

A phenomenological study of organizational change in an
urban community college system

by

Leslie Rodriguez-McClellon

B.A., Langston University, 1989
M.Ed., Langston University, 1997

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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College of Education

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Manhattan, Kansas

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Abstract

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). A qualitative research method, specifically, a phenomenology approach, was used to evidence the lived experiences of participants during this phenomenon. Fourteen full-time administrators, faculty, and staff were selected through the purposeful and systematic sampling process. Participants must have worked for HCCS three years or more. This study investigated the initiation of organizational change, the framework selected for transformation, and the lived experiences of individuals during this process. Kotter's eight stages of change were employed for transformation into a matrix organizational. Seven major themes and three minor themes represent the findings depicting the essence of participant experiences with the change process and matrix structure. The study's findings indicate change being initiated with the appointment of a new chancellor and the need for centralization to increase efficiency as the reason Kotter's change process was selected. Implementation was described as top-down but involved stakeholder input in multiple forums, multichannel communication, and transparency. Institutional size and entrenched environmental habits raised communication barriers making change difficult. Participants described experiences consistent with the change cycle model but described the change process as positive and satisfying. Participants described the matrix as producing an incomplete cultural change, making some processes more frustrating and confusing. Implications of this study found organizational change strategies, leadership characteristics and skillset, and the human need important to transformation.

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Approved by:

Major Professor
Dr. Christine Johnson McPhail

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—Joanna Russ

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“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

—Margaret Mead

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Now back to my bucket list...

Dedication

I dedicate this dissertation to Sydney A. McClellon, Marva S. Jackson, my family, and my friends — young and old, near and far who supported me and expected me to complete this journey of my life. You kept me motivated when I could not motivate myself.

“I know for certain that we never lose the people we love, even to death.

They continue to participate in every act, thought and decision we make.

Their love leaves an indelible imprint in our memories.

We find comfort in knowing that our lives have been enriched by having shared their love.”

---Leo Buscaglia

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Chapter 1 - Introduction

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

– Buckminster Fuller

Historically, U.S. community college leaders have faced calls for reform. Specifically, the reform leaders have urged community college leaders to commit to renewing themselves for student and workforce success. Current reform calls are significant, considering the immediate and future needs for student success and workforce demands of the country. Pusser and Levin (2009) stated, “Change in community colleges has historically occurred at the margins, through assistance to student populations, which has made a difference to individuals but not large groups, institutions, or systems” (p. 6). In this historic moment for U.S. community colleges, leaders of the American Association of Community Colleges (AACC) has requested that institutional leaders renew their commitment to student success. Walter Bumphus (2010), President and CEO of AACC, stated, “We need to completely reimagine community colleges for today and the future” (para. 3). In 2009, President Barack Obama outlined his plans for the American Graduation Initiative. The president emphasized the critical role of community college leaders in educating and training students and adults for future jobs to keep the United States economically competitive. President Obama stated:

Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms but one that will help us thrive and compete in the global economy. It is time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future. (Obama, 2009, p. 6)

Although reform is not a new phenomenon, it has been unsuccessful considering decades-long forecasts for national education needs. Former Secretary of Education, T.H. Bell, established the National Commission on Excellence in Education to produce and publish the report, *A Nation at Risk: The Imperative for Educational Reform (ANR)*, for the nation. Published April 1983, ANR focused on K-12 education and acknowledged higher education reform due to advancements in technology impacting homes, offices, industry to include health, construction, manufacturing, education, and military (National Commission on Excellence in Education, 1983). A significant prediction from the National Commission on Excellence in Education (1983) affecting higher education was that the workforce of 1983 would make up 75% of the workforce by 2000. This workforce would be unskilled for jobs of the future: “These workers, and new entrants into the workforce, will need further education and retraining if they—and we as a Nation—are to thrive and prosper” (National Commission on Excellence in Education, 1983, p. 20). The National Commission on Excellence in Education (1983) described the world as “one global village” and stated, “Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world” (p. 20). Also addressed in this report was building a strong foundation in aspects of teaching, learning, and reforming the American education system, K-12, and higher education, with the help of all stakeholders (National Commission on Excellence in Education, 1983). The report provided recommendations for higher education:

Adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. This will help students do their best educationally with

challenging materials in an environment that supports learning and authentic accomplishment. (National Commission on Excellence in Education, 1983, p. 23)

Student Right to Know and Campus Security Act of 1990 (SRK) created accountability measures and institutional performance for higher education. The bill included four parts:

1. Title I – SRK,
2. Title II – Crime Awareness and Campus Security,
3. Title III – Calculation of Default Rates, and
4. Title IV – Conforming Regulations (Student Right to Know and Campus Security Act, 1990).

Before 1990, student access was an important initiative in higher education. SRK focused on institutional performance and created accountability measurements. Institutions were required to publish completion and graduation rates as part of the accountability measurement required by the U.S. Department of Education. Although SRK created these measurements, it took five years to define graduation rates, more than 10 years before the measure went into effect, and 13 years later for institutions to publish outcomes, create incentives for high performing colleges, and increase financial aid to students of high performing institutions, as proposed by President Obama (Bailey et al., 2015, p. 5). Bailey et al. (2015) summarized, “The sequence of events indicates that a concrete and consistent national focus on postsecondary outcomes associated with SRK reflect a very recent phenomenon” (p. 5). Twenty-eight years after its start, SRK was fully implemented.

Reform initiatives of the 21st century have again urged community college leaders to look differently at organizational change. President Obama concentrated on reforming higher education partly due to America’s declined ranking to other nations. Bailey et al. (2015) noted

that among 25- to 34-year-olds, America dropped from fifth in 2005 to 12th in the world by 2011 (p. 6). Other influential factors included low graduation rates, changing labor markets, and increased cost of attendance. Interest in college-completion-related reform shaped efforts by the Lumina Foundation, Bill and Melinda Gates Foundation (n.d.), and other private philanthropic foundations. The Lumina and Gates foundations launched initiatives, *Achieving the Dream: Community Colleges Count and Postsecondary Success*, with strategies to address educational reform (Bailey et al., 2015, p. 7; Bill & Melinda Gates Foundation, 2017). To rectify reform issues, Bailey et al. (2015) suggested, “Deeper organizational change likely needs to be supported by a more concrete set of reform plans, accompanied by an explicit strategy to win over and engage faculty, staff, and administrators” (p. 12). The reformists also necessitated institution leaders to rethink and redesign frameworks established in the 1960s and 1970s to create future concrete reform, entire frameworks, and rethink the institution's culture and organization (Bailey et al., 2015). Bumphus (2010) supported reform for community colleges with the creation of the 21st Century Commission comprised of 36 constituents and experts to examine community colleges challenges and opportunities:

We do not intend to be timid or superficial in confronting the hard choices and need for innovative thinking our leaders face in the coming decades. We will focus the collective intellect of the commission on such issues as use of disruptive technologies to speed learning and the redesign of structures, calendars and processes to better match the needs of our increasingly diverse student population. We will also not shy from criticism, such as our perceived need to be all things to all people. (PR Newswire, 2011)

The AACC (2012) supported the framework of rethinking reform and reimagining community colleges. The AACC (2012) detailed 3 R's as foundational recommendations to guide reform within institutions:

1. redesign students' educational experiences,
2. reinvent institutional roles, and
3. reset the system to create incentives for student and institutional success. (p. x)

The AACC (2012) challenged institutions to reform and adequately educate the population for “economic growth, a vibrant democracy, and help reclaim the American dream” (p. vii). The AACC (2012) acknowledged that implementing the 3 R's, and the seven recommendations would “require dramatic redesign of these institutions, their mission, and most critically, their students' educational experiences” (p. 1).

Problem Statement

Despite the fact that researchers, legislators, policymakers, and practitioners requested reform and transformation of community colleges; evidence from Bailey et al. (2015) and the foundational reports outlined in this study disclosed that many community college leaders appeared unable to identify or implement systemic strategies needed to address change. McClenney (2013) stated, “While innovation is relatively easy, transformation is horrendously difficult, and cultural change is at the heart of the work. The undertaking is intellectually challenging, administratively complex, and (too often) politically risky” (p. 27). The AACC (2012) found that in the past two decades, community college leaders had afforded educational opportunities to a diverse student population but established that institution leaders must redesign for “new times” (p. 9). This redesign of community colleges required leadership to be “committed and courageous” (AACC, 2012, p. 17) to implement systemic change. According to

AACC, other necessities to implementing “effective institutional change,” and strengthening infrastructure support included “strategically focused professional development programs, technologies for learning and learning analytics, and institutional capacity for collecting, analyzing, and using data to inform a student success agenda” (AACC, 2012, p. 19). On implementing these reform strategies, AACC (2012) concluded, “Aided by these structural supports, community colleges can embark and persevere on the journey of change” (p. 19).

The literature supports engaging internal stakeholders in the change process, creating strategies to overcome change obstacles for sustainable reform, and inspiring the courage and commitment leaders need to implement change. Deep organizational change is identified as a mechanism to address 21st-century challenges, but institution leaders have struggled to determine clear reform plans and strategies that engage faculty, staff, and administrators (Bailey et al., 2015). Despite the expansive research on community college reform efforts, researchers did not examine the lived experience of individuals during reform efforts in higher education. Therefore, there is a gap in the literature examining the lived experience of individuals during institutional reform and organizational change.

Purpose of the Study

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). This researcher investigated the initiation of organizational change in the system, the framework selected for transformation, and the lived experience of individuals during this process.

Research Questions

1. How did participants describe the factors that initiated the change process?

2. How did participants describe the contributing factors in selecting the change process model?
3. How did participants describe the implementation of the HCCS change process?
4. How did participants describe the characteristics of the HCCS environment that make change difficult?
5. How did participants describe their experience with the selected change model?
6. How did participants describe their experience during the change process?
7. How did participants describe the integration of the matrix principle in the organizational change process?

Research Method

The researcher selected the qualitative methodology to study the phenomena of transformational change that occurred at Houston Community College. Creswell and Poth (2018) utilized elements of Denzin and Lincoln's (2011) definition of qualitative research to conclude the following definition of qualitative research:

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (Creswell & Poth, 2018, pp. 8-9)

Phenomenology is the approach used by the researcher to evidence the lived experiences of study participants during the phenomenon of organizational change. Creswell and Poth (2018) defined a phenomenological study “as the common meaning of several individuals of their lived experiences of a concept or phenomenon” (p. 75). The core of the lived experience is “how and what” (Creswell & Poth, 2018, p. 75) a group of individuals will experience a common phenomenon (e.g., grief). Therefore, researchers can use phenomenology to take a common experience by individuals and reduce it to a meaning where others can “grasp the nature of the thing” (Creswell & Poth, 2018, p. 20). Phenomenology is the best approach for this research, further detailed in Chapter 3.

This researcher examined the change process of the HCCS. The researcher examined the system's need for change, the process used to initiate organizational change, and the lived experiences of participants during the change process. The data collection for this examination included conducting face-to-face interviews with a sample population and a review of archived or current documents relevant to the change process.

Conceptual Framework

Two conceptual frameworks guide this study. HCCS utilized Kotter’s (2012) eight-stage change process to transform the college and change into a matrix organizational structure. Kotter’s (2010) eight-stage change process was introduced to business and industry for leaders to use to realize organizational change. The eight stages, accompanied by eight steps that can derail the change process, are the user’s investment to a better organization (Kotter, 2012). The matrix is an organizational structure that allows one or a group of employees to have two managers. Commonly used in business and industry, managers can use the matrix to manage employees in horizontal and vertical directions, hence the matrix structure (Usmani, 2019). The researcher

explored the lived experiences of participants during the change process that resulted in HCCS transforming from a traditional bureaucratic structure to the matrix structure organizational structure.

Significance of the Study

This researcher aimed to contribute to the literature and provide practices within community colleges. The analysis of the findings may provide a roadmap or guidance for other institutions to follow before and during organizational transformation. Findings may also inform community college leaders about how to reform their organizational structures. The contribution to the literature may also include the findings of the study and the lived experiences of participants.

The findings of this study might shed light on how community college leaders can reform their organizations. Conclusions of past reform efforts include institution leaders utilizing frameworks established in the 1960s and 1970s to improve performance without addressing deeper organizational change or college leaders not reimagining the school for needs in the 21st century (Bailey et al., 2015; Bumphus, 2010). Findings from my study can suggest the use of the basic matrix model for organizational structure change. National 21st century needs require graduates to attain enhanced technology skillsets and other labor market needs. Providing quality education and improving graduation rates for a highly skilled workforce are other reasons that transformation is necessary (Bailey et al., 2015; Obama, 2009). College leaders can no longer rely on old systemic practices or allow cultural hindrances that impede leaders to rethink and reimagine the institution. Leaders of institutional transformation require bold steps by stakeholders to redesign, reinvent, and reset the institution.

Leaders transforming community colleges are essential to the current and future workforce needs of the nation, yet past reform efforts and independent institutional change have proven difficult. College leaders can use organizational change to provide quality education and exceed expectations of student success. Still, transformation is risky and challenging. Leaders should understand that change is inevitable and does not reverse individual or organizational resistance to some or all change efforts. Although not easy, successful transformation is attainable if leaders and stakeholders avoid common errors of the change process and acknowledge the importance of the human experience during transformation.

The significance of this study was to provide other institutions practices for initiating an organizational change process. Institution leaders could benefit from the lived experiences of participants working at HCCS to understand how this complex organization implemented a change process.

Limitations

The researcher was a novice in independent research of this magnitude. Although the researcher participated in completing a dissertation during a class project and assisted a doctoral candidate with their data collection, this researcher completed the doctoral journey based on self-interest. Therefore, the researcher expected to make novice mistakes and conceded to a learning curve for this study. Data collection began in July 2018 during the summer semester. The researcher understood the academic period could affect the sample size, participant availability, and scheduling. Finally, the researcher resided in Shreveport, Louisiana, four hours from the research site of Houston, Texas. Unanticipated events concerning travel or scheduling could delay the interview process.

Definition of Terms

Business Model Canvas: A strategic management and entrepreneurial tool that allows organizations to describe, design, challenge, invent, and pivot their business model (as cited by Alexander Osterwalder, n.d.).

Change: make (someone or something) different; alter or modify. the act or instance of making or becoming different.

Conceptual Framework: Conceptual frameworks (theoretical frameworks) are a type of intermediate theory that attempt to connect to all aspects of inquiry (e.g., problem definition, purpose, literature review, methodology, data collection and analysis). Conceptual frameworks can act like maps that give coherence to empirical inquiry.

Organizational change: Organizational change refers to the alteration of organizational purposes and processes by Levy and Merry in 1986 (as cited in McKinney & Morris, 2010, p. 190).

Organizational Change Process: a process in which a large company or organization changes its working methods or aims, for example in order to develop and deal with new situations or markets: Sometimes deep organizational change is necessary in order to maintain a competitive edge.

Organizational structure: Organizational structure consists of the following dimensions: (a) departmentation, (b) line and staff, (c) coordination, (d) levels and span of control, (e) authority hierarchy, and (f) delegation by Gary Dessler in 1980 (as cited in White, 1990, p. 3). Organizational structure also refers to the arrangement of the interaction of characteristics of the institution that establish patterns of authority, communication, planning, decision making, workflow, control, organizational (reporting) relationships, and rules by Owens in 1981 (as cited

in White, 1990, p. 3). Moreover, organizational structure refers to “a group of people, working toward objectives, which develops and maintains stable and predictable behavior patterns” (White, 1990, p. 4) and identifies the structural characteristics as growing out of tasks performed in the organization, while being seen in the form of different work systems and types of departments by Tosi, Rizzo, and Carroll in 1986 (as cited in White, 1990, p. 4).

Paradigm paralysis: Barrier to paradigm shift as it is the inability or refusal to see beyond the current modes of thinking.

Paradigm shift: A fundamental change in approach or underlying assumptions.

Reform (Education or Higher Education): Education reform is the name given to the goal of changing public education.

Situational awareness: Knowing what is going on all around you by having the ability to identify, process, comprehend, and respond to critical elements of information regarding the environment in which you are located.

Restructuring: Restructuring involves changing the structural archetype around which resources and activities are grouped and coordinated. Company leaders commonly organize around function, business line, customer segment, technology platform, geography, or a matrixed combination of these (Girod & Karim, 2017, p. 130).

Reconfiguration: Reconfiguration involves leaders adding, splitting, transferring, combining, or dissolving business units without modifying the company’s underlying structure (Girod & Karim, 2017, p. 130).

Transformation: A radical shift of strategy, structure, systems, processes, or technology, so significant that it requires a shift of culture, behavior, and mindset to implement successfully and sustain over time. The new state that results from the transformation, from a content

perspective, is largely uncertain at the beginning of the change process. (Anderson & Anderson, 2010, p. 60)

Assumptions

The researcher assumed that including all six colleges in the system would provide an adequate representation of stakeholders. The researcher assumed that faculty and staff in the sample group were aware of and engaged in the change process. Additionally, the researcher assumed information gained from participants would be as exact to their experience as possible. Finally, the researcher assumed that the confidentiality of participant identification would allow open dialogue in participant responses about their lived experiences with the change process.

Chapter Summary

This chapter introduced the challenges surrounding reform in higher education. Despite calls for educational reform at the college level, institution leaders have not formulated a change plan or implemented a systemic change to the standard of 21st century needs. The researcher studied HCCS to investigate the institution's initiation of organizational change as evidenced by the lived experiences of participants employed by the college. The significance of this study was to provide practical guidance for other institution leaders to follow as they transform their institutions. Participants of the study might enhance the contribution to the practical impact with their lived experiences about change. The institution leaders utilized the theoretical framework of Kotter's (2012) eight-stage change process to transform into the matrix organizational structure.

Chapter 2 provides a comprehensive literature review into the exploration of the causality of change in higher education. This exploration will include reform, foundation reports, organizational structure, resistance and barriers to change, overcoming resistance, implementation strategies, and in-depth descriptions. These subjects are based on Kotter's (2012)

eight-stage and matrix structure. Chapter 3 describes the methodology and an overview of the study, reflexivity of the researcher, research design, participant selection, data collection, data analysis, trustworthiness, details of the research site selection, and Houston Community College System. Chapter 4 details the findings of the research. A journey into HCCS initiation of organizational change, situational awareness of the college that shifted the paradigm, the vision and creation of centering excellence, the transformation communication plan is shared, the utilization of Kotter's change process, and the implementation of the matrix organizational are described. Finally, the results of the data collection are described and aligned with the seven research questions of this study. The themes produced from the data are also described and aligned with research questions. Chapter 5 includes the researcher's discussion of results and findings for the seven research questions, the themes as they relate to the literature, implications for practice and future research, conclusions, and the researcher's observations.

Chapter 2 - Literature Review

“I don’t want to use the word reorganization. Reorganization to me is shuffling boxes, moving boxes around. Transformation means that you’re really fundamentally changing the way the organization thinks, the way it responds, the way it leads. It’s a lot more than just playing with boxes.”

—Lou Gerstner

This chapter presents a review of the literature containing relevant information for this study. By exploring the lived experience of participants during the organizational change process initiated by the HCCS, the researcher investigated the initiation of organizational change in the system, the framework selected for transformation, and the lived experiences of individuals during this process.

The chapter begins with a review of higher education reform and the foundational reports that have led to present-day calls for reform. Additionally, organizational change and related subsections, frameworks, models, and structures are reviewed. Finally, a review of the change process and organizational structure utilized for transformation by HCCS is included in the discussion in this chapter.

Higher Education Reform

Community colleges have a familiar history with meeting the challenges of students, community, and the nation. Dating back to the 1901 founding of Joliet College, the first independent public “junior college”, colleges were established to provide the first two years of post-secondary education to promote cultural mobility, development, and enhancement which contributed to the popularity of junior colleges across the country. Education for the greater good of society was important as it developed locals in rural areas and townships. Vocational training

was coined “semi-professional training” by Leonard Koos to reflect the mission of junior colleges. Students received a terminal education after two-years and joined the growing workforce needed during the 1930s. Standardized aptitude testing, guidance, counseling, and intelligence testing were used to track students into vocational training (Drury, 2003). Throughout the 20th and early 21st centuries, changes to society, global economies, technology, and industry caused community colleges to grow in number and mission. These changes birthed new challenges for community colleges. The challenges facing 21st Century community colleges resemble its historic mission, providing a skilled workforce for society (Drury, 2003). Student transfer, appropriate testing and placement, guidance counseling/advisement, and promoting vocational education continue to challenge institutions in the 21st Century (Drury, 2003).

Coined “democracy’s college” and “people’s college” (Pusser & Levin, 2009, p. 4), community colleges face crises that include decreases in state funding, low enrollments, labor market shifts, competition from for-profit institutions, and leadership gaps due to retirements among college leaders (Pusser & Levin, 2009). The role of community colleges has evolved to meet the needs of the nation for the past seventy years and Pusser & Levin acknowledge that community colleges must re-imagine and re-envision itself to better serve its diverse student body and to increase institutional performance in critical areas. Pusser & Levin stated, “Community colleges become part of the national strategy for economic development and global competitiveness by the 1980s; under the Clinton administration, they were viewed as a vehicle for the preparation of a technological workforce” (p. 10).

Historically, the shifting needs of the nation required reform of community colleges. AACC (2012) offered insights into the successes of community colleges over the decades in its *Reclaiming the American Dream* report. The report includes current and future challenges, as

well as changes to mitigate these challenges (AACC, 2012). Early in the report, the successes of community colleges are clear, and staying clear was the need to redesign colleges for overall institutional success: “Despite these historic successes, and amidst serious contemporary challenges, community colleges need to be redesigned for new times” (AACC, 2012, p. 9).

Thirty years earlier, Nordvall (1982) informed that institutions reflected society; thus, those leaders must “automatically reflect and accommodate the changes of society as a whole” (p. 6). AACC (2012) echoed Nordvall’s (1982) charge that college leaders must keep pace with society and the needs of the times. In doing so, as societal needs change, so must the college. O’Banion (2019) acknowledged that American society had changed rapidly due to technology, health fields, economic disparities, societal interests, climate and global changes, and science, concluding that “nothing about the future is guaranteed” (p. 3).

Global and economic challenges of the 21st century placed community colleges at center stage to graduate more students with certificates or degrees. AACC (2014) stated, “By 2018, nearly two-thirds of all American jobs will require a postsecondary certificate or degree, and that means adding 15–20 million educated employees to the workforce by 2025” (p. 4). One expert addressed the challenges and needs of the 21st century by placing the onus on college leaders to transform. The masses of community colleges had not met the requirement prompting a message from national leadership:

Community colleges cannot be strong by being the same. Certain values remain constant: opportunity, equity, academic excellence. But as the Commission report asserts, if community colleges are to enact those values in the 21st century, “virtually everything else must change” (p. 20). Taking on bold ideas and dramatic change is the only way to meet college completion goals.

The coming work is no doubt challenging—for community colleges and for the education, policy, and business communities that will partner with and support them. But this ongoing effort is clearly required to ensure that community colleges live up to their promise to help reclaim the American Dream. (AACC, 2014, p. 3)

Leaders transforming the colleges have also considered the history of community colleges graduating or transferring approximately 40% of their students despite support from federal, state, and outside organizations to increase student access (Tinto, 2012, p. 2). Tinto (2012) stated that higher education had yet to develop a logical framework that would coordinate actions to benefit student retention, faculty development, and guiding policies to increase student graduation and completion rates.

Beginning with the President’s Commission on Higher Education (1947), community college leaders had to assist in educating and growing the skill base of the nation. This expectation had not changed as opinions grew that the time had come for community colleges: “This is the Camelot moment for community colleges – this brief shining moment in time, where the promise of the future that community colleges can provide for the nation’s citizenry has been realized” (Bumphus, 2015). Although some misunderstood the characteristics and mission of community colleges, O’Banion (2019) provided that the responsiveness, flexibility, and innovation of the institution that would allow for “a variety of values, missions, purposes, programs, policies, and practices under its ‘big tent’” (p. 3) could only carry the name community college. O’Banion (2012) warned that with rapid changes to the country and the future being unpredictable, community college leaders must be careful of its future and mission:

The community college, responsive to its local community and increasingly to the global community, will continue to change rapidly. It will mutate into new forms, grow

appendages to respond to special interests needs, lose energy because of political gridlock, and be attacked because it does not deliver on its promises.

In the worst-case scenario, the community college could fall into the hands of fascists and become a tool of the state to train followers. In the best-case scenario, the community college will continue to evolve into an “ism-free” force that serves all the people with its key goal intact: helping students make a good living and live a good life (p. 3).

Bumphus (2010) and O’Banion (2012) challenged community college leaders to take command of their intended missions to deliver the best to students and the nation. There is evidence signifying reform as a constant phenomenon in higher education, particularly community colleges. Over the years, higher education foundational reports have catalyzed reform. These reports were commissioned to reflect the current and future needs of the communities served by community colleges. Additionally, reform needs include national workforce demands and forecasted global advancements.

Foundational Reports

Higher Education for American Democracy.

President Harry S. Truman established and commissioned the *President’s Commission on Higher Education* in 1947. This commission was charged with “examining the functions of higher education in our democracy and the means by which they can best be performed” (President’s Commission on Higher Education, 1947. p. 9). President Truman believed that higher education represented American democracy and a benefit for the greater good of the country. The greater good included educating more minorities, differing religious beliefs, low income, and those outside the elite. Everyone needed an education. Highlighted in the

commission's report was institutions of higher education beginning the process of assessing their structures. Commissioners expressed dissatisfaction with their shortcomings and accomplishments.

Leaders believed that the college leaders had not kept pace with changing social conditions, and the programs of higher education would have to be repatterned to prepare youth to live satisfyingly and effectively in contemporary society (President's Commission on Higher Education, 1947). Education and employment were the focus of the report. Recommendations or actions from this report are highlighted in the following list:

- Creation of the GI Bill to educate more veterans.
- Capital Outlay for public institutions to build more colleges for open access.
- Increase the number of community colleges and their activities.
- Support for community colleges to offer four years of college work.
- Provide adult education internally and outside the campus.
- Expand Allied Health, engineering, and physics programs.
- Provide scientific research funding to all branches of higher education.
- Increase enrollment to 4.6 million by 1960. Of this number junior colleges by 2.5 million, senior colleges by 1.5 million, and graduate or professional programs by 600,000.
- Strengthen the partnership between the Federal government and States for support of higher education to include financial aid, scholarship, and grant-aid.
- Equality of educational opportunities to everyone. Desegregation introduced to the American culture.
- Attainment of recommendations would occur with institutional change.

The commission leaders recognized that institutional change was needed to meet the challenges the nation was facing. Institutional leaders would need to take immediate steps to prepare students for new challenges and world leadership:

This Commission has declared its conviction that if American higher education is to fulfill its responsibilities in the second half of the twentieth century, it will have to accelerate its adjustment in purpose, scope, content, and organization to the crucial needs of our time. It will have to act quickly and boldly if it is to fit students for meeting the new problems and necessities America faces as the Nation takes on a responsibility for world leadership that is without parallel in history. (President's Commission on Higher Education, 1947, p. 117)

The *Truman Report of 1947* includes the need to educate more young people to assume their roles in a democracy. Young people have not taken advantage nor had access to education to meet the demands of the times. Developing skilled human capital was the need to meet industry demands for the country to continue as the leading nation:

From the viewpoint of society, the barriers mean that far too few of our young people are getting enough preparation for assuming the personal, social, and civic responsibilities of adults living in a democratic society. It is especially serious that not more of our most talented young people continue their schooling beyond high school in this day when the complexity of life and our social problems means that we need desperately every bit of trained intelligence we can assemble. The present state of affairs is resulting in far too great a loss of talent-our most precious natural resource in a democracy. (President's Commission on Higher Education, 1947, p. 35)

Building Communities

A report of the Commission on the Future of Community College titled *Building Communities: A Vision for a New Century* (1988) was commissioned by the American Association of Community and Junior Colleges (AACJC, now AACC) to examine the community college movement 40 years after the Truman report and the significant growth in colleges during this period. America reexamined education and the growing need to link education to industry. The country entered a different age of technology, changing demographics, and a workforce driving educational demand: “The Commission on the Future of Community Colleges undertook its charge to analyze and make recommendations concerning issues that would impact the future of community colleges with great care” (Building Communities, 1988, p. 1).

The recommendations from this report included defining the mission of community colleges and building communities, which became the community college theme. Other recommendations included the obligation to diversify the student population, faculty serving as mentors and scholars, academic goals for the curriculum, quality instruction through active and collaborative learning, use of technology, co-curricular community building, strengthening external relationships, and future leadership requirements. Educational equality was not occurring, and improvements were needed to enhance student services, curriculum, technology, global aspect, good teachers, partnerships, and leadership: “Future generations of Americans must be educated for life in an increasingly complex world. Knowledge must be made available to the workforce to keep America an economically vital place” (Building Communities, 1988, p. 55). Thus, community colleges would play a significant role in the future of the nation.

A Nation at Risk

Educational reform efforts of the 1980s and 1990s did not address higher education at a high level. *A Nation at Risk* assessed higher education's "teaching and learning" and recommended leaders should "adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year college and universities raise their requirements for admission" (National Commission on Educational Excellence, 1983, Recommendation B). This initiative was meant to assist students to "do their best educationally with challenging materials in an environment that support learning and authentic accomplishment" (National Commission on Educational Excellence, 1983, Recommendation B).

Student Right to Know and Campus Security Act of 1990

The performance of colleges and universities came front and center with the *Student Right to Know and Campus Security Act of 1990* (SRK). Although the performance was the focus, leaders took five years to develop required graduation rates and another 13 years before proposing policies requiring college leaders to publish outcomes and incentives to institution leaders who improved performance (Bailey et al., 2015, p. 5). Bailey et al. (2015) explained the influential factors that turned the focus to higher education, outcomes, and the change needed within the institution to produce the desired results for developing America's human capital in the following list:

1. Graduation rates were below 20% for some community college students who graduated within three years from their original institution.
2. Post-secondary education would be necessary for job skills due to technological advancements and for students to earn a livable wage.

3. Low graduation rates plague higher education, particularly community colleges.
4. Only 15% of entering students graduated after six years of their enrollment.
5. The cost of college had steadily increased due to continued decreases in state funds.
6. High costs, coupled with low graduation rates, raised concerns from all stakeholders (Bailey et al., 2015).

New Expeditions Initiative

New Expeditions Initiative (2000) was a collaboration between the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT) with support from the W.K. Kellogg Foundation. These organizations assembled the New Expeditions Coordinating Committee who then commissioned research papers and gathered viewpoints from stakeholders for a period of 21-months. The purpose was to explore the then-current issues of public and private community colleges and provide a vision for these institutions during the first decade of the 21st Century. Stakeholders included students, educators, trustees, and community and business leaders from around the country. The result produced The Knowledge Net report that concentrated on four areas: community connections, learning connections, college connections, and challenges. CEOs could utilize Knowledge Net as a standard agenda by navigating the fifteen focus categories to assist their institutions and communities with challenges they would face in the 21st Century. The focus areas included: civic role, employers and economic, P-16, learner-centered colleges, access and equity, inclusiveness, curriculum, technology, support services, credentialing, life-long learning, human resources, accreditation, governing the connected college, and finance. Each area outlined concerns and recommendations for colleges to follow or create their Net, the common roadmap

for institutional success. Colleges would need to address the focus areas and more while maintaining its identity as a community college. Recommendations from the report included:

1. Colleges using their community prominence to attract underserved or diverse populations.
2. Encouraging community involvement of employees and students; establishing meetings or advisory councils to develop academic programming to include curriculum and possible regulation changes.
3. Affecting global understanding by creating programming that would connect cultures within the community.
4. Developing partnerships with secondary systems to prepare students for post-secondary education.
5. Strengthening teacher education programs; transforming from teaching to learner-based institutions.
6. Promoting inclusive campus environments that value and promote diversity of all kinds throughout the institution.
7. Revising its vision and general education.
8. Updating itself to meet the needs of the learners it will serve over the next decade.

Internal and external efforts to develop pathways for students were needed to achieve academic success and career goals. The pathways and needs of students would not come without challenges. Community college leaders needed to look beyond the typical mission of academia and prepare citizens to function in technologically enhanced environments to maintain an inclusive democracy.

The 21st Century Initiative/Reclaiming the American Dream

The 21st Century Initiative of 2012 was initiated by the AACC (2012) in response to President Barak Obama's initiative to educate an additional five million more students by 2020. The president's initiative involved increasing degrees, certificates, or other credentials. Leaders of several foundations and educational resources funded the initiative: Bill & Melinda Gates Foundation, the Kresge Foundation, ACT, and Educational Testing Service. The 21st Century Commission was established to include 39 constituents and experts from education, business, policy, and communications.

There were two phases of the initiative that directed its path. Phase I led by AACC (2012) President, Dr. Walter Bumphus, and AACC staff included a listening tour of 1,300+ stakeholders who included students, college faculty and staff, administrators, trustees, state policymakers, college presidents, and chancellors in 12 states and 10 regions (Reclaiming the American Dream, 2012. p. v). The tours schedule consisted of updates and gathered information from participants in the following areas:

1. Student success,
2. the voluntary framework of accountability,
3. strategies for dealing with budget constraints,
4. big ideas for the future of community colleges, and
5. what AACC can do for members (21st Century Commission, 2012).

Phase II created the 21st Century Commission that produced the document *Reclaiming the American Dream, Community Colleges, and the Nation's Future: A Report of the 21st-Century Commission on the Future of Community Colleges*. This document was due to the work from the 21st Initiative Commission. The commissions had a two-fold mandate: "To safeguard

the fundamental mission of community colleges; and to challenge community colleges to imagine a new future for themselves, while ensuring the success of community college students, institutions and our nation” (Reclaiming the American Dream, 2012, p. v). The commission was charged with the following goals:

- increasing focus and building momentum for the community college completion agenda and identifying AACC’s role in that effort;
- promoting the contributions and challenges of community colleges among the public, policymakers, and business leaders; and
- building support for accuracy and accountability in monitoring community college performance (21st Century Commission, 2012).

The report showed that America’s middle class was shrinking, a child born into poverty was more likely to remain poor, and the median income was stagnant between 1972 to 2000, regressing 7% since 2000 (Reclaiming the American Dream, 2012, p. 7). The most staggering statistic was that for the first time in U.S. history, the younger generation might be less educated than their elders (Reclaiming the American Dream, 2012, p. vii). While time had passed, the same issues remained: Retention and graduation rates were low, graduates were not skilled enough to meet the current workforce needs, and community college leaders needed to change their way of doing business.

There were successes for community colleges over the years. Community college leaders served as a gateway to higher education for middle-class students. By 2010, colleges totaled a collective annual enrollment of over “13 million students in credit and noncredit courses” (Reclaiming the American Dream, 2012, p. viii). Still, students’ success rates were low; employment preparation was inadequate; and transitions between and among K-12, colleges, and

universities often failed (Reclaiming the American Dream, 2012, p. viii). The U.S. world ranking for college degree completion for 25- to 34-year-olds had dropped to 16th from a leading position. This statistic compounded the issue that two-thirds of the population would require postsecondary education by 2018 (Reclaiming the American Dream, 2012, p. viii). The commission concluded that America needed to “add 20 million postsecondary-educated workers to our workforce” over 15 years to reverse the “decline of the middle class” (Reclaiming the American Dream, 2012, p. viii) and equalize income in the country.

Recommendations from the 21st-Century Commission requested “a new vision for community colleges grounded in the ‘Three Rs’: redesign students’ educational experiences, reinvent institutional roles, and reset the system to create incentives for student and institutional success” (Reclaiming the American Dream, 2012, p. x). The three Rs include seven recommendations that detail implementation (Reclaiming the American Dream, 2012, p. x), as discussed in the following subsections.

Redesign Students’ Educational Experiences

1. Increase completion rates of community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.
2. Dramatically improve college readiness: by 2020, reduce by half the number of students entering college unprepared for rigorous college-level work, and double the rate of students who complete developmental education programs and progress to the successful completion of related freshman-level courses.

3. Close the American skills gap by sharply focusing career and technical education on preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.

Reinvest Institutional Roles

4. Refocus the community college mission and redefine institutional roles to meet 21st-century education and employment needs.
5. Invest in support structures to serve multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector.

Reset the System

6. Target public and private investments strategically to create new incentives for institutions of education and their students and to support community college efforts to reclaim the American Dream.
7. Implement policies and practices that promote rigor, transparency, and accountability for results in community colleges. (Reclaiming the American Dream, 2012, pp. 26-29).

The AACC (2012) represented approximately 1,200 community colleges. College leaders had to sign the Completion Agenda to meet President Obama's challenge of graduating 5 million students by 2020 and reclaim the U.S. leading spot for college graduates. Community college leaders designed the voluntary framework of accountability to evaluate community colleges and ensure appropriate metrics measurements. Community college leaders were challenged to create, innovate, and perform amid state funding declines and increased expectations about their missions. Another challenging projection of the report was the retirement of college leadership, a

shrinking pool of potential presidents, and high turnover for board members, thereby creating a leadership void in community colleges across the country (Reclaiming the American Dream, 2012, p. 17).

Reform Conclusion

The 20th- and 21st-century foundational reports emphasized the prominence of community colleges in the building and rebirth of the nation. Community college leaders received foundational reports that encouraged college leaders to redesign to accommodate national workforce needs and affirm the nation's global standing. Collectively, these reports represented 65 years of needed reform to assist community college leaders in propelling the country into the next decade or century. The commonality of the reports was the need to educate the nation's human capital for the growing and changing needs of industry, economy, and new technology. Each report showed the need for diversity, community involvement, student support, faculty engagement, curriculum design, and technology as growing requirements to reform practices and policies and, ultimately, institutional transformation, which Bailey et al. (2015) supported. According to Bailey et al. (2015), a refocused reform initiative that is “comprehensive, concrete, and evidence-based” that fundamentally rethinks “organization and culture” (p. 12) will begin the change shift for community colleges.

Leaders of Achieving the Dream and other private reform initiatives requested broader changes of community college leaders to meet outlined initiatives. Bailey et al. (2015) suggested, “Deeper organizational change likely needs to be supported by a more concrete set of reform plans, accompanied by an explicit strategy to win over and engage faculty, staff, and administrators” (p. 12). The college leader must answer the challenge to rethink and redesign the college and not just change the existing framework (Bailey et al., 2015).

Organizational Structure

Classic administrative theorists, Taylor (1911), Fayol (1949), and Weber (1946) saw organizations as a machine, therefore representing the mechanical school of organization theory (as cited in Degen, 2009, p. 182). Degen (2009) stated, “They characterized organizations in terms of centralized authority, clear lines of command from top to bottom, division of labor, specialization and expertise, rules and regulations, and clear separation of staff from line functions” (p. 182). According to Degen (2009), Follet (1924) and Bernard (1938) began looking at organizations in terms of social ethics which caused human relations in schools to emerge. Their theory influenced management from the mid-20th century forward:

This school that influenced management from mid-twentieth century onward characterized organizations in terms of the need to harmonize and coordinate group efforts, emphasizing people rather than machines, accommodations rather than machine-like precision. The focus shifted to the motivation of the individuals and group, delegation of authority, employee autonomy, trust and openness, upward communication and authority, and leaders who function as a cohesive and motivational force. (Degen, 2009, p. 182)

The theories and change models presented in this chapter show the characterizations that Follet (1924) and Bernard (1938) provided about organizations. These characterizations resemble higher education institutions.

In Degen’s (2009) case study of Proctor and Gamble and the matrix model, Degen provided information about their multidivisional-product structure. The characterization that creates similarities between corporations and higher education can be found in Degen’s presentation of Chandler’s analysis of U.S. industrial enterprises, concluding “strategy

determined their organization structures and the common denominator between strategy and structure was the application of company resources to anticipated marked demand” (p. 183). The first look of the multidivisional-product structure is found in the President’s Commission on Higher Education (1947). The strategy involved providing youth with a lively, contemporary life to increase the effectiveness of higher education and prepare the country in its role as a world leader. The structure included expanding the number of community colleges, increasing enrollment at all levels of education, desegregating to educate all citizens, and increasing numbers of veterans completing college. Resources used in anticipation of marked demand were the G.I. Bill, the creation of financial aid, capital outlay funds to increase public colleges, and funding for science-related fields.

Degen (2009) described four phases detected in the history of the large companies represented throughout the case study:

1. the initial expansion and accumulation of resources;
2. the rationalization of the use of resources;
3. the expansion into new markets and product-lines to help assure the continuing full use of resources; and
4. finally, the development of a new structure to make possible continuing effective mobilization of resources to meet both changing short term market demands and long-term market trends. (p. 183)

The foundational reports of this study were used to disclose the correlation of the four phases of the industry to higher education in terms of the initial expansion and use of resources in the President’s Commission on Higher Education (1947), Building Communities (1988), and New Expedition Initiative (2000). Leaders of these institutions sought to build stronger

communities with education and technology by creating a connected network to resolve old and new challenges; finally, the 21st Century Initiative urged developing new structures or reforming community colleges for the centuries' challenges.

Degen (2009) explained, "The phases in the collective history of the industrial enterprise followed roughly the underlying changes in the over-all American history" (p. 183). The same can be said for community colleges when reviewing the historical changes to demographics, technology, and global connectivity discussed in each foundational report. The deeper transformation discussed by Bailey et al. (2015) and the declaration of O'Banion (2019) that rapid changes in advancement, climate, science, and economic and social issues render the future uncertain; these are considered substantial causes for institution leaders to reform utilizing strategies uncommon to higher education (Bailey et al., 2015).

Organizational Change and Transformation

McKinney and Morris (2010) borrowed and summarized the definition of organizational change from researchers in the following excerpt:

Organizational change has been defined as the alteration of organizational purposes and processes (Levy & Merry, 1986). Levin (1998) has noted that change is a defining characteristic of the community college. A community college's success is based on its ability and willingness to undergo significant organizational change because its very mission is to provide comprehensive programs and services that meet the diverse and changing needs of the communities it serves. (p. 190)

Transformation is defined as:

A radical shift of strategy, structure, systems, processes, or technology,

so significant that it requires a shift of culture, behavior, and mindset to implement successfully and sustain over time. The new state that results from the transformation, from a content perspective, is largely uncertain at the beginning of the change process. (Anderson & Anderson, 2010, p. 60)

Various experts and the foundational reports show the necessity for community colleges to undergo a successful transformation. Kotter (2012) explained that change might occur because of an organization's need to "adapt significantly to shifting conditions, have improved the competitive standing of others, and have positioned a few for a far better future" (p. 3). Kotter provided the eight-stage change to promote, implement, and manage the successful transformation of organizations as a theoretical change process. Change, organizational change, organizational change process are modifications, methods, or processes used to bring about the transformation of an organization. Kotter's (2012) eight-stage change process was utilized by HCCS to transform the institution to the matrix organizational structure. The institution changed from a hierarchical structure to a flat structure. This interplay of the terms change, organizational change, organizational change process, and transformation are used throughout the study.

Planned and Unplanned Change

Nordvall (1982) explained that organizations change in response to planned or unplanned factors. Planned change occurs when the organization leader decides to change for internal factors, and unplanned change is a response to external factors (Nordvall, 1982). Degen's (2009) four phases were determined by external environmental factors that caused internal change for corporations. There were similar factors for higher education reform. Nordvall (1982) contended that organization leaders respond more favorably to the need for change when there was a plan

for change where everyone at the college would use data and consistent planning throughout the change process.

Nordvall (1982) and Levy and Merry (1986) agreed that external forces usually drove unplanned change, whereas planned change had an internal or systemic drive. Levy and Merry described the change experience as intentional (planned) and realized (emerging). They also described the first- and second-order change. First-order changes, which are realized, are minor changes or adjustments that have minimal effect on the core of a system. Those changes are more organic to the growth of an organization over time. Second-order changes, which are intentional, transform an organization. These changes are more radical, deep impacting changes, “involving a paradigm shift” (Levy & Merry, 1986, p. 5) in an organization. Nordvall (1982) noted that the most important aspect of organizational change was institutional readiness: “The findings are mixed as to whether large or small institutions are more receptive to change, whether decentralized or centralized decision-making procedures are more conducive to change, and whether unstable or stable organizations are more ready to accept change” (p. 8). More agreeable findings concluded with characteristics of institutions open to the idea of change: “These include an open, less stratified structure; lateral rather than vertical communications; a consensus on operating goals; a spirit of self-examination; provision of resources for change; and widespread influence on decision making” (Nordvall, 1982, p. 8).

Kezar (2001) outlined six main categories of theories of change to assist in understanding, describing, and developing insights about the change process: “(1) evolutionary, (2) teleological, (3) life cycle, (4) dialectical, (5) social cognition, and (6) cultural” (para. 3). Each of these theories shows a distinctive characteristic that affects the change process. For instance, cultural theory change tends to be a natural process based on the “human environment”

(Kezar, 2001, para. 3) and ever-evolving change. Therefore, change is slow and long-term.

According to Kezar (2001), regardless of the theory or model used, the aspects of planned or unplanned and first- or second-order change were common. It is also common to mix theories to develop the best change process for an institution.

Anderson and Anderson (2010) outlined three types of organizational change: developmental change, transitional change, and transformational change. Developmental change signifies improving existing skills, methods, standard, or condition that does not meet the current or future need. Transitional change is more complex as it signifies a “required response to a more significant shift in environmental forces or marketplace requirements for success” (Anderson & Anderson, 2010, p. 56). Different from developmental change, transitional change does not improve on what is but replaces it with something new. Anderson and Anderson (2010) considered transformational change “the least understood and most complex type of change facing organizations today” (p. 59).

Transformation is a radical shift of strategy, structure, systems, processes, or technology, so significant that it requires a shift of culture, behavior, and mindset to implement successfully and sustain over time. The new state that results from the transformation, from a content perspective, is largely uncertain at the beginning of the change process.

(Anderson & Anderson, 2010, p. 60)

Anderson and Anderson (2010) believed the change process was nonlinear because “clarity emerges as a product of the change effort” (p. 60) due to adjustments made throughout the process. The outcome and the process are emergent during transformation with discoveries made during the process. Transformation involves human awareness, mindset, and cultural shifts, thereby allowing organization leaders to view their surroundings differently.

These experts of organizational change utilize theoretical process and practical advice stated by Nordvall (1982) to execute the transformation. Each theory includes the human aspect at each stage or process of transformation, noting it as important to the course of change and the outcome. The call for deeper organizational changes of college leaders to redesign their culture requires reform plans and strategies modern and open to innovation for future reform.

Building Communities (1988) encouraged the country to look at the future of community colleges to assist in national and global change. Twenty years later, Bailey et al. (2015) expressed calls for reform with new indications of community, country, and global demands to be met, as detailed in the 21st Century Initiative (2011). Common in these historical reports and higher education experts' opinions are that community college leaders must prepare because of the only constant is change. Writers of these reports and change experts all speak of cultural or paradigm shifts for the sake of transformation present-day and future. Reform calls open the institution to make changes that challenge its structure or core and for individuals and groups to think beyond the current norm. Kezar's (2001) cultural theory of things being ever-changing allows the option of mixing theories to arrive at the best process for the institution to make shifts for current challenges and plans. All experts agree that transformation will enhance the institution's best chance of impacting its community.

Characteristics of Leaders in Transformation

Buller (2015) cites Scharmer stating, "The change leader is not a catalyst that remains unaffected by change, but a key ingredient in the change itself. You can't change an organization without being changed yourself" (p. 142). Anderson and Anderson (2010) addressed the characteristics of leaders in organizational change:

Leading transformation calls for a deeper understanding of change and a new set of leadership skills and strategies. Leaders must broaden their understanding and insight about what transformation change requires, let go of or build off of their old approaches, and guide the process of transformation differently. In particular, they must view transformation through a new set of mental lenses to see the actual dynamics of transformation; and they must alter their leadership style and behavior to accommodate the unique requirements of transformation. (p. 3)

Anderson and Anderson (2010) also outlined two leadership approaches to transformation, defining approaches as “state of awareness or level of consciousness leaders bring to transformation” (p. 82). Leaders are either conscious or on autopilot in their perspectives or insights of transformation and the strategic options required to address unique dynamics (Anderson & Anderson, 2010). The conscious approach relies on the person's greater awareness to provide the perspective or insight to transformation. In contrast, the autopilot approach is an individual's unconscious response to transformation based on “conditioned habits, existing knowledge, and dominant leadership style” (Anderson & Anderson, 2010, p. 82). Autopilot leadership has been adequate for transitional change, and Anderson and Anderson (2010) believed conscious leadership would “dominate change leadership behavior in the twenty-first century” (p. 83). Self-transformation is needed for leaders to transform their institutions or even attempt the task of reform successfully.

Boggs and McPhail (2016) discussed the challenges faced by the educational leadership of community colleges. Emphasizing organizational change as one of the challenges for leaders, Boggs and McPhail (2016) advised current and new leaders to “approach change cautiously and gradually” (p. 137). Selecting appropriate models for the institution and taking advantage of

times of crisis to make changes are recommendations for leaders. Boggs and McPhail (2016) asserted that leaders should not assume that individuals or the college would agree that change was necessary. Levels of resistance should be identified and managed with strategies consisting of “transparent communication, involvement, engaged employees, and positive interpersonal relationships” (Boggs & McPhail, 2016, p. 143).

Mathis and Roueche (2019) acknowledged that leaders of the 21st century encountered challenges identified by Boggs and McPhail (2016) and the foundational reports of this study. Additionally, Mathis and Roueche (2019) added that leaders must “foster crucial relationships” (p. 252) and uphold accountability to stakeholders dependent on community colleges to deliver on the “promise of American’s future” (p. 252). This promise includes leadership developing other leaders to conduct current daily challenges and carry on a culture of responsiveness to national and global shifts. Mathis and Roueche (2019) included the following thoughts on the magnitude, risks to leadership, and the alternative to the need for change:

Clearly the magnitude of change required is substantial. The challenges are real. The risk in taking them on is not for the faint of heart. But the alternative is to continue to get the results we’re getting. The longer we wait, the more students are lost. Now is a very good time to reach for the next level in our work. (p. 252)

Leaders should strike a balance among caution, progression, and taking risks to remain successful in leadership. McPhail (2019) reminded leaders of institutions that accountability was a key characteristic modeled by all. College leaders can use accountability to move forward in all aspects, including innovation. Anderson and Anderson (2010) asserted that leaders should adopt “conscious change leadership, a new breed of leader for a new breed of change” (p. 3). Mathis and Roueche (2019) resolved the need for cognitive and human skills to motivate and engage

stakeholders. Leaders must be “intentional about creating a shared vision and values and a culture of respect and involvement to keep crucial constituents engaged and at the table” (Mathis & Roueche, 2019, p. 255). One can assess that the balance that leaders need to acquire is fearless in action, methodical in movement, deep in knowledge, broad in reach, a level of conscientiousness, and creative in vision.

Mathis and Roueche (2019) asked, “What are the makings of transformative leaders who foster the requisite conviction and behavior to achieve desired goals on behalf of community colleges and the constituents they are designed to serve” (p. 251)? The prevailing answer is leadership development. Often overlooked as a priority, building leadership capacity by obtaining knowledge from successful leaders assists leaders in fully understanding the state of community colleges and the skillsets needed to reform institutions (Mathis & Roueche, 2019).

The lack of prioritizing leadership development had crucial implications for community colleges. The projected mass retirements of many community college leaders emphasized the need to prepare for leadership transitions. Bumphus referred to the mass retirements as a tsunami: “It’s not a wave of change we’re experiencing; it’s a tsunami And unless colleges prepare in advance for leadership transition, there could be real and lasting consequences for the institution and the students it serves” (as cited in Mathis & Roueche, 2019, p. 252). In this section, the researcher observed that the experts of the literature conveyed that leadership of community colleges should be skilled and prepared to make an immediate, significant transformation of institutions.

Resistance and Barriers to Change

Leaders of organizations have struggled with organizational change. When forced to adjust to shifting conditions or not establishing a sense of urgency within an organization and its

members, change is certain to be painful and fail (Kotter, 2012). Many factors can jeopardize the success of change, whether planned and unplanned. Higher education is not immune to these factors.

Nordvall (1982) discussed resistance and barriers to change occurring when the reason was considered a negative, positive, or societal change. This resistance is usually a reaction to “external pressures” (Nordvall, 1982, p. 7) that institutions receive to call for change in the overall organization. Leaders of colleges and universities have often responded to external forces of change, therefore garnering pushback from individuals concerning the change and the process. Nordvall (1982) stated the following:

In their failure to institute changes prior to such impact, and in their slowness in responding to external pressures, colleges and universities reflect the phenomenon of resistance to change by individuals and organizations. Discussions of the change process in higher education allude to both a broad concept of such resistance and to the applications of this concept within postsecondary education. (p. 11)

Nordvall (1982) cited Watson in further discussing the reasons individuals were slow in responses and resistant to changes. Complacency, habit, distrust, insecurity, and regression are some of the responses to change. Nordvall (1982) also provided personality traits of institutions that mimic individuals traits in hindering change:

- *Inertia*: reliance on patterns of known behavior.
- *Conformity to organizational norms. Desire to maintain coherence*: avoidance of changes in one area that necessitate unwanted changes elsewhere in the system.
- *Vested interests*: resistance to ideas that threaten the prestige or economic livelihood of individuals.

- *The sacrosanct*: development beyond organizational norms of taboos and rituals that cannot be violated.
- *Rejection of outsiders*: avoidance of change that comes from external pressures or ideas.
- *Recruitment of similar members*: attraction by organizations of persons who agree with the organization's activities.
- Clinging to existing satisfactions finding these satisfactions especially comfortable when compared with the fear of the unknown. (p. 12)

Buller (2015) states that organizations naturally resist change. "All organizations resist change. After all, that's their job. The whole purpose of any organization is to act in ways that are regular, consistent, and predictable. And regularity, consistency, and predictability are natural enemies of change" (p. 22). Buller also adds that resistance is an outcome of the individuals feeling of loss. Nordvall (1982) acknowledged that the structure and values of institutions created resistance to transformation. The structure of the institution included divisions and departments with smaller subgroups in several buildings. This structure allowed resistance, seen and unseen, and provoked subcultural groups. Nordvall acknowledged Sikes et al. when examining the values of higher education. Sikes et al. (as cited in Nordvall, 1982) relayed, "The values of a higher education institution also work against those seeking modifications" (p. 13). The difficulty of objectively measuring the "results of education" makes it hard to "demonstrate the value of change" (Sikes et al., as cited in Nordvall, p. 13). Ladd from 1970, Levine and Weingart from 1973, and Lindquist from 1978 believed that in traditional academic reward systems, teaching and research were emphasized and not "innovative activities" (as cited in Nordvall, 1982, p. 13). Therefore, without reforming or expanding the value of the institution,

the change would be difficult. Nordvall (1982) cited Bruenig, Ostergren, Sikes et al., and Chickering et al. as relaying that institutional change would be difficult because change agents were often not influencers, the academic calendar year decreased the intensity of change in summer and other breaks. The yearly budget cycle did not allow for long-term change but incremental change.

Burnes (2015) discussed issues related to employee resistance to change. Like Nordvall (1982), Burnes (2015) noted that employees were the primary resisters to change when there was a perceived threat, or it was in their best interests. Burnes (2015) quoted Peiperl's definition of resistance as "active or passive responses on the part of a person or group that militate against a particular change, a program of changes, or change in general" (p. 93). In reviewing the literature on resistance, Erwin and Garman (as cited in Burnes, 2015) found widespread agreement with Peiperl's view: "Resistance is viewed as multi-dimensional involving how individuals behave in response to change (behavioral dimension), what they think about the change (cognitive dimension), and how they feel about the change (affective dimension)" (p. 93).

McPhail (2016) detailed two barriers, strategic and structural, that would interfere with successful community college reform. Strategic barriers "arise when colleges implement small pilot interventions to solve large, complex, and dynamic problems" (McPhail, 2016, p. 56). This path might be attractive and simplistic, but the outcome of this strategy would result in low producing results and new challenges. Traditional organizational structures are difficult to change and create barriers to reform in community colleges. McPhail (2016) cited Rafferty and Griffin's view of organizational structure: "Structure refers to how individual and team efforts are coordinated within an organization. To achieve organizational goals and objectives, individual work needs to be coordinated and managed" (p. 57).

A structure is good for institution leaders and allows for the coordination or management of work, the connectedness of employees and functions, and reporting lines (McPhail, 2016). Resistance to change is, at times, founded in the structure of the institution. The connectedness and familiarity of the work environment are a focal point of individuals resisting change. Complacency allows various aspects of the college to remain stagnant. McPhail (2016) asserted that, at times, “community college educators and researchers overlooked the fact that strategy development is ineffective without organizational structures to promote and support them” (p. 57). Traditional hierarchical structures have historically allowed inefficient services, silos, and other obstructive barriers in community colleges. Perhaps adopting a nontraditional organizational form, uncharacteristic to community college, would reduce the barriers for change and create the reform of the foundational reports and higher education experts.

Overcoming Resistance to Change

Burnes (2015) conducted historical research to offer a different but familiar view of resistance to change. Burnes (2015) cited Coch and French’s contentions to resistance to change has more to do with an “organizational context” (p. 93) as the primary reason for resistance than arising primarily from employees. Through information about the organizational change process, Coch and French (as cited in Barnes, 2015) determined that employees who received detailed communication about the change and provided an opportunity to participate in the change resisted far less than employees unengaged in the change process.

Experts have supported the early findings of Follet (as cited in Barnes, 2015); supported Bernard (as cited in Barnes, 2015), characterizing upward communication to harmonize and motivate employees; and supported Coch and French’s (as cited in Barnes, 2015) findings of communication as means of engaging employees in change. Barnes (2015), Nordvall (1982),

Kezar (2001), and Kotter (2012) supported the finding of communication and inclusivity as essential and a key to effective change processes in institutions. Kotter (2012) used the eight-stages to emphasize communication as required for change. Communication is the element of change found in all stages of the change process. Each stage requires communication beginning with creating a sense of urgency, the vision, empowering action, or anchoring the culture. The experts in this section have agreed that the lack of minimal communication will cause individual and organizational resistance to transformation. More literature for overcoming resistance is presented in future sections of this study to include implementing change, frameworks, Kotter's (2012) eight-stages, and the matrix organization structure.

Implementing Change

Implementing organizational change is not easy yet necessary. Nordvall (1982) explained that even when parties agreed on necessary change, opportunities remained in the implementation of change to jeopardize the success of the process and impending change. Nordvall provided a detailed explanation of how to implement planned change and overcome jeopardy. Also noted was the point that regardless of the model, "the important point is to develop an excellent idea, test it, and then present it" (Nordvall, 1982, p. 7), and careful steps and cultural acceptance were essential to the process of change.

The following summary of the process for procedures to plan comprehensively by Nordvall (1982) shows insight into planning and implementation. Embedded in the process are overtones for overcoming resistance. The process includes

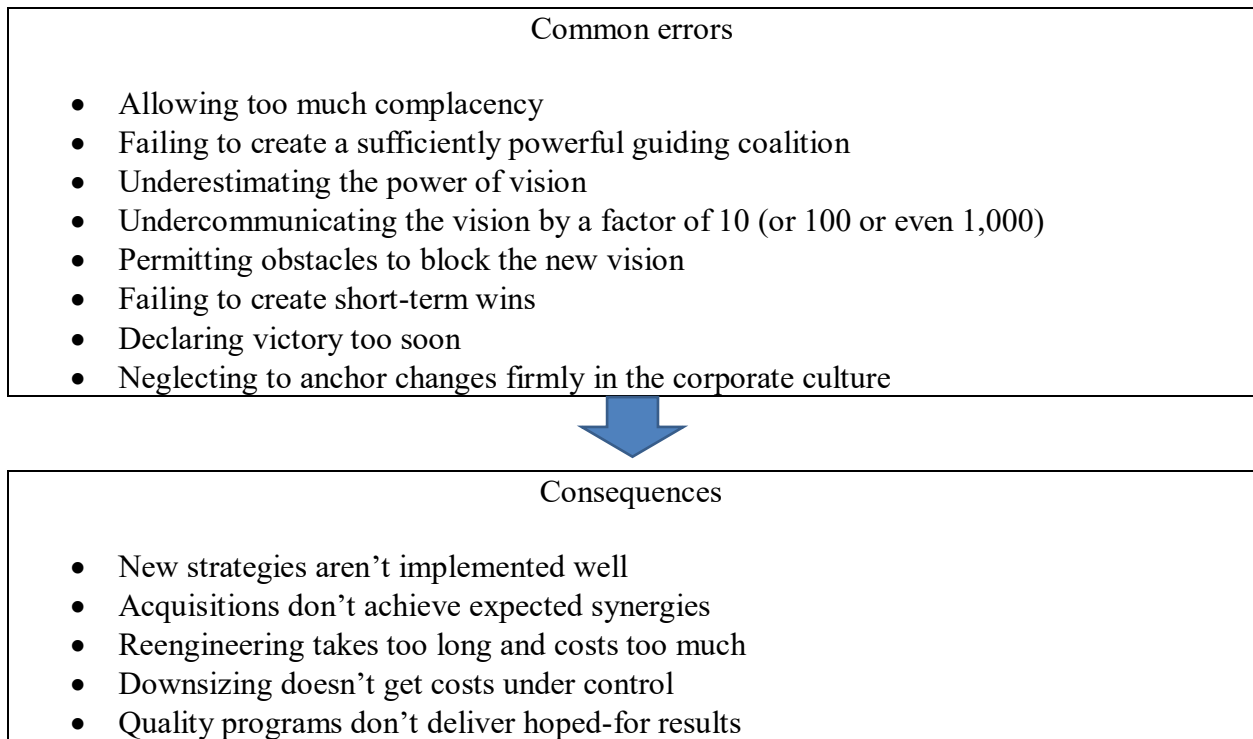
1. engaging the people of the college with assigned tasks,
2. allowing groups within the college to establish goals,
3. fostering a climate of receptiveness to change utilizing change advocates,

4. diagnosing the problem that led to the desire for change,
5. developing the change proposal,
6. mounting a campaign to gain the approval of the proposal,
7. selecting skillful people to lead the change effort,
8. having skilled individuals obtain the support for the proposal from key administrators and faculty, groups on campus, and, if appropriate, external groups through communication channels,
9. addressing problems of implementation once the proposal wins initial approval,
10. including a clear plan for the steps of the implementation process and the assignment of responsibility to carry out these steps.

Kotter (2012) detailed why firm leaders would fail when implementing organizational change. These failures can be detrimental to the organization, its people, and resources leaving employees “burned-out, scared, or frustrated” (Kotter, 2012, p. 4). Kotter (2012) explained that change was inevitable due to the shifting conditions, but the pain and waste of change were avoidable. The errors illustrated in Figure 1 align with Kotter’s eight-stages, and Figure 1 shows the eight errors common to organizational changes and consequences.

Figure 1

Eight Errors and Consequences



Error 1, implementing change while allowing too much complacency or levels of complacency are too high, aligns with Stage 1 in creating a sense of urgency. Creating urgency allows the process of disclosing and establishing issues and concerns of the institution that transformation would address.

Error 2, failing to create a sufficiently powerful guiding coalition, aligns with Stage 2 to create a guiding coalition. This coalition involves the early adopters of transformation and assists in carrying the vision and subsequent stages of change.

Error 3, understanding the power of vision, aligns with Stage 3, developing a vision and strategy. The vision must remain sensible, clear, and the beacon of the change process, keeping the organization's eyes on the prize.

Error 4 is under communicating the vision by a factor of 10 (or 100 or 1,000), which aligns with Stage 4 communicating the vision. Communicating the vision consistently, multiple times, in various forms (meetings, forums, website, etc.) by various individuals adds credibility to the vision, leadership, and the guiding coalition, and others are assisting in gaining support for transformation to the masses.

Error 5, permitting obstacles to block the new vision, aligns with Stage 5, empowering broad-based action. Removing perceived or real obstacles and barriers for transformation is key to keep the process moving forward. Empowering others to remove obstacles or leaders, removing them continues the progress of transformation.

Error 6, failing to create short-term wins, aligns with Stage 6, generating short-term wins. Transformation takes time, and individuals need to see change and progress to continue the progression towards the vision. Generating short-term wins and celebrating those wins will continue the momentum toward transformation.

Error 7, declaring victory too soon, aligns with Stage 7 consolidating gains and producing more wins. This error works in concert with Error 6 in that creating short-term wins cannot be confused with declaring a victory on the entire transformation process. As described by Anderson and Anderson (2010), transformation refers to a radical shift that requires the culture of an institution, among other characteristics and structures, to change. Therefore, declaring victory before such a shift can cause the process to stumble into a sinkhole (Kotter, 2012).

Finally, Error 8, neglecting to anchor changes firmly in the corporate culture, aligns with Stage 8, anchoring new approaches in the culture. Kotter (2012) finalized transformation with change or the vision for change, becoming the way of life for an organization. The anchor of change is so pervasive that old and new employees at all levels understand and adopt the change

as it is in the “bloodstream” (Kotter, 2012, p. 14) of the organization. Leaders neglecting to complete the final stage successfully allows the change to fade over time, and the organization to revert to old habits and culture.

Researchers have used several theoretical frameworks to assist institution leaders with the process of change. Nordvall (1982) and Kotter (2012) detailed the plan and errors that could occur during implementation. Overall, leaders of the plan and stages encourage the successful navigation of emotional and cultural aspects of change by incorporating a vision-guided plan, employee engagement, communication, and leadership as essential strategies for successful transformation. These strategies and others are either overarching components in transformation or the influence embedded into the process. The researcher viewed the plan and stages as the path of least resistance.

Framework and Structure

Nordvall (1982) explained that higher education change includes both the “theoretical models of the change process and the practical advice about how to orchestrate that process successfully” (p. 7). Kotter’s (2012) eight-stage change process, Rogers’s (1995) diffusion theory, Kübler-Ross’s (1969/2019) change curb, and Solerno and Brock’s (2008) change cycle offer either a theoretical process or psychological method for change. According to Nordvall (1982), the selection of a change model is usually based on the conceptual decision-making of campuses that include collegial, bureaucratic, political, and atomistic (semiautonomous units). The major change models for higher education institutions include (a) development and diffusion (rational planning), (b) problem-solving: social interaction, (c) political (conflict), and (d) linkage and adaptive development (p. 7). The following subsection contains the researcher's summary of Nordvall’s (1982) decision-making models, and the selection for an institution’s

change process model is derived from the concepts of the following decision-making process (p. 15):

Concept and Concept Description

Collegial refers to a community of scholars who make shared collegial decisions. A college is a community of professionals in which expertise determines who makes the decisions (Baldrige, 1971; Levine, 1980; Lindquist, 1978). Bureaucratic refers to decisions made in a rational, formalistic way by the appropriate persons within a defined hierarchical structure. A college is like a commercial enterprise or government agency in which formal authority confers decision-making power (Hartman, 1977). Political decisions are made through negotiation and compromise among power blocs who have the power to restrict formal authority. A college is like a democratic state in which those affected by policies have at least some control over them (Hartman, 1977; Lindquist, 1978).

Atomistic refers to the units being semiautonomous and making their own decisions without resorting to institution-wide norms (Levine, 1980). Organization members affected by decisions are involved in the formulation to increase commitment and responsibility. Leaders and staff engage in open, two-way communication. Problems are worked out not only in terms of evidence and rational discussion but also with the open confrontation of emotional concerns. The competition and conflict of the political model are replaced by cooperation (Lindquist, 1978, p. 21). The following subsection contains the researcher's summary description of Nordvall's (1982) planned change models, how those models are used, and the challenges of the models.

Major Change Model and Summary Description

For development and diffusion (rational planning), one assumes that a good idea presented with rational, convincing arguments can win acceptance. The important point is to

develop an excellent idea, test it, and then present that idea. The model is criticized because it does not face the nonrational elements unavoidable in dealing with people and organizations.

For problem-solving and social interaction, one emphasizes the nonrational elements. A person concentrates on human relations as the source of problems in organizations. The goal is to build trust, improve communications, and generally improve individual and peer group relations. Outside consultants often are used to diagnosing organizational problems. Training programs for employees are often provided. The major criticism of this approach is that it is unclear whether changing the attitudes and interpersonal relations of individuals improves the performance of the organization.

The social interaction model is derived primarily from studies of the diffusion of technological innovations among groups such as farmers and doctors. Under this model, efforts are aimed at convincing opinion leaders within the organization to try a new idea. The assumption is that the idea will spread from opinion leaders and innovators to other, less adventuresome people in the organization. This model is criticized because innovations in higher education are often not technological, and the institutions in which these ideas must be implemented are not analogous to groups of farmers and doctors.

For the political model, one emphasizes the process by which interest groups within the university influence the authorities to adopt changes. Activities include building coalitions, getting the ear of important people, applying pressure, and so on. A problem with this model is that change that emerges from a conflict atmosphere in a college or university is vulnerable; the losers generally have enough independence to frustrate the goals of the winners.

For the linkage and adaptive development models, the linkage and adaptive development models are syntheses of the other models. The linkage and adaptive development approach stress

the need for advocates of change to be in touch with sources and users of innovation both within and outside of the institution. The tactics used to bring about change may call upon rational planning, problem-solving, social interaction, and political aspects of change. These two models are more comprehensive, but both lack focus. The models can be viewed as compilations of practical advice drawn from a variety of theoretical perspectives.

Alignment examples of practical change models to the higher education models and Nordvall's (1982) process align with development and diffusion (rational planning), and Kotter (2012) aligns with problem-solving: social interaction. According to Nordvall (1982), researchers have found "evidence to support the collegial, bureaucratic, political, and atomistic views in the operation of higher education institutions" (p. 15). The approaches are related to the university's activities. Collegial decision making is associated with teaching functions, bureaucratic is the service function for internal support and community services, atomistic units decide activities with minimum direction from university officers, and political modes of decision-making are associated with multiple function activities that complete. They have irreconcilable demands of teaching, research, and service (Nordvall, 1982, p. 15).

Lindquist (as cited in Nordvall, 1982) believed institutions to be diverse in their structure, planning, and character, concluding, "There is clearly no comprehensive, verified theory of how change takes place in higher education" because the models used are based on "diverse writings concerning higher education and other settings" (p. 16). In this sense, the writings appear more descriptive than analytical. Nordvall (1982) offered the reality that although change and innovation were used interchangeably, "not all change involves innovation" and asserted, "there is clearly no comprehensive, verified theory of how change takes place in higher education" (p. 16).

Anderson and Anderson (2010) presented a comparison of change frameworks and change models. The models that the researchers studied encompassed two categories: frameworks and process models. Anderson and Anderson asserted that most models were frameworks, and some incorporated processes with levels of specificity. Both models are important for change, but process models are “absolutely essential in leading transformation” (Anderson & Anderson, 2010, p. 229). Anderson and Anderson (2010) stated, “Change frameworks present the types or categories of topics requiring leadership attention to effect change. Frameworks are compared to catalog indexes that provide information on “topics relevant to change” or a “key area to address” (pp. 229-230), without providing direction on how to accomplish the vision or outcome. McKinsey’s 7-s framework, Nadler and Tushman’s congruence model, and their conscious change leadership accountability model are examples of frameworks (as cited in Anderson & Anderson, 2010, p. 229). Change processes provide “action, movement, and flow” (Anderson & Anderson, 2010, p. 230) by guiding leaders and organizations with detailed directions or steps for transformation. Nadler’s (as cited in Anderson & Anderson, 2010) cycle of change and Kotter’s (2012) eight-stage process of creating major change are examples of change process models (Anderson & Anderson, 2010).

The change process model is the guided path and the most effective and comprehensive tool for those leading transformation. Anderson and Anderson (2010) suggested the model “provide informed guesses” (p. 232) for future activities and outcomes of transformation. Change models are accurate road maps for change that consider people, needs, challenging terrain, and supportive tools crucial for the process (Anderson & Anderson, 2010). These models must be “flexible and adapt to emergent dynamics” (Anderson & Anderson, 2010, p. 232) and

provide leaders a conscious view of transformation “to perceive accurately the full range of multi-dimensional dynamics present in transformation” (Anderson & Anderson, 2010, p. 232).

Kotter’s (2012) eight-stage change process offers organizations the opportunity to create urgency, build a coalition, form strategic vision and initiatives, enlist volunteer army, enable action by removing barriers, generate short-term wins, sustain acceleration, and institute change. These eight steps provide institutions a process to achieve sustainable change with a coalition approach. This method allows for communicating the change message and a group to provide early wins in the change process.

Rogers’s (1995) diffusion of innovations theory is like Kotter’s (2012) eight-stages. Diffusion is the process by which planned or unplanned “innovation is communicated through certain channels over time among the members of a social system” (Roger, 1995, p. 5), which can assist change leaders in delivering their message through the change process. Innovations, new or perceived new, flow through a process with individuals’ acceptance of change as innovators (venturesome), early adopters (respect), early majority (deliberate), late majority (skeptical), or laggards (traditional) depending on the communication and acceptance (Rogers, 1995). Roger's (1995) early adopters are respected within their organizations, therefore assisting the leader (innovator/venturesome) in calming the emotions that others may feel about the impending change or innovation. Both Rogers’s (1995) and Kotter’s (2012) processes rely on an initial core group of supporters of the change or innovation to communicate and carry a positive message about the change or innovation to others within the organization.

The psychological or emotional aspect of change experienced by some can be equal to grief. Kübler-Ross (1969/2019) introduced the emotional aspects of grief in 1969 while interviewing terminally ill patients. The stages are those of the patient upon learning of their

illness or the finality of its course. Family and friends also experience the same emotions during the terminal illness or death of a loved one (Kübler-Ross, 1969/2019). The change curve correlates the emotions and psychological processes individuals experience during grief with organizational change. Shock or denial, anger, bargaining, depression (exploration), and acceptance is the general curb, with five “methods of communication and guidance” (Kübler-Ross, 1969/2019, para. 16) to create the path through the stages of communication, support, training, learning (encouragement), and direction (Belyh, 2015). Rogers’s (1995) and Kotter’s (2012) initial core group may encounter individuals with feelings of grief surrounding the change process. The change curve may intersect with various theoretical processes. Belyh (2015) supported this intersection and utilization of the change curve in assisting employers with their workforce, adapting to change, and moving toward success.

Solerno and Brock (2008) detailed six-stages of the change process in the change cycle. This method provides insight into managing emotions concerning change at every stage of the cycle. Change leaders are enlightened about the emotional and behavioral processes of change, and they provided information on how to assist in managing the cycle. The authors believed that change affects the emotional, behavioral, and mental levels of individuals; therefore, understanding these feelings, behaviors, and thoughts are vital to a person taking responsibility for what they will face during the change (Solerno & Brock, 2008). Like the change curve, the change cycle can work in concert with other processes, such as Kotter’s (2012) eight-stages, to identify and assist individuals in dealing with their feelings about change to usher them through transformation successfully.

White (1990) discussed organizational structures traditionally being bureaucratic and acceptable because “it provided teachers with an orderly, understandable, and predictable milieu

in which to pursue their profession and thereby make it easier for them to feel able to influence the direction that the organization would or should take” (p. 4). White (1990) and Nordvall (1982) noted several limitations in the bureaucratic structure, but White (1990) stated another bureaucratic model limitation as “the focus on an organizational structure that emphasizes either a product or a functional structure” (p. 5). The functional organization is relatively stable in performance, and “administration assumes a relatively routine basis” (White, 1990, p. 5). Hierarchy controls conflict, and integration is “achieved through preconceived plans” (White, 1990, p. 5). Product or goal-oriented organizations are not focused on activities of processing but “specific outcomes and client services” (White, 1990, p. 5). This structure relies on various talented skillsets or specialties, creativity, and adaptiveness (White, 1990, p. 5). Higher education leaders have relied on one or the other but typically not together as a structure. This duality is the matrix organization structure. White (1990) stated a matrix would work well for temporary project groups, as once the work was complete, they disbanded or found situations “where time constraints are more important than maximum economy” (p. 9).

According to Cuthbert (as cited in White, 1990), the matrix was introduced at Middlesex Polytechnic College in England to failing conclusions. Few higher education institution leaders have successfully attempted a matrix organization. McPhail (2016) offered the matrix structure as an alternative to the traditional hierarchical “tall” model that institution leaders adopted. Rather than assign work and projects based on position, leaders can use the matrix for a more horizontal function to utilize employees’ skills, regardless of department or position, with chains of command running horizontally and vertically across functional divisions. McPhail suggested institution leaders should consider the matrix organizational structure in place of traditional

hierarchical structure. Institution leaders can use the matrix to realize their capabilities and expedite responsiveness to student success agendas (McPhail, 2016).

The HCCS selected the matrix organizational structure and Kotter's (2012) eight-stage change process model to transform the college and system functions. Kotter's eight-stages is the process that HCCS utilized to transform into the matrix organizational structure. The literature showed the importance of institution leaders embracing organizational change, overcoming barriers, and transforming for 21st-century challenges. Described in the literature are the steps leaders and institutions have accessed to understand organizational change, initiate and implement change, effectively overcome resistance, and successfully transform their institutions.

Kotter (2012) offered many examples and case studies of changes initiated through various industries in his writings. Still, the literature did not provide successful or complete implementation of the matrix in community colleges. The literature did not adequately describe the lived experiences of individuals about their institution plans, initiates, and progresses to transformation. Therefore, a gap in the literature existed concerning the lived experiences of individuals about system-wide transformation at a community college. The researcher wanted to understand the lived experiences of participants as they progressed through Kotter's eight-stages to transform into a matrix organization. The researcher sought to study and report the lived experiences of participants at HCCS.

Kotter's Eight-Stage Change Process

Kotter (2012) analyzed dozens of organizational change initiatives. Soon after, Kotter created a roadmap or change process to assist organizations and leaders in the process of transformation: The eight-stage change process included eight steps "associated with one of the eight fundamental errors that undermine transformation efforts" (Kotter, 2012, pp. 22-23). Kotter

(2012) described each stage as essential to the transformation process, an investment “in creating a better future” for the organization; therefore, no stage can be missed (p. 86). The following outlines the eight-stage process, and each stage includes the steps to produce successful change:

1. Establish a sense of urgency
 - a. Examining the market and competitive realities.
 - b. Identify and discussing crises, potential crises, or major opportunities.
2. Creating the guiding coalition
 - a. putting together a group with enough power to lead the change.
 - b. Getting the group to work together like a team.
3. Developing a vision and strategy
 - a. Creating a vision to help direct the change effort.
 - b. Developing strategies for achieving that vision.
4. Communicating the change vision
 - a. Using every vehicle possible to constantly communicate the new vision and strategies.
 - b. Having the guiding coalition role model the behavior expected of employees.
5. Empowering broad-based action
 - a. Getting rid of obstacles.
 - b. Changing systems or structures that undermine the change vision.
 - c. Encouraging risk-taking and nontraditional ideas, activities, and actions.
6. Generating short-term wins
 - a. Planning for visible improvements in performance, or “wins.”

- b. Creating those wins.
 - c. Visibly recognizing and rewarding people who made the wins possible.
- 7. Consolidating gains and producing more change
 - a. Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision.
 - b. Hiring, promoting, and developing people who can implement the change vision.
 - c. Reinvigorating the process with the new projects, themes, and change agents.
- 8. Anchoring new approaches in the culture
 - a. Creating better performance through customer-and productivity-oriented behavior, more and better leadership, and more effective management.
 - b. Articulating the connections between new behaviors and organizational success.
 - c. Developing means to ensure leadership development and succession.

Steps 1 to 4 are essential and require considerable effort as all “help defrost a hardened status quo” (Kotter, 2012, p. 24). Steps 5 to 7 “introduce many new practices” (Kotter, 2012, p. 24), and Stage 8 “grounds the changes in the corporate culture and helps make them stick” (Kotter, 2012, p. 24). Kotter (2012) agreed with Anderson and Anderson (2010) that strong leadership was at the root of successful change. The management of change is difficult, but the leadership can remove “inertia,” motivate others to “alter behavior” significant enough for change, and create effective long-lasting change by “anchoring” (Kotter, 2012, p. 33) the change in the culture of the organization. Leadership drives the process (Kotter, 2012). Learning and

implementing the stages are important to transformation and difficult for the most proficient leader.

Kotter's (2012) Stage 1, establishing a sense of urgency, requires cooperation and producing information for employees to help them see the barriers to an organization's success. Complacency plays a major role in why people are not interested in working on the problems that hinder change (Kotter, 2012). The sources of complacency include the absence of a major crisis, numerous visible resources, low-performance standards, an organizational structure with narrow employee functional goals, internal measurement system with wrong performance indexes, lack of sufficient performance feedback from external sources, poorly received, low candor, low confrontation culture, denial culture in a stressed or busy atmosphere, and too much positive talk from senior management (Kotter, 2012). Kotter (2012) explained, "Removing sources of complacency" (p. 44) would increase or push up the urgency. Setting higher performance standards and providing external feedback will increase the urgency and allow "competent managers" (Kotter, 2012, p. 44) to take necessary action.

Kotter (2012) asserted that raising urgency might require leadership to create a crisis. Achieving this level of urgency requires leadership to build "low levels of urgency" (Kotter, 2012, p. 51) without creating anxiety. Employees need to be informed of the "crisis" (Kotter, 2012, p. 51) and see the benefit of future change. The crisis can be as severe as creating a financial loss or providing employees with information about opportunities that will exist if the organization leaders can resolve existing issues. Middle managers play a role in eliminating barriers, and top executives "need to believe that considerable change is absolutely essential" (Kotter, 2012, p. 51). This early-stage groundwork is beneficial to the organization in Stages 7 and 8 when greater commitment is needed (Kotter, 2012). Leadership should spend time talking

to individuals and listening to all stakeholders about urgency, pitfalls, and opportunities for transformation.

Creating the guiding coalition is the second stage. Accomplishing major change is difficult, and it takes a powerful force “to sustain the process” (Kotter, 2012, p. 53). Leaders transforming in isolation fail at the task just as easily as a “low-credibility” (Kotter, 2012, pp. 54-56) committee. Kotter (2012) asserted that the committee or team must be a cross-section of employees with the organization with the following four key characteristics: position power, expertise, credibility, and leadership. Leaders must consist of “key players” to move progress, “various points of view” to represent the organization and make informed decisions, “people with good reputations” (Kotter, 2012, p. 59) to make the process and information credible, and leaders to drive the process. Leadership and management skills must work together during the process. Individuals with large egos and those who are snakes working to create mistrust and destroy teamwork are avoided or managed carefully (Kotter, 2012). Teambuilding is crucial to build and support trust with a common goal for the pending stages and creating an atmosphere to “make change happen” (Kotter, 2012, p. 67-68). Experienced leadership must “encourage people to transcend short-term parochial interests” (Kotter, 2012, p. 68).

Stage 3 involves developing a vision and strategy. Kotter (2012) defined the vision as a picture of the future with “some implicit or explicit commentary” (p. 71) on why that future should be created. Vision serves three purposes in the change process: clarifying the general direction for change, motivates people to take action in the right direction, and helps coordinate the actions of different people in a fast and efficient way (Kotter, 2012). The “vision is simple,” even “mundane” (Kotter, 2012, p. 73). This vision is one part of the strategy, plans, and budget part of the process (Kotter, 2012). Kotter (2012) illustrated that leadership created vision and

strategy, while management created plans and budgets. Kotter provided the characteristics of an effective vision to include imaginable, desirable, feasible, focused, flexible, and transferable. The details of these characteristics outline a real, futuristic description of the organization that articulates possibilities for all stakeholders in a focused yet flexible manner, which is all communicated to stakeholders in various formats (Kotter, 2012).

Creating an effective vision is an important step for the leader of the organization. Kotter (2012) provided seven steps to this process: first draft, the role of the guiding coalition, the importance of teamwork, the role of the head and the heart, messiness of the process, time frame, and end product. The leader must consider the seven steps in their vision development process, beginning with a single statement, “reflecting their dreams and real marketplace needs” (Kotter, 2012, p. 84). Quickly, the guiding coalition and, in time, the larger group must model this statement. Teamwork is essential for the guiding coalition to verbalize the vision. The work of early teambuilding is essential to the process. Analytical thinking and dreaming, the messiness of taking steps backward and sideways to move forward, and time to develop a good process are valuable but time-consuming steps in the processes. Although involved, these steps are a prerequisite in creating an effective vision. The end product is a vision “that is desirable, feasible, focused, flexible, and is conveyable in five minutes or less” (Kotter, 2012, p. 84).

Communicating the change vision, Stage 4, is crucial to the process. Information is revealed concerning the vision and create a “shared sense of a desirable future” (Kotter, 2012, p. 87) to motivate actions towards transformation. Therefore, the coalition leaders must devise a plan to communicate and overcommunicate the vision message effectively. Doing so involves the guiding coalition spending hundreds of hours “collecting information, digesting it, considering alternatives, and eventually making choices” (Kotter, 2012, p. 89) about communication.

Coalition members must answer questions about the vision, articulate clearly to stakeholders, and take the time to absorb the information they communicate (Kotter, 2012).

According to Kotter's (2012) elements in effectively communicating the vision, the message should be simple, use examples, presented in multiple forums, be repetitive, involve leadership in the process, address inconsistencies, and provide an opportunity for two-way communication. A few effective communication strategies for successful transformation include providing the entire organization with many opportunities to hear a simple message in various venues and mediums while creating opportunities for comments and questions (Kotter, 2012).

Stage 5 involves empowering employees for broad-based action. Change cannot occur without people, and people will not move if not empowered. Stages 1 to 4 provide empowerment to the coalition, managers, and others who believe in and championed the vision, but remaining barriers can halt progress in Stage 5. Kotter (2012) described barriers to empowerment: (a) formal structures making it difficult to act, (b) lack of needed skills, (c) personnel and information systems make it difficult to act, and (d) bosses discourage the implementation of the vision. The leadership and guiding coalition must work to eliminate the barriers of structures, skills, systems, and supervisors by providing training, aligning systems to vision and help supervisors adapt to the process or begin the process of removing them from the organization (Kotter, 2012).

Kotter (2012) provided a strategy to empower the power source (i.e., employees) in the organization by expanding and building the transformation of their abilities to mobilize a few people to thousands of people internal and external to the organization. The strategies for this process include communicating a sensible vision, aligning structures with vision, providing

employees training, aligning personnel and systems to vision, and confronting supervisors who undercut change (Kotter, 2012).

Generating short-term wins, Stage 6, is an effective strategy to gain momentum for transformation. Kotter (2012) stated that short-term wins must have three characteristics: (a) visibility, (b) unambiguous, and (c) related to the change effort. Organization leaders can use the role of short-term wins to see their sacrifices pay off and the company strengthens, which occur by evidencing the sacrifice is worth it, rewarding change agents, fine-tuning vision and strategy, undermining cynics, keeping bosses on board, and building momentum (Kotter, 2012). Action is required in this stage, and planning is key. Maintaining the urgency is a component of this stage. Individuals may feel they cannot do more; therefore, applying pressure is not a bad idea. However, creating “short-term gimmicks” (Kotter, 2012, p. 132) is inappropriate. The action plan and activity for short-term wins must be advantageous to the vision. These plans and activities are successful when managed, not led. Therefore, at this stage, leaders must remember to allow managers to apply their management skills in this area (Kotter, 2012). Kotter (2012) explained that this stage was to “build momentum to blast through the dysfunctional granite walls” found in organizations (p. 135). Ignoring this stage places transformation at risk.

Stage 7 is consolidating gains and producing more change. Kotter (2012) warned that transitioning from Stages 6 to 7 has its dangers: “Whenever you let up before the job is done, critical momentum can be lost, and regression may follow” (p. 139). Regression is a problem in this stage, and the coalition and leaders must be aware and prepared to continue short-term wins to fight complacency (Kotter, 2012). This point occurs when restructuring and reengineering, and a change in strategic planning may occur that will cause alterations or modifications to systems

and other aspects of the organization. The changes should prove successful due to previous short-term wins, providing there is momentum to tackle bigger projects (Kotter, 2012).

Leaders must remain mindful that organizations are interdependent and present a woven connectedness that may take longer to untangle. Change processes must be mindful that change to one department affects another department (Kotter, 2012). Leaders must not become impatient during this time of restructuring the strategic plan and work with managers for positive results from this stage. Numerous change projects may be required and occur simultaneously; therefore, the delegation of projects and managers overseeing these bigger projects is essential (Kotter, 2019). The result is two-fold because the organization is better positioned for this work in the future, and useless steps or processes that proved counterproductive to the organization are eliminated (Kotter, 2019, p. 147).

Stage 7 can take years and even decades to achieve. Kotter (2012) provided an outline of this stage in a successful, major change effort: (a) make more change not less; (b) bring in more help through promotions, contracts, or development; (c) senior management steps up to leadership to maintain clarity and keep urgency levels up; (d) lower ranks provide project management and leadership from below; and (e) reduction of unnecessary interdependencies to make change easier in short- and long-term.

Anchoring new approaches in the culture are the eighth and final stage. Kotter (2012) defined why culture was powerful and referred to culture as “norms of behavior and shared values among a group of people” (p. 156). Kotter (2012) described the norms of behavior:

Common or pervasive ways of acting that are found in a group and that persist because group members tend to behave in ways that teach these practices to new members, rewarding those who fit in and sanctioning those who do not. (p. 156)

Kotter (2012) defined shared values as “important concerns and goals shared by most of the people in a group that tend to shape group behavior and that often persist over time even when group membership changes” (p. 156). Kotter (2012) explained that culture could “powerfully influence human behavior because it can be difficult to change and because its near invisibility makes it hard to address directly” (p. 156). The same is true with shared values that are “less apparent but more deeply ingrained in the culture, are more difficult to change the norms of behavior” (Kotter, 2012, p. 157).

Kotter (2012) provided that the goal of stage eight in transformation is to “graft” (p. 160) new practices onto old culture. Although grafting new and old might prove difficult, the greater challenge is the need to change old culture with new practices (Kotter, 2012). Kotter (2012) was unconvinced that all core culture was incompatible with the new vision: “The key will be to graft some key values onto already well-formed cultures” (p. 162).

Excellent leadership proves essential during Stage 8, as changing culture is not easy. Culture and shared values are embedded in institutions, therefore making those values difficult to change. Some aspects of culture and shared values should be retained. Identifying these aspects may come in the latter stages of change. Thus, Kotter (2012) expressed that cultural change comes last, not first” (pp. 164-165). Kotter (2012) provided “key features of anchoring cultural change: 1. culture comes last not first, 2. depends on positive results, 3. requires a lot of talks, 4. may involve turnover, and 5, makes decisions of succession crucial” (p. 166). Although culture comes last, it is present throughout the preceding seven stages of this process. Kotter (2012) recognized that at the end of Stage 8, bringing about change was difficult, it would take more than two or three stages for effective change, and it would require substantial time and leadership from many people.

Matrix Organizational Structure

The matrix organizational structure origins began in the early 1900s as part of the scientific management era, when Taylor (as cited in Galbraith, 2009) “suggested the benefits of having multiple bosses” (p. 7). Functional foremanship was the original label, and the workforce would have multiple bosses in the workplace, such as a “schedule boss, quality boss, tool boss, administrative boss, and so on” (Galbraith, 2009, p. 7). This structure was confusing and disliked in the industry. In 1917, Fayol (as cited in Galbraith, 2009) provided an acceptable articulation in the “line and staff model” (p. 7), whereas each employee would have one boss. That boss had authority that ran from the leader to the bottom workers. The author liked the idea of bringing in specialists who would provide “advice and service when requested by the line managers in the hierarchy” (Galbraith, 2009, p. 7). Unfortunately, the presentation of the model was more distinct than it was practical.

In the 1960s, the modern matrix organization form emerged from the aerospace industry due to nation competing priorities: (a) a priority to get a man on the moon, (b) defense demand for Vietnam, and (c) global growth for Boeing commercial aircraft. Low resources dictated the priorities of costs and budgets. The change in strategic priorities led leaders of the aerospace industry to adopt the matrix organizational structure to assist them in functioning within the dimensions necessary to meet the priorities (Galbraith, 2009).

According to Galbraith (2009), a “matrix is a type of organizational structure that is built around two or more dimensions such as functions, products, or regions, in which people have two bosses” (p. 3). Despite being complex, leaders of companies select matrix to share “specialized and expensive resources,” “avoid duplication,” and the ability “to move people and ideas across products” (Galbraith, 2009, p. 2). Matrix is known to have multiple dimensions and

command structures. Sy and D'Annunzio (2005) emphasized three common variants of the matrix: functional matrix, balanced matrix, and project matrix (see Table 1).

Table 1

Common Variants

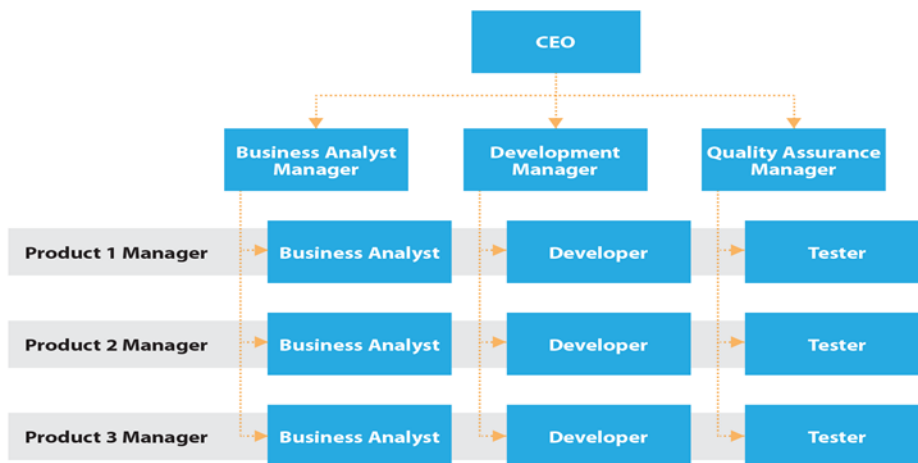
Functional matrix	Balanced matrix	Project matrix
Employees remain full members of functional departments.	Classic model by which the matrix form is known.	Employees move between functional departments and projects and respectively retain membership with those units during the same period.
Processes and procedures instituted to ensure cross-functional collaboration. Project managers are limited to coordinating the efforts of the functional groups.	Employees are officially members of two organizing dimensions. Strives for equalized power and authority between organizing dimensions and equal pursuit of multiple business objectives.	Permanent project management overlay. Project managers have primary control over resources and the project's direction.
Functional managers are responsible for the design and completion of technical requirements.	Project managers are responsible for defining what needs to be accomplished and when. Functional managers define personnel staffing and how tasks will be accomplished.	Functional managers serve in a support or advisory role and retain control over much of the team responsible for carrying out plans and controls established by project managers.

Usmani (2019) described the matrix as allowing the authority of a functional manager to flow downward, and the influence of the project manager to flow horizontally, hence matrix structure and employees reporting numerous managers. Figure 2 illustrates an example of a two-dimension function matrix by project matrix organization. Specialty employees from various functional departments are used to accomplish a specific organizational goal. Employees are managed in a horizontal direction and not the typical vertical (top-down) direction. The

employees work on specified goals or projects while remaining in their existing positions and reporting managers. The functions group dimension is a “skill-specialty” person who carries out the fixed or normal operations of an organization. In contrast, the second dimension contains projects “that use the talent in the specialty group” (Galbraith, 2009, p. 3) to accomplish the goal of the organization.

Figure 2

Function Matrix by Project Matrix



Note. This Photo by Unknown Author is licensed under CC BY.

Dual reporting for one or more employees is what defines a matrix. Balancing the power of the two sides or two managers of the dimensions is a defining characteristic of the matrix. The manager's roles should be defined as one manager whose authority determines what to do while the other manager determines how the work is performed. Balancing power between managers is another defining characteristic of matrix and implies equal power between managers. The goal is to minimize conflict between the two managers and confusion among employees (Galbraith, 2009). The function managers have formal authority over the product, and the project manager

has technical authority over the product. The dual reporting and balance of power represent the pure matrix organization (Galbraith, 1971).

The matrix organization is a collaborative organization, and people must develop collaborative skills to share power in the organization (Galbraith, 2009). According to Degen (2009), Galbraith believed these skills are present in modern-day organizations to promote harmony and group effort, “replacing the individual hero of the past” (p. 191). To achieve “harmonization,” he stated, “companies must ensure that their information and required systems and human resource policies are aligned with the matrix organization structure and the overall strategy of the company and don’t create biased behaviors distorting the cooperative behavior” (Degen, 2009, p. 191).

Table 2 provides the strengths and weaknesses of the matrix, as detailed by Sy and D’Annunzio (p. 40). The table reflects the ability of the matrix to encourage innovation while being complex and unpredictable (Sy & D’Annunzio, 2005).

Table 2

Strengths and Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> • Leverages functional economies of scale while remaining small and task-focused. • Focuses employees on multiple business goals. • Facilitates innovative solutions to complex, technical problems. • Improves employees’ companywide focus through increased responsibility and decision-making. • Allows for quick and easy transfer of resources • Increases information flow through the creation of lateral communication skills. 	<ul style="list-style-type: none"> • Violates principle that authority should equal responsibility. • Violates the principle that every subordinate should be assigned to a single boss. • Can create ambiguity and conflict. • Increases costs resulting from the need for additional management and administration. • Increases likelihood of resistance to change as employees may attribute the matrix with the loss of status, authority, and control over the traditional domain.

Despite its strengths and weaknesses, leaders of companies and organizations adopt the matrix for the following reasons:

1. allows companies to focus on multiple business goals;
2. facilitates the management of information;
3. enables companies to establish economies of scale; and
4. speeds response to environmental demands. (Sy & D'Annunzio, 2005, p. 41)

Thus, leaders at HCCS initially sought a balanced matrix structure.

Evaluative Statement

An analysis of previous studies on reform efforts, organizational change, or transformation in community colleges did not examine the lived experiences of individuals experiencing such phenomenon. Despite the expansive research on community college reform, foundational reports, organizational structure and change, frameworks, and previous research do not examine the lived experiences of people during the change and transformation process. The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). This study examined the initiation of organizational change in the system, the framework selected for transformation, and the lived experience of individuals during the process. The study is evidenced by the gap in the literature.

Chapter 3 - Methodology

“He may be mad, but there's method in his madness. There nearly always is method in madness.

It's what drives men mad, being methodical.”

--- G.K. Chesterton

The purpose of this study was to explore the lived experiences of participants during the organizational change process initiated by the Houston Community College System (HCCS). The researcher investigated the initiation of organizational change in the system, the framework selected for transformation, and the lived experiences of individuals during this process. This chapter begins with a description of researcher reflexivity, including disclosure of experiences related to the phenomenon of interest and of potential biases. This chapter proceeds with a description of the qualitative research methodology that informed the study. This chapter then includes a discussion of and rationale for the phenomenological research design, the role of the researcher, the selection of the study site, the study population, sampling procedures, instrumentation and timeline, data collection and data analysis procedures, validation of findings, limitations, academic rigor, and trustworthiness.

Reflexivity

Creswell and Poth (2018) suggested, “Qualitative researchers need to ‘position’ themselves in their writing” (p. 229). The researcher can use this concept of reflexivity to discuss and disclose “biases, values, and experiences” that they bring to the study (Creswell & Poth, 2018, p. 229). I followed Hammersley and Atkinson (1995) by discussing my experience with the phenomenon of this study and how these experiences impacted my “interpretation of the phenomenon” (Creswell & Poth, 2018, p. 229).

My professional goal in life was never to be an educator. When my mother would mention the profession of education, I emphatically stated, “I am not going into education.” After a short career in behavioral health, youth and family drug and alcohol case management, gang task force support, sexuality education training, and working for a national youth mentoring program, I entered education. Twenty-six years later, I can admit my mother was right.

A third-generation graduate of Langston University, the only Historically Black Colleges and Universities (HBCU) in the state of Oklahoma, I earned a bachelor’s degree in psychology and a master’s degree in urban education. I always wanted to earn a doctorate to elevate knowledge and educational status, as well as my family standard. Attaining degrees, especially professional degrees, remains a point of pride for African American families and communities. The belief that each generation should do better than the last was a mantra that I constantly heard in my home and among family members. My first memory of “being told” that I would go to college was at 4-years-old from my great-grandmother. The expectation seemed high, and it was unwavering. Later, it would become a natural transition.

My career in higher education began as a financial aid counselor with me eventually becoming a college president. Once I decided on becoming a president, I wanted to be an excellent, change-agent. I saw the future of the country changing at a rapid pace due to technology and industry. Honestly, I am a moderate user of technology but do understand the globalization of technology and its progression. In 1976, technology was introduced to me upon visiting my mother’s college computer programming class. Large machines lined a wall, and she would program cards to feed into the machines. From 1976 to 1996, I experienced the progression of technology with the advent of the pager, cell phone, desktop, floppy disks, 8-tracks going to CDs, World Wide Web, and my then-husband had taught beginner computer

skills to kindergarten students. Technology changes soared, and that was just the beginning. Predictions were made about technological advancements, jobs, mobile working environments, and generations who would live in a technologically savvy world, unlike the past. I loved the changes.

Once I entered education, I did not see the world of education fully embracing the future of change, particularly higher education. There were theoretical discussions about keeping pace systemically with the growing global society, but practical execution was lagging. In all fairness, some university leaders were creating changes, but the masses could not or would not keep pace. I also noticed that globally, higher education leaders did not look like the researcher, Black, Hispanic origin-female. The difference in leadership at an HBCU was naturally stark compared to other institutions and national representation. Leadership in higher education was male-dominated, and women “allowed” to break the glass ceiling if they had an influential male mentor vouch for them. There were comments and discussions to this point by both male and female leaders. Therefore, I decided long ago that I would set out to change the world, not “totally” to defy the establishment but to make a difference. I am the child of a once divorced, once widowed, nontraditional college student mother who accomplished many “firsts” during her career.

My perseverance comes from the strength of women in the family, certainly my mother and great-grandmother. Social work was the majority of my mother’s career, and she retired as a computer programmer. One of her “firsts” and first job responsibilities was the well-known Welfare to Work Program of the 1980s. Through her hard work to complete college, I learned the value of education. Through her dedication to assisting welfare recipients in changing their lives and future, I understood the importance of education and degree attainment.

My experiences and interest with change are summarized with a quote of Heraclitus of Ephesos (around 500 BC), “change is the only constant in life.” Changing lives is the foundation of my career and the reason change processes interest me. I have witnessed 20th century processes and pedagogies used in institutional operations and for the education of 21st century students. In these situations, 21st century technology is not considered or is limited. Early in life, I learned that things change and do not remain the same, even if we remember the old way. This aspect is demonstrated in my life, having worked in five states and living in a total of eight. I have experienced cultural issues, religious experiences, climate/natural disasters, environmental situations, an aging parent, and empty nester changes. Some changes were selected, and others imposed. I always anticipate change because it is the only constant and is true of the workplace. Change is necessary for business, industry, and education.

My experience with organizational change in higher education is threefold. First, I experienced change as a doctoral student. I enrolled at National American University (NAU), Roueche Graduate Center Community College Leadership Program (CCLP) in January 2016. A family emergency halted my matriculation in 2018. During this time, CCLP relocated to the John E. Roueche Center for Community College Leadership, Kansas State University (KSU). While I could have completed my degree with NAU, I made the decision to follow the program to KSU for completion. While I was close to completion with NAU, I felt transferring with CCLP to KSU was a factor of loyalty to a program that had poured into me. Also, I was provided an opportunity to continue learning from great educators and I believed that time could tolerate the change. Second, I experienced change as an employee working for institutions experiencing change. These experiences included organizational restructuring, various presidential changes at institutions, and adhering to state and federal

mandates that altered the operations of an institution, such as federal, state, and institutional mandates and changes due to the COVID-19 pandemic. Third, I worked for various institutions and locations: Midwest, Southwest, and South, urban, suburban, rural, HBCU, Hispanic Service Institution (HSI), tradition, 2-year, 4-year, public higher education institutions, and one not-for-profit business school during my career. This varied work environment exposed me to stagnation and progressive change. It also enlightened me to accept my predominant role as a change agent leader. Fostering change is quite an experience—the more strategic my approach, the better the success of the change. Creating systemic change is familiar to me and what I enjoy.

My Big Three philosophy is the guide for my daily work and my approach to leadership: (a) The institution is first, (b) the students are second, and (c) we are third. We are the institution; therefore, we must uphold the reputation and standards of the institution for students to receive the best we have to offer. This plan may sound cliché, but there is nothing cliché about helping individuals change their lives.

Reforming institutions for better education and preparation of individuals is as crucial today as the information in the foundational reports of this study. Therefore, the use of Kotter's (2012) eight-stages appeals to my strategic thought process. I also support the use of either Kübler-Ross's (1969/2019) change curve or Solerno and Brock's (2008) change cycle to help individuals understand and work through their feelings around change.

HCCS's use of the matrix organizational structure, the bold decision of HCCS's board of trustees expecting and supporting change, and the use of Kotter's (2012) eight-stage change process to execute change in the system also interested me. If I believe my students deserve the best, I cannot remain stagnant in the curriculum, teaching methods, operations, and processes. In

my opinion, HCCS took a bold step toward progress that many institutional leaders desire and can accomplish if they too step boldly and systematically.

Methodology

The researcher selected qualitative methodology for this study to analyze the change process of the HCCS. Analyzing the change process required the researcher to conduct interviews of participants with lived experiences about the change process and review documents relevant to the change process. Creswell (2014) stated that qualitative research “is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). Creswell and Poth (2018) explained that qualitative research had evolved over the years. Therefore, some experts are hesitant to provide one definition. Other qualitative researchers describe an evolving definition that reflects the ever-changing concepts of social construction, interpretivism, and social justice, as defined by Denzin and Lincoln in 2011 (as cited in Creswell & Poth, 2018). This evolution of the ever-changing concepts concluded with Creswell and Poth (2018) providing the following definition of qualitative research:

A situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world more visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalist approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena regarding the meanings people bring to them. (p. 7)

This researcher considered the need for organizational change and how the change was envisioned, communicated, implemented, and experienced by participants through interviews

with system administrators, faculty, and staff. The researcher studied HCCS's change process and contributed meaning to the information supplied by participants who experienced the change process (see Creswell & Poth, 2018).

Qualitative method characteristics include interviews, a review of archived documents, and focus group information (Creswell, 2014). Through the research process, the researcher expected to interview employees from each campus and employee category to gain a system-wide perspective of how the change process was implemented. Universal themes would be revealed to explain the phenomenon of the lived experiences during organizational change after the research.

Qualitative Research Design

Qualitative research designs are considered as approaches to inquiry (Creswell & Poth, 2018). A research design is the researcher's plan for research; it focuses on data collection, analysis, and writing; and occurs throughout the study (Creswell, 2014). Phenomenology is the qualitative research design approach that the researcher engaged in exploring the lived experiences of the participants of this study.

Creswell and Poth (2018) defined “phenomenological study as the common meaning of several individuals of their lived experiences of a concept or phenomenon” (p. 75). Phenomenologists capture the essence of an individual's experience by asking “what” and “how” of said experience (Moustakas, 1994). “Phenomenology transforms an individual experience with a phenomena to a ‘universal essence’ or the ‘nature of the thing’ or object” (Creswell & Poth, 2018, p. 177). Castellan (2010) described phenomenology to understand human behaviors and individual personal experiences.

The researcher believed phenomenology theory was appropriate for the study to understand the lived experiences of participants in their natural state (see Creswell & Poth, 2018). The researcher interviewed employees of HCCS to learn of their lived experiences of the change process implemented by the system. The researcher analyzed the information to provide an essence or understanding of what was experienced by participants. The researcher used phenomenology to satisfy the purpose of the study to explore the lived experiences of participants during the organizational change process initiated by the HCCS.

Researchers Role

Qualitative research is interpretive research and involves the researcher in “sustained and intensive experiences with the participants” (Creswell, 2014, p. 187). The researcher’s role in this study was to design a study that permitted exploration, participation, and analysis. The researcher conducted data collection, making the researcher an active participant in the study. The researcher interviewed participants, took notes, recorded conversations, reviewed archived data, reviewed, manually coded and analyzed data, articulated the findings, and made recommendations concerning the study (see Creswell, 2014).

Clarifying biases by the researcher is a core characteristic of qualitative research (Creswell, 2014). Accordingly, the researcher must disclose information that could shape their interpretation of the data. Disclosures include background, culture, history, gender, socioeconomic status (Creswell, 2014). Therefore, the researcher disclosed that she had been a postsecondary administrator for more than 20 years, which included 14 years as a community college administrator. The researcher had experience in implementing and maintaining organizational change and creating or updating institutional policies and procedures related to organizational change and operations. During the researcher's time as a community college

president, she participated in system-wide organizational change that involved 31 institutions in a mid-western state.

Participant Selection

Purposive Sampling

Creswell (2014) defined population as the number of individuals at a site while a sample is a clustering or small group of individuals within the population. The researcher used purposeful sampling to select “individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell & Poth, 2018, p. 157). HCCS was selected for this study because the leaders had initiated organizational change and completed the first phase of change; moreover, HCCS was a large, complex college near the researcher. Individuals were selected based on the number of years they worked at the college and their employment category.

This study was a single critical (i.e., a crucial case) case. For example, the weight of evidence from a single critical case permits logical generalization and maximum application of information to other highly similar cases because if it’s true to this one case, it’s likely to be true of all other cases in that category. (Patton, 2015, p. 275)

Leaders of community college systems, districts, and small to large institutions can understand how HCCS implemented change and benefit from the lived experiences of participants who helped transform the institution.

Stratification

The researcher collaborated with institutional research (IR) staff after receiving Institutional Review Board approval. The stratification for the sample group was emailed to IR

staff. The researcher received three employment cluster lists that included names, phone numbers, and email addresses of potential participants from IR through email. Due to the size of the sample group, the researcher received groupings of 20 for each cluster. A second group for faculty was sent to the researcher because of the low number of responses and timeline to begin the data collection. The file sent to the researcher from IR with employee information was in a secured, password-protected file.

Participants were stratified to include certain characteristics that reflected the experience of a diverse population of the district (see Creswell & Poth, 2018). The stratification for participants in this study were full-time employees with three or more years of employment at any of the six colleges, system offices, or a combination of both. Three years or more of employment would present individuals who worked for the system before the current change process.

Clustering and Systemic Sample

The researcher utilized Creswell's (2014) description of the multistage or clustering process to identify sample clusters, obtain the names of participants within the cluster, and select the sample within them. Three clusters were identified for this study. First, administrators included the board of trustee members, second faculty, and third staff.

The researcher applied the systematic sample process to select participants for the sample groups (see Fowler, 2014). Utilizing Fowler's (2014) and Creswell's (2014) description of systematic sampling, the researcher began at a starting point of each employee list. Every third employee was selected. The third number was selected due to the number of employees provided on each list by IR and the number of participants the researcher desired to interview.

Phenomenology researchers have experienced sample sizes from one to over 300 (see Creswell & Poth, 2018). Dukes (as cited in Creswell & Poth, 2018) recommended sample sizes range between three to 10. The researcher proposed to select 40 participants: 16 administrators, 12 faculty, and 12 staff. A yield of 15 to 18 in the sample group was preferred to fulfill a representative sample size. The final sample group consisted of 14 full-time employees categorized as administrators, faculty, and staff who represented five of the six colleges, system office, and board of trustees.

The researcher protected the identities of participants by assigning each person a four-digit numerical code. Codes were selected from the Oklahoma City area zip codes utilizing the last four-digits. The researcher used these numbers out of familiarity. The numbers were assigned randomly when participants agreed to the study. Participants received the following numbers: 3142, 3143, 3145, 3146, 3147, 3148, 3150, 3151, 3152, 3153, 3154, 3155, 3156, and 3157. Cluster identifiers were assigned to each participant. Identifiers were noted as “A” for administrators, “F” for faculty, and “S” for staff. The initial data analysis process was completed manually by the researcher. This process utilized the four-digit numerical codes and identifiers created initially by the researcher. Numerical codes and cluster identifiers for participants were as follows: 3142(F), 3143(F), 3145(S), 3146(S), 3147(A), 3148(F), 3150(S), 3151(A), 3152(A), 3153(A), 3154(F), 3155(A), 3156(S), and 3157(A).

Participants’ numerical coding changed during the electronic data analysis process. This was utilized to provide simple descriptors in presenting the findings for chapter 4. Participants’ four-digit numerical codes were changed to alphanumeric codes: A1, A2, A3, A4, A5, A6, F1, F2, F3, F4, S1, S2, S3, and S4. The identifiers A (administrator), F (faculty), and S (staff)

remained to indicate participant cluster classification. In the study, participants are identified with the following alphanumeric identifiers:

- a. A1 – 3147(A)
- b. A2 – 3151(A)
- c. A3 – 3152(A)
- d. A4 – 3153(A)
- e. A5 – 3155(A)
- f. A6 – 3157(A)
- g. F1 – 3142(F)
- h. F2 – 3143(F)
- i. F3 – 3148(F)
- j. F4 – 3154(F)
- k. S1 – 3145(S)
- l. S2 – 3146(S)
- m. S3 – 3150(S)
- n. S4 – 3156(S)

Data Collection Methods

Brinkmann and Kvale (2015) describe research interviews as a researcher’s method of obtaining information using a structured process that has a purpose. According to Brinkmann and Kvale, the researcher “defines and controls the situation” and obtains “lifeworld” information from an interviewee “in order to interpret the meaning of the described phenomena” (p. 6). This process is the semi-structured research interview, and it allows the researcher to follow up with

the interviewees with critical questions to their responses. The researcher adopted Brinkman and Kvale's seven steps and Rubin and Rubin's responsive interview during the interview inquiry.

The researcher conducted a semi-structured, open-ended interview with participants (see Appendix A). Seventeen open-ended questions aligned with the major research questions were used in the interview questionnaire. The interview, conducted by the researcher, was used to gather in-depth information from participants to describe the phenomenon (see Creswell & Poth, 2018). Interviewing participants was the primary process to collect data.

Interview Inquiry

The researcher identified the seven steps of an interview inquiry process outlined by Brinkman and Kvale (2015). The researcher

1. Thematized the seventeen-item interview questionnaire by embedding the seven major research questions within the interview questionnaire that is based on the study's purpose and significance.
2. Designed the study a. receiving consent from the Institutional Review Board (IRB) of HCCS; b. selected individuals through a stratified, cluster, systematic sample process; c. sent solicitation emails to individuals with the informed consent form for review.

The researcher informed individuals of the measures of security to conceal their confidentiality by participating in the study and identifying documents of the study to include interview recordings and transcripts; d. scheduled interview appointments at the HCCS Main Street building in a private location; and e. detailed how the interviews would be conducted in the IRB application and the Interview Protocol section of this study.

3. Interviewed participants following the interview protocol of this study. One-hour interviews were scheduled for fourteen participants. Interviews were tape-recorded, and participants were identified by the assigned four-digit numerical code.
4. Transcribed the interview utilizing rev.com transcribing services for participants' audio-recorded interviews. rev.com was approved during the IRB process. Participant interviews were transcribed exactly producing 209 pages of transcripts from 13 hours of audio recordings.
5. Transcribed the interview utilizing Rev.com transcribing services from participant interviews after reading the transcripts, separating the seventeen interview questions, and matching participant responses to the questions. Interview responses were separated into cluster group responses for each interview question. The data analysis section of this study provides an extensive interpretation of how the data was analyzed.
6. Verified the validity, reliability, and generalizability of the findings using NVivo software, reviewed Rev.com transcripts while listening to the original audio recordings of participant interviews, and the researcher conducting in -person and telephone follow up meetings with HCCS personnel to clarify information provided by participants. The clarifying information provided the researcher details of the initiation of change and the organizational structure that did not involve participants but provided valuable insight to details shared by participants.
7. Reported results of the study in Chapter 4. The researcher was invited by Dr. Maldonado, chancellor of HCCS, to report study findings to college leadership.
(Creswell & Poth, 2018, p. 164)

The researcher adopted the responsive interview model, an interactive interview model by Rubin and Rubin (as cited in Creswell and Poth, 2018), that uses flexibility, allowing the interviewer to “change questions, sites, and situations to study” (p. 165). Rubin and Rubin (2012) speak to the naturalistic research design that allows for a continuous, flexible, adaptable design. Continuous means the researcher is not locked into the “original ideas” of the study and they can change who and what they ask throughout the project (p. 42). Flexible allows the researcher to “explore new information and insights” and explore new ideas that emerge with “conversational partners” (p. 42). Adaptability allows the researcher the ability to respond to unforeseen occurrences of the study. During the study, two participants requested a change for the interview location. The seventeen-interview questionnaire contained second questions, however, the researcher explored new information from participant interviews and interviewed additional personnel throughout the study. Archived documents and other artifacts provided valuable data for the study (see Creswell & Poth, 2018). To address the document review, the researcher reviewed the HCCS’s website, industry partner websites, documents provided by the institution, media documents, and videos included as resources.

Interview Protocol

Brinkmann and Kvale (as cited in Creswell & Poth, 2018) described interviews as “where knowledge is constructed in the interaction between the interviewer and the interviewee” (p. 163). Additionally, qualitative researchers attempt “to understand the world from the subjects’ point of view, to unfold the meaning of their experience, to uncover their lived world” (Creswell & Poth, 2018, p. 163). The researcher followed Creswell’s (2014) interview protocol components:

1. A heading (date, place, interviewer, interviewee),

2. Standard instructions for the interviewer to follow,
3. Interview questions (ice-breaker included at beginning of interview),
4. Probes for more details during the interview,
5. Thank you statement for the interviewee at the conclusion, and
6. Develop a log of documents collected for analysis. (p. 194)

The researcher secured a location for interviews at the Main Street location of HCCS.

The researcher sent email communications to potential participants to request their participation in the study using face-to-face interviews. The communication included an introduction to the researcher, information about the study, how the participant was selected, assurance of confidentiality in the process, and dates for interviews (see Appendix B). Attached to the email was the informed consent form (see Appendix C). The researcher called the potential participants if they did not respond after three days. Once the researcher secured the interview with the date, time, and location, follow-up emails were sent to potential participants, thanking them for agreeing to participate and reminding them of their specific interview times. Initially, 14 individuals agreed to interviews, but two potential participants did not attend the interviews at their specified times and did not return calls from the researcher. The week before the last interview, the researcher secured two potential participants for interviews.

Interviews began July 5, 2018 and ended July 30, 2018. Potential participants became participants once they had signed the consent form and completed the interview process. The researcher met potential participants at a designated location at the Main Street location; took participants to the interview room at their designated time; and introduced herself, the study, and the interest in the study and HCCS. Participants were asked general questions to acquaint them with the researcher and the researcher with participants. Questions included their drive, location

of work, weather, nerves about the interview, and the researcher completing the doctorate degree. The consent form was reviewed and signed, and each individual was apprised of a four-digit identification number; after the recording began, they would only be identified by this number. This number changed to alphanumeric codes to simplify the writing process in Chapter 4. Potential participants were informed that interviews would be recorded and transcribed for accuracy. They were provided the interview protocol questions, and the interview began. The protocol was observed, and additional questions were asked for clarification throughout the interview. Once the interview concluded, the researcher thanked each participant and walked them to the lobby. Interview times were between 30 minutes to 2-hours per participant. A log of media documents collected for analysis are listed in Chapter 4. A Document Review Analysis section is included in this study.

Data Analysis

In qualitative research, data analysis includes organizing the data; reducing the data into themes through coding; and presenting the data in figures, discussion, or tables (Creswell & Poth, 2018). The researcher identified the analysis process outlined by Moustakas (1994). The researcher

1. described their personal experiences with the phenomenon,
2. developed a list of significant statements (interviews and other documents),
3. grouped significant statements into broader units of information,
4. created a description of “what” participants experienced the phenomenon,
5. drafted a description of “how” the experienced happened, and
6. wrote a composite description of the phenomenon. (Creswell & Poth 2018, p. 201)

The researcher analyzed the data, manually coded the data, and utilized the software program NVivo to assist with the analysis process. The researcher used the NVivo program to organize, sort, and code information (Creswell & Poth, 2018). Major and minor themes emerged from this process, as detailed in Chapter 4.

Trustworthiness

Qualitative validity is how researchers “check for accuracy of the findings” (Creswell, 2014, p. 200) as viewed by the researcher, participant, or reader. Trustworthiness is another term used to describe validity (Creswell, 2014). The researcher selected the broad qualitative criteria for excellence of the eight “Big-Tent” criteria developed by Tracy (2010) for excellent qualitative research to answer the questions of rigor and trustworthiness not found in other models:

1. A worthy topic – The calls for community college reform remains a national agenda in the 21st century. This study outlines historic foundational reports summarized in Chapter 2 that support deep organizational reform in community colleges. AACC and other higher education advocates continue to support reform of community colleges as a national agenda. Despite continued advocacy, community college leaders continue to struggle with institutional reform.
2. Rich rigor - The researcher ensured rich rigor by detailing the use of the theoretical change process of Kotter’s (2012) eight-stage change process and the complex matrix organizational structure to capture and express the essence of the lived experiences of individuals. Previous research shows that the topic of the study was considered rigorous and complex by experts in the field of organizational change, educational reform, and institutional practitioners. The researcher followed strict qualitative

research methods to conduct this investigation. Interviews were conducted over four days with more than 13 hours of participant-recorded interviews. Utilizing the cross-check method, the researcher manually coded and thematically analyzed participants' transcripts before utilizing NVivo software for coding comparisons and themes, with at least an 80% agreement between methods for reliability (see Creswell, 2014, p. 203).

3. Sincerity - The researcher's career in higher education spans 25 years. She is passionate and committed to the mission of community colleges. The researcher's genuine interest in the present and future role of community colleges helped focus on the investigation. The ideas expressed in the significance of the study in chapter 1 of this study speak to the researcher's personal and professional interest in conducting research that can make a substantial contribution to the field.
4. Credibility - Credibility was created through cross-checked codes, the use of NVivo, rich, thick description, the researcher clarifying biases, clarifying research with follow-up conversations and meetings with HCCS employees, and displaying data tables of participants responses.
5. Resonance - The researcher included narrative, as part of the significance of this study, the practical opportunity for guidance or a roadmap in the findings that would resonate with other higher education institution leaders initiating organizational change.
6. Significant contribution - This researcher aimed to contribute to the literature and provide practices within community colleges, provide a roadmap or guidance for other institutions to follow before and during organizational transformation,

contribute to the body of literature the findings of the study and the lived experiences of participants, inform community college leaders how they can reform their organizations, and inform community college leaders about reforming their organizational structures and suggest the use of the basic matrix model for organizational structure change.

7. Ethical - The researcher followed the procedural ethics of the approved IRB for this study, was reflexive in her reasons for this study, disclosed the significance and rationale for the research, and provided this information to participants with an option to conclude their participation at any time during the data collection process. The researcher strongly considered the confidentiality of participants and procedural measures taken to protect their identities.
8. Meaningful coherence – While the literature supports engaging internal stakeholders, creating strategies to overcome change obstacles, and inspiring the courage and commitment leaders need to implement deep organizational change, institution leaders struggle with clear reform plans and strategies that engage faculty, staff, and administrators (Bailey et al., 2015). Previous research did not examine the lived experience of individuals during reform efforts in higher education, therefore a gap in the literature exist to explore the lived experience of individuals during institutional reform and organizational change. The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). This purpose emerged from the analysis of the issues and the gap in the literature. Investigated during the study was the initiation of organizational change in the system, the framework selected for

transformation, and the lived experience of individuals during this process. Seven research questions guided the research using phenomenology research design to satisfy the purpose of the study and explore the essence of participants experience with the change process. Phenomenology is the qualitative research design approach that the researcher engaged in exploring the lived experiences of the participants of this study. Castellán (2010) described phenomenology to understand human behaviors and individual personal experiences. The researcher believed phenomenology theory was appropriate for the study to understand the lived experiences of participants in their natural state (see Creswell & Poth, 2018). The conceptual framework framed the research and interview questions of this study. Employees of HCCS were interviewed and their responses analyzed to provide an essence or understanding of what was experienced by participants. HCCS selected Kotter's eight-stage change process to initiate change and transform into the matrix organizational structure.

The researcher followed the guidelines of Tracy (2010) to meet the eight criteria for excellent qualitative research. Although all eight criteria were important, the researcher wanted to ensure the rigor, credibility, and ethics were adhered to for others to resonate with the study and the other criteria. The researcher hoped the guidelines of Tracy (2010) would support her novice effort to present a quality research study that honored the organizational change process of HCCS and allow readers the opportunity to capture the essence of the phenomena from the participants' lived experiences (see Creswell, 2014; Creswell & Poth, 2018).

Site Selection

Houston, Texas

Brothers Augustus Chapman Allen and John Kirby Allen founded Houston on August 30, 1836, on land near the banks of Buffalo Bayou (City of Houston, n.d.). One hundred-eighty-three years later, Harris County, the county seat of Houston, Texas, has a population of 2,343,365, a landmass of 671 square miles, and a city of 665 square miles (City of Houston, n.d., Planning and Development Department). Houston is the most populated Texas city, southern city, and southwestern city in the United States. Texas is the fourth largest city in the country and is estimated to become the third most populated city in the latter part of the 2020s (City of Houston, n.d. & Houston First Corporation, n.d.). The Houston-The Woodlands-Sugar Land Metropolitan Statistical Area (MSA) consists of nine counties: Austin, Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Montgomery, and Waller. The MSA covers 9,444 square miles, which are slightly smaller than Massachusetts and larger than New Jersey. The 665 square miles of Houston can contain the cities of New York, Washington, Boston, San Francisco, Seattle, Minneapolis, and Miami (Houston First Corporation, n.d.).

According to The City of Houston statistics (n.d.), Greater Houston is the most ethnically diverse metropolitan area in the United States, with at least 145 languages spoken by city residents (third in the nation) and 90 nations represented in the city. Thirty-one percent of the population holds a bachelor's degree or higher (Houston First Corporation, n.d.). There are 60 degree-granting colleges, universities, and technical schools in the Greater Houston area. The region also has at least 100 trade, vocational, and business schools and three Tier 1 research universities (Houston First Corporation, n.d.). Houstonian's educational attainments are as follows:

1. Less than high school – 12%.
2. High school graduate – 23%.
3. Some college/Associate degree – 23%.
4. Bachelor’s degree – 19%.
5. Graduate or professional degree – 12% (City of Houston, n.d.).

Population and Poverty Growth

Houston’s population increased from 2,100,263 to 2,326,090 between 2010 to 2018, respectively. This statistic represents a 9% or 225,827 population growth during this period (City of Houston & U.S. Census Bureau, n.d.). The population change for the area from 2000 to 2017 was 14%, the highest among the top four populous cities in the country (City of Houston, n.d.). New York and Los Angeles populations grew by 6%, each during this time period, while Chicago’s population decreased 6% during this same time (City of Houston, n.d.).

The age population demographic for Houston in percentages is the school-age population (5 to 17 years) at 17%, voting-age population (18 years and over) at 75%, millennial generation (18 to 34 years) at 28%; middle ages (35 to 64 years) at 36%; and retirement (65 and over) at 10%. Thirty-three years is the median age for Houstonians. In 2019, there were 838,950 households, the median income from 2014 to 2018 was \$51,140, and 20.6% of the population lived in poverty during this same time (City of Houston, n.d.).

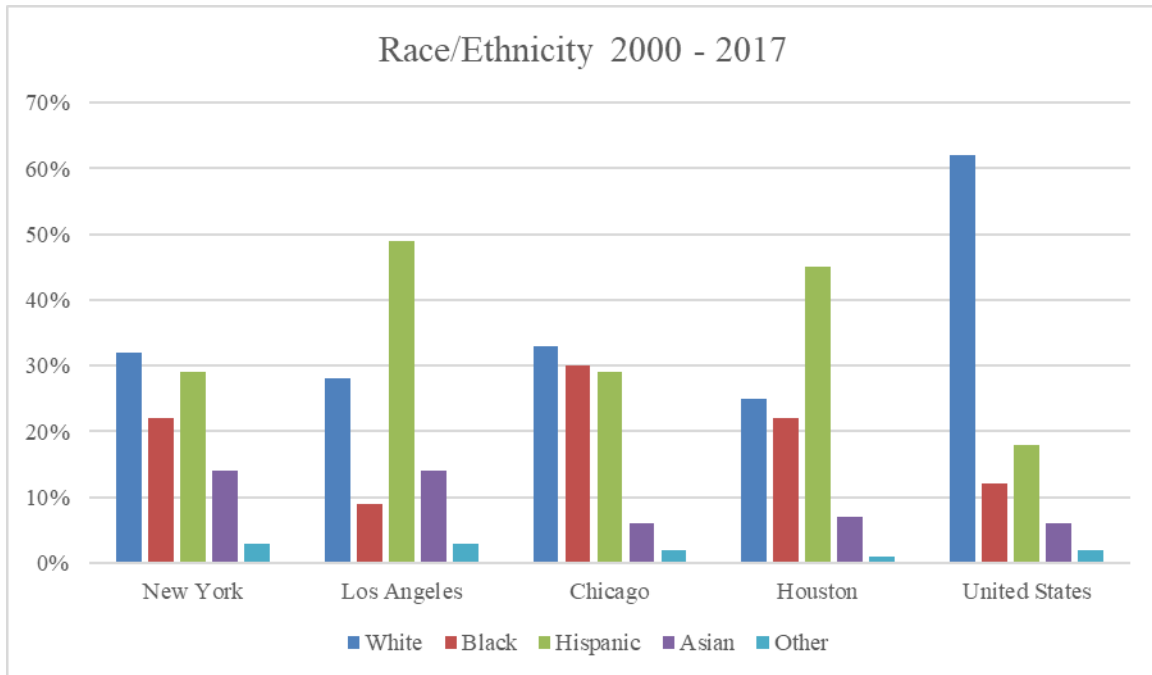
Race and Ethnicity

Houston’s race and ethnicity comparisons to the three most populous cities and the United States are illustrated in Figure 3 (City of Houston, n.d.). This figure reflects the ethnic growth from 2000 to 2017 and compares Houston to New York, Los Angeles, Chicago, and the United States. During that period, Houston’s Hispanic population growth was second only to Los

Angeles, with the White and Black demographic demonstrating significant growth. The researcher noted that people of Hispanic origin might be of any race. “Asian” included American Indian, Native Hawaiian, and Pacific Islander categories. “Other” included two or more races category (City of Houston, n.d.).

Figure 3

Race and Ethnic Growth Comparison



Racial and ethnic population characteristics recorded in 2018 census data reflect the following about Houston’s demographics:

1. White alone – 53.8%,
2. Black or African-American alone - 22.5%,
3. American Indian and Alaska Native alone - 0.4%,
4. Asian alone – 7.3%,
5. Native Hawaiian and Other Pacific Islander alone - 0.1%,
6. Hispanic or Latino - 44.9%,

7. Other - 13.8%, and
8. Two or More Races - 2.2% (U.S. Census Bureau, n.d.).

The foreign-born population for this period was 29.2%. Households with a computer from 2013 to 2017 were at 85.2%, and 74.2% had broadband internet subscriptions. High school or higher graduates by age 25 (2013-2017) were at 77.9%, with 31.7% attaining a bachelor's degree or higher by age 25 (2013-2017). During that same period, 67.7% of the population ages 16+ were in the civilian labor force, and 59.5% of this age were female (U.S. Census Bureau, n.d.).

Industry Growth and Employment

Leaders of various industries support Houston's economy, which once primarily relied on oil and gas. Leaders of diverse industries currently enhance the city and region's employment growth and skilled workforce needs. Primary industries include advanced manufacturing (1 in 3 manufacturers), energy (44 out of 128 publicly traded), life sciences and biotechnology (366,000+ employed), digital technology (500+ companies), headquarters (Rank 4 in the United States in *Fortune 500*), and transportation and logistics garnered the area as the best seaport in North America (Greater Houston Partnership, n.d.).

Houston's unemployment rates in percentages for five years beginning January 2014 are as follows: January 2014: 5.5, January 2015: 4.6, January 2016: 4.8, January 2017: 5.8, and January 2018: 4.9 (U.S. Census Bureau, n.d.). The U.S. Federal Reserve estimates that the lowest level of unemployment the United States economy can sustain is between 3.5% and 4.5% (U.S. Federal Reserve System, n.d.). Unemployment rates between 6% to 7% are considered normal in the United States, and above 10 is high (wiseGEEK, n.d.). Houston's unemployment rate from

2014 to 2018 ranged from 5.5% in January 2014 to 3.9% by December 2018. These rates are considered low, with significant skilled job growth (U.S. Bureau of Labor Statistics, n.d.).

According to a representative from Greater Houston Partnership (GHI), Upskill Houston, 72,000 skilled jobs are available each year that require education beyond high school (Maldonado 2016, 26:23). Upskill Houston is an employer-led organization founded in 2014 to address the growing skilled worker shortage in the city and region. The mission is to address the nearly 1 million open positions estimated to grow over the next five years with a skilled workforce. A leading force in Houston, Upskill is committed to understanding the needs of industry and other stakeholders to create an intersection with education and career exploration services. Industry leaders need individuals with skills-based in technology as many industries are quickly moving to technology-based occupations that also require “soft and non-cognitive skills” (Greater Houston Initiative, n.d., para. 2). The need for potential employees to gain these skills forged a natural partnership between GHI and HCCS.

Houston Community College

The site for the study was HCCS, an open-admission public institution located in Houston, Texas. HCCS awarded associate degrees and certificates in academic studies and career and technology programs to a diverse student population. Transfer courses, continuing education, corporate training, lifelong learning and enrichment programs, and adult education were offered throughout the HCCS service area. The service area included Houston Independent School District, Katy, Spring Branch, Alief Independent School Districts, Stafford Municipal District, and the Fort Bend portion of Missouri City. Two counties, Harris and Fort Bend, were included in the service area (Houston Community College, n.d., About). HCCS was selected for this study due to its initiation and implementation of a system-wide organizational change process. The

researcher sought to understand the lived experiences of participants during the implementation of the change process through research and analysis.

HCCS was founded on May 18, 1971, when voters approved a community college district for sharing facilities with the Houston Independent School District (HISD). The doors opened in August 1971, with 5,711 students enrolled and course offerings in occupational and technical training at the Houston Technical Institute (housed in what was then HISD's San Jacinto High School). "The following semester, academic transfer courses were added and taught at six HISD locations" across the city (Houston Community College, n.d., factbook, p. ii).

In 1974, enrollment increased to 16,495 (Texas State Historical Association, n.d.). HCCS was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1977 and boasted more than 28,000 students. In 1989, HCCS separated from HISD and established "its own Board of Trustees and taxing authority" (Houston Community College, n.d., factbook, p. ii). Nine-members elected from single-member districts for 6-year terms comprised the board. In 1991, HCCS was restructured into a multi-college system with five colleges, selected six presidents, and made the HCCS president the HCCS chancellor (Houston Community College, n.d., factbook, p. ii) of the central campus, northeast campus, northwest campus, southwest campus, and southwest campus (Texas State Historical Association, n.d.). Coleman College was established in 2004. Initiated in 2014, leaders of transformation transformed instructional programs into the Centers of Excellence (COE) and Instructional Divisions. In 2018, the Online College was established to meet the educational needs of students. HCCS provided more than 70 fields of work and held various program accreditations and Texas accreditations (Houston Community College, n.d., factbook, p. ii).

HCCS became the second-largest community college in the country in 2001 when enrollment soared to 49,520 offering various programs and an extensive distance education program (Texas State Historical Association, n.d.). The HCCS mission was as follows:

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society. (Houston Community College, 2017, Annual Report, p. 2)

HCCS served more than 4.1 million students since 1971; HCCS's vision was to be "a leader in providing high quality, innovative education leading to student success and completion of workforce and academic programs. We will be responsive to community needs and drive economic development in the communities we serve" (Houston Community College, 2017, Annual Report, p. 2). According to college records, HCCS ranked first nationally among associate's institutions hosting international students and in awarding associate degrees to all minorities, ranked second in awarding associate degrees in all disciplines and in awarding associate degrees to African American students, and ranked third and fourth in awarding associate degrees to Hispanic and Asian-American students, respectively (Houston Community College, 2017, Annual Report, p. 12).

Demographics

During the Fiscal Year 2017-2018, enrollment was 114,430, with 13,005 total degrees and certificates awarded and an 88% job placement rate (Houston Community College, 2017, Annual Report, p. 13). Females led enrollment, with 62,112, males at 51,734, and unknown/other at 422. Figure 4 reflects age group demographics, and ethnicity demographics are reflected in

Figure 5 for the Fiscal Year 2017-2018. These figures reflect that HCCS's largest age group is the 23- to 30-year-olds, with 34,760 enrolled, and Hispanic being the majority ethnic group, with 37% enrolled, respectively (Houston Community College, 2017, Annual Report, p. 13).

Figure 4

Age Group

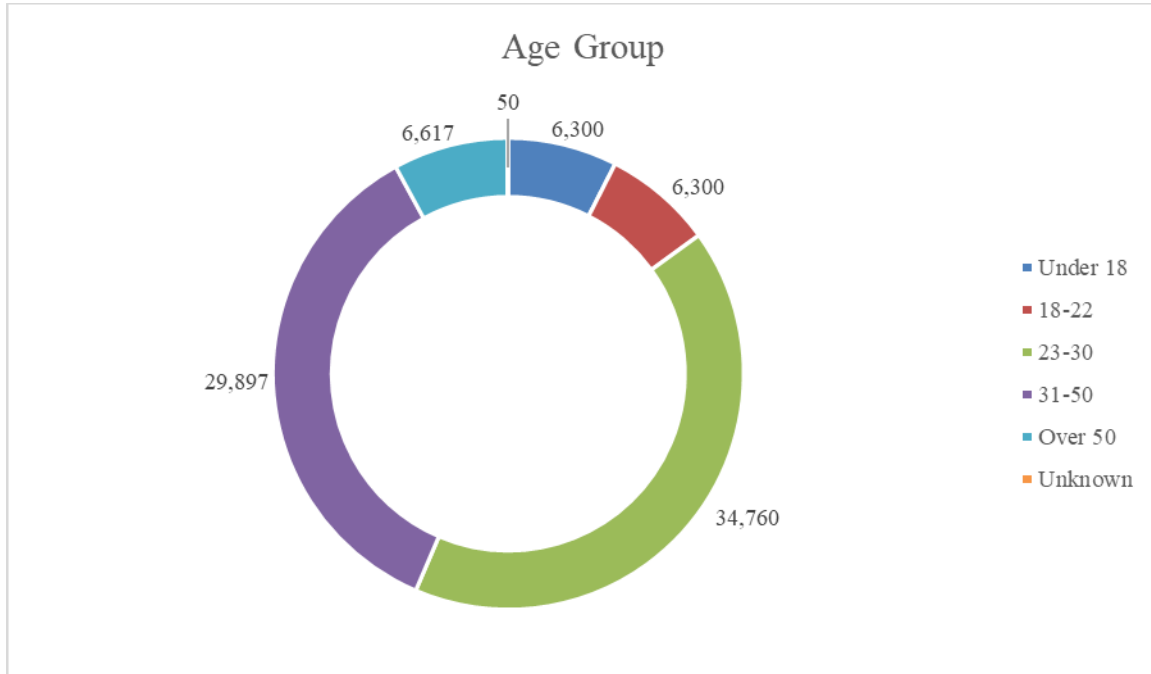
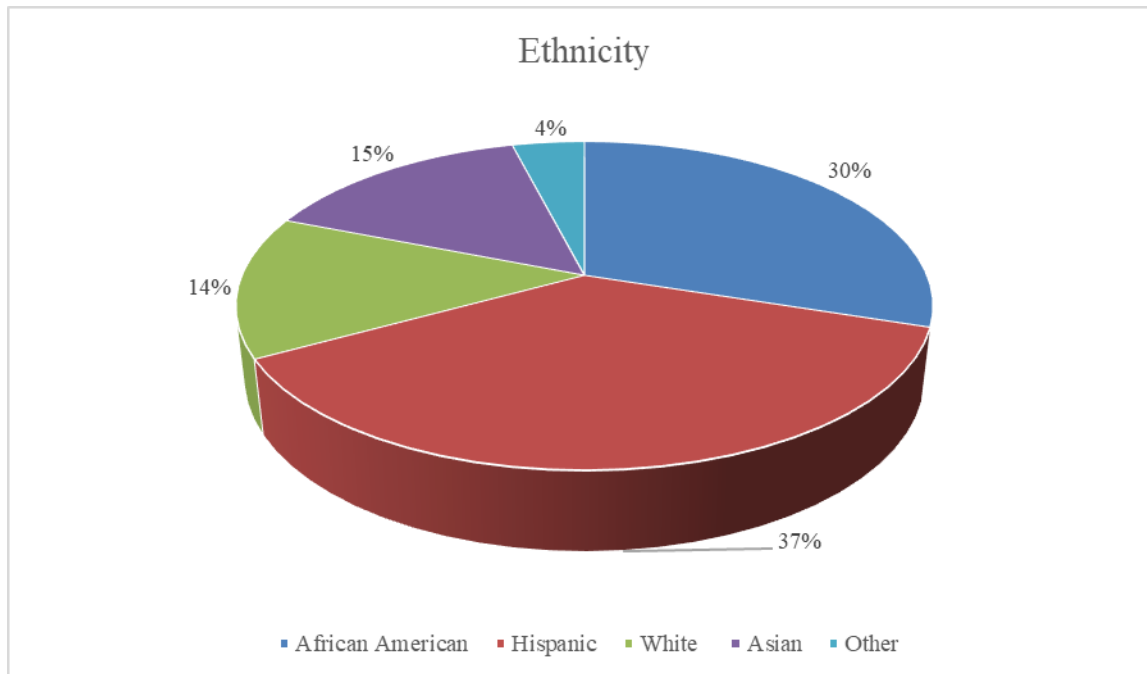


Figure 5

Ethnicity



HCCS’s total impact annually was \$4,100,000,000 from HCCS alumni, operations spending impact, and student spending impact (Houston Community College, 2017, Annual Report, p. 38). Total revenue for the Fiscal Year 2017 was \$484 million, with expenditures the same at \$484 million (Houston Community College, 2017, Annual Report, p. 39). HCCS received a Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association, Achievement in Excellence in Procurement from National Procurement Institute, and Cyber Security certified by National Security Agency and Department of Homeland Security, is one of three community colleges in the state to hold with this designation (Houston Community College, 2017, Annual Report, p. 45)

Seven colleges comprised the system: Central College, Coleman College, Northeast College, Northwest College, Southeast College, Southwest College, and HCCS Online. Transformation moved the college from six diverse colleges to 14 instructional COE. It earned HCCS recognition by the League of Innovation in the Community College as the 2016 Innovation of the Year Award (Houston Community College, n.d., About). “This award

recognizes innovative programs, policies, and partnerships that improve the ability of institutions to serve students and the community which has always been our greatest goal,” stated Eva Loreda, District VIII, HCCS Board of Trustees (Loreda, 2016, p. 2).

Summary of Colleges in the Houston Community College System

Program offerings are as diverse as the populations served throughout the system. College leaders concentrate on associate degrees, transfers, careers, and technical education to ensure students receive an accessible, affordable education. Enrichment courses are offered to extend life-long learning opportunities to everyone in Houston. Currently, HCCS encompasses six colleges, one online college, 14 associated campuses, and 11 COE that provide quality, hands-on, industry-led instruction for students. Conference centers located on campuses are part of the footprint for HCCS to offer meeting and conference spaces for the college and community (see Appendix W for a summary of colleges).

Chapter Summary

Research Design Overview

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). Tables 3 and 4 provide a summary of the methodology for Chapter 3.

Table 3***Research Questions***

Question number	Question
Question 1	How did participants describe the factors that initiated the change process?
Question 2	How did participants describe the contributing factors in selecting the change process model?
Question 3	How did participants describe the implementation of the HCCS change process?
Question 4	How did participants describe the characteristics of the HCCS environment that make change difficult?
Question 5	How did participants describe their experience with the selected change model?
Question 6	How did participants describe their experience during the change process?
Question 7	How did participants describe the integration of the matrix principle in the organizational change process?

Table 4***Design of the Study***

Section	Details
Research agent	Leslie R. McClellon
Timeframe of study	June 2018 – July 2018
Unit of analysis	Organizational Change
Methodology	Qualitative
Type of research design	Phenomenology
Site selection	Houston Community College System, Houston, Texas
Population	3,448 full-time employees (faculty, staff, and administrators). Nine board of trustees.
Sample selection	Purposeful, Critical Case - Board of Trustee members, administrators, faculty, and staff for face-to-face interviews. Archived documents including board minutes, memos, district-wide meetings, and other materials will serve this purpose and reviewed for information.
Researcher's role	Design a study that permits exploration, participation, and analysis. Data collection (active participant). Interview participants, review archived data, take notes, review and analyze data, articulate findings, and make recommendations.
Instrumentation used	Interview protocol, documentation, and archival records. Standard open-ended questions delivered in a conversational interview.
Interview protocol	The researcher met individually with full-time faculty, staff, administrators, the chancellor, and trustee members.
Data collection strategies	Brinkmann & Kvale (2015) seven steps of interview inquiry and Rubin and Rubin responsive interview model, an interactive interview model (as cited in Creswell and Poth, 2018)
Data analysis methods	Moustakas model
Confidentiality	Appendix B
Verification/trustworthiness	NVivo, Cross-check method (see Creswell, 2014), Use of multiple sources
Estimated budget	\$2,050

Chapter 4 - Presentation and Analysis of Findings

What appears in consciousness is the phenomenon. The word phenomenon comes from the Greek phaenesthai, to flare up, to show itself, or to appear. As constructed from phaino, phenomenon means “to bring light, to place in brightness, to show itself, the totality of what lies before us in the light of day”

---Heidegger

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by Houston Community College (HCCS). This researcher investigated what initiated an organizational change in HCCS, the process selected for change, and the lived experiences of individuals during the change process.

The goal of this chapter is to present the study findings. Before the findings of the research, relevant participant demographics, a description of the factors that initiated the change, details of the initial transformation process, the change process, and the organizational structure adopted by HCCS are presented. This chapter concludes with a detailed discussion of the findings, which are organized by the research question. The following seven research questions were used to guide this study:

1. How did participants describe the factors that initiated the change process?
2. How did participants describe the contributing factors in selecting the change process model?
3. How did participants describe implementation of the HCCS change process?
4. How did participants describe the characteristics of the HCCS environment that made change difficult?
5. How did participants describe their experience with the selected change model?

6. How did participants describe their experience during the change process?
7. How did participants describe the integration of the matrix principle in the organizational process?

Demographics

Fourteen employees of HCCS were selected through purposive sampling to include individuals who were full-time employees with three or more years of employment with the system. The three clusters within the sample included employees with HCCS classifications as administrators (board of trustees, chancellor, and executive and midlevel supervisors), faculty, and staff. The sample included six administrators (43%), four faculty (28%), and four staff (29%). Participants are designated in this chapter with alphanumeric codes that indicate their employee classifications to facilitate the attribution of quotations from the data while maintaining confidentiality. Thus, administrators were designated as A1 through A6, faculty were designated as F1 through F4, and staff were designated as S1 through S4. Table 5 indicates the relevant demographic characteristics of individual study participants.

Table 5

Participant Demographics

Participant (<i>N</i> = 14)	Gender	Years of service
Administrators (<i>n</i> = 6)		
A1	Female	12
A2	Female	14
A3	Female	14
A4	Male	4
A5	Female	31
A6	Female	10
Faculty (<i>n</i> = 4)		
F1	Female	12

F2	Female	9
F3	Female	17
F4	Female	13
Staff ($n = 4$)		
S1	Male	20
S2	Female	11
S3	Female	25
S4	Female	9

The Journey to Transformation

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College (HCCS). This section of the study contains the researcher's findings of the initiation of organizational change. Provided is a description of factors that initiated the change, details of the initial transformation process, the change process selected, and the organizational structure adopted by HCCS. Details and factors of the initiation of change are documented in presentations made by Dr. Maldonado, Chancellor of HCCS, to the campus or board of trustees, facilitators, and the HCCS board.

The initial process was the entrance plan. This plan provided an analysis of the college and made a case for organizational change. Next was Phase I, the engagement of college stakeholders. These stakeholders were described in the group and team section, along with their roles. This stage was followed by brief descriptions of the change process and organizational process, both detailed in Chapter 2. Finally, the participants shared their experiences with the initiation of change, the change process, and organizational structure. HCCS documented the initiation of organizational change and transformation presented by Dr. Maldonado and college leaders with PowerPoint and video presentations. The following is a list of the PowerPoint slides

that document the initiation of organizational change and the progression of HCCS's transformation:

1. HCCS Transformations 2014 - A retreat-style meeting utilized the stakeholder group to assist in creating the vision, culture, and alignment of the college (Houston Community College, 2014, Retreat).
2. HCCS Transformation: Board of Trustees, March 10, 2015 - An assessment of the college, communication plan for the vision, creating the COE, and implications for the college were communicated to the HCCS Board of Trustees and documented in the presentation (Houston Community College, 2015, March 10, HCCS Transformation: Board of Trustees).
3. HCCS Transformation Phase 2 Transformation Team Update, December 2015 - Provided Vision, Mission, Organizational Resources, Outcomes, Goals, Identified Shared & Core Services, and Functional Responsibilities (Houston Community College, December 2015, Transformation Phase 2).
4. Organizational Transformation 2.0, documented December 9, 2015 - This presentation revisited the 2014 and spring 2015 information and included the paradigm shift for the college and introduced Matrix organizational structure (Houston Community College, 2015, Transformation 2.0).
5. "The HCCS Way," May 4, 2016 - A published document presented HCCS's nine Core Behaviors, Values and Competencies, nine Leadership Behavioral Competency Road Map, and 18 Performance Indicators for the Behaviors (Houston Community College, 2016, May 4, The HCCS Way).

6. Imagine HCCS 2019: A Transformation Journey, May 25, 2016 - This is a documentation of Phase 2, providing an overview and details of the transformation journey. Included were the Entrance Plan for change, Strategic Plan, Progress Snapshot of HCCS, and Transformation Phase 2. Imagine HCCS 2019 Strategic Plan began during the process of transformation (Houston Community College, 2016, May 25, Imagine HCCS 2019).
7. HCCS Transformation Journey: HCCS Presentation at ACCT 2016 - Members of the Board of Trustees presented during the American Community College Trustees (ACCT) 2016 conference. This presentation detailed the Discovery, Design, Implementation, and Experience of transformation. The Trustees revisited the transformation journey from their perspective and the FORWARD Campaign (Houston Community College, 2016, HCCS Transformation Journey ACCT).
8. HCCS Transformation Phase 2.3 - The fall 2016 update was presented on October 25, 2016. It detailed the outcomes of phases 1-3, HCCS Forward, police department transformation, student service redesign, and provided a functional view of alignment matching structure to strategy (Houston Community College, 2016 October 25, Transformation Phase 2.3).
9. HCCS underwent a strategic real estate study and consulted in Berkeley Research Group to provide an IT assessment. These documents are published on the HCCS website (Houston Community College, 2016 March 22, Strategic Real Estate Study).
10. HCCS Spring Transformation Tour, April 2017 – This presentation summarized the District-wide accomplishments, Phase 2 Timeline (August 2016-August 2017), Instructional Services accomplishments, Student Services multi-year restructuring,

and Instructional Technology and Institutional Technology restructuring and alignment (Houston Community College, 2017 April 10-11, Spring Transformation Tour).

The Leader

On May 13, 2014, HCCS's board of trustees named Dr. Cesar Maldonado, the eighth Chancellor of HCCS. An accomplished engineer, Dr. Maldonado transitioned to higher education, bringing his expertise in industry management, business, and political sectors that complimented the needs of HCCS. Serving as president of Texas State Technical College and vice chancellor for Institutional Effectiveness and Commercialization for the statewide Texas State Technical College System, Dr. Maldonado's expertise would support his need to understand a large complex institution. Proficient in various workforce industries, "state legislative initiatives regarding finance and education in science, technology, engineering and math" characterized Dr. Maldonado as the best choice for HCCS and the community of Houston (Houston Community College, 2014, Chancellors Bio). Neeta Sane, Houston Community College Trustee, stated the following:

The process to identify the ideal Chancellor for HCCS has been thorough, inclusive and highly collaborative. We were searching for a leader to understand the complex institution that HCCS is and to lead us to where our community needs us to be both today and into the future. Dr. Maldonado's business acumen, academic pedigree and leadership skills are an ideal match for the institution. (Houston Chronicle, 2014, para. 4)

The transformation was deliberate for HCCS. Dr. Maldonado discussed the college's challenges, priorities, and focus during an interview with Erik Barajas, ABC Channel 13, Viva Houston Community Close Up segment. The challenges included budget, the changing

environment that higher education had been slow to respond, and HCCS being responsive to students' needs for university transfer and industry. The focus for HCCS included student success, utilization of the \$425 million bonds to transform the college into a 21st-century institution with facilities expansion and growth, new programs, and a transformation of the college. Dr. Maldonado prioritized aligning resources, strategic missions, finances, a growth plan, and assets. Dr. Maldonado prioritized student success plans to align with upstream partners, independent school districts (ISDs) and downstream partners, and universities to focus on the talent assets of HCCS's employees (Barajas, 2014, 5:11).

Dr. Maldonado began transformation efforts four to five months into his first year. Considerations for moving the Missouri City campus, RigOne donations, and RigOne Safety and Skills Training Simulator at Northeast College appeared on the September 18, 2014 board plan (Board of Trustees, 2014), along with the thought process and implementation of a shared model consisting of advising, orientation, and other components. Presidents could select key employees across the system to hire. The chancellor began repurposing positions at the system office with midlevel managers and executive team staff at colleges. The change was unmistakable, and the board was in support of transforming the institution.

Initiation of Organizational Change

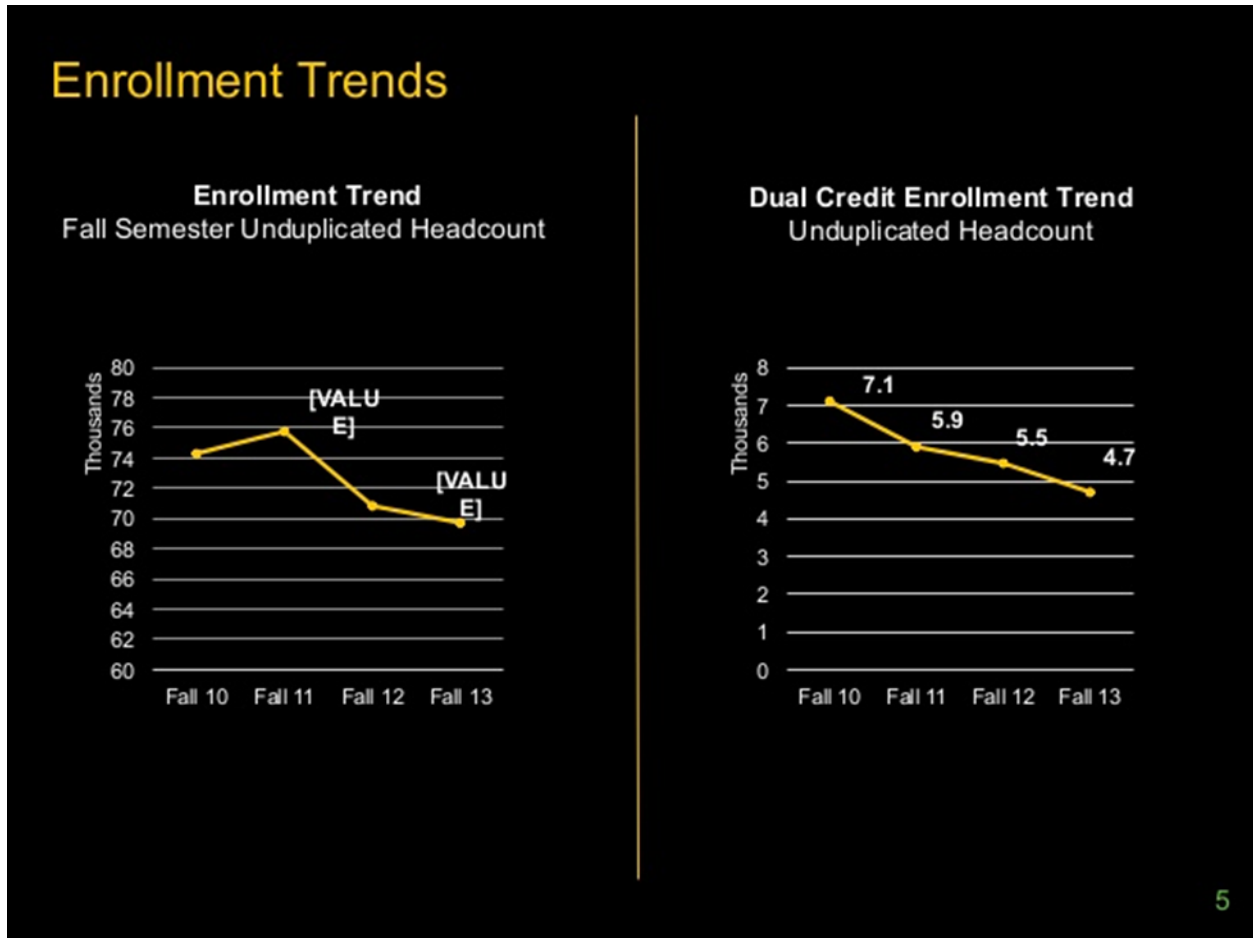
The entrance plan was the first step that Dr. Maldonado initiated at HCCS. Based on his article "Strategic Planning for New Presidents: Developing an Entrance Plan," Dr. Maldonado followed certain steps that initiated transformation through strategic planning. The article was a guide to develop an entrance plan before strategic planning by initiating an environmental scan of the institution's culture, processes, and procedures (Mitchell & Maldonado, 2015). According to Mitchell and Maldonado (2015), the environmental scan includes structures, finances, politics,

and operations of an institution, as illustrated in the framework found in Appendix D. Transition at HCCS included the development of the strategic plan, Imagine 2019, developed concurrently to the changes made at the institution. The researcher found that the strategic plan was integrated into transformation.

A review of data provided the initial environmental scan outcomes of HCCS. Enrollment and dual enrollment trends for college were trending down over three years (2010-2013), as illustrated in Figure 6. Unduplicated headcount rose one year and then began a sharp, steady decline. Dual enrollment headcount suffered a 2,400 decline from 7,100 to 4,700 students in the same period.

Figure 6

Enrollment Trends

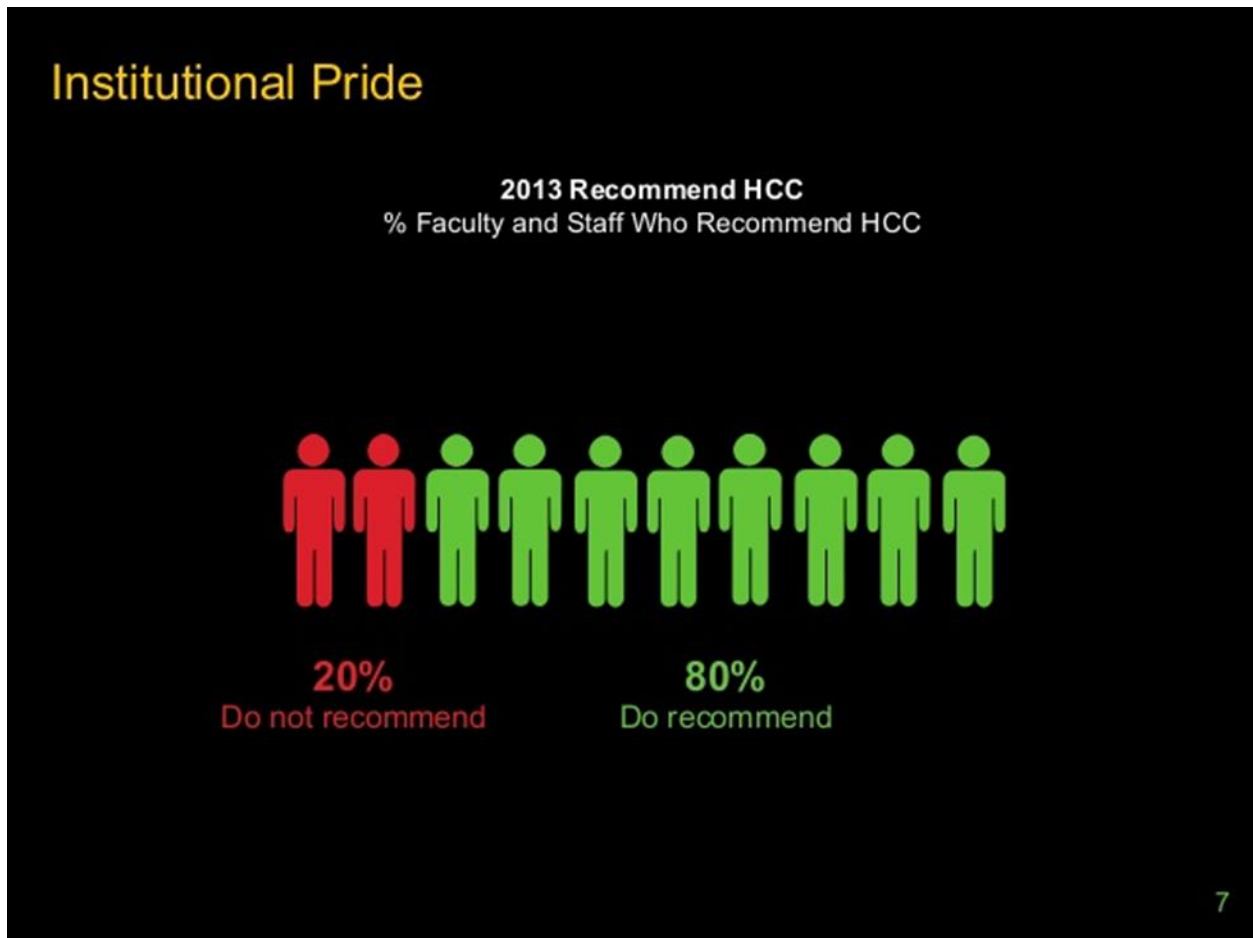


Note. Adapted from Houston Community College, 2016, HCCS Transformation Journey: HCCS Presentation at ACCT, Slide 6, (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

Figure 7 illustrates institutional pride, with 20% of employees stating they would not recommend HCCS. Faculty and staff survey results provided this outcome.

Figure 7

Institutional Pride

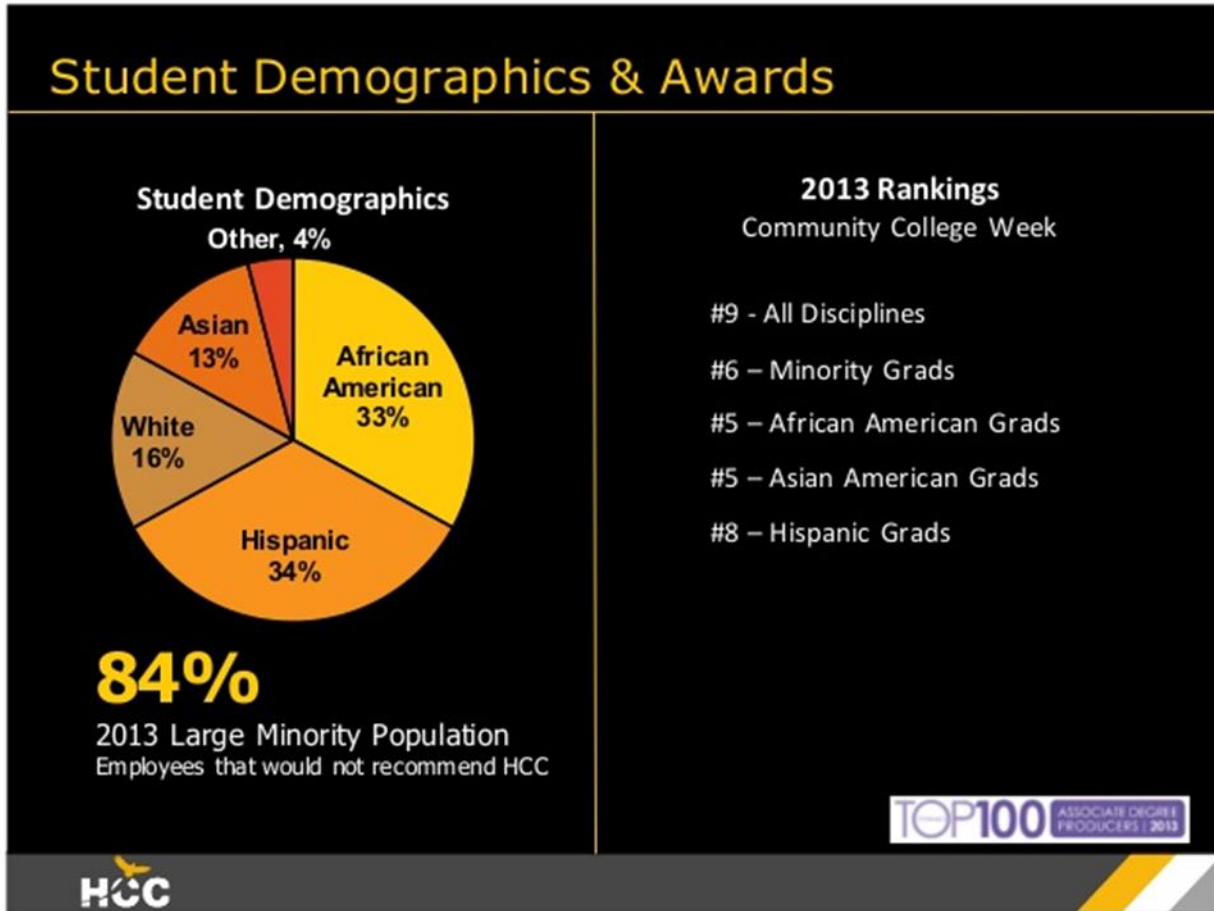


Note. Adapted from Houston Community College, 2016, HCCS Transformation Journey: HCCS Presentation at ACCT, Slide 8, (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

Figure 8 illustrates the student demographics and awards of the college during 2013. HCCS was a majority-minority institution. Community College Week 2013 rankings showed that 84% of large minority population employees would not recommend HCCS. Included in this figure are HCCS's rankings in Community College Week for disciplines, minority graduate totals, and minority graduates by ethnic group.

Figure 8

Student Demographics and Awards



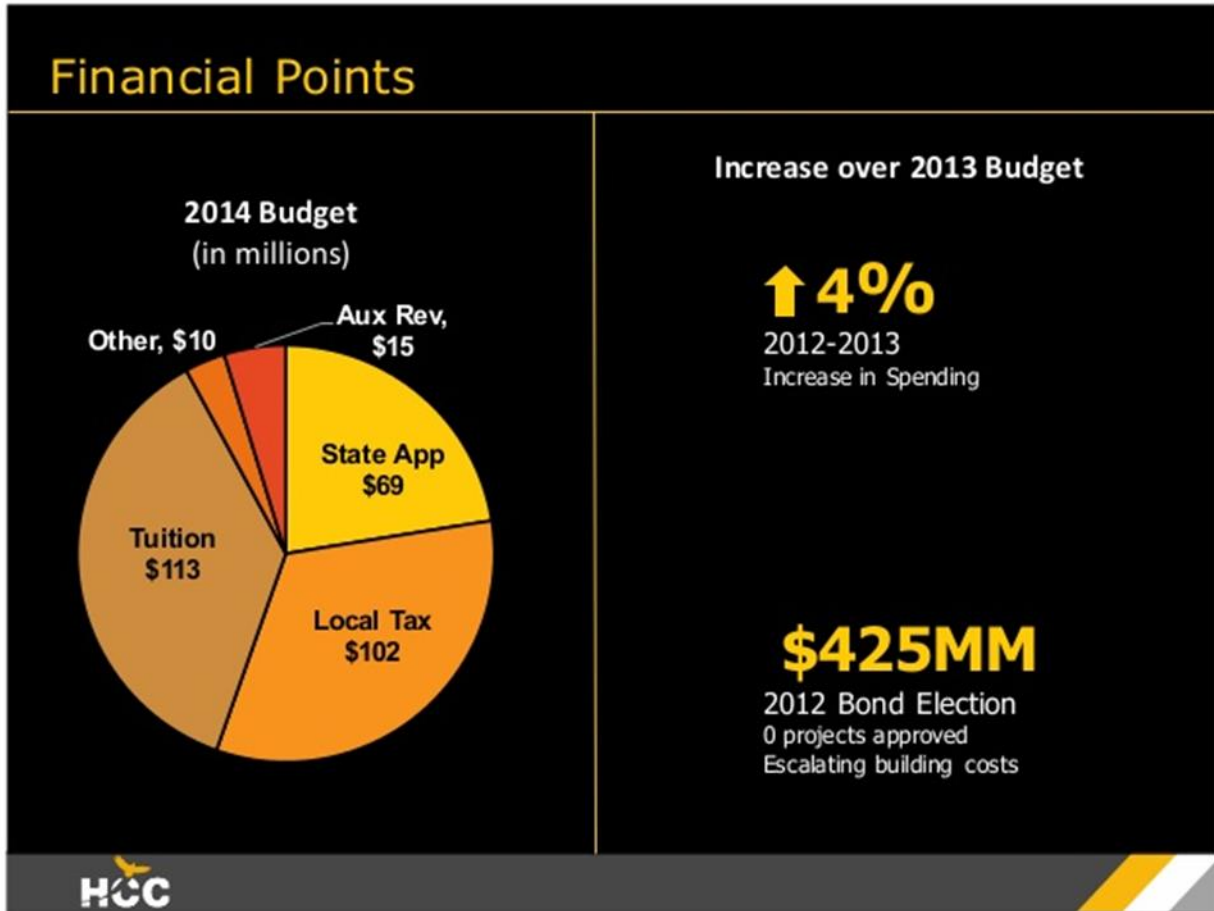
Note. Adapted from Houston Community College (2016, May 25). *Imagine Houston Community College, 2019: A Transformation Journey*. Slide 8.

(<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Financially, HCCS's 2014 budget showed a decrease in state funding and relied on tuition as a single category source for revenue at \$113 million. Spending had increased by 4%. In 2012, HCCS was approved for a \$425 million bond, with no projects approved and building costs increasing. Figure 9 illustrates the financial points of the college.

Figure 9

Financial Points



Note. Adapted from Houston Community College (2016, May 25). *Imagine Houston Community College, 2019: A Transformation Journey.* Slide 9. (<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Kaplan and Norton’s (2004) strategy map was used by Dr. Maldonado during presentations to demonstrate an organizations growth in stakeholder value by linking improvements in employees’ job capabilities and skills to internal process improvement (see Appendix E).

The improved process would enhance the value proposition delivered to the targeted customers, leading to increased customer satisfaction, retention, and growth in

customers' businesses. The improved customer outcomes measures would lead to increased revenue and ultimately significantly higher shareholder value. (Kaplan & Norton, 2004, pg. xii)

Dr. Maldonado presented the strategy map to illustrate how the relationship between improved capabilities and skills could impact the college. The strategy map also included the time in years for this process (Kaplan & Norton, 2004). Understanding an organization's life cycle was included in the entrance plan to illustrate how organization leaders successfully navigated the life cycle of the organization from formative, normative, integrative, and degenerative (death). Leadership peaked in the normative stage, and good management occurred in the integrative phase. The illustration provides that organizations not achieving integration of innovation and continuing to innovate will ultimately degenerate (see Appendix F).

An internal analysis of the college was produced to make a case for organizational change by utilizing Dr. Maldonado's Entrance Plan. The analysis is based on internal surveys completed by HCCS employees. Figure 10 illustrates the "state" of HCCS, the Case for Organizational Change. the internal changes included customer service, employee morale, community relations, financial risk management, and organizational alignment. Findings illustrated in figure 10 initiated HCCS's transformation utilizing Kotter's eight-stage change process.

Figure 10

The Case for Organizational Change

The Case for Organizational Change

Analysis of the "state" of the College

- Employee morale
- Appraisal/reward systems
- Equity and fairness
- Financial risk management
- Budgeting
- Cost consciousness
- Product positioning
- Customer relations
- Quality of service
- Quality of product
- Organizational alignment
- Project management
- Community relations
- Board relations

Too many organizations are structured to have different functions compete with each other, not work for the good of the total. - H. James Harrington

HCC

Note. Adapted from Houston Community College (2016, May 25). *Imagine Houston Community College, 2019: A Transformation Journey*. Slide 12.

(<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Figure 11 illustrates higher education vulnerability and institutional characteristics. These characteristics were diverse and complex, which allowed for institutional conflict. The researcher observed through this research and higher education experiences that institutional vulnerabilities might also allow for culture silos within an institution or the overall cultural identity of an institution.

Figure 11

Higher Education Vulnerability

Higher Ed Vulnerability

Institutional Characteristics

- **Full service**, soup to nuts; food, safety, financial, environment
- Openly **diverse**
- **Freedoms** at HE are normally controlled in corporate
- Expected to be **exceptional provider**
- **Encourage** to come; be unique
- Age groups in **first decontrolled experience**
- Freedoms are **self-centered**; not focused on institution
- **Open** physical environment
- Political **activism**
- **Unique goals** for diverse stakeholder groups

Therefore the institution serves as a nexus for conflict.

HCC

Note. Adapted from Houston Community College (2016, May 25). Imagine Houston Community College, 2019: A Transformation Journey. Slide 13.

(<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Groups and Teams

Groups (G) and later, a team (T) served as the guiding coalition of transformation. The use of “groups” and “teams” were purposeful. Groups were utilized to develop the vision, organizational identity, and organizational structure. Teams were utilized to design a high-level structure of the college utilizing a business model canvas to rebuild instruction, student services, and other college structures for consistency across the system.

Kotter's eight-stage change process was introduced in 2014, the early stages of transformation. Groups and Teams were comprised of HCCS employees who would assist in developing and promoting the chancellor's vision of transforming the institution. The development and promotion of the vision align with Kotter's Stage 2 – Guiding Coalition, Stage 3 – Developing a Vision and Strategy, and Stage 4 – Communicating the Change Vision (2012).

The first employees to gather and begin the process of transformation was G7. This group of seven administrators was convened by Dr. Maldonado to begin the thought and development process of system-wide transformation. G7 then recommended thirteen employees to form G13. The group consisted primarily of college presidents, along with a facilitator, to guide their work and understanding of the matrix. G13 was invited to the conversation to develop the thought process further and review the leadership functions of the college. One goal of this group was to rewrite job descriptions of the college presidents. Presidents spent large amounts of time on operational issues and not high-level issues of their colleges. Faculty were transformed under one instructional leader to create a shared services resource for presidents.

G65 was created and consisted of “faculty, administrators, and students” (Maldonado, 2016, 1:26:46) who worked six months to help form cultural transformation. Community members participated in this group. They reviewed assessment data that informed of the state of HCCS. The goal was to “revisit the purpose, values, vision, and behavioral competencies” of the institution (Maldonado, 2016, 1:27:16). Organizational identities and structural changes were part of G65's work to include job functions and responsibilities. Job descriptions were rewritten, individuals had to reapply for existing and new jobs, and reporting structures changed. Honesty about the strengths and weaknesses, improvements, activities to cease, and who the college was and how it worked made the work of G65 important to the process (Maldonado, 2016, 1:27:25).

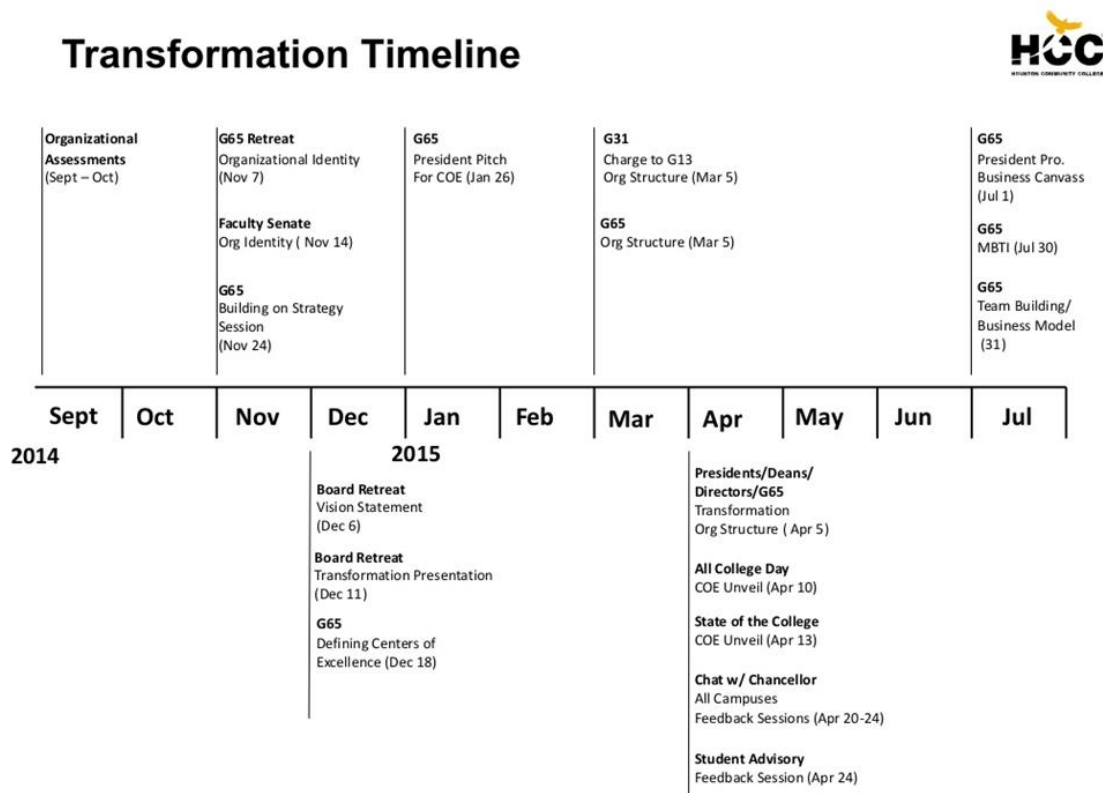
T100 was convened after the presentation of the new structure for college presidents. Established to create design a high-level organization, T100 reflected on the journey taken and utilized business model tools to rebuild instructions, student services, and college structures across the system. The work of the groups or teams began in November 2014 and continued throughout the transformation. These groups or teams of individuals gathered in workgroups to assess data for the progression of transformation. T100 was later expanded to T120 and continued to work on future transformation phases of the college.

Timeline

Figure 12 illustrates the transformation timeline and its phases developed by G65 during the initial HCCS Retreat (2014). The timeline begins in September 2014 with an organizational assessment of internal and external stakeholders, and it concludes with team building and a business model in July 2015. Assessments began between September and October 2014 and helped inform the climate of the college. HCCS produced a timeline and plan for transformation that reflected the engagement of employees, students, team building, and the COE. Dr. Maldonado and an outside consultant began meeting with various stakeholders of the college to create planned transformation. Meetings of G13 and G65, as outlined in Figure 12, helped to establish organizational identity, create organizational structure, and assist in the cultural transformation of HCCS. Both Groups reviewed the institutional assessments produced by surveys of internal and external stakeholders, assisted in developing and promoting the vision and strategy, and assisted in creating a plan for communication that align with Kotter's Stage 2 – Guiding Coalition, Stage 3 – Developing a Vision and Strategy, and Stage 4 – Communicating the Change Vision (2012).

Figure 12

Transformation Timeline



Note. Adapted from Houston Community College (2015). Transformation 2.0. Slide 40. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>)

Organizational Identity

The 2014 Fall Executive Council Retreat was one of the first documented meetings where transformation discussions became concrete with action plans. The retreat included an introduction of the organizational lifecycle illustrating surviving good management and good to great leadership, causes of organizational decline, organizational change, transformation ideas, and reframing the organization. Retreat content included HCCS’s community status, internal outlook, activities, and outcomes for creating a common vision, research assessment outcomes, and core and transformational factors of each college. Outcomes of the retreat included a

transformational planning process and structural thoughts, the planning process for the college's identity, purpose, and values, strategy focus, and organizational alignment (Houston Community College, 2016; Imagine Houston Community College, 2019). Facilitators shared information with G65 that impacted their work. Figures 13 and 14 illustrate G65's work session during the retreat. The development and promotion of the vision align with Kotter's Stage 2 – Guiding Coalition, Stage 3 – Developing a Vision and Strategy, and Stage 4 – Communicating the Change Vision (2012).

Figure 13

G65 Work Session



Note. Adapted from Houston Community College (2016, May 25). Imagine Houston Community College, 2019: A Transformation Journey. Slides 27 & 18.

(<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Figure 14

Conference



Note. Adapted from Houston Community College (2016, May 25). Imagine Houston Community College, 2019: A Transformation Journey. Slides 27 & 18.

(<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>).

Figure 15 illustrates the input from stakeholders, the category of participants, number of participants, and meeting categories.

Figure 15

Input from Stakeholders



Note. Adapted from Houston Community College (2015). Transformation 2.0. Slide 47. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>).

Data collection included multiple levels of individuals and mediums to communicate the process. Input included surveys (in person and email), meetings, and forums to allow employees and community leaders to respond to questions concerning HCCS. Studies and research that informed the process included:

1. Organizational Identity Study – Intern and external focus group participants were engaged to provide their assessment of HCCS. The college learned of competition between the six system colleges, silos were a culture of the system, and that each college operated separately which created individual budgeting, instructional services, student services, and IT.
2. Community Value Study – HCC employees and external community members were engaged to focus on the guiding principles of HCCS. The HCC Way was born from

- this study in 2016. This document guides the institution in goals and measurements for core values, core and leadership behaviors and competencies.
3. Student Research – Students were surveyed to inform the college of the student experience and how they felt about the college. Surveys were sent to all enrolled students and alumni. The goal was to create the ultimate student experience and advising model.
 4. Urgency Assessment – Employees were surveyed to assess the need for change. How much time spent on innovative versus mundane tasks of system. Findings showed that 70% of employee time was spent on mundane tasks and 30% of the time on innovation. Leadership was found as the primary barrier in the way of innovation. This assessment supported the need for transformation.
 5. Task Inventory – Facilitated by G13, the group reviewed the detailed tasks of presidents, deans, chairs, and program coordinators. Positions were benchmarked based on interviews held with individuals in the positions and individuals in similar positions at other institutions within Texas and other states. The result was a task analysis that created new positions for the system.
 6. Organizational Health Study – Employees were surveyed to assess the climate, trust, core behaviors, core values, and institutional pride of HCCS. The results were used to create the HCC Way. (see Appendix G).

Engagement was broad and included administrators, faculty, staff, and students who engaged the process of transformation with the following applications:

1. Research – Analysis and Application
2. Workgroup Development (broad vision; interdisciplinary team; leadership)

3. Whole System Planning
4. Visioning Workshop
5. Organizational Alignment – Values & Competencies
6. Strategy Mapping
7. Vision Agreement Session (board)
8. Transformation Plan to Achieve Vision (see Appendix H)

The identity of the colleges, finances, and customer service concerns were shared with G65 and, eventually, the college. This group was brought together to review and develop the identity of the college based on information gathered from internal and external stakeholders. Included in this information was the reality that the colleges' financial budget gap was \$21 million, and the call center experienced over 56,000 dropped calls per quarter. The marque for a campus was half-lit; therefore, the identity of the campus was unknown to those unfamiliar with the site. This aspect signified a downfall in the marketing and pride of the college. Figure 16 illustrates the “unknown knows” for the college. These unknown knows were either ignored or unknown, and all needed repair, processes corrected, or finances adjusted. Thus, one might question who was responsible for knowing and correcting these issues.

Figure 16

Unknown Knowns



Note. Adapted from Houston Community College (2016). HCCS Transformation Journey: HCCS Presentation at ACCT 2016. Slide 10. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

Outcomes of the assessments provided HCCS with information concerning its culture, structure, community awareness, and employee opinions. Individuals saw the organizational culture as the majority hierarchy at 59%, parochial at 20%, the market at 20%, and innovative at 1% (see Appendix I). Performance barrier outcomes reflected management as the highest-ranked barrier at 52%, 19% at procedures, 15% at HR practices, 5% at finances, 4% at IT, and 6% at other (see Appendixes J). The leadership diagnostic report found the environment was high for

resistance in the start-up category and low for urgency in the turnaround category. Start-up included change, urgency, and resistance (newness driven and looking for wins and excellence). Turnaround reflected a high ranking in change and urgency (needs-driven and looking for wins), but low in resistance (seeking direction). The report reflected that leadership created activity and focused on excellence but had isolated success and was stagnant (see Appendix K).

Employees assessed the culture and operations of the college to provide core behaviors, core values, and institutional pride. The next three figures are the results from employee assessments that account for the culture and climate of HCCS. Employees responded, “Sometimes or never,” and “Always” to questions that provided the results. Core behaviors of the college are illustrated in Figure 17 that depict “adapt to change” and “communicate effectively” as the highest ranking for “sometimes or never.” Only 33% of employees responded “always” to the behavior “accept responsibility.”

Figure 17

Core Behaviors

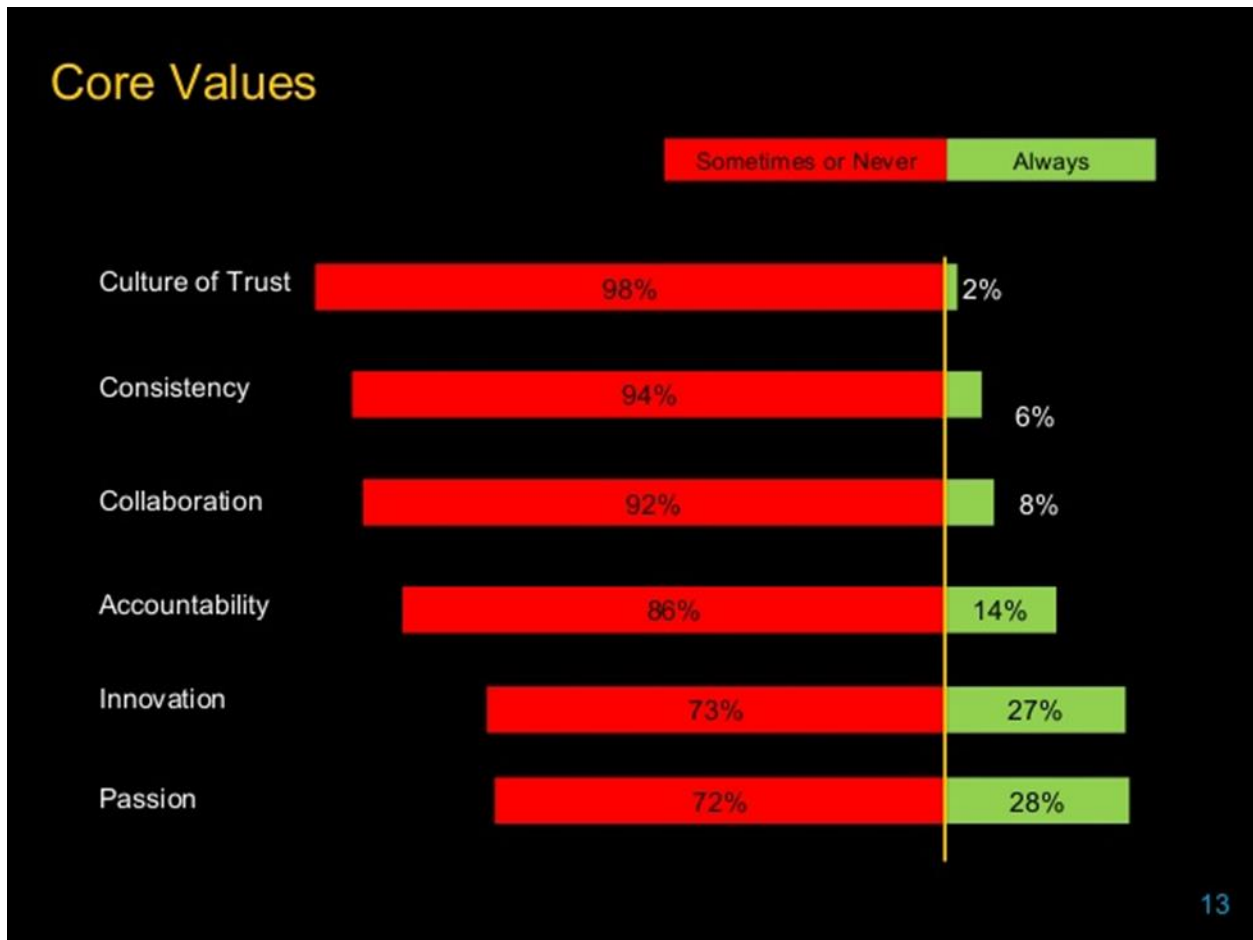


Note. Adapted from Houston Community College. (2016). HCCS Transformation Journey: HCCS Presentation at ACCT 2016. Slide 13. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

In Figure 18, employees of HCCS indicated how they view their core values. The figure shows the college received low indicators for “culture of trust, consistency, and collaboration.” Only 28% of employees responded “always” for the indicator “passion” as a core value.

Figure 18

Core Values



Note. Adapted from Houston Community College. (2016). HCCS Transformation Journey: HCCS Presentation at ACCT 2016. Slide 14. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

Outcomes from the research assessments found in Figure 19 indicate responses from stakeholders about HCCS and its standing in the community. Comments indicated that HCCS needed to develop and communicate their overall vision and strategy; the college lacked identity. Teamwork and innovation were scored low, and strategy and communication needed to be guided by the chancellor’s office.

Figure 19

Research Highlights

RESEARCH HIGHLIGHTS

- There is a need to develop and communicate an overall vision and strategy.
- The generic responses to most questions demonstrates that HCC is lacking a particular identity, as there is not a cohesive, shared mission or clear values.
- There was little understanding of how an individual's work is tied to the overall strategy of the HCC.
- While community awareness of HCC is extremely high, there is an opportunity to promote a vision and goals to establish a clear and strong organizational identity, which is lacking.
- Team work and innovation received low scores.
- Utilize an integrated approach to strategy and communications that is guided by the Chancellor's office.



Note. Adapted from Houston Community College. (2014). Retreat. Slide 8. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-retreat-2014>).

Other outcomes summarized a need for a common vision, where each college had a single conclusion and one vision for the System (HCCS Transformations, 2014). As it stood, HCCS had (a) no clear vision, (b) real financial pressure, (c) national trends were shifting, and (d) a lack of institutional alignment (HCCS Transformations, 2014). Vision, culture, and alignment became the focus for change. The introduction of Kotter's (2012) eight-stage change process was part of the 2014 retreat. Kotter was introduced as the change process to assist HCCS's reorganizational plan and cultural transformation (HCCS Transformations, 2014).

Structural thoughts were introduced, and change theory was demonstrated to illustrate change intervention, organizational target variables, and organizational outcomes. These would be developmental for improvement of organizational transformation to occur (see Appendixes L and M).

Situational Awareness and Paradigm Shift

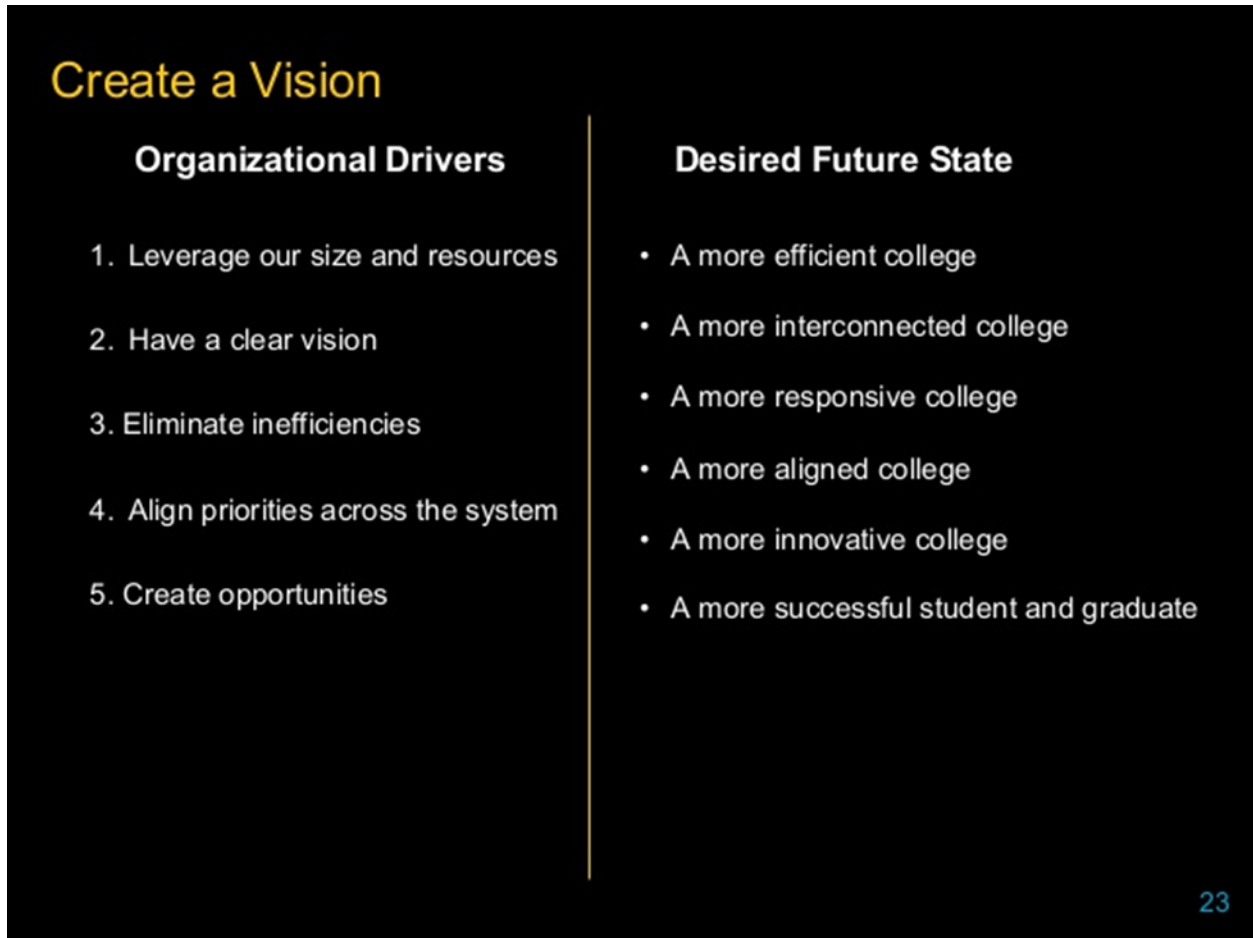
The data collection of studies and research represented in Appendix G highlight situational awareness and the need for a paradigm shift at HCCS. Situational awareness is knowing what is going on all around you by having the ability to identify, process, comprehend and respond to critical elements of information regarding the environment in which you are located. Paradigm shift is a fundamental change in approach or underlying assumptions. Paradigm paralysis is a barrier to paradigm shift as it is the inability or refusal to see beyond the current modes of thinking. Information from the data collected through assessments and surveys provided HCCS its situational awareness, Kotter's Stage 1 – Urgency, that supported a paradigm shift for the college in various areas. This information presented the need for transformation at HCCS.

Dr. Maldonado revisited the presentation of the organizational lifecycles and introduced the team lifecycle, as demonstrated by Shockley Fairchild Intel Team Lifecycle (Shockley Fairchild), to the college and leaders (see Appendix N). The team lifecycle illustration demonstrated the cycle of the Shockley Fairchild team and their teamwork cycle that included start, grow, mature, decline, and death. The dream is the stage where team members began thinking of a new company and a new venture. The organizational and team lifecycles demonstrate the beginning and end of a cycle as well as the recovery of each cycle for progress. The paradigm shift experienced by some companies is not overcome if innovation is not a visual

aspect for the company. Illustrations provided by Dr. Maldonado explained that the time for environmental change or innovation to which companies refused to vision and fell short concerning consumer needs and interactions with technology. Leaders of these companies experienced paradigm paralysis as they were unwilling to transform for the future. The outcome between driving forces versus restraining forces produced “eroding cause and effect loop, loss of talent, and an inflexible culture,” as illustrated in Appendix O. HCCS’s driving forces were indicated in the research assessment that described the organizational design. The vision outlined the organizational drivers and the desired future state of the college having identified the restraining forces, as illustrated in Figure 20.

Figure 20

Drivers and Desired State



Note. Adapted from Houston Community College. (2016). HCCS Transformation Journey: HCCS Presentation at ACCT 2016. Slide 24. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>).

Figure 21 illustrates HCCS’s desired organizational design related to the driving forces for the institution. Research assessments informed this information. The driving forces or ultimate vision for HCCS would transform the college from its current state to one more focused, innovative, strategic in approaches, and industry aligned. According to the timeline, G65 was beginning to review organizational structures that would accomplish transforming the college

from a diffused operating institution to a laser-focused institution or a limited aligned college to alignments with industry with college instructional programs.

Figure 21

Organizational Design



Note. Adapted from Houston Community College. (2015, December 9). Transformation 2.0. Slide 63. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>).

HCCS needed a paradigm shift due to driving forces that included technology, workforce demands, and student success. If HCCS wanted to be at the forefront of change, the transformation was necessary. Dr. Maldonado held forums to explain the evolution of technology and its effect on business, industry, and education. Figure 22 illustrates past and present learning

tools and the effects of technology on education, representing a paradigm shift in teaching and learning. Also conveyed are the future postsecondary student and their familiarity with technology, which could be an indicator of how institution leaders would need to prepare for these students and the learning environment.

Figure 22

Paradigm Shift



Note. Adapted from Houston Community College. (2015, December 9). Transformation 2.0. Slide 10. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>).

Figure 23 illustrates technology in the industry to depict the change in allied health and engineering. This illustration also depicts the change in business operations and innovation of industry through technology.

Figure 23

Technology in Industry

Technology in Industry



Note. Adapted from Houston Community College. (2015, December 9). Transformation 2.0. Slides 12 & 15. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>).

An organizational shift was required to achieve the desired future state for HCCS, as expressed initially in a presentation by Dr. Maldonado to the board of trustees and later during college-wide presentations:

We cannot afford to invest in the highest levels of all the same things at each of our colleges – it is costly and inefficient. We must shift our focus to one of excellence and innovation. This requires us to rethink and share in new and different ways. (HCCS Transformation: Board of Trustees, 2015, March 10)

Dr. Maldonado stated, “We will focus our resources, talents, and attention on high demand areas that provide the greatest return for our students, community, industry as well as the college” (HCCS Transformation: Board of Trustees, 2015, March 10).

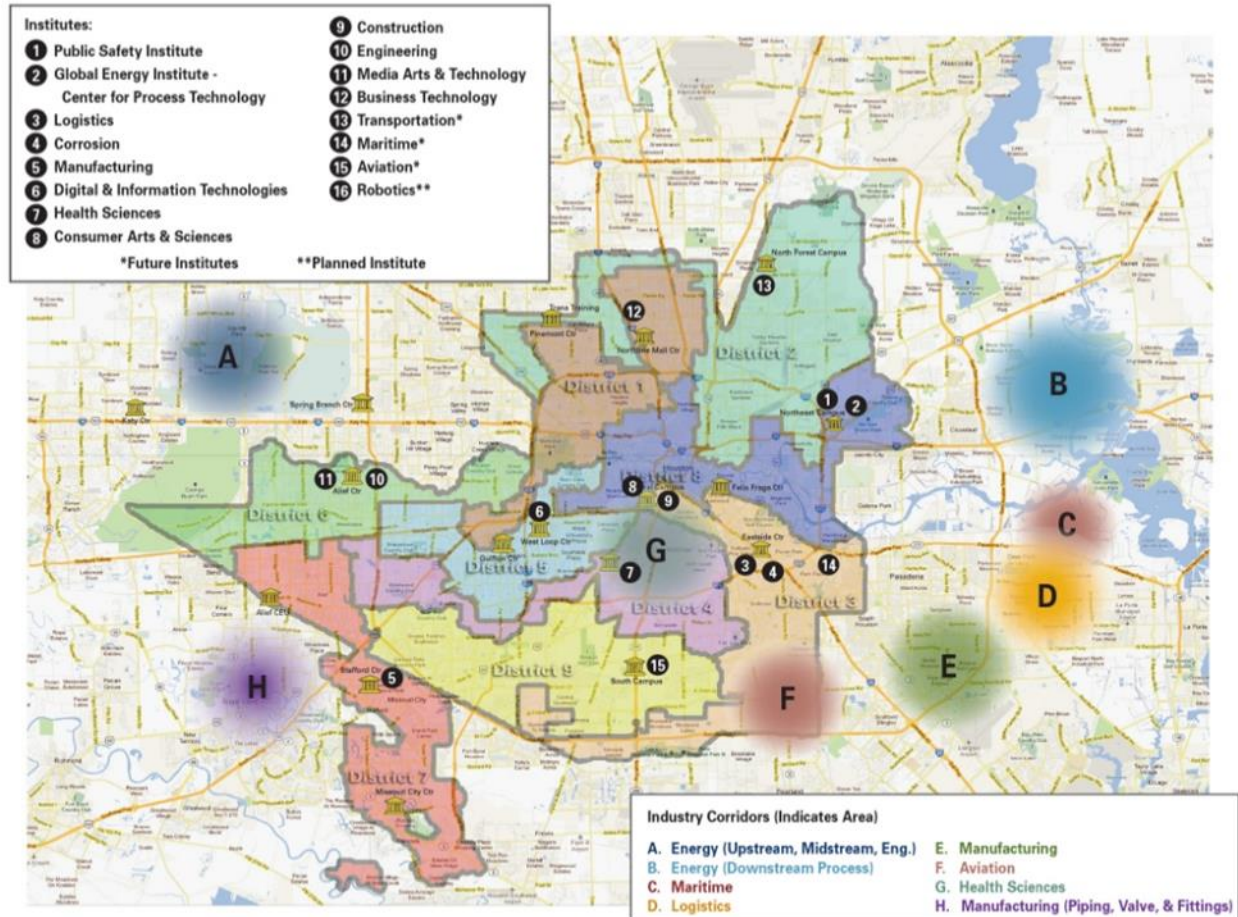
Centering Excellence

Dr. Maldonado first unveiled his conceptual view and vision for centering excellence during his March 10, 2015 presentation to the Board of Trustees (see Appendix P). This unveiling was a progressive step in the transformation to achieving excellence by making a key organizational shift. The initial plan was to “center excellence,” with the formation of 15 industry COE around the system affiliated with each college location (see Appendix Q). Academic excellence, the 16th COE, was the creation of a system-wide Academic Institute of Excellence (AIE). AIE would systemically create (a) efficient scheduling of course sections, (b) increased course availability in response to student demand, (c) more collaborative approach to faculty development, and (d) time for college administrators to focus on student experience and institutes of excellence (HCCS Transformation: Board of Trustees, 2015, March 10). The AIE’s drove change and were infused into all colleges for academic excellence. Therefore, instructional services were the first division transformed for student success and industry program alignment. Dr. Maldonado stated, “We will focus our resources, talents, and attention on high demand areas that provide the greatest return for our students, community, industry as well as the college” (HCCS Transformation: Board of Trustees, 2015, March 10).

Figure 24 illustrates the location of the future and planned COE’s in the HCCS service area. Industry corridors are illustrated to highlight the proximity of the COE to the corresponding industry corridor. COE’s were aligned with the six colleges in the system, as detailed in the summary of the college section. The centers would have satellites for “nodes of connectiveness” to serve the region, share expertise, share resources, and develop internal pipelines across the system to serve students and extend the reach of services (Maldonado, 2016, 35:56).

Figure 24

Future Location of Centers of Excellence



Note. Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 27. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>).

Excellence would be implemented and achieved beginning fall 2015 utilizing expert faculty, system facilities, equipment, and Houston’s industry corridor. A laser-focused design to leverage HCCS’s size, resources, creativity, standards, and student success would produce hands-on, high-quality educational hubs aligned with shifting industry standards that create a high technological, modern learning experience. The centers were anticipated to increase capacity, facility utilization, productivity, accountability, human capital, funding opportunities

and partnerships with industry, consistency across the institution, quality of student experience, and impact student success rates (Maldonado, 2016, 30:10). With a promise to “decrease the cost of delivery,” the COE would be a model of excellence for centering excellence for “focused education, innovation into programs, increase success outcomes” (Maldonado, 2016, 31:15). HCCS was centering excellence around the community, education, innovation, and economic development “because industry today requires a focused level of specialization in their needs” (Maldonado, 2016, 32:04).

Implementation of COE’s would increase shared resources throughout the system in the form of large equipment and other resources to prepare students for the future (Maldonado, 2016, 41:00). Dr. Maldonado made clear to the college that “student success is everyone’s responsibility” from him to “all employees across our system” (Maldonado, 2016, 52:15). Dr. Maldonado acknowledged the college would be “redesigning our structure so that we can redesign how we operate” to make these laser-focused changes and deliver on the promise and pillars of the college (Maldonado, 2016, 53:43). He stated the college was in a stage of rebuilding as leaders continued to offer services to students and serve the community, “while we are sailing the ship, so to speak, we are not fixing the ship, we are rebuilding” (Maldonado, 2016, 1:19:36). Eventually, the system would move from:

“A diffused focus to a laser-like focus on instructional delivery ... operational culture to an innovative culture ... broad approach of marketing and outreach to a strategic approach that’s consistent to our audience ... limited alignment with industry demands to alignment with our instructional programs with industry guidance ... working to ensure that the academics will be elevated to the highest levels possible to ensure consistent quality across the system” (Maldonado, 2016, 1:06:38).

Organizational Structure Alignment

As a result of the institutional assessments and the data collection, several outcomes emerged. Transforming HCCS to realize the organizational design of being laser-focused, innovative, strategic, and academically aligned with industry demands required an organizational structure alignment. Prior to Dr. Maldonado, the district organizational structure included the chancellor, chief operations officer/deputy chancellor, and six presidents all who reported to the chancellor. Other subordinates of the chancellor included planning and effectiveness, general counsel, government relations, and internal auditor (see Appendix Z). The six presidents organizational structure mirrored that of the district. The organizational structural alignment began to change with new divisions being created and current divisions updated (see Appendix R). Sustainability, a new division, included innovation, planning, and analytics. Legal and Compliance divisions were combined to develop and maintain a compliance plan.

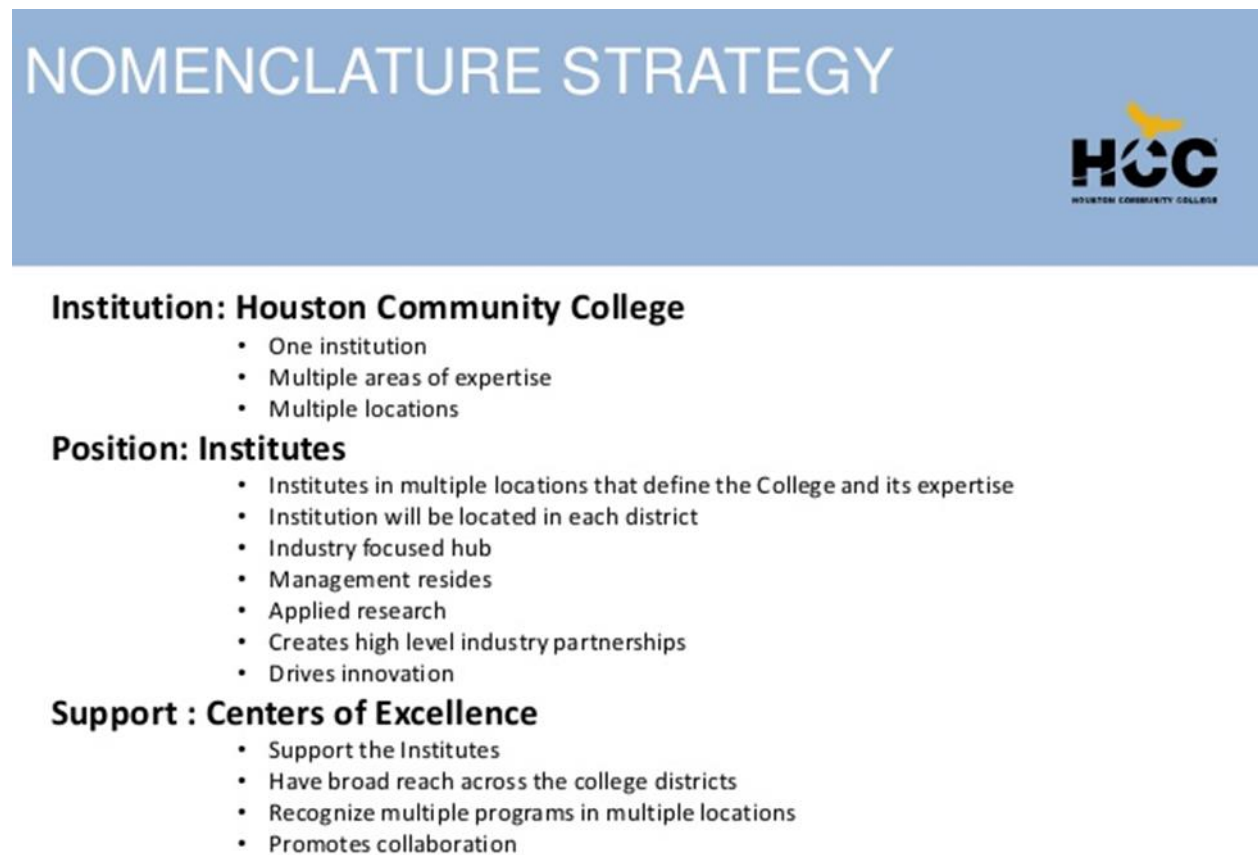
The office of government relations was included to Legal and Compliance for consistency of the legislative agenda. Communication reporting directly to the chancellor and led communication across the system with each college for consistency in messaging. Finance and Administration division received financial aid from Student Services and reviewed processes in Human Resources and procurement to streamline procedures. Student Services changed vice presidents, repurposed and created positions. The presidents reported to the vice chancellor for student services to align them together and drive the focus of student success, removed executive deans from student affairs to positions within the system or at the system level. Instructional service was the first division to adopt the matrix structure. The academic leadership streamlined from six college leadership groups to one system-wide leadership group, hired dean's positions that were repurposed for a centralized function, and created new positions. (Maldonado, 2016,

1:08:50). The Centers of Excellence were assigned to the six colleges according to the specialty of the college. This revised organizational structure is represented in Appendix X. The chart reflects the college presidents reporting to the vice president for student affairs to ensure student success. Eventually, the structure would be changed to the current organizational structure. College presidents report to the chancellor (see Appendix Y).

The nomenclature strategy for HCCS to implement the COE's, along with the implementation process, was presented to the board of trustees in March 2015. The strategy illustrated the structure of HCCS concerning institutes and COEs. Figure 25 provides the details of the strategy to include defining the strategy defined institution (HCCS), position (institutes), and support (COEs). HCCS was positioned as one college with multiple areas of expertise to promote collaboration, drive innovation, and increase industry alignment.

Figure 25

Nomenclature Strategy



The slide features a blue header with the title "NOMENCLATURE STRATEGY" in white, uppercase letters. In the top right corner of the header is the Houston Community College (HCC) logo, which includes a stylized orange and yellow bird-like shape above the letters "HCC" and the text "HOUSTON COMMUNITY COLLEGE" below. The main content area is white and contains three sections, each with a bold heading and a bulleted list of points.

Institution: Houston Community College

- One institution
- Multiple areas of expertise
- Multiple locations

Position: Institutes

- Institutes in multiple locations that define the College and its expertise
- Institution will be located in each district
- Industry focused hub
- Management resides
- Applied research
- Creates high level industry partnerships
- Drives innovation

Support : Centers of Excellence

- Support the Institutes
- Have broad reach across the college districts
- Recognize multiple programs in multiple locations
- Promotes collaboration

24

Note. Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 25. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>).

Operational outcomes were expected as a result of the organizational restructuring and creating the COEs. Increased capacity, decreased cost of delivery, increased accountability, and increased external funding were expected outcomes. The most prevalent outcomes were the student experience and increased student success (see Appendix S). The expected fiscal implications from restructuring was a gain of revenue streams for the college from improved operational efficiencies. The COEs would develop as a benefit of these efficiencies. The college could cover its rising costs and offset future decreases in state budget allocations (see Appendix

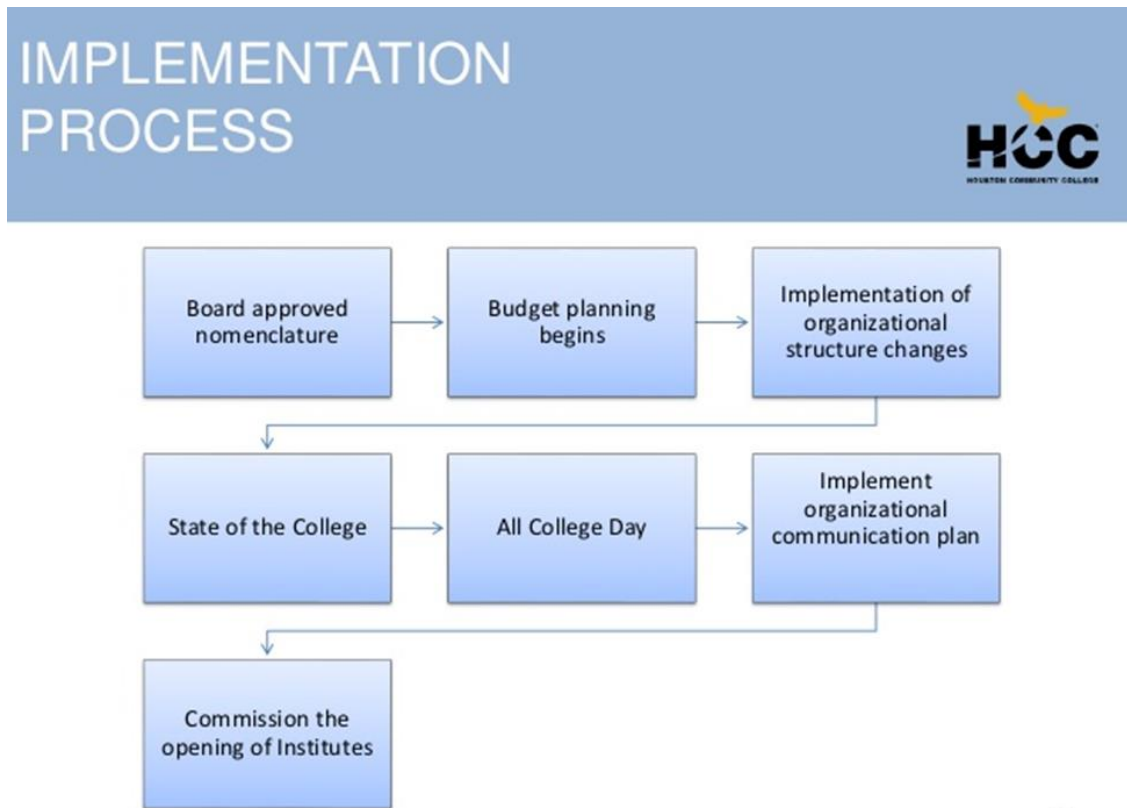
T). The expected operational outcomes and fiscal implications align with Kotter’s Stage 6 – Generating short-term wins and Stage 8 – Anchoring new approaches in the culture.

Implementation

The implementation process to transform HCCS began with the board of trustees’ approval of the nomenclature and included budgeting, organizational structure changes, communicating the process to the college, and opening the Institutes. This implementation process aligns with Kotter’s Stage 4 – Communicating the change vision and Stage 7 – Consolidating gains and producing more change. The implementation process is illustrated in Figure 26.

Figure 26

Implementation Process



Note. Adapted from Houston Community College. (2015, March 10). HCCS Transformation: Board of Trustees. Slide 38. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>).

Communicating the Vision

Various channels were used to communicate the vision. Video presentations produced by HCCS media of Dr. Maldonado communicating the research findings were housed on the HCCS website as part of communicating the process, journey, and progress of transformation. The vision and transformation details were communicated during small group meetings, forums, department meetings, divisional meetings, and campus-wide meetings. Stakeholders responded to email surveys and direct questions concerning transformation. “All College Day,” “Convocation,” college tours, and employee meetings were held to communicate transformation, progress reports, and new structures. The board of trustees received reports during board meetings and attended the various meetings for the college.

G65 and other stakeholders of the college took part in communicating the plan. The goal of communicating the vision of transformation was stated in the chancellor’s presentation to the board of trustees: “We will implement a coordinated, comprehensive plan of engagement on a magnitude not seen before at HCCS for our various constituency groups to ensure awareness, understanding and engagement” (HCCS Transformation: Board of Trustees, 2015, March 10, Slide 39). The vision was communicated through individuals, groups, meetings, and events:

1. Board of Trustees
2. Leadership Teams
3. Faculty and Staff
4. All College Day Meeting
5. “State of the College” Meeting
6. Students

7. Local Community and Partner Engagement
8. Industry Engagement
9. Organizational Communication Strategy
11. External Communication Strategy (HCCS Transformation: Board of Trustees, 2015, March 10, Slide 39)

Creating a communication plan allowed the solicitation of multiple channels and taught new behaviors for teaming. Teaming aligns with Kotter's (2012) change process Stage 2 – Creating a guiding coalition, Stage 4 – Communicating the change vision, and Stage 5 – Empowering broad-based action. There was an opportunity to build the guiding coalition continuously for vision and transformation. Communicating the vision with multiple channels allowed individuals and groups the creativity to own the process and vision while communicating with internal and external stakeholders (Kotter, 2012). Team members from G13, G65, or T100 could meet with industry partners or advisory boards to share the vision. Student groups or teams of students could communicate to the study body or clubs and organizations. Trustees could carry the vision deeper into the community to other associations with which they are acquainted.

Communication is a continuous process that engages various groups and individuals to share the vision. This process potentially builds other internal and external influential groups to support and communicate the vision to their associates. Empowering the stakeholders to communicate the vision through structured and organic means removes obstacles of change. Individuals may feel a sense of empowerment to engage others in their way at any time. Undermining individual or group empowerment could reverse behavior for change (Kotter, 2012, p. 109).

HCCS developed a community engagement strategy to communicate the vision. The types of engagement HCCS implemented included the state of the college strategy, media engagement, bus tour, campaign, and communication plan. Figure 27 shows details of this plan.

Figure 27

Community Engagement Strategy



Note. Adapted from Houston Community College. (2015, March 10). HCCS Transformation: Board of Trustees. Slide 40. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>).

The final engagement strategy used by HCCS involved the board of trustees. Board members communicated the vision and transformation plan to various contact groups, meetings, conferences, civic organizations, and board member hosted events. The trustee engagement strategy was developed with three categories: state of the college strategy, trustee toolkit, and trustee engagement tactics. Details of the categories included video messages, postcard mailers

FAQs and answers, community engagement training, newsletters, ads, TV interviews, and lunch and learns. Publication materials used by trustees to communicate the vision are illustrated in Appendix U. Figure 28 illustrates the details of the trustee’s engagement strategy to communicate the vision of HCCS and transformation.

Figure 28

Trustee Engagement Strategy



Note. Adapted from Houston Community College. (2015, March 10). HCCS Transformation: Board of Trustees. Slide 41. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>).

The researcher observed that the trustee engagement aligned with Kotter’s (2012) Stage 2 – Creating the guiding coalition, Stage 3 – Developing a vision and strategy, Stage 4 – Communicating the change vision, and Stage 5 – Empowering broad-based action. Like the

communication plan and community engagement strategy, trustees communicated the vision to potential guiding coalition members. Barriers were removed for trustees to participate in the communication process and potentially remove barriers for other groups. Participants experienced the involvement of the trustees in the change process, beginning with hiring Dr. Maldonado to transform the college, and experiencing the level of collaboration from the governing body of HCCS promoted action from others and removed barriers or hesitation to support and communicate the vision (Kotter, 2012).

The transformation of HCCS would be impossible if not supported from the top down. The trustees developed a vision to transform and challenged the chancellor and the leadership team to “reimagine what can and will be” with an outcome of “student success and excellence in all that we do, second to none” (Maldonado, 2016, 19:52) to college. Below is a summary and direct quote from a video presentation of board members expressing their expectations and outcomes of transformation during the April 2016 “All College Day”:

They challenged the chancellor and leadership team to reimagine the college. “We recognize that we must change like all organizations.” They wanted the college to begin “rethinking the best ways to offer highest quality education and workforce training” and transform the entire institution and the way they did business. “Elevate the college to new levels of performance and accountability while decreasing the cost for the delivery of services.” The main goal was helping students focus their excellence on their path and improve student success. (Maldonado, 2016, 20:32)

The next section is a summary description of the change process and organizational structure adopted by HCCS. Kotter’s (2012) eight-stage change process was used to usher in

change at the beginning of the assessment process that began in 2014. After the assessments were made, G65 identified an organizational structure that would fit the needs of HCCS.

Organizational Structure Changes

Kotter and Matrix

Chapter 2 provides a description of Kotter's (2012) eight-stage the change process, which was utilized to initiate the transformation of HCCS to the matrix organizational structure. HCCS sought to use the balanced matrix, but due to the size and scope of the institution utilized the functional matrix as the core to refocus its people for change. Kotter's stages were executed through hosted conversations, meetings, forums, small groups, and departmental meetings.

The urgency for transformation was established for HCCS with the findings of the research studies and data collection. G13, G65, T100, and college personnel were introduced to Kotter's (2012) eight-stage change as the guide to understanding how to succeed in the transformation. Figure 29 illustrates Kotter's eight steps to transformation and a brief description of each stage's relevance. The researcher observed that HCCS appeared to have followed the stages and steps.

Figure 29

Kotter's Eight-stage Change Process

Eight Steps to Transformation



- | | |
|--|---|
| 1 Establish a Sense of Urgency
Examine market and competitive realities
Identify potential crises, challenges | 5 Empower Others to Act
Remove obstacles to change
Align org structures thru evolution |
| 2 Form Guiding Coalition
Commission influential group
Build a team environment | 6 Plan for Short Term Wins
Have visible improvements
Communicate the wins |
| 3 Create a Vision
Clarify a shared direction
Develop strategy to achieve vision | 7 Consolidate Improvements
Embed new culture in policies, practice
Expand change for further alignment |
| 4 Communicate the Vision
Use multiple channels
Teach new behaviors for teaming | 8 Institutionalize the HCC Way
Link success to the HCC Way
Develop new leaders |

Leading Change: Why Transformation Efforts Fail, John P. Kotter, 2007.



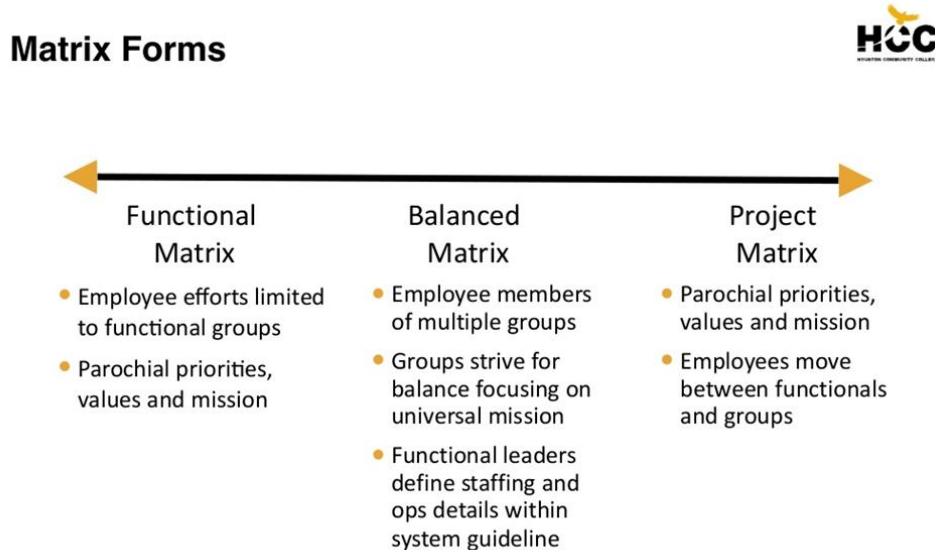
Note. Adapted from Houston Community College. (2015, December 4). Transformation Phase 2 Team Update. Slide 2. (<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-phase-2-transformation-team-update>).

The organizational structural alignment section of this study details how HCCS transformed from a traditional hierarchy to a matrix organizational structure (also see Appendices R, X, and Y). Described as complex yet effective, the matrix structure was identified by the Groups and Team as the best structure for HCCS. Outcomes of the research studies, data collection, and the organizational design (Figure 21) assisted the Groups and Team in their decision. The matrix allowed the institution to share resources with the creation of COEs, flatten hierarchy by restructuring leadership, streamline processes across the system, encourage and expect innovation, and become flexible.

Figure 30 illustrates a summary review of the matrix forms that include the functional matrix, balanced matrix, and project matrix with the descriptions. The functional matrix allows employees to remain in their functional group, balanced allows employees to become part of multiple groups, and the project matrix requires employees to move between functionals and groups. Appendix V provides the strengths and weaknesses of matrix properties.

Figure 30

Matrix Forms



Note. Adapted from Houston Community College. (2015, December 9). Transformation 2.0. Slide 43. (<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>).

Findings

This presentation of the results of the data analysis has eight main subsections. The first subsection includes a table summarizing how each participant answered each research question.

The second through eighth subsections indicates the themes that emerged to answer each of the seven research questions.

Interview Question Responses by Participant

Tables 6 through 12 indicate the themes that emerged from an analysis of the interview questions and the frequency of key responses of each participant during the interview. The interview questionnaire consisted of 17 questions based on the research questions that are included as part of the questionnaire. The responses in Tables 6 through 12 derive from the questionnaire and are organized by the research questions.

The coding process was inductive, meaning that categories and themes emerged through the researcher's recognition of patterns of meaning in the data. The coding process began with category development. Each block of text from the interview transcripts that described an idea, perception, or experience relevant to answering a research question was assigned to a category. Different blocks of text that expressed similar meanings were assigned to the same category. The categories were labeled descriptively. Similar or related categories were then grouped to identify a smaller number of overarching themes that indicated larger patterns of meaning in the data. Categories were grouped into themes when they expressed similar meanings or when they were complementary in the sense that they illuminated different aspects of the same emergent theme.

In Tables 6 through 12, the numerical values in the rows show the number of times the participants' responses reflected the theme. For example, A2 responded "A change in leadership Chancellor" twice, and A3 responded to the same question once (Table 6).

Table 6***Units of Meaning in Individual Participants' Responses to Interview Question 1***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
1. What influenced the change process initiated by HCCS?														
A change in leadership-Chancellor	1	2	1			1	1	1	1		1			
A change in leadership to establish continuity across campuses in the system		1			1	1		1					1	1
No relevant response				1						1		1		

Note. An empty cell in the table indicates a value of 0.

Table 7***Units of Meaning in Individual Participants' Responses to Interview Question 2***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
2. What were the contributing factors in selecting the change process model?														
Need for increased efficiency				1	2	1								3
Focus on centralization-reducing silos	2		2					1					1	
Unknown/unable to recall		1					1		1	1	1	1		

Note. An empty cell in the table indicates a value of 0.

Table 8***Units of Meaning in Individual Participants' Responses to Interview Question 3***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
3a. Who was involved in change implementation?														
Trustees voted on strategic plan						1							1	
Stakeholders provided input	2		2	1	2	1		2	2	1	2	2	1	
Working groups were formed under Vice Chancellors	2	3	2	2		2	1						1	3
3b. How was the plan communicated?														
Chancellor speaking tours	1											1		2
Access to information multiple channels		1		5	3		1			2	1	1		
Departmental discussions							1	1						
Reveal of the strategic plan	1	1	1					1	1					
Top-down process					1	1		1					2	
3c. How were participants engaged in the process?														
Chancellor formed initial team of stakeholders	2		2	1	2	1		2		1		2	1	
Meetings and surveys of stakeholders	1	1	1			2	2	2	2		2			4

Note. An empty cell in the table indicates a value of 0.

Table 9

Units of Meaning in Individual Participants' Responses to Interview Question 4

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
4. What characteristics of HCCS's environment make the change process difficult?														
Centralizing extended network		1						1			1			1
Have to be ready to help all types of students		1				1							2	
Managing uncertainty									1					
People resistant to change	1		2	2	3		1	1		1		1		1
4a. How have these characteristics changed?														
Articulating changes in characteristics				1						1				
Change evident	1		1		1		1	1			2			1
Change evident but remnants are present		1				1			1			2		
No perception of significant changes	1	1	2	2	3	2	1	2	1	2	1	1	2	5
4b. How were these challenges overcome?														
Grassroot efforts and time	1	1		1	1	1						1	1	2
Still working on issues		1												
Strategic placement of instructional leaders		1												
Unknown			1				1	1	1	1	1			
4c. Have any new challenges evolved?														
Challenges facing students			1											
CRM and technology needs								1						
Faculty willing to be active leaders				2										
Leadership turnover									1					
Perception of new structure as top heavy					1					1	1		2	1
Staffing and right sizing the organization		1												
Synchronizing changes for Student Services and Instructional Services	1	3		1	1	1				1	1	1	1	2

Note. An empty cell in the table indicates a value of 0.

Table 10***Units of Meaning in Individual Participants' Responses to Interview Question 5***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
5. How did you experience the change process model?														
Stage 1: Loss	1	2	1		1		1	4					1	3
Stage 2: Doubt					2		1	2	1				1	
Stage 3: Discomfort			2			1	5	5	1				1	
Stage 4: Discovery							1	7	1					
Stage 5: Understanding					1		2		1					
Stage 6: Integration						1	1		1					
Too unfamiliar with model to answer											1	1	1	

Note. An empty cell in the table indicates a value of 0.

Table 11***Units of Meaning in Individual Participants' Responses to Interview Question 6***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
6. How did you experience the overall change process?														
Responsibilities were impacted	1	2		2	2		2	2	1	3	3			
Experiencing the change as an improvement	4			3	2	2	5	1	3	2		2		1
Satisfaction with personal role in process	2				2	1		1				1		
Feeling sidelined											1		1	
Open to change and evolving	3				1	1	5	4	2	2				
Sustaining positivity	2		1	2	2	1	1	1	2	1				

Note. An empty cell in the table indicates a value of 0.

Table 12***Units of Meaning in Individual Participants' Responses to Interview Question 7***

Category of meaning	Number of units of meaning in participant response													
	A1	A2	A3	A4	A5	A6	F1	F2	F3	F4	S1	S2	S3	S4
7. What did you experience during the matrix organizational structure change?														
Cultural changes are incomplete	2			1					3	2	1	1		
Some process changes are frustrating	1			1					1	3	1			
The structure is confusing	1			2	2			2	2	3	3	1		
Too unfamiliar with matrix to answer		1	1				1	1					1	1

Note. An empty cell in the table indicates a value of 0.

Findings by Theme

The research question organizes the remainder of this presentation of findings by theme. Each theme is presented as an answer to the research question with which it is associated. A major theme represents the most common responses, while a minor theme represents less common responses. The presentation of each theme includes direct quotations from the data so that the reader can assess the confirmability of the findings independently.

Research Question 1

RQ1 was the following: How did participants describe the factors that initiated the change process? One theme emerged to answer this research question: Participants described the change process as initiated with the appointment of a new chancellor. Data to answer this research question were drawn from Interview Question 1 (What influenced the change process initiated by HCCS?). The following section includes a discussion of this theme and evidence from the data.

Theme 1. Participants Described the Change Process as Initiated With the Appointment of a New Chancellor

Eleven out of 14 participants associated the initiation of the change process with the appointment of a new chancellor. Responses from each cluster of participants are discussed separately.

Administrators. Five out of six administrator participants' responses contributed to the data of Theme 1. A6 reported that the new chancellor assumed office at HCCS with certain ideas for the transformation already in mind: "[The new chancellor] came in with his ideas and decided to present them to the board, and then the board agreed we needed change for the sake of funding and finances and student success." A1 agreed in associating the appointment of the new chancellor with the initiation of the change process: "The change process actually occurred when our new chancellor came on board." A3 provided an overview of her perceptions of how the new chancellor's appointment resulted in the initiation of the change process, stating that the new chancellor assessed conditions in HCCS:

We had a new chancellor . . . So when he came on board, [the Board of Trustees] were seeing him as a change agent . . . coming in as an external person, he evaluated the current state of the organization to see where exactly we stand, what faculty and staff are saying about the institution, our current enrollment trend, other factors that we have to deal with, the policies and the changes from the government.

Faculty. The three out of four faculty participants who contributed to Theme 1 spoke with less certainty than administrators about the details of how the new chancellor initiated the change process. Still, they agreed with administrator participants that the new chancellor's appointment triggered the change. For example, F2 stated, "I think that the primary motivator

[for the change process] was we had a new chancellor.” F1 agreed with F2 in both the content and the tentative tone of her response in stating how the change process began: “I believe we got a new chancellor, and as he looked at our program, there are some things that he believed could be done better.”

Staff. The three out of four staff participants who contributed to Theme 1 spoke with varying degrees of certainty and detail in associating the initiation of the change with the appointment of the new chancellor. S1 emphasized his uncertainty in saying of the factors that initiated the change process, “I have no idea . . . It seems like every chancellor brings in new transformations. So, I guess the board wasn't happy. But that's, again, just conjecture on my part.” S4 spoke with more certainty and in greater detail, associating the initiation of the change process with the appointment of the new chancellor, and then describing the reasons for the appointment:

I would say inconsistency in processes [motivated the appointment of the new chancellor]. The overall need for a streamlined, more efficient, more cohesive pathway, not just for our students, but our business processes. And I'm sure competition and relevance had a lot to do with it. The college needs to continue to be relevant in the community. It needed to make sure that we were on point regarding technology and the needs of our students and of course the faculty and staff.

Research Question 2

RQ2 was the following: How did participants describe the contributing factors in selecting the change process model? One theme emerged to answer this research question: Participants described a need for centralization to increase efficiency as contributing to the selection of the change process model. Data to answer this research question were drawn from

Interview Question 2 (What were the contributing factors in selecting the change process model?). The following subsection includes a discussion of this theme with evidence from the data.

Theme 2. Participants Described a Need for Centralization to Increase Efficiency As Contributing to the Selection of The Change Process Model

Eight out of 14 participants described the contributing factor in selecting the change process model as a need for the centralization of the multi-campus system to increase efficiency. The remaining six out of 14 participants (A2, F1, F3, F4, S1, and S2) reported that they could not recall the factors that contributed to the selection of the change model. Responses from each cluster of participants are discussed separately.

Administrators. Five out of six administrator participants contributed data to Theme 2. A1 reported that the need for centralization emerged from the traditional “silo” structure of HCCS, in which processes were implemented redundantly and in parallel at each of the six different campuses. A1 described the lack of resource-sharing among redundant math departments as an example: “You would have a math department at all six of our locations. Each math department would operate as one silo, not utilizing what could be beneficial to the students among other campuses across the system.” A1 said the following of the influence of inefficiencies in the silo structure of HCCS on the selection of the change process model: “For us to be able to maximize our resources and get our student services up to where we could graduate our students or provide them with the necessary services, we needed to remove all of the silos.” A1 reported that the COE model was implemented to increase efficiency by creating clearinghouses for assessing needs and allocating resources across campuses:

Those COEs would function as an overall conduit for the entire college, so we would have a COE for business and math, and that COE for business and math would . . . review all the expenses across the college, instead of just at that one campus, and maximize the resources that were overall within that area to be able to distribute it where needed throughout the college.

A3 suggested that the preexisting silo structure was inefficient not only because of the redundancies and inadequate resource allocations it involved but also because it resulted in a breakdown of institutional identity across HCCS through competition between parallel departments: “It came to a point where we started losing our identity as a bit HCCS. Instead, we were more focused on our areas.”

Faculty. One out of four faculty participants contributed to Theme 2. The remaining three out of four faculty participants stated that they did not recall the factors that contributed to the selection of the change model, with F4 stating, “That is above my pay grade,” and F1 stating, “I’m sure they mentioned it to us, but I don’t recall right now.” However, F2 recalled learning that the selection of the change process model was driven by a need to centralize HCCS to increase efficiency:

When you watch these companies that have all of these myriads parts to them, when you streamline them, when you centralize them—that was one of the things that I remember hearing a lot of the time, that we’re looking more at a corporate model than at an academic model.

Staff. Three out of four staff participants contributed to Theme 2. The exception was S2, who stated, “I don’t remember . . . It’s been a while.” S3 recalled the selection of the change process model as driven by a need to centralize processes to increase efficiency:

The contributing factor was [that] each college was basically doing their own thing. Each college had something different, they had a different structure, different models. And I think that's what brought the change, was to bring back everything under one system and to make it more consistent.

S4 indicated that foundational changes to HCCS's organizational design were necessary because the college could not make needed progress under the existing silo model: "Everything needed to be unraveled and really intimately taken apart to see why we were stuck. It seemed that we were stuck."

Research Question 3

RQ3 was the following: How did participants describe the implementation of the HCCS change process? Two themes emerged to answer this research question. The first RQ3 theme was the following: Participants described implementation as top-down, but as involving solicitation of stakeholder input in multiple forums. The second RQ3 theme was the following: Participants described implementation as involving leadership efforts at multichannel communication and transparency. Data to answer this research question were drawn from Interview Questions 3a (Who was involved in change implementation?), 3b (How was the plan communicated?), and 3c (How were participants engaged in the process?). The following sections include a discussion of these themes with evidence from the data.

Theme 3. Participants Described Implementation as Top-Down, But as Involving Solicitation of Stakeholder Input in Multiple Forums

Data for this theme were drawn from Interview Questions 3a (Who was involved in change implementation?) and 3c (How were participants engaged in the process?). All 14 participants described the implementation of the HCCS change process as top-down, but with

stakeholder input being sought repeatedly and in multiple forums. Responses from each cluster of participants are discussed separately.

Administrators. All six administrator participants contributed to Theme 3.

Administrators emphasized the multiphase structure of planning and stakeholder-input solicitation involved in implementation. A4 described the process as beginning with “a series of focus group meetings.” A4 elaborated on this description of the focus group process:

[The chancellor] started [with] a group of 65 people from across the organization: faculty, staff, some community members, some students that [the chancellor] convened to look at the results of the assessment, look at what we were being told by the data. Have that discussion, and not have any preconceived ideas of where we were going yet. It had to be a blank sheet of paper that we started with and just reflected on what the state of HCCS was. After that, [the chancellor] got some guidance and used a separate group of 13. The “G13” came together to look at the leadership functions of the organization. This is where [the chancellor] asked the college presidents to convene a group to start with a blank sheet of paper and rewrite their job descriptions . . . After the G13, [the chancellor] went to a team of 100.

Thus, the COE model was developed from a discussion of assessment results in two stakeholder focus groups, in which stakeholders’ input was sought. The implementation plan was developed using the focus groups’ input and then presented by the chancellor to a team of 100 stakeholders, called “T100,” which convened monthly to provide feedback on the plan. A4 described the T100 meetings as conducted to educate stakeholders on organizational design principles to facilitate their participation in implementing the change process model:

When we went back out with the new structure for the [COEs], [the chancellor] convened a team of 100, and we spent time in retreats talking about our journey. We used several tools, one of which was called a business model canvas, from which to design what our organization should look like, a very high-level design. Rebuilding our instructional division, rebuilding our student services and, in fact, rebuilding some of college structures, because across our six colleges, each one of them had a different structure.

A1 described the T100 meetings as the beginning of implementation, stating, “The chancellor began with a small group of people who got together, and I guess he presented his idea for the changes, for the Centers of Excellence.” A3 described the T100 meetings established to create organizational design at high-levels and carry out future phases of transformation across the system:

The chancellor was doing T100 meetings. That was one meeting a month, and it was not a “meeting meeting.” But those sessions were very structured, where every time, we had one speaker who would come in, more like a motivational speaker or a change agent or someone who had done that and had been there. And they would have the researchers there.

Throughout the design and implementation processes, the chancellor sought feedback from employees at all levels by administering online surveys, A1 stated, “[The chancellor] had online surveys that he did, where he welcomed feedback from anybody who wanted to participate.” Administrator responses indicated practices corresponding to Steps 2 and 3 of Kotter’s (2012) eight-step change process, which included building a coalition and forming strategic vision and initiative. Seeking employee input as a means of gaining employee buy-in (i.e., of building a coalition) and of forming a strategic vision and initiatives were based on

employees' perceptions of needs. The chancellor began to enlist stakeholders as volunteer-participants in the change process by recruiting focus groups and a team to engage in the change design process.

Faculty. All four faculty participants contributed to Theme 3. F1 reported that administrators solicited stakeholder feedback repeatedly in open discussion forums:

Basically, administration would meet with us. They first met with us and tried to find out our thoughts about a particular process or a particular area, whichever area they were interested in at that time . . . Many times, we met as groups, as cohorts, and discussed the particular topic, or something was presented to us and they asked our opinions, took our advice, I would guess. And based on those studies, they implemented these changes.

F2 agreed that administrators sought stakeholder feedback but expressed some uncertainty about how: "I feel like in the beginning, there was a group that was chosen to provide input for the strategic plan . . . I can't remember how they were put together. It might have even been voluntary." F2 also recalled the implementation process as top-down, stating, "I feel like a lot of that was kind of from the top down." F3 remembered questionnaires being administered, stating, "I believe there were surveys that were sent out, some questionnaires." F3 expressed approval of the administration's process of soliciting stakeholder input: "I have to give the system credit for bringing us all in."

Staff. All four staff participants contributed to Theme 3. S4 described a series of departmental meetings in which stakeholders were asked to provide input:

We had a series of focus group meetings. We had departmental meetings where each department was responsible for discussing what was working and what wasn't working.

We had several meetings that were designed to really look at our processes internally and how they are different and how they are alike.

S2 described the solicitation of stakeholder input as occurring in committee forums, stating, “I believe they created a committee. [But I] can't remember how they went about selecting people on the committee.” S1 primarily recalled survey instruments as a method that administrators used to seek stakeholder input, stating, “We were engaged via surveys . . . As far as I remember, we were sent surveys.” S3 recalled the change as imposed by leadership, stating, “[Administrators] told us which structure we were going to go back under, that we were going to have one set of deans, or one dean for each department.”

Theme 4. Participants Described Implementation as Involving Leadership Efforts at Multi-Channel Communication and Transparency

Thirteen out of 14 participants described the implementation of the HCCS change process as involving efforts at multichannel communication and transparency. However, two participants indicated that these efforts were not always successful, and S3 provided discrepant data indicating that no communications were attempted. Data associated with this theme were drawn from Interview Question 3b (How was the plan communicated?). Responses from each cluster of participants are discussed separately.

The findings associated with this theme corresponded to Step 4 in Kotter's (2012) eight-step model, communication. Kotter argued that for one to gain buy-in from stakeholders to continue the progression of change, one must communicate a clear vision for the change. According to Kotter, the effect of communicating a vision should be to engage stakeholders to enlist themselves as volunteers who would work actively to advance the change process. In this study, responses associated with the present theme indicated that communications from the

chancellor's office needed to be tailored more toward alleviating employees' concerns about the effects the change would have on them and their positions (i.e., toward reducing anxiety about and resistance to the change), rather than on engaging employees in positive, voluntary collaboration in and endorsement of the change.

Administrators. All six administrator participants described the process of communicating the change process to stakeholders as occurring across multiple channels, including a website, emails, workgroups, and question-and-answer events with the chancellor. A5 described communication as occurring through speeches by the chancellor that employees were invited to attend: "The chancellor himself had different forums, I guess, where employees were asked to attend so that he could unveil what the plan was going to be and the timeline." A2 described an unveiling of the plan to the college faculty at one speaking event: "April 10th was when they revealed it to all the faculty, and I think everybody was invited. It was in one big room, and there was a presentation about what was going to happen." A6 described the plan as being communicated through a series of workshops to engage all employees: "We were informed through our workshops. Then the way it was informed to the rest of the team was also through workshops. They had smaller workshops to make sure that they reached all that were involved in it." A5 described a website being created to address the misinformation circulating among employees: "There was a lot of misinformation in terms of positions being eliminated, what did that mean for you, a lot of rumors going around . . . So, establishing that website was the best thing the institution did." A5 described the website:

[The chancellor] created a website on HCCS's homepage so that anyone who wanted specific information, who wanted to see where was the data being gathered from in terms of why we should be headed in this direction, they could see that a lot of it was done

through the research of that T100 group and their input in terms of where things were headed.

Faculty. All four faculty participants contributed to Theme 4. F4 described the change as being communicated through email and meetings: “Aside from general email blasts with information, information was shared at different meetings.” One faculty participant described the efforts at communication as ineffective. F2 described vague communications from the administration as a cause of anxiety:

We were not sure what the changes were going to be, and I think that's what caused a lot of, for me personally, anxiety, just being like, okay, well, what does that mean? It's like, you're telling us that we're going to change, but we don't know how yet.

Staff. Three out of four staff participants contributed to Theme 4. S4 described the chancellor as holding question-and-answer events on each of the campuses: “The chancellor would come to various campuses very often to answer questions. Some questions he would answer. Some, he wouldn't. Some he could, some he couldn't, I guess.” S2 described the chancellor as communicating about the plan, “In the public forums. The chancellor went around talking about it.” S1 expressed uncertainty but recalled information as being communicated by email: “I think they did an email if I remember.” S3 was a discrepant case, who reported that no efforts were made to communicate the change: “It really wasn't communicated to us at all. It was just, ‘This is what’s going to happen.’ Left work one day and came back the next day, and it was different.”

Research Question 4

Research Question 4 was the following: How did participants describe the characteristics of the HCCS environment that made change difficult? One theme emerged to answer this

research question: Participants described the size and entrenched habits of the HCCS environment as raising communication barriers that made change difficult. Data to answer this research question were drawn from Interview Question 4 (What characteristics of HCCS's environment make the change process a challenge?). The following subsection includes a discussion of this theme with evidence from the data.

Theme 5. Participants Described the Size and Entrenched Habits of the HCCS Environment as Raising Communication Barriers That Made Change Difficult

All 14 participants contributed to this theme through their responses to Interview Question 4 (What characteristics of HCCS's environment make the change process a challenge?). Participants indicated that size and entrenched habits were characteristics of the HCCS environment that raised communication barriers, thereby making change difficult. The size of HCCS made communication difficult by requiring messages from leadership to be distributed across several campuses and channels. Entrenched habits made communication difficult by contributing to resistance to accept and adopt organizational leadership's explanations and instructions. Each participant cluster is discussed in a separate section.

Administrators. All six administrator participants contributed to Theme 5. Four out of six administrators described entrenched habits as raising barriers to effective communication, and the remaining two administrators referred to the size of HCCS as a barrier to communication. A5 described entrenched habits as a barrier to communication (“getting people to understand”):

The fact that [HCCS has] had a strong culture for many years . . . one of the major [challenges] is getting people to understand that it was a whole new day, and that

expectations were changing, and that you were going to step up to the plate if you wanted to survive in this new environment.

A4 reported that entrenched habits or obsolete ways of performing duties were barriers to communication because they were obstacles to getting employees to understand the changes: “[Resistance has] been nothing more than, ‘Well, that's not how we did it.’ But I think that really is resistance that manifests itself through a lack of understanding.” A1 described entrenched habits and perceptions as creating barriers to communication by blocking a proper understanding of the change: “People who can't see the vision for what the change really is about. Some people get locked into thinking that the whole point of what he may have been doing was to get rid of people.”

A2 and A6 described the size and diversity of HCCS as barriers to communication because information about the plan needed to be adapted to meet a broad range of needs across a large and discontinuous physical area. A6 referred to the diversity of the students as creating a challenge to adapting communications to meet all students' needs:

The college is more minority . . . So, the challenge is that because we have a high number of low-income and so many students that are on assistance from the government, and the fact that many of our students are not your typical full-time students, they're part-time . . .

The challenge is you have all types of students.

A2 also referred to student diversity as making communication of the plan more challenging because it created a language barrier: “Ten percent of our students are international students. Even our students who are in our service area have international connections, and possibly speak different languages in their homes.” A2 also referred to the challenges of keeping many personnel informed about changes:

When you're dealing with six college presidents, and 30 deans, when you have 800-900 full-time faculty numbers, and over 1,000 adjunct faculty, the sheer numbers, and how do you communicate with them effectively? How do you make them feel that they are involved, that they have a voice, that they are informed, right? I think that is the biggest challenge that HCCS faces in all of our initiatives.

Faculty. All four faculty members contributed to this theme with responses describing entrenched habits as a barrier to successful communication of the change. F1 described employees with entrenched habits as difficult to communicate successfully with about the need for the change:

People were used to doing things a certain way and nobody likes to change that. So that was a challenge, trying to convince people that, okay, based on the survey that we've done, based on our discussions with various groups, we think this is a better direction for the college.

F2 reported that entrenched habits made successful communication more difficult because those habits inhibited employees' ability to learn new roles and duties: "It was a different way of doing things, so I think that creates a lot of challenges. There's a lot of resistance. So, is this going to actually be better? It's something new that I have to learn." F3 spoke from the perspective of a recipient of communications about the change, stating that resistance was increased when directives to implement new procedures did not adequately explain the changes and the need for them:

The challenges are just trying to figure out what to do or why am I doing this extra piece of paperwork to get something that I could've gotten more easily with going down and

just getting it. Now who's in charge of this, and how did we get that, and whoever asked for this?

F2 also referred to the size of HCCS as a barrier to communicating effectively about the change: “I think a lot of [the challenge] is literal geography. You have people that are so far apart. If you look at our southeast campus to our Katy campus, that's the size of some states.”

Staff. All four staff participants contributed to Theme 5. Three staff participants referred to the size of HCCS as a barrier to communicating the plan. S1 stated, “We're widespread, so everybody interprets and implements things differently. It's always been a problem, a challenge.” S4 described the size of HCCS as limiting the diffusion and consistent interpretation of top-down communications about the change: “[Communication about the change] didn't trickle all the way down, and I think that's one of the challenges is that it didn't trickle down the same way.” S4 also related the size of HCCS to resistance to communications about the change: “[The change] wasn't very well-received at first, because you'd get used to [your home campus] and you claim that is your home, and then when you have to drive several miles away, that was not really accepted.”

Research Question 5

RQ5 was the following: How did participants describe their experience with the selected change model? One theme emerged to answer this research question: Participants described experiences consistent with the change cycle model (CCM). Data to answer this research question were drawn from responses to Interview Question 6 (How did you experience the selected change process model?).

Theme 6. Participants Described Experiences Consistent with the Solerno and Brock's Change Cycle Model

Solerno and Brock (2008) developed the CCM to assist individuals and organizations through the change process while understanding and acknowledging the feelings of each stage. The CCM indicated that participants in change were likely to feel a sequence of six emotions, which included loss, doubt, discomfort, discovery, understanding, and integration. Participants reported that they experienced these emotions. The following subsections are organized according to the stages in the change process model, evidenced from participant's experience of each emotion.

Stage 1: Loss. Eight out of 14 participants described experiences of loss associated with the early stages of the change. For A1, the loss was experienced when her job was eliminated, and she described feelings of inadequacy associated with this loss: "For me personally, it was, 'Okay, did they see something in me that I wasn't doing enough of, or did I not have the qualifications they were looking for? Were they looking for something else that I wasn't giving?'" A3 described her subordinates as exhibiting intense feelings of loss and fear associated with uncertainty about their futures with HCCS: "They were all there, people in tears and they were all crying. But the goal at that time was not to let people go, but to repurpose them according to institutional needs and their skillset." S3 also described feelings of fear and anxiety associated with loss of certainty about the future: "At first it was very stressful because you didn't know where you were going to be, because . . . you could apply for different jobs, and some of them, you didn't even know where they were." F2 described feelings of loss associated with budget cuts that required faculty-led student clubs to shut down: "A student club that had some kind of an affiliation with one of the departments, a lot of those, because of the way the

budget was restructured, they just weren't able to support them anymore.” F2 added, “And that was sad to see a lot of those go.”

Stage 2: Doubt. Five out of 14 participants described experiences of doubt associated with the early stages of the change. F2 reported experiencing doubt when she did not understand the nature of the change or know whether it would be accepted: “Sometimes, it sounded like there would be a problem because a lot of people don't know what's going on, and there is a change being made, and people didn't like it, and some people were opposing it.” F2 associated doubt with uncertainty about the nature of the change: “There was always, for me, this incredulous like, ‘How is that going to work?’ So it sort of just baffled me, because it was so different, and because I am not necessarily seeing everything that they do.” A5 described doubt associated with the effects the changes would have on her own position: “I was being told, ‘You're going to be getting some new duties, some new people assigned to you.’ I said, ‘Well, that's fine and dandy, but . . . what's in it for me?’”

Stage 3: Discomfort. Six out of 14 participants described experiences of discomfort associated with the change. A4 stated of employees’ discomfort, “The resistance is in the comfort of the known.” F2 experienced discomfort associated with confusion: “It's like everybody had to kind of figure things out. So I would say our first year when it kicked in, it was a bit lumpy.” F3 experienced discomfort associated with confusion and the frustration of not knowing what to do: “It became frustrating. If you're going to do something, tell me what it is you're doing or why you're doing it, so I have a basis. I don't have to agree or disagree, but at least I know.” S4 felt discomfort associated with confusion about the big picture: “A lot of times, it seemed like we had lots of things we were doing, but it wasn't tying together, tying it all up. It was like spokes on a wheel, except the spokes didn't come to a point.”

Stage 4: Discovery. Three out of 14 participants described experiences of discovery associated with the change. F1 described feeling energized by the realization of what the consequences of the change would be: “It was a pleasant feeling because you knew changes were coming about. You knew that things were being standardized. And I just felt like, oh, it works on my favor. It makes life easier for me.” F2 described her colleagues and herself as energized by their discovery of the opportunities the change created: “Once the rocket ship got up, it was a little bit of a quiet period, and then I think people began to realize, ‘These are all the things that we can do.’” F3 described a feeling of discovery associated with the realization that the change improved communication channels: “It's better communication. We can see some of the things going on. We're getting feedback. I just think it's better communication.”

Stage 5: Understanding. Three out of 14 participants described experiences of understanding associated with the change. A5 described understanding as making her feel confident and productive: “I felt very fortunate to be at the district because I was able to see the transformation from a whole different lens. And having had the college experience, I was able to assist my colleagues to making that adjustment.” F3 felt reassured by the perception that the administrators to whom she and her colleagues reported had a firm understanding of the changes: “In this transformation, I think the level that deals with us the most has that understanding. Outside of the college in the administrative level actually has a good understanding or will work with us.”

Stage 6: Integration. Three out of 14 participants described experiences of integration associated with the change. A6 experienced a feeling of satisfaction and integration in the perception that HCCS was better positioned to serve its students and community after the change: “I think [the change has] invited more people to come into the college, and more people

have gotten involved. It's an open college. It's open to the community. It's open to students. It's open to partnerships.” F1 experienced satisfaction and integration associated with the realization that the standardization of processes was advantageous to her and her colleagues: “To me, [the change] made life easier. Everything became standardized. It was a big deal about standardizing the way we did things, and I think that made the process fair, honest. We knew what we were up against.”

Research Question 6

RQ6 was the following: How did participants describe their experience during the change process? One theme emerged to answer this research question: Participants described their experience during the change process as positive and satisfying. Data to answer this research question were drawn from responses to Interview Questions 5 (How did you experience the overall change process?).

Theme 7. Participants Described Their Experiences During the Change Process as Positive and Satisfying

Twelve out of 14 participants described their experience during the change process as positive and satisfying. Two out of 14 participants (S1 and S3) provided discrepant data describing their experience as negative. The following sections include a discussion of responses from each participant cluster.

Administrators. All six administrators described their experiences of the change as positive and satisfying. Administrator participants described the change as positive because they experienced being able to make a change by providing better service and offering input. A1 experienced the change as positive because she took satisfaction in her new duties: “It was good,

because I like to feel beneficial like my work is beneficial to the organization, and I do feel that.”

A2 described the change as positive because it enabled her to support her subordinates:

I feel like, in some ways, a middle manager, but not in a negative way because I'm not managing. I'm leading, and I listen to them. They tell me what they need. I try to figure out and work with them, how I can support them.

A2 also described the experience as positive because she could have input on the creation of her new role in a manner that allowed her to feel she was useful to her colleagues: “I was allowed to define [my new job], and I appreciate that. I sort of take my cues from everyone. I take my cues from the leadership, my supervisor, and also the people who report to me.” A3 described the experience positively because it allowed her to feel like a contributor during a positive change process: “I felt good being part of an organization and where we were headed and who was leading us . . . I was excited and just happy to be part of something that is new and exciting coming along.” A4 described the experience as positive because it enabled HCCS to serve its students better: “I think it's positive, in that I see us being responsive to the needs of our students.” A5 experienced the elimination of her position, but she described the experience as positive because she was assigned to a new position without having to apply: “My position was eliminated. I was one of the positions that did go away . . . [but] they didn't make us apply. We were given a position at the district, all of us here. So that made it easier.” A5 also described the experience as positive because it involved better communication and more stakeholder input than previous initiatives had: “There was much more communication than the ones in the past. So, I think that's the major difference, and there was more involvement of other people.” A6 described the change as positive and satisfying because she was able to provide meaningful input during

the process: “I was able to give my ideas and have back-up on why these ideas that I gave were important. So, that was how I was able to make a big difference on the new change.”

Faculty. All four-faculty contributed to Theme 7. Faculty participants described the change as positive because they experienced being able to make a change by providing input. F2 described the change as positive and satisfying for her because it increased her opportunities to provide input:

I feel like I have the opportunity to have worked on expanding different things for the better. There's so much more opportunity now . . . It can reach more ears . . . and I've been very fortunate to be in the right place at the right time.

F1 described the experience as positive and satisfying because she felt more empowered: “I felt more responsible for my area and the campus that I'm on. If I saw things that I thought were not where they needed to be, I was more proactive in saying, ‘Maybe we need to change this.’” F3 described the change as a positive experience because she could have input on the process to meet needs in her program: “We're allowed to go ahead and do what we need to do, wherein other changes that took place, there were times when we were just simply told, ‘Just do what we ask.’”

Staff. Two staff participants described the change experience as positive, and two provided discrepant data in stating that they felt excluded from meaningful participation in the change process. S2 and S4 described the process favorably on the principle that occasional changes were needed in organizations. S4 said, “I'll say [I experienced the change] positively because I like to think that I'm an optimist, and making some change is better than making none.” S2 stated, “Change is always good.”

Two out of four staff provided discrepant data. S1 stated that he was angry about the change process (“My reaction was anger to the change”), and he stated that it resulted in an unreasonable increase in workload: “They seem to be adding more and more responsibilities.” S3 described the experience as negative because of confusion about applying for new positions: “A lot of us didn't know what we were applying for, what departments, what was going to be required of that department.”

Research Question 7

RQ7 was the following: How did participants describe the integration of the matrix principle in the organizational process? Data to answer this research question were drawn from Interview Question 7 (What did you experience during the matrix organizational structure change?). Three minor (less common) themes emerged to answer this research question. The first minor theme to answer this research question was the following: Participants described the integration of the matrix principle as producing an incomplete cultural change. The second minor theme for this research question was the following: Participants described the integration of the matrix principle as making some processes more frustrating. The third minor theme for this research question was the following: Participants described the matrix structure as confusing. The following subsections include discussion of and evidence for these minor themes. Six out of 14 participants (A2, A3, A6, F1, S3, and S4) described themselves as too unfamiliar with the matrix principle to respond to the interview question from which data for the three minor themes were drawn. No data from those six participants are included in the discussion.

Minor Theme 8a. Participants Described the Integration of the Matrix Principle as Producing an Incomplete Cultural Change

Six out of 14 participants described the cultural changes associated with the integration of the matrix principle as incomplete and ongoing. Participants described the new cultural changes as incomplete for lack of continuous reinforcement; fatigue from global cultural expectations were not being embraced which allows stagnation and disruption. A1 described a need for reinforcement to promote transformational cultural changes: “Just moving from that silo mentality to the overall holistic mentality . . . I think [some employees] need to be reinforced as to what [the chancellor] actually meant.” A1 specified that reinforcement of new cultural expectations was needed specifically because some personnel did not understand: “[The change] wasn't to wait for direction or wait for somebody to make a decision for you. It was for you to look at it holistically and be able to recommend decisions.” A4 indicated that the push for cultural change under the matrix principle was incomplete because of a temporary lapse in effort:

We're still not living the HCCS Way . . . Part of where we are today is we kind of dropped the ball the last six months, and we need to pick it up again . . . The HCCS Way is the culture that if we follow and we embrace, we will be able to sustain change, go through whatever processes, updating, and structural changes that we have.

F4 stated, “The culture is still a work in progress.” F1 described the inconsistency of embracing cultural transition when new leaders were continually entering HCCS and imposing new changes: “I believe in new blood, but sometimes you don't need a transfusion like that, because the person coming in always seems to want to clear away what's there and has been working to put their new thoughts in.” S1 responded in a vein similar to F1, stating that ongoing

cultural changes were disruptive to more familiar procedures and that many employees were fatigued by them:

The culture had been around for so long that it's hard for it to change. People are very angry. I've had colleagues tell me, "Here we go again. Another change. I'm getting the heck out of here." So, it made people leave, go elsewhere, because of the continuous changes occurring all the time.

Minor Theme 8b. Participants Described the Integration of the Matrix Principle as Making Some Processes More Frustrating

Five out of 14 participants described some process changes associated with the integration of the matrix principle as frustrating to some employees. F4 described process changes as works in progress, with the result that employees who wanted clear-cut directives were frustrated: "It looked like people were kind of adapting and making changes as we go, which is frustrating for some people because some people are just black and white." S1 described the process changes as frustrating because they resulted in several new responsibilities: "They seem to be adding more and more responsibilities. We went from senior advisors now to everyone's an advisor." A4 described a process change that gave employees more input on budgeting processes as confusing to some employees who were accustomed to receiving their budgets readymade: "We've changed how we budget, so we give people it's an open book to the budget process. Even though they don't have budget authority, they behave like they do."

Minor Theme 8c. Participants Described the Matrix Structure as Confusing

Eight out of 14 participants described the matrix structure as complicated, frequently misunderstood, and confusing. A4 described the matrix structure as generally misunderstood in academic contexts and as misunderstood specifically at HCCS:

The matrix structure is something that isn't commonly known in higher ed, and it's even less understood . . . I think there's a misconception on what the matrix is. People try to categorize it as either moving toward centralization or away from centralization. That's where I think the rub is . . . Our implementation is center-led as opposed to a centralized.

A5 expressed approval of the matrix structure because it was conducive to communication: "I actually like the matrix organization because I'm a true believer of communication." However, A5 described the matrix structure as often misunderstood at HCCS: "For some people, I guess it was their [mis]understanding of what a matrix organization was, where it created a challenge for many of them." F2 described the matrix structure as complicated, particularly about logistics: "I thought it was very complex about the logistics of everything." F3 also described the structure as confusing:

There were just organizational things, who to contact, what to do, how are things being run. Changes . . . Just finding out who was now in charge of what, or what was the correct way to get information if I needed it [was confusing and challenging].

Summary

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). Seven major themes and three minor themes emerged during data analysis to indicate how participants described their experiences and the overall change process. The seven major themes were the following:

1. Participants described the change process as initiated with the appointment of a new chancellor;

2. Participants described a need for centralization to increase efficiency as contributing to the selection of the change process model;
3. Participants described implementation as top-down, but as involving solicitation of stakeholder input in multiple forums;
4. Participants described implementation as involving leadership efforts at multichannel communication and transparency;
5. Participants described the size and entrenched habits of the HCCS environment as raising communication barriers that made change difficult;
6. Participants described experiences consistent with the CCM; and
7. Participants described their experience during the change process as positive and satisfying.

The three minor themes were the following:

1. Participants described the integration of the matrix principle as producing an incomplete cultural change;
2. Participants described the integration of the matrix principle as making some processes more frustrating; and
3. Participants described the matrix structure as confusing. Chapter 5 includes discussion and conclusions based on these findings.

The emergent themes indicated the majority of participants believed the change process was initiated with the appointment of the new chancellor. Participants felt the inconsistencies of the system triggered the need for change. Several participants were unclear about the factors contributing to the selection of the change process model while others believed the need for efficiency, centralization, and reducing silos were factors. These factors agree with the initiation

being triggered by inconsistencies in the system. Participants agreed that stakeholders were involved and engaged with change implementation and the plan was communicated with multiple opportunities and outlets for stakeholders to receive information and provide feedback. Employee resistance to change was a key environmental characteristic that participants believed made change difficult. All participants indicated the change process did not significantly influence the perception of changes to the key environmental characteristics but did indicate some changes to the environment were evident.

Grassroot efforts and time were considered the primary factors to overcoming environmental characteristics. New challenges resulting from the change process included not synchronizing change between student services and instructional services. The perception of a new top-heavy structure, common in matrix structures, was identified as an evolving challenge. Overall, participants experienced the change process positively, were open to change, and considered change an improvement. A majority of participants' job responsibilities were impacted by the change process and resulted in job relocations, new positions, and applying for existing or newly created positions. Participants responded that they experienced emotions of loss, doubt, discomfort, and discovery throughout the change process. These emotions were consistent with Solerno and Brock's (2008) Change Cycle Model. During the integration of the matrix organizational structure, participants primarily experienced confusion with the structure and frustration with process changes. These experiences are common in the matrix structure based on the properties discussed in this study. Incomplete cultural changes were a consistent experience for several participants while a number of participants felt they were unfamiliar with the matrix to provide an experience.

Chapter 5 - Conclusions and Implications

“There is no real ending. It’s just the place where you stop the story.”

Frank Herbert

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). The intent was to explore the lived experience of participants during the organizational change process. This researcher investigated the factors that triggered the organizational change in the system, the process selected for change, and the lived experiences of individuals during the change process. This final chapter contains a discussion of the findings from this phenomenological study of lived experiences of 14 employees with HCCS who experienced the phenomenon of transformation in their system. This chapter includes a discussion of the study findings, followed by a discussion of implications and recommendations based on the results.

Concentrated efforts for reform of community colleges have been occurring for more than a decade. However, community college leaders have not accomplished sustainable reform, especially about student success (Bailey et al., 2015). Outcomes of past reform efforts included institution leaders utilizing frameworks established in the 1960s and 1970s to redesign organizational structure, a lack of needed cultural and procedural changes needed to achieve sustainable improvements, and a lack of adaptability to the changing needs of college students in the 21st century (Bailey et al., 2015).

Transforming community colleges is essential to the current and future workforce needs of the nation (AACC, 2014). Organizational change can assist college leaders in providing quality education, improving graduation rates, and providing students with the necessary skills to succeed in 21st-century labor markets (Bailey et al., 2015; Obama, 2009). The significance of

this study was to gain insight into practices that other institutions may find useful when initiating their organizational change processes. Specifically, other institutions can benefit from understanding the complex interaction between participants' lived experiences and the stages involved when implementing change on a broad scale.

The researcher developed seven research questions to guide the exploration of participants' perceptions of the factors, which initiated change efforts, the process and model selected to facilitate change, and the impacts felt by participants as they experienced the change process.

1. How do participants describe the factors that initiated the change process?
2. How do participants describe the contributing factors in selecting the change process model?
3. How do participants describe the implementation of the HCCS change process?
4. How do participants describe the characteristics of the HCCS environment that made change difficult?
5. How do participants describe their experience with the selected change model?
6. How do participants describe their experience during the change process?
7. How do participants describe the integration of the matrix principle in the organizational process?

Discussion of Findings

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS) resulted in seven major themes and three minor themes emerged during data analysis. These themes indicate how participants described their experiences and the overall change process. The

seven major themes represent the major findings from participants experiences. The seven major themes were the following:

1. Participants described the change process as initiated with the appointment of a new chancellor;
2. Participants described a need for centralization to increase efficiency as contributing to the selection of the change process model;
3. Participants described implementation as top-down, but as involving solicitation of stakeholder input in multiple forums;
4. Participants described implementation as involving leadership efforts at multichannel communication and transparency;
5. Participants described the size and entrenched habits of the HCCS environment as raising communication barriers that made change difficult;
6. Participants described experiences consistent with the CCM; and
7. Participants described their experience during the change process as positive and satisfying.

The three minor (less common) themes were the following:

- 8a. Participants described the integration of the matrix principle as producing an incomplete cultural change;
- 8b. Participants described the integration of the matrix principle as making some processes more frustrating; and
- 8c. Participants described the matrix structure as confusing. Chapter 5 includes discussion and conclusions based on these findings.

This section is a review of the answers to the research questions that emerged during data analysis. This review serves as a recapitulation of the findings discussed in Chapter 4 and as a basis for relationships to theory and literature discussed in the next section of this chapter.

Research Question 1

RQ1 was the following: How do participants describe the factors that initiated the change process? The following theme emerged to answer this research question: Participants described the change process as initiated with the appointment of a new chancellor. Findings associated with this theme indicated that most participants associated the initiation of the change process with the appointment of a new chancellor.

Research Question 2

RQ2 was the following: How do participants describe the contributing factors in selecting the change process model? The following theme emerged to answer this research question: Participants described a need for centralization to increase efficiency as contributing to the selection of the change process model. Specifically, eight out of 14 participants described the contributing factor in selecting the change process model as a need for the centralization of the multi-campus system to increase efficiency. The remaining six out of 14 participants reported that they were unable to recall the factors that contributed to the selection of the change model.

Research Question 3

RQ3 was the following: How did participants describe the implementation of the HCCS change process? Two themes emerged to answer this research question. The first RQ3 theme was the following: Participants described implementation as top-down, but as involving solicitation of stakeholder input in multiple forums. Findings associated with this theme indicated that all 14 participants described the implementation of the HCCS change process as top-down but with

stakeholder input being sought repeatedly and in multiple forums. Forums for stakeholder input included focus groups conducted by the chancellor, online questionnaires, and departmental meetings. The second RQ3 theme was the following: Participants described implementation as involving leadership efforts at multichannel communication and transparency. Thirteen out of 14 participants described the implementation of the HCCS change process as involving efforts at multichannel communication and transparency. Those 13 participants described the communication efforts as satisfactory. Channels for communication included town hall-style events conducted by the chancellor, workgroups, departmental meetings, a dedicated website, and distribution of updates by email.

Research Question 4

RQ4 was the following: How did participants describe the characteristics of the HCCS environment that made change difficult? One theme emerged to answer this research question: Participants described the size and entrenched habits of the HCCS environment as raising communication barriers that made change difficult. Participants indicated that size and entrenched habits were characteristics of the HCCS environment that raised communication barriers, thereby making change difficult. The size of HCCS made communication difficult by requiring messages from leadership to be distributed across several campuses and channels. Entrenched habits made communication difficult by contributing to resistance to accept and adopt organizational leadership's explanations and instructions.

Research Question 5

RQ5 was the following: How did participants describe their experience with the selected change model? One theme emerged to answer this research question: Participants described experiences consistent with the CCM. Solerno and Brock (2008) developed the CCM to assist

individuals and organizations through the change process while understanding and acknowledging the feelings of each stage. The CCM indicated that participants in change were likely to feel a sequence of six emotions, which included loss, doubt, discomfort, discovery, understanding, and integration. Participants reported that they experienced these emotions.

Research Question 6

RQ6 was the following: How did participants describe their experience during the change process? One theme emerged to answer this research question: Participants described their experience during the change process as positive and satisfying. Twelve out of 14 participants described their experience during the change process as positive and satisfying. Administrator participants described the change as positive because they experienced making a change by providing better service and offering input. Faculty participants described the change as positive because they experienced being able to make a change by providing input. Two staff participants described the change experience as positive, and two provided discrepant data in stating that they felt excluded from meaningful participation in the change process.

Research Question 7

RQ7 was the following: How did participants describe the integration of the matrix principle in the organizational process? Three minor themes emerged to answer this research question. The first minor theme to answer this research question was the following: Participants described the integration of the matrix principle as producing an incomplete cultural change. The second minor theme for this research question was the following: Participants described the integration of the matrix principle as making some processes more frustrating. The third minor theme for this research question was the following: Participants described the matrix structure as confusing. Six out of 14 participants described themselves as too unfamiliar with the matrix

principle to respond to the interview question from which data for the three minor themes were drawn.

Discussion of the Themes in Relation to the Literature

This research study began by addressing the requirement that colleges need to reimagine and reform themselves. Bumphus (2010) supported this requirement, stating, “we need to completely reimagine community colleges for today and the future” (para. 3). This path delivered 21st-century student success and created completion and workforce success pathways. Educators and leaders explored the call to reimagine and reform colleges across the country. Exploration and recommendations of reform were captured in the seven foundational reports highlighted in this study.

There is considerable research evidence indicating that reform in higher education, particularly community colleges, is a constant phenomenon. Foundational reports on higher education have served as a catalyst for higher education reform over the years. These reports were commissioned to reflect the current and future needs of the nation or communities served by community colleges and how community college leaders would need to reform to assist in meeting community needs. Beginning with the President’s Commission on Higher Education (1947), community college leaders have been called upon to assist in educating and growing the skill base of the nation. This expectation has not changed, and there are opinions that the time is now for community colleges. For example, “This is THE Camelot moment for community colleges – this brief shining moment in time, where the promise of the future that community colleges can provide for the nation’s citizenry has been realized” (Bumphus, 2015, para. 2).

Theme 1. Participants Described the Change Process as Initiated with the Appointment of a New Chancellor

The idea or practice that a new leader brings about change is documented in the literature and among participants of this study. Eleven out of 14 participants associated the initiation of the change process with the appointment of a new chancellor. Although this answer was the result of RQ1, all participants expressed new leadership as a reason for transformation at some point during their interview. The board of trustees was another leadership group of HCCS that participants felt wanted the change; therefore, a new leader was hired to transform the college. Participants also felt the new chancellor was brought in because he was from business and could bring nontraditional change to the organization. Several participants voiced the chancellor's familiarity with the matrix structure and its selection being his choice. Boggs and McPhail (2016) explained that "leaders are often selected" to implement change or transform colleges (p. 137). Participants expressing the idea or practice appeared consistent with the literature of this study.

The researcher reviewed various archived documents presented in Chapter 3 of this study where the board of trustees stated the need for HCCS to meet industry demands by providing industry aligned academic programs, increase student success, and become the college of the future. Trustee statements in this study revealed the intent and satisfaction of the selection of Dr. Maldonado as chancellor to bring change to HCCS to address institutional needs and transformative change. Neeta Sane, Houston Community College Trustee, previously stated:

We were searching for a leader to understand the complex institution that HCCS is and to lead us to where our community needs us to be both today and into the future. Dr.

Maldonado's business acumen, academic pedigree and leadership skills are an ideal match for the institution. (Houston Chronicle, 2014, para. 4).

The researcher observes that Kotter's (2012) urgency for transformation at HCCS began with the expectations of the board of trustees, prior to hiring a new chancellor. The researcher also finds that while the literature concentrates on change leadership being categorized as presidents or chancellors, there is little to no mention of boards being involved in reform or transformational change at institutions. This researcher's opinion is that change in higher education demands governing board understanding and support for real transformation to occur in institutions.

Theme 2. Participants Described a Need for Centralization to Increase Efficiency as Contributing Factors to the Selection of the Change Process Model

Participants described a need for centralization to increase efficiency as contributing to the selection of the change process model. Selecting a change process was a key component to the initiation of successful transformation. Kotter (2012) states that "useful change tends to be associated with a multistep process that creates power and motivation sufficient to overwhelm all the sources of inertia" (p. 22). The change process model is the guided path and the most effective and comprehensive tool for those leading transformation. Change models are accurate road maps for change that consider people, needs, challenging terrain, and supportive tools crucial for the process (Anderson & Anderson, 2010). These models must be "flexible and adapt to emergent dynamics" and provide leaders a conscious view of transformation "to perceive accurately the full range of multi-dimensional dynamics present in transformation" (Anderson & Anderson, 2010, p. 232). Kotter's (2012) eight-stage change process was the roadmap utilized by HCCS to transform HCCS to the matrix organizational structure.

According to participants, the change process needed to centralize operations. Through the strengths of the matrix structure, organizations can quickly and easily transfer resources, innovate for complex problems, and focus “employees on multiple business goals” (Sy & D’Annunzio, 2005). These strengths align with the centralization needs of HCCS as described by participants. Participants described additional process needs to include streamlining processes, creating efficiencies across the system, eliminating duplication, and enhancing student success. Transformation of the additional processes requires an institution to make second-order changes. Levy and Merry (1986) defined second-order changes as being more radical and deep impacting to cause a paradigm shift in the organization. The innovative change that higher education leaders must make require nontraditional change models not commonly used in education but relevant to the change sought by an institution (Buller, 2015, pp. 19-23). The selection of a change process model as a contributing factor to facilitate the needs of the institution during transformation was consistent with previous literature.

Many participants of this study engaged in the G13, G65, or T100 assisted in selecting the change process model and the matrix organizational structure. Participants experienced the task of reviewing business-based and traditional frameworks for transformation. During interviews, participants expressed an understanding that the matrix was nontraditional and complex for higher education. This finding aligned with Kotter’s (2012) stage 2 – Creating a Guiding Coalition.

Theme 3. Participants Described Implementation as Top-Down, But as Involving Solicitation of Stakeholder Input in Multiple Forums

All 14 participants described the implementation of the HCCS change process as top-down but with stakeholder input being sought repeatedly and in multiple forums. When asked

how participants experienced the change model selected, the emphasis was on involvement and focus. Eight of the 14 participants were directly involved with the change model process with participation in the G13, G65, or T100 assessments. All participants were engaged in the process by completing surveys; attending convocations, speaking tours, and forums; receiving emails, or viewing information on their website. Engaging participants in the change model process aligns with Kotter's (2012) Stage 2 – Creating a guiding coalition, Stage 3 – Developing a vision and strategy, and Stage 4 – Communicating the change vision.

Van Wagoner (2004) reminded community college leaders that success was based on their abilities and willingness to undergo significant organizational change to deliver on the mission of providing comprehensive programs and services to meet the diverse and changing needs of its community. AACC (2012) advised that despite the historic success of community colleges, new times dictated that college leaders must redesign programs. Change is inevitable for colleges and planning to change is a constant process. Nordvall (1982) advised that college leaders must “reflect and accommodate the changes of society as a whole” and describes planned and unplanned change. Unplanned change is driven by external forces, whereas planned change is internally driven (Nordvall, 1982). Meeting the mission, as described by Van Wagoner (2004), equates to colleges planning and implementing change necessary for their communities. Regardless of the driving force of change, planned and intentional (Levy & Merry, 1986), engaging participants in the process is a key component in achieving transformation.

Experts in the field (Kotter, 2012; Nordvall, 1982; Rogers, 1995) have agreed that regardless of the model, theory, or method of change, leaders should assess the culture of the organization to develop the best process for their organization, which could include mixing theories (Kezar, 2001). HCCS appeared to look at all aspects of implementing change and began

institutional research with an organizational identity study and urgency assessment that included internal and external stakeholders. The information from the initial institutional research and subsequent assessments was presented to G13, G65, and T100. These groups/teams reviewed, assessed, and assisted in planning the implementation process. They represented the inclusion of a cross-section of the college, which followed the expert recommendations of engaging employees at all levels of implementation.

Burnes (2015) relayed that employees who were communicated with and engaged in the process resisted the process less than those not engaged, which appeared consistent with the experiences of participants for this study. The researcher saw comprehensive evidence of multiple levels of engagement for participants that went beyond what the researcher ascertained from previous studies and experience. HCCS took considerable effort to engage internal and external stakeholders to engage in transformation with the development of G13, G65, and T100. The roles of these groups/teams were to develop, implement, and communicate at grassroots and high levels the vision for transformation, structural changes of the college, and process development changes. Participants of this study who were engaged on G13, G65, or T100 responded that they felt engaged with transformation and held themselves to a standard of assisting others with communication or clarifying information for the change process. This experience of participants aligned with Kotter's (2012) Stage 2 – Creating the guiding coalition and Stage 4 – Communicating the change vision. Participants not included on the groups/teams felt communicated to and able to provide input for transformation. Some participants were not always sure if their responses were received by anyone or mattered.

Transformation was communicated through media, all-college and departmental meetings, website, forums, college tours, group meetings with the chancellor, print, and video

mediums to faculty, staff, students, community, and board of trustees. All stakeholders were allowed opportunities to provide recommendations and comments through email, response to surveys, response during all-campus and departmental meetings, and group visits with the chancellor. Documentation of PowerPoint presentations presented in the study support the high level of communication and engagement. Presentations were made by the chancellor reporting transformation progress to the board of trustees or the college not less than a quarterly basis. Presentation documents also confirm the board of trustee's participation with transformation with a presentation from the board at a national conference and a board communication plan with publications for trustees to share with the community. All-college meetings where transformation was communicated were video recorded and placed on the HCCS website for internal and external stakeholders to view at any time. The process of communication and engagement went beyond what the literature details and the researchers experience with change and transformation.

The researcher finds that HCCS implemented distinctive, comprehensive planning steps to ready the college for change not outlined in the literature. Kotter (2012) provided eight-stages to change and Nordvall (1982) detailed steps to implement planned change, stating regardless of the model, "the important point is to develop an excellent idea, test it, and then present it" (p. 7). Kotter's (2012) Stage 1 is establishing a sense of urgency while Nordvall's details placed diagnosing the problem at step 4. HCCS approach to transformation was supported by literature co-authored by Maldonado, "Strategic Planning for New Presidents: Developing an Entrance Plan (Mitchell & Maldonado, 2015). Created as a guide for strategic planning, Maldonado utilized the steps of the guide to initiate an environmental scan of the institution's culture, processes, and procedures. According to Mitchell and Maldonado (2015), the environmental scan

includes structures, finances, politics, and operations of an institution. HCCS's comprehensive plan included feedback from 8,373 stakeholder's, and 821 engagement activities utilizing six studies or assessments: organizational identity study, community value study, student research, urgency assessment, task inventory, and organizational health study. College readiness transformation was assessed and the development of the new strategic plan was simultaneously created and integrated into transformation as a support mechanism for change. Theme 3 aligns with Kotter's (2012) Stage 1 – Establishing a sense of urgency, Stage 2 – Creating the guiding coalition, Stage 3 – Developing a vision and strategy, Stage 4 – Communicating the change vision, and Stage 5 – Empowering broad-based action.

Theme 4. Participants Described Implementation as Involving Leadership Efforts at Multichannel Communication and Transparency

The literature indicated that of all aspects of change, communication was the most important attribute for success. All experts in this study highly recommend communication at all levels of implementation. Burnes (2015) supported of Coch and French's determination that communication was the key to employees reacting favorably to change, which was echoed by Nordvall (1982) and Kezar (2001). Both researchers believed communication was essential to effective change. Coch and French (as cited in Burnes, 2015) believed that more than people, "organizational context" was a primary reason people resisted change. This finding was consistent with the experiences of the participants in this study.

Ensuring that communication was meaningful and successful in the context of planning and implementation was how HCCS engaged employees throughout the transformation. Thirteen out of 14 participants described the implementation of the HCCS change process as involving efforts at multichannel communication and transparency. However, two participants indicated

that these efforts were not always successful, and one participant provided discrepant data, indicating that no communications were attempted. The researcher was surprised at the statements of the two participants who indicated communication efforts of leadership as unsuccessful and not attempted. Research documents and the near majority of participant's experiences evidence support communication efforts and transparency. Documents included in communication and transparency efforts include print, video, surveys, meetings, town halls, all-college meetings, divisional meetings, presentations at board of trustee's meetings, student engagement meetings, college tours, website, and email. The researcher accessed documents and videos that communicate transformation from the HCCS website. The HCCS website hosts a transformation page that chronicles the phases of transformation beginning with the entrance plan.

Participants reported that they experienced high levels of communication in various forms throughout the change process. These forms included the chancellor communicating directly to the organization repeatedly, answering questions, and providing platforms for information and responses to be disseminated for all stakeholders. Several participants commented that individuals who did not know what was occurring did not want to know. Information was readily available. There was one period in the transformation when several participants felt communication was behind progress, which was eventually rectified by leadership. Participants experienced substantial communication throughout the process. Communication was one reason that participants were agreeable to the process and embraced transformation. Barnes (2015), Nordvall (1982), Kezar (2001), and Kotter (2012) supported the finding of communication and inclusivity as essential and a key to effective change processes in institutions. Sy and D'Annunzio (2005) identified several strengths of matrix to include

“increases information flow through the creation of lateral communication skills” (p. 41). Kotter’s (2012) Stage 4 – Communicating the change vision and the matrix organizational structure support communication. Participant’s experiences suggest consistency with the literature for this study for receiving multiple opportunities for communication and transparency.

The researcher experienced access to documentation that supported a large majority of the participant’s positive experiences with communication and transparency. While there is data to challenge the experience of S3 that no communications were attempted, F2 experienced vague communication from administration that caused anxiety because of being told change was coming without an explanation of the type or time of change. S4 described the chancellor answering some question and not answering others. This participant “guessed” the chancellor could not or would not answer the questions. While participants were informed of the phases, next big steps, and overall transformation goals, the details were not widely shared. A few participants felt their position was not high enough for them to be informed or part of a group/team. Change was communicated but a few participants felt change just happened to them.

Theme 5. Participants Described the Size and Entrenched Habits of the HCCS Environment as Raising Communication Barriers That Made Change Difficult

Experts have cited many reasons why organizational change initiatives fail, such as a lack of communication Kezar (2001); failing to establish a sense of urgency (Kotter, 2012); leaders needing to develop a deeper understanding of change, skills, and strategies (Anderson & Anderson, 2010); and people. Burnes (2015) cited that employees were the primary resistors to change when they perceived a threat, and even when the change was in their best interest. Individuals display resistance to change in their behaviors, what they think about changes, and how they feel about changes (Burnes, 2015). Kotter (2012) estimated that to sustain

transformation efforts, “a majority of employees, perhaps 75 percent of management overall, and virtually all of the top executives need to believe that considerable change is absolutely essential” (p. 51). The researcher began her study when HCCS was in the third phase of transformation going into the fourth. Urgency was established with studies and assessments, the groups/teams were established and working on transformation, institutional services had transitioned to a matrix organization, and student services was in the beginning stages of change. The process began in 2014 and the researcher was collecting data in 2018. The experts in this study suggested change takes time, is slow and long-term (Kezar, 2001). HCCS was changing consistently and it appeared to participants the college was always changing. The majority of participants in this study did not appear to be resisting change, however there were a few participants who were just going along with transformation because it was the new vision of a new chancellor. These participants did not seem to have bought into the vision of transformation. Some participants responded it was better to go along with change because it was going to happen regardless. The assessment of just going along came when participants experienced job relocation, having to reapply for a repurposed position or their current position, and witnessing individuals losing their jobs. When it came to management, it is evidenced in participant responses that not all presidents of HCCS were in favor of transformation and felt their authority over their college was being diminished or loss with the adoption of the matrix organization. HCCS experienced turnover in its leadership for various reasons and the matrix structure was a reason.

All 14 participants contributed to this theme, describing how the size of HCCS made communication difficult by requiring messages from leadership to be distributed across several campuses and channels. Entrenched habits made communication difficult by contributing to

resistance to accept and adopt organizational leadership's explanations and instructions. Other environmental challenges that had a direct correlation to employee behavior or actions were noted by participants as complacency, lack of accountability and responsibility, discomfort with change, and lack of understanding of the process. This description is consistent with the literature on barriers to transformational change. Nordvall (1982) highlighted complacency, distrust, insecurity, and regression as some responses to change. Sy and D'Annunzio (2015) informed readers that despite best efforts to change, employees might resist and revert to old habits when under the pressure of change.

All participants responded they had not experienced any significant changes in HCCS's environmental characteristics with the implementation of the change process or matrix organization. Two leadership assessments of this study revealed that prior to transformation, leaders acted as barriers to performance and resisted change. Findings of this research evidenced that issues of communication were with leadership. Communication from some departmental leaders or presidents was not consistent with the message from the chancellor or members of the groups/teams. Participants responded that some leaders did not understand matrix enough to articulate the details to others and some leaders were resistant in their actions around transformation. The leadership categories involved in this behavior ranged from chancellor's executive cabinet and presidents. Participants experienced favorable communication from divisional or departmental leadership. Despite the communication barriers, participants responded they did not revert back to old habits, which was not consistent with the literature. However, participants did experience the cultural characteristics of HCCS being challenged to transform. Participants believed grassroots efforts and time would assist in overcoming HCCS's difficult environment. The majority of participants responded that change was difficult due to

instructional services and student services transforming at different times. Stability of processes was difficult because two major divisions of the college were not making synchronized changes. The researcher speculates whether this reason could be a key factor in communication being difficult for some leaders during different stages of transformation.

Participants expressed that the characteristics of people made past and present changes a challenge for HCCS. In their opinion, HCCS would be successful in transformation if employees were held responsible for their actions, provided expectations, and understand the process. The communication of transformation and how the process was implemented was favorable for many participants, and they believed transformation was more successful than other change initiatives. Participant experience was consistent with the literature of this study.

Theme 6. Participants Described Experiences Consistent with the Change Cycle Model (CCM)

The researcher used phenomenology to examine how and what people experienced during a specific phenomenon or occurrence. The researcher asked participants how they experienced the change process and what they experienced during the change process. Solerno and Brock (2008) developed the CCM to assist individuals and organizations through the change process while understanding and acknowledging the feelings of each stage. The CCM indicated that participants in change were likely to feel a sequence of six emotions: loss, doubt, discomfort, discovery, understanding, and integration. Participants reported that they experienced these emotions identified by Solerno and Brock.

Most participants expressed that they experienced a range of emotions either overall, during various stages, or both. The distinction between the two was that some participants stated they felt overall emotions with the transformation that either presented itself at the beginning or

the end of their experience. They stated they felt no emotions during transformation. Other participants felt they experienced emotions during certain stages of transformation. These emotions came and went as triggered by the stages of transformation, an event, or an action. Three participants felt emotions throughout the process of transformation and reported emotions felt in the beginning, during the process, and at the end of the transformation. Two participants even became emotional during their interviews with the researcher. Their emotions were tears or light crying. Feelings of sympathy were experienced by the researcher for the two participants during the interview. The researcher was quickly reminded of the human need surrounding change. This need brings to question what leaders can do to mitigate emotions during change processes? The researcher will explore this question more in the latter sections of this study.

The researcher was aware of the different emotions individuals could experience concerning change but was unsure of the range of emotions participants would express during interviews for the study. Participant's displaying emotions of crying was unexpected for the interview process. Anger was an emotion the researcher expected to hear from participants reflecting on their experience with change. One participant did express anger from an action that was unrelated to the current transformation, but another institutional change prior to Dr. Maldonado. The experience of this individual informed the researcher that hurt, pain, and anger surrounding change can be long lasting for some individuals. However, this participant was neutral to open about the current transformation process and was willing to work with the decisions made for the institution.

Participant emotions were consistent with the literature, Kübler-Ross's (1969/2019) change curb and Solerno and Brock's (2008) the change cycle, due to these emotions being psychological or related to grief. According to Kübler-Ross (1969/2019), the five stages of grief

are shock, disbelief, denial, anger, bargaining, depression, and acceptance. Kübler-Ross realized that individuals experienced grief-like emotions during change. Denial, anger, exploration, and acceptance is the general curb related to the following four stages: information, support, encouragement, and direction. All but one participant of this study experienced emotions corresponding to the CCM. Emotions were experienced by participants who considered themselves either change agents or open to change. Findings indicated that acceptance is not always the initial emotion of change agents.

Solerno and Brock (2008) utilized six-stages to explain the emotions experienced by individuals during change. The CCM is represented in a circular diagram representative of the cycle all beings experience. According to Solerno and Brock, the stages that an individual will feel because of change include loss, doubt, discomfort, discovery, understanding, and integration. The authors believed that change affected individuals' emotional, behavioral, and mental levels; therefore, understanding feelings, behaviors, and thoughts is an important responsibility for individuals going through change (Solerno & Brock, 2008). Participants either shared or physically expressed emotions they felt during transformation with the researcher. Based on the researcher's analysis of what she heard and experienced during participant interviews, evidence of CCM was experienced by participants during the change process and was consistent with the literature.

Anderson and Anderson (2010) discussed the core human needs that could be triggered during transformation. These needs consisted of security, inclusion and connection, power, order and control, competence, justice, and fairness. Anderson and Anderson (2010) believed when people are "emotionally hurt or upset, one or more of our core needs have been triggered by events around us" (p. 140). A sense of feeling unsafe, less connected, loss of power, lack of

predictable knowledge, incompetent, and unfair treatment could cause triggers of emotion for individuals. Participants of this study experienced these core needs being triggered in the form of a new, unfamiliar, complex process being implemented. This experience caused them to feel they were incompetent in their jobs, and they lost power, or their leadership lost power; moreover, they felt less connected, inequity in how positions were distributed, and vulnerable to lose their jobs. A1 experienced job loss and questioned her qualifications and feelings of inadequacies. F3 experienced confusion and frustration associated with change and not knowing what to do at times during the process. A4 connected the experience of resistance being associated with the known. This experience of resistance is consistent with the experts of this study. F2 associated discomfort with confusion. F2 had feelings of doubt and uncertainty while A5 describe doubt with additional duties and staff assigned and wondering what was in it for her. The researcher's analysis of participant's emotions is feeling helpless during times of change. The researcher received vague information about how emotions were addressed by HCCS. A few participants explained they assisted others with their emotions as they were dealing with their own.

All emotional experiences were not negative. Participants experienced CCM emotions of discovery, understanding, and integration. F1 discovered that the changes worked in their favor and that standardizing processes would make things easier. A5 experienced understanding transformation from a "different lens." This participant was in a leadership position and able to experience transformation differently and assist colleagues adjust to the changes. A6 experienced feelings of "satisfaction and integration" and felt the perception of HCCS positioned the college to better service students and its community.

The participants' experiences were consistent with the literature of this study. However, the emotion of participants reminded the researcher of the human need during organizational

change. It is the opinion of the researcher that emotions are either not considered or rarely acknowledged during change processes.

Theme 7. Participants Described Their Experience During the Change Process as Positive and Satisfying

Twelve out of 14 participants described their experience during the change process as positive and satisfying. Only two out of 14 participants provided discrepant data describing their experience as negative. Participants expressed that they experienced a high level of engagement transformation. Long-time employees expressed they experienced more engagement than prior change initiatives, which was satisfying to participants, and they felt this experience would transform a long-term success.

Theme 7 provides contradiction concerning participants' experience with the change process. The positive and satisfying experience is a result of participant engagement in change being the focus of the process. Nordvall (1982) and Kezar (2001) acknowledged that communication is essential, and inclusivity is key for an effective change process in institutions (Kezar, 2001; Nordvall, 1982). Overall, participants believed engagement and participation in transformation was primarily employee focused. A few participants felt there was a primary student focus, but most agreed employees needed to transform for the good of the institution and student success. The researcher's assessment of the focus of change for HCCS being on employees is a paradigm shift for how most institutions implement change. Most experts' change process steps concentrate on people driving the change to gain the desired results or outcomes. Employees are mentioned as catalysts to transfer bad processes to good processes without any thought or investment in the human capital of this change. HCCS spent considerable time assessing the college and how employees felt about the college prior to implementing Kotter's

change process. The literature discusses inclusivity as key for effective change. Participants experienced employee's being the focus of inclusivity in this change process. This is consistent with the literature, but not consistent with participants past experiences with change at HCCS. The experience of inclusivity and positivity during the current change process is a paradigm shift for this institution.

The researcher's experience with institutional change and how individuals experience the concept and process of change had primarily been negative and feeling a sense of loss. Participant A1 experience was positive due to new duties that were satisfying and A2 felt she could support subordinates and could lead her staff. Other participants experienced new positions, empowerment, and felt students were better served as a result of change. Two participants were confused and angry during the change process. S1 received an unreasonable workload increase and S3 was confused about applying for a new position that was vague in responsibilities, departments, and departmental requirements. The experience of S3 having to apply for existing positions was in conflict with that of A5 not having to apply for her position that was eliminated.

How can higher education create more positive change experiences and decrease the feeling of loss for the majority of individuals? The researcher believes that as change agents, institutional leaders, faculty, and staff have come to expect the role as the catalyst of change and being in a constant state of change. Experts of this study agree that people create barriers to change with their actions of resistance. The researcher believes the human need must be accounted for and steps taken to understand that employees are the change that needs to occur in higher education. Therefore, how people experience a change process does matter.

Bailey et al. (2015) suggested, “Deeper organizational change, concrete plans, and an explicit strategy to win over and engage faculty, staff, and administrators” (p. 12). Van Wagoner (2004) summarized how the success of a college was based on its ability and willingness to undergo significant organizational change due to its mission. The ability and willingness lie with employees, and that equates to engagement them at all levels. Dr. Maldonado’s establishment of the Centers of Excellence (COE) expanded the mission of the college and increased access to students. Creating better alignment with business industry and providing students city-wide entry points expanded HCCS’s mission to be the college of the future. Establishing the COE’s was also an opportunity to centralize resources, utilize faculty expertise, and extend workforce opportunities in the region with 14 industry specific centers.

This researcher reviewed change models, including Kotter’s (2012) eight steps, Rogers’s (1995) diffusion theory, Kübler-Ross’s (1969/2019) change curve, Solerno and Brock’s (2008) change cycle, Anderson and Anderson’s (2010) change management and matrix organizational structure. All of these experts offered a psychological method or theoretical process that supports transforming an institution. For each, central to the process was engaging employees and navigating the emotional and cultural aspects of an organization. The experiences of participants for this study appeared consistent with the literature in that the majority of participants stated they had a positive and satisfying experience with the change process. The researcher must acknowledge that the experiences of participants also appear consistent with the literature as the majority of participants experienced emotional feelings of anger, frustration, insecurity, stress, and confusion during the change process. The human need identified by Anderson and Anderson (2010) is triggered with positive and negative experiences. The researcher observed that all participants experienced core human needs during the change process. However, the literature

does not address the lived experience of participants when applying psychological methods in correlation with change processes to mitigate participant emotions. Participants of this study described their experience during change as positive and satisfying, however there were negative emotions felt throughout transformation. The positivity and satisfaction came from the engagement being employee focused.

Theme 8. Descriptions of the integration of the matrix principle

Three minor themes emerged to answer research question seven. The first minor theme to answer this research question was the following: Participants described the integration of the matrix principle as producing an incomplete cultural change. Six out of 14 participants described the cultural changes associated with the integration of the matrix principle as incomplete and ongoing. The second minor theme for this research question was the following: (8b) Participants described the integration of the matrix principle as making some processes more frustrating. Five out of 14 participants described some process changes associated with the integration of the matrix principle as frustrating to some employees. The third minor theme for this research question was the following: (8c) Participants described the matrix structure as confusing. Eight out of 14 participants described the matrix structure as complicated, frequently misunderstood, and confusing. It should be noted that six out of 14 participants (A2, A3, A6, F1, S3, and S4) described themselves as too unfamiliar with the matrix principle to respond to the interview question from which data for the three minor themes were drawn.

The overall emotions experienced by participants and communicated to the researcher was confusion, anger, sadness, separation, frustration, and less connectedness. Participants felt confusion and frustration with the matrix as it could be “complex and unpredictable” (Sy & D’Annunzio, 2005, p. 46). Understanding who to report to, how to get things accomplished in a

centralized structure, and presidents feeling their autonomy was diminished caused participants to feel confused and frustrated. Participants also experienced frustration and anger with position changes. Some participants had to reapply for their current positions or were told they would need to apply for a new position as their current positions were being phased out. Eventually, processes became clear, and participants accepted the new structure and understood how it worked. The researcher understood the emotions of participants having to reapply for their current position. One of the participants who became emotional during the interview was required to reapply for their current position. The researcher is aware that the process of employees applying for their current position or a repurposed position as becoming a norm for many institutions. Especially when new leadership is hired into an institution. The act of having individuals apply might be necessary in some environments. However, leaders need to understand the emotional consequences this could have on individuals and the morale of the college. Communicating the full plan may work to decrease anxiety for employees. This phenomenon is not addressed in the literature.

Participants who experienced position changes were hired for new positions and satisfied with the changes. Separation and less connectedness were other emotions expressed by participants. Faculty believed their divisions or departments were less connected due to the centralization of leadership, realignment of departments, and changes in function. These changes caused departments to become larger and separated long time coworkers. Social events became larger; therefore, it was difficult to feel an intimate connection within the department. Some feared departmental size would continue the silo effect because people would migrate to the familiar. Anger and sadness were experienced simply because of the changes. Participants expressed these feelings due to the change and missing things as they were before the

transformation. Although participants understood and agreed with the reason for the change, they still had these emotions. The researcher questioned the success of building a new culture in the wake of participants feeling less connected from their norm. HCCS is a large, complex organization serving over 600 square miles of the fourth largest metroplex in the county. Building a new culture over a difficult culture was a large task at the beginning of transformation. The researcher is concerned that participant's experience with the matrix organization might complicate the realization of a new culture for HCCS.

Some participants experienced emotions at various stages of transformation and then released those emotions. The emotions felt at various stages included struggle, stress, and confusion. Participants experienced struggle in trying to understand the matrix, conform to new processes, and changes in position or leadership. Several participants believed the matrix was complex, and they had a difficult time understanding and adjusting to the change. Some participants acknowledged that the matrix was an industry change model, which could be the reason for their struggle. Stress and confusion were experienced due to position changes, job location changes, emotions from co-workers, and new processes. These feelings would be triggered depending on the participants experience with a specific event, encounter with the change process or matrix structure. Once the trigger event passed, the emotion would cease for the participant. Participants stated that different stages triggered different emotions. HCCS has moved on to other phases of transformation. Leaders need to take the time to understand the emotions people are experiencing during organizational change. Thus, participants' experiences appeared consistent with the literature.

The innovative change that higher education leaders must make require nontraditional change models not commonly used in education but relevant to the change sought by an

institution (Buller, 2015, pp. 19-23). Many participants of this study engaged in the G13, G65, or T100 assisted in selecting the change process model and organizational structure. They experienced the task of reviewing business-based change processes along with traditional change processes. During interviews, participants expressed an understanding that the change process and organizational structure selected was nontraditional and complex for higher education. This finding appeared consistent with the previous research experiences of the participants for this study.

Summary

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by Houston Community College System (HCCS). Investigated during the study was the initiation of organizational change, the framework selected for transformation, and the lived experience of individuals during this process. Utilizing Kotter's eight-stage change process and the matrix organizational structure, HCCS initiated change and transformation. Based on the lived experiences of participants of this study and documents that reveal the initiation of change and transformation, the researcher believes the institution is operating in Kotter's stage 5 – Empowering Broad-Based Action. This stage involves “getting rid of obstacles, changing systems or structures that undermine the change vision, and encouraging risk taking and nontraditional ideas, activities, and actions” (Kotter, 2012, p. 23). The transformation of Instructional Services was nearing completion prior to this study and Student Services was being transformed during the study. There was turnover with system presidents, restructuring of academic positions, centralization of processes, and the creation of Centers of Excellence. The transformation of instruction required the removal of obstacles, changing systems and structures, and risk taking of nontraditional ideas, activities, and actions.

Participants and other employees were required to reapply for positions, jobs were eliminated or consolidated, participants were required to work at different campuses, and students were allowed various entry points to the institution. The challenge of this change was Student Services being transformed at a different time than Instructional Services. This caused process and emotional challenges to the system. According to the PowerPoint slide presentations presented by Dr. Maldonado and summarized in Chapter 3, minor transformation continued in Instructional Services while transformation began for Information Technology, Student Services. Finance & Administration, Sustainability, Legal & Compliance, and Communication. Transformation Phase 2 was complete in August 2017 and HCC Spring Transformation Tour (2017, April, 10-11, slides 4 & 6) presented district-wide and Instructional Services accomplishments and changes to Student Services. Solicitation of input to create the Ultimate Student Experience was beginning in 2017 (HCC Spring Transformation, 2017, April 10-11, slide 8). The presentation of accomplishments was reflective of Kotter's stage 6 – Generating Short-Term Wins. According to participants, the HCCS culture had not changed because leaders were not communicating effectively, the size and entrenched habits made communication difficult, and individuals were not held accountable or responsible for change. To reach Kotter's stage 8 – Anchoring New Approaches in the Culture, HCCS would need to 1. Complete all transformation for the college to move to Kotter's stage 7 (Consolidating Gains and Producing more Change), 2. Hire and train leaders to support and fulfil the vision of transformation, 3. Continue consistent multi-channel communication, 4. Continue to create the ultimate student experience to create better customer and productivity-oriented behavior for student success, 5. Utilize external stakeholder expectations to create better customer and productivity-oriented behavior, and 6. The Board of

Trustees must maintain the expectation of transformation and assist in communication, support, and policy changes that anchor new approaches into the culture at the governance level.

The researcher's observations about the matrix organizational structure implementation are that Instructional Services was the only division to adopt the matrix structure. A vice president for instruction was hired to transform the instructional division. Instruction was removed as a responsibility of college presidents to allow them to concentrate more on administrative duties, focus on the student experience, and institutes and centers of excellence. Divisional positions were repurposed, leadership of instruction was centralized, and department leaders were centralized. Centralization included one department chair and several associates located around the system instead of six different chairs located at each college with separate agendas. Scheduling was centralized and instructors taught where there was a need and not at their home college. Centralization created efficiencies and consistencies, but also a loss of community and connectedness. The Centers of Excellence would create efficiencies in course scheduling, increased course availability, collaboration among faculty, and industry alignment of programs. Initially 14 centers were envisioned. Today 11 centers exist. The organizational structure changed to reflect presidents reporting to the vice president for student services. This structure has since changed to presidents reporting to the chancellor. The researcher's observations about the matrix is that the structure is complicated and requires time and effort for complete implementation.

Participants of this study felt the new chancellor was the primary initiator of change. A few participants believed the board of trustees initiated wanted change and hired the chancellor as a change agent. Participants described the contributing factor for selecting Kotter's eight-stage change process was the need for centralization to increase efficiency at the college. The need for

consistency, elimination of silos and duplication, streamlining processes, and increasing student success were among the reason participants felt change was important. A top-down approach was taken with implementing change, but participants felt leadership solicited stakeholder input with forums, townhall meetings, and surveys. This was favorable to participants of this study. Participants felt leadership's use of multichannel communication made implementation transparent. The size and entrenched habits of HCCS increase the difficulty for communication. HCCS's size presented the challenge of consistent communication across the campus from leadership. The entrenched habits caused communication difficulties and contributed to resistance in acceptance of messaging, complacency, lack of accountability and responsibility, discomfort with change, and lack of understanding the change process.

Participants of this study experienced feelings of emotion consistent with Solerno and Brock CCM. Loss, discomfort, and doubt were felt by several participants throughout the process. A few participants experienced discovery, understanding, and integration for the change experience. Anger was felt by one participant as a lingering emotion from a past change process, not related to this process or the current chancellor. This informs the researcher that leaders must consider the feelings of employees during change because they can have lasting effects on future change. Overall, participants described their experience with the change process as positive and satisfying. The overall positive experience of participants during the change process and the emotions they experienced during change highlights the conflict individuals can experience with change. Participants felt the focus of the process was on employees as they experienced a high level of engagement. Long-term success with transformation would be the outcome of engaging employees. Student success and the institution were a focus of HCCS needing to transform. In order to successfully transform, participants felt employees needed to change. Integrating the

matrix organizational structure was considered confusing, made processes more frustrating, and the culture incomplete. Matrix is described as a complex structure with positive outcomes. HCCS transformed institutional services and student services at different times. Participants felt the different transformation timelines was one reason the matrix seemed frustrating and confusing.

The cultural changes were not completely changed, but participants felt a grassroots effort and time would help with the culture of HCCS. A few participants of the study felt communication was not consistent or they felt left out of engagement activities. Some participants were afraid of losing their jobs after experiencing others losing their jobs. Participants felt HCCS needed to change, but a few believed the change process would be short-lived because it was initiated by a new leader. This had been experienced in the past. The attitude was to go with the change because this was the current leader's vision or they needed to just go along with the process and not resist because the change was happening regardless of their feelings.

Implications for Practice

The findings from this study can inform the practice of professionals in higher education to include all institutions: 2-year, 4-year, public, and private interested in organizational change or transformation. Irrespective of the type of institution, size, system, or location, the practices applied by HCCS can provide leaders and institutions with guidance for change process implementation. The lived experiences from the sample group of participants can provide insights into how participants experienced and perceived the change process. The researcher offers the following implications for practice for leaders of colleges and universities embarking on transformation.

Leaders Need to Understand Change

This implication is drawn from Themes 1, 2, 3, and 4. Selecting a knowledgeable leader to execute transformation is important to the process. Boggs and McPhail (2016) explained that “leaders are often selected” (p. 137) for their ability to implement the goals of the board. The findings of this study were that leaders need to understand change process models, implementation strategies, and the emotional impact of change on employees. Leaders need to be prepared to lead change and transformation, skilled and knowledgeable in organizational change, and prepared to pursue non-academic, non-traditional change processes and organizational structures for transformation. Boards of colleges need to consider the type of leader needed at an institution to implement change and transformation.

Conducting an environmental scan of the institution to reveal challenges, opportunities for growth, and college goals is a key element to selecting a change process and promoting change in the organization. Leaders need to select a process that will provide a complete scan of the institution. President’s and CEO’s of institutions also need to survey their leadership team and the college for readiness to change. Surveying the leadership team will provide the readiness for the team to support change and mitigate barriers or resistance to change from the leaders of the institution.

Leaders need to understand campus culture. Understanding culture and how change affects the environment or culture of a campus will assist leaders in strategizing about how to decrease resistance to change, blend old and new culture, or create a new culture. While leaders need to gain the skill and knowledge need for change and transformation, collaborating with a change consultant will provide support for progress and skill building (Anderson & Anderson,

2010). Leaders need to remember that collaborating with a consultant does not eliminate the leader as accountable for the change process.

Nonacademic, Nontraditional Change Models for Higher Education Transformation

This implication is drawn from Themes 6, 7, and 8. The innovative change that higher education must make requires nontraditional change models not commonly used in education but relevant to the change sought by an institution (Buller, 2015). Participants in this study engaged in assessing the institution and selecting the change model and structure reviewed various change processes and organizational structures. Traditional academic models or structures were not exclusive to the selection process. Individuals involved with the model and structure selection process reviewed models common to business and industry. The matrix organization model was selected for transformation.

Assess and Plan for Change

This implication is drawn from Themes 3 and 4. Proper assessment of the college and planning for the outcomes of transformation must be carried out before implementing change. Findings from the study can inform leaders of the assessments and studies that will provide entrance plan information for change. Leaders will have a better understanding of the college from the employee, student and community perspective. These perspectives will provide the groundwork to plan for change and target the changes needed to transform the institution. Kotter (2012), Nordvall (1982), and Rogers (1995) agreed that regardless of the model, theory, or method of change, leaders should remain careful to assess the culture of the organization and develop the best process for their organization. HCCS considered all aspects of implementing change and began with six institutional assessments or studies that included internal and external stakeholders. The information from the initial assessment was presented to G65 and subsequent

assessments presented to G13 and T100. A cross-section of college employees represented these assessment groups/teams.

Assist Employees with Emotional Behavior and Feelings

This implication is drawn from Themes 6 and 7. Kübler-Ross (1969/2019) asserted that individuals would experience grief-like emotions during change. Nordvall (1982) advised institution leaders to navigate the emotional and cultural aspects of change carefully and successfully. The findings of this study found that participants experienced emotions common to grief, loss, frustration, fear, and confusion. Participants were in fear of losing jobs, having to apply for current jobs or newly created jobs, and the feeling of being inadequate with the requirement of reapplying for their position. These emotions included participants in favor of transformation or were early champions of change. Based on the findings from this research it is clear that the execution strategies for transformation should include methods to address the feelings of the employees experiencing the change. Existing models focus on the processes to implement the change without intentional strategies to address the emotional and psychological needs of employees.

Create Communication Channels

This implication is drawn from Themes 4 and 5. Burnes (2015) determined that communication was the key to employees reacting favorably to change. Nordvall (1982) and Kezar (2001) believed communication was essential to effective change. Participants of this study expressed that they experienced high levels of communication in various forms. Some noted that when the transformation was overly communicated, that was the right amount. Communication appeared in all the literature as a key element to the change process and transformation. The study indicated that participants appreciated the level of communication they

received and noticed when there was a decrease in consistency. Although it might seem that one could go without inferring communication as an implication of practice, it must be said that more than enough was still not enough.

Employ Engagement Strategies

This implication is drawn from Themes 3, 4, and 8. Another key element of transformation is engaging employees and key stakeholders. If higher education leaders choose a non-academic, nontraditional organizational structure, there is a higher level of difficulty in generating engagement if the model chosen is too complex and not communicated in methods employees can understand. Organizational change, in most cases, will change the culture. The best case for a cultural shift and successful transformation will involve engaging the stakeholders and obtaining their buy-in for long-term sustainability.

Implications for Research

This researcher made observations and obtained information from this study that raised several questions for future research in transformation and organizational change:

1. When making change, what other leadership factors need attention?
2. What are the leadership implications, character, and skill position?
3. How can leadership skills be identified, quantified, and taught?
4. Is there a better way to associate leader's traits and skills to a campus' culture?

Certain leaders seem comfortable and adept at change, therefore successful. These traits and practices need to be captured and shared broadly.

The researcher offers the following implications for research for leaders of colleges and universities embarking on transformation:

1. Review leadership development curriculum to include thought process, presentation, behavior delivery, and leadership message.
2. Develop leadership training for the areas of college readiness to change, change implementation strategies, and transformation.
3. Develop human need training for leadership to include in the change process.
4. Review how successful transformation leaders are accomplishing their change goals.

The researcher recommends a qualitative or an in-depth case study or phenomenology of five or six presidents to study their behavior.

Conclusions

The purpose of this study was to explore the lived experience of participants during the organizational change process initiated by the Houston Community College System (HCCS). The intent was to explore the lived experiences of participants during the organizational change process. This researcher investigated what initiated an organizational change in the system, the process selected for change, and the lived experiences of individuals during this change process. Seven research questions were posed to participants to capture the essence of their lived experience. The following section provides conclusions based on the research questions guiding the investigation:

1. Factors that initiated the change process.
 - The hiring of a new chancellor.
 - The board of trustees wanted non-traditional change for HCCS and hired a leader with a business acumen.
2. Contributing factors in selecting the change process model.

- HCCS identified and developed a robust transformational change approach with the use of the entrance plan and creating the G13, G65, and T100.
 - Conducting an environmental scan of the college with assessments and studies to inform leadership of the challenges as viewed by internal and external constituencies.
 - Identified the need for centralization to increase efficiency, decrease silos, streamline processes, omit duplication, and increase student success.
 - Selecting Kotter's eight-stage change process to move the institution through transformation to the matrix organizational structure.
3. The implementation of the HCCS change process.
- HCCS leadership engaged employees for implementation through the use of the G13, G65, and T100 making the process employee focused.
 - Utilized a multi-channel communication plan to inform and engage employees and created transparency by allowing employees the opportunity to contribute to the change process.
4. Characteristics of the HCCS environment that made change difficult.
- The size and entrenched habits of the college make communication and change difficult.
 - Leadership made change difficult due to entrenched habits and the inability of higher-level administrators to communicate the change process messaging across the college due to its size and culture.
5. Participants experience with the selected change model.

- Participants experienced emotions that were consistent with Solerno and Brock Change Curb Model (CCM). Loss, doubt, discomfort, discovery, understanding, and integration are associated with CCM.
 - Emotions were triggered by varying stages of the change process for different participants. Two participants cried during the interview with the researcher.
6. Participants experience during the change process.
- Positive and satisfying experience due to participants and employees being engaged in the process. Long-time employees expressed the engagement and communication would allow transformation to have long-term success.
 - Participants believed transformation was primarily employee focused.
 - Participants felt employees needed to change for the college to transform.
7. The integration of the matrix principle in the organizational process?
- Participants felt the matrix produced an incomplete cultural change and the issues of culture were ongoing.
 - Participants felt integrating matrix made some processes more frustrating to some employees.
 - Participants felt the matrix structure was confusing, complicated and frequently misunderstood. Most people found matrix confusing and complicated with a good number of participants too unfamiliar with the matrix to feel it confusing or complicated. Individuals who understood matrix felt its concept and use was misunderstood.

The researcher reported the lived experiences of participants at HCCS during the change process of the college. Outcomes of this study consistent with the literature included:

- Initiation of change
- Need for change
- Employee engagement
- Multi-channel communication plan
- Challenging culture and environment to overcome
- Emotional triggers of participants
- Complicated characteristics of matrix frustrating and confusing participants
- Leadership identified as a barrier to communication and the change process

These consistencies described the change process model and organizational structure, implementation, and characteristics of how individuals respond to transformation.

Outcomes of the study not consistent with the literature include:

- Board of trustee's recognizing the need for non-traditional change
- Hiring a leader with a non-academic focus for organizational change
- Change process employee focused
- Use of an entrance plan to assess the college that included six assessments or studies to plan change and an institutional strategic plan
- Use of a business change process and organizational change structure
- Changed from traditional academic bureaucratic model flat hierarchical model
- Board of trustees participated in change process by communicating the vision and plan to external groups

The findings of this study indicated that sustainable changes were possible in community college when leaders made consistent and meaningful efforts to assess conditions of the institutions' need or for change. Leaders must also incorporate stakeholder engagement during

planning stages and frequently communicate with employees about the status of change and the next steps. The researcher further recommended that community college leaders should consider non-academic, nontraditional change models, and structures for higher education transformation. Finally, community college leaders must recognize that employees will experience emotions triggered by change. Some individuals will experience greater emotions than others, and some become fixated on these emotions, thereby making them resistant to change. Institution leaders must think about the emotional aspects of changes and support employees. Likewise, employees should recognize their emotions and work past the emotions to accept changes in a healthy, positive state of mind.

A New Perspective of Transformational Change

The researcher began to develop a list of steps that should be considered before and during transformation change. Many of the experts in this study provide steps, stages, or phases of a change process that are followed and considered. The researcher believes these stages need to work collaboratively to ensure all elements of change are realized. First, leadership must be knowledgeable and skilled at change. This requires a strategic thought process and an understanding of implementation strategies. Leaders must be equipped with the tools to embark upon change. More training for leaders in college readiness to change and implementation of change is recommended for leadership development. It also requires leaders to identify a process to scan the college environment to ensure the change is college goal oriented and human goal oriented. College goals are based on the progressive vision of the college. Academic and student services programs, processes, and efficiencies are primary in this category. Community partnerships, fundraising, and college expansion are other goals the college may consider in this category. Human goals are what the researcher considers goals such as morale, outcomes of

professional development, and institutional pride. Morale and institutional pride are seen or felt if displayed by employees through their actions. Professional development is considered a tangible tool provided to employees, but the outcome of development is not always tangible. Professional development can bring about improved morale and pride in an institution making the employee's transformation tangible. Tangible outcomes are displayed in customer service, pride in discussing the institution, commitment to carry out the mission and vision, and increased job satisfaction and performance.

Second, the audience should understand organizational change and the process of transforming an institution. Employees and the organization as a whole should understand the path of change and not merely told that change is the path. The education of the process, the journey of change, and a clear understanding of the process would benefit the process of transformation.

Third, human needs must be considered as a stage in in the change process and the transformation of an institution. Emotional needs of employees impact the change and transformation processes. These needs consider sadness, anger, denial, loss, excitement, doubt and others described in the CCM and other psychological change models. These emotions can be long lasting and negatively hinder future change and cultural change of the college. The institution changes operationally and employees change mentally and professionally to operate the institution in its new transformed state. Change for the institution includes processes, procedures, policies, brand, and mission. Employees mental change involves acceptance, integration, and understanding. The professional change of employees involves development that ensures employees understand how to effectively perform the new operational changes of the institution. Participants of this study provide evidence of the lived experience that included the

human need. Leaders must consider human need as a part of change and provide a plan to assist employees in mitigating emotions as they rise throughout the change process and living in the transformed environment. Sustaining operational changes and cultural changes beyond the change process requires providing support to employees after the attainment of a newly transformed institution. Periodic environmental and human need assessments post transformation will provide a maintenance plan for the institution to sustain change.

The researcher offers the following list as a new perspective of transformation:

- Change Informational Sessions – Informs the college about change process and outcomes; ensure change is not an occurrence that happens to the institution.
- College Change Readiness Assessment – Assesses the college for readiness to change or transform; measure college readiness to mitigate resistance and acceptance for change.
- Environmental Scan for employee morale and environment – Assesses employee morale and culture; gage morale and culture with possible goals or plans to address these challenges. A benefit to the process is a pre and post-scan.
- Human Need Model – Include a psychological change model in conjunction with the change process model to assist employees with emotional needs; proactively plan for employee emotional response to institutional change and transformation.
- Maintenance Assessment Plan – Provides the institution a gage for environment or cultural status, employee morale, and sustainability of changes.

Researcher's Observations

I began this study as a doctoral student interested in organizational change and how to conduct this change successfully. I was also interested in the individual's experience and

behavior with change. What I really wanted to know is why some people adapt to change and some are resistant. Instead of taking a guess at it and using my past and present experiences with change to conclude the answer, I studied an institution and the people associated with it in hopes of finding out how implementing change affected and changed them.

What I found out above everything is that “the more things change, the more they stay the same” (Alphonse Karr). While technology and other things have changed, what has not changed is the human-being’s innate feelings around change and its effect on the individual. This study relied on historical theories and conclusions about how humans respond to life change and organizational change. The findings of this study suggest that leaders need to adjust the change process to include strategies that empower employees to acknowledge and address their emotions and feeling about the change process. Leaders must understand that transformation needs to go beyond changes and procedures to include methods to address the human needs of its employees.

The findings from this study reveal that simply engaging stakeholders in the change process is not enough. The change process must include a deep analysis of how employees feel about how the change process impacts them and their roles at the institution. Leaders must examine how to help employees understand that their feelings matter and are addressed during the change management process. This study allowed me to reflect on my leadership and transformational changes past and present. There are many lessons to be learned from this research on organizational change and transformation, leadership skills and development, and the deep impact of change on people and the need to assist them with their feelings surrounding change. The impact and sustainability of transformation occurs with the people of the institution. Changing processes does not entirely represent change. Real change occurs when people change. I plan to use the lessons learned from this study to enhance my leadership now and in the future.

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Yin, R. (2014). *Case study research: Design and methods* (5th ed.). Sage.

Appendix A - Questionnaire for Interview

The following questions will guide the researcher's study:

1. What influenced the change process initiated by the Houston Community College System?
2. What were the contributing factors in selecting the change process model?
3. How did Houston Community College implement its change process?
 - a. Who was involved?
 - b. How was the plan communicated?
 - c. How were participants engaged in the process?
4. What characteristics of the Houston Community College System's environment make the change process a challenge?
 - a. How have these characteristics changed?
 - b. How were these challenges overcome?
 - c. What new challenges have evolved?
5. How did you experience the overall change process?
 - a. How did you hear about the initiation of change for the System?
 - b. How was the selected change model communicated?
6. How did you experience the selected change model?
7. What did you experience during each of the six stages of the change process?
 - a. What was experienced during the various stages of the change model? Loss, Doubt, Discomfort, Discovery, Understanding, and Integration.
8. How has the change process influenced you?
 - a. Positive response. How will you sustain this change?

- b. Negative response. What are your steps to gain a positive influence from the change? How will you sustain this change?
- 9. How would you alter the change process?
- 10. How does the implementation of change influence the organizational
 - a. Structure; b. Processes; and c. Culture of Houston Community College System?
- 11. How has the change process influenced the participants work responsibilities?
 - a. How will they sustain this change?
- 12. What was the participant's experience with district-wide change initiatives in the past?
 - a. What were the goals of this initiative?
 - b. How were these goals sustained?
 - c. What was the participant's role in the change initiative?
- 13. How does the participant's experience with the current system-wide change differ from past experiences?
- 14. What was the participant's approach to change before the current initiative?
 - a. Reaction?
 - b. Response?
- 15. How has the change process influenced the participant to approach change?
 - a. React?
 - b. Respond?
- 16. How does the current change process influence the system's
 - a. Structure?
 - b. Processes?
 - c. Culture?

17. Please feel free to share additional information concerning your experience with the organizational change process of HCCS.

Appendix B - Participant Request Communication

July 6, 2018

Dear (Participant Name),

My name is Leslie R. McClellon, Chief Administrative/Operations Officer at Southern University - Shreveport, and current doctoral student at National American University, Roueche Graduate in the Community College Leadership Program. I am conducting a study seeking to examine the change process implemented by the Houston Community College System (HCCS). My research involves full-time faculty, support staff, administrators, and Board of Trustees who have worked for or served the system for three years or more. A systemic sampling process selected you as a potential participant from one of the four listed categories.

My research intends to explore the lived experience of participants during the organizational change process. This study will investigate the factors that triggered the organizational change in the system, the process selected for change, and the lived experience of individuals during this change process. Naturally, my interest is to learn about your experience during the change process for HCCS.

I am scheduling interviews on July 17, 18, and 19 at the HCCS District Office. Interview sessions will last approximately 45 minutes. The session is private, and I will audiotape our meeting for continuity of information. I will assign you an identification code before taping the interview, to keep your identity anonymous. Once taping begins, you will be known only by your identification code.

If you are interested in sharing your experience, please respond to this email with the day(s) you are available for an interview. The Informed Consent form is attached to this email for

your review. We will review and sign the Informed Consent form before beginning your interview. If you have questions or need further clarification, my contact number is (405) 664-6945, and my email address is lrmcclellon@gmail.com.

I look forward to working with you and hearing more about your experience.

Thank you in advance for your time.

Respectfully,

Leslie R. McClellon

Leslie R. McClellon
NAU Doctoral Candidate

Appendix C - Informed Consent

NATIONAL AMERICAN UNIVERSITY
Research Participant Informed Consent

Name of NAU Student/Researcher: _____
Degree Sought [e.g., EdD, MBA, etc.]: _____
Title of Research Project/Study: _____
Purpose of Research: _____

Your participation in the above-named researcher's project is greatly appreciated and will consist of [include research methodology]. You can choose whether or not to participate, and you may withdraw from the study at any time with no penalty. The researcher may terminate any interview to protect participants from harm or distress, and may exclude portions of your interview that deviate from study objectives. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

With this research, there are no foreseeable risks to you, except as follows: [list any risks, e.g. "none"].

If you have any questions about the research study or your rights as a participant, please contact the researcher at [phone number and email address]. If you have any concerns or complaints, please contact the National American University Institutional Review Board via email at IRB@national.edu.

As a participant in this study, you understand and agree to the following:

1. You may choose not to be part of this study and you may withdraw from the study at any time.
2. Your identity is confidential.
3. You must give permission for the researcher to record the interviews. You understand that the information from the recorded interviews may be transcribed. The researcher will develop a way to code the data to assure that your name is protected.
4. Data will be kept in a secure and locked area. The data will be kept for three years and then destroyed.
5. The results of this study may be published.
6. The researcher has fully explained the nature of the research study and has answered all questions and concerns about the research study.

By checking "I accept the above terms" and signing this form below, you agree that you understand the nature of the study, the possible risks to you as a participant, and the extent to which your identity will be kept confidential. You confirm that you are at least 18 years of age and that you are willing to volunteer as a participant in the study described above.

I accept the above terms I do not accept the above terms (CHECK ONE)

Participant Signature: _____ Date: _____

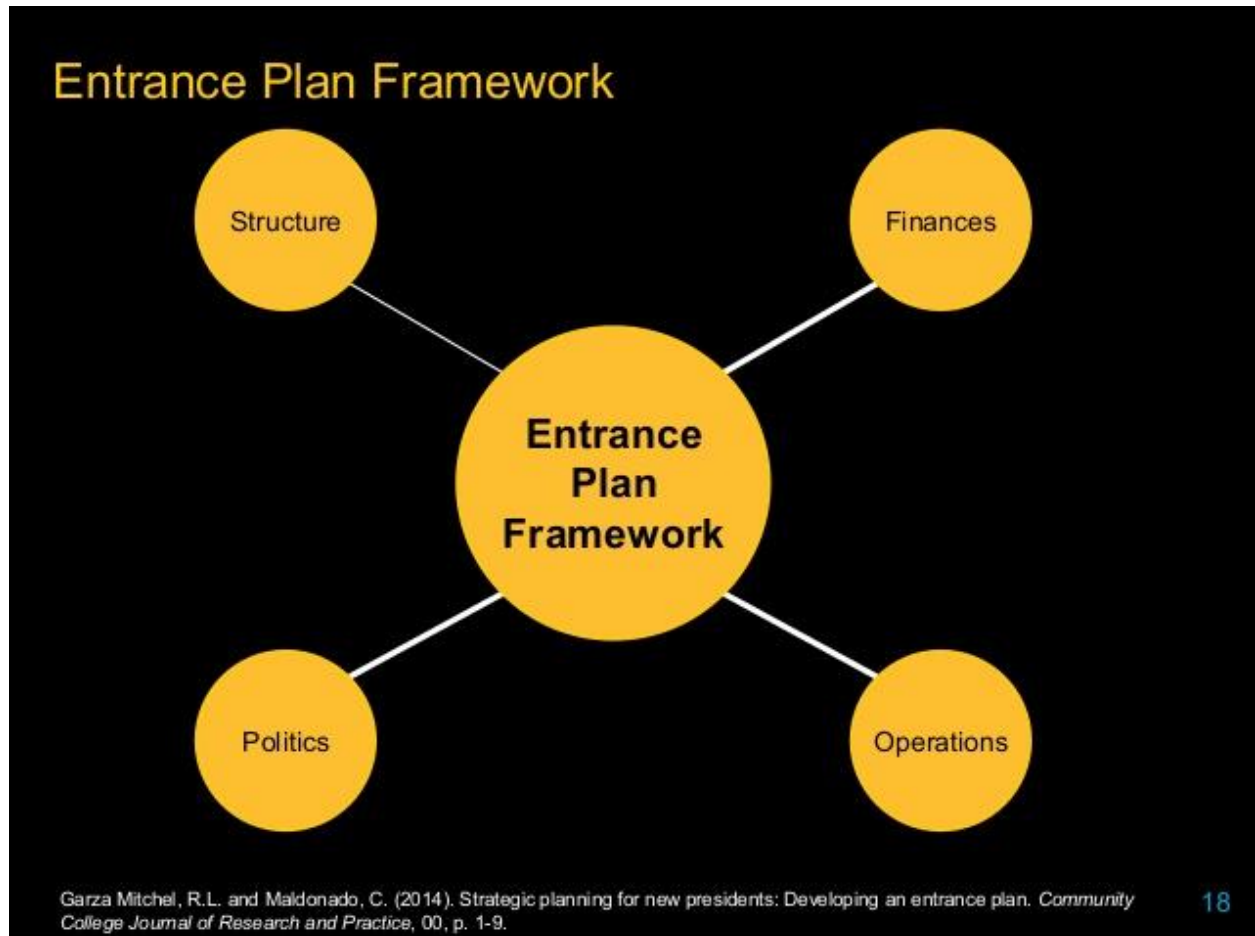
Print Name: _____

Researcher Signature _____ Date: _____

Print Name: _____

(Rev. 02/15 NAU IRB)

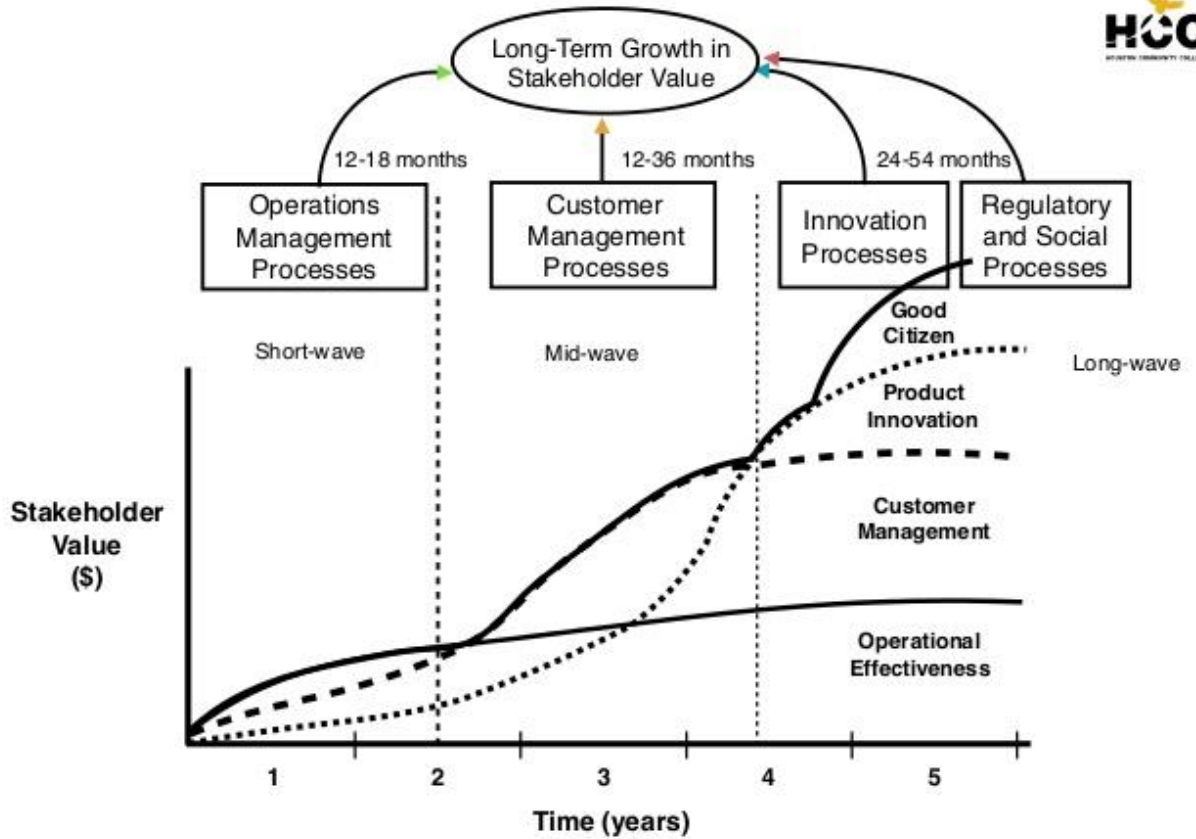
Appendix D - Entrance Plan Framework



Adapted from Houston Community College (2016). HCCS Transformation Journey: HCCS Presentation at ACCT 2016. Slide 19.

<https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-journey-hcc-presentation-at-acct-2016>

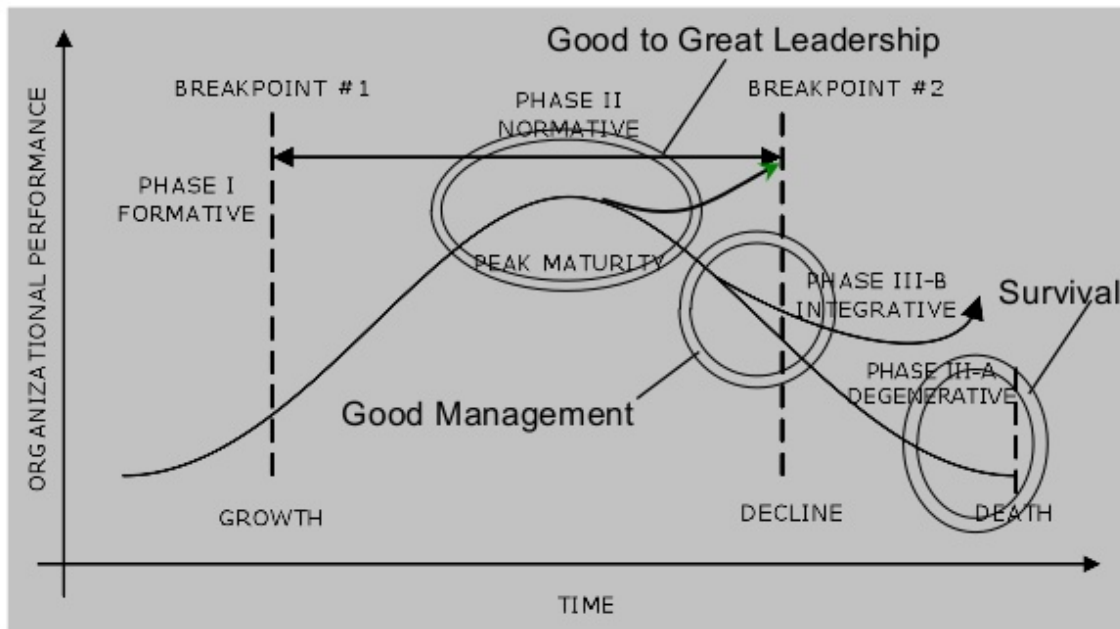
Appendix E - Strategy Map



Adapted from Houston Community College (2015). Transformation 2.0. Slide 36.
<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix F - Organizational Lifecycle

Organizational Lifecycle



Adapted from Houston Community College (2015). Transformation 2.0. Slide 7.
<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix G - Data Collection Highlights

DATA COLLECTION

2. Studies and Research to Inform the Process

Organizational Identity Study

Community Value Study

Student Research

Urgency Assessment

Task Inventory

Organizational Health Study



Houston Community College (2015, December 9). Transformation 2.0. Slide 48.
<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix H - Engagement Process

BROAD ENGAGEMENT (ADMIN, FACULTY, STAFF, STUDENTS)



TRANSFORMATION

1. Research -- Analysis and Application
2. Workgroup Development (board vision; interdisciplinary team; leadership)
3. Whole System Planning
4. Visioning Workshop
5. Organizational Alignment – Values & Competencies
6. Strategy Mapping
7. Vision Agreement Session (board)
8. Transformation Plan to Achieve Vision

4

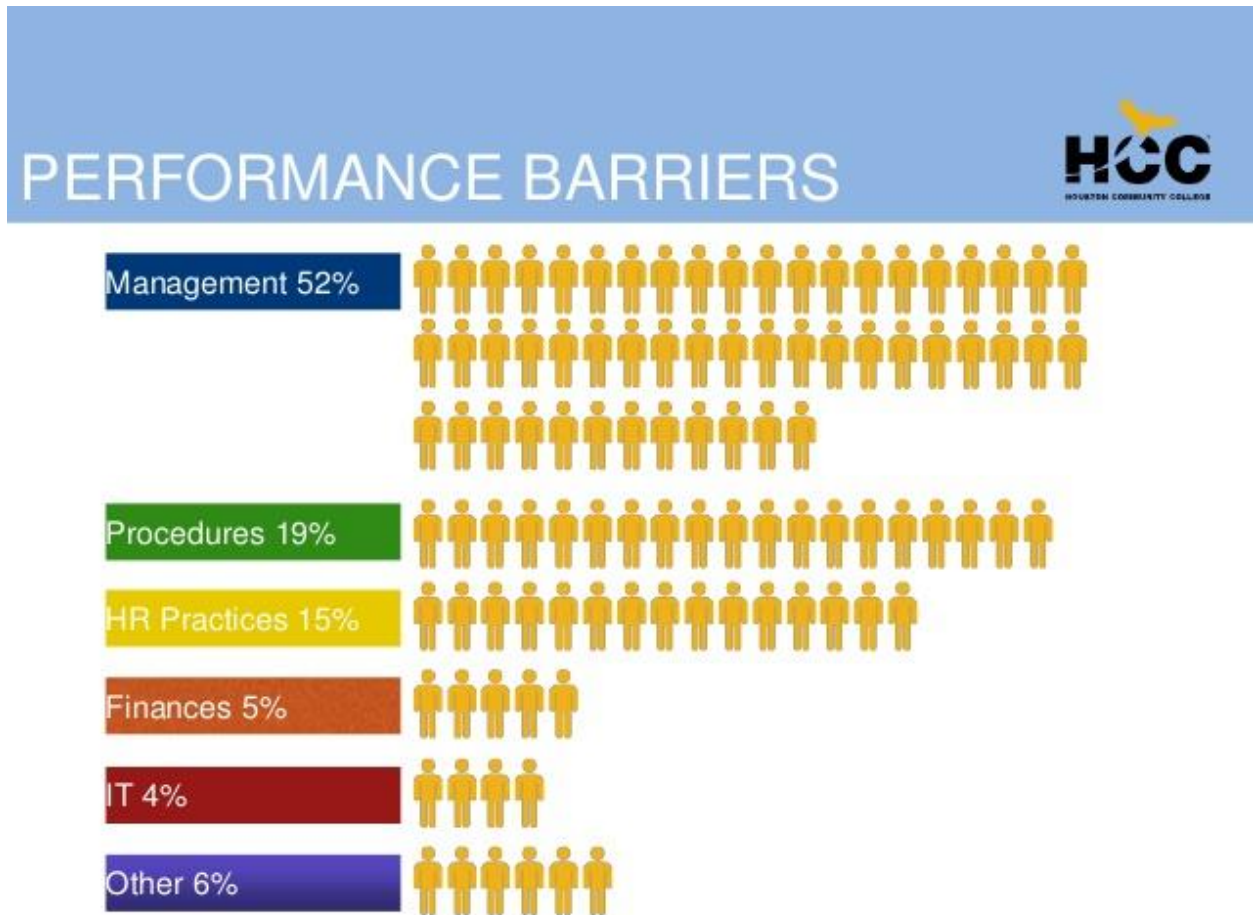
Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 5. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix I - Organizational Culture



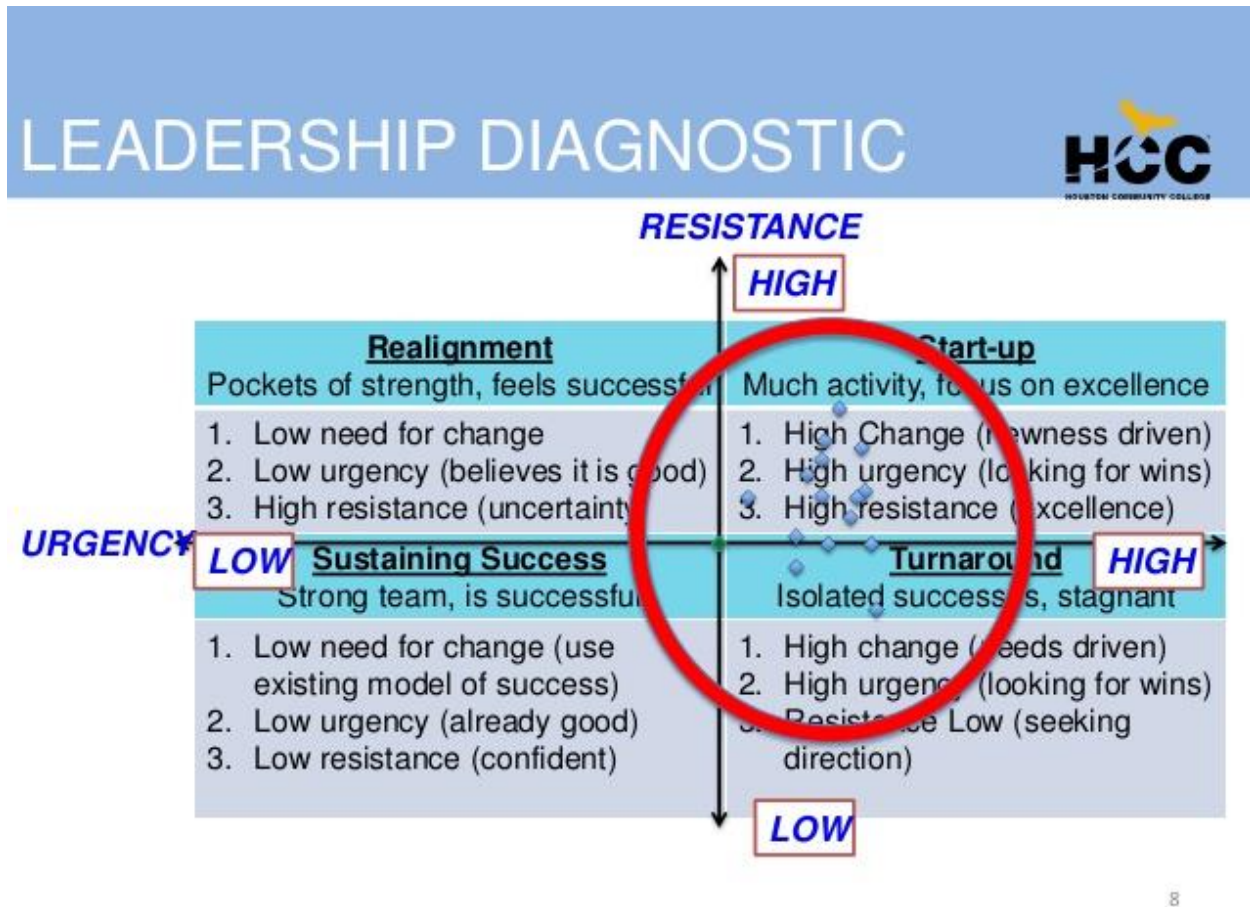
Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 7. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix J - Performance Barriers



Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 8. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

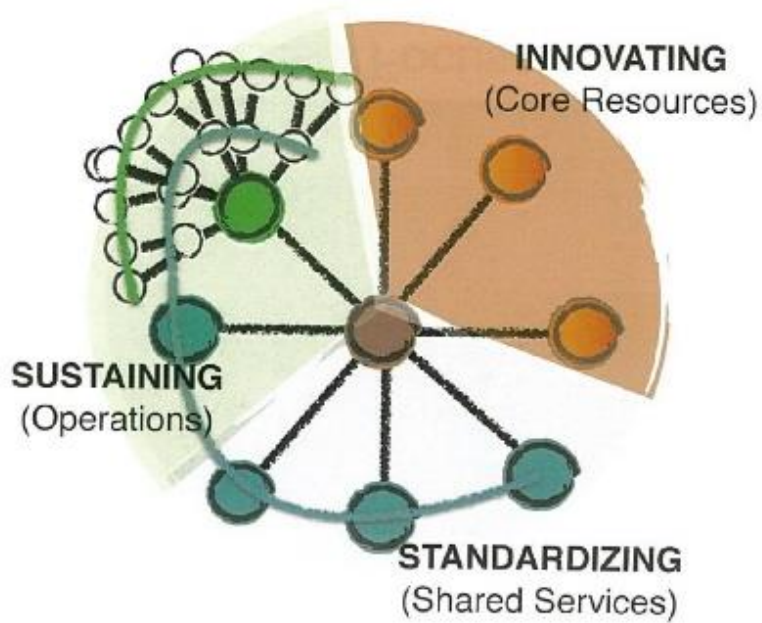
Appendix K - Leadership Diagnostic



Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 9. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix L - Structural Thoughts

STRUCTURAL THOUGHTS

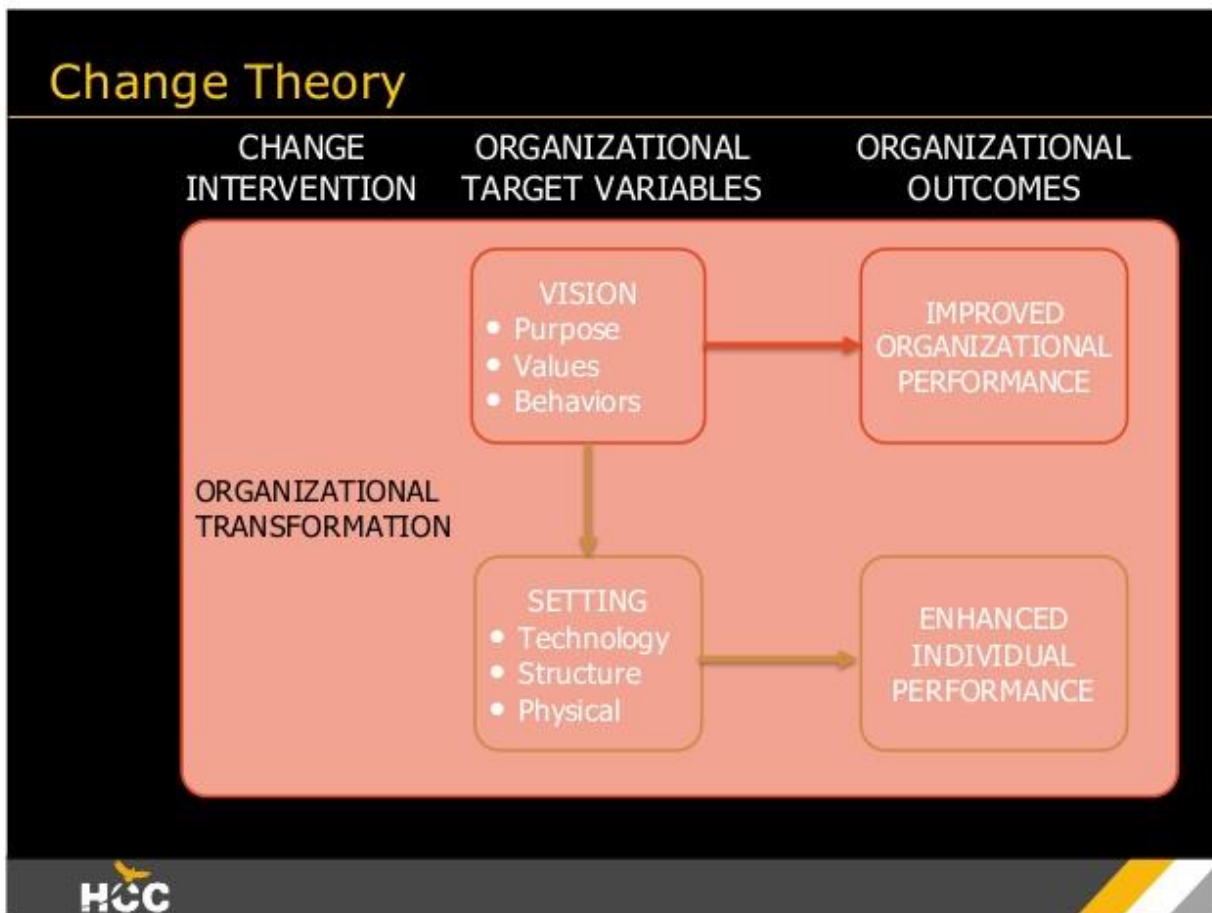


stepforward



Adapted from Community College (2014). Retreat. Slide 20.
<https://www.slideshare.net/HoustonCommunityCollege/hcc-retreat-2014>

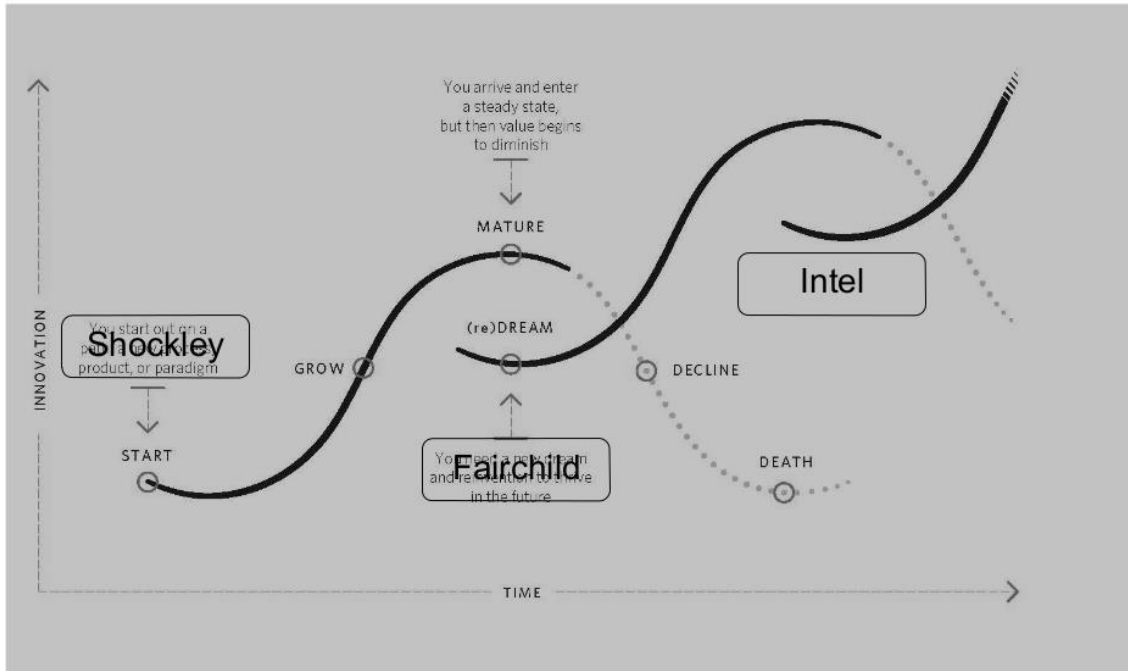
Appendix M - Change Theory



Adapted from Houston Community College (2016, May 25). Imagine Houston Community College 2019: A Transformation Journey. Slide 24.
<https://www.slideshare.net/HoustonCommunityCollege/transformation-phase-2-presentation-5252016>

Appendix N - Team Lifecycle

Team Lifecycle

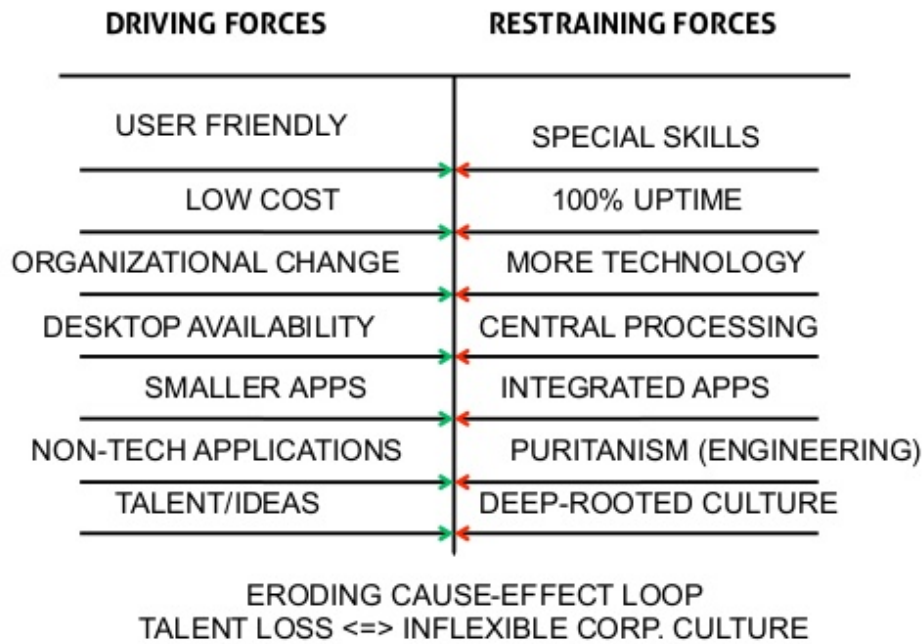


Adapted from Houston Community College (2015, December 9). Transformation 2.0. Slide 27. <https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix O - DEC Force Field Diagram



DEC Force Field Diagram



Adapted from Houston Community College (2015, December 9). Transformation 2.0. Slide 23. <https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix P - Conceptual View for Centering Excellence

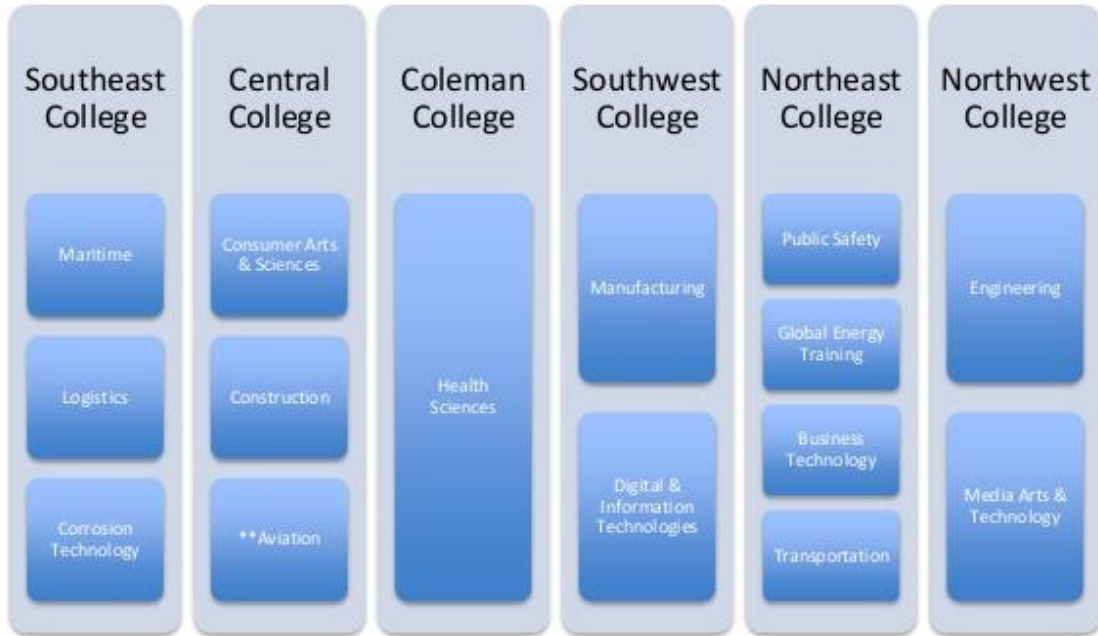


21

Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 22. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix Q - Centers of Excellence & College Locations

PRESIDENTIAL PITCH RESULTS



22

Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 23. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix S - Operational Outcomes

THE OUTCOME



- **Increase our capacity to serve** the community with technical and academic programs
- **Increase** our facility **utilization rates**
- **Decrease the cost of the delivery** of instruction and support services
- **Increase productivity** of human capital
- **Increase accountability** at all levels of the organization
- **Increase external funding** opportunities through industry, grants, and other non-traditional sources
- **Increase consistency and quality of student experience**
- **Increase student success**

33

Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 34. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix T - Transformation Fiscal Implications

TRANSFORMATION FISCAL IMPLICATIONS



- The **net** budget implications of the institutional transformation is zero.
- Savings generated from improved operational efficiency will be used for items such as:
 - Starting future Institutes
 - Covering rising costs
 - Offsetting decreased funding streams

35

Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 36. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix U - Trustee Publication Materials

TRUSTEE ENGAGEMENT SAMPLES



FULL PAGE AD



LUNCH BAGS



Adapted from Houston Community College (2015, March 10). HCCS Transformation: Board of Trustees. Slide 42. <https://www.slideshare.net/HoustonCommunityCollege/hcc-transformation-board-of-trustees>

Appendix V - Matrix Properties

Matrix Properties



STRENGTH

- Leverage functional economies of scale while remaining task-focused
- Focus employees on multiple business goals
- Improves district-wide focus
- Information flow increase through lateral channels
- Distributes decision-making

WEAKNESSES

- Decouples authority and responsibility
- Decouples single strand vertical chain
- Creates ambiguity
- Likely increases resistance due to perceived loss of status, authority

Sy, Thomas. Challenges and Strategies of Matrix Organizations: Top Level and Mid-Level Manager's perspectives. Human Resource Planning, 28.1 (access from BoozAllen.com)

Adapted from Houston Community College (2015, December 9). Transformation 2.0. Slide 44.
<https://www.slideshare.net/HoustonCommunityCollege/organizational-transformation-20>

Appendix W - Summary of Colleges

Central College (1991) – Midtown: Central campus & South Houston campus, the Center for Learning Innovation, Central Region

- Serves - Central & South Houston
- Enrollment - 11,423
- Mission - Architectural Design & Construction Center of Excellence, Consumer Arts & Sciences Center of Excellence, Transfer, Workforce and Early College
- Highlighted Programs
 - Central – Business and Careers Center, Educational Development Center, Fine Arts and Fashion Design, Culinary Arts, Hospitality Management, Cosmetology, Child Development Lab School, Honors College
 - South campus – Construction Technology, Drafting & Design Engineering Technology, Heating, Air Conditioning, & Refrigeration, Industrial Electricity, and Plumbing, Workforce Building & Labs, & Early College High School

Coleman College (2004) - Coleman Campus: Texas Medical Center Complex

- Serves - Houston
- Enrollment - 2,179
- Mission – Allied Health Sciences Center of Excellence, Health Sciences
- Highlighted Programs - Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography, Endoscopy Technician, Health Information Technology, Histologic Technician, Human Services Technology, Licensed Vocational Nursing, Medical Assistant, Medical Laboratory Technician, Nuclear Medicine Technology,

Nursing, Occupational Therapy Assistant, Pharmacy Technician, Physical Therapist Assistant, Radiography, Respiratory Therapy, and Surgical Technology

Other Demographics - Member Texas Medical Center

Northeast College (1991) - Northeast Houston: Acres Homes campus, Automotive Training Center (ATTC), North Forest campus, Northeast campus & Northline campus

- Serves - Northeast Houston
- Enrollment - 7,168
- Mission – Automotive Center of Excellence, Global Energy Center of Excellence, Public Safety Center of Excellence, Certificates, Associates Degrees, Continuing Education, Adult Basic Education, Technical, Transfer, Automotive Technology, & Vocational
- Highlighted Programs
 - Acres Homes - University Transfer Courses, Certificates, Associate Degrees, Continuing Education (Fast Track), Adult Basic Education, English as a Second Language, Certified Nurse Aid, & Medical Business Office Professional
 - ATTC - Certificates, Associate Degrees, Automotive Technology, Auto body/Collision Repair, & Diesel Equipment Industries
 - Northeast - University Transfer Courses, Certificates, Associate Degrees, Adult Basic Education, English as a Second Language, Continuing Education, Roland Smith Commercial Driving School, Rig One Oil and Gas Training Center, Criminal Justice & Law Enforcement, Emergency

- Medical Services, Fire Protection, Science, & Safety, Electronics Engineering Technology, Petroleum Engineering Technology, Process Technology, and Instrumentation & Controls Engineering Technology
- North Forest - University Transfer Courses, Certificates, Associate Degrees, Adult Basic Education, Continuing Education, Automotive Technology, Welding, HVAC, Plumbing, & Automotive Center of Excellence
- Northline – University Transfer Courses, Certificates, Associate Degrees, Adult Basic Education, English as a Second Language, Continuing Education, Intramural Sports, Art Gallery, Teaching Theater, Student Activities & Cultural Awareness Events

Northwest College (1991) – Northwest Houston: Alief Bissonnet campus, Alief Hayes campus, Katy campus, & Spring Branch campus

- Serves - Northwest Houston
- Enrollment - 16,667
- Mission – Engineering Center of Excellence, Visual & Performance Arts Center of Excellence, Certificates, Associates Degrees, Continuing Education, Adult Basic Education, Technical, & Transfer
- Highlighted Programs
 - Alief Bissonnet - Location of Altierus Career College, Dental Assistant, Medical Assistant, Medical Billing and Coding, Pharmacy Technician, Surgical Technologist, HVAC, Plumbing, Carpentry, AutoCAD, & Electrical Technician

- Alief Hayes - West Houston Institute Center for Innovation, Film, Entrepreneurial, Design Lab, Engineering, Alief Early College High School, & Alief Continuing Education Center
- Katy - Horticulture, Engineering
- Spring Branch - Engineering, technology, performing arts, sustainability, industrial technology, and early college high school/dual credit

Southeast College (1991) – Southeast Houston: Eastside campus, Felix Fraga Academic campus, Small Business Development & Entrepreneurship Center, Upward Bound

- Serves - Southeast Houston
- Enrollment - 6,783
- Mission – Business Center of Excellence, Technical and Transfer
- Highlighted Programs
 - Eastside - Accounting, Business Management, Logistics & Global Supply, Welding Technology, Real Estate Residential, Construction Industry & Manufacturing, Computer Systems networking, Industrial Electricity
 - Felix Fraga Academic - East Early College High School, Maritime Logistics, Pre-Engineering, & STEM
 - Small Business Development & Entrepreneurship Center - Consulting and Training for small businesses
 - Upward Bound - Department of Education federally-funded program for 9th and 10th-grade students to assist in high school completion and college preparation

Southwest College (1991) – Southwest Houston & Missouri City: Brays Oaks campus, Gulfon center, Missouri City campus, Stafford campus, & West Loop campus

- Serves – Southwest Houston & Missouri City Enrollment - 16,251
- Mission - Advanced Manufacturing Center or Excellence, Digital & Information Technology Center of Excellence, Technical and Transfer
- Highlighted Programs
 - Brays Oaks - Continuing Education, Adult Basic Education, English as a Second Language, Information Technology, and Health Education (Fast-Track)
 - Gulfon Center – Middle College High School, English as a Second Language
 - Missouri City - Center for Entrepreneurship, Technology, and Health, Small Business and Entrepreneurship, Medical Assistant, Emergency Medical Technician, Continuing Education, English as a Second Language, Adult Basic Education
 - Stafford - Manufacturing Engineering Technology, Machining Technology, Welding, HVAC, Electrical, Robotics, Continuing Education, & Art Gallery
 - West Loop - location for Digital & Information Technology Center of Excellence, Continuing Education, DigiCom, & Art Gallery

Online College

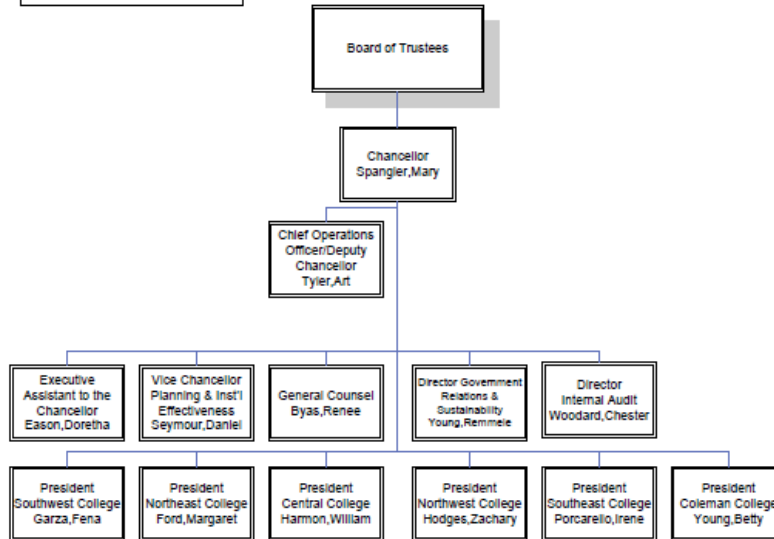
- Location - Online
- Serves – United States, Except California

- Enrollment - 22,962
- Mission – 60+ online Associate Degrees & Certificates, 70+ Hybrid Degrees, and Certificates, 80+ Areas of Study
- Highlighted Programs – 60+ programs & 70+ Hybrid
- Other Demographics - Third largest online community college in the nation

Appendix X – HCCS Organizational Structure in 2011

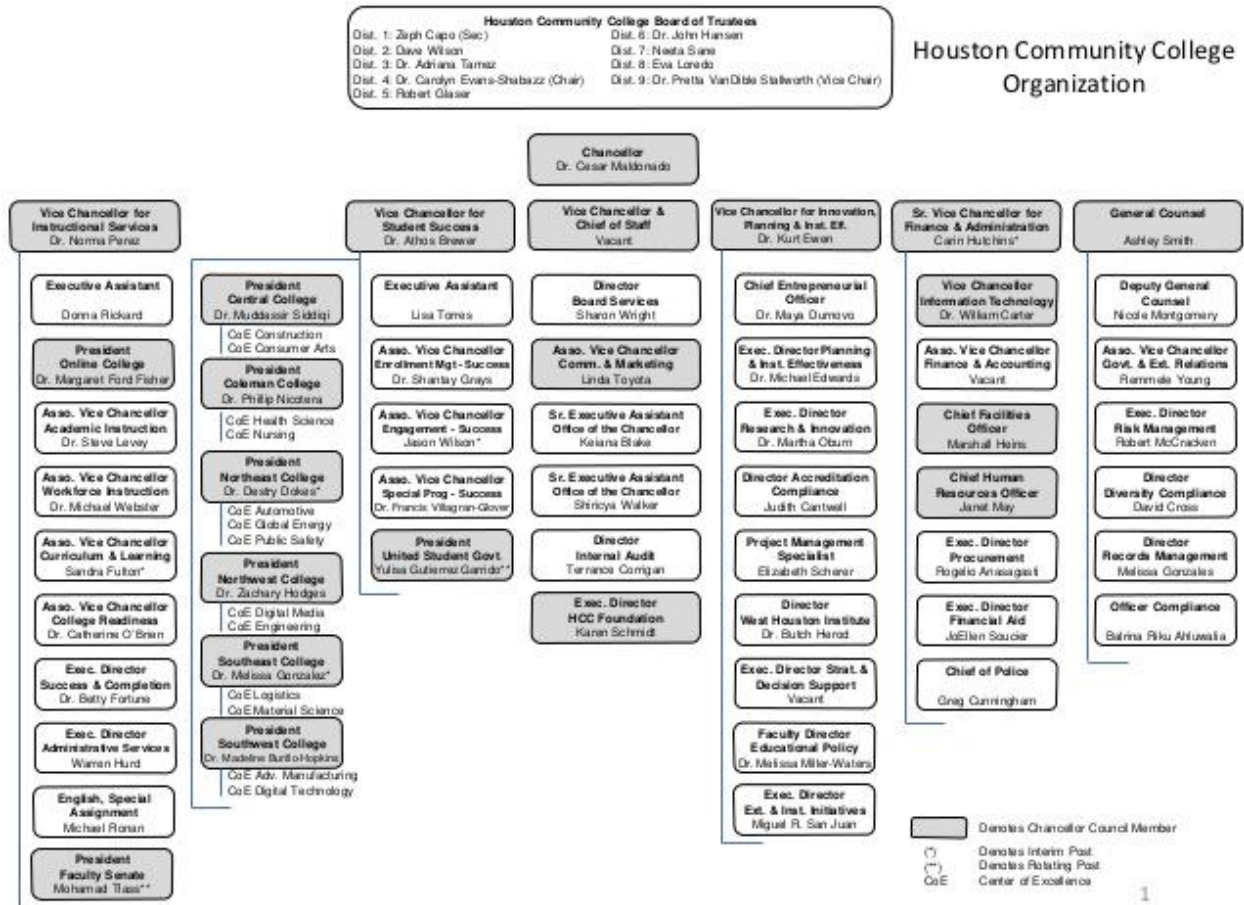


Houston Community College
System Administration
Chancellor's Office



Page Updated: November 16, 2010

Appendix Y – Revised Organizational Structure



Appendix Z – Current Organization Structure

