful again and it seems and it seems to be calming down and the environment seems to be secure.” The employee goes on to state; “I just don’t hear complaining and morale seems to be back and stable and I feel like I can just do my job...”

When asked about how she perceived the leadership change, J7 put it in this perspective. “I don’t know if there’s ever truly a diplomatic way to handle that type of change. I mean it’s drastic,, it’s severe, it’s devastating, it’s for all parties involved, so I think it was handled well in this situation. I knew the person they appointed, so it wasn’t quite as scary to me...Although I do

know that some of the people were upset by the that appointment just because there was no input and no discussion and was just, “Here you go, here’s somebody to fill that warm body spot.”

When asked if it would not have been a good decision to have the input in the decision-making process, J7 said, “At that particular time, I think that is true.”

Next, J10 was asked if the decision by the board to appoint a leader with no input was a good idea. “Yeah, I think the board needed to do something. I probed further to see if the employees would have been able to make a good decision on the leadership choice.” No, I don’t think so. I think there were too many hurt feelings and I think, you know, he is a known commodity who has done good things, you know. I think that to bring in someone new in again and get to know them...that’s what people are saying to me now is they are not looking forward to bringing in someone new in again, you know. Because they don’t want to go through this. I’m pretty satisfied.”

When asked about how J7 felt about the appointment of the new leader, she responded “OK. Oh, I was happy for it; I thought it was a good choice. He was definitely a leader. We needed a leader. When asked about the emotional impact of the leadership change and the effects on employees at the institution, j7 said, “I think the board was in complete denial and I don’t know who...You know had much to do with this” (the leadership appointment). When asked to complete a sentence of how J7 was affected, she stated, “I felt relieved and secure.”

J3 is an administrator at the institution. When I asked how the change would affect her, J3 stated, “You know what does this mean for me? Do I still have job security? What kind of relationship will I have with this new person? It centered around me.” J3 responded to the question about if a search committee would have been beneficial in the leadership choice. “I guess the way it went (the leadership appointment) was not a surprise because the feeling, the

environment at the college had deteriorated...The fact that they (the board) just came around and announced didn't bother me personally...For me I felt it was the role of the board of directors and however they did that was purely their prerogative." The board did the best they could. (The board) attempted to communicate...in a very quick manner so as to squash the rumor mill from being faster than the official announcement." J3 was asked if there was anything lost in the appointment of the new leader. "I think the institution suffered a set-back (with the former leader) culturally and morale wise. The change in leadership, I believe had a very positive impact on those things. I was confident that there was going to be a change that directly affected me. I just wasn't sure what it was."

J1 is a faculty who has been employed for over 10 years. When asked about the former leader and her perception, she stated, ... "Almost immediately, trouble hit. And it just got worse during the year. When the new president came in, his leadership was clear from the beginning. His stability is amazing, comparatively...A lot of time was spent worrying about the institution itself last year and now it's like I can do what I was hired to do." J1 continued. "I was familiar with the current leader. I knew that his reputation preceded him...that this was a leader...I felt it was a brilliant stroke (by the board) to choose this person as the president and I actually used this phrase to one of the board members that I happened to talk to. I just felt it was a brilliant stroke to install somebody immediately who has instant credibility, immediate stature. He was not an unknown." When J1 was asked about how the appointment of the new leader was announced, she stated, "It was a total surprise. I didn't expect it. I had no idea who we were going to appoint...When the board members came to the committee meeting and said that this is what is going to happen, it was like, what a great idea! I'm not simply motivated to survive, to hold it together, but to look forward...It's more of a sense of looking forward, not treading water, "Keep

your head up, help is on the way.” As you know any time there is trauma you can extract good from it. There’s was just a new...a fresh...a freshness; a rejuvenation, calm relief.”

J5 also spoke of the calm attitude at the institution with the appointment of the new leader. “There’s a certain there’s a lot of more calm on campus. The new leader’s style is much more relaxed.” When asked about feelings about the leadership appointment, she stated, “I think there is some cautious optimism. I have not agreed with everything, but then I don’t have to...But I am cautious now because we’ve had enough time and some new...some new pieces have been put in place and it’s just caused me to have a little more caution than I did at the onset of the change. I asked J5 her feelings about the announcement and if the faculty had input into the leadership choice. “None that I am aware of. I was OK with it because this faculty and I still feel this faculty is reckless in their behavior. While they may have, it culminated with the removal of the last leader. I sensed that once the Pandora’s Box was opened the faculty would not stop. I mean our behavior as a faculty was so deplorable. I think it is best for the board to choose (the new leader). I think it was better for the board to have done that...In that energy of chaos; which quite frankly, I think the board has some responsibility for...in the way they hired the last leader. I think the board has a lot of responsibility here...I was disappointed the board took so long to read the signs in the college, what was going on.”

Conclusion

The use of the cards sort, drawings, and the interview processes all helped in creating a robust picture of the felt emotions of the leadership change at this institution. Comparing the emotions and responses of those who are natives or non-natives creates a compelling story that depicts the felt impact of the individual employee but also recognizes that certain differences between the two groups may be evident.

The card sort was an invaluable entrée in the interview process. In the body of this chapter, the words from the card sort are highlighted to display how and when the words were used. Often the card sort words were used throughout the interview. Whether these words would have been used to describe the emotional impact of the leadership change or if the card sort urged the employee to use these descriptors is yet to be determined. The word “exhausted” was used eight times in the narrative written for chapter four. This descriptive word was the most widely used word among the natives and non-natives alike. An apparent theme that came from the interviews was the exhaustion employees felt during the leadership change.

The drawings take on multiple themes including barriers and hurdles when depicting the felt relationship and emotional impact of the leadership change, although many drawings had a positive theme when portraying the appointment of the new leader. Nature scenes (flowers, water, sun, trees, birds, and other nature portrayals) dominated the drawings. While most of the respondents were at first uneasy or awkward about creating a drawing regarding the emotional impact of the leadership change, most appeared to use the drawings to help explain their feelings related to each leader separately. One respondent continued to fine tune and elaborate on her drawing during the rest of the interview. The employees’ drawings and descriptions are used throughout the study to describe the emotions and feeling they experienced during the leadership change.

The interview process and employee responses were yet another way to triangulate the information from the interviews. While many of the semi-structured questions were answered in the description in the card sort and the employee drawing, the ability to query the respondent further and gain even more nuggets of information was important. Once we reached the interview phase, a new theme emerged. Based on the responses from the employees, I began

asking every respondent to explain their feelings about the board of directors making the leadership decision without involvement about the staff and faculty of the institution. This theme did not appear with the card sort or interpreting the drawing. One challenge with the relaxed interview was the respondents were more at ease to take the interview questions in a number of different directions. As an example, a few respondents chose to use this opportunity to discuss their feelings related to a leadership change in their department or with a specific supervisor; rather than try to get them on my track, the researcher listened to their concerns and when possible, got them back on track with the leadership change at the institution.

One theme that created a great deal of interest for the respondents was the disparate emotions and feelings about the faculty and staff unaware of the leadership change and further selections of the new leader. While different philosophies were discussed, a demarcation between natives and non-native responses began to emerge. These will be discussed further in Chapter Five.

Overall, the methods for collecting information related to the leadership change were successful. Tying the response together, identifying relevant themes, and determining the next steps will be explored in Chapter Five. The information did lead to a series of themes which depicted the emotional impact on those who stayed after the leadership change and how these manifested with the former and current leader.

Chapter Five

Conclusions, Implications and Recommendations

In this study, *The Emotional Impact on Native and Non-native Employees Who Stay after an Internal Appointment of a Leader in a Higher Education Institution*, a number of research tools were used. These included respondent interviews, card sort of emotions one may feel in a major leadership change, and self-interpreted respondent drawings that depict the emotions felt with the leadership change, along with a thorough literature search. By utilizing a mixture of research methods and employee responses, a picture of the emotional impact of the leadership change and the specific effects felt by both the native and non-native employees is examined. Eleven employees were interviewed in a small Midwest college. Of the 11, eight were native employees. The natives are defined as an employee who is either a graduate of the institution being researched, has lived for more than five years in the community where the institution is located, or has received a degree or training from the institution. Three non-native employees were interviewed. They are defined as an employee who is not a graduate of the institution being researched, has lived in the community for less than five years, and has not received their degree or training from the institution. It was hoped that the responses from the two distinct groups of employees would glean information that could be used in understanding the unique views natives and non-natives have on a leadership change in a higher education facility.

During the interview process, care was taken to use questions that were not leading or used to elicit specific answers to the questions. By recognizing the need to remain as objective as possible, a reasonable comparison of the respondent's answers was achieved. The same resources, interview questions, and interview opportunities were offered to the respondents. All employees of the institution had the opportunity to participate in the interview; the only criteria

were that the employee was full-time, and had been employed while both the former and current leader were employees of the institution.

Every effort was made to balance the number of native and non-native respondents using the snowball effect (Patton, 2002). However, unknown to the researcher, the institution was preparing for graduation and time was at a premium for many of the employees. It was the initial goal to find 12 respondents, and was pleased that 11 responded to the interview.

The work on leadership change is nothing new to higher education. Studies by Kezar (1991), Kearney (2002), Kearney, Hyle & Ehrlich, (2006), Smart, Kuh, & Tierney (1997), Tierney, (1999) and many others recognize that leadership change has felt impact throughout the institution. It was after the researcher co-authored a research paper (2006) the recognition that disparate groups of employees responded differently to the interview questions when asked about leadership change. This research project began to peak an interest when the researcher discovered either respondents who were “new” to the institution referred to as non-natives in this research or those who were old hands with the institution (natives) responded to the appointment of an internal leader differently. While there was no reason to keep a formal record of these employees’ tenure at the institution under research, the researcher began to notice in the interview process, card sort and drawings that each group’s felt emotions were often quite different. It was then that the researcher realized that a formal definition and categorization of these two groups of employees might lead to an interesting contrast and comparison. This was also an opportunity to view the parameters that each group of natives and non-natives may fit in. In contemplating the parameters and defining the criteria that make each group discreet enough to create comparative groups of employees, the researcher defined the rules that eventually created natives and non-natives as unique cultural groups within most institutions of higher

education, or for that matter, most service type industries. These include health care, private and public school systems, not-for-profit agencies, and many others. While I believe this research could be applied to other industries and applications, my focus and interest is in higher education, and in particular small private institutions.

Coding the Information

Open coding was used to determine the appropriate themes to formulate ideas and themes that may exist in the interview process (Emerson, Fretz & Shaw, 1995). NVIVO[®] was used to code the information in specific categories. The transcript was read line-by-line to best determine the most appropriate themes to load in NVIVO 8[®]. While the majority of the respondent information centered on the emotional impact of the leadership change, A conscious effort was made to steer the responses to the personal felt emotions of the specific event of the leadership change. This, is important to note since the majority of the coded responses reside in the current leader coding and not so much in the former leader. The researcher was not as interested to find out the emotions during the former leader (which in the interviews was quite significant for some of the respondents) as much as to capture the impact of the new leader and the emotions leading up to and the selection process of the leader. Many of the codes fell out as the researcher was reading the detailed transcription notes. A few codes were assumed that would be used prior to the interviews, but as the researcher read the words from the respondents, it became clear other thoughts and emotions were apparent. One example was the impact of involvement with the selection of the new leader, an internal candidate known to many of the natives. It was no surprise that the non-natives viewed the leader's appointment with guarded responses. Ironically, the question about the relationship and eventual selection by the institution's Board of Directors of the current leader was not part of the original interview questions. this question was included

after conducting two interviews and realized this was an important emotion felt by the respondents.

Coding Categories

While the responses to the former leader were coded, the researcher chose to include only the current leader's codes and responses in Chapter Five. This is conscious of the fact the felt emotions are present with the former leader, but the value of the impact of an internal candidate and the employee emotions are the root of this research. Therefore, the researcher discussed the coding as part of the significance of the respondent's story of the leadership change and internal candidate appointment by the institution's Board of Directors.

Coding the Card Sort

Two categories of codes were used. One was *unpleasant* words related to the new leader's appointment. The other was *pleasant* words used to describe the new leader's appointment. Interestingly, the majority of the words that were used singularly were most often in the former leader's management and leadership style. There were no *unpleasant* words used to describe the new leader's selection. The respondents did mention *pleasant* words to describe the new leader's selection. These included such words as enhanced safety, happy, hopeful, pleasing, joyful, relieved, fulfilled, and peaceful. Other descriptive words were used in the interviews, but these pleasant words were used repetatively in the interviews.

Coding the College Environment

A significant amount of coding is found in the college environment. It should be noted that many of the descriptive words used in the card sort are also found in the college environment code. Some of the coded responses include: "Then, when the former president left and the board appointed a new president, immediately when this person came on board, this

person took steps to resolve some of the problems. It was like a good doctor was coming in to take care of us. I've heard that said many times. I think that the sense of comfort definitely increased after, after the change." "From a college as a whole standpoint and for our culture, it seemed like it would be a good thing. It's just then interesting to see how...to watch a culture change, you know, drastically and then change back; to see how people work together in times of challenge." "We just had that moment before, you know, we didn't know the new president's approach would be as wonderful as it seems to have been and just the uncertainty." "We were just cautious and guarded pretty much because at this particular point, you're bringing in a new parent, you know, that you've never met. So, you don't really know...you're coming off of an exiting parent and you're bringing in somebody else and you really don't know anything about them except what you've been told." "Meaning not as much turmoil, not as much chaos in the community—the college community."

These comments reflect the general attitude of the respondents and the perception of the college environment. No effort on the researcher's part was made to distinguish whether a native or non-native made the responses; the responses to the college environment were overwhelmingly positive.

Coding How the Change will affect the Employee

Many of the same emotions and feelings that surrounded the impact on the college community were found in how the change will affect the employee. Again, no effort was made to break out the native and non-native responses since the responses were very favorable. The comments include, "It was inevitable and necessary. I think everybody just kind felt a sense of relief and maybe looking to the future. I felt good that the negativity was going to be gone. It's made me look at leadership positions in a different manner." "I have always wanted to be in a

leadership position and now I'm looking to this leadership position and thinking, "Oh, oh, maybe, maybe not." For me, it's been a learning experience; although, there's been a lot of emotions attached with that learning experience." "To me it's definitely made me look at myself. I don't know how I'm going to be affected—that was more where I was concerned about. How was this going to affect me? The uncertainty never ended and it, you know, it was there from the beginning and it was there to the end, now. Only now, I don't think about it too much."

Coding the Appointment of a New Leader by the Board of Directors

The respondents expressed different feelings related to the Board of Directors method for selecting the leader. As an example, one employee stated she was unsure of the appointment and how it was determined; "I think that they should have given it a little more time than what they did. I think that the board should have met with at echelon leadership group, all the administrators and directors and discussed with them in, perhaps, a couple of different meetings about what they were considering, what their considerations were and get some input from staff and faculty. I guess I would hope that they (employees) would be considered." "I think that the reason that they, part of the reason that they probably weren't was because everybody thought the former president, when she did her interviews, was wonderful and that she was going to be a good president; but then, when she actually came into her position, she did not do what she said. So, maybe there's a sense that, "What's the point?" Well, I think that a few people, I mean, you don't need to have everybody in the college involved; but, maybe a few key people within the college..."

A few of the respondents felt the appointment was made with no input from the faculty and staff. Others felt the employees of the institution were incapable of making any sort of leadership choice and reasonable decision. Most of the native employees and a few of the non-

native respondents stated this in their interview. One example made by a native faculty was; ...
 “It was a brilliant stroke to install somebody immediately who had immediate credibility, immediate stature. He was not an unknown. That was excellent.” “When it was announced...when the board members came to the committee meeting and said that this is what’s going to happen, it was like, wow, what a great idea!”

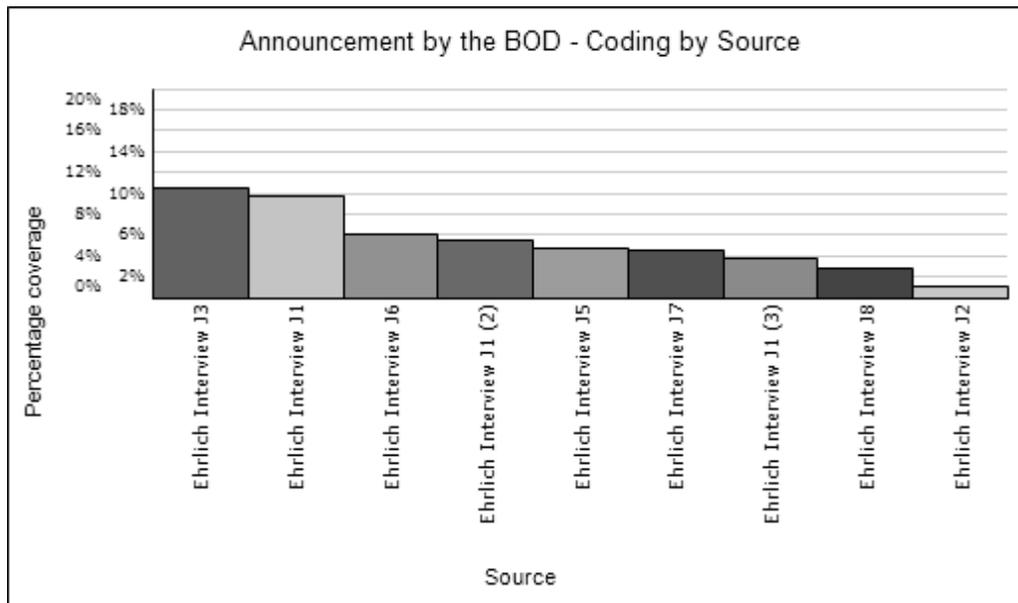


Figure 8: Reaction to Announcement by Board

Using NVIVO 8® to code the responses reflected the theme that the majority of the interviews with responses related to the Board of Directors choice of candidate are greater in percent with the native employees as shown in Figure 8.

When respondents specifically asked if the employees were capable of making a leadership choice in their previous environment a common comment was; “At that point? No, I don’t think so. Yeah, I think that the board needed to do something. I think that there were too many hurt feelings and I think that, you know, he is a known commodity who has done good things, you know.” “I think to bring someone new in again and get to know them...that’s what

people are saying to me now is they are not looking forward to bringing someone new in again, you know. I think it would be difficult to involve everybody in that large vote process, but, you know...I think that the board knows, you know, kind of what the college needs and, you know, from that they were able to pick someone who is familiar with the college.” “I think that that kind of helped, you know. Perhaps this final comment sums up the emotions felt with the leadership change; I think that internally people felt like they couldn’t trust one another. So, bringing in someone that wasn’t here during that time, I think seems like a smart move for the board, maybe.”

Overall, respondents felt the leadership change would not have been successful if the decision to choose the next leader was left to them. While this was not a theme the researcher originally planned to research, it has led to perhaps one of the most interesting themes in this study. For the most part, native respondents were more emphatic about the lack of ability to have the institution take much of a role in the leadership decision. Non-natives were overall opposed to the leadership appointment by the Board of Directors, though did agree it may have been a difficult task to have faculty and staff input with the leadership decision. These comments are based on the emotions, morale, and internal challenges with those who stayed after the leadership change.

Coding the Decrease/Increase of Stress with the Leadership Change

It came as no surprise that the stress level of the respondents decreased with the appointment of the new leader. Both natives and non-natives felt the appointment of the new leader immediately decreased with the appointment by the board. “I can compare it to someone exerting some kind of painful pressure on your arm or some other part of your body and then the pressure is relieved.” “There was just a new...a fresh...a freshness; a rejuvenation, calm, relief.”

... “it’s a good thing for the college. No question about that. I’m very motivated and very excited about where’s its going.” “I think everybody just kind felt a sense of relief and maybe looking to the future.” ...” Then the new leader came in with instant credibility based on the background and experience and virtually changed the morale and culture at the institution overnight.” ... “You felt like there was starting to get some kind of a balance.”

Coding for Impact of the Leadership Change

The felt impact of the leadership change was similar to those emotions described with the appointment of the current leader. While many of the emotions were mentioned in previous coding, an interesting comment came from this employee; “Some good did come out of last year. As you know, anytime there’s trauma you can extract good from it; so, relationships were strengthened last year that provided the foundation for the future.” For the most part, though comments such as these dominated the interviews. “Things that were going on that didn’t necessarily directly relate to me, but, you know impacted the college as a whole, I guess.” “I don’t think that I was as shocked maybe as others may have been or surprised and some were ecstatic.” “So, I thought that it seemed like a good move, you know, as a college for us to go forward.” “Not that it was the right choice or the wrong choice—just bringing in a neutral party into a, you know, turbulent situation sometimes is the best thing to do and they introduced him as a permanent figure.” “I guess relieved, I mean, just from the sense that the tension was gone...you know”? “I’m very motivated and very excited about where’s (The institution) its going.” “I don’t think we lost anything by the transition to the new president.

It was inevitable and necessary. I think everybody just kind felt a sense of relief and maybe looking to the future.” “I think the whole anticipation of the change and my position trying to continue to function appropriately without knowing what the leadership was going to be, what

the new direction would be. Just the whole thought of that was exhausting.” “Then the new leader came in with instant credibility based on the background and experience and virtually changed the morale and culture at the institution overnight.” “We didn’t know the new president's approach would be as wonderful as it seems to have been and just the uncertainty.”

These comments from employees show the immediate impact of the leadership change. “Instant credibility” and the “wonderful approach” are common themes related to the leadership appointment. While both groups of respondents expressed differences in how the leader was chosen and the employee involvement with the leadership change, in general, the overall impact of the internally appointed leader had a positive impact to the institution. Many of the native respondents expressed this feeling in their drawings, card sort, and interview. Even though the non-natives viewed the leadership change through a different lens, overall they also felt the newly leader made an instant impact on the institution.

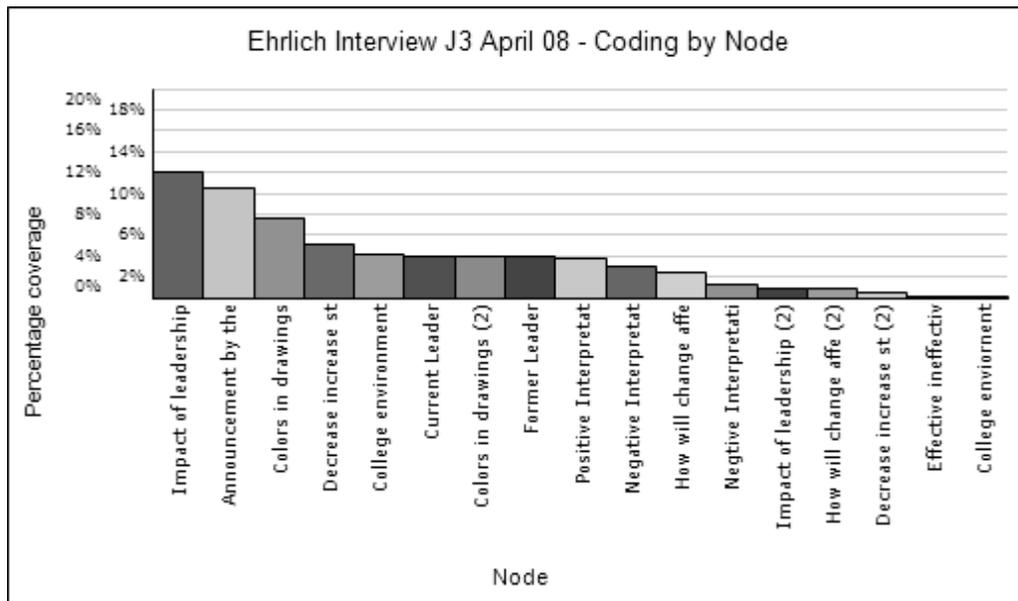


Figure 9: Emotions Felt by a Native Employee

An example of the relational emotions felt by a native employee in Figure 9.

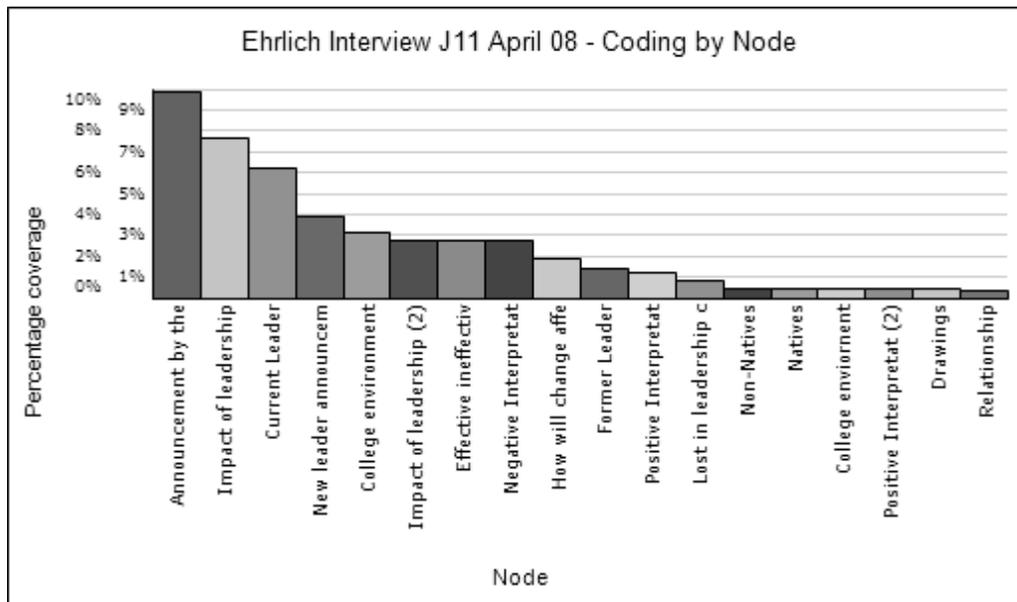


Figure 10: Emotions Felt by a Non-Native Employee

An example of the relational emotions felt by a non-native employee as shown in Figure 10.

Coding the Colors Used in the Respondent Drawings

Not every respondent used specific colors in their drawing that had certain meaning. However, a few of the respondents used colors to intimate emotions felt through the colors they chose. They described the colors this way: ...”but because, to me, the color green symbolizes hope and I feel very hopeful.” ...”the color of green is, of course, not only referring to new life, but to me, it’s the color of hope. Then I have a bluebird because I think of, you know, not the bluebird of happiness necessarily, but just, you know, optimistic.”... “well, I think, for me, I combined a chronological feeling of the change in leadership with a color that represented the feeling.”... “the purple is the darker color, starting with that because right before the change, you know, things seemed a little bit darker than lighter and then the next color is the black and that’s really towards the time when the change was going to occur and I think things were at its darkest

point.” “The orange at the other side represents the somewhat of a comforting feeling, but still, you know, it’s a little bit warmth but it’s still not quite sure.” “I think red is a good color but, for me, it represents the challenge that was coming up.” “Then, the blue, for me, is a very comforting, you know, we’re through the difficult times and it looks like things are going to be a little bit more smooth sailing—blue skies and that sort of thing.”

For many of the respondents, colors were specifically chosen to illustrate the emotional impact of the leadership change. Others simply used a color as a “tool”. It was used because it was convenient and had no specific meaning when completing the drawing.

Colors were used in some drawings because they added specific meaning and depth to the respondent drawing. These comments were brought out when I either asked why certain colors were chosen or the respondent mentioned the colors were used for a particular reason. In any case, with many of the pictures, specific colors played an important role in defining their drawing.

Coding the References for the Interview

The responses were coded under specific themes as shown in the Table 3 below. As the figure shows, the majority of the responses were coded under the themes of:

1. The announcement by the Board of Directors
2. Decrease/increase of stress with the appointment of the new leader, and
3. The impact of the leadership change

Coding for Current Leader	Number of References Found in Interviews	Percent of Coverage of Entire Document
Pleasant descriptors from card sort used with the new leader	3 references coded	.27% coverage
College environment	2 references coded	.86% coverage
Colors in respondent drawing	2 references coded	1.36% coverage
Positive interpretation	3 references coded	1.57% coverage
How will change affect the employee	2 references coded	.91% coverage
Positive responses to leadership change	5 references coded	1.84% coverage
Announcement of the new leader by the Board of Directors	7 references coded	3.89% coverage
Decrease/Increase of stress with appointment of new leader	5 references coded	3.49% coverage
Impact of leadership change	7 references coded	4.04% coverage
New leader announcement actions	3 references coded	2.36% coverage

Table 3: Coding Reference

Since the objective of this study is to explore the felt emotions of the leadership change with a candidate appointed by the institution's board of directors, the coding and comments made by the respondents related to the former leader were intentionally left off the coding grid. The former leader responses were coded and remain available, but after much deliberation, the researcher felt the responses and eventual coding did not add value to the study on the felt emotions during the leadership change. The overwhelming majority of the former leader responses were in direct relation with the leader's style and actions while the leader was at the institution. While this information may be useful for another study, the researcher did feel the employee responses led to information that would be useful for this research. Again, the

emotions of the former leader are important to how employees may respond to the newly appointed leader; however, many of the employee responses were legitimate feelings related the former leader but may not add any overall value to the felt emotions during the leadership transition and appointment of the leader.

Conclusions

Bennis (1989) states that making sure the “old guard” is not frightened with the idea of change is important to the success of the leadership change. Kearney (2003) mentions, that felt emotions in most organizations remains unchecked and ignored. The impact on organizational change has common elements that cut across environmental characteristics. Certainly, environmental characteristics such as those found in native and non-native employees are rich consideration for those choosing a new leader.

In this study, eight native and three non-native employees were interviewed to gain an insight into the emotional impact of the appointment of an internal candidate made by the Board of Directors after a rather troublesome year with a former leader. Special attention was paid to make sure there was no researcher bias in order to gain the most candid response from each employee. In doing so, some interesting information was gleaned from the interviews. As an example, the demographic profile yielded information that shows non-native employees did not feel particularly close to either leader, even though two of the three non-native employees were employed before the former leader took over. Native employees, however, felt an overall closer relationship to both leaders even though the time with both leaders was the same with all employees; an exception was one non-native who was there only a short time before the former leader was replaced. Perhaps this relationship with the leaders is more based on the feelings about the institution and not so much about the particular leader. A native faculty had this to say

about the leadership change. “Then, there was the change when the new president came along and I think that there was a feeling of relief kind of amongst the college and everybody seems to be satisfied, including myself; which, just overall culturally, we seemed to be secure, content, and relaxed again, which just makes things, you know, a lot easier and go more smoothly.” Comments about the college righting itself and gaining back its lost culture were mentioned often when interviewing the native employees.

Native and non-native employees have different emotions related to the leadership change. As an example, one non-native saw the leadership change as a questionable appointment by the Board of Directors. “I definitely thought that there were more people that needed to be involved in that decision. The input would have been more valuable. They may not have led to this direction of they may have.” Native responses were as a whole more in favor of the Board’s leadership decision. One native posited; “From my opinion it was done in a way that it should have been done. If we would have invited opinion we would, you know, it would have been another mayhem free-for-all; so, I actually think the way that they did it was very good.” These conflicting comments are important in understanding the dynamics of felt emotions of each group in a decision such as a leadership appointment.

The theoretical framework of Bridges (2003) three phases employees experience with a leadership change follow closely the responses and the emotions felt by those who stayed during the transition. When referring back to figure 2 and shown again in figure 11, the three phases of transition, employees often explained a transition of the emotions felt with the leadership change. It was helpful to use multiple sources to collect the information that depicted the feelings of the respondents. In many of the drawings, card sort responses and interviews, feelings of the loss of one leader, uncertainty of another, and the final new beginning of the appointed leader were

explored. Thus, using Bridges (2003) three-phase transition model helped in recognizing the impact on the leadership change on both native and non-native employees.

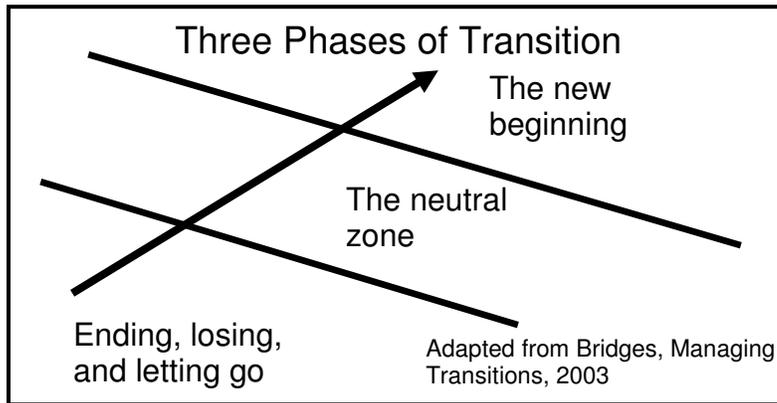


Figure 11: Three Phases of Transition

Implications

This study delivers implications for both researchers and practitioners. The necessity of understanding the emotional impact native and non-natives feel regarding the leadership change is vital information internally and externally to an institution considering a leadership appointment of an internal candidate. Researchers and leadership decision-makers can use this information to help in understanding the felt emotions of those employees who stay after the leadership change. Another consideration of this research is the pre-planning of those employees who may be most affected by the leadership change. Recognizing the emotional impact of the leadership change and the effects will help with planning for those who are uniquely affected by the leadership change.

Leadership change is an inevitable occurrence in many businesses; higher education is no different. Understanding the need for further discussion on how the leadership appointment proceeds is a vital element in a successful transition. In this study, a small Midwest institution

was consciously chosen due to the closeness many employees feel with the leadership position. In this study, a few respondents were in contact with Board of Directors on a fairly routine basis. This relationship may not be felt in a larger institution. The respondents also mapped their relationship with the current and former leader. This research was conducted at an institution that has closer ties to the leadership due to its size.

Recommendations

This study explores the relationship of those who go through a leadership change and the felt emotions that come from their perceptions of the change. The contributions of this study will allow those going through an imposed, internal change to recognize the different emotions and concerns of those who stay after a leadership change. One theme that extraordinarily impacted this research was the importance of the emotions felt by those towards the Board of Directors decision to appoint an internal candidate with no input from the employees. While for the most part the native employees agreed with this decision, the non-natives were more hesitant to accept the Board's appointment. While a few of the native respondents felt either that input from a select group, or the employees in general, may have been an option in choosing the new leader. However, the employees were quick to also mention that the atmosphere and dismal attitudes of the institution may have led to more disagreements and trepidation if left to the employees to be part of the decision-making process.

Non-natives, however, felt that more input and having a seat at the table for choosing the new leader were important. More negative responses and questions about how and why the choice of the internal leader was picked by the Board were mentioned in the interviews. While it may be argued that all employees want a piece of the change process and their voice heard, the new leader and those on search committees must make an effort to take measured risks in how

the change process will be carried out. In addition to these efforts, an institution's culture must overtly state and reward the value it places on these actions. The institution may need to position itself to recognize potential disruptions early and implement effective solutions. In turn these actions will help the survival of the leadership change and the felt threat some may feel in the institution (Conner, 1998). In cultures found in higher education, authentic decisions relayed to the leadership choice decision will have a positive impact (Harvey et al., 2006).

The information in this study can be used in helping to understanding the cultural dynamics found in a leadership change. Likewise, those who are orchestrating the leadership change can influence the cultural perceptions of the natives and non-natives.

This research is not limited to higher education. It may be possible to conduct this research in a healthcare setting, public or private schools, not-for-profits, or any other organization with a service feature and a close relationship among the leader and the employees. While the research may also be applicable to a business leader, it is important to recognize the closeness of the leader/employee relation. Once the relation strays too far from a felt relationship, employee impact may be minimal and the native/ non-native culture may feel little effect during a leadership change.

Employees that are native, non-natives, or any other culture may have a profound effect in how the organization responds to the leadership change. Perhaps viewing the leadership search as a human body system replete with moving arms, legs and a heartbeat add to the dimension of the working parts that make up the culture of the institution. The comprehensive effort of the system makes for a viable and action oriented body. Understanding the cultural aspects of an institution may be considered in a similar scenario. The system wide model of how and why the

new leader is chosen backed with a rigorous plan in choosing the most qualified candidate will target the overarching body of disparate cultures.

Recognizing the complexities of the internal cultural systems and the appropriate steps to insure the leadership decision and methodology for the appointment will create commitment rather than compliance (Juechter et al., 1998). This study touches on a unique group of employees. There is limited research related directly to the tenure of employees such as natives and non-natives and the emotional impact felt with a leadership change. Recognizing and planning for the emotional impact in leadership change, the institution can prepare by implementing transitional plans.

Developing a flexible culture during a leadership change will lead to a robust experience for the institution. Once an institution recognizes the potential impact that a leadership change may have and the emotional intervention that may be necessary will hopefully help in the leadership choice and transition.

This research addresses the issues surrounding the leadership change in a small higher education institution. While this study's primary focus is to explore the emotional impact of the leadership change on native and non-native employees, further research may be considered that address other cultural groups, either traditional in nature or those that have specific effect to the institution. Identifying the emotional issues that the leadership change creates and developing a plan to mitigate felt emotions related to the leadership change will provide a smooth transition in leadership. It is important for those who make the leadership decision such as Boards of Directors, search committees, and other leadership decision makers, to understand the emotional impact of the employees during a leadership change. Plans to address and mitigate the felt

emotions of those employees who stay during the leadership change may also lead to a faster transition and acceptance of the leader.

While this study addressed the leadership change within six months of the loss of one leader and the appointment of another, further studies may be appropriate to gather information on whether the emotions felt by the natives and non-natives changed over a specific period. A longitudinal study may be considered that addresses the same respondents' thoughts on the leadership change and whether the appointment and further actions by the new leader have felt emotional impact on the employees as they become more accustomed to the culture and leadership style of the newly appointed leader.

Appendix A

Application for Research Approval
College of Saint Mary
Institutional Review Board

Before submitting the application, the researcher must determine whether a full review or exempt review is required by consulting CSM’s IRB Guidelines, available from the IRB chair. The researcher must also follow the guidelines for submitting this Application, as outlined in the IRB Guidelines.

Full Review Expedited Review Exempt Review

The Emotional Impact on Native and Non-native Employees Who Stay After an Internal Appointment of a Leader in Higher Education Institution
Jeff Ehrlich
15854 Larimore Plaza
Omaha, NE 68116
316-640-0020

- I. Purpose of the Study. Briefly identify the specific aim of the research – why is the research being conducted? The purpose of this research is to explore the emotional impact on those who stay after the appointment of an internal candidate appointed to a leadership position in a higher education institution.
- II. Background and Rationale (Full Review only). What is the background and scientific rationale for the study? Include literature citation if relevant.
- III. Number of Participants Expected. 12-20. I will invite all employees of the college to participate
- IV. Characteristics of Participants. What are the specific inclusion criteria for participation? If there are participation restrictions (e.g., gender, race, religion, age, etc.), provide rationale as to why these restrictions are necessary. All employees are invited to attend. They must be employed at the time of the leadership change.
- V. Method of Participant Recruitment. Email invitation to all employees of the institution
- VI. Study Site(s). Where will the study be conducted? Considering Central Community College in Grand Island, NE

- VII. Description of Procedures (Full Review only). Identify exactly what participants will be doing in your study, as well as what will be done to participants. Identify all procedures, including audio or video recording, or observation of the participant.

- VIII. Confidentiality. Address how data will be kept confidential. Will any identifiers be used to specifically link data to an individual participant? If so, provide justification as to why identification of individuals is necessary. The participants will be identified with a number which will be used to match up with drawings, and demographic information only. Tapes and other notes will be stored at my home in a locked file. Once the tapes and notes are transcribed, they will be destroyed.

- IX. Informed Consent (Full Review only). The form should include full disclosure of the study. See Informed Consent Guidelines for full information.



March 27, 2008

Jeff Ehrlich
15854 Larimore Plaza
Omaha NE 68116

Dear Jeff,

The Institutional Review Board at College of Saint Mary has granted approval of your request, "**The Impact of Native and Non-native Employees Who Stay After an Internal Appointment of a Leader in a Higher Education Institution,**" at the March 17, 2008 meeting. The Committee has assigned approval number CSM 08- 07. The approval expires in one calendar year, March 27, 2009.

Attached is the "Rights of Research Participants" document. You are required to give each IRB research participant a copy of the document. Congratulations on your IRB approval and best wishes as you conduct your research!

Sincerely,

A handwritten signature in black ink that reads "Peggy L. Hawkins, PhD, RN, BC, CNE".

Peggy L. Hawkins, PhD, RN, BC, CNE
Professor
Chair, Institutional Review Board

IRB # CSM 08- 07
Date Approved March 27, 2008
Valid Until: March 27, 2009

Original Date: August 2006
Reviewed Date:
Revised Date: August 2006

Number 3.3

Approval of Major Project/Thesis or Dissertation Proposal

1. Students whose programs require a major project/thesis or dissertation as partial fulfillment for a graduate degree must file a proposal request and obtain approval by the program director, or designee, prior to the start of the activity.
2. A copy of the proposal must be attached to this form.
3. The Program Director approves eligibility to submit the request after the majority of the coursework is completed for the degree.
4. Upon receipt of the request, the Dean of Graduate Studies appoints a supervisory committee with experiential and educational expertise to evaluate the proposal. A minimum of three members is required. The student advisor chairs the committee.
5. The Supervisory Committee can approve, deny or require modifications to the proposal.
6. The student is informed in writing of the results by the advisor.

Proposal Request for Major Project/Thesis or Dissertation

Name _____ Student ID number _____

Date _____ Expected Date of Graduation _____

Degree Sought _____

Title of Major Project/Thesis or Dissertation _____

Institutional Review Board Category _____

Institutional Review Board Approval number and date _____

The proposal by the above named graduate student is granted approval to start the Major Project/Thesis or Dissertation as submitted under the supervision of the faculty advisor.

Advisor

Date

Supervisory Member

Date

Supervisory Member

Date

Associate Dean for Academic Affairs

Date

Appendix B

Letter of Invitation to Employees at the Institution to participate in the interview

To XXX Employees,

April 18, 2008

My name is Jeff Ehrlich, a student researcher at College of Saint Mary. As part of a research paper to satisfy the requirements for my Ed.D in Healthcare Leadership, I am conducting a series of interviews of staff, faculty, and administration in order to gain insight into the emotional impact felt by employees related to a leadership change in higher education. The study wishes to explore the emotions and feelings of employees related to the resignation of the former leader and the announcement of the new leader. You are invited to participate in this study, which will include a face-to-face interview lasting approximately 45 to 60 minutes in duration.

In particular, I am looking to interview employees who have been employed full time at XXX College since November 2007. I am most interested to learn more about the impact on those who are relatively new to XXX and those who have been employed for an extended period.

As the researcher, I agree to meet the following conditions:

1. I will audiotape our interview with your permission and transcribe the tape for the purpose of accuracy. I will give you a copy of the transcript so that you may see that I have captured your words correctly. At the end of the study, the tapes will be erased or destroyed.
2. I will assign a fictitious name on the transcript or you may choose one yourself. Your real name will not be used at any point of information collection.
3. Every effort to maintain your anonymity and privacy will be made before, during and after the interview.
4. Each participant will fill out a consent form outlining the responsibilities of the researcher and rights of the participant

As participant in this research, you are entitled to know the nature of my research. You are free to decline to participate, and you are free to stop the interview or withdraw from the study at any time. No penalty exists for withdrawing or choosing not to participate.

If you are interested in the interview, please contact me with a choice of dates and times, which I will add to the calendar. If none of the times or dates work, please let me know and we will find a more suitable time to interview.

Dates and times available: (on one-hour increments)

April 24, 2008 8:00 AM until 6:00 PM

April 25, 2008 8:00 AM until 6:00 PM

I am happy to meet at other times with you if neither of these dates or times works for you

Thank you for considering participating in this interview. Please contact me at jdehrlich@cox.net, or 316-640-0020 with any questions or times you are available for the interview.

Appendix C

Consent Form for Class Research Activity



IRB# CSM08-07

The Emotional Impact on Native and Non-native Employees Who Stay After an Internal Appointment of a Leader in a Higher Education Institution

Invitation

You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to take part. If you have any questions, please ask.

Why are you being asked to be in this research study?

You are being asked to be in this study because you were employed with the former leader and the newly appointed leader. You are also a full time employee of XXX College.

What is the reason for doing this research study?

The purpose of this research is to explore the emotional impact on those who stay after the appointment of an internal candidate appointed to a leadership position in the institution. In an era of prolific change in key leadership positions, employee reactions to the change must be considered as an important impact to the overall functionality of the institution.

What will be done during this research study?

Respondents will be part of a semi-structured interview, eliciting their experiences with the leadership change.

What are the possible risks of being in this research study?

There are no known risks to you from being in this research study.

What are the possible benefits to you?

You are not expected to get any benefit from being in this research study.

What are the possible benefits to other people?

This study will advance the knowledge of the emotional impact on leadership change in a small college.

What are the alternatives to being in this research study?

Instead of being in this research study you can choose not to participate.

What will being in this research cost you?

There is not cost to you to be in this research study.

Will you be paid for being in this research study?

You will not be paid nor compensated for being in this research study.

What should you do if you have a problem during this research study?

Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the end of this consent form.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB) and any other person or agency required by law. The information from this study may be published in scientific journals or presented at scientific meetings but your identity will be kept strictly confidential.

What are your rights as a research participant?

You have rights as a research participant. These rights have been explained in this consent form and in *The Rights of Research Participants* that you have been given. If you have questions concerning your rights, talk to the investigator or call the IRB telephone 402-399-2400.

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator, The College of Saint Mary, or XXX College. You will not lose any benefits to which you are entitled.

If the research team gets any new information during this research study that may effect whether you would want to continue being in the study, you will be informed promptly.

Documentation of informed consent

You are freely making a decision whether to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study.

If you have any questions during the study, you should talk to one of the investigators listed below. You will be given a copy of this consent form to keep.

If you are 19 years of age or older and agree with the above, please sign below.

Signature of Participant: _____ Date _____ Time _____

My Signature certifies that all the elements of informed consent described on this consent form have been explained fully to the participant. In my judgment, the participant possesses the legal capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Investigator: _____ Date _____

Authorized Study Personnel

Principal Investigator: Dr Peggy Hawkins Phone number 402- 399-2658

Secondary Investigator: Dr Pat Morin Phone number 402-399-2495



THE RIGHTS OF RESEARCH PARTICIPANTS*

AS A RESEARCH PARTICIPANT ASSOCIATED WITH COLLEGE OF SAINT MARY YOU HAVE THE RIGHT:

1. TO BE TOLD EVERYTHING YOU NEED TO KNOW ABOUT THE RESEARCH BEFORE YOU ARE ASKED TO DECIDE WHETHER OR NOT TO TAKE PART IN THE RESEARCH STUDY. The research will be explained to you in a way that assures you understand enough to decide whether or not to take part.
1. TO FREELY DECIDE WHETHER OR NOT TO TAKE PART IN THE RESEARCH.
2. TO DECIDE NOT TO BE IN THE RESEARCH, OR TO STOP PARTICIPATING IN THE RESEARCH AT ANY TIME. This will not affect your relationship with the investigator or College of Saint Mary.
3. TO ASK QUESTIONS ABOUT THE RESEARCH AT ANY TIME. The investigator will answer your questions honestly and completely.
4. TO KNOW THAT YOUR SAFETY AND WELFARE WILL ALWAYS COME FIRST. The investigator will display the highest possible degree of skill and care throughout this research. Any risks or discomforts will be minimized as much as possible.
5. TO PRIVACY AND CONFIDENTIALITY. The investigator will treat information about you carefully and will respect your privacy.
6. TO KEEP ALL THE LEGAL RIGHTS THAT YOU HAVE NOW. You are not giving up any of your legal rights by taking part in this research study.
7. TO BE TREATED WITH DIGNITY AND RESPECT AT ALL TIMES.

THE INSTITUTIONAL REVIEW BOARD IS RESPONSIBLE FOR ASSURING THAT YOUR RIGHTS AND WELFARE ARE PROTECTED. IF YOU HAVE ANY QUESTIONS ABOUT YOUR RIGHTS, CONTACT THE INSTITUTIONAL REVIEW BOARD CHAIR AT (402) 399-2400.

*ADAPTED FROM THE UNIVERSITY OF NEBRASKA MEDICAL CENTER, IRB WITH PERMISSION

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Appendix D

1. Tell me about your experience of the change from the time of the announcement until now
 - What did you think of it?
 - How did you feel about it?
 - How did you come to understand it? Who or what helped in this?
2. Has the change in leadership affected your daily life?
 - Responsibilities?
 - Relationships?
 - Motivation or commitment?
3. What actions did you take to decrease the effect on you?
4. What did the university lose in the change, either temporarily or permanently?
 - Identity?
 - Coworkers?
 - Sense of comfort?
 - Security?
5. In what ways has the emotion played a different role in your work life during the change?
6. Take me back to the initial announcement... How did you find out about the change?
 - What were your initial thoughts and feelings?
 - When did you know what its impact would be on you?

7. How was the announcement handled in a way that made it easier or harder for the people affected?
 - What was its effect on you?
 - Describe your feelings when you woke the next morning and realized it was a work day
 - Complete this sentence: *When I realized how I would be affected, I felt...*
8. How did you feel towards those making the change decision?
9. What has it been like for others making this change? In what ways do these emotions apply to you?
10. How has your team or organizational identity been affected?
 - Your position?
 - Your sense of value?
 - Your sense of stability?
 - A clear knowledge of what you are to accomplish?
11. If you could say anything you wanted to those who made the decision about the leadership change impact on you, and were assured of no repercussion, what would you tell about how this has affected you?
12. Did you initially experience any inability to grasp the situation's effect on you or have trouble comprehending it?
13. Did you feel a sense of loss or sadness that drained your energy and motivation?
14. In what ways does hope have a role in your feelings or reactions?
 - When did hope become a key emotion?

Appendix E

Pleasant Feeling Words

Adequate	Delighted	Generous	Loved
Affectionate	Determined	Glad	Peaceful
Befriended	Eager	Gratified	Pleasant
Bold	Ecstatic	Happy	Pleased
Calm	Enchanted	Helpful	Proud
Capable	Enhanced	High	Refreshed
Caring	Energetic	Hope	Relaxed
Challenged	Energized	Important	Relieved
Charmed	Enjoyed	Impressed	Rewarded
Cheerful	Excited	Infatuated	Safe
Clever	Fascinated	Inspired	Satisfied
Comforting	Fearless	Joyful	Secure
Confident	Free	Kind	Sure
Content	Fulfilled	Loving	Warm

Lists derived from *Caring and Sharing* by Robert D. Myrick and Tom Erney (2000) and *Death and Dying* by Elisabeth Kubler-Ross (1969)

Feeling Words to be Included in Emotions Card Sort

Unpleasant Feeling Words

Abandoned	Distraught	Left Out	Sad
Alone	Disturbed	Lonely	Scared
Agony	Dominated	Longing	Shocked
Ambivalent	Divided	Lost	Skeptical
Angry	Dubious	Mad	Sorrowful
Annoyed	Empty	Maudlin	Startled
Anxious	Envious	Mean	Strained
Betrayed	Exasperated	Melancholy	Stupid
Bitter	Exhausted	Miserable	Stunned
Burdened	Fatigued	Nervous	Tenuous
Cheated	Fearful	Numb	Tense
Cold	Flustered	Overwhelmed	Threatened
Condemned	Foolish	Pain	Tired
Confused	Frantic	Panicked	Trapped
Crushed	Frustrated	Persecuted	Troubled
Defeated	Frightened	Petrified	Uneasy
Despair	Grief	Pity	Unsettled
Depressed	Guilty	Pressured	Vulnerable
Destructive	Intimidated	Quarrelsome	Weak
Devalued	Irritated	Rage	Weepy
Diminished	Isolated	Rejected	Worried
Disbelief	Jealous	Resentment	

Appendix F

Demographic Profile

ID# _____.

This study is for learning about the reactions of individuals in the process of organizational change. Your answers will help to determine the impact of certain personal and organizational variables related to the experience of change.

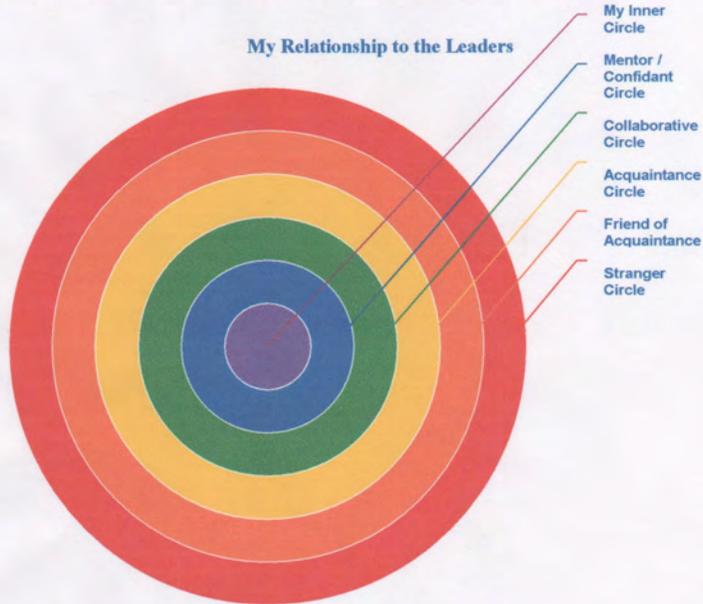
1. Gender (please circle one)? F M
2. Age (please circle one)? 21-29 30-44 45-58 59-73 74+
3. What primary position do you currently hold **in this university** (please circle one)?
 Staff Adjunct Faculty Faculty Administration
 Time served in this position: _____ years, _____ months
 Total time served at this university: _____ years, _____ months
4. What voluntary, elected or paid positions (i.e. faculty council, accreditation oversight committee, adjunct position, etc.) have you served **in at this university**?

-
5. How many total years have you been in education (please circle one)?
 0-3 4-6 7-9 10-20 21-35 35+
 6. In the chart that follows are six rings that represent relationship boundaries you have in the university.
 - **Purple** - represents you and those that are the closest to you – privy to your private feelings of strengths, weaknesses, concerns, fears, and joys.
 - **Blue** - represents those in whom you confide (i.e. mentors & confidants).
 - **Green** - represents those in whom you collaborate with or against; you know their strengths and weakness (i.e. friends & enemies).
 - **Yellow** - represents those with whom you have an acquaintance.

- **Orange** - represents those who are friends with your acquaintance; you only know through loose connections.
- **Red** - represents those who are strangers in your life.

In the colored ring put an

1. **X** in the location that best represents your relationship with the *former* leader and;
2. **O** that best describes your relationship with the *newly appointed* leader.



Key: X – Former leader relationship
O – Newly appointed leader relationship

From M. P. Champagne and L. Walker-Hirsch, 1993, *Circles I: Intimacy & Relationships*.

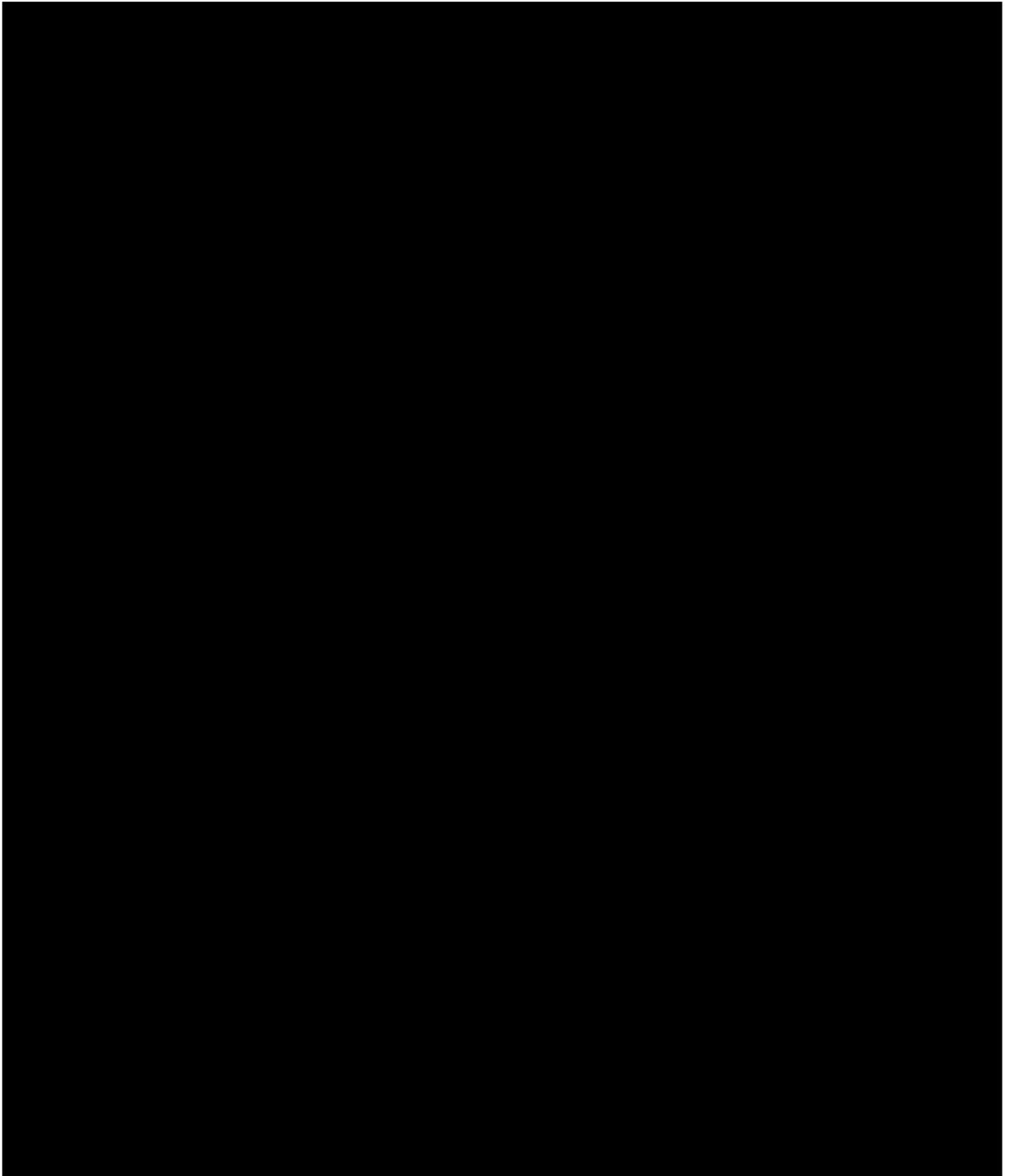
Appendix G

Provisions and Instructions for Drawings

Each participant will be provided two pieces of white, 8 ½" x 11" paper as well as a set of colored markers or crayons. The time allotted for the drawing activity will not exceed twenty minutes per person. The researcher will move away from the respondent while he or she is drawing but remain in the general vicinity.

The following instructions will be given verbally: "Draw a picture or series of pictures that describe what this change has been like for you. If possible, try not to use words. You are not going to be evaluated on your artistic ability. Matchstick people, for example, are fine."

Appendix H



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