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# New Faculty Hire Transition: The Impact of the Extent of the Learning Organization Traits of Higher Education Institutions

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# New Faculty Hire Transition: The Impact of the Extent of the Learning Organization Traits of Higher Education Institutions

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## Abstract

The purpose of the study was to determine the degree to which implementation of learning organization processes in higher education institutions (HEI) affects new faculty hires' perception of their transitioning success. In this quantitative, ex post facto, comparative study, the researcher also investigated various factors, including academic disciplines, gender and ethnicity, and personality type, to determine if any of these factors would contribute an interaction effect on the relationship between the HEI exhibiting learning organization traits (LOT) and the new faculty hires' perceived transition success. The researcher collected a convenience sample of 310 full-time professors employed by 33 4-year, private, nonprofit HEIs in the Northwestern United States. The findings indicated statistically significant differences existed in the perception of successful transition of the new hires between faculty who perceived their HEI exhibiting high levels of LOT versus those who perceived their institution exhibiting low levels of LOT. The findings also revealed that the interaction effect with academic disciplines, gender and ethnicity, and personality type on LOT and perception of new faculty success was not statistically significant. When the participating professors were asked about adjustment tactics they used to help facilitate their transition, there were 11 frequently recurring themes that emerged from the participants' comments: observing, understanding organizational culture, talking, using support offered, asking questions and listening, networking, relationship building, stress management, personal efforts, mentoring, and nonspecific strategies. HEIs exhibiting high LOT are more likely to facilitate the successful transitions of new faculty hires.



*Keywords*: higher education institution, learning organization traits, new faculty transition, adjustment tactics

## Dedication

This dissertation is dedicated to all new faculty working in higher education, and especially to those who have gone through their transition into their respective communities and have become stronger and healthier educators. May God bless those who have committed themselves to promote life-long learning.

To my lovely wife Cherry and my amazing son Aaron who have sacrificed so much as they continuously watched and encouraged me to pursue my dream. This work is for you. I would not have completed this journey without your love and prayers.

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# Chapter 1: Introduction

Organizational behavior suggests that early socialization experiences are crucial to transitioning newcomers, such as new faculty hires, because the experiences increase newcomers acceptance of the organizational norms, values, and professional expectations, resulting in sustained effects of socialization throughout their entire career (Pfeffer, 1985). Ellis et al. (2015) also point out, "Successful socialization provides opportunities for learning and facilitates clarity around expectations related to work tasks, appropriate behavior, and cultural norms within the organization" (p. 205). One of the primary benefits of an effective organizational socialization process is to reduce confusion and uncertainty for newcomers. During this initial phase of transitioning, newcomers go through varying processes of information gathering and analysis to assimilate into the organizational culture (Berger & Calabreese, 1975; Cooper-Thomas & Wilson, 2011; Louis, 1980).

Higher education institutions (HEIs) exhibit several types of organizational culture, such as the hierarchical and learning organizational environment (Dee & Heineman, 2016). The researcher is particularly interested in exploring HEIs that exhibit the learning organizations traits (LOT). According to Senge (2006) and Garvin (2000), LOT include collaborative group learning, continuous feedback, ongoing reflection, clear communication, and a safe and supportive environment. Furthermore, the researcher wants to determine whether the HEI with LOT supports organizational socialization in the early stages of new faculty hires' transitioning.

## Conceptual Framework

In general, higher education as an organization of learning is positioned to implement integrative learning- oriented approaches at all levels of the institution processes, including the transitioning of new faculty hires. However, there is evidence that HEIs vary in the degree to

which they adhere to the characteristics of learning organizations (Ali, 2012; Ortenblad, & Koris, 2014; Perlipecan & Bejinaru, 2016). HEIs exist to promote knowledge acquisition through teaching and research. This function, however, does not automatically qualify a university as a learning organization. Both Profelt (2006) and Garvin (2000) contend that HEIs meet the criteria of a learning organization when they reflect on knowledge attained and apply this knowledge to improve the institution and its individuals' performance and success. The success of an individual as a higher education faculty member may begin at the orientation to the institution, which is a critical phase of transitioning into the respective college community.

## The Learning Organization

An organization "that focuses on 'learning' as a crucial component in its values, visions and goals, as well as all of its functions" can be defined as a learning organization (Kanten, Kanten, & Gurlek, 2015, p. 1359). According to Kanten, Kanten, and Gurlek (2015), a learning organization (LO) continually utilizes learning activities to develop learning strategies, creating a climate which engages both individual and organizational learning. They also point out that traits of learning organizations include a positive impact on organizational performance and individuals' attitudes and behaviors. Additionally, some studies have suggested that individual performance and employee embeddedness is affected by the learning organization strategies (Malik, Danish, & Munir, 2012).

Garvin (2000) defines a learning organization as "an organization skilled at creating, acquiring, interpreting, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights" (p. 11). Additionally, Senge (2006) defines LO as:

> Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective

> aspiration is set free, and where people are continually learning how to learn together. (p. 3)

With respect to HEIs as learning organizations, the research conducted by Ali (2012), "showed that the academic staff indicated moderate levels of characteristics of a learning organization and satisfaction with performance" (p. 55). Since the present study applies to established academic faculty, the researcher is interested in exploring the effect of LOT on newcomer's performance, specifically transitioning of new faculty hires (Figure 1).

**Newcomer Adjustment Tactics**

When a newly hired individual enters an unfamiliar work setting, he or she will most likely experience uncertainty, stress, and discomfort in a new working environment. Cooper-Thomas and Wilson (2011) point out that "being a new employee at an organization necessarily means that one is novice in some domains relevant to the new work role" (p. 1). As the new hire, the individual will most definitely experience the need to adjust their behavior and mindset due to the "changes occurring during this period . . . [of] learning" (Cooper-Thomas & Wilson, 2011, p. 1). For example, the newly hired individual will have to learn about and adopt new roles and responsibilities, learn the expectations for those roles and responsibilities, and learn to perform those roles and responsibilities with a high degree of professionalism, understanding, and competency. More importantly, the individual will also be "getting to know colleagues, and understanding the organization's culture and norms," (Cooper-Thomas & Wilson, 2011, p. 1), which play an integral role in the work environment's overall success.

As newcomers, the newly hired faculty members may use different adjustment tactics, including observation, negotiation, experimentation, and relationship building (Cooper-Thomas & Wilson, 2011; Cooper-Thomas, Anderson, & Cash, 2012; Cooper-Thomas, Paterson, Stadler,

& Saks, 2014). The effectiveness of these strategies may be affected by the new faculty member's personal factors as well as the institutional culture and environment, including academic disciplines of the new faculty hires. The researcher is particularly interested in determining the effectiveness of implementing learning organization approaches into new hire integration practices, with fidelity, to help the transitioning of new faculty hires.

To help individuals feel welcome, safe, and respected in a new, less-predictable working environment, existing leaders need to create and implement effective systems and protocols that aid in new hires' seamless transition from their previous experiences and help them adjust "to their new organization" (Cooper-Thomas & Anderson, 2002, p. 424). When such systems exist, newly hired individuals will experience reduced uncertainty, feel more comfortable engaging in social exchanges, and affirm their social identity in their working environment (Batisic & Kase, 2015).

## Theories Associated With Organization and Individual

The following theories and constructs are founded relevant to this study:

- Systems Theory
- Social Learning Theory
- Organizational Socialization Theory
- Learning Organization Traits
- Transition of New Faculty Hires

**Systems theory.** Systems theory is a well-established and widely used framework in multiple disciplinary settings. This theory is based on the idea that there are many interrelated components that come together to create a whole entity, or a "system." According to systems perspective, a social system, such as a HEI, deals with four key functional aspects including

adaptation, goal attainment, integration, and equilibrium. Systems theorists further explain that systems are complex and continuously evolving, towards the desired outcome of attaining goals and maintaining equilibrium (Desta, 2009). In 1990, Senge extended systems theory to understanding organizational behavior in terms of learning organizations. One of the five principles proposed by Senge when implementing a learning organization is systems thinking. Senge (2006) states, "Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively" (p. 7). Senge further elaborates, "organizations grounded in systems thinking and the related learning disciplines can make a difference, by fostering collective rethinking and innovation and serving as a convener for microcosms of larger systems" (p. 349). In other words, systems thinking enables individual members to actively engage with each other while connecting with the bigger picture via collective learning and ongoing reflection. These experiences would be beneficial to the newcomers transitioning into their organizations.

**Social learning theory.** Successful transitioning does not rely solely on the organization; individual personal factors also contribute to the integration. Psychologist Albert Bandura developed social learning theory. Bandura (1977) proposed that human behavior " is a continuous reciprocal interaction between cognitive, behavior and environment determinants" (p. vii). Bandura further explained that "modeling influences produce learning principally through their informative functions. During exposure observers acquire mainly symbolic representations of modeled activities which serve as guides for appropriate performance" (pp. 23-24). Like Bandura, McLeod (2016) states social learning theory is "a behavior [that] is learned from the environment through the process of observational learning" (p. 1). According to social learning

theory, the newly hired faculty member will adjust and monitor his or her behavior based on what the individual is seeing and experiencing in the work environment as part of organizational socialization.

**Organizational socialization theory.** In 1979, Van Maanen and Schein introduced the theory of organizational socialization theory to understand "the individual adjustment process for socialization during a boundary transition" (Tuttle, 2002, p. 82). Organizational socialization, according to Batistic and Kase (2015), "is the process by which individuals become part of an organization's set of activities" (p. 121); this process allows individuals to take ownership over their own learning while "mak[ing] sense of the socialization process" (p. 124). By becoming a part of their new work environment's culture and norms, the individual's experience of feeling welcome, affirmed, and safe "may not only reduce [his or her] withdrawal intention and increase commitment, but might also reduce their anxieties about fitting and performing well in the new, less predictable environment they are entering" (Batistic & Kase, 2015, p. 122). The new faculty hires in HEI often encounter similar challenges while transitioning into the institution's culture.

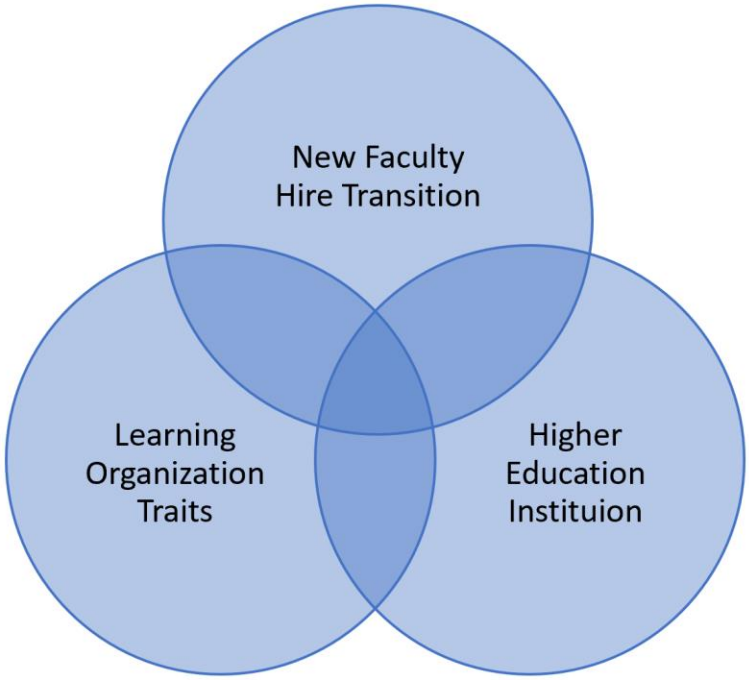


*Figure 1.* The effect of HEI with LOT on transition of new faculty hires.

**Purpose of the Study**

The purpose of the study is to determine whether the extent of implementation of LOT in HEIs affects new faculty hires perception of their transitioning (see Figure 1). The researcher examined various factors that may contribute to the positive integration of new faculty hires within HSIs, specifically 4-year, private, nonprofit institutions in the Northwestern United States. The culture within the academic environment is unique in terms of role expectations, communication styles, and organizational structure. Research indicates organizations have tried many different approaches to socialize new hires, but individual factors play an important role in the perceived success of the transition. Gender and ethnicity, work experience, and personality are a few factors which have previously been studied (Cooper-Thomas, Anderson, & Cash, 2012; Cooper-Thomas & Wilson, 2011; Hagedorn, 2000; Kessler, Spector, & Gavin, 2014; Magnuson, 2002). Additionally, the newcomer's understanding and perception of the new environment may

affect their onboarding experience. The researcher explored the effectiveness of implementation of LOT integrative approaches and practices, with fidelity, and how it relates to the transitioning of new faculty hires.

## Research Questions

This study is guided by the following primary research question and four subquestions:

What factors contribute to the successful transitioning of new faculty hires into their college communities?

Subquestions:

1. What is the difference in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution?
2. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional)?
3. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity?
4. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of the personality type?

## Rationale, Relevance, and Significance of the Study

The findings of the study may provide insights to administrators, human resource staff, and faculty members of HEIs on effective learning organization processes, which they could

adopt to help integrate, retain, and support new faculty hires. In addition, the new faculty may gain insight on strategies they could use as they transition into their new academic community.

**Definition of Terms**

For the purposes of this study the following terms were used:

*Higher education institution (HEI)*: These include 4-year, private, nonprofit institutions of higher learning in the Northwestern United States (cf. Holyoke, Sturko, Wood, & Wu, 2012).

*Learning organization traits (LOT)*: According to Garvin, Edmondson, and Gino (2008), LOT include a supportive learning environment (i.e., psychological safety, appreciation of differences, openness to new ideas, and time for reflection), concrete learning processes and practices (i.e., experimentation, information collection, analysis, education and training, and information transfer), and leadership that reinforces learning (i.e., active reasoning, open communication, and creative thinking).

*New faculty hires*: Academic staff members who has accepted an appointment in an institution of higher learning to the rank of assistant professor for less than three years. Olsen (1993) stated, "The faculty development literature shows that the early years of a faculty appointment, in particular, the first three years, are a period of intense socialization" (p. 454).

*Transition*: According to Rosch and Reich's (1996) enculturation model of organizational entry, new faculty hires undergo a process of integration defined as:

> [A phase] . . . in which different academic disciplinary subcultures selected, socialized, and expressed [as] institutional culture to new faculty, and the degree to which professional identity and role orientation [are] carried over, or adjusted, during the entry period. (pp. 116–117)

## Assumptions, Limitations, and Delimitations

The researcher assumed that the target participants of the study are aware of and have experiences allowing them to respond to the survey questions in an honest and accurate manner. The researcher also assumed that respondents of the surveys would be the targeted assistant professors, who would meet the study's criteria and act ethically and respond truthfully without any personal agenda to interfere with the result findings.

The researcher has identified several limitations. First, the quantitative research study did not investigate all possible factors that contribute to the success of new faculty transitioning in higher education institutions. Second, the study solely relied on the voluntary responses of the participating assistant professors who chose to complete the online survey. Therefore, interpretation for each respondent of terms, such as support and success, is subject to individual perception which will affect the results of the analysis. The third limitation involves participants' fear of retribution for their responses, especially in smaller close-knit private colleges. In order to enhance the honesty and truthfulness of responses, the researcher explicitly stated the importance of confidentiality and anonymity in the consent form.

A differentiation should be made between limitations of a study (which are often methodological issues such as lack of generalizability or lack of psychometrically sound tools to measure the constructs) and delimitations, which are parameters that the researcher chooses to place on the study (Heppner & Heppner, 2004, p. 40). The researcher intentionally chose several delimitations to ensure the scope of this study was feasible and manageable. First, the data analysis only planned to include the perceptions of first to third year, full-time assistant professors, employed by 4-year, private, nonprofit higher education institutions in the northwestern region of United States. Another delimitation included the types of higher

education institutions in this study. According to Holyoke, Sturko, Wood, and Wu (2012), faculty of private universities report a more favorable attitude towards their institution's implementation of the principles of learning organizations than those employed by public universities. This supported the researcher's decision to focus on the private nonprofit institutions.

**Summary**

New faculty hires often experience tremendous challenges and levels of stress during the early years of a faculty appointment. Organizational behavior suggests that early socialization experiences are crucial to the transitioning of new faculty hires. The purpose of this study was to determine whether the extent of implementation of LOT in HEIs affects new faculty hires perception of their transitioning. The study was guided by the primary research question: What factors contribute to the successful transitioning of new faculty hires into their college communities? The findings may provide insights to the HEIs on how to effectively integrate, retain, and support new faculty hires via implementation of learning organization principles and practices. Also, the new faculty may gain insight on strategies they could use as they transition into their new academic community.

Chapter 1 provides an introduction of the topic, conceptual framework, and key terminology of the study. Chapter 2 presents a review, critique, and synthesis of literature that related to the topic and methodology of study. Chapter 3 describes detail information on the research design and methodology, participant description and sample selection, instrumentation, data collection, data analysis, limitations, delimitations, and internal as well as external threats. Chapter 4 consists of the findings and results of the research study. Chapter 5 comprises the summary and the conclusion of the research study.

## Chapter 2: Literature Review

In this chapter, the researcher provides a comprehensive and relevant review of literature that pertains to the hypotheses of the study. The researcher identifies and situates his study within the existing literature on the topic of new faculty hires' transition into their college community. A logical argument is presented to support the need to investigate the impact of learning organization traits (LOT) of higher education institutions (HEI) on the integration of new faculty into HEI culture. The researcher intends to demonstrate knowledge of the topic and its contribution to the community of scholarship.

### Learning Organization

**Definition and history of the learning organization.** In the 1980s, the business environment was unpredictable and rapidly changing, and companies needed to position themselves to maintain competitive advantages and to continually improve. One approach they used was what is referred to today as learning organizational traits (LOT). Efficiency was essential in maintaining this competitive advantage; most businesses opted to downsize staffing to achieve this. Consequently, businesses became increasingly vulnerable to financial and technical challenges. Businesses responded to this vulnerability by focusing on organizational development with an emphasis on staff development and individual learning. This development was characterized by "flexibility, employee participation, teamwork, staff development and continuous learning" (Hallam, Hiskens & Ong, 2014, p. 82). The need for continuous learning in all organizations was emphasized by the Kellogg Commission (1999). The Commission stated,

> our challenge in our emerging Information Age is two-fold. First, we must ensure that the remarkable growth in demand for education throughout the lifetime of virtually every citizen can be satisfied; second, we must demonstrate that we can meet this need at the

> highest level of quality imaginable, along with the greatest efficiency possible. To the demands of a changing workforce for opportunities to continue their education and the pressures produced by an accelerated pace of technological change must be added the increasing demands for professional continuing education, which are driven both by ambitious, conscientious professionals and by state mandates. (pp. 9–10)

Consequently, during the 1980s and 1990s, the term *the learning society* emerged which also produced the concept of the *learning organization* (Prelipcean & Bejinaru, 2016). According to Ortenblad (2018), the term learning organization was first coined in 1990 by Senge in his best-selling book *The Fifth Discipline: The Art and Practice of the Learning Organization*. Senge also wrote a ground-breaking article, "The Learning Organization," published in MIT's *Sloan Management Review*; this article established his reputation in the management and organizational development field. Since then, Senge's name has been synonymous with the term learning organization, "and he is often considered to be the guru of the learning organization" (Ortenblad, 2018, p. 150).

In the 21st century, learning organizations are considered "the ideal for work organizations" (White & Weathersby, 2005, p. 292). Senge's five disciplines explain the three core characteristics of a perfect workplace: the individual level, which included individual qualifications and professional attitudes (personal mastery); the collective level, which refers to collaborative learning of teams and the influence of their past experience (team learning and mental model); and the organizational level, which include climate, culture, and structure (shared vision and systems thinking) (Bui & Baruch, 2010). To be considered a learning organization, two interacting movements must coexist within the organization: one directed inwards toward individuals' learning, and one directed out to the contextual environment (Hodgkinson, 2000).

"These complimentary forces exist in a climate in which individual members are encouraged to learn and develop to their full potential" (Bak, 2012, p. 163).

Gronghaug and Stone (2012) noted that since Senge's inception of the idea of learning organization, other well-known educators, researchers, and practitioners have expanded the idea, namely, Margaret Wheatley and David Garvin. Garvin pointed out that the concept is accepted as a theoretical framework but is lacking implementation in the field. The concept has been in existence for over a hundred years, which should enhance its credibility (Gronghaug & Stone, 2012).

**Learning organization traits.** Senge (2006) describes the concept of the learning organization as having five main disciplines: *personal mastery, mental models, shared vision, team learning, and systems thinking*. According to Senge, *personal mastery* is "the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively" (p. 7). *Personal mastery* is an essential principle of inward force and a likely driving force in building a learning organization. Additionally, *mental models,* which are deep-rooted assumptions or generalizations, influence our worldview. This cognitive schema is heavily influenced by the individual's past experience. Therefore, Senge proposes,

> The discipline of working with mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on "learningful" conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. (p. 8)

A *shared vision* is an important learning organizational trait because it provides individuals with a desire to excel and learn by committing themselves to the common goals, values, and missions that trickle down from leadership. Senge believes that "people excel and learn, not because they are told to, but because they want to . . . given a choice, most people opt for pursuing a lofty goal, not only in times of crisis, but at all times" (p. 9). Thus, it is important for the leader not to rely solely on telling but to concretely provide a specific course of action to engage members of the organization at all levels to clearly see the big picture, without any ambiguity and uncertainty fostering both individual and team learning. *Team learning* becomes an integral part of learning, as organizations move to meet the needs of the organization as a whole. "When teams are truly learning, not only are they producing extraordinary results, but the individual members are growing more rapidly than could have occurred otherwise" (Senge, p. 9). Senge suggests engaging team members in discussions that are free of prior assumptions. This type of conversation is "vital because teams, not individuals, are the fundamental learning unit in modern organizations" (p. 10).

*Systems thinking* is the most renowned principle among the five disciplines. *Systems thinking* enables individuals to view the structure and patterns of behavior and the interconnections that may be overshadowed by the complexity of daily activities. The systemic orientation motivates individuals and teams to look at how the disciplines interrelate and enhance each other, and this is also a constant reminder that the whole can exceed the sum of its parts (Senge, 2006). This allows one to understand the failures of conventional solutions and to visualize and recognize the entire perspective related to the organization and its associated components (Yeo, 2005). Senge was intentional to place systems thinking as the fifth discipline as he viewed it as the most important of the five. Yeo (2005) adds:

> [Systems thinking] will further reinforce the facilitation of shared vision and team learning where the importance of a collective will is emphasized. Both personal mastery and mental models are individual assets to be utilized as part of the interaction process with the other three elements in Senge's five disciplines. (p. 374)

In addition to these five main features of learning organizations, Garvin, Edmondson, and Gino (2008) propose that there are three building block factors that are essential for organizational learning and adaptability: "a supportive learning environment, concrete learning processes and practices, and leadership behavior that provides reinforcement" (p. 110). Garvin et al. further explain that creating a supportive learning environment entails psychological safety, appreciation of differences, and openness to new ideas. Reflection is essential in preserving a supportive learning environment. Concrete learning processes and practices involve generating, collecting, interpreting, and disseminating information. Experimentation, data collection, and analysis are needed to develop concrete learning processes within both new and existing staff members. Meeting these three factors is necessary for success as a learning organization:

> Leadership alone is insufficient. By modeling desired behaviors—open-minded questioning, thoughtful listening, consideration of multiple options, and acceptance of opposing points of view—leaders are indeed likely to foster learning. However, learning-oriented leadership behaviors alone are not enough. The cultural and process dimensions of learning appear to require more explicit, targeted intervention. (Garvin et al., 2008, p. 115)

Leadership that supports learning is essential in promoting the supportive learning environment and concrete learning processes and practices.

**Benefits of the learning organization.** When organizations implement the concept of learning organizations, the range of benefits spans multiple levels, namely individuals, groups, and the organization itself. Learning organizations maximize learning such that the organization's performance is greatly improved. As a result, learning increases organizational performance. Weldy (2009) contended:

> The learning organization and transfer of training focus on learning and taking action based on learning to improve performance. . . . In addition, the learning organization and transfer of training are both ultimately aimed at making improvements in performance. The learning organization is an effort to continuously learn and make changes in order to improve performance, and transfer of training is important so that members of the organization learn, retain, and apply valuable skills and knowledge to improve performance. So ultimately, both are aimed at improving individual and organizational performance through learning and taking action on the learning. (p. 62)

For example, Singer, Meterko, and Williams (2012) contended that health care facilities are complicated, risky, and in constant flux; a learning organization approach is a necessary strategy to mitigate these challenges. Learning organizations foster an environment that encourages cooperation and knowledge sharing. This environment benefits the employees in terms of creating and acquiring knowledge that enables them to adapt.

In addition, such an environment reinforces experimentation, fosters open discussion of errors, and gives time to practice systems thinking (Garvin et al., 2008; Senge, 1990; Singer et al., 2012). The objective of learning is to exchange productive knowledge that leads to transformations and improvements to the organization in the form of enhanced learning. Furthermore, Nied (2011) cautions that a learning organization "is not, however, a promotion of

learning simply for the sake of learning. The learning occurring in a learning organization is for the purpose of improving work processes and enhancing services" (p. 35). Learning organizations create a workplace environment that promotes collaborative thinking; this, in turn, bolsters an atmosphere of understanding and openness towards new ideas that efficiently bring creative solutions to problems that are normally difficult to handle within traditional workplace environments. This method of collaborative thinking uses retrospective reflection to analyze past mistakes within a safe environment in order to promote creative thinking (Nied, 2011).

**Opposition to and critique of the learning organization.** Ever since Senge's (1990) proposal of the idea of learning organization, there have been opposing stances, doubts, and skepticism ranging from its theoretical foundations to the practicality of its applications. Prelipcean and Bejinaru (2016) contend:

> Though we have identified mainly benefits from its definitions, there have been arising several doubts about the usefulness of the 'learning organization' as a way of creating and sustaining competitiveness. Due to its complexity and difficulty in assessing the progress of organizational learning, some authors question even the effort of searching for learning organizations. (pp. 472–473)

This is further supported by Grieves (2008), who proposed considering the abandonment of the learning organization concept. As the former editor of *The Learning Organization*, he argued that Senge's notion of the learning organization is too idealistic and that the tenets of systems theory also cause much confusion in the academic communities of practices. One particular critique of systems theory described it as problematic due to the lack of a clear formulation of the social practices of learning that are needed to realize the learning organization environment (Caldwell, 2012). Caldwell further elaborated that "Senge's learning organization tends to give

primacy to structure over agency, system over action, consensus over conflict, norms over practices" (p. 159). Recent studies have revealed that the theoretical framework of learning organizations

> Violates the properties of the "good" theory, especially the definitions' and relationships' properties. As a result, it is suggested for the research in the future to be focused on creation of formal conceptual definitions, development of ontology as a base for clarification of the relationship property and improve the instruments for measurement of the [learning organizations]. (Stanta, 2015, p. 242)

In sum, there are four main shortcomings of the learning organization. First, there is no clear consensus on the definition of the learning organization. Second, the learning organization is a difficult concept to put into practice. Third, a lack of theoretical analysis reduces its meaningfulness and usefulness. Fourth, many of the discussions on learning organization implicitly describe the relationships between the structure, the learning process, and the outcome which then forms a barrier for other researchers to investigate and replicate (Bartell, 2007).

**Proponents of the learning organization.** Even with all the oppositions and critique, there are many who support the theory of learning organization. The learning organization is more than just a concept that uses theoretical findings from organizational learning; learning organization borrows concepts from other disciplines such as systems theory, cognitive science, and organizational development. The learning organization is an "ongoing activity that promotes continuous learning" (p. 24) whereas organizational learning is the result of daily work (Ponnuswamy & Manohar, 2016). Many scholars still consider Senge's (1990) model of the learning organization to be the most appropriate framework for organizational development and

have provided rebuttals to several of the opposing thoughts (Bui & Baruch; 2010; Cierna, Sujova, Habek, Horska, & Kapsdorferova, 2017; Garvin et al., 2008).

Bui and Baruch (2010) present a counter narrative to the issues regarding difficulty in translating Senge's philosophical ideals into a conceptual framework that allows a practical and systemic way to evaluate the process of establishing the learning organization. In an attempt to resolve this dilemma, Bui and Baruch established a conceptual framework that attaches a set of discrete prerequisites and outcomes to each of the five disciplines which enables quantitative testing of Senge's constructs. In addition, Bui and Baruch remark:

> We followed a long tradition of inputs-process-outputs of an open system. . . . Overall, we posit a systematic Learning Organization model of a complete five disciplines with antecedents, moderators, and outcomes. The work is primarily intended to develop Senge's Learning Organization model into a more applicable model that would fit for quantitative analysis . . . whereas its quantitative application are far less frequent. (p. 209)

In turn, this transformed model fits into a quantitative analysis, which enables the usage of the model of the learning organization in a systematic evaluation.

Similarly, Garvin et al. (2008) resolved this issue of lack of measurability within Senge's model by creating a tool, the *Learning Organizational Survey (LOS)* that allows for concrete assessment of learning within an organization. This survey consists of sections corresponding to the three main building blocks of a learning organization: a supportive learning environment, concrete learning processes and practices, and leadership that reinforces learning. The LOS provides management with the ability to implement Senge's model and to plan and monitor the progress.

In response to Bartell's (2007) argument that the learning organization concept is flawed because there is no fixed definition, Prelipcean and Bejinaru (2016) explained that the reason for all these different definitions of a learning organization is an overlap in diverse opinions rather than an ideological merge towards a single approach. Anders Ortenblad (2018), editor-in-chief of *The Learning Organization*, the journal that publishes research on learning organization and organizational learning, attempted to provide a comprehensive understanding behind the general disagreement in the definition of a learning organization; Ortenblad (2018) explained that all definitions can be categorized by two perspectives and four approaches. In one perspective, the word "learning organization" is used for "organized learning" while the other perspective changes the word "learning organization" into "organizational learning." The first perspective addresses the activities that aid in learning while the latter concerns the environment in which learning is occurring. In agreement with Ortenblad, Chiva (2017) points out that the four domains of learning organization include "organizational learning, learning at workplace, learning climate, and learning structure" (p. 151). Out of the four, the learning climate and the learning structure are the more important aspects. The essence of a learning climate is the creation of a positive atmosphere where learning can be facilitated: individuals are ushered into an environment where learning is undemanding and effortless, experimentation is welcomed, and failure is considered as a part of the learning experience. Learning structure refers to the extent to which an organization exhibits the ability to manage changes based upon team learning: individuals are not confined to a specific task and are capable of doing the tasks of other team members; skill redundancy allows for the organization to improve performance based on a team approach.

Ortenblad (2018) also describes four approaches to understanding learning organizations: the inclusive approach, the exclusive approach, the middle ground approach, and the contextual approach. The contextual approach is the most applicable to reality as different industries have different standards, environments, and expectations:

> It may not be relevant for all organizations . . . to learn in the exact same way. . . . There may be a reason to give these contextualized models or definitions of the learning organization different names, such as *learning university organization*. (pp. 154–155)

Ortenblad (2018) concludes that the debate on the definition of a learning organization will be ever evolving:

> As it is reasonable to assume that the meaning of concepts may change over time. These alternative ways of defining and/or demarcating the learning organization concept may build upon and develop the definition that is suggested in this article, or they may criticize the definition suggested here and suggest alternatives. A continued debate on what the learning organization and organizational learning is, and what is not, is most welcome. (p. 156)

Another explanation for the changes in perceptions toward the concept of learning organization, from high regard, to counter views, and then to high regard again, is concept of the implementation dip. In the field of education, Fullan (1995) notes that the implementation process of any new framework or theoretical model, such as the learning organization, may undergo an "implementation dip" (p. 234): newly discovered challenges reduce performance and confidence of implementers. Morrison's research study (2013) supports Fullan's observations regarding the phenomena behind the "implementation dip" that occurs with the realization of new frameworks or reform initiatives in the field of education. Fullan (2001) further elaborated

that once an obstacle is encountered, individuals tend to become unwilling to invest any more time and effort into maturing the new framework or theoretical model. Instead, they choose to abandon the current model in favor of another new initiative. In the case of the learning organization first formally introduced by Senge (1990), the follow up on the implementation dip was not the abandonment of the concept, but a new improved configuration of it by Garvin and his colleagues (2008) in higher education.

## Higher Education Institution (HEI) as Learning Organization

**Defining HEI as learning organization.** In general, higher education as an organization of learning is positioned to implement integrative learning-oriented approaches at all levels of the institution processes, including the transitioning of new faculty hires. HEIs are expected to evolve and improve as a matter of necessity continually; since these types of organizations play an essential role in education, training, and research, college communities are normally considered to be embedded in a learning organization environment (Kuzmicz, 2015). HEIs exist to promote knowledge acquisition through teaching, mentoring, and research. This function from the ontological stand point, however, does not automatically qualify a university as a learning organization (Portfelt, 2006).

According to Bak (2012), learning organizations can be implemented within a near limitless range of environments; there are no limits to the shape of which a learning organization can mold into, in both private and public higher education institutions. However, there is little research on the definition and implementation of learning organizations with respect to HEIs in comparison to the business sector (Holyoke, Sturko, Wood & Wu, 2012; Ortenblad, 2018; Ponnuswamy & Manohar, 2016).

In addition, Holyoke et al. (2012) note that there is some confusion between the two terms *learning organization* and *organizational learning*, which are often confused when HEI administration introduces management initiatives. Consequently, faculty members tend to hesitate to actively engage themselves because they perceive this type of model as a short-term philosophical ideal without solid empirical research evidence. White and Weathersby (2005) further note that it is common for HEIs to incorporate change slowly, if at all. It might be that the nature of the long-established, traditional, hierarchical management structure at HEIs tend to hinder innovation without reform-oriented and inspirational leaders facilitating the process. Moreover, academic communities frequently encourage noncollaborative culture such as competition, criticism, skepticism, isolation, and self-interest, which are in direct opposition to the traits of the learning organization. Rigid hierarchy, adherence to tradition and stability, conventional leadership, and use of positional power all contribute to the lack of growth as learning organizations in higher education (Kuzmicz, 2015; White & Weathersby, 2005).

Even though there is ambiguity surrounding a standard definition, HEIs still qualify as learning organizations because their purpose of existence is to (a) promote continuous learning; (b) enhance and sustain educational practices to achieve the institution's missions and goals; and (c) foster individual growth, group learning, and inspirational leadership (Kuzmicz, 2015; Ponnuswamy & Manohar, 2016). In order to bring more clarity to this concept, Ortenblad (2018) proposes using the context of the organization to come up with unique sets of standards that are only relevant to that particular industry or sector. It would mean conceptualizing and operationalizing the term of learning organization with respect to the context that the institution belongs, such as "learning university organization" (p. 155).

Similar to their counter parts in the business sector, HEIs also need to adapt to a more dynamic environment while constantly promoting the importance of flexibility, effectiveness, and efficiency when responding to the needs of multiple stakeholders, including students and community members. Consequently, becoming a learning organization is not an optional initiative but a necessary survival strategy for the HEIs to continue to gain knowledge and evolve (Friedman, Friedman, & Pollack, 2005; Holyoke et al., 2012). During the last decade, there has been an increasing interest in investigating the idea of HEI as a learning organization, especially in the developing countries such as Malaysia, Indian, and Pakistan. Empirical studies examined the perception of academic staff on the characteristics of their respective institution as learning organizations, private and public universities as learning organizations, the effect of learning organization's culture on organizational commitment in both public and private universities, and learning organizations in global higher education communities (Ali, 2012; Areekuzhiyil, 2017; Balay, 2012; Bui & Baruch, 2011; Holyoke et al., 2012; Mushtaq & Malik, 2018; Othman & Othman, 2014; Ponnuswamy & Manohar, 2016). For example, Ponnusway and Manohar (2016) surveyed 700 professors from both private and public universities and colleges in India to examine the correlation between learning organization culture and faculty performance. The results indicated a statistically significant relationship between these two variables.

**Private HEIs as learning organization.** There is evidence that HEIs vary in the degree to which they adhere to the characteristics of learning organizations (Ali, 2012; Balay, 2012; Holyoke et al., 2012**;** Ortenblad, & Koris, 2013; Perlipecan & Bejinaru, 2016). Balay (2012) conducted a quantitative comparative study examining the effect of faculty members' perception of learning organization on their level of organizational commitment. A sample of 172 faculty were selected from one public and one private university. The results of the study revealed a

more positive perception of learning organization among faculty working in the participating private university. Similar findings are also found in other empirical research studies (Holyoke et al., 2012; Mushtaq & Malik, 2018; Othman & Othman, 2014; Ponnuswamy & Manohar, 2016).

Holyoke et al. (2012) contend that most private HEIs are established by mission-driven organizations, which traditionally tend to be faith-based institutes. Staff and faculty members in these cultures tend to emphasize the importance of aligning their personal values and principles with the purpose of the institution. Consequently, private colleges and universities are more prone to implement the principles of learning organization than the public HEIs because the staff and faculty are more supportive.

According to Sanchez, Bollivar, and Lopez-Hernandez (2013), in comparison to public universities, private universities are more willing to borrow new strategies and initiatives from private business sector, such as the idea of learning organization. The leadership, structure, and culture of private HEIs are more in tune to the demand of the market in order to keep their doors open. As a result, they have incorporated private business strategies to increase enrollment (Sanchez, Bolivar & Lopez-Hernandez, 2013). For example, the private HEIs are more willing to hire "a sustainability coordinator because of their form of governance, and their ability to establish a greater level of interaction between students and faculty due to their usually smaller size to state institutions" (Sanchez et al., 2013, p. 737), thus making private HEIs highly reflective of the market culture. In a study on organizational culture which compared private and public HEIs, a sample of 594 faculty members (33.9% from public HEIs and 52.8% from private HEIs) perceived that public and private HEIs can learn from each other regarding the different organizational culture types, namely clan, adhocracy, hierarchical, and market. In an exploratory

empirical study on organizational culture in HEIs in Malaysia, Ramachandran, Chong, and Ismail (2011) observed:

> The public HEIs need to reduce their hierarchical culture and enhance the clan, adhocracy, and market cultures . . . [and] private HEIs tend to be more market oriented than public HEIs because the reduced size of the market (smaller number of students) pushes them to adopt a strategic goal of maintaining or expanding market share by a policy of aggressive marketing of courses. (p. 627)

## Theories Associated With Organizations and the Individuals

**Systems theory and systems thinking.** Systems theory, also known as general systems theory, is a well-established and widely used framework in various disciplines (e.g., biology, psychology, and sociology) to understand human behavior in relationship to their environment (Hutchison, 2015). This theory is based on the idea that there are many interrelated components that come together to create a whole entity or system. Different forms of systems exist, namely "biological systems (e.g., the heart), mechanical systems (e.g., a thermostat), human/mechanical systems (e.g., riding a bicycle), ecological systems (e.g., predator/prey), social systems (e.g., groups and friendship), and economic systems (e.g., markets, supply and demand)" (Desta, 2009, p. 13). Teater (2010) wrote:

> The definition of a system can be applied to humans, who are comprised of biological, psychological and physiological elements, [HEIs] that are comprised of different members as elements (that is, [students, faculty, non-academic staff, and administrators]) and with different types of relationship as elements . . . system cannot function effectively if any of the elements are removed. . . . In order to have the system, each of the elements must be functioning together. (p. 18)

According to systems perspective, a social system, such as an HEI, deals with four key functional aspects: adjustment, goal development and achievement, assimilation, and maintenance of balance and equilibrium. Systems theorists also explain that systems are complex and continuously evolving within a dynamic environment, with the desired outcome of attaining goals and maintaining equilibrium (Desta, 2009; Teater, 2010). Desta further elaborates:

> The functions that need to be performed by the subsystems for the survival of the organizational system are *production* subsystems, concerned with the work that gets done; *supportive* subsystems of procurement, disposal and institutional relations; *maintenance* subsystems for tying people to their functional roles; *adaptive* subsystems, concerned with organizational change; and *managerial* subsystems for the direction, adjudication and control of the many subsystems and activities of the structure. (p. 14)

In 1990, Senge extended the systems theory as an all-inclusive approach to understand organizational behavior based upon the concept of a learning organization. Senge emphasized the importance of perceiving the interaction and interconnection between individual parts through the lens of systems thinking. This ability also allows the members of an organization to see the fundamental structures and the big picture. Consequently, both individuals and the organization can quickly respond to the rapidly changing environment (Bui & Baruch, 2010; Desta, 2009; Fillion, Koffi, & Ekionea, 2015; Yeo, 2005).

One of the five principles proposed by Senge when implementing a learning organization is systems thinking. Senge (2006) states, "Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively" (p. 7). Senge further elaborates, "organizations grounded in systems thinking and the related learning disciplines can make a

difference, by fostering collective rethinking and innovation and serving as a convener for microcosms of larger systems" (p. 349). In other words, systems thinking enables individual members to actively engage with each other while connecting with the bigger picture via collective learning and ongoing reflection. In applying Senge's concept of learning organization in the context of HEI, Portfelt (2006) contended that "a learning organization is very much an open system, as many researchers have pointed out" (p. 22); the more open the HEIs are to the environment, the better their abilities to adapt and grow as learning organization.

**Social learning theory.** In addition to the interactions between people and systems, individuals also undergo types of learning processes as described and explained by the social learning theory. Bandura's *social learning theory* (1977), has been considered as an acclaimed and widely used theoretical framework in studying topics that are related to human behavior and the environment, such as learning (Nabavi, 2012). Social learning theorists propose utilizing an interactive three-way reciprocal model (in which cognition, environment, and behavior continually interact with each other) to describe, explain, and predict the human behavior of learning in a social environment (Bandura, 1977). In the 1980s, Bandura published a more comprehensive framework for understanding human behavior in various social conditions. As a result, Bandura (1986) renamed the social learning theory to social cognitive theory. In this framework, Bandura grouped the events of cognition, emotion, and prior experience under personal factors as part of the dynamic three-way reciprocal model (Erlich, 2011; Rosenstock, Strecher, & Becker, 1988). Bandura (1997) explains that, through the observation of the performance of a new action, one is able to emulate and use the previously observed actions as a guideline in order to perform sufficiently. Similar to Bandura, McLeod (2016) states that one of the basic premises of social learning theory (relabeled as social cognitive theory) is that people

learn in a social context not only through their own experiences but also by observing the actions of others and the results of those actions.

Bandura (1977) also introduced the concept of self-efficacy, and since then this concept has become one major element of social learning theory. Self-efficacy refers to the levels of self-assurance one maintains when partaking in an activity. According to Erlich (2011), self-efficacy occurs when a specific goal is achieved through the performance of specific tasks one is confident engaging in. These goals may include personal growth and job assimilation. An example of personal growth would be learning to effectively manage stress. As for job assimilation, one example goal is to be familiar with the organization's standard operating procedure. By reaching these goals, one will progress towards the overall goal. One could also argue that by reaching these goals, even when encountering adversity, one's self-efficacy belief will form for the future and for the better (Bandura, 2009). Furthermore, Bandura (2009) points out that one's self-efficacy can lead to either advancement towards opportunities or towards stagnation. According to Bandura (2009),

> Perceived self-efficacy occupies a pivotal role in causal structures because it affects human functioning not only directly, but through its impact on other important classes of [interactive three-way reciprocal] determinants. These determinants include goal aspirations, incentives and disincentives rooted in outcome expectations, and perceived impediments and opportunity structures in social systems. (p. 179)

A newly hired employee may experience many challenges upon entering a new work environment and probably will benefit from receiving appropriate orientation and training (Arachchinge, 2014). Receiving appropriate training is crucial for the newly hired employee, especially when it comes to on-the-job training. Individuals with low efficacy prefer training that

prescribes a more structured set of roles, while those with high efficacy prefer training that allows for versatility and innovation (Bandura, 2009). Sutherland (2017) contends that real learning occurs when the new employee is actively performing their duties. The real-life learning experience that occurs while working on the job in a collaborative environment exists within an environment that involves open communication between multiple players such as coworkers, their superiors, and other departments' staff members (Sutherland, 2017). Depending on how the new employee reacts to and takes advantage of the real-life job training will determine his or her time on the job. In other words, successful transitioning does not rely solely on the organization; the individual's personal factors also contribute to the integration. According to social learning theory, the newly hired faculty member will adjust and monitor his or her behavior based on the extent of the self-efficacy the individual perceives and experiences in the work environment as a part of organizational socialization (Bandura, 2009; Perrot et al., 2014).

**Organizational socialization theory.** In 1979, Van Maanen and Schein introduced the organizational socialization theory to explain and describe the process where new hires obtain necessary knowledge about role expectations and organizational culture to allow them to perform their duties effectively without interrupting the routine functioning of the organization once they enter into their new work environment (Tuttle, 2002). Organizational socialization theory found its inception in the 1980s. During this time, the key focus of the organizational framework was to examine the construct of organizational development based on the work of Van Maanen and Schein (1979). According Van Maanen and Schein (1997), "new members must be taught to see the organizational world as do their more experienced colleagues if the traditions of the organizational world are to survive." (p. 3). Van Maanen and Schein presented six dichotomous tactics that the organizations may intentionally select to orient the new hires. These chosen

tactics allow the new hires to quickly familiarize themselves with their new work setting and perform accordingly (Antoacocopulou & Guttel, 2010):

1. *Collective versus individual socialization.* New hires are oriented in either a group or alone.
2. *Formal versus informal socialization.* New hires are clearly and officially labeled as trainees or accepted as members of the exiting staff.
3. *Sequential versus random steps in the socialization.* New hires are provided with either clear step by step instructions or not.
4. *Fixed versus variable.* New hires are provided with either a predetermined timeline or not.
5. *Serial versus disjunctive socialization*. New hires are provided with mentors or not.
6. *Investiture versus divestiture socialization*. New hires are allowed to retain their personality traits or are discouraged from maintaining certain personality traits.

These tactics, which are specific to this type of organizational socialization theory, broaden the methodologies in which management utilizes to effectively facilitate the new-hire integration process and can be considered to be a more comprehensive approach (Benzinger, 2016). Batistic and Kase (2015) further elaborate that organizational socialization is the process in which the new hires are integrated into an organization. This allows the individual to take control of his or her own learning while also understanding the socialization process. By becoming a part of their new work environment's culture and norms, the new hires will experience acceptance, affirmation, and safety. These feelings reduce the new hires' fears and uncertainties about performing sufficiently and embedding themselves in the social environment (Perrot et al., 2014).

According to Batistic and Kase (2015), the private for-profit sector has devoted more resources and energy to investigating organizational socialization and practical applications. Successful organizational socialization potentially allows new employees to rapidly adapt to their new roles and integrate smoothly into the new culture during the transition. Thus, organizational socialization gives the new hires a better sense of satisfaction, allowing them to experience a better sense of belonging, and increasing their performance. The organization in turn gains the benefits, such as the reduction of premature turnovers and increased productivity, from the new hires sooner by orienting them appropriately (Cooper-Thomas, Anderson, & Cash, 2012; Filstad, 2011; Perrot et al., 2014).

During transitioning, new employees tend to use some adjustment strategies to integrate into their new work environment. Socialization is considered as one of the key tactics. Cooper-Thomas, Anderson, and Cash (2012) also note that organizational socialization tactics are more effective on an institutional level than on an individual level and are more effective for newcomers with no previous work experience than ones with work experience. However, Antonacopoulou and Guttel (2010) contend that socialization on an institutionalized level may unintentionally cause stress for newcomers to adapt quickly and limits the new hire's ability and motivation to explore different options or introduce new ideas within the organization. Instead of overwhelming the new hire with an excess of working knowledge, management may need to consider ways to grow the new hire's confidence, hopefulness, and perseverance (Saks & Gruman, 2011).

Furthermore, Filstad (2011) explains that the availability of learning opportunities, socialization with coworkers, and the willingness to engage in these workplace activities also affects the success of new hires' workplace learning during the transition. According to Batistic

and Kase (2015), newcomer behaviors and characteristics combined with organizational socialization tactics have the capacity to affect the outcome of organizational socialization. Antonacopoulou and Guttel (2010) observe, "The ability of the organization to influence the newcomer's behavior is also affected by a variety of interpersonal processes. The attribution process plays a significant role in moderating the way in which role related and cultural knowledge is transmitted" (p. 33). According to Antonacopoulou and Guttel (2010), a new hire's adjustment to their organization through their socialization process can be considered as a learning process in which the newcomer actively or passively seeks out information in order to develop their ability to perform effectively and behave appropriately within the context of the organization.

**Newcomer Adjustment Tactics**

When a newly hired individual enters an unfamiliar work setting, he or she will most likely experience uncertainty, stress, and discomfort in a new working environment. Cooper-Thomas and Wilson (2011) point out that "being a new employee at an organization necessarily means that one is novice in some domains relevant to the new work role" (p. 1). As the new hire, the individual will most definitely experience the need to adjust his or her behavior and mindset because of the "changes occurring during this period . . . [of] learning" (Cooper-Thomas & Wilson, 2011, p. 1). For example, the newly hired individual will have to learn about and adopt new roles and responsibilities, learn the expectations for those roles and responsibilities, and learn to perform those roles and responsibilities with a high degree of professionalism, understanding, and competency. Even greater, the individual will also be "getting to know colleagues, and understanding the organization's culture and norms" (Cooper-Thomas & Wilson, 2011, p. 1), which play an integral role in the work environment's overall success.

As a newcomer, the newly hired faculty member may use different adjustment tactics, which may include observation, negotiation, relationship building, and experimentation (Cooper-Thomas & Wilson, 2011; Cooper-Thomas, Anderson, & Cash, 2012; Cooper-Thomas, Paterson, Stadler, & Saks, 2014). This being said, Cooper-Thomas and Wilson (2011) suggest "a model in which tactic use is a function of cost-benefit analysis—on performance, ego, and social dimensions—influenced by individual and contextual factors" (p. 388). These categorized tactics, along with their respective subgroups, are explained in greater detail below:

1. Opportunistic tactics
2. Shared tactics
3. Self-determined tactics

*Opportunistic tactics* are used by a new hire to observe the goings on and nuances of his or her unfamiliar working environment. Depending on the newly hired individual's experience within their new working environment, their interaction with opportunistic tactics may differ. Some, based on their lack of work experience, may need a more in-depth explanation of their responsibilities and a more explicit explanation of the inner workings of the new environment; others, who are seasoned veterans, may already know and be comfortable with the intricacies of their new working environment. In other words, "A newcomer with more work experience has had greater opportunity both to witness others using various adjustment tactics, and to try these tactics out" (Cooper-Thomas & Wilson, 2011, p. 390). Most importantly, opportunistic tactics offer the individual the crucial chance to gradually become acclimated to his or her new job; thus, broadening their understanding of the job at hand and inviting success rather than suffering anxiety, distrust, and confusion (Cooper-Thomas & Anderson, 2002; Cooper-Thomas & Wilson, 2011).

*Shared tactics*, like opportunist tactics, allow the new hire to experience greater success at work by "involve[ing] the newcomer directly interacting with an information target with an obvious information-seeking intention" (Cooper-Thomas & Wilson, 2011, p. 389). The shared tactics "require more initiative from newcomers, yet are still likely to remain within organizational norms because of feedback from insiders involved in tactic enactment that will keep newcomers' behaviors within acceptable limits" (p. 395). Based on relationships between the new hire and his or her colleagues, shared tactics welcome the idea of the new hire feeling comfortable in seeking feedback, negotiating job changes, creating and fostering inter-personal relationships, seeking social support, collaborating, and networking with coworkers to solve problems (Cooper-Thomas & Wilson, 2011).

*Self-determined tactics* are "those tactics where the newcomer actively shapes or uses the environment to facilitate adjustment" (Cooper-Thomas & Wilson, 2011, p. 390). In this case, the adjustment refers to the newly hired individual reframing his or her role and expectations based on self-reflection and synthesizing feedback from his or her environment. This allows the individual to take personal and professional risks and to experiment with innovative strategies they may otherwise have never conceived of undertaking. In the end, these risks set up the potential to modify and improve the work environment (Cooper-Thomas & Wilson, 2011).

Industries that intensively rely on knowledge and learning attract different personalities and backgrounds in accordance to the nature of the work. In addition, due to the experienced newcomer's knowledge and expertise from their background, the experienced newcomers are more likely to draw from their past experiences and have the capability to use a wider range of strategies in order to meet their needs (Cooper-Thomas, Anderson, & Cash, 2012). The effectiveness of these strategies may be affected by the new faculty member's personal factors as

well as the institutional culture and environment, including academic disciplines of the new faculty hires.

**Transition of New Faculty Hires**

Incoming HEI faculty members often experience increased amounts of job-related stress due to a new working environment and a differing workplace. To help these individuals find success in their new professional endeavors, organizational support is needed. A commitment to transition and train new faculty should be put in place to help alleviate stress which potentially results in long-term retention rates of the well-trained and well-supported staff (Suplee & Gardner, 2009). Previous research has identified three core issues that can affect early career faculty performance and success: role expectations, collegiality and community engagement, and balance between personal and professional lives (Stupnisky, Weave-Hightower & Kartoshkina, 2015).

According to Stupnisky, Weave-Hightower, and Kartoshkina (2015), it is extremely costly to hire new faculty members; and, with a growing number of faculty approaching retirement age, there will be a larger number of new faculty hired. New faculty are more prone than existing faculty to encounter uncertainty and stress during the transitional phase. If they are unable to transition successfully, the new hires may consider leaving the institution, which will impose a heavy financial burden on the institution; the hiring process for a new faculty member is estimated to cost $100,000 (Schloss, Flanagan, Culler, & Wright, 2009; Weeks, Finch, & Hobbs, 2006). As such, for the institution to flourish and adapt to the needs of a rapidly changing environment, it is critical for newly hired faculty to be successful.

Although success is essential for the institution, Stupnisky et al. (2015) elaborate that, among the research community, there is no consensus on a definite set of factors that contribute

to the success of new faculty members. Sutherland (2017) agrees with Stupnisky et al. that there are inconsistencies within the literature regarding the definition of success and the factors that lead to it. Sutherland (2017) further clarifies,

> Success is a social construct: no person's character, behaviours [sic], actions, or qualities are inherently successful in and of themselves. Rather, success is a label given to various actions (or the outputs of the actions) by others and/or by the person him- or herself. As communities, we construct success by observing, recording, reifying, and embedding various behaviours [sic] and expectations as 'successful'. The communities in which we move and work are thus very significant in identifying how success is constructed (and then perceived and enacted). (p. 745)

In response to this dilemma, Stupnisky et al. (2015) created a survey instrument, *Predictors of New Faculty Success (PNFS)*, using an exploratory-sequential mixed methods design that is capable of measuring new faculty success. In their study, five distinct factors of success are revealed: expectation, collegiality, balance (personal and professional), and location.

1. *Expectation* is defined as having clear standards of performance regarding teaching, research, and services.
2. *Collegiality* is defined as the extent in which one forms relations with their coworkers and the degree of understanding of workplace politics.
3. *Balance* refers to the way one spends their time at or away from campus.
4. *Location* refers to the challenge of living in a new community and the degree of isolation.

In order to help individuals feel welcome, safe, and respected in a new, less-predictable working environment, existing leaders need to create and implement effective systems and

protocols to aid in the new hire's seamless transition from his or her previous experiences and to help them adapt to their new institution (Cooper-Thomas & Anderson, 2002). When such systems exist, newly hired individuals will experience a reduction in uncertainty, feel more comfortable engaging in social exchanges, and affirm their social identity in their working environment (Batisic & Kase, 2015). Organizations use a range of strategies to orient their new hires including explicit learning through materials and structured training modules and implicit learning through mentoring and shadowing (Antoacocopulou & Guttel, 2010). The success of transitioning new hires is affected by both organizational and individual factors; individual factors include personality, past experience, gender, and ethnicity. Therefore, besides implementing successful onboarding strategies, organizations such as HEIs also need to consider individual factors of the new faculty hires during this transition period (Cooper-Thomas & Wilson, 2011; Stupnisky, Perkrun, & Lichtenfeld, 2016).

According to Fillion, Koffi, and Ekionea (2015), personality is one of the individual factors that may contribute to the development of organizational learning towards an effective and efficient organization, and to performance improvement. Within an organization, individuals possess unique personalities, which may influence how they perceive the environmental attitude and behavior in that specific context. The social interactions between individuals within the workplace may vary based on the characteristics and temperaments of the individuals. It is important to understand these characteristics and the ways in which each individual interacts with others in order to effectively manage the organization. In addition to personality, gender and ethnicity are also factors that may pertain to the success of new faculty transitions. In their study, Eddy and Gaston-Gayles (2008) found that factors that induced stress on new faculty members may be associated with gender or ethnicity. Stupnisky et al. (2015) support these findings and

concurs that minority genders and ethnicities encountered greater difficulties in their adjustment as a new faculty member.

**Summary**

This chapter explored the following literature: (a) learning organization; (b) higher education institution (HEI) as learning organization; (c) theories associated with organizations and the individual; (d) newcomer adjustment tactics; and (e) transition of new faculty hires.

The culture within the academic environment is unique in terms of role expectations, communication styles, and organizational structure. Research reveals HEIs have tried a wide range of approaches to socialize new faculty hires, but individual factors such as personality and demographics also play an important role in terms of perceiving the transition's success. The literature review presented a growing body of empirical research on HEIs as learning organizations, and the potential relationship of the learning organization to the transition of new faculty hires.

Evidence has shown that various organizational and individual factors may contribute to the positive integration of new faculty hires within HEIs. Therefore, the purpose of this study was to determine whether or not the extent of implementation of learning organization traits in HEIs affects new faculty hires' perception of their transition. This study also examined various organizational and individual factors that may contribute to the positive integration of new faculty hires within HEIs.

Based upon the literature, the study incorporated a unique conceptual framework combining systems theory, social learning theory, and organizational socialization theory. Prior to conducting the study, there was sufficient reasoning to think that the findings might provide insights to the administrators, human resources staff, and faculty members of HEIs on effectively

implementing the learning organization framework and the process of integrating, retaining, and supporting new faculty hires. Meanwhile, the new faculty might gain insight on tactics they could utilize as they transition into their new academic community. Eddy and Gaston-Gayles (2008) noted:

> A major factor in creating a more balanced life for new faculty hinges on institutional support systems and systematic changes in faculty expectations . . . it is important to consider what support structures can be put in place to help make the transition to new faculty roles easier and less stressful. The ultimate outcome can then result in more effective departmental and university operations and a better sense of personal balance for faculty. (p. 103)

In Chapter 3, the researcher discusses the methodology and the design of the study including the method of selecting the participants, the research instrument and procedures used to collect the data, and the statistical application used to analyze the dataset.

## Chapter 3: Methodology

In this chapter, the researcher presents the methods and procedures used in the present study to determine the relationship between perception of the effectiveness of the university as a learning organization (LO) and the perceived success of the new faculty hires transitioning into the institution. The researcher includes a description of the selected population and the chosen quantitative research method. The researcher also provides information about the design, subject selection, and statistical tools used to collect and analyze the data.

This study was framed by Senge (2006) and Garvin's (2000) theoretical foundation of learning organizations, and Stupinsky, Weaver-Hightower, and Kartoshkina's (2015) research on predictors of new faculty success. The researcher used an adapted version of Garvin's Learning Organization Survey developed by Singer, Moore, Meterko, and Williams (2012) because it is a shorter version of the original survey, which increased the likelihood of participation and completion of the survey. This study investigated the work done by Cooper-Thomas and Wilson (2011) on newcomers' adjustment tactic use with respect to the problem of new faculty hires transitioning in higher education institutions. It also considered the role of the learning organization traits (LOT) exhibited by the institutions in facilitating the success of the integration. Newcomers in learning organizations are given the opportunities to develop, obtain, and transfer knowledge (Garvin, Edmondson, & Gino, 2008). Learning organizations exhibit the characteristics of an environment and culture that promote self-efficacy, shared vision, mental models, team learning, systems thinking, supportive environments, experimentation, and errors as learning opportunities (Garvin et. al., 2008; Senge, 2006).

## Purpose of the Study

The purpose of the study is to determine whether the extent of implementation of LO processes in higher education institutions affects new faculty hires' perception of their transitioning. The researcher examined various factors that may contribute to the positive integration of new faculty hires within higher education institutions, specifically 4-year, private, nonprofit HEIs in the Northwestern United States. The researcher is particularly interested in determining the effectiveness of implementing the LO integrative approaches and practices, with fidelity, to help the transitioning of new faculty hires. Higher education institutions exist to promote knowledge acquisition through teaching and research. This function, however, does not automatically qualify a college or university as a LO. Both Profelt (2006) and Garvin (2000) contend that the higher education institutions meet the criteria of a LO when they reflect on knowledge attained and apply this knowledge to improve the institution and its individuals' performance and success.

## Research Question

The researcher planned to examine the various interactions of the following variables:

- Level of Learning Organization Traits (LOT) exhibited by the institution
- Academic Disciplines
- Gender and Ethnicity
- Personality Type

This study was guided by the following primary research question and four sub questions:

What factors contribute to the successful transitioning of new faculty hires into their college communities?

Subquestions:

1. What is the difference in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution?
2. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional)?
3. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity?
4. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of the personality type?

**Hypotheses**

**$H0_1$** No differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$HA_1$** Differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$H0_2$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$HA_2$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$H0_3$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$HA_3$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$H0_4$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

**$HA_4$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

**Research Design**

Newman, Newman, Brown, and McNeely (2006) state that the ex post facto design is commonly used in education research studies. Newman et al. further elaborate:

> Ex post facto research is generally a term that describes research which is initiated after the independent variable (the variable of interest) has already occurred or the independent variable that cannot be manipulated such as age, race, gender, economic status, etc. (p. 99)

In this study, the researcher utilized the ex post facto design because it entailed looking at existing conditions, analyzing distinct independent and dependent variable, no direct manipulation of the independent variable, and the comparison of at least two groups. The existing conditions in this study are the level of learning organization traits exhibit among the

participating higher education institutions and the perception of the level of success of transitioning of the new faculty. The distinct independent and dependent variables are the levels of LOT (independent variable) and the level of perceived success of transitioning of the new faculty hires (dependent variable) respectively. The researcher feels that this design is best as the researcher would be looking at how the independent variable (levels of LOT), which had already occurred, contributes to the successful assimilation of new faculty into their college communities.

**Target Population and Sampling Method**

The target population for the study was planned to include all assistant professors (in their first through third year of teaching) within higher education institutions, specifically 4-year, private, nonprofit institutions in the Northwestern United States. According to the Northwest Commission on Colleges and Universities (NWCCU), the following states and provinces form the northwest region: Alaska, British Columbia, Idaho, Oregon, Montana, Nevada, Utah, and Washington.

Table 1

*Target Population of Higher Education Institutions*

| State | # of 4-year private nonprofit HEIs |
|---|---|
| Alaska | 1 |
| British Columbia | 0 |
| Idaho | 3 |
| Montana | 3 |
| Nevada | 2 |
| Oregon | 16 |
| Utah | 3 |
| Washington | 13 |

The researcher used a convenience sample and planned to solicit participation of 664 first to third year, full-time assistant professors, employed by 4-year, private, nonprofit HEIs in the Northwestern United States. Based on the estimation of a sample of the target population, the researcher expected the following demographics of the population of the sample would be recruited for the study.

Table 2

*Estimated Demographics of the Population and Sample*

| Ethnicity | Population (*N*) | Sample (*n*) |
|---|---|---|
| Black | 160 | 16 |
| White | 6000 | 600 |
| Latino | 80 | 8 |
| Asian | 200 | 20 |
| Other | 200 | 20 |
| Age Group | | |
| Adult | 6640 | 664 |
| Gender | | |
| Male | 3984 | 398 |
| Female | 2656 | 266 |

The researcher utilized convenience sampling approach, which is widely used in quantitative research studies (Krysik, 2018; Suen, Huang, & Lee, 2014).

> As its name suggests, convenience sampling selects the most available elements to constitute the sample. Convenience may be based on geographic closeness, ease of access, or other opportunity, such as presence at a conference. The use of convenience sampling is common in social work research because it is relatively quick and inexpensive. The caution with convenience sampling is not to generalize to the broader population because there is no justification to claim that the sample is representative of the larger population. (Krysik, 2018, p. 240)

All assistant professors in the target institutions were planned to be asked to participate in the study via email. The projected sample size was 200, which is not based on calculation but based on a proportional estimate of the number of the assistant professors in private universities in the

Northwestern United States. Also, the G Power analysis projected a sample size of 99 for a power of .8 for ANOVA. The data analysis plan included ANOVA, a robust statistical approach to answer the research questions. In addition, the researcher planned to sample 10% of the estimated total population of 6,000. Therefore, the researcher expected to be able to obtain valid results from the sample that the researcher planned to draw.

**Procedure**

The researcher obtained the permission from the Institution Review Board (IRB) to collect the data in compliance with the Belmont Principle (1978), which ensured the study demonstrated respect for participants. It also ensured the beneficence and justice towards the participants with minimal risk involved. In order to obtain a credible sample frame, the researcher used the Northwest Commission on Colleges and Universities (NWCCU) membership list to identify the potential target population. From this list, the researcher filtered the participating institutions to ensure that only 4-year, private, nonprofit colleges and universities were selected. The researcher located the assistant professors using the college or university websites and recorded email addresses. A spreadsheet was used to store the potential participants' email addresses, which the researcher then imported into Qualtrics, an online survey software, in order to distribute the *New Faculty Transitioning in Learning Organization* (NFTLO) questionnaire (see Appendix A). The researcher sent the invitation emails (see Appendix B) with the survey link in early fall 2018 and sent a follow up request via email as a reminder two weeks following the initial invitation to participate. After completing the informed consent form in the beginning of the online survey, the participants completed the NFTLO questionnaire.

## Instrumentation

The researcher compiled a composite survey (i.e., NFTLO questionnaire) to measure the different variables in this study. The survey included:

1. Demographics
2. *Myers-Briggs Type Indicator (Short Version)*
3. *Learning Organization Survey (Short Form)*
4. *Predictors of New Faculty Success Scale*
5. Newcomer Adjustment Tactics (Open-Ended Question)

A set of demographic items made up the first section of the survey. The demographic data was used to determine the eligibility to participate in the study, specifically this helped the researcher to identify the potential participants who had been employed by the institution in their current position three years or less. The academic disciplines, gender, ethnicity, and faculty rank of the participants were also determined from this section.

The *Myers-Briggs Type Indicator* (MBTI) short version was the second section of the survey. This is not an official Myers-Briggs test (Personality Club, n.d.). This short personality test was based on MBTI and developed by the Personality Club; permission to use this short survey is not required according to the disclaimer on the website: "You are free to use to type yourself or share this URL with others to help them type themselves" (Personality Club, n.d.). The researcher chose a more concise version than the original inventory in order to increase the instances of participation for individuals with time constraints. Since Myers-Briggs is a well-known and widely used research instrument, the researcher felt confident using the short form in this survey. According to the Myers & Briggs Foundation (n.d.):

> On retest, people come out with three to four type preferences the same 75% to 90% of the time. . . . Many studies over the years have proven the validity of the MBTI instrument in three categories: (1) the validity of the four separate preference scales; (2) the validity of the four preference pairs as dichotomies; and (3) the validity of whole types or particular combinations of preferences. (paras. 2 & 5)

The MBTI is a categorical measurement and it identifies the types of personality. The categories include extravert versus introvert, sensor versus intuitive, thinker versus feeler, and judger versus perceiver.

The *Learning Organization Survey (Short Form)* formed the third section of the survey. This instrument was originally designed by Garvin, Edmondson, and Gino in 2008, and Singer, Moore, Meterko, and Williams (2012) developed a short version which reduced the survey from 55 to 27 items; it is called the LOS-27. This 27-item survey provided information on the three building blocks of a learning organization, which included supportive learning environment, concrete learning process, and leadership that reinforces learning (Garvin, Edmondson, & Gino, 2008). The reliability and validity are as follows: the reliability of each subgroup ranges from .74 to .95 and the factor analysis indicated a statistically significant good fit model for the subgroups (Singer, Moore, Meterko, & Williams, 2012).

The LOS-27 scale uses a 5-point Likert frequency scale (never to always) for the leadership questions and a 7-point Likert accuracy scale (highly inaccurate to highly accurate) for all other items. An example of the leadership items is “My manager establishes forum for and provides time and resources for identifying problems and organizational challenges.” Another example is a 7-point scale item such as, “In this workgroup, people value new ideas.”

The fourth and final section of the survey was the *Predictors of New Faculty Success* (PNFS) scale developed by Stupnisky, Weaver-Hightower, and Karshkina in 2015. This instrument measures the perception of new faculty's expectations, collegiality, professional and personal balance, and location. The internal reliability ranges from .73 to .91 and the factor analysis reveals that the previous five main constructs align with the intent of the survey (Stupnisky, Weaver-Hightower, & Karshkina, 2015). The PNFS measure uses a 5-point Likert scale of agreement, ranging from *strongly disagree* to *strongly agree*. One example is, "I have come to understand what the expectations are for me." Another example is, "My department is very supportive."

The researcher asked the participants to provide qualitative thematic information on their experience as a newcomer by posing the following open-ended question: Think back to when you were a newcomer, what adjustment tactic(s) did you use to help transition into your college community? (Briefly describe).

Since each variable was measured by an existing and established survey, the researcher did not operationalize the variables of the study.

**Data Analysis Procedures**

The research tested each null hypothesis by applying a correspondent statistical analysis. The following table (Table 3) presents a matrix of the research questions, hypotheses, variables, and types of statistical analyses:

Table 3

*Statistical Analyses*

| Research Questions | Hypotheses | Variables | Statistical Analysis |
|---|---|---|---|
| 1. What is the difference in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution? | **$H0_1$** No differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.<br>**$HA_1$** Differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution. | Independent Variable<br>• Levels of LOT exhibited by the institution<br>Dependent Variable<br>• Transitioning of new faculty hires | Independent samples t-test |
| 2. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional)? | **$H0_2$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).<br>**$HA_2$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional). | Independent Variable<br>• Academic Disciplines<br>• Levels of LOT exhibited by the university<br>Dependent Variable<br>• Transitioning of new faculty hires | Two-way ANOVA |
| 3. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity? | **$H0_3$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.<br>**$HA_3$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity. | Independent Variable<br>• Gender<br>• Ethnicity<br>• Levels of LOT exhibited by the university<br>Dependent Variable<br>• Transitioning of new faculty hires | Two-way ANOVA |

(continued)

| Research Questions | Hypotheses | Variables | Statistical Analysis |
|---|---|---|---|
| 4. What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of the personality type? | **$H0_4$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type. **$HA_4$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type. | Independent Variable<br>• Personality<br>• Levels of LOT exhibited by the university<br>Dependent Variable<br>• Transitioning of new faculty hires | Two-way ANOVA |

## Limitations and Delimitations of the Research Design

Heppner and Heppner (2004) note that the limitations of a study are related to the external factors that the researcher is unable to control, while the delimitations are criteria that the researcher chooses to establish for the study.

The researcher has identified several limitations. First, this quantitative research study did not investigate all possible factors that contribute to the success of new faculty transitioning in higher education institutions. Second, the study solely relied on the voluntary responses of the participating assistant professors who chose to complete the online survey. Therefore, interpretation for each participants' terms, such as support and success, is subject to individual perception, which could affect the results of the analysis. The third limitation involved participants' fear of retribution for their responses, especially in smaller close-knit private colleges. In order to enhance the honesty and truthfulness of responses, the researcher explicitly stated the importance of confidentiality and anonymity in the consent form.

The researcher intentionally chose several delimitations to ensure the scope of this study was feasible and manageable. First, the data analysis planned to only include the perceptions of first to third year, full-time assistant professors employed by 4-year, private, nonprofit higher

education institutions in the Northwestern United States. Another delimitation included the types of higher education institutions in the study. According to Holyoke, Sturko, Wood, and Wu (2012), faculty of private universities report a more favorable attitude towards their institution's implementation of the principles of learning organizations than those employed by public universities. This supports the researcher's decision to focus on the private nonprofit institutions.

**Internal and External Validity Threats**

Internal threats to validity included history, maturation, testing, instrumentation, statistical regression, selection biases, experimental mortality, and selection-maturation interaction (Krysik, 2018). For example, the participant self-selection process might have been subject to biases, which could consequently have affected the objectivity of the findings. In consideration of this potential threat to the internal validity of the study, the researcher planned to send emails to all accessible assistant professors employed by the members of NWCCU who identify themselves as 4-year, private, nonprofit colleges and universities. In addition, the researcher did not include his current institution in this study to avoid any conflict of interest. The implementation of these strategies helped the researcher minimize the potential threat of selection biases. Instrumentation could also be another source of threat to internal validity; the researcher used established and existing surveys with solid evidence of reliability and validity to measure the main constructs and related variables. This also helped the researcher to minimize the potential threat of instrumentation to the internal validity of the study.

Regarding the threats to external validity, since the researcher utilized an ex post facto research design with a convenience sampling approach, the lack of manipulation of variables and the possibility of non-representativeness of sample population could limit the generalizability of the result findings.

## Summary

The researcher planned to determine the impact that LOT, disciplines, gender and ethnicity, and personality have on new faculty hires in transitioning into their higher education institutions. Consequently, the researcher utilized an ex post facto quantitative research design, new faculty hired in the past three years as participants, and a convenience sampling approach. Upon receiving the IRB approval, the researcher distributed the survey via email links to the target participants. The main limitation and threat to internal validity of the study was the selection biases, which the researcher minimized by targeting a large sample population.

# Chapter 4: Data Analysis and Results

In this chapter, the researcher presents what the study revealed after analyzing the quantitative data and participant comments collected from an online questionnaire. Also, the researcher used the numerical data to test each null hypothesis. The results of each hypothesis testing is stated and used to answer each research question. The findings are reported objectively without bias, and the researcher refrained from any evaluation or interpretation. Where relevant, tables, graphs, and charts are used to visualize the information. In addition, the actual processes or experiences during sampling, data collection, instrumentation, and changes from what was intended in Chapter 3, are justified and explained in this chapter. The purpose of the study, methods, the research questions, hypotheses, and limitations are restated to establish a context for understanding the study results presented. Additional analyses, which were not originally part of the study, are included because the ancillary results produced are related to the primary inquiry and may contribute to the credibility of the findings.

## Introduction

The purpose of the study was to determine the degree to which implementation of learning organization (LO) processes in higher education institutions (HEIs) affects new faculty hires' perception of their transitioning. The researcher also investigated various factors, including academic disciplines, gender and ethnicity, and personality type to determine to what extent these factors contributed an interactive effect on the relationship between the HEIs as LO and the positive integration of new faculty hires, specifically at 4-year, private, nonprofit colleges and universities in the Northwestern United States. The researcher was particularly interested in determining the effectiveness of implementing the LO integrative approaches and practices, with fidelity, to help the transitioning of new faculty hires. The researcher

administrated an online 60-item questionnaire, named the *New Faculty Transitioning in Learning Organization* (NFTLO) Questionnaire (see Appendix A), to collect both quantitative data and participant statements. The NFTLO Questionnaire consisted of four metrics: demographics, personality type, learning organization traits, and predictors of new faculty success. The first section of the NFTLO Questionnaire consisted of 4-item ask for data on demographics, including categories of disciplines (i.e. arts, sciences, or professionals), gender and ethnicity, and length and faculty rank at the current institution. The second section of the NFTLO Questionnaire included a set of four closed-ended questions, *Myers-Briggs Type Indicator (Short Version)*, to identify the respondents' types of personality (i.e., extravert vs. introvert, sensor vs. intuitive, thinker vs. feeler, and judger vs. perceiver). The third part of the NFTLO Questionnaire was composed of 27-item *Learning Organization Survey (Short Form)* to measure the perceptions of faculty members on the Learning Organizations traits (i.e., supportive learning environment, concrete learning process, and leadership that reinforces learning) exhibited by their respective institutions. The fourth section of the NFTLO Questionnaire included the 24-item *Predictors of New Faculty Success* (PNFS) scale and one open-end question. The PNFS collected data on the perception of new faculty on their transition (i.e., expectation, collegiality, professional and personal balance, and location). The single open-end item provided qualitative thematic information on the experience of the faculty hires as newcomers, especially the adjustment strategies they utilized in facilitating the transition.

Participation in this study was voluntary. The participants consisted of full-time faculty (i.e., assistant, associate, and full professor) who were employed by private, 4-year, nonprofit colleges and universities in the Northwestern United States. While originally the researcher planned to only use assistant professors in this study, the researcher modified the original

proposed approach and focused on full-time assistant, associate, and full professors for reasons including power of sample, uncertainty of assistant professors' length of transition at the time of survey administration, and the relevance of full-time ranks' experience.

Specific delimitations to participant inclusion criteria were as follows:

1. Full-time assistant, associate, and full professors who were employed by the selected NWCCU qualified (i.e., private, 4-year, nonprofit) member institutions
2. A valid email address was available on the official university websites
3. Receiving the invitation email and clicking on the link to an informed consent included in web-based survey
4. Clicking on an arrow button in the consent form represents signed inform consent

The researcher used an ex post facto comparative design in this study. In non-experimental ex post facto comparative quantitative research design, the investigator compares two or more groups in terms of a contributing factor (or independent variable) that has already existed (Creswell, 2014; Newman et al., 2006). The independent variables for this study were the learning organization traits (LOT) exhibited by the higher education institutions (HEIs), types of academic disciplines, gender and ethnicities, and types of personalities of the full-time faculty hires. The dependent variable was the perception of the transition of the full-time faculty hires measured by the *Predication of New Faculty Success* (PNFS) scale. An ex post facto comparative design was chosen over an experimental design because the researcher was not able to manipulate the independent variables and did not use randomization to select the participating professors.

**Description of the Sample**

A convenience sampling approach was utilized because (a) the researcher was unable to obtain a quality sample frame, and (b) the intent of the study was not to generalize the result findings but to speculate the extent to which the implementation of learning organization process would affect the transition of new faculty hires among 4-year, private, nonprofit HSIs in the Northwestern United States. The researcher targeted 41 4-year, private, nonprofit colleges and universities, which are members of the Northwest Commission on Colleges and Universities (NWCCU). One qualified member university was in the process of closing so was excluded. The researcher also excluded the qualified member university in which he is currently employed to avoid conflict of interest. Six qualified member universities of the NWCCU did not provide the faculty email addresses on their websites so were also excluded. As a result, the researcher complied an email list of 3,749 full-time professors from the official websites of the 33 selected NWCCU qualified member institutions (see Table 4). All 3,749 full-time professors were invited to participate.

On September 24, the researcher sent an invitation email (see Appendix B) to all potential participants via Qualtrics email upon approval from the Concordia University Institution Review Board. The Qualtrics link included a cover letter explaining the purpose of the study and an informed consent form for the participants. After three days from the initial invitation, the researcher sent the first gentle reminder email to those who had not responded to the initial invitation. On October 3, a second reminder was sent to those who had not responded to the gentle reminder. All targeted participants could access the web-based questionnaire between September 24, 2018 and October 21, 2018. Out of the 3,749 possible participants, 310 chose to respond to the email and filled out the questionnaire, resulting in a response rate of 8%.

Of the 310 faculty members who completed the questionnaire, 142 respondents (45.8%) were female and 165 respondents (53.2%) were male. In terms of ethnicity, 88.7% of the 309 respondents identified as White and 11.3% as non-White. Of the 306 faculty members who provided an answer to the category of academic disciples, 95 respondents (31%) chose arts as their discipline, 94 respondents (30.7%) chose sciences as their discipline, and 117 respondents (38.2%) chose professionals as their discipline. Of the 308 faculty members who provided an answer regarding faculty ranking and length with the institution, 85 respondents (27.6%) were assistant professors (1–3 years), 43 respondents (14%) were assistant professors (4+ years), 20 respondents (6.5%) were associate professors (1–3 years), 62 respondents (20.1%) were associate professor (4+ years), 19 respondents (6.2%) were full professor (1–3 years), and 79 respondents (25.6%) were full professor (4+ years). These year ranges are

Table 4

*Selected Qualified Members of NWCCU*

| States | # of qualified member institutions | # of selected qualified member institutions |
|---|---|---|
| Alaska | 1 | 0 |
| British Columbia | 0 | 0 |
| Idaho | 3 | 2 |
| Montana | 3 | 2 |
| Nevada | 2 | 2 |
| Oregon | 16 | 13 |
| Utah | 3 | 2 |
| Washington | 13 | 12 |
| Total | 41 | 33 |

**Summary of the Results**

The data collected with NFTLO Questionnaire was nominal, ordinal, and scale. The researcher converted the LOT (independent variable) into two categories (high and low) and

PNFS (dependent variable) as scale. Therefore, instead of using Pearson's Correlation and Chi-Square Test of Independence, the researcher conducted an Independent-Samples T-Test as an appropriate statistical analysis to determine whether differences exist in the transitioning of new faculty hires who perceive a high or low level of LOT exhibited by the institution. In addition, the Two-Way ANOVA analysis was conducted to investigate the interaction effect with academic disciplines, gender and ethnicity, and personality type on LOT and PNFS.

The result revealed that the statistically significant difference existed in the transitioning of new faculty hires who perceived a high or low level of LOT exhibited by the institution. The result also revealed that the interaction effect with academic disciplines, gender and ethnicity, and personality type on LOT and PNFS was not statistically significant.

When the participating professors were asked about what adjustment tactics used to help transition into their college community, the most frequently recurring themes that emerged from the respondents' comments were: networking, relationship building, asking questions and listening, mentoring, using support offered, personal efforts, talking, observing, understanding organizational culture, stress management, and nonspecific strategies.

**Detailed Analysis**

The study was used to test the following null and research hypotheses to arrive at responses for the study's research questions. The null and research hypotheses include:

**$H0_1$** No differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$HA_1$** Differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$H0_2$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$HA_2$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$H0_3$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$HA_3$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$H0_4$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

**$HA_4$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

In addition, the hypotheses allow the researcher to explore and determine the responses to the following research questions:

- What is the difference in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution?

- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional)?
- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity?
- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of the personality type?

**Difference in transitioning of new faculty hires and levels of LOT.** An independent samples *t*-test analysis was conducted to investigate whether differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution. The result of the two-tailed independent samples *t*-test was statistically significant, $t(115) = 5.29$, $p < .001$, indicating the null hypothesis can be rejected. This finding suggests the mean average of the faculty's Predicator of New Faculty Success (PNFS) scale was significantly different between the faculty who perceived high level of LOT ($n = 66$) exhibited by the institution and the faculty who perceived low level of LOT ($n = 63$) exhibited by the institution. The average faculty's PNFS score ($M = 3.97$, $SD = .50$) who perceived high level of LOT exhibited by the institution was significantly higher than the mean average ($M = 3.42$, $SD = .66$) of PNFS in the low LOT group. Table 5 presents the results of the two-tailed independent samples *t*-test. Figure 2 presents the mean of PNFS by levels of LOT.

Table 5

*Results of Two-Tailed Independent Samples T-Test and Descriptive Statistics for PNFS by LOT*

| | LOT | | | | | | 95% CI for Mean Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| | High Level | | | Low Level | | | | | |
| | M | SD | n | M | SD | n | | t | df |
| PNFS | 3.97 | 0.50 | 66 | 3.42 | 0.66 | 63 | -18.03, -8.20 | -5.29* | 115 |

*$p$ <.001

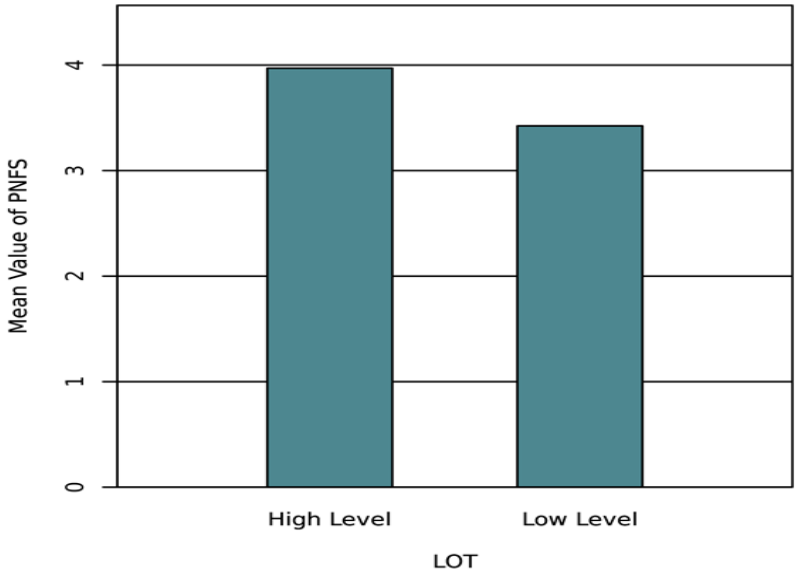


*Figure 2.* The mean of Prediction of New Faculty Success (PNFS) by levels of Learning Organization Traits (LOT)

**Difference in transitioning of new faculty hires and levels of LOT with respective to academic disciplines.** A Two-Way ANOVA analysis was conducted to investigate whether differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to the function of academic disciplines (art, science, and professional). The results of the ANOVA were statistically significant, $F(5, 123) = 6.24$, $p < .001$, indicating there were significant differences in PNFS among the types of

academic disciplines and levels of LOT. However, the interaction effect between academic disciplines and LOT was not statically significant, $F(2, 123) = 0.75$, $p = .476$, $\eta_p^2 = 0.01$, indicating there were no significant differences for PNFS for each factor level combination of academic disciplines and LOT. The main effect, academic disciplines was not statistically significant at the 95% confidence level, $F(2, 123) = 0.86$, $p = .426$, indicating there were no significant differences of PNFS by academic disciplines types. The null hypothesis cannot be rejected. The main effect, LOT was statically significant at the 95% confidence level, $F(1, 123) = 29.83$, $p < .001$, $\eta_p^2 = 0.20$, indicating there were significant differences in PNFS by LOT levels (see Table 6). The means and standard deviations are presented in Table 7.

Table 6

*Analysis of Variance Table for PNFS by Academic Disciplines and LOT*

| Term | *SS* | *df* | *F* | *p* | $\eta_p^2$ |
|---|---|---|---|---|---|
| Academic Disciplines | 0.59 | 2 | 0.86 | .426 | 0.01 |
| LOT | 10.22 | 1 | 29.83 | < .001 | 0.20 |
| Academic Disciplines: LOT | 0.51 | 2 | 0.75 | .476 | 0.01 |
| Residuals | 42.14 | 123 | | | |

Table 7

*Mean, Standard Deviation, and Sample Size for PNFS by Academic Disciplines and LOT*

| Combination | *M* | *SD* | *n* |
|---|---|---|---|
| Arts (e.g. history, literature, music, etc.) : High Level | 3.97 | 0.49 | 17 |
| Sciences (e.g. biology, chemistry, physics, etc.) : High Level | 3.99 | 0.39 | 22 |
| Professionals (e.g. nursing, social work, education, etc.) : High Level | 3.96 | 0.60 | 27 |
| Arts (e.g. history, literature, music, etc.) : Low Level | 3.20 | 0.66 | 15 |
| Sciences (e.g. biology, chemistry, physics, etc.) : Low Level | 3.53 | 0.71 | 24 |
| Professionals (e.g. nursing, social work, education, etc.) : Low Level | 3.46 | 0.60 | 24 |

**Difference in transitioning of new faculty hires and levels of LOT with respect to gender.** A Two-Way ANOVA analysis was conducted to determine whether differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to the function of gender. The results of the ANOVA were significant, $F(3, 124) = 9.90$, $p < .001$, indicating there were significant differences in PNFS among the types of gender and levels of LOT. However, the interaction effect between gender and LOT was not statically significant, $F(1, 124) = 0.07$, $p = .785$, $\eta_p^2 = 0.00$, indicating there were no significant differences for PNFS for each factor level combination of gender and LOT. The main effect, gender was not statistically significant at the 95% confidence level, $F(1, 124) = 0.81$, $p = .370$, indicating there were no significant differences of PNFS by gender types. The null hypothesis cannot be rejected. The main effect, LOT was statistically significant at the 95% confidence level, $F(1, 124) = 24.75$, $p < .001$, $\eta_p^2 = 0.17$, indicating there were significant differences in PNFS by LOT levels (see Table 8). The means and standard deviations are presented in Table 9.

Table 8

*Analysis of Variance Table for PNFS by Gender and LOT*

| Term | *SS* | *df* | *F* | *p* | $\eta_p^2$ |
|---|---|---|---|---|---|
| Gender | 0.28 | 1 | 0.81 | .370 | 0.01 |
| LOT | 8.49 | 1 | 24.75 | < .001 | 0.17 |
| Gender: LOT | 0.03 | 1 | 0.07 | .785 | 0.00 |
| Residuals | 42.55 | 124 | | | |

Table 9

*Mean, Standard Deviation, and Sample Size for PNFS by Gender and LOT*

| Combination | *M* | *SD* | *n* |
|---|---|---|---|
| Male : High Level | 4.03 | 0.50 | 37 |
| Female : High Level | 3.90 | 0.49 | 29 |
| Male : Low Level | 3.46 | 0.66 | 20 |
| Female : Low Level | 3.39 | 0.67 | 42 |

**Difference in transitioning of new faculty hires and levels of LOT with respect to ethnicity**. A Two-Way ANOVA analysis was conducted to determine whether differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to the function of ethnicity**.** The results of the ANOVA were statistically significant, $F(3, 125) = 11.33$, $p < .001$, indicating there were significant differences in PNFS among the types of ethnicity and LOT. However, the interaction effect between ethnicity and LOT was not statistically significant, $F(1, 125) = 0.95$, $p = .332$, $\eta_p^2 = 0.01$, indicating there were no significant differences for PNFS for each factor level combination of ethnicity and LOT. The null hypothesis cannot be rejected. The main effect, ethnicity was not statistically significant at the 95% confidence level, $F(1, 125) = 1.46$, $p = .230$, indicating there

were no significant differences of PNFS by ethnicity. The main effect, LOT was statistically significant at the 95% confidence level, $F(1, 125) = 9.26$, $p = .003$, $\eta_p^2 = 0.07$, indicating there were significant differences in PNFS by LOT levels (see Table 10). The means and standard deviations are presented in Table 11.

Table 10

*Analysis of Variance Table for PNFS by Ethnicity and LOT*

| Term | *SS* | *df* | *F* | *p* | $\eta_p^2$ |
|---|---|---|---|---|---|
| Ethnicity | 0.48 | 1 | 1.46 | .230 | 0.01 |
| LOT | 3.08 | 1 | 9.26 | .003 | 0.07 |
| Ethnicity: LOT | 0.32 | 1 | 0.95 | .332 | 0.01 |
| Residuals | 41.54 | 125 | | | |

Table 11

*Mean, Standard Deviation, and Sample Size for PNFS by Ethnicity and LOT*

| Combination | *M* | *SD* | *n* |
|---|---|---|---|
| White : High Level | 3.97 | 0.51 | 64 |
| Nonwhite : High Level | 3.92 | 0.06 | 2 |
| White : Low Level | 3.48 | 0.64 | 56 |
| Nonwhite : Low Level | 2.96 | 0.68 | 7 |

**Difference in transitioning of new faculty hires and levels of LOT with respect to personality type.** A Two-Way ANOVA analysis was conducted to determine whether differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to the function of the personality type. The results of the ANOVA were statistically significant, $F(3, 125) = 9.79$, $p < .001$, indicating there were significant differences in PNFS among the personality type and levels of LOT. The

interaction effect between personality type and LOT levels was not statistically significant, $F(1, 125) = 0.25$, $p = .618$, $\eta_p^2 = 0.00$, indicating there were no significant differences for PNFS for each factor level combination of personality type and LOT. The main effect, personality type was not statistically significant at the 95% confidence level, $F(1, 125) = 1.00$, $p = .319$, indicating there were no significant differences of PNFS by Personality type. Thus, the null hypothesis cannot be rejected. The main effect, LOT was statistically significant at the 95% confidence level, $F(1, 125) = 28.31$, $p < .001$, $\eta_p^2 = 0.18$, indicating there were significant differences in PNFS by LOT levels (see Table 12). The means and standard deviations are presented in Table 13.

Table 12

*Analysis of Variance Table for PNFS by Personality Type and LOT*

| Term | *SS* | *df* | *F* | *p* | $\eta_p^2$ |
|---|---|---|---|---|---|
| Personality Type | 0.34 | 1 | 1.00 | .319 | 0.01 |
| LOT | 9.69 | 1 | 28.31 | < .001 | 0.18 |
| Personality Type : LOT | 0.09 | 1 | 0.25 | .618 | 0.00 |
| Residuals | 42.78 | 125 | | | |

Table 13

*Mean, Standard Deviation, and Sample Size for PNFS by Personality Type and LOT*

| Combination | *M* | *SD* | *n* |
|---|---|---|---|
| Extraverts (E) : High Level | 4.07 | 0.50 | 23 |
| Introverts (I) : High Level | 3.91 | 0.50 | 43 |
| Extraverts (E) : Low Level | 3.46 | 0.72 | 26 |
| Introverts (I) : Low Level | 3.40 | 0.62 | 37 |

*Note.* - indicate sample size was too small to calculate statistic.

**Open-ended comments.** Newcomer adjustment tactics used to help transition into college community. The researcher intentionally included an open-ended question as the last item of the NFTLO questionnaire to capture the verbatim responses from the participating professors regarding the types of adjustment tactics that they employed during their transitioning period. According to Singer and Couper (2017), open-ended questions play a valuable role in survey research studies. The verbatim responses not only provide an opportunity to the survey participants to express their points of views in their own words, but also "give greater voice to respondents in standardized surveys" (p. 127). Consequently, the researcher could obtain a deeper insight into the discussion in Chapter 5, in terms of interpreting the findings.

A total of 205 comments were collected from 310 participating professors regarding the types of adjustment tactics they employed. Most respondents ($n$ = 150) stated that they employed one or two tactics to help their transition, and the maximum numbers of tactics the faculty used were six ($n$ = 1). Some participants reported that they did not utilize any specific adjustment strategies (categorized as nonspecific strategies in Figure 3). After coding the 205 responses to the open-ended question, 25 themes about the tactics emerged. Only those themes occurring 10 or more times, for a total of 11 themes, are discussed in Chapter 5. The most frequently recurring

themes are shown in Figure 3. These 11 themes include networking (*n* = 54), relationship building (*n* = 52), asking questions and listening (*n* = 38), mentoring (*n* = 35), using support offered (*n* = 26), personal efforts (*n* = 25), talking (*n* = 19), observing (*n* = 14), and nonspecific strategies (*n* = 12). Table 14 provides a few examples of the participants' comments for each of these categories.

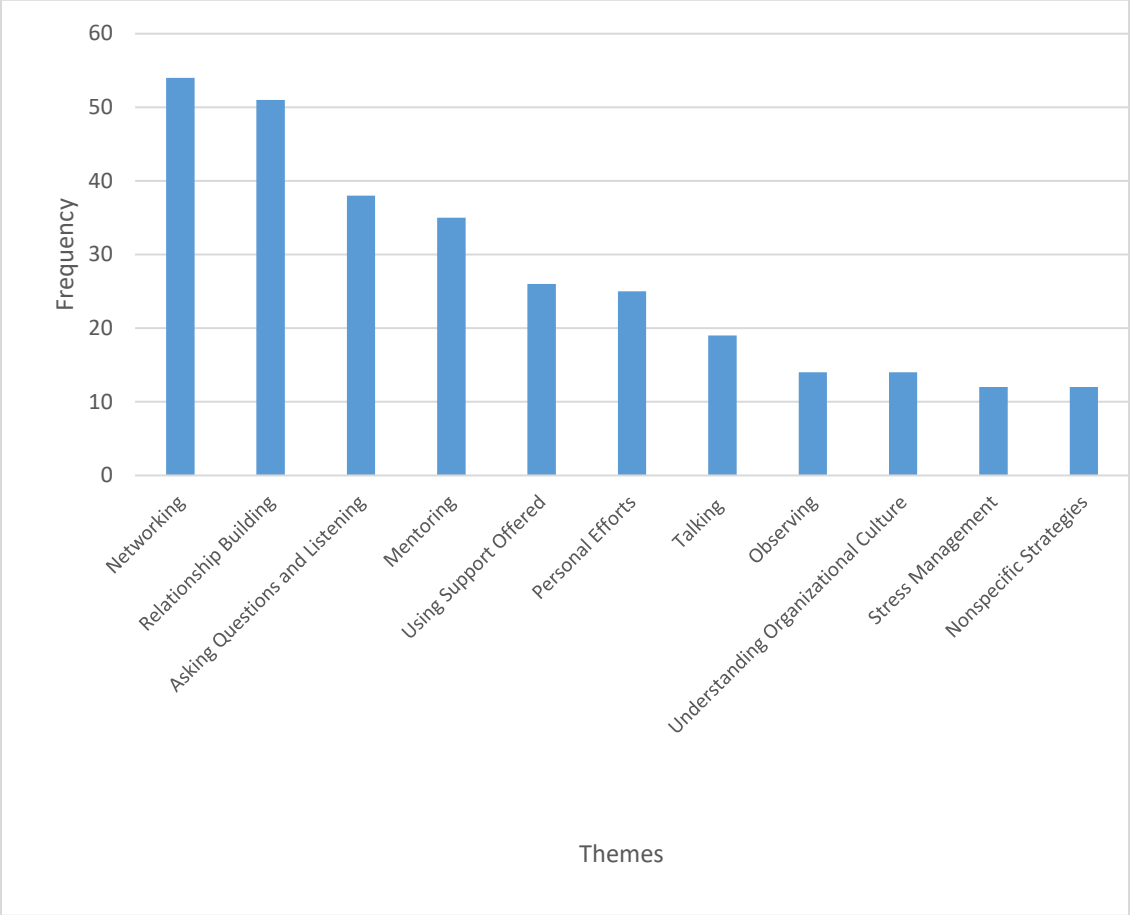


*Figure 3.* Eleven most frequently recurring themes emerged from respondents' comments.

Table 14

*Examples of Participants' Comments per Most Recurring Theme*

| Themes | Respondent's Comments |
|---|---|
| Networking | Attend campus events |
| | Accepting invitations to social events |
| | Get involved in the community |
| Relationship Building | Get to know people and be known |
| | Learning everyone's name |
| | Lunch with colleagues |
| Asking Questions and Listening | Ask question and listen |
| | Seek out colleagues for clarification guidance |
| | Sought out advice and insights of others |
| Mentoring | Having a mentor |
| | Found a mentor to help |
| | Meeting with my assigned mentor |
| Using Support Offered | Finding supportive peer cohort |
| | Met with coworkers for help |
| | Received a lot of support from other faculty |
| Personal Efforts | Work hard |
| | Keep my head down, work hard |
| | Working long hours to get things done |
| Talking | Talking to others |
| | Talking with my chair |
| | Working long hours to get things done |
| Observing | Observed dynamics |
| | Spend more time observing the situation |

(continued)

| Themes | Respondent's Comments |
|---|---|
| Observing | Look at other's work |
| Understanding Organizational Culture | Well aware of the culture |
| | To become part of the university culture |
| | Learn about the 'culture' of the place |
| Stress Management | Join a new gym |
| | prayer |
| | Exercising with colleagues |
| Nonspecific Strategies | Didn't really use any |
| | Didn't need much to transition |
| | No tactics of note |

**Summary**

This chapter presents the analyses of the research study of investigating the degree to which implementation of Learning Organization (LO) processes in higher education institution (HEIs) affects new faculty hires' perception of their transitioning. The researcher also investigated various factors, including academic disciplines, gender and ethnicity, and personality types, to determine to what extent these factors contributed an interactive effect on the relationship between the HEIs as LOs and the positive integration of new faculty hires, specifically 4-year, private, nonprofit colleges and universities in the Northwestern United States. The researcher was particularly interested in determining the effectiveness of implementing the LO integrative approaches and practices, with fidelity, to help the transitioning of new faculty hires.

The result revealed that the statistically significant difference existed in the transitioning of new faculty hires who perceive a high or low level of LOT exhibited by the institution. The

result also revealed that the interaction effect with academic disciplines, gender and ethnicity, and personality type on LOT and PNFS was not statistically significant.

When the participating professors were asked about what adjustment tactics employed to help settle in their respective college community, the themes that recurred most were: networking, relationship building, asking questions and listening, mentoring, using support offered, personal efforts, talking, observing, understanding organizational culture, stress management, and nonspecific strategies.

# Chapter 5: Discussion and Conclusion

## Introduction

In this chapter, the researcher elaborates on the results of this ex post facto comparative study; the intent of the present study was to examine whether the level of learning organization traits (LOT) that universities exhibit makes significant differences among the new faculty hires' perceptions regarding their transitioning success. First, the researcher discuss, evaluate, and interpret the results in connection to the argument of the researcher and to provide understanding of the researcher's reasoning. Second, the researcher attempts to make connections to practice and related and relevant literature. Third, the researcher attempts to confirm existing knowledge or link new knowledge to existing knowledge. Lastly, the researcher explains the response to the research questions, suggests future research that builds on or replicates the study, and states the implications for practice, policy, and perhaps theory, within the limitations of the study. The outline for Chapter 5 is as follows: Introduction; Summary of the Results; Discussion of the Results in Relation to the Literature; Limitations; Implication of the Results for Practice, Policy, and Theory; Recommendation for Further Research; and Conclusion.

## Summary of the Results

The learning organization (LO) model began in the business sector as a way to respond to the rapidly changing environment and maintain a competitive edge. For example, Senge (1990) suggested that ongoing learning at all levels of a company is important to remain creative and perform better than the competitors. During the last several decades, the nonprofit sector such as higher education has embraced this model in order to improve their service outcomes through promoting a continuous learning environment and the importance of knowledge sharing at individual, group, and organizational levels (Abu-Tineh, 201; Ponnuswamy & Manohar, 2016).

The university as a LO seems to be a generally accepted idea since higher education has historically been involved in teaching and research. However, this traditional role does not qualify every college or university as a LO. Higher education institutions (HEIs), like their business counterparts, tend to fall along a spectrum of LO stages or types. In other words, the more LOT (i.e., the independent variable as outlined in chapters 1, 2, and 3) the college or university exhibited, the more likelihood the university will be perceived as a LO. In other words, the higher the LOT, there a greater probability that the newly hired faculty will successfully transition into the community. As a result, they are more likely to successfully adapt to and enhance their longevity at their respective college communities (Batiic & Kase, 2015).

During this rapidly changing and turbulent environment, newly hired faculty can encounter many changes and stresses during their transition into their respective college communities. Kammeyer-Mueller and Wanberg (2003) contended:

> The period of early entry is one of the most critical phases of organization life. During this time newcomers determine what their new organization is like and decide whether they "fit in". . . . At the heart of organizational entry is the concept of newcomer adjustment, which includes knowledge, confidence, and motivation for performing a work role, and commitment to the organization and its goals. (p. 779)

High LOT upholds the university investment in faculty by enhancing the smoothness of the transition. However, other variables to consider include academic disciplines, gender, ethnicity, and personality type. Case in point, academic discipline matters. Holyoke et al. (2012) suggested there were different perceptions of LOT based upon disciplines. Considering the interaction effect of the additional variables, this study utilized Singer et al.'s (2012) tool to measure LOT; however, the findings are slightly different from Holyoke et al.'s study. In

Holyoke et al.'s study, while including gender as a variable, ethnicity was not considered. In this study ethnicity was considered but the sample is too small to make any external generalizations. Ensuring a representative sample of non-White faculty is important for more meaningful results. Qualitative studies (e.g., focus groups, interviews, ethnographies) may prove helpful for more comprehensive data analysis (Figueroa, 2015).

The last hypothesis considered personality type as a variable. Thus, the Myers-Briggs short form was used as the measurement of this variable. Incidentally, there were considerable pushed back by the respondents concerning the bias of Myers-Briggs as a robust personality assessment instrument (Randal, Isaacson, & Ciro, 2017). Yet, in the present study no significance was revealed based on the result on this measurement tool. It would be recommended to use a more culturally viable tool to ensure that the personality is not an interaction factor between the independent and dependent variables (i.e., LOT and New Faculty Perceived Success).

**Significance and purpose of study.** The result findings of the present study may provide insights to the administrators, human resource staff, and faculty members of HEIs on effective learning organization processes, which they could adopt to help integrate, retain, and support new faculty hires. In addition, the new faculty may gain insight on strategies they could use as they transition into their new academic community. The purpose of the study was to determine the degree to which implementation of Learning Organization (LO) processes in higher education institutions (HEIs) affects new faculty hires' perception of their transitioning success. In this comparative study, the researcher investigated various factors, including academic disciplines, gender and ethnicity, and personality type, to determine to what extent these factors contributed an interaction effect on the relationship between the HEIs with LOT and the

perception of positive integration of new faculty hires. In this case, the focus was on 4-year, private, nonprofit colleges and universities in the Northwestern United States. The researcher was particularly interested in determining the effectiveness of implementing the LO integrative approaches and practices, with fidelity, to help the transitioning of new faculty hires.

**Research questions and hypotheses.** The study was used to test the following null and research hypotheses to arrive at responses for the study's research questions. The null and research hypotheses include:

**$H0_1$** No differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$HA_1$** Differences exist in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution.

**$H0_2$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$HA_2$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional).

**$H0_3$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$HA_3$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity.

**$H0_4$** No differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

**$HA_4$** Differences exist in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of personality type.

In addition, the hypotheses allow the researcher to explore and determine the responses to the following research questions:

- What is the difference in the transitioning of new faculty hires who either perceive a high or low level of LOT exhibited by the institution?
- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of academic disciplines (art, science, and professional)?
- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of (a) gender and (b) ethnicity?
- What are the differences in the transitioning of new faculty hires, who either perceive a high or low level of LOT exhibited by the institution, with respect to function of the personality type?

## Discussion of the Results in Relation to the Literature

**Transitioning of new faculty hires and levels of LOT.** Hypothesis one stated that transition among new faculty hires, who perceived a high or low level of LOT by the institution, would be significantly different. This hypothesis was soundly supported by the result finding.

Consequently, the researcher rejects the null hypothesis. The new faculty hires who perceived their HEI with high level of LOT reported more satisfaction and success in their transition, whereas the new faculty hires who perceived their HEI with low level of LOT reported less satisfaction and success in their transition. The finding indicated significant differences in the perception of successful transition of new faculty hires between faculty who perceived their HEI with high level of LOT exhibited and those who perceived their institution with low level of LOT. The result of the present study seems to be in line with studies about LOT and new faculty transitioning by Bui and Baruch (2012) and Stupnisky et al. (2015). The previous research has revealed a positive relationship between high LOT and faulty satisfaction. While perhaps this finding seems intuitive, it is quite critical. HEI's make considerable investment in recruiting, onboarding, and integrating faculty into their new community. If an HEI has a low LOT, this investment and new faculty may be jeopardized. This jeopardy will not only result in faculty's dissatisfaction, and perhaps their departure from the HEI, it may also signal the future hires that it is not a supportive HEI and is to be avoided.

For example, when HEI's lack high LOT, they may overlook the importance of work-life balance as a predictor of academic career success. They also investigated the factors that affect academic career success. Bui and Baruch (2012) and Stupnisky et al. (2015) remind us that faculty members transitioning to a new college or university make tremendous personal, emotional, and familial investments that they hope will result in a successful new career and life. Often new professors generally report high levels of satisfaction with their careers. Thus, Bui and Baruch's work confirm the importance of Senge's five disciplines associated with high LOT. Bui and Baruch's research reveal that there is a positive relationship between Senge's five discipline

(i.e., systems thinking, personal mastery, mental models, team learning, and shared vision) of LO model in higher education and faculty academic career success (see Figure 4).

HEIs with high LOT are more likely to manifest sensitivity to the newly hired faculty interests or talents as it concerns their organizational goals and responsibilities, but also their meaningful involvement in planning, committee work, research, teaching, faculty and personal development, work-life balance, and knowledge sharing (Bui and Baruch, 2012). Stupnisky et al. (2015), suggest that a healthy transition ensures faculty will engage in various institutional opportunities and responsibilities. The result of the present study seems to align with the theoretical and empirical findings of Bui and Baruch (2012) and Stupnisky et al. (2015) confirming the positive relationship between LOT of HEI and perceived success of new faculty transition.

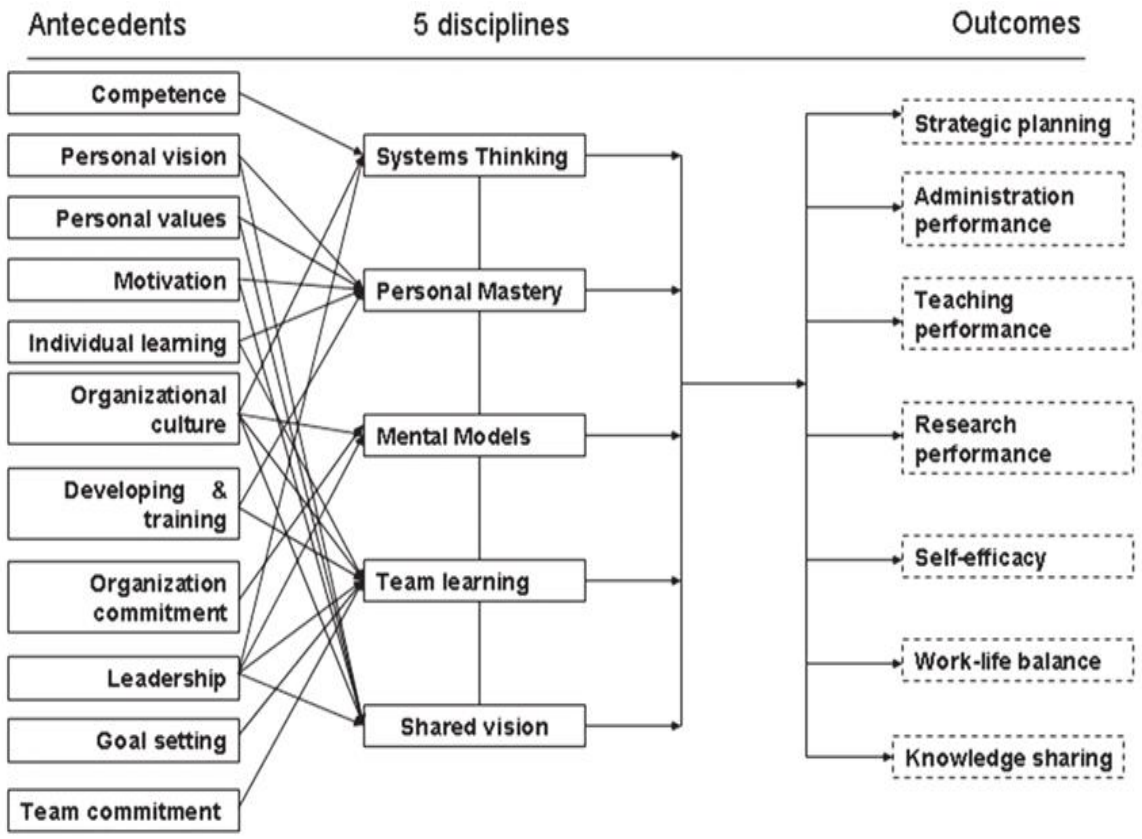


*Figure 4.* The LO model in higher education. Adapted from "Learning Organizations in Higher Education: An Empirical Evaluation Within an International Context," by H. T. Bui and Y. Baruch, 2012. *Management Learning: The Journal for Managerial and Organization Learning*, 43, P. 518, Copyright 2012 by SAGE Publishing. Reprinted with permission

**Transitioning of new faculty hires and levels of LOT with respect to academic disciplines.** Hypothesis two stated that there would be a statistically significant interaction effect between academic disciplines (i.e., art, science, and professional) and the perception of HEI's LOT on the success of new faculty transition. This hypothesis was not supported by the result of this study. Consequently, the researcher failed to reject the null hypothesis. In the present study, the result of the statistical analysis revealed that academic discipline was not found to account for any significant interaction effect on the variance in perceptions of the level of satisfaction and

success in transitioning of new faculty hires who perceived a high or low level of LOT exhibited by their HEI. The interaction effect between disciplines and levels of LOT exhibited by HEI did not account for a significant portion of variance in perception of transition success among new faculty hires into their respective community. As in this study, other researchers did not find a significant difference based on academic disciplines. In Mousavi, Martin, Kashani, Mortazavi, and Sabagh's (2012) study, there was no significant difference between faculty perceptions of LOT and academic disciplines. Their study examined three disciplines that did apply Senge's LO model of five disciplines (i.e., dimensions). These included the academic disciplines of humanities, engineering, and basic sciences. For their study, context may have been important when understanding the results.

Sampling methods are a key limitation when interpreting the results of studies. Mousavi et al.'s (2012) research population included the whole full-time faculty ($n$ = 52) of Payeme Noor University of Mashhad in 2011. While they found no significance as with the present study, it is worth to point out that their study collected the data from a single university in Iran. Yet in other studies sampling was an issue due to the low response rate. Holyoke et al. (2012) conducted a study of faculty perceptions about their departments as learning organizations and departmental culture. Holyoke et al. reported a 10% return rate ($n$ = 59) from two states in the Northwestern United States. The present study targeted 33 4-year, private, nonprofit colleges and universities in the Northwestern United States; the return rate was 8% ($n$ = 310) across these 33 universities in 8 states. Both Holyoke et al. and the present study failed to reject the null hypothesis. Therefore, the conclusion would be that there was no statistically significant interaction between the effect of academic disciplines and the perception of HEI's LOT on the success of new faculty

transition. Considering the challenges of sampling issues, we need to be cautious not to generalize the finding beyond that sample population.

In addition, although the participants of the present study were recruited from 33 colleges and universities in eight states of the northwest region of the United States, the sample population cannot be described as a random and representative sample of all faculty employed by HEIs. As a result, the present study while informative may not be useful in understanding regional differences, public HEIs, ethnic specific HEI's such as Historically Black College (HBCU)'s, or gender specific HEI's such as Mills college, military academies, and theological seminaries.

**Transitioning of new faculty hires and levels of LOT with respect to gender.** Hypothesis three (a) stated that there would be a statistically significant interaction effect between gender (i.e., male and female) and the perception of HEI's LOT on the success of new faculty transition. This hypothesis was not supported by the result of this study. Consequently, the researcher failed to reject the null hypothesis. In the present study, the result of the statistical analysis revealed that gender was not found to account for any significant interaction effect on the variance in perceptions of the level of satisfaction and success in transitioning of new faculty hires, who perceived a high or low level of LOT exhibited by their HEI. The interaction effect between gender and levels of LOT exhibited by HEI did not account for a significant portion of variance in perception of transition success among new faculty hires into their respective community. The result of the present study did not align with Holyoke et al.'s (2012) finding. In their study, Holyoke et al. found a statistically significant difference existed regarding how faculty members perceive their academic department as learning organizations based upon the

individual faculty's gender. The result indicated that female faculty perceived fewer learning opportunities available than their male counterparts reported. Holyoke et al. contended:

> The male gender still dominates the academy and males are firmly established as the norm for full-time, tenure-line faculty, making the social construct of gender a reality in higher education. . . . It is not surprising women faculty perceived fewer individual learning opportunities within academic departments. (p. 444)

Considering such small sample size ($n$ = 56) and utilizing a convenience sampling approach, it would be cautious to generalize the finding beyond that sample population.

The present study seems to be in line with Wu and Haley's (2011) and Khasawneh's (2011) findings. In Wu and Haley's study, the researchers examined the relationship among LO dimensions, leadership development, employee development, and their interactions with gender and ethnicity. The researchers collected the data from 157 librarians, who were members of the Consortium of Academic Research Libraries in Illinois. No statistically significant difference was founded by gender even though overall male respondents reported scoring higher on the seven dimensions of LO than female participants. Khasawneh's study examined the relationship between perceptions of higher education faculty members and the implementation of Senge's five disciplines. The researcher surveyed 202 academic staff at the Hashemite University in Jordan. The result indicated that gender did not make a significant difference in the perceptions of faculty members about the five disciplines. Although there is a mixed findings in the previous research studies, it is worth pointing out that only the present study investigated the interaction effect between gender and LOT on perceived success of new faculty transition in higher education.

**Transitioning of new faculty hires and levels of LOT with respect to ethnicity.**

Hypothesis three (b) stated that there would be a statistically significant interaction effect between ethnicity (i.e., White and non-White) and the perception of HEI's LOT on the success of new faculty transition. This hypothesis was not supported by the result of this study. Consequently, the researcher failed to reject the null hypothesis. In the present study, the result of the statistical analysis revealed that ethnicity was not found to account for any significant interactive effect on the variance in perceptions of the level of satisfaction and success in transitioning of new faculty hires, who perceived a high or low level of LOT exhibited by their HEI. The interaction effect between ethnicity and levels of LOT exhibited by HEI did not account for a significant portion of variance in perception of transition success among new faculty hires into their respective community. The present study seems to be in line with Wu and Haley's (2011) finding. In their study (see discussion on gender), the researchers performed a multivariate analysis of variance to examine if ethnicity (i.e., White and others) would make a difference on the perceptions of LO. The result indicated that, even though the participants identified as white scored higher on the perception than other ethnicities, the differences were not statistically significant.

The result of the present study did not align with Ponjuan, Conley, and Trower's (2011) finding. The researchers used the data from the Collaborative on Academic Careers in Higher Education, a research project at Harvard University, to determine what individual and institutional characteristics would affect the pre-tenure faculty perceptions of departmental relationships during the tenure process based upon the faculty demographics (i.e., gender and ethnicity). The finding of the study supported a statistically significant difference based on faculty members' ethnicity, indicating that Asian/ Pacific Islander and African American faculty

members were less satisfied than their White counterparts on perceptions of organizational and peer relationships. Ponjuan et al. (2011) made an insightful comment on research methods and ethnicity: "While researchers traditionally collapse faculty of color into one large minority faculty group (i.e., due to insufficient subsample sample sizes), there is an implicit danger to overlook more subtle differences within the faculty of color racial/ethnic groups" (p. 336). It is imperative to develop and implement more effective strategies to improve the response rate of faculty with diverse background so that researchers could perform a more robust and specific data analysis.

**Transitioning of new faculty hires and levels of LOT with respect to personality type.** Hypothesis four stated that there would be a statistically significant interaction effect between personality type (i.e., introvert- extravert) and the perception of HEI's LOT on the success of new faculty transition. This hypothesis was not supported by the result of this study. Consequently, the researcher failed to reject the null hypothesis. In the present study, the result of the statistical analysis revealed that personality type was not found to account for any significant interaction effect on the variance in perceptions of the level of satisfaction and success in transitioning of new faculty hires, who perceived a high or low level of LOT exhibited by their HEI. The interaction effect between personality type and levels of LOT exhibited by HEI did not account for a significant portion of variance in perception of transition success among new faculty hires into their respective community. The result of the present study seems to be in line with Fussell, Dattel and Mullins's (2018) finding. In both studies, the researchers utilized Myers-Briggs Type Indicator (MBTI) to distinguish the respondent's personality type (see figure 5). For full descriptions of the 16 MBTI personality types, see Appendix C. The purpose of Fussell et al.'s study was to determine if there was a relationship between personality

type (i.e., MBTI preference) and learning styles among collegiate aviation students. The researchers surveyed 41 aviation students who enrolled in the aeronautical science degree program at Embry-Riddle Aeronautical University. No statistically significant association was found between personality preference and learning style in the study.

The result of the present study, however, did not align with either Ramalu, Rosse, Uli, and Kumar's (2010) or Joe and Lim's (2008) findings. In Ramalu et al.'s (2010) study, the investigators examined the effects of personality traits (i.e., Big Five) on cross-cultural adjustment among 332 expatriates working in Malaysia. An adopted version of 44-item, self-reported Big Five Inventory (BFI) was selected by the researchers to measure the personality type: "The scale includes eight items for extraversion, nine for agreeableness, nine for conscientiousness, eight for neuroticism, and ten for openness to experience personality dimension" (Ramalu et al., 2010, p. 99). In this study, a statistically significant positive relationship was found between personality traits and cross-cultural adjustment success among the sample population.

The purpose of Joo and Lim's (2009) study was to examine to what extent "proactive personality would moderate the relationship between organizational learning culture and organizational commitment" (p. 48). The researchers used a shortened, 10-item scale based on Bateman and Crant's (1993) Proactivity Personality Survey (PPS) to measure the levels of proactive personality. In their study, Joo and Lim found a significant interaction effect and concluded:

> With regard to the interaction effect, for highly proactive employees, the level of perception on organizational learning culture did not have much effect on organizational commitment. However, for those with low proactivity, the level of organizational

> learning culture made a difference in their level of organizational commitment. Whereas highly proactive people think that they can change the environment with or without organizational support, low proactive persons tend to be more positively affected by organizational support or learning culture. We believe that this is one of the major findings of this study. (p. 57)

These mixed findings in the previous research studies may be due to the issue of instrumentation; the researchers operationalized the term "personality" differently and utilized different instruments to measure this variable. The use of three different measurement instruments--MBTI in both the present study and Fussell et al. (2018), BFI in Ramalu et al. (2010), and PPS in Joo and Lim (2009)--may have produced these differing result.

Additional limitations may be around instrumentation. There is no indication that all the existing instruments that the researchers used in previous studies were designed to be sensitive to ethnicity, gender, or personality type. Further, MBTI while having robust reliability has been questioned about the instrument's validity and the sensitivity to racial, ethnic, nationality factors (Helmes, Schlermer, & Fraboni, 2012; Pittenger, 2005). In fact, given the push back received from some respondents one might wonder if some participants did not respond or complete the survey just because of the presence of MBTI. Also, the respondents who completed the survey may imply a bias.

| | | | |
|---|---|---|---|
| **ISTJ** | **ISFJ** | **INFJ** | **INTJ** |
| **ISTP** | **ISFP** | **INFP** | **INTP** |
| **ESTP** | **ESFP** | **ENFP** | **ENTP** |
| **ESTJ** | **ESFJ** | **ENFJ** | **ENTJ** |

*Figure 5.* MBTI personality type table. Adapted from "Personality Short Test" by the Personality Club, n.d. (https://www.personalityclub.com/short-personality-test/). Reprinted with permission.

**Open-ended comments: Newcomer adjustment tactics used to help transition into college community.** The researcher intentionally included an open-ended question as the last item of the New Faculty Transitioning in Learning Organization (NFTLO) questionnaire in this study to capture the verbatim responses from the participating professors regarding the types of adjustment tactics that they employed during their transitioning period. Eleven major themes emerged from the open-ended comments of the participating professors: observing, understanding organizational culture, talking, using support offered, asking questions and listening, networking, relationship building, stress management, person efforts, mentoring, and nonspecific strategies.

In their article, *Influences on Newcomers' Tactics Use*, Cooper-Thomas and Wilson (2011) conducted an extensive literature review and proposed "a categorization of newcomer adjustment tactics – as opportunistic, self-determined, or shared – that incorporates all tactics identified to date and that has the potential to accommodate further tactics as they are identified" (p. 391). Figure 6 presents Cooper-Thomas and Wilson's table summarizing their findings. In this table, the researchers outline the three Newcomer Adjustment Tactic Categories (NATC) and the corresponding tactics and examples under each type. Cooper-Thomas and Wilson further defined the NTAC as:

Opportunistic tactics--Opportunistic tactics are used by a new hire to observe the goings on and nuances of his or her unfamiliar working environment.

1. Shared tactics--Shared tactics, like opportunist tactics, allow the new hires to experience greater success at work by engaging their coworkers through direct interaction. The main intention of these types of adjustment tactics is to obtain useful information to help facilitate the transition.
2. Self-determined tactics--these types of adjustment tactics refer to the newly hired individual reframing his or her role and expectations based on self-reflection and synthesizing feedback from his or her environment.

| Opportunistic tactics | | Shared tactics | | Self-determined tactics | |
|---|---|---|---|---|---|
| Monitoring/ observation | Observing others | Direct | Direct inquiry | Modify work environment | Changing work procedures |
| | Observing situational cues | | Seeking feedback | | Redefining job |
| Attending | Training, induction events | Indirect | Questioning third parties | | Delegating responsibilities |
| Reading | Internal and external media provided | | Indirect questions[b] | Experimentation | Experimenting/trial and error |
| Following | Being guided by other's expectations | | Disguising conversations | | Copying a role model |
| Leaning on | Using support offered | | Talking | Personal effort | Working longer hours |
| | | Negotiation | Negotiating job changes | | Showcasing/advocating own abilities |
| | | | Exchanging resources | | Information giving |
| | | | Testing limits | | Volunteering |
| | | Relationships | Relationship building | | Matching work to skills[c] |
| | | | Networking | Cognitive | Positive framing |
| | | | General socializing | | Rationalization |
| | | | Developing friendships | | Reflection and synthesis |
| | | | Seeking social support | Physiological | Palliation (e.g., smoking) |
| | | | Participating as a team member | | |
| | | Flattering | Making other's feel good | | |

*Figure 6.* Newcomer adjustment tactic categories table. Adapted from "Influences on Newcomers' Adjustment Tactic Use," by H. D. Cooper-Thomas and M. G. Wilson, 2011. *International Journal of Selection and Assessment*, 19, P. 391, Copyright 2015 by John Wiley and Sons. Reprinted with permission.

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Based on Cooper-Thomas and Wilson's categorization of newcomer adjustment tactics, the researcher connected nine of the 11 most recurring themes from the open-ended comments to the three board categories (i.e., opportunistic, shared, and self-determined tactics). Figure 7 shows the links between the NATC and the 11 themes with examples of each theme. Overall, the researcher was able to categorize four emerging themes, such as observing and using support offered, as opportunistic tactics; three emerging themes, such as networking and relationship building, as shared tactics; and two emerging themes, such as stress management, as self-determined tactics. However, the researcher found no evidence to link mentoring and nonspecific strategies to any of the three tactic categories.

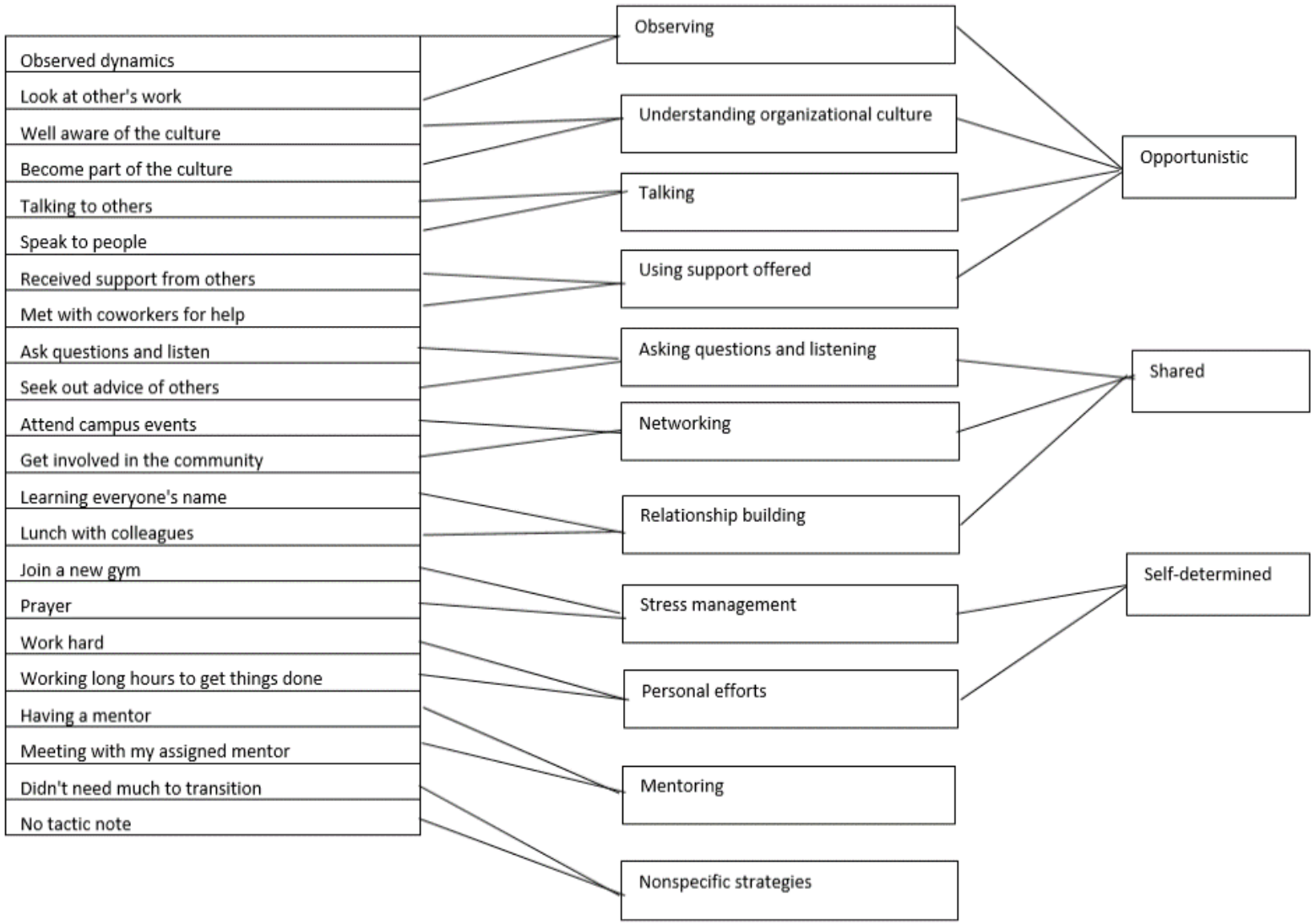


*Figure 7.* Links between 11 emerging themes and newcomer adjustment tactic categories.

Although the researcher was not able to match mentoring with the framework of Cooper-Thomas and Wilson's (2011) NACT, this does not negate the effectiveness of mentoring as a strategy to help new faculty hires integrate in their respective college communities. In fact, the participating professors in the present study reported that mentoring was the fourth most common strategy they utilized during their transition period. Cawyer, Simonds, and Davis (2002) note that a mentoring program not only can provide the opportunities to enhance the bonding between the junior and senior faculty members but also helps "a new faculty member adjust and adapt to life in the professoriate" (p. 225). In a quantitative study investigating the contributing factors and the outcomes of learning in the context of mentoring relationships, Lankau and Scandura (2002) found a significant relationship between mentoring functions and personal learning. In her seminal paper, *A Model for Mentoring University Faculty*, Lumpkin (2011) provided a detailed discussion on the benefits and practical guidelines for building a mentoring program in higher education. In addition, Lumpkin made this insightful remark:

> Mentoring contributes to a more collegial culture in the academy through interpersonal relationships based on trust and respect and to the professional growth and career development in both protégés and mentor. . . . Incorporating mentoring into the fabric of an academic unit and institution is an important investment in people, and is congruent with and integral to higher education as a learning community. (pp. 366–367)

The finding of the present study regarding mentoring as an adjustment tactic is supported by Caeyer et al.'s, Lankau and Scandura's, and Lumpkin's research studies. Mentoring can be an important strategy to help new faculty hires perform well during their integration into the HEI.

As with the strategy of mentoring, NATC did not provide any guidance or direction for classifying the open-ended comments from the participating professors who did not recall using any specific strategies during their transition periods. Comments such as, "Didn't need much to

transition," did not fit into any of Cooper-Thomas and Wilson's (2011) categories. These responses could be related to the individual participant's personality or institutional factors that helped facilitate the successful transition of the new faculty hires. A more in-depth investigation on this area could provide insight in how faculty perceive what type of tactics they used to help their transition.

**Limitations**

As with all studies, the present study has several limitations. First, the quantitative research study did not investigate all possible factors that contribute to the success of new faculty transitioning in higher education institutions. Second, the study solely relied on the voluntary responses of the participating professors who chose to complete the online NFTLO Questionnaire. Therefore, interpretation for each respondent of terms, such as support and success, was subject to individual perception which could affect the results of the analysis. The third limitation involved participants' fear of retribution for their responses, especially in smaller close-knit private colleges. In order to enhance the honesty and truthfulness of responses, the researcher explicitly stated the importance of confidentiality and anonymity in the consent form.

**Internal and External Validity Threats**

Internal threats to validity included history, maturation, testing, instrumentation, statistical regression, selection biases, experimental mortality, and selection-maturation interaction (Krysik, 2018). For example, the participant self-selection process might be subject to biases, which might consequently affect the objectivity of the result findings. In consideration of this potential threat to the internal validity of the study, the researcher planned to send emails to all accessible assistant professors employed by the members of NWCCU who identify themselves as 4-year, private, nonprofit colleges and universities. In addition, the researcher did not include his current institution in this study to avoid any conflict of interest. The implementation of these strategies

helped the researcher minimize the potential threat of selection biases. Instrumentation could also be another source of threat to internal validity, the researcher used established and existing surveys with solid evidence of reliability and validity to measure the main constructs and related variables. This also helped the researcher to minimize the potential threat of instrumentation to the internal validity of the study.

Regarding the threats to external validity, since the researcher utilized an ex post facto research design with a convenience sampling approach, the lack of manipulation of variables, and the possibility of non-representativeness of sample population could limit the generalizability of the result findings.

**Implications of the Results for Practice, Policy, and Theory**

The implications of the present study's results can influence practice and policy. For practice, it is necessary for the administrators and human resources staff see the importance of cultivating the traits of LO in the HEI's structure and climate. The findings of this study have shown that HEIs exhibiting LOT significantly affect the transition success of new faculty hires. During the orientation, the administrators and human resources staff need to explicitly show the new faculty how their HEI exhibits the LOT (i.e., personal mastery, mental models, team learning, and systems thinking) via the three building blocks of LO (i.e., a supportive learning environment, concrete learning process and practices, and leaderships that reinforce learning). Also, the institution must intentionally provide the new faculty hires with opportunities to offer feedback and perform self-reflection routinely during the transitioning period. Feedback and self-reflection are crucial components of implementing the LO model in a HEI. As a result, the LO model can be incorporated at all levels of practices and across the institution. As to policy, policy makers, such as the board of regents, could develop appropriate policies to ensure that the implementation of the LO model is part of the HEI's strategic plan and is sustained with adequate funding.

In his book connecting the theory of LO to the field of education, *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*, Senge (2012) makes a profound remark regarding the importance of establishing a LO in all education settings, including HEIs:

> Learning takes place when new skills and capabilities (such as skills in productive conversation or systems thinking), new awareness and sensibilities (awareness of our aspirations, current reality, and mental models), and new attitudes and beliefs (values and assumptions about the world) reinforce each other. . . . Thus, we need to construct a shared environment, designed to help these changes occur readily and naturally. This is not unlike the building of a school itself: a place where learning is fostered. However, we're not putting a physical building together; we're building the organizational elements that foster learning throughout the system. (pp. 71–73)

When new faculty members perceived a high LOT in their HEI, they are more likely to achieve better outcomes in terms of performance, engagement, and work-life balance. Consequently, retention of these new faculty hires will be improved by such shared learning environment.

**Recommendations for Further Research**

Based on the results of the present study, the researcher believes that more work could be built on, extended, strengthened, or modified to generate new insights and provide opportunities for additional research, inquiry, and learning; the researcher recommends the following:

1. One of the potential limitations of the present study could be that the researcher used only full-time professors in the data analysis, and some of the participating professors needed to recall their memories from previous years. It would be valuable to just look at new faculty hires who are still in transitioning.

2. Conduct a qualitative study to further explore the rationale, experiences, and specific reasons for selecting the adjustment strategies, especially the two emerging themes (mentoring and nonspecific strategies) that were not connected to the Cooper-Thomas and Wilson's (2011) NATC framework. A more in-depth understanding of these newly identified themes could provide insight in understanding this newly identified area of interest.
3. Increase the sample size to allow a more comprehensive analysis of the interaction effect of other possible moderating and mediating variables (i.e., employment status, age, experience, and diversity).
4. Determine if there is any difference between on-ground and online HEIs regarding the relationships between LOT and perceptions of new faculty hires' transition success.
5. Use a more culturally-sensitive and robust personality measurement tool to further examine the effect of personality type on the relationships between LOT and new faculty hires' perceptions of transition success.

**Conclusion**

In general, higher education as an institution of learning is positioned to implement integrative learning-oriented approaches at all levels of institution processes, including the transitioning of new faculty hires. Professional success as a faculty member may begin at the orientation, which is a critical phase of transition. However, there is evidence that higher education institutions vary in the degree to which they adhere to the characteristics of learning organizations (Ali, 2012; Ortenblad, & Koris, 2014; Perlipecan & Bejinaru, 2016). That higher education institutions with learning organization traits are more likely to help facilitate the transition success of the newly hired faculty is supported by the results of the present study.

According to Desta (2009), systems perspective considers a social system, such as a higher education institution, and deals with four key functional aspects, including adaptation, goal attainment, integration, and equilibrium; yet such systems are complex and continuously evolving. Senge (1990) extended systems thinking to the understanding of organizational behavior in terms of learning organizations. Thus, systems thinking enables individual members to actively engage with each other while connecting with the bigger picture via collective learning and ongoing reflection.

Higher education institutions exist to promote knowledge acquisition through teaching and research, however, this does not automatically qualify a university as a learning organization. Both Profelt (2006) and Garvin (2000) contend that higher education institutions need to exhibit the traits of a learning organization in order to call themselves a learning organization. Higher education institutions that focus on learning must have explicit values, visions, and goals (Kanten, Kanten, & Gurlek, 2015). Further, Kanten, Katen, and Gurlek (2015) suggest learning organizations use ongoing learning activities to develop a climate which promotes both individual and organizational learning. According to Kanten et. al., traits of learning organizations include a positive impact on organizational performance and individuals' attitudes and behaviors. Similarly, Garvin (2000) perceives a learning organization as "an organization skilled at creating, acquiring, interpreting, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights" (p. 11); additionally, Senge (2006) defines it as an environment in which "people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 3). Higher education institutions with learning organization traits will provide a shared environment for their members to learn and grow.

Successful transitioning also involves individual factors. Bandura (1977) talks about the continuous reciprocal interaction between cognitive, behavioral, and environmental determinants. McLeod (2016) adds the importance of observational learning. According to social learning theory, the newly hired faculty member will adjust and monitor his or her behavior based on what the individual is seeing and experiencing in the work environment as part of organizational socialization. Consistent with the open-ended comments from the present study, asking questions and listening, observing, and mentoring were also critical factors. Van Maanen and Schein (1979) discuss the important role that organizational socialization plays in the transition of new hires. Batistic and Kase (2015) also note the importance of self-determination or taking ownership of one's own learning during transitions. The new faculty hires in higher education institutions often encounter similar challenges while transitioning into the institution's culture.

When a newly hired individual enters an unfamiliar work setting, he or she will most likely experience uncertainty, stress, and discomfort in the new environment. Cooper-Thomas and Wilson (2011) point out that "being a new employee at an organization necessarily means that one is novice in some domains relevant to the new work role" (p. 1). Moreover, new faculty hires may use different adjustment tactics (i.e., opportunistic, shared, and self-determined), which may involve observation, negotiation, relationship building, and experimentation (Cooper-Thomas & Wilson, 2011; Cooper-Thomas, Anderson, & Cash, 2012; Cooper-Thomas, Paterson, Stadler, & Saks, 2014). The effectiveness of personal adjustment strategies may be affected by the new faculty member's individual factors (i.e., gender, ethnicity, and personality), the institutional culture and environment, as well as the academic disciplines of the new faculty hires. However, the present study found no interaction effect of these factors on the relationship between higher education institutions with learning organization traits and the perceived success of the new faculty transition.

The present study found a positive relationship between higher education institutions with high learning organization traits and the new faculty hires' transition success but did not find the interaction effect of academic disciplines, gender and ethnicity, and personality type on the relationship between the higher education institutions exhibit learning organization traits and the new hires' transition success. Regarding the adjustment tactics used during transition, the researcher linked nine of the 11 most common recurring themes from the participants' comments regarding their adjustment strategies to the Cooper-Thomas and Wilson's (2011) newcomer adjustment tactics framework. The final two themes, mentoring and nonspecific strategies, identified in the present study were not covered by their framework. The findings show that, to help individuals effectively transition, leaders need to ensure their higher education institutions have protocols and policy that enable the use of those strategies during transition. In conclusion, as shown in Appendix E, higher education institutions exhibiting high learning organization traits are more likely to facilitate the successful transitions of new faculty hires, which increases employee satisfaction, performance, and retention, and thus, potentially decreasing the costs associated with employee turnover.

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## Appendix A: New Faculty Transition in Learning Organization (NFTLO) Questionnaire

Consent Form:

This survey has been approved by the Institution Review Board of Concordia University–Portland. Your participation in this survey is voluntary. Please feel free to withdraw your participation from this survey at any time.

Information that you provide will help me and you to assess the effectiveness of your learning organization to integrate faculty hires.

There are no risks to participating in this study. Information received through this survey will be kept in a secure location which is electronically encrypted. The data from the survey will be kept private at all times. After 3 years all the information received through this survey will be destroyed.

If you have questions regarding the survey or this research project in general, please contact the principal investigator, Sik Yin Chan, at [email redacted]. If you have any questions concerning your rights as a research participant, please contact IRB Director of Concordia University-Portland, Dr. OraLee Branch at obranch@cu-portland.edu.

Thank you for your willingness to contribute to the survey data for this research study.

If you wish to participate in this survey, please click the arrow on the right.

Part 1: Demographic Information

---

Choose the best category of your discipline

- ○ Arts (e.g. History, Literature, Music, etc.)
- ○ Sciences (e.g. Biology, Chemistry, Physics, etc.)
- ○ Professionals (e.g. Nursing, Social Work, Education, etc.)

---

Gender

- ○ Male
- ○ Female
- ○ Other

---

Ethnicity

- ○ White
- ○ Black or African American
- ○ American Indian or Alaska Native
- ○ Asian
- ○ Native Hawaiian or Pacific Islander
- ○ Other

---

Faculty Rank: How long have you been a full-time faculty at your current institution?

- ○ Assistant Professor (1-3 years)
- ○ Assistant Professor (4+ years)
- ○ Associate Professor (1-3 years)
- ○ Associate Professor (4+ years)
- ○ Professor (1-3 years)
- ○ Professor (4+ years)

---

Part 2: For the next four items which are based on Myers-Briggs Personality Survey, you will be given a pair of descriptors. Choose the set that best describe yourself.

---

Of the two set of descriptors E and I, choose one that best describes you:

- ○ Extraverts = E are generally sociable; focused on the outer world; get energy by spending time with others; talk a lot & start conversations; speak first, then think; are quick to take action; have many friends & many interests
- ○ Introverts = I are generally quiet; are focused on their inner world; get energy by spending time alone; mostly listen & wait for others to talk first; think first, then speak; are slow to take action; have a few deep friendships & refined interests

---

Of the two set of descriptors S and N, choose one that best describes you:

- ○ Sensors = S have finely-tuned five senses; pay attention to the details; focus on what is real (in the present); think in concrete terms; like practical things; like to do (make); are accurate and observant; prefer to do things the established way
- ○ iNtuitives = N use their “sixth sense”; see the “big picture”; focus on what is; possible (in the future); think in abstract terms; like theories; like to dream (design); are creative and imaginative; prefer to try out new ideas

Of the two set of descriptors T and F, choose one that best describes you:

○ Thinkers = T mostly use their head; make decisions based on logic; are more interested in things & ideas; treat everybody the same; (emphasizing fairness); are more scientific in describing the world

○ Feelers = F mostly use their heart; make decisions based on their values; are more interested in people & emotions; treat people according to their situation (emphasizing compassion); are more poetic in describing the world

Of the two set of descriptors J and P, choose one that best describes you:

○ Judgers = J are organized and structured; make plans in advance; keep to the plan; like to be in control of their life; want to finalize decisions

○ Perceivers = P are casual and relaxed; prefer to “go with the flow”; are able to change and adapt quickly; like to simply let life happen; want to find more information

Part 3: The focus is on the nature of Learning Organizations (LOS). Choose the response that best describes the perception of your LOS **(the institution where you are currently working)**

In this institution, people value new ideas.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Differences in opinions are welcomed in this institution.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

In this institution, people are open to alternative ways of getting work done.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

People in this institution are eager to share information about what doesn't work as well as to share information about what does work.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

This institution engages in productive conflict and debate during discussions.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

In this institution, we frequently identify and discuss underlying assumptions that might affect key decision.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

If you made a mistake in this institution, it is often held against you.

| Highly inaccurate | | | | | | Highly accurate |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

My supervisor(s) establish(es) forums for and provide(s) time and resources for identifying problems and organizational challenges.

| Never | | | | Always |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

My supervisor(s) establish(es) forums for and provide(s) time and resources for reflecting and improving on past performance.

Never Always

1 2 3 4 5

---

My supervisor(s) listen(s) attentively.

Never Always

1 2 3 4 5

---

My supervisor(s) invite(s) input from others in discussions.

Never Always

1 2 3 4 5

---

This institution experiments frequently with new educational products/services offerings.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution experiments frequently with new ways of working.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution frequently employs pilot projects or simulations when trying out new ideas.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution has a formal process for conducting and evaluating experiments or new ideas.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

Experienced employees in this institution receive training when shifting to a new position.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

Experienced employees in this institution receive training when new initiatives are launched.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

Newly hired employees in this institution receive adequate training.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution has forums for meeting with and learning from: Experts from outside the organization.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution has forums for meeting with and learning from: Experts from other departments/teams/divisions.

Highly inaccurate Highly accurate

0 1 2 4 5 6 7

---

This institution has forums for meeting and learning from: Students.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution regularly conducts a post-accreditation review, after-action reviews, and debriefings.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

There is simply no time for reflection in this institution.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

In this institution, people are too busy to invest time in improvement.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution frequently compares its performance with: Best-in-class organizations.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution frequently compares its performance with: Other similar institutions.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

This institution consistently collects information on technological trends.

Highly inaccurate Highly accurate

1 2 3 4 5 6 7

---

Part 4: The focus is on the nature of Faculty Transition Success (FTS). Choose the response that best describes the perception of your transition into the institution **(where you are currently working)**

---

I have come to understand what the expectations are for me.

Strongly disagree Strongly agree

1 2 3 4 5

---

I am not really sure what I need to do to get tenure or contract renewal.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have a desire for more clarity on what success at work means for me.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have developed an innate sense for how well I am doing at work.

Strongly disagree Strongly agree

1 2 3 4 5

---

My department is very supportive.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have found dealing with the politics of my department stressful.

Strongly disagree Strongly agree

1 2 3 4 5

---

There is someone in my department who I can ask for advice and guidance.

Strongly disagree Strongly agree

1 2 3 4 5

---

At times I have wondered who I can trust in my department.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have found it challenging to work with other faculty in my department.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have been able to balance my teaching, research, and service work.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have difficulty establishing a routine at work.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have figured out how to efficiently use my time when at work.

Strongly disagree Strongly agree

1 2 3 4 5

---

Attempts to follow a scheduled work plan often fail.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have found it difficult to manage my time at work.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have been able to balance my work and home/personal life.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have found time to have fun outside of work.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have often felt like my job is my life.

Strongly disagree Strongly agree

1 2 3 4 5

---

I have been able to live a healthy lifestyle while working at this job.

Strongly disagree Strongly agree

1 2 3 4 5

---

At times I have compromised my health for my work.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

I feel that the community is a good fit for me.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

I have had hard time developing a sense of 'home' in the community where my job is based.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

I like the location of my job.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

I feel like I am living too far away from family and friends.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

The weather where my job is has a negative impact on how much I like it.

| Strongly disagree | | | | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

---

Think back to when you were a newcomer, what adjustment tactic(s) did you use to help transition into your college community? (Briefly describe).

_____

_____

_____

_____

_____

## Appendix B: Email Invitation to Targeted Participants

Subject line: Faculty Integration Survey: Your Response Is Valuable

Dear Colleague,

My name is Sik Yin Chan and I am working on my doctoral research at Concordia University–Portland. I am investigating the relationship between learning organization characteristics of a university and the experience of new hires as they transition(ed) into their new faculty positions.

As a faculty member, you have had the experience of transitioning into a new faculty position, and so your perception is valuable to my study. I would like to invite you to participate in an anonymous online survey, which should take approximately 10 minutes or less to complete. The survey will remain open until October 15.

**Please click on the link below to access the survey. This opens up to the consent form, which also requires a click to consent and then you begin the actual survey.**

Thank you for your thoughtful consideration and participation in my study.

Sik Yin Chan
Ed.D. Candidate
Doctorate of Education, Concordia University–Portland
[email redacted]

**Follow this link to the Survey:**
[survey link redacted]

Or copy and paste the URL below into your internet browser:
[survey link redacted]

Follow the link to opt out of future emails:
[survey link redacted]

## Appendix C: **The 16 MBTI® Types**

ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty.

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ

Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP

Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

INTP

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

ESTP

Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

ESFP

Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

ENFP

Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP

Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ESTJ

Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

ESFJ

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

ENFJ

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ

Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Excerpted from Introduction to Type® by Isabel Briggs Myers published by The Myers-Briggs Company. Used with permission.

Source: Myers & Briggs Foundation, 2003, the 16 MBTI types

## Appendix D: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

> **Statement of academic integrity.**
>
> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.
>
> **Explanations:**
>
> ***What does "fraudulent" mean?***
>
> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.
>
> ***What is "unauthorized" assistance?***
>
> "Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:
>
> - Use of unauthorized notes or another's work during an online test
> - Use of unauthorized notes or personal assistance in an online exam setting
> - Inappropriate collaboration in preparation and/or completion of a project
> - Unauthorized solicitation of professional resources for the completion of the work.

## Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*

*Sik Yin Chan*

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Digital Signature

Sik Yin Chan

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Name (Typed)

March 2, 2019

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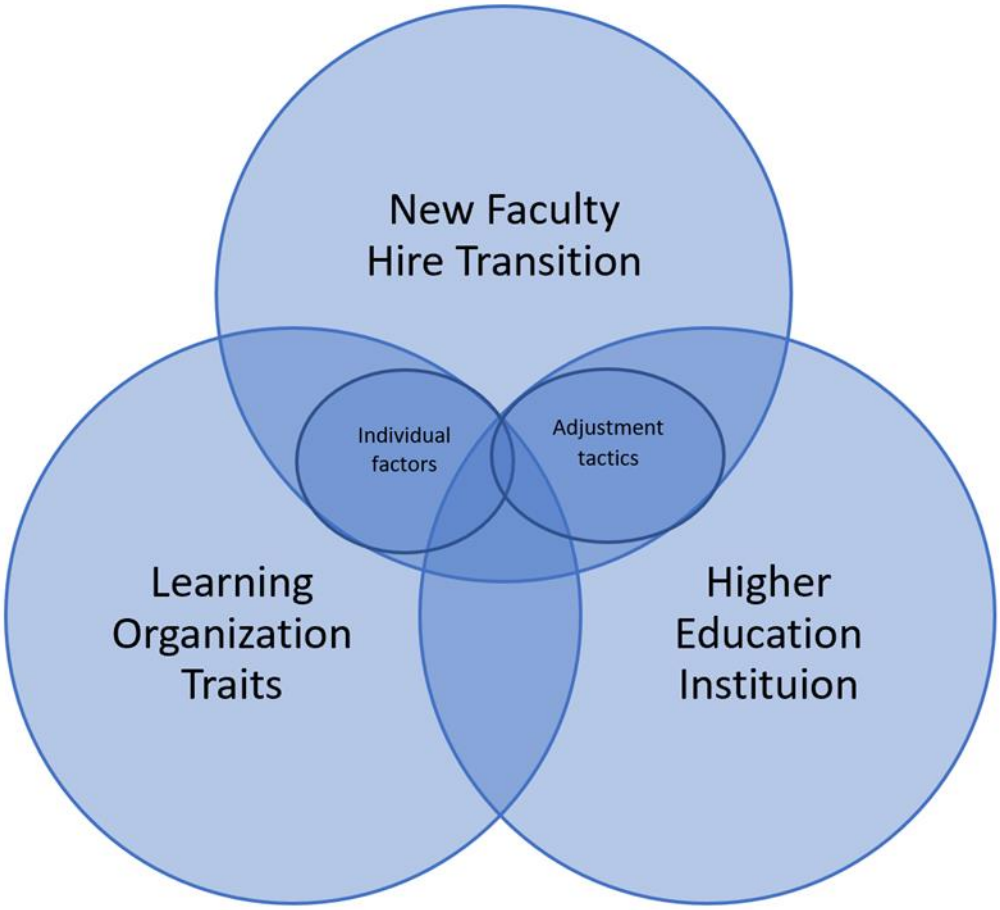
Date

## Appendix E: Revised Conceptual Framework




*Note.* Revised conceptual framework. The effect of HEI with LOT on new faculty hires' transition with respect to individual factors and newcomer adjustment tactics.