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## The Ethics of Contracting for Education within a Neoliberal Framework

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WESTERN UNIVERSITY

The Ethics of Contracting for Education within a Neoliberal Framework

by

Deej James

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF EDUCATION

LONDON, ONTARIO

July 2<sup>nd</sup>, 2019

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## **Abstract**

No matter how lightly you tread, you cannot cross a beach without leaving footprints, nor without carrying a little sand away with you. Open systems theory states that an organization has permeable boundaries “dependant on its environment for survival and will go out of existence unless it is actively attended to” (Burke, 2011, p. 61), and it is with this consideration that the tenets of social justice are understood to be a responsibility of all entities, as “the public” is not a target group that can be somehow isolated so as to be impacted by only public administrators. Private colleges in Canada benefit by their constituents having access to public funds, and therefore government regulations restrict how private investors can profit from this relationship. However, as with any imposed control system, it is only as good as its policing; the alternative is a system that is sanctioned by those it is meant to control.

This organizational improvement plan is an exploration into change that is intended to ensure that the social justice imperative embodied in following an admission process that supports an ethical approach to student contracting is fully adopted. Commitment to this behavior, the author argues, supports organizational goals related to student persistence, and improved student loan default rates. These goals are intended to have a positive impact on the consequences of problem debt, to contribute to regional infrastructure and economic growth by increasing workplace intelligence, and to a reduction of the social services burden.

*Keywords:* Private education, social justice, student loan default, open systems theory, transformational learning, authentic leadership, neoliberalism, emancipation, ethical engagement.

## Executive Summary

The private postsecondary education institution in BC in its relatively short history has experienced various forms of oversight: wavering between self-regulation and its treatment as a commercial business, through to, a requirement to abide by the tight operational guidelines of the education ministry. This disparate understanding of the role of this sector is evident within many institutions, as they contend with what could be construed as the competing demands of shareholder wealth maximization on the one hand, and education as a social justice imperative on the other. Often, as is seen with the Private College Brands (PCB) considered here, that difference in perspective is felt in the revenue versus the service delivery functions of the organization, i.e., between customer and student. It is within this context that we explore the student recruitment process and in particular, the ethical challenges that are presented when we consider vulnerable populations.

The author holds a senior position in the organization, and as such is able to influence change. In this role, the author fulfills their duties first as being an active member of the executive in what is described as a Shared Authentic Leadership (SAL) role, a position that accepts that being vulnerable to one's authentic self allows for an honest exchange of information. Separate from this exchange, the author utilizes a transformational leadership approach, favoring transformative learning as a method for engaging the 20 or so senior managers within the organization. A self-evaluation discloses that the author gravitates to a symbolic frame (Bolman & Deal, 2013), which is most apparent in how the author connects with their direct reports, and as offered by Cleavenger and Munyon (2013) "Transformational leaders use words, actions, and/or symbols when talking about work to enhance its significance and meaning" (p. 352).

Burnes and Jackson (2011) asserted that “successful change is associated with the value alignment of three factors: those involved in the change intervention, the objective of the intervention and the approach to change” (p. 137), and so it is essential that the change model is sympathetic to both the challenges of the Problem of Practice (PoP) and to the leadership approach. Lewin’s (1947) three-step change model provides a framework that recognizes that change requires an “unlearning”, which is relevant for a PoP that is not about building upon existing skills but is instead about challenging existing perceptions and behaviors. Combining this model with Kotter’s (1996) eight-step model which adds essential elements such as leadership, results in a hybrid model identified as *a spiral notebook for change*, so named to indicate the importance of the spiral spine, which is representative of the feedback loop that is fundamental to bringing together the pages that make up the change process.

In managing this process, the author considers the ethics involved in planned change, as well as the position of power and influence that the author occupies. Against this background there is discussion around the importance of the integrated person whose values need to remain fixed, and for ethical behavior to be consistent regardless of the type of exchange that is taking place. This *ethical leader* is discussed in the context of “gestalt, an integrated whole” (Maak & Pless, 2006, p. 107). After consideration of several possible solutions to the PoP, a solution that is about the creation of an Admissions Code of Ethical Conduct (ACEC) is chosen as the one for further exploration, primarily because this approach is based on the premise that change is more readily accepted by those who have had a hand in its design. The process for the implementation of this solution is built with the recognition that for authentic discourse to take place, it requires a safe space. With the understanding that social systems are complex and adaptive, the planning has focused on trying to build a multilane freeway of communication channels.

## Acknowledgments

Who has made me curious enough to want to know more, and determined enough to sustain its pursuit? There are many people that have touched my life, and there are too many names to list within the limit of these pages, but to my uncle John I must find the space to say thank you for so much but mainly thank you for making my world bigger; your stories made me want to find Narnia, and your faith in me made me believe I would, "When you want to build a ship, do not begin by gathering wood, cutting boards, and distributing work, but awaken within the heart of man the desire for the vast and endless sea" (de Saint-Exupéry, 1959, p. 687).

To my colleagues, Rasha, Victor, and John, my thankfulness goes to them for their emotional and intellectual support; frustrations and exhaustion shared are somehow lessened. For the tremendous knowledge, insight and thrown gauntlets offered by the outstanding faculty, whose teachings are seen in these pages, thank you to Dr. Nippard, Dr. Faubert, Dr Weyers, Dr. Lowrey, Dr. Segeren, Dr. Suderman, and in particular to Dr. Cheryl Bauman, as her words of wisdom and encouragement enabled these final pages to be written.

One cannot invest all that it takes to complete this type of undertaking, turning one's back to everything else, unless there is someone who is prepared to keep the world turning on their behalf, a person who alone carries the burden of the every day, while living with someone who is living in their own head; to my spouse Tina, my forever love, my gratitude for allowing me the indulgence of this pursuit.

And finally, to Norah, our beautiful granddaughter who entered the world at the same time I began this journey; now there is time, let me talk to you of Narnia.

## Table of Contents

Abstract .....	ii
Executive Summary .....	iii
Acknowledgments .....	v
List of Tables .....	viii
List of Figures .....	ix
Glossary .....	x
CHAPTER 1: CONTEXT FOR CHANGE .....	1
Organizational Context .....	2
The organization. ....	4
Leadership Position and Lens Statement .....	7
Authentic leadership. ....	9
Transformational leadership. ....	10
Authentic transformational leadership .....	13
Leadership Problem of Practice .....	13
Framing the Problem of Practice .....	15
Financial imperative.....	15
Vulnerable population.....	17
Philosophical conflict.....	19
Questions Emerging from the Problem of Practice .....	20
Leadership-Focused Vision for Change.....	22
Corporate social responsibility .....	22
Marketing ethics.....	23
Desired state.....	23
Stakeholders.....	23
Frames.....	25
Organizational Change Readiness .....	26
The individual level. ....	27
Group level.....	27
Organizational level.....	28
Conclusion .....	31
CHAPTER 2: PLANNING AND DEVELOPMENT .....	34
The Leadership Approach to Change .....	35
Framework for Leading the Change Process .....	39
Analysis and planning.....	43
Action.....	44
Critical Organizational Analysis.....	45
Ethical behavior. ....	45
Information and control. ....	51
Possible Solutions .....	51
Possible solution #1: Reports and rewards. ....	51
Possible Solution #2: Recruitment.....	54



Possible solution #3: Regulating.....	55
Possible solution #4: Rituals and reinforcement.....	56
Preferred solution.....	57
Ethical Considerations .....	59
Change .....	59
Leadership.....	60
Organizational context.....	61
Stakeholder relationship.....	62
Conclusion .....	64
CHAPTER 3. CHANGE IN THE CONTEXT OF THE ORGANIZATION.....	66
Strategic Alignment .....	67
Social Actors.....	69
Institutional.....	69
Social justice.....	70
Human capital.....	70
Managing the Transition.....	71
Obstacles.....	72
Guiding coalition.....	75
Limitations.....	76
Resourcing the Transition.....	76
Change Process Monitoring and Evaluation.....	79
Leadership evaluation.....	80
Guiding coalition evaluation.....	81
Sales management evaluation.....	81
Admissions advisors evaluation.....	82
Auditing and measures.....	83
Plan to Communicate the Need for Change and the Change Process.....	85
The author as the source .....	86
The coalition as the source.....	88
Milestones.....	90
Conclusion .....	91
Next Steps and Future Considerations.....	92
References.....	96
Appendix A: Private Colleges BC.....	133
Appendix B: Perspectives of Stakeholders.....	134
Appendix C: Admission Advisor Advertisement.....	135

## List of Tables

Table 1.1 <i>Comparative Default Rates</i> .....	18
Table 2.1 <i>Various change models' three-step fit</i> .....	41
Table 2.2 <i>Summary of possible solutions</i> .....	58
Table 3.1 <i>Change Program Resource Requirement</i> .....	77
Table 3.2 <i>The Leadership Stage</i> .....	80
Table 3.3 <i>The Guiding Coalition Stage</i> .....	81
Table 3.4 <i>The Sales Management Stage</i> .....	82
Table 3.5 <i>The Admission Advisor Stage</i> .....	83
Table 3.6 <i>Control Levers</i> .....	84
Table 3.7 <i>Communication Plan Overview</i> .....	90

## List of Figures

<i>Figure 1.1</i> .....	8
<i>Figure 1.2</i> .....	21
<i>Figure 1.3</i> .....	25
<i>Figure 1.4</i> .....	27
<i>Figure 1.5</i> .....	32
<i>Figure 2.1</i> .....	39
<i>Figure 2.2</i> .....	40
<i>Figure 2.3</i> .....	46
<i>Figure 2.4</i> .....	49
<i>Figure 2.5</i> .....	63
<i>Figure 3.1</i> .....	67
<i>Figure 3.2</i> .....	69
<i>Figure 3.3</i> .....	72
<i>Figure 3.4</i> .....	80
<i>Figure 3.5</i> .....	88

## Glossary

ACEC	Admissions Code of Ethical Conduct
Admissions Advisor	Also referred to as recruiter, college advisor or admissions counselor. For the purposes of this paper, the definition is: the person representing the college whose role is to recruit prospective students
AL	Authentic Leadership
AR	Action Research
ATL	Authentic Transformational Leadership
BLOAS	Burke-Litwin Organizational Assessment Survey
CSR	Corporate Social Responsibility
DL	Distributed Leadership
DLI	Designated Learning Institute: a school approved by a provincial government to host international students
Enrollment	To enroll in a private college program the student and institution sign a legally binding contract
EQA	Education Quality Assurance standard set by the Province of BC
LOC	Levers of Control
ME	Marketing Ethics
OCAI	Organizational Cultural Assessment Instrument
OIP	Organizational Improvement Plan
OP&C	The Burke-Litwin Organizational Performance & Change model
PCB	Private College Brands is the organization addressed. A company that owns various colleges, which in total, have several thousand students
PESTEL	Political, Economic, Social, Technical, Environmental and Legal analysis
Private Colleges	Also referred to as privates, career colleges, or for-profits. For the purpose of this paper, the definition is: diploma or degree-granting adult education institutions under individual or corporation ownership
PoP	Problem of Practice
PTA	Private Training Act for regulating private institutions in BC
PTIB	Private Training Institutions Branch is part of the BC Ministry of Advanced Education, Skills & Training
ROI	Return on Investment
SAL	Shared Authentic Leadership
SEM	Strategic Enrollment Management
SMS	Sales Management System
Student Loan (SL) Default	A student loan is drawn from Federal (60%) and Provincial (40%) funds. A loan is deemed in default when nine monthly payments are missed
SWM	Shareholder Wealth Maximization
TL	Transformational Leadership
TRA	Theory of Reasoned Action
Weltanschauung	World view or interpretation of the world

## Chapter 1: Context for Change

Canada's adult educational landscape comprises of public and private run institutions. The Organizational Improvement Plan (OIP) concerns a large organization that has ownership of a number of private colleges located predominantly throughout British Columbia, and the author is a member of the small executive team that has oversight of all schools.

The private education discussion typically reflects very different ideologies, with some arguing that it serves a market need that has been unmet by the public sector, and that due to their agile and innovative characteristics, private colleges have enabled education to advance into new frontiers. And on the other end of the spectrum, it is argued that privately held institutions are "ultimately incompatible with notions of public good and certain to produce casualties in the race to maximize profit. Investigations have revealed that for-profit education has, indeed, produced casualties, and that those casualties are disproportionately borne by the disadvantaged" (James, 2011, p. 46).

The author suggests that the neo-liberal/social justice conflict that is inferred by the private versus public approach to education is not as clearly delineated as has been suggested and that despite arguments which suggest that "The neoliberal subject is an individual who is morally responsible for navigating the social realm using ... cost-benefit calculations grounded on market-based principles to the exclusion of all other ethical values and social interests" (Hamann, 2009, p. 37), the author asserts that a commercially driven interest can, in fact, co-exist within a framework that requires behavior that is socially considerate and responsible. To these ends, the Problem of Practice (PoP) relates to the student recruitment and enrollment

process, and in particular, the challenges related to being able to ensure that this process is conducted ethically.

In addressing the PoP, consideration of the organization's preparedness for change is made from the perspective of the individual, the group, and the organization as a whole. For the organizational analysis, the preferred approach is the Burke-Litwin Organizational Assessment Survey (BLOAS) (Burke & Litwin, 1992). This assessment tool is considered the most appropriate primarily because it is founded in open systems theory (Katz & Kahn, 1978). This theory, which considers that an organization is interconnected with its environment, is congruent with the author's social responsibility principles and aligns with the desired state, which is about being assured that the organization is engaged in ethical student recruitment practices.

In designing the survey, the author's own lens is considered. Lenses, according to Bolman and Deal (2013), can be distilled into four frames, and of these four, the author is able to show through stated preferences and demonstrated behavior that their understanding is filtered through the symbolic lens. This lens is particularly relevant to someone who hopes not just for organizational improvement but for a transformation, i.e., "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" (Gerstner, 2004).

### **Organizational Context**

Adult education provision in Canada experienced sweeping changes during the 1960s as demand for access to a post-secondary education intensified at the same time as industry was calling attention to the shortfall in skilled labor (Dennison & Schuetze, 2004; Li & Jones, 2015). In response, as funds were made available, the generations that followed gained access to what had once been the prerogative of the few, as universities were given more seats, and degree-

granting rights were extended to non-university entities (Cowin, 2017; Dennison & Schuetze, 2004). During the same period the growth in diploma- and certificate-issuing privately owned colleges saw a dramatic rise when in the 1980s and 90s substantial public funding became available through government contracts issued to meet labor training demands (Culos, 2005; Kirby, 2012), (See Appendix A), and as stated by Culos (2005) “The private sector proved ... to be more flexible and cost-effective, and when the federal government shifted to fund private providers, entrepreneurs saw a market and an opportunity” (p. 59). This eventually led to the diverse landscape that we experience today, in which “demand has made education a viable industry, sustaining both a proliferation of private providers and a range of new entrepreneurial activities within public institutions” (Fisher, Rubenson, Jones, & Shanahan, 2008, p. 549).

Private colleges do not receive any direct public funding, although if accredited, they are able to enroll students who pay for their tuition through government student loans and grants (Fisher et al., 2008; Martin & MacLaine, 2016). This access to public money by private concerns has warranted stringent government oversight, and “There have been regular calls for more intensive monitoring and regulation of private career colleges. These have followed occasional institution closures that have occurred mostly due to financial difficulties or non-compliance with existing provincial regulations” (Kirby, 2012, p. 44).

As reported by the Government of British Columbia (2019) “Over 51,000 students enroll in private training institutions in BC [British Columbia] each year. Students are trained for a broad range of occupations from sound and audio technicians to licensed practical nurses to commercial pilots” (Private Training Institutions Branch section, para. 3). The 315 private colleges in British Columbia (BC) are subject to conditions as specified by the Private Training Act (PTA) which is administered by the Private Training Institutions Branch (PTIB) of the

Ministry of Advanced Education, Skills & Training. BC is unique in that it is the only province that also has a separate government quality assurance system. The Education Quality Assurance (EQA) designation was introduced in 2014 so that “[Citizens could be assured] that public investment in post-secondary education is oriented toward achieving positive economic and social outcomes for all British Columbians” (Ministry of Advanced Education, Innovation and Technology, 2013, p. 2). Interestingly, all public institutions are automatically assigned an EQA designation, while private institutions must go through a rigorous application process. The introduction of this requirement had an immediate impact on private colleges that derive income from international markets, as becoming a Designated Learning Institute (DLI), possible only for those with an EQA status, became a condition for allowing international enrollment, i.e., “International students may apply for a study permit only if they have been accepted into an educational institution that is designated by the Province as meeting quality standards” (Ministry of Advanced Education, Innovation and Technology, 2013, p. 3).

**The organization.** The BC sector comprises of many small colleges which have an average student population of below 100 (Cowin, 2013; Li & Jones, 2015). The sector also has a number of large corporations which own brands whose various institutions have certificate-, diploma-, and degree-granting status, and the student populations within these brands total in the thousands (Cowin, 2013, 2017). In addition to owning and operating colleges, these corporations typically also have divergent but related business interests often associated with international education and property development. The well-known and long-established BC Private College Brands (PCB) in question were acquired by an international conglomerate in order to enable an expansion of their holdings in North America.



The acquisition resulted in a merger of two very distinct cultures: on the one hand, there was an organization with a long tradition in education and strong links to Canada's pioneering roots, whose mission statement had service to the community as a key touchstone (PCB, 2018), and on the other, there was a publicly listed company with a high profile in international investment markets that had been named one of the "Top 100 Most Profitable Companies in BC" (James, 2018, p. 4). This organizational dichotomy mirrors to some extent the overall education landscape as described by Fisher et al. (2008), i.e., wherein "Canadian policymakers at both the provincial and federal levels have variously treated higher education as a mechanism for alleviating social inequities, as an instrument for labour force development, and as a market" (p. 550). The balancing of what can sometimes be considered opposing philosophies within the PCBs' merged cultures becomes most challenging when shareholders' earnings are in question. As student populations, and more specifically student recruitment, have an immediate impact on earnings, the issue of cultural differences, both globally and organizationally has a bearing on the Problem of Practice (PoP). PCBs' revenues are derived from tuition paid by a) domestic students, i.e., students with Canadian citizenship or permanent resident status; and b) international students, who enter Canada specifically for the purposes of study, with an expectation of returning to their country of origin upon graduation (PCB, 2018a).

While PCBs' colleges are geographically dispersed, with each having some form of autonomy, the organizations' executive branches are centrally located and are structured to accommodate the revenue, compliance and educational facets that shape this sector. The interwoven relationship of these areas and the interdependence of the conditions that are essential to each requires that there is a constant balancing act, as a tipping of the scale in favor

of one over the other, particularly if maintained over any considerable time, would no longer make the entity viable from either a shareholder, governance or student perspective.

Structurally, this balancing act responsibility carries through from the executives (albeit to a somewhat lesser degree) to the heads of each of the colleges. Each college director holds managerial responsibility for the college that they have been assigned, and within a policy framework, makes decisions that impact all facets of the operation. They are held accountable for financial outcomes, and staff and student management, along with general operational functions. However, a key determinant for them in their decision-making is compliance. As a signatory to all documentation subject to audit by PTIB, their role in ensuring that their college meets with regulatory bodies' requirements is essential (PCB, 2018b; Private Training Act, 2015).

While each college is to some degree independent, perhaps because of what Dixon and Westbrook (2003) have suggested is due to, "Employees [being] discipline-loyal, not employer-loyal" (p. 20), the staff at each have created formal and informal networks according to their disciplines across colleges (i.e., academic staff by faculty, admissions, finance, employment specialists, etc.). Structurally, all staff report to the director of the college where they are located, there are also "dotted" lines to the relevant discipline experts. In turn, the directors and experts report to the executives who form the leadership team where discussion and negotiations take place to establish policies, and to set strategic direction (PCB, 2018c). With all roads leading eventually to the leadership team, the difficulties that can come from having dual reporting lines inherent in a matrix structure of hard vertical lines and dotted horizontal is somewhat circumvented (Ahmady, Mehrpour, & Nikooravesh, 2016; Galbraith, 1971, 2014).

This structure, however, does require that the leadership team functions effectively. Shared or distributive leadership is discussed as being "[*concertive action* which is] where

people work together in such a way that they pool their initiative and expertise, the outcome is a product or energy which is greater than the sum of their individual actions” (Woods, Bennett, Harvey, & Wise, 2004, p. 441). To achieve this, Abzug and Phelps (1998) suggested that the criteria for being able to successfully work in a partnership are a) that there is a high level of trust; b) “an agreed-upon balance between, or shifting of, power/authority and responsibility”; and c) “a formalized commitment to partnership goals” (p. 213). In the context of PCB leadership, the team is formalized, and the expectations clearly defined, with the five executives, including the author, at the table in discussion either figuratively or literally every week. Decisions that have the potential to impact the organization as a whole, are never made in isolation, regardless of whose functional area it may fall within (Faulconbridge & Muzio, 2016).

### **Leadership Position and Lens Statement**

When considering shared or leadership through teams, Abzug and Phelps (1998) looked to the example of partnerships typical of large legal firms, wherein “each and every partner is an agent of the partnership for the purpose of its business; and, the act of each and every member binds the partnership” (p. 212). There are some synergies that can be drawn here for the leadership team in situ at PCB. In this model, “Trust” is given as one of the prerequisites for success. Trust, asserted Kanter (1977) is a default of homosocial reproduction, thus requiring that the team be formed by like-minded people (Newton, Stolle, & Zmerli, 2018). However, the PCB leadership team would be considered heterogeneous, as there is a broad cross-section, within the limitations of five people, regarding gender identification, age, sexuality, and ethnicity. For while trust might be achieved through a homogeneous grouping, a lack of varying perspectives would be a significant by-product (Schweiger, Sandberg, & Rechner, 1989; Simons, Pelled, & Smith, 1999). As argued by Mangelsdorf (2018), “Diversity in the workplace can increase

conflict. But research also suggests that if teams lack diversity, they will be more susceptible to making flawed decisions” (p. 1). It seems then that the heterogeneity of the group is of value (Frohman, 2006; Tichy & Bennis, 2007; Westaby, Probst, & Lee, 2010). Accepting that the leadership team is diverse, trust, it is suggested for the PCB group, has been built through the development of a different type of *kindred spirit* (to be discussed later).

In examining leadership from a personal stance, the author considers their role as part of the leadership team, as well as their individual role in the leader-follower dynamic. The discussion considers the literature related to Authentic Leadership (AL) (George & Sims, 2007; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) and how that translates into working with the Distributed Leadership (DL) model. Next, is an exploration of Transformational Leadership (TL) (Avolio, 1999; Avolio & Gibbons, 1988; Bass, 1985, 1990; Bass & Avolio, 1990, 1993, 1994; Bennis & Nanus, 2003; Bryman, 1992; Burns, 1978; Kouzes & Posner, 2007) as we consider the relationship with followers, and the discussion concludes with the relevance of what Bass and Steidlmeier (1999) called Authentic Transformational Leadership (ATL).



Figure 1.1. The author’s dual leadership requirements and approach.

Figure 1.1 shows that the author, represented by the circle, fully ascribes to an ATL approach, but that certain characteristics will be more dominant dependent on the leadership role that is being filled, i.e., as a member of the leadership team (horizontal influence) or as a direct supervisor (vertical influence).

**Authentic leadership.** We can begin with Socrates' statement "the unexamined life is not worth living" (Apology 38a5–6), and travel to the existentialist call *to act in accordance with one's true beliefs* (Golomb, 1995); however, despite, or perhaps due to, such a prestigious heritage, as a leadership theory, there is no singular understanding of what is meant by being authentic. Bhindi and Duignan (1997) introduced devoutness into their understanding, i.e., "commitment to spirituality, which calls for the rediscovery of the spirit within each person and celebration of the shared meaning" (p. 119). Begley (2001) inserted the need for positivity "a genuine kind of leadership...hopeful, open-ended, visionary" (p. 354). George and Sims (2007) discuss passion, values, leading with heart, and building relationships. Relationships, as a focus, can also be found in Luthans and Avolio's (2003) description, while self-awareness and personal development are found in the writings of Kernis and Goldman (2006); George (2003); Ilies, Morgeson, and Nahrgang, (2005); Ladkin and Taylor (2010); Shamir and Eilam (2005), and; Sparrowe (2005).

For the author, the value in authenticity is in self-awareness and in self-development, and for this, the definition offered by George (2003) carries much merit: "Authentic leaders use their natural abilities, but they also recognize their shortcomings, and work hard to overcome them... Authentic leaders are dedicated to developing themselves because they know that becoming a leader takes a lifetime of personal growth" (p. 12). However, as a leadership theory, the focus for the author is about the relationships, particularly in the context of having membership in a DL

team, and so for here, the author considers authentic leaders to be “genuine people who are true to themselves and to what they believe in. They engender trust and develop genuine connections with others” (George & Sims, 2007, p. xxxi).

Hmieleski, Cole, and Baron (2012) discussed the notion of applying authenticity to a DL model whereby we can “shift the concept of authentic leadership from a vertical perspective (i.e., behavior stemming from a formally appointed leader) to a shared or distributive view (i.e., behavior shared among ... members)” (p. 1479). Hannah, Walumbwa and Fry (2011) explored Shared Authentic Leadership (SAL) involving teams whose members ascribe to an authentic way of being, “whereby team members share leadership responsibilities in a fashion that reflects self-awareness, balanced processing of information, relational transparency toward one another, and an internalized moral perspective” (p. 720). It is through this approach, the author argues, that a *kindred spirit* evolves, and the trust being called for is able to be served.

**Transformational leadership.** When we move from a position of mutual influence, within the intimacy of the DL membership, and into the leader-follower relationship, the author’s position finds strong synergies with the TL theory (Avolio, 1999; Avolio & Gibbons, 1988; Bass, 1990; Bass & Avolio, 1994). Unlike the somewhat internal reciprocal focus of AL with the development of the self and relationships, with TL instead the focus becomes the follower and the leading and inspiration of others: “The four dimensions of transformational leadership are charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration” (Judge & Piccolo, 2004, p. 755).

The importance of the college director’s role, as discussed earlier, is recognized by the author as a position whose incumbents require development and support, and so much of the author’s time and resources are invested into this dynamic. How the author behaves or responds

in a myriad of circumstances is always with an awareness of possible emulation by this director group, and in the same light, much of how the author conducts themselves is meant to be a learning exercise for the group. To stimulate critical thinking skills, the directors are encouraged to provide a recommendation with every decision they are asking to be made. There is also a very deliberate attempt by the author to personally connect with each director in order to engage in what Schein (2013) referred to as the *humble inquiry*. Symbolism is something that is used extensively by the author to create “pictures” of what is possible, as “symbols carry powerful intellectual and emotional messages; they speak to both the mind and the heart” (Bolman & Deal, 2013, p. 243). Development is also formally addressed with practices introduced by the author such as something akin to Kotter’s (2014) *Guiding Coalition*, where regular space is created in which all management issues are put aside in favor of leadership discussions.

This approach to leadership is almost instinctively favored perhaps because of the author’s strong affiliation to the tenets of freedom, responsibility, and transcendence as described by Sartre (1970) and de Beauvoir’s (2011) existentialism, tenets that are not far removed from TL, particularly the concept of transcendence. For Bass (1996), “Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances” (p. 4). D'Souza and Gurin (2016) offered a few examples of where this development of the individual is seen as a desirable pursuit, including Maslow’s (1943) *Hierarchy of Needs* where at the pinnacle is self-actualization (self-transcendence was added in 1973), i.e., “Maslow regarded the drive toward self-actualization as beneficial to a society because it would lead to more solidarity, compassion, care, problem-solving, and altruism” (D'Souza & Gurin, 2016, p. 210); the Hindu final stage of enlightenment known as sannyasa, i.e., “Once enlightened, the

individual might return to society to preach and serve humanity” (D'Souza & Gurin, 2016, p. 211); and finally within Jewish text, “the body of mystical teachings known collectively as the Kabbalah serves as a kind of guide to self-transcendence, leading the initiate toward a life of divine service focused on the betterment of mankind” (D'Souza & Gurin, 2016, p. 212). As well, we have Erikson (1969), who offered: “Truth in Gandhi’s sense points to the next step in man’s realization of man as one all-human species, and thus to our only chance to transcend what we are” (p. 413).

Gardiner (2006) suggested that the transcendent leader is the natural progression from the transformational, “The transcendent leader would be centered in this metaphysical truth and then teach others to live within its perspective. The leader would be reflective, value-centered, global in perspective and a facilitator of dialogue” (p. 64), areas that Gardiner (2006) considered lacking within TL. One particular area of concern with TL theory is that it is predicated on factors that require the follower to develop an “emotional attachment to the leader” (House & Howell, 1992, p. 82). Yukl (1999) suggested that this has the potential for exploitation, particularly when the leader is “inducing [the follower] to transcend their own self-interest for the sake of the organization” (p. 286). TL, as with any charismatic identified leadership, concerns itself with the ability to transform, but to what end is irrelevant, i.e., “The term “charisma” is value neutral: it does not distinguish between good or moral, and evil or immoral charismatic leadership. This means the risks involved in charismatic leadership are at least as large as the promises” (Howell & Avolio, 1992, p. 43). Even where intention is, from the leader’s perspective, completely altruistic, this, as mentioned by Price (2003), still does not provide any guarantees, as the vision, to which the followers are heading, has been born from the leader’s interpretation of the greater good, and so without any checks and balances, Northouse



(2016) asked, “who is to determine whether the new directions are good and more affirming?” (p. 179).

**Authentic transformational leadership.** In response to these concerns is the authentic transformational leader, where one of the key characteristics of this particular model as identified by Zhu, Avolio, Riggio, and Sosik (2011) is in the, “establishing [of] moral decision-making processes and choices in which leaders and followers collectively engage and pursue” (p. 805). In debating the differences between an inauthentic and an authentic transformational leader, Bass and Steidlmeier (1999) explained that the distinction lies in the question of morality, “There are clearly many leadership issues and styles that relate to questions ranging from the legitimacy of their authority and informed consent by followers to conscience, freedom and intention, and to ends, means and consequences” (p. 184). This is fundamental for the author, whose belief is in the possibility of transcendence and, in the inherent right of all to become more as viewed through a social justice lens. However, though there is a personal want to help facilitate that realization, an absolute for the author is the need to recognize the positional power that is associated with leadership, and the risk of any form of coercion. As articulated by Bass and Steidlmeier (1999), it is crucial that “ideals not be imposed, that behavior not be coerced, and that the search for truth not be stifled. Ethical norms and behavioral ideals should not be imposed but freely embraced” (p. 186).

### **Leadership Problem of Practice**

It is this need to ensure that actions result from informed choice rather than from any form of coercion that forms the basis of the Problem of Practice (PoP). Drawing on evidence from the US investigations by Kutz (2010) and the *Harkin Report* (Senate HELP Committee, 2012), a case is presented that argues that an imperative to generate high financial returns can

lead to unethical student recruitment practices in private colleges. An example of this was experienced in February 2015, when following claims of unethical and fraudulent conduct, 14 Everest college locations in Ontario were closed, displacing 2,400 students: “[the colleges] used aggressive marketing to lure students and then skewed records to keep incompetent pupils in class so it could continue to collect their student loans” (Harris, 2015, para.2).

As previously discussed, within Canada, there are political and societal pressures to ensure that access to public funds (student loans) by private entities is appropriate and that it benefits the public good. However, there are challenges, brought in part by the nature of the demographic being served. The typical profile of a private college student often means that the student does not easily have a voice, i.e., “Low-income, first-generation, and minority students are aggressively and unethically recruited [by private colleges]” (James, 2011, p. 68). Having very little exposure to how enrollment should be conducted in a post-secondary institution, combined with a low level of financial literacy, makes this a particularly vulnerable group, and one not quick to call attention to any misdeeds. With limited access to student-initiated complaints, PCB struggles to know how to monitor whether the recruitment of the student was conducted appropriately. The intimate nature of the recruiter-student interview, which is conducted in a closed office to protect the applicant’s entitlement to confidentiality; the vulnerability of the applicant, and; the somewhat fluid construct of what is deemed ethical, requires that the student recruiter (advisor), who is without close supervision, be relied upon to utilize higher levels of moral reasoning and behavior (Barsky, 2011; Blasi, 1980).

Given these circumstances, the problem of practice to be addressed is the *lack of consistent processes, in providing effective oversight, and in being able to objectively determine whether the recruitment of a student, within a private college in Canada, was conducted*

*ethically*. The governance that results from having access to public funds requires an honest and full disclosure enrollment process, and the organization with its commitment to community as per its core values requires the same (PCB, 2018). The typical private college student, due to their demographic is vulnerable to the power dynamic that can take place in what can easily become a pressurized sales exchange. The pre-enrollment communication intended to assist with creating an opportunity for informed decision making has the potential to instead become one involving the exertion of undue influence or some form of coercion.

The constant balancing of revenue, compliance, and education as discussed earlier becomes more challenging the closer we come to the point of delivery. Then the challenge becomes how do we allow each area to excel, without undermining the conditions that are necessary for the other? As commented by Deming, Goldin, and Katz (2012), “the challenge is to rein in the agile predators while not stifling the innovation of these nimble critters” (p. 162). Further, how do we manage a process and the people involved in such a way as to provide assurances that all who are involved in student recruitment are acting ethically? As we explore further, it will be important to determine whether “there is a system in place that either encourages ethical devolution or one in place that encourages our ethical best” (C. Baird, personal communication, July 10, 2018). The leadership challenge will lie in the navigation through the varying and apparent competing objectives.

### **Framing the Problem of Practice**

**Financial imperative.** In recognition of such challenges, Clark Kerr, the former president of the University of California, in discussing the tension between vision and commerce, (as cited in Zemsky, 2005), offered that: “The cherished academic view that higher education started out on the acropolis and was desecrated by descent into the agora led by

ungodly commercial interests and scheming public officials and venal academic leaders is just not true” (para.5). The importance of the market in the context of post-secondary education has come to the fore with systems such as Strategic Enrollment Management (SEM), a market-driven approach to student enrollment adopted from the US in varying degrees, by Canada within recent years. As explained by Kalsbeek and Hossler (2009), “Marketing as a process and as a discipline has become inextricably intertwined with the practice of [student enrollment] and the language of marketing is a natural part of the [student enrollment] lexicon” (p. 4). Zemsky (2005) suggested that being so commercially focused does not necessarily mean that a community or socially invested mission must be sacrificed if the college can work towards “being mission centered and market smart” (para. 7). Without such an approach, the alternative which involves sacrificing mission for the sake of Shareholder Wealth Maximization (SWM), could easily lead to “unethical behaviour... [and] it can be argued, that the root cause of the [global financial crisis] is excessive greed and the single- minded pursuit of SWM” (Yahanpath & Joseph, 2011, p. 64).

The pursuit of profit at any cost was found to be prevalent in the for-profit college sector in the US (Beaver, 2017; Deming, Goldin, & Katz, 2013; Hayes, 2012; Kutz, 2010), and two studies, in particular, brought to light unethical and fraudulent behaviors in student recruitment. The first authored by Kutz (2010), drew on findings of an investigation conducted by the Forensic Audits and Special Investigations unit of the Government Accountability Office (GAO): “the telephone and in-person meetings with the college admissions staff were surreptitiously recorded. The results showed that all 15 Colleges made deceptive or misleading statements, with four of the Colleges supporting fraudulent activities” (James, 2018a). The second study that had a major impact on the industry was known as the *Harkin Report*, in

reference to Tom Harkin, the Chairman of the U.S. Senate Committee on Health, Education, Labor, and Pensions (Senate HELP Committee), who after conducting a two-year investigation into the sector concluded that “most for-profit colleges' first priority is to enroll as many students as possible ...[which leads to] a lax ethical environment, with little room for considering whether a particular student is a good fit for the college or whether attending the college is in that person's best interest” (Senate HELP Committee, 2012, p. 20).

While not to the same extent, the reputation of private colleges in Canada has also suffered, and in some cases, this has come as a result of having the same US ownership. The Apollo Group’s University of Phoenix brand “has closed its Canadian operations ...at a time when its owner is mired in legal problems south of the border” (Steffenhagen, 2011, para.1); regarding EDMC’s Art Institute brand, “there is significant evidence that EDMC, which is 41 percent owned by the Wall Street investment bank Goldman Sachs, has engaged in ... deceptive and coercive recruiting” (Halperin, 2017, para.3); and most recently, regarding the US Corinthian-owned Everest Colleges that closed in Ontario, “Critics asserted that Corinthian and other institutions like it preyed on a vulnerable population of low-income students” (Hiltzik, 2018, para.4).

**Vulnerable population.** While it is understood that the public will be attentive in areas that involve private gain from taxpayers’ funds, the interest here is heightened because of the vulnerability of the population that is most impacted. There is evidence that indicates that the ability to make informed choices with regard to further education is reduced for first-generation college students (Deming et al., 2013; Hagelskamp, Schleifer, & DiStasi, 2013). This is particularly relevant for private college students who are predominantly low-income, first-generation post-secondary, older (29 yrs.), female (72%) and single (75%). Subgroups evident in

the populations are a) older males retraining for employment opportunities, and b) older females who have had family responsibilities (Apling, 1993; Cellini, 2010; Iloh, 2016; Lee, 2016; R.A. Malatest & Associates, 2009).

The impact of being contracted unfairly for this segment is particularly detrimental, “[for the already disadvantaged] having student debt... increases the odds of experiencing hardship – difficulty meeting needs for food, shelter, medical care, and other basic needs” (Despard et al., 2016, p. 9), and as can be seen from Table 1.1, the private institution student loan default rate is three times higher than the rate for public institution students.

Table 1.1

*Comparative Default Rates: Three-year Student Loan Default*

	<b>2010 to 2011</b>	<b>2011 to 2012</b>	<b>2012 to 2013</b>	<b>2013 to 2014</b>	<b>2014 to 2015</b>
<b>Public Institutions</b>	10%	9%	8%	7%	6%
<b>Private Institution</b>	26%	24%	22%	21%	19%

*Note.* Data drawn from Employment and Social Development Canada (2018).

Suggestions for why this difference exists include: low persistence (Dynarski, 1994; Greene, 1989; Knapp & Seaks, 1992; Looney & Yannelis, 2015; Woo, 2002); low wages upon graduation (Boyd, 1997; Choy & Li, 2006; Dynarski, 1994; Kapsalis, 2006; Lochner & Monge-Naranjo, 2004; Volkwein & Cabrera, 1998; Woo, 2002); and the amount of educational debt incurred (Choy & Li, 2006; Dynarski, 1994; Lochner & Monge-Naranjo, 2004). However, while all of these as isolated factors are able to be disputed with regard to their relevance or indeed as being features that are unique to private institutions, where we do find a general agreement is in the acknowledged differences between the student demographics. Gross, Cekic, Hossler, and Hillman (2009) argued that those who are from lower-income families and/or disadvantaged

minority groups (typical of a private college student), regardless of the institution they attend, are at greater risk of loan default.

**Philosophical conflict.** The political and social implications associated with high default rates have led to the oversight of the private college sector being moved from self-regulation to now being under the watchful eye of the government: “[in] 2015, the Minister of Advanced Education introduced *Bill 7 – 2015 Private Training Act (PTA)* which propose[d] a new model for oversight and regulation of private career training in British Columbia” (Office of the Ombudsperson of British Columbia, 2015, p. 1). The Private Training Act (PTA) is prescriptive in all matters related to student engagement, including how and what is communicated during the contracting period (Private Training Act, 2015). With such clear evidence that there are substantial forces driving the need to ensure that PCB engages in ethical recruitment practices, it becomes essential to take a closer look at how the organization manages this process.

For PCB, SWM remains an objective of the ownership, and therefore there is a leadership obligation to ensure effective fiduciary oversight. Achieving market share is a key contributor to profitability, and student enrollment is the primary revenue source. From this perspective the organization is a business, students are understood as customers, and the Return on Investment (ROI) is measured through a simple equation involving retained earnings. The admissions team fulfill the sales role, with sales coaching, training, performance measures and reward systems (PCB, 2018d) that reinforce a sales culture, a culture that finds comfort in a consequentialist ethic that is sympathetic to a neoliberal ideology, “the forces of neoliberalism... call for people [to surrender to] market-based values, relationships, and identities” (Giroux, 2002, p. 426).

Running alongside almost on a separate trajectory is the *greater good* imperative, the connection to the community and an obligation to contribute to societal well-being in accordance

with the company's published values (PCB, 2018). Here is where the elements of pedagogy and classroom access come to the fore, and the customer is replaced with the student. The organization functions to meet a social justice imperative and aims to make a difference by providing access to employment and improved standards of living, and; there is a firm belief that "education is a core tool in breaking the poverty cycle" (Centre for Social Justice, 2015, p. 5).

This spectrum of philosophical worldviews provides an axiological framework as we consider a) whether there is a need, because of the disadvantaged status of a PCB student applicant, to be particularly vigilant during the enrollment process in order to ensure we are enabling an informed choice to be made; or b) whether in fact, the obligation is first to the ownership, whose investment and risk-taking in a competitive sector justifies the use of the full range of marketing armory to ensure sustainability and organizational growth, where exerting influence is not just acceptable but expected, and therefore rewarded.

### **Questions Emerging from the Problem of Practice**

The praxeology associated with the worldviews that are apparent in the organization, provide a deeper understanding when through the use of analysis models, such as Galbraith's (2014) Star Model, we scope for the prevailing conditions that are evident in strategy, structure, processes, rewards, and people. When undertaking this analysis, remaining cognizant of tools such as Bolman and Deal's (2013) Frames, allows us to be alerted to an interpretation that may be colored by the author's own *weltanschauung*.

In regard to strategy, the author has found that there may be some incongruencies with the organization's published values and the goals as determined through ownership mandates. Ensuring that there is synergy between PCBs' core values, vision, and mission statements will be vital in addressing the PoP (Alegre, Berbegal-Mirabent, Guerrero, & Mas-Machuca, 2018).



Structurally, the geographical spread of the Campus’s does have the potential for creating silos: “employees in the silo ... think of themselves as teams...unaware of a whole” (Cilliers & Greyvenstein, 2012, p. 3). However, the formal and informal horizontal lines that connect the organization go some way towards preventing this. The difficulty is in whether the identification with peers across the organization is so strong and diametrically opposed to the mainstream that it enables a subculture to become a counterculture. Cameron and Quinn (2011) stated that while subcultures exist, there will always be a dominant culture: “There is always an underlying glue that binds the organization together” (p. 22). The nurturing of a sales culture within PCBs’ admissions function but in isolation from the rest of the organization, is an area for inquiry.

Admissions in the SEM model as per Figure 1.2, show that the traditional separation of the registrar for contracting (Duklas, 2014) is now encapsulated as part of the admissions/sales process (Gottheil & Smith, 2015). The implications of this process are particularly relevant in matters related to compliance and the PTA (Private Training Act, 2015).

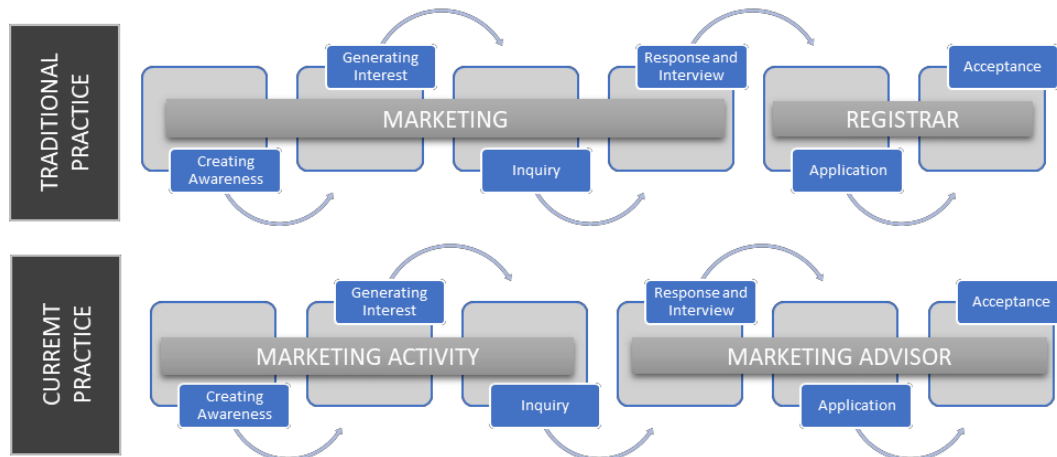


Figure 1.2. Student enrollment management roles showing the clustering of activity now considered to be admissions. Adapted from Black’s (2010) SEM model.

Compensation is fundamental and is a key driver in sales organizations. In the US it is an offense for employees to receive bonus payments for enrolling students: “[the] Department

considers payments to persons or entities that undertake or have responsibility for recruitment and decisions related to securing financial aid as subject to the incentive compensation ban” (US Department of Education, 2012, IC-A1). The issue of rewards, financial and other, including those identified as being symbolic (Bolman & Deal, 2013) within PCB needs closer examination. In addition to rewards, elements such as recruitment, training, management, and the measuring of performance are unique within a sales paradigm. The impact of how this translates to PCBs’ environment is an essential question, particularly in the context of applied ethics.

### **Leadership-Focused Vision for Change**

Within applied ethics, business ethics as described by Bowie (1986), “The clashes and conflicts that result between persons within corporations and between corporate perspectives and the perspectives of others outside of the corporate setting” (p. 170), is perhaps most fitting to the dilemma presented by the PoP (Michaelson, Pratt, Grant, & Dunn, 2014). When we consider stakeholders such as the communities in which the organization operates, and the targeted populations (customers), two areas are worthy of consideration in the context of vulnerable target groups, namely Corporate Social Responsibility (CSR) and Marketing Ethics (ME).

**Corporate social responsibility.** CSR theory places a good-citizen responsibility upon the company: “[CSR requires] actions that appear to further some social good, beyond the interests of the firm and that which is required by law” (McWilliams & Siegel, 2001, p. 117). CSR introduces another layer of duty beyond SWM, “or, at least, toward a profit maximization strategy with additional constraints related to a minimal degree of satisfaction of the other stakeholders” (Becchetti, Solferino, & Tessitore, 2016, p. 50). Proponents of CSR argue that adding this rider to the SWM imperative, outside of it being a question of ethical responsibility, can actually add value to the organization and lead to increased earnings. When we expand our

consideration of stakeholders beyond the ownership to include staff and communities, Jones (1995) implied that there is a benefit to all, i.e., “firms that contract on the basis of trust and cooperation will have a competitive advantage. This instrumental theory of stakeholder management essentially turns the neoclassical theory of the firm upside down” (p. 432). The argument is that trustworthiness is valued more than opportunistic behavior and is thus better rewarded by the market. Therefore, with a considered approach, CSR should not be a cost to the organization, as “effective CSR activities are those directed at improving both stakeholder relations and social welfare. In turn, the right CSR strategy achieves convergence between economic and social goals” (Lindgreen & Swaen, 2010, p. 4).

**Marketing ethics.** Selling to vulnerable populations, as previously discussed, is a consideration of ME (Brenkert, 1998; Morgan & Riordan, 1983; Schlegelmilch & Öberseder, 2010). Brenkert (1998) provided an argument that when the population we are working with does not have a voice, we cannot argue that silence is a form of consent. From a critical theory perspective, informed consent can only come from a two-way exchange, a discussion involving open and honest dialogue (Freire, 1970).

**Desired state.** So, the objective within the understanding of CSR is to adopt a marketing ethic that “considers that because of their unique characteristics ... [the targeted population] is to be treated with extra care” (Morgan & Riordan, 1983, p. 88). The desired state is one where the leadership, as the “contracting agents for the firm” (Jones, 1995, p. 407), can remain confident that all contracted agreements have been entered into after due deliberation.

**Stakeholders.** As declared by Freeman (2004) “No matter what you stand for, no matter what your ultimate purpose may be, you must take into account the effects of your actions on others, as well as their potential effects on you” (p. 231). This asserted Freeman (2004), is the

premise of stakeholder management theory. Stakeholder theory delves deep into discussions on what constitutes a stakeholder (Bowie, 1988; Carroll, 1989; Cornell & Shapiro, 1987; Freeman, 2010; Hill & Jones, 1992; Langtry, 1994; Nasi, 1995), and although broad, Freeman's (1984) identification is one of the more relevant ones in the context of the PoP, i.e., "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 4). In an attempt to reign in the breadth of this definition, Mitchell, Agle, and Wood (1997) offered the following for determining the degree of stakeholder relevance: "(1) the stakeholder's power to influence the [organization], (2) the legitimacy of the stakeholder's relationship with the [organization], and (3) the urgency of the stakeholder's claim on the [organization]" (p. 854). This framework provides helpful criteria against which to consider stakeholders as they pertain to the desired state. In Figure 1.3 the desired state i.e., *Ethical Contracting*, replaces the *organization* as the focus, and a stakeholder is one "who can affect or is affected by the achievement of [this desired state]" (Freeman, 1984). Imposing an ethical contracting imperative has a direct impact on three major stakeholders.

In the broadest context, while government, media, community, staff (non-Admissions), suppliers, partner schools and institutions, financiers, and industry are relevant, based on Mitchell et al.'s (1997) criteria they are deemed influencers rather than stakeholders. Those with a direct vested interest in the PoP are a) admissions staff (including sales management); b) students (those targeted for enrollment contracts); and; c) the executive (shareholders and leadership)

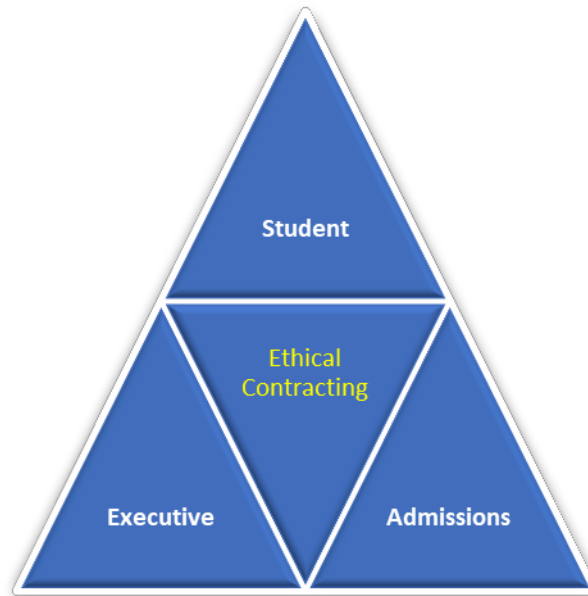


Figure 1.3. The stakeholders impacted by the desired state.

**Frames.** To garner an understanding of the possible perspectives that might be held by the stakeholders, Bolman and Deal’s (2013) four frames model is used (See Appendix B). This model provides four lenses, i.e., structural, human resource, political, and symbolic, using language that evokes distinct imagery- the factory, family, jungle, and theatre- to describe organizations. For this exercise the author has chosen to use Bolman and Deal’s (2013) model as opposed to others such as Morgan’s (1986) *8 metaphors*, as the four-frame approach aims to expand the insight of the leader through multi-frame thinking, which is relevant here, as the objective for the author in using this model is not to look for an explanation of the organization, or in this case the desired state, but rather to offer for consideration various perspectives that might be held about the change.

Also, in this discussion, we need to recognize any possible implications that might come as a result of the author’s own *symbolic* lens. In Bolman and Deal’s (2013) description of the symbolic leader, they asserted that a leader who operates with this lens “follows a consistent set

of practices” (p. 366), which involves: leading by example; the use of symbols to capture attention; framing experience; communicating a vision; engaging in the telling of stories, and; demonstrating a respect for history (Bolman & Deal, 2013). The language involved in discussing transcendence, i.e., transformation through leadership and through the value of education, is emotive and a reflection of having that symbolic lens. Symbolism is in effect when we discuss faith, and when we attempt to generate a shared vision of an intangible future i.e., when we look to things that can embody what can only be seen in the *mind’s eye*. As well, symbolism is pervasive in the discussions of ethics: “[A] symbolic approach promotes a sensitive differentiation between Good and Bad, leads to the development of moral sensitiveness, self-identification, and integrity” (Dvoretckaia, Melekhina, & Sotnikova, 2015, p. 3228).

### **Organizational Change Readiness**

In gaining an understanding of organizational change readiness we are looking to assess “how capable is [the organization to] implement those changes, and is the organization committed to making whatever changes are necessary for it to succeed” (Pellettiere, 2006, p. 39). As per Keidel (1995), “Countless organizational change programs have floundered because 1) they were undertaken for no clear reason; 2) they were undertaken for the wrong reason...or 3) over time they lost their connection with reason” (p. 14), and therefore, ensuring that the organization is sympathetic to the reason for change is the first step in determining the preparedness.

The organizational change analysis suggested Holt and Vardaman (2013), as is shown in Figure 1.4, requires investigation at the individual level (micro-individual readiness), at the meso-group level (the collective voice), and at the macro level, which is at the full organizational level of analysis.

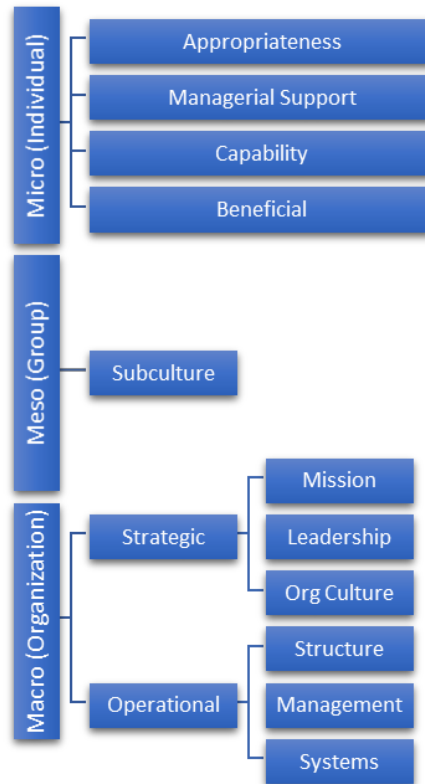


Figure 1.4. Three levels of investigation as suggested by Holt and Vardaman (2013).

**The individual level.** Vakola (2014) took the position that “organizations only change and act through their members” (p. 196), and so this must be where the attention is focused. Factors that impact an individual’s willingness to participate in change are multi-layered. Psychologically, the relevant layers relate to whether or not the person: “(1) feels a change is appropriate (i.e., appropriateness), (2) believes management support the change (i.e., principal support), (3) feels capable of making the change successful (i.e., change efficacy), and (4) believes the change is personally beneficial (i.e., valence)” (Holt & Vardaman, 2013, p. 11).

**Group level.** Concerns at the group level are similar to those of the individual, however, when we are inquiring about a collective voice, the issue of culture comes to the fore. Cameron and Quinn’s (2011) Organizational Cultural Assessment Instrument (OCAI) involves a survey designed to garner an understanding of how a group perceives their current situation versus

where they would prefer to be by using a scale that measures stability and control vs. flexibility and discretion on one axis, and; on the other axis, internal focus and integration vs. external focus and differentiation. The results of these surveys then produce a cultural profile described, with all of the relevant characteristics, as being either clan, adhocracy, hierarchy or market focused. However, while surveys can be useful for both individual and group inquiry, Schein (2010), when looking at culture, favored using cultural assessment tools that involve working in a group setting, particularly if the inquiry, rather than being an attempt to conduct a general cultural scan, is about a specific issue, as per the PoP, i.e., “group interviews being by far the better method [for cultural assessment] in terms of both validity and efficiency” (p. 326).

**Organizational level.** The all-encompassing Burke-Litwin Organizational Assessment Survey (BLOAS) (Burke & Litwin, 1992) is favored by the author because it recognizes and allows for the analysis of the organization from both a strategic and an operational perspective. The clear delineation of these two sides of an organization, with the corresponding *boxes*, assists in creating a systematic approach for assessing the preparedness for change. The Burke-Litwin Organizational Performance and Change (OP&C) model (Burke & Litwin, 1992) draws from transformational and transactional leadership theories as described by Burns (1978), and using these concepts, suggests that there are factors that are to be considered as transformational such as mission and strategy (Cady, Wheeler, DeWolf, & Brodke, 2011; Pearce & David, 1987); leadership, defined separately from management (Bennis & Nanus, 2003; Burke, 2011; Kotter, 1990, 2014; Kotter & Heskett, 1992; Kouzes & Posner, 2007; Northouse, 2016; Zaleznik, 1981); and culture, i.e., “forces that are created in social and organizational situations deriving from culture are powerful” (Schein, 2010. p. 7). Transactional factors include structure (Galbraith, 2014), management activities (Burgoyne, 1989), systems, including policies and procedures



(Flamholtz, 1996; Worley, Williams, & Lawler, 2016), and, job fit (Ehrhart, 2006; Kalleberg, 2008).

In testing for preparedness, Trahant and Burke (1996,1996a) suggested taking a “snapshot” of the organization by tailoring the BLOAS to address the transformational or transactional elements that are relevant to the change being sought. And so for this situation the first concern from a transformational perspective would be to use the survey to gain an understanding of stakeholders’ perspectives on the mission statement and to determine whether there was an alignment with the social justice focus of the statement, “Does the mission statement disclose the firm’s basic beliefs, values, aspirations, and philosophical priorities?” (Pearce & David, 1987, p. 111).

Given the ethical concerns associated with the PoP, questions would need to be formulated that relate to the stakeholders’ levels of confidence and trust in the leadership, i.e., “The perceived trustworthiness and integrity of the change leader play important roles” (Cawsey, Deszca, & Ingols, 2016, p. 239). Here we would also seek to have the stakeholders provide their interpretations of the type of ethical behaviors that they understand are being modeled by the leadership. Cultural questions would explore the explicit and implicit rules around student recruitment, rewards, expectations, and areas of influence, and the questions would indicate if there was something identified as “unethical yet pro-organizational follower behavior (UPB)”, which Effelsberg, Solga, and Gurt (2014) explained as being a type of leadership that “[encourages] followers to contribute to their company’s success in ways that are generally considered to be unethical” (p. 81).

Transactional factors that the survey would need to explore would include communication processes and the stakeholders’ understanding of reporting lines. Given the

structures in place, the questions will look for any suggestions of possible conflict or confusion “related to role boundaries between organizational members, which can be especially acute in plural leadership structures” (Ebbers & Wijnberg, 2017, p. 1343). In considering management processes the inquiry would question whether there is a sales management approach in effect and if so, and if it were transactional in nature, what that might imply. The impact of the integration of the registrar’s role into the admissions process will need to be further examined from the stakeholders’ perspectives, along with how this impacts the enrollment process, what this process implies with regards to compliance, and whether this is a process that supports or hinders the individual stakeholders.

Job fit, from the stakeholders’ perspectives, will provide insight into whether the incumbent is comfortable within the role, i.e., “When people's jobs match their needs, preferences, and abilities, they are likely to be relatively happy and satisfied with their work and lives” (Kalleberg, 2008, p. 24). If this is the situation it may be an indication that there may be a reluctance to change: “The rationale behind this finding was that those employees, who are satisfied with their own job and the current status quo, would be less willing to ... accept the change” (Vakola, 2014, p. 198).

The information obtained from the cultural group work and from the surveys should provide some in-depth understanding on change readiness as we learn of the stakeholders’ alignments with the mission statement, the relationships with leadership, the cultural, communication and management influences, and role satisfaction. The BLOAS supports a model that is grounded in open systems theory, where the organization’s boundaries are inextricably linked to its environment for input and the organizational elements are the throughput that leads to output (Katz & Kahn, 1978; Scott & Davis, 2007). It seems appropriate

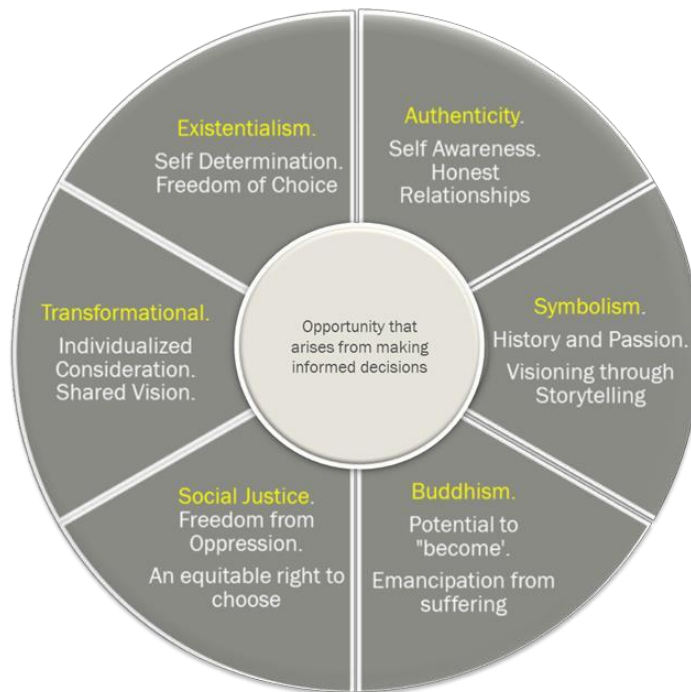
then that the analysis is started by exploring the organization's connection to the mission statement and to its published values that embrace CSR and social justice tenets.

## **Conclusion**

It is clear that as we consider the context, the environment, and the rationale for change, the lens through which all analysis is viewed is critical. How we come by the particular lens requires a questioning of our underlying assumptions and, a requirement to examine our basic epistemological and ontological positions. For the author, an exploration through grand, background, translational and foundation theories, creates a framework of sense-making that can be found in existentialism and the German idealism schools, and faith-based ideologies such as Buddhism. Then, as we consider the application, we are opened up to critical theory and the tenets of social justice, and for the author, the symbolic lens provides the channel for finding meaning, which means that subjectivity, interpretation, and an anti-positivist approach to questioning is how the context for this PoP will be framed. This understanding helps to provide the framework for explaining the author's leadership approach, as transformational and authentic theories are recognized both in the role held as part of the senior executive team and in the leader-follower dynamic. This is a leadership approach that has developed as a result of philosophical underpinnings, life lessons, and exposure to role models, which has then been enriched by an exploration of theoretical discourse. This understanding of the self has allowed leadership to be approached with intentionality.

Figure 1.5 shows that leadership cannot be considered as an act independent and unconnected. The image has brought to the center an important understanding as it relates to the OIP, and suggests the author, it was because of having this particular understanding that was the cause of the PoP being initially identified as something that warranted attention; a position that

was similarly argued by Bolman and Deal (2013): “Our preconceived theories and images determine what we see” (p. 39).



*Figure 1.5.* The authors philosophical grounding for understanding.

It is therefore acknowledged that the PoP is filtered through the author’s lens, from an understanding that is “based on grasping the world with our assumptions and expectations, which have been formed through previous experiences. On one hand, this previous understanding orients and limits our attention, perceptions, and interpretations. On the other hand, this enables us to maintain our view of the world as well as our sense of stability, community, and identity” (Mälkki, 2010, p. 46). And perhaps what lays at the foundation of this PoP is all about perceptions, where there appears to be a dual trajectory existing in the organization, i.e., one that follows a neoliberal approach to market forces, and the other that works its way towards a greater-good imperative.

Private education, if managed well, is a lucrative industry for the investor, and therefore highly competitive. Success depends upon an ability to remain relevant to a region's economy i.e. to quickly meet workforce demands, and in doing so, the industry contributes to maintaining infrastructure (healthcare, trades, etc.) and supports a nation's development. It is because of this role as a contributor to communities that the private investor is permitted to benefit from public funds, however, the public grip on those funds is tight, forcing the private provider to contend with stringent government controls.

It is a fast-moving industry, and there is a need to create curricula and platforms for delivery in order to have graduates ready, in some cases, for positions that do not yet exist. It is an industry that needs to have its *finger on the pulse* in order to predict political and technological futures. It is also a high-risk high-reward industry, and managing a change program in this environment will not only have to contend with this rapid and dynamic setting but also because of the compliance and competitive elements, it is an environment where exposure of the "underbelly" could be extremely detrimental. These elements provide the context, setting the scene, as we move forward into the planning and development stage of the organizational improvement plan.

## Chapter 2: Planning and Development

As we move into the planning stage of the OIP, the author explores their role as a leader who is impactful in the lives of others and identifies that it is through teaching, or perhaps as an educator ascribing to processes aimed at perspective transformation (Mälkki, 2010) that best represents their approach to leading. As described by Mezirow (2003), “Transformative learning involves critical reflection of assumptions that may occur either in group interaction or independently. Testing the validity of a transformed frame of reference in communicative learning requires critical-dialectical discourse” (p. 61). The author works purposefully in an attempt to sustain conversation, with the hope of encouraging momentum for change.

Burnes and Jackson (2011) suggested that change is unsuccessful not due to, “poor planning or execution or a lack of competence or commitment per se; rather the underlying cause is a clash of values between the organization and the approach to and type of change it has adopted” (p. 135), and it with this understanding that the change model, framed by Lewin’s (1947) three-step model and inlaid with Kotter’s (1996) eight-step model, was selected. Returning to the work of Galbraith (2014) and Burke and Litwin (1992) from chapter one, we consider factors that influence behavior, and more specifically the ethical behavior of the advisors. Four possible solutions are offered to address the PoP: two focus on process, assuming that behavior is influenced by environments, while the other two options look to directly address behavior, in the belief that an ethical environment is a result of the actions of those within. This chapter concludes with ethics as it relates to change, to leadership, and to factors that are specific to PCB, and addresses the belief that the act (leadership) and the actor (leader) cannot be separated in matters of ethics. This holistic approach becomes particularly evident when working

with various stakeholders, for although the roles we play may be different, the ethical behavior which is reflective of our core values must be consistent.

### **The Leadership Approach to Change**

Authenticity demands a heightened sense of self-awareness, and in the context of how that translates into being in a leadership role, the author has attempted to create honest environments, i.e., “[authentic leadership] is characterized by a leader’s self-awareness, openness, and clarity behaviors. Authentic leaders share the information needed to make decisions, accept others’ inputs, and disclose their personal values, motives, and sentiments” (Wang, Sui, Luthans, Wang, & Wu, 2014, p. 5). The importance placed on honesty within the author’s field of influence is overt, discussed, and demonstrated through their behavior. It is hoped that this environment encourages trust and that while there may not always be agreement on decisions that are ultimately made, there is full transparency in the decision-making process.

Self-reflection, i.e., “becoming aware of and assessing the taken-for-granted assumptions within one’s meaning perspective, in order to construct a more valid belief” (Mälkki, 2010, p. 46), has revealed that the author chooses to exert influence through teaching. Clinton and Insch, (2018) suggest that, “there is a direct link between leadership effectiveness and the ability to develop the people that a leader is personally responsible for” (p. 148), a position that the author strictly subscribes to, and whether this is through providing an explanation on how or why something might be, whether by facilitation of group discussions or by formal presentations, or through structured or unstructured mentoring, the author’s want is to help others find understanding, or at least to inspire a desire for its pursuit. It is this fundamental driver that has helped to develop storytelling skills for the author and is why symbolism is so important to the author both for understanding the world and as a means to share that understanding with others.

Bolman and Deal (2013) explained that a symbolic leader “[articulates] a vision by bringing a unique, personal blend of history, poetry, passion, conviction, and courage in distilling and shaping direction. Most important, they can choose which stories to tell as a means of communicating a shared quest” (p. 368). When we combine the promise of transformative learning, i.e., “it allows one to critically move beyond those seemingly self-evident assumptions governing one’s thinking, feeling, and acting that have been unquestioningly internalized through socialization and education” (Hoggan, Mälkki, & Finnegan, 2017, p. 52), with the change imperative of a transformational leadership approach, we are confronted with strong ethical concerns. This is where the trust that has emerged from the authentic relationships is realised as being an essential additive (Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; George, 2003; Harter, 2002; Ilies et al., 2005; Walumbwa, Wang, Wang, Schaubroeck, & Avolio, 2010; Williams, Raffo, & Clark, 2018).

Transformational leadership has been “the single most studied and debated idea within the field of leadership” (Diaz-Saenz, 2011, p. 299). It is a dyadic leadership approach that focuses on the relationship with the individual follower, i.e., “Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, and individualized consideration” (Bass, 1999, p. 11). Dong, Bartol, Zhang, and Li (2017) in their exploration have suggested that transformational leadership could, in fact, be *dual-focused*, whereby in addition to the one-on-one relationship that is inferred from the earlier studies, this leadership style could also function effectively in a group setting “we define team-focused TFL [transformational leadership] as leaders emphasizing common grounds, shared values, and ideology among team members by articulating a



compelling vision, constituting a role model for the team, and fostering acceptance of a collective goal” (Dong et al., 2017, p. 38).

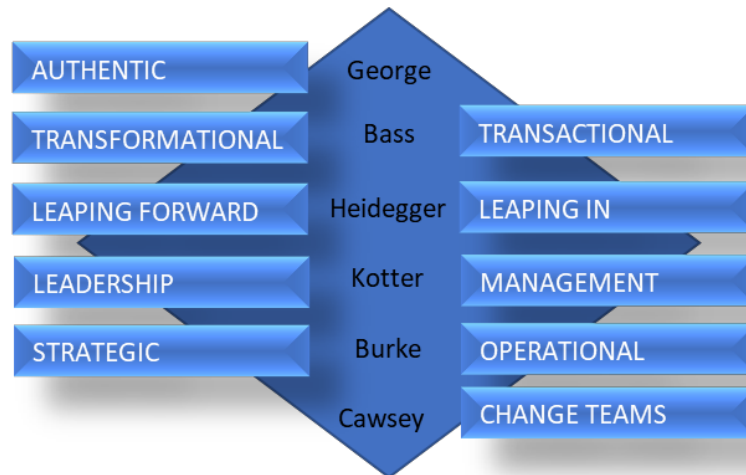
In many change processes, the benefits of a transformational leadership approach are evident, particularly in the first stages of a model that requires a rallying or arousal of followers. Herold, Fedor, Caldwell, and Liu (2008), drew on substantive literature to show this relationship: “affective commitment [towards change] has been theoretically and empirically linked to transformational leadership” (p. 347). However, while this leadership approach ensures an emotional engagement, which is important in the initial stages of change and needed for maintaining momentum throughout the process (Fedor, Caldwell, & Herold, 2006; Herscovitch & Meyer, 2002; Lorinkova & Perry, 2019), transformational leadership does not address the attributes and behaviors that are associated with management, e.g., “With the advent of the transformational leadership theory, studies identified managing and leading as two distinct functions; managers were recognized as transactional, and leaders were seen as transformational” (Williams et al., 2018, p. 513). Kotter (2011) spoke of the manager’s role for maintaining the balance, i.e., “Good management brings a degree of order and consistency” (p. 38); however, “the name of the game is [also] leadership, ... vision, opportunity, agility, inspired action, passion, innovation” (Kotter, 2014a, p. 36). These differing approaches were articulated by the German philosopher Heidegger (1962), who called this a *leaping in* (taking control) or *leaping forward* (showing what lay ahead). As stated by Tomkins and Simpson (2015), “Heidegger proposes that both kinds of intervention ... can be positive and negative ... Everyday relations take place between these two extremes, that of substitution on the one hand and enablement on the other” (p. 1016).

The leadership theory that best represents this philosophical thinking commenced with Burns (1978) who introduced two concepts: "transforming leadership" and "transactional leadership", as per Arenas (2019): "Burns attempted to link leadership and followership roles while making distinctions between transform[ing] and transactional properties" (p. 2). Changing the term "transforming" to "transformational", Bass (1985) developed what is referred to as *the full-range leadership theory* which resulted in "Burns [eventually agreeing] that transformational and transactional leadership were not opposite ends of a single dimension but multidimensional" (Bass & Bass, 2008, p. 619). Since this time, the theories have benefitted from extensive reviews and contributions, however, the fundamental differences between the two leadership approaches have remained, e.g. "Transformational leadership refers to directing and inspiring individual efforts by transforming (and motivating) employees... Transactional leadership is based on transactions of pecuniary and nonpecuniary character" (Jensen et al., 2019, p. 5).

In the context of leading change, Burke (2011) explains that transformational change requires a "leader who personally identifies with the change that is needed and sees no distinction between the organizations new missions and his or her mission" (p. 218), which is the author's particular stance, and is very different to transactional change which involves directing the "behavior of followers toward achievement of established goals, emphasiz[ing] extrinsic rewards, [avoidance of] unnecessary risks, with a focus on improving organizational efficiency" (McCleskey, 2014, p. 122).

The author suggests that as the demands that are particular to each stage of the change process emerge that the change leader needs to be able to draw on the assets pertaining to both transactional and transformational theories; achieved by relying either on their own skill set, or by engaging others for a shared approach to change leadership. For the author, an amalgamation

of both tactics is appropriate, i.e., an infusion of some transactional elements with an authentic transformational focus; in combination with the co-opting of agents, as per Cawsey et al. (2016), “Change agency has shifted from notions of “lone ranger”, top-down heroic leadership to ones involving leaders who enable change teams and empower workers to envisage change and make it happen” (p. 259).



*Figure 2.1.* Change led through an authentic transformational approach with management assets drawn from transactional theory with reference to George (2003); Bass (1999); Heidegger (1962); Kotter (2011); Burke (2011), and; Cawsey et al. (2016).

### **Framework for Leading the Change Process**

Based on this leadership approach, the change model then needs to recognize the importance that will be placed on gaining commitment to a new vision, be void of any type of coercion and be designed to ensure that those who will be impacted are guaranteed a voice. The model will also have to contain a means for the co-opting of various skill sets in recognition of the need for leadership and management to work in tandem.

To meet these needs, we begin with a framework derived from Lewin’s (1947) three-step model, which provides a map for driving the required behavioral change. For the process change,

we consider factors drawn from Kotter’s (1996) eight-step change model. In Figure 2.2 the elements in the proposed change model are shown in a *notebook*, where inquiry and planning are on one page, separate from the action activities on the next page. However, in keeping with the principles of Action Research (AR) (Lewin, 1946; McNiff, 2013), there is a continuous feedback loop represented by the wire spiral that connects the two pages. By applying AR, the two halves of the change process (i.e., research and action) are connected; this cyclical practice results in research remaining integral and current throughout the change process.

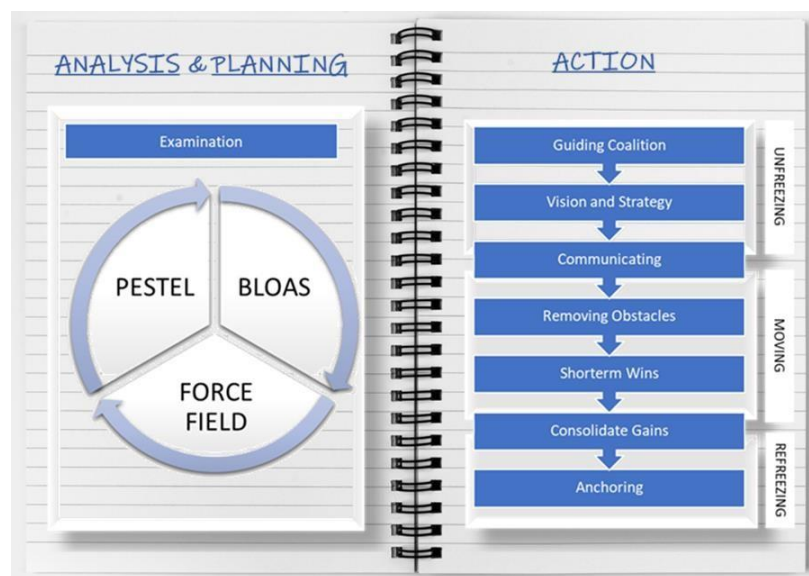


Figure 2.2. A spiral notebook for framing behavioral and process change.

“Kurt Lewin and E.H. Schein, considered precursors of change management models, believe that the process of change involves three basic stages: the behavioral thaw (unfreezing), the change [Moving] and the recrystallization of behaviors [Refreezing] (Talmaciu, 2014, p. 78). Rosenbaum, More, and Steane (2018) demonstrated that these three stages have been at the foundation of many change models. Table 2.1 is a summary of this work, along with the work of others (Cummings, Bridgman, & Brown, 2016; Sonenshein, 2010; Waddell, 2007).

Table 2.1

*Various change models' three-step fit*

	Unfreezing	Moving	Refreezing
ACMP (2014)	Process Group 5.1 and 5.2	Process Group 5.2 and 5.3	Process Group 5.4 and 5.5
Beckhard and Harris (1987)	Present state analysis	Transition state process	Defining the future state
Bridges (1991)	Ending phase	Neutral zone	New beginning zone
Bullock and Batten (1985)	Stages (1) and (2)	Stage (3)	Stages (3) and (4)
Carnall (2007)	Preconditions (1) and (2)	Precondition (3)	Precondition (4)
Cawsey, Deszca, and Ingols (2016)	Awakening ( 1)	Mobilization (2) and Acceleration (3)	Institutionalization (4)
Dunphy et al.(2007)	Phases (1) and (2)	Phases (3), (4) and (5)	Phase (6)
Kotter (1996)	Steps (1), (2), (3) and (4)	Steps (4), (5) and (6)	Steps (7) and (8)
Nadler and Tushman (1997)	Success point (1)	Success point (2)	Success point (3)
Senge (1999)	Initiating change	Sustaining change	Redesigning change
Taffinder (1998)	S-curve components (1) and (2)	S-curve components (3) and (4)	S-curve component (5)

*Note.* Mapping drawn from the work of Cummings et al. (2016); Rosenbaum et al. (2018); Sonenshein (2010), and; Waddell (2007).

Burnes (2009) claimed that “Lewin was the first behavioral scientist to offer a theory-based, practical and ethical approach to change” (p. 364), and while change management theory has benefitted from the numerous iterations, Lewin’s (1947) model as a framework still remains of value, e.g., “Despite the voluminous research and material written regarding planned organisational change, Lewin’s approach, when considered in its entirety, is as relevant now as it was during the time of his original writings” (Rosenbaum et al., 2018, p. 299). When we consider the underlying premise to Lewin’s (1947) approach, the alignment to the author’s own philosophical lens is clearly evident; Lewin (1947) asserted that for change to be successful:

1. That those involved be free to make their own decisions without manipulation or coercion.
2. That they be helped, by a neutral facilitator, to understand how their behavior is formed, motivated and maintained. The key tools for this were Field Theory and Group Dynamics.

3. By learning about their own behavior, they could change it by utilising Action Research and the 3-Step model of change. (Burnes, 2009, p. 368)

Lewin's (1947) unfreezing is a process that recognizes that "human change, whether at the individual or group level, was a profound psychological dynamic process that involved painful unlearning without loss of ego identity and difficult relearning as one cognitively attempted to restructure one's thoughts, perceptions, feelings, and attitudes" (Schein, 1996, p. 28). After the unfreezing comes the moving phase which Lewin (1947) identified as requiring "additional fact-finding processes to be initiated. The iterative process entailed evaluation of the action, assessing initial learning outcomes...and finally the remodelling of the plans themselves, in what can clearly be identified as a fluid, non-static process" (Rosenbaum et al., 2018, p. 291).

Of the models that followed, Kotter's (1996) eight-step process for successful organizational transformation is of particular interest. Though this model has received some criticism because of its prescriptive linear approach (Kazmi & Naarananoja, 2013; Sidorko, 2008), Kotter's (2014) later updates somewhat addressed this and other concerns by (a) adjusting the original sequential stepped process by suggesting that the steps run concurrently where needed; (b) expanding the guiding coalition to increase membership diversity; and (c) introducing a "dual system" of networks and hierarchies (Appelbaum, Habashy, Malo, & Shafiq, 2012; Kotter, 1996, 2014). Although there is an attraction to Kotter's (2014) process because it provides a structure to ground the transformational elements, and introduces the importance of leadership: "[it is] all about vision, opportunity, agility, inspired action, and celebration" (Kotter, 2012, para.18), the author is however slightly reticent due to some leniency within this model that allows for a degree of manipulation, whereby Kotter (1988) described leadership as "the process of moving a group (or groups) of people in some direction through (mostly) noncoercive

means” (p. 16). The author has attempted to mitigate against the “mostly” concern by utilizing Lewin’s (1947) framework and by the approach that is taken to lead the change.

**Analysis and planning.** This hybrid change model starts us on the left-hand side of the notebook, with examination (step 1) and the development of a *sense of urgency* as the driver for change. Under this heading we utilize tools such as a Political, Economic, Socio-cultural, Technological, Environmental, and Legal (PESTEL) analysis for considering external factors; and for internal factors, group discussion (Schein, 2010) and the Burke-Litwin Organizational Assessment Survey (BLOAS) (Burke & Litwin, 1992), favored because of the alignment to open systems theory (Katz & Kahn, 1978; Scott & Davis, 2007), and the separation of operational and strategic factors that Burke (2011) identifies as being either transactional or transformational. In evaluating all of the information, we consider the foundation on which Lewin’s (1947) planned change was built, i.e., “field theory. Without this, it is not possible to understand the forces that maintain current behaviour” (Burnes & Cooke, 2013, p. 409). Lewin (1939) understood the *life space* (field) to be an interplay of the variables of behavior, person, and the environment and was heavily influenced by the principles associated with gestalt psychology.

This analysis, in total, will form the basis for the *sense of urgency* discussion with the leadership group. While there are no overt barriers for the author who, because of their position in the organization, is able to bring this discussion to the leadership table, there perhaps will be a challenge to ensuring an open dialogue. Argyris (1992, 2002) forewarned of this challenge by asking us to consider: How has this matter been able to persist without there having been any prior intervention? The question then at this stage is, *do those at the table need to admit fault in order for the PoP to be acknowledged?* Argyris (1992) called this the issue of defensive routines, i.e., “It is not possible, to my knowledge, to deal ... with any subject, if it is not discussable and

its undiscussability is undiscussable” (p. 4), and suggested Argyris (2002) that often these unspoken matters are so ingrained as part of the normal business that they become invisible. The author sees this particular step in the process to be the most crucial, for it will test the validity of what is claimed to be a SAL team (Hannah et al., 2011). A willingness to discuss the issues connected to the PoP requires a level of honesty and disclosure that will expose and make the leadership team members feel particularly vulnerable. This process is the DL equivalent of the self-examination referred to by Burke (2011), i.e., “It is important, therefore, for the leader who is about to begin a significant change effort to take some time at the outset to reflect” (p. 271).

**Action.** This leads us to the right-hand side of the *notebook*, where Kotter (2014) directed us to first build a “guiding coalition” (step 2). This represents for the author key influencers who are stakeholders to the PoP who can fulfill the management (transaction) demands of the change process, and who can enable the feedback loops warranted by the use of AR. Next is the vision (step 3) and the crafting of a means to communicate the message that engages and inspires (step 4). This is strongly connected to the idealized influence and inspiration aspects of transformational leadership, as well as the use of symbolism, “transforming them by inspiring trust, instilling pride, communicating vision” (Hoch, Bommer, Dulebohn, & Wu, 2018, p. 504). Next is what Lewin (1947) called the moving phase, which provides the process change that is needed to support the behavioral change. Kotter (2012) discussed this step as being where the obstacles that make change difficult are removed (step 5) before going on to make larger changes (step 6). During this phase our focus is on processes and structures; whereas the final stage, refreezing, is about ensuring that the change has been embedded into the culture (steps 7 & 8), e.g., “Lewin saw successful change as a group activity, because unless group norms and routines are also transformed, changes to individual behaviour will not be sustained. In organizational



terms, refreezing often requires changes to organizational culture, norms, policies and practices” (Burnes, 2004, p. 986).

While the Lewin (1947) change model at an initial glance may appear simplistic, in combination with Kotter’s (2012) recognition of leadership and agency, we have “At its core ... a set of democratic-humanist values which guide both the process of change and the actions of those who lead change” (Burnes, 2012, p. 242).

### **Critical Organizational Analysis**

Values and process are predominant themes as we continue to discuss the PoP, particularly because of the somewhat private interaction that occurs between advisor and applicant, which results in the organization being placed in a situation where it has to trust that the self-managed advisor is conducting themselves ethically. Currall and Judge (1995) define this situation as an “individual’s behavioral reliance on another person under a condition of risk” (p. 153). This presents the challenge of needing to create an environment that enables the management to feel confident that the advisor is acting in good faith. The student recruitment process, communication, and applicant interviews are conducted onsite at each of the colleges, and so in this context, *management* is identified as the college directors, whose key objectives are connected to student outcomes, and compliance.

**Ethical behavior.** While there are a number of schools of thought on ethical decision making, the divide is typically drawn between it being a rational process (Ferrell, Gresham, & Fraedrich, 1989; Hunt & Vitell, 1986; Jones, 1991; Rest, 1984; Treviño, Weaver, & Reynolds, 2006) or an instinctive one (Gaudine & Thorne, 2001; Haidt, 2001; Ruedy, Moore, Gino, & Schweitzer, 2013; Saltzstein & Kasachkoff, 2004; Salvador & Folger, 2009; Tangney, Stuewig, & Mashek, 2007). For the author, who finds sense with the Kantian ethic of the free and rational

being, consideration is being given to the individual advisor who acts based on an evolved value system, influenced by the leader and by their peer (social) group.

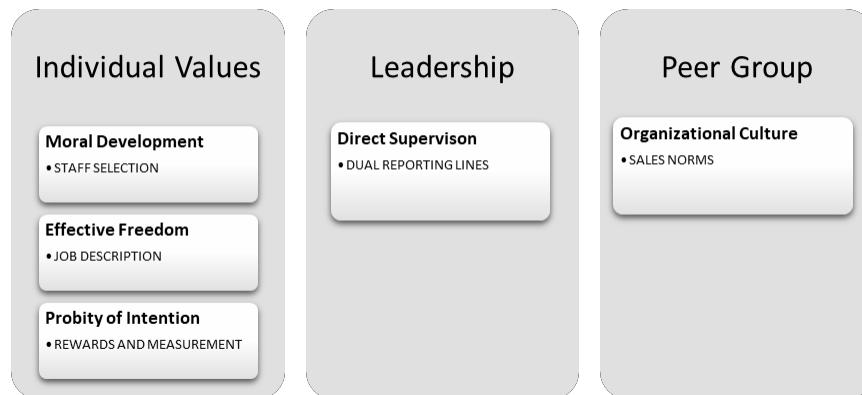


Figure 2.3. Factors that contribute to the advisor’s ethical behavior.

**Values.** As we look to determine what impacts ethical decision-making within the context of the PoP, we begin first with examining the individual (the agent): “A moral agent is evaluated as praiseworthy or blameworthy in light of three primary considerations: his or her (a) developmental level of conscience; (b) degree of effective freedom; and (c) probity of intention” (Bass & Steidlmeier, 1999, p. 182).

*Level of conscience.* This can be addressed from a spiritual or psychological perspective. However, as it relates to the development of the moral self, Kohlberg’s (1969) theory of cognitive moral development, despite some criticism related to gender recognition and cultural relativism, is widely recognized as being a major contributor (Kohlberg, 1969; Kohlberg & Hersh, 1977; Narvaez, 2014). To look for the ethical advisor, one might start with the recruitment, hiring someone who has moved into the higher moral stages. There are a number of staff selection tests including the Defining Issues Test (DIT) (van den Enden, Boom, Brugman, & Thoma, 2018), that aim to address this specifically. Within PCB the admissions advisor selection process is conducted by the sales management, working with recruitment advertisements that read “Sales background experience, excellent communication, and

interpersonal skills, excellent customer service skills, excellent presentation skills...” (PCB, 2018e). Schneider (1987) proposed that it is neither structure nor environment that determines behavior within the organization but instead it is purely a result of the *attraction, selection, and attrition* cycle. Schneider (1987) argued that “organizations are functions of the kinds of people they contain” (p. 437). Based on this position, who PCB hires will reinforce “an organization's norms and expectations of ethical conduct; that is, its climate regarding ethics” (Grojean, Resick, Dickson, & Smith, 2004, p. 225).

*Effective Freedom.* Regardless of held values, there is an argument that those with low self-efficacy may believe that they have little control over the situation; and so, therefore, default to others to establish the appropriate ethical behavior. To address this, we consider the role of the admission advisor. Publicly funded educational institutions (Publics) traditionally have supplemental admission requirements involving things such as a competitive grade average, essays, portfolios, etc., while private colleges (Privates) typically have open admissions with minimal prerequisites for entrance. There are of course exceptions to this format; for example, with third-party regulated disciplines such as nursing, where the qualifications for acceptance are the same regardless of institution. In these instances, the long waiting lists due to limited seats at the Publics means that the private colleges are an attractive alternative. However, in general, the two types of institutions experience supply and demand very differently. This becomes most apparent when we compare how the Publics and Privates, each deal with the admissions advisor role. For public institutions, the position is administrative, and with Privates, it is a sales function. While the competitive nature of the industry necessitates a sales capability, the PoP is an indicator that the job description and the scope of the role may need closer attention.

*Probity of intention.* “The term ‘intention’ is not usually given a precise definition, but it has become common to link it to motivation and reasons for action” (Shaw, 2006, p. 205), and so here we discuss the measures used to manage the admissions advisor’s performance. Schwegker and Good (2010) asserted that “Employees tend to show increased tension and perceive poorer relations with managers who depend greatly on financial and quantitative measures” (p. 303), this is particularly relevant as the advisors are required to report regularly on, and receive recognition for, the number of students that they enroll. Tying compensation to enrollment numbers is notably challenging, e.g., “the form of compensation, commissions, bonuses, etc., can exert a strong influence over the likelihood of salespeople engaging in unethical selling behavior” (Bush, Bush, Oakley, & Cicala, 2017, p. 552). The reward and recognition practices for this employee group, it appears can have a strong impact on the PoP. Bush et al. (2017) suggested that by “Focusing on outcomes, end-results and activity... managers may be pushing salespeople to achieve sales objectives while inadvertently disregarding the means by which those objectives are reached” (p. 303).

***Leadership.*** The impact of leadership on ethical behavior has been discussed extensively in the context of the author and the DL team (Bass, Waldman, Avolio, & Bebb, 1987; Brown & Treviño, 2006; Dirks & Ferrin, 2002; Hassan, Mahsud, Yukl, & Prussia, 2013; Lord & Maher, 1991; Weaver, Treviño, & Agle, 2005), however, it is raised here in connection to the leadership that has a direct impact on this particular employee group. Figure 2.4 provides an overview of the organizational structure, showing how each of the 20 or so colleges are run by a director with a team that comprises of administration, academic, and admission staff. The majority of these staff then have a dotted-line relationship with the centralized functional expert. This dotted-line relationship is treated as “supportive”, with the centralized experts considered the specialists.

However, the admissions staff are somewhat unique as they have a “reporting” requirement into their expert i.e., the centralized sales management.

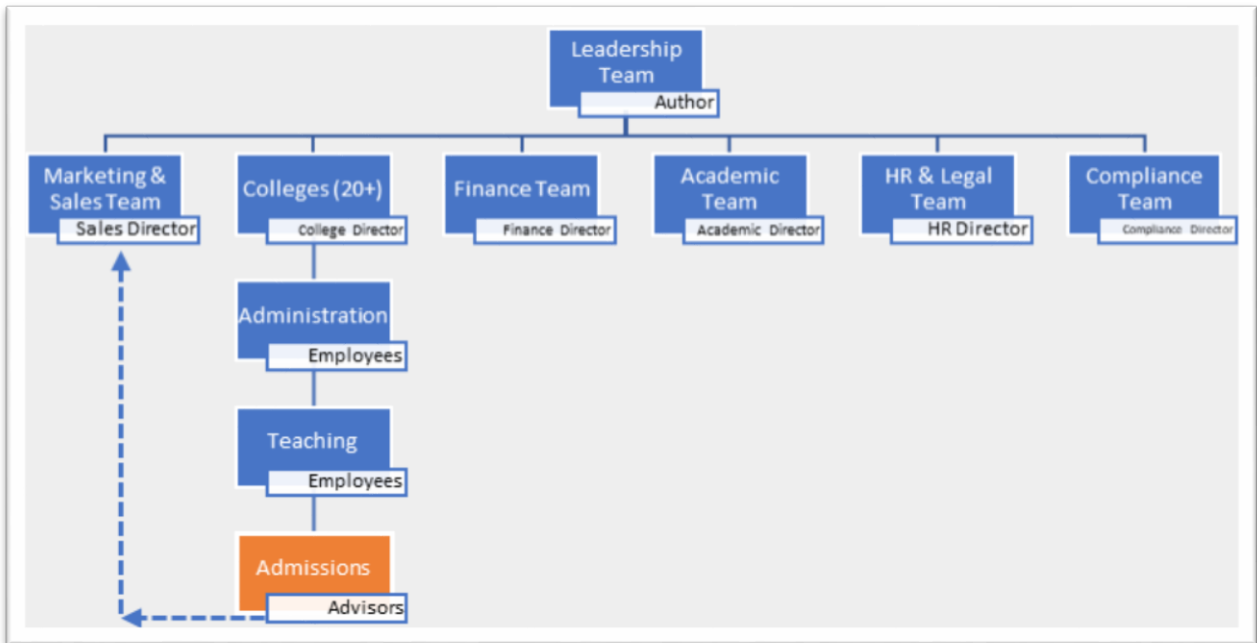


Figure 2.4. Organizational overview showing the dual reporting structure for Admissions staff.

The solid and dotted line reporting arrangement requires attention to messaging, particularly where it relates to matters of ethics. In this model, there is a need to ensure that what is coming from the sales leadership and from the college leadership is concordant. Ebbers and Wijnberg (2017) warned of conflict and ambiguity risks associated with dual reporting lines, e.g., “Role stress can be divided into role conflict and role ambiguity. Role conflict arises when individuals are faced with inconsistent or incompatible demands” (p. 1343), which is different from “role ambiguity [which] refers to uncertainty about ...tasks and responsibilities” (Ebbers & Wijnberg, 2017, p. 1343).

**Peer Group.** The terms culture and climate are often used interchangeably in the literature; however, for Wallace, Hunt, and Richards (2000), the distinction between the two was suggested as “Climate [being]... a summary perception of how an organization deals with its

members and environments, and thus develops specifically from internal factors primarily under managerial influence” (p. 553), whereas culture “by contrast, is created from a broad range of internal and external influences, some of which have been argued to lie beyond managerial control” (Wallace et al., 2000, p. 553). Of particular interest to the ethical challenge presented by the PoP is the writing of Victor and Cullen (1988), who drew on the work of Kohlberg’s (1973) “moral atmosphere” to show that there are ethical workplace climates: “organizations have distinct types of ethical climates and ...there is variance in the ethical climate within organizations by position, tenure, and workgroup membership” (p. 101).

Within the PCB structure, there is recognition of the different operating frameworks that are particular to each role. It is understood for example that those who are involved in academia, teaching, and curriculum development, have concerns, priorities, and workplace interests that are unique and distinct from those say, who are employed in administration, finance, and compliance, or as is relevant to this discussion, those involved in marketing, sales, and admissions. As stated by Cameron and Quinn (2011), “[E]ach different unit often has developed its own perspective, its own values, its own culture” (p. 22), which are recognized and perhaps reinforced through the types of communication, remuneration, reward structures, and professional development opportunities that are provided by the organization.

Lewin (1947) had an opposing perspective to that of Schneider (1987) with the argument that individual behavior is modified by the group dynamic or the “field” in which they operate, and that therefore “it is fruitless to concentrate on changing the behaviour of individuals because the individual in isolation is constrained by group pressures to conform” (Burnes, 2004, p. 983). Schneider (1987) articulated this as “Lewin...hypothesized that behavior is a function of person and environment, that is,  $B = f(P, E)$ . My thesis is that environments are a function of

persons behaving in them, that is,  $E = f(P, B)$ ” (p. 438). The ethical challenge set by the PoP requires us to consider both perspectives, and in relation to culture and areas of influence Jones and Ryan (1998) remind us that, “Attributed moral responsibility increases with perceived increases in severity of consequences, moral certainty, and degree of complicity, and decreases in [the] extent of pressure to comply. Each of these factors can be affected by organization forces” (p. 442).

**Information and control.** In discussing the organization’s forces, it is important to make mention of the current control systems. The entire enrollment process from initial contact through to the first day of class rests with the admissions advisor, and as discussed earlier, while extensive reporting does occur, these reports do not provide any indication as to whether the required processes were followed. This lack of appropriate *control levers* leaves the organization at risk, as per Simons (1995): “Competitive business ...must rely on employee initiative to see out opportunities and respond to customers’ need. But pursuing some opportunities can expose businesses to excessive risk or invite behaviors that can damage a company’s integrity” (p. 80).

### **Possible Solutions**

In order to avoid such a risk to the organization’s integrity, a plan for change is necessary, and this section looks at a few of the major elements that are believed to be key to creating that change. Options to consider involve changes to 1) Reporting and Rewarding; 2) Recruiting; 3) Regulating; and/or 4) Rituals and Reinforcement.

**Possible solution #1: Reports and rewards.** Traditional sales models are associated with targets and measurable factors connected to compensation. The models are based on the assumption that individuals have the agency to affect outcomes and are motivated by a want to achieve goals and receive financial reward. These factors assume either an intrinsic orientation

explained by Pullins (2001) as the “need to be competent and in control of one’s own destiny, to engage one’s interests and exercise one’s capacities” (p. 404), or extrinsically motivated wherein “the selection of activities will ...be guided or controlled by the nature of the contingency in effect” (Pittman & Heller, 1987, p. 463). Although “contingent reward and punishment behaviors ... are [typically] used in the sales setting” (Schwepker & Good, 2010, p. 299), Pullins (2001) suggested that intrinsic motivation is more effective when the goal is to build relationships, as is the case with PCBs’ requirement to create and maintain a long-term relationship with each student enrollment, e.g., “Managers who were reporting intrinsic motivation also reported positive experiences with relationship building” (p. 408). The argument is also posited that an environment that motivates its members to act in accordance with their intrinsic values in favor of being rewarded, is “conducive to promoting more ethical decision making in the sales force” (Schwepker & Good, 2010, p. 300).

For intrinsic motivation to be a consideration, two factors are needed, the first is that the individual must bring that with them to the role, and secondly, the position needs to be appropriately designed. Compensation as a motivator can also have a bearing. Pullins (2001) determined that compensation associated with both effort (e.g., how many calls made) and/or competition (e.g., sales rankings) diminished intrinsic motivations. Compensation based on results (e.g., number of sales achieved) also had the same diminishing effect, unless the targets set were accompanied with clear explanations. If there was dialogue around purpose including information about what needed to be achieved and why (often associated with inspirational leadership), then intrinsic motivation became dominant.

The PCB advisors currently report on a series of sales activities that relate to the number of student enrollments that they have managed (PCB, 2018f). The advisor, in addition to a base



salary, receives a wage adjustment, if the final number of students that commence in a program meets or exceeds the budget (varies depending on location). The statistics are tracked, calculated and reported through a Sales Management System (SMS). The sales managers hold regular sales meetings with the advisor group to discuss techniques on how to improve the SMS metrics. Based on the theoretical evidence it is suggested that changes are needed to this process (Schwepker & Good, 2010). Reporting is non-dialectic and statistically based, with matters such as ethical considerations remaining purely within the private realm of the advisor. To make changes here would involve a shift in the purpose of the role involving the “nature of customer-salesperson interactions; the organization of the selling effort; and the design, motivation, and compensation of sales teams” (Weitz & Bradford, 1999, p. 242).

One sales model that would support the challenges presented by the PoP would be a version of *partnering*, where the seller benefits only when the client’s best interests are met: “salespeople in the partnering role need to build trust and commitment...so that both parties will freely exchange information to explore innovative solutions...the buyer-seller dyad” (Weitz & Bradford, 1999, p. 243). Moving to this solution would require the management to hold discussions with each advisor where the tone would enable honest dialogue and, where the college and sales leadership would work together to reinforce the messaging around the importance of an ethical approach to conducting business: “the interaction between manager and salesperson (i.e., trust in manager) appears to play an important role in how salespeople’s moral judgment is influenced” (Schwepker & Good, 2010, p. 310). While statistical reporting would continue, the focus would be redirected to measuring student success such as graduation, employment, and student loan repayment, and it would be these measures, along with a student contact initiated by the college director representative (associate director, student services or

registrar) within the first academic term, that would contribute to the advisor's wage adjustment. These adjustments to compensation would also provide the *checks and balances* missing from the current process.

**Possible Solution #2: Recruitment.** If we are to look for applicants for the advisor roles who self-select based on the organization's culture, then it becomes important to convey what that culture might be, e.g., "Employees are no longer recruited solely for their functional knowledge; compatibility between the employee and the organization is important as well" (Elving, Westhoff, Meeusen, & Schoonderbeek, 2013, p. 356). The employer brand is how an organization wishes to be perceived as an employer, i.e., "the employer brand establishes the identity of the firm as an employer. It encompasses the firm's value system, policies, and behaviors toward the objectives of attracting, motivating, and retaining the firm's current and potential employees" (Backhaus & Tikoo, 2004, p. 502). The platform for communicating that message starts with recruitment advertisements that contain the appropriate branding, and so they need to: "include information about important aspects of the organisation, thus allowing potential employees to estimate their fit with the organisation" (Elving et al., 2013, p. 363).

In reviewing the admission advisor advertisements for PCB (PCB, 2018g), it is evident that the content is very generic. There is a lack of specificity, intentionally designed to attract a "wide array of job applicants and to increase the size of the applicant pool. However, such advertisements may also increase the number of unqualified or inappropriate applicants pursuing employment and may be unappealing to [many] job candidates" (Feldman, Bearden, & Hardesty, 2006, p. 123). In an examination of the content of a variety of private college advisor recruitment advertisements (See Appendix C), it appears that it is common industry practice for the focus to be, on what is understood as sales-type attributes. The advertisements stress "the importance of

possessing particular personal characteristics to become effective at selling... While such lists hold considerable promise, there remain a number of problems, for example, one cannot help recognising the tautology of requiring sales aptitude in a salesperson” (Mathews & Redman, 2001, p. 544). Aside from these sales type characteristics, there is relatively little else required in the way of skills, experience, or education. The concern is that in an attempt to further expand the pool of applicants, the credibility of the position is placed in doubt, e.g., “Poor applicants may be reassured by relatively low requirements” (Mathews & Redman, 2001, p. 543).

In reviewing the PCB advisor advertisements (PCB, 2018g), we also find that there is no attempt to portray an employer brand, which Mathews and Redman (2001) argued, “provides a rather poor start to the psychological contract between salesperson and organization” (p. 549). The issues raised by the PoP will be somewhat addressed by developing advisor recruitment advertisements that clearly display the relationship-building nature of the role, as well as portray the organization’s values. The selection process also needs to include both the sales and the college leadership in order to reflect the importance of the role.

**Possible solution #3: Regulating.** As discussed, all student communication prior to the first day of class is held with the advisor, with the advisor providing all details regarding the program, and assessing the applicant’s suitability for acceptance. They also create the student’s file, review admissions’ prerequisites, draw up the contract, and supervise the contract signing. The final signature on the contract is from the college director, who signs to verify that all of the documentation is in order and that the student is admitted into the program. The communication between the advisor and applicant, with the exception of any SMS email correspondence, is conducted in private. Introducing a separate non-sales “check-in” prior to signing would provide another voice to verify that the signing was not done under duress. The role that is often ascribed

to the registrar may be appropriate at this stage. Referencing a study by Kilgore (2014) on the role of the registrar in the US, Duklas (2014) suggested that the “US chief enrolment management officers are responsible for ... admissions processing [and] seem to approximate the responsibilities of the Canadian registrar” (p. 12). This would imply that if a restructuring was done to accommodate adding this checkpoint, that it would not be incongruent with the range of duties expected of a registrar. This separation of contracting from the sales process would provide the much-needed assurance of fair dealings.

**Possible solution #4: Rituals and reinforcement.** This solution is about the development of a code of ethics explicitly related to the admissions’ process to be written by the admissions advisors that: addresses sales related quandaries, is introduced and accompanied by ethical training workshops, and is supported by supervisory behavior that reinforces the ethical standards. Valentine, Fleischman, and Godkin (2015) have suggested that “The presence of ethics codes underscores the commitment of managers to ethical conduct ... and can enhance sales professionals’ ethical attitudes” (p. 146). Ensuring that the code is written to reflect organizational values is essential (Stöber, Kotzian, & Weißenberger, 2019); however, its impact will be minimal if it is not relevant to the circumstances that are unique to a sales environment.

Reinforcement of the code through supervisory behavior is a crucial element, e.g., “The alarming prevalence of deviance among salespeople may be due, in part, to an inherent leniency toward deviant behavior within the sales industry... sales managers generally administer less severe discipline to their top sales performers than to their poorer sales performers for engaging in unacceptable selling behavior” (Darrat, Amyx, & Bennett, 2010, p. 239), and so ensuring that PCBs’ sales management is held accountable for addressing ethical behavior in the advisor team

will be important. This option would also benefit from having the leadership team introduce and oversee audits of the admissions' process in order to ensure compliance.

**Preferred solution.** While all options are viable, the author's preference is for solution #4, rituals and reinforcement. This is preferred for a number of reasons: (a) the key stakeholders are actively involved in designing the solution; (b) the act of writing the code requires self-reflection, both in the context of the individual advisor's role and in the context of being able to view the organization from a community perspective; (c) there is training and dialogue for both advisors and sales management; (d) the code is symbolic in that it is a reflection of PCBs' approach to CSR; and finally, (e) there is a requirement for the leadership team to be directly involved in the admissions process through auditing. Bush et al. (2017), explained the need to have a sales-centric code of ethics:

sales managers should not depend solely on their firm's ethics training sessions to instill an appropriate code of conduct in their sales force. Salespeople are unique employees with unique job experiences. Ethics trainers need to understand the sales job and think outside the box of traditional individual and organizational factors when developing ethics training curricula for salespeople. While corporate level ethics training may be a good starting point, it may be too general to capture the many nuances and dilemmas that can be faced by salespeople in their boundary-spanning role. (p. 561)

Table 2.2 provides a summary of the benefits and shortcoming of each of the possible solutions and includes how the solutions specifically address the PoP. Options one and three look at the hope to influence behavior through environment (Transactional influence), and options two and four (Transformational influence) look to first change the behavior of individuals which it is assumed will impact the environment.

Table 2.2

*Summary of possible solutions*

	#1. Reporting and Rewarding	#2. Recruiting	#3. Regulating	#4. Rituals and Reinforcement
Key Actions	Change what is recorded, measured and reported. Change the dynamic of the Director and Advisor communication. Tie Compensation to Student outcomes	Create new job descriptions. Create an employer profile that represents the "essence" of the organization. Include the College Director in the Selection Process	Create a new role for a Registrar to oversee student contract signing	Create an Admissions specific Ethics Code. Develop Ethics training and workshops. Hold sales Managers accountable for Ethical behaviors. Executive implemented secret shopper audits
Resources	Investment in changing how SMS data is gathered, entered and recorded. Investment in Advisor training.	Investment in creating effective adverting copy, and purchasing of the appropriate media	New position has salary implications	Resources to produce Code. Training and workshops. Audit costs
Benefits	Clients become students. The Advisor is able to share the burden of ethical dilemmas, and be supported.	Increased chance that applicants will be a strong fit with the desired ethical culture	Provides a final gate and an independent voice with no direct vested interest in the "sale".	Articulation of expectations. Clearly defines concrete behaviors and sanctions
Concerns	Advisor is dependent on administrative and academic performance. Advisors ability to effect outcomes is limited. Rewards may feel too removed and not reflective of effort.	Delays in recruitment process. Conflict between Sales and College Director over suitability. Reduces number of applicants.	Conflict between Advisor and Registrar. Advisor resentment over any "sale" that is cancelled as a result of "interference"	Making the Code actionable and used as part of normal business. Ensuring that it is enforced is reliant on the skills of sales management.
How it addresses the PoP	Removes the pressure of having to close a sale	Ensures that the ethical behavior is preexisting	Director assurance of due process having been followed	Clarifies expectations. Provides an ethical accountability

## **Ethical Considerations**

### **Change.**

By, Burnes, and Oswick (2012) asserted that there is a need to “highlight the importance of promoting the ethical dimension of change as a means of ensuring that leaders and their followers act in the interests of the many rather than the few” (p. 3). The issue of ethics is perhaps best felt in the *emergent* (Hardy, 1996; Jacobs, van Witteloostuijn, & Christe-Zeyse, 2013; Kumar & Thibodeaux, 1990; Orlikowski & Yates, 2006) “a continuous, open-ended, cumulative and unpredictable process of aligning and re-aligning an organization to its changing environment” (Burnes, 2009, p. 372) versus the intentional and deliberate approach of *planned* change. Burnes (2009) in support of Lewin’s Organization Development (OD) (planned change) approach suggested that proponents of emergent change “see power and politics as a fact of organizational life, which must be accepted and exploited if change is to be achieved” (p. 374), thereby questioning the lack of attention that is given to ethics within this approach. This focus on political maneuvers was addressed by Buchanan and Badham (1999) who believed that political play at some scale is an inevitable consequence of organizational change, i.e., “change means political intervention; stimulating debate, gaining support from key groups, and covert manipulation...[and] that such tactics may be ‘ethically objectionable’...pointing to the ‘distasteful’ reality of organizational politics” (p. 30).

However, similar concerns are equally argued by critics of planned change “planned change, especially strategic change, typically is initiated by top management and implicitly bears the message that top management not only is in control but also has a “right” to be in control” (Denhardt, Denhardt, & Aristigueta, 2016, p. 407), and posited Friedlander and Brown (1974) by representing the control needs of management, OD “runs the risk of encouraging and

implementing subtle but persuasive forms of exploitation, curtailment of freedom, control of personality, violation of dignity, intrusion of privacy" (p. 335).

**Leadership.** As discussed earlier, ethics has been heavily debated in the context of transformational leadership (Avolio, Walumbwa, & Weber, 2009; Judge & Piccolo, 2004), and in relation to charisma, a characteristic of the transformational leadership approach, Burnes (2012) made the point that “the trustworthiness of leaders is often based on faith, sometimes blind faith, engendered by their magnetic personality. Unfortunately, a magnetic personality is common to both saints and conmen” (p. 242). So, transparency is critical, “if organisational change is to lead to ethical outcomes, there must be greater clarity over [the change leaders] ethical underpinning” (Burnes, 2012, p. 249), however, this needs to go beyond intent and be demonstrated through actions. As offered by Brown and Mitchell (2010): “Effective "ethical" modeling...requires more than...visibility. For social learning of ethical behavior to take place, role models must be credible in terms of moral behavior” (p. 585). This debate and close examination of leadership ethics is something that needs to be a constant, for as Hollander (1995) noted, “A leader is not a sole voyager, but a key figure whose actions or inactions can determine others' well-being and the broader good” (p. 55), and we are to be mindful that: “the leadership process is...especially fraught with ethical challenges” (Hollander, 1995, p. 55).

Price (2000) in discussing the ethical fragility of leadership stated “Leadership brings with it *justification* [emphasis added] for doing a myriad of things that others are not permitted to do” (p. 182), and so in the context of an authentic transformational approach to leading change, the author looks to the normative writings of Bass and Steidlmeier (1999) and Ciulla (2001) when contemplating their own position on the questions: “what is coercion and what is a willing follower? how do we draw the moral line between free will and subtle forms of manipulation?”



(Ciulla, 2014, p. xvi). For the author, the ethical questions are answered by an alignment to the mores of an authentic leadership approach, “Authentic leadership is viewed as a root concept ... [and when tied to] transformational leadership, [the intensity of this connection] answers the question: Is the leader’s leadership genuine and beneficial to followers and organizations, or is it abusive and unethical?” (Hoch et al., 2018, p. 505).

**Organizational context.** Vitell, Nwachukwu, and Barnes (1993) using Hofstede’s (1984) cultural dimensions theory, “note the importance of the role of culture in ethics decision-making” (Vitell et al., 1993, p. 753). This is relevant for PCB where acquisition and mergers have led to an infusion of various cultures. In Fishbein and Ajzen’s (2010) classic work on the Theory of Reasoned Action (TRA) they asserted that “When properly applied, the theory requires that behavioral, normative, and control beliefs be elicited in the population of interest. This implies that we take the perspective of the culture into account” (p. 309). The challenge then becomes not just in recognizing differences, but in finding a means to build a shared ethical foundation. Bass and Steidlmeier (1999) commented that “Perhaps the greatest challenge of leadership is precisely to bridge ethical relativism by forging a platform of common values and stimulating alignment and congruence of interests” (p. 211).

A second distinguishing factor worthy of consideration comes from the challenges that will prevail if short-term earnings are negatively impacted as a result of the change process. Revenue impacts not only shareholders but also the bonus payments that are tied to profitability for many that perhaps would not be immediately thought of as being connected to the admissions’ process, including the author. This cascading effect, if we are to follow the money trail, substantially increases the number of people that will have a vested interest in the process, implying that there may be additional “pressures” to ensure that individual gain prevails, i.e.,

“Situational factors induced by the culture or climate of an organization create explicit and implicit pressures on leaders, making it more difficult to manage situations with ethical implications” (Thiel, Bagdasarov, Harkrider, Johnson, & Mumford, 2012, p. 52).

The final unique consideration relates to risk. A heavily regulated-led industry has encouraged an environment where disclosure even for the purpose of rectifying, is fraught with risk including operational viability in extreme cases. If such a circumstance prevails, additional ethical dilemmas such as lying by omission may come into play: “The discretionary decisions made by leaders are inherently ethical because of the far-reaching and high-stakes consequences these decisions may have for individuals internal and external to the leader’s organization” (Thiel et al., 2012, p. 52).

**Stakeholder relationship.** As we consider ethics from the perspective of the event (i.e., change), the challenges that are particular to the role (leadership) and to the prevailing environment (organizational circumstances), what becomes evident is how the ethics associated with the act of leadership and the moral character of the leader are able to be discussed independently. Ciulla (2001) raised this from the perspective offered by John Stuart Mill (1863), who recognized this divide by stating, “that the intentions or reasons for an act tell us something about the morality of the person, but the ends of an act tell us about the morality of the act” (Ciulla, 2001, p. 315). Mill’s (1863) theory of utilitarianism which asserts that "actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness" (p. 9), is where the author finds a disconnect; understanding instead, that a moral guide resides from within a deontological perspective, where it is not to outcome that we concern ourselves but rather the measure of morality rests in the intent and the actions that are reflective of that intent (Habermas, 1983; Rawls, 1999; Timmermann, 2009).

It is here that the tenets of the authentic transformational leader are explored, the intent of the leader, particularly in the contexts of civic virtue and the approach to stakeholder management i.e., “The core problem is to achieve the common good of the organization, while at the same time meeting the needs and safeguarding the rights of the various stakeholders” (Bass & Steidlmeier, 1999, p. 200). In discussing the leader in the context of their relationship with each stakeholder, Maak and Pless (2006) offer that while the dynamic of each relationship might be unique, the ethical framework for each relationship needs to be consistent. This implies that what will be needed of the change leader by the advisor, sales director, college director, board member, student, citizen, or member of the leadership team, could be vastly different, but regardless, each relationship and each interaction requires the same ethical behavior, as it is the totality of these behaviors that determine the ethical person, "they form a gestalt, an integrated whole. No role can be pulled out of the framework and the job be left intact... [each role does] not reflect different persons, but one integrative being - the leader" (Maak & Pless, 2006, p. 107).



*Figure 2.5.* The leadership role as perceived by the various stakeholder groups.

As depicted in Figure 2.5, there is no separation or compartmentalization between self and action, the ethics belong to the person, and those ethics are then translated through the

various roles that the leader will fill. These roles needed because of the diversity of stakeholders, in total reflect the authentic transformational leader, i.e., “to be truly transformational, leadership must be grounded in moral foundations” (Bass & Steidlmeier, 1999, p. 181).

## **Conclusion**

Burnes (2009) suggested that “attempting to change the norms of behavior in an organization by regulators compelling it to adopt an ‘ethical code’ or by replacing a few people at the top is somewhat over-optimistic” (p. 361). Enforcing an ethical code is not the solution, but rather the solution is to come from the critical discourse that is had on the way to the writing of a code by those whose behaviors it is hoped will change. In discussing the planning, our attention is drawn to the need to consider the whole. Leadership whether from the horizontal plane (influence within the leadership team) or the vertical (oversight of the workforce), or from a change agent with a mind to leadership and enablement (transformational), or from management and substitution (transactional), or from the organization itself through a behavioral or a process perspective, are all expressions of the breadth of the dynamics involved, rather than alternative positions. The change model is also a reflection of the need to view change as a continuous circle, using feedback loops to monitor the impact. This is a recognition of the complexity of the relationships that create the organizational infrastructure and highlights the importance of being able to move beyond the assumptions that are a consequence of our own particular lens or frame.

At the root of the PoP is the challenge of trying to establish behaviors that support a social justice imperative, and in doing so, in this chapter we have explored the environment/behavior/person equation in various combinations. In the end, given that we are looking to be able to trust that the admissions process is in keeping with the organization’s

values, and considering the scale of diversity within the workforce, the first step should be to ensure that we develop a common understanding: “shared values are acknowledged to be an important antecedent to trust” (Houjeir & Brennan, 2016, p. 90).

Diversity among the leadership, the workforce, and the various “hats” that must be worn as part of the many stakeholder relationships, does not prohibit cohesion if there exists a core set of principles and a shared vision of the future: “Myths, values, and vision bring cohesiveness, clarity, and direction” (Bolman & Deal, 2013, p. 270). How we make this a reality is addressed in Chapter Three.

### **Chapter 3. Change in the Context of the Organization**

We started this discussion by acknowledging the seemingly philosophical polar opposite understandings that are associated with the business of private education. Whereby on the one hand the provision of private education is seen as an opportunity for private wealth born out of a market need, on the other is the position that financial reward is given to those who invest in education for the public good. While both understand that profit is an expected outcome, for the private investor the motivation is shareholder wealth maximization, with the type of “business” that is generating the return being almost irrelevant, in contrast to the government via student loan funding and regulatory bodies, which operate from the perspective that education has a greater good imperative. As told by Williams (2016), “Kant was perhaps the first to articulate the notion that universities could provide a public good through acting as a critical ally to national governments, the professions and society more broadly” (p. 620).

The author is of the belief that education as a means towards intellectual and economic emancipation is a social justice imperative that can be partially met by private education providers, and finding the resources needed to make this happen requires skillful business acumen. It is in rising to this challenge that to some extent provides the framework for the PoP. A visual representation of these differences in perspectives is given in Figure 3.1, which shows how the author’s position, which supports the change plan, is aligned to the organization’s espoused values and published mission statement. The change objective is to ensure that current practice as it relates to the admissions process is as espoused.

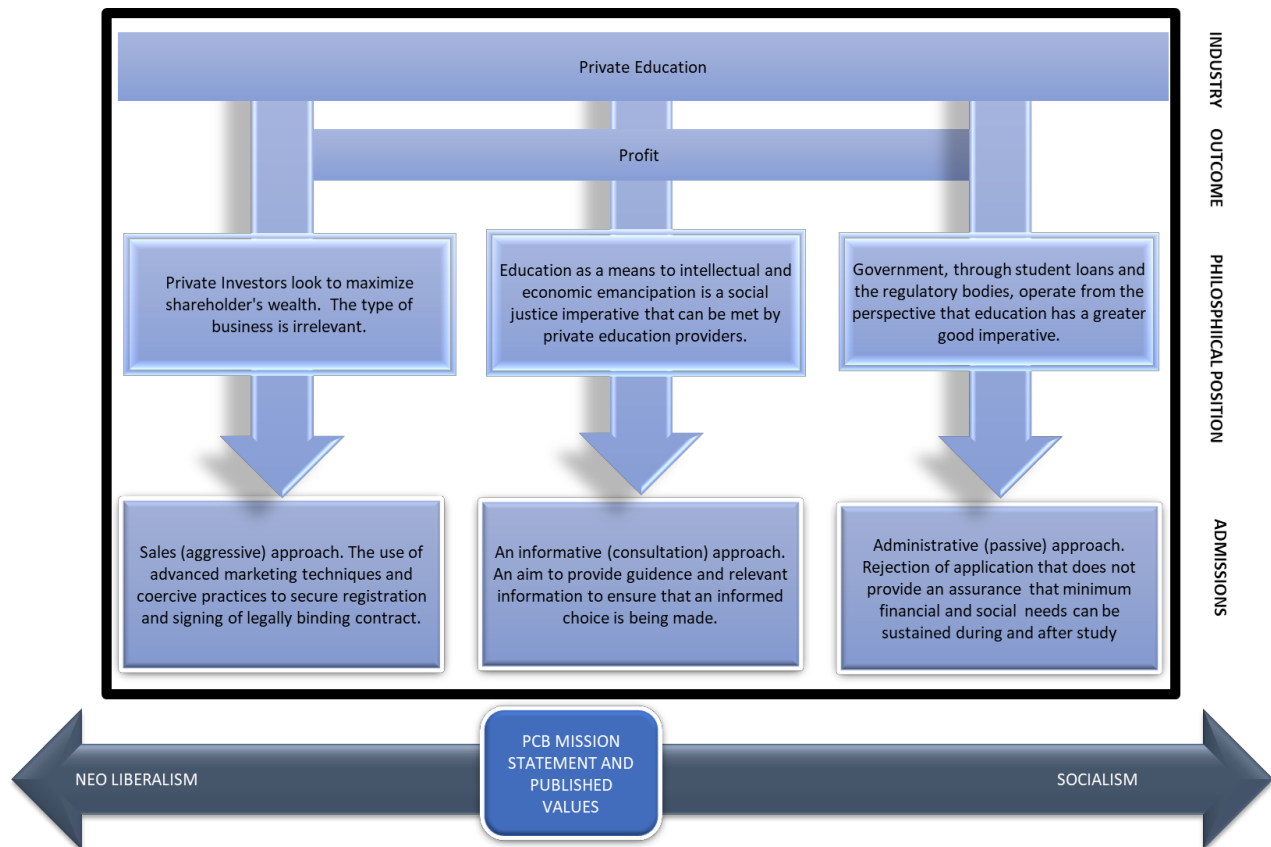


Figure 3.1. The spectrum of understanding in the approach to the provision of private education.

### Strategic Alignment

During the 1980s when government money was free-flowing, and regulatory oversight was minimal, there was a proliferation of private colleges as “adult education as a vehicle for social change and development [was]...replaced by a focus on individual clients in which educators competed as businesses in educational markets” (Cowin, 2017, p. 124). A combination of low barriers to entry and guaranteed high earnings created a large and very competitive private education industry in BC, which, due partially to the lack of a significant regulatory infrastructure and a reliance on self-governance and voluntary accreditation (Beaver, 2017; Cowin, 2017; Gilpin, Saunders, & Stoddard, 2015), resulted in some questionable marketing practices that supported those who chose to compete using unscrupulous means (Beaver, 2017;

Deming et al., 2013; Kutz, 2010). While much has changed since this period, exploitative practices by some have continued, i.e., “Public perception is a fundamental challenge for the Canadian PCC [Private College] sector. Popular notions of the sector (often uncomplimentary) can be difficult to alter after highly publicized incidents of misdealing with students and infrequent, but catastrophic, failures” (Martin & MacLaine, 2016, p. 56).

PCBs’ ongoing efforts to distance itself from the disreputable business practices of others has resulted in many student and compliance policies being developed that distinguish PCB as an organization that is principled and transparent in its dealings (PCB, 2018h). Further, the current strategic direction involves carving out a new niche that straddles the academic strengths and teaching excellence of publicly funded institutions, and the tangible outcomes that are associated with market relevance and the business expertise of the private providers.

While this strategy continues to “emphasize an economic-utilitarian outlook [as] its *raison d’être*” (Kirby, 2012, p. 46), there are a number of additional conditions that need to prevail for this strategic direction to be fruitful, such as a) Stakeholders: Here, the definition of stakeholders is expanded to include public institutions as pathway partners. These stakeholders have unique concerns, many of which are associated with the integrity of the process; b) Product: The curricula need to be academically robust particularly within the theoretical framework that supports the skills components, and; c) Disclosure: Here, the organization’s priorities, intent, and purpose need to be explicit. In addressing the two sides of education delivery (i.e., profit and traditional), what is being taken and what is being left behind needs to be clearly stated. All of these elements are synergistic with an OIP that is aimed at ensuring ethical student engagement.

Balancing the expectations of the individual (i.e., the student) with the needs of the community (region) and the goals of the organization is not an equation that is always easily



achieved, and of particular interest in this context is the impact that this *strategic straddling* will have on those not directly associated with the organization.

### Social Actors

Cowin (2017), in a discussion that concerned the theoretical underpinning responsible for the formation of postsecondary policy in BC, wrote:

[let us consider a metaphor involving a] societal pie in which social justice is concerned with dividing the pie fairly, and human capital formation helps to increase the size of the pie, [and] marketization seeks to provide a sharp knife ... to obtain precise slices of pie.

(p. 49)

Borrowing from Cowin (2017), a schematic has been drawn (Figure 3.2) to show the relationship, derived from education as delivered by PCB, between: human capital, which drives a region's economic growth; and Social Justice, which enables the individual; and Institutional, which is about the organization's impact on the industry.



Figure 3.2. The location of social actors impacted by the OIP.

**Institutional.** Institutional theory is introduced here for the purpose of demonstrating the impact that PCB may have on the industry, e.g., “Postsecondary innovation often occurs from institutions that can afford to take risks due to their environmental position” (Bess & Dee, 2008,

p. 143). The theory argues that the players in any given industry, by conforming to the *codes* of the prevalent environment, ensure their legitimacy and survival (DiMaggio & Powell, 2010; Meyer & Rowan, 2011; Scott, 1987). As a dominant force in the industry, PCB may be in a position to establish new norms, i.e., a new ‘ethical contracting’ *code*, and through driving isomorphic change impact other private colleges (DiMaggio & Powell, 2010) which may even extend to influencing government policy.

**Social justice.** From a social justice perspective, the impact of the OIP on the individual potential student is substantial as we are reminded of the high SL default rates and the impact that debt has on not just the standard of living but also on the mental health of the debtor (Baum & O'Malley, 2003; Beverly, 2001; Davis, 2016; Despard et al., 2016; Fitch, Hamilton, Bassett, & Davey, 2011; Nelson, 2011). Ethical approaches to student enrollment will have a positive impact on default, as applicants are provided with expert advice with regard to budgeting, timing, life choices etc. so as to avoid problem debt, defined as such because of its “size relative to the holder’s disposable income, their inability to repay it, and because of the impact it can have on their health, relationships and life” (Centre for Social Justice, 2013, p. 15).

**Human capital.** The majority of private college students enter their program for the purpose of improving their financial circumstances through employment: “More than one-half of students...cited *a change in career/to pursue a job* (36 percent), *to gain further skills in current field of work* (ten percent) or *to gain practical skills* (ten percent) as reasons for enrolling” (R.A. Malatest & Associates [RAMA], 2009, p. 35). The societal benefits to having low unemployment rates are many, and in relation to graduates, data reveals that they “volunteer more, and are more engaged in their social and political activities... pay a greater proportion of taxes, and draw less frequently on social services, enabling governments to provide more

services to all Canadians” (Association of Universities and Colleges of Canada [AUCC], 2011, p. 5). As well, from a human capital perspective “the graduate’s ability to adapt and learn on the job help make them more innovative and productive, which directly contributes to the competitiveness of their companies, and drives economic growth” (AUCC, 2011, p. 45).

### **Managing the Transition**

As discussed earlier, the role that the author will play in having a social impact comes from their position as a leader in two areas. The first involves being the senior member of the leadership executive where an authentic leadership style is used to engage in a participative approach to strategic decision-making, and this is the setting where Kotter’s (2014) *sense of urgency* is to be established. The second area involves the leadership demand existing in the form of daily oversight, decision-making, and guidance of the organization’s staff handled predominantly through the relationship with the organization’s directors, a role that the author fills by subscribing to the practices associated with transformational leadership. This is a leadership approach that will continue as the author solicits for membership in and provides support to the *guiding coalition*, as discussed in chapter two.

The articulation of the change vision and then communicating it forms the next steps in the change process. This work, to be undertaken with the involvement of the guiding coalition is crucial, as “successful implementation requires conjuring an image of a future reality that does not currently exist and making that image persuasive by connecting it with the values of the organizational participants” (Ansari & Bell, 2009, p. 139). Figure 3.3 is a visualization of the preferred solution, showing the author as the initiator, and then identifying the critical agents and the goals related to their involvement.

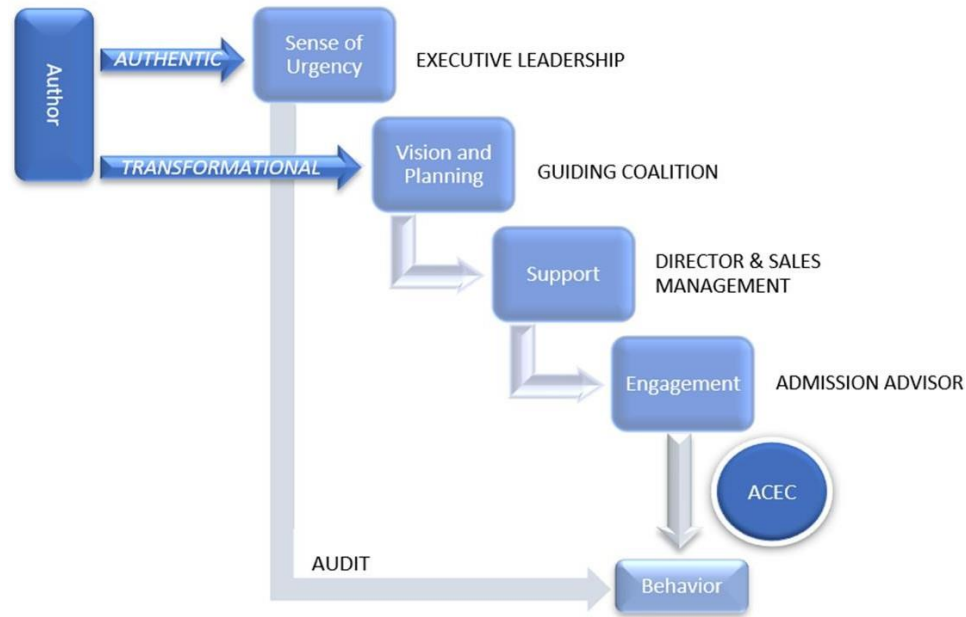


Figure 3.3. The objectives related to each of the major agents in the change process.

**Obstacles.** The next phase is Lewin’s (1947) *moving*, for which Kotter (1996) asked us to “Remove or alter systems or structures undermining the vision” (p. 21). The chosen solution which involves first, the creation of an Admissions Code for Ethical Conduct (ACEC) to be written by the admissions staff, and then second, ensuring executive leadership involvement through admission process audits, presents challenges that include: a) time constraints and logistical issues related to the physical distance between colleges; b) the need for business to continue as usual; and finally, c) stakeholder resistance to change. (The costs associated with addressing these obstacles are included in Table 3.1).

**Time.** Time is a particularly rare commodity and is a real concern as the change process calls for key organizational members, people whose schedules are already full, to form the guiding coalition. In addition, the amount of time that will be needed from the sales management team, and in particular the admissions advisors who will be asked to partake in

workshops for skills development and then for the writing of the ACEC will be significant. There is also the logistical challenge that comes from having participants geographically dispersed. Assuming that the communication plan has been successful, the participants will then be aware of the priority that the leadership has placed on having full stakeholder participation. Therefore, time that is scheduled for other meetings and projects will need to be evaluated, and where reasonable, reassigned to the change process.

Utilizing video conferencing, as opposed to traveling, will need to be built into the planning. Establishing clear benchmarks and deadlines will aid in setting time priorities. Task distribution will also be important in order that certain individuals are not overburdened: “literature suggests that better time management skills – which include the ability to set achievable goals, identify priorities, monitor one’s own progress, and remain organized... [will result in] positive outcomes” (Grissom, Loeb, & Mitani, 2015, p. 774). Overall, in order to take on the work associated with the change process other tasks will need to be put aside/delayed. The methods used to make the necessary decisions will cascade down from the executive leadership through to the directory, management, and supervisory groups. External resources will also be used, particularly in relation to the ethics training.

***Business as usual.*** As this change is focused on the revenue arm of the business, assigning activities that could be interpreted as detracting from immediate earnings will prove challenging. Again, the challenge of having *sales staff* in activities that could be perceived as non-productive will be partly addressed through effective communications. Coaching, report-backs and “rallies” are part of normal business and so taking some of this space for building the ethics program would not seem unreasonable. Scheduling to minimize the impact to current business will nevertheless be a task that will need to be addressed, but, it would seem reasonable

for example, to perhaps schedule some workshop training for traditionally slower periods, and if needed, build in an allowance for overtime to compensate for when this might result in the occasional longer day. There would definitely be a benefit to having coalition members visit each location and have site-specific training/discussions, and again these would be scheduled in such a way as to minimize interruption to normal business.

***Resistance to change.*** Employee resistance to change has been the most cited reason for change programs failing (Erwin & Garman, 2010; Geisler, 2001; Oreg, 2006; Pardo del Val & Marti´nez Fuentes, 2003; Rafferty, Jimmieson, & Achilles, 2013; Waddell & Sohal, 1998); e.g., “Organizationally, change is difficult to achieve because organizations are ‘coalitions of interest groups in tension’. Any proposed change will alter the current balance of forces, threatening interests, and provoking resistance to change” (Dumas & Beinecke, 2018, p. 868). In considering resistance in the context of the proposed change model (spiral notebook) we refer to Lewin’s (1943) force field theory and re-visit the *preparedness to change* as discussed in chapter one and the understandings to be garnered from the BLOAS (Burke & Litwin, 1992) and group interview processes, because as Burnes (2015) stated, “understanding the likely psychological impact of proposed changes and the degree to which they might clash with or violate existing values and expectations...[demonstrates] that change readiness audits need to be taken seriously” (p. 110).

The author is aware of the possibility that resistance may come from the sales management team, whose *modus operandi* has a statistical focus. Introducing a process that involves what might initially feel counter-intuitive to being successful and which may (in the short-term) negatively impact *sales numbers* suggests that regardless of how well what is expected is understood, acceptance and behavioral change may be particularly difficult for this group. The change, if not expertly communicated, could be read as a criticism of their work to

date, and raise issues of mistrust. As the group with direct supervision of the advisor and perhaps, therefore, the greatest influence, support from this group is essential, “commitment to value and trust in [the sales] manager will influence ethical salesforce behavior” (Schwepker, 2018, p. 1). Given that this is such a pivotal group in achieving the desired change, resources will need to be dedicated to supporting these members with time and space to work through the change. One of the resources to be considered includes the organization of a safe space to enable honest dialect about the change, perhaps this would be best realized by using an offsite retreat.

**Guiding coalition.** A special mention of the role that the coalition members are required to fill has to be made. The coalition would need to comprise of members who represent the sales management, college directors, HR, and advisor teams. These members will be selected based on their: a) ability to influence, b) skill-sets, and c) organizational commitment. Time management, communication, project management, and facilitation are all areas that this group will need to master, and so assigning training resources aimed at honing these skills will be important. It is envisioned that the author will be heavily involved in the selection and nurturing of this group and will lead a number of the meetings to ensure that the framework for operating is fully understood. Key tasks for the group include the development and oversight of the communication and project plans; budgetary oversight; managing feedback loops and reporting to leadership; the logistics related to scheduling and workshops; and, the hiring and management of external resources (trainers and specialist consultants).

Helm and Remington (2005) claimed that a major factor contributing to the success of a project is the involvement of a program sponsor who has among other things a) organizational seniority, power and influence, and b) the ability to motivate and deliver the vision. It is evident from the scope of the work that will be required from the coalition that there will be a need for

significant support from the author, who has legitimate power as a consequence of the position they occupy within the organization (Northouse, 2016).

**Limitations.** “It has been shown that for behavior change to be successful, those concerned have to be able to adopt the changes of their own volition” (Burnes, 2009, p. 361), one of the greatest challenges of the change will always remain trying to influence a sales culture. Hansen and Riggle (2009) argued that “salespeople must perceive ethical behavior as vital to sales effectiveness before their behaviors will become more ethically responsible” (p. 151); this suggests that any argument, including those related to social justice or even organizational sustainability, will not have the type of impact needed, requiring instead a logic that is able to connect the change to an improvement in sales.

As the change leader, the author who utilizes a transformational leadership style and approaches their understanding through a symbolic frame (Bolman & Deal, 2013) aims to inspire a want for change by drawing on images and stories that the recipients will relate to. However, in this situation, the author will struggle because of their own inability to find an affinity with the sales culture. So, securing a strong voice from the sales field will be a necessary and important element to the process, i.e., “external consultants can be instrumental in helping foster an atmosphere conducive to change... [however while they] may be able to assist internal agents...they cannot replace them” (Cawsey et al., 2016, p. 276).

**Resourcing the Transition.** Twelve to eighteen months is assumed as reasonable for the change project. The development of the ACEC, of course, is something that could easily be completed in a much shorter timeframe; however, it is the process involved in its creation that is, in fact, driving the change, and the final document is actually a by-product. The development of the ACEC is akin to the principles associated with the use of a *Talking Stick*, meant to provide



focus and encourage dialogue, giving everyone a voice and creating a common understanding. As expressed by Cameron and Quinn (2011), “A change in culture, in the end, depends on the implementation of behaviors by individuals in the organization that reinforce the new cultural values and are consistent with them” (p. 135), and so it is the learning, engagement, and commitment towards ensuring an ethical admissions process that comes as a result of the investment in time and resources as outlined in Table 3.1 that will lead to the desired state, rather than the ACEC itself.

Table 3.1

*Change Program Resource Requirement*

Project outline	Resources	Time	KPI	Budget
BLOAS design and implementation	Costs associated with time to build and report on surveying. Costs negligible (infrastructure and process already exist)	4 weeks	Information needed as identified in design brief realized	
Group discussion	Costs associated with engaging facilitators to enable discussion and provide analysis	8 weeks	Full stakeholder participation	3000
Sense of urgency will come from the author’s ability to draw on relevant data and present an effective argument	Data is already available; resource will be in need to allocate sufficient time.	6 weeks	Leadership agreement and commitment to the change program	
The building of the Guiding Coalition (8 Persons)	Due to the geographical spread. Time and funds will need to be dedicated to travel	8 weeks	Representation from all of the identified groups	7000
Coalition members skills development	Project and time management training, as an example, will require investment in education which involves both time and money	6 weeks	All members participation in the identified training	16000
Coalition meeting in-person	Travel and accommodation costs. Significant time investment	Project length	Minimum of one in-person meeting per month	14000
Coalition meeting- video conferencing	Infrastructure already in place. Time is the concern	Project length	Minimum of one full membership conferencing per week	
Consultants	Expertise for short-term contracts where needed		Briefs met	8000

Sales management	Time and cost associated with an offsite retreat	3 days	Round table agreement and commitment to change objectives	22000
	Facilitator for the retreat		Brief met	5000
Advisor's workshops	Time and money associated with the running of workshops	12 weeks	Full attendance to all workshops. Draft ACEC completed	24000
	Overtime impact on payroll		Within budget	10000
	Travel Costs		Within budget	12000
	Trainers and facilitators		Briefs met	16000
Feedback loops	Intranet for forums, technology development and management costs	Project length	Creation and appropriate use of system	4000
Leadership Audits	Contract for independent secret shopper program	Ongoing	Timely reports	60000
Statistical evaluation	Monitoring and analysis of data related to attrition and Student Loan Default. Infrastructure exists. Cost is negligible.	Ongoing	Accurate and timely Reports	
Total Project Implementation		12 months		200000
Annual				60000

Table 3.1 itemizes the actions that need to be taken to advance the change and which hopefully will address the obstacles that have been identified. The “Resources” column makes note of the type of investment that may be needed, while the “Time” is the period envisioned to implement each step in the process. The Key Performance Indicator (KPI) is the measure that is applied to determine whether the activity has been successful, and the final column is the dollar (CAD) amount that it is assumed will need to be budgeted. The implementation of the recommended solution is estimated to take 12 to 18 months, with an approximate cost of \$200,000, plus an ongoing annual commitment of \$60,000 for auditing. These funds are manageable and are within the boundaries of special funds that can be accessed for professional development. The costs as incurred (timeliness) and distributed (account allocation) as shown here, are able to be authorized by the leadership executive.

## Change Process Monitoring and Evaluation

Managing the project plan in stages not only assists in resource allocation but is also appropriate for a process that is structured to incorporate feedback. The spiral notebook change model (Figure 2.1) is so called in order to indicate the importance of the feedback loop that connects the research and planning with the action and implementation. The spiral feedback loop is a continuous thread that runs throughout the process. This thinking was based on the principles of AR (Lewin, 1946), which supports the position that being involved in the decisions that one is impacted by (through the provision of feedback) leads to an increase in the willingness to abide by those decisions, i.e., “[Employee participation can] create feelings of control over and psychological ownership of the change ...several studies have indicated that employee participation is central to increasing employees’ acceptance of change” (Devos, Buelens, & Bouckenoghe, 2007, p. 612).

While there are actions associated with the various stages within the model, rather than being a single route map, the model is instead a presentation of the landscape, with each stage intended to be a platform for addressing the nuances particular to each stakeholder. This approach means that each stage will need to be evaluated to ensure that the stakeholder’s objective has been successfully achieved before moving to the next. Figure 3.4 lists the stages where structured assessment will take place. This method allows adjustments and adaptations to occur in *real time*. Based loosely on the approach offered by the Plan-Do-Study-Act (PDSA) cycle, details on how the assessment at each stage will be made as follows.

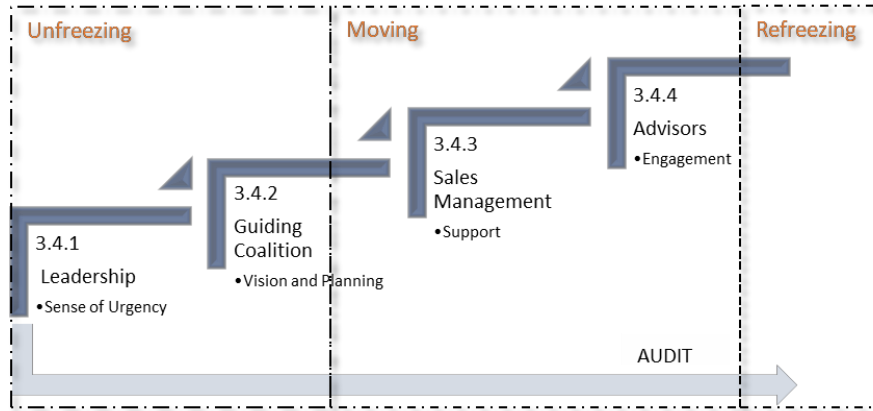


Figure 3.4. The four stages for evaluation as they fall within the framework of Lewin’s (1947) three-step model.

**Leadership evaluation.** The author is a senior member of this group, and so access is viable. As is shown in Table 3.2, monitoring success will be immediate and direct, as the process will follow existing procedures by including the proposal as an agenda item.

Table 3.2

*The Leadership Stage*

Objective	Achieve understanding and support for the need to create the ACEC and gain a commitment to ongoing executive involvement through the use of audits.
Questions and Predictions	Will the leadership team appreciate the importance and agree with the need to change? There will be a recognition of its value.
Who, What, When, Where	Will the leadership team agree with the solution and support the investment of resources? There will be an acceptance of the solution, however, the financial commitment will be questioned.
Data and Evaluation	The author will present to the executive leadership team, adding the item to the agenda of a scheduled meeting. Content will include qualitative and quantitative data demonstrating societal, governance/compliance and the financial impact of having high attrition rates and student loan default. Presentation on proposed solution with resources to be allocated, demonstrating alignment with the strategic direction.
Data and Evaluation	There will be a roundtable discussion and the author will record either the full support or the fact that further detail is needed.

**Guiding coalition evaluation.** The guiding coalition represents the management (transactional) element as discussed in chapter two, where a fusion of enablement and control will be required. As shown in Table 3.3, combining formal and informal communication channels will help to ensure the accuracy of the information.

Table 3.3

*The Guiding Coalition Stage*

Objective	Ensure that the change process is project managed to meet stakeholder objectives, timelines, and financial restraints.
Questions and Predictions	Will the Coalition have the skills necessary to provide effective project management? There will be challenges with working effectively as a team.
Who, What, When, Where	Will the Coalition be able to achieve the long list of expectations? The Coalition will be successful but may struggle with the timeframes.
Data and Evaluation	The author will create a shortlist and meet with potential members, considering strengths in the context of the objectives. Membership will be drawn from HR Management, Sales Management, College Directors, and the Admissions Advisor groups. The author will a) meet one on one to secure commitment, and b) meet as a group to: provide guidance for articulating and solidifying the desired state; implement training and development; write the training schedule. The author to provide oversight in the development of the action plan, communication plan, and feedback mechanisms.
Data and Evaluation	A written weekly progress report from the team to the author. Biweekly video calls. Informal one on one touchback to gain insight into how the team is working. Attend meetings when necessary, work with the team to adjust plans where necessary.

**Sales management evaluation.** This stage is crucial as it represents the first group where behavioral change is being sought, and where resistance could be felt. Because of this, how the change is introduced and the ongoing communication that follows will require particular attention. Table 3.4 shows that two-way communication will be opened up between this group and the coalition, allowing for plans to be adjusted throughout the process.

Table 3.4

*The Sales Management Stage*

Objective	Gain commitment to an ethical admissions process.
Questions and Predictions	Can the Sales Management team accept and agree with the ethical approach as given? The ethical approach will be adopted.
Who, What, When, Where	Will the Sales Management Team support the Admissions Advisors with the implementation of the ACEC? The support will happen but will require reminders from the leadership.
Data and Evaluation	The Coalition will work with an external consultant and the leadership to build an off-site retreat dedicated to exploring and developing an ethical sales approach.
Data and Evaluation	An anonymous feedback questionnaire will be administered after the retreat. The Coalition will build an ongoing two-way communication path with this group, utilizing emails and exclusive webinars signaling the importance of their involvement in the process. Feedback related to this communication will be provided to the leadership.

**Admissions advisors evaluation.** This is the group that, while not self-directed are self-managed, and so the objective is to have them fully embrace an ethical process: “cultural change...involves changing the hearts and minds of both managers and line workers deep in the organization by pushing decision making down and empowering employees to act with accountability” (Sanger, 2008, p. 621). This stage is multilayered and involves firstly educating the team on the nuances of ethics, discussing it in the context of the workplace and then in relation to their role. This is followed by the development of an ethical framework that they can all agree upon, based on their common workplace experiences, and lastly, is the adoption of behavior that is consistent with the guidelines that they and their colleagues have developed.

Table 3.5

*The Admission Advisor Stage*

Objective	Ensure an ethical approach to the admissions process.
Questions and Predictions	Will the Admissions Advisors find a common ground for building the ACEC? Because of shared experiences, the Advisors will be successful in building an ACEC.
Who, What, When, Where	Will the Admission Advisors agree and commit to ethical behavior? Agreement will come, practice will result from consistent reinforcement.
Data and Evaluation	The Coalition will engage a consultant that specializes in ethics training and create a series of workshops to deliver the message, engage and gain commitment. Workshop series to include ethics training, scenario roleplaying, exploration, solutions to possible organizational and personal barriers, and an examination of intrinsic motivations. The workshops are to conclude with a draft of an ACEC.
Data and Evaluation	Each workshop will have an evaluation process, allowing the next to be adapted based on the feedback from the prior. An intranet site for the exclusive use of advisors and the coalition will be used as a discussion forum dedicated to the change process, enabling Advisors to post questions or comments. Progress reports on the drafting of the ACEC will remain a Coalition responsibility.

**Auditing and measures.** As stated by Cawsey et al. (2016), “Measurement systems related to change often send conflicting signals, and it is not unusual for change leaders to say one thing but signal another through what they measure” (p. 347), and so evaluation of the extant measurement systems for the sake of congruency is important. Kruis, Speklé, and Widener (2016) suggested that the strength of the four Levers of Control (LOC) as offered by Simons (1994, 1995; Tessier & Otley, 2012) “does not lie in how each is used individually, but rather in how they work together, how they complement each other, and how they achieve balance” (p. 27). In designing the PCB change process, monitoring its progress, and measuring its impact, all four levers are utilized as shown in Table 3.6.

Table 3.6

*Control Levers*

LOC	Methods
Boundary	Operational guidelines for the Coalition
	ACEC
Diagnostic Controls	Audit
	Student persistence and stay rates
	Project plans KPI
Belief Systems	Workshops
	Group discussions
	Evaluation forms
Interactive Controls	BLOAS.
	Data relevant to producing a <i>Sense of Urgency</i>
	SL default data

*Note.* Strategic intent is evident by which levers are given priority.

Kruis et al., (2016) stated that when an organization aims to “capitalize on their current assets and capabilities in existing and familiar markets...[but] fear reputation risks” (p. 38), they are considered to be *strategically exploitative*, a position that is evident in this situation. Because the organization is concerned with reputation (common to those in the finance industry), greater attention is paid to *Boundary Systems*, i.e., “formal systems used by top managers to establish explicit limits and rules which must be respected” (Simons, 1994, p. 170), and *Diagnostic Controls*, i.e., “formal feedback systems used to monitor organizational outcomes and correct deviations from pre-set standards of performance” (Simons, 1994, p. 170), with slightly less focus on *Belief Systems* and less still on *Interactive Controls*. This prioritizing can be explained by the concerns that PCB has in relation to compliance and the need for the leadership to have some type of assurance that due process is being followed.

A comment needs to be made regarding the audit program (Diagnostic Control) to be undertaken by the leadership following the completion of the ACEC as part of the *refreezing stage*, as there is perhaps a hint of irony in using a covert research methodology, in the form of a



secret shopper program to investigate ethical behavior, as some may consider the use of this type of research as being unethical. However, for the author, the need to be able to observe the advisors' behavior so that an honest appraisal can be given warrants the use of this approach. This form of auditing has been typical in many areas involved in public service and, argued Spicker (2011), is a valid approach in situations that are not private, and where: "researchers can legitimately put themselves in the place of service users, 'mystery shoppers' or citizens. Research in a democracy has an important public function, which is to scrutinize social processes and to bring people to account" (p. 124).

One of the benefits that comes with using a critical thinking tool, such as the PDSA, is that in being forced to ask questions, we need to be explicit about our own assumptions. This questioning, which in this case also includes identifying the types of measures and controls that we are choosing to employ, is needed not just to ensure we are exploring all possible options but is also salient in situations where we are attempting to build effective communication plans.

### **Plan to Communicate the Need for Change and the Change Process**

Dumas and Beinecke (2018) asserted that "People issues are the core of change management. Organizations are living entities, networks of relationships and communications in which people do not act in rational ways" (p. 870). So, it becomes essential that as change leaders we are able to *tap* into the communication channels. As stated by Allen, Jimmieson, Bordia, and Irmer (2007), "[I]t is important to identify the processes through which employees acquire information during change and the factors that influence their attitudes and intentions towards the change event" (p. 188), requiring us to consider not just the content of the messaging but also the *who* and *how* as these provide context and will influence the meaning assigned to the message.

**The author as the source.** The author's target audiences can be placed into three groups: the leadership team, coalition members, and the organization's workforce, with each requiring a specific communications approach.

***Executive leadership.*** As mentioned, the author is a member of a small executive leadership team that requires an authentic leadership style. This approach demands honesty and self-examination and is led by principle (George & Sims, 2007; Hannah et al., 2011; Walumbwa et al., 2008). Within this framework, the author will engage in discussions following a presentation that will address current and future states, external measures and stakeholder concerns, budget implications, timeframes, resources, risks and the relationship to the *strategic straddling*. The leadership in regards to the change, as in all strategic decisions, will need to show a united front, i.e., "The research shows that high-performing leadership teams are characterised by internal coherence and unity" (Bush & Glover, 2012, p. 21), and so ensuring that there is a common understanding of the desired state and a belief in the need for change among the leadership is fundamental.

It is assumed that throughout the change process, aside from the report backs that will come from it being added as a regular agenda item, a number of informal discussions will take place among this team. These discussions will become another contributor to the feedback process, as we consider the dynamic that involves "authentic leadership ... imagined as an orientation whereby we allow ourselves to integrate "others and othernesses" into our very own way of being and thinking" (Hanold, 2017, p. 456).

***Coalition members.*** This team is comprised of the key influencers (opinion leaders) from within the employee groups that will be impacted by the change. The author, who utilizes a transformational leadership approach (Bass & Avolio, 1994; Bennis & Nanus, 2003; Burns,

1978; Kouzes & Posner, 2007), will through one on one and round-table discussions aim to inspire and gain a commitment to the change. Change leadership, stated van der Voet (2016), “contributes to commitment to change among change recipients by improving the quality of change communication and the degree of employee participation in the implementation of change” (p. 662). With this understanding, the author will encourage communication structures and practices that make clear that this will be a participative process where the desired outcome is fixed, but that the means to achieve it will be a path forged by the collective thoughts of those who will be directly impacted. The initial focus in working with this group will be on setting parameters, and on establishing a shared understanding: “To function as a group, the individuals who come together must establish a system of communication and a language that permits interpretation of what is going on” (Schein, 2010, p. 111).

*Employees.* As a leader within the organization, the author will need to articulate the change to the workforce in written messages and in person at select organizational-wide gatherings and major workshops that are planned as part of normal business. Again, transformational leadership tenets will drive how the change initiative is presented, it should, however, be noted that the author’s role with this audience as it relates specifically to the change process is about sharing the vision, for as Herold et al. (2008) suggested “Change leadership refers to the here-and-now... Transformational leadership refers to a longer term relationship established between the leader and followers, built up over many interactions and having a more ... strategic orientation” (p. 348). Allen et al. (2007), in discussing the importance of the source of the message, asserted that the strategic intent, i.e., the rationale for the change, is best suited for being delivered by the leadership. However, immediate follow-up by direct supervisors is needed, as it is through this role that there is the ability to engage in conversation about the

specifics as they relate to each employee. A role, within this change process, that is being shared with the coalition. Figure 3.5 provides an overview of the communication approaches.

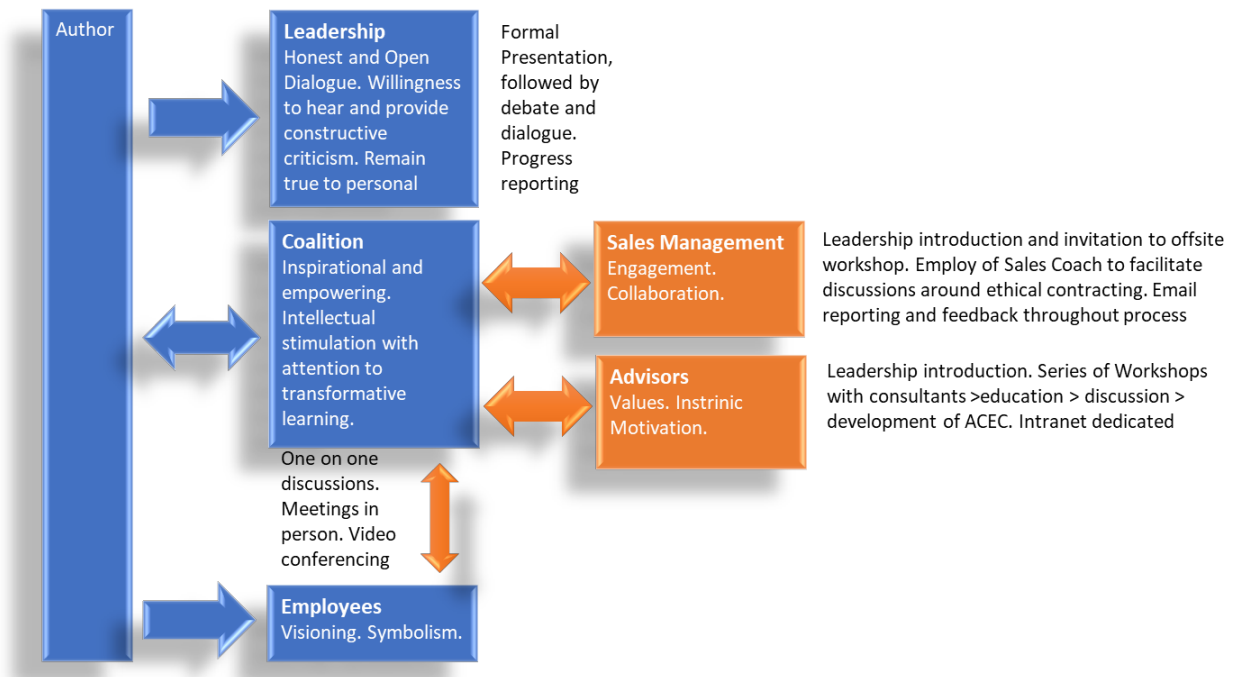


Figure 3.5. Messaging and Communication Flows.

**The coalition as the source.** The team will have three primary targets: the sales management, the advisors, and the author. The secondary audience will be the workforce, as the team will need to build *goodwill*, particularly as there will be requests and pressures related to time and resources.

**Sales management.** A consideration for the coalition will be that this group of employees has and will continue to have oversight of the admissions' process, including the advisors' interviews. With an aim to mitigate against possible resistance, the communication will need to address both the individual and the group, an approach that Rafferty et al. (2013) referred to as addressing "individual and collective change readiness" (p. 110). Ensuring that there is a two-way communication channel that can encourage engagement as well as respond to personal

concerns will be a priority that may be best approached by opening up the channel through one-on-one conversations, followed by gaining an agreement on how this channel is to be maintained. For the group communication, facilitating an offsite workshop with the aid of a consultant who specializes in the sales industry to ensure a common language, will enable issues related to the change initiative to surface and be addressed in a safe environment.

***Admission advisors.*** While these same *individual* and *collective* approaches are needed with the advisor staff, the large number that make up this group warrants the need to draw on additional resources. This situation highlights the importance of first having the sales management group onboard, as they by default will become an information source. The communication strategies used here will involve education, participation and involvement, and facilitation and support (Cawsey et al., 2016). The series of workshops planned for this group will be designed to introduce ethics, encourage discussion as it relates to their roles, and work on strategies to overcome barriers, all which will hopefully lead to the formation of the ACEC.

Leadership will provide the messaging, but it will be the sales managers and subject matter experts that will provide the details. However, key will be the need for the coalition to also be directly connected to this group, ensuring that a single information source is available for clarity and consistency: “in the absence of information, people create their own, so reduce rumors and ambiguity by opening lines of communication, providing factual information, providing personal feedback to those involved” (Cameron & Quinn, 2011, p. 112). Channels to facilitate this will include the use of an intranet site with a coalition managed forum for the exclusive use of the advisors to contribute to discussions and enable immediate responses to questions.

**The workforce.** As the impact on the general population will be minimal, the intent is to provide updates and ensure the transparency of the processes. The objective is to have the general employee group understand the importance that is being placed on the change, and where necessary ensure that resource or infrastructure support is given. Being exposed to this information may also encourage innovative suggestions from those who are viewing the process from the sidelines.

Table 3.7

*Communication Plan Overview*

Audience	Message objective	Channel	Frequency	Source
Leadership	Sense of Urgency. Desired State	In-person presentation and discussion	Once (second meeting if required)	Author
	Update. Tracking	In-person report agenda item	Monthly	Author
Coalition	Commitment to Desired State. Drivers of Change	One-on-one discussion. round tables. Video conferencing	Biweekly	Author
Sales Managers	Commitment to Desired State. Drivers of Change	One-on-one discussion. Email. Offsite seminar and workshop	Weekly	Coalition
College Directors	Commitment to Desired State. Drivers of Change	Round-table discussion. Agenda item	Biweekly	Author
College Directors	Commitment to Desired State. Drivers of Change	Email	Weekly	Coalition
Advisors	Commitment to Desired State. Behavior Change	Series of workshops. Onsite visits. Intranet forums	Scheduled and as needed	Coalition
	Behavior Change	Added to regular meetings. Informal discussion	As needed	Sales Managers
Employees	Understanding and support of desired state and change process	Added to agenda of scheduled meetings and bulletins	As scheduled	Author
	Understanding and support of desired state and change process	Email. Intranet information site	Weekly	Coalition

**Milestones.** Klein (1996) reminded us that “Publicizing successes is especially important during the changing stage of the change process” (p. 44), and as was highlighted in Figure 3.4, there are distinct areas where we can mark as milestones for celebration. These celebrations

would begin with announcements of recognition from the leadership team. Once in the *refreezing* stage, the change process involves implementing the leadership-led auditing, with each successful audit giving cause to again make announcements and celebrate success, for “without ritual and ceremony, transition remains incomplete” (Campbell, as cited in Bolman & Deal, 2013, p. 405). Because the OIP supports the organization’s values and aligns with the strategic plan, there will be many opportunities for the leadership, directors, and managers to embed this success into the organization’s story, e.g., “Stories give flesh to shared values...Told and retold, they draw people together and connect them with the significance of their work” (Bolman & Deal, 2013, p. 405).

## **Conclusion**

Schein (2010) stated that “Transformative change implies that the person or group that is the target of change must unlearn something as well as learn something new” (p. 320), and in this context we are asking for not just a behavioral change but also a self-examination of values and ethics, something that a number have surmised is a viable endeavor with the appropriate leadership (Toor & Ofori, 2009; Treviño, Brown, & Hartman, 2003; Treviño & Weaver, 2001; Weaver & Treviño, 1999). The core to the change management and the communication plan lays within the formation, development, and work of the guiding coalition, i.e., the group of opinion leaders, that the author surmises will become fully committed to the change vision and who will collaborate to see the objectives reached. Relying so heavily on this format, of course, makes the project slightly vulnerable, particularly as we disband the group moving into the refreezing stage. Here, at this stage, it is vital that the audits are not only actioned but that the results are shared, for the auditing process is just as much about embedding behavior as it is about providing the leadership with a high level of confidence in the admissions process. As

proffered by Schein (2010), “As soon as confirming data from important environmental sources, external stakeholders, or internal sources are produced, the new beliefs and values gradually stabilize, become internalized, and, if they continue to work, become taken-for-granted assumptions” (p. 328).

### **Next Steps and Future Considerations**

It is not surprising that the fusion of private and public postsecondary education in Canada is somewhat nebulous, given its relatively young history, and policies that determine operational parameters developed as a response to whatever the prevailing political understanding is of the day. Regulations are created out of a concern that the private investor is running a business falsely labeled as education, and then with the turn of a page, these same regulations are abandoned in support of working towards meeting employment demands and economic growth. Within this vacillating landscape, PCB aims to run its own course. However, in an open system, the organization cannot but help to be impacted by the environment in which it functions, i.e., “no human organization is self-contained or self-sufficient; thus, it must draw energy from outside to ensure survival” (Burke, 2011, p. 57). This includes a gravitation to industry norms and the hiring of industry experienced staff. The challenge of the PoP is to ensure, that despite the gravitational pull, PCB is equipped to hold on to its core values.

The OIP has raised many areas for deliberation, not least are the issues that exist within the sales leader and salesperson dynamic. Schwepker and Good (2007) recognized the sales management group as being key in the ethical composition of the sales team, i.e., “Given the vital role sales managers play in both the hiring and training activities of salespeople ... it is important to better understand these processes with regard to sales managers for improving the ethical behavior of the sales force” (p. 326). This suggests that we need to ask whether it is



through the admissions/sales function of the organization, that the *gravitational pull to industry norms and the focus on hiring industry experienced staff* is most prominent. While studies on recruitment and employer attractiveness abound (Cable & Turban, 2001; Chapman, Uggerslev, Carroll, Piasentin, & Jones, 2005; Devendorf & Highhouse, 2008; Kausel & Slaughter, 2011), there has been limited attention given to the sales manager as the recruiter, e.g., “Despite the importance of ethical considerations in sales force selection, the influence of sales managers’ ethical evaluations on hiring practices has received scant attention” (Sivadas, Bardi Kleiser, Kellaris, & Dahlstrom, 2003, p. 7). And importantly for the OIP to be successful, the behavioral change that is being sought will have to be maintained until it becomes engrained in the culture and is resistant to the influences of an alternative perspective that may come with staff turnover, again highlighting the relevance of the role of the sales manager as the hiring agent.

Aside from the hiring, other considerations that warrant further attention include how success is to be accurately measured, and whether we will be able to find a definitive correlation between changes to student success, graduation and student loan repayment rates with changes to the approach to the enrollment process; and for the author, a particular area of concern is that the recommended solution is predicated on an assumption, born as a result of the author’s own lens, that the admissions advisor’s dialogue and “self-reflection” will ultimately result in this group choosing to follow an ethic that supports a social justice imperative.

The author is in a position of influence, and with that comes a great deal of responsibility, which starts with recognition of the effect that their leadership has on the path that the organization will follow, and the impact that is had on the many stakeholders, including the individual employee who comes to work each day trusting in the permanence of the organization, e.g., “As leaders perform their roles, they create relationships containing implicit

psychological contracts...[these contracts are] an exchange involving an “ideological currency” wherein work has a purpose that transcends both economic and socio-emotional issues” (Caldwell & Hasan, 2016, p. 1303). A two-party contract implies reciprocity, and, in this case, we are referring to the commitment that is made by each party when they enter into a leader-follower relationship. Uhl-Bien, Riggio, Lowe, and Carsten (2014) stated that “This notion of reciprocity of influence is acknowledged in leaders' and followers' influence on the other's self-schema, both individually and collectively” (p. 87), and as such, we can not discuss leadership without considering the role of followership.

Gardiner (2018) suggested that the work of political theorist Hannah Arendt provides an alternative perspective to the role of followership, whereby rather than being “blindly obedient”, the follower instead has a responsibility to be self-reflective: “Reflective thinking, as Arendt understands it, is not about obtaining specific results but about obtaining greater understanding” (Gardiner, 2018, p. 9). Gardiner (2018) aligns this position with a Kantian approach, after adding that self-reflection “is not the prerogative of the few but an ever-present faculty of everybody” (Arendt, 1971, p. 445). The author considers that the leader-follower contract creates: a) an obligation by the leader to facilitate the opportunity for follower reflection and discourse, and; b) an obligation of the follower to engage in actions that stem from considered thought.

Symbolism is used by the author as means for elucidation, a tool towards helping to find a common understanding, not as a device for creating “smoke and mirrors”. Ensuring environments that allow for honest discourse for the enrolling student, the admission advisors, and all other stakeholders is at the foundation of the OIP, it is argued within the diagnosis of the PoP, within the approach to leadership, and even more specifically within the favored solution, and how change is to be led. This thinking is particularly salient in the discussion of ethics where

the author is in agreement with Gardiner (2018) who asserts that “we cannot just adopt societal mores as guides for ethical decision making. Rather, responsible action requires us to think independently” (p. 8). However, a consequence of encouraging critical discourse is that it makes the leadership vulnerable to the possibility that the employee group could contend that the direction set by the leadership does not warrant support. This perhaps is particularly pertinent for an authentic leader, who if faced with this situation would have to confront the need to be true to one’s own beliefs versus abiding by the well-considered collective voice.

Lui (2016) suggested that “Every act of communication is a miracle of translation” (p. vii), and so perhaps rather than attempting to forge a narrow path, we might be better served to work towards recognizing the value of multiple voices, encourage the broadening of ideas and expand upon the realm of possibilities, for as Blake (1975) supposed, “If the doors of perception were cleansed, everything would appear to man as it is - infinite” (p. xxii).

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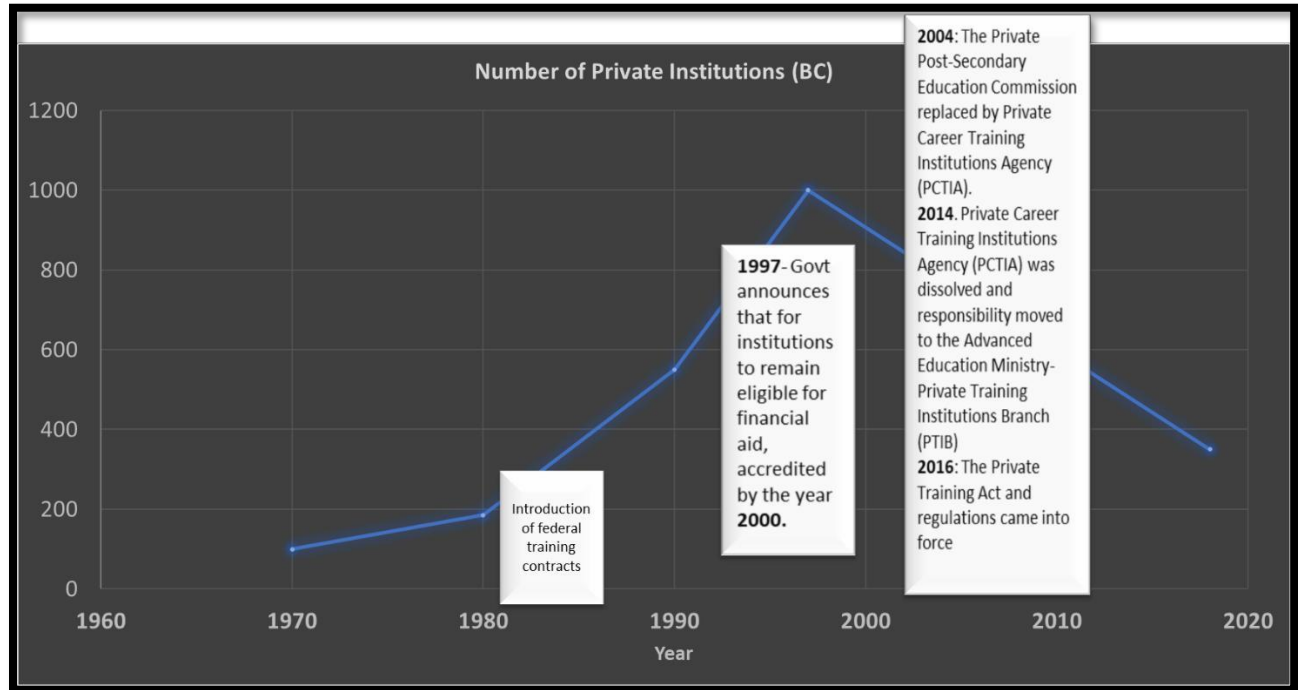
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## Appendix A: Private Colleges BC

The number of private colleges in BC is shown with the impact that changes to government policy have had on their growth/decline.



### Timeline Private Institutions BC

□ **1936:** The Trades School Regulation Act

□ **1940-1960:** 70 Institutions

□ **1970's:** 100 Institutions

□ **1980's:** 185 Institutions

□ The introduction of federal training contracts

□ **1990's:** 500+ Institutions

□ **1992:** Legislation creating the Private Post-Secondary Education Commission brought about two significant changes: 1) the registration of all private institutions; 2) voluntary accreditation.

□ **1997:** 1000 Institutions

□ **1997-** Govt announced that for institutions to remain eligible for financial aid, their institutions would have to be accredited by the year 2000.

□ **2004:** The Private Post-Secondary Education Commission replaced by Private Career Training Institutions Agency (PCTIA).

□ **2006>:** 50+ Institutions closed annually

□ **2014.** Private Career Training Institutions Agency (PCTIA) was dissolved and responsibility moved to the Advanced Education Ministry- Private Training Institutions Branch (PTIB)

□ **2016:** The Private Training Act and regulations came into force

□ **Today:** 350 private institutions include:

❖ 19 private and out-of-province public institutions with authority to grant degrees .

❖ 330 private training institutions at 500 locations (includes both career training institutions and ESL schools).

❖ 13 theological institutions with a private act to grant degrees in theology

## Appendix B: Perspectives of Stakeholders

Consideration of how the key stakeholders may view the PoP from both a supportive and opposing perspective utilizing Bolman and Deal's (2013) four frames theory.

Stakeholder	Frame	Pressured Sale	Enrollment with Due Process
<b>Support</b>			
<b>Admissions</b>	<b>HR</b>	Financial Enjoyment	Enables and Empowers
	<b>SYMBOLIC</b>	High Achiever Status	Heroic
	<b>STRUCTURAL</b>	Measurable Outcomes	Standardised Processes
	<b>POLITICAL</b>	Influential	Legitimate Power
<b>Student</b>	<b>HR</b>	Guaranteed Access	Comfort and Trust
	<b>SYMBOLIC</b>	Accepted Status	Achiever
	<b>STRUCTURAL</b>	Predictability	Clear Guidelines
	<b>POLITICAL</b>	Fast Track	Successful
<b>Executive</b>	<b>HR</b>	Enriched Employees	Shared Values
	<b>SYMBOLIC</b>	Large Populations	Trustworthy
	<b>STRUCTURAL</b>	Forecasting Efficiencies	Compliance
	<b>POLITICAL</b>	Large Market Share	Credibility, Allies and Partnerships
<b>Criticism</b>			
<b>Admissions</b>	<b>HR</b>	Being Accountable to Targets	Reduced Earnings
	<b>SYMBOLIC</b>	Failure	Lack of Tangible Achievement
	<b>STRUCTURAL</b>	Lack of Guidelines	Inefficient Time-wasting
	<b>POLITICAL</b>	Unfair Measurement Tools	Required to Acquiesce
<b>Student</b>	<b>HR</b>	Removes Choice	Barriers to Entry
	<b>SYMBOLIC</b>	Victim	Rejection
	<b>STRUCTURAL</b>	Confusion around Process	Bureaucratic red tape
	<b>POLITICAL</b>	Used as a Means to an Ends	Unequal Playing Field
<b>Executive</b>	<b>HR</b>	Places Pressures on the Workforce	Increases Employees Workload
	<b>SYMBOLIC</b>	Unethical	Autocratic and Conservative
	<b>STRUCTURAL</b>	Auditing Dilemmas	System Intensive
	<b>POLITICAL</b>	Vulnerable to External Scrutiny	Competitor Advantage

## Appendix C: Admission Advisor Advertisement

A summary of common content drawn from admission advisor recruitment advertisements posted on BC online recruitment sites November 2018 – January 2019. Comparison of private and public postsecondary institutions.

### Private Colleges

#### DUTIES

Provide one-to-one counselling to prospective students. Play a key responsibility in converting applicants into students. Primary contact for prospective students. Recruit applicants from various markets. Advise students about admission and program requirements. Make outbound calls to prospective. Manage student applications from original inquiry through to payment.

#### REQUIREMENTS

2 years Sales Experience  
Outstanding sales skills, ability to convert leads into sales  
Excellent presentation skills.  
Confident in dealing with people  
Outstanding communication and interpersonal skills.  
Confident working in a fast-paced environment, multi-tasking, and ability to work independently.  
Meeting and exceeding sales targets as set by management.

### Public Universities

#### DUTIES

Contribute to the development of core recruitment, enrolment, developmental, and retention programming for students. Provide academic advice and administrative support to prospective students in accordance with policies, procedures, and regulations. Support student success by providing guidance on academic strategies. Review and screen applications.

#### REQUIREMENTS

Undergraduate degree and three years of experience in post-secondary recruitment. Good knowledge of university policies and procedures relating to undergraduate admissions, registration, and graduation. Excellent organizational skills. Excellent interpersonal, conflict resolution, and communication skills (oral, written, and presentation). Proficient in the use of a variety of office software applications (e.g., word processing, database, web-based, and spreadsheet applications).