

change

## Hark! What Fine Change Is In The Music - Two Gentlemen of Verona

# ELEVEN UPDATE



◆ Wow! Guest Editor Dianne Horton and the *Eleven Update* staff put out the Commission XI call for articles on **CHANGE**. . . and we are swamped with challenging ideas and creative approaches to everyone's favorite '90's theme. Since we have so much insightful thinking to share, there's not much space this time for any cute stuff. So let the games begin. . .

- ➔ Commission XI Chair Jennifer Wimbish takes one last stab at pushing you into the Commission's activities at this month's convention. (Page 2)
- ➔ Technology is at the center of much of the change we face. And we're not talking about levers and pulleys here. Barbara BeVier Burke sends us her big-time Texas ideas on ways to use technology - and teams - to address change. (Page 3)
- ➔ None of us were born yesterday. A little historical perspective can inform our changing work as student affairs professionals. William H. Lindemann gives us that perspective and some implications for the future. (Page 5)
- ➔ Want some theoretical context for thinking about change? To understand more about the nature of the change, check Nancy Lombardi's thoughts on process, strategies and the structure of change itself. (Page 7)
- ➔ Betty Tully shares her thoughts and experience on using and teaching human relations skills at our colleges. Now these are skills student affairs professionals have, right? Betty suggests we better use them. (Page 8)
- ➔ Chaos. The learning organization must use it, not succumb to it. Roberta Teahen, from the beautiful shores of Lake Michigan, highlights the opportunities facing student affairs professionals, a group uniquely equipped to help its students and organizations. (Page 12)
- ➔ What's a real journal without a good lit review, anyway? Focusing on quality improvement and organizational culture, Commission XI Chair Jennifer Wimbish provides a literature review of major work addressing change in our organizations. Check this for where to go next. (Page 13)

### ***Eleven Update***

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**The Newsletter of Commission XI - Student Development in Two-Year Colleges  
American College Personnel Association**

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# One Last Pitch. . .

## What NOT To Miss In The Windy City



Commission XI has made big plans for Chicago. Please review this summary carefully. Don't miss the session you may need the most.

Join your colleagues at these activities designed specifically to address the unique perspectives of two year college, student affairs professionals.

- Jennifer Wimbish, Chair  
Commission XI

♦ ♦ ♦

### Pre-Conference Institute

Wednesday, March 19 - 1:00-4:00pm

**"Student Affairs Leaders:**

**Connecting the Past to the Future"**

☐ Consistent with the Commission XI goal of providing professional development activities for student affairs practitioners new to the profession, for graduate students considering student affairs in two year colleges, and for student affairs professionals moving up in the field, we have joined with NASPA and NCSD in sponsoring this pre-conference institute.

☐ The institute will include activities and information focusing on the following key areas:

1. The history of the community college and the student affairs movement in two year colleges
2. Myths and truths about two year colleges
3. The mission and students we serve in two year colleges
4. Documents used historically to guide the efforts of two year colleges such as The National Agenda for the 90's, the League of Innovation Document, Traverse City Documents, and the Student Learning Imperative
5. Future challenges and emerging responses from two year colleges
6. Careers of the future

☐ The institute will include a video presentation, group activities/discussions, and a panel discussion. Participants will also receive a Student Affairs in Two-Year Colleges Resource Guide.

### CONVENTION ACTIVITIES

Commission XI is happy to sponsor the following activities at the 1997 ACPA/NASPA Chicago Convention, March 19-23, 1997.

**Please Mark Your Calendars!!**

♦ ♦ ♦

### Not-To-Be-Missed Commission XI Gatherings

<b>New Member Orientation</b> 8:00-9:00am	Thursday, March 20 Hyatt/Picasso
<b>Directorate Planning Mtg.</b> 9:15-4:30pm	Thursday, March 20 Hyatt/Picasso
<b>Open Business Meeting</b> 3:00-5:00pm	Friday, March 21 Hyatt/Skyway 265
<b>March Madness Carnival</b> 6:00-8:00pm	Friday, March 21 Hyatt/Grand Ballroom
<b>Recognition Reception</b> 7:00-9:00pm	Saturday, March 22 Hyatt/Columbus A

*Honoring student affairs professionals  
who have retired within the last 10 years.*

♦ ♦ ♦

### Commission XI Sponsored Programs At This Convention

Helping the Meek Speak: Building Bridges Between  
Counseling and Instruction – Karen G. Brugler

The Future of Student Affairs  
in Two-and-Four-Year Colleges – Maggie Culp

Academic Integrity: Bridging Student Affairs/Academic  
Affairs-Community Colleges/Universities – Mary Olson

Current Student Affairs Issues  
in Community Colleges – Lowell Ford

Bridging Students' Needs with Student Services  
in Community Colleges – Steven R. Helfgot

# Technology: An Agent for Change In Student Development

Barbara BeVier Burke

**Change:** "Change isn't ever easy. Human beings are surely fond of what they already know."  
- Earlene Fowler, Novelist

**Resistance To Change:** "Resistance to change is not an anomaly. Resistance to change is a normal and natural part of being human."  
- Dr. Nancy Bonis, Clinical Psychologist.

☐ In other words....., the stresses and strains we feel when we contemplate the technological changes occurring in our world and in our work are normal. For me, understanding my own resistance helps me get past that resistance and move to productive solutions.

☐ How do we as professionals begin to deal with our own resistance to change and resistance of our institution and the resistance of our peers and the resistance of our staffs? Over the years I have found a couple of approaches which have been both helpful and functional as I faced these questions.

☐ These approaches are divided into two categories - how a **campus** can implement change effectively and how a **workgroup** can implement change effectively.

♦ ♦ ♦

## How A Campus Can Implement Change Effectively

☐ My own institution faced a technology crisis several years ago. We were far behind in our use of technology to support students, especially in the area of registration (see "CRUISE-ing Through Registration," *Eleven Update*, Winter 1996).

☐ In order to address the need for significant change in our use of technology, we adopted a model that included the following elements:

**Benchmarking-** visit regional or national leaders with expertise in the systems which you desire to change. Broaden your contacts through professional journals and conferences.

**Cross Functional Teams** - be sure that all areas affected by the planned changes are included in the benchmarking visits or have an opportunity to review this information. Nothing is more likely to prevent change than poor communication.

**Management by Data** - conduct on-site interviews with those you identify as leaders in the systems you desire to change. Observe your own system and look for opportunities to streamline and modify. Document your present system and ask for input from throughout your institution.

**Design Through Collaboration** - use focus groups to identify "trouble spots." You may be amazed at the good ideas you'll hear from those who didn't know you were interested in their input. Use the information gleaned from these discussions to develop a program statement to guide further discussions and the development of your new process.

**Charge an Implementation Team** - ultimately, a small group must design the format for your anticipated changes. Identify the appropriate members, give them a specific assignment, give them a specific timeline, and give them the institutional support necessary to make their recommendations.

♦ ♦ ♦

## How A Workgroup Can Implement Change Effectively

☐ We all know of new systems which failed, or were less successful than anticipated, due to the lack of staff support. Our challenge is to help our staff members move into change with comfort and anticipation. I have used the following model successfully:

**Review "Ways Of Working"** - assess the mood of your staff. Have staff members make recommendations for

streamlining and automating workflow. Encourage them to identify "things to do differently."

**Set The Tone For Planning** - develop staff who are "vested" in the outcome through their involvement in making recommended changes.

**Explore technological possibilities and needs** - ask staff to identify systems which would benefit from improved technological support. Have them make suggestions for automating workflow. Have them identify ideas which will help to integrate new technologies and technological systems.

*We are, after all,  
teaching institutions - surely that  
means we are also capable  
of learning ourselves.*



## Technology: An Agent for Change in Student Development, cont.

**Assign an implementation team** - as with the campus model, a small group must, ultimately, design the format for your anticipated changes. My staff has found the following general model useful:

- a) *Document the current process;*
- b) *Identify logical flow of steps;*
- c) *Identify information requirements for each step (data/image/steps for completion/routing);*
- d) *Estimate the resources required;*
- e) *Identify processes that are essential and establish the logical sequence (may need to disregard "who" is doing "what" now);*
- f) *Draft proposed/revised process;*
- g) *Present to workgroup for implementation.*

☐ A couple of final thoughts in implementing change and integrating technology. First, technology alone will not solve our problems. Our students will still rely most on the **people** of our institutions. Technology must **SERVE** these people so they can best serve students.

☐ Secondly, implementing technological change takes time and it takes money. We must have patience as we move forward. We must anticipate the resistance to change and help each other move forward.

☐ We are, after all, teaching institutions - surely that means we are also capable of learning ourselves.

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ACPA/NASPA '97  
GENERAL CONFERENCE PROGRAM  
March 19-23, 1997, Chicago

## LEADING CHANGE IN STUDENT AFFAIRS

☐ Jack Becherer and Steve Helfgot will present a session examining how change occurs in Student Affairs, and who is responsible for implementing this change. Selected theories of leading change will be presented. Barriers to change, notably overcoming resistance, will be explored.

☐ Small group discussion will provide an opportunity for participants to identify strategies to facilitate change and to share stories when change has been accomplished. Finally, the presentation will address the benefits of creating a system where proposals for change surface at all levels and job categories.

☐ Both Jack and Steve are past members of the Commission XI Directorate, with reputations for stimulating presentations. Don't miss the opportunity to consider ways to lead change in Student Affairs.

Before the times of change, still it is so;  
By a divine instinct men's minds mistrust  
Ensuing dangers; as by proof, we see  
The water swell before a boisterous storm.  
- Richard III

*The Past Is Preamble. . .*

# The Evolution of Student Services

- William H. Lindemann, Jr.

□ The community college movement in America enjoyed vigorous growth between 1963-73, with public support and financing running very high. The type of problems college leaders faced typically concerned where to put the growing number of students and how to keep the campus building program on schedule.

□ During the next ten years (1973-1983) the picture began to change. While the issues associated with this change are too numerous to discuss here, it would be reasonable to say that by 1983 community colleges in general were no longer as prosperous as they had been, and that the status of each was determined by a set of individual factors. Prominent among these were local/regional economic conditions, taxpayer support, and student enrollment.

*... it is not surprising that many college leaders and planners have a vague understanding, at best, of the purposes of student services or of the role student services staff might play within the total campus organization.*

☞ Today in the 1990's, community college leaders must set institutional priorities to allocate limited resources. The money that was formerly available is no longer there. Administrators not only have to determine their community's needs, but also justify their choices of which educational programs should be offered to the community at a time when community needs are likely to be more diverse than they have ever been in recent times.

□ To accomplish this task, college leaders are evaluating their colleges in terms of how well each department or office on campus is doing whatever it is supposed to do. As we begin to look at our institutions in this more objective way, we quickly learn that in order to determine if we are doing what we are supposed to do, we first must know exactly what it is we do, why we do it, and how we know when it is done well.

☞ We are beginning, then, to evaluate programs on the basis of their results—a concept currently termed “institutional outcomes measurement.”

□ When we look at the evolution of student services during the period 1963-1985, we find very few institutions developing a planned student services program integrated with the total educational process. Most student services programs grew on a piecemeal basis.

□ During the period 1963-73, community college student services evolved. Institutional leaders were far too busy addressing primary needs such as building a campus or implementing new instructional programs. There was little time to

integrate instructional programs, let alone student services, within the total educational plan.

□ One reason for this was that institutional planning was not specific enough to define this level of integration. Most college leaders, including student services deans, did not know what they know today about the implications of effective strategic planning. Without a clear sense of direction or mission, community college student services were modeled after student services at traditional, larger four-year colleges and universities. Student services departments on many campuses were separate from each other and from the “instructional side of the house.”

□ Since we have not defined student services as a part of the total educational process, it is not surprising that many college leaders and planners have a vague understanding, at best, of the purposes of student services or of the role student services staff might play within the total campus organization. It is paradoxical to

note that at the same time that the need for student services is being questioned, these same college leaders are taking a renewed interest in students—partially in reaction to concerns about enrollment and retention. Institutions are looking much more closely at meeting student needs.

□ As community colleges focus on factors that affect student success, areas such as institutional access, assessment, orientation, advising, and developmental education are being re-thought. In many cases, this re-evaluation is being done by academic faculty and instructional administrators while student services staff are systematically overlooked.

□ If we have learned anything from the last twenty years, it is that student services must be an integral part of the college. Institutions that continue to segment human resources and encourage outdated territorial lines between student services and instructional programming will miss the mark. The question is How do we assure this integration? The answer can be found by examining those institutions that have succeeded in integrating student services into the educational process.

□ The leaders of these institutions have helped staff transcend traditional organizational structures and arbitrary departmental lines to commit themselves to one common institutional outcome—student success. During the 1990's, those community colleges that will be most successful will be those that have staff members who share this goal, who understand they serve a diverse public, who know how to identify student needs, and who can organize every institutional resource towards developing programs that address these needs. These colleges will place a high priority on removing the barriers and resolving the issues interfering with student success.

More ⇨

## The Evolution of Student Services, cont.

### Implications for the Future of Student Services

□ A review of student services at successful community colleges indicates that there are four key principles present in the institutional makeup of these institutions. It is clear that planners of student services in the future must do the following:

1. Focus on institutional issues related to student success.
2. Emphasize proactive programming.
3. Provide for close integration between student services and instruction.
4. Encourage practical applications.

□ Before attempting to implement a change model, colleges need to address ten basic factors that determine how student services will be designed at their institutions.

□ Those ten assumptions are as follows:

1. There is a need for systematic planning in student services
2. There is a need for institutional decisions to be based on measurable data.

3. There is a need for student services functions to be clearly defined.
4. There is a need for student services staff to be actively involved in college-wide planning efforts.
5. There is a need for regular attempts to coordinate the efforts of student services staff and to integrate these efforts with those of the instructional programs.
6. There is a need for clear policies and procedures that relate to all college functions.
7. There is a need to develop a "customer service" approach to the way staff members deal with the many publics served by the college.
8. There is a need for a comprehensive staff development program for all college staff members.
9. There is a need to encourage at the institutional, state and regional level, model programs that introduce new ideas and experimental projects that focus on student services.
10. There is a need to integrate technology throughout the entire institution to improve delivery of services to students.

□ The ideas presented in this article call for the development of college-wide intervention strategies that focus on the student from the time initial contact is made with the college through completion of individual educational objectives. Any working model developed using these assumptions will be made up of interactive and interdependent elements that are functionally related to one common institutional goal—student success.

Dr. William H. Lindemann, Jr., formerly Vice President of Student Development at Central Oregon Community College, Bend, Oregon, has written this article as part of an ACT publication. Excerpts included in this article are from Student Success: The Common Goal. Integrating Student Services within the College Community. Bill recently has accepted a position as Vice Chancellor for the San Jacinto Community College District in the Houston area.

### New Members Join Commission XI Directorate

Once again, it is time to bring new members into the Directorate Body. Commission XI leadership is happy to announce the addition of the following members to its Directorate:

Dr. Marguerite Culp	Mr. Thomas Flynn
Dr. Stephen Helfgot	Mr. Daniel B. Leifield
Ms. Kay Martens	Ms. Joyce Romano
Ms. Roberta Teahen	Dr. Brooke Zemel

♦ *There's a change indeed in the commonwealth! What shall become of me?*  
♦ *Come; fear you not: good counselors lack no clients: though you change your place, you need not change your trade. . .*  
- Measure for Measure

# A Context For Thinking About Change

– Nancy Lombardi  
Lansing Community College

□ As we know, community colleges are under ever-increasing pressure to “do more with less.” In addition to the challenges presented by their educational role, community colleges, like their corporate counterparts, face seemingly incompatible demands:

- ♦ Get “lean and mean” through restructuring—while being a great institution to work for and offering employee-centered policies, such as job security and comprehensive benefit packages.
- ♦ Encourage creativity and innovation, and pursue new directions and initiatives—but maintain existing programs and services.
- ♦ Communicate a sense of urgency and push for faster execution, faster results—but take more time to deliberately plan for the future.
- ♦ Decentralize to delegate planning responsibilities to small autonomous units—but centralize to capture efficiencies and combine resources in innovative ways. (Kanter, 1989).

□ To cope with these and other demands, community colleges across the country are engaged in strategic planning processes and are reexamining their mission, goals and objectives. Like their corporate counterparts, community colleges are downsizing, restructuring, reorganizing, and reengineering their institutions in an effort to respond to internal and external changes. According to Chin & Benne (1985), the numerous strategies or approaches to managing planned change can be grouped into three types:

- ♦ **Empirical-rational** strategies or approaches assume that people are rational beings moved by self-interest—people will accept or reject change if it is rationally justified and beneficial to them.
- ♦ **Normative-re-educative** change strategies assume that people’s commitments to socio-cultural norms support patterns of action and practice—change occurs if and when individuals change their “normative orientations to old patterns and develop commitments to new ones” (p. 23).
- ♦ **Power-coercive** change strategies are based on the application of power in some form—change occurs as the result of the coercive influence of political, economic, and/or moral power.

□ We can each see these different approaches or strategies being used in our organization as well as recognize these themes in the literature on change. These types are based on different assumptions about change.

□ In addition to differing strategies or approaches, organizational change is typically modeled as a three-part process. No matter what the phases are called, the same major themes emerge:

- ♦ The organization must be awakened to a new reality and must disengage from the past, recognizing that the old way of doing things is no longer acceptable.
- ♦ Next, the organization creates and embraces a new vision of the future, uniting behind the steps necessary to achieve that vision.
- ♦ Finally, as new attitudes, practices, and policies are put in place to change the organization, these must be solidified (Kanter, Stein & Jick, 1985).

□ In our rapidly changing world, the process described above is continuous with overlapping stages. In addition, large-scale change—such as organizational restructuring—entails at least four traits: (a) multiple transitions, (b) incomplete transitions, (c) uncertain future states, and (d) transitions over long periods of time.

□ By understanding the change process and the types of change strategies or approaches, we can think about what is occurring or needs to occur in our organizations. We can think about where we are in the process and how to achieve our goals.

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# Adapting Human Relations Skill Training For The Workplace

- Dr. Betty Tu

❑ Employers are increasingly demanding good human relations skills from employees. As this country and the "global" society move toward an information based economy, the job skills that were relevant to an industrial society are no longer viewed as effective or even desirable. Employers must have employees with good communication, problem-solving, and interpersonal relations skills.

❑ In "What Work Requires of Schools, a Scans Report for America 2000," workplace competencies are outlined that would enable employees to get good jobs. Employees need interpersonal skills so they can function as members of teams. They need to be able to teach others new skills and have a customer service orientation. Employees must also exercise leadership and practice negotiation skills as well as be able to work in a diverse environment.

❑ National standards clearly dictate the need to concentrate on skills that improve communication, problem-solving and appreciation of diversity. These needs are also reflected at the state level as indicated in this quote by Mike Moses, Education Commissioner for Texas, "When asked what qualities employers look for when hiring employees they respond by demanding communication skills, problem-solving skills and interpersonal relations skills. That is, they want people who can communicate, think, and get along well with co-workers."

❑ The need to develop an organized framework for providing opportunities to develop these skills is paramount. Students need to have a sense of self-awareness which in turn allows them to exercise control over behavior, instead of reacting impulsively in response to another person's verbal or non-verbal behavior. A student will then be able to learn how to listen, empathize, respond, initiate and problem-solve, and subsequently come to value differences and constructively resolve conflicts.

❑ Current curricula do not offer the array of skills needed in the areas previously outlined. While some relationship and self-awareness skills can be explored, a concentrated skill-building approach is clearly lacking. For quality interpersonal and work relations skills, The El Centro Human Relations Institute provides a comprehensive interdisciplinary teaching/learning system to address this need.

❑ This broad-based institute offers an organized, flexible framework for educating and training the workforce in human relations skills. The Institute serves 1.) El Centro degree seeking or program completing students; 2.) employee groups within the college or college system; 3.) teams and individual employees from corporations and community agencies, etc.; 4.) dual credit secondary school students; and 5.) community members.

*Mastery of change  
does not come easily,  
it takes time, and is arrived at  
by successive approximations*

❑ The Human Relations Institute curriculum content has been selected from the best of proven current materials as well as from innovative, experimental curriculum materials. Curriculum design is in modular format that is flexible and adaptable to academic credit, continuing education, and certificate programs. A set of three core courses compressed the "pilot" program that was the initial offering of the Human Relations Institute.

❑ The pilot core courses consisted of one section of Human Development, 1370 (Educational and Career Development) for Health Occupations students, one section of HD 0092 (Student Success) for Developmental Studies students, and a Continuing Education course designed for selected El Centro College staff. All three courses were developed around the following content:

## Self-Management and Emotional Literacy

Awareness of self and others, empathizing, managing anger, managing stress, dealing with criticism, negotiating differences.

## Interpersonal and Workgroup Relations

Listening/attending, reflecting, responding. Giving and receiving feedback, assertiveness, and working with diversity.

## Teamwork, Problem-Solving and Conflict Resolution

Group roles and dynamics, leadership behaviors, collaborating, empowerment of self and others, valuing differences, negotiating, mediating.

❑ The "core courses" and related training modules were developed by a team of El Centro professors and deans, and an expert in diversity training from the external community who also qualifies for community college teaching credentials. The team was diverse in terms of ethnicity, gender, age, and teaching fields, but all had additional training and expertise in the fields of Human Relations or Conflict Resolution.

❑ The Institute also offers direct services to employers for enhancement of the work environment. These services include personal coaching and counseling for individual managers or frontline staff, mediation, process consultation, and customized designing of company dispute or complaint resolution systems.

❑ The Human Relations Institute presents a unique program of training opportunities for students in associate degree programs and others who wish to distinguish themselves as leaders in the workplace. All Institute courses are built on the principles of self- and multicultural awareness, so they can address the workplace needs for employees who must be able to work successfully with diverse co-workers and supervisors.



❑ Total Quality Management trainer, Keith Taylor, formerly in student development in the Dallas County Community College District, has gathered these presentation notes for training the managers at Terrell State Hospital in Terrell, Texas.

### 31 Ways to Manage The Stress of Change:

#### Guidelines and Emphases for Leaders

❑ The principles involved in managing the stress of change can be translated into guidelines for practical application. These guidelines are:

1. In planning change, factor in the likely effects on your people. Do the psychological cost accounting that estimates what loss they will experience and the time that will be needed for mourning. From this, estimate the turnaround costs of managing transition. Trade this off against your long-term strategic gains and ensure that the powers that sanction change have accepted the short-term transition costs to be incurred. In choosing between strategies of gradualist, incremental change and massive, transforming change, bear in mind that incremental reforms are likely to bear the lowest short-term psychological costs, but may produce the least long-term benefits. Transformations have higher immediate costs, but also the prospect of greater long-term benefits. In either case, ensure that you will receive appropriate sanction and support during predictable turnaround turmoil. When you are implementing transforming change, know that it will be traumatic, expect resistance, and be certain that you have the reserves of energy required to forestall and combat resistance.

2. Remember that discontinuity is one of the enemies of organizational change. When changing the form of an organization, try to preserve its spirit. In meetings, provide assurance of this continuity, but be sure that you are heard (the doom and gloom of "all is lost" may cause people to tune you out).
3. Don't assume that your subordinates will experience change as you do. Find out what change actually means to them, and manage their stress accordingly.
4. Pay attention to the psychological contract. If you are violating it, do so knowingly and be sure to communicate what has changed and why it has changed. In the course of so doing, expect protest, and steer people's aggression towards negotiations of what is negotiable within the new context.
5. When your people are mourning change, meet with them. In addition to format meetings, do the rounds so that people can air their feelings and ask the "why must we give up...?" questions that help them do their grieving.
6. As you do the rounds, acknowledge people's stress. Permit expressions of resentment, share some of your own feelings, and make clear that you do not equate expressions of aggrieved emotions with weakness or disloyalty. Show them that you care about them by understanding their grief and pain.
7. Acknowledge early warning signals of distress. If many of your people are signaling distress, your wisest assumption is that the message is "slow down; you're moving too fast."

Slow down, diagnose what's happening, and then take appropriate action.

8. Give support. Spend time in the foxholes with your people, visit, call, and ensure that they take care of themselves.
9. Seize every opportunity to create a climate of caring, calm, control, concern, commitment, confidence, challenge, and camaraderie.
10. Tell your people what is happening and why. Don't sell them, give them the information they need and opportunities to check on what they have heard. Make it possible for them to sell themselves on the rationale for change.
11. Do not underestimate the conservatism of human beings. The longer your people have been doing the same thing in the same way in the same place, the more they will fight to conserve their hold on what they have. Help them let go by moving them slowly. Do not make detachment too wrenching. If you are managing people who have lost power, realize that it will not be yielded gladly, and may not be yielded at all. If people have been given time to yield power and hold onto it, realize that you may have to take political action.
12. When you hit unanticipated resistance, spend more time with the resisters. Be patient, expect that people will clam up, ignore, or manipulate you until they trust you enough to open up.
13. Communicate anything that is emotionally charged in face-to-face meetings. By all means, follow these meetings with written communications, but do not substitute memoranda for direct face-to-face engagement.

*... nor 'tis not strange  
That even our loves should with our fortunes  
change;  
For 'tis a question left us yet to prove,  
Whether love lead fortune, or else fortune love.  
- Hamlet*



## Adapting Human Relations Skill Training For The Workplace, cont.

14. In meetings, focus on the substance of what is being said, but manage the process of how it is being said. In managing process, inform, ask, and listen. When emotions are running rife, crack a joke, or do anything that will reduce tension. If the tension remains too high, call a halt and do detective work in the corridors. Realize that there is little you can do to relieve high tension until you have a working hunch about its meaning.
15. Have someone you trust to talk to. To sort out what is going on when tension appears irrationally high, take time out to think and to talk.
16. Don't expect the impossible of yourself or your people. Follow these guidelines, but accept that you will have to make frequent compromises. You will need to respond to the needs of superiors, peers, clients, your family, and your own conscience, as well as those of your subordinates. When other needs take precedence over needed meetings with subordinates, tell them so and ensure that a trusted deputy fills in for you so that meetings continue.
17. Foster interdependence. Encourage your subordinates to depend upon one another. When they raise change-related problems individually with you, have them bring those problems to weekly meetings.
18. When you know that meetings will surface tender issues and feelings, plan and rehearse such meetings with great care. Know where you are going and how you will get there. Have contingency plans ready for possible surprises. When you are unsure about how to move in such a meeting, talk to a person you can rely on to help you with rehearsal.
19. When emotional sludge has backed up in your system, be sure that you meet with your people when you and they are well rested, and meet in a setting where you and they will be protected from external invasion.
20. When your own stress is getting to you and your objectivity is going, get away from it all until you are able to induce an overview of where you and your people are, have been, and are going. If the view escapes you, talk to someone in the organization who can help you gain helicopter perspective.
21. Pace your movement through the stress of change. If stress is too high, slow down; if it is not high enough, move faster. In monitoring the levels of stress, watch the four f's and the four s's. These are fight, flight, fright and fatigue, and the symptoms, sickness, suffering, and stupid behavior. Too much of any of these indicates the need for a slowdown.
22. Follow the directive of the "health thyself" movement: "Take good care of yourself: you belong to you." Maintain your own health and insist that your people do the same.
23. As part of your health maintenance, take time out to be with your family, explore multiple avenues for rest and recreation, and use Sundays and vacations as they were intended to be used. See that your people do the same.
24. Be real. Be yourself and share yourself with your people. Touch and allow yourself to be touched. Confront their feelings and yours with honesty. Make clear that neither you nor they have to like painful change. Respect their right to depend upon you, but do not treat them like children, and depend upon them, too.
25. Take your people into your confidence. Deal honestly with their needs for information. Tell people what you know, what you do not know, and if you know but cannot tell them, tell them so. When you are constrained, tell them so and tell them when you will be unconstrained. Never lie or fudge. In dealing with matters of fact, be matter-of-fact.
26. Surface the issues that you and your people feel strongly about. When there is conflict that involves values and ideals, find the shared value ground that you can both stand on from which you can therefore proceed.
27. When your people behave immaturely, be selectively inattentive. When they behave maturely, be selectively attentive. Model mature behavior for them. Help them place present pain in life's more extended perspective and to see a lighter side. Inject appropriate humor and absurdity when you can.
28. When your people are mad, ask them what they need to know so that they can act. When they know what they need to know, and aggrieved feelings have been expressed, ask them to propose action and ask them what help they need from you in order to act.
29. Do not allow meetings to become idle gripe sessions or opportunities for people to attack one another. Ensure that people ultimately attack reality, not each other, nor "them," nor you.
30. Make your expectations clear, and let your people know how they are doing compared with those expectations.
31. Remind your people and yourself that mastery of change does not come easily, takes time, and is arrived at by successive approximations. Give yourself and them the time they need, and be sure that they and you take it easy when needed. Permit, expect, and accept latitude for error, using errors as opportunities for learning, not indictment.

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# Restructuring for Learning: Opportunity Amidst Chaos

❑ The challenges facing colleges are great. In response to the many external and internal factors impacting colleges, many colleges are engaged in major restructuring efforts. In recent years, many businesses have also undergone dramatic changes as they adapted to changing economic and social environments. K-12 education has also been the subject of reforms, as schools reportedly failed to measure up to expectations for their performance.

❑ Until the early 1990s, higher education appeared unaffected significantly by the forces of change impacting businesses and K-12 education. In recent years declining enrollments, calls for heightened accountability, business partnerships, employer criticisms, diminishing resources, advancing technologies, increasing competition, social changes, differing expectations, and increasing costs have caused colleges to review their missions and their structures (Terrey, 1992; Cross, 1995). Modeling their approach after that of businesses, many colleges are re-engineering. Teams, flattened organizations, entrepreneurial models, Continuous Quality Improvement, customer focus, critical success factors, and changing role expectations are all a part of the new designs.

❑ Simultaneously, there is broad-based interest in learning and learning organizations. "The Learning Organization," and the importance of learning for a changed society, is the subject of business, political, and educational interest. Tremendous opportunities exist for student affairs professionals who are among the most knowledgeable on our campuses about learning and human development.

❑ The extent to which the restructuring efforts of colleges can be positively related to improved learning or an enhanced culture for learning is insufficiently documented. However, great opportunities exist within the chaos for redefining roles and improving results.

❑ Writing about downsizing and technology change in "Transforming Educational Organizations," editor James Morrison writes:

*The implications of these macro environmental changes are substantial. Educators need to rethink basic assumptions about structure, organization, and curricular programs. According to Terry O'Banion (1995), the existing structure and organization of most schools are inappropriate for the*

*information age... educational organizations must become learning organizations and take advantage of what we know about learning and what we know about using technology to enhance learning (O'Banion, 1996, cited in Morrison, 1996).*

❑ Today's emphasis on learning is already impacting the way organizations fashion themselves for an uncertain future. Many writers criticize education for being disconnected from both society and learning and others dismiss schools as "institutional learning" places (Vaill, 1996), reflecting a very different meaning than that we believe we represent.

❑ Zemsky summarizes the issue this way:

*While colleges and universities still claim societal purpose, legislative critics in particular sense that, if left to its own devices, the academy would address change largely by remaining the same. The sluggishness with which colleges and universities recast curricula or pedagogy, their inability to take significant advantage of the new technologies to improve their students' capacity to learn... all become part of an argument that sees a "disconnect" between higher education and the world without—a perception that higher education as an enterprise is neither willing nor able to become efficient and responsive (Zemsky, 1996, p. 4).*

❑ The current wave of restructuring efforts may be attempts to address this perceived lethargy. In *Best Practices in Reengineering*, authors David Carr and Henry Johansson write:

*... Companies are increasingly coming to realize that traditional organizational structures, customer service philosophies, and business methods are no longer competitive in today's global market (Carr and Johansson, 1995).*

❑ The authors report that their research shows that a critical component of successful re-engineering efforts is the recognition and articulation of an extremely compelling need to change. What should be changed in higher education and how it should be changed may strike at the very heart of individuals' views of the purposes of higher education. The complexity of education will be a major barrier to change, but change must be considered systems and learning perspectives, not just "organizing" perspectives.

❑ If a primary goal of restructuring is to enhance learning (a goal which may ultimately be articulated but would be difficult to substantiate in current literature), it is likely that many different structures will evolve. Just as the integration of curriculum is the focus of reform in much of the curriculum, integration of services will be the focus of administrative reforms. New partners and new connections, inside and outside the organization, will become ever more critical.

*lean-look'd prophets whisper fearful change;  
Rich men look sad and ruffians dance and leap...  
- King Richard II*

## Restructuring for Learning: Opportunity Amidst Chaos, cont.

❑ In a July 1995 paper, Barbara Ganz identified factors which are important for positive change. These include cultural evolution, adjustment of organizational climate, and cultural evolution. Potential barriers to renewal include culture, history, lack of systems perspective, narrow definition of community, and lack of clear values. Among the interesting findings of this research on two campuses is that the campus hierarchy and organization chart is not important. This raises interesting questions about the exercise underway in many institutions to redraw the boxes on the chart. Some ask whether we aren't "rearranging the deck chairs on the Titanic."

❑ Most writers expect that vital higher education organizations of the future will be substantially different from those of today. In a July 1995 presentation at "Leadership 2000," Patricia Cross identified four key issues:

1. *The need to make students the central focus of our work.*
2. *The need to restore the public trust and to demonstrate through assessment our acceptance of accountability for student learning*
3. *The need to manage limited resources more efficiently and effectively.*
4. *The need to utilize the power of technology to educate in and for the 21st century.*

❑ She contrasts education today with where the railroads were in the 1920s and the automotive industry in the 1960s.

*Today's heavy emphasis on improved efficiency and better management is certainly necessary, as indeed it was for the railroads, but it is hardly sufficient—no more so than it was for the railroads. . . . There are managers in education today who know how to market and manage their product, but they don't know how "the thing" works. They don't know how students learn or how teachers teach, or how the curriculum is constructed, or how to visualize new roles for technology in our business of teaching and learning. . . . Restructuring is not a management matter; it is an educational matter. Anyone setting out to restructure education, through technology or any other means, needs to know how this thing we call education works (Cross, 1995, p.9).*

❑ In a 1995 paper Taylor and Maas describe a college which delivers instruction at any time; provides students with alternative ways of learning; delivers instruction at places remote from the campus, including homes and cars; provides faculty with greater research and development opportunities; has faculty more engaged in college governance; is networked electronically across traditional boundaries; uses media-based learning; and serves as the primary center for worker retraining

❑ The college has also created cooperative relationships with the government and business and industry; guarantees jobs for students completing training; brokers services in areas where programs are not presently offered; caters to the needs of part-time students; utilizes technology as a dominant delivery system; individualizes instruction; has faculty members who are managers of instructional processes; has counseling playing a larger role, combining assessment with prescription of learning delivery modes consistent with cognitive styles; is more entrepreneurial, evolving into an edu-business; and has student success centers.

❑ Many questions about the learning organization remain to be answered, but there will not be time to find the answers before we take action.

❑ Peter Senge, author of *The Fifth Discipline*, says that there are no rules for how to build learning organizations. He compares the process to a high-powered educational game his child has, where after a simple introduction, the instructions say, "Have fun. You will learn as you go." He concludes:

*That's pretty much what building learning organizations is like. . . . My best advice is, Have fun: you will learn as you go. If you are not having fun, you are not doing the right thing. If you are not learning as you go, you won't go too far.*

❑ Who could know more about building a learning organization than student affairs professionals? If we subscribe to the Student Learning Imperative and the draft of Principles of Good Practice for Student Affairs, we will see learning as a critical agenda and in broader terms than many in our colleges may. We have a tremendous opportunity to reinforce the importance of our roles in organizations which will become increasingly focused on learning.

*Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education. . . . Student affairs must model what we wish for our students: an ever increasing capacity for learning and self-reflection (ACPA, 1996).*

❑ Student affairs professionals must also seize the present moment by contributing their expertise to the development of learning organizations - to restructuring for learning. If not us, who? If not now, when?

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On the Back Page of *Eleven Update*

## Highlights Of A Literature Review:

# PLANNED ORGANIZATIONAL CHANGE IN COMMUNITY COLLEGES

□ A general overview of the literature on planned organizational change in community colleges reveals that a great deal of agreement among authors writing on the topic exists relative to the reasons for organizational change in community colleges. A further analysis of the literature indicates that the majority of the scholars writing about organizational change write about change efforts based on the continuous quality movement.

□ Also, this review of the literature reveals that another approach used to frame planned organizational change efforts is that of focusing on cultural change.

□ George Boggs in his article "The Learning Paradigm" (1995/1996, 25/26), presents a list of reasons for change in which summarizes well the reasons for change cited by many scholars. Boggs states that change in community colleges is necessary because the world today is different than the one in which community colleges were invented.

□ He identifies important social factors which dictate change in community colleges:

- 1.) technology has transformed the way we do business and the way we live; however, it does not seem to have changed community colleges.
- 2.) student populations have become more diverse bringing into question whether traditional instructional methods are sufficient while the curriculum has changed very little relative to globalization of the curriculum
- 3.) many of our students have part-time and full-time jobs and need weekend and evening classes and classes delivered regardless of place, time or pace; however, our delivery modes and times of delivery of traditional classes has changed very little

4.) political state legislators and governors across the nation have responded to fiscal exigency by reducing funding support to educational institutions; however, many community colleges have done little to decreasing spending.

5.) employers complain that the country's workforce is inadequately trained, and corporations spend billions of dollars on employee training, thus community colleges must improve efficiency and effectiveness to be more accountable

6.) the public has concerns about the effectiveness of education in higher education and is calling for accountability and assessment of outcomes. Community colleges have to change from a teacher-centered environment to a learner-centered environment.

□ Boggs concludes by pointing to the disturbing and dangerous mismatch existing between what American society needs of higher education and what it is receiving (1995/1996, p. 25).

## CONTINUOUS QUALITY IMPROVEMENT AS A CHANGE METHOD

□ Community college leaders across the country are declaring that continuous quality improvement (CQI), sometimes called total quality management (TQM) or simply continuous improvement (CI), is an effective method to use in making the type of fundamental changes required in community colleges. I will use the terms CQI, TQM, and CI interchangeably within the literature review.

## DEFINITION OF TQM

□ Tina Lankand, in defining the total quality movement, states that the movement is based on three common themes—participatory management that involves

input, problem solving, and decision making by all members of an organization and its customers (Spanbauer and Hillman). She also explains that TQM is based on the work of three theorists who brought quality planning to U.S. businesses:

- 1.) W. Edwards Deming promotes the role of management as one of facilitating workers to do their best by removing barriers that prevent high quality work and by involving workers in decision making.
- 2.) Joseph Juran suggests that management problems are related to human element errors. He promotes management training in quality concepts and the use of quality circles to improve employee communication across levels. His focus is on understanding customer needs.
- 3.) Philip B. Crosby promotes a "prevention" process wherein requirements for quality conformance are jointly written by managers and workers and address the needs of the customer (1994, p.1).

## COMMON CRITICAL ELEMENTS

□ Further analysis of the TQM literature for common elements for success in implementation of TQM for organizational change efforts suggests the following strategies are essential:

- 1.) use of information and environmental scanning to establish priorities and goals.
- 2.) creation of decision making teams developing shared goals, problem-solving and the creation of programs and services to respond to changes needed .



**PLANNED ORGANIZATIONAL CHANGE IN COMMUNITY COLLEGES, cont.**

3.) need for a consultant and individuals whose job is planning and direction for the CQI movement.

4.) need for a comprehensive communication system.

□ These elements are discussed in more depth in the following comments from two community college leaders as they describe TQM efforts at their institutions.

□ Clyde E. Letarte, former president of Jackson Community College in Jackson, Michigan, in discussing the effectiveness of a CQI movement at that institution, states there are four things leaders of CQI must do:

- 1.) create a core of committed, knowledgeable people who understand the process. Also, develop an in-house expert employed specifically because of CQI knowledge and give that person the responsibility to assist in the planning and implementation of CQI initiatives
- 2.) create teams. CQI is a collegewide system for establishing shared vision, mission, goals and methods for focused improvement actions for change and must be carried out by teams who have the authority to make decisions.
- 3.) communicate effectively with all members of the organization. Additionally, individuals must have opportunities to provide feedback to the teams making decision if CQI is to be effective.
- 4.) base decision making on information. Performance has to be measured based on data and facts (1993, p.17-20).

□ Aside from the four critical elements found in all of the literature, Letarte suggests that change efforts be focused on systems thinking. There must be a shift from person-focused to systems-focused thinking. He also stresses that leaders of CQI movements must take time to understand all aspects of CQI. Finally, Letarte notes that CQI efforts must be built on the

past strengths of the organization.

He urges organizations to use past organizational experiences and concepts as building blocks for CQI whenever they are consistent with the new directions and concepts being incorporated. Letarte argues from a construction metaphor — while your organization may be pursuing significant renovation, the core of its house still exists (1993, p. 19).

Zelema M. Harris is President of Parkland College in Champaign, Illinois. In her analysis of CQI as a effective change agent, she makes the following statements summarizing her thoughts on the elements essential for success:

- 1.) The first assumption I have is that the institutional climate will not change unless there is an impetus for change. I use information as a major impetus for change. I believe that my primary role as a leader is to provide information that is alive, vibrant and disturbing. This kind of information will cause people to act and change. Additionally, information is used to make decisions about goals and directions for the college
- 2.) Another assumption that I have is that leaders exist throughout the organization, therefore decisions are made by individuals throughout the organization. As Parkland College began to move toward a more collaborative and inclusive model of governance, it became apparent that "big picture thinking and teams" were essential to Parkland's future. Even our budget decisions are based on recommendations from an operational planning team, composed of representatives from every employee group.
- 3.) Faculty and staff must be trained in the techniques used to move the college forward and I have discovered that we have to secure a core who will commit to providing leadership for the TQM continuously.
- 4.) Communication is essential. One

method I use is to distribute information from teams continuously.

Additionally, I submit reports from accreditation agencies as a way to communicate information that is disturbing enough to create change (1995, p.34-36)

□ Harris also stresses that in order for TQM to be effective, leaders must build efforts based on understanding the history and traditions of the institution. This is important because change must be handled with the greatest of compassion and understanding.

□ Harris also promotes an environment where trust is built based on valuing people. She uses on-campus study groups, professional development opportunities, and leadership training seminars to invest in personnel because she believes it will maximize human resources. More importantly, she believes these professional growth activities create a healthy environment where everyone enjoys coming to work.

### **CULTURAL CHANGE AS AN APPROACH TO PLANNED ORGANIZATIONAL CHANGE**

□ Many of the articles describing organizational change efforts, based on cultural changes, are based on the definition of culture by Edgar Schein. Schein defines group culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relations to those problems (1992, p. 12).

□ In defining culture, Schein declares that there are three critical aspects to his definition. The first element is the problem of socialization which he says is that part of a culture which is passed on to new generations. The second key element is the problem of behavior which refers to

the concept that critical assumptions deal with how we perceive, think about and feel about things. The third critical factor of the definition is that it does not specify the size of the group. Schein shares that he is not sure that large organizations only have one culture, thus empirical research must be done to determine if there is one culture or several cultures.

□ In defining group culture, Schein also stresses that his definition is based on shared assumptions and includes those taken-for-granted assumptions that people are often not aware exist. Edgar Schein also stresses that any group with a stable membership and a history of shared learning will have developed some level of culture, but a group having a great deal of turnover of members and leaders, or a history without any kind of challenging events, may well lack any shared assumptions (1992, p. 13).

### A DEFINITION OF CULTURAL CHANGE

□ Schein defines cultural change as a process involving some unfreezing forces, consisting of disconfirming information, the creation of guilt or anxiety, and the creation of psychological safety. Once unfrozen, the organization must have some mechanism to permit cognitive redefinition as a way of developing new assumptions. The change process must also provide opportunities for refreezing, which occurs when new cultural assumptions consistently solve problems or reduce anxiety (1992 p. 332). Unfreezing is defined as a process whereby the organizational system experiences enough disequilibrium to force a coping process that goes beyond reinforcing the assumptions existing in the organization, thus a motivation for change is created. Refreezing refers to the necessity for the new behavior and set of cognitions and assumptions to be reinforced (1992 p. 302).

### CRITICAL ELEMENTS

□ One of the few research studies discovered on effective planned organizational change in community colleges was the work of Charlotte Biggerstaff. Biggerstaff's dissertation was focused on examining what forty-five effective community college presidents did to create, manage, and transform the culture of their institutions. Presidents were selected for this study because they had emerged as successful leaders in a study in 1988 and 1989 by Roueche and Baker to discover community college leaders who were successful in creating change environments. Biggerstaff used Schein's ten-category conceptual framework on organizational culture to discover the cultural embedding behaviors, those methods used to get new thinking into the organization, used by these leaders.

□ Biggerstaff's research discovered four strategies commonly used by community college presidents successful in transforming culture in their organizations. These common change strategies were:

- 1.) they engaged followers in activities which supported their vision and developed share commitment to that vision.
- 2.) they created meaning in crisis for individuals in their organization by responding to critical situations in the same manner.
- 3.) they modeled the behavior they wanted in the institution and developed reward systems for those exhibiting this behavior.
- 4.) they created systems to inform college members of the success in the college and stated their passion for cultural leadership in written documents (1992, p.48).

### SUMMARY OF THE LITERATURE REVIEW

□ If community colleges are to continue to be responsive to meeting the educational needs of society, they must undergo fundamental organizational change. A review of the literature to determine the organizational approach most often used by community colleges to design planned approaches to organization change reveals that continuous quality improvement and organizational cultural change have been the approaches most often used.

□ The literature further suggests that the development of a shared vision and modeling of desired behavior by leaders are essential implementation elements.

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*Seasons change their manners as the year  
Had found some months asleep and leap'd  
them over.*  
- King Henry IV, Part 2