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A multiple case study of continuing education organizations using cognitive mapping: Toward the design of a syncretic mid-range theory of third sector learning organizations

Catana, Suzanne Winbauer, Ph.D.

The Ohio State University, 1993
A MULTIPLE CASE STUDY OF
CONTINUING EDUCATION ORGANIZATIONS
USING COGNITIVE MAPPING: TOWARD THE DESIGN OF A SYNCRETIC
MID-RANGE THEORY OF THIRD SECTOR LEARNING ORGANIZATIONS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University
By
Suzanne Winbauer Catana, B.A., M.S.

* * * * *
The Ohio State University
1993

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To Kelli Sue and Thomas Alois
ACKNOWLEDGEMENTS

The encouragement to begin doctoral study and his thoughtful commentary on my early inquiries were gifts from Tony Catana that started me on this journey. He would have been proud. My parents, Hans and Fran Winbauer, provided an environment in which I learned to accept life as challenge and opportunity; I thank them for their love and the experiences of my youth which have given me courage and strength. My children, Kelli Sue and Tom have suffered the burdens of doctoral study with understanding. I will forever be indebted to them for their smiles, laughter, patience and for their enduring resilience.

My friends of two inquiry groups, the Maniacs and AdVenture Group and the graduate students of strategic leadership have given me the space to unlearn and explore collaborative inquiry in our searches for selves and connection with others. Jenny Young, Karen Bowling, Lee Frost-kumpf, and Jan Janis I thank for their nurturing, their willingness to engage in the process of my learning and for just being there. Lance Kramer gave me personal and professional support and the opportunity to pursue my degree within bureaucratic constraints.

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My colleagues who contributed their thoughts and ideas in the pilot phase of the research were extraordinarily helpful in the design of the survey instruments and giving me the space and time for practicing my inquiry skills. Friends and colleagues of the University Office of Continuing Education have been supportive and gracious as I engaged in writing this dissertation. I hope they find the result of their contribution useful.

The chief administrative officers and staffs of the continuing education organizations who participated in the preliminary and case studies, I thank for their courage and graciousness in taking the risk of engaging in self-inquiry. Their hospitality and individual openness to the project enabled the research process and empowered me as a professional. The results of this inquiry are most intended for the wonderful people like them who live and work in service of lifelong learners in the shadows of our institutions of higher education.

My committee has been the source of energy to sustain the effort, in both challenge and support to me as I searched for self in completing the pages that follow. Who they have been with me as human beings is acknowledged in the following verses. I thank them each for making a difference in my life. Their gifts are what the professorate is all about.
A special thanks to Heyokananda who kept life interesting, created my learning environment, kept the shape of safe spaces, and was the catalyst for my laughter and continuous learning. His presence moved my heart and soul to the infinite space of love and happiness. I am humbled in honoring the mystery of his being and forever enriched by the sound of his voice, the vibration of his energy, the spirit of his smile, and the light in his eyes. His essence endures in eternity in moments when we become each more than ourselves in the other. As the light within radiates with laughter, I am surrendered to him in love and understanding of the true experience and fullness of life.
PROFESSOR ROBERT SILVERMAN

"Would that his shields be cast aside to reveal forever the beauty that lies beneath. He is tough love personified."

WISE MAN ON THE MOUNTAIN

How do I say thank you for the gifts you have given me?
You helped me open the envelop
in which my message was encased.
I explored and discovered with your urging,
words that could express hidden feelings,
guarded thoughts, and shadowed meanings.
Through all the smoke and mirrors,
you sustained and nourished that which was inside.
Your persistence and faith in knowing that value would be found, summoned the courage in me
to continue through the darkest of times.
You were there, you listened,
you heard, you understood,
you prodded, poked, coached and guided.
You reached out to me in your despair,
and I was touched.
Your shield became a transparent shell
through which your essence shone.
A fleeting glance of the you inside,
I never would have known.
The gift you gave was in your challenge
to do and be more.
You tried my patience, pushed my buttons,
you were critical and enjoyed testing me.
Out of my failures came the self I had lost long ago.
This was the biggest lesson of all.
You sat on the mountain top with expectations
that I should climb.
Thank you for that, it became my mountain,
my steps, and my personal victory.
Your spirit held me in gentle hands
lest I hurt myself
as I stumbled and meandered up the slope.
I reached the crest,
to consider the meaning of the journey,
a survivor of the struggle.
Another mountain, another day,
perhaps my spirit will be one you choose
to be with you along a path
that is easier traveled with a friend than one alone.
Thank you, wise man of the mountain,
for helping me reach beyond
and for all you've done in guiding me.
PROFESSOR BRAD MITCHELL

"His gift is given by his presence in my world."

WARRIOR OF THE DRUM SONG

As you walk in this world of reality,
Your heart, as large as the universe,
knows no bounds.

You break free in mind and spirit to sing and dance,
and drive your lance of hope, compassion, and caring into
the hearts of your beloved.

Trapped in this place and this time,
your hand extended in helpful expression
at times finds not the other to embrace.
Through it all your song is one of hope,
your dance is an encounter with one's soul.

You brought to me your gift with
words that spin and weave in lilting tones,
with a resonance that's all your own.

Your moonbeam sends refreshing light
to the world.

I have caught the sound of your laughter as it rides
the winds of the past to sacred places.

Your shield carries tokens and images
of who you are in this earthly world.

In your heart you carry the spirit
and tears of your heritage.

The seventh generation will feel the whisper
of your breath and hear the beat of your drum.

In the here and now, your spirit is present,
Touching us all with the wonder of you.

Your intensity and passion brought to this passage
a lightness of spirit, a wholesomeness of being,
and a playfulness to my quest.

Thank you for your heart,
your soul and your song

that have helped me solve my mystery and
find my way through the dark forest
to the warm light of understanding,
to sing and dance
to the beat of my own drum.
PROFESSOR ROBERT BACKOFF

"His essence is love bubbling up through boxes of reality in service of humanity."

SAGE WITH DANCING SHOES

You are a way of being in moments crystal clear, and in others no form the eye can see, perhaps so we may each day a new person be. The journey on this path, void of grace and flow, if the yous I had not gnoen. Bliss, you say, with both feet on the ground.
The suffering ego is us if inner wisdom is not found.
Your journey of discovery has led the way for others to leave the recesses of their minds to locate in their hearts the space beyond time. An observer confronting our shadows and reaching the inner voices of intuition joined together in a web of understanding and compassion.

When the sun hides behind gray clouds, our heart's suns shine with their brilliant light, to show the beauty and radiance that is our expression.
You showed me windows to my inner self in mirrors reflecting the seeds of truth I held inside, enlightened to unfold my becoming and being, fully present in the world. Your dance of hope spins those who hear your message and follow your intricate steps. I am grateful for your gifts and helpless in return to express in mere words, the difference you have made. Perhaps the love that's in your dance for all the world to see, is mirrored back to you, in eyes reflecting in a glance, the glow of your life energy.
VITA


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CHAPTER I
INTRODUCTION

In this chapter, continuing education organizations are introduced as the domain of inquiry for this study. The chapter contains a statement of the research problem, the context of the study, research design, research questions, researcher assumptions, theoretical frameworks, and the methodological frameworks in using ethnography, cognitive mapping and theory design.

Statement of Research Problem

This inquiry was designed to explore understandings that members of continuing education organizations have about foundational, interaction, decision making, structural, and action patterns. Discovering, interpreting, and making explicit these patterns and their relationships, as understood by participants, provides information about the nature of this type of organization in the postindustrial era.

The patterns identified through case studies are framed in five interrelated organizational concepts that are common ways of separating properties of organizations. The concepts of mission, culture, leadership, strategy, and
performance provide a framework from which the researcher:

1) organized her personal experience in coherent patterns;
2) reviewed the organizational theory literature;
3) focused the inquiry with practitioners as co-inquirers into the nature of continuing education organizations;
4) presents and discusses the findings of the research; and,
5) constructed a mid-range theory of continuing education organizations.

As these views, practices, data, interpretations, and comparisons of patterns were reflected against existing models and typologies of organizations, a new model and typology for success in postindustrial continuing education organizations emerged. The aim of the inquiry was to connect disparate sources of information in a frame that has meaning for each of the source communities and myself as a researcher and practitioner. The inquiry was intended to determine: 1) what are the patterns of continuing education organizations; 2) how do these patterns come into being; 3) what are the primary qualities of the patterns; and, 4) how do the patterns change over time. Data was be collected at three levels: 1) individual, 2) organizational, 3) interorganizational.
The determination of patterns was made by 1) identifying the understandings of patterns by organizational members, institutional and external environment stakeholders; 2) identifying common and disparate qualities and patterns by examining different continuing education organizations; 3) interpreting understandings and qualities of patterns to suggest common and disparate forms of foundation, structure, interaction, decision making, and action. The outcome of the inquiry was the development of a theoretical framework for understanding continuing education organizations.

Context of the Research

In institutions of higher education, continuing education units are typically charged with contributing to the outreach, extension, or public service mission of linking resources of the institution to external publics. External publics are identified as those which do not fit institutionally-determined characteristics of the fully matriculated undergraduate or graduate student. The external publics being served channel through continuing education organizations to access the resources of the institution. Institutions of higher education channel through continuing education organizations for access to the resources of these external publics. For the continuing education organization, the institution and the publics served are distinct external environments with which interaction occurs.
interdependently, independently, and dependently as suggested in the following figure.

![Diagram showing environmental relationships]

The role played by these units is interactive in that there is an exchange of resources of information, funds, technology, personnel, facilities, certifications, and other goods or services between the unit and these two environments. Interaction between the higher education institution and its external environment is negotiated through mediation by the continuing education unit. The role is additionally one of relationship building between the continuing education unit and external publics, the continuing education unit and the higher education institution, and between the external publics and the higher education institution as
facilitated by the continuing education unit. The continuing education units of higher education simultaneously respond to, adapt to, and interpret between institutions of higher education and their environments and design and constitute products, services, markets and meanings in the process of negotiating relationships between its parent institution and the external environment. This inquiry was directed at distinguishing a form of organization that expresses the qualities specific to continuing education organizations that are sub-units of institutions of higher education. These organizations serve the needs of multiple sets of stakeholders and are not historically embedded as the core technology of the parent organization.

This inquiry, in discovering the qualities that give meaning to continuing education organizations, focused most heavily in the concluding theory on the organization - environment interaction aspect of the typology. It is from finding, understanding, creating and maintaining these relationships in space and over time that the uniqueness of continuing education organizations emerges, patterns are developed, and evolution occurs.

Research Design

The research design was intended to allow the exploration of the underlying culture(s), mission(s), leadership(s), strategic dynamic(s), and performance, qualities of
organizations providing continuing higher education programs and services. The specific outcome of the research design was to articulate a theory of continuing education organizations, inducted from the case study analyses. The focus of the inquiry with the case members included communication patterns, action patterns, and relationship patterns which are assumed to be evolutionary. The study resulted in a mid-range theory which provides a view of organizing, acting and communicating at the individual, collective and inter-organizational levels. The methodology used included qualitative, quantitative and interpretive techniques to synthesize the varying dimensions of continuing education organizations as perceived and explained by participants and interpreted by the researcher. The result of the dissertation is a syncretic framework (Polkinghorne, 1983) which integrates constructs drawn from different domains of understanding to provide an alternative view of modes and processes of organizing for the postindustrial era.

As these views and interpretations of patterns are reflected against existing ideal type organizational forms and distinct typologies, new images, definitions, and characteristics were constructed. The task of the inquiry was not to verify the "truth" of the characteristics, maps and patterns held by the researcher, discussed in the literature, or exposed by the subjects of the inquiry. The aim of the inquiry was to employ myself as an instrument to connect
these sources of information in a frame that has meaning for each of the source communities and myself as a practitioner that reflects the current nature of these organizations in a postindustrial era. The following questions and assumptions guided the research data collection and analysis process.

**Research Questions**

The following are the specific questions that were addressed as the inquiry unfolded:

1. What are the multivariate characteristics of mission, culture, leadership, strategies, and performance in third sector, hybrid organizations of continuing education in institutions of higher education?

2. What characteristics, if any, are common between continuing education organizations, and what characteristics are variable or contingent on specific circumstances?

3. What evolutionary processes and stages of development are or become retrospectively, currently and futuristically apparent to members and external affiliates as these organizations age?

4. What impact do conditions of flux of the postindustrial era have on understandings of "public service," a core value, for institutions of higher education being served by organizations of
continuing education?

5. What relationships, if any, are perceived to exist or are created between dimensions of mission, leadership, strategies, culture and performance?

6. What are the methods and contents of communication which translate understandings and enable transactions between individual, organizational, and inter-organizational levels in continuing education organizations?

7. What metaphors are in use in continuing education organizations?

8. What are the stocks of knowledge and wisdom that are being accumulated in continuing education organizations?

9. What opportunities for understanding do continuing education organizations present for their parent organizations or for other service organizations?

**Research Assumptions**

The following are the assumptions which are researcher understandings and which form the basis of the orientation that was used in the inquiry:

1. Units historically charged with providing public service and outreach for institutions of higher education are repositories for skills, aptitudes, stocks of knowledge and ways of making meaning
that are multivariate and are useful in meeting expectations and making accomplishments in high technology, information-based, turbulent, uncertain and scarce resource environments.

2. Metaphors that express valuing of linkage, reciprocity, mutuality, collaboration, cooperation, ethical intentions, learning, paradox, wholeness and other(s) regarding service are more common in continuing education organizations than metaphors which express valuing of separateness, individuality, domain protection, competition, self-serving, self-regarding, and commonality; however both sets will be evident.

3. Units historically charged with public service and outreach missions have undergone fundamental alteration in their orientation from a) a public entity to an entity that is both public and private or can be classified as a third sector/hybrid form of organization; b) a politically driven activity to a politically, market, and ethically driven activity; c) an entity serving the general public in general educational programs and services to an entity serving the general public and the interests of organizations; d) an entity responding to the outreach requests of individual faculty to an entity responding to faculty, self and
administrative goals; e) patriarchal leadership to collegial leadership.

4. Public service through continuing education programming and services, for institutions of higher education in the postindustrial era, is defined internally and externally by stakeholders in terms of mutual responsibility, accountability, and reciprocity.

5. Ashby's Law of Requisite Variety and concurrent competing, cooperating, cohesive, corresponding and co-existing values and orientations are evident in the qualities and patterns of connection between mission, culture, strategy, leadership and performance; and in the interactions and communications between individuals, organizations, and organizational networks of continuing education organizations.

8. Organizations charged with public service and outreach through continuing education programming and services in postindustrial higher education institutions, have established expertise in the use of technologies which integrate diversity.

9. A syncretic (melding) thesis of cognitive, foundational, developmental, leadership, strategic, cultural, and performance constructs provides an opportunity to raise the awareness of higher
education and continuing education administrators to the potential for improving and developing interactions with their environments through modeling that uses explicit competing and cooperating, self and other, internal and external, converging and diverging, and unifying and differentiating orientations.

10. As historic boundaries between public and private; educational, business, and social and governmental organizations become increasingly difficult to identify; as resources become more finite; as social dilemmas require diverse resources to solve, continual learning, information sharing, mediating between differences, and inter-organizational collaboration will become increasingly important factors in meeting individual and organizational expectations and accomplishing goals in all domains of social institutions.

**Theoretical Frameworks**

Theoretical models and typologies of complex organizations that employ multi-dimensional frameworks for viewing organizations may be extended, as continuing education organizations are interpreted from a postmodern, evolutionary perspective. Among the models that were considered in the analysis of continuing education organizations in this

Typological constructs from which continuing education organizations were viewed included Bozeman's (1991) hybrid organizations, Nutt and Backoff's (1991) third sector organizations, Perry and Rainey's (1988) service technology, Thompson's (1967) mediating technology, and Perrow's (1986) interdependent organizations. The overall integration of the disparate conceptual frames was undertaken using Senge's (1990) disciplines of learning organizations approach, particularly the systems orientations.

The results of this inquiry are of general interest to those with interests in sociology, individual action and group interaction, inter-organizational relations, organizational theory, development, evolution and change, organizational culture, leadership, strategy and performance, and organizational structure, functions and management. This inquiry is of special interest to higher education and continuing education administrators. The organizations
which participated directly in the research have unique and comparative information from which to view their organizations, and therefore benefit directly from the results of the inquiry.

**Methodological Frameworks**

The methodology that most closely aligns with the ontological, epistemological, and logical frameworks within which I currently find myself are those of action science (Harmon, 1984) (Torbert, 1991). As the instrument of the research, my processes of reflecting, taking action, receiving feedback and modifying action, testing and experimenting fits in the domain of theory-practice action science. The methodologies employed to collect data included qualitative methods of naturalistic inquiry (Lincoln and Guba, 1985) and the process steps suggested by Patton (1990), and Strauss and Corbin (1990). An interactive group process, cognitive mapping, as employed by Eden, Ackerman, and Cropper. (Eden, 1989) (Eden, 1992) (Eden, Ackerman, and Cropper, 1992) (Ackerman, Eden, and Cropper, 1990), was used as a primary data gathering process.

A research journal was maintained throughout the inquiry to provide a trail of inquiry process steps (audit trail) including both cognitive and affective states of the inquirer. Self-reflections that ground my interpretations are an important part of placing in personal context the process of
the inquiry, the analysis of data, and the syncretic interpretations that evolved. Among the methodological variables within the qualitative realm, I drew on thick description (Geertz, 1983), utilizing native voices to bring the reader as close as my skills allow to the meaning(s) created by participants in the inquiry. Narrative is used to bring to the fore reflections of the researcher about observations, process steps in the inquiry and meanings that I made in the process of the inquiry.

Quantitative data were collected from organizational and profession association documents, survey instruments, and public promotional pieces. Data were reviewed using frequency distributions to determine the degrees occurrence and of variability within and between the organizations being studied. Analysis, interpretation and triangulation of the qualitative and quantitative data collected and models available in the literature were the primary methods employed to integrate information from a variety of sources.

A logic of the inquiry is trialectic (Ford and Backoff, 1987) that is, an evolutionary or creation logic which incorporates dialectic, deductive and inductive thought processes to create a qualitatively different scenario or hologram. This logic guided the structure of the design to incorporate a variety of sources, analysis from different perspectives, viewing organizational processes across time and in the context of specific organizational environments.
Understandings taken from the case studies, the literature, and researcher assumptions, were used to formulate a syncretic (Polkinghorne, 1983) organizational model which melds the diverse understandings into a holistic framework.

**Case Study Method**

The case studies approach incorporated an analysis of an interactively developed cognitive or mental map of the organization, historic documents, transcriptions of face to face and telephone interviews, and researcher field notes. I have used Eisenhardt's (1989) process of building theory from case study research to guide the research design and implementation process, with additional insight provided by Lincoln and Guba's (1985) naturalistic inquiry process. Chaffee and Tierney's (1988) treatment of collegiate culture and leadership strategies in the form of case analysis has been extremely helpful in viewing a way to articulate results of case study research.

**Theory Construction Method**

Theory construction based on paradox has been informed by Poole and Van de Ven (1989) in their guidance on using paradox to build organization theories, and by Quinn and Cameron's (1983) work on defining and conceptualizing paradox. Whetten's (1989) discussion of theoretical contributions, Bacharach's (1989) evaluation criteria,
Weick's (1989) thoughts on disciplined imagination have each guided and provided frameworks for the ongoing design, implementation and analysis of the research project.

**Summary of Methodological Steps**

The methodology was divided into four distinct parts. The initial step in the methodology was to identify through information gathering and analysis which cases would be examined. The second step was to do on-site visitations for the purpose of gathering information at greater depth and breadth for individual cases. An additional step in the process was to analyze the data collected from the perspective of the individual cases, followed up by cross case analysis, using conceptual frames from the literature to organize information. The fourth and final step of the methodology was to develop a mid-range theory of continuing education organizations drawing on the information and analysis from the case studies and integrating this information with theoretical models. These steps in the methodology process are reviewed in detail in Chapter III.
CHAPTER II

REVIEW OF THE LITERATURE OF EVOLUTIONARY,
MULTI-DIMENSIONAL THEORIES OF ORGANIZATIONS

Statement of Need for Research

Ways of understanding and viewing organizations in the current contexts of workforce diversity, high specialization in professional skills and organizational structures, internationalized and service-based economies, high technology, rapid change and information dependency are dynamically different from viewing organizations through the linear lenses of the industrial era. Transitions are occurring from the industrial to postindustrial eras and the ways in which individuals and organizations interact with and within their environments are undergoing transformations.

(Torbert, 1987) (Pascale, 1990)

In a review of theoretical and empirical research literature in organizational theory, public policy management theory and higher education administration, only one reference to the dynamics of continuing education organizations was located. Understanding service organizations such as these may become increasingly more important in the future. This reference, Chaffee and Tierney (1988), was in a narrative description of one of a
seven-case study of collegiate cultures and revealed the impact that this organization had on the institution and the local environment. There are no known published works in the theoretical or empirical literature that focus specifically on the nature of organizations of continuing education from a postmodern perspective that would suggest that their configurations might reveal the characteristics of high performing postindustrial service organizations or new organizational forms that have emerged or are emerging.

Organizations that function to extend higher education to publics beyond the resident institutional population have existed since the land-grant acts of the 1800's and early 1900's. As a participant observer, I have developed a personal understanding of roles, structures, functions, interactions and patterns that leads me to believe that continuing education organizations are a breed of organization that has unique characteristics. I believe these organizations are atypical when compared to bureaucratic, ad-hoc, and mixed typological forms that are and have been prevalent in the literature as scholars and practitioners have attempted to understand the nature of organizations in the industrial era. I sense that these organizations are a highly complex organizational form and are in a continuous state of evolution. The organizations of which I have been a member consist of concurrently changing mixtures of mission and purposes, organizational structures, decision
making patterns, services and products, clients and stakeholders, communication and interaction patterns, and highly diverse professional staff. It is this, perhaps unique, and constantly fluctuating blend of qualities of continuing education organizations that makes this an interesting focus for inquiry. It is also the personal, organizational, institutional, and public enrichments that have been accomplished through facilitation between environments by these organizations that suggests their nature should be explored and made known to a postindustrial society. These personal understandings and the effects of environmental conditions on organizations have framed the review of the literature, focusing on the study of multi-dimensional constructs dealing with complex and dynamic systems and environments.

**Literature Review**

Chaffee and Tierney (1988), in their study of seven collegiate cultures, have suggested that as diversity in culture, leadership and strategy increase, coherent identity decreases. They imply that equilibrium is a preferred state and can be maintained over time. Lacking in their model is the dynamic, and I believe significant, role that turbulence or disequilibrium plays in sustaining evolution. Chaffee and Tierney's ideal type model can be challenged and extended using Torbert's collaborative inquiry culture, action
inquiry strategy and "ironic" leadership style in an individual and organizational development and evolution context. To view Chaffee and Tierney's "dynamic cultural equilibrium", not exclusively from an equilibrium perspective, but from a "rhythm of cultural turbulence" or disequilibrium perspective would extend their theoretical model.

Mintzberg (1979) identified institutions of higher education as adhocracies, that is, organizations that are loosely-coupled (Weick, 1984) with highly educated (professional) and self-directed members. In a further adaptation of his original organizational forms as distinct ideal types, Mintzberg (Mintzberg and Quinn, 1992) offers an integrating pentagon with the machine, entrepreneurial, professional, diversified, and adhocracy forms at the points of the pentagon. He identifies the forces of cooperation and ideology, and politics and competition as internal forces and external driving forces of efficiency, direction, proficiency, concentration, and innovation which influence structure. He uses this model to suggest that strategic effectiveness of organizations exists as the forces are balanced and that effective structure is an appropriate mixture of component parts of each and all of the five organizational types. Extending Mintzberg's pentagon to incorporate the evolution of new organizational forms emerging from particular combinations of forces and structures would add an evolutionary and dynamic overlay to Mintzberg's
Pascale, (1990) suggests a new mind-set in order for business and industry to sustain success in the post-industrial world. He identifies four key factors that "drive stagnation and renewal in organizations" (p. 23). These factors, fit, defined as internal consistency or unity; split, the disaggregation or plurality of an organization; contend, a process that harnesses the energy of organizational contradictions; and, transcend, is the notion of vitality, or a more complex, higher order of renewal process management. Pascale uses exemplars in the private sector to demonstrate the occurrence of a new age, organic organization which relies more on the "software" (restless and creative tension) of organizations than on the "hardware" (specific techniques and financial objectives) (p. 31). Pascale's paradigmatic approach to organizations that maintain their effectiveness and are resilient in post-industrial contexts has inquiry at the core. His notions about the driving force and power of the engine of inquiry is similar to Torbert's (1991) action inquiry framework. Pascale contends, however that to use "balance" as Torbert did in his work, assumes a posture that overextends the focus on continuity and under emphasizes the creative tension of dualities. While Torbert uses the higher education domain as the focus of his empirical research, Pascale does not venture into the third or public sector in his
work. Exploring the notions of "balance" and "inquiry" in the context of continuing education organizations would extend the observations that Pascale and Torbert have provided.

Kotter and Heskett (1992), by looking at organizational performance through a lens of organizational culture suggest that two sets of actions by leadership can posture organizations for survival and success in a changing climate. The first action is to differentiate basic values and behaviors that aid adaptation; the second is to be intolerant of arrogance. They call for a balance between the two sets of actions. Kotter and Heskett also view learning and inquiry as central to organic and adaptive organizations that will survive and flourish in the post-industrial contexts. Their research, examples and theories are grounded in the private, business-oriented environment. Examining their constructs in terms of the public and third sector circumstances would provide added value to their observations.

Quinn's (1986) "Competing Values" framework for organizations, leadership, strategy, culture and values provides a view of organizations by using a dialectical model. He positions leadership roles, styles, actions, and strategic postures within four quadrants of value orientations: rational goal, internal structural, human relations, and open systems. He extends his model with the addition of
cultural orientations in a similar four quadrant model, and uses stability - flexibility and internal - external foci to orient the quadrants on horizontal and vertical axes. His model, however, in my judgement, fails to adequately explain or capture the evolutionary and transformational energy suggested by the integration of and interaction between the four quadrants and the four points of focus. Quinn suggests that there is an assumed embeddedness (existence) of the three domains of rational goal, internal structure and human relations paradigms within the construct of the open systems orientation. The open systems approach assumes a contextuality of appropriate action, that is, that there is an appropriate approach relative to the particular circumstances of the situation. Quinn attempts to extend current theoretical constructs by suggesting an overarching theory of competing values, but, in my judgement, fails to demonstrate the power that exists in the open systems view as a perspective that encompasses each of the other three perspectives. Quinn instead uses the "Competing Values" construct to envelop the four orientations. This construct, he claims, highlights the tensions of conflict between and separateness of opposite quadrants and poles of the model and the cohesive tensions between and connectedness of adjacent quadrants and poles.

This model presents an integrated view of organizational theory, however does not integrate the dynamics of
change, development, and interactive or double-loop learning prevalent in the open systems (Argyris and Schon, 1978), nature of effective postindustrial organizations (Senge, 1990). The qualities of cohesion and interplay across all quadrants and poles which Quinn suggests is exposed in a "peak" experience or personal best performance, is not demonstrated in the articulation of his "Competing Values" framework. My interpretation of Quinn's meaning of a "peak" experience is the attainment of a high level of performance during which all available forces, capabilities, and wisdom harmoniously interact to create an energy source that is a catalyst for evolutionary breakthroughs to new dimensions.

I interpret Quinn's model as useful as a research tool for determining static states but falls short of explaining and articulating the process by which actors may shift from state to state, from paradigm to paradigm, and the process by which actors, groups and organizations simultaneously engage or envelop paradigms for a uniquely different and perhaps evolutionary experience.

The "Competing Values" framework may be extended by articulating inter-paradigmatic action that encompasses an overarching dynamic of evolution in the continuing education organizations being studied. This evolutionary dynamic is based on a collaborative and cooperative framework that envelops both competing and complementary values.
Cameron (1984) focuses attention on the need for Janusian thinking and Janusian organizations as the means for organizational adaptation in the higher education realm. The appreciation of dualities, the perception of paradox, experimentation, and organizational learning that characterize Janusian organizations are what Cameron perceived were essential for higher education institutions in the post-industrial era. He called for deliberate redesign and restructuring of institutions of higher education to incorporate these characteristics. Exploring continuing education organizations which are perceived to be a loosely coupled node of institutions of higher education may provide some notion of whether Janusian characteristics that Cameron suggested exist in this domain.

Continuing education organizations fall in the realm of hybrid organizations as defined by Bozeman (1991). Organizations of this type have qualities that are both public, existing according to governmental mandate and regulation, and private, existing according to competitive markets. Bozeman argues that all organizations are public because in the postindustrial era, no organization can be segregated or isolated from influence by governmental mandates and regulation. Nutt and Backoff (1991), based on earlier studies, (Rainey, Backoff, and Levine, 1976) (Rainey, 1989) identify three sectors of organizations, public, private, and third sector. Public institutions of higher education, are
included in their analysis as third sector types. Third sector types have an intermediate level of publicness, that is, they serve markets that include both oversight bodies and the consumer market of fee for service demands.

When the unit of analysis is the organization, and assumptions about the public - private "raison d'etre" distinctions are adopted as valid, examples of organizations falling both in the Bozeman hybrid and the Nutt and Backoff third sector typologies include, for example: research and development organizations, professional organizations such as medical clinics, and government contractors. The Bozeman and Nutt and Backoff classifications are consistent in distinguishing between qualities that relate to environmental, transactional, and process factors and provide a framework from which to detail the specific characteristics of continuing education organizations.

Nutt and Backoff (1992) have described a mutualist strategy as transformational for organizations. They note that the mutualist strategy can come into being as an organization proactively makes significant strategic changes in services, clients, roles, obligations, and personnel. Collaborative mechanisms are identified as the form of interaction in which tension issues are recognized and pressure on the organization, internally and/or externally compels the organization to act. Their contention is that when environmental turbulence occurs, excellent
organizations in the public and third sector domains adopt a mutualist strategy using collaboration in order to resolve tensions. These collaborative actions break through to new paradox-encompassing strategies and organizational behaviors and performance. They frame compelling issues in terms of four quadrants, aligned similarly to Quinn (1986) internal - external, flexibility - control, as orientations of organizations. Their classification of issues is equivalent to the competing values quadrant segregation of organizational typologies and leadership capacities.

The issue tension and tension field approach that Nutt and Backoff use in discerning and describing the nature of public and third sector organizations was used as a framework for delineating the issues of the continuing education organizations studied as case examples in this research. There are two features of their approach to strategic management which may be extended in examining organizations which have fundamental bifurcation of mission, as do continuing education organizations.

The mutualist approach calls for reactionary measures when turbulence in environment is noted by leaders in an organization's environment. The mutualist strategy also calls for a perceptual position that is initiated from an organizationally based perspective in eliciting and acting on issues and tensions in each of the four issue quadrants. These two constructs, reactionary and self-oriented
perspective may be extended by examining continuing education organizations. Organizations formed to exist within constant turbulence with inherent complimentary and competing values, cannot as easily assume a reactive stance in relationship to environmental turbulence.

Organizations formed as boundary spanning entities, in states of constant tension and environmental turbulence, by their very nature, must assume the mutualist strategy as a mode of operation, rather than a temporary or situational strategic option or movement. This type of organization must assume perceptual positions of those entities and individuals with which it interacts, thus extending the notion of self-orientation of the Nutt and Backoff approach to include other-orientation required by the nature of the intermediary organization.

Perry and Rainey (1988) call for further exploration of within function typology development, particularly in the hybrid or third sector organization. They suggested concentrated research of service versus production technology and construction of comprehensive models which include multiple variables and units of analysis.

Perrow (1986) cites and supports Dore's assertion that trust, non-competitive relationships, mutual assistance, emphasis on quality, an orientation toward collectivity (good of the whole), and long term relationship building are characteristics of current successful organizations in
different cultures. Perrow highlights the potential problems with interdependencies that are created from long term relationships, but also argues that this type of organization is required for current social conditions of "complexity of information problems, incentives, controls, coordination, innovation, and change." (p. 256)

Senge (1990) describes learning organizations as a place where there is continual discovery of the means and methods of creating self-determined realities. He identifies four disciplines that are employed in establishing and maintaining learning organizations, which could be considered characteristics of a learning organization typology. He asserts that there is a commitment to lifelong learning and personal mastery, which is defined as a consistent realization of results that matter most deeply to individuals. Having an awareness of mental models, that is, individual assumptions, generalizations, and values that are the originations of who people are in their behaviors and interactions. Those mental models, or cognitive maps are discovered in meaningful conversations that employ the skills of inquiry and advocacy. Building a shared vision is a discipline that is viewed as the glue that binds individuals together and provides a sense of common identity and purpose. The shared vision fosters commitment and enrollment of stakeholders. This commitment to shared vision is understood to be the catalyst for volition, or the
will to purposefully take action toward the realization of a particular goal.

The fifth discipline is that of systems thinking, being able to see and understand the threads that weave the fabric of an organization together, how actions interrelate now and over time. Being able to discern the systems within an organization allows one to identify how structures influence behavior, how decisions are in effect translations or transformations of values, goals, rules, mental models in action. The decision structures and systems are the leverage points for stepping into new paradigms or new ways of thinking.

As a systemic approach to organizational analysis, the existence of feedback loops and their qualities become important distinguishing characteristics of organizations that foster growth or stabilizing behaviors. Senge bases his disciplined understanding of learning organizations on the concepts of connectedness and compassion, by first assuming a self-reflective posture and engaging in inquiry. He emphasizes the notion of synergy, the whole organizing the parts and the harmonizing of individual energies which are sourced out of fear or aspiration. His conceptual framework of the learning organization is summarized, I believe, in the single statement, "The impulse to generative learning is the desire to create something new, something that has value and meaning to people." (p. 286)
The perception of relationships and patterns that might emanate from purposes which are ethical, moral, and social in addition to purposes which are political and economic, is an approach that integrates theoretical constructs at the level of mission of an organization and extends current theoretical and empirically based frameworks. I believe that this inquiry responds not only to calls for research from scholars and practitioners in sociology, organizational theory, higher education administration, public policy and management and in continuing education domains, but also serves to supplement the knowledge base by providing a lens for understanding organizations from a connected point of reference. Claims about organization - environment interaction are given in the literature primarily from a competitive frame, where power is a force that is acquired, possessed, given, or applied; rather than from a cooperative frame, where energy is a catalyst that is generated, and can be channeled, directed, and consumed.

By building on constructs from the literature that portray the interactive and complex nature of the five organizational dimensions that I have suggested as points of reference, through empirical research (mission, culture, leadership, strategy, and performance), I have developed a theory of organization which makes a contribution to the knowledge base about service organizations in the postindustrial era. The how, when, where, why, who, and
what of patterns which integrate the processes of evolution and change with the processes of continuity and stability are articulated. The expression of meanings inferred from a postmodern view in the context of postindustrial environments implies breaking new trails and embracing new orders and meanings that include an awareness of the relationships between tensions and organizations' mental maps or ways of understanding and behaving in the world. As social institutions span old boundaries, explore and discover new relationships, renew and create new arenas of activity either independently or collectively; and engage with new ways of understanding and operating, it is assumed that we make adjustments in the ways in which we understand organizations. We may be able to reach these understandings by examining or experiencing the structures, behaviors, and actions which serve as the "code" for building inter and intra-organizational and interval value frames.

There is currently little evidence in the organizational development literature that suggests that qualitative studies have been undertaken that deal directly with the unique attributes of evolving organizational forms of continuing education units. Through the integration of prior research and model development, personal experience, and the experience and understandings of practitioners, the inquiry has enriched the scope and content of my personal understandings.
If the theoretical framework which evolved through the process of the inquiry helps in understanding organizations serving between institutions of higher education and their external environment, perhaps there is applicability or transference that can be made in understanding the evolutionary patterns, roles, and relationships of organizations that exist between other distinct organizational domains and their environments.
CHAPTER III

CASE STUDY METHODOLOGY FOR DATA COLLECTION AND ANALYSIS USING ETHNOGRAPHY AND COGNITIVE MAPPING

Introduction

The methodology used in this inquiry is outlined in the following table of protocols. Each step of the process has a distinct subordinate set of procedures that was followed for that particular methodological step. The procedures are outlined in diagrammatic form prior to the narrative explanation for each section of the methodology for those instances when there are distinctions in the ways in which data were handled or the process is complex enough to warrant the diagram to aid in reader clarity. When diagrammatic reference is used, a reference code has been placed both in the diagram and in the subheading of the descriptive narrative section in which that procedure is explained.
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METHODOLOGY PROTOCOLS

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Protocol 1: Identification of Case Pool

Potential cases for study were identified through the process of data collection from recognized national leaders in the field of continuing education. Five individuals, called "key referents", were identified based on their involvement in national professional association leadership positions, their positions of leadership of continuing education organizations, and their knowledge of continuing education organizations nationally. These key referents were asked to identify organizations which they perceive have as characteristics, the primary variables of interest. The variables of interest for the purpose of case identification are: diversity in funding and earnings sources, diversity in program delivery methods, formal relationships for programming with external clients, automated support systems, positioned as leading organizations in the field of continuing education in terms of administration, programming and innovation. No specific information regarding the characteristics was requested of the key referents, only the names of institutions which they recognized as having these qualities.

A list of 22 continuing education organizations were identified as having the characteristics of interest. Of these 22 organizations, nine were identified by two or more of the key referents. One of the most often identified organizations that was named by four of the five key
referents was eliminated from the potential case pool because of its unique relationship with the state legislature and geographic location in a major metropolis. Because one of the key areas of interest of the inquiry is the tension between service as an outcome of appropriation of tax dollars through institutional or legislated resources and service in response to market driven demand, organizations were sorted by this variable as a critical characteristic. A second organization that was identified by two of the five key referents was dropped from consideration given the unique configuration of the parent institution and the decentralized nature of the continuing education efforts by the institution. The complexity of the organization in its decentralized structure is beyond the scope and the comparative nature of this investigation.

Professional journals, promotional mailings, and other professional literature were monitored for a six month period to determine the validity of the key referents' perception of these organizations possessing the characteristic variables of interest. Leadership position, innovation, automated support systems and diversity of programs and services were identified in the literature by scanning for type and frequency of professional presentations and articles from representatives of the organizations, active membership in professional organizations, contributions to the profession through professional development programs,
and the nature of the presentations being provided. This initial information gathering process was intended to determine if the qualities that were being studied were readily discernable in the organizations' public disclosures, outreach, marketing and promotional efforts in addition to the perception of professional colleagues. Three organizations that were each identified by one key referent were added to the original 7 organizations by virtue of their emergence from the publications review as having a significant presence in the field of continuing education and appeared to demonstrate in their written voice the characteristics of interest. The pool of possible case sites was limited to these 10 institutions. Two of the 10 institutions are private, one of which has a land-grant mandate. The remaining organizations are part of state supported, public institutions, all of which are the primary land-grant mandated institution of their respective states. All 10 institutions are located in different states. The following is the distribution of institutions by region: East - three, West - two, Mid-West - two, South-East - two, North-East - two.

A pilot study was used as an initial means of testing the ethnographic methods being suggested for data gathering. Three open ended interviews were conducted with senior administrative personnel from the same organization (not one of the 10 pool cases). This pilot process was used to test the researcher's capacity to elicit information on-line that
would provide for an understanding of the organizational
dynamics. The mixed results of this pilot and the avail-
ability from two sources Kotter and Haskett, (1992) and
Backoff, (1992) of tested series of questions and interview-
ing frameworks (Appendix B) about organizational dynamics,
and the qualitative data emerging from the pilot led to the
development a 41 question survey instrument. This instru-
ment included questions customized to continuing education
organizational circumstances and the variables of interest
in order to collect both base environmental characteristics
of the organization in terms of size of staff, budget, and
the type of programs and services being offered. The survey
instrument was also employed to begin collecting qualitative
data from which the nature of the organizational dynamics
could be inferred and interesting cases might be identified
for study.

A pilot interview using the survey instrument was
completed with an administrative officer of a continuing
education organization (not one of the 10 cases in the
pool). Some questions were eliminated as redundant and
others modified to improve the clarity and meaning of the
questions. The pilot was undertaken in a face-to-face
situation and recorded in order to capture both the dialogue
about clarity of questions and to provide a resource from
which to draw additional information about the nature of
continuing education organizations. The pilot was
transcribed and the data categorized into major areas of interest to provide a framework from which to order the questions for the actual telephone and on-site interviews.

Chief administrative officers of each of the organizations was mailed a copy of the interview survey instrument, a copy of my resume, and a cover letter outlining the research project. The letter requested their consideration of participating in the project and a time frame in which I would call to set up an appointment for the telephone interview. Over a period of 2 weeks, telephone contact was made with all of the organizations. One organization declined to participate. In all the other cases, the chief administrative officer followed up with either a telephone interview, or in the case of one individual, a faxed copy of the completed survey instrument.

At the beginning of each interview I indicated that during the interview I would be asking them to respond specifically to the questions being asked and that upon completion of the interview, I would respond to any questions they might have and that they would have an opportunity to provide any additional information that they felt was pertinent to my understanding the nature of their organization. The actual interviews ranged from 15 to 30 minutes in duration, with the longer time frames reflective of the larger amount of data being provided by the interviewee.
Approximately 3 weeks after completion of all the interviews, each key contact was sent a letter thanking them for their participation and reiterating my intention of following-up with on-site case studies of specific organizations in the coming months. Each interview was recorded manually on a blank survey instrument. The responses to the questions that requested quantitative data were recorded in a spreadsheet to provide a comparative review of the contextual circumstances of each organization. This segment of data was used as the informational base in the organizational profile to identify cases that would be the most common in terms of size, mission, budget and program and service configuration, and to segregate by funding source. The purpose of this selectivity was to confine the research of institutionally-based organizations to ones which are operating under relatively comparable environmental conditions, and meet the criteria of characteristics which are necessary to study the dynamics of interest.

At this juncture in the inquiry process, because I was intending to make inferences at three levels of analysis, individual, organizational and inter-organizational, I employed two distinct methods of analysis which entailed the use of two different computer software packages. Each of the sets of original interview text data were entered into both software packages.
The initial analysis of the cases according to their characteristics was intended to result in the identification of a pool of three to five organizations with the highest degrees of diversity to engage in the second phase of data collection. The degrees of diversity present in each organization in terms of the occurrence of programmatic, structural and resource variables and in terms of homogeneity of environment, size, and mission information was clear from a review of the first 16 questions of the interview which called for quantitative rather than qualitative information.

I used two separate streams of analysis in treating the interview data. Ethnograph, which is a software package that uses a coding hierarchy as an aid in data analysis was used initially as a tool to facilitate the identification of concepts that emerged from the text of the interview responses. Because I was primarily interested in patterns and relationships, a software package (Cope Graphics) that would facilitate the interpretation of these interactions was used. Concepts were recorded in the software directly from the interview transcripts. The processes of coding, mapping, and analysis are depicted in summary form in the following figure and further referenced as progressive steps in the following audit of the data analysis process.
FIGURE 2
PRELIMINARY DATA CODING PROCEDURE
Ethnographic Process

The responses to the questions requesting qualitative data were transcribed in a word processing package and then converted to Ethnograph for coding purposes. This datum was intended to reveal an initial snapshot view of the organizational dimensions and dynamics from the perspective and in the voice of the chief administrative officer of each organization.

The coding process in Ethnograph was undertaken during a week long time frame to provide some continuity in researcher framework and approach to the coding process. Each set of case data was transcribed in Ethnograph using the following domains: change, tension, capacities, drivers and patterns. These domains were chosen as a means of integrating concepts from the literature as a frame of reference or a lens from which to consider the interview responses. Given the different models, constructs and approaches used by different theorists and researchers, the synthesis and reframing of individual theoretical approaches and components under these constructs emerged as I explored what the interview questions were eliciting in responses. The following is a brief review of the sources from which the concepts were drawn.

1) **CHANGE** (change over time, change operationally, change in the external environment, change in institutional environment, change in organizational environment) as viewed
from Pascale's (1990) paradigm is holistic in what he describes as the new organic organization. In Mintzberg's (1992) description of the "professional organization", he notes that change permeates this organizational type,

Inside tiny pigeonholes, services are continually being altered, procedure redesigned, and clientele shifted, while in the collective process, pigeonholes are constantly being added and rearranged. Thus, the professional organization is, paradoxically, extremely stable at the broadest level and in a state of perpetual change at the narrowest one. (p. 348)

2) TENSION (issues, threats, opportunities) was used as an organizing domain for specific interview responses that was influenced by Pascale's (1990) contending opposites, polarities, or paradoxes that serve to maintain constructive disequilibrium and by Quinn's (1988) contention that competing values exist and create tension between internal and external foci, and stability and flexibility poles. Nutt and Backoff (1992) in reviewing the future public and third sector organizations and their strategies for success say, "Excellent organizations learn how to recognize and manage issue tensions." (p. 422)

3) CAPACITIES (strengths, needs) for collaborative action, creativity, recognizing and managing compelling issue tensions, allocation of resources, are discussed as capacities by Nutt and Backoff (1992) for strategically leading public and third sector organizations to high performance. Mintzberg (1992) highlights distinctive competence, skills and characteristics of leaders and
organizations as key elements for success in turbulent and complex environments of the future. Perrow (1986) cites the contribution of evolutionists' theories of individual and organizational capacities and acquisition strategies as an important link that brings organizational theory and environmental analysis together in an analytical framework. Quinn (1988) discusses capacities in terms of leader mastery of paradoxical conditions in organizations.

4) **DRIVERS** (stakeholders, decision making factors, mission) are identified in Perrow's (1986) discussion of environmental factors including networks of relationships an organization has with its environment. Nutt and Backoff (1992) identify political and market relationships of organizations, stakeholder positions, and organizational vision/mission as key factors in determining strategic actions of organizations. Quinn (1988), in profiling effective managers and leaders in high performance modes, emphasizes the personal paradigms from which leaders make decisions affecting their organization as an important factor in establishing organizational dynamics and influence. In discussing the capacity for an organization to learn, Pascale (1992) identifies as an influential factor, the dominance of a decision making group or individual, and the forces of metaphors articulated in vision and mission which focus the intentions and efforts of organizational members as elements which provide direction and emphasis for the organization.
5) **Patterns** (strategies, structure, growth and development, movement from - to), as the flows or paths which occur in organizations are identified as important characteristics of organizations by which the connections within an organization and between an organization and its environment can be viewed. Mintzberg (1992) uses patterns from which to categorize and classify organizational types in addition to identifying the qualities that are apparent at varying levels of analysis, functional group, organization, and inter-organization. Nutt and Backoff (1992) identify patterns in terms of strategies and develop their strategic classification from identifying particular organizational patterns. Pascale (1992) generated his Seven S framework from analyzing patterns of interdependencies and interaction between various elements within organizations. Perrow (1986) in particular, articulates the patterns that are emerging as reciprocating networks of competition and cooperation and the relationship between these networks and the dimensions of self and other regarding values. Torbert (1991) notes that "...all human history up to the present warns us that seeking to exercise self-balancing power with an interdependent web of relationships is the most difficult and improbable aim we can set for ourselves (whether the "self" be a person, an organization,.....)." (p. 3) Torbert argues that the power of balance will emerge from the creation of educational processes, integrative structures,
collaboration, and the regularization of performance improving learning all imply systems or patterns that might be identifiable. He notes that at the Magician and Ironist stages of development, "such a person seeks awareness of pattern, circulation, and interruption" (59) within the experiential domain of organizational policies, strategies, structures, and work group roles and processes. Morgan's (1986) work is based on framing organizational theory from patterns of metaphor which are used as lenses from which to view organizations.

This schema of categorization was used as a means of framing and organizing the data from the referents of the literature in order to provide a foundation against which to compare the framing references which would emerge from the interview data of practitioners in the field. The comparison of framing references would, then potentially yield an integrated or syncretic praxis model, one which encompasses both theoretical frames and practice frames.

Coding Step 1 (E1). These organizing dimensions were coded as segments under which responses to specific interview questions were distributed. Each set of case interview responses were transcribed under these same dimensions.

Each interview data set was coded individually as a unique set. The intention of the coding process at the first level of abstraction was to draw out of the text,
information that seemed to be key reference points, concepts, and metaphors in use by the CAO. The coding process entailed identifying within the data, information which was thought to yield important understandings about the organization, and to identify reference concepts tied to specific lines of text that contained the key information. The initial coding, at the first level of abstraction, of each case was done manually on the transcripts and then modified on further reflection as the concepts were entered as codes in Ethnograph itself. The following is an example of a coded segment of interview text.

+ ISSUES

Q23: Improving participation in continuing education as a University-wide factor in promotion and tenure process. New program development, enhancement of marketing skills.

+ THREATS

Q24: External competitors, in both public and private arenas. We are confronted with insurmountable opportunities, not being able to prioritize. We are pursuing for the biggest payoff. This is our biggest challenge.

+ OPPORTUNITIES

Q25: Continuing professional education, technical, video conferencing, telecommunication.

KEY: Q = question on survey, + = theme of question.
The reference concepts that emerged from each case were different. No attempt was made to cross reference codes or carry over concepts to other cases. The codes or reference concepts that emerged from the data at the first level of abstraction were general labels or words that were used as a device to establish a conceptual reference that could be used as a category to review all the interview data of an individual case to determine if that same concept occurred as a single comment or in multiple locations in the text. This was an iterative process, in that as I proceeded with a review of the text, new reference concepts emerged and I would go back to text previously coded to determine if this text might also contain concepts that might fit in any of the new conceptual reference points. Each case was coded at the first level of abstraction prior to moving on to code the next case.

Coding Step 2 (E2). As the initial coding step of each case was completed, I created groupings of text references that I had coded with the same reference code. These groupings were labeled at a higher level of abstraction than the data content coding that had been done in coding step 1. An example of the results of this data coding and sorting procedure to the second level of abstractions is depicted in the following example.
I used this process as a means of verifying whether or not I had consistently applied the reference code, and to determine whether or not there might be a more articulate way of expressing the reference concept than I had originally identified. For example, in referring to Table 2, text lines 23-25 was coded as data that included in its content, reference to inquiry and fit within the overall context of learning, text lines 81-85 referenced the role or definition of the organization and fit in the context of the categorization of identity data. Because text was not segregated by concept in it's entry into Ethnograph, and the categorizing concepts emerging from the data was an iterative process, text lines overlap when there were more than one concept included in the data. For example, text lines 21-25 hold
two concepts in the content, lines 23-25 includes inquiry, lines 21-25 hold who we are/role as a concept. Each of the concepts was sorted under different coding constructs. Lines 23-25 under learning and lines 21-25 under identity. Code files for each case were created in Ethnograph. In the process of converting manual codes to codes within Ethnograph, changes were made in codes and text references. These changes were made based on my noticing new things in the data, some additional overlaps in coding that I had not noticed previously, and different ways of expressing the reference concepts that had been discovered in the manual grouping process. Refer to Appendix B for a text-referenced listing and summary listing of reference concepts for each case.

In reviewing the summary listing and text reference listings of the coding scheme, I was able to identify concepts that were imbedded in other concepts, where concepts overlapped, where certain pieces of text had multiple codes, and by noticing frequency, I could identify those concepts that seemed to emerge as a pattern in the text. Some concepts were the same across cases, however, each case revealed unique aspects peculiar to the individual case. The following table depicts an example of coding summaries where the patterns of concepts emerged.
Coding Step 3 (E3). After each case was coded in Ethnograph, a third review of the raw data in conjunction with an examination of the codes resulted in the creation of a third level of abstraction as framing concepts: paradox points, movement, outcomes or purpose, and factors of influence. At this stage of the coding process, framing concepts were developed by reviewing across cases, asking the question "Under what overarching concepts could I group these reference codes that could give an overall framework from which to discuss variances and common features of the data?"

After identifying this organizing framework, I grouped reference concepts for each case under specific framing concepts. In a review of these framing concepts, there appeared to be paradoxical elements, contradictions or tensions between elements within the framing categories themselves. The original organizing or framing concepts (change, tension, capacities, drivers, patterns) derived from the literature, had been used in ordering the entering
of data into Ethnograph. In analyzing the data, the framing
concepts of paradox points, movement, outcomes or purpose,
and factors of influence emerged. Both sets of framing
concepts were used in analysis and discussion of the quali­
ties of high performing continuing education organizations.

While there is available in Ethnograph an application
feature which allows for the development of a template from
which to view and interpret codes across cases, I chose to
proceed manually with inter and cross case data analysis to
have framing concepts emerge. The manual procedure was
selected given the comparatively limited data for each case,
and a perceived limitation of the software to effectively
deal with the complex nature of variables emerging in unique
sets within each case rather than within a framework held
constant across cases. I felt that because the first
instance of continuity in reference for the data was at the
second level of abstraction, it would more revealing to work
directly with the raw data and the reference codes that had
emerged from the data. This process was iterative in that
the raw data and the reference codes were accessed continu­
ously to determine whether there was continuity between the
raw data, level one abstraction, and level two abstraction.
The following is an example of case reference codes dis­
tributed across framing concepts. Refer to Appendix A for
case reference code distributions across framing concepts
for the five cases analysed.
TABLE 4
CASE SPECIFIC FRAMING CONCEPTS

| Case 2 |
|---|---|---|---|
| **PARADOX/TENSION** | **MOVEMENT** | **OUTCOME/ PURPOSE** | **FACTOR OF INFLUENCE** |
| competition re-act/pro-act decision | action re-act pro-act planning participate change align | fiscal technology new client satis. outreach credential | fiscal technology personnel stakehld. vision |

The coding process using Ethnograph was completed at this juncture. I set aside the Ethnograph codes, reference concepts, framing concepts and notations to begin the cognitive mapping process which was completed prior to analysis of the interview data.

**Analysis Step 1 (E4).** The coding scheme for each case was reviewed for frequency of occurrence of individual codes in the transcript text. The transcripts were reviewed using the most frequently occurring codes as the focal concepts in the analysis of the data. The written description of the interview transcript is based on organization of the transcript information according to framing concepts that emerged from cross case review and literature review. For
example, if technology was a code that was used to categorize a particular segment of text within a case, and if technology was a concept that was interpreted as a key concept for the particular case, it was analyzed and discussed in the context of the overarching concepts of outcomes or purpose, paradoxes and tensions, factors of influence, change and movement, depending on where it was sorted. The additional framing concepts from the literature of capacities, drivers and patterns, were also used as framing concepts for the purposes of classifying and describing the case interview data.

**Cognitive Mapping Process**

I used the original transcripts of the interview responses as data to be entered into Cope Graphics, a modeling and cognitive mapping computer software package that has been used in working with organizations for the development and management of strategic planning and design purposes and for action research into the nature of organizations as social constructions of those interacting with and within them. (Eden, 1989) (Eden, 1992) (Eden, Ackerman, & Cropper, 1992) (Ackerman, Eden, & Cropper, 1990) While the design of the software was intended for use by consultants and researchers in interaction with organizations and for an iterative development of the models in conjunction with the members of the organization, the analysis and graphic
capabilities I felt would provide significant insight into the nature of patterns and relationships of the organizations under study, even as snapshot views. The use of Cope Graphics software at this preliminary stage of the research project provided a pilot use and testing of the package to determine its value in dealing with the complexities of concept linkage and relationships. The models developed from the individual interview dialogues were used to convey the conceptual constructions or mental models of the CAO's to the organizations involved as case studies. The portrayal in visual form, the hierarchies, linkages and streams of patterns that were inferred from the CAO interview data and researcher interpretation of organizational dynamics was an important factor in testing the usefulness of the tool and the analytical and interpretive acumen of the researcher.

Mapping Step 1 (M1). The suggested protocol for organizing concepts in the mapping process is to identify within the interview text, outcomes, strategies, and actions as three different hierarchical levels. There is required in this process, interpretation of the data in order to place the concepts in this imposed hierarchy.

An action research project that was using Cope Graphics on-line in the process was observed in order to understand and capture the essence of how the mapping technique was actually applied in live circumstances. The order of what
concepts were considered and how the maps were extended and then collapsed, how outcomes, strategies, and actions were identified, and how these concepts were linked were noted and used as a model for designing the CAO case maps without benefit of live interaction with the interviewees at this juncture of the research.

The following definitions were used in guiding the classification of concepts for the mapping procedure:

1) **Outcome:** What will exist or does exist as observable and measurable results for the organization; can be positive - to be accomplished or negative - to be avoided.

2) **Strategy:** A plan and process that is an interrelated stream or woven set of actions or non-routine choices, over time, which positively or negatively effect outcomes that are to be accomplished or avoided.

3) **Action:** A particular or specific activity that is done to facilitate or enable a strategy to be implemented or an outcome to be achieved or avoided.

The most general, or those outcomes at the highest value level, and most encompassing concepts were placed at the top of the map. Outcomes were identified by asking myself the following series of questions in relation to the data: "How is this organization manifesting or demonstrating itself to others?"; "What is the evidence of what this organization is?"; "What is it that this organization wants to be or is in the world?". The outcome statements that
emerged from the text in response to these questions were entered into the case map, attempting to organize the concepts in hierarchical order within the concept level of outcomes. All of the outcomes within a particular case were entered prior to other conceptual text for the first several cases. As I became more familiar and comfortable with the software package, and more skilled at segregating out outcomes from strategies from actions, the order of entry of outcomes, strategies, and actions varied from case to case, depending on the flow of concepts as they emerged from the text.

Strategies were pulled out of the data by asking myself "How is the organization going to go about or is going about producing the outcomes it wants?" Strategies were entered into the case map oriented in two ways. The first orientation was to place the specific strategy in alignment vertically at a lower level than the specific outcome that would result. The second alignment was to position the strategy horizontally to place the specific strategy in columnar reference to the outcome that would result. Interpretation again was used to identify and align strategies with outcomes. The interpretation was guided by connections identified in the interview transcript text by the CAO for some strategies. For other strategies, where direct reference of the connection was not made, I used my experience base and judgement to determine what strategies fit with
what outcomes.

Actions emerged from the data by asking myself "What action steps are being taken by the organization to accomplish the desired outcomes, or implement the desired strategies?" The same interpretive and alignment process was employed to place action steps in the case map.

At this point in the mapping process I noted that significant contextual information was not being captured from the raw data. I formed a separate category of concepts which I called process issues, in order to embed in the map those contextual features that impact on each of the hierarchical levels. This construct is defined as:

4) Process Issue: A condition or conditions in the operating environment that effect, enhance or inhibit implementing a strategy, completing an action, or accomplishing / avoiding an outcome.

To maintain consistency in the process of inquiry I asked myself "What environmental conditions exist which influence the outcomes, strategies, and actions of this organization?", to draw out of the text those factors which were assumed issues or circumstances.

These process issues were entered into the map aligned in proximity to the outcomes, strategies and actions that were most impacted by their existence. This placement process was also interpretive.
Mapping Step 2 (M2). Again referring to the original transcript text, I used the linking mechanism of Cope Graphics to connect outcomes, strategies, actions and process issues according to the connections identified by the CAO or in situations where connections were not identified or were not clear, I interpreted the data and created the connections. Links were made based on means - ends relationships in most relationships between concepts, or connoted results. Connoted results are identified as those results which occur as an effect of a particular strategy or action whether or not there is a specific direct relationship or intention to produce that particular result. These relationships are visually depicted by a directional arrow going from means to ends. When there was no assumption of a means - ends or connoted relationship between concepts, but there appeared to be some relationship, the relationship was visually depicted by a non-directional line. When there was a mutually influencing relationship between concepts, the visual depiction is a bi-directional arrow between the concepts. Figure 4 is a map segment which shows each of the three types of relationships used in the mapping process.
Mapping Step 3 (M3). In placing outcomes, strategies, action, and process issues on the maps, hierarchical levels became mixed. That is, a specific outcome that is encompassed within a more abstract outcome concept would be positioned at a lower visual level in the map. Consequently, the strategies for this more specific outcome would be placed at the same visual level as actions for the more abstract outcome concept; the strategies for the more abstract outcome concept would be viewed in the same horizontal plane as the more specific outcome concept, and so on. The resulting map would show both outcomes and strategies occurring at the second hierarchical level. This structuring of concepts according to their level of abstraction...
assumes that the accomplishment of the higher order outcome is contingent on the accomplishment of the lower order outcome and would connect directly with the strategies at the same hierarchical level. An example of this mixture of concepts at different hierarchical levels is provided in the following figure.

**FIGURE 5**

**CONCEPT MIXING IN DIFFERENT MAP HIERARCHIES**

Some manipulation and modification of placement of concepts on maps was required in order to provide "clean" pictures, that is to reduce or eliminate crossing of lines and over compressing of concepts, and to allow for each case map to be printed on one page. Every attempt was made to
retain the original hierarchical relationships and orientations of concepts with each other that had been entered originally.

The entry, classification of concepts as part of a conceptual set, positioning, alignments, and linkages were all completed for each case map prior to proceeding to the next case. Individual case maps are available for reference in Appendix A.

Cognitive Map Analysis (M4)

Each map was analyzed by identifying points of convergence on the map. That is, I noted those concepts for which there were multiple connections with other concepts. I noted in addition, what streams existed, in the form of linear connections that did not loop to other concepts, and in the form of loops which did identify connections to other concepts. I focused on these points of convergence, lines and loops to discuss the nature of the organization in terms of the:

1) value level of outcomes, that is, whether the outcomes that were identified were spoken in terms of organizational focus, institutional focus, external focus, and/or whether higher human outcomes were specified;

2) orientation of the organization in terms of relationships. That is, what was discernable about relationships between the parent institution and the organization,
what are the dependencies, interdependencies, independent positions, from the perspective of the CAO;

3) patterns of influence, action, strategies. That is, what are the trends that are current in or for the organization; and what are the effects, causes and results; or interactions from those trends;

4) unique qualities about the outcomes, strategies, actions, process issues of this organization. What stands out in loops, points of convergence, conditions of the case that are different than what is in the maps of other cases.

Protocol 2: Selection of Cases

The decision on which organizations to engage in the case studies was made based in part on the degrees of internal organizational diversity (structure, process, product), and diversity in inter-environment interactions (delivery, relationships, client types). Institutions were identified as primary candidates for research if they exhibited high degrees of diversity and existed within common or comparable environments (mission, size, geographic location, organizational change), and have patterns or features which present the highest degrees of paradox and tension. The degrees of paradox and tension were determined by the complexity of the cognitive maps, the number of concepts identified in the CAO interviews, and whether the concepts as coded in Ethnograph demonstrated higher numbers of paradoxical and tension
concepts.

Of the ten initial cases in the pool of organizations, one declined to participate. One organization was eliminated given an extended period of stability and no anticipation of change, no contractual transactions for educational programs with external organizations, and service to a primarily local audience which was distinct from the characteristics of the other organizations being reviewed. Four organizations were classified as lacking in appropriated funding from their respective state funding sources.

The key referents provided information that was specific in regard to the actual fiscal appropriations and relationship with the parent institution and the state in which the institution resides, its constituent bases, and the programmatic and service components that it provided. It was a surprise that the pool was reduced to half with the availability of specific quantitative data compared to the interpretive information from individual perceptions of leaders in the field. Tables 5, 6 and 7 provide a summary of the quantitative data for the 10 cases of the original pool.

The interviews of the CAO's of the pool organizations were analyzed as individual cases and across cases to determine which would yield the most interesting information in more in-depth study as cases.
### TABLE 5
DIVERSITY VARIABLES: PERSONNEL & STAKEHOLDERS

<table>
<thead>
<tr>
<th>Case</th>
<th>Chief Administrative Officer</th>
<th>Professional Staff</th>
<th>Geographical Distribution of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years in Current Position</td>
<td>Years in Institution</td>
<td>Number</td>
</tr>
<tr>
<td></td>
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</tr>
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<tr>
<td>10</td>
<td>NO RESPONSE</td>
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### TABLE 6
DIVERSITY VARIABLES: BUDGET AND FUNDING SOURCES

<table>
<thead>
<tr>
<th>Case</th>
<th>Annual Operating Budget</th>
<th>Self-Sustaining Fees for Services</th>
<th>Grants &amp; Contracts</th>
<th>Institutional Appropriations</th>
<th>Legislative Appropriations</th>
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TABLE 7
DIVERSITY VARIABLES: PROGRAMS AND SERVICES

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<tr>
<th>Case</th>
<th>Credit Programs</th>
<th>Non-Credit Programs</th>
<th>Conference Management</th>
<th>Courses by Correspondence</th>
<th>Teleconference</th>
<th>Student Advisement</th>
<th>Contract Training</th>
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Quantitative Data

In analyzing the quantitative data provided by the chief administrative officers of the nine organizations in the pool of potential case sites, five of the organizations received state funding either directly from legislative appropriation or as an appropriation from a state institution or from both sources. A core area of interest for this research project was the investigation of the organizational dynamics which exist as the organization deals with the mandated or assumed responsibility for public service which emanates from the allocation of state dollars to the organization at the same time as the organization is self-supporting to some degree. The potential paradoxical tension
created by these dual roles of supported and unsupported operations by the parent institution or state is an empirical example of the public-private debate presented by Bozeman (1991) within the domain of third sector organizations (Nutt and Backoff, 1992). It was assumed that in examining the dynamics of organizations fulfilling the public service function with institutional or legislative funding in comparison to organizations fulfilling that function without funding, differential sources of tensions would be revealed. It was assumed that at both the mission and strategic levels, market driven dynamics and service driven dynamics both within the organizations and between the organizations and their institutions and external environments would be tension ridden but potentially qualitatively different.

The chief administrative officer of Case 8 has been in the current position for 21 years and perceives that there has not been any significant change in the organization in the last five years. While the organization appears diverse in the type of programmatic outreach it provides, it is not providing contractual training for business, industry or governmental agencies. Because of the focus of the study on interorganizational relationships as a critical area of interest, the limited scope of audience, and the relative apparent stability of the organization, this organization was dropped from the pool of cases of interest.
Qualitative Data

The remaining five cases were treated as the final potential pool and the data were analyzed more thoroughly and from more extensive frames than the full case set. Each of the five cases was analyzed individually, building a case profile in the process of analyzing the data. The first step of this process entailed a review of cognitive maps. Each individual map was analyzed to identify key focus points or components which seemed to be core to other concepts in the map.

The next step in the process was to analyze the maps across cases. The results emerging from this portion of the analysis identified some common points of focus or core concepts and concepts that were unique to individual cases. Common concepts and unique concepts were noted in list format for reference in generating the theoretical constructs of the emerging theory.

Each case was then analyzed individually and across cases, using as a reference, the responses to individual questions, and then using the initial coding that was done in Ethnograph. Concepts emerging from this analysis were noted for later use in the construction of the theory. As a final data set in the case profile, metaphors that were used by the key contact were reviewed and interpreted as an additional frame from which to understand the interview data.
The resulting interpreted data included information drawn from the cognitive maps, first level coding through Ethnograph, and metaphors, viewed from both individual and across case perspectives. The case profiles were written using three frames:

1) theory based (change, tension, capacities, drivers, patterns);
2) coded-data based (paradox/tension, movement, outcomes, influencing factors);
3) mapped-data based (points of convergence, loops, and leverage points).

An overall pool profile was written using each of the three frames from a cross case perspective and in addition from the context of observing what was common and unique.

At all points in the analysis process, I continually referred back to the transcripts of the raw data and in some cases to the actual interview response document itself in an attempt to use the CAO's voice in articulating the specific contents of the concepts. This process I found to be helpful in minimizing the amount of researcher influence or error in transcribing or influence in potential misrepresentation of the data. Because the transcripts were being reviewed at different times and from different frames and points of understanding, I found that the process became iterative and I was continually reassessing the interpretations that had already been made in both coding and in mapping. I found the process to be intensive and time consuming, at the same time yielding much richer results. I used the specific language of the CAO in referencing the
context and interpretation of the metaphors and in articulating the organizational patterns that emerged as interpreted by the CAO.

In order to minimize the possibility of treating the data of different cases differently, and to allow the differences to emerge from the data rather than researcher induced, I segmented the analysis process into steps, completing each step for all the cases in the same time block. Depending on the intensity and amount of work involved with each step, the time frames for the steps varied from a few hours to several days. At the point when each step had been completed, a review of the work done for the entire step was reviewed to verify the continuity of dealing with the data and engaging the process.

**Results of Pool Case Analysis**

One case from the pool was selected for in-depth analysis given the high degree of variability and the mixed sources of funding for the operation of the unit. Additionally, this organization appeared, from the analysis of the cognitive map of the concepts provided by the CAO and an ethnographic analysis of survey data, to demonstrate the features of a third sector learning organization as described by in the literature review. The second case from the pool that was selected based on its funding strictly on a self-supporting basis. It was envisioned that if there were differences in the two organizations' conceptual
patterns, these differences might be related to factors surrounding the sources of funding. Similarities in geographic locales, client bases, program offerings, operating conference centers, operating budgets, and staff size were measures considered in selecting the second organization for study.

Characteristics of Cases

Cases 6 and 9 were selected for study. The features that the organizations had in common were:

1. The parent institutions are the land-grant institutions for their respective states.
2. The size of operating budgets and number of professional, non-teaching staff were similar.
4. Both institutions are located in communities that are not major urban centers, but both are within an hour's drive of major metropolitan cities.
5. The nature of the audience is similar, that is, primarily statewide with some mixture of regional and national participation.
6. Both organization's CAO's emphasized distance education and new delivery technologies as a focus for the future, and had a major interest in linkage to business and industry as a client base.
7. Both organizations operate an educational conference center.
8. Both organizations face the conditions of changing patterns of resource availability and acquisition.

The features that distinguished the two organizations as described by their respective CAO's included:

1. Case 6 is funded by institutional appropriation; Case 9 is fully self-sustaining.

2. Case 6 has a faculty reward system for service that parallels traditional faculty promotion and tenure guidelines; Case 9 has no faculty reward system for service outside the traditional guidelines.

3. Case 6 offers programs by correspondence, Case 9 does not.

4. Case 6 has a resident faculty on the main campus of the institution, Case 9 has access to three facilities, with one of the off-campus sites being residential and under its direct control.

The selection of these particular cases for study provided an opportunity to examine organizational characteristics occurring as effects of co-existence of public service driven values and market driven values which the organizations have in common. An additional aspect for consideration was what differences occur in interorganizational relationships with the parent institution when there is a pattern of institutional funding compared with a pattern of self-supporting funding. An assumed differentiation
between the two organizations was that in the Case 6 organization - institution relationship, institutional funding may serve as a legitimizing factor for the organization, while for Case 9, legitimacy would be based on different factors. It was an intent of the case studies to discover what are the bases of the fundamental relationships with the parent institutions and to identify whether organizational dynamics are different when there are paradoxical values driven by different origins of legitimacy.

Protocol 3: Case Data Collection

Case Site Pre-visit Preparation

The CAO's of Cases 6 and 9 were contacted by telephone to invite them and their respective staffs to participate as a case site in the research project. Both CAO's agreed, after consultation with staff, to participate in the project and requested scheduling timeframes. Both CAO's received a faxed set of documents following the telephone call, which included: a cover letter thanking them for agreeing to participate, an executive brief of the research project, list of visitation needs (instrumentation, group facilitated session, interviews, observations), list of requested documents, list of criteria for selection of interviewees, and sets of interview questions that I would draw from in completing both internal and external stakeholder interviews. Copies of this set of materials can be found in
Appendix B.

Within 2 days of sending the faxed materials to the CAO's they were mailed a set of survey instruments for completion by the members of the executive group that would be involved in the group process. Each CAO was given a timeframe for completion and return of the survey instruments prior to the start of the site visitation.

Case Site Methodology

Prior to beginning the on-site group process, interviews, and observations, the data from the survey questionnaire instruments that were completed by those participating in the group process were coded. The data from each survey were coded as outcomes, strategies, actions, process issues, or values. Data was then cross referenced across all surveys and across the original CAO map data. This coding and cross referencing provided a single listing of all outcomes, strategies, actions, process issues and values that had been provided. This listing was then recorded with each of the mapping concepts for each category on a single small "static image" sheet for use in the creation of a group-designed cognitive map. Values were recorded in list form on one large "static image" sheet.

Arrangements were made to spend time in the site visitation for the group mapping process, individual administrator interviews and observation of the organization in interaction with stakeholders. Time spent at each of the case
sites varied from two days at Case 9 to four days at Case 6. The variation in time spent at the two sites did not impact the time dedicated to data gathering. The additional time available at the Case 6 site was used to compile data from the mapping process. For Case 9, this compilation was completed after leaving the case site.

Group Cognitive Map Process

Prior to the group process, the room to be used for the group session was set to accommodate the group working on a large wall, with space available to use flip charts, utilize an overhead projector, and to tape record the process. The Case 6 group process was video taped, Case 9 group process was not video taped due to a lack of equipment. All materials and equipment were pre-set in the room, and the furniture was placed to accentuate unencumbered access to the "working wall".

The group process was introduced with an overview of the concepts of cognitive mapping, definitions of the terms to be used in the map design (outcomes, strategies, actions, process issues), a review of the steps of nominal group technique that would be included, and the backup use of Chicago Voting as a consensus generating decision-making process as needed throughout the day. Details of these group processes may be referenced in Appendix C.

I explained that the full strategic options design and analysis process that was typically used included some
process components that would not be part of the group process in which we would be engaged. I also indicated that the process is typically an ongoing one and that the map that would result could be impacted by the limitations of time constraints.

Prior to beginning the actual group process, expectations of the group for the outcomes of the group process were elicited and recorded on a flip chart at the front of the room. The actual cognitive mapping process was initiated with the silent completion of an outcomes worksheet on which participants were to record from the master list (which had been positioned in list order on the wall), or to create in the moment, the most compelling answers to the question "What do I/we want?". The silent work portion was also used to have individuals prioritize the outcomes.

The second step of the process was to elicit from the participants the outcomes of greatest importance in a round robin calling for outcomes. As each outcome, either from the master list or newly generated, was identified, the outcome was placed in a horizontal line at the top of the wall. The outcomes had been recorded with blue erasable marker; any new outcomes were also recorded with the same color and assumed the same value as those concepts that had emerged from the survey data. The round robin calling was repeated beginning with a different person each round until there were no new outcome concepts and all those on the list
had been positioned on the wall. The elicitation of outcomes was completed with a final question from the facilitator of "What's missing?". As participants once more reviewed their list of outcomes and those on the wall, additional concepts emerged and were included in the map.

The third part of the process was to clarify any concepts that anyone in the group did not understand or felt needed further explanation. After the originator of the concept provided clarification and explanation, and adjustments recorded on the "static image" sheets, the facilitator asked for the group to consider whether any of the concepts could be merged, fit together, or encompassed under a higher level construct. As the group discussed and concurred on groupings of outcomes into sets of outcomes that were somehow connected to each other, the concepts were physically repositioned on the wall to comply with the groupings determined by the participants. The group was then asked to create a heading for the cluster of outcomes identified.

After the group reached consensus by acclamation or by group voting that the groupings or clusters of outcomes and their headings adequately reflected organizational intentions, the group was asked to consider what were the relationships between the clusters, and specifically which outcomes from one cluster might be most strongly related to specific outcomes from another cluster.
Three relationship options were described as connotated, that is, one outcome was a causal factor for another outcome, mutually influencing, that is, that two outcomes mutually influenced each other, or non-causal, that is, that two outcomes might be related, but without direct causal influence one on the other. Relationships between clusters and outcomes were recorded as arrows and lines. Clusters and outcomes were numbered sequentially for future reference.

After completion of the relationships between clusters and outcomes, the group continued to use the same process of silent reflection, concept selection, prioritization, elicitation, clarification, sorting and clustering with each of the remaining concept sets of strategies, actions and process issues. With each elicitation, the order of rotation was changed. Throughout the process the facilitator recorded any issues which needed clarification beyond what was possible in the context of the time constraints of this particular session, with group consensus on whether the concept should be included, even though not totally clear, in the map construction. As strategies were positioned on the "working wall" they were placed in concentric circular alignment with the outcomes that they supported, and were coded by cluster and outcome. Actions and process issues were similarly positioned and coded. Each set of concepts was recorded with a different color so that as participants
viewed the constructed map, each type of concept could be distinguished from another. Concepts were positioned in relationship to the clusters and in alignment with the outcomes they supported, to focus attention on a specific cluster at a time. As relationships between strategies and actions were elicited, additional points of connection between clusters were identified with strategies and actions overlapping in serving more than one outcome. These overlapping outcomes, strategies, actions, and process issues were coded with reference to the connecting and overlapping points with other clusters.

Participants were encouraged to actively embrace the process by physically positioning the concepts in relation to one another and reducing the formality of the elicitation process. The facilitator eventually served the function of dialogue facilitator and pulling the group to closure of each segment of the process and reducing the structural management of the process.

The next step in the mapping process was for the group to identify the most compelling, important or immediately critical stream of outcomes, strategies, actions and process issues that the organization confronts. The group was asked to consider the list of values at this stage of the process to ensure that the most compelling concepts are also the most congruent with organizational values. This set of "commitments" for action were recorded on a separate static
sheet and provide the organization's stream of strategic intentions, options, actions and issues on which they intended to focus in the immediate future. The group process agenda, samples of the worksheet forms, and definitions are included in Appendix C.

The group process was completed with an open frame of feedback between the facilitator and the group responding to the questions "Did this process meet the expectations I had for the session?", "Who were we in interactive dialogue with each other?", and "What did I learn?". After the open frame, the map concepts were coded for relationship linkages and removed from the wall by clusters. Each cluster was then recorded as an individual map in COPE Graphics for analysis.

**On-site Interviews**

Each participant in the group mapping process was interviewed post process for one half to one hour. Prior to the interview each administrator was provided with a list of questions to consider to guide the interview. Each individual was asked if he/she had any concerns with my recording the interview. Each interviewee was asked, at some point during the interview, to consider me a perfect candidate for a position with organization and to discuss how he/she would go about convincing me that this is the place that I should spend the next few years of my career. Each interviewee was asked to identify any metaphors and stories
that would broaden my understanding of the organization. The final common question of the interview asked the interviewee to reflect on times when he/she had particularly good and energizing days at work and what had happened that had those days be so energizing. Other questions in the interviews varied depending on the content of the responses to the initial question, the nature of the communication style of the interviewee and his/her role and responsibilities in the organization. Each interview was transcribed and then analyzed as a means of triangulating for metaphor usage, consistency of organizational and individual intent and purpose, and to provide a richer understanding of the organizational culture.

The administrators of the organization who were involved in the group mapping process suggested additional personnel to be interviewed either on-site or by telephone. Additional personnel were interviewed on-site as time allowed with some additional interviewing completed by telephone. A minimum of three each of external and institutional stakeholders were interviewed by telephone. At least one interviewee from each category was not currently employing the services or participating in programs offered by the organization. Each interview lasted approximately 15 minutes and was initiated by explaining that I was doing research for my doctoral dissertation on the organization and that the individual had been referred to me by a member of
the administrative group.

I asked these stakeholders to describe what relationship each has or had with the organization or why he/she or the organization represented did not engage in a relationship with the organization, depending on the circumstances of each stakeholder. Interview responses were recorded manually and later transcribed in summary format. Responses were analyzed to determine continuity of understanding of the relationships between the organization and institutional and external stakeholders.

Protocol 4 : Data Analysis

Cognitive Map Analysis

For each of the two cases, the cognitive maps were computerized from the maps created in dialogue with the administrative groups of each case. With the inherent complexity and volume of concepts, the computerization of the maps was done in three distinct views. The initial set of maps were of each of the group identified clusters of connected concepts. A second set of maps was constructed showing the interaction between clusters. A third map was constructed which depicted the concepts which the administrative groups determined were of highest priority and highest level of commitment for the organization for the immediate future.
Each cluster or conceptual grouping was mapped as a separate view, retaining cross reference to other clusters at the points of linkage to other cluster sets. Each cluster map was analyzed by first looking at the within cluster contextual factors or process issues which had major influences on outcomes, strategies or actions. These issues were identified as a balancing influence - a setting in motion of a cycle which increases the stability of the organization; an amplifying influence - a setting in motion of a cycle which increases the development of the organization, or a paradoxical influence - the creating of tension energies which have not yet emerged as stabilizing or generative energies. These paradoxical influences have a randomness of energies or high degrees of diverse forces operating against one another and produce an enfolding, implosion or emergent, explosion possibility. The amplifying and balancing categorizations were used modeled after Senge's (1990) conceptual framework of feedback loops being influenced by amplifying or balancing factors which he used as a way organizations can analyze the movements in their systemic mental maps. Paradoxical influences were identified as those influence factors in which both amplifying and balancing forces are at play. This labeling was guided by my interpretation of the perceived impact the factors or issues might have on the outcomes, strategies or actions with which they were aligned, based on the whether the group phrased or
discussed the issue concept in positive, negative or conflictual terms.

The next step of the map data review was to expand the perspective of the analytical frame to include the sets of outcomes, strategies, and actions which were influenced. This step was taken to determine what, if any, patterns in the forms of loops or streams occurred in the data. As loops or streams were identified, they were labeled using the Nutt and Backoff (1992) schema of generic organizational tensions of equity, transition, productivity, or preservation. Equity is understood to mean attention to human resource development needs for fair treatment; preservation is defined as controlling efforts to maintain traditions; transition is the need for and efforts toward change to exploit an opportunity or meet a need; productivity are changes to enhance performance (pp. 132-133). Nutt and Backoff have identified the tension issues of equity and transition as outwardly focusing and preservation and productivity as inwardly focusing from the perspective of the organization.

Because of the triadic nature of continuing education organizations, that is, the requirement for being simultaneously inward and outward looking from three distinct perspectives, self, other and institution, and for purposes of exposing new trends in energy stimulation and movement, I have chosen to modify the automatic inward and outward
classification of the two sets of tensions to a more flexible contingency application. I have identified in the tension description the nature of the organizational focus and perspective relative to the specific tension, without standardizing to the inward-outward Nutt and Backoff convention. The loops and streams were characterized by researcher interpretation of the overarching pattern or conceptual thread which bound the within loop or stream concepts together as related pieces.

The third step of the analysis process was to view the map from the loop and stream perspective to identify any key connecting points between loops or streams. These coupling points were labeled as "leverage points". Additionally, separate points of convergence were noted and labeled. These points of convergence were identified by locating concepts to which or from which several other concepts flowed or were the congregating points for other concepts. The interpreted qualities of both leverage points and points of convergence were matched as appropriate with the qualities of learning organizations offered by Senge (1990). These qualities include personal mastery, holding creative tension, clarifying personal vision, beingness, generativity, systems thinking, interconnectedness, commonality of purpose, shared vision, alignment, and team structure which were summarized in Chapter II.
The fourth step in the analysis process was to identify the tension fields within the cluster. This process of categorization was used to identify if the organization was being learningful in nature as evidenced by demonstrating qualities that could be interpreted as being congruent with the currently understood qualities of learning organizations, high performing organizations or effective organizations according to the models identified in the literature. An additional identification process was used to determine the source of energy, inspiration, will or volition which, at least conceptually and in scenario creating dialogue, was understood to move the organization along a developmental path to creative space, solutions encompassing both pieces of the dichotomy, or actions which involved learning and inquiry.

In categorizing the loops, tensions, streams, points of convergence and leverage points, I used a letter and number sequence as labels in order to visually summarize in table form the connections between these various patterns. Following the description of each pattern is, bracketed with parentheses, that label which indicates with the first letter whether it is a loop (L), tension (T), or stream (S). The next digit in the label is the within case number of that particular type. The numbers were used sequentially to identify in summary form how many total tensions, total loops, and total streams exist in the mapping of the case.
Following the number in the label are indicators of the type of energy or force that was being generated by that particular construct, and in which quadrant of activity the pattern exists or is impacted by a process issue. For example, APR is an amplifying force in the quadrant of productivity; BPS is a balancing force in the quadrant of preservation. If multiple forces exist and/or the pattern exists in more than one quadrant, each set is listed in the label. In some cases there is a strong paradoxical force at work on the pattern. When this is the case there is a P inserted following the pattern type letter, for example T4-P.

In the case of points of convergence and leverage points, the acronym for the cluster comes first then the pattern type indicator, for example (VM-C). In this label, VM indicates a cluster labeled as Vision-Mission, and identifies the pattern as C, a point of convergence. The remainder of the labeling for these two patterns is the same as for the tensions, loops and streams. The distribution of patterns and the direction of the flow of energy of the patterns was then summarized in table form for each cluster. An organizational summary table of patterns was compiled. The following table provides the variations in labeling that are used in the map analysis and interpretation process.
The fifth step in the process was to analyze the map of commitments that was created from the summary discussion of the administrative groups. The concepts included in this map were elicited from the administrative groups in response to a request to identify the most critical elements of the full cognitive map to provide a set of concepts that would be of primary importance for the organization for the near future. These highest priority concepts were mapped after the on-site visit as part of the interpretive process. This commitment map was analyzed from each of the frames described in steps one through five.

The sixth step in the analysis process for individual cases was to view the full cognitive map of the organization
in terms of systemic patterns in comparison to the map of commitments that was created from the administrative groups' final step of the mapping session. This comparative analysis was completed to insure that the most important conceptual patterns were captured in the cognitive map and to determine what patterns and flows existed when focusing the organization's attention on the most critical conceptual elements, from a position of being aware of their values and operating assumptions.

Composite views of the tension fields and the system patterns were created and analyzed to determine if any global or meta-level patterns emerged from viewing the system as a whole from the combined schemas. This eighth step in the map analysis process completed the cognitive map analysis of individual cases in isolation.

No attempt was made during this analysis process to infer or assume linkages or between concept patterns beyond what were specifically identified by the participants in the group cognitive mapping process. As noted, interpretation was used to classify and categorize loops, streams, leverage points, points of convergence and systemic patterns. Conclusions about the mental models or cognitive maps of the individual cases were derived from the composite views of the inter-cluster, cluster and commitment maps.
Document Analysis

Each CAO was asked to provide documents as available from a list of documents which they were given prior to the on-site visit. These documents provided by the CAO's were reviewed to determine the continuity between espoused concepts and concepts communicated to constituencies, concepts discernable in internal structural systems, and the possible existence of additional concepts not articulated through the group process or individual interviews.

Interview Analysis

The interview analysis included the same steps as in the preliminary interview coding in Protocol 2 with two exceptions. The interviews were transcribed, however were not entered into Ethnograph for analysis. The second exception to the procedure was the elimination of the grouping and categorizing of conceptual frameworks. Because the interviews were intended as an additional resource to verify or confirm the data from the mapping process and to gain an essence of who these individuals are in relationship to each other and the organization, the only conceptual references pulled from the text were ones that appeared to be uniquely different from any previously identified in either the preliminary data or on-site data that had already been reviewed and analyzed.

The interview texts were reviewed several times, both to approach the data from different personal states and both
before and after having fully analyzed the maps and documents. With each reading of the transcript texts, I was able to identify pieces of information that supported, confirmed or contradicted information that had been identified from a different data source. When contradictory information was identified, I used this as an indicator of tension(s) that had not yet been made explicit in the organization and in making an interpretation about the development of the organization as a learning organization.

In analyzing the interview data, the concepts that had emerged in the mapping process were verified. This data also yielded additional information that, while not adding to the cognitive map of the organization, did allow for a more in depth and wider breadth of understanding who the individuals in leadership positions were as people, and thus a better understanding of the map that they co-created. Threads of common understandings, concerns and aspirations emerged as I reviewed each person's story and their metaphors. I drew from their narratives each individual's meaning of the organization and what had coalesced in stories over the years to define the essence of the ongoing organizational culture.

**Metaphor Analysis**

The metaphor analysis at this juncture of the research was undertaken from an overall organizational perspective and from a systemic and tension perspective. Because the
metaphors as requested were intended to be representations of the continuing education organization within its environments, not only were the individual mental models of the organizational culture captured, environmental interactions were also expressed in the metaphors. The metaphors used in conversation that seemed particularly poignant in illustrating tensions of the organization were noted in the analysis.

**Competing Values Analysis**

Each member of the administrative group for each case involved in the mapping process completed a competing values self-assessment instrument. (Quinn, 1988) This instrument measures individual development in eight leadership roles. The instruments were scored and then plotted on a leadership profile for the organization. This provided a view of the self-understood roles that are being performed currently by each administrative group.

This method was used to identify any similarities between administrative role playing and the conceptual patterns that emerged from either the mapping process or the interviews. This profile also allowed for cross-reference between organizations to identify leadership role characteristics that differentiated or were common between both organizations.

Following the assessment guidelines provided by Quinn (1988), the means of the individual case administrator profile scores were used to depict a composite
organizational profile. Both the multiple and the composite views of competing values profiles were used in the analysis of leadership capacities of each of the organizations.

The analysis of the leadership competing values profiles, both the multiple view and the composite view, included looking at the divergence and convergence of self-identified roles within each case, within a particular leadership role dimension. Both profiles were analyzed in comparison to the other case profiles. The composite profiles were considered in comparison to Quinn's profiles of perceived effectiveness and organization type. The perceived effectiveness of the case composite, depicting the organizational leadership profile was verified or questioned based on triangulated evidence from stakeholder interviews. Interviews with organizational members, external and institutional representatives were considered in validating the interpretations of the profile categorization. Results of these analyses are reviewed in Chapter V.

Cross Case Analysis and Summaries

In dealing with organizational tensions within and between conceptual loops, streams, points of convergence and leverage points in the construction of a mid-range theory of continuing education organizations, particular note was taken of those amplifying conditions that emerged as creative spaces or action opportunities that were being offered by the administrative groups of the case studies.
Based on the existence of these creative spaces and the actions which align with understandings of learning organizations, each case was assessed as having developed learning capacities or not matching the learning organization criteria. The results of this assessment are provided in Chapter V.

The narrative summary and conclusions, in addition to addressing the variations in the learning assessment noted above, discusses results in terms of the five generic organizational theory constructs of mission, leadership, strategies, performance and culture; in terms of the concepts of change, tension, drivers, capacities, and patterns that emerged from the literature; and in terms of movement, paradox/tension, outcome, and influence factors as inducted from the case data. The assumptions of the inquiry are verified or refuted based on empirical evidence and interpretation. Responses to the initial research questions and evidence of theoretical extensions form the conclusions of the case study research.

Protocol 5: Theory Construction

Using the empirical data and constructs available from the literature, I formed a developmental mid-range theory by considering the changes, patterns, tensions and drivers of the organizations being studied and identified a variety of metaphors which might capture the essence of the interplay
between the conceptual frameworks and the patterns and
trends that had emerged. Critical to the usefulness of the
theory is the capacity to capture the systemic (Senge, 1990)
and syncretic nature of the information and service based
continuing education organization of postindustrial society.
I drew on the organizational metaphors in use in the two
case studies as the basis from which to ground the theory
metaphor as an organic dimension. Additionally it was
important to capture the integrated qualities of organi­
zational forms and systems within the construction of the
theory metaphor.

I constructed the theory from three distinct levels of
interaction: individual, organization, and inter-organiza­
tion, forming at a higher level of abstraction, constructs
that could capture the essence of the organizations in a
holistic and developmental illustration.
CHAPTER IV

CASE STUDY PROFILES, RESULTS AND DISCUSSION

Section I - Case 6

Preliminary Data and Analysis

Quantitative Data

The male, Caucasian CAO has been with the organization in his current position and with the institution for 9.5 years. The organization is funded in part by institutional appropriation, does not receive state legislated appropriated funds, and maintains its operations by generating 65% of its funds from earned sources. The organization has an administrative/professional staff of 82 and serves a varied audience including international, national, regional, state-wide and local constituents in a range of programs and services which are highly diverse. (9 of 9 factors) The organization is perceived by the CAO as undergoing change and as reported by the CAO, is different now than it was 5 years ago. The organization is located in the Southeast.

Cognitive Map Analysis

The highest level concepts identified by the CAO is Who we are, enhancing the quality of life, and the empowerment of individuals and organizations. A second level of concepts or higher order goals are to serve the learning needs
of adults and organizations. The organization serves the role of facilitator, enhancer, and as a clearing house. Factors influencing the organization and process features include: diversity of constituents, flexibility and tolerance of staff, growth and development of staff. The CAO suggested the need for staff to see and act from the perspective of a new paradigm.

Conditions in which the organization operates include a new accountability to the institution in terms of fiscal resources and given declining resources the competition that exists for funding with the core academic units.
FIGURE 6
CASE 6 PRELIMINARY COGNITIVE MAP
There are four focal points of convergence for the organization. One of the points at the highest outcome level is Who we are, for which the response was made in terms of teaching, service and research. Teaching was articulated in terms of providing a comprehensive and innovative educational experience that evolved to and allowed an environment for self-directed, independent learning. Service is evidenced by the creative use of expertise in the roles of learning facilitator, learning enhancer, a total learning environment and sanctuary. Research is seen as providing leadership in the development of theory and practice of continuing education as a professional domain of inquiry and action. Each of these 3 domains of activity are supported by and support a clearinghouse concept for the delivery of programs, services, information, and learning environments.

The second concept at the second highest level of goals is to serve the learning needs of individuals and organizations. This goal is demonstrated by commitment to personal and professional excellence, self-renewal, continuous improvement, improvement of professional practice, improving the quality of the workforce, all through programs, services and enhancing the profession of continuing education. The internal staff was identified as the population to be served as part of the mission or goals of the organization which requires the framing of staff thinking in terms of a new
paradigm. This concept would be articulated by practicing what is preached, self-development, learning of new management techniques, breaking out of the status quo the development of sensitivity, flexibility and tolerance, continuous refinement and enhancement of diversity plan, a re-tooling, re-motivating, building on good fortune, evaluating mission, forming a commitment and being enterprising.

Several loops emerged in the mapping process which provide a sense of the inter-relatedness of staff orientation, development, creativity, accountability, and action and the ability of the organization to fulfill its roles, serve as a clearinghouse, and provide environments for learning. While a hierarchy of goals, strategies and actions was employed to arrange the concepts for the map, two distinct features of the map are discernable.

The initial feature that is interesting is that the loops which include actions, goals, and strategies from different streams are mixed in the same hierarchical level as they are mapped. The second and perhaps more enlightening feature is that the super-ordinate goals were framed in terms of a question about who the we of the organization are, enhancing the quality of life, and empowering both individuals and organizations. What is interesting about this is that it appears that these goals are at a more fundamental human condition level than the goals articulated in most of the other maps.
The creation of learning environments, service as a facilitator and enhancer, a team processing format, information exchange as a focal point, and articulating a self-respectfulness by embracing the field of continuing education as a discipline with academic integrity, encompass and interweave in response to and in articulation of a dynamic social system. External, internal, and organizational stakeholders are perceived in both organizational or group contexts and as individuals. This construct is unique across the case data.

**Ethnograph Analysis**

Outcomes of the organization are identified in terms of identity the organization and the effect the organization has on individuals and other organizations and their quality of life. This effect on elements of the organization's internal, institutional and external environments is evidenced through the provision of services to enhance learning environments, teaching as a learning process, and inquiry as praxis for the organizational members. The how of reaching the outcomes is discussed in terms of a new paradigm that include the constructs of improvement, renewing, re-tooling, the use of ideas and tapping staff creativity. Identity issues are revealed as perceptions internal, institutional and external stakeholders have of the organization.

Factors which affect the organization include fiscal concerns, accountability for quality action and interaction,
technology, and the perception that different stakeholder groups have of the organization. Tensions for the organization are produced from the scarcity of resources, a competitive environment both institutionally for funds to support activities and externally in terms of delivery of educational programs. Diversity of populations served and staff is identified as a growth producing tension that requires constant evaluation and adjustment and a core reframing of how staff interact, with both more flexibility and tolerance.

Evolutionary movement for the organization is occurring as a result of inquiry and evaluation of mission, who the organization is and how the organization can fulfill roles it chooses from which to express its mission. Leadership, commitment, planning, empowerment and reframing the organization by members are perceived as driving elements for organizational learning and growth. Creating through team interaction, environments for learning, in both an internal organizational context, but also for external stakeholders to enhance their learning, is a central theme. Experimentation is identified as a means of testing out learning, with stakeholder feedback providing a basis from which to evaluate and adjust performance.

The provision of information and technology as means to enhance learning at the individual and organizational levels is a major thrust for the organization which allows it to be
more effective in meeting the objectives in each of the three activity areas, teaching, service and research. Demographic changes, for example are not influencing just program and service delivery, but also highlight the cultural originations of staff producing a need for staff development and personal growth. The CAO appears to be challenging the staff to be responsible for living the core values of the organization which are based on the quality of life, constant inquiry, continuous growth and development, and to be both self and other directed in their interactions.

I perceive this organization as progressive and future oriented. The CAO articulates a model that fit what Senge (1990) and Argyris (1982) have identified as a learning organization. What appears to be unique for this organization is that it is simultaneously creating a learning organization within, and its contribution to the institution and to the external stakeholders is creating temporary and changing learning organizations and environments for the purpose of transferring knowledge and information from a source to others. Simultaneously, the organization is capturing some essence from others, the adult student, the external clients, and the institution and taking on select characteristics or "ways of being" that are mirrors of those with whom the organization engages in interaction. The organization has established or at least identified three
distinct paths or roles from which to generate learning opportunities for others.

Self knowledge and accountability in action are observed as core and primary in order to have the capacity to engage with others to form learning entities. This notion comes from the CAO's discussion of team formation for specific creative intentions and the issues of diversity with which the organization and individuals within it are struggling.

Metaphor Analysis

The CAO used the following metaphors in his discussion of the organization: "effects our lifeblood", "better sense of self", "life after", "conduit for reservoirs", "think like Ritz-Carlton", "break people out of status quo", "benevolent dictator". The first three metaphors use conditions of existence to describe what's happening to the organization, as if it were a living thing. The "effects our lifeblood" was used as a description of fiscal resources. "Better sense of self" was the way the CAO described the application of the question "Who are we?" and what the organization does or will do as a role player and actor in the world. "Conduit for reservoirs" was used as a description of the knowledge that is available for others from within the institution of higher education and as a result of the research efforts of the field of continuing education. The reference to the Ritz-Carlton was used to
articulate the exquisite care with which customers are treated to the highest quality of service which is a goal of the organization as it creates and manages its learning environments. Both "break people out of their status quo" and "benevolent dictator" were mentioned as the CAO was discussing decision-making and the distinction between where he thought staff should be in their performance in interaction and self orientation and where they are. I believe these two metaphors are indicative of the CAO's style and the possibility of his own delay in living a new paradigm.

Results

This organization provided excellent potential as a case for study of the emerging successful and high performing continuing education organization that encompasses multiple missions, paths, patterns, and means of articulation of its mission.

In-depth Case Studies: Introduction

The Researcher in Relationship with the Organization

In summarizing and drawing conclusions about the case study research, and characterizing differences between the two organizations that I engaged in this inquiry, I found I kept reflecting on how as a researcher and professional colleague I had been treated differently by the two organizations. It seemed useful and consistent with the research methodology to provide a narrative of the qualities of the
organizations that were experienced directly as the administrative groups involved themselves in the inquiry and with me as an external constituent.

The Case 6 CAO was openly inviting and eager to have the organization be involved in the research process, particularly as an action contributing to the organization's goal of enhancing the theory and professional practice of continuing education. There was no hesitation in his opening up the organization to whatever scrutiny and questions that I might have, over whatever length of time I needed, and on whatever timeline I required. He personally returned all my calls and was available for dialogue throughout my on-site visit.

He had conveyed to the remainder of the administrative group that they would need to be present for a meeting to participate in the group mapping process to satisfy the requirements of my research. The group gathered under that premise. As I elicited the group's expectations for the 3 hours we had together, two of the participants indicated that they were there to assist me in my research. The rest were curious, wanted to learn something, experience something new, and to see what this was all about. Their specific expectations of outcomes for the session are noted in the following table.
TABLE 9
CASE 6 GROUP SESSION EXPECTATIONS

<table>
<thead>
<tr>
<th>CASE 6: GROUP SESSION EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SATISFY CURIOSITY ABOUT PROCESS</td>
</tr>
<tr>
<td>2. MOVE RESEARCHER CLOSER TO Ph.D. (2)</td>
</tr>
<tr>
<td>3. FEED INTO, ILLUMINATE THE STRATEGIC PLANNING PROCESS</td>
</tr>
<tr>
<td>4. IDENTIFY CHANGES, DIFFERENCES IN CAO MAP AND GROUP MAP</td>
</tr>
<tr>
<td>5. INTERESTED IN HEARING COLLEAGUES' IDEAS</td>
</tr>
<tr>
<td>6. COMPARING OUR MAP TO OTHER CS ORGANIZATIONS</td>
</tr>
<tr>
<td>7. INTERESTED IN THE PROCESS OF THEORY DEVELOPMENT</td>
</tr>
</tbody>
</table>

The group as a whole was reserved, hesitating to interact, for the first half hour of the group process. I was concerned during this time that the group would not take independent action in developing the organizational cognitive map. After becoming familiar with the elicitation, clarification, and sorting processes being used, the group became interactive and the map unfolded out of their involvement. In the group process dialogue points, when there was open space for free discussion, the conversation was dominated by males, the females in the group typically responding when asked a question directly. The only exception to this tendency was in discussion of the usefulness of the "learning sanctuary" metaphor.

After the group process was completed, most of the group remained in conversation, asking me about the process, talking about the ideas that had been generated on the map and talking with each other about the interactions that had
occurred. In the interviews following the group mapping session, the members of the administrative group were congenial and conversant to the point of my being overwhelmed with data. I was invited to speak with whatever staff member I thought would be helpful, I was given multiple years worth of reports and varying types of documentation.

The nature of the conversations with the majority of the administrative group ranged from professional war stories to discovering common friends or where our paths might have crossed professionally to personal aspirations and frustrations. The individuals were open and intentional about being helpful. I had free and open access to finding out who these people were as individuals and how they understood the organization of which they were a part. I was struck by three pieces of conversation that will remain poignant for me in remembering Case 6 and the qualities of the people who are this organization. The following is paraphrased from an individual who is one step lower in the organizational hierarchy than the administrative group, and was not involved with the group mapping process.

I really don't know about how to approach that; I'm not responsible for long term or negotiated relationships with the college. That college is part of my section, and so we serve them in coordinating their conferences.

What struck me about this comment is that for all the efforts and desires and aspirations of the administrative group for a learning sanctuary, they were also accurate in
recognizing that enlarging the vision and thinking in terms of a new paradigm were current necessities for the organization, not yet an accomplished objective. This comment reflects the existence of some gaps between the desired outcomes that were identified in the mapping process and the current realities. The evolutionary and progressive nature of organizational learning is evidenced in this single comment, and demonstrates the variations that might exist in levels of understanding of the concepts generated by the administrative group and those of others in the organization that have not reached the same level of understanding.

The following paraphrase is indicative of the resources in systems thinking and learning by being engaged that already exist in the organization that could be tapped as a learning resource.

We design by going out and living with them, finding out what it is they do, how they do it, what their frustrations are. When something goes right, how come? Then we visualize with them what they want. We design it, then work with them to see if it really fits what they want and then we keep on top of helping them understand how to use it and look for improvements as we go. I mean, how else would we go about creating something that meets their needs?

The final comment was the most significant to me in terms of where the organization is in reaching their desired outcomes, understanding each other, their purpose in the scheme of things.

When you look at the concepts on the map, they're really only a touch away from one another.
Following my on-site visit, the members of the administrative group were responsive to all my requests and were openly eager to receive results of the study. It is my perception that members of the administrative group and the other staff I interviewed, observed, or engaged in casual conversation, see in the vision of the organization, a way to realize their personal and individual missions in life. Therefore, I understand the driver of the organization to be individual aspirations, that is, individuals are for the most part engaging in activities with the "end in mind" (Covey, 1989). I understand this organization to be a learning organization, facing the ongoing struggle of maintaining the qualities of learning and continuous improvement as a lifelong process.

Organizational Cognitive Map Analysis

The cognitive map for Case 6 was developed by the administrative advisory group which consisted of nine individuals, including all of the senior administrative officers of the organization. The group included three Caucasian females, one who is responsible for a major programmatic area, the remaining two served in central administrative system support roles. The other six were Caucasian males, responsible for major programmatic or functional areas, and the director.
Concepts of outcomes, strategies, actions and process issues were elicited from each of the participants, and all participants engaged, in varying degrees, in the discussion and dialogue about the concepts, their linkages, and the meanings of the connections between concepts for the organization.

Four major conceptual groupings emerged from the cognitive mapping process. The group identified:

1. Vision and Mission;
2. National and International Leadership in Theory and Practice;
3. Educational Programs / Clients: Individuals / Organizations; and
4. External/Institutional Environmental Support Systems

as clusters within which all the identified concepts fit.

It was determined in the group process that each of these cluster areas mutually influenced each of the other cluster areas. The point of convergence for the cluster areas was identified as the concept of "Center 2000", which as a guiding metaphor, encompassed the underlying meanings of the organization's identity. The "Center 2000" metaphor includes the notion of interaction with the continuing education organization as being a learning sanctuary.
While there was a dissenting opinion on the meaning of "sanctuary," it was generally understood to portray an ethos of full and focused engagement in the learning process, regardless of learner location, learning method, content area or instructional method. It was described as a state of mind that permeates the organization and every educational opportunity and transaction. It was characterized as an ethos within a heuristic environment.

Cluster 1: Vision and Mission

Three of the four loops identified within the Vision and Mission Cluster emanated from a vision of creating a full service, comprehensive continuing education center that functions as an informational clearing house and learning sanctuary. The initial loop includes three outcomes of having a collective vision and commitment for excellence,
trained and dedicated staff, and an infrastructure that is relatively flat in structural hierarchy, participative in nature, computerized, labor distributed by functions, and that undergoes systematic assessment. This loop is set into generative motion by the influence factors of having new expertise and a new knowledge base. These factors are considered to be amplifying productivity (T1-APR). By having new information and new skills the organization has new capacities to increase their options in moving the organization along a path of growth. This loop was understood to be amplifying transition (L1-AT).

FIGURE 8
CASE 6 LOOP 1: VISION - MISSION CLUSTER

1 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, - T = transition quadrant, L = loop, S = stream, P = paradox, - C = point of convergence, VM = vision-mission cluster, - L = leverage point.
The second loop identified from the same vision included strategies for achieving the amplifying transition loop. This loop includes **thinking in terms of a new paradigm and enlarging the vision of employees at all levels**. A positive action initiated from these strategies is **repeat explanations and continuous meetings with faculty and departments**. This loop is set into motion as the organization faces the personnel issues of **salary slump, low morale, narrow perspective, and staff being unsure and uneasy**. The influences on the loop are balancing equity (T2-BE) in nature, however the loop itself was understood to be and categorized as **amplifying equity (L2-AE)**. Methods and means of dealing with the balancing influences such as training staff and acquiring new expertise had been created by the administrative group in the conceiving of the strategies.

**FIGURE 9**

CASE 6 LOOP 2 : VISION - MISSION CLUSTER
The third loop identified in direct relationship to the conference center vision included strategies of emphasizing team management and learning new management techniques with the consideration of new organizational models, and assigning implementation of strategies to teams as actions to be taken. This loop is what could be considered a connector loop because it flows in relationship to the fourth loop through the strategy of continuous human resource development and management training. The loop is influenced paradoxically in that it is set in motion by the conflictual staff interpretations of the nature of leadership and decision-making authority in the organization. This authority was described as being benevolent dictatorship, authoritarian, participative and bi-polar. Bi-polar was used to describe leadership as being both authoritarian and participative at the same time. The paradoxes noted in the expression of leadership styles in the organization is understood to be observations of individuals who are structurally aligned with different positional leaders who interact in different ways. Some positional leaders exhibit characteristics of interaction which are residual from historic patterns of leadership while others exhibit characteristics of interaction which demonstrate a new leadership paradigm of participative decision making. These differences in leader styles is further detailed in the competing values analysis section. This issue was considered an amplifying
transition-balancing preservation influence (T3-P/AT-BPS) on the loop, creating a spiraling effect.

A related stream that emanates from the continuing education center vision is the strategy of challenging positional leaders to become more involved in decision-making and leadership issues of the organization. This stream links to the third loop through the action of assigning implementation of strategies to teams. This loop and stream collectively were categorized as amplifying transition (L3-AT). The concepts that make up the loop are interpreted as involving strategies and actions that emphasize personal mastery, learning and structuring in teams. This loop is considered as one which generates creative energy emanating from the distinct management and leadership styles of those in different operational components of the organization.

FIGURE 10
CASE 6 LOOP 3: VISION - MISSION CLUSTER
The fourth loop consists of the strategies of continuous human resource development and management training and enlarging the vision of employees at all levels. This loop flows out of the amplifying equity strategy of thinking in terms of a new paradigm. Creating a strategy of shifting the minds of personnel is considered as a generative step. This loop encompasses the majority of actions for the organization's Vision and Mission Cluster including consideration of new organizational models, filling an associate director for communication services position, acquiring and accessing expertise in educational technology, and repeat explanations through continuous meetings with faculty and departments. This loop is set in motion by the paradoxical conditions of simultaneous change, stability, and variation in developmental phases of growth, decline and being static. The tension of the paradox is between the amplifying of transition and the balancing of preservation (T4-P/AT-BPS). As the organization depicts strategies and actions which enhance their capacities by acquiring new expertise, inquire into new forms of structure, and set the framework for continuous dialogue, the loop takes on the quality of amplifying transition (L4-AT).
The five major points of convergence in the map were the strategic concepts of thinking in terms of a new paradigm, enlarging the vision of employees at all levels, continuous human resource development and management training, learning new management techniques and emphasizing team management. The two paradoxical conditions of mixed authority structures and simultaneous change and stability in developmental phases provides a tension which generates the energy for continuous movement. By altering deep structures (enlarging the vision) of personnel through the shifting of mind (thinking in terms of a new paradigm), the
organization has attended to engendering a shared vision for the organization and individuals who are the organization. While the paradoxical tensions might produce negative outcomes of instability or stagnation, by making the paradoxes and the accompanying tensions transparent, the organization reduces the possibilities of negative outcomes and enhances the possibilities for transitional outcomes. The balancing equity forces of personnel issues are counteracted with the amplifying productivity forces of new expertise and new knowledge bases (VM-C-AT, BE, APR) which become underlying tensions for development.

Leverage points in the map were identified as the strategies of thinking in terms of a new paradigm, enlarging the vision of employees at all levels, and continuous human resource development and management training. These key concepts link directly with the National and International Leadership in Theory and Practice Cluster independent of the continuing education center linkage with that cluster. As a separate and distinct point of connection for the organization, in addition to the connection through the center metaphor, the importance of these strategies is heightened. These leverage points were considered to be amplifying transition (VM-L-AT).
FIGURE 12
CASE 6 COGNITIVE MAP: VISION AND MISSION CLUSTER
The following table represents the patterns that have collectively emerged in the mapping of concepts. The direction of the pattern is either amplifying or increasing the organization's attention and subsequently developing action streams towards outcomes that are generative in nature or balancing which sustains the status quo or is directed toward being more rigid in nature. The domain of the pattern indicates in which quadrant of organizational tensions the pattern occurs. Some patterns exist in more than one domain and have features that are both amplifying and balancing in nature. The focus of energy indicates whether there is a linear or one way direction of the energy flow and whether there is a field of energy which exists when there are multiple domains and/or multiple directions. The same tools of summarizing patterns for this and each of the following clusters is used to illustrate the interactions within patterns and the direction of their flow.
The dual concepts of vision and mission denote the organization's view of having a high level outcome in mind and the notion of being committed to achieving that outcome. These concepts are supported by the lower level outcomes that need to be in place to actualize the vision of the continuing education center. The organization is developing sets of activities or strategies that will allow the accomplishment of the lower level outcomes. The actions planned, being taken and that have been taken are emanating from the strategic initiatives that are aligned with the vision (what is to be accomplished) and the mission (the overall purpose within which the vision is illustrated). Actions, strategies and, in some cases, outcomes all have the common thread of learning from, drawing on, improving, and acquiring the

<table>
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<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
<th>FOCUS OF ENERGY</th>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AT</td>
<td>LINEAR</td>
</tr>
<tr>
<td>2</td>
<td>AT</td>
<td>LINEAR</td>
</tr>
<tr>
<td>3</td>
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</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>STREAM</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AT</td>
<td>LINEAR</td>
</tr>
<tr>
<td>2</td>
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<td>4</td>
<td>AT, BPS</td>
<td>LINEAR</td>
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<td>LEVERAGE</td>
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</tbody>
</table>

**KEY**

A = AMPLIFYING  
B = BALANCING  
T = TRANSITION  
PS = PRESERVATION  
PR = PRODUCTIVITY  
E = EQUITY

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The dual concepts of vision and mission denote the organization's view of having a high level outcome in mind and the notion of being committed to achieving that outcome. These concepts are supported by the lower level outcomes that need to be in place to actualize the vision of the continuing education center. The organization is developing sets of activities or strategies that will allow the accomplishment of the lower level outcomes. The actions planned, being taken and that have been taken are emanating from the strategic initiatives that are aligned with the vision (what is to be accomplished) and the mission (the overall purpose within which the vision is illustrated). Actions, strategies and, in some cases, outcomes all have the common thread of learning from, drawing on, improving, and acquiring the
capacities of human resources as the driving element of the organization.

The paradoxical tensions existing from both internal habits and patterns are self-assessing and self-referential. The organization, in identifying and examining this cluster of concepts, has looked to its current inner conditions to formulate the steps needed to achieve its goals. The recognition and public acknowledgement of internal conflict as noted in the mapping dialogue and referenced in interviews about dialogues in strategic planning sessions, have allowed the organization to generate and implement specific strategies to move the organization forward on a developmental path.

The tension fields that exist between the influencing factors and the loops of concepts, within the concept loops, or between influencing factors have stimulated the creation in the map of convergent activities which focus the energies of the organization so they can be applied to leveraging different dimensions and arenas of activity. Because the lens through which the administrative group looked at the vision and mission constructs was from a human resource development perspective, the group's attention was focused on increasing skills and capacities of personnel. The group's recognition of the current nature of personnel morale and understanding habitual patterns, gives the group a baseline from which to address organizational needs for
personnel development if outcomes are to be attained.

The embracing of the simultaneity of change, stability, static and growth conditions gives the organization an opportunity to create outcomes, strategies, and actions based on acceptance of the ongoing conflictual factors that exist. Out of these conflicts or tensions, the organization, as represented by the administrative group recognized and articulated creative concepts to address the inherent issues. Change and growth was understood to be occurring through the accessing of new resources of expertise, continuous dialogue and development, consideration, thinking and expanding personal visions.

The flow of this cluster is continuous in engaging the energies of tensions to create newness, to evolve individuals to higher levels of vision and purpose as a means to an organization which collectively has a vision, is committed to excellence and has the systems and structures that allow individuals to be collaborative and self-reflective.

Cluster 2: National and International Leadership

The National and International Leadership in Theory and Practice Cluster is centered around the concept of providing a learning sanctuary. Through continuous assessment and renewal, two primary loops emerged from the group process.

The initial loop includes being internationally prominent as a residential conference center, development and use
of educational technology and development and practice of continuing education as a profession as specific outcomes. The strategic creative use of expertise, maintaining a leadership image, serving non-traditional adult students and maintaining programmatic quality and excellence are encompassed in this loop. The loop itself appears to be paradoxical given the equal focus on maintenance and development used in the language, however, the loop is currently moved by the balancing productivity force of complacency from historic organizational success. This loop has been categorized as a balancing productivity - amplifying transition loop (L5-P/BPR,AT)². The attractor forces of the image of being in a leadership position is counterbalanced by the tension of complacency from success (T5-BT).

² T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, - T = transition quadrant, L = loop, S = stream, P = paradox, - C = point of convergence, LTP = leadership in theory and practice cluster, - L = leverage point.
The second loop includes, again centered from the outcome of providing a learning sanctuary and through continuous assessment and renewal, includes being internationally prominent as a residential conference center, serving as a national model of residential learning environments, and the development and use of educational technology. Through the strategic initiatives of creatively using technology, serving non-traditional adult students to maintain programmatic quality and excellence, the organization hopes to achieve these outcomes. This loop includes the actions...
of taking groups to foreign places and delivering the highest quality hospitality services. It is considered an amplifying transition loop given the developmental nature of the concepts (L6-AT). The loop is driven by the generative conditions of potential for distance learning, current resources, and the possibility of degree offerings. These influencing factors were classified as amplifying toward transition (T6-AT).

FIGURE 14
CASE 6 LOOP 6: LEADERSHIP IN THEORY AND PRACTICE
Points of convergence on the map for this cluster include each of the four outcomes and each of the six strategies. The most convergent of these points are the strategies of continuous assessment and renewal and maintaining programmatic quality and excellence. Each of these points of convergence are linkage junctures for other strategic flows and are in a direct cause/effect relationship with the cluster outcomes. The points of convergence were classified as generative or amplifying transition, in that they have the effect of producing positive movement toward the cluster outcomes of the organization (LTP-C-AT).

The single leverage point on the map for this cluster is continuous assessment and renewal which specifically is the junction point between this cluster and the clusters of Educational Programs/ Clients: Individuals/Organizations and External/Institutional Environmental Support Systems. Embodied in this leverage concept are the notions of inquiry, reflection, conscious awareness for the purpose of continuous re-creation. This leverage point was classified as an amplifying transition force for the organization (LTP-L-AT).
Provide a learning sanctuary...

EDUCATIONAL PROGRAM

/CLIENTS:
INDIVIDUALS < ORGANIZATIONS

L5/6-Development and practice of Continuing education as a profession...

L5/6-Continuing education from organizational success...

C/I-Continuing assessment and renewal...

L5/6-Internationally prominent as a residential conference center...

L5/L6-Maintaining leadership image...

L5/6-Serving non-traditional adult students...

L5/L6-Serving internationally prominent foreign places...

L5/6-Delivering highest quality hospitality services...

L6-Serve as a national model of residential learning environments...

L6-Potential for distance learning, with current resources, possible degree offerings...

FIGURE 15

CASE 6 COGNITIVE MAP: LEADERSHIP IN THEORY AND PRACTICE CLUSTER

EXTERNAL/INSTITUTIONAL ENVIRONMENTAL SUPPORT SYSTEMS -
Leadership in Theory and Practice Cluster Summary

The following table summarizes the patterns for the cluster which includes constructs dealing with how the organization interacts internally and externally from its commitment to professionalism.

### TABLE 11
CASE 6 PATTERN SUMMARY : LEADERSHIP IN THEORY AND PRACTICE

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
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</thead>
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<td>LOOP 6</td>
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**KEY**
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- PR = PRODUCTIVITY
- E = EQUITY

The map appears to have, overall, a synergistic flow given the double looping nature and the interrelationships between the outcomes and the strategies when viewed both hierarchically and laterally. One of the loops is internally paradoxical and the other being currently moved by transitional forces. The overarching sense one gets from the interplay between the concepts at the points of convergence and the leverage point is that this cluster is continuously moving the organization on a path of creativity and challenge by sustaining current qualities while simultaneously adding on new qualities.
The focus of the organization with this cluster is again on internal conditions with a view of possibilities and opportunities for service and development as the pulling force for change. The strategies are the collectively creative solutions to reduce the gap between the current conditions and realizing the accomplishment of the ongoing possibilities. The gap will continuously be apparent, but will be moving and constantly reshaping. The organization recognizes continuous internal reflection and assessment as critical activities in which they are engaged and which are center to their capacity to achieve their desired outcomes and as a critical leverage to other organizational dimensions.

Cluster 3: Educational Programs / Clients

The loops of the Educational Programs/ Clients : Individuals/Organizations Cluster emerged on the map from the group dialogue and framing of their discussion around the concept of the continuing education center as a learning clearing house and the meaning of that concept in terms of clients, programs, and service.

The within cluster articulation of the center concept emerged as a loop including the outcomes of playing the roles of learning facilitator and enhancer, being a learning resource for non-traditional adult students, and providing educational opportunities to improve the ability of people
to function effectively in society.

These higher level outcomes are achieved through two strategies. The first strategy is the development of faculty and staff training programs. The second strategy of expanding strategic planning would result in lower level outcomes of providing new program development and program service delivery that are flexible, effective, efficient and dynamic. Specific actions taken from this loop are the hiring of consultants for financial systems design and strategic planning, acquiring or accessing expertise in self-directed, individualized instructional technologies, and delivering programs in professional development, personal development and community programs (L7-APR,AT,AE).3

This primary loop receives direct influence from the process issue of increased interest in residential continuing education (T7-APR). This movement is understood to be amplifying in nature. Movement to the loop is also generated by process issues which are both paradoxical and balancing which directly influence two ancillary loops and connect with the primary clearinghouse loop of the cluster.

3 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, - T = transition quadrant, L = loop, S = stream, P = paradox, - C = point of convergence, EPC = educational programs / clients cluster, - L = leverage point.
These two related loops that connect to the learning clearinghouse concept, connect at different concept points. One of these ancillary loops includes the outcome of improving professional practice leading to the strategies of expanding strategic planning and retooling, remotivating, committing and being enterprising. This loop activity results in the action of reorganizing at the divisional
level and reallocation of personnel and fiscal resources. The loop was classified as an amplifying productivity cycle (L8-APR). This loop is affected by the force of competition with other vendors. The movement is classified as paradoxical in that the group did not clarify the meaning to them of competition, and thus the condition of competition could be interpreted as either or both a negative and or positive motivational force. The influence was categorized as both amplifying productivity and balancing preservation (T8-APR,BPS).
A related loop centered on the outcome of understanding and serving a broad scope, magnitude, and diverse base of constituents connects with the strategy of developing new clientele, with focus on connections with business and industry by means of the strategy of institutionalizing environmental scanning and identifying areas for service and outreach, the organization will receive guidance from stakeholders (institutional, internal, external) and will achieve the outcomes of providing new program development and service delivery. A stream within this loop consists of the strategies of increasing the volume of program participants to realize and economy of scale and increasing the margin of profit of programs to fund growth. This ancillary loop was categorized as being amplifying in each of the generic tension domains (L9-APS,AE,AT,APR).

This loop is influenced by the process issue of external pressure for Total Quality Management as a service provider and the paradoxical issue of changing demographics and cultural diversity. These issues are amplifying equity and balancing production tensions (T9-AE,BPR). A related set of concepts begins at the outcome providing corporate consulting and training programs to raise the quality and quantity of the workforce, provide quality continuing education for the state, region, and beyond and linked to the loop at the strategy of developing new clientele with focus on connections with business and industry.
One outcome, serving all elements of society with the strategy of looking for something to organize talents and energies around and being effected by the issue of Clinton initiatives forcing CE to find a niche in workforce preparation for a global economy, and demand for a literate and capable workforce, exists in the map as an outlier, not connected to the other loops and streams of concepts of the map. This outcome stream was classified as an amplifying transition - balancing productivity (S1-BPR,AT) which creates a linear movement with random effect on the entire
cluster (T10-AT,BPR).

There are five points of convergence in this cluster map. Three of those points are the outcomes of providing program development, program service and delivery that is flexible, effective, efficient, and dynamic, and understanding and serving a broad scope, magnitude and diverse base of constituents. The remaining points of convergence are the two strategies of expanding strategic planning and developing new clientele with focus on connections with business and industry. These points of convergence are classified collectively as being of amplifying productivity and amplifying preservation, amplifying equity and amplifying transition, and balancing productivity and balancing preservation (EPC-C-P/APR,APS,AE,AT,BPR,BPS).

A leverage point linking the Educational Program/Clients: Individuals/Organizations Cluster with the Environmental Support Systems Cluster is the strategy of developing new clientele with a focus on connections to business and industry. This leverage point was classified as an amplifying transition power which is a driver for developing the internal infrastructures and systems (EPC-L-AT).
CASE 6 COGNITIVE MAP: EDUCATIONAL PROGRAMS AND CLIENTS
Educational Programs/Clients Cluster Summary

The following table summarizes the patterns and tensions of this cluster.

**TABLE 12**
**CASE 6 PATTERN SUMMARY : EDUCATIONAL PROGRAMS/CLIENTS**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
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</table>

**KEY**
- A = AMPLIFYING
- B = BALANCING
- T = TRANSITION
- PS = PRESERVATION
- PR = PRODUCTIVITY
- E = EQUITY

The performance of the organization is measured in relationship to the results it produces in this cluster, from the perspective of the external audiences which are the adult student and organizational clientele. The relationships that are formed with these external clients are as much the products of the efforts of the organization as are the specific educative or service experiences provided. There is evidence in the construction of the conceptual patterns that the organization is holding itself accountable as a facilitator, broker and enhancer of human capacities.
It envisions this endeavor as no less critical than the expectations of personal development, assessment and renewal that were expressed for its internal membership.

The clear intentions of the organization in this cluster cognitive map are constructs of listening to clients and understanding their needs through environmental scanning, recognizing internal capacities, and aligning resources through strategic planning to meet the identified needs. Developing resources in this cluster is understood as the organization's effort to improve the conditions and capabilities of the adult learner individually or collectively through organizational clients. Equitably distributing their resources to a broad base constituency is important to the organization. These activities and constructs are intended to establish relationships to achieve the overall mission of lifelong learning. These are amplifying equity conditions if one were to examine organizational intentions and to examine it additionally from a perspective of the external client.

The existence of the outlier stream, Stream 1, implies that the organization is not being directly affected by the external influences which drive the stream, and because its existence is recognized, it is information that is in its awareness as the organization engages in inner reflection and makes action decisions. The energies from Stream 1, that have potential linear movement impact on the cluster,
have not yet been focused or connected to the existing energy flows of the mental map of the organization and therefore have the potential of being impactful in unknown ways. The organization may find linkage points to merge these tension energies with those that are patterned in the existing flow.

The tension fields for this cluster are articulated within and between the conceptual stream, loops of activities, and the influences on activities. These conceptual constructs and the identification of tension elements are developed in such a way as to embed within the concept construction the "energy of creative tension." This movement is understood, recognized and made public in multiple domains. An analogy of energy flow comes to mind. It is as if the organization in each of the cells and synapses of its being are engaged in chemical interaction which produce the force to generate creative and thoughtful action.

The creative space within which there is a merging of the tension energies from issues and contradictory conceptual patterns in the loops and streams are focused in the centrifugal points of convergence of this cluster from which energy is emitted resulting in the effect of amplifying transition on other clusters. The leverage point as a driver supports the overall organizational outcomes and enable the realization of the organizational mission through actualization of its vision.
Cluster 4: External/Institutional Support Systems

A single loop was identified for the External/Institutional Environmental Support Systems Cluster through the group mapping process. This loop emerged from the concept of the outcome of being autonomous: (having the flexibility to act independently). Two outcomes of being self-sustaining and reducing dependence on historic funding sources were at a lower level in the map hierarchy.

The self-sustaining outcome leads to the strategy of generating development funds (gifts/donations) which loops back to the outcome of reducing dependence on historic funding sources. This loop was labeled as being an amplifying transition loop with externally imposed tension fields to increase productivity and preserve resources which provides an energy source for change (L10-AT)\(^4\).

The loop is influenced most dramatically at the highest level outcome, that of autonomy, by the issues of the state legislature lacking a vision of higher education, the Board of Regents lacking assertive leadership being balancing transition - amplifying preservation forces (T11-BT,APS); and by the paradoxical influence of national and state political changes (T12-AT,BPS). The loop is positively influenced by governmental regulations: deregulation of

\(^4\) T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, - T = transition quadrant, L = loop, S = stream, P = paradox, - C = point of convergence, ESS = environmental support systems cluster, - L = leverage point.
"Baby Bells", the Americans with Disabilities Act, and recertification. This tension point is classified as being amplifying transition, amplifying productivity and amplifying equity (T13-AT, APR, AE).

Additional constraining or balancing influence on this loop occur at three different points institutional pressure to become a cash cow, fiscal constraints: the national economy, state budget reductions, scarce University resources. These limiting factors were classified collectively as amplifying productivity and amplifying preservation (T14-APR, APS).

The issue of emphasis on being more accountable through evaluation, assessment, and prioritization initiates a stream of actions to computerize information systems and provide remote access through the strategy of being more accountable, links to the outcome of reducing dependence on historic funding sources.

Two other outcomes were identified, but were not mapped in a loop pattern. Being accepted and valued by the institution and being in relationship with deans/faculty, academic departments, and faculty/staff not understanding the continuing education role are outcomes that are part of a single stream. This stream includes the strategies of developing sensitivity, and defining, refining and enhancing a diversity plan and the action of establishing interdisciplinary teams and task forces. The stream was categorized
as an amplifying equity stream (S2-AE).

This stream is also influenced by several process issues. At the highest outcome of being accepted and valued by the institution, continuing education has the image of being a luxury, being marginal to the institutional mission (T15-BE,BT). The perceived negative influencing conditions are countered by the positive influence on relationships with deans/faculty and academic departments by the
existence of University policy which supports continuing education (T16-APS). Three additional influences which were understood by the administrative group to be limiting include the issues of a focus on urban universities, not land-grant, being in competition with academic units, the Vice President for Academic Affairs favoring a decentralized model of continuing education, and change in University leadership (T17-AT, AE). These four issues impact the outcome of being in relationship with deans/faculty and academic departments.

The action of implementing strategic marketing initiatives influences as a single concept the outcome of faculty/staff understanding the role of continuing education, the relationships with deans/faculty, academic departments, and generating development funds (gifts/donations).

The three primary points of convergence for this cluster map are all outcomes of being autonomous: (having the flexibility to act independently), reducing dependence on historic funding sources, and being in relationship with deans/faculty, and academic departments. The collective of points of convergence was categorized as amplifying transition given the nature of the concepts (ESS-C-AT).

The action of implementing strategic marketing initiatives links as a leverage point with hiring a marketing professional as an action identified in the Educational Programs/Clients: Individuals/ Organizations Cluster. This
leverage point was classified as a generic amplifying and balancing tension. It is the medium perceived as the key means of establishing and enriching the communication with external and internal stakeholders (ESS-L-AB).
L10/T12-National, state political changes ...

L10/T11-State legislature lacks vision of higher education ...
L10/T12-Board of Regents lacks assertive leadership ...
L10/T13-Governmental regulations: deregulation of Baby Bells, ADA, recertifications ...
L10/T14-Institutional pressure to become a cash cow ...
L10/T14-Fiscal constraints: national economy, state budget reductions, scarce University resources ...
S-Emphasis on being more accountable, evaluation, assessment, prioritization ...

L10/2-Autonomous flexibility to act independently ...
L10/2-Self-sustaining dependance on historic funding sources ...
L10/2-Generating development funds (gifts/donations)
S-Being more accountable ...
S-Computerize information systems and provide remote access ...
L-Implement strategic marketing initiatives ...

EXTERNAL/INSTITUTIONAL ENVIRONMENTAL SUPPORT SYSTEMS ...
S2/T15-Accepted and valued by institution ...
S2/C-In relationship with deans/faculty, academic departments ...
S2/Develop sensitivity ...
S2-Develop, refine, enhance diversity plan ...
S2-Establish interdisciplinary teams and task forces ...
S2-Faculty/staff don’t understand CE role ...
S2/T16-Governmental policy supports CE ...
S2-T17-Focus on urban universities, not land-grant ...
S2/T17-In competition with academic units ...
S2/T17-VPAA: decentralized model of continuing education, change in University leadership ...
S2/VPAA ...

FIGURE 21
CASE 6 COGNITIVE MAP: ENVIRONMENTAL SUPPORT SYSTEMS CLUSTER
Environmental Support Systems Cluster Summary

The following table identifies the distribution of patterns for this cluster.

**TABLE 13**
**CASE 6 PATTERN SUMMARY: ENVIRONMENTAL SUPPORT SYSTEMS CLUSTER**

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</table>

**KEY**
- A = AMPLIFYING
- B = BALANCING
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The concepts, when viewed collectively, encompass the notions of reducing dependency, increasing independence and being interdependent as congruent conscious awarenesses that are linearly connected in a developmental path dealing with inter-organizational relationships.

The origins of the tensions in these issues are qualitatively different than the tensions in other areas of the map. From the perspective of the organization, the tensions are negative. They reduce the capacity of the organization
to maintain traditional roles and relationships except through the standing university policy mandating use of the organization for certain outreach activities. From the perspective of the institution, the tension is one of amplifying equity, introducing and amplifying the capacity of additional institutional units to perform the functions, learn from the continuing education unit and gain the expertise and relationships that have been beneficial to the continuing education unit. The stream itself was classified as an amplifying equity stream, however the organization views the influences and tensions as balancing tensions, ones of preservation, that are perhaps in a downward spiral, typifying the conditions that Senge characterizes as "shifting the burden to the intervenor".

The constraining nature of the collective view comes from the understanding of these issues by the administrative group as being influences which limit the organization's capacity to amplify transition to non-materialistic goals as a threat to their own entrepreneurship.

The communication effort is envisioned as a leverage point that amplifies the preservation of the organization by marketing what is currently in place. As an amplifying productivity element, the communication activity will allow for more direct and effective sale of services and information sharing with clients. The amplifying equity nature emerges from the capacity to reach greater numbers of
diverse clients and by speaking in a voice that represents organization-wide interests. Amplifying transition occurs as efforts to market become more centralized and historic roles, relationships, and responsibilities in the marketing arena change, having the result of modifying the nature of the communicative acts but also their purpose.

This cluster is dominated by the organization's overriding desire to become autonomous and by the financial pressures of the economic conditions externally and institutionally. While being responsive and even proactive, through enhanced marketing as a communication vehicle, to institutional pressures, the organization is also conceptualizing moving to position itself out of a dependant relationship with the institution. While the identified desired status was termed "autonomy" the definition attributed to autonomy fits with my understanding of interdependence. That is, flexibility to make independent decisions, but retaining or being in relationship with the institution. The posture or position is different from the current perceived dependence, yet is not an unrelated independence.

Map of Commitments

The commitments of the organization were identified during and discussed following the development of the cognitive map. With values and assumptions brought to conscious awareness, the group focused on the conceptual stream that was the most critical and important for the organization.
ASSUMPTIONS

Future growth will come from earnings income.

ISSUES

1. Learning Sanctuary: Is the metaphor applicable as an all encompassing concept?
   * Exists with every educational opportunity
   * Is not geographically bound
   * Understood as an heuristic environment for all educational transactions using any methodology or delivery mode
   * Is an ethos that permeates who we are and what we do
   * Is a state of mind

2. Autonomy: What do we understand "autonomy" to be?
   * The capacity to make independent decisions and be free to operate according to our mission
     - Government training programs are funded and may remain funded over the long term
     - Need to increase the % of generated earnings from the current 65% of budgeted resources.

FIGURE 22
CASE 6 ASSUMPTIONS, ISSUES

* Address social issues
* Make a critical difference
* Enhance quality of life
* Personal and professional excellence
* Self renewal
* Continuous improvement
* Empower individuals and organizations
* Energized leaders
* Collaborative engagement
* Innovation
* Quality
* Flexibility
* Future orientation
* Tolerance
* Dedication

FIGURE 23
CASE 6 VALUES
MARKET
Industrial (Organizational Sets - Network)
Individual Organizations
Individuals

DRIVERS
Staff Expertise
- Programs
- Problem Solving

STRATEGIES
1. Develop New Constituencies
   a. Volume and scope
   b. Political value
   OUTCOMES
   1. Distance Education - Teleconferences
   2. Computerization
   3. Non-credit programs

2. Protect Current Programs
   OUTCOMES
   1. Government Training Programs
   2. Established Programs

3. Maximize Potential for Growth
   OUTCOMES
   1. Conferences
   2. Use of Center

4. Expand Community Programs
   OUTCOMES
   1. City based programs
   2. Off-site programs

5. Maintain and Expand Credit Programs

CONTINGENCIES
1. Infrastructure to support expansion
2. Center 2000 ethos

FIGURE 24
CASE 6 COMMITMENTS FOR REACHING AUTONOMY
FIGURE 25
CASE 6 MAP OF COMMITMENTS
## TABLE 14
### CASE 6 PATTERN SUMMARY: COGNITIVE MAP

<table>
<thead>
<tr>
<th>C</th>
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</table>
Because the administrative group, in the cognitive mapping process, identified the most influential concepts that existed in the linkage patterns of the organization, those linkage patterns have been used as the primary focus of the summary conclusions. The trends of pattern movement for the organization in this summary are also considered in comparison to the Map of Commitments to identify points of congruence and divergence between the two methods of selection of critical elements of the pattern trends.

The points of convergence are collectively generating energies which are amplifying the transitional nature of the organization. Within the Educational Program Clients: Individuals and Organizations Cluster the points of convergence are generating the most opportunities for transition, given the dynamic interacting energies within different tension domains or quadrants and between different tension domains. The Vision - Mission Cluster is generating energies within the cluster which are both linear and paradoxical and is the arena of concepts in which there is secondarily the highest degree of creative tension.

The greatest impact on the movement in developmental directions occurs in the Internal/External Environmental Support Systems Cluster. Coming from this cluster are energies which are developmental, or paradoxical between each of the tension domains. The amplifying nature of the leverage activity in each of the four domains, transition,
preservation, productivity and equity provides the organization with opportunities and activities which are pushing and pulling the organization in inward and outward directions simultaneously and mutually along the axes of control/stability and change/transition.

**Document Review and Analysis**

An analysis of the annual reports, marketing materials and professional presentations of Case 1, the concepts of linkage and responsiveness to needs were themes which permeated documents. Linkage was expressed in terms of personnel committed to provide access to the full response capabilities of the organization for educational needs. The language used was that of cooperation and collegial partnerships as the organization spoke to working with clients, students, faculty and administration of the institution. Technology was highlighted as a means to increase access for administrative and programmatic functions. Opportunities for increasing evaluation of programs and services by faculty, audiences and staff was also expressed as means of organizational development. The organization highlighted the educational and scholarly environment, public service programs, faculty and staff development, fiscal accountability, equitable compensation, and budget stability as objectives. The organization identified the need to strengthen reviews to maintain a fit between institutional mission and
the organization's operations and consistency in the implementation of strategies.

Creativity and new development was expressed as a theme throughout the internal, institutional and professional documents. New efforts by teams of professionals were identified in the area of technological initiatives. The organization focused on the use of study and examination to determine appropriateness in increasing the variety of programs, establishing electronic classrooms, and delivery practices. New incentives and standards were described to accumulate and use information, to set and maintain standards of professional performance and to meet demands for staff development in administrative planning processes. Cross training, formalizing processes and centralizing organization wide functions were also identified. Professional leadership was demonstrated in its written documents by having received awards, holding offices in professional associations, providing informational publications, and the use of innovative learning technologies.

The organization expressed its position of leadership as the flagship in its land-grant role in public service through systemic cooperation. The clearest and perhaps the most subtle expression of the organization occurs as one compares the mission statements of three years ago and the current year. The organization added the following concepts to its mission statement: organizations as a population to
be served; developing theory and practice of continuing education; providing comprehensive and innovative educational experiences (replacing learning opportunities); enhance the quality of life, empower individuals and organizations, and improve professional practice; affirms commitment to personal and professional excellence, self-renewal and continuous improvement. The new mission statement reflects the values and the outcomes expressed by the administrative group in the construction of the cognitive map and in the interview data. The new statement, however, has not replaced the historic statement on all new brochure releases. Of ten program brochures reviewed for programs delivered during the period February, 1993 through April, 1993, only two contained the new mission statement. The others retained the older version. Some public materials of individual units did not identify the continuing education organization nor the institution.

Each of the functional units within the organization used language which expressed the overall intent of their messages. Some units identified what they could do and what they had to offer. Other units identified what role they could play or what responsibilities they had. Only one unit identified their purpose, who they were, and how they performed, through use of imagery and representation.
Interviews Analysis

Mission, Leadership, Strategy, Performance Patterns

One of the clearest understandings from the interview data of this administrative group is that the organization has multiple and at times paradoxical missions which impact relationships with stakeholders in three contexts, organizational, institutional and external. The members of the organization feel the tension between historic, and still to some degree, embedded patterns that have ossified and provided stability, and patterns which are emerging as flowing and changing. These new patterns are created and influenced by new personnel and new environmental conditions. Old patterns are retained by the inertia of bureaucratic structures, habitual practices, commitments to a singular historic purpose that over time was articulated as a single strategy, a complacency or comfort of personnel that developed from success in implementing that historic strategy, and a fear of failure.

A new openness of communication and the establishment of a vision of the future have allowed members to articulate opportunities and constraints; however, tension is apparent as the organization staff have differing degrees of motivation to act. Frustration emerges as staff attempt to understand and continually discuss the "how's" of action, but experience delays in action. The vision, mission, strategies and actions that are defined are understood as concepts
that will be realized by taking action. There is a sense of hope that progress is being made and that more action will emerge out of understanding and commitment to achieve the new goals of the organization. The desire to avoid degeneration of the organization as historic resources become unavailable also provides incentive or motivation to create and act on initiatives. The metaphors of "Center 2000" and "learning sanctuary" serve as visions the leadership hopes to achieve and are currently being demonstrated in action. These metaphors are understood as motivational tools to energize movement toward particular outcomes.

The organization is committed to retaining the historic purpose of comprehensive service to publics who use the residential conference center as a site for educational programs and as a source for development of community, general public-based educational programming. New thrusts for the organization include the use of expertise in hospitality, instruction, technological applications and program development to address needs of specific audiences, to target services and program development toward business, industry and organizational sets and networks. Because the nature of the learner has changed both in historic audiences and new audiences, the organization faces the challenges of acquiring new kinds of expertise to serve new needs, at the same time as it attempts to preserve relationships, expertise and delivery of programs and services that have been
the sources of historic success.

**Organization - Environment Relationships - Institution**

The historic dependent relationships for the organization have been based on the institution and philanthropic agencies as funding sources for operations and growth. These two relationships have established personnel behaviors which are characterized as being complacent, routine, and non-creative and other-serving. As these relationships change, resources become scarce, the organization sees a need for greater creativity from personnel and behaviors which reflect self-serving as well as other-serving values.

The organization is shifting its orientation from one of dependence to independence with a vision of interdependence. The loose coupling of the organization to the institution is countered paradoxically by the dependency on the institution for funds and approvals. The patterns of relationships between the organization and the University are framed in the contexts of financial support from annual allocations, policy which mandates use of the organization for some programmatic delivery modes, use of University expertise, and access by the University to the capacities of the organization for public relations purposes and as a visible demonstration of the institution's efforts for public service.

Institutional stakeholders who have not established relationships with the organization have alternative methods
of providing continuing education outreach for their particular constituents. They do, however, engage the organization for access to facilities and electronic delivery capacities.

Relationships with institutional stakeholders are to a degree influenced by the relative dependency of the institution and the organization on each other. In developing a new mission statement in 1993, the leaders of the organization have been more specific in articulating the purpose of the organization as aligned with the interests of the institution. Their shift in mission statement is interpreted as a means to leverage the reputation, position and linkages of the organization to serve higher purposes, those of the institution and those of the publics they serve. In doing that, the relationships with stakeholders that have been formed over the years and have been the basis for past success are changing.

A specific example of the struggle of the organization and its relationships with stakeholders is evidenced in the narrative of one of the members of the administrative advisory group as he talks about the conflictual purposes of the continuing education professional and the faculty member as part of the academy.

The institution as a public institution has an obligation to the people who support it. We must keep service to the people of the [state] and beyond, they are our constituents first. We're not here first for the faculty in spite of that quaint, wonderful delusion that faculty have been able to impose on the people for
so many years. The faculty exist for them, not the other way around. And that mission driven concept of becoming central to the institutional intent does not obviate the content driven concept of any academic. What it does is focus the institution and its effectiveness on the real players which are the people of the society we serve.

He goes on to discuss the orientation of continuing education organizations historically.

We worried about second class; we worried about our own status in continuing education for so many years. We kept saying extension people are second class citizens, our faculty, our extension faculty does not have the rank, the privileges, the perks of the resident academic faculty. All those things were true. But guess what happened. People got educated anyway....The basic conflict between us and the academy is that we're here to educate the masses and they're here to educate the classes. Like Plato said in The Republic, in every great city, there are two cities, the city of the rich and the city of the poor and they'll forever be at war. Maybe we're doomed to forever be at war. I hope that's not so, because I would like for those folks to become true believers also.

This individual also expressed a commitment to an inclusive solution to the historic marginal identity dilemma for continuing education organizations. He envisioned a "true" answer to how to interact with the academy and faculty that can encompass the interests of the faculty and academy as well as the interests of the broader public as represented by the continuing education professional and organization.

This historic identity or self-concept of continuing education organizations as a "second class citizen" and its endurance in the organizational culture is evidenced in the following narrative of another administrator.

We are probably more tied externally from the [continuing education organization] than some of the other
units are, in that our relationship with the University and academic offices there even take a precedent [sic] over our relationship internally with some of the offices within the [organization]....They are our life-line for everything we do and we have to be in tune with all the academic policies, all the kinds of things that other people in the [organization] don't have to be in tune with. And it's not that we see ourselves as separate and distinct, it's just that our function makes us more separate and distinct. And we find ourselves talking a different language sometimes that the rest of the [organization] talks....There is a certain vernacular that is part of the continuing education scene and field that doesn't articulate as well as part of the academy and so some of that language difference we get into sometimes. We talk a lot in continuing education for example about delivery systems. In the University we talk about instruction, how it's done is not the important thing....Our language separates us. Because we don't speak the language of the institution, we tend to separate ourselves out, and the institution values its own language structure, and so when we get into this other language structure, we almost diminish our own role sometimes....what I think we do in continuing education is instruction, but we don't talk about ourselves as doing instruction, as being involved and engaged in the teaching-learning process. We talk about non-credit, we talk about continuing education units, we talk about the things that they could care less about, and that's our sponsoring societies. How do we define ourselves within the academy? With the language we use.

An observation about this narrative is that this individual understands the inadequacy of the historic structures of the organization in forming common understandings and purpose with the academy. The basis for change is seen as establishing a common language, dialogue, eliminating barriers of structure that have, in part, been formed by speaking a different language. As this individual expressed a metaphor of the future, there was a clear understanding of a peer relationship between the academy and the organization in developing creative approaches to serving adult students.
The distinctions of having different goals and purposes is identified in other individuals' narratives about faculty interaction with the organization.

Work that they would do, however much they might love it, is of no value whatsoever in terms of their career trajectory, in terms of tenure and promotion. It is hard to carve out a piece that doesn't seem to accomplish anything towards that goal....I think there are ways that we can establish better relations with certain academic units. We have to build and launch those relationships....This is kind of a strange relationship. The [organization] is partly a business and therefore adopts many of business and industry kinds of perspectives and approaches. And yet is also partly not a business. It is sort of academic. It belongs to the academic world. It definitely belongs to the system and is not strictly self-supporting. Those two things kind of, sometimes kind of, [sic] it seems like, are at odds with each other....I think it is a challenge on the one hand because I have been on both sides of the fence, to observe what apparently is a strange relationship, a less than comfortable relationship between the rest of the University and this place in particular....idealistcally it would seem such a wonderful additional resource and vehicle....but in reality it doesn't work that way....Faculty are hard to convince and once they are out or whatever, very hard to win back I think. I mean it is like we are preoccupied with ourselves everyday and I don't think that is the case with them. So then we are like knocking on the door and they are like "Who are you?"....We do education and you do education, but not really....It really comes down to two different agendas possibly as the university attempts to become more of what it says it is now and that is a pre-eminent research University....But this is real people, real education, real food; this is really where it is at. Not for everyone. But for three out of every four engaged in education, this is what they do. Some go back to school. But more often than not, they go back for training, they go back for certification, they go back for non-credit. This is what most people do to move their life on, not the first.

The academy needs to be mainstreamed into the notion of the continuing education mission concept....Few faculty members these days seem to understand and to embrace the service function and notion....The revolution we had at Columbia and Kent State and a lot of other
places forced the faculty into the bunker mentality.... The public has found that it really isn’t [higher education] for the most part the hallowed halls, that are ivy covered. The co-ed and the captain of the football team walking across the campus on a fall afternoon with the sounds of cheers in the air and leaded windows and faculty studies and the serving of brandy and all of those affective things that make us feel warm and fuzzy about the academic experience. Now we’re dealing with the formica counters and plastic coffee cups and parking problems and shortages of resources and equipment that doesn’t work and faculty unions and so on and so on. I think the public could care less about that. I think they’re going to be terribly impatient with the academy's maintenance of its prerogatives and protocols when society is telling those public institutions, especially its public institutions, we need educational utility.

The importance of credit programs, the perceived separation, and the possibility of the artificiality of the separation is articulated by several administrators as evidenced in the following narratives, each from a different individual.

...there are little differences. [ ]'s on [one] side and I'm on the [other] side.... But what [ ] does is very important, because of the credit outreach.

There are a lot of constraints, and some of those are organizational constraints. Some of them are the kinds of things like the lack of meaningful dialogue about some things... There are structural, not that individuals necessarily protect turf, but there are structural turf barriers, some of it defined by whether you are credit or non-credit.

There are examples within the organization where historic structures and or dependencies have been altered to provide different kinds of alignments and relationships internally and with the institution. The following narratives provide evidence of this type of change, as the
administrator describes steps that have been and are being taken internally in the continuing education organization to align more closely in a mutually beneficial relationship with elements of the parent institution.

We had a department [A] and a department [B]. They were two separate departments, two separate department heads, they rarely worked together, rarely talked to each other. To me that was an artificial barrier. The [A's] were more faculty like and the [B's] needed to work together as a team. In reorganizing, I merged those two departments and created five sections and section heads under one department head. The sections, the long range goal, and this is still evolving, is that each of those sections [will have] both vertical and horizontal arrangement and responsibility and people. I put [A] and [B] and support people in each section with the idea that, ok, each section was assigned a certain number of colleges...The idea then is to begin to develop that two way flow of relationship and that's beginning to happen...We've just created a faculty advisory council for the first time...This fits with the organization, real integration. So we began this flow so they can give us some advice, and our staff is aligned to serve them. But I'll want them to eventually begin to attend departmental meetings at colleges, build relationships so that we will begin to develop programs that are specifically related to their needs, their ties, their discipline needs which will reach out to the people in the field in those disciplines...The long term successes and the larger programs are those that are targeted to specific client groups.

We don't need them and they know that...I'm 99% sure it will be accepted because, one, I can pay my fair share of the cost and two, I have the staff to support it right here, I don't need them to help me with anything...You can't ask for much better of a situation...If we were a normal department like the rest of the campus, it would be a completely different situation.

Organization - Environment Relationships - External

External stakeholders for the organization include the general local community, professionals in general, the state
government, continuing education professionals and business and industry. Success is understood to mean ongoing relationships with client groups, that is, groups that return to utilize the facility, get assistance with programming, request additional program development, and seek the resources of the University through the access portal of the continuing education organization. Because success is defined by having established a relationship based on educational and service environments and programs with specific identifiable client groups, future success and the efforts to establish additional external relationships are directed toward a targeted audience segment. The organization has an extensive environmental scanning process which provides it with ongoing information about the needs of its constituents and programmatic and service opportunities. Evaluation and assessment of programs and services is ongoing, with a new marketing effort that is intended to determine the marketability of newly developed programs and services.

Interviews were conducted with external stakeholders who had been in relationship with the continuing education organization and have severed that relationship, those who have not been in relationship and are not considering forming a relationship, and those who are in an ongoing relationship. It was found that decisions to sever relationships, of those interviewed, were based on three factors: increasing expense of services, change in location
required by the client constituent group, and a change in the client group decision-makers to individuals who did not have individually established relationships with staff of the continuing education organization. Those who maintain relationships perceive the organization as professional, providing high quality, comprehensive service that is responsive to their needs. The extent to which the organization accommodates stakeholder needs could be measured by the number of clients who return year after year, enrollment patterns in programs offered by the organization, and the demand for services. There is significantly more repeat business in the facility and in programming than new business. Overall enrollment patterns for different programs have been experiencing steady growth, marginal growth, and declines over the past three years.

Goals for the organization, as identified by the administrators, included the development of new and enhancing old relationships with external stakeholders, the identification of new stakeholder groups, and the maximizing of organizational-level and industry-level relationships. The nature of future relationships at the local, state and national level were articulated in terms of partnerships, which is a distinction from the historic relationships of service provider. Partnerships were defined as collaborative interactions in the development, delivery and assessment of educational opportunities through services and
programs. The context of the relationships is voiced in terms of the educational mission of the institution and the organization, as well as in the emphasis on high quality, state of the art educational environments, and continuous improvement. The following are examples of administrators' comments about the organizational intentionality and nature of future relationships with external stakeholders.

...extend the original program limits to go out, go beyond, to develop better community, stronger community relationships. Where ever that may lead us - partner in educational content, but also place and space, facilities and even new populations.....go out and press the flesh and talk to people and keep the relationships going....Community relationships and community level service have become of renewed interest even here on the campus level, that this is a wonderful program already in place that has tremendous positive reputation in the community that could be developed. ...
The main mode of operation is to go out and identify interested small and medium size businesses to go out and say, "Well, we've got a whole slate of courses, but, you need something other, let's see what we can do.", and develop it and customize it...reach out to the community again and acknowledge that they are doing community based education programming, as are we, and not pretend or ignore one another as has been the case in the past...we are all in this together kind of approach and that needs to be re-established. "We" meaning the other agencies and organizations in town doing community education....I think that is the only way to establish a foundation for us developing collaborative relationships...where we might be able to do things together in the future.

I'd like to see us tied into the corporate world, into the local industries. They could tie into us and we could do things on site with then or from here as a major hub...and is, I think, the whole cutting edge concept.

We put a lot of stock in our number of perennials, the organizations and association groups that have been with us a long time and we have an on going relationship with them. One that is really a genuine partnership. We feel there has to be a great deal of
satisfaction there....We are constantly trying to build relationships with groups...the satisfied customer...is a lot like an annuity, they pay dividends on an annual basis....We need to do a better job into looking into and investigating to see if we can't renew some associations and some relationships....I hope that we will retain the philosophy of caring about the client that we serve, the customer coming first, our genuine concern for wanting to build relationships and linkages, and ties with organizations and groups so that there is a feeling of vested interest in this place.

I think we would probably be more into relationships with public education....There is room for quite a bit of collaboration on the part of the community and the University and especially continuing education....but we are seeking more business from businesses and industry. I think we see that as being a profitable area.

We like to think we are in a partnership with the client.

I would like to see us as a real working partner with business and industry in the area so that we are, we can do the training exactly like they need, that we can provide it, that they will always look to us because of our reputation for quality and results....I think that we can still work in harmony with [the technical college], but I think there are some things we can do better than they could. But I think we could build a partnership of what we could [each deliver].

These new relational patterns are creating a dynamic set of tensions in different ways for the organization, as it struggles to match its strategies, structures, expertise and communications to new ways of doing business, educating and providing service.

It was noted by several administrators interviewed that a current tension for the organization occurs when internal stakeholders prioritize the needs of external stakeholders above the needs of the organization. This dilemma is faced by an organization where the precepts of total quality
management have been in place for years and have, some might suggest, caused the other-regarding behavior pendulum to swing precariously close to conditions which could be degenerative for the organization. The following narrative excerpts demonstrate the concern that members have when external loyalties take priority. The first quote was in response to a question about what happens on good days at work.

I would finally be able to see that the people who represent our publics to us, represent us to our publics. The ones who deal with our clientele, deal as effectively with us. The people who plan with clients, while they are careful to record and communicate what the client wants from us, but not necessarily communicate to the client what we need.

The following excerpt was in response to a question about the skills needed for professionals working with external clients.

I think a warmth, the ability to convey a caring and professional attitude, but with a hard nosed side as well. In this business, you get into a situation, what it is a variation of the Stockholm Syndrome, like when the kidnappers take a victim and after a while the victim starts to identify with the kidnappers and become sympathetic to the cause. Your programmers and people who negotiate different things at different levels...people who work with clients over the years, that stay with the organization for a while, become advocates really for the client rather than the organization. Now that doesn't mean that we want an adversarial [relationship], it is not labor and management sitting there yelling at each other across the table; but, we are a business....There's a difference between servitude and service....People that are viewed as stars by one part of the organization, or by the clients, and yet their colleagues within the organization...
Organizational Culture: Metaphor Analysis

Metaphors that were used to describe the organization included frames of relationships, structure and patterns of processes. The metaphors were descriptive of who the organization is in its interactions. There were two primary metaphors, "learning sanctuary" and Center 2000 that have been adopted by the organization as symbolic and are being used as internal and external symbols for the organization. Other metaphors emerged from the interview data, some from direct elicitation and others embedded in narrative.

Center 2000: The framework of the organization and its activities meets the service and programming needs of the next century.

Clover Leaf: On the highway of education, the clover leaf is a juncture of many roads of the university. Individuals will recognize the changes in the exits, notice potholes and needs for resurfacing, new trees planted, new medians positioned in the clover leaf. The organization provides information to assist people in making their way through the clover leaf, but it's real essence can't be seen unless you get above it to see it in its entirety.

Club: A dues paying club where the dues are paid by walking the party line and where everyone is not a member but there is a feeling of belonging.

Herd: A herd of sheep that is moving in a direction but there is also room for random movement. The experimental random movements may discover a new path.

Hub: A hub with access spokes like a computer network where individuals can self-design programs of study and services and determine their own points of entry and departure in terms of time and content.

Learning Sanctuary: The organization as a heuristic environment where each interaction with the organization is a learning and enriching one.

Platform: A burning platform that individuals need to move away from.
Three Legged Stool: Where the faculty, continuing education professional and the client are the legs and the program or service is the top of the stool. The three legs coordinate to determine what the top will be like.

Well: A well where one can quench his/her thirst for a better life.

Several other metaphors were used in the narratives of the administrative group during the interviews. The nature of the commitment individuals feel toward the outcomes of education and service were described in terms of "missionary zeal." Faculty were described as having "bunker mentality," being "sacred." The academy was described as a "lifeline" and the constituent populations existing in the "age of the electronic moment" with different perceptions of reality, multiple images of reality and receiving information in entertaining modes. Leadership within the organization was described as moving from a "medieval autocracy" through a "grandfatherly" phase to autocratic rule to post-bureaucratic, organic leadership. This view of leadership and decision making was divergent with another view of decision making being framed by use of the phrases, "taking wide brush strokes," using a "wide angle lens," and "the girl who had a hard time saying no." Leadership and followership were described as being "two sides of a coin." Leaders "grow people who need it" and are "in tune" with each other.

"Esprit de corps," "rally round the flag," and "vestiture" were terms used to describe commitment of individuals to the organization and each other. Perspectives of
internal stakeholders were described in terms of "when you're on the inside, you see all the warts." Perspectives of external stakeholders were described in terms of they're being able to recognize the "original sin of human frailty" but do not have tolerance when they think they've been neglected, nobody cares, there's a lack of sensitivity, a lack of responsiveness.

Behaviors of internal stakeholders were described in terms of the "Stockholm Syndrome", that is, when victims identify with the kidnappers and become sympathetic to and advocates of their cause. Change in the organization is seen as "an attack on comfort zones." Successful individuals are described as "long-ball hitters" and high-risk, high-payoff efforts identified as "hitting a home run."

**Stories Analysis**

Stories in the organization are centered around food, mistakes that have ultimately been beneficial, the effect of not checking out assumptions, change, embarrassment for the organization when there has been a lack of awareness or insensitivity to stakeholders, and how if you get in the way of someone who is focused and moving toward an outcome, there may be an unintentional collision.
Competing Values Analysis

In reviewing the array of leadership profiles of Case 6, it was immediately apparent that in three of the leadership roles, coordinator, mentor, and innovator, there were organizational tendencies for convergence. Convergence is defined as a pattern which demonstrates leadership roles to be at similar stages of development and use in the organization. The roles of facilitator, monitor, director, producer, and broker were more varied and divergent in use and development, according to the self-reports of the leadership of the organization.

These conditions of leadership roles being distributed to varying degrees and levels of development was confirmed in the cognitive mapping process by the identification of disparate leadership styles. In stakeholder interviews there was additional evidence that leadership was understood to occur differentially, observed in different individuals and satisfying different needs of stakeholders. The existence of this distribution or variability provides the organization with the capacity to respond effectively to the complexities of its environment and the rapid changes that occur.
More revealing is the composite map for Case 6 which demonstrates the patterns that could be classified as developed to greater and lesser degrees. The mentor and director roles are the most highly developed organizationally and are in polar opposition to each other. This provides an inherent tension between these two predominant roles. The tension and paradox is expressed in the word of one of the members. "He grows people who need to grow." The implication of the choice of words is that there is a judgement being made about what is good for someone and at the same time the voice speaks in terms of personal development. There is a similar relationship of equivalent tension forces between the roles in each of the other dimensions and their
polar opposites. The level of development of one dimension is similar to the level of development of its opposite dimension.

Because of the equilibrial balance between dimensions in juxtaposition to each other, the organizational leadership is understood to fit into Quinn's category of master when viewing the organizational composite profile. Quinn describes the master as one who moves from one leadership capacity to another as the situation calls forth a need for a different style or focus. The empirical data that Quinn used in creating the profile of a master leader identified the master as female who had been with the organization for several years. In examining the leadership profiles from a composite view, I am assuming the viability of leadership occurring in a team context, not based on one individual in a positional leadership position. The composite orientation assumes a richer diversity of capacities and styles of leadership and encompasses the notion of simultaneous access to multiple capacities and styles for each situation.

The focus of the organization in looking at how the mean scores align on the flexibility - control dimension are more flexible than controlling. In looking at the other axis, the organization is focused externally more than internally. The order of predominance of their organizational type falls in the following sequence: 1) rational firm, 2) cooperative team, 3) responsive adhocracy, and
4) stable bureaucracy. As viewed collectively as masters, each of these organizational types are prevalent, with the degrees of mastery in the director and mentor roles aligning with the rational firm and cooperative team organizational types. As understood by the organization, it is in transition and is moving toward expanding its capacities in those role dimensions that are less developed: the roles of coordinator, facilitator, innovator, broker, monitor and producer. Evidence exists in the interview data that clearly reinforces the pattern of advancement in these dimensions.

Summary and Discussion

The notion or common understanding about individuals as drivers of the organization was discussed in the group process as the single most powerful concept for the organization. It is perceived by the administrative group, and supported in the strategies and actions being planned and managed, that personal growth and creativity will enable the mission and create the vision as reality, thus reducing the gap between the two.

What appears to be unique for this organization is that it is simultaneously creating a learning organization internally and its contribution to the institution and to the external stakeholders is creating temporary and changing learning organizations and environments for the purpose of transferring knowledge and information between and among the
triad. At the same time, the organization is capturing some essence from others, the adult student, the external clients, the institution and taking on select characteristics or ways of being that are mirrors of those with whom the organization engages in interaction. The organization has established or at least identified three distinct paths or roles from which to generate learning opportunities for others. The paths of service by providing learning environments, educational programming, and leading in professional theory and practice development are concurrently being followed as the means of achieving the long term purpose or mission of the organization, the improvement of the quality of life and the capacities of individuals and groups to realize that quality.

Self knowledge and accountability in action are observed as core and primary in order to have the capacity to engage with others to form learning entities. This notion comes from the CAO's discussion of team formation for specific creative intentions and the issues of diversity with which the organization and individuals within it are struggling. Professional development and managing systems that enhance personal accountability were core activities that were expressed in every interview and are highlighted as a critical organizational activity in administrative documents. The leadership profile in individual and composite views indicate that the organization is going about
developing multiple and oppositional capacities for leadership. These capacities are necessary ingredients for high performance as the organization amplifies its diversity internally, responds to a more diverse stakeholder base, and leads proactively in its relationships to the established authority structures of the institution and the credibility structures of the profession.

Self-assessment and internal reflection are occurring in conjunction with organizational positioning. The organization is posturing itself to hear, to understand, to respond, and to disclose expertise and experiences. This posturing is occurring by creating space in which to be heard, by using the language and forms of the other, by disclosing to be understood and by being proactive in modeling what they want to receive. These inner and outer patterns of reflection, communication and action are occurring simultaneously as the organization interacts and forms relationships.

Structural forms are not perceived as the foundation for who people are in the organization, but rather, how tasks can be performed most effectively and efficiently, deploying the capacities available and within the resources at its disposal. Because the organization consists of variable mixtures of clients and client needs, skills and capacities and resources, there is movement toward forming the organizational structures and systems in accord with
those client needs and client organizational cultures.

The organization is attempting to gain efficiencies and maximize the creative potential of its personnel by increasing the routinization and centralization of long-linked technology (Woodward, 1965). As foundational, these technologically based systems are the firm structures which support and release individuals to engage in creative and developmental activities in the direct service of others and the design of educational experiences. As the organization increases the diversity of those whom it serves, client needs are understood to be increasingly variable. Skills within the organization are becoming increasingly variable as individuals move through and get stuck at differing levels of openness to change. Individual capacities for taking action on the personal practices of mastery of self-development, communication, interaction and collaboration are at varying stages of development.

The variability in client needs has induced an increasing need to manipulate organizational communication and patterned habits of performance to engage varying mixtures of skills. The team structure is not a constant form, but a variable form. The framework of team, working in concert with compatible and complementary skills to meet a common outcome, is a thread which permeates the organization. There is some lag time in actualization of the communication patterns and team forms that maximize the organization's
capacities to respond and be proactive. Given individual variations in readiness to assume personal responsibility for development, this is not a surprise, nor is it assumed as an attainable and finite achievement that can be realized. This variability is understood by the organization to be a constant, however, the organization is evolving to balance individuality, variability and independence with higher and higher degrees of connectedness through its dedication to maximizing individual options and excellence and establishing norms through metaphor, vision, and principled practice. In this context principled practice is understood as the existence of baseline performance expectations and continuous challenge to increase one's capacity to provide increasingly variable interventions in the forms of service and programs for the organizational stakeholders in internal, institutional and external domains.

Given these movements or a developmental pattern, old habits and patterns are being released, sometimes painfully. Learning as individuals and collectively as an organization is paramount to the organization's capacity to form itself to perform at the highest levels. New habits and patterns are forming through dialogue and interaction from a paradigm of connectedness and focus on the quality of life as the fundamental value for the organization.

This developmental path is made possible by self and organizational inquiry, by continually asking the question
who are we, what do we want and then focusing energies on creative problem solving and educational programming for selves and others that will move the organization or its constituents closer to their self-defined outcomes of what the quality of life means to them as independent beings or organizations.

The processes of creative problem solving and educational programming are learning-based. Building the capacities to learn from others through hearing, seeing, feeling, understanding, and having the capacity to not only provide access to resources that others might lack, but also acquire resources to become more highly developed themselves are undertaken as directed and focused activities of the organization. This mutual exchange is established on the foundation of relationships, first formed by individuals and then extended to organizational frameworks. The orientation for learning is self-driven, self-attained at the individual or organizational level, not something that is prescriptive, but rather diagnostic and self-healing. Diagnostic is understood as the organization's capacity to be self-reflective and assess its motivations, aspirations, needs and capacities. Self-healing is understood as the organization's capacity to take action by using its capacities to acquire through relationship those capacities it lacks.

The medium for connectedness and mutual benefit was found in this organization in creative dialogue, creative
problem solving, and creative possibility realization that occurred in the mediated environment during the cognitive map development. In the case of this organization, leadership in action occurs as individuals engage in identifying issues, making public the tensions that exist, and applying available capacities and resources to find here and now best moves. Solutions are understood by the organization as not being absolute, solutions are temporary, as best, in the moment actions. There are protocols and rules and fundamental principles, that when placed in the context of mutuality and engaged from a common value perspective, facilitate the process of creative agreement.

What is changing are the organization's capacities to formulate the patterns, protocols and forms which it adopts as its own bases for agreement that are at once flexible to accommodate variability and change, and stable to accommodate consistent quality in meeting expectations of performance. These capacities are realized through active engagement in developmental relationships, where energies are organized around interdependent connectedness, peerness, and relationships in contrast to older patterns in which power is organized around positions, authority and structure.

As the organization is currently, in some areas of operation, realizing the potential of relational and purposeful action, it is also not realizing organization-wide connection that permeates all of its interactions and
operations. The barriers to that permeation exist in those individuals and systems which exist in embedded in traditional patterns, understandings and identities of either themselves or of others. While the organization perceives the academy as being sacrosanct, as an "other" with no connecting values, the organization will remain in a dependent and separated position. While the identity of the organization remains in a subservient orientation, it will not realize the enriching possibilities of standing as an independent entity to lead others and self to interdependency.

The perspective of the organization and its capacities to change old habits and patterns are changing. The change is occurring through the creation of a collective vision through metaphor and ensuring that individual higher level values are observable at all levels of organizational constructs. Individuals and subunits within the organization and stakeholders and organizational forms outside the organization who see their values and desired outcomes in the constructed expressions of the organization, in services, in programs, in communication, and in action will link in relationship with the organization as it is expressed because they can find their values imbedded or aligned with those of the organization.

In summary the patterns of this organization are developmental, moving from systems and structures based on authority, power, and dependent and subservient positions to
an organization whose structures are based on managing its energies to form peer level, interdependent relationships or partnerships of inquiry and learning and its systems and environments are formed and forming to generate information, communication, creativity, comfort and resources.

**Section II - Case 9**

**Preliminary Data and Analysis**

**Quantitative Data:** The chief administrative officer of the organization is a male who has been in his current position 5 years and with the institution 24 years. The institution is located in the East and operates with 65 administrative/professional staff on an annual operating budget of 10 million dollars. The organizations serves a varied student audience statewide. No funds are provided by the parent institution nor the state legislature for operations.

**Cognitive Map Analysis:** The highest level outcome identified by the CAO for the organization was the serving of part-time adult students. This outcome is supported by extending the resources of the University to meet the learning needs of the state and region, and bridging the gap to provide access to the University. The unit is also perceived as providing a link from academia to business and industry.
Creating relationships with academic departments, involvement in urban development and generating revenue are second level outcomes which are driven by and support the higher level outcomes identified above. Reallocation of internal growth funding, raising the academic qualifications of staff, and the use of University faculty for programming were viewed as methods to accomplish creating relationships with academic departments. Establishing stronger linkages with academic departments is an effort to have the academicians buy into the mission of the organization.

These efforts are driven by more interest in outreach by deans, pressure for decentralization, the effects of the economy on the fiscal status of the unit, and new institutional leadership.

Analysis: Two activities, the internal reallocation of growth funding and an emphasis on distance learning technologies are convergence points for the organization. Internal reallocation of funds is driven by less management, more facilities, and loss of key personnel. The reallocation supports the capacity of the organization to generate revenue which in turn fosters access to the University for part-time adult students. The emphasis on distance learning technologies is in response to the outcome of extending resources of the University to meet state and regional learning needs and linking academia with business and industry by involving a wider audience and creating stronger
linkages with academic departments.

The relationships with academic departments is a major point of convergence for the organization in meeting its higher level outcomes and implementing actions which demonstrate accomplishment of service to part-time adult students. The loop that feeds this point of convergence originates from institutional pressures by a new president, more interest in outreach by deans, and the threat of decentralization. To form and strengthen relationships, mutual benefit is being articulated by the CAO in terms of supporting clearer rewards to faculty for service and use of University faculty for continuing education programs.

An emerging pattern for the organization seems to be the upgrading of staff in both numbers and baseline academic credentials to more effectively operate under conditions which include less management, team decision-making, larger physical plant, staff turnover and the labor intensive nature of the work involved in continuing education programming and service.

A clear pattern for the organization is the strategy of relationship development with academic departments as both a response to institutional pressure and as a proactive effort to meet external demands for service and social needs of a state and regional audience.
FIGURE 27
CASE 9 PRELIMINARY COGNITIVE MAP
Ethnographic Analysis:

Interview Data: The outcomes of this organization were identified by the CAO as serving the learning needs of part-time adult students by extending institutional resources and providing access to the University. The organization is perceived as a link between academia and business and industry. These outcomes are accomplished by generating revenue, establishing relationships with academic departments, raising the academic quality of personnel, involvement in local social issues, and emphasizing distance learning.

Factors which effect the organization include economic conditions, threats of competition from other vendors, decentralization, and loss of key personnel. The poor economy has influenced growth in both programs and enrollment. Tension for the organization is produced from increased interest and demand by academic deans for services and outreach. It is perceived that because of the labor intensity of work in continuing education programming and services, more staff are needed at the same time as there is less management, increased emphasis on distance learning and more facilities.

Analysis: Movement of the organization is identified as being from a traditional delivery unit with a few key clients to a unit which uses faculty and distance learning technologies to serve a wide audience. The organization appears to be initiating movement through internally
reallocating resources, raising the professional level of staff to more closely approximate the credentials of faculty, and establishing stronger linkages with academic departments. It is perceived that the organization has an established mission that requires a "buy in" by the faculty and deans. Rewards to faculty for service is seen as a method of establishing stronger relationships.

The target audiences for the organization's voice include general citizenry, institutional stakeholders and specific external client bases of business and industry and state government. Involvement in urban redevelopment is understood as an avenue for establishing interdisciplinary, inter-agency, and public-private collaboration that meets a general social need.

Metaphor Analysis: Two metaphors were used by the CAO in responding to the survey questionnaire. "Bridge the gap" was used to connote the connecting function of the unit between the worlds of the institution and the part-time adult student. The second metaphor "buy into" was used to identify a perceived outcome of stronger linkage between the organization and academic departments. This metaphor was used in reference to the organization's mission. The use of this particular metaphor suggests the existence of a mission which was developed without the up-front collaboration or input from academic departments or current academic stakeholders.
Results: I understand this organization to be operating under some of the typical environmental pressures faced by continuing education organizations nationally. Factors of increasing demand for services, shrinking resources, opportunities offered by new delivery technologies, split decision making between academic departments for content and curricular issues and organizationally team-based decision-making. The CAO's characterization of the organization as moving out of a traditional or historic key client mode to expand its constituency base through the use of advanced delivery technologies suggests that the organization is positioned to make significant shifts in its identity. This organization is self-sustaining, generating its own resources without state or institutional direct fiscal support.

In-depth Case Study: Case 9

My encounter with the qualities of the Case 9 organization was significantly different than the engagement with Case 6. My appreciation of the uniquenesses of individuals and organizations was immeasurably enriched by this single experience. There was from the initial phone call, what I would call a "guarded curiosity" and desire to participate in the inquiry. The CAO was most cordial with the invitation to visit, however it was clear in the verbal and written communications that the visit would be limited in timing of access, duration of access and in access to stakeholders. The communications were formalized through letters that
conveyed a sense of terms and conditions of the visit as being structured and fully in the control of the organization. A strength of organizational identity is established by the organizational history of highly successful programs and services, the respect it has nationally, locally and by stakeholders as being among the most highly regarded continuing education organizations which faces high degrees of complexity and diversity.

The following figure identifies the expectations of the administrative group in participating in the cognitive mapping group process.

### TABLE 15
CASE 9 GROUP SESSION EXPECTATIONS

<table>
<thead>
<tr>
<th>CASE 9: GROUP SESSION EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look at ourselves internally</td>
</tr>
<tr>
<td>2. Get a free needs assessment</td>
</tr>
<tr>
<td>3. Re-evaluate who we are</td>
</tr>
<tr>
<td>4. See how financial goals tie in</td>
</tr>
<tr>
<td>5. Hear an &quot;outsider view of the organization in how we do what we do&quot;</td>
</tr>
<tr>
<td>6. Find out what’s on the cutting edge</td>
</tr>
<tr>
<td>7. Find out what is cognitive mapping</td>
</tr>
<tr>
<td>8. Find out how we make decisions</td>
</tr>
</tbody>
</table>

The administrative group was relaxed with each other and with me in the cognitive mapping session; the process was highly participatory. The voice of the positional leader of the organization was dominant in sustaining the interactive and peer based process of developing the cognitive map.
Some members of the administrative group were concerned about the confidentiality of the audio taping that I was doing of the interviews. There were several opinions, values, assumptions expressed in the interviews that had not been made public in the dialogue surrounding the creation of the cognitive map. This was consistent with the hesitancy to be open as an organization that I inferred in the way in which access to information was controlled. My experience in interacting with this organization was what I perceive to be an example of an organization in which the gap between espoused theory and theory in use creates some organizational tension. The organization administrators had been clear in their survey data that the organization is assuming defensive postures as a result of environmental threats. The following paraphrase is indicative of the sense of responsiveness that I felt was the orientation that dominates the organization.

You know we'd really like to help, not let someone be victimized and if someone would just say "these are the threats", we would do something to help.

My interpretation of this example is that it is an expression of external control and a hesitancy to act proactively; being a responder in action rather than an initiator.

In interpreting the administrator interviews I was aware of the feeling of family, the deep and abiding concern that the administrative group have for each other. The notion of connectedness with the institution and members of
the faculty as a desired outcome was evident in the mapping dialogue. The evidence of guardedness and the organization's focus on material and financial outcomes leads me to believe that the individual goals and aspirations may be suppressed in individual's desires to achieve recognition and resources and to maintain the connectedness to their organizational family and the parent institution. The members, therefore, might not risk disclosure of issues or opinions that would cause conflict in the established relationships. It appears that the organization is driven at this stage by fear of loss of relationships, rather than aspiration of building new relationships. In some ways this dilemma or tension is representative of Peck's (1987) pseudocommunity, that is, putting on the polite face of family in harmony with conflicts just under the surface. The tension seems to manifest itself in defensive postures, some hesitancy in information sharing, and the "enemy is out there" type of approach that seems to be characteristic for the organization.

Organizational Cognitive Map Analysis

The Case 9 cognitive map was developed by a group of six administrators including the director, the heads of two programming areas, one service area, one administrative support area and a branch campus unit. There is one female and one African-American male in the group. Five concept
clusters were identified by the group:

1. Financial;
2. Performance Standards;
3. Internal (Institutional) Relations;
4. Outreach; and
5. Program Development Relationships.

The group determined that there was a reciprocal or mutual relationship between the Financial and Program Development Relationships clusters, causal relationships from the Financial to Internal (Institutional) Relationships clusters and from Performance Standards to Outreach clusters.

**Cluster 1: Financial**

The Financial Cluster mapping process yielded two inter-connected loops. Both loops emanated from the outcome of self-sufficiency and flowed through the outcome of be a profit making corporation with its own goals & objectives. The first loop moves through the outcome support non-revenue generating situations under mission to the strategy of develop new financial models with academic units to the action of develop crisis intervention team/scheme and back to the outcome support non-revenue generating situations under mission. This loop was classified as an amplifying transition loop given the generative concepts it includes
The second loop moves from the outcome be a profit making corporation with its own goals & objectives through the strategy financial management to the outcome support non-revenue generating situations under mission. An ancillary action connected to the loop is create new initiatives. This second loop was classified as amplifying preservation given the internal and control focus identified as the strategy and the historic outcome of support of non-revenue

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5 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, -T = transition quadrant, L = loop, S = stream, P = paradox, -C = point of convergence, F = financial cluster, -L = leverage point.
situations that is the result (L2-APS). These loops are set in motion by the balancing influences of three process issues, possible loss of conference operation, university support services tax, and conference deficit. The issue of the conference deficit impacts the organization at the strategic and action points which paradoxically, based on an assumed uncertainty about the future of the conference operation, influence the organization's ability to develop new financial models, and impede the capacity to create new initiatives. These tensions have been classified as balancing transition and amplifying preservation (T1P-BT, APS), based on dialogue in the mapping process. Both loops, however, take on a generative or positive quality as the strategies and actions enable the self-sufficiency outcome.
There were three streams of concepts that emerged from the mapping process for the Financial Cluster. Only one of the streams was initiated from an outcome, self-sufficiency. This stream flows through the strategy of maintain well trained and organized staff to an additional strategy of develop creative programs and forked to the action of centralize financial and registration services. This first
stream is influenced by the threats of university support services tax and reduced income, which have been classified as balancing transition (T2-BT). It is paradoxical in its motion in supporting both divergent and convergent activities. There is included, activity to increase knowledge, skills, and capabilities of staff to create; at the same time as computerized linear functions are centralized. The issue of reduced income has a direct impact on staff maintenance and the development of new creative programming. This stream has been categorized as paradoxical, amplifying preservation and amplifying productivity (S1P-APS, APR).

The second stream starts at the strategy broaden conference base on to the strategy of keep expenses low where it forks to the action of computerization and the outcome of generate revenue. The outcome generate revenue leads to the actions of centralize financial and registration services and computerization. This stream is influenced by two amplifying transition factors (T3-AT), independence in finances and marketing and improving financial picture as well as four balancing preservation issues (T4-BPS), creating financial deficit, economic uncertainty, reduced income, and conference deficit. These influences create paradoxical dilemmas for the organization. Under conditions of economic uncertainty, the organization is creating deficit, has a standing deficit, and has reduced income. It also has independent decision making for financing and marketing and
overall, an improving financial picture. The negative influences are impacting the capacity to computerize, invest in the infrastructure in the attempt to reach the outcome of generating revenue simultaneously as capacity to invest in the infrastructure and facilitate large, complex conferences, institutes, workshops are enhanced. This stream has been categorized as paradoxical, balancing transition, balancing preservation and amplifying productivity (S2P-BT,BPS,APR).

The third stream begins at the strategy of invest in infrastructure and ends in the action facilitate large, complex conferences, institutes, workshops. This stream is categorized as amplifying productivity (S3-APR). One strategy is an outlier, not connected to the other concepts in the cluster map, provide services others can't provide.

There are nine points of convergence in the Financial Cluster. Each of the four outcomes are important integrating concepts. The concepts of invest in infrastructure, financial management, and develop new financial models with academic units are strategic linking points to the actions of computerization, centralize financial and registration services, and facilitate large, complex conferences, institutes, workshops. The latter action, however is seen as less critical in that it does not directly loop back to outcomes. This set of points of convergence were collectively categorized as amplifying productivity and amplifying
Leverage points in the Financial Cluster include the outcome of generate revenue which links the broaden conference base stream to the self-sufficiency loops. The broaden conference base stream is also connected to the self-sufficiency loops through the strategy of financial management. Coming from the self-sufficiency loops the stream is also connected at the action of centralizing financial and registration services. The invest in infrastructure stream stands without leverage points connecting it to the other loops and streams. These intra-cluster leverage points are as a group categorized as amplifying productivity, amplifying preservation (FC-L-APR,APS).
FIGURE 30
CASE 9 COGNITIVE MAP : FINANCIAL CLUSTER
Financial Cluster Summary

The following table represents the patterns that have collectively emerged in the mapping of financial concepts. The direction of the pattern is either amplifying or increasing the organization's focus of attention and subsequently developing action streams towards outcomes that are generative in nature; or balancing a focus which sustains the status quo or is focused on being more rigid in nature. The domain of the pattern indicates in which quadrant of organizational tensions the pattern occurs. Some patterns exist in more than one domain and have features that are both amplifying and balancing in nature. The focus of energy column indicates whether there is a linear direction of the energy or one way focus or whether there is a field of energy which exists when there are multiple domains and/or multiple directions. The same tools of summarizing patterns for this and each of the following clusters is used to illustrate the interactions within patterns and the direction of their flow.
The two amplifying loops of this cluster, when viewed together are creating tension in opposite directions. One direction of energy flow is toward transition in developing financial models and intervention response teams. The other flow of energy is toward more effective financial management and being a profit center. The current realities of the deficit, university tax, and possible loss of a service operation are pushing the organization toward amplifying preservation of current systems and structures and reducing possibilities for transition.

The direction of movement of the Financial Cluster toward preserving current systems and structures becomes apparent as one examines the points of convergence and the

<table>
<thead>
<tr>
<th>TYPE</th>
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<tr>
<td></td>
<td>APS</td>
<td>LINEAR</td>
</tr>
<tr>
<td></td>
<td>APS</td>
<td>LINEAR</td>
</tr>
<tr>
<td>STREAM 1</td>
<td>BT BPS APR</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td></td>
<td>APR</td>
<td>LINEAR</td>
</tr>
<tr>
<td>TENSION 1</td>
<td>BT APS APR</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td></td>
<td>BT</td>
<td>LINEAR</td>
</tr>
<tr>
<td></td>
<td>AT APS APR</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td>CONVERGE</td>
<td>APS APR</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td>LEVERAGE</td>
<td>APS APR</td>
<td>TENSION FIELD</td>
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</tbody>
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<thead>
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<th>KEY</th>
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<tbody>
<tr>
<td>A = AMPLIFYING</td>
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<tr>
<td>B = BALANCING</td>
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<tr>
<td>T = TRANSITION</td>
</tr>
<tr>
<td>PS = PRESERVATION</td>
</tr>
<tr>
<td>PR = PRODUCTIVITY</td>
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<tr>
<td>E = EQUITY</td>
</tr>
</tbody>
</table>
leverage points. The organization is attempting to estab-
lish its independence by becoming a self-sufficient profit
corporation. A crisis team is a concept being used to
respond to situations when the established systems or struc-
tures are threatened. Internally and externally, fulfilling
the service function by supporting non-revenue generating
activities is a well established pattern for the organiza-
tion that is being preserved in the conceptual framework of
this cluster. The organization is responding to externally
induced and internally evolving tensions by strengthening
its historic positions, patterns and functions.

Some ideas are new or generative in quality for the
organization. Setting its own goals and objectives that
would establish itself as a definable part within a whole
was discussed as an appealing prospect in the mapping dia-
logue. An independent identity might or might not be framed
with historic relationships between the institution and the
organization. The creation of new financial models provides
the organization with new options for behavior that support
the main flow and direction of the organization, regardless
of the status of dependency or relationship with the insti-
tution. Centralizing and computerizing linear functions
within the organization maximizes the benefits of skills and
capacities which is a step in aligning the organization's
strengths with its services.
Cluster 2: Performance Standards

One loop in the Performance Standards Cluster emerged that originates from the outcome of demonstrate high professional standards as determined institutionally and personally. This loop moves in three directions. The first flow ends in a single strategy of provide growth/promotion in a non-expansion environment. The second flow moves through clearly define the organization mission to provide a wide range of educational services. The flow ends with the single action of create new initiatives. The third flow moves through the outcome of maintain a good professional reputation nationally and closes the loop in providing a wide range of educational services. This loop was classified as amplifying equity, amplifying transition (L3-AE, AT).6

Two small loops are attached to this main loop at the action junctures or leverage points of provide growth/promotion in a non-expansion environment and clearly define organization mission, and the strategy of develop internal training program for continuing education personnel. These smaller loops were classified collectively as amplifying transition, amplifying productivity and amplifying equity (L4-AT, APR, AE).

6 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, -T = transition quadrant, L = loop, S = stream, P = paradox, -C = point of convergence, PS = performance standards cluster, -L = leverage point.
A single stream of concepts, classified as amplifying transition (S4-AT) begins with the outcome of provide quality conference and customer services through enhance the reputations of conferences, continuing education and the university and links at the leverage point of maintaining a good professional reputation. The set of one primary and
two secondary loops and the stream are impacted by three paradoxical issues: uncertain unit stability, mission uncertainty, and internal schizophrenia. Each of these ambiguities impacts the organization at the level of outcomes, with mission uncertainty also impacting at the action level. These tensions are identified as paradoxical in simultaneously amplifying and balancing transition, productivity and preservation (T5P-ABT,ABPR,ABPS). A positive influence on both the stream and the main loop is the staff is loyal to the organization, classified as amplifying preservation (T6-APS).

There are five points of convergence in the Performance Standards Cluster. The outcomes of demonstrate high professional standards as determined institutionally and personally and provide a reward system that conforms to mission are focal points for the cluster. At the action level, clearly defining the organization mission, provide growth/promotion in a non-expansion environment, and provide a wide range of educational services are key points for the organization in dealing with performance standards. The points of convergence for the cluster were classified as amplifying equity amplifying transition and amplifying productivity (PS-C-AE,AT,APR).

The leverage point is the collective smaller 2 loop set (L4) attached to the primary loop (L3) and was classified as amplifying transition (PS-L-AT).
Figure 32
CASE 9 COGNITIVE MAP: PERFORMANCE STANDARDS CLUSTER
Performance Standards Cluster Summary

The following table provides summarized information about the patterns of this cluster.

**TABLE 17**
**CASE 9 PATTERN SUMMARY : PERFORMANCE STANDARDS CLUSTER**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
<th>FOCUS OF ENERGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOOP 3 AT</td>
<td>APR AH</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td>4 AT APR</td>
<td>AH</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td>STREAM 4 AT</td>
<td>APS</td>
<td>LINEAR</td>
</tr>
<tr>
<td>TENSION 6 AT</td>
<td>APS</td>
<td>LINEAR</td>
</tr>
<tr>
<td>CONVERGE AT</td>
<td>APR AH</td>
<td>TENSION FIELD</td>
</tr>
<tr>
<td>LEVERAGE AT</td>
<td></td>
<td>LINEAR</td>
</tr>
</tbody>
</table>

**KEY**
- A = AMPLIFYING
- B = BALANCING
- T = TRANSITION
- PS = PRESERVATION
- PR = PRODUCTIVITY
- E = EQUITY

The implications of the amplifying loops, tensions, points of convergence and leverage point are centered around personal growth and development of continuing education personnel. An underlying assumption of a non-expansion environment tempers the possibilities by placing the perspective in a current rather than a future frame. The lack of certainty and clarity could be considered as an opportunity to self-define and articulate specifics from an organizational perspective. Alternatively the ambiguity could be viewed as a threat to survival; i.e. the initiative for
defining the purpose and identity of the organization coming from an external source, the institution, rather than created internally and projected externally.

The tensions of the organization in this cluster seem to form as impediments to taking proactive steps to self-identify, however, in articulating outcomes, strategies and actions, the organization seems to have clarified a self-directed movement. The leverage point of attending to the development of personnel, provide growth opportunities in the current realities and clearly defining mission serve to channel the orientation of the organization in the direction of self-enhancing behavior, falling short of self-identity.

Cluster 3: Outreach

The Outreach Cluster is perhaps the most complex and tightly coupled of the concept clusters. There were three main loops identified with several nested loops which overlap. The first of the main loops begins at the extend resources of the university to non-traditional students, community, business and government outcome through the dual strategies of support the mission of outreach with continuing education infrastructure and create stronger links to various departments so they buy into the continuing education mission. These strategies cause outreach to adults, serve the adult learner, develop into team, and view change as an opportunity strategies. The strategies result in the
actions of provide student services and offer relevant courses. The outcome extend resources of the university to the lifelong learner is understood to be a higher order wording of the outcome extend resources of the university to non-traditional students, community, business and government so it is assumed in the discussion of this outcome. A single stream of get involved with political domains came out of the outcome be sympathetic to the needs of adult students. This loop and small stream have been jointly classified as amplifying transition (L5-AT).7

This first loop is impacted at the outcome level by the balancing influence of the following issues: evolution of campus-wide schizophrenia, limited access to higher level administration, pressure on colleges to become more entrepreneurial, (mixed decision making models), turn over in institutional leadership, and no restriction on out-of-state continuing education providers. These issues were seen by the group as negative influences when they were included in the survey responses; no discussion in the group process invoked a negative connotation, and could have as readily been understood as being paradoxical in influence. These tensions were classified as balancing transition maintaining the original understandings of survey responses (T7-BT).

7 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, -T = transition quadrant, L = loop, S = stream, P = paradox, -C = point of convergence, O = outreach cluster, -L = leverage point.
At the strategic level, the turnover and new institutional leadership, internal schizophrenia, evolution of campus-wide schizophrenia, subdivision of the organization, and evolution of campus-wide decentralization issues also were classified collectively as balancing transition (T8-BT), and influenced the strategy of get involved with political domains.

The second loop, mapped in the following figure, originates at the same outcome, extend resources of the university to non-traditional students, community, business and
government, and in one direction moves through outcome be sympathetic to the needs of adult students to serve adult learners as a strategy to take the action of institutionally communicate continuing education services and support activities. The second direction of this loop moves through the strategy of create stronger links to various departments so they can buy into the continuing education mission to the same action of institutionally communicate continuing education services and support activities. This loop has been classified as amplifying transition, amplifying preservation (L6-AT,APS).

The third primary loop moves from both the outcome 1) be sympathetic to the needs of adult students through strategy create stronger links to various departments so they can buy into the continuing education mission to the action of advise adult students and the outcome 2) extend resources of

FIGURE 34
CASE 9 LOOP 6 : OUTREACH CLUSTER
the university to non-traditional students, community, business and government through the strategy of emphasize distance learning technologies. Both end in the actions of give positive feedback to talented and diligent staff, advise adult students and provide high quality programs regionally and nationally. This loop was classified as an amplifying transition cycle (L7-AT).
There are nine points of convergence in the cluster map for Outreach. Both outcomes and all the strategies are key connection points to other concepts in the map. Collectively the points of convergence are understood to be amplifying transition and amplifying preservation (O-C-AT,APS).

The two primary leverage points for the outreach cluster are the strategies of create stronger linkages to various departments so they buy into the continuing education mission and emphasize distance learning technologies. These leverage points were seen to be linkage junctures between primary and nested loops. The leverage points for the cluster are understood to be amplifying preservation linkages (O-L-APS). The entire cluster is influenced by ambiguity of mission uncertainty and uncertain unit stability which have been classified as balancing preservation and balancing transition tensions (T9-BPR,BT).
FIGURE 36
CASE 9 COGNITIVE MAP: OUTREACH CLUSTER
Outreach Cluster Summary

The following figures summarize the patterns of the Outreach Cluster.

**TABLE 18**
CASE 9 PATTERN SUMMARY: OUTREACH CLUSTER

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
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</tr>
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<tbody>
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<tr>
<td>LOOP 6</td>
<td>AT APS</td>
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<td>LOOP 7</td>
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<tr>
<td>STREAM</td>
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<tr>
<td>TENSION 7</td>
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<td>TENSION 8</td>
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<td>LEVERAGE</td>
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**KEY**
A = AMPLIFYING
B = BALANCING
T = TRANSITION
PS = PRESERVATION
PR = PRODUCTIVITY
E = EQUITY

The two leverage points of stronger linkage to various departments and emphasize distance learning technologies are the strategies by which the organization intends to extend the resources of the university while being sympathetic to the needs of adult students. The use of advanced technology is inferred as enhancing change or transition while extending resources and sympathy with adult learner needs are preserving and enhancing historic roles and relationships. The organization's capacity to maintain those roles and relationships are influenced by the tension issues. The
conceptual loops demonstrate the organization's intention to grow and develop while simultaneously maintaining established frames of reference.

Cluster 4 : Internal (Institutional) Relationships

This cluster, dealing with the group's concepts of the organization's relationships within the institution, was the most focused and clear in terms of having a single pattern emerge in the group process. Out of the outcome of having central administration understanding and support, a single loop emerged. Although the loop flows in different directions, it closes upon itself and connects at the outcome of being academically and administratively valued by students and faculty and more central to university-wide decision making.

The loop flows toward the outcome create relationships with academic departments to multiple strategies of increase CTM (contribution to margin), share decision making with academic departments, create new initiatives, increase communication with deans, develop new financial models with academic units, and use university faculty. The loop produced the single action of decentralizing the directors' activities. The loop was classified as amplifying
transition and amplifying preservation (L8-AT,APS).

Balancing influences of the issues of threat of academic takeover, internal competition with the organization, loss of relationships with academic departments, and perception as a non-contributor to the university's goals and objectives are understood to be in the domain of preservation influences (T10-BPS).

---

**FIGURE 37**

**CASE 9 LOOP 8 : INTERNAL RELATIONSHIPS CLUSTER**

---

8 T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, -T = transition quadrant, L = loop, S = stream, P = paradox, -C = point of convergence, IR = internal relationships cluster, -L = leverage point.
The three link pin or convergence points for the organization in dealing with institutional relationships are being academically and administratively valued by students and faculty and more central to university-wide decision making, creating relationships with academic departments and sharing decision making with academic departments. These points of convergence were collectively identified as amplifying preservation and amplifying transition (IR-C-APS,AT).

There are two leverage points that came out of the Internal (Institutional) Relationships Cluster. The strategy of developing new financial models with academic units and create new initiatives connect this concept cluster with the Financial Cluster and are considered to be amplifying preservation leverages (IR-L-APS).
INTERNAL RELATIONSHIPS CLUSTER...

L8/C-BE ACADEMICALLY & ADMINISTRATIVELY VALUED BY STUDENTS & FACULTY AND MORE CENTRAL TO UNIVERSITY-WIDE DECISION MAKING...

L8/C-CREATE RELATIONSHIPS WITH ACADEMIC DEPARTMENTS...

L8-INCREASE COMMUNICATION WITH DEANS...

L8/C-BE ACADEMICALLY & ADMINISTRATIVELY VALUED BY STUDENTS & FACULTY AND MORE CENTRAL TO UNIVERSITY-WIDE DECISION MAKING...

L8/C-CREATE RELATIONSHIPS WITH ACADEMIC DEPARTMENTS...

L8/DECENTRALIZE DIRECTORS' ACTIVITIES...

L8/I-CREATE NEW INITIATIVES...

L8/1-LOSS OF RELATIONSHIP WITH ACADEMIC DEPARTMENTS...

L8/1-INTERNAL COMPETITION WITHIN ORGANIZATION...

L8/C-CREATE RELATIONSHIPS WITH ACADEMIC DEPARTMENTS...

L8-I-CREATE NEW INITIATIVES...

L8/1-LOSS OF RELATIONSHIP WITH ACADEMIC DEPARTMENTS...

L8/1-INTERNAL COMPETITION WITHIN ORGANIZATION...

L8/1-INTERNAL COMPETITION WITHIN ORGANIZATION...

FIGURE 38
CASE 9 COGNITIVE MAP: INTERNAL RELATIONSHIPS CLUSTER
Internal (Institutional) Relationships Cluster Summary

The following table illustrates the summarized patterns for this cluster.

**TABLE 19**
**PATTERN SUMMARY : INTERNAL (INSTITUTIONAL) RELATIONS**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
<th>QUALITY OF ENERGY</th>
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<td>LINEAR</td>
</tr>
<tr>
<td>LEVERAGE APS</td>
<td>LINEAR</td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

- A = AMPLIFYING
- B = BALANCING
- T = TRANSITION
- PS = PRESERVATION
- PR = PRODUCTIVITY
- E = EQUITY

The direction and impetus of the energy of this cluster is toward proactive strategies to form new and stronger relationships through collaboration and closer integration with the interests of the institution. The loop, points of convergence and leverage points all have qualities of coupling more tightly with institutional systems and structures, positioning the organization in alignment with institutional goals, objectives and mission. Current realities indicate that the organization is not perceived as an integral part of the institution. In order to change this perception, the loop energies are directed toward greater levels of interaction with the institution at the faculty and dean-departmental levels.
The tension field of the points of convergence represent the paradoxes between the current self-identity, the identity held by the institutional stakeholders, and the desired identity as a peer. In order to be valued and be accepted as a peer in relation to decision-making at the institutional and departmental levels, the nature of who the organization is in its current relationships would need to be different.

The tension field within the loop is created by the conflict between methods of achieving relationships which draw on current capacities and skills and the desired outcomes of understanding, support, valued, and being central. The use of financial modeling and increasing the contribution to margins, continuing the current "buying love" relationship that the organization has with the institution may not be congruent with who the organization wants to be in future relationships with the institutional stakeholders. The core issue again seems to revolve around identity of the organization and what it is doing to enhance, change, or sustain the current realities of identity.

Cluster 5: Program Development Relationships

There were six outcomes identified in the Program Development Relationships Cluster: thrive programmatically, have an aggressive and diversified program portfolio, transform knowledge from conceptual to applied, value added, provide link to area businesses and corporations, be
involved in urban development. There were no loops identified that emerged from these outcome concepts. A stream originating from be involved in urban development leads to the strategy of develop, organize and implement various non-traditional programs and ends in the strategy provide certificate programs. This stream was classified as amplifying transition (S5-AT). A second stream emerges from provide link to area businesses and corporations to the strategy of create university advisory committees from colleges which connects with the Outreach and Internal Relations Clusters. This stream was classified as an amplifying preservation and amplifying transition (S6-APS,AT).

Six issues were identified, all as balancing influences on outcomes. The nature of these issues, however, appears to be somewhat paradoxical. The issues identified are: dependence on credit programs, lack of direction for ITV (Interactive Television), corporate downsizing, corporate attitudes about colleges and universities, competition from other vendors, and shifting programming priorities. These issues were classified as balancing productivity and amplifying transition (T11-BPR,AT).

Two additional strategies were identified, but not linked to an outcome. The strategy of provide credit and non-credit programming leads to provide contract training and professional development and ends with the strategy of provide certificate programs. This stream was understood to
be amplifying productivity (S7-APR).

At the action level, five concepts were identified, with shared authority and matrix structures interrelated to reallocate internal growth funding, both leading to thrive on chaos and provide services competition can't provide and ending with the strategy provide credit and non-credit programming. This stream of concepts was classified as amplifying equity, amplifying productivity and amplifying transition (S8-AE, APR, AT).

There were three points of convergence in the map, two at the outcomes of provide link to area business and corporations and be involved in urban development. These points were classified as amplifying productivity (PDR-C-APR). The third point of convergence is also a leverage point which links this cluster to the Outreach and Internal (Institutional) Relationships clusters. Create university advisory committees from the colleges is the central linking pin for the cluster and between the three clusters identified. This leverage point is understood to be amplifying transition and amplifying preservation (PDR-L-AT, APS)\(^9\).

\(^9\) T = tension, A = amplifying direction, B = balancing direction, PR = productivity quadrant, PS = preservation quadrant, E = equity quadrant, -T = transition quadrant, L = loop, S = stream, P = paradox, -C = point of convergence, PDR = program development relationships cluster, -L = leverage point.
THrive programmatically...

Transform knowledge from conceptual to applied...

Value added...

Program development relationships cluster...

Outreach cluster...

Internal relationships cluster...

Aggressive and diversified program portfolio...

Create university advisory committees from colleges...

T11-dependence in credit programs...

T11-corporate attitudes about colleges & universities...

T11-corporate downsizing...

T11-competition from other vendors...

T11-shifting programming priorities...

S6/c-provide link to area businesses & corporations...

S6-c-provide in urban redevelopment...

S5-dependent on credit programs...

S5/c-provide certificate programs...

S7-provide contract training & professional development...

S7-provide credit & non-credit programming...

S5/g-involved in urban redevelopment

S5/s provide competitive programs...

S6/develop, organize & implement various non-traditional programs...

Align strongest personnel with critical areas...

S5/reallocate internal growth funding...

S5/provide services competition can't provide...

S8-shared authority and matrix structures...

FIGURE 39

CASE 9 COGNITIVE MAP: PROGRAM DEVELOPMENT RELATIONSHIPS
Program Development Relationships Cluster Summary

There were no looped patterns in this cluster, however tensions, streams, points of convergence and leverage points are summarized.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DIRECTION/DOMAIN</th>
<th>FOCUS OF ENERGY</th>
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</thead>
<tbody>
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<td>LINEAR</td>
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<td>TENSION 11</td>
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<tr>
<td>CONVERGE</td>
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<td>TENSION FIELD</td>
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<tr>
<td>LEVERAGE</td>
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<td>TENSION FIELD</td>
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</tbody>
</table>

While the organization desires linkage to business and corporate markets, the conditions in the environment are perceived as not being conducive to meeting that object, or at least making that objective tenable. There seems to be a shift in the mental model within this cluster. At the outcome level, the concepts have a generative quality that demonstrates a sense of confidence and self-esteem, the capacity to make a difference. As one looks at the strategic and action levels, however, the richness in terms of capacities is lost. There is an interest in creating
advisory committees from the institution which infers a dependence on the parent organization as the means to identify and create linkage to the external corporate world.

Program development relationships, one would assume from viewing this map, occur randomly, without strategies or plan planned interactions designed to focus energies. The energies are dispersed, with four tension fields, and four streams that are either within stream paradoxical or in tension positions with the issues. This cluster map demonstrates lack of clear pathways which would connect actions, strategies and outcomes.

The movement toward infrastructure systems and structural patterns is an internal focus which brings into question the yield in program development that this will have for the organization in terms of its capacities to achieve the desired linkage outcomes. The changes and transitions are understood to be internally focused and within the current frame of reference of the historic parental relationship that exists. To move to the creative dimensions identified in the outcomes and establish the type of relationships that are expressions of the values of the organization, it would appear that more focused energies toward external actions could help to create loops and connections between the desired outcomes and the other conceptual dimensions of the organization.
The paradoxical tensions between amplifying transition and amplifying preservation are currently generating scattering effect on the other map dimensions. The strategies and actions that align with the institutional relationship provide some sense of direction but are not necessarily sufficient to achieve the outcomes desired. Strategies and actions that would align as a counter weight with the external stakeholders would be more congruent with the expressed outcomes in terms of the articulation of being a link which assumes a two way flow of efforts and energies.

**FIGURE 40**
**CASE 9 CLUSTER INTEGRATION MAP**

Cluster Integration

The Internal (Institutional) Relationships Cluster was linked by the administrative group to the Financial Cluster through three strategies: *provide high quality programs*
regionally and nationally, institutionally communicate continuing education services and support activities, and develop crisis intervention team. Two actions supported the strategies at the cluster level: developing new financial models with academic units and create new initiatives. This integration of concepts is considered to be amplifying transition and amplifying productivity (I1-AT, APR). The interactions between the clusters or movement is driven by three issues: pressure on colleges to become more entrepreneurial, mission uncertainty, and uncertain unit stability. These issues were classified as tensions of amplifying transition and balancing preservation (T12-AT, BPS).
INTERNAL RELATIONSHIPS PROVIDE HIGH QUALITY PROGRAMS REGIONALLY & NATIONALLY.

PRESSURE ON COLLEGES TO BECOME MORE ENTREPRENEURIAL.

INSTITUTIONALLY COMMUNICATE CONTINUING EDUCATION SERVICES AND SUPPORT ACTIVITIES.

DEVELOP CRISIS INTERVENTION TEAM.

CREATE NEW INITIATIVES.

DEVELOPMENT RELATIONSHIPS CLUSTER.

MISSION UNCERTAINTY.

UNCERTAIN UNIT STABILITY.

FIGURE 41
CASE 9 FINANCIAL-PROGRAM DEVELOPMENT-INTERNAL RELATIONSHIPS
The same three issues influence the linkage between the Financial Cluster and the Program Development Relationships Cluster. The Program Development Relationships Cluster connects to the Financial and the Internal (Institutional) Relations Cluster through the strategies of provide high quality programs regionally and nationally and institutionally communicate continuing education services and support activities. The single action that connects to both of these clusters is develop new financial models with academic units. These connector or integration concepts were classified as amplifying transition, amplifying productivity and amplifying preservation (I2-AT, APR, APS). The connection between the financial domain of the organization and both program development and institutional relationships is made through programming, communication of capacities for service and support, and the development of new financial models. It is understood that the new financial models are a both a tool from which to generate additional dialogues with the institutional stakeholders, and a resource that could provide the framework for greater degrees of flexibility in the types of financial relationships than might currently exist.

To have identified financial modeling as the single specific action step for framing new relationships may be a reflection of a focused view of opportunities based on current skills and capacities, or the unique skill of which the administrative group is aware would be of interest to
the colleges and departments. The degree of importance of these three concepts, however, is clear given their connectivity between clusters.

The **Performance Standards Cluster** and the **Outreach Cluster** are linked by one outcome, *organization valued by employees that feel good about themselves and the organization;* four strategies: *provide high quality programs regionally and nationally, institutionally communicate continuing education services and support activities, create university advisory committees from colleges, give positive feedback to talented and diligent staff.* The single action that connects these two clusters is *develop new financial models with academic units.* These cluster integration concepts are classified as amplifying transition, amplifying preservation, amplifying productivity, and amplifying equity (I3-AT, APS, APR, AE). The clusters are put into interactive motion from the influence of five issues: *pressure on colleges to become more entrepreneurial, limited access to higher level administration, competition from other vendors, uncertain unit stability, and mission uncertainty.* These issue tensions between clusters are understood to be balancing preservation and balancing transition tensions (T13-BPS, BT). In this linkage, the entrepreneurial pressure on the colleges, the uncertainties, competition and limited access to decision-makers have a dampening effect on the established systems and structures of the organization. The
organization appears to be struggling to fulfill their historic role of outreach in the historic patterns established without simultaneously creating conflict.
FIGURE 42
CASE 9 PERFORMANCE STANDARDS - OUTREACH
Cognitive Map Summary : Case 9

Because the administrative group differentiated the relationships between cluster groupings of concepts, the following table provides a view of the pattern integration of these relationships as a separate view from the overall pattern view.

TABLE 21
CASE 9 PATTERN SUMMARY : INTEGRATED VIEW

<table>
<thead>
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<th>TYPE</th>
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<tr>
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</tr>
</tbody>
</table>

KEY
A = AMPLIFYING
B = BALANCING
T = TRANSITION
PS = PRESERVATION
PR = PRODUCTIVITY
E = EQUITI

The interaction of the clusters occurs with two strategies, provide high quality programs regionally and nationally and institutionally communicate continuing education services and support activities, and one action, develop new financial models. The interpretation of the integrative features of the organization's mental model or cognitive map is that the members of the administrative group are perceiving the possibilities for the future through the lenses of current and historic patterns.
### TABLE 22
**CASE 9 PATTERN SUMMARY: COGNITIVE MAP**

<table>
<thead>
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</table>

**KEY**

- A = AMPLIFYING
- B = BALANCING
- T = TRANSITION
- PS = PRESERVATION
- PR = PRODUCTIVITY
- E = EQUITY
- PSC = PERFORMANCE STANDARDS
- O = OUTREACH
- IR = INTERNAL RELATIONSHIPS
- PDR = PROGRAM DEVELOPMENT
- C = CLUSTER
Through the development of stronger ties at more levels of the institution, the organization will become more valued and supported in its efforts. It is assumed that both institutional and organizational goals would come to fruition if that were the case in terms of the institutional-organizational relationship. The joining through alignment and congruence of communicative and substantive methods as means of forming the relationships suggests the notion that there is at least unconsciously, a mental frame which says that the organization must have something durable, tangible, a product of some kind to offer the institution. This is the same type of template that frames the historic relationship between the organization and the institution, that of the parent institution valuing the organization for what it produces, in the historic sense, revenues.

The organization would like to modify this relationship, however is using the same relational orientation, one of dependency or exchange of goods on which to base the connection. Creative efforts are indeed coming out of this view of the relational alternatives, but not in terms of the quality or basic nature of the relationship itself.

The relationship that the organization hopes to foster for program development purposes exists in the same frame. Substantive shifts in organizational identity could effect different directions and flows of energy. Enlarging the dialogue and communication venues to include external
stakeholders could have the effect of the organization actually playing a different role and subsequently discovering how to articulate what it is that is different about who it is in relationship when they are actually serving as a link between the institution and the business and corporate worlds.

The organization is framing its view of the colleges from historic lenses in the same way as it is viewing itself. The conditions of the environments, the realities of the current time suggest that reframing the ways in which the organization sees the connections between itself and the institution might yield a different mapping configuration. If the lenses were focused on the intentions and needs of the colleges and departments for entrepreneurship, it could be reasonable to assume that the nature of the relationships might shift as well.

The performance standards concepts of the organization are framed from a perspective of organizational expectations and standards concurrently with a real desire to have employees continue to stand in loyal posture to the organization, value it and to feel good. The conceptual framing of this cluster in terms of human development integrated the concepts of organization and individual mutuality of effort in interaction.

In viewing the clusters as a whole, the concepts joining the Performance Standards and Outreach clusters as
integration 3, demonstrate an example of the existence of counter weight forces at work/play in the organization. There appears to be somewhat equal contradictory forces at work to amplify each of the four domain quadrants, thus creating the highest degrees of tension given the energies moving in all four polar directions simultaneously.

The outreach concepts as they were mapped and connected followed established patterns with the exception of the concerted effort toward urban development which provides the organization with an outlet for creative modeling. The sympathetic posture that the organization takes in terms of adult non-traditional students is similar to the organization's relationship with the parent institution and internally with subunits that are dependent, primarily in a financial way.

The resources of the organization are viewed primarily as financial. The benefit, as understood by the administrative group, of the organization to the institution is based on its financial value in terms of revenues or having the flexibility to orient according to different financial models. The capacity of the external client base to access the services and programming of the organization is understood to be influenced more by economic and financial conditions than other factors.

What is limiting about the organizational cognitive map or mental model is the seemingly overriding definition of
the organization's identity in terms of finances and in terms of dependency relationships. The conceptual domains and groups that expressed a different kind of identity and/or a different kind of posture were counter-balanced by resorting to strategies and actions which were behaviors of the historic identity and relationships. Not being clear in its mission, internal organizational and institutional schizophrenia, lack of stability and uncertainty were perceived as having debilitating effects on the organization. This view was not balanced from an opportunist perspective, i.e. an opportunity to self-identify, self-define, and initiate what roles and functions might articulate most effectively the values of the continuing educators that are the human resources of the organization. The tension of having this dilemma, however, has created, at least superficially, an awareness and some articulation of options about who the organization might be in relationship and in infrastructure patterns. These seeds can be seen in the changes in communication and decision making patterns being suggested as options and alternative outcomes. There are areas of the map where there were not strong links, where loops were not fully articulated or closed, where streams seemed to end and begin without connection to outcomes, and where outliers, or unattached concepts occur in the map. There were positional stances taken in the mapping dialogue in discussion of some of the conceptual
streams that were not resolved, for example, the meaning of being a profit making corporation.

It is understood from analyzing the map in its entirety that a potential limiting factor in the organization's achievement of its desired outcomes is the absence of the articulation of values in each of the concepts and at each of the conceptual levels. This articulation might serve as the thread which would enrich and weave the loops, streams and clusters together as a patterned whole.

The pattern of movement overall for the organization is interpreted as being progressive while maintaining historic relationships, therefore not posturing itself in a leading position. The organization appears to be following a politically correct and historically comfortable path, but is not breaking new ground or cutting through the chaff to new horizons, yet. Again there are seeds of opportunity which are not yet fully articulated which may yield new directions and new territories for the organization.

Summary of Map of Commitments

Following the construction of the cognitive map, the administrative group had its attention drawn to three sets of information they had provided either in the survey instruments or in the dialogue during the mapping process. This information was organized as values that had been articulated, the assumptions being made, and the issues that had yet to be clarified and identified. The group then,
drawing from the clusters, concepts, looping connections, tension issues and directions of causal relationships, articulated a loop of concepts that were most important, most critical for the organization in the moment. The following were the issues that were identified, but not fully defined or clarified to full understanding, that impact the direction of movement of the organization in terms of its outcomes, strategies and actions.
1) Self-sufficiency: How is this defined?
RETURN ON INVESTMENT ←───────────→ BREAK EVEN

2) Driver: What goals, objectives, missions drive us?
INSTITUTIONAL ←───────────→ PROFESSIONAL
ORGANIZATIONAL

3) Authority: When can, should and how do we say no/yes?
INSTITUTIONAL ←───────────→ ORGANIZATIONAL

4) Creation of Knowledge: What does continuing education research do for us? How does it relate to our academic value? How does it influence our relationship with peers/faculty? What implications does it have for access to funding sources?
RESEARCH ←───────────→ EDUCATION, SERVICE

5) Visibility: How does the university see us? In the building, through credit programs. People in the University community do not know what we do, how we do it, who we serve. How do we market to enhance our image and visibility?
VISIBILITY ←───────────→ IMAGE

6) Distance Learning: Are we positioned to commit additional resources to expand our efforts?
EXPANSION ←───────────→ MAINTENANCE

7) Faculty Ownership: How does faculty ownership of programs influence our relationships with the academy?
OWNERSHIP ←───────────→ RELATIONSHIP

8) Peer Credibility: What is our credibility and how do we enhance it?
TRUST ←───────────→ CREDIBILITY

9) Rewards: What are acceptable rewards for our staff, and by what criteria do we reward?
INTRINSIC ←───────────→ EXTRINSIC

10) Information: What information and how do we share internally?
FULL/ALL ←───────────→ SELECT/SELECT

11) Movement: How do we operate in an environment that is growth and retrenchment?
GROWTH ←───────────→ RETRENCHMENT

FIGURE 43
ORGANIZATIONAL ISSUES
The following assumptions were made by the group in discussions that surrounded the construction of the cognitive map:

1) A payback to the University is required.
2) The definition of self-sufficiency / profitability will guide organizational decisions.
3) The University values profit within the context of its own values and mission.
4) The definition of what drives us will effect organizational decisions and will determine who our clients are.
5) Others have the same information that we have. (The group determined that this may be a false assumption.)
6) It is better to have a positive mind set than a negative one.
7) The deans are a good contact point for external client and constituency groups.

The group affirmed the values drawn from the survey data in the following chart:

**TABLE 23**
ORGANIZATIONAL VALUES

<table>
<thead>
<tr>
<th>ORGANIZATIONAL VALUES</th>
<th>ORGANIZATIONAL VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Work</td>
<td>Change</td>
</tr>
<tr>
<td>Innovation</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Creativity</td>
<td>Aggressiveness</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Dedication</td>
</tr>
<tr>
<td>Trust</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

With the affirmation of values, in the context of organizational assumptions and in awareness of the issues facing the organization, the advisory group identified three critical outcomes for the organization in the immediate
future. These outcomes,

1) define division mission, reached by taking the action of determining the criteria for success;

2) align resources at divisional level, supported by the actions of expanding decision making involvement, and aligning for communication; and

3) reduced competition internally are to be accomplished through the actions of aligning for communication, developing criteria for yes/no decisions and shared authority by using the strategies of evaluating financial models, evaluate decision making models, which lead to additional strategies of encourage cooperation, create advisory group with colleges. Out of these streams of actions and strategies, the organization will strategically determine staff roles, align funding, align staff, and determine how to market.

The critical juncture or point of convergence for this cognitive map is the aligning for communication. Two major themes emerge as important in gaining clarity in definition of mission and allocation of resources. Participatory approaches to management including cooperation, shared authority and expanded decision making involvement, and assessment of criteria and structural models are seen as patterns which give continuity to the cognitive map.
DEFINE DIVISION MISSION ...

DETERMINE CRITERIA FOR SUCCESS ...

ALIGN RESOURCES AT DIVISIONAL LEVEL ...

EXPAND DECISION MAKING INVOLVEMENT ...

EVALUATE DECISION MAKING MODELS ...

EVALUATE FINANCIAL MODELS ...

DETERMINE STAFF ROLES ...

DETERMINE HOW TO MARKET ...

ALIGN STAFF ...

ALIGN FUNDING ...

DEVELOP CRITERIA FOR YES/NO ...

REDUCED COMPETITION INTERNALLY ...

SHARED AUTHORITY ...

ENCOURAGE COOPERATION ...

CREATE ADVISORY GROUP WITH COLLEGES ...

FIGURE 44
CASE 9 MAP OF COMMITMENTS
The pattern of communication and decision making the group employed in this cognitive mapping group process was one of inquiry and dialogue which yielded creative strategies and actions that could be taken to achieve outcomes which include both ends of the continuum of the tensions or issues identified. While the administrative group did not deal comprehensively with all the issues at hand, it identified priority issues and outcomes that the group had the will in the moment to commit to enacting.

Each of the outcomes, strategies and actions were somewhat different than those generated in the mapping of the concepts elicited from the survey data and on-line in the initial steps of the mapping process. The collective thinking of the group with the full view of the cognitive map and with values, issues and assumptions present in its awareness, allowed the group to reach more powerful creative space, energized by the issue tensions being faced while holding on to values and assumptions. Once in this space, they were able to find solutions to apparent paradoxical conditions, concur on priority outcomes, strategies and actions and commit to taking action.

**Document Review and Analysis**

The documents reviewed for Case 9 included an annual report, professional staff assessment instruments, a professional development planning tool and a variety of marketing
pieces intended for institutional and external audiences. There were three overriding foci that emerged in analysis of the documents. The initial focus was the emphasis placed on service and programming that the organization provides to other organizations of the public and private sectors to meet the educational needs for professional development and workforce upgrading.

The second focus in the language of the documents was the versatility and high quality of the meeting facilities and learning environments available to constituent groups. Stories in testimonial format were used to demonstrate the effectiveness of student services and access to credit programs. Meeting the needs of the non-traditional adult learner at the level of the individual emerged as the third focus of the documents.

The mission statement of the organization identifies the role the organization has in extending university resources to the lifelong learner and as a link to businesses and corporations. The organization lists its espoused core values of having a learner-centered orientation, support to academic units, high professional standards, financial self-sufficiency, and a supportive working environment.

There were six themes noted which express the emphasis of efforts of the organization during the 1991-92 operational cycle. These themes were workforce education and development, expanded degree opportunities, satellite and video
courses, emphasis on the older adult, continuing professional education and divisional reorganization.

The concepts identified as values in the documents are qualitatively different than the values that emerged from data collected in the survey questionnaire. Those values identified by individuals completing the survey questionnaire were expressed at a higher level of human needs and desires than expressed in the formal documents by which the organization publicizes itself. The document values are instrumental in nature, are functions, roles and capacities that exist as a result of or in an effort to achieve higher order values as expressed by individuals of the administrative group. In the stories of those who had been assisted in their learning process by the organization, higher level values expressed were more congruent with those expressed by individuals in the questionnaire. The only concept noted in the documents that did not emerge in the mapping process was the attention to the older adult learner, however this constituent block could have been considered as a sub-set of the adult students that were identified in the mapping process.

There is consistency in the focus on businesses and corporations as a targeted audience for the organization as identified in the documents and the mapping process. There is also consistency in maintaining protocols and structures of the university in the organization's use of institutional
forms for evaluation of professional staff.

A limitation in document review for this organization is the absence of a view of the same documents over a several year period. The change patterns could not be verified through the document review process given the single operating year information that was provided. Because there was rich information in the interviews and in the mapping process which identified the changes the organization had undergone, the lack of this study of documents over time was not seen as problematic.

Interviews Analysis

The analysis of the interviews of Case 9 verified the issues, outcomes, strategies and actions that were generated in the group mapping process. In addition, the interviews yielded strategies, actions and issues that were not articulated in the group process and surfaced what Senge (1990) calls hidden tensions that are part of the balancing loops. These are understood to be the actual limiting barriers or factors preventing organizational growth from a learning perspective. The interview data provides deeper understanding of the dynamics of the map and the meanings of the linkages patterns.

Mission, Leadership, Strategy, Performance Patterns

At the mission level of concepts, there emerged from the interview data the notion that the overriding
meaningfulness of the organization to the institution is as a source of revenue. This understanding is evidenced in the following excerpts from members of the administrative group interviews.

You know, as long as you're making money, and you do well, and not creating problems, they can kind of leave you alone....That's an increasingly more prevalent, that kind of model; faculty have an idea and wanting to find a receptive home; somebody who'll listen to the idea. And they've talked to their dean and the dean says wonderful idea, I don't have any money, go talk to continuing ed. That drives it too, we have risk money and other people don't have that.

We did an exercise about a year or so ago where we said what do you see as the mission of continuing ed. What do you think should be the main mission and then what do you think is. And to a person, the answer to the second question was make money....I ideally would hope that everything doesn't have to make money.

...some things that can be done more efficiently, save money, increase revenue.

While the continuing education unit was formed as and has always been self-sustaining and generating surplus funds, the sources of funds within the organization are shifting from service to programming units. Service units which are based on the market driven economies are feeling the effects of the poor economic conditions regionally and competition in these service sectors. They appear to have been in a downward spiral in their capacity to sustain their operations. This understanding emanates from the following sections of interview transcripts and paraphrased comments of members of the administrative group.

I think that we came through the recession, it hit us hard here, we did some downsizing and that was painful.
...and we just had to lay off some people...and then the economy, at least in this area, it's worse than ever....It's pulling the whole, it's holding the whole unit, this whole division back...we're spending a lot of institutional energy, time, it's just diverting us away from a lot of things that other people can't get to. I barely have my fingers around the pulse of that like I should, I don't have the time.

A disproportionate amount of time is spent on [service] related issues, as opposed to program related. You have to be extremely market sensitive to the clients out there and those needs change rapidly, and you have to be able to move in that direction.

The programming units, more closely aligned with the traditional academic and instructional mission of the institution are increasing in their capacity to generate excess revenue. New models which combine service and program delivery are gaining momentum in the organization and are seen as a viable alternative for integrating functions and structures within the organization. This perspective is noted in the following comments.

The client group to be served out there, meeting all those needs, the client doesn't organize themselves in your structure. You've got to go out there and represent the whole of what we can deliver and it's taken us some change to do that.

Prior to where we are here, we were very departmentalized.

I think we're struggling with an outdated structure. The clients we talk to don't organize themselves the way we're structured. They don't want to talk to one person about credit and another about non-credit, we all need to just go out and be able to talk about all we do in service and programming. If we merged the three unique cultures, inter-link the current divided structure, it would be revitalizing to the organization.
A challenge for the organization is how to bring to consciousness, strategies and actions which are consistent with the trends that are occurring yet which threaten historic patterns, relationships and structures. The organization is in a state of high ambiguity both in determining its role with the frame of institutional mission, goals and objectives, and in determining the roles, relationships and structures which support and enhance that overarching mission. This is highlighted in the following excerpts from interviews.

"You have to function in a fairly high level of ambiguous situations. That's somewhat the nature of [the organization]. I think we struggle with that...we're struggling with well, how do we define our mission. Well, at any point in time it is one thing but it's subject to change tomorrow and I think you have to be comfortable with that.

I would try to clarify the mission, the internal mission and the objectives and try to get the decision making process to match it. If we set certain outcomes and activities to achieve those outcomes, I'd like to see some consistency. I realize we have to be flexible; I realize we have to work with ambivalence in some,...There has to be some connection between the decision you make, the choices you make and the mission.

We're uncertain of our place in the overall institutional mission.

As the organization is searching collectively for its identity within the institutional frame, it is also seeking a unique identity as part of that whole. Individuals are also searching for their own space and functions within the changing nature of the organization. What becomes apparent in analyzing the interview data is that there is a
relationship between the commitments of the individuals in their professional practice and their alignment with the shifts in the organization. The functions that individuals in the service and program components have performed have been to meet the needs of the organization within the context of the structure and overt goal of generating revenues through service and programs.

The interview data indicates that this alignment is superficial. Common intentions exist in all of the individuals interviewed, however, the historic legitimizing structure has masked these intentions and given an appearance of paradoxical purposes. The overt articulation of the capacity and intentions of the organization to generate revenues has hidden the underlying purposes of individuals, the organization and ultimately the value of the organization to the institution.

Clearly identified in the interviews was the action of being intentional about working in teams, the importance of being appreciated through reward and incentive structures, both intrinsic and extrinsic. There is a common understanding that fulfillment comes from creating something new, being witness to or enhancing others' growth, the capacity to make independent decisions, and the importance of learning and self-development. These understandings are expressed in the words of members of the administrative group in response to a question about what makes good days
at work good days.

I can see people growing and developing. I've had a chance to play the mentor role, or on days when I or one of my staff has had a chance to create something.

I'm one of those people that people energize me....I like working together....I like solving problems.

I'll see people that I've tried to help work together ...people seem to be happy....I want to just make a difference in individual's lives. I do want to create a working environment where the people who are doing what we do are happy and feel valued; but, I get my payback from individuals who call and say that I really appreciate your help on this. I really appreciate the interest you took in me. I can hear it in their voices, almost a surprise, that you're very helpful, that kind of thing, that's what's important to me.

Some new opportunity presented itself that we didn't have any awareness of, sort of walked in the door... somebody presented something really new and interesting to work on. Probably on those days we got something for the goodie file. The goodie file is when somebody publicly acknowledges the work that somebody has done. I think that ends up making everybody feel good. Somebody, and it's part of that value, somebody valued something that was done.

Tensions for individuals emanate from conditions or circumstances where they do not feel as if they have the time, energy, authority or structure within which to experience what is important to them. As noted in some of the comments referenced above, the barriers expressed include historic relationships, structures, decision making patterns and the changes in organizational priorities which move individuals either closer to or further from realization of those experiences.

Tension exists as the organization attends to the needs of individual learners for service and programs and the
needs of organizations as a collective of learners. In attending to either, the capacity to be of service in providing access to an educational environment, educational programming and problem solving is an organizational strength on which it bases its outreach and identity.

Variation in style is perceived by members of the administrative group as generating some individual tension and organizational strain. The paradoxes occur between styles of interaction: hierarchical, individualized patterns and participatory, group patterns, both of which occur in the organization. Leadership as a concept is understood to be both positional and individual, with the opportunities for and the witness of leadership at all levels of the organization. Leadership is understood by the group to encompass innovation, movement forward or beyond, and example or modeling of a participatory framework for decision making.

Organization-Environment Relationships - Institutional

Frustration exists in part due to the overt emphasis the organization and the institution have placed on its financial value to the institution. The current understanding of the organization's administrative group is that the institution perceives the organization in light of its financial value rather than its educational value. This perception continues to foster the existence of the organization on the margins of institutional mission and places
the organization, as understood by the administrative group, in a position of low institutional value.

The alignment of the organization more closely to the institutional educational values is seen to be a potential result of leadership in developmental programming, communication and the development of collaborative relationships with academic units. It was recognized that the nature of the relationships formed is an important factor in sustaining positive and fruitful relationships.

The organization has experience with academic departments which in some cases are engaged in partnership and others who are in a purchased service relationship, and still others who have yielded full responsibility for continuing education programming for their constituency to the continuing organization. While the latter are either high trust relationships or lack of interest in adult student constituency, the authority structure of the institution requires departmental approval prior to delivery of the programs. This conditional programmatic freedom appears to be somewhat problematic for the organization, particularly when the organization is attempting to respond quickly to a particular client group.

Commitment to the "organization" and the "institution" as entities is perceived as shifting, particularly in terms of numbers of staff that are committed. Longevity with the organization is seen as a potential influence on
organizational or institutional commitment, however, a tension is identified between commitment to professional advancement and commitment to the organization and institution. The commitment to service, education and self-development are expressed by the administrative group as higher values than commitments to either the profession or the organization and institution.

**Organization-Environment Relationships - External**

Historic relationships that have been formed as contractual bonds have taken the most effort to maintain. As personnel turnover occurs, the intentions underlying the contracts have to be understood and new personal relationships formed. The relationships that are sustaining and most rewarding are those in which the stakeholders work with the organization and challenge the organization to continually improve and innovate. These relationships are understood to be mutual or partnerships with both the organization and the client having the same ultimate goal in mind.

**Organizational Culture : Metaphor Analysis**

The metaphors used by the administrative group were specifically elicited during the interviews and also identified from individual's responses to other questions. The majority of metaphors used to describe the organization were framed from having something to do with water, and all were organic involving living beings in motion. All
encompassed both stationary and moving parts and involved the concept of tension. Different metaphors were used to describe the interactions between individuals and between the organization and the institution or external stakeholders.

The organizational metaphors included:

- **Amoeba:** An amorphous shape, moving in and out and constantly changing.
- **College:** The organization as a small college within the university.
- **Fishbowl:** As everything the organization does is highly visible.
- **Hydra:** The university as the single stem with outreaching tentacles randomly waving, not going in the same direction.
- **Octopus:** With the organization as the head to which tentacles are attached. Each tentacle has its own mission in addition to feeding the head.
- **Octopus:** The university as the body and appendages are linkages in several directions.
- **Raft:** Going down a white water with everyone paddling in different directions. The whole thing moving in one direction and rapids.
- **White water:** On the smooth part of the river, turn the bend and hit the rapids.

Overlap of metaphors between individuals included the octopus and the white water metaphors.

Metaphors used to describe relationships between individuals within the organization included extended family and parenthood. As a way of talking about relationships with external stakeholders, individuals used conflictual metaphors like "battles," "Armageddon," the "mother of all battles," "fighting political battles," "hostile takeovers" and "putting out fires". To describe who the organization
is in response to opportunities, the metaphor of "missed the boat" was used. Who people are currently in action was described as "playing catch up ball." "Casting our nets wider" was used to describe how the organization could react in accessing more diverse human resources. The organization was described as changing from a "dinosaur" to an "amoeba" as it evolves from past to present.

These metaphors-in-use support the understanding that the administrative group currently has of the relationships with external stakeholders - one of conflict. The visions of "octopus," "raft in white water," "hydra," and "college" all embody the notions of multiple missions or objectives within a common framework and responsible to a core entity. Undulating and random movements seem to characterize the nature of the organization whether it is viewed at the organizational level with its component parts or whether it is viewed at the institutional level with the organization being a component part. The organization is depicted as being held together by anatomical structure and common purpose that supersedes individual randomness and intentional movement.

The notions of "family" and "parenthood" express the culture of the organization and are consistent with individuals' concern and support of others in the organization and the historic relationships between positional authority and individuals under that authority structure. This concept
holds true both internally and in the context of the relationship of the organization to the institution.

**Stories Analysis**

The nature of the stories told by staff in the Case 9 organization revolve around three different story constructs. Contrasting leadership styles, between old and new leadership, the pieces of the old styles seen in the new leadership, and the saga of the new leadership in becoming and being leader is one of the constructs. Stories about external stakeholders typically revolve around three different categories of stakeholders, clients, faculty and vendors. The faculty stories describe extraordinary one-time events that stand out as outrageous situations, or ongoing sagas of particular faculty who are problematic for the organization. The stories as shared were understood as renditions of how the faculty can be human even though they are often perceived as more than, greater than those who serve them. These stories are based in humor but have an edge of ridicule to them.

Client stories are about those who cause the most stress for the organization and its members. These stories are about the value of service to others in the face of the highest demands on the organization. Stories about vendors are in the same vein - problematic, focused on the difficulty of certain relationships. These are interpreted as
stories of struggle to maintain relationships.

Stories about the organization involve the notion of the organization being a "jack of all trades," "Mr. Quick Fixit" that if no one else can do it in the institution, the continuing education organization can do it. These are stories about flexibility, responsiveness and problem solving.

Human relations stories emanate from the interactions the organization have with adult students as stakeholders. The stories revolve around overcoming barriers, trauma and apparently insurmountable odds to achieve an education. These are stories of celebration of success.

Organizational rituals have been established using humor to mirror the organization to itself. Awards are given to staff that acknowledge errors and efforts in the face of difficulties. One of the highest achievements that is honored by the organization is gaining public acknowledgment for a service or program that has been provided.

**Competing Values Analysis**

The individual leadership profiles for Case 9, when superimposed in a single view, depict a tendency towards convergence in the mentor, broker, and producer roles, a lesser congruence in coordinator and monitor roles, and divergence in innovator, facilitator and director roles. The more highly developed mentor and producer roles, while
not direct polar opposites, are in paradoxical quadrants and are indicative of the greatest source of tension given the commensurate degrees of development. As more highly developed in the mentor role, the organization is faced with requirements for high productivity and therefore there exists a dynamic tension between the rational goal and human relations dimensions of Quinn's typological model. This disposition of the organizational leadership was apparent in the interview narratives, as individuals discussed the pain of having to reduce the number of personnel but that for productivity purposes this action was ultimately beneficial to the betterment of the organization.

The composite profile of the leadership aligns with the peaceful teambuilders type of organization with some skewing toward mentor and producer roles. This skewing is interpreted as organizational movement toward mastery, with other role development in latent development.
The organizational leadership profile is relatively balanced with equivalent emphasis on flexibility and control. The organization is inwardly focused and has a distribution of organizational type in the following sequence: 1) cooperative team, 2) rational firm, 3) stable hierarchy, 4) responsive adhocracy.

Summary and Discussion

The Case 9 organization is emerging out of fiscally difficult times during which it experienced the loss of some long time stakeholders. While this process of separation was difficult, the leadership group suggests that the
organization now has a greater capacity to move forward. Historically the organization was led in a patriarchal mode and is experiencing some difficulty in understanding and shifting patterns of interaction from a hierarchical to a flatter structure. These transitional events of separation from stakeholders and adjustment to new leadership modes are illustrative of emerging patterns which are becoming common place for the organization.

Pertinent for the organization was the administrative group's capacity to identify key issues that it is facing. During the cognitive mapping process, the group exposed the need for some fundamental clarifications that will be critical for the organization to undertake in the near future. Shifts in economic conditions, changing staffs, unclear current political and social position and possible future configurations are all generating energies in the organization. With values, assumptions and tensions clear and apparent the organization has already begun to reach consensus about appropriate action. There are residual tensions which have not been disclosed which could serve to generate significant future feed-forward energies for dynamic change.

The positional leaders of the organization have a mixture of skills and capacities which will enable them to deal with the complexities and changing nature of the environments and multiple stakeholder interests, as identified in the Competing Values Leadership Profile. The leaders,
however, seem to be assuming more defensive than proactive postures. As the group identified ways to reframe current tensions and fears, capturing the energies of identified tensions, directing them creatively toward the individual aspirations they have as an organization, the group began acting in creative space and generated potential solutions from multiple options.

Discussions about aligning resources and staff are indications that change is occurring and that political posturing via the college advisory groups may provide breakthrough opportunities by creating space for dialogue. The organization could, in action, retain its current posture, processes, relationships and products and be very effective. Questions remaining for the organization are: effective for whom and for what purpose, serving what need and by what measure success?

Habitual organizing structures are beginning to be replaced by team orientations and collaborative decision making. New models of organizing are being suggested and there is dialogue about options for creating new opportunities in programming and collaborative relationships.
CHAPTER V
SUMMARY CONCLUSIONS AND DISCUSSION

Cross Case Analysis - Case Pool

To discuss the research findings of the case studies in comparison to each other, it is informative to place the findings in the context of the overall observations and findings that were developed from examination of the cognitive maps of the CAO's of the nine case pool organizations.

The mission of the organizations studied was the provision of life-long learning through programs and services as a means of improving the quality of life and human potential. Roles in relationship to parent institutions were articulated in different ways but generically interpreted to be service to meet the needs of the institutions and service to meet the needs of the institutional constituents. Part of this service included the extension of resources of each university to the external constituent bases, including the use of technology and customer assessment as tools. One case was unique in the articulation of roles that were facilitative of learning through the creation of systems, structures and environments for learning. This explicit and overt expression of values extended beyond what was articulated about programs and services by the other
organizations. The organizations were, in part, in the business of educational service and programming to generate funds for the organizations and the parent institutions, and in part, in the service of the publics who are the constituencies of the parent institutions.

In each of the nine cases there was an expectation by the parent institution for the continuing education organization to be increasingly more accountable for fiscal resources, both for the institution and/or its components and for the continuing education organization itself. This accountability relationship with the parent institution was stated in terms of two movements. There was a shifting or reducing of the appropriated funding support for the organizations and the organizations proactively sought or were pressured to generate self-sustaining funds.

There appeared to be a generic condition of some level of tension between the continuing education organization and other units of the institution, either academic or administrative, for the development of new policies, modification of historic policies and procedural changes. This tension was typically stated in terms of reallocation of funded resources, redistribution of generated discretionary funds, and the reappropriation of responsibilities for historic continuing education functions. Each of the organizations faced the potential of restructuring, reorganization, and revision of mission.
The relationship for most of the cases with the external environment was one of service. While each organization's CAO expressed personal altruistic values at different levels, each was concerned with quality of life as enhanced by lifelong learning and access to resources of the parent institution.

Patterns of decline or breakdowns in habitual systems in the organizations occurred as fiscal resources, client bases, human resources, or relationships that had historically been available were no longer available or are being shifted, adjusted, reallocated or reduced. The human resources available were perceived by the CAO's as not necessarily matching the requirements for current organizational systems and functions. New skills are required to operate in the constrained conditions of declining resources and shifting relationships.

The CAO's expressed concerns about their organizations' capacity to meet emerging organizational needs without emphasis on professional development. The organizations were responding to change by using communication and marketing techniques to articulate to various constituencies, members, and to institutional and external stakeholders, what their perceived value was to those groups. Strategies employed in response to pressure for accountability, included demonstration of return on investment, service to constituents, and service to the institution. The relationship
of the organizations to their respective parent institutions, in terms of exchange, were expressed as either a return of funded dollars to be replaced by self-generated funds, or profit sharing with either administrative or academic units.

Each organization had identified possible directions and alternatives for acquisition of new resources, or had already deployed additional resources for the purpose of acquiring new resources. New resources were required to be used as venture capital and or operating capital. The capacity to generate discretionary funds for the institution, the academic units and the organization was perceived by the CAO's as an asset which might serve to protect the historic continuing education organizational forms as distinct operating units, as they faced threats of restructuring or downsizing.

Each of the organizations identified staff as resources with the capacity to make significant contributions as well as a resource to be developed. Individuals within the organization were seen as part of a larger diverse society, operating within a social system that includes the institution, the external constituent bases, and the organizational members and systems. The CAO's indicated that the organizations functioned in team structures with decision making involvement by team members occurring in varying degrees. Organizational members were perceived to be professionals
who had a primary function and role of interaction. Members were seen as creators, risk-takers and servers of a larger good, who were or must be committed and accountable for resources, decisions, and actions.

Rewards and incentives for participation in continuing education and professional development were understood to be an important issue for faculty and staff by one organization, and in the other organizations, there were implied and strongly stated references to incentives for staff participation in professional development and attention to personal growth. There was significant emphasis by each CAO on the growth and development of staff as an organizational need. A major effort for each organization was serving this same professional development need for individuals and organizations as part of their organizational mission.

Consistent patterns of growth and development in programs and services were noted. Each organization identified new clients, new locations for program and service delivery, a focus on a broader audience scope, new programs, new activities to acquire fiscal resources, new techniques to identify, hire and train professional resources, and new applications of technology (primarily telecommunications, interactive distance learning, and self-directed learning). Client bases are perceived as changing to new populations, new mixtures of diversity, and some stagnation or reduced enrollment in traditional programmatic arenas.
Patterns of relationship within the organizations were identified as team oriented, decentralized with dialogue, negotiation and information exchange occurring prior to decision-making. The language being used by the CAO's was the language of Total Quality Management: empowerment, continuous improvement, team structures, and client driven.

Each organization is guided by strategic plans which undergo either constant review and change or scheduled review and change. The systems in place are seen to be dynamic and changing social systems. The one case that was an exception directed its efforts almost entirely on a results-oriented process with the primary outcome expressed as fiscal resources, even though the CAO indicated that the social system was dynamic and ever changing, the protocols and structure seemed to be articulated in a way that is perceived to be structurally controlling.

Competing Values Profiles: Cross Case Analysis

Because of the potential impact that leaders may have on the direction, focus, patterns of interaction and influences of an organization, the two in-depth case studies were first viewed in comparison by examining the distinctions between leadership styles and organizational type using the Competing Values model. The following table lists the comparative dimensions.
Each of the case profiles is understood as a reflection of where each organization was in terms of self-defined leadership roles and organizational characteristics. The analysis was limited to the consideration of the profiles of those in the highest administrative positions of the organization. The comparison between the two cases' competing values profiles highlighted two fundamental differences of where the organizations were in terms of self-defined roles.

Case 6 focused externally, looking outward, valuing flexibility and self-defined in relationship to external conditions, using a rational goal approach and drawing on the availability of its expertise or capacities in different role dimensions to articulate its identity internally and externally. Case 9 was internally focused, valuing flexibility and control equally, used a cooperative team approach, drawing on its capacities as a peaceful teambuilder to articulate its identity internally and externally. The fundamental differences between the organizations occur in the initial referential points and in their approach to
establishing an identity.

In both cases growth dimensions, or dimensions in which capacities are less developed, were identified in the coordinator, innovator and broker roles. Given the historic patterns of the organizations, moving from stable hierarchies with autocratic tendencies, it is not surprising that the leadership dimension of coordination is one of the least developed for the leadership groups.

The organizations, both emerging from financially sufficient means, may not have been driven by necessity to innovator or broker role development. These organizations are noted professionally as being in positions of leadership, diversity and innovation. It seems contradictory that self-described roles do not include highly developed innovator or broker roles given the images held by their profession.

Both organizations demonstrate, in action, the capacities of creativity and negotiation which are qualities associated with the two roles. This raises the question, why, in these two dimensions, is there a discrepancy between self-defined capacities, and capacities observed in action by the researcher and capacities as identified by others in the profession? The nature of the organizations as boundary spanners between institutions and their publics and both organizations being self-perceived as less developed in their capacities in these roles associated with open systems
and adhocracy, suggests that there may be factors at play systemically which are not readily discernable using the competing values approach for this type of organization. Alternatively, what is discernable in action that has others define the organizations as being highly developed along these two dimensions? Further discussion of this apparent contradiction is discussed in the summary and conclusions, where a possible contextually based explanation is offered.

Summary Conclusions and Discussion

The following are the understandings that were concluded from the research project:

1. Continuing education organizations in higher education have multiple, paradoxical tensions that occur as natural phenomena, originating from the fundamental multiple purposes for their formation within the context of public service.

2. Systems generated by continuing education organizations in higher education are systems in flux, continuously in the process of being constituted by collaborative interacting, learning, resource flows, information, and co-creating identities.

3. Managing the flow of resources in continuing education organizations is dependent on the capacities of human resources to mediate between diverse needs, requirements, understandings, values, purposes and identities.
4. Maintaining diverse sources of fiscal, human, and technological resources and capacities are fundamental needs for survival.

5. Continuing education organizations are in transitional development phases, moving from habitual patterns based on hierarchical, other-dependent structures to new fluid patterns based on equity of influence and interdependent systems.

6. Tensions of diversity which are inherent in continuing education organizations are catalysts for continuous change.

7. Tensions internally and externally generating pressures on organizational habitual patterns can be understood as energies which can be channeled, through creative processes, to formulate patterns which are more elastic.

8. Habitual patterns of structures and systems of dependence, formed on the basis of stability, are being dissolved in the formation of new patterns of relationships and systems of interdependence formed on the basis of flexibility.

9. Identities of continuing education organizations which have been formed in dependent relationships with unequal status are being modified to identities formed in interdependent relationships with partnership status.

10. Bringing individual values and assumptions to consciousness allows for the creation of organizational
mission, vision, strategies, leadership postures, cultures and performance that embed those values in systems that are congruent and in syncretic alignment.

11. Bringing paradoxical tensions to consciousness allows for the creation of more variety and potentially more influential options for organizational behavior.

12. Bringing paradoxical tensions to consciousness from a systems perspective allows for the creation of dynamic, integrated, syncretic organizational systemic directions to be formed that are both balanced and congruent.

13. Organizations which have paradoxical tensions inherent in their missions are excellent or proficient in their performance when they develop the capacities to balance tensions by mediating, channelling, translating and transforming existing tension energies of exclusion, stagnation and routine patterns toward the use of creative energies of inclusion, innovation and fluid patterns.

14. Organizations which have a mediating function and act to mediate tensions, may provide the evidence to validate Morgan's (1986) interpretation of the theory of autopoiesis offered by Maturana and Varela. According to Morgan, problems occur in self-referential systems when organizations try to maintain an identity. He notes that relations are formed and transformed through mutually determined and determining processes. Evidence of the processes used in continuing education organizations that are proficient, may
provide the content of the processes used by organizations to be autopoietic in a sustained way.

Comparing the qualities of the organizations studied against constructs of current theories was directed at determining whether the organizations currently exhibit in their actions the qualities of organic, adaptive, learning and proactive organizations that are performing effectively in meeting the purposes for which they exist. Assessment was based on review of survey questionnaire data, cognitive maps, transcripts of individual interviews, audio tapes of the cognitive mapping group interaction, documents, and field notes from the case study research.

From an overview perspective, Case 9 is less practiced in attending to organizational development and strategic management than is Case 6. Some significant contrasts between the two organizations emanate from difference in clarity of vision. Tension, lack of direction, instability and overload on historic systems, in Case 9, I suggest, originate from attempting to operate without having a clear view of the purpose and specific intentions of the organization in mind.

Case 9 has placed the acquisition of resources at the highest level of focused action. That objective permeates the language patterns, is the basis on which the organization has evolved and retains its current structures and systems, and is understood to be a barrier to change.
Case 6 operates with a mission that supersedes materialistic goals. It moves toward objectives that are at the human existence level of concern. It has fiscal concerns similar to Case 9, seeking to be self-sustaining and is under pressure to establish financial independence, however, this goal is subordinate, at a lower priority level than the quality of life issues it is addressing in each interaction internally and in its institutional and external relationships. Case 6's goal of autonomy is defined in terms of flexibility, whereas Case 9's goal of being a profit making corporation is qualitatively different, focused on the bottom line of controlling finances. Case 6's bottom line is increasing its options for fulfilling its educational mission.

Case 9 internally functions interactively in a family orientation, bound by regulatory, authority and hierarchical systems of the parent institution. The systems are long term and relatively permanent, with the organization potentially moving to an even more tightly bound position with the parent institution, while the mission fluctuates and is vague. The organization has adopted, either by choice or by mandate the assessment and incentive structures of the parent institution. Case 9 is understood by the parent institution to provide a public service and to provide fiscal resources to the institution.
Case 6 is bound by purpose within which those in the organization find their personal missions in life. Its regulatory, authority and hierarchical systems are secondary to its service orientation. These systems are temporary while the mission endures. The organization has established assessment, incentive, and membership structures which are distinct from the parent institution. This organization seeks to loosen its dependent attachments to the parent institution. Case 6 is understood by the parent institution to be a source of service, of intelligence, of expertise, and of leadership for the institution. The organization also provides institutional members with access to environmental, human, and fiscal resources to meet the independent educational needs of faculty.

Case 6 is observed in each micro interaction with staff, with clients, with guests in a service and pro-active and caring posture, with a sense of confidence that the organization has something of quality to offer in extending itself to others. The organization was established as an identifiable entity, committed to making a contribution which formed the basis for relationships. Stakeholders spoke of having relationships with the organization of whom members were a part. Interests of the organization in serving learning needs were adopted and evident in the language of external stakeholders. Relationships were primarily understood as occurring with the "Center," with
individual member-client representative relationships being secondary.

Case 9 assumes a more protective posture in interactions, being cautiously defensive and justifying its position, using arguments of legitimacy and authority. In observing and interviewing stakeholders, both internal and external, Case 9 members were perceived as honoring the outcome of providing quality experiences of learning. The interactions were observed as personally based expressions of concern and service to others. Stakeholders' connections to the organization have been based on personal relationships to a greater degree than on commitment to the organization.

Tension in Case 9 occurs as fundamental differences in individual missions and values exist without being articulated or clarified. It was observed that the organization is aware of this tension and is currently discussing this as an issue. Tension in Case 6 occurs as fundamental differences are articulated between relationships with historic patterns and relationships that are new and are evolving new patterns. Tension also occurs in both organizations from a lack of attention to extensive inquiry into the mental models from which individuals members and stakeholders are operating.

Movement in Case 6 occurs from the ideas generated by stakeholders in concert. The movement for the organization
is simultaneously toward change in the areas of productivity, preservation, equity and transition. Movement of the organization occurs in multiple directions. The dominant point of focus from any of the four domains is from its internal position looking outward. The organization has experience in also assuming a position of empathy with other(s), understanding the other's mental map of assumptions, values and identities. In other circumstances, the organization has functioned as a tertiary element, creating space and environments, serving as the medium through which the institution and external clients exchange goods, services and understandings.

Case 9 was observed to assume a perceptual position as self. The organization exhibits other-regarding behavior, but from an introspective point of view. There is some organizational tension given personal tendencies of some administrators to assume the "other" position for understanding, yet are reluctant to act without external guidance and direction. This posture prevents strategic deployment of personal and organizational resources in proactive, assertive, and initiatory ways. Case 9, as an organization, is increasingly opening the channels of communication, using inquiry, and creating temporary organizing vehicles to shift its posture toward the assumption of a more influential, outwardly referential position. This shift is intended to establish a peer identity with stakeholders by attending to
the images currently being extended to and reflected from stakeholders.

Case 9 also serves in a tertiary role, establishing the ground on which relationships and patterns between external and institutional stakeholders can be formed and continuously molded. Case 9 is establishing the framework for having a new identity of peer as it establishes the environments for performing its tertiary role.

The following table illustrates the findings of the research related specifically to the two case studies. The results are organized according to the original constructs of mission, strategy, leadership, culture and performance; and the constructs of pattern, tension, and change that emerged from the literature and the data.
<table>
<thead>
<tr>
<th>CONSTRUCT</th>
<th>CASE 6 QUALITIES</th>
<th>CASE 9 QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION</td>
<td>*Expressed in quality of life values</td>
<td>*Expressed in productivity values</td>
</tr>
<tr>
<td></td>
<td>*Includes core institutional, external, organizational and individual values</td>
<td>*Includes core organizational and external values</td>
</tr>
<tr>
<td></td>
<td>*Paradoxical</td>
<td>*Paradoxical</td>
</tr>
<tr>
<td></td>
<td>*Vision expressed as metaphor</td>
<td></td>
</tr>
<tr>
<td>CULTURE</td>
<td>*Collaborative, in service of mission as interdependent</td>
<td>*Patriarchal &gt; Cooperative in service as dependent &gt; independent</td>
</tr>
<tr>
<td></td>
<td>*Learning, creative</td>
<td>*Learning, risk taking</td>
</tr>
<tr>
<td></td>
<td>*Tension embracing</td>
<td>*Tension avoiding</td>
</tr>
<tr>
<td></td>
<td>*Peer</td>
<td>*Familial</td>
</tr>
<tr>
<td>STRATEGY</td>
<td>*Multiple interconnected streams, loops, toward reciprocal partnerships and mutual development</td>
<td>*Multiple interconnected streams, loops, toward financial relationships &gt; acceptance and understanding</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>*Integrated systemically and individually in team orientation</td>
<td>*Positional and participative in team orientation</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>*Customer, values and initiative driven</td>
<td>*Institution, profession and standards driven</td>
</tr>
<tr>
<td>PATTERNS</td>
<td>*Channeling energy toward relationships, mastery, and creativity</td>
<td>*Channeling energy toward political positioning and institutional commitment</td>
</tr>
<tr>
<td>CHANGE</td>
<td>*Functional to relationship-based structures and systems</td>
<td>*Earnings capacities and historic structures</td>
</tr>
<tr>
<td>TENSIONS</td>
<td>*Diversity of mission</td>
<td>*Unstated values, underdeveloped clarity of mission, shared vision</td>
</tr>
<tr>
<td></td>
<td>*Paradoxical purposes</td>
<td>*Paradoxical purposes</td>
</tr>
</tbody>
</table>
Responses to research questions

Response to the original research questions 1 and 2 (identifying characteristics of this organizational type) is provided in Table 25. In response to question 3 (identifying phases of development), the results of the study indicate that developmental phases occur and are recognized as this organizational type evolves. The phases appear to move from an initially patriarchally structured, familial orientation through a period of disaggregated, functional, dependent, hierarchical, position-centered, autocratic, responsive and procedurally bound circular patterns. As the organizations become more complex in response to flux environments and diversity of missions, they become more highly integrated, team based, peer led, learning intensive, inquiry driven, proactive, value-centered and creative in interdependent systems with relationships between system components providing stabilizing frameworks.

In response to research question 4, the organizational systems are information and relationship dependent. This organizational type embodies the essence of the flux of the environment and requisitely takes on as its essence the diverse definitions and understandings of "public" and "service." Operating and being in flux with multiple understandings of its clients, roles, values and accountabilities, this organizational type serves as interpreter between different organizing patterns, understandings, relationships
and definitions in its multiple environments.

The relationships between organizing constructs, in response to research questions 5 and 6, are formed and maintained through communication in dialogues of inquiry and option creation. Protocols for integrating between systems are based on common values and shared vision rather than rules and procedures. The systems' reliability and integrity are functions of the openness of dialogues, the availability of information, and the creative capacities of the organization.

Metaphors in use in continuing education organizations (research question 7) are congruent with the phase of development through which the organization is passing. If the organization is dependent and linked by bureaucratic, hierarchical or patriarchal structural patterns, metaphors will reflect that image. If the organization is operating in flux, creativity, and interdependency, its metaphors and stories reflect the oscillating and unbound, organic, changing nature of the organization. In the latter case, the metaphors take on a more abstract and ethereal quality, focus on process, experience and ways of being, compared to the former case which are relatively concrete, anatomical, and focus on function and product.

In response to research question 8, continuing education organizations, by their paradoxical, tension, learning, inquiry and creativity driven nature have experience in
harmonizing diversity. The capacities to listen, hear, understand, appreciate and embrace the differences in structures, mental models, systems, and values of different aspects of the environment have been developed through experimentation and practice in living in the tertiary and boundary spanning role. The processes required to reach agreement and find creative solutions to apparently diverse positions have been mastered by proficient continuing education organizations. The capacity to identify diverse needs, provide a neutral space for negotiation of how those needs might be met through different options is a tacit knowing that has become ingrained through continual practice. The capacity to take action through educational program and service delivery demonstrates a learned behavior of harnessing commitment and transforming it to action. The use of personal creativity in the design of different strategies, programs, services, and in the communication of translating between stakeholders has been developed through experience and practice in organizations which have become proficient in the boundary spanning role.

Continuing education organizations that are proficiently operating in flux, as open systems, and in relationship provide higher education institutions and service organizations with a model to consider. In response to research question 9, this organizational type has, from its inception, regardless of the local environment, been the conduit
between disparate elements of environment, understanding, and structures. As our social institutions begin to explore effective ways to embrace diversity in an age of high technology, information dependence and service-based economies, this organizational form provides a pilot or precursor opportunity for exploration and emulation.

The assumptions of the researcher, including the evolution of relationships, structures, patterns, metaphors, and systems are credible given the results of the research. The validation of these assumptions is based on the evidence of member data elicited at individual, organizational and interorganizational levels.

Theoretical extensions

Continuing education organizations fall in the realm of hybrid organizations as defined by Bozeman (1991). The case study organizations have qualities that are both public, existing according to governmental mandate and regulation, and private, existing according to competitive markets. The case study organizations also fit in the Nutt and Backoff (1991) classification of third sector organizations, in that they serve markets that include both oversight bodies and the consumer market of fee for service demands. Implications of the findings of this research, therefore may be extended to those organizations which fit the same classifications, such as research and development organizations, professional organizations such as medical clinics,
government contractors, and other organizations or subunits within organizations. The theoretical constructs may apply to any organizations which function as boundary spanners or connecting links between different paradigms, purposes and values within or between organizations. Previous classifications of organizations according to structural typologies may be modified as organizations reflect on the patterns and flows of energy which may elicit a different lens for classification and understanding. Patterns and relationships of analogous organizations such as contracting firms, caterers, and professional organizations in the private sector may be understood from the perspective of the patterns of relationships between environments which this lens provides.

Chaffee and Tierney (1988), suggested that as diversity in culture, leadership and strategy increase, coherent identity decreases, implying that equilibrium is a preferred state and can be maintained over time. Turbulence or disequilibrium was discounted as having value in sustaining organizational systems. Chaffee and Tierney's argument is based on an ideal type model which is challenged and extended using Torbert's collaborative inquiry culture, action inquiry strategy and "ironic" leadership style in an individual and organizational development and evolution context. In comparing the qualities of the two case study organizations, to this framework, Case 6 demonstrated the characteristics of "dynamic cultural equilibrium" of increasing
identity coherence, leadership diversity and strategy diversity. Case 9, as articulated in its cognitive map, has identified paths towards these characteristics. There is, as suggested by Torbert's (1991) "power of balance" actions of thinking on one's feet; acting with integrity; weaving knowing, intuition, neglecting; challenging assumptions, seeing other perspectives; using education as a process to improve quality; using unilateral power; using diplomatic power; using logistical power; and transforming, a "rhythm of cultural turbulence" or disequilibrium that exists in the two case organizations. Case 9, in its emergence from closed to open communications and from autocratic to distributed decision making systems, is at phase of articulating challenges, shifting perspectives, weaving understandings, and transforming, while demonstrating in action the other characteristics of Torbert's theory. Case 6 has developed systems which have allowed for actions which demonstrate all but challenging assumptions and seeing other perspectives. These two elements were observable in the dialogue and constructs during the cognitive mapping process, in individual interviews, and were observed in stakeholder interactions.

Mintzberg, (Mintzberg and Quinn, 1992) in his integrated pentagon of the machine, entrepreneurial, professional, diversified, and adhocracy types of organization, identifies the forces of cooperation and ideology, and
politics and competition as internal forces and external driving forces of efficiency, direction, proficiency, concentration, and innovation as factors which influence structure. He suggests that strategic effectiveness of organizations exists as the forces are balanced in structural forms with appropriate mixtures of component parts of each and all of the five organizational types.

In using the empirical data of this study, Mintzberg's pentagon model is extended to incorporate the emergence of a new organizational form. The mediating organization emerges as particular combinations of forces move in channeled flows with functions and actions organized in interacting systems, without the traditional structural frameworks of ideal type classifications. Both case study organizations exhibited all the features of Mintzberg's model, but are integrated and interactive in flowing patterns which do not "stand still" to be captured in a structured typology according to Mintzberg's characteristics.

The force of cooperation exists at the interorganizational, organizational, subunit, and individual level in both cases. The force of ideology is explicit for Case 6 and evident in its language and actions, while for Case 9, individual ideologies exist implicitly and are being discussed at the organizational level. Politics and competition exist for both organizations internally and externally. Efficiency, stated in the cases in terms such as TQM,
accountability, or return on investment was understood to be present in both organizations.

The source of direction for both organizations, comes as an external force in addition to internal and institutional sources. Case 6 has become more proactive over time in articulating its direction than has Case 9. This is one of the major distinguishing features between the cases, the source of the articulation and action on their respective directions as organizations. The proficiency, concentration, and innovation factors which influence the organizing systems of the case organizations are based on flows of energy channelled toward and consumed by systems of relationships; information gathering, exchange, interpretation, and dissemination; communication; and learning environments. The features that distinguish this syncretic organizational form from those of Mintzberg, are its fluidity of direction, patterns, systems, and energy forces that cannot be captured in a solid state, but rather exist in a co-created virtual reality in each moment of interaction.

Pascale, (1990) suggests four key factors that are the impetus for stagnation and renewal for organizations in postindustrial society. Fit, internal consistency or unity; split, the disaggregation or plurality of an organization; contend, a process that harnesses the energy of organizational contradictions; and, transcend or vitality of renewal process management are the four factors described. New age,
organic organizations rely more on "software" (restless and creative tensions) than on "hardware" (specific techniques and financial objectives) in Pascale's paradigm which has inquiry at the core. In drawing from the analyses of the two case studies, it is apparent that Case 6 is in the process of transcending or transitioning between hardware and software orientations.

It is in the process of balancing internal continuity with plurality by inquiring into and channeling the energies of paradox that exist between the fit and split dimensions of the organization. Case 9 is experiencing the tensions, and is in the process of identifying what those tensions are in order to begin the energy channeling process to transcend. Pascale's theory addresses only one dimension of paradox or duality, that between patterned behavior that provides continuity and new behavior that provides diversity. His theory is extended in looking at organizations of the syncretic mediating form. The case study organizations are examples of his model in the third sector typology. They exhibit the contentions noted by Pascale and also experience contentions between differing continuity tensions and systems and differing diversity tensions and systems, as is demonstrated by both Case 6 and Case 9 portfolio data and cognitive maps.

Kotter and Heskett, (1992), in their cultural theory of organizations indicate that for success in postindustrial
society an organization should balance the actions of differentiating basic values and behaviors that aid adaptation and the action of being intolerant of arrogance. They view learning and inquiry as central to organic and adaptive organizations that will survive and flourish. Examination of the cases in light of their constructs provides verification that for all the cases in the case pool and particularly in the two cases of study, learning and inquiry were core values that were articulated and demonstrated in action as drivers of innovation, change and adaptation. Equity of opportunity was an underlying value while arrogance, described in Case 6 as complacency from success, exemplifies the validity of their constructs in the third sector domain.

Perrow (1986) cites and supports Dore's assertion that trust, non-competitive relationships, mutual assistance, emphasis on quality, an orientation toward collectivity (good of the whole), and long term relationship building are characteristics of current successful organizations across cultures and are required for current social conditions. The organizations that were studied have characteristics which support the notions of mutual assistance, emphasis on quality, an orientation toward collectivity and long term relationship building. Case 6 demonstrates more trustfulness than Case 9, and both cases acknowledge competitive as well as non-competitive relationships with stakeholders.
Quinn's (1986) "Competing Values" framework of four quadrants of value orientations: rational goal, internal structural, human relations, and open systems, extended with cultural orientations along axes of stability - flexibility and internal - external foci was used as a research tool for analysis of the two case studies. The cases were profiled by leadership and organizational types. The open systems value, with external and flexible orientations, assumes an appropriate action relative to the particular conditions.

In the syncretic organization the qualities of conflict and cohesion interplay across and within quadrants and along and between different axes. The mediating form occurs when and where all available forces, capabilities, and wisdom interact to create disparate, competing, cohesing, and coalescing energies. These energies are channelled to produce organizational movement in a particular directional flow. In the cases of study, the organizations and their leaders shift from state to state, from paradigm to paradigm, and the process by which paradigms are entered and exited are captured in the management of the tensions of their experience.

The "Competing Values" framework is extended by articulating this inter-paradigmatic action dynamic of tensions, tension fields of interaction, energy sources and directions, and the flow of energies in particular directions or in particular patterns by using the examples of the
syncretic mediating organization. The dynamics of this tension field model is based on the simultaneous interplay between competing, complementary, and coalescing values.

In looking at the specific characteristics of the two case studies, Case 6 exhibited more highly developed competing values leadership capacities across domains. As an organization it demonstrates the actions of innovation, adaptation; external support, resource acquisition; productivity, accomplishment; it has direction and goal clarity; stability and control; documentation, information management; participation, openness; and commitment and supportive morale. The features that Case 9 is still in the process of developing to higher capacities are participation, openness; direction and goal clarity; and commitment and supportive morale. The remainder of the characteristics of the open systems framework are apparent in Case 9 actions and performance. What distinguishes the characteristics of Case 9 from those of Case 6 is Case 9's implicit values which have not yet been articulated and its posture of reactivity to externally defined purpose. The commitment and supportive morale is at the level of familial concern, where as Case 6 commitment and supportive morale emanates from a shared vision which incorporates explicit individual values.

Cameron (1984) notes appreciation of dualities, perception of paradox, experimentation, and organizational learning as characteristic of Janusian higher education
organizations. One of the intentions of this inquiry was to
determine whether Janusian continuing education organiza­-
tions exist. In considering the characteristics of the two
cases of study, they both appear to be Janusean, with Case 6
being more perceptive of paradox and at more accelerated
rate of organizational learning than Case 9 appears to be.

Senge's (1990) learning organizations provide a place
where there is continual discovery of the means and methods
of creating self-determined realities. Commitment to life­
long learning and personal mastery, having an awareness of
mental models, having meaningful conversations employing
inquiry and advocacy, building a shared vision, fostering
commitment and enrollment of stakeholders, having the will
to purposefully take action, and systems thinking are the
fundamental precepts of the learning organization. Senge
also asserts that decision structures and systems are the
leverage points for stepping into new paradigms or new ways
of thinking, the existence of feedback loops and their
qualities are distinguishing characteristics of organiza­
tions that foster growth or stabilizing behaviors. He uses
the concepts of connectedness and compassion, to identify
the personal posture of leaders of learning organizations as
first assuming a self-reflective posture and engaging in
inquiry. He emphasizes the notion of synergy, the whole
organizing the parts and the harmonizing of individual
energies which are sourced out of fear or aspiration.
The only discipline that appeared as if it had not been fully activated in Case 6 was the discipline of perceiving and understanding mental models from a systems perspective. Case 9 has not fully engaged the mental maps of members, developed a shared vision that articulates individual values, and the administrative group has not systematically engaged in learning the art of systems thinking to the degree that has been afforded Case 6. Both organizations are engaged in self-enhancing activities that have inquiry and learning as foundational. Case 9, as an organization, currently generates volitional energy primarily from fear; individuals within the organization are willful from personal aspirations. Case 6's willfulness comes collectively and individually primarily from aspirations. Both organizations are in the process of considering and activating collaborative and collective decision processes as leverages for innovation and change, with both organizations understanding that this is a new paradigm for the organizations and in their relationships with stakeholders. While individuals within the case organizations are in varying postures with regard to their commitment to lifelong learning and their capacities to understand and appreciate others' mental models, organizationally there is movement toward the expression of these values in actions and interactions.

Neither group had been previously exposed to cognitive mapping as a group and only one individual in Case 6 had any
experience with cognitive mapping as a tool for understanding organizational dynamics. The reactions of the groups of both cases to the interactive cognitive mapping process, about the insights they had acquired through the process, leads me to believe that both groups have not yet developed internal capacities to examine their organizations from an integrated systems perspective. While both organizations had used external expertise to assist them in their self-assessment processes, both indicated that there were two new features of the cognitive mapping process that made a difference in their understanding of their organizations. The initial new understanding was that they recognized the importance of having their values and assumptions stated explicitly as a grounding for identifying what was really important for them collectively. The second new understanding was that generative paths became much clearer to them by looking at the interactions between clusters of concepts and the relationships between outcomes, strategies, actions, and process issues than the previous methods used to do strategic planning. Previous methods segregated hierarchically and functionally providing segregated systems integration. The cognitive mapping process integrated the systems to a larger, more comprehensive whole, integrating horizontally as well as vertically. The impact of tensions, channeling energies and creating options in one domain could be understood in the context of their implications for organization
as a whole.

Nutt and Backoff (1992) in applying tension field analysis to organizational strategic management illustrate the "mutualist strategy" as an effective approach for organizations facing environmental turbulence. They indicate the difficulty organizations have in sustaining a mutualist strategy. Continuing education organizations, as exemplified by the case pool and the two case study organizations, have paradoxical tensions inherent in their missions and in the context of their formation as organizations providing public service for adults in the higher education domain. Implicit and often explicit in the missions of continuing education organizations is the creation of interorganizational and interpersonal outcomes, strategies and actions. The dominant processes of continuing education organizations in the current turbulent environments are interactive using rich information from multiple sources. The constant for these organizations is their mediating position between two or more diverse sets of values, those of the parent institution and the adult learner, or corporate client, agency, or other organization. Each learner and organization has unique qualities and capacities which create multiple complexities in identifying and establishing interactive organizational systems and effective positions.

The typical posture of the continuing education organization is that it accommodates self-interest within the
framework of attending to the needs of the other entities with which it is in relationship. Because the organization as formed is primarily an intermediary playing a conduit role, this type of organization must have the capacity to be self-oriented when examining tensions and issues, and appreciate the posture of the other (institution or external constituent) as it creates strategic options. The framing of an issue agenda for this type of organization must consider the dynamic tensions in the four issue quadrants and six interrelated tensions from its own perspective; and it must consider the dynamics of these issues and tensions from the perspectives and orientations of those with whom it is in relationship. This consideration is undertaken by understanding the mental maps of others.

Dependency relationships and the basis on which those relationships are founded in Case 9, yield a different pattern of organizational movement than those relational patterns of Case 6. The missions and outcomes of the two organizations were virtually the same; however, the perceptual positions, identities, and the values that were encompassed in what the organizations are and what they see as relevant are different. Two differentiating qualities about the strategic patterns of the organizations, were the more developed capacity of Case 6 to articulate and include in their organizational outcomes, outcomes that were important to their partners in relationship, and their acceptance of
their identity as an equal partner in relationship.

The tension field and issue agenda approach to strategic management and the mutualist strategy for excellent organizations, I believe, can be extended by actively engaging different perceptual positions in the action of forming the issue agendas of organizations. The mutualist strategy if accompanied by the mediating function as an inherent foundational capacity of an organization may provide the capacity for sustaining the proactive posture for proficiency in organizations existing in paradox and turbulence. This concept is grounded in the work of Bougon and Komocar (1987) in their dynamic holistic approach to strategic change in social systems, and in Bateson's system wisdom and systemic logics of mutual determinism (Morgan, 1986).

If this concept is accepted as valid, third-sector, mixed typology, hybrid, tertiary, interstitial, boundary spanning organizations would have prescriptive options for their organizational design, behavior, and performance. If this is true, the discrepancy noted in the competing values profiles of the case studies centered around self- and other-defined capacities in the broker and innovator roles may be clarified. The mediating function is not well articulated as a leadership capacity, nor is mediating as a permeating quality identified as a construct in the organizational portfolio of typologies identified by Quinn. While the case organizations may be performing at highly
proficient levels of broker and innovator, the medium of interaction is in the context of other-serving intentions, balancing the competing values between two or more external entities. Therefore, innovation and brokerage as identified in terms of self-developed goods and services may not reflect the actions of brokerage and innovation within a mediating environment. An interpretive assumption of the Quinn Competing Values model is the self-serving activities of innovation and brokering of self-possessed goods or services, which do not necessarily fit the characteristics of organizations whose primary function is as facilitator or conduit.
CHAPTER VI

THEORY CONSTRUCTION: A MID-RANGE THEORY OF CONTINUING EDUCATION ORGANIZATIONS

Introduction: The Researcher as Instrument

As a practitioner in the administration of continuing education organizations, interest in the improvement of practice has been an ongoing goal and challenge. At the point that the general concept of inquiry into the typology of continuing education organizations was formed, I began engaging in testing assumptions, trying out new practices, and constructing new dialogues. These experiments have been and are being carried out as I continue to develop skills and dispositions in the laboratory of the organization of which I am currently a member.

As an individual committed to education and lifelong learning, reflection, inquiry, testing, experimentation and receiving feedback to redefine, rethink and remold who I am in the inquiry process have been instrumental in the development of my current perspectives on truth, knowledge, human nature, research and methodology. This process of renewal has been a constant challenge as this inquiry unfolded. As new understandings emerged from different stages of the research, I was engaged in a process of review and reflection on the data, the research process and analysis.

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Ontologically I am grounded in the affirmative postmodern paradigm (Rosenau, 1992) belief of socially constructed, multiple realities that are created encompassing both externally controlled elements and individually determined elements. There is no one single utopian truth which predetermines our state of being. There are common threads that bind us within the frameworks of our existence, however, those threads of being human, of a gender, of a nation, of a state, of a community, of an organization, of a family, and the like. We are a part of all existence, connected to the energy of the universe. Our knowledge is constructed in the ways in which we, as members of these frameworks, understand, make meaning, act and interact through communication and action. Fundamental to this perspective of reality is acknowledgement of self and other(s) in

atomistic ‖ collective ‖ multiple collectives and
whole ‖ part ‖ whole relationships that are
rational ‖ non-rational | irrational,
uni-logical | multi-logical | illogical,
linear | spiral | circular,
passive | active | inactive,
past | present | future,
time-bound | time-conscious | timeless,
space-bound | space-conscious | space-free, and
spiritless | spirit-conscious | spiritual dimensions.

The structuring of this narrative demonstrates a strong
orientation toward developmental framing emerging from initially perceived paradoxical positions. The developmental logic is understood to mean finding a place between or an all encompassing concept that offers both/and possibilities, and an evolutionary path. This logic is illustrative of the manner in which, as the instrument of this inquiry, I have attempted to frame concepts and engage the inquiry process.

With this trialectic understanding of reality in action, theory construction is understood as an ongoing process, with the current conclusions and inferences made in the theory standing in the moment, based on snapshot and limited information and interpretation of empirical evidence. The ongoing developmental nature of the organizations being studied created an opportunity to express a theory that captures micro, meso, and macro change within a paradigm of change.

Perhaps the first to present the notion of co-existence or melding of underlying structure and modification of function was Heraclitus (Morgan, 1986) who observed the existence of simultaneous patterns of unity and change embodied in the flux metaphor. Jung (Campbell, 1971), speculated on the existence of a historic internal set of understandings co-existing with a separate genre of external manifestations. Deep underlying beliefs, he believed, provide grounding for underlying values, orders and structures.
Argyris and Schon, (1978) with their organizational learning theories proposing the distinctions between double loop and single loop organizational learning and using Weick's (1976) loose and tightly coupled systems, support the theory construction based on complex sets of learning and organizing loops.

The orders and structures of continuing education organizations studied were revealed through the cognitive mapping process. Historic and emergent patterns were made explicit. Underlying core values and assumptions were made known through the use of mediation as an intervening process. The resulting commitments for action encompassed both underlying beliefs and surface manifestations.

Connections and relationships between points on the maps that bind and bond properties and common values, meanings, and understandings that are similar between organizations indicate the existence of a similar organizational form. Disconnected points between demarcations, uncertain connections, or unclear demarcations show structures, processes, and systems that are not integrated in a coherent pattern with values, meanings and understandings of an organization. Continuing education organizations, because they are assumed to be in a continuous evolutionary process, reveal in their maps, evolutionary patterns that include historic, present time and future state patterns.
As individual members, external stakeholders, and members of intra- and interorganizational networks of continuing education organizations construct maps and expose patterns, new ways of viewing and interpreting postindustrial service organizations of this genre emerge. Based on the characteristics of the postmodern continuing education organization, as identified from the case studies, the following mid-range organizational theory considers form, function, systems, vision, mission, strategy, culture, leadership, performance, process, product, energy sources, flows, and acts of creation as the component parts of the theory. The theory is consistent with other theories of postindustrial learning organizations; however, the proposed theory incorporates two elements which I understand to be somewhat unique. These elements are the framing of the components of the theory from a creationist and collaborative perspective, and the incorporation of energy flows as an integrating concept which captures the dynamic nature of continuing education organizations and other entities whose functions and roles array in similar dynamic patterns.

The expression of theoretical constructs intentionally avoids using a vocabulary of control in order to balance current theories of organization - environment interaction in which power is a force that is acquired, possessed, given, or applied from a competitive frame of reference. Conversely, it was intended to find expressions which did
not overemphasize a cooperative frame of relinquishing control, dependency, or complete empathetic frames which deny independence and individuality. The theory was constructed with energy understood as a catalyst for action that is generated, and can be channeled, directed, and consumed in collaborative interactions. Postures taken by collaborators are assumed to be dependent, independent, and interdependent, and competition and cooperation are both acknowledged, accepted and embraced as viable strategies for interaction. The qualities associated with cooperation become other-directed and those associated with competition become self-directed.

By building on constructs from the literature that portray the interactive and complex nature of the five organizational dimensions: mission, culture, leadership, strategy, and performance, the mid-range syncretic theory of the "mediating" organizations makes a contribution to the knowledge base about service organizations, boundary spanning organizations, third sector and hybrid organizations, and any organizing form in which complexity, diversity and tensions exist across historic intra-organizational, inter-system and inter-value frames.

Mediating Organizations

The continuing education organizations studied have an essence which establishes their norms and operational conditions. This essential quality permeates each interaction
between and among all elements of the organization. I have used an adaptation of Giddens' (1984) definition of "mediating" as the descriptor of this quality. The modified understanding of this concept is the mediating of 1) multiple patterns and profiles of normative orders and resources that tie social relations together; 2) actions to create, sustain, or transform relations across time and in space; 3) resources acquired and consumed in different forms and degrees of energy and influence to perform activities and achieve ends; 4) normative orders generating diverse combinations of methodologies and formulas to guide communicating, interacting, adjusting, and creating. By "mediating" is meant the activities of exploring and navigating paths and relationships between demarcations of values, meanings, understandings, structures, organizations, and systems.

In drawing on this definition, the purposes for interacting, the processes of interacting with environments, and the outcomes of interacting can be viewed systemically from a patterned perspective of constant co-creating and reforming energies. Patterns that form demarcations and connections exist in the mental models or cognitive maps of an organization from the individual level to the network level. Mediating tension energies between demarcations in environmental, behavioral, capacity, value, and identity systems permeates continuing education organizations in its experiences and interactions.
The demarcations create tensions which can help characterize the organizations according to a tension-energy framework. Tensions may be classified as paradoxical or divergent, or coalescing or convergent, as Quinn (1988) articulated in his description of the interactions between values in opposing quadrants (paradoxical) and values in adjacent quadrants (coalescing). Quinn used the term "cohesing" to describe tension between adjacent quadrants. I have used the term "coalescing" as a term which more closely aligns with the interdependency of values and to avoid inferences of attachment.

The complexity of mediating between and among multi-organizational, multi-value, and multi-conceptual frameworks may be best captured by systems theory and using language that breaks current patterns used in organizational theories. A dilemma in studying organizations of this type exists when attempting to use particulate frames of reference. Using relational patterns and assessing movement by looking at the flows of tensions and energies in relationship, in integrated systems, allows the dynamics of this type of organization to become more apparent. Studying organizations that are in mediating roles by looking specifically at organizational patterns, rather than patterns of relationship, takes the organization out of context. If the context is interactive, interrelational, paradoxical, and mediating, the methods of examination, language and
theoretical framing, in requisite variety must consider interactive systems theories as framing referents. Continuing education organizations in the mediating paradigm, using the tension field and energy conceptual frameworks as a means of describing organizational systems dynamics, are understood to exhibit the characteristics as explained below.

Energy types: Tensing, Transitioning, and Creating

Energy manifesting in mediating organizations are understood to be of three types, tensing, transitioning and creating. Tension energies can be described as being paradoxical or divergent, and coalescing or convergent. This energy type occurs prior to the emergence of transitional and creative energies.

As a tension is identified as paradoxical, there are polar opposites involved, generating conflictual energy in a bi-directional linear path. A construct at one end of a continuum pulls against a construct at the other end of the continuum. The constructs together are considered to be in polar opposition or paradoxical. Each individual end of the polarity exists in a circular pattern of movement that is characteristic of routine, traditional, historic, or habitual patterns. These patterns are self-referential and generate tendencies of stability and control. These circular patterns are those balancing patterns described by Senge (1990) and Nutt and Backoff (1992) as those which reinforce
stability, cause organizational stagnation, and are potential impediments to transition and change. They are recognized as essential elements of mediating organizations, however, because they provide the stability on which the organization grounds itself. In the case of the continuing education organization, these stability patterns are formed in the context of traditional dependency relationships with the parent institution and historic clients.

Mediating as a behavior can be applied as an intervention or as an ongoing attention to paradoxical conditions in the organization, as a means of translating tension energies to transitional and creative energies. An organization mediates the paradoxical tension, between two distinct circular and stagnating patterns by creating alternatives which encompass both components of the paradox. As the tension becomes explicit and in internal interaction emerges as conflict, the circular energy patterns which were referential to that particular organizational subunit and its distinct stakeholder set, become referential, in addition, to the other circular pattern on the continuum.

Initially, as the conflict becomes apparent, a competitive posture is taken and the distinct patterns seek to embed and ground themselves further in relationship to their distinct stakeholder sets. When the competitive frame and conflictual reference stress the organizational systems to dysfunctional or chaotic points, the energies of the
tensions are converted to creative energy in mediating organizations with an intervention that uses mediation as a conceptual approach to managing dialogue and interaction.

Through a mediated process, by accepting the paradox of the tensions, the circularity of the patterns, and the self and stakeholder referents of both ends of the continuum, the organization has the capacity to identify higher order intentions and values of both. Accomplished in a group context where the intentions, assumptions, values, and identities can be made explicit, conflicts are understood to be differences in values and value generated behaviors.

Mediation allows the organizational subunits to recognize the common intent for the organization as a whole and enter space or frames of mind which are in a state of readiness to find solutions that are both encompassing and have the effect of reducing conflict, eliminating dysfunctions, and reducing stress on organizational systems. The potential strategic solutions are co-created and individual identities of separate postures, self-referential and divergent circularity is subsumed as a part of a larger congruent whole. The individual paradoxical elements have reframed who they are in relationship to the other end of the continuum. The energies consumed in conflictual engagement are now available for application to transitional activities and creative, collaborative action.
In the process of testing different options and alternative solutions for integrating values and demonstrating them in action, the organizational movement from this particular tension platform is in an amplifying direction and takes on a spiraling pattern of trial and error, fits and starts, particularly if the path is an entirely new one. At this stage of interaction, the organization is in the process of consuming transitional energies. Openness to failure, risk taking, and learning are characteristic of the transitional energy phase.

As a tension is identified as coalescing, the energies of two different dimensions converge as they move in the same direction based on the parallel directions of their original paths. An example of this type of cohesing energy exists as the organization finds the higher order outcome for which different components find an attractive aspiration. For example, the development of grants or gifts and donation funds generates cohesive energies and causes a coalescing of disparate circular patterns and diverse expertise in gaining funding from allocated resources or market generated resources to achieve the outcome of diversifying funding sources for both components.

As transition occurs and organizational learning takes place, the creation of new self and other-referential patterns occurs. Conflictual tension generated by opposing circular energies of paradox is transformed from narrow
divergent, exclusionary and routine paths to broader convergent, inclusionary and innovative paths. As the organization becomes adept at functioning in the integrated patterns, organizational movement assumes a linear amplifying direction of continuous transition, fed by creative energy. The transition is continuous given the inclusion of both paradoxical elements. Those elements will sustain enough diversity to constantly stimulate creativity as stakeholders, personnel, services, programs, systems and relationships change over short and long time frames.

In a mediating organization, all three energy types, tensing, transitioning, and creating exist simultaneously, being channelled and fashioned to move and reshape organizational patterns into flows. The process of mediation is used to translate and transform one energy type to another.

The changes in energies in a mediating continuing education organization, using credit and non-credit programs as an example of paradoxical energy are manifested as continuing education organizations adopt strategies to offer programs and services which combine the two types of programs within one offering. Contractual programs and certificate programs are examples of an organization mediating the core technologies to more effectively serve the needs of its constituents. Centralizing technical services can be driven by efficiencies gained by using the computer technologies available, accomplished through mediating different needs.
**Patterns: Random, Chaotic, Circular, Spiral, Linear**

Paths emerging from the application of creative energy form the directions of movement of the organization. Patterns of movement for a mediating organization may be random, chaotic, circular, spiral, or linear. Multiple tensions impacting an organization's feedback loops may also create similar patterns of movement for an entire mediating organization. In a mediating organization, the movement patterns, however, are purposeful and directed by choice. Channelling accumulated energies propels the organization's systems, behavior and interactions in discernable directions toward accelerated learning.

Tension energies impact an organization at different levels and can occur from external or internal sources. Tension energies can exist between the four conceptual quadrants of equity, preservation, productivity, and transition for the mediating organization as described by Nutt and Backoff (1992). Additionally, paradoxes occur within quadrants. As perceptual positions of an organization shift between self and other orientations, tensions in relationships are apparent and are considered in each of the four quadrants from different perceptual positions. The patterns that are formed between different sets of paradoxical energies create fields where the organization is impacted by different patterns and energy flows created by these different tensions.
Random patterns occur when organizations have not clearly identified paradoxical partners of an issue. The effect of the issue on the organization is not controlled, and can occur as an unanticipated "kick," or have an accumulative effect of a more incremental nature as described by Maruyama's deviation amplifying process and Prigogine's dissipative structures (Morgan, 1986). Both explain the initial marginality of change and the notion of the building of tension to a stress point which initiates change. In organizations existing in a mediating framework, because their systems are dependent on their capacity for interlinking and connectivity, unrecognized issue tensions can have disabling effects. An example of possible random patterns are those streams and outliers in the cognitive maps of the cases which have not been integrated into organizational systems through feedback loops.

Chaotic patterns exist when there are different tensions pushing and pulling an organizational feedback loop or loops in different directions simultaneously, causing arbitrary or impulsive and reactionary behavior on the part of the organization to respond to the effects of multiple tensions. This pattern occurs, again, in circumstances where the organization may not have clarified or prioritized paradoxical tensions which could be impactful for the organization.
Circular patterns are those which have become habitual for an organization. These patterns are not paradoxical, they are congruent and self-referential. For continuing education organizations, circular patterns may be found in centralized functions which involve the processing of information and services such as accounting and registration processing, where the technologies are long linked, or where relationships are stable, and performance standards, policies and procedures are established and clear. These circular patterns are interrupted when there are quality of performance changes, technologies change, relationships change, or policies and procedures no longer are congruent with the needs of the stakeholders.

Spiral patterns occur as a mediating organization applies its capacity for mediation to its own systems and relationships to clear creative space and allow for experimentation and learning. The spiraling pattern emerges as circular patterns move through divergent and convergent cycles as the organizing units experiment with new relationships with systems and stakeholders, and demonstrate different identities and behaviors. In cases where there are fundamental paradoxes in mission, such as mediating continuing education organizations, the spiraling pattern may be the most commonly occurring pattern as they are in continuously turbulent circumstances.
Linear patterns occur as paradoxical tensions have been mediated, transformed to creative energies, and issues have been framed in the context of higher order outcomes. The organization has channelled the energies of tension to space where creative energies have emerged and the direction of movement or flow of energy is channelling in the same direction. The paradoxical and circular patterns exist within a larger channel of movement in one direction, or an energy flow. This energy flow occurs when multiple energy sources are committed to a common outcome and are channelled in the same, parallel, or complementary behaviors in achieving strategic outcomes.

**Perceptual Positions**

Typical approaches of continuing education organizations, as they mediate between diverse sets of values, identities and organizing structures to achieve its organizational missions, are evident in the common program and service components identified in this research. Through the attendance to and service of the educational and service needs of the entities and individuals with which it is in relationship, the continuing education organization meets its purposes for being.

The notions of this type of organization as an entity which can stand exclusively to examine its strategic postures, plan actions, and make implementary decisions is not congruent with the nature of the proficient continuing
education organization, as viewed through the mediating lens. Mission as a singular, organizationally specific concept loses its meaning when individual life missions are enveloped within multiple organizational missions, and the purpose of its formation is multi-value, multi-dimensional, multi-environmental, multi-domain, and multi-organizational.

Capacities of mediating organizations include being able to shift perceptual positions. These organizations must have the capacity to be attuned to, understand and value as their own, the parent institution's understanding of issues and its values, its cognitive map. The mediating organization must value its own perspective, that of the parent institution and that of the external client. Issues and the four tension quadrants must be understood from multiple perspectives. The development of organizational systems must encompass the energies, capacities, and patterns inherent in all of the systems as an integrated whole.

The types of relationships in which mediating organizations are involved include those of dependence, independence, and interdependence in simultaneously changing interconnected energy flows and patterns of loose and tight coupling. Clients and personnel come and go, funding sources are stable and unstable, institutions' priorities shift and leaders shift to new and different agendas, regulations and authority structures are modified, degrees of accountability vary and become more or less stringent.
Stakeholders have varying degrees of understanding and appreciation of the roles, postures, and capacities of continuing education organizations and different levels of proficiency in relational interaction, co-creative processes, and mutualist strategies.

The mediating organization must view its tensions, energies, patterns and flows from the contexts of current and emerging relational interactions, where a change in one pattern or connection point may mean drastic shifts in patterns and energy flows throughout the organization, or could as easily have minimal impact if the organization is adequately diversified in its options, or the strength of the flows is sufficient to deflect change. Diversity of options is a notion inherent in the paradigm of action science and constructionist philosophies. This diversity of options implies the capacity to create solutions in the moment, on-line, in the midst of action that are prevalent in strategic management and leadership literature descriptive of the learning organization and excellence in leadership. (Senge, 1990), (Manz, 1992), (Covey, 1989), (Block, 1993)

Energy Source and Flow

The energy for mediating organizations is initiated by catalytic tension which taps the creative energies of diversity. The centripetal tensions of difference and flexibility are continually activated when placed in the same
environment with the centrifugal forces of routine and stable habits, values, identities and understandings. As a mediating organization assumes different perspectives, recognizing diversity and the energies that hold patterns in motion in a particular direction, it is better able to identify the sources of the energy currents, where the currents can be channelled, how the energies are consumed, and when the energies and currents or patterns could merge with other patterns and energies of the organization or between organizations.

The conditions of multiple paradoxes allows for the creation of multiple patterns of energy movement in multiple directions. These mutually existing forces are available to be channelled into creative or interstitial (interstructural) spaces with new emergent energy patterns and flows. The management of the flow of energy occurs in deploying strategies to systems in such a way that the energy flow is fashioned to move the organization along a desired path towards an outcome and a collective vision. Awareness, disclosure, and acceptance of tensions allow for mediated options directed toward higher value outcomes, regardless of what level of interaction the channeling is activated, be it individual, organizational, or interorganizational.

Interactions which cause the activation of co-creative energies of diversity are what I believe extend Quinn's Competing Values Model to articulate how leaders and
organizations move between and fashion the tension energies, patterns, movements, loops and streams that are formed by multiple identities, values and purposes. Individuals appreciating the values of others is a part of criteria for learning to mediate within a mediating organization. At the subunit and organizational levels, teams or groups of individuals must appreciate their own collective values, identities and purposes, those of other teams or groups as teams and groups, as individuals within groups, well those of the integrated system holistically.

Energy Change Patterns: Singular Circular to Syncretic

I concur with Torbert's (1991) notions of the existence of liberating structures which evolve over time and progress from a relatively high degree of external direction toward a position of self-direction; progression from a pre-determined criteria for evaluation of success and effectiveness to taking self-responsibility for one's own purposes and processes of evaluation and of task; progression from using unilateral power to transforming power. I have reframed transforming power to initiating energy to maintain the intention of using non-controlling vocabulary as possible, making apparent the difference I perceive between being a source of energy and wielding power.

Continuing education organizations that have the capacity to channel energy flows into patterns that move the organization in desired directions reaches balance when it
has operationally occupied and moved through the creative space generated by tensions to realize a higher level result. Change of patterned behavior consumes large amounts of tension energy to generate transitional energy. As patterns are affected by tensions, move through transitional experimental patterns fed by transitional energy, they become syncretic patterns and are affected by creative energies of continuous change. The syncretic patterns are in constant motion and include circular, linear, spiral and multi-directional patterns and flows of energy. They are congruent in their progressive alignment, interdependent on whole and part working syncretically.

Patterns in mediating organizations are formed as there occurs a progressive alignment of tension energy. Existing patterns originate from historic dependent positions in relationship to the institutions of which they are a part and apart. Co-existing with these habitual, differentiated circular patterns are forces which are moving continuing education organizations into independent and interdependent relationships which encompass equivalent emphasis on market and service driven authorities. These tensions bring to the fore the fundamental differences in value structures of individuals committed to public service values and those committed to market values. Patterns forged are patterns which seek to creatively combine these differences into an aggregated whole.
Energy Circuitry

The organizations that were studied faced these described tensions and through a process of dialogue created options for consuming the energies generated in creative ways that would be mutually beneficial. I served as catalyst through inquiry to bring to attention their values, assumptions, and paradoxes. To reduce the conflictual nature of the energy expressed from tension fields, the organizations were communicative, collaborative, and creative. The energies of the administrative groups in dialogue were focused on transitional actions and generated sufficient volition for the groups to commit to take action on the strategies and actions identified. The strategies and actions identified result in changes of identity, capacities and relationships.

What existed in the group process situation was in microcosm what occurs in continuing education organizations in relationship. Expectations were identified, protocols established, inquiry guided the process, tensions were identified, acknowledged and addressed, common core values were identified and assumptions made apparent. Each individual saw his/her own expectations or aspirations being met by the vision of the process that was created and in the map of commitments that was generated. It was a blending of process and product, something new was created. It took tension energies to generate new ideas, it took catalytic
energies to initiate the process and create the space and environment for the dialogue to occur. It took understanding of the language being used and bringing to consciousness mental models or perspectives of each of the participants to achieve a collective result. That event will never be repeated, it existed in the moment and was a created organizing form that included all of the elements that are suggested for the postmodern, proficient, aspiration achieving, mediating continuing education organization. While the explicit organizational form is not structurally identifiable, it is demonstrable in terms of intentions and process.

I gave something to them in the form of an interactive, dialogic process, they gave me mapped data from which to formulate a theoretical construction. The exercise was undertaken for the express purpose of information gathering and sharing, a learning purpose. Expectations included mutually beneficial results, and for at least a short period of time, the administrative leadership group and the researcher were in relationship. This experiential event demonstrates in essence what catalytic energy and tension energy when syncretically cast with systems of management of information, interaction, learning, communication, and technological systems can create in mediating organizations. The circuitry of the system is based on mediating as a permeating quality which enables the channeling of energy into co-creative flows in relationships with stakeholders.
The following table illustrates some paradox tensions, patterns and flows of continuing education organizations, illustrated by specific case concepts where the organization has come to mediate the tension environment and the inherent energies of its systems and interactions.
<table>
<thead>
<tr>
<th>TENSION</th>
<th>TYPE</th>
<th>CASE SOLUTION</th>
<th>LEARNING SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE - PROGRAM</td>
<td>FUNCTIONAL</td>
<td>INTER-FUNCTIONAL WORKGROUPS</td>
<td>ACTION</td>
</tr>
<tr>
<td>PUBLIC - PRIVATE</td>
<td>MISSION</td>
<td>CONTRACTING</td>
<td>RELATIONSHIP</td>
</tr>
<tr>
<td>DEVELOP- Respond</td>
<td>LEGITIMACY</td>
<td>CO-CREATE PROGRAMS</td>
<td>RELATIONSHIP</td>
</tr>
<tr>
<td>RESEARCH- EDUCATION/ PUBLIC SERVICE</td>
<td>IDENTITY</td>
<td>LEADERSHIP IN FIELD</td>
<td>COMMITMENT</td>
</tr>
<tr>
<td>CORE - MARGINALITY</td>
<td>IDENTITY</td>
<td>COLLABORATIVE DECISIONS</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>OPEN - RESERVED</td>
<td>INFLUENCE</td>
<td>SCHEDULED SHARING</td>
<td>INFORMATION</td>
</tr>
<tr>
<td>OWNERSHIP - RELATIONSHIP</td>
<td>INFLUENCE</td>
<td>SHARED STEWARDSHIP</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>SELF-SUFFICIENCY- PROFITABILITY</td>
<td>RESOURCE</td>
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<td>RISK</td>
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<tr>
<td>INTRINSIC - EXTRINSIC REWARDS</td>
<td>INCENTIVES</td>
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</tr>
<tr>
<td>DEPENDENCE - INDEPENDENCE</td>
<td>POSITIONAL</td>
<td>INTERDEPENDENCE</td>
<td>RELATIONSHIP</td>
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</table>
Explanatory Usefulness of the Mediating Theory

The following narrative uses the mediating framework and the tension energy approach to test the explanatory usefulness of this lens in viewing continuing education organizations. Using one of the core tensions for continuing education organizations as an example, the following narrative describes the movement of the organizational energies which are converted from vision to action in particular directions along created paths.

A core tension exists between the service driven publicness of continuing education organizations and their privateness. Publicness emanates from their formation, with the institution as the authority mandating and regulating force and managing resources and policies for provision of public service. Privateness emanates from their formation, with the publics as the market driven demanding and regulating force and requesting resources and procedures for provision of public service. Energies of the organizations are aligned with both the authority forces and the market forces simultaneously. Circular patterns, or self-reinforcing loops or habitual patterns have been formed historically as energies have been applied to sustaining relationships and interactions which support authority and market protocols. As economic conditions have shifted, both institutional (authority) and public (market) systems have increased pressure on continuing education organizations. The sources
of energy to sustain the circular patterns, for example, the structures that accommodate departmentalizing both credit programs and services and non-credit programs and services cannot be maintained. This pressure, as a form of catalytic energy, has forced organizations to examine ways in which these circular patterns can be modified to sustain the organizations and still meet the criteria for success as identified by the institution and the public.

The organizations have found alternatives, for example, certification and contractual programs, to the historic circular and habitual patterns of clear demarcation between the two programming areas of credit and non-credit programs. These alternatives are formations for combining resources and shifting the circular patterns to spiraling movement in a linear direction, toward a more broadly determined educational experience support system.

The higher order outcome that is envisioned is generated by activating the organization's mediating capacity. Focused channeling of attention and energy on integrating systems moves the organization to action as a result of pressures on the organization which highlighted a core or fundamental tension. Because the pressure from the economic conditions and the parenting institution brings to consciousness the paradoxical nature of the tension between the circular patterns in existence, and because the very identity of the individual members and the organization itself
comes into question, the basis of fundamental structures is also a subject of inquiry. A new vision is created which allows the organization and its members, in current real time circumstances, to retain their fundamental purposes, adjust identities, and define who they might be in interaction as something to organize their energies around.

A specific example of this energy flow and specific phenomena of change can be observed in the Case 6 articulations in both verbal and action expressions of a new vision of autonomy and the alignment of resources and capacities of the organization with that vision and with its interactive systems. The systems are being designed and channeled to support the outcome at each of the organization's identity and interaction levels of individual, organizational, inter-organizational networks and in the contexts of multiple stakeholder relationships.

The sources of paradox and coalescence emerge from the diversities within the mission or purpose of continuing education organizations. The organizational purposes are to serve as both a conduit for access to and outreach from the affiliate institution under the rubric of service. Serving in the capacity of conduit, continuing education organizations have gained skills in recognizing differences and in conjunction with multiple stakeholders have developed expertise in mediating the boundaries and barriers to relationship. These processes have used individual creativity to
imagine and implement solutions at the same time as creating new forms of educational relationships and new forms of organizing, contingent on the states, levels of expertise, flexibilities and complexities of the individuals or organizations with which they are interacting. These collaborative interactions provide an environment for continual inquiry into and reflection on the purpose and identities of the continuing education organizations.

The continuing education organization, instead of being caught in a double bind of diversity in missions and values, assumes the role of mediator, being in relationship with the parent institution and multiple external constituents. These conditions of fundamental divergences of mission and value create for these organizations tensions which generate energies for ongoing creativity and change. These conditions emerge from the differences of values, the differences in defining what constitutes "public" to be served, defining what constitutes "service" and the differences in the capacities of those interacting to understand the three unique perceptual positions that are mental models framing the interactions.

By using inquiry and dialogue, raising consciousness to higher order values, changing identities of who each of the three parties is in relationship to each other, continuing education organizations have developed the capacities to be fluid in their forms and relational patterns. They
continually clarify and enhance their identities and the values they contribute to both the institution and their constituent bases.

Using the language of current organizational theory, continuing education organizations are viewed as **learning organizations** using **tensions of competing values, diverse cultures** and the **dialogic process** from a **position of independence and resourcefulness** to **co-create interdependent relationships** as **inquiry communities** by definable patterns of energy generation, deployment and cycling, connection to more than self, use of technology, structure of information, learning and communication systems, and processes along determinable developmental and evolutionary paths.

Figure 46 provides a visual representation of the overlay of the tension fields and competing values models. Figures 47 and 48 provide examples of core tensions existing in the two cases studied between conceptual clusters.
COMPETING VALUES / TENSION FIELDS

- EQUITY
- FLEXIBILITY
- TRANSITION
- INTERNAL
- EXTERNAL
- PRESERVATION
- INTERNAL STRUCTURAL
- CONTROL
- PRODUCTIVITY
- RATIONAL GOAL

FIGURE 46
TENSION FIELDS AND COMPETING VALUES OVERLAY
CASE 6 TENSION FIELDS

- EQUITY
- HUMAN RESOURCES
- VISION-MISSION
- FLEXIBILITY
- TRANSITION
- OPEN SYSTEMS
- LEADERSHIP
- IN T & P
- PERSONNEL
- CREATIVITY
- INITIATIVE
- INTERNAL STRUCTURAL
- ENVIRONMENTAL SUPPORT SYSTEMS
- CONTROL
- PROGRAMS & CLIENTS
- PRODUCTIVITY
- RATIONAL GOAL
- INTERNAL

FIGURE 47
CASE 6 CLUSTER TENSIONS

CASE 9 TENSION FIELDS

- EQUITY
- HUMAN RESOURCES
- PERFORMANCE STANDARDS
- FLEXIBILITY
- TRANSITION
- OPEN SYSTEMS
- PROGRAM DEVELOPMENT RELATIONSHIPS
- INTERNAL (INSTITUTIONAL) RELATIONSHIPS
- CONTROL
- FINANCIAL
- OUTREACH
- PRODUCTIVITY
- RATIONAL GOAL
- INTERNAL STRUCTURAL
- ENVIRONMENTAL SUPPORT SYSTEMS
- PRESERVATION

FIGURE 48
CASE 9 CLUSTER TENSIONS
The center of each of the cases depicts the driving force for each organization. This space is the center focus in which the organization is managing the tensions between clusters and in the paradoxes of its mission. Figures 49 and 50 provide views of the creative space towards which the Case 6 organization and the institution respectively view the tension between the organizational mission/vision and programs and clients.

**Figure 49**
CASE 6 ORGANIZATION CREATIVE TENSION FIELD

**Figure 50**
CASE 6 INSTITUTION CREATIVE TENSION FIELD
Figure 51 illustrates the positions of the organization and the institution as the same tension is perceived by each entity. The creative spaces for each overlaps with the other, with a "mind shift" or widening of view required for each to appreciate and assimilate the perspective of the other. This shift is illustrated by the dashed line and arrow in the figure.
Figure 52 illustrates the circular habitual patterns that are interrupted by tensions initiated within the internal environment or from the external environment. As the tensions disrupt these patterns in a paradoxical situation, both sides of the paradox confront each other and face overlapping creative space. Figure 52 is a more detailed portrayal of the tension fields and paradox, adding a visual representation of patterns and tensions.
Figure 53 illustrates the patterns that occur as tension impacts stable patterns in paradoxical situations. As an organization manages tension, it may move in one of three directions, toward generative action, toward more tightly bound or viscous circular habitual patterns, or towards a stabilizing, path of homeostasis. The path of homeostasis is understood as not a particularly viable long term potential for mediating organizations given their characteristics.

![Diagram of pattern paths in paradox and tension environments]
Figure 54 demonstrates the use of the mediating as a behavior which generates tension from the internal environment and moves habitual patterns towards coalescing postures rather than conflictual postures.
Figure 55 illustrates the patterns of energy flows as tension is identified, confronted, and mediated; conflict energy is translated to transitional energy; and creative energy is applied to generate coalescing tensions.
GENERAL DISCUSSION

Limitations of the study

The original research design was developed to identify, within a pool of perceived high performing continuing education organizations, those that could be classified as the highest performing and the most highly diverse. A limitation of this design is the value that might have been added by comparison between low performing and high performing, low diversity and high diversity. This comparison and inquiry into what's missing in the low performing - low diversity organizations may have provided distinctive information about high performing - highly diverse organizations through noting contrasts. This design may have provided for a quicker process of identification of patterns and relationships that are presumed to be distinctive for high performing - highly diverse continuing education organizations. Study of the variations between differing levels within the high performance set of organizations, however, provided more finely tuned measures of high performance.

Limitations in the analysis process include the lack of capacity of Ethnograph to analyze the specific content of a segment of text in comparison to a different segment of text
based on common occurrence of words, without the abstraction to a researcher selected coding concept. While this coding process is a step up the inductive ladder, and comparative analysis is facilitated after this and other layers of coding are added, the initial process of drawing information from the data is a manual and cognitive, intuitive process. Without overlaying coding that is constant across cases, no analysis in Ethnograph is possible. I found that Ethnograph as an analysis tool is less effective than the cognitive mapping analysis process in discovering linkages and patterns that characterize the organization. The forced abstraction to a code seems to remove the researcher from the data for sorting and organizing purposes. The Cope Graphics software allows for data organization without the use of coding abstractions, and employs instead an initial standard frame of reference.

An additional limitation is the different frames, moods and capacities available to the researcher at any given moment in the analysis process. I discovered that to review the data in depth, I had to have blocks of time available to deal with the data of all the cases in the same time frame. When I did not do this, my perspectives and frames changed, and I lost continuity of thought and process. This limitation required the redoing of some of the maps and Ethnograph coding to provide some measure of consistency in the framing references.
The inherent complexity of the organizations being studied and the amount of data available presented a limitation in the level of detail and degree to which the data could be analyzed from a micro perspective. The implications of changes in seemingly minor, low level detail was not fully explored in this study.

The research design included a triangulation between two data sorting and analysis tools, Ethnograph and Cope Graphics. This triangulation added a degree of complexity to the data collection process, added learning curve time to the data analysis process, and increased the investment in piloting the methodological protocols. This limitation, however, also allowed for a higher degree of credibility for the use of cognitive mapping and the computer software package as research tools for further application.

The complete battery of instruments available for analysis using the competing values approach was not used, nor were the instruments used completed by a full compliment of organizational members or stakeholders. A more comprehensive understanding of the states and implications for the organization would have been possible with a more thorough examination using these instruments with all stakeholders.

A fuller exploration of the impact of organizational life-cycles on the current states, patterns and tensions of the organizations could have enriched the analysis of evolutionary constructs, data analysis and results.
Implications for further research

Further research is necessary to fully articulate the dimensions, characteristics and evolutionary stages of continuing education organizations in the postmodern era. Longitudinal case studies would provide practitioners and theorists with opportunities to view change in action and to more finitely describe the nature of the organizations.

This research focused on developing a theory of change patterns in these organizations. Additional research into the stabilizing patterns would enrich the knowledge base about this type of service organization. Because of the complexity and multiple perspectives that were used in doing the research and developing the theory, there are some constraints on the level of detail and direct reference to empirical data in discussing the organizational typology. While this research has been an intensive process it is representative of only a portion of what could be done in developing a mid-range theory and in studying organizations of this type. Each data source provides rich opportunity for further analysis and reflection.

It is suggested that replication of this study would not require the methodology triangulation between Ethnograph and cognitive mapping analysis using Cope Graphics. The results of this study indicate that the cognitive mapping analysis processes more effectively capture group systemic thinking than individual ethnomethodological tools.
Because the research was intended to locate and calibrate the existence of a new organizational form, and has, I assert, verified the existence of this form, the protocols associated with the initial identification of a pool of continuing education organizations would not add value in future research. It might be useful to replicate this protocol in identifying organizations which are potentially of this form in other domains.

The following outlines a research agenda which would provide additional insight into the nature of continuing education organizations, organizations with similar characteristics, and into the viability of the mediating and tension-energy framework for explaining or discovering systemic patterns of postindustrial organizations.

1. Examine continuing education organizations using the mediating concept and tension-energy framework to verify its usefulness to the continuing education professional.

2. Test the usefulness, and extend the constructs of the theory and framework for other organizations facing similar challenges of complexity, diversity and flux, by using the constructs in interventions with organizations involved in strategic management processes.

3. Extend the study of the two case examples by engaging external and institutional stakeholders in the cognitive mapping process. A comparison of maps generated with and without stakeholder involvement might provide
insight into whether and how well the organizations understand the other(s) mental models when they are not directly involved.

4. Study organizations previously classified as third-sector, intermediary, boundary spanning, hybrid, or in other structural categories to determine if the nature of these organizations are better understood from an analysis and classification of systemic processes.

5. Compare the action patterns of similar organizations that result from the use of traditional strategic planning processes and the cognitive mapping interactive process.

6. Examine through a study of positional leaders of continuing education organizations, what qualities exemplify proficiency and excellence, to determine if these leaders do or do not recognize themselves in roles of innovator and broker. Apply organizational life-cycle data gathering and analysis methodologies to determine the influence of life-cycle stage on leadership roles in this form of organization.

7. Study question six, comparing outcomes based on two samples. One sample from organizations which do little program development and have little ownership of programs, and the other sample including organizations which do extensive program development. This study would more narrowly define whether or not there are distinctive qualities
associated with programmatic creation when the competing values profile is used as an assessment tool.

8. Expand the current study to additional organizations, sorted by funding source, and using an expanded survey questionnaire to further articulate distinguishing patterns that may be generated from differential sources of funding and/or differential relationships between the organizations and their parent institutions.

9. Develop a set of typical tension, movement, flow patterns and directions for continuing education organizations and test their validity with field member checks.

10. Use the tension quadrants with mixed leadership and stakeholder groups to determine where partners in relationship view cognitive map intersections.

11. Examine, under relational conditions of acknowledged interdependence, independence and dependence, differences in organizational cognitive maps, patterns, flows and directions.

12. Extend the proposed theory by adding a developmental pattern to provide organizations with more predictive capacity for use of the theory as a tool for enhancing change capacities.

The developmental paths and processes that are envisioned in the organizations studied and in other organizations around the country, are continuing to unfold. During these times of retrenchment, organizations which have not
positioned themselves in strong collaborative relationships with their institutions and stakeholders or organizational networks are being eliminated, phased out, downsized and restructured. For a society facing the challenges of educating this and the next seven generations, the self-reforming processes of organizations attending to the lifelong education of adult students may provide the wisdom capitol that will be needed by society at large. As learning organizations in positions of mediating between structures and values, using diversity as an energy generating phenomenon, the patterns detected here may be codes for deciphering the mysteries of complex social issues and interacting systems that are the milieu of our emerging social experience.
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APPENDIX A
DATA AND MAPS RELATED TO CHAPTER III
CASE 2 - ETHNOGRAPH CODES
LEVEL 2 - UNIQUE TO CASE

External stakeholder driven actions
marketing -> out
needs assessment <- in
fund raising <- in
distance learning -> out

Stakeholder change
Comp - Coop.

Resources
technology - (+)
fiscal - (-)
personnel - (+/-)
effort - (+)

Outcomes
Part time degree programs
client satisfaction
credentialing

Metaphors
more skaters on an overcrowded rink

Level 2 - Cross Case Distribution

<table>
<thead>
<tr>
<th>PARADOX/TENSION</th>
<th>MOVEMENT</th>
<th>OUTCOME</th>
<th>FACTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>competition</td>
<td>action</td>
<td>fiscal</td>
<td>fiscal</td>
</tr>
<tr>
<td>re-act/pro-act</td>
<td>marketing</td>
<td>technology</td>
<td>technology</td>
</tr>
<tr>
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<td>re-act</td>
<td>new</td>
<td>personnel</td>
</tr>
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<td></td>
<td>pro-act</td>
<td>client satis.</td>
<td>stakeholder</td>
</tr>
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<td></td>
<td>planning</td>
<td>outreach</td>
<td>vision</td>
</tr>
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<td></td>
<td></td>
<td>participate</td>
<td>credential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>change</td>
<td>align</td>
</tr>
</tbody>
</table>

Map Observations

1. Highest level: serve clients, serve as outreach arm of the institution.

2. How: staff, strategic planning, pro-active in outreach and resource acquisition.

3. Conditions: constrained budget, new and fewer people, competitive environment.

FIGURE 56
CASE 2 CODING AND FRAMING CONCEPTS
FIGURE 57

CASE 2 COGNITIVE MAP
### ETHNOGRAPH CODES

**LEVEL 2 - UNIQUE TO CASE**

<table>
<thead>
<tr>
<th>Change</th>
<th>Paradox</th>
<th>Focus</th>
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<tr>
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<td>insurmountable opportunities</td>
<td>client</td>
</tr>
<tr>
<td>relationships</td>
<td>listening &lt;&gt; marketing</td>
<td>extension</td>
</tr>
<tr>
<td></td>
<td>responsive &lt;&gt; creative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>external opps &lt;&gt; int. climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fiscal constr. &lt;&gt; generate res.</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>Relationships</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacities</td>
<td>commitment</td>
</tr>
<tr>
<td>institutional</td>
<td>experimentation</td>
</tr>
</tbody>
</table>

### Metaphors

- difference like between night and day
- confronted
- biggest payoff
- work the plan
- form consensus
- buck always stops somewhere
- incestuous inner dwellingness
- customer driven
- all of us are smarter than one of us

### Level 2 - Cross Case Distribution

<table>
<thead>
<tr>
<th>PARADOX/TENSION MOVEMENT</th>
<th>OUTCOME</th>
<th>FACTOR</th>
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<tbody>
<tr>
<td>diverse</td>
<td>marketing</td>
<td>fiscal</td>
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<td>external focus</td>
<td>generate</td>
<td>programs</td>
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<tr>
<td>internal focus</td>
<td>reorganize</td>
<td>visibility</td>
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<td>prioritize</td>
<td>innovation</td>
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<td>cont.prof.ed</td>
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<td>in-out fit</td>
<td>change</td>
<td>accountable</td>
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<tr>
<td>competition</td>
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<td>technology</td>
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<table>
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<th>outreach</th>
<th>accountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>resources</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>institution relations</th>
<th>opportunities</th>
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</tr>
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<td>technology</td>
<td>resources</td>
</tr>
<tr>
<td>resources</td>
<td>promo &amp; ten</td>
</tr>
<tr>
<td>promo &amp; ten</td>
<td>perception</td>
</tr>
</tbody>
</table>
FIGURE 59 (continued)

Map Observations

1. Highest level of information, concepts presented, focused on reaching public good through relationships, positioning, and visibility.

2. Accomplished by extending university resources through teaching, research, and service.

3. Professional continuing education equals human resources development, institutionally and in profession.

4. What to do specifically: driven by client for responsive action in programs and creativity available from well structured organization, commitment to team, experimentation, marketing.

5. Conditions: institutional support, fiscal constraints.

6. Use own staff development to generate positioning, visibility, relationships and public good.
FIGURE 60
CASE 5 COGNITIVE MAP
<table>
<thead>
<tr>
<th>ETHNOGRAPH CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 2 - UNIQUE TO CASE</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Future</th>
<th>Creation/innovation</th>
<th>Competition</th>
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</thead>
<tbody>
<tr>
<td>Staff perspective</td>
<td>technology</td>
<td>external</td>
</tr>
<tr>
<td>actions</td>
<td>expertise - staff</td>
<td>institutional</td>
</tr>
<tr>
<td>conditions</td>
<td>experiential</td>
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<tr>
<td>programs</td>
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<table>
<thead>
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<th>Pressure</th>
<th>Identity</th>
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<td>external</td>
<td>CE - luxury</td>
<td>fiscal</td>
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<tr>
<td></td>
<td>who we are / role</td>
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<table>
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<td>fiscal</td>
<td>re-forming</td>
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<td>expertise</td>
<td>conduit of knowledge</td>
<td></td>
</tr>
<tr>
<td>technology</td>
<td>facilitator</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>clients</td>
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</table>

<table>
<thead>
<tr>
<th>Metaphors</th>
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<tbody>
<tr>
<td>effects our life blood</td>
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<tr>
<td>better sense of self</td>
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<tr>
<td>life after</td>
<td></td>
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<tr>
<td>clearinghouse</td>
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<tr>
<td>conduit for reservoirs of knowledge</td>
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<tr>
<td>think like Ritz-Carlton</td>
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<td>new paradigm</td>
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<td>break people out of status quo</td>
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<td>benevolent dictation</td>
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<td>evolutionary future</td>
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</table>
FIGURE 61 (continued)

Level 2 - Cross Case Distribution

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<td>institution</td>
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<td></td>
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<td>TQM</td>
</tr>
</tbody>
</table>

Map Observations

1. Highest level: Who we are, enhance quality of life, empower individuals and organizations.

2. Second level: serve learning needs of adults and organizations.

3. Role as facilitator, enhancer as clearinghouse.

4. Keyed in on diversity, flexibility and tolerance, new paradigm for staff, staff development.

5. Conditions: new accountability to institution in terms of fiscal resources. Competing with academic units for resources.
ETHNOGRAPH CODES  
LEVEL 2 - UNIQUE TO CASE  

Fiscal tax base budget  
Influence in to out out to in  
Planning strategic  

Prioritizing services  
Accountability budget  
Legitimitizing regents  

Staff  
professional development  
diversity, balance  
conflict  
teambuilding  
decision making  

Metaphors  
moving forward  
blockages to innovation  
social system  

Level 2 - Cross Case Distribution  

<table>
<thead>
<tr>
<th>PARADOX/TENSION</th>
<th>MOVEMENT</th>
<th>OUTCOME</th>
<th>FACTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>negotiated blockage</td>
<td>marketing</td>
<td>efficiency</td>
<td>accountable</td>
</tr>
<tr>
<td>no innovation</td>
<td>negotiated</td>
<td>resources</td>
<td>resources</td>
</tr>
<tr>
<td>prioritize conflict</td>
<td>innovation</td>
<td>linkages</td>
<td>structure</td>
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<td>planning</td>
<td>results</td>
<td>stakeholders</td>
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Map Observations  
1. Highest level: promote lifelong learning, extend university resources.  
2. How: quantify and be accountable for results, manage results, legitimize and use constituents as influence.  

FIGURE 62  
CASE 7 CODING AND FRAMING CONCEPTS
FIGURE 63
CASE 7 COGNITIVE MAP
ETHNOGRAPH CODES
LEVEL 2 - UNIQUE TO CASE

Linkage          Fiscal          Personnel
student access  economy        higher qualified
academia to bus/ind reallocation less management
departments, colleges resources, needs loss of key pers.
resources, needs

Authority        Technology      Pressures
decentralization-inst distance learning deans - service
decentralization-team              competition
deans-curriculum, fac.              deans - outreach

Metaphors
bridge the gap
buy into

Level 2 - Cross Case Distribution

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Map Observations
1. Highest level outcome: serve part-time adult student, extend resources of University, provide access, link with business & industry.
2. How: Relationships with academic departments through faculty links and credentialing, address social issues.
3. Conditions: Limitations on resource growth, competition, decentralization, pressure for services and interest in outreach.

FIGURE 64
CASE 9 CODING AND FRAMING CONCEPTS
The following questions are intended to identify major factors that might reflect some of the qualities of your organization. Please respond in terms of the overall Continuing Education organization.

1. Is the organization significantly different today than it was 5 years ago, or is it relatively the same? If different, in what ways is the organization different?
2. Is the organization undergoing change, or is it relatively stable?
3. What 2 or 3 changes in the external environment, outside the institution have had the most impact on the organization in the last 3-5 years?
4. What 2 or 3 changes in the institution environment, have had the most impact on the organization in the last 3-5 years?
5. What 2 or 3 changes in the internal organizational environment have had the most impact on the organization in the last 3-5 years?
6. What 2 or 3 issues are current for the organization?
7. What 2 or 3 things are perceived as threats to the organization?
8. What 2 or 3 things are perceived as opportunities for the organization?
9. What specific external events and trends do you feel will impact upon the functioning of the organization over the next three to five years?
10. What attributes do you think would describe the organization in the best of all possible worlds?
11. What attributes do you think would characterize the organization in the worst of all possible worlds?
12. What does the organization do best?
13. What capacities does the organization need to acquire?
14. What, by institutional definition is the mission statement or your organization's role?
15. What is the purpose and organizational role as defined by you and the staff?
16. How would you describe the authority or decision-making structure of your organization?
17. Which of the following best describes the phase of development of the organization? growing __ declining __ static __
18. What factors did you consider when you stated the phase of development?
19. This organization is moving FROM: TO:
20. Is there other information that is important to enhance my understanding of the nature of the organization?
APPENDIX B

INSTRUMENTS RELATED TO CHAPTER IV
This research project is focused on identifying the patterns of relationships that form in continuing education organizations. I hope to co-create with you and your staff a cognitive map of your organization that will show the dynamic patterns and relationships between outcomes, strategies, actions, issues, and environmental contexts. I am most interested in looking at patterns of relationships within continuing education organizations; and their relationships with their parent institutions, and their external clients. I will be connecting these relationships to organizational mission/vision, culture, strategic paths, leadership and performance. One of the outcomes of the research will be an organizational analysis which will portray the patterns and contextual uniqueness of your organization, and will compare the patterns found in your organization to other continuing education units. An additional outcome will be the development of a theory of continuing education organizations as a unique model for service and information based organizations of the future.

CASE STUDY PROTOCOL
CONTINUING EDUCATION ORGANIZATIONS STUDY

Instrumentation Needs:
1. Completion of Case Survey Instrument and return to research prior to on-site visitation; or prior to group mapping dialogue.
2. Quinn’s Competing Values Instrument completed and returned to researcher within 1 week post on-site visitation.

On-Site Needs:
1. A single 2-3 hour group cognitive mapping facilitated dialogue with maximum of 10 senior administrative personnel scheduled at the beginning of the visit.
2. Individual interviews with the administrative group process members, all scheduled after the group interactive mapping session.
3. Additional interviews with administrative staff as suggested by administrative group process members.
4. Opportunities to tour and observe daily activities and routines of staff.
5. List of 2-3 key administrators and/or faculty with whom the unit works administratively and/or programmatically on campus for stakeholder interviews.
6. List of 2-3 key external clients with whom the unit has, has had, or aspires to have a formal relationship for the purpose of providing educational programming for stakeholder interviews.

Follow-up Member Checks:
1. Feedback to members of the administrative advisory group and Chief Administrative Officer, the preliminary composite map, analysis and results for their organization for validation.
2. Feedback to members of the administrative group process members and Chief Administrative Officer, the final composite map, analysis and results for their organization, and comparative analysis with other continuing education case.
INTERVIEW QUESTIONS FOR PROGRAM ADMINISTRATORS

Initial Questions:
What do you do? What is it like to work here?
What about this place has changed? Over what period of time?
What will things be like in the future?
How would you describe this organization to someone coming in now?
What analogies, words, concepts, metaphors do you use to describe this organization to other people?
What are some of the most significant changes that have taken place and why, how did they occur?
What has been a highlight of your tenure here?
What's special about this organization?
Are there any stories or legends about this organization that are common knowledge? Insider or outsider stories?
What would you change about what you do and/or the organization does?

SPECIFIC FOLLOW-UP QUESTIONS:
(Employed as needed if not elicited from initial questions.)
1. Tell me about the mission and objectives of the organization.
2. Is there uniformity or difference between the organization's and individual's purposes?
3. Would you describe in what ways the organization might be considered to be a) diverse? how is it demonstrated, when is it most observable? b) unified? how is it demonstrated, when is it most observable?
4. What does "leadership" mean to you? a) Where would I find it in this organization? b) Are there any distinct qualities that are apparent?
5. What is there about that (those) people (positions) that has you say that leadership is found there?
6. How are decisions made in this organization?
7. When does change occur around here?
8. Who designs and implements strategies?
9. Where do the strategies take the organization?
10. What is the purpose of the strategies?
11. Why did you join this organization?
12. When do you feel like you have accomplished something great at work?
13. Would I be able to recognize the organization in 3-5 years? a) what would be the same? b) what would be different?
14. How does the organization decide whether or not it's successful?
15. Does the organization try harder to please any particular group or individual(s)?
16. Where and when would I look to find differences of opinion in the organization?
17. Would you describe an example of when the organization said it was doing or would do something and what actually was done was different?
18. Would you walk me through a typical day for you at work?
19. Are there any analogies, phrases, metaphors or examples which would give me a strong sense of what this organization is, feels like?
20. Would you share with me a story that is common in the organization?
21. Are there any trends or patterns which you notice about the organization?
22. Is there anything you would like for me to know that would help me to understand the organization or you better?
Script: Hello, my name is Sue Catana. I am the Associate Director of Continuing Education at Ohio State University. I am working on a research project, doing a case study of (..institution and unit name...). I would like to schedule an interview with you to ask you a few questions about the relationship you have with (..institution and unit name..), which will take about a half hour of your time. If you agree to the interview, I will send you a copy of the questions I will be asking ahead of time for your review.

Introduction:
Explain the general nature of the study:
* looking at the relationships and developmental patterns that might evolve in CE organizations

Explain how the organization was selected:
* demographic and characteristics
* expert identification
* fell in high/high category as result of interview with CEO

Explain why doing research:
* lack of qualitative and quantitative research on development and relationships in CE organizations
* that I have developed some ideas on the relationships and developmental patterns, particularly given the unique role CE orgs play and I am trying to discover if they are unique to my experience and what other's experience might be.
* that I hope to compile my and other's experience and understandings in an overall framework that might help CE organizations understand the peculiar and common dynamics of change as they evolve.

Topics: All in context of institutional mission and perceived role of organization
* mission
* strategy
* change
* learning
* culture
* performance
* service
* environment
* leadership
* paradox
* diversity

Questions:
1. Would you describe for me the relationship you have with (..unit name..)?
2. Why has (organization) chosen to [or, not to] enter into a relationship with (..unit name..)?
   If collaborated
   3. Was the collaboration successful? 4. What made it a success?
   If did not collaborate
   3. Would you consider working with (..unit name..) in the future? 4. Why would you (or would you not) consider working with (..unit name..) in the future?
   5. Would you describe what your perception of the role or purpose of the (..unit name..)?
   6. How did you arrive at your perception?
INSTITUTIONAL STAKEHOLDER PROTOCOL - TELEPHONE CONTACT

Script: Hello, my name is Sue Catana. I am the Associate Director of Continuing Education at Ohio State University. I am working on a research project, doing a case study of (..institution and unit name...). I would like to schedule an interview with you to ask you a few questions about the relationship you have with (..institution and unit name..), which will take about a half hour of your time. If you agree to the interview, I will send you a copy of the questions I will be asking ahead of time for your review.

Introduction:
Explain the general nature of the study:
* looking at the relationships and developmental patterns that might evolve in CE organizations
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* demographic and characteristics
* expert identification
* fell in high/high category as result of interview with CEO
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* that I hope to compile my and other's experience and understandings in an overall framework that might help CE organizations understand the peculiar and common dynamics of change as they evolve.

Topics: All in context of institutional mission and perceived role of organization
* mission
* strategy
* change
* learning
* culture
* performance
* service
* leadership
* environments
* paradox
* diversity

Questions:
1. Would you describe for me the relationship you have with (..unit name..)?
   If voluntary relationship
   2. Why has (organization) chosen to [or, not to] enter into a relationship with (..unit name..)?
   If collaborated
   3. Was the collaboration successful? 4. What made it a success?
   If did not collaborate
   3. Would you consider working with (..unit name..) in the future?
   4. Why would you (or would you not) consider working with (..unit name..) in the future?
   5. Would you describe what your perception of the role or purpose of the (..unit name..)?
   6. How did you arrive at your perception?
If authority relationship
2. What conditions exist in your unit that have a direct impact on the relationship with (..unit name..)?
3. Have there been any major changes in the relationship between your unit and (..unit name..) within the last 3-5 years?
4. Do you anticipate any major changes in the relationship between your unit and (..unit name..) in the future?
5. Would you describe your perception of the role or purpose of the (..unit name..)?
6. How did you arrive at your perception?
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<td>17 O/E relationship type</td>
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CASE STUDY KEY DOCUMENTS LIST

PLEASE PROVIDE WHAT IS ALREADY AVAILABLE AND EASILY ACCESSIBLE. DO NOT CREATE FOR MY INFORMATION.

Annual Reports for 3 years
Currently Active Strategic Long Range Plan
Operational Plans
Organizational Chart
Summary Personnel List (Administrative - Non-Teaching Staff only)
Client List (Current organizations with whom there is an active programmatic or service relationship)
Schedules of Staff Meetings (List of typical, regularly scheduled meetings)
Internal Policy and Procedures Sample Documents (2 or 3 documents)
List of Programmatic Areas (May be part of organizational chart)
List of Services (May be part of organizational chart)
Samples of Institutional Promotional Pieces (Samples serving different purposes if available)
Samples of External Audience Promotional Pieces (Samples directed to different audiences)
List of Professional Development Activities (CE Staff training, resources)
Staff Evaluation Procedures Documentation (May be one of sample internal policy/procedure examples)
Annual Operating Budgets for 3 years (Programmatic level allocation would be most helpful, please include current year - FY 93)
CRITERIA FOR SELECTION OF INTERVIEWEES

Key staff: To discover the patterns of relationships that exist between organizational culture, mission, leadership, strategy and performance, in the context of internal processes and structures and in terms of institutional and external stakeholders, it is critical to the research to interview staff with significant knowledge of the organization in at least one of the following domains: internal operations, institutional relationships, external relationships.

Additional staff: Information provided by staff at different operating levels of the organization will provide a different perspective of the existing patterns which will serve to both balance and enrich the source data of the case study.

Institutional stakeholders: Relationships with institutional units may be based on choice or an institutional authority structure. In order to collect information that encompasses both kinds of relationships, it is important to interview institutional administrators and faculty who are involved in each kind of relationship. In order to adequately identify the bases of choice for voluntary participation, it is important to the research to interview administrators and faculty who have chosen not to engage in a relationship with the unit as well as those who have.

External stakeholders: Relationships with external government agencies, organizations, associations or groups for programmatic purposes are assumed to be made by choice. In order to explore these relationships more fully and to identify the qualities considered in making the choice of whether to engage in a relationship or not, it is important to the research to interview representatives of external entities which have chosen not to work with the unit as well as entities which are engaged in a working relationship.
INTERVIEW GUIDE FOR DISCUSSIONS WITH MANAGERS

1. How much has the corporate culture at your firm changed in the last 16 years?

2. What has specifically changed?

3. What hasn't changed?

4. Why has your culture changed (so much or so little)?

5. For parts that changed, how did that happen?

6. How easily did those changes occur?

7. For those parts that didn't change, why did they perpetuate themselves? How?

8. What is the history of your culture?

9. When and how did the current culture first appear?

10. Has your culture either helped or hurt your economic performance over the past 16 years? Why and how?

Kotter and Heskett (1992)
Strategic Management Interview Guide: Core Questions

Strategic Assessment

1) How would you characterize the basic mission of the Department? How has the mission changed over the last 5-10 years? Under the Celeste and Volnovich administrations? Which aspects of mission are getting emphasis under the Volnovich administration? How do you assess whether you are achieving the mandate or mission values? Your vision of success/excellence?

2) What is the current strategic direction/thrust of the Department? How has this direction or thrust developed? What major changes have been introduced? (probe predecessors? your leadership?)

3) What are the opportunities available to the Department (to improve performance, develop new programs or services, etc.)? Are these new opportunities? How have they developed? Your actions?

4) What threats, obstacles or risks exist for the Agency? How have these changed? What caused the changes?

5) What are the major organizational strengths and competencies that the Department can draw upon to realize opportunities and/or to manage risks and threats?

6) What are the principal weaknesses, constraints and contingencies the Agency must manage to achieve its major strategic objectives (e.g., budget, staff, legislative, constituencies, etc.)?

7) What specific strategic issues (or problems) currently face the Agency? Which stakeholders are involved? How are they disposed toward the issue(s)?

8) Ideally, what would the Department be like in 15-20 years? What changes or actions would contribute most to achieving those ideals? What would you like to accomplish by the end of your administration? What would you point to as your accomplishment? What do you see as your greatest task? How will you accomplish the task? What actions?

Methods of Strategic Planning and Management

9) How are general goals, policies, strategies developed in the Department? Who is involved? What processes are employed?

10) Is there a formal planning document for the Department? How was it developed? How is it used? Who was involved? Was a systematic planning approach or method used?

11) Looking back to when you entered your position/office, what existing resources (information, policy, staff, organizational capabilities, etc.) did you find most valuable to get started or get hold of things? Recalling your first days here, what resources did you need immediately that were unavailable?

12) Looking ahead to any future incumbent in your position, what resources would you like in place and what actions will be taken to assist the transition?

Backoff (1992)
APPENDIX C
INSTRUMENTS AND DATA RELATED TO CHAPTER V
COGNITIVE MAPPING GROUP PROCESS SESSION

AGENDA

I. INTRODUCTION (15 MIN)
   * RESEARCH OVERVIEW
     - ORGANIZATIONAL THEORY DEVELOPMENT
     - COGNITIVE MAPPING AS A TOOL/FACILITATIVE DEVICE
   * GROUP PROCESS
     - NOMINAL GROUP TECHNIQUE
       . SILENT REFLECTION
       . ELICITATION OF IDEAS
       . CLARIFICATION OF IDEAS
       . PRIORITIZING/COMPRESSION
     - CHICAGO VOTING
       . CONSENSUS GENERATING

II. COMPETING VALUES INSTRUMENT (5 MIN)

III. COGNITIVE MAPPING CONCEPTS (10 MIN)
   * NODES AND LINKS
   * HIERARCHICAL LEVELS
   * CONCEPTS: OUTCOMES, STRATEGIES, ACTIONS, ISSUES

IV. DEVELOPING YOUR MODEL (1.5 - 2 HOURS)
   * OUTCOMES
   * STRATEGIES / LINKS
   * ACTIONS / LINKS
   * PROCESS ISSUES / LINKS
   * LOOPS / NODES
   * FOCUS EFFORTS ON WHICH SET

V. DEBRIEF (15 MIN)

PRESENTATION NOTES:

COGNITIVE MAP USES PRE-DEFINED CATEGORIES IN WHICH TO FRAME OUR ORGANIZATIONAL REALITIES. IT IS A CAUSAL MAP AND CAN PORTRAY CONCEPTS IN SNAPSHOT VIEWS OR SHOW INFLUENCES OVER TIME.

AN OUTCOME AS A RESULT CAN BE EITHER POSITIVE OR NEGATIVE, THAT IS A RESULT TO BE AVOIDED OR ACCOMPLISHED.

A STRATEGY IS AN INTERRELATED STREAM OR WOVEN SET OF ACTIONS OR NON-Routine CHOICES OVER TIME WHICH POSITIVELY OR NEGATIVELY AFFECT OUTCOMES THAT ARE TO BE ACCOMPLISHED OR AVOIDED.

AN ACTION IS A PARTICULAR OR SPECIFIC ACTIVITY THAT YOU AS A UNIT DO TO FACILITATE OR ENABLE A STRATEGY TO BE IMPLEMENTED OR AN OUTCOME TO BE ACHIEVED OR AVOIDED.

PROCESS ISSUES ARE CONDITIONS IN YOUR OPERATING ENVIRONMENT THAT EFFECT ENHANCE OR INHIBIT STRATEGY IMPLEMENTATION, COMPLETING AN ACTION, OR REALIZING AN OUTCOME IDENTIFIED ON THE MAP.
COGNITIVE MAP: A visual representation of identified outcomes, strategies, actions, process issues and the relationships between/among them.

OUTCOMES: What will exist or does exist as observable and measurable results for the organization.

STRATEGIES: The plans, road maps and processes by which the organization will or does accomplish the desired outcomes.

ACTIONS: The specific activities in which the organization will engage or engages to accomplish the desired outcomes or implement strategies.

PROCESS ISSUES: Contextual factors internally, externally, institutionally which influence outcomes, strategies, or actions. Can be framed as tensions, paradoxical, or competing elements.

IDENTIFYING ORGANIZATIONAL OUTCOMES

QUESTION: WHAT DO YOU WANT?

STEP 1: USING THE COMPILLED LIST PROVIDED, OR ADDING NEW ITEMS, LIST 3-5 THINGS THAT ARE MOST IMPORTANT OR MOST COMPELLING FOR YOU.

STEP 2: PRIORITIZE YOUR LIST.

IDENTIFYING ORGANIZATIONAL STRATEGIES

QUESTION: HOW WILL I/WE GET WHAT I/WE WANT?

STEP 1: USING THE COMPILLED LIST PROVIDED, OR ADDING NEW ITEMS, LIST 3 STRATEGIES FOR EACH OUTCOME THAT ARE MOST CRITICAL FOR ACHIEVING EACH OF THE DESIRED OUTCOMES WE JUST IDENTIFIED.

STEP 2: PRIORITIZE YOUR LIST.
COGNITIVE MAPPING WORKSHEET 3

IDENTIFYING ORGANIZATIONAL ACTIONS

QUESTION: WHAT ACTIONS WILL BE TAKING PLACE THAT WILL LET ME/US KNOW WHEN WE HAVE WHAT I/WE WANT?

STEP 1: USING THE COMPILED LIST PROVIDED, OR ADDING NEW ITEMS, LIST UP TO 3 THINGS THAT ARE THE MOST COMPELLING ACTIONS WHICH DEMONSTRATE THAT THE OUTCOMES DESIRED OR THE IMPLEMENTATION OF A PARTICULAR STRATEGY HAVE BEEN ACHIEVED.

STEP 2: PRIORITIZE YOUR LIST.

COGNITIVE MAPPING WORKSHEET 4

IDENTIFYING ORGANIZATIONAL PROCESS ISSUES

QUESTION: WHAT CONDITIONAL OR ENVIRONMENTAL FACTORS MOST INFLUENCE THE ACHIEVEMENT OF OUR ORGANIZATIONAL OUTCOMES?

STEP 1: USING THE COMPILED LIST PROVIDED, OR ADDING NEW ITEMS, LIST UP TO 3 THINGS FOR EACH CATEGORY THAT ARE THE MOST INFLUENTIAL FOR OUTCOMES, STRATEGIES, ACTIONS THAT WOULD ENHANCE OR LIMIT OUR CAPACITY TO ACHIEVE OUR DESIRED OUTCOMES.

STEP 2: IDENTIFY WHICH SPECIFIC OUTCOME, STRATEGY OR ACTION WOULD BE MOST INFLUENCED.

STEP 3: PRIORITIZE YOUR LIST.