

(IJ-13) Change Management and Innovation at Alliant International University

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Introduction

This paper examines global change management and innovation in an educational institution named Alliant International University (AIU) that is attempting to implement a form of change management and innovation entitled IMPACT and AIMPACT across the entire organizational platform. This paper identified and analyzed how AIU implement change management and innovation correspond with IMPACT in core value and AIMPACT in professional practice competencies. The core values of IMPACT are inclusion, mentorship, passion, accountability, communication, and teamwork. The professional practice competencies of AIMPACT are: insight into the context of practice; multicultural/inter-national competence (I-MERIT); professional literacies, application of knowledge and research/scholarship in new ways; conduct, judgment, dispositions, and ethics; and team-based and multidisciplinary approaches.

McKinsey 7S Model

According to Samygin-Cherkaoui (2015), the McKinsey 7S model includes (1) strategy, (2) structure, (3) system, (4) staff, (5) style, (6) skills, and (7) shared values. Many international scholars developed this 7S model theory, such as Max Webster (1864-1920) in Germany, Talcott Parsons (1902-1979) in the US, Émile Benveniste (1902-1976), Clause Lévi-Strauss (1908-2009), Roland Barthes (1915-1980), Michael Crozier (1922- 2013), Laurice Godelier (born in 1934), and Erhard Friedberg (born in 1942) in France. Many international scholars paid tremendous attention to the McKinsey 7S model theory development and improvement globally. Thus, this researcher will use the McKinsey 7S model to analyze AIU's change management and innovation corresponds with IMPACT in core value and AIMPACT in professional practice competencies. In addition, after the McKinsey 7S model analysis, this researcher's analyses considered the ramifications of the following additional areas: social responsibility, political differences, economics and finance, legal differences and similarities, intercultural intelligence, and technological advances and implementation.

Strategy

Change is a kind of strategy of AIU development and improvement, even though the change comes with risk. Govindarajan and Trimble (2013) mentioned that innovation was necessary for any step of the business, so there must be a continuous focus on how to use useful innovation to bring positive change to business advancement and improvement. This author is unemployed recently, but before the COVID-19 pandemic, this author was a student assistant at the student services department and a teaching assistant for Prof. Hamid Rahman. Before the COVID-19 pandemic lockdown, this author faced a change in her workplace at AIU. Back in 2018, her supervisor's supervisor was the campus director Michelle Jackson, but at the beginning of 2020, the campus director position changed to Jose Hernandez. Michelle Jackson's position changed to the assistant vice president of student services and faculty advisor, so she moved her office from the student services department to the Daley Hall building. However, this change did not impact this author's behavior in the workplace because she paid attention to her daily job duty instead of people.

Sirkin, Keenan, and Jackson (2005) mentioned that changing the management team was tough, but that could not stop leading changes. At the beginning of 2020, AIU changed many staff and faculty positions, so many people left, and many people joined the team. Those changes were necessary to improve the quality of education. If there is no change of staff and faculty, then the university will make more improvements. Thus, the change agent is a good thing for university development.

There are some positive implications and some negative implications of changing staff and faculty on workplace behavior. Positive implications and negative implications always come together when AIU changes staff and faculty. The most positive implication of change is to improve university development. If there is no change, then staff are not motivated for personal growth. The most negative implication of change is that it is hard to find the right person for daily work activities and the new person needs more time to become familiar with the daily work.

Konopaske, Ivancevich, and Matteson (2013) mentioned that the success of any change significantly depends on the quality and workability of the connection between the change and the important outcome makers within the association. Whether students like or dislike it, AIU will not stop on change agents because AIU must consider its financial budget and surrounding circumstances for future academic and professional development. Compared to

outside companies, the change management and innovation activity may not be very often at AIU but still happens sometimes.

The strategy of AIU to lead change of innovation management is changing staff and faculty sometimes. When AIU changes the staff or faculty, sometimes students notice if the changes are related to student service, sometimes are not. This author worked in the educational field for diverse students for more than fifteen years, so she is confident in working with new changes in most situations, but some people may not and try to stop the change. Snodgrass (2016) asserted that all types of change came from displeasure or disappointment anticipations, so people decided to make based on uncomfortable situations, so the change was based on no choice. This author believes that those changes are necessary because the change of staff and faculty may bring something new for innovation of management.

Structure

AIU management structure is very similar to other similar educational organizations, which is governed by a board of trustees and the board delegates day-to-day management responsibility to the President. The President is supported by a steering committee that includes: Provost and Senior Vice President for Academic Affairs, Chief Operating Officer, Chief Financial Officer and Senior Vice President, Vice President for Marketing, Vice President for Student Affairs, General Council/Chief Compliance Officer, Senior Director of Systemwide Human Resources and Employee Relations, Chief Information Officer, Associate Provost for Institutional Research, Associate Provost for Strategic Initiatives and Partnerships, Faculty Senate Chair, and Staff Council Chair.

AIU academic structure is comprised of five schools in California, which are: California School of Professional Psychology (CSPP), California School of Education (CSOE), California School of Management and Leadership (CSML), California School of Forensic Studies (CSFS), and San Francisco Law School (SFLS). AIU also has two international campuses in Mexico and Tokyo. Each academic division is led by a Dean or other senior administrator who reports to the Provost and Senior Vice President for Academic Affairs.

System

According to AIU official website, Arist Education System LLC (Arist) is a Delaware limited liability company whose duration is perpetual. Arist owns 100% of Alliant's outstanding common and preferred stock nowadays. Couple of years ago, Arist owns majority of shares, but Arist continues increasing the share ownership during recent years. Thus, AIU is a private, for-benefit, independent university with six California locations: Fresno, Irvine, Los Angeles, Sacramento, San Diego, and San Francisco, as well as a location in Mexico City and programs in Tokyo and Hong Kong. AIU system is committed to excellence in four areas which include: education for professional practice, scholarship, multicultural and international competence, and community engagement.

Staff

AIU has powerful and professional leadership teams. According to AIU's online catalog system 2020-2021 institutional overview section, the AIU board of trustees consists of Joyce Berenstein, William Husson, William Hynes, Jeffrey Keith (chair), Ron Longinotti, James Lyons, Lawrence Moore, Natalie Porter, and Andy Vaughn. The AIU systemwide administration team "Office of the President" includes Andy Vaughn, MEd (President and Chief Executive Officer), Afshin Afrookhteh, Ph.D., J.D. (General Counsel and Chief Compliance Officer), Josh Blazer (Chief Information Officer), Melissa Rothmeyer (Interim Director, Systemwide Human Resources and Employee Relations), Amber Eckert, Med (Vice President of Student Services), Amy Kwiatkowski, MAOM (Chief Operations Officer), Dominica Ranieri, MBA (Associate Director, Inclusive Excellence Initiative of I-MERIT), Christoph Winter, MS, ACCA, CBA, CIA (Chief Financial Officer and Senior Vice President). Compared with the last academic year, most of the systemwide administration team "Office of the President" changed, the only couple of few members remain in the same position.

In addition, the AIU systemwide administration team "Office of the Provost" consists of Tracy L. Heller, Ph.D. (Provost and Senior Vice President for Academic Affairs), Patty Mullen

(Associate Provost for Institutional Research and Accreditation Liaison Officer to Western Association of Schools and Colleges) and Diana M. Concannon, Psy.D., PCI

(Associate Provost, Strategic Initiatives and Partnerships). Deans are Kristy Pruitt, EdD (Dean of CSOE), Diana Concannon, PsyD (Dean of CSFS), Rachna Kumar, Ph.D. (Dean of CSML), Dalia Ducker, Ph.D. (Dean of CSPP),

Debra Kawahara, Ph.D. (Associate Dean for Academic Affairs, CSPP), Stephanie Wood, Ph.D. (Associate Dean for Training and Administration, CSPP), Tim Weimer (SFLS). Compared with the last academic year, the majority of the systemwide administration team “Office of the Provost” effectively changed.

Moreover, the AIU student service administration team consists of Becky Akello, MA (Associate Director, Career Services), Ashley Carter, MS (Associate Vice President of Student Engagement), Angela Erdman, MBA (Associate Vice President of Student Engagement Online, Director, Student Learning Support Services), Richard Gardner (Director, Student Learning Support Services), Michelle Jackson, MBA (Senior Director of Student Advising Services), Lionel Remesha, MIBA (Associate Director, International Student Services), Deborah Spindler (University Director, Student Financial Services), Michael Sulger (University Director of Student Business Services), Paul Welch (University Registrar), Scott Zimmer, MLS, JD

(University Librarian). Compared with the last academic year, the student service administration team remains the same.

Furthermore, the AIU on-site administration team consists of (1) Fresno: Gabriel Prendez (Director, Campus and Student Services), Debra Bekerian, Ph.D. (Program Director, Clinical Psychology Ph.D. Program, CSPP), Ya-Shu Liang, Ph.D. (Program Director, Clinical Psychology PsyD Program, CSPP), David Paul, Ph.D. (Program Director, Clinical Counseling, CSPP), Lynne Valek, Ph.D. (Program Director, Organizational Psychology, CSPP), Louise Colbert-Mar (Director, Library Services); (2) Irvine: Nicole Camaras, MA (Director, Campus and Student Services), Manijeh Daneshpour, Ph.D. (Systemwide Program Director, Marriage and Family Therapy, CSPP), Raji Natrajan-Tyagi, Ph.D. (Branch Director, Couple and Family Therapy, CSPP); (3) Los Angeles: Stephanie Byers-Bell (Regional Director of Campus and Student Services), Molly Burrets, Ph.D. (Program Director, Clinical Psychology Ph.D. Program, CSPP), Erin O’Callaghan, Ph.D. (Program Director, Clinical Psychology PsyD, CSPP), Erin Schmidt, MLS (Director, Library Services); (4) Sacramento: Kimberly Gardner, MS (Director, Campus and Student Services), Kristen Bahler (Librarian); (5) San Diego: Carolyn Allard, Ph.D. (Program Director, Clinical Psychology Ph.D., CSPP), Dawn Griffin, Ph.D. (Program Director, Undergraduate Psychology, CSPP), Jose Hernandez, MA (Director, Campus and Student Services), Kenneth Kelch, EdD (System Program Director, Teaching English to Speakers of

Other Languages and Language Education; and International Language Education and Cultural Center, CSOE), Mojgan Khademi, PsyD (Interim Program Director, Clinical Psychology PsyD, CSPP), Cassandra Lochard, Ph.D. (Program Director, Undergraduate General Education), Saba Ozyurt, Ph.D. (Program Director, Undergraduate Business and Management Programs, Undergraduate General Education and MBA, CSML), Chris Pilkington, EdD (Program Director, Education Leadership and Management, CSOE), Huiyu Qian, Ph.D. (Program Director, DBA and Ph.D. in Leadership Programs, CSML), Aaron Wester, Ph.D. (Program Director, MS in Data Analytics Program, CSML), Scott R. Woolley, Ph.D. (Branch Director, Marriage and Family Therapy, CSPP), (6) San Francisco: Rudy Torres, MBA (Director of Campus Services), Valata Jenkins-Monroe, Ph.D. (Program Director, Clinical Psychology PsyD, CSPP), Diane Zelman, Ph.D. (Program Director, Clinical Psychology Ph.D., CSPP), Dean Jones, MLS (Director, Library Services); and (7) Tokyo: Nahoko Nishizawa, PsyD (Program Director, Clinical Psychology MA Japan, CSPP). Compare with the last academic year, the minority of the on-site administration team members changed.

In the opinions of William Bridges Associates (n.d.), change is the external outcome that includes a new business plan, a change of management, a combination, or a different creation, so the change will only be effective if managers and companies focus on the evolution that individuals experience during transformation. Compared to the previous academic years, this year AIU built up a new staff team regarding online education due to the COVID-19 lockdown of the campuses, this team includes Grant Gordon (Campus Director, Online Campus), Chris Pilkington, EdD (Interim Program Director, Teacher Education and MAE in Teaching, CSOE), Tamara Andersen, EdD (Director of Special Education, CSOE), Evangeline Akridge, PsyD, LEP (Systemwide Program Director, School Psychology and School Counseling, CSOE), James Adams, PsyD, ABSNP (Systemwide Program Director, Educational Psychology, CSOE). Therefore, AIU has a strong and professional staff.

Style

According to AIU official website, AIU gets its name from the merger of three legacy institutions: SFLS founded in 1909, United States International University (USIU) founded in 1927, and CSPP founded in 1969. In 2001, USIU and CSPP merged, forming AIU with SFLS joining in 2010. From 1909 through today, more than a hundred years, AIU

specializes in preparing students for careers of impact through AIU's style and model of academic rigor paired with hands-on training.

According to Ivancevich and Konopaske (2014), organizational culture is what the employees perceive and how this perception creates a pattern of beliefs, values, and expectations. AIU differentiates its style from other institutions of higher education through its excellent academic programs with an orientation toward preparing students for careers as professional practitioners. Edgar Schein defined organizational culture as a model of fundamental assumptions, which was created, discovered, or established by a given group as it learns to cope with the problems of external adjustment and internal incorporation (Ivancevich and Konopaske, 2014). AIU provides outstanding faculty experienced in educating students for professional practice roles in their respective disciplines. Furthermore, if the organizational culture functions well enough, it should be considered effective and be taught to new students as the right way to perceive and think concerning figure out problems (Ivancevich and Konopaske, 2014). Thus, AIU continuously provides a commitment to inclusive excellence in academic programs and non-academic activities.

According to Ivancevich and Konopaske (2014), Herzberg developed a content theory known as the two-factor theory of motivation which is the best fit for AIU's status currently. The two factors are called hygiene factors (dissatisfiers) and motivators (satisfiers). Herzberg suggests that both hygiene factors and motivators, need to be present for people to feel motivated. AIU prepares students to make an impact in their communities based on the motivation of a diverse student, faculty, and staff from different cultures and backgrounds, so AIU has its unique style of education.

Skills

Levasseur (2001) mentioned that people should use leadership to support change. Thus, AIU practices and develops leadership skills to embrace students' future competitions in their careers. According to the AIU official website, the professional practice competencies of AIMPACT includes: (1) insight into the context of practice; (2) multicultural/inter-national competence (I-MERIT); (3) professional literacies, application of knowledge, and research/scholarship in new ways; (4) conduct, judgment, dispositions, and ethics; and (5) team-based and multidisciplinary approaches. A discipline-specific body of knowledge and scholarship means students master a discipline-specific body of knowledge and gain competency in research or scholarship at levels appropriate to their

degree programs. Insight into the context of practice means students place issues or problems encountered in their professions in their appropriate and relevant contexts.

Multicultural competence means students have an awareness of, respect for, and curiosity about multicultural and international similarities and differences; knowledge of frameworks for exploring the similarities and differences; and skills in applying the frameworks in interpersonal and professional contexts. Additionally, I-MERIT (International and Multicultural Education, Research, Intervention, and Training) was created in 2005 to connect and further advance the work of AIU's two legacy institutions in the areas of multicultural and international education. I-MERIT partners with all sectors of AIU to create a multicultural and globally responsive university. I-MERIT works in three core areas: (1) promoting diversity including in race/ethnicity, gender, socio-economic status, nationality, sexual orientation, religion, ability, and age in students, staff/administrators, faculty, and board members, (2) creating an inclusive, welcoming AIU and campus climate, where all AIU members feel included and affirmed, (3) infusing all academic programs and curricula with multicultural and international content and relevant pedagogical approaches.

Professional literacies allow students to achieve language literacy, data literacy, information literacy, and organization or community (systems) literacy at the appropriate educational or professional level. Application of knowledge and scholarship in new ways means students possess the reflective abilities skills to connect theories and scholarship to immediate issues in professional practice and the skills to apply appropriate models, strategies, and interventions in new ways. Conduct, judgment, dispositions, and ethics mean students demonstrate ethical conduct in all aspects of personal interactions and professional practice. Team-based and multidisciplinary approaches allow students to collaborate with other professionals or teams, integrating information and implementing knowledge across disciplines and domains to develop creative, multi-faceted responses to community needs. Thus, AIU focuses on AIMPACT application and development to lead innovation change in students' professional skills is a necessary step.

Shared values

Alliant's development not only focuses on AIMPACT but also pays tremendous attention to IMPACT. According to the AIU official website, the core values of IMPACT include: (1) inclusion, (2) mentorship, (3) passion, (4) accountability, (5) communication, and (6) teamwork. "Inclusion" means that AIU is committed to inclusive

excellence, value, include, and engage the rich diversity of the Alliant community. “Mentorship” means that AIU fosters learning, provides guidance, and creates enabling environments that contribute to the success of students, colleagues, and the university. “Passion” means that AIU brings enthusiasm, creativity, and authentic selves to work each day. “Accountability” means that AIU takes responsible stewards of university time and resources, works with integrity, and embraces the highest of standards. “Communication” means that AIU holds responsive, transparent, and respectful communication. To a large degree, Kotter (1998) recommended companies should force interaction with unsatisfied customers, suppliers, and shareholders by using consultants to force more relevant and honest appraisals to avoid potential lost opportunities. Sirkin, Keenan, and Jackson (2005) agreed with forcing communication. Thus, communication development in lead change at AIU is a necessity. “Teamwork” means that AIU collaborates across all university domains to develop innovative and multifaceted solutions to students, organizational, and community needs. Thus, the core values of IMPACT is leading change at AIU students’ daily academic life and professional development.

Social responsibility

According to AIU’s online catalog system 2020-2021 institutional overview section, AIU believes in fostering partnerships that help to match the needs of businesses and increase the social responsibility with the skills, talents, and expertise of student and faculty base because AIU specializes in establishing educational alliances that enrich learning, improve existing training, and help organizations meet their goals. Through an AIU social responsibility partnership, organizations will benefit from access to a broad talent base across a variety of disciplines.

If any social organizations partner with AIU, it gains access to innovators who solve real-world problems, who have practical training in industry-leading programs, and who are committed to meaningful work that impacts the community. An organization will benefit if it has partnership with AIU from three aspects: career-oriented programs, industry-leading accreditations, and certified B Corporation. AIU’s curriculum provides the perfect mix of theory and application, meaning students graduate with the knowledge, real-world skills, and ethical values they need to serve and lead effectively.

According to AIU official website, AIU's programs have accreditation from some of the most recognized names in professional industries, including the American Psychological Association (APA), the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE), the California Commission on Teacher Credentialing, Accreditation Council for Business Schools and Programs (ACBSP), the Committee of Bar Examiners of the California State Bar, and so on. As the first standalone university to receive B Corp certification, AIU has proved its dedication to becoming a more socially and environmentally conscious organization.

Political differences

There is no evidence to showing that AIU has any political involvement or strong preference with any political parties, some students or staff or faculty may have their personal favorite parties, but AIU is very independent and does involve any political movement. This author studied and received her Doctor of Education in Educational Leadership and Management at CSOE of AIU from August 2011 to August 2014. After that, she studied for one year at Doctor of Business Administration (DBA) with a finance concentration. She studied and received her Juris Doctor at SFLS of AIU from August 2015 to May 2019. Currently, she is working on her DBA with information and data science concentration dissertation. Thus, this author spent around ten years studying at AIU, for her involvement and observation, there are no strong political differences at AIU because AIU focuses on students' academic achievement and professional development. Thus, AIU is a friendly community for multiculturalism and no political preference.

Economics and finance

According to AIU's online catalog system 2020-2021 institutional overview section, AIU does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 22 of the United States Bankruptcy Code (22 U.S.C. Sec. 1101 et seq.). Thus, AIU's economics and financial status do not have any problems.

Legal differences and similarities

According to AIU's online catalog system 2020-2021 institutional overview section, violations of federal, state, and local laws are incorporated as offenses under the Student Code of Conduct. Any students who violate AIU regulations are subject to disciplinary action by the AIU, regardless of whether their conduct violates local, state, or federal laws. When an offense occurs, AIU has institutional authority, and the process will usually go forward notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from AIU when criminal charges are made, it is the typical practice of AIU to pursue investigation and resolution of conduct matters, regardless of whether the student has withdrawn or not. When criminal charges are pending, AIU may be delayed or prevented from conducting its investigation and moving forward with a hearing. In such cases, AIU will delay its hearing until it can conduct an internal investigation or obtain from law enforcement sufficient information upon which to proceed.

Intercultural intelligence

According to AIU's online catalog system 2020-2021 institutional overview section, AIU is a professional practice university that educates students to work in a multicultural and international world, so it focuses on multicultural and international communities and issues, and it provides students with rich exposure to challenging, real-world problems and their solutions. AIU recognizes that no matter where the graduates choose to work and live, they will need to be able to work productively with colleagues and clients who grew up in situations very different from their own. In recent years, AIU changed the logo design from torch to abstract people to increase intercultural intelligence. Additionally, AIU also changed the school website design and representative main color from orange to blue because some students believed that orange color is better for the restaurant industry and blue color is more professional for academic, so AIU listened to students' needs and made changes.

Konopaske, Ivancevich, and Matteson (2013) mentioned that leaders must deal with the changes in the domestic and international markets and competitions. Around the world, the forces of technology and globalization are changing the AIU communities, which are increasingly diverse with respect to nationality, race, ethnicity, gender and gender identity, sexual orientation, ability, socioeconomic status, and religion. AIU strives to foster students' multicultural

and international responsiveness in all educational programs. Thus, AIU has sufficient experience of intercultural intelligence.

Technological advances and implementation

There are some technological advances and implementation at AIU during a recent couple of years. AIU used to apply the Moodle learning management system (Moodle) platform for many years, but AIU applied Canvas learning management system (Canvas) during a recent couple of years. Last year, AIU online students must use Canvas and “on-ground” (face-to-face education via Zoom) students still can use Moodle. At the beginning of this year, all students must use Canvas, so this is an innovative change of online learning platform change. Therefore, AIU never implementing a new learning management system. According to Konopaske, Ivancevich, and Matteson (2013), the change brings a special perspective to the status quo and challenges.

AIU applied a new design for student portals and staff portals, so the new technological design increased more functions into portals. Back in 2018, when students came to the student services department, this author must chat with students to figure out their needs and used Skype to chat with an undergraduate student advisor or a graduate student advisor or a financial advisor or a career services staff or a veteran services staff or an international student services staff, then this author booked student advisors’ appointments for students, she spent most of my working hours for booking appointments for them. Additionally, when this author issues parking permits to students, students must fill out paper forms first, then she entered students’ information into the university parking permit system and issues students the parking permits, which wasted lots of papers and working hours.

At the beginning of 2020, AIU applied useful technology of new student portals, so students can book their needed appointments with their advisors via their student portals or email links, which saved lots of energy and time. Additionally, students can submit their parking permit applications via student portals, and they just stop by the student services department to pick up their parking permits. Sirkin, Keenan, and Jackson (2005) mentioned that changing the management team is tough, but we could not stop leading change. Thus, improvement should not focus external, but also on internal, so AIU’s technology implementation is very successful because it helps students made external and internal changes together. Therefore, the change in technology application at AIU application reduced

miscommunication and unnecessary office hours for students and staff, which is a very convenient change for the student services department.

Konopaske, Ivancevich, and Matteson (2013) mentioned that technology made another significant implementation affecting management. In their definition, “[t]echnology refers to actions, physical and mental, that an individual performs upon some object, person, or problem to change it in some way.” If there is no technology change application, then AIU will continue spending lots of time and energy on management communication and students’ services procedures. Therefore, technology changed office behavior, daily working activity, and schooling life.

There are lots of positive implications of technology application change effect AIU workplace behavior, such as technology reduced miscommunication and technology reduced unnecessary office hours for students and staff. Students not only can submit parking permit applications via student portals but also can use their student portals or email links to book appointments with an undergraduate student advisor or a graduate student advisor or a financial advisor or a career services staff or a veteran services staff or an international student services staff. Thus, from this author’s observation, technology brings convenience and innovation change. Levasseur (2001) mentioned that individuals liked to use new technologies to make new changes, so his perspective was based on technological innovation leading to change instead of using traditional behavior and routine performance to bring change. Govindarajan and Trimble (2013) mentioned that innovation-led change. Thus, the leading change should not only focus on traditional development and improvement but also should allocate resources on new technology implementation and revolution in parallel. AIU’s technology application leads to positive change for academics.

Snodgrass (2016) asserted that all types of change came from our displeasure or disappointment anticipations. Technology not only brings convenience for staff at the student services department but also offers effective communication with students. If there is no technology, students still must come to the student services department to book appointments and submit parking permit forms, which wasted lots of energy and time for staff and students. Thus, technology saved students’ time, so students can spend more time on study. When the organizational people realize that there is no way to fight the change, the organizational people will regain and accept it completely (Belyh, 2020). Eventually, AIU staff and students will accept the change of technology because it leads to something new and

convenient. Konopaske, Ivancevich, and Matteson (2013) mentioned that many organizations need to improve productivity, efficiency, satisfaction, adaptiveness, and development. The change of technology saved AIU's staff and faculty time, so staff and faculties can spend more time on other online student services.

There are very few negative implications of technology application at AIU. For example, students did not come to the student services department very often and they reduced their on-campus hours before COVID-19 lockdown. Since AIU used new technology in student portals, students did not visit the student services department very often because they can do everything online now. They do not have to use handwriting to fill out the parking permit forms, and they do not have to physically appear to communicate and book appointments. Hiatt (2006) mentioned that making a change is difficult, but sustaining it is even harder, so it takes concerted and ongoing effort to make change stick. Thus, AIU has to maintain and sustain the new changes in technology.

After the technology application, AIU did not see too many students around the campus and library. The student services department is not very popular anymore. It is hard to see lots of students line up in front of the student services department front desk. Konopaske, Ivancevich, and Matteson (2013) mentioned that "everything facing a leader in organizations today is constantly changing," so Alliant must be familiar with the new change. Thus, a new technology changed AIU's workplace behavior. Konopaske, Ivancevich, and Matteson (2013) mentioned that employees must use communication skills to make people happy. Technology saved students' time, so students do not have to stop by the student services department. Technology saved the staff's time, so the staff does not have to spend lots of time on face-to-face student services. Technology impacts staff's behavior in the workplace by reducing the cost in time and effort in communication thus increases efficiency.

Conclusion

To sum up, this author spent a decade studying at AIU with three doctoral degrees in three schools, she can see there are many changes and innovations at AIU each year, so she honestly believed that AIU is a fantastic place of study because of its excellent academic atmosphere and professionalism. Levasseur (2001) mentioned that people should use leadership to support change. Thus, we must practice and develop leadership skills to embrace future competitions in our careers. Additionally, Govindarajan and Trimble (2013) mentioned that innovation was necessary for any step

of the business, so we must continuously focus on how to use useful innovation to bring positive change to business advancement and improvement. According to the AIU official website, through education and practice, AIU's faculty, students, alumni, and staff are all dedicated to making a positive difference in the world. Thus, those passionate academic dedications will not only change the younger generations' leadership but also eventually change the whole world.

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