

**“An Investigative analysis of how influential
Leadership and Change Management strategies
were during the transitional phase to a
Technological University”.**

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Contents

Acknowledgements	2
List of Figures	4
List of Tables	4
List of Abbreviations	5
Abstract	6
Chapter 1. Introduction	7
1.1.0 Background of Higher Education Landscape in Ireland and in the UK:	8
Chapter 2. Literature Review	13
2.1.0 Key drivers for Change in the TU Sector	13
2.1.1. Management of Resistance of Change in Higher Education in Ireland	15
2.1.2 Change Management Models	17
2.1.3. Importance of understanding Culture from a Leadership perspective	22
2.1.4 Leadership in a flux of change	26
Chapter 3 – Leadership Theories	31
3.1.1 Blake and Mouton Theory:	31
3.1.2 Likert’s Leadership Theory:	33
3.1.3 Fielders Leadership Theory:	34
3.1.4 McGregor Leadership Theory:	35
3.1.5 Maslow Hierarchy of Needs Theory:	36
3.1.6 Hersey and Blanchard Theory:	37
3.1.7 Leadership style - Transformational Leadership	38
Chapter 4. Methodology	42
4.1.0 Research Design:	42
4.1.1 Data Source	43
4.1.2 Research Data Collection: Mixed Method Approach	44
4.1.3 Research Data Collection: Structured Interviews	45
4.1.4 Research Data Collection: Staff Survey	46
4.1.5 Research Data Analysis	46
4.1.6 Validation of Information	47
4.1.7 Research Participants Profiles	48
4.1.8 Research Participants Profiles-Structured Interviews	49
4.1.9 Research Participants Profiles-Staff Survey	50
4.2.0 Key thematic Findings from Structured Interviews and Surveys	51

4.2.1	Thematic Areas from structured interviews: Leadership and Strategy:	52
4.2.2	Thematic Areas from structured interviews: Change Management:	54
4.2.3	Thematic Areas following structured interviews: Culture:	55
4.2.4	Change Management Results from Survey in Institution 2:	61
4.2.5	Leadership and Strategy Results from Survey in Institution 2:	64
	Chapter 5. Discussion	66
5.1.1	Introduction to Findings	68
5.1.2	Change Management Strategy and Drivers for Change:	69
5.1.3	Leadership and Strategy	71
5.1.4	Limitations of Research	72
5.1.5	Further Research	73
	Chapter 6. Conclusions and Recommendations.....	75
	References:	79
	Appendices.....	87

List of Figures

Figure 1	Kubler-Ross Change Curve model (1969).....	18
Figure 2	Prosci ADKAR Model (2019).....	19
Figure 3	Lewin's Model of Change (1947)	20
Figure 4	Kotter's 8 step Model of Change (1996)	21
Figure 5	Harrisons Model of Culture (1972)	24
Figure 6	Cartwright and Cooper Culture model (1992)	25
Figure 7	Blake and Mouton Grid (1960)	31
Figure 8	Maslow's Hierarchical of needs (1943).....	36
Figure 9	Bass Transformational leadership model (2001)	39

List of Tables

Table 1	Participants involved in structured interviews.	49
Table 2	Age profile by Institution.....	50
Table 3	Profile of Participants per Institution.....	51
Table 4	Summary of Structured Interviews	59
Table 5	Change Management Staff Survey results.	60
Table 6	Leaders Change Management Strategy- Staff Survey summary.....	62
Table 7	Leadership and Strategy Analysis from Staff Survey in Institution 2	63
Table 8	Leadership and Strategy Survey summary results	65

List of Abbreviations

Acronym	Abbreviation
ATU	Atlantic Technological University
DIT	Dublin Institute of Technology
DKIT	Dundalk Institute of Technology
HEA	Higher Educational Authority
HEI	Higher Education Institution
HRB	Health Research Board
IADT	Institute of Art, Design and Technology
IOT	Institute of Technology
ITB	Institute of Technology, Blanchardstown
ITS	Institute of Technology, Sligo
ITT	Institute of Technology, Tallaght
MTU	Munster Technological University
NIHE	National Institutes for higher education
RTC's	Regional Technical Colleges
SETU	Southeast Technological University
TU	Technological University
TUD	Technological University, Dublin
TUS	Technological University of the Shannon

Abstract

In Ireland, it is evidenced through the Hunt report (2011) and current literature that Higher education has had a significant role in furthering the development of Ireland's economy and its society. Over the last decade in Ireland, it has been very evident that the Higher Education System in Ireland has been very much operating on a two-tier level education system.

The first tier of the Higher education system was dominated by the Universities while the second tier was fixed by the Institute of Technology Sector. whereby their teaching model's focus was more of a traditional model of education while targeting career minded cohort of students. Currently, higher education landscape is evolving at a rapid pace through a process of unprecedented and rapid changes. Hazelthorn et al (2015) suggest that "Technological universities have initiated various change readiness efforts in the form of lean initiatives and these change readiness efforts will aid to improve University performance and to make it more efficient and operate more effectively". These Institutional changes are brought about with additional pressure from external influences like the Government and other educational bodies and external pressure from European Institutions. Owing to these external influences and the influential recommendations from the National strategy 2030 report, these factors prompted the Higher Education sector in particular Institute of Technologies to review their responsibilities and roles and to respond to these external challenges using a more collaborative and cohesive strategic approach. The National Strategy for Higher education in Ireland 2030 report was an operational framework to enable HEI's to reform to a more robust system. Institutes of Technologies needed to reform and become more innovative in terms of its strategic focus while a transformative approach with local communities was needed to strengthen its competitiveness and build capacity. For this research study the topic been "An Investigative analysis of how influential Leadership and Change Management strategies were in ATU and TU Dublin during the transitional phase to a Technological University". Qualitative research was conducted with gathered information from both Institutional leaders and their Institutional followers. The findings were analysed, re-contextualised with literature that is current which resulted that leadership styles and change management mechanisms had an impact on the transition within both TU's. Several recommendations have been made for the participating institutions to consider.

Chapter 1. Introduction

According to Henry Mintzberg (2009) who once said, “Learning is not doing, its reflecting on doing”. Leaders in organisations have a multitude of roles within Organisations. To become an effective leader, a leader must continuously be learning and Kotter (1996) states “an effective leader must be always hungry to learn more about how to enthuse, engage and empower those who follow”. This research paper will provide an explanatory analysis of the influential role of leadership and change management strategies on a project like the ATU and TU Dublin transitions. The paper will provide a further comprehensive analysis on the change drivers and rationale for the transitions in the TU sector. The research will further provide an explanatory review on the various research methodologies employed within this paper and provide a clear guidance and understanding of the research and its purpose. The research will produce findings that will be both analysed and disseminated where various thematic areas have been identified and developed. The qualitative study will use a set of structured questionnaires and a staff survey to further explore the views and opinions of both University Leaders and the University staff. The research will further provide an exploratory analysis on the perceptions and potential challenges experienced of moving from an Institute of Technology to a new Technological University from both a leadership and staff perspective and how the challenges were overcome from a leadership perspective.

The research study will look at how chaotic change environment was best managed in emerging areas like unpredictability, self-governance, and uncertainty in the transition period of the IoT's to the newly established TU's. For the TUs to enact a transition successfully from a project management perspective the result would be that the transition is well thought and planned out, controlled, and executed in a feasible manner. This alludes to effective Change Management process with all these elements been embedded within the five stages of the Project Management Lifecycle. The research paper will contribute to further expanding knowledge in the areas of mergers within the HEI sector in Ireland while also providing a comparative analysis with the UK education sector.

Finally, recommendations and conclusions will be provided.

1.1.0 Background of Higher Education Landscape in Ireland and in the UK:

This first section will provide a background of the National Strategic 2030 policy in Ireland. The research will provide an overview for the reform of the Higher Education both in Ireland and in the UK. A few complexities that arose during these mergers will be discussed and the research will use existing literature that will act as a guide for a comprehensive exploration of how these complexities were addressed.

The HEI sector in Ireland is very much a complex yet ever-changing environment. Coolahan (2000) states “Ireland in the 1970s were dominated by National Institutions for Higher Education also known as (NIHE)”. “These Institutions were formed and had a particular focus on industry as opposed to the strategic focus that universities in Ireland had”. To provide a bit of back-ground and context to the universal changes to the Education system in Ireland the research will provide an historic evolution of the TU sector in Ireland. In 1980, the NIHE’s had a visit from an international panel and there was an emphasis that both Dublin city university and University of Limerick needed to reform its structures. Following from these re-enactments at the universities, it would become apparent that RTC’s also needed to reconsider its strategy focus. When the RTC’s wanted to rebrand and become an Institute of technology, this paved the way towards a greater evolution of HEIs in Ireland. The Institutes of Technologies were initially developed to support industry development but evolved to offer various module offerings right up to university level. The Institutes of Technology were very much career – orientated enabling students to develop a concrete career roadmap whereas their university colleagues provided a broader intellectual development road-map process. Hazelkorn (2015), “despite their obvious strengths on metrics such as research outputs and funding, as well as status and societal esteem, the Institutes were the ‘poor relation’ in Ireland’s binary higher education system”. “It is in recent years that there have been various new developmental areas whereby the five Universities have entailed various teaching training institutions throughout Ireland, while the IoT sector” has according to Harkin & Hazelkorn (2015:9) “had the ultimate prize of the Technological University statuses”.

Irish higher education system in Ireland has two systemically drivers of these changes i.e., Participation and Quality.

Participation in terms of more of a regional focus and for the TU to play its part within the HE sectors while quality focusing in on the focus of teaching and learning aspects in terms of module delivery. According to Cuthbert, (2008) “Higher education institutes (HEIs) face consolidation due to the impacts from a myriad of internal and external forces of change”. Further research led by Hazelkorn (2015) referred to the fact that “The Higher Education Universities in Ireland must meet or exceed the various international standards in terms of the quality of its outputs and to drive efficiency and build capacity”. To achieve this level of excellence in Education, there was a substantial need for reform of Institutes of Technologies. It was evident that Ireland needed a much more collaborative and coherent Education system that will provide a more cohesive framework to enable the creation of much more knowledgeable ecosystem. This innovative approach will open more opportunities in terms of employment while promoting quality and enhanced standards of living for all our citizens. Harkin & Hazelkorn (2015:9) stated that” It is evident that Irish citizens are more mobile in terms of internationalisation towards the creation of employment opportunities and its owing to these external factors, that there is a need for Institution of technologies to become more distinct in terms of its strategic focus and mission”. In Ireland, the Irish Government looked at readdressing and ensuring that the restructuring of the Irish Education system was enabled and prepared to meet and exceed international standards and expectations. The government wanted to address areas like social, technological, but more fundamentally Ireland’s economical needs. The Irish Education system needed to look at areas such as improving the student experience and to escalate the education system that it would have an impact on the Irish Economy. One of the areas that the government felt there could be an impact was to provide a comprehensive training system to their Irish graduates. The government felt that this initiative would further develop the knowledge, skills and expertise of its graduates while increasing their long-term future in terms of employability opportunities both internationally and nationally. These strategic initiatives were conceptualised within the National strategic 2030 plan which the research will provide some background to in the next section.

The National Strategy 2030 report for Higher Education, was originally published in 2011, where it had suggested that a new University model was sought for the Irish Education System i.e., a new Technological University. According to the Hunt report (2011), following the Minister for Education, Simon Harris, (2013) statement “For decades we have discussed the creation of a unified third level system in Ireland. One in which you are driven by the career you wish rather than the points you get”. There have been substantive new reforms across

Ireland under the National Strategy for Higher Education 2030, and this has subsequently led to legislation being legalised under the new Technological Universities Act. These new reforms that were introduced were based on the recommendations outlined in the Hunt (2011) report and the National Strategy for Higher Education to 2030 which led to a consolidation of fourteen of Ireland's Institute of Technologies into five amalgamated Technological Universities in Ireland. The National Strategy 2030 identified the requirements for the Higher Education system to move to a more coherent, co-ordinated, and diverse Education synergy that will collate to address the collective needs nationally. It was envisaged that these new Institutions would pave the way for specialisation of academic disciplines while achieving a more co-ordinated and coherent Higher Education System. According to Hunt's report (2011), in 2011 the Minister of Education following ongoing consultations, enabled Institution of Technologies to form as Technological universities subject to various strict criteria and approvals from an international panel. These strategic reforms prepared the Technological universities to have a greater impact in Irish society in terms of service offerings and knowledge creation. The new reform of the higher educational system would commence in the Dublin region. Following on from discussions in 2018 between various key stakeholders from the Dublin Institute of Technology, Institute of Technology, Tallaght, and Institute of Technology Blanchardstown (DIT, ITB and ITT) the transitional project became better known as TU4 Dublin. The new TU became known as TU Dublin with its launch been held in January 2019. This emergent evolution of the TU4 project became a catalyst for the rest of the IoT's sector to build capacity within the evolving TU sector.

As part of the reform of the IoT's to a Technological University, the vision of the existing TU4 Dublin was to develop and "build a modern vibrant University that would provide a cohesive and differentiated technological education in Dublin. This emerging ethos "was deeply embedded in the economic, civil, social, creative and cultural life of the city region" (TU4Dublin Implementation plan 2014:7). As changes within the HEI sector were taking place in Ireland, similar changes had taken place in the UK. Following from extensive research carried out by the Higher Education policy Institute (2022), the UK higher education colleagues also experienced "similar higher educational reforms where the UK also had a two-tier higher educational system" like Ireland. Within the UK Higher Education system, they had Universities and Polytechnics. The polytechnics were very similar to the role of the Institution of Technologies where the concentration of its focus was on a vocational role. In the UK, it

was polytechnics who operated between 1969 and 1992 and there was an increase demand for Higher Educational courses that would enable students to prepare themselves for career opportunities in industry and other professional businesses opportunities. Owing to these increasing external demands for more industry specifically courses, many of the polytechnics combined through institutional mergers of two or three Institutions for example colleges of commerce, college of Art and Design and an Institution of Technology. “They would merge to form one University and they would fall under the responsibility of the local government Sharp 1(1997). According to Sharp (1997) “It was by late 1991, that were 380,000 students enrolled in UK polytechnics”. Under the 1988 Education reform Act, polytechnics were removed from the UK government control and became more independent and moved under the National Academic Awards, (DES, 1987) as Sharp (1997) states “whereby they offered full degree courses”. Following on from course offerings, it was evident that the UK government needed to concentrate on governmental issues and decided to put forward an act that would enable more autonomy for the polytechnic sector. It was arising from the further and higher education Act of 1992 which was the driving force for eliminating the divide between polytechnics and universities. This paved the way by thereby allowing polytechnics to acquire the title 'university' and enable them the power to award their own degrees. As established universities it was evident that there was an increase and variances regarding the various module offerings perspective to students. This emerging trend in the UK, allowed the Higher education system to become one equal unified educational system.

Stemming from the “creation of a non-university sector in England and Wales it was among the first of its kind, and their 25-year existence was viewed as a major policy experiment” Pratt (1997). It was evident from the UK success that moving from polytechnics to a university status resulted in a wide variety of courses been offered with a part-time element been explored. This emerging revolution enabled an effective enrolment process to encompass a wider diversification of a cohort of students. It was polytechnics that had to address and meet their societal needs of communities by offering a more diverse vocational qualifications through various professional bodies. The changing role of the Polytechnics in the UK was initially enabled to dedicate their services to their regions in which they were located.

In 1992, like our own reform of HEI's in Ireland, Polytechnics became Universities in the UK, so this enabled them with a greater capacity to deliver in terms of Academic modules like

universities while moving away from a traditional vocational direction to a much more sustainable Institution. According to research carried out by the IPPR (2013) report these Universities like our Technological Universities “provided a greater emphasis on areas like increasing employability for students”. Following on from this transition and according to further research carried out by the IPPR (2013) report “there are a lot more improvements to be made the educational model in the UK in areas like student supporting mechanisms as the current support mechanisms are not sustainable and needs further reform”. Taylor et al (2008) states that “European countries are now reforming, rather than removing their non-university sectors”. Irelands National Government Strategy 2030 and the Hunt report (2011), “there was also a need for the new emergent universities in higher education to seek more additional funding through various EU funding mechanisms”. “The access to EU funding will enable various further collaborations with international partners, help to build up capacity and relationships with international colleagues from other higher education Institutions”. This building up of international relations will enable Higher Educational Technological Universities to internalise their campuses. It is also evident that by gaining opportunities from the international front this would attract more international students coming to Ireland. This revolution will enable universities to embrace new international relationships both nationally and internationally.

To conclude, changes in higher educational sector both in Ireland and the UK are driven slowly by participation and quality as alluded to by Hazelthorn (2015). With the evolving nature of the TU sector in Ireland and University sector in the UK, there is a need to drive innovation in terms of quality and participation, but this will take time and commitment due to the complex nature of the HE sectors. It is envisaged that both the Ireland and, in the UK, the education sectors are facing challenging times. Stemming from this transformation of the new university sector in UK and Ireland, there is a radical and urgent need for universities in both countries to alter their strategies, change their mindset to ensure they remain viable and value for money. To enact such a reform in the educational nationally, it required a certain type of leadership. This research paper will discuss the leadership and change management strategies utilised by the two participating TUs in Ireland and analyse their impact, Institute 1 who already had transitioned and Institute 2 who were finalising the transition to the new TU.

Chapter 2. Literature Review

The aim of the second chapter will be to provide an introduction in the areas of change management strategies, while providing a further analysis on the drivers for change in the context of the TU sector in Ireland. The research will present literature that is current in those areas as well as a cultural perspective in the context of organisational change and analyse the area of resistance to change. The research will provide an insight from current research literature on various change readiness models that are available for leaders to utilise within the HE sectors and address their impact. The next section will address the research sub-question

1.0 *What are the main drivers for change in the Higher Education system in Ireland and how was Resistance to Change if any present was managed?*

2.1.0 Key drivers for Change in the TU Sector

According to Burnes (2004) “change is an ever-present feature of organisational life, both at operational and strategic level” while Mintzberg (2015) states “the only constant in this universe is change”. Change is inevitable and as a result a new educational ecological system has being formulated through the creation of Technological Universities in Ireland. Cuthbert (2008) states that “Higher education institutes (HEIs) face consolidation due to the impacts from a myriad of internal and external forces of change and policy alignment”. According to Lewis (2014) “change in higher education is not new, but the pace of change and the drivers of change are”. “Whilst the environment radically shifts with changing work standards, an ever-more knowledgeable workforce and fast developing technology, change is becoming more and more important in daily organisational life” (Barnard & Stoll, 2010). Nair et al (2003) also allude to the fact that “change is a result of combination of economic, technological, social and political processes with the dominant driving force been economic”. Chandler et al (2013) suggest “that higher education is no exception to change as traditional boundaries move and education requires adapting to modern technologies, changing demographics and academic interests”. The research referenced by these researchers imply that government policies are one of the elements that influence how higher educational organisations transitional change. These transitions around higher education are a game change and can lead out on economic development while creating a more sustainable environment for Ireland as a whole.

According to (Anderson & Anderson, 2001) “bringing about organisational transformation through the introduction of change models in an Institution is a difficult task”. In research carried out by Hazelkorn et al (2015) “Higher education institutions in Ireland and in Europe face elements of downsizing and mergers to provide more efficiency”. “The new Technological universities that have been formed will be more effective, more efficient, and much more focused on the addressing of Ireland’s strategic economic and social needs” according to the Hunt report (2011). Hazelkorn et al (2015) states that, “Higher education is no exception to change as traditional boundaries move and education requires adapting to modern technologies, changing demographics and academic interests”. For any change management strategies to be effective in any organisation, the organisations must have an openness and create an environment and culture that has a readiness for change.

According to research carried out by Dung & Van Hai (2020) “When employees view that change is essential and benefits the organisation as well as their interest they tend to be fully committed to its successful implementation”. Employees who cannot understand the rationale for the change, there is resistance to the change been enacted which will be discussed in the next section. Miller (2011) states that “effective change leadership happens when leaders of change provide direction, guidance and support to the people who are implementing the change as well as those having to adapt to the change”. (Hanna, 2017) states that” it is change leadership that plays a significant role in ensuring successful change in an Institution”. Hazelthorn et al (2015) suggest that “Technological universities have initiated various change readiness efforts in the form of lean initiatives and these change readiness efforts will aid to improve University performance and to make it more efficient and operate more effectively”. Weiner (2008) states that, “Change readiness is the views, attitudes and intentions of employees as to the need for the change and the organisations’ ability to accomplish those particular changes”. Researchers like Armenakis et al (1993) have provided a change readiness model to help to try to analyse the psychological commitment of various employees in their commitment during the implementation of the change in Higher education. The change model is based on five key indicators: Change readiness: 1. Their readiness for the change itself, 2. Valence that what is the potential benefits of the change to the employees, 3. principal support- who will support the employees in the changes been implemented. 4. Discrepancy – refers to that the change is needed and finally 5. efficacy – that the implemented change will bring about the desired results. The change readiness model developed by Armenakis et al (1993) has not provided a measurement tool to assess the variables.

According to Abdel-Ghany (2014), “Employees consider that change will bring about psychological safety, control and identity, they will exert effort for its successful accomplishment”. There are various change readiness efforts been recommended according to the Hunt (2011) report and which some higher education institutes have embedded such as “continuous improvement initiatives like balanced scorecard, kaizen and all these positive initiatives and adjustments pave the way to large gains and co-operative knowledge and learning environments”.

Finally, as we have seen from current literature higher education is impacted by social, technology advancements, political and mostly economic drivers for change. In evidence and from current literature, there is no recommendation as to what the best change readiness model to use is within HEI’s when enacting chaotic change initiatives. According to Guimararaes et al (1998) state that “As there is an amount of literature in relation to change and change management models, there is limited amount of literature to support the different ways to approach it, very little empirical evidence has been provided in support of the different theories and approaches suggested”. Dunphy et al (1993) also agrees that “managers and consultants need a model of change that is essentially a situational or contingency model to achieve an optimum fit within the changing environment”. This research will provide an overview of some of the change models that are available to change agents in HEI’s to capitalise on. Further research is required with the aim of generating a framework that is beneficial to management in Higher education to utilise as the higher education system is a complex but dynamic environment. The next section will look at the area of resistance to change and how it is managed from a change management perspective and why is resistance inevitable when it comes to change.

2.1.1. Management of Resistance of Change in Higher Education in Ireland

According to Warwick (2011) “successful change is one of the biggest problems that organisations and Institutions in Higher Education face today”. According to Argyris (1998) “in order for a leader to successfully implement change or reduce reduction of error they must understand that altering follower behaviour is critical to successfully managing change”. Geller (2002) states that, “Managerial consequence control for employees is not sufficient motivation for followers to embrace and sustain change”. Change is inevitable within today’s

society, and resistance to change is greater. There are many reasons why people resist change areas like where people are invested in doing their work that they have done over several years, and employees may feel that change could bring about more work or fear of the unknown. Other reasons for resistance to change “include lack of acceptance for the change, lack of understanding on how or what is to change, a dearth of leadership commitment, pace of introduction of the change and others” according to Waling (2008). In Meyer’s research (2007), “if employees are committed to the change because they anticipate negative personal consequences if they do not support the change, it is likely they will only take the minimum actions required and nothing more”. It is important to understand from a leader’s perspective that even though resistance is expected when it comes to change in an Institution, resistance to change is not surmountable. Pollack (2015) states “with the growing importance of change management which focuses on understanding and managing the ways organisations adapt and change” it is fundamentally important that leaders understand the concepts of change management. Moran et al (2011) define change management “as the process of continually renewing an organisations direction, structure, and capabilities to serve the ever-changing needs of external and internal customers” which goes onto further expand on Pollacks (2015) definition.

Following a recent study carried out by Prosci (2019) “47% of the resistance to change that was felt by employees could have been diverted and avoided if effective change management tools were implemented”. Following further research carried out by Geller (2002), “Leaders must demonstrate behaviours that empower individuals and enable them to move past consequence control, which is the root of the resistance to change”. This aligns to the research question how resistance to change is effectively managed through change management tools and leadership behaviours. The research carried out by Geller (2002) demonstrates that leaders in HEI’s “need to empower its staff towards the change which will enable the reduction of the resistance”. Whatever change management strategy is selected by leaders will have an impact on how the change is perceived by the individuals within an Institution. It is fundamental when it comes to managing resistance to change that leaders do not focus on the symptoms of the change as they are observable and overt, and leaders must look at the root cause of the resistance to manage the change effectively. These root cause areas maybe that employees lack of awareness of the change, the impact of the change on their job role, lack of been participative in the change or having trust issues with management. To manage resistance to change

effectively, it's important that the right change agents are in place i.e., people managers and senior leaders within the Institution.

“There a substantial amount of research carried out on the topics of change and leadership; however, the current research has some consistent limitations, but the study illustrates that an individual leader has a difficult task on their hands when it comes to managing change “according to Packhard and Shih (2014).

Finally, leaders can mitigate resistance by ensuring and embedding an effective change management tools and techniques from the outset as it aids in the participative nature of the change. Leaders also need to create a safe environment for its followers to allow them to engage in the new changes and the changes in culture it brings. When changes within Institutions are enacted, there is a certain amount of mistrust, fear and a lack of confidence in the change and the rationale behind it from employee's perspective. It is inevitable that any Organisational or Institutional change disrupts the status quo of an Organisation while also triggering emotional responses from people. It is imperative that leaders within Institutions act as drivers for the change and are visible and are seen as sponsors and advocate supporters of the change. It also important that leaders utilise different change models, practices, and tools to manage people's expectations and address the “why” question when it comes to managing change effectively. The next section will analyse a few of the change management models that are referenced in current literature and that are utilised by leaders in organisations managing chaotic change.

2.1.2 Change Management Models

Senior (2002) refers to leadership and their role in change management “Due to the importance of organisational change, it is management that is becoming a highly required managerial skill” (Senior, 2002). There are many change models that can be utilised by leaders, and this section will analyse a few of the change management models that are stemming from current literature.

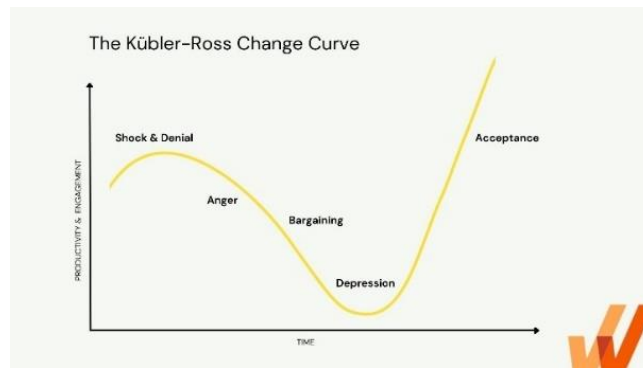


Figure 1 Kubler-Ross Change Curve model (1969)

The Kubler-Ross Change curve (1969) is one of the many change models that is used by change management agents when institutions are undertaking radical changes. The Kubler-Ross change model provides an understanding to people’s behaviours in a highly changing environment. This model can monitor the behaviour of employees within an Institution undergoing a change. When a change is initiated for example in an organisation, people put forward a mechanism of defence and deny that the change is needed. It is during this stage that the employees are very unresponsive and unproductive in terms of outputs, and this is very hard for management to understand and comprehend employee’s behaviours. It is at this stage that leaders of Institutional change must be clear in their communication of the strategy, vision, and vision of the Institution. Leaders in Institutions that are under-going radical change must be explicit and communicate clearly. The Kubler-ross model predicts that as the change is resonating with the employees their employee’s behaviour resorts to anger and their productiveness is also very low, so it is up to leaders who are effectively the change agents to be seen to be engaging with employees and creating a collaborative and safe space for employees to be heard. Once leaders communicate clearly and create an open and transparent environment this will avoid any roadblocks to the change and minimise resistance to the change therefore leading to a more of an acceptance of the change. As the employees step out of the anger phase and transition their behaviours, they decide that they are open to compromise and may negotiate with their leaders more openly. Once employees transition from the angry stage, it is apparent that leaders should become more visible and offer supports like additional training which will close any skills gaps and reduce the level of fear. By leaders offering more supportive techniques and tools like training, this will build confidence and enable the change to be embedded easier and reduce the fear of their employees and foster trust.

On the other hand, if the employees feel there is no room to negotiate, they may fall into a depressive state, and this can have a detrimental effect on the change that is being initiated. It is important that leaders become aware of the depressive state, and they manage the change effectively. Once this is done, employees will come to the realisation that the change is going to be initiated and they accept the change. It is at this point of acceptance, that the employees will decide to explore new opportunities as an outcome of the change. It is fundamental at the point of acceptance that the leader embeds the change, celebrates the short-term wins, and ensures to instil the change into the Institutional culture to ensure its adapted.

Finally, the Kubler-ross model has a certain number of limitations that leaders will need to understand. There may be vary in terms how various people will adapt as different people adapt to change in different ways. Some people may not experience all the emotions that is listed in the Kubler-ross model and that individuals may go through all the emotions but at different speeds. Finally, the model expects that people's behaviour is cyclical and follows a pattern, which is not the case as people's behaviour can be unpredictable.

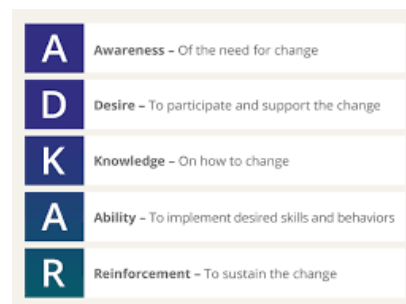


Figure 2 Prosci ADKAR Model (2019)

Another change management model developed by Prosci (2019) is the ADKAR model and Prosci (2019) also developed a three-step process as part of the model i.e., prepare approach, manage change and sustain outcomes. This ADKAR model developed by Prosci (2019) highlights the need for leaders and staff to be aware of the need to change and the desire to support the change. It is important that leaders provide the knowledge to managers on how to change, while also demonstrating the required behaviour for the change. Once the behaviour and acceptance of the change is accepted, it is at this stage that it is important that leaders embed the change into the organisation.

Finally, the ADKAR model is a framework that enables leaders to develop key milestones and these milestones are to be reached during the change management process. This is a straightforward model for leaders, and it is easy to comprehend for all stakeholders involved in the change, but it also has its limitations as it does not provide leaders with a deep understanding for the need of change.



Figure 3 Lewin's Model of Change (1947)

Another important change and most widely used model is the Lewin's (1947) model of change in figure 3. This change model describes three main stages of change "Unfreeze the behaviour, move the behaviour and refreeze the new behaviour". According to Bamford et al (2003), "This Lewin's model of change recognises the need to discard the old behaviour, structures, processes and culture before successfully adopting new approaches and several attempts has been made to make it more adaptable and practical". Todnem (2005) disagrees with the Lewin model stating that, "This was the dominant framework for a number of decades with several adaptations generated but the approach was later criticised for requiring a large number of assumptions and it is too broad ". The Lewin's model provides leaders with an understanding of human behaviour during change but some researchers like Todnem (2005) "say the model doesn't reflect modern times".



Figure 4 Kotter's 8 step Model of Change (1996)

Kotter (1996) also developed a six-step approach to change. This change model was very much focused on formulating steps to creating a change. Kotter (1996) believed to sustain and implement change effectively the following needed to be initiated in a six-step approach i.e. 1. Establishing a sense of urgency within an Organisation, while also 2. creating a coalition. Kotter (1996) was also about 3. empowering the employees and 4. generating short term wins 5. while producing more change and 6. anchoring all new approaches and the changes implemented in the Culture". Kotter and Cohen, (2002) "emphasised the need to focus in on the emotions and feelings of the employees that the change was impacting as this would enable them to be motivated to achieve the vision and mission of the change that was enacted". Kotter and Cohen (2002) "felt that by focusing on the individual needs that this would lead to a great acceptance of the change that is been enacted". A simplified change model was developed by Tichy & Devanna, (1986), was the "Ability to recognise the need for the change, then create a new vision and finally Institutionalise the change" which is very similar to Lewin (1947) 3 step model for change. According to research carried out by Burke (2008) organisational changes experience a 70% or more failure rate because Institutional leaders have "no training or no experience on managing change". Warrick (2009) describe promoters or champions of change as "facilitators, initiators and implementors of change". According to Warrick (2009) "initiators of change are the "change sponsors and they are the experts in getting tasks done as they have a change mindset and are very innovative and look to see how they can improve new ways of improving systems or processes to ease a soothe transition of change".

Finally, the research literature provides an understanding on the various change model's available to leaders to orchestrate change and provides an understanding to people's behaviour. Kotter's change model (2013) states that "One of the most common ways to overcome resistance to change is to educate people about it beforehand". There are numerous change strategies mentioned in literature and Dunphy and Stace (1993) "state that managers and consultants need a model of change that is essentially a "situational" or "contingency model" and one that indicates how to vary change strategies to achieve optimum fit with the changing environment". Dunphy and Stace (1993) further state that "the contingency approach to managing change is founded on the theory that the structure and the performance of an organisation are dependent on the situational variables that it faces and no one organisation is alike their organisation and structures maybe different". As the higher education sector in Ireland is highly complex, leaders are faced with a difficult task in change management to choose one change management model. According to Burnes (2004) "organisations and managers leading change do not have any significant influence and choice over situational variables". This leads the research to conclude that with all the change management model's that are available to leaders in HEI's no one change management model fits all situations. Next section will address the *Research Sub 1.2 question: How important is the retention of cultural values during the Transition?*

2.1.3. Importance of understanding Culture from a Leadership perspective

According to Schein (2010), "Culture is a set of shared values, shared beliefs and customary ways of thinking and doing things, which shape the organisation and its members".

There are different and various interpretations in literature of what culture is and this varies from psychology to sociology and there are many theorists who have their own views. According to Drucker (2015), "Culture eats strategy for breakfast". Drucker (2105) "is not staying that culture supersedes Organisational strategy and that it's not the fact that strategy is anyway more important, but the statement reflects that to have a good culture it's important to Organisational success". Peterson and Spencer (1990), state that culture of an organisation is "deeply embedded patterns of organisational behaviour and the shared values, assumptions, beliefs or ideologies that members have about their organisation at work". Mintzberg (2009), "Put power before a mirror, the reverse image that you perceive is culture". Mintzberg et al

(2009) firmly “believed that culture is the parts divided of individual powers which form elements within strategic management of an Organisation”.

Mintzberg et al (2009) goes on to further state “leaders need to ensure they construct an effective culture school with an organisation, and the cultural school must have these five principles:

1. The strategy construction is the interaction and process of social interaction based on shared attitudes, values, beliefs of its members within that organisation.
2. That the followers within Institutions acquire beliefs through socialisation or acculturation and this process is either formal or tacit.
3. Only members within an Organisation can further provide an explanation of their elements of culture.
4. The strategy of an organisation is not a position but a perspective and this aids that organisations are given a competitive edge through their resources and capacity building.
5. Culture and ideology initiate more perpetuation than actual change and change occurs inside the Organisation “

Clark (1972) went on to develop the saga concept of culture. The saga concept divides culture within higher education into five main areas: “1. Personnel core which consisted of employee’s sub-culture or identity, 2. Student sub-culture 3. The alumni 4. Programme core which reflects the elements of teaching and learning and 5. The institutional ideology which reflects the society within which the Institution is functioning”. Mintzberg et al (2009) states that to “Understand organisational culture, it is equivalent to comprehend perceptual filters that frame people’s decision”. Leaders in higher education need to ensure that they clearly understand the concept of culture so they can clearly ensure they articulate their identity and their Institutional offerings while promoting value propositions to their internal and external stakeholders. Leaders must be aware that culture cannot be changed or managed as culture is the output of social interaction when undergoing organisational change. To manage culture within an evolving organisation leaders need to manage behaviours, values, and attitudes of their followers. According to Meek (1988:470), “culture should be regarded as something that an organisation is not as something that an organisation has, it is not an independent variable, nor can it be created, discovered, or destroyed by the whims of management”.

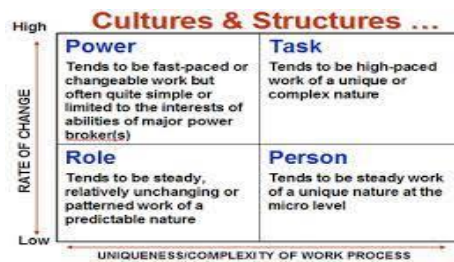


Figure 5 Harrison's Model of Culture (1972)

Harrison's model of Culture (1972) outlined above demonstrates how power is distributed in organisations and how organisations demonstrate levels of cooperation. The power distribution is from low to high on the y axis and the cooperation level is on the x axis. The model divides culture into 4 key areas: 1. Role – where job descriptions and formal processes are more important than follower's personalities or traits. 2. Task- where skills and competences are classed as important factors within an Organisation to exert influence. 3. Power culture- where there is an autocratic approach taken and the executive leadership exerting their power from a top-down approach which results in faster decisions being taken and changes being implemented faster but a lower motivation rate from its employees as there is little room for collaboration. 4. People culture- whereby an individual acts as a source of influencer for its followers but this type of culture is not formidable as it lacks hierarchy and less span of control. This Harrison's model of culture went on to be further developed by Charles Handy et al (1996). Handy et al (1996) alluded to the model and stated that "Culture cannot be separated from other aspects of the organisation as culture and structure are closely connected". Handy et al (1996) went on to further explain "organisations should take into account conflicting interests between individuals and the organisations interests and to recognise that most organisations are no one of the elements in the model but could be a mixture of all four".

Another culture model like Handy's model is the Cartwright and Cooper (1992) model below. This model indicates that when Institutions are undergoing change, most leaders will tighten the control to ensure an effective change process. According to the model, there will be a greater degree of constraint on the participants involved in the change and the participants will have lesser autonomy to make strategic decisions. The level of the constraint is dependent on

the level of organisational culture they have embedded i.e., power or task or role or person support as per Harrison’s model of culture (1972).

The Cartwright and Cooper model (1992) below in figure 6 highlights the relationship between culture and the levels of constraint and authority that the leaders can place on the individuals involved in the change.

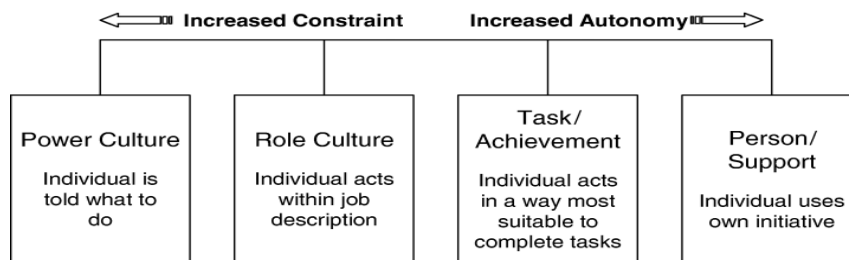


Figure 6 Cartwright and Cooper Culture model (1992)

Fishman and Kavanagh (1989) “suggest that culture of an Organisation and how people respond to change, and innovation is shaped by the behaviours of the leader” and Schein (2010) states that “Organisational leaders are a key source of influence on Organisational culture”, while Mumford (2002) state that “Organisational climate and culture represent collective social construction over which leaders have substantial control and influence”. Leaders need to be aware of their Institutes culture as it will aid them to become aware of their Institutes vision and mission while also creating an awareness into the organisational sub-cultures and aids them in understanding their staff identities. Amabile (1998) who suggests that “influencing the nature of the Organisation or work environment and organisational culture, leaders can affect organisational followers, attitudes to work related change and motivation”. Kotter (2015) states that, "A culture truly changes only when a new way of operating has been shown to succeed over some minimum period of time."

It is important that leaders are seen in promoting a positive culture and that are committed to the change. According to Kotter (2015), “Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles”. Nadler, Thies (2001) suggest that “for effective change to happen, in particular cultural change, there is no substitute for the active engagement of the CEO and executive team”, whereas Cooper (1993) suggest that “it is important that employees at all levels become involved in the integration or the change itself”. Clark (1983) states that “Leader’s shape Culture through

modelling which is demonstrated by their own behaviour”. It is imperative from a research perspective that leaders reflect on the role of leadership in the context of change, which the next section will allude to and address the research sub-question 1.1 “*What type of Leadership strategy and styles are used to manage effective change in the Higher Education Sector?*”

2.1.4 Leadership in a flux of change

There are many definitions of Leadership in literature today, and this research paper will examine a few of them. Hersey and Blanchard (1979) state that “Leadership is defined as the process of influencing activities of an individual or a group in efforts towards goal achievement, while Bennis (1999) states “that there are four common traits that a successful leader has:

1. Inspires people to achieve the vision and mission.
2. Clear communication on their vision
3. As a leader get stakeholders trust, reliability and demonstrates self-control.
4. Self-awareness of their strengths and learns from their weaknesses”.

Kouzes (2007) then goes onto define leadership as, “Leadership is a relationship of those who aspire to lead and those who aspire to follow, and we need leaders in higher education that unite us and ignite us”. Schein (2005) also states “that leadership and Institutional culture are intertwined, while leadership influences culture and culture influences Leadership and you cannot change the culture without changing the leadership practices and approaches”.

According to Cabeza-Erikson, Edwards, and Van Brabant (2008), “Effective leadership is one of the most essential parts of the overall method for an Organisation to sustain their daily business in the face of problems caused by rapid growth of the economic environment”. In 2001, Collins (2001) defines the variances of leadership as “The difference between a good leader and an effective leader is their ability to adapt to change”. According to (Hersey & Al, 1979:418), “Power is well described as the leader’s influential potential: The resource that enables a leader to induce compliance or influence followers”. An effective Leader has the essential skills to move their Institution forward in times of change and this motivational steps aids to decrease any feelings of emotional in-stabilities that employees or staff feel during the

risk of uncertainty. The leader of any change will set a notable example as they will gain their admiration and trust by fostering a culture of open communication and transparency through open dialogues. In turn the leader will discreetly change the values, behaviours, attitudes of their employees while Bass (1993) states that “leaders who possess strong leadership have the strength to influence others to achieve the goals and objectives of the Institution”. It’s evident from the research carried out by Kotter (2015), that “leadership is a process where leaders use their skills and knowledge to bring a group of employees in the desired direction that is relevant to their Institutional goals and objectives”. In later literature Schein (2010), states that “leaders are the main architects of culture and well establish cultures influence what kind of leadership is possible and if the elements of culture become dysfunctional or obsolete, leadership can and must do something to bring about cultural change”. With the evolving change that is place in Higher Education, it is essential that leadership focus their attentive nature on culture.

According to a study undertaken by Shore’s (2010) New Zealand study “leadership adds to the range and complexity of required tasks within Higher Education but also creates contradictory mission and priorities”. Sporns (2010) in his Austrian research study, states that “leadership needs to be carefully introduced in order not to reduce the level of trust and the level of respect within the Institutional Culture”. It was noted also by research undertaken by Smeenk (2009) across Belgium, Germany, Netherlands, Finland and Sweden, where its findings portray that “Leadership in Higher educational institutions have a positive impact on the quality of employee performance” across these countries.

Avery (2006) alludes to that, “Most of the Institutional failure in Higher education is where there is too much management focus and not enough leadership focus”. “Using management skills like trying to control, manage, organise and influence in a highly changing and chaotic change environment doesn’t work” Avery (2006). Avery (2006) also states that “Leaders who are able to provide a clear vision for the future, develop a roadmap for the journey ahead and motivate followers to realise the vision”. Avery (2006) mentions “that to be a successful leader in an environment of chaotic change” and “a leader must be people centred not performance centred”. Furthermore, a study carried out by (Collins, 2001) “1135 organisations were studied in this research and only 11 leaders had strong characteristics as leaders i.e., humble leaders been very open and transparent with their followers and also commitment to excellent i.e., striving for excellence for the organisation and their followers”.

Drucker (2015) who is considered the father of leadership from literature states “Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to a higher standard, the building of a man’s personality beyond its normal limitations”. According to Tichy (1997) states that “The scarcest resource in the world today is leadership talent capable of continually transforming organizations to win in tomorrow’s world” (Tichy, 1997:8). Tichy (1997) believes that “Nothing will transform an organization faster and prepare an organization better for future success than skilled transformational leaders”. Transformational leaders are key to influencing and according to Progin (2015) “The influence is the heart of the various definitions”. Bennis (1999) states that a transformational leader is “visionary and is very innovative in terms of the Institutions strategy, structure, employees and the way they manage change it’s very much a systemic process that can be taught and managed”.

As the Higher Education landscape is evolving at a rapid pace, Mintzberg (2015) states “In order to transform an Institution or organisation is “on-going process of knowing present realities, identifying future ideals and developing and implementing a process for transforming organisations”. Mintzberg (2015) also states” Its fundamental that transformational leaders in Higher Education understand and are debriefed about present realities and what are the strategic or future ideals they need to move the Institution of Technologies towards”. According to research undertaken by Mintzberg (2015) “Organisations and Institutions are a community of human beings, not collections of human resources”. In terms of a leader within an Institution, according to Kotter (2014) he states that “Leadership is about setting a direction”. “It’s about creating a vision, empowering, and inspiring people to want to achieve that vision, and enabling them to do so with energy and speed through effective strategy”. “In the most basic sense, leadership is about mobilising a group of people to jump into a better future”.

Kotter (2013) states, “the central issue is never strategy, structure, culture or systems, the core of the matter is about changing the behaviour of the people”. Mintzberg (2015) states “Communication of ideas helps people see the need for and the logic of a change and the education process can involve one-on-one discussions, presentations to groups, or memos and reports.” According to Yukl (2013) “organisational justice, high-quality leader-member exchanges (LMX) and managerial influence tactics including legitimisation and integration can overcome negative connotations towards change”. Mangundjayaa et al (2015) believe that “favourable reactions to change are consequences of effective change leadership that results in high self-esteem, optimism, perceived control and participation in the change management

decisional process”. Hao and Yazdanifard (2015) determine that “change leaders must openly discuss the change initiative itself and what loss or other effects it will have on those who are involved in the process”. With the implementation of the new Technological University structure, this gives TU’s a new competitive edge, an opportunity to grow within the Irish education sector and a chance to promote and facilitate innovation and determine a new strategic focus. In the public sector, bringing Institutional transformational change has many challenges and obstacles and according to researchers Burnes, 2005, Harung et al, (2009), report “70% of change initiatives fail to bring about the desired transformation in Organisations”. It is evident that Higher education Institutions are not the traditional model that used to exist but are heavily influenced by globalisation and this impact of globalisation also impacts on leadership and how leadership is been practiced in day-to-day operations. According to Hamlin and Patel, (2015) they argue that “traditional leadership in educational institutions are being replaced by managerial principles and practices adopted from the world of business”. Government policies globally are ensuring higher educational institutions are more accountable in terms of their expenditure of public funding and governments around the world are ensuring that higher educational institutions have more of a focus on providing added value, a term considered as “New public Management” in higher education or according to Deem (1998) it is termed as “New Managerialism”. This type of “New Managerialism” according to Deem (1998) has a more emphasis on leaders becoming more entrepreneurial and more like their business leader counterparts in their leadership approach with a greater emphasis on securing non-public funding and a bigger emphasis on efficiency like their leaders in the private sector.

According to American author and research Shumar (2007), the author argues that “Higher education in the US is seen more of as a commodity, than a public good serving the needs of its society”. It is evident in Deloitte’s (2015) global human capital resource report, “that only 6 percent of business leaders in the private sector, are able to meet their leadership responsibilities and 86 percent state that more focus is needed on leadership practices and more of an understanding on leadership theories”. It also reported that “Leadership programmes delivered are not as effective and that most businesses have no leadership succession or leadership development plan in place”, (Deloitte, 2015). It is apparent that a newly formed leadership has evolved and developed in a highly changing evolving environment within Higher Education i.e., Trans relational leadership.

Trans relational leadership according to Branson et al (2015) is “the essence of trans relational relationship is to move others, the organisation and the leader to higher levels of functioning by means of relationships”. Trans relational leadership, according to Branson, et al (2015) is where a leader “walks the talk “and “they have the power, authority and influence to change the mindset of their followers to a new vision and strategy”.

Finally, this new and innovative way of leading in Institutions provides a great emphasis and importance of building, developing inclusive relationships within evolving higher educational institutions. Shumar (2007), states that “higher educational institutions are seen more as an asset not providing exemplary education to its society”. Leaders in higher education Institutions, need to be aware that effective leadership best practices that are promoted and practiced daily, and it is not just a task but a unique skill. Packard and Shih (2014) go onto state that “Popular management books are generally lacking in empirical evidence and rely too heavily on the authors personal consulting experience or leader case studies, while educational literature often provides theory that doesn’t account for the full breath of complex variables a leader must address with an organisational change”. It is evident in current literature that leaders in society have access to a lot of information on best practice, however, there is no one national or international framework or best practice recommended to enable the leader to utilise within Higher education in Ireland and this requires further exploratory research.

The next section will further analyse the areas of leadership styles and best practice theories which will provide a further understanding in the context of effective leadership. As we have seen in this research a leader’s influence can have an impact on its followers and the style they utilise is important within an organisation and according to Atkinson (2015) “Leadership is in charge of providing a clear vision and a systematic way to effectively achieve that vision, for if there is no leadership, there is no change in organisation management” so it is essential that effective leadership styles and theories are addressed in this research paper.

Chapter 3 – Leadership Theories

There are many leadership theories according to current literature and theories have been modified through time. This research will discuss a few leadership theories that the researcher feels applies to Higher Education in Ireland.

3.1.1 Blake and Mouton Theory:

Blake and Mouton theory also known as the task theory (1960) focuses in on the outputs of effective leadership. Effective leadership according to this model (Blake and Mouton 1960), “leads out to effectively leading of their people while also having a focus on producing the end goals or end results for the Organisation”. According to the grid, the model identifies various leadership styles based on the premises that there was a concern for people and a concern for production. The concern for production lies on the X axis while the concern for people lies on the Y axis in figure 7.

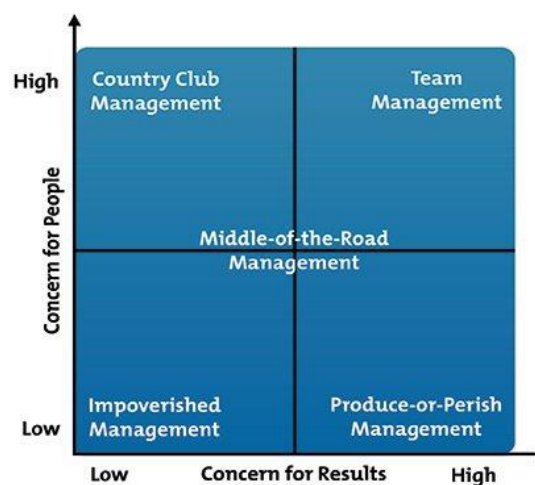


Figure 7 Blake and Mouton Grid (1960)

- **The Country club Management or Accommodating- High results, high in people.**

The Country club Management is now known as the accommodation leader. This leader has an extremely high concern for people, and this insinuates that a leader needs to think about their employees, and they believe that focusing on their employees will motivate them to drive production.

As followers of these leaders, the leaders believe that they can help them to achieve their personal ambitions for a job or task to be achieved. The type of culture in this Institution is incredibly open, communicative, and friendly but not always very productive.

- **The Impoverished Management or Indifferent Leader – Low results, low in people**

This is where the leader has an exceptionally low level of concern for both its employees and staff but also has a low concern for any results achieved in Organisations. This type of leader also known as the indifferent leader will not be very successful in terms of leading an Organisation through any type of change as their followers will not be motivated by their leaders' actions. This type of leader is very much about self-protection and self-reputation and avoid implicating themselves in any unrest or be held accountable for any errors that may occur.

- **Produce or Perish Management or Dictatorial Leader- High results, but low in people.**

Lewin's (1944) also focused in on the area of Leadership, where he deemed leadership as "autocratic, democratic, and laissez-faire style of management". In Lewin's theory (1944), he alludes to the fact that a leader has a range of styles i.e., autocratic where leaders believe and use their power to control their employees and tells them what to do and when. In a democratic style a leader uses their influence to give their employees more independency to undertake tasks on their own and gives them the free will to do so. While laissez-faire the leader is very much leaving their employees to do their own job without managing them daily. The Produce or perish management style is very much like the authoritarian role where team members need is very much secondary to the needs of the leader. This type of leadership is remarkably like McGregor's (1966) leadership theory, the X and Y theory. McGregor (1966) alludes to his leadership theory as whereby "Theory X where this type of leadership style is often affiliated to a crisis management situation i.e., autocratic style while theory Y focuses on a leader been democratic and whereby workers don't need to be managed but supported" but X is mainly advocated in this element of the Blake and Mouton (1960) model.

- **Middle of the Road leadership or Status quo Leadership- Average results, Average consideration in people**

This is where leadership tries to balance its teams needs and Organisational needs but neither one is achieved. The leader in this case fails to motivate its followers to achieve high organisational performance while not meeting the needs of their people.

- **Team Management or style Leadership– High results, High consideration in people**

According to this leadership grid, this type of leadership is the most effective style of leadership. It refers to a leader who is very enthusiastic about their role as a leader and they are highly considerate of the people that follow in their path. Team Management or style Leadership is also according to McGregor's (1966) Y theory "where managers or leaders encourage commitment and teamwork from their employees with less supervision". Leadership is truly complex and Likerts (1960) model" felt that leadership is truly valuable to an organisation's effectiveness".

3.1.2 Likert's Leadership Theory:

Likert's theory (1960) "states that an Institutional or Organisational effectiveness all is dependent on the leaders of the Organisation". "It's important for any Institutional change to be successful that leaders need to involve their employees in on the change decision making processes and have open and transparency in the decision-making process". "This will enable a smooth transition of the change and allow for open dialogue and open communication but also fosters a working environment of trust and commitment to the strategic goals".

According to Likert (1960) he describes four main leadership styles:

- a. Explorative leadership is extremely high result orientated and utilises reward incentives, punishments towards his followers driving them to ensure they are compliant which the leaders authority.

- b. Benevolent Leadership style is genuinely like Likert's autocratic style where there is a master-servant relationship. This is where a leader instils trust in their relationship, so it enables the leader to use their ideas providing a part delegation in decision making while also using punishment and rewards to promote performance.
- c. Consultative Leadership is where the leaders have instilled so much confidence in their followers that they allow them to make decisions and involve their followers in strategic decision-making opportunities.
- d. Participative or Democratic leadership: again, like the Likert model whereby leaders are very open and transparent in their communication and involve them in key decision-making opportunities. This type of leadership is very much involving their followers and incorporating their ideas which fosters an environment of support and trust. From research this type of leadership excels performance and motivates subordinates to achieve the strategic goals of the Organisation.

3.1.3 Fielders Leadership Theory:

Another leadership style is Fielders Situational theory of Leadership and is also known as the contingency support of leadership. This type of leadership is needed for group performance and how favourable or unfavourable the group are to the leader. According to the Fiedler (1997) model there are three areas to consider the personal relationship that a leader has with a group, "the authority that like a leader has from the position they hold and the task-structure that is performed by the followers". This is also a Traits theory whereby it alludes to that leaders are in possession of various traits and that Fiedler (1997) "leaders are borne with these traits and not made." The trait theory states that highly successful leaders have certain traits in comparison to unsuccessful leaders. According to research carried out by Fiedler (1997) "there were a few various traits that were identified, and they are as follows pertaining to successful leaders:

"Leadership Achievement drive, Prominent level of motivation, Honesty and Integrity, oozing and exuding self-confidence, knowledge of the business and cognitive ability. Some other traits that were identified were emotional maturity, charisma, and flexibility".

According to Braun (2006) “certain limitations to this theory “it is not easy to categorise a good leader versus a bad leader, however the theory lends itself to the fact that it aids a leader to assess and evaluate their identity and how they impact their followers within the Institution”. Braun (2006) states “It also aids them to evaluate their strengths and weaknesses as a leader to allow them to develop their leadership qualities”. Fiedler (1997) states that “The trait theory does allow researchers to examine areas like “Are leaders born or made” however once a leader is aware of their strengths and weaknesses this can aid them in their development of their styles and skills as a leader”. Stogdill (1974), alludes to the fact that there are various characteristics of a good leader that he identifies: Intelligence, Toleration of Ambiguity, Administrative ability, people skills, motivation of people, initiative to drive and motivate and foresight to see what’s ahead”. Fiedler and House (1968) they describe charismatic leadership “articulating a vision and mission while creating and maintaining a positive image in the mind of the followers”. To create positive image in the minds of their followers, leaders must understand the area of motivation and what motives their employees. The following theory of McGregors (1996) will provide some context in this area.

3.1.4 McGregor Leadership Theory:

As one of the roles and responsibilities of a leader is to motivate their team, according to McGregor’s (1966) theory managers and leaders as part of the X theory “believe they must play an active part in the management of people as otherwise people will not be motivated to undertake the tasks”. McGregor (1966) states “in the X theory its believed that the followers are not motivated to work and are “resilient, are resistant to change”. McGregor (1966) states that the theory Y, “on the other hand employees are very motivated and open to change and do not need to be micro-managed and can be trusted to undertake any task”. McGregor’s theory is all about focusing in on how a leader must satisfy the needs of their followers. McGregor’s theory believes that once a follower’s needs are satisfied the follower is no longer in need of motivation. To comprehend needs in terms of this research, these are linked to Maslow’s Hierarchy of needs (1943) which the research will also examine.

3.1.5 Maslow Hierarchy of Needs Theory:

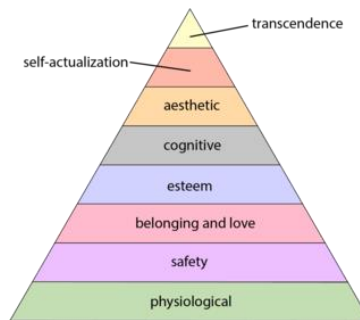


Figure 8 Maslow's Hierarchical of needs (1943)

Maslow's theory of needs (1943) states according to Fiedler (1997) "for an individual's motivation to increase, individuals must satisfy their needs accordingly and each stage must be fulfilled and satisfied until they reach self-actualisation". The theory according to Fiedler (1997) "assumes individuals start at the bottom and work their way up, this is not always the case depending on their motivational needs to be accomplished" as show in figure 8. According to Fiedler (1997) "most management theories on motivation like Maslow's (1943) theory is stemming from a psychological model mainly tested in the USA" and "needs are not hierarchical" which contradicts the model. Following on from motivation topic in an organisation, in order to lead effectively, Hersey et al, (1979), states as a leader there are seven types of power that can be utilised from a leader's perspective to motivate their followers: "Coercive power is where if results are not achieved that the leader can use their power to punish their employees, and this ensures that employees remain compliant". "Connection power is whereby leaders can use their connections to make the various tasks easier while information power is whereby the leader can use the information to get employees to undertake certain tasks". "Legitimate power usually refers to the leaders position they hold, and they can use their position to get what is needed to be undertaken and conforming to their ways". "The other type of power is referent power whereby its accredited to the leaders' traits and personality they are born with". Hersey et al (1979) state that "Referent power is the power they can use to influence and inspire their employees to undertake certain goals and objectives". Referent power works is that the employees feel supported and trust their leader to make empowering decisions that will embrace their needs while enticing and motivating employees to achieve the organisational goals.

Finally, according to Hersey et al (1979) “reward power is because the leader holds a certain position, they can reward employees based on their position for their work which aids in providing motivation within the work environment”.

3.1.6 Hersey and Blanchard Theory:

Hersey et al (1979), provide a leadership theory based on a leader’s maturity level at the position they hold. The Hersey and Blanchard theory as it’s known, or the situational theory (1979) is suggesting “that no leadership style suits all situations in the Organisation”. The Hersey and Blanchard theory (1979) suggests that “leaders must adapt their leadership style to suit the situation at hand and the leaders should adapt their style accordingly to the maturity of their employees”. If a leader finds that their employees are mature, then they can adapt their style to provide independence to their employees to allow them to make their own decisions in their day-to-day duties without supervision. “However, if they find that their employees are immature then those type of employees will need more supervision and more time to be managed”. Braun (2006) details the model as follows:

- A. “Telling style whereby leaders are task orientated however there are very low on building up relationships with their team and its very much linked to the autocratic style of leadership.
- B. Selling style whereby the leader in this style must be accountable for communicating with their employees as employees are seen as not be to be accountable for their actions.
- C. Participative style which is very much incorporating employees into decision making activities.
- D. Delegating style is whereby the leaders are well able to delegate to their employees as their employees can perform their role in an independent manner and the leader can use their laissez-faire style to promote independency in their working habits”.

Finally, there are several leadership theories in literature available to leaders. Leaders who utilise this type of the Hersey and Blanchard leadership model (1979) may find it is restrictive due to the operational or hierarchical chain of command which may find them altering their leadership style. Leadership models and theories is very open to interpretation, and it is likely that in any HEI’s that no one leadership model will suit all type of leadership situations, the

leadership models and styles utilised in HEI's maybe dependent on the situation at hand at the time and with the stakeholders whom the change has impacted.

3.1.7 Leadership style - Transformational Leadership

“Organisations have been viewed as learning systems in which success depends on the ability of leaders to become direction-givers and on the organisation’s capacity for continuously learning” Garrat, (1987). Swail (2003) states “Transformational leaders who articulate a vision, mission and strategy are leaders who “find clear and workable ways to overcome obstacles and are concerned with the qualities of their organisation’s services that they provide and inspire other members to do likewise”. Transformational leadership according to Burns (1978) from a theoretical perspective is the “ability of a leader to win over the minds of the people that surround a leader, and this ability helps them to leave a successful project and to achieve the goals and objectives of the project”. The term transformational leader was depicted by Burns (1978) whereby he made a distinction from transformational leader to a transactional leader. The term “Transactional leader” is all about achieving the goals and getting the job over the line whereas the term “transformational leader” looks to making positive changes both for the individuals, groups, teams, and Organisations (Avolia, Waldman & Yammarino 1991) by promoting the vision, and motivating followers towards self-interest for a collective end.

According to Northouse (2001), transformational leadership “is the ability to get people to want to change, to improve, and to be led. It involves “assessing associates, motives, satisfying their needs and valuing them”. Northouse (2001), states that in 39 studies carried out in the area of transformational leadership that “transformational leadership was more effective and achieved better outcomes and this was true for both high- and low-level leaders in both public and private sectors”. Northouse (2001), outlines that a transformational leader possesses the following qualities:

- “Empowers their followers to do what is best for their Institution.
- Encouraging their followers to become a strong role model with high values.
- Listens to all their followers.
- Enables the creation of a vision through their followers.
- They act as a change agent that sets an example of how to initiate and implement change”.

According to Bass (1985) who described a “transformational leader in an organisation as “models of integrity and fairness, setting clear goals, high expectations and encouraging and motivating people to reach for higher goals and less of their own self-interests”. Following from research it is demonstrated from empirical studies that “Transformational leadership is positively associated with improvements in job satisfaction, job performance and employee commitment and trust (Bass & Avolio, 1990). Bass (2001) states that the four key dimensions or aspects that make up a transformational leader are as follows and these are known as the four I’s which make up four components that are invaluable to the process of transformation in an Institution as outlined in figure 9:



Figure 9 Bass Transformational leadership model (2001)

- Bass (2001) classifies the mode as “Ideal influence-they need to be able to influence their followers/employees and provide and instil a clear vision and mission on how and what the Organisation needs to achieve. These types of leaders are role models to their followers and are trustworthy and promote integrity which is beneficial to the Organisation they lead”.
- “Inspire by opening communication and motivation which ensures that managers enhance the motivation of their follows to achieve the organisational goals and to create an environment that works within the Organisation which is meaningful and purposeful. By encouraging the motivational aspects of their followers, they in turn drive up the market growth and revenue of the Institution as followers are driven by intrinsic and extrinsic motivational factors”.

- “Intellectual Stimulation: Only transformation leaders will provide a leaner and easier method of carrying out various works within the Organisation which help to achieve a leaner and more efficient Organisation. Managers who lead out on intellectual stimulation encourage their follows to be innovative and creative and to challenge the group norms. Managers who encourage their followers are encouraging critical thinking and to enable their followers to solve problems that will enable them to create an environment of creativity and innovation which will enable the Organisation to be more efficient”.
- “Individual Consideration: Transformational leaders care and respect their workers and take a large personal interest in their development and career prospects. They act as coaches; mentors and the leaders enable their followers to achieve their goals which will be beneficial to them and to the Organisation”.

According to the authors, Hasselbein and Cohen (1999, p.263), once “Organisations that take the time to teach leadership are far ahead of the competition” and “by becoming familiar with the transformational leadership approach and combining the four I’s, managers can engage as effective leaders in their Institution”. Bass (2001) states “Transformational leaders focus on the “What” and “Why” and the “How” and this is fundamental when it comes to strategic change”. Bass (2001) goes onto further expand that “Transformational leadership is need in the scholarly community”. Transformational leaders in Institutes in higher education in Ireland have a strong commitment to change and as transformational style is very much value driven and highly responsive to change. This style of leadership adapts to a highly complex environment that is very responsive to its external environment. Kotter (2002) states that “Transformational Leaders who communicate the purpose for an Organisational change and link it to the Organisational values and embrace their employees into the reason for the change, these are the leaders that are more successful in promoting the need for the change and create a strong buy in and urgency for the change”. Bass (2001) states that “The leaders of change are also facilitators whereby they are instrumental at bringing people together to collaborate on ideas and they pave the way for much needed changes to be achieved”. In the context of HEI’s, leaders in HEI’s are all about commitment to their Institutional goals and how to motivate their people to drive for results. As the research will demonstrate from primary research undertaken, when the various executive leaders in the Institute of Technologies enacted a needed for the

change, they all felt that traits linked to “Transformational style” was utilised to enact the transition successfully.

Finally, Alexander (2002) highlights “significant changes in higher education have occurred due to “taxpayer backlash and due to the shifts in the external environment”. With these external changes having a heavy influence on the higher educational sector and the evolving to the TU sector, leaders in HEI’s needed to adopt and select a new leadership approach and best leadership practices in the management of higher education institutes which appear in the form of transformational and trans relational leadership.

The next section will look at the research mythologies and research design undertaken for this research paper.

Chapter 4. Methodology

This chapter details the type of methodology undertaken by the researcher in this project. It will also detail on the research design, the research data collection and the technique used for data analysis. The research thesis is based on a deductive methodology approach. The researcher combined a mixed method approach using both qualitative and quantitative data.

The researcher undertaken was both primary and secondary research which was guided by having informal discussions with the Supervisor. The supervisor guided the researcher to read several articles and publications around the topic of the National Strategy 2030 along with supporting documents like the Atlantic Technological University and TU Dublin submission documents. The literature would provide some background and context on what was required for a TU designation. The researcher setup had frequent meetings with the supervisor while a template was formulated to record them (See Annex 1). The researcher also reached out to the supervisor and their manager to ascertain and deepen an informal understanding of the TU submission documentation.

The qualitative research element involved structured interviews with Executive leaders and former Executive Leaders to explore their thoughts and perspectives on change and leadership practices they utilised. The second element of the qualitative research was a staff survey which was circulated to the participating Institutions. The survey was to ascertain the opinions of the staff and share their experiences during the transition on the impact if any of leadership and change practices. The information collected from the survey was collected using MS forms application.

4.1.0 Research Design:

This section details the type of research design undertaken by the researcher in this research paper. The researcher developed several research questions and consolidated the information into a matrix style format. The matrix was used to provide an overarching analysis as to what methodologies would be used to support those research questions. The research on that basis utilised the deductive approach, (see Annex 2). The reading of current literature aided the researcher to develop a deep understanding of the various variables that were discussed which

formed the basis for the research question: “An Investigative analysis of how influential Leadership and Change Management strategies were in ATU and TU Dublin during the transitioning from an Institution of Technology to the Technological University”.

- **Research Sub 1.0:** What are the main drivers for change in the Higher Education system in Ireland and how was Resistance to Change if any managed?
- **Research Sub 1.1:** What type of Leadership strategy and styles are used to manage effective change in the Higher Education Sector?
- **Research Sub 1.2:** How important is the retention of cultural values during the Transition?
- **Research Sub 1.3:** How effective was Change Management and Leadership strategies in the Transition?
- **Research Sub 1.4:** What do stakeholders consider valuable for a successful TU Transformation?

4.1.1 Data Source

The research data was based on empirical research. The primary data was collected using both a qualitative means that is through a staff survey and structured questionnaires. The secondary data was undertaken to provide a comprehensive understanding for the development of the theory and this research was utilising literature from existing research articles and journals. The researcher selected respondents for the structured interviews based on their Executive position in the participating Institutions, (see Annex 3) i.e., Presidents or nominated persons by the Presidents of the participating Institutions. The survey that was also used by the researcher comprised of forty-four questions and the target audience of the survey was the staff of the participating Technological universities i.e., Atlantic Technological University as staff within Technological University Dublin were not allowed to participate due to their institutes policies. (See Annex 6 for the survey).

4.1.2 Research Data Collection: Mixed Method Approach

The research undertook a mixed method approach to the research. The research carried out structured interviews with both institutes and a survey targeting staff of the one of the participative institutions. The interviews were held in a closed environment with only the researcher in attendance and there were no noise disruptions. According to Palinkas et al (2011) “Mixed method designs are view as preferable in implementation research because they provide a better understanding of research issues than either qualitative or quantitative approaches alone”.

A mixed method research is supported by researchers and authors Teddlie & Tashakkori (2003) who state that “qualitative methods are used to explore and obtain depth of understanding as to the reasons for success or failure to implement evidence-based research practice or to identify strategies for facilitating implementation while quantitative methods are used to test and confirm hypotheses based on an existing conceptual model implementation”. The data collected is representative of a period. To support the existing literature from the research, the researcher felt that interviewing the selected cohort of Presidents or nominated persons from the participative Institutions would aid in the development of ascertaining their viewpoint in relation to their leadership style but also their understanding of the leadership and change management strategies that were utilised during the transition to the Technological University which would provide meaningful results.

The research undertook a survey and designed the survey using MS forms which was targeted to staff of the participating institution i.e., Atlantic Technological University to ascertain their views in relation to the leadership, change management and culture of the participating Institutions. The research paper will then utilise and analyse the data from both the interviews and the survey to provide a comparative analysis on both data sets of opinions while also reviewing current research to provide an understanding of the research elements.

4.1.3 Research Data Collection: Structured Interviews

The qualitative element consisted of eight structured interviews (see Annex 4) with the participating Universities across the Atlantic Technological University. Unfortunately, due to procedural restrictions in TU Dublin the sample survey could not be circulated (see Annex 6). The researcher had sought ethical approval with the ATU Sligo, School of Engineering and followed all ethical guidelines while ensuring the correct authorisations were in place (see Annex 5). The structured interviews commenced on the 03rd of February 2023 and were completed by the 10th of February 2023 with one former president accommodating my research on a bank holiday (see Annex 3). As outlined, there were due to be nine structured interviews, however, due to an unexpected death of a family member, only eight took place. The structured interview questions contained seventeen questions in total combining all the elements of the hypothesis and each interview had a duration from one hour to over an hour. (See Annex 4). Prior to commencement of the interviews with the participants, the researcher asked if they were consenting to proceed and checking that the formal consent form was signed and advising them that they could withdraw at any time and the respondents were all happy to proceed (see Annex 5).

The researcher then proceeded and undertook and prepared for the interviews by reading literature from Guittet A. (2008), it refers to “Chapter 1: Succeed in an interview”. Following the research undertaken the researcher started each interview informally prior to the formal interview to ensure her participants were at ease. The researcher consulted with their manager and their supervisor prior to the interviews to ensure that a further understanding of questioning was sought. The structured interviews that had taken place took place via MS teams’ platform, there was eight in total, the researcher allowed the interviewees discuss freely and openly on various topics in relation to Organisational culture, their understanding of the importance of leadership and what leadership style suited them and their understanding of managing change within their Institutions and the pitfalls if not managed effectively. The interview questions were distributed two weeks prior to the interview date to the participating respondents i.e., Presidents or nominated persons by the President to allow for any queries to be answered in a time that was permissible to all involved (see Annex 4).

The researcher's supervisor is part of strategic meetings, and this helped to guide the researcher in those areas of questioning particular within the Atlantic Technological University but unfortunately, due to confidentiality aspects these elements of strategy which are still been discussed are not covered in this research.

4.1.4 Research Data Collection: Staff Survey

The survey which consisted of forty-four questions and which one hundred respondents responded using MS forms application (see Annex 6). The registrar's department distributed the survey to all staff within the ATU, however, there was a slight delay with distribution to all Institutions across the ATU but that was soon rectified. The survey questions were distributed three weeks prior to the due date of the close date of the survey to generate interest.

4.1.5 Research Data Analysis

Following completion of the qualitative research, each of the survey and structured interviews data were divided into various key thematic areas like Leadership and Strategy, Culture and Change Management to allow a more engaging and structured discussion. The researcher used the fifteen-point method for data analysis as per Braun et al (2006) "which provides a systematic format to develop thematic areas". With the support of open coding system, the researcher analysed the interview transcriptions and both mechanisms provided a clear guidance on the tasks required to undertake a comprehensive analysis. Each of the thematic areas were inter-related and based on the participants experiences, the research will use several direct quotes in their analysis which correlates to the thematic area been discussed. Structured interviews were recorded while others were transcribed by the researcher. The researcher then proceeded with the analysis which was around eighty pages of transcription notes following the structured interviews. The transcriptions were read from the start to the finish and each transcription and associated notes that were taken by the author was validated for accuracy. Any errors in the transcriptions were corrected during the validation process which promotes reliability and validity of the dataset. Once the validation process was complete, the researcher used highlighters, and concept maps to help to connect the data and using open coding the researcher highlighted key words and phrases to enable the data to be categorized effectively into thematic areas and key codes were formulated.

According to Miles and Huberman (1994) “The process of coding is part of the analysis” and Boyatzis (1998), states that “your themes, which is started to develop in the next phase, are where the interpretative analysis of the data occurs, and in relation to which arguments about the phenomenon being examined are made”.

The researcher then began to proceed and read the data to help for interpretation, listen back to the recordings that were available to ensure all were accurate against the transcriptions. The next stage was the interpretation stage and once interrupted, the data was analysed and divided into sub-sections, then validated by the researcher and the thematic areas were formed and based on the analysis were formulated using excel. Each amount of data was given equal attention during the open coding analysis. A code list was created around each thematic area, outlining the descriptions provided by the respondents and the respondents were each allocated a participant number to align to the responses. Each thematic area was double-checked against the original data set to ensure accuracy. The thematic areas were synthesised using a structured table and each thematic theme were aligned to the thematic areas identified. The analysis summary table outlined in figure table 1 allowed the themes to be systematically associated to the participants while also allowing the researcher to provide a wider analysis of the studied groups. There was a deductive approach taken where the thematic areas were aligned on the research question. Any misalignment on concepts were discussed with the respondents to provide clarity to the researcher.

4.1.6 Validation of Information

The validation of information and the qualitative research questions were based on various concepts that was incorporated into the Literature review.

The following were the detailed assumptions about this research:

1. All research participants were honest in answering the structured interview questions.
2. All research participants answered the interview questions based on their working experience and their experience in the transitioning to the new Technological University

3. All research participants felt comfortable in the interview setting as the researcher had not known some of the research participants so needed to make an extra effort with those participants to make them feel at ease.
4. The researcher ensured all the consent forms were signed and returned to the researcher prior to the commencement of the interviews.

The research was carried out and conducted under the guidance of the researchers Supervisor in the Master of Project Management at the Atlantic Technological University, Sligo. The researcher sought the ethical approval required as outlined in (Annex 5). The consent form alludes to the purpose of the research, the participants agreement to participate and the participant was informed by the researcher that they could withdraw from the interview at any time, and this was repeated by the researcher at the start of the interviews on each occasion. To ensure that the information shared by the participants will be kept confidential and anonymous, the researcher and the supervisor will only have access to the data and once the analysis has been completed over the three-month period, the data will be deleted immediately. The audio recordings will be only accessed by the researcher and the recording of the interviews will be utilised for transcription purposes only and will be destroyed as once the research is completed.

4.1.7 Research Participants Profiles

The participants were selected based on their current or past leadership position within the participating Institutions and their involvement in the TU designation process. The structured interviews were selected using non-probability sampling methods, and purposive sampling was the most effective for the research been undertaken as it was at a selected target audience based on their position in the participating Institutions. According to Goulding (2005), “Purposive sampling is typically used when conducting phenomenological studies” and as Wellman et al (2001) state “this particular type of sampling technique is deemed most appropriate as it allows one to choose the most relevant participants”. Goulding (2005) states that, “Phenomenology describes how humans understand their environment and this methodology’s overarching curiosity is with a participants subjective experience and a description of said observation”. Goulding (2005) states that “Phenomenology permits a comprehensive interpretation of a participant’s experience, while at the same time minimising a researchers bias”.

4.1.8 Research Participants Profiles-Structured Interviews

Following from literature research findings, the researcher felt for interviews purposes that purposive sampling was key as the research was targeting Presidents within the participating Institutions who had the key knowledge and expertise needed and who were instrumental in the change as per Table 1. The researcher did not find from any secondary research whereby there was a minimum number of participants following the Phenomenology study to be used in the research. As Creswell (2012) states that “a maximum amount of ten participants” suffices and there were eight participants used in this research as the goal is to reach the required data to achieve an effective data analysis. Each participant had between fifteen to twenty years of leadership experience and each participant played a key role in the TU designation process which is why they were selected based on their experience of the phenomenon been researched. The participants who undertook the structured interviews ages ranged from forty-five years of age to sixty years of age. Each participant confirmed the role they played within the designation process and expanded to say how because of their leadership experience how their own career-path has broadened to include a more depth strategic role within their sector. Each of the interview questions that were utilised were designed around three thematic areas, which consisted of Leadership, Change Management and Culture (Annex 4). The researcher used pseudonyms to protect the name of the structured interview participants by the researcher listed in Table 1.

Participant	Institution	Previous roles within Institution	Role in Transition
P1	A1	Vice -President	Yes
P2	A2	President	Yes
P3	A1	Former President	Yes
P4	A1	Former President	Yes
P5	A2	Former President	Yes
P6	A2	Head of College	Yes
P7	A2	Former President and now Head of College	Yes
P8	A2	Executive Project Lead of Transition	Yes

Table 1 Participants involved in structured interviews.

4.1.9 Research Participants Profiles-Staff Survey

The other element of the research that was undertaken was the survey (see Annex 6). The survey undertaken by the researcher covered all of one participating Institution and the participants that were selected were employees of that participating Institution. The participants were selected using voluntary response sampling as per Table 2. Voluntary response allowed participants to freely participate in the survey if they desired. The researcher disseminated the survey to the Registrar’s office of the participating Institution, and it was circulated widely within the participating Institution. As one of the participating Universities had restrictions in place as to the dispersion of the survey, the survey was only circulated to one of the participating Institutions for this reason.

2. Age (0 point)

[More Details](#)

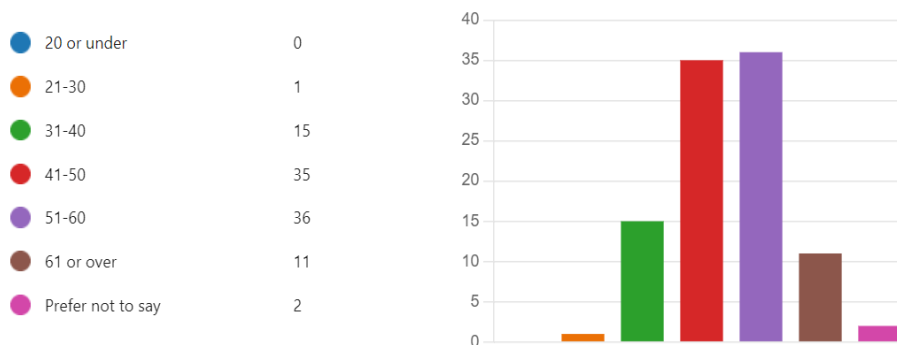


Table 2 Age profile by Institution

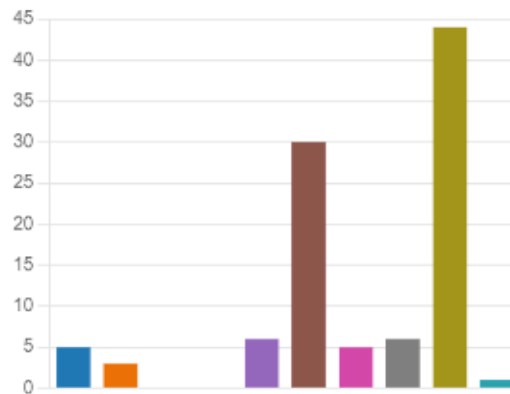
Following on from the survey, there were one hundred responses received in total and as indicated from Table 2 and Table 3, predominately most of the responses were from the ages of thirty-one to sixty years of age and from the area of Teaching and PMSS. The staff survey found that most of the respondents that completed the survey were either less than five years with an Institution or had over twenty-one years with the Institution as per Table 4. In relation to the target audience all ATU was asked to participate, however, there was an even distribution of respondents from IT Sligo and GMIT, with only one respondent from LYIT. With the only

three respondents' from ATU Donegal formerly LYIT, the data does not provide a comprehensive or reflective overview of opinions from across the ATU.

Select the response that best describes you for each of the following:

[More Details](#)

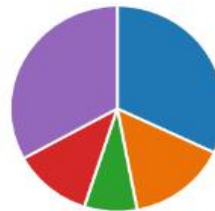
● Executive/Academic	5
● Executive/PMSS	3
● President- IoT	0
● President- TU	0
● Research	6
● PMSS (Professional, Admin. Ma...	30
● Senior Management- Academic	5
● Senior Management- PMSS	6
● Teaching	44
● Other	1



5. years with current employer (0 point)

[More Details](#)

● 0-5	32
● 6-10	15
● 11-15	8
● 16-20	12
● 21 or more	33



6. What Institution were you employed in prior to TU Designation? (0 point)

[More Details](#)

● GMIT	51
● IT Sligo	46
● LYIT	3



Table 3 Profile of Participants per Institution

4.2.0 Key thematic Findings from Structured Interviews and Surveys

The aim of this section is to highlight key findings that have resulted following the qualitative review and analysis. The results following the data collection from both the qualitative analysis that is the questionnaire and the survey were amalgamated from the participating TU's and

summarised into three thematic areas: Leadership and Strategy, Change Management and Culture. The data from the structured interviews were then sub-divided into themes under each of the main thematic areas and the research using open coding to draw a conclusive answer following the data analysed for the structured interviews, see Table 5 and the same carried out for the survey in Table 6. Each of the thematic areas will be discussed separately.

4.2.1 Thematic Areas from structured interviews: Leadership and Strategy:

- **Sub-Theme: Lack of Clarity & Managing Expectations**

Following the analysis from the structured interviews, the area around Leadership and Strategy was discussed in detailed. It was evident following all eight structured interviews, there was a consensus when it came to the challenges around the transition from a leadership perspective, that there was a “lack of clarity in what a Technological University should look like”. Participant 2 felt a TU was “different things to different people” while Participant 8 felt “It was a TU act that was open to interpretation”. All had these common themes in place. It was felt amongst respondents that once prior to the TU designation, they were all still in competition with each other but in the end, it was all about managing their external and internal stakeholder’s expectations towards a common vision.

- **Sub-Theme: Regulatory Impact and New Vision**

When it came to the question on change and did the transition create any personal opportunities. Following from analysis there was a consensus “there was no personal opportunities”, however, there was an opportunity available to shape legalisation and to create a common vision for the new TU and to enable all stakeholders towards that common vision. Participant 5 and Participant 6 cited “Change of mindset within the Institutions as there were now going to be new personalities and a new role for the Technological University”, these areas had to be managed through collaborative and engaging leadership strategies.

- **Sub-Theme: Time and Impact**

The next element for discussion was around TU addressing modern day values and societal needs, there was a general rational and all cited “Too early to tell”, that most felt it was too early in the transition process to tell if the TU had made an impact on its communities. Two participants P5 and P6 cited that “There must be a need between Education and Research” and with three participants cited as saying that “Increasing module offerings, getting involved with Community cross-border projects” will be when the communities will see the TU offerings and its impact on its communities.

- **Sub-Theme: Transformational and Servant Leadership**

As we discussed around the area of leadership, the researcher got the participants to focus on the leadership strategy and what best leadership strategy worked for them during the transition from an Institute of Technology to a Technological University. There was a consensus that Transformational, and Servant and trans relational Leadership was their approach. The P1 participant cited as “Identify what opportunities are available to your followers and include your student voice” while all were unified in their thinking as leaders, they needed an “Open, honest and collaborate approach” as they felt their role was to “serve the needs of their stakeholders” while also achieving a “common vision”.

- **Sub-Theme: Servant, Trans relational and Transformational**

The next topic for discussion was around the area of getting the participants to analyse their own leadership style and how their followers saw them. One participant, participant 6 is cited as “Change of leadership style to suit the situation at hand” and they expanded by saying “Autocratic to Servant to Transformational to Trans relational”.

One participant, participant 5 mentioned that “As a leader they needed to be visionary and look to the future” and all agreed that leadership strategy enabled them “to create opportunities” but also enabled them to demonstrate their skills and expertise in building relationships and creating an open and transparent environment towards common and shared goals.

- **Sub-Theme: Situational style Leadership**

The researcher wanted to get an understanding whether the participants who were instrumental during the transition process, altered their leadership style pre, during and post the Transition phase to the TU. There was a majority who relayed that “their leadership style didn’t alter dramatically” and there was a consensus that an “Open, honest, supportive leadership style” worked best while two of the participants are cited as “they had altered their leadership style as the stakes were higher and their target audience differed”.

- **Sub-Theme: Consultative Communication**

The researcher wanted to delve into get a deeper understanding on what Communication strategy worked and was it measured from an Institutional perspective. There was a consensus that “Open, honest” Communication was used, and various mechanisms were utilised like focus groups, Institutional Magazines, Town-halls, keeping up to date information on the staff portals and webinars. As the researcher delved into measurement on how effective the Communication was, two participants participant 1 and participant 2 were cited as saying “Legalisation was passed on time and there was over a 90% Union agreement on moving to a TU”. The researcher found there did not seem to be an overall arching strategy or mechanism on measuring how effective their communication strategy was.

4.2.2 Thematic Areas from structured interviews: Change Management:

- **Sub-Theme: Policy Implementation**

As the researcher wanted to get an understanding on the drivers for the transition to a Technological University, there was a consensus that “Change for the TU designations was driven externally by National policy and a HEA agenda”. One participant 4 was cited that “Buildings needing modernising and revamp” while another participant 3 cited “More

Offerings collectively as one Institution as no longer in competition with each other, once voice”. All participants felt as one collective unit, they had more of a voice in terms of Institutional offerings and in terms of Community engagement.

- **Sub-Theme: Creation of Early Wins and Effective Communication**

As the researcher delved into the topic of Change deeper, the researcher wanted to understand how resistance was managed from a leadership perspective and to get a deeper understanding of the change management strategy utilised. As participant1, felt in their Institution as they had transitioned to the Technological University and formal procedures and processes were put in place, resistance emerged due to as they cited “Staff felt exposed, venerable, low self-esteem, lack of qualifications and fear of the change” all these elements they felt added to the resistance. All participants felt that resistance was expected due to the “fear of change and the unknown” and that as a leader it was important to “Create an environment of Early wins, open up opportunities and have clear, open and very important honest communication”.

- **Sub-Theme: Transparency, Openness and Truthfulness**

As the researcher wanted to get an understanding on how leaders fostered trust there was a consensus that all participating respondents felt that “Fostering an open, transparent environment and been truthful in Communication” was a clear win-win to fostering trust. P1 participant said “Tell the good with the bad” was a clear strategy in fostering trust, while another three participants P3, P4, and P8 felt “To be seen listening” enabled a more trustful environment. All participants agreed that “Transparency in Communication” was key to fostering a trust environment.

4.2.3 Thematic Areas following structured interviews: Culture:

- **Sub-Theme: Inclusiveness and Engagement**

As the next element of the discussion was around the element of Culture, the researcher wanted to get an understanding of what leaders’ perception of Culture was. All participants agreed that

fostering a good Culture was “Leaving the negative elements of the old culture and bringing forward the positive elements of Culture like Openness, trust, engagement”. Culture was important to all participants, some participants wanted to create more of a focus on areas like Research, while other participants P1, P3, P7, and P8 wanted to get the balance right between Research and Education. All participants agreed that fostering an inclusive, open and honest culture was key to a TU Success.

- **Sub-Theme: Drive Opportunities**

The discussion around Culture having an impact on the participants as key drivers of Culture, there was a consensus that it led to furthering opportunities for themselves as leaders and improving their skills. All the participants felt that there needed to be a culture of “Openness, Respect, Integrity” and all these elements combined would lead to a positive culture within the Technological University.

- **Sub-Theme: Focus on Added Values**

As Covid had an impact on the transitional process, it was deemed from all participants that there was a “greater need to focus on added values”. The discussion of added values was in the context of the additional benefits and opportunities the transition would bring. When the researcher asked to the participants what added values did, they feel the transition would bring areas like regional engagement and module offerings were highlighted. P2 participant added there was a need to “Focus more on outputs and service delivery” while P3 participant cited “Covid changed the way we worked”.

- **Sub-Theme: Innovative and Dynamic**

The next topic for discussion was around the new Culture within the TU. As one of the participating Institutions are currently looking at business process alignment while the other Technological University had transitioned its processes and procedures, some of the participants felt “It was too early to tell” but all agreed “there was an environment of

excitement, innovativeness and rapid change culture” been embedded. One participant, P1 gave the example that “Championing its people” created that dynamic and innovative environment.

- **Sub-Theme: Openness and Fostering Trust**

As the researcher had delved into the new Culture, the researcher wanted to get a deeper understanding on what strategy leaders had utilised to ensure they retained the positive elements of culture and leave the negative elements behind. There was agreement with all participants, and it was echoed in the interviews that creating an “Openness, trust, respect, collaborative” environment ensured the positive elements were brought forward into the Technological University. P3 participant was cited “Creating a blank canvas, ensuring you have the right people instigating the change and avoid triangulation of communication” is key to fostering a trust environment. When the researcher enquired what did they mean by Triangulation of Communication, P3 further explained that “it was a method used to incorporate a second person to communicate to the intended audience and not to communicate directly”.

- **Sub-Theme: Managing Expectations from a Cultural context.**

The researcher wanted to ensure that they understood the Culture challenges that the leaders faced in the transition. It was apparent from all the participants interviewed that it was all about “Managing stakeholders’ expectations”. All the participants felt that there was a “sense of fear of the unknown of the change” and they as leaders had to create those early-wins, create, and demonstrate the opportunities and create that buy-in for the stakeholders.

As Institute 1 is currently undertaking the business process alignment, all participants following the structured interviews felt no matter what stage of the transition their Institution are at “It’s all about ensuring all parties are on the same page” and as one participant stated its about “harnessing collective strengths”. The final question when all participants were asked did, they have anything to add, all responded "No".

A summary of the discussion and topics can be seen in Table 4.

Main Theme:	Question	Sub-Theme:	Description:
Leadership and Strategy	1. What in your view was the biggest leadership challenge of the transition from an IoT to a TU?	Lack of Clarity around a TU and Managing Expectations	Managing expectations, lack of coherent views on what a TU looks like? TU represented different things to different people, Building relationships, Interpretations of Legalisation
	2. In terms of your role as a Leader, what have been the biggest leadership opportunities during the IoT Transition to a TU?	Regulatory Impact and New Vision Creation	Opportunities to shape legalisation; Enterprise engagement; Common vision; Change mind-set towards new vision;
	3. In your view, can the new TU strategy address modern day values and societal needs?	Time and Impact	Balanced between education and research; Time needed to see impact; Visibility needed to see impact on communities; Community engagement;
	4. What leadership strategy did you find worked best when motivating your stakeholders during the transition of the change?	Transformational and Servant Leadership	Display opportunities available; Transparency and open communication; Communicate effectively; Articulate a vision; Communicate through others; Supportive and Servant leadership; Transformational leadership;
	5. What type of a leader and what leadership style best describes you and how would you feel others describe your leadership style?	Transformational, Transformational, Situational Leadership, Servant Leadership	Change style to suit Leadership; Articulate a common vision; Collaborative approach; Encouragement towards staff and followers; Shared values;
	6. Did you alter your leadership style pre and post the designation?	Situational Dependent	Varied on situation; Empathetic and collegial style; Altered style as stakes higher; proactive not reactive;
	7. What Communication strategies have been utilised pre and post the designation of the TU How effective and how did you measure their effectiveness and impact?	Consultative Communication	Meetings; webinars; Magazines, focus groups; Student voice; Can't ever over communicate; Town-halls with staff and students; 90% union acceptance so effective; Effective as legalisation passed

Main Theme:	Question	Sub-Theme:	Description:
Change Management	1.What in your view was the biggest drivers for change from moving from an IoT to a TU?	Policy Implementation	Change driven externally by policy; regional engagement; poor facilities; common modules; new educational model; awarding powers; sustainable, funding opportunities;
	2.Was there any resistance to the change and what strategy was utilised to manage it?	Effective Communication and Creation of Early Wins	Set a vision; Practice led university and not research led university; Early wins; Open Communication; Mgt Resistance Staff feel exposed, low self-esteem, qualifications; More Communication; Increased collaboration;
	3.How did you foster trust amongst your stakeholders pre and post the transition to a TU?	Transparency, Truthfulness and Openness	Be honest, tell the good and bad, tell the truth, promote the added value element, drive collaboratives, and what's in it for them; shared vision;
Culture			
	1.What in your opinion constitutes a strong Organisational culture?	Inclusiveness and Engagement	Leave negative elements and bring forward the positive elements; Student Centred; Respect for others; Integrity; Inclusiveness; Valued;
	2.In your opinion what influence does Organisational culture have on you as a leader?	Drive Opportunities	Respect for others; Integrity; Inclusiveness; Valued; Not shy away from difficult discussions, try to create a vision show opportunities, engagement Inclusive Environment; Strong can-do attitude;
	3.In your opinion, did Covid change the Culture mindset and if so, why?	Focus on Value Added activities.	Focus more to build relationships; look at business process alignment- openness; communication and collaboration;
	4.How would you describe the Organisation Culture of the new TU?	Innovative and dynamic	Innovation and excitement created, Effective; Needs more focus on culture; Early days; Championing others; Can do attitude;
	5.What strategy did you use to ensure the traditional culture of the IoT's was retained during the transition?	Openness and fostering Trust.	Openness, trust, inclusiveness, respect for others, communication through others;
	6.What were the biggest cultural challenges encountered when undertaking the transition?	Manage Expectations from a Cultural context.	All parties on the same page; Sense of belonging; Harness collectiveness open communication;
	7.Finally, is there anything that you would like to add?	NA	NA

Table 4 Summary of Structured Interviews

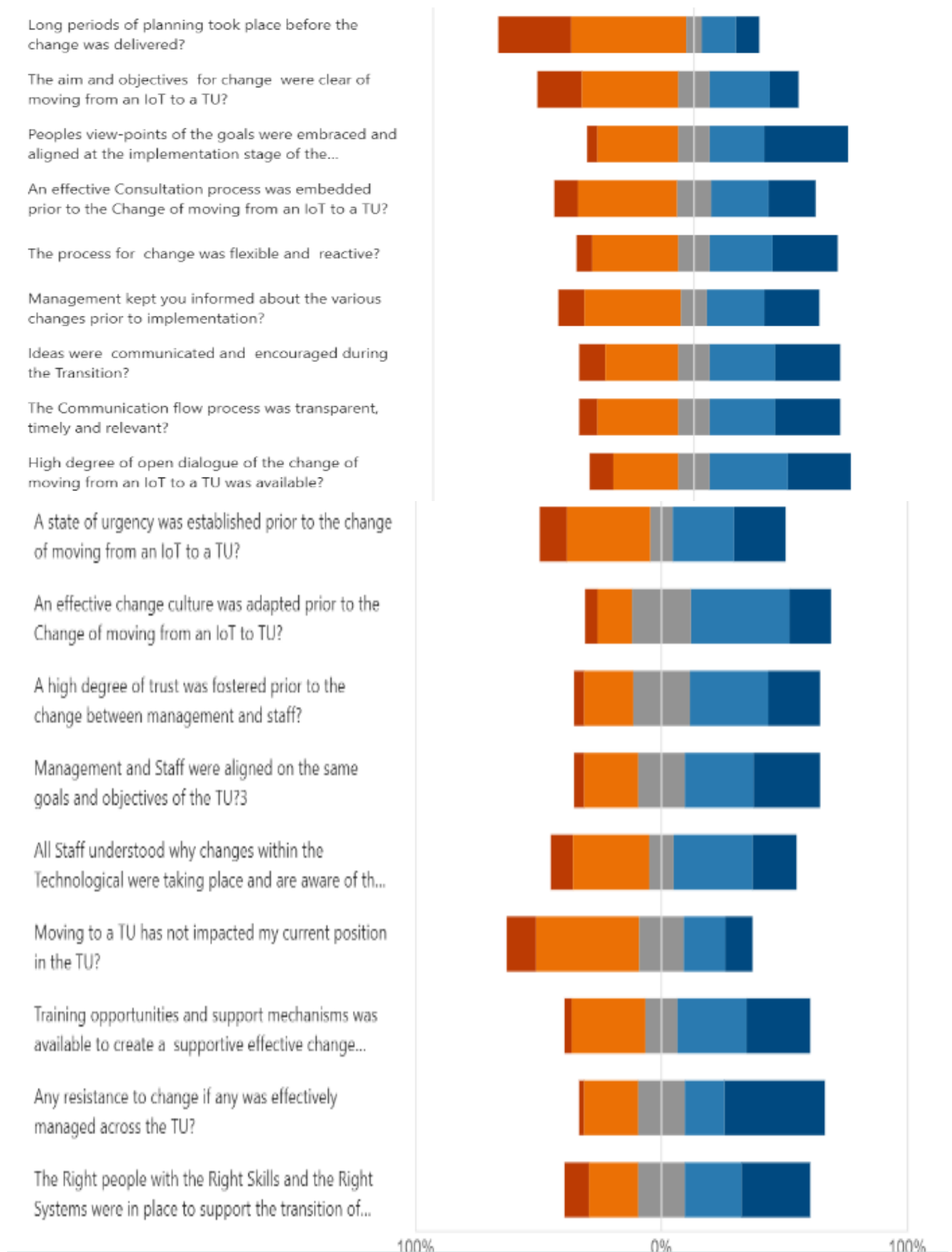


Table 5 Change Management Staff Survey results.

4.2.4 Change Management Results from Survey in Institution 2:

Following survey analysis from Institution 2, the respondents were asked how effective they had felt that the change management process had been. The respondents agreed that there was a sense of urgency created prior to the change with 34% agreeing and 25% disagreeing. While prior to the change been implemented of moving over to the Technological University, 28% strongly agreed and 44% of respondents agreed that long periods of planning had taken place and were evident prior to the transition. There was a split view on respondent's viewpoints as to be 31% agreeing that their viewpoints were been listened to prior to the change with only 21% disagreeing and 32% had no opinion. 31% of respondents felt that there was an effective Communication strategy, while 25% disagreed and 25% had no opinion. 33% of respondents felt that the Communication strategy was flexible with 25% disagreeing and 25% had no opinion. Many respondents felt that staff and leaders were not aligned in terms of goals and objectives of the new Technological University with 22% agreeing and 28% disagreeing and 27% had no opinion. An open dialogue for the change was not evident and that ideas in relation to the change of moving to a TU were not encouraged or evident to be encouraged with only 14% agreeing, 40% disagreeing and 17% had no opinion. Most of the respondents disagreed that there was an effective change culture created with 40% disagreeing and only 14% agreeing that there was an effective change culture created. When it came to the discussion around trust been fostered prior to the transition, 20% agreed that there was a responsive trust fostered but 23% strongly disagreed, 32% disagreed and 21% remained neutral.

When it came to the area of training opportunities and supports that were visible, 30% agreed there were training opportunities available, 28% disagreeing and 26% had no opinion. 42% of respondents felt to-date that moving to a Technological University had not impacted on their current role within the Institution 2, and 18% strongly disagreeing and 17% disagreeing, but as previous findings stated following leaders' interviews, it's probably too early to tell if this finding is realistic as business process alignment has only taken place with consultants hired to support Institutional re-design.

When it came to the topic of resistance to change and was it effectively managed, 22% agreed, while 19% strongly disagreed, 16% disagreed and 41% had no opinion. Respondents were split in their viewpoint when it came to deciding were the right resources selected to implement

the change with 20% agreeing, 10% strongly agreeing and 19% strongly disagreeing and 23% disagreeing and 28% had no opinion.

A summary of all findings from the ATU staff survey can be seen in the table 6 below:

Change Management -	Strongly Agree %	Agree %	Strongly Disagree%	Disagree %	Neutral %
There were long periods of planning before the change is delivered?	28	44	6	13	9
The reasons for change were clear of moving from an IoT to a TU?	17	37	12	23	11
Peoples view-points of the goals were embraced and aligned at the implementation stage of the designation to the TU ?	4	31	12	21	32
An effective Consultation process was embedded. prior to the Change of moving from an IoT to a TU?	9	38	13	22	18
The process of implementation for the change was flexible and reactive?	6	33	12	24	25
Management informed changes prior implementation?	10	37	10	22	21
Ideas were openly communicated about the Transition?	10	28	12	25	25
The Communication process was relevant?	7	31	12	25	25
High degree of open dialogue of the change of moving from an IoT to a TU and it was available?	9	25	12	30	24
A state of urgency was established prior to the change?	11	34	9	25	21
An effective change culture was adapted prior to the Change of moving from an IoT to TU?	5	14	24	40	17
A high degree of trust was fostered prior to the change between management and staff?	4	20	23	32	21
All Leaders and Staff are aligned on the same goals and objectives of the TU?	4	22	19	28	27
All Staff understood why changes within the Technological were taking place and are aware of the Changes?	9	31	10	32	18
Moving to a TU has not impacted my current position in the TU?	12	42	18	17	11
Training opportunities and support mechanisms was available to create a supportive change environment	3	30	13	28	26
Any resistance to change if any was effectively managed across the TU?	2	22	19	16	41
The Right people with the Right Skills and the Right Systems were in place to support the transition of moving to the TU?	10	20	19	23	28

Table 6 Leaders Change Management Strategy- Staff Survey summary.

■ Strongly Agree
 ■ Agree
 ■ Strongly Disagree
 ■ Disagree
 ■ Neutral

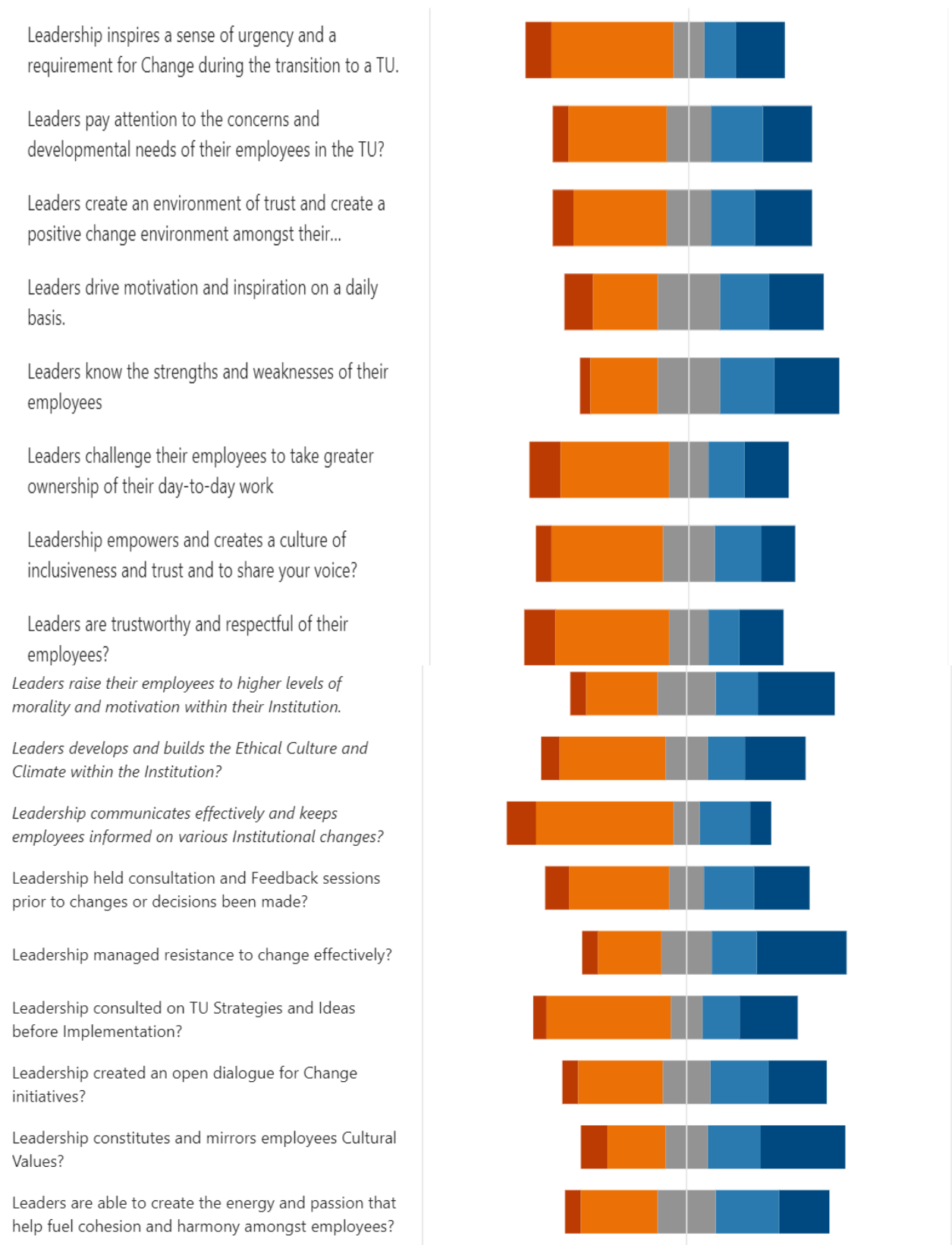


Table 7 Leadership and Strategy Analysis from Staff Survey in Institution 2

4.2.5 Leadership and Strategy Results from Survey in Institution 2:

Following the analysis of the survey, it was found from respondents replies within the one participating Institution 2, with 47% agreeing that leaders did create that sense of urgency that was needed prior to the transition and 38% agreed that leaders pay attention to their development needs of their followers while 20% disagreed and 19% had no opinion. When it came to the area of fostering an environment of trust 8% strongly agreed, 36% agreed, while 17% strongly disagreed, 17% disagreed and 22% remained neutral. However, when it came to the question of leaders trusting their employees, 44% agreed, 12% strongly agreeing, 15% strongly disagreeing, 12% disagreeing, and 17% remained with no opinion. Once change was enacted that is moving to the Technological University status, it was felt following the survey analysis that from respondents replies that 25% agreed that leaders did drive the motivation for change while 24% strongly disagreed, 19% disagreed and 21% had no opinion. In institution 2, it was asked of respondents did leaders know their employees' strengths and weaknesses and 26% agreed that they did, however, 24% strongly disagreed, 21% disagreeing and 25% remained with no opinion.

Around the area of communication, 7% strongly agreed, 40% agreed, 16% strongly disagreed, 14% disagreed and 23% remained neutral around how effective the communication was on the change, however, managing resistance to change was not effective. There was a split response when it came to the area of managing resistance to change with only 24% percent agreeing, 6% strongly agreeing, 19% strongly disagreeing, 17% disagreeing that the change was effectively managed and 34% percent remaining neutral. 5% strongly agreed, 47% agreed, 12% strongly disagreed, 14% disagreed and 22% remained neutral that leaders had strongly consulted with employees prior to the implementation of the transition. When it came to the topic of leaders mirroring cultural values, 7% strongly agreed, 24% agreed, 27% strongly disagreed, 24% disagreed and 18% had no opinion. It was also felt from participants who were split in their decision that leaders were aware how to motivate and create a harmony amongst their staff towards the change with 17% strongly agreeing, 25% agreeing, 15% strongly disagreeing, 15% disagreeing and 28% had no opinion. See Table 9 for the summary of the results in Table 8.

Leadership & Strategy:	Strongly Agree %	Agree %	Strongly Disagree %	Disagree %	Neutral %
• Leadership inspires a sense of urgency and a requirement for Change.	10	47	12	12	19
• <i>Leaders pay attention to the concerns and developmental needs of their employees?</i>	6	38	17	20	19
• Leaders create an environment of trust and create a positive change environment amongst their employees	8	36	17	17	22
• Leaders care about employees' personal interests, and always act in the interests of the group as a whole.	11	25	24	19	21
• Leaders know the strengths and weaknesses of their employees	4	26	24	21	25
• Leaders challenge their employees to take greater ownership of their day-to-day work	12	42	15	14	17
• Leadership empowers and creates a culture of inclusiveness and trust and to share your voice?	6	43	20	18	13
• Leaders are trustworthy and respectful of their employees?	12	44	15	12	17
• Leaders empower and drive employees towards accepting changes within their Institution?	7	44	16	13	20
• <i>Leaders raise their employees to higher levels of morality and motivation within their Institution.</i>	6	27	22	16	29
• <i>Leaders develops and builds the Ethical Culture and Climate within the Institution?</i>	7	40	16	14	23
• <i>Leadership communicates effectively and keeps employees informed on various Institutional changes?</i>	11	52	10	19	8
• Leadership held consultation and Feedback sessions prior to changes or decisions been made?	9	38	13	19	21
• Leadership managed resistance to change effectively?	6	24	19	17	34
• Leadership consulted on TU Strategies and Ideas before Implementation?	5	47	12	14	22
• Leadership created an open dialogue for Change initiatives?	6	32	18	22	22
• Leadership constitutes and mirrors employees Cultural Values?	10	22	16	20	32
• Leaders are able to create the energy and passion that help fuel cohesion and harmony amongst employees?	6	21	22	24	19
• I can see a clear link between my work and the new TU Vision and Mission?	7	24	27	21	18
• I am very optimistic about the future of the new TU?	17	25	15	15	28

Table 8 Leadership and Strategy Survey summary results

Chapter 5. Discussion

In this chapter the research will interrupt the findings and provide an evaluation. The overarching aspect and rationale of this research study was to undertake an analysis to address the main research question “*An Investigative analysis of how influential Leadership and Change Management strategies were in ATU and TU Dublin during the transitional phase to a Technological University*”, while addressing the remaining two sub-questions *Research Sub 1.3: How effective was Change Management and Leadership strategies in the Transition?* and *Research Sub 1.4: What do stakeholders consider valuable for a successful TU Transition?*. The other research sub-questions 1.0, 1.1. and 1.2 were addressed earlier in the research. This research study aids to give a voice to the opinions and perceptions of those respondents who were impacted by the transition to a Technological University. Different individuals will have different viewpoints on the transitioning to a TU and this in turn will have relative consequences to the way that the leadership and change management strategies are perceived.

It was evidenced from research like Chandler (2013) that no organisation including higher education are exempt from change. Lewis (2014), Nair et al (2003) allude to the fact that change happens and the pace at which it happens within higher education is heavily influenced by external factors like political but mostly driven by economic factors. As Doherty et al (2012) suggest that “government policies influence higher educational institutions”. As we have seen through research by Cuthbert (2008), higher education was impacted by changes in areas like policy alignment. It was evident following the qualitative research results in table 4, that the main drivers for change was stemming from external drivers which was imposed from a political agenda i.e., a change in legalisation as outlined in current literature. Hazelthorn et al (2014) further highlighted that “European higher educational institutions are facing mergers and the result of these mergers like the TU transitions is with the aim to increase efficiency”. Researchers like Warwick (2011) discuss that effective change is difficult within HEI’s due to their complex nature of the sector. If change management strategies are effective, the opposite will occur as outlined in the Cartwright and Cooper model (1996). When it comes to the area of management of change and leadership strategies and assessing their effectiveness during a change process *as per the 1.3 research sub-question and the main research question*, Argyis

(1998) alludes to the fact that to minimise resistance leaders need to alter their behaviours. Geller (2002) feels that to become effective leaders during a change process, leaders need to demonstrate a behaviour of empowerment and Geller (2002) feels this behavioural style will also minimise the resistance to change.

Following from the findings in the staff survey, it was evidenced that leaders did manage the change resistance effectively prior to the transitional phase to the TU. As the TU was transitioning areas of resistance build up and management had a lesser impact in managing it. Kouzes (2007) feel that leaders should inspire and ignite their followers towards change while Kotter (2013) feels that people need to be educated about the change. This in turn led to positive opinions and perceptions from individuals on how the change management process and the leaders managed the transition. Clark (1983) highlights that the Institutes culture is shaped by its leader's behaviour and Schein (2005) agrees that leadership and culture of an institute are intertwined. It is further evidenced from data results that during the transition, that leaders had created an effective readiness model for change in Institute 2, demonstrated appropriate leadership behaviour, as there was open and transparent communication and there was both a climate of trust and high ethical values. Bennis (1984) feels that leaders have four key common traits i.e., inspirational, clear communication, trust, and self-awareness of their own strengths. The data results stemming from this research indicate that the change agents selected to initiate the change initially were not the right people and had not the right traits or skillset to implement the change. Effective leadership according to researchers like Hersey and Blanchard (1979) ensures that the leader leads followers in a desired direction through effective communication and motivation and this did seem to occur following this research. Leaders did create a collaborative and trustful environment during the transition and prior to the transition of the change and the employees felt that they were aware for the reason for the change to the TU. To address *Research Sub 1.4: What do stakeholders consider valuable for a successful TU Transition?* Following from the data results, employees in Institution 2 felt that training mechanisms and supports were needed to be put in place and were absent to support the change. As Institution 2 were still in the transition, it was too early to offer further results to *research sub-question 1.4*.

To address the main research question “*An Investigative analysis of how influential Leadership and Change Management strategies were in ATU and TU Dublin during the transitioning from an Institution of Technology to the Technological University*”. It is evident that following from

the data survey results that Leadership and Change management strategies were influential and effective during the transition phase particularly as evidenced from the staff survey results in Institute 2. The data results suggest that leaders demonstrated an environment of collaboration while projecting a clear channel of communication, and fostering an environment of trust which allowed the employees to feel that they were part of the overall transition to a TU. Collins (2001) views leadership strategy based on their effectiveness and response to adapt to change. It is evidenced in the data results above, that abundance amount of planning went into the change process, along with an effective communication strategy. The research from current literature has highlighted that leaders in higher education institutes need to be visionary, inspirational while embodying a trust environment when it comes to change. The research further highlights that culture and leadership are inter-linked while the choice of what leadership and change management strategies that is utilised by leaders is dependent on the nature and urgency of the change. The research data demonstrates that a new culture environment needs to be generated following the transition and leaders need to embellish that change is very much an emotive process so all an inclusive leadership approach will ensure the effectiveness of the change. It is also evidenced from current literature that no one leadership or change management strategy is recommended over the other one and following from current research highlighted, the rationale for this it seems to be down to the complex nature of both the change and the higher education sector itself.

5.1.1 Introduction to Findings

The section for key findings will analyse the thematic areas that has been discussed throughout the research paper. Each thematic area will be discussed and evaluated resulting from the analysis in the findings and the literature that was researched throughout the research paper. The main research question *“An Investigative analysis of how influential Leadership and Change Management strategies were in ATU and TU Dublin during the transitional phase of moving from an Institution of Technology to the Technological University”*, indicate as highlighted above that the change and leadership strategies were impactful prior and during the transition to the TU designation in participative institute 2, however once the TU was embedded the leadership and change management strategies had less of an impact in the same institute. The following is the findings based on the thematic areas analysed:

5.1.2 Change Management Strategy and Drivers for Change:

To validate the research proposal and the research sub-questions 1.1 and 1.2, participants in the qualitative element of this research were asked to provide their insights on how effective they felt that the change management and leadership process was managed from moving to a Technological University. In Institution 1 and 2 from a leader's perspective and following data analysis from the structured interviews, it was evident that a Technological University "means different things to different people, depending on who you ask". It was also evident that "Political agendas were the change drivers behind the transition" as indicated in the discussion. A report published by Hunt (2011) which refers to "collaborations, mergers and alliances" were key influences on the transition. The research data produced was analysed, it was analysed following on from the perceptions from both from a leadership perspective and from a staff perspective. It was further evident from this research that each of the TU leaders firstly within both Institutions was going to provide an insight into how they managed change processes and change practices differently. Each participants response was going to provide an invaluable insight into change management within the transitions in both institutes.

In Institution 1, the merger to the TU was immediate and changes made within a short timeframe due to the time needed to ensure the legalisation was passed on time. In that short space of time, individuals were relocated and integrated into a larger campus, faculties were merged, organisation was re-designed, and a new organisational structure was in place. At the time of the qualitative component of this research had taken place, Institution 1 had embraced the merger and had also passed legalisation with it rebranding its Institution. In Institution 1, it was felt from a leader's perspective that resistance was minimised through facilitative and open communications while the leader used a few leadership styles like transformation, situational and at times autocratic depending on the situation in hand. Due to institute 1 restrictions, it was unable to see how effective it was from a staff perspective.

In Institution 2, following the transition to the merger in name only, there was ongoing discussions in relation to realignment of processes, procedures and a business process alignment process was taken place in terms of Organisational re-design at the time of the researcher carrying out qualitative research. In Institutional 2, while committees were meeting and discussions were on-going, no significant change had taken place in terms of

Organisational design, no strategic plan seemed to be visible but there was a sense of urgency to drive those formal changes forward and for them to be embedded.

It was also evident that there was a variance in perceptions from a staff perspective and a leadership perspective on the area of change management strategy that was adopted by the Institutional leader in Institutional 2. In the area of managing change, the change strategy in Institution 2 appears from the data analysed from the staff survey that change strategies prior to the implementation of the merger were handled efficiently with cooperation and acceptance of the transition been widely accepted and people felt they were consulted with. Respondents from Institutional 2 had highlighted that the sense of urgency was created with a lot of collaborative planning and respondents been visible to the planning work prior to the transition which created a transparent change management process.

As there were restrictions in Institutional 1 in terms out carrying out a survey with staff, the researcher found it difficult to ascertain their views on the change and leadership strategies that had taken place as indicated earlier in the research. As the survey was limited to Institution 2, it is apparent that there will be different outputs and perceptions in terms of how successful the transition was in terms of its stakeholders. The results that had transpired from the structured interviews, concerning change in the culture within the Institutions all leaders agreed “It was important to leave the negative aspects of its old culture and to bring forward the positive aspects of the old culture”.

As per Harrison's model of culture (1972) which the researcher referred to earlier, once the change of the transition was formally adopted by both Institutions, an increase in role type and power type cultures were adopted and there was a lesser focus on task and people culture. Prior to the change there appeared in Institution 2, a collaborative approach prior to the change had been implemented which ensured that change strategies like the Lewin's model (1945) were working i.e., Unfreeze, Change and Refreeze. Following the results and the research analysed that post the change of the transition perceptions of the change changed. Participants needed a more open and transparent view of the change process and participants felt they were not communicated sufficiently during the implementation stage of the process but prior to the process communication was very effective.

It is also evident that in Institution 2, once the business process alignment strategy is implemented, it will cause a shift in Organisational culture and that the change management strategies will impact and affect individuals' perception of leadership and change management strategies over time. The current staff results in Institute 2 following from change management strategy survey suggest that it is fundamental that the behaviour of their leaders will reflect the perceptions of the change amongst their followers as exists in current literature.

5.1.3 Leadership and Strategy

As most transitions result as a need to increase efficiency, it is important that these transitions are handled effectively, otherwise the constraint of the change that is imposed on cultures if not handled effectively can be seen in the Cartwright and Cooper model (1992) discussed earlier. What appears evident from the qualitative analysis is that leaders and managers in both Institutes were equipped with change management skills during the transition process, and this led to changes in the perception of individual staff on how the transition process was been handled. All eight of the leadership participants in the structured interviews, relayed that there was very much a hierarchical control which endorses Clarks (1983) saga theory and endorses the Harrison's model (1972). Leaders who take a strategic approach as indicated in the Harrison's model (1972), like a more power type and task cultural approach with more of an autocratic leadership style based on the findings following on from the staff survey respondents feel less involved in the change hence resistance will sufficiently increase.

At the time of the qualitative research been carried out in Institution 2, the researcher learned of highly skilled change management consultants been employed to aid around redesign of the Institution and to champion the changes. The researcher's results indicate that leaders need to ensure they clearly select the leadership strategy that is needed to manage the transition and to ensure they develop and embrace the new culture that develops following the transition. The conclusive analysis highlighted that no one leadership style suited all situations when it came to change management due to the complex nature of the TU sector. The most prominent style was utilised was transformational change, however, servant, autocratic styles were also mentioned as it depended on the stage of the change process at hand. It was also evident that following qualitative analysis from the survey that in Institution 2, the respondents felt that the leaders were not replicating the cultural values with 32% having no opinion.

It is evidential following data results that leaders need to establish and continue effective communication channels while also measuring the impact of the communication channels with its followers. Leaders need to be seen to select the right change agents to sustain the momentum for the change process as this was not evident in Institute 2. It was evident that there was a lack of a leadership programme within the two participation institutions and for change to be effective, leaders need to be seen as change agents and be equipped with the skills to transform their institution towards a successful outcome. It was also evident across all Institutions from a leadership perspective that communication was key for a successful change and as participant 1 and 5 highlighted “you cannot over communicate”. It was evident following the structured interviews that there was a consensus as needed management adapted a situational type of leadership and autocratic style leadership when tough decisions needed to be made, they always used their transformational leadership skills which was fairly evident to all staff during the transition. The staff survey results data felt that leadership created an open transformative culture where trust, communication and collaborative environment were foster. All these elements played a significant role in the transition to the TU.

5.1.4 Limitations of Research

The target of the data results was aimed at a small cohort of around nine participants for the structured interviews and around one hundred participants for the survey. The survey and the interviews were not representative of the entire HEI sector in Ireland which resulted in the results were limited in terms of creating an overall national perspective for all the Technological Universities in Ireland. If a wider study was undertaken, it would generate results that are more representative of the TU sector nationally and provide more accurate findings.

Currently, there is limited academic literature available in the context of a broader perspective on the overall impact of leadership and change management strategies on all the TU sector nationally and how they had an impact on the TU transitions. The research believes that a broader scope with more diverse participants would be of significant benefit. The researcher found that current literature doesn't provide an overall methodology or framework in relation to change management.

The researcher who is currently employed by one of the participating Institutions and the research used precautionary measures to avoid bias. The survey was electronic, and it was disseminated via email via the Registrar's office from the participating Institution but due to Institutional regulations was not allowed to be disseminated to Institution 1 which skews the survey results. There also was a delay in circulating the survey to one of the Institutions within Institution 2. As the survey was anonymous, there was the opportunity for the participants to respond to the survey dishonestly and inaccurately and to respond more than once which may have skewed the results. In relation to the structured interviews, the researcher was only permitted to setup some of the participating structured interviews via MS Teams which disallowed the recording of some of the interviews from a participating Institution. The information presented in this research is analysed by the researcher from notes, recording and transcripts of the interviews and this methodology includes judgements that are made by humans and are open to error.

Despite the limitations outlined in this study, the study does highlight the importance and understanding of the various types of Leadership strategies Transformational and Trans relational style when it comes to change in HEI no one leadership style and change management strategy suits all situations and it is all dependent on the leader to choose what is the best approach.

5.1.5 Further Research

This research is used to analyse moving from an Institute of Technology to a Technological University. Further research could include the impact of leadership and change management strategies and carry out a comparative analysis with other Technological Universities to see the impact of these strategies nationally and to also allow an understanding of what leadership styles were utilised a successful transition. Another concept that could be developed would be a national framework that could be supported by the Health Education Authority and embedded within the National framework. Finally, it would be a thought-provoking exercise if the Health Education authority carried out a report on the TU sector transitions in terms of various elements like regional and national impact pre and post the transitions. These are important

elements that could be expanded on when carrying out a cross-comparative analysis within the TU sector.

Chapter 6. Conclusions and Recommendations

This research outlined the importance of effective leadership and change management in a change process. The research highlighted areas of concern that arose during the merger to the Technological University but also allowed an examination of these areas to be undertaken in a diagnostic manner to allow a more comprehensive review to be undertaken. The research findings provided an insight into the importance of the leadership qualities areas such as transparency, fostering a collaborative and trustful environment and the importance of their role during a complex change process. It is apparent from the findings that few leaders have been trained to manage change and that Transformational leaderships require a unique skillset in areas like motivating, leading, championing change and transformation institutions to a new growth mind-set. The research examined the drivers for change and the impact and effects of change on both followers and leaders and how change and leadership strategies can impact on the Institutional culture. The research viewed the importance of the selection leadership style and strategy used by leaders in order to embed an effective new cultural change. Findings in the research indicate as per Cartwright and Cooper (1993) that for a successful merger to be enacted it is dependent in what change management and leadership strategies are utilised and how the change is been led and been managed.

The following are the recommendations that will aid leaders to sustain an effective change and leadership strategy within the new TU. Hazelkorn (2015) alludes to the fact that, “despite their obvious strengths on metrics such as research outputs and funding, as well as status and societal esteem, the Institutes were the ‘poor relation in terms of leadership training’ in Ireland’s binary higher education system”.

Recommendation 1: Leadership Training programme

1. Engage a top-down approach- ensuring that there is a level of commitment from all internal stakeholders to the training programme and that even top leaders demonstrate their commitment by participation in the programme.
2. Engage and nominate a design implementation team for the transformational programme including an executive leader and ensure that the training programme is seen as an opportunity for development that will enable the organisation to grow.

3. Ensure the training programme is designed to change people's mindset towards innovation and growth i.e., engage commitment towards a personal and professional change that the participant will embark on
4. Evaluate the training programme and engage with other TUs on mentoring programme and carry out yearly 360 evaluations with both staff and leaders within the HEI sector. This 360-degree evaluation is an assessment that leaders and staff can carry out and seek feedback from their peers, direct reports on their leadership performance. It provides a thorough 360 degrees on their opportunities and strengths for development and growth.

A well-designed leadership training programme will ensure to develop current and future Institutional leaders to become effective change agents. This training will also provide a cost reduction in terms of engaging external consultants as change agents in the future. In essence, in the authors view, once leaders undertake an extensive training programme leaders of Institutions will lead out on an effective implementation change management process.

Recommendation 2: Training on Organisational Change

To ensure transformational change is effective across the Higher education sector, its fundamentally important that a transformational process is in place and fits into the culture of the Institution. For change to succeed leaders of Higher education Institutions need to be effectively trained on the transformational process and Organisational change.

The researcher also recommends that a transformational and organisational team be put in place to not alone lead out on the process but facilitate in line with the Executive team within the TU sector.

Recommendation 3: Leadership framework for the HEI sector

It is impossible following the research to limit understanding of leadership qualities and traits to one theory alone due to the complexity and nature of higher education. It is only logical to combine all these theories as they each have unique strengths and unique differences. Following on from research data no one leadership style suits all situations in a chaotic change

environment like the HEI sector and a proposed framework would guide leaders in HEI's to enact an effective change management strategy.

Recommendation 4: Training supports on Cultural Diversity and D&I

Leaders within Technological Universities need to develop a new culture that can be embodied within the new TU following the transition. Leaders need to articulate the TU's cultural values both internally and externally and promote the cultural values which are easily adopted and promoted particularly in times of higher educational transitions. Leaders and staff within the new TU's should be encouraged to undertake training within areas like culture, diversity, and inclusion to appreciate the cultural values of the TU and to foster an environment that is conducive to the inclusiveness of the new TU.

In essence, Leader's progress through the various levels of leadership based on their level of knowledge and their achievements through-out their career as opposed to any apparent formal leadership preparation or training. It is evident in this research that moving to a Technological University is significantly an enormous change and the importance of such a change requires a certain level of leadership style and skillset. In terms of evaluation and measurement of change management strategies utilised, Leaders need to have a continuous measurement and evaluation of the strategic process been instigated in terms of measuring their impact which was not evident during this research. This evaluation process will further aid to enhance in future developments of strategic alignment going forward. It also is quite evident following on from current research literature that there is a lack of leadership development programmes in place and that any that does exist are more targeted towards administrative and managerial staff as opposed to developing future leaders.

Finally, we have seen that global demands and the drive for efficiency are the reasons why Technological universities are undergoing radical changes. External challenges in terms of sustainability challenges from an economic, curricula and demographic areas. It is evidenced stemming from this research that followers within Institutions want to be led and not managed. This research found for any change to be successful it requires leaders who are trained in transforming organisations which incorporates an inclusive, transparent environment in order to allow the change to be implemented successfully. Once the leaders within these ever-evolving institutions embed the core elements, and comprehend that leaders influence culture

and culture influence leaders, followers will see the potential opportunities of embracing the new change and will foster a new culture that will suit all.

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Appendices

Annex 1

		
MSc Thesis Progress Meeting Record		
Level 9 Thesis Weekly Progress Meeting		
Student Name: Ruth Moran	Project Title: “An Investigation analysis of how influential Leadership and Change Management strategies influenced Projects Success during the merging of the IoT Sector to the TU sector in Ireland”	
Recorded by: Ruth Moran	Meeting No: 3	Date: 06/01/2023
Observations & Comments		Actions

Annex 2

Research Questions and Matrix

Strategy to Address Research Questions by Stage-----An Investigation analysis of how influential Leadership and Change Management strategies influenced Projects Success during the merging of the IOT Sector to the TU sector in Ireland*							3 Qualitative and 1 quantitative stage to research design
Stage	Research Method	Research Sub Questions					Justification for Research Stage as part of research design
		Q1: What are the main drivers for change in the Higher Education system in Ireland and how was Resistance to Change if any managed?	Q2: What type of Leadership strategy and styles are used to manage effective change in the Higher Education Sector?	Q3: How important is the retention of cultural values during the Transition?	Q4: How effective was Change Management and Leadership strategies in the Transition?	Q5: What do stakeholders consider valuable for a successful TU Transformation?	
1	Qualitative Review of TU Submission Document and HEA Report and findings	Significant Supporting Evidence					Q1 links literature theme of change drivers and context to this research to create foundation for further investigation. Q2 gets more specific on understanding Change and managing resistances to Change. Q3 investigates the importance and culture and cultural values specifically during a transition moving away from tradition to a modern values.Q4 looks at transformation leadership and how important it is when it comes to managing change Q5. The overall findings will help answer main question of what stakeholders consider valuable in change leadership.
2	Questionnaire for all staff		Significant Supporting Evidence	Significant Supporting Evidence	Significant Supporting Evidence	Significant Supporting Evidence	Stage 1 purpose is to get initial context of emerging TU to act as starting point for next steps. TU submission doc was created by the four ITS collaborating to create one agreed voice for the future entity and including TUD and reviewing the HEA doc from a National perspective. Findings will feed into stage 2 sequentially.
3	Interviews with President	Finalise conclusions/ recommendations	Finalise conclusions/ recommendations	Significant Supporting Evidence	Significant Supporting Evidence	Significant Supporting Evidence	Stage 3 involves an all inclusive survey of all employees of the two institutes to gain quantitative data on context, staff understandings of change and importance and presence of change management and leadership characteristics. This will form the basis of recommendations/ conclusions for stage 4.
	Minor Supporting Evidence						Stage 4 will consider overall research findings, conclusions and recommendations and review these with key stakeholders in the Executive of ATU and TUD in order to gain further insights into the implications of findings and ensure recommendations and conclusions are logical, pragmatic and relevant. The International research will also undertaken and any findings from an international perspective will be factored into the Research.
	Good Supporting Evidence						
	Significant Supporting Evidence						

Annex 3

Contacts, times and dates for the Structured Interviews

Date	Name	Time	CONSENT FORM RECEIVED & QUESTIONS SENT IN ADVANCE
03 Feb 2023	Former President of Blanchardstown IT and President rep for TUD-	9.30am x 45 mins	Yes
06 Feb 2023	Former President of DIT	2pm x 1 hour	YES
7th Feb 2023	Former President of LYIT and head of college at ATU Letterkenny	10.00 am x 1 hour	YES
07th Feb 2023	Former President of IT Tallaght-	11.30am x 1 hour	YES
7th Feb 2023	Head of College ATU Galway	<u>2pm x 1 hour- Cancelled</u>	YES
8TH Feb 2023	Former President of GMIT and President of ATU	8th Feb at 10.00 am	YES
8th Feb 2023	Head of College – ATU Sligo	2pm x 1 hour	YES
9th of Feb 2023	Former President IT Sligo-	10am x 1 hour	YES
10th Feb 2023	Project Manager- ATU Transition	10TH Feb -10am x 1 hour	YES

Annex 4

Structured Interview Questions

Structured Interview:

Leadership & Strategy:	
1.	What in your view was the biggest leadership challenge of the transition from an IoT to a TU?
2.	In terms of your role as a Leader, what have been the biggest leadership opportunities during the IoT Transition to a TU?
3.	In your view, can the new TU strategy address modern day values and societal needs?
4.	What leadership strategy did you find worked best when motivating your stakeholders during the transition of the change?
5.	What type of a leader and what leadership style best describes you and how would you feel others describe your leadership style?
6.	Did you alter your leadership style pre and post the designation?
7.	What Communication strategies have been utilised pre and post the designation of the TU and how effective have they been in your view? How did you measure their effectiveness and impact?

Change Management:	
1.	What in your view was the biggest drivers for change from moving from an IoT to a TU?
2.	Was there any resistance to the change and what strategy was utilised to manage it?
3.	How did you foster trust amongst your stakeholders pre and post the transition to a TU?

Culture:	
1.	What in your opinion constitutes a strong Organisational culture?
2.	In your opinion what influence does Organisational culture have on you as a leader?
3.	In your opinion, did Covid change the Culture mindset and if so, why?
4.	How would you describe the Organisation Culture of the new TU?
5.	What strategy did you use to ensure the traditional culture of the IoT's was retained during the transition?
6.	What were the biggest cultural challenges encountered when undertaking the transition?
7.	Finally, is there anything that you would like to add?

Annex 5

Consent Form

I have read and understood the information relating to ‘An Investigation analysis of how influential Leadership and Change Management strategies influenced Projects Success during the merging of the IoT Sector to the TU sector in Ireland?’ and I agree to participate in this research.

- Tick boxes for each of the statements relating to the study.
 - I have read and understood the Information Leaflet about this research study.
 - I have been given the opportunity to ask questions about the interview and my participation. I have received satisfactory answers to all questions asked and I am satisfied that I understand the information that I have received.
 - I understand that I do not have to take part in this interview and that I can opt out at any time. I understand that I do not have to give a reason for opting out and if I opt out, then any data I have contributed will not be used.
 - I agree to the interview being recorded face-to-face or over Microsoft Teams or Zoom.
 - I agree that the data I provide will be archived in a secure, cloud-based drive and will be deleted no more than 5 years after final data collection date.
 - I understand that upon completion of the interview and following sharing of my individualised interview transcript, I may choose to withdraw the information I have shared up to 1 day afterwards.
 - I understand that if any of my words are used in reports or presentations, they will not be attributed to me.
 - I understand that the results from this research study may be shared in communications in journals, along with peer-reviewed publications and/or conference presentations.
 - I am aware of who to contact if I have queries/concerns about my involvement in the research study.

I understand that I can withdraw during the interview or for two weeks after the interview has been completed. I understand that what I say will be recorded and transcribed and presented as part of an oral/ written presentation and in various publications.

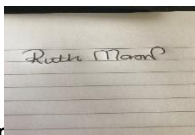
Signed.....

Research Participant

Date.....

I give permission for my interview to be stored and accessed via One drive on an ATU machine.

Signed.....



Researcher

Date.....

Signed.....



Supervisor

Date.....

The researchers can be contacted at: Ms. Ruth Moran

ruth.moran@atu.ie

Annex 6

Survey Questionnaire

Recruitment email to Participants:

Dear Participants,

My name is Ruth Moran, and I am currently undertaking a master's in project management at the Atlantic Technological University Sligo (ATU Sligo).

I would appreciate your participation in this survey, which will capture all opinions across ATU and TU Dublin in relation to change and leadership strategies that were utilised at moving from an IoT to a Technological University.

Together with your valuable support and participation, the results will provide an accurate and meaningful insight and provide various recommendations that will be identified which in time will benefit ATU and TU Dublin achieve its strategic vision and mission.

This survey will take 10-12 minutes to complete and can be returned to, at any time up until close of business on the 14th of February 2023.

The survey is completely anonymous and should you require further information, please don't hesitate to contact me on: ruth.moran@atu.ie

Appreciate all your feed-back, thank you!

*All the best,
Ruth Moran*

Yes

No

This is to confirm that I have read and understood the information provided and consent to participate. Required

Leadership and management questions:

Survey Questions

Leadership Style Questionnaire

Part 1: Demographics

Select the response that best describes you for each of the following:

Gender

Male

Female

? Prefer not to say.

Age

20 or under

21 - 30

- 31 - 40
- 41 - 50
- 51 - 60
- 61 or over

Current and Previous role if applicable- Employment classification

- Teaching
- Research
- Non- Management PMSS (Professional, Admin. Management, Support Staff)
- Senior Management- PMSS
- Senior Management- Academic
- Executive- Academic
- Executive- PMSS
- IOT President

4. Years with current employer

- 0 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 or more

5.

- GMIT
- IT Sligo
- LYIT
- IT – Blanchardstown
- IT- Tallaght
- DIT- please state Campus.....
- Other

6. What faculty are you associated to?

- Arts
- Engineering
- Science
- Business
- Other

Change Management:

Please convey your own personal experience by selecting how strongly you agree or disagree with the following statements in relation to the elements of Change Management and their usage of moving from an Institute of Technology (IoT) to a Technological University (TU):

Change Management -	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There were long periods of planning before the change is delivered?					
The reasons for change were clear of moving from an IoT to a TU?					
Peoples view-points of the goals were embraced and aligned at the implementation stage of the designation to the TU?					
An effective Consultation process was embedded prior to the Change of moving from an IoT to a TU?					
The process of implementation for the change was flexible and reactive?					
Management kept you informed about the changes prior to implementation?					
Ideas were openly communicated and encouraged during the Transition?					
The Communication process was transparent, timely and relevant?					
High degree of open dialogue of the change of moving from an IoT to a TU and it was available?					
A state of urgency was established prior to the change of moving from an IoT to a TU?					
An effective change culture was adapted prior to the Change of moving from an IoT to TU?					
A high degree of trust was fostered prior to the change between management and staff?					
All Leaders and Staff are aligned on the same goals and objectives of the TU?					
All Staff understood why changes within the Technological were taking place and are aware of the Changes?					
Moving to a TU has not impacted my current position in the TU?					
Training opportunities and support mechanisms was available to create a supportive change environment					
Any resistance to change if any was effectively managed across the TU?					
The Right people with the Right Skills and the Right Systems were in place to support the transition of moving to the TU?					

Please select how strongly you agree or disagree with the following statements in relation to your experience in the area of Leadership of the Technological Universities:

Leadership & Strategy:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
• Leadership inspires a sense of urgency and a requirement for Change.					
• Leaders pay attention to the concerns and developmental needs of their employees?					
• Leaders create an environment of trust and create a positive change environment amongst their employees					
• Leaders care about employees' personal interests, and always act in the interests of the group as a whole.					
• Leaders know the strengths and weaknesses of their employees					
• Leaders challenge their employees to take greater ownership of their day-to-day work					
• Leadership empowers and creates a culture of inclusiveness and trust and to share your voice?					
• Leaders are trustworthy and respectful of their employees?					
• Leaders empower and drive employees towards accepting changes within their Institution?					
• Leaders raise their employees to higher levels of morality and motivation within their Institution.					
• Leaders develops and builds the Ethical Culture and Climate within the Institution?					
• Leadership communicates effectively and keeps employees informed on various Institutional changes?					
• Leadership held consultation and Feedback sessions prior to changes or decisions been made?					
• Leadership managed resistance to change effectively?					
• Leadership consulted on TU Strategies and Ideas before Implementation?					
• Leadership created an open dialogue for Change initiatives?					
• Leadership constitutes and mirrors employees Cultural Values?					
• Leaders are able to create the energy and passion that help fuel cohesion and harmony amongst employees?					
• I can see a clear link between my work and the new TU Vision and Mission?					
• I am very optimistic about the future of the new TU through the Inspiration Leadership and Culture values that are been instilled?					

Thank you for your support in completing the survey, it's very much appreciated! Regards, Ruth Moran

