

# The Field Study on Organizational Development Issue of Non-Profit Organization-Example of Public University in Mainland China

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**Abstract:** *The end of this field study is to explore insight of the identified problem of practice that barricades development of Department of International Business (DIB) at School of Economic & Trade in Wen Zhou Industry and Trade Vocational College (WITVC) and generate effective solutions and constructive recommendations for coping with them. DIB and School of Economic & Trade are analyzed specifically in this field study. For developing the framework of the identified problem of practice in this field study, semi-formal interviews are employed to examine the problem of practice through the viewpoints of stakeholders within Department of International Business. The discussion in this field study involves the observations and perspectives on the issues of education training development, organizational leadership and communication. Proposal of warranted actions are made and expected to effectively identify and improve the problem of practice within DIB.*

**Keywords:** Semi-formal interviews, stakeholders, education training development, organizational leadership.

## 1. Organizational Context Analysis

Wen Zhou Industry and Trade Vocational College (WITVC) is a three-year public institution that offers a vocational training program in Zhejiang, China. It was founded and located at downtown of Wen-Chou City since 1960 and has well-established in vocational education. Over the 50 years, the name of the college has been changed 7 times. In 1999, approved by Zhejiang provincial government, a vocational college was set up by reforming and reorganizing the plant and the technical school and successfully turning industry-based institution to academy-based institution through the integration of college and enterprises. This college is a public-base vocational college that is funded by Zhejiang Province Government and is affiliated to Hangzhou Iron and Steel Group. It covers an area of 95.5 acres. There are 605 personnel that include full-time faculties and administrative staffs and 335 of them are full-time position. Also, there are 8793 enrolled students and the ratio of students and teachers is 15.01 which match the requirement of the Chinese education department. There are 9 professional schools include School of Economy and Trade, School of Management, School of Information and Communication, School of Auto and Mechanical Engineering, School of Material Engineering, School of Humanities, School of Continuing Education, School of Technician, and School of Entrepreneurship. Also, there are two research institutions (regional culture research center and fashion industry research center) and social service bodies that include Zhejiang Provincial Service Outsourcing Park, Zhejiang Innovative & Creative Park, R&D Center of Modern Manufacturing Technology and Advanced Materials, Sports Development Center and so on. Among dozens of its majors, there is 1 national quality major, 3 provincial key majors, 4 provincial model majors, and 8 provincial brand majors. The college has established 59 practical bases. The college innovates a teacher management system of double quality, double incomes, and double positions and now boasts of 1 national excellent teaching team, 2 provincial excellent

teaching team, and 1 provincial scientific research and innovation team.

In November 2009, President Li Shizhong of Hangzhou Iron and Steel Group (Managing Director Director of HISG at the time) and Mr. Zhao Yide (former Mayor of Wen-Zhou Municipal Government) unveiled Zhejiang Creative Park of WITVC, symbolizing the successful industrial transition of the college from “traditional manufacturing and land leasing” to “education, technology, cultural creation and modern service industry”. WITVC bears its social responsibility to establish an academic environment that provides practical training and academic education for students.

According to the latest data published by the People’s Republic of China Ministry of Education in 2015, there are 2845 national higher institutions in China. Among these higher education institutions, there are 2553 national general colleges and 292 adults higher education institutions. Also, the funds that invested in education are approximate 4% of total Chinese GDP in 2015. This interprets how important education for the Chinese government. Especially for Chinese parents, they are expecting their children to take higher education because of the role of higher education in the development of career and acquisition of prosperous future. In 2014, there are 377, 000 international students from 203 countries or areas enrolled in 775 higher education institutions in China. This explains the role of internationalization in higher education in China especially when China attempting to strengthen its influence in the globe. However, there are some shortcomings of Chinese higher education such as lack of success in transferring scientific research into tangible results, rigid teaching methodology, closed and conservative education system, lack of institutional autonomy, and students’ lack of entrepreneurial spirit and so on. This addresses the role of education reform in the advancement and evolution of Chinese higher education. Since the late 1990s, top higher education institutions have invested much time and money recruiting excellent professors of scholars from overseas.

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The Chinese government has been highly attentive to the trend of higher education development and endeavor in mass-scale recruiting Taiwanese teacher who has a doctor degree at any cost. According to SETN reports, for example, Beijing Institute of Technology, Zhuhai advertised on Taiwanese newspaper for recruiting 100 Taiwanese teachers and offer them double annual incomes (compare with teaching in Taiwan) with subsidies for the living, social insurance, and flight tickets. This presents the Chinese government's determination to develop and reform higher education.

### 1.1 Department of International Business at School of Economics & Trade

Department of International Business is one of the academic units at the School of Economics and Trade. The core competencies for DIB students who major in international business are professional knowledge and foreign-language communication competency. Hence, the goal of training for students in my department is to turn them into an internationalized trader who has a global vision, excellent English communication competency, and trading skills. Most of DIB students have a better understanding of professional trading knowledge and skills and certified upon the winning of varied trading competition (ex. title awarded as the winner of 2015 for national e-business operation contest) and a high passing rate of diversified trading certificates. However, there are numerous DIB graduates failed to be international businessmen in an international trade company due to their limited communication ability in English. Their job rate of being an international businessman is only 12.6% in terms of the survey conducted in 2015. This has negatively affected the development and competitiveness of DIB in this trade education and even jeopardizes student recruitment. Under traditional education with test-orientation, students used to listen and study English for the test instead of speaking English for communication. Basically, they are conservative followers instead of active users in English learning. That is, they are kind of scholars, not practitioners. This leads to their difficulties to get used to the all-in-English class and even against it. Hence, a voice for developing a new training model for acquisition of students' spoken English is echoed within DIB. This new training model basically was developed based on how to acquire and strengthen students' competency in the acquisition of spoken English. How to turn them from passive learner into the active user in English acquisition deserves more efforts endeavor in it.

### 1.2 The Role of the researcher in Organization

With earning a master degree in business administration in the USA, it equips the researcher with advantages of globalization and English in the line of teaching arena. Also, the researcher used to be an international businessman in a motor company and a technology industry for 4 years and the researcher gained abundantly practical experience and skills. The researcher's job duties were foreign Business Promotion (ex. potential customer development and foreign trade exhibition), product sale, price negotiation, production management, quality control, after sales service, customer requirement forecast, answer inquiry and make quotation,

making trade documents, such as letter of proposal, quotation, commercial invoice, and shipping advice, new product development with R&D Department, shipment arrangement and collect payment as well as trace orders. Upon earning the master degree of business administration and the researcher's practice experience of international trade, he was hired as a director who specializes in teaching spoken English, the practice of international trade operation and marketing in DIB at economic and trade school. Also, the researcher was assigned by the dean to design and implement a new training model in the acquisition of spoken English. Certainly, this new training model requires every DIB English teachers' attendance and cooperation. The researcher explained the significance of this new training model in the acquisition of spoken English and learning efficiency is examined in English debate contest and internship programs.

Traditionally in China, the teacher always speaks more English than students in the class. As a new program manager in the DIB, the researcher needs to design a practical scheme that maximizes students' talk in English in the class and this also requires change and cooperation of teachers. Also, the researcher needs to search the niched place and time for after-school program so that students have more time and a better environment to practice their spoken English. Furthermore, the researcher design appraisal system for the efficiency of this new training program and recruit teachers for attending English corner regularly. However, there are plenty of administrative paper works and extra curriculum burdens for DIB teachers (ex. various meetings, competitions, activities, administrative works) that requested by bureaucrat administrators. There is a conflict between administrative work and educational affairs as well as the implementation of the new training program. Due to the hierarchical structure, decisions are usually made by administrators and there is less communication between teachers and administrators. Under such a top-down hierarchical structure, it's an environment of administration dominance and motivation absence. Most of staffs and teachers are more followers than innovators and they only follow orders from administrators. Although some of them support the idea of a new training program and they also contribute constructive advice of it, the final decision is made by the administrator. Hence, the researcher perceives his limit in authority and feels like that the researcher can't do anything about the organizational change.

### 1.3 Organizational Operation and Health

From plant running school to college running plant, Wen Zhou Industry and Trade Vocational College has explored a unique road of developing a vocational college of education- and service style through the integration of college and enterprises. The college attaches great importance to the cultivation of students' innovation and enterprising abilities, upholds vocational education with humanistic education, and lays equal emphasis on both students' professional skills and over-all quality. With intensive cooperation with governments, economic sectors and enterprises, the college has formed a new college-running mode of integrating talents training and social services. Since 2005, the college has started exchange and cooperation programs with famous

universities and colleges home and abroad in order for turning college students into high-quality talents with professional competency and global visions.

Being an leading and well-established vocational training institution in China, the college has invested great effort in practical training for students and its outstanding contribution for the society is certified. Environment is dynamic and changeable. Hence, change is inevitable for any organization in such hypercompetitive environment.

Since it is known that one of the hurdles for the development of DIB students' career is their English proficiency especially in oral communication. For strengthening their spoken ability, the dean commits this research team to scheme a new training program for it. Hence, this research plan to host an English conversation studio every Wednesday afternoon and Friday afternoon and the dean agree with this research proposal. Most of DIB teachers have been assigned to be instructors for implementing this proposal and run it by turns. A few weeks later, however, administrator (dean) announced a new policy that he requested every teacher at School of Economics and Trade must attend another training program for strengthening teaching skills on every Wednesday afternoon and Friday afternoon. This has caused serious time conflicts and made this research efforts turn in vain. The research team were so frustrated and wondering what he really desires. He initially recognized the role of English proficiency for students' career development. However, he also recognized the role of training program for teachers' teaching development. He couldn't make viable strategy for them and hence caused obstacles of change in the organization. Also, there is a problem with the training place and interior for training environment. English learning center was a niched place to implement this new training program; however, it is always occupied by other users. Resources are limited for implementing this new training program in acquisition of spoken English. Supports from top administrators (administrator input-- internal) are required to contribute to the success of the whole training program (output). However, our research team aware that we haven't sufficient authority to implement the new training program in DIB.

Also, it's crucial for organization member to recognize the role of change in the acquisition of organizational competitiveness. However, from the interaction with DIB members, some of senior staffs and faculties are resistant to organizational change. This can be interpreted by Liu and Perrewe (2005) that human behavior is greatly affected by emotions (Liu & Perrewe, 2005). Any change may lead to different emotional response for different personnel within an organization. In the context of organizational change in DIB at the School of Economics and Trade, staffs and teachers reflect two different emotional responses: Positive and negative emotion. Some of staffs and teachers see a new training program in the acquisition of spoken English as a developmental opportunity for individual and the group. They are aggressive change implementer and desire to grow with the organization. Their emotions about change involve excitement, aggressiveness and expectation and so on. They are important facilitators to organizational development and present their positive attitude toward the new training

program as well as any change or challenge. On the other hand, some staffs and teachers have a negative emotion. From interaction with them, they worry to be changed because change makes them insecure, frustrated, and annoyed. Most of them are seniorities and dominant in source allocation as well as hold vested interests. It can be interpreted that that's why they lack motives to change and think change jeopardizes their vested interests. What they act like hurdles to cope with change and barricade organizational change in DIB at the School of Economics and Trade. They are in favor of staying in the unchanged working environment for good. How to convince organizational members (ex. senior staffs and faculties) move toward organization change is tough and the determinant to make them move is leadership. The communication between administrators and DIB staffs and teachers should be developed and motivation from administrators is plus in acquisition of organizational goals.

Motivation is insufficient and it's the issue that deserves more attention in DIB at the School of Economics and Trade. Motivation is necessary to become a core belief for DIB change. In terms of this perspective, it can be supported by the expectancy theory developed by Vroom (1964). He advocated that expectancy is an effective orientation toward particular outcomes (Vroom, 1964). Oxford and Shearin (1994) further defined expectancy as "the probability of attaining successful performance". In this organization change, expectancy serves options and opportunities for organization members to measure and act with the acquisition of successful organizational change. Expectancy and motivation are necessary for strengthening the determination of the organization members (students, staffs, faculties, dean), and it reminds the essentiality of motivation for the organization members to believe, support and practice organization change or reform for the development of the organization. This can be expected to minimize resistance (cost) to organization change and maximize faith and cooperation (profit) of group members then toward the success of organization change (revenue).

#### **1.4 Organizational Problem of Practice**

Due to feudalism and hierarchy, leadership is dominant in resource allocation and authority in China. Leadership represents absolute power and leader needs to be supportive, caring, visionary, positive and determined in acquisition of organizational change. Supports from top administrators (administrator input-- internal) are required to contribute to the success of the whole training program (output). These administrators at School of Economic and Trade do not have an academic background and they usually make decisions on issues ranging from setting majors, curriculum planning and performance assessment to the distribution of funds and other critical resources. Any organizational change needs to pull all resources in it. Less communication and cooperation weaken the effects of organizational change. In terms of this perspective, the leadership at the School of Economic and Trade apparently needs to be improved and endeavor in creating trust and collaboration between administrators and other group members. Trusting employees and empower them to facilitate their greatest efforts in the achievement of organizational development. Sufficient motivation from



administrator ignites their passionate toward organizational success.

## 2. Research Methodology

The researcher is a coach to coach the teachers in the department of international business and core mission for every faculty here is to educate and train students to be professional in their business arena especially in international business. As earlier mentioned, there are some education issues deserved to be explored and discussed for strengthening the competitiveness of the international business department in this trade education. This interview is to see how relative parties observe the issue of practicability development of training program in the department of international business then integrate their replies for producing effectively organization change to make this organization stronger in changing and hyper-competitive education industry.

There are three individuals were interviewed in this analysis. All interviewees were told that this semi-interview is anonymous and any interview information will be held in absolute confidence and only for academic purpose. These three interviewees are somehow relevant to the identified problem of practice within DIB at the School of Economic and Trade. Open questions were offered in this interview for learning interviewees' response to the identified problem of practice and each of them needs to answer their specified questions as below:

- 1) For student interview: How do you think about your learning or training program that offered in this college? How about communication between you and the director and administrator on this issue?
- 2) For teacher interview: How do your implementation of the new training program in the acquisition of spoken English for students? How about the communication between you and the administrator on this issue?
- 3) For dean interview: How do you think about the development of teaching and administrative affairs in economic and trade school? How about the communication between you and staffs as well as teachers at the School of Economic and Trade on this development issue?

Interviewees were selected based upon certain criteria. These interviewees including administrative leadership who is in charge of pulling resources and determinant of the organizational development scheme, and a DIB faculty who implements a new training program in the achievement of spoken English, and a senior student who attends internship program after taking college training for three years. For the student perspective, one senior student is selected to be interviewed due to their better understanding of the internal environment (college) and external environment (industry). It can be expected to provide insight into students' communication with directors and administrators on their training programs and issues. For the faculty perspective, one of my department colleagues (i. e. faculties of the international business department) is selected to be interviewed and expected to provide a better understanding of communication between DIB faculty and leadership. For

the administrator perspective, the dean is interviewed for providing insight into how he communicates with staffs and faculties for their collaboration toward organizational change. Dean is the determinant of the whole organizational development. Any organization decision must be made by him. Hence, a better understanding of his thought is crucial to any organizational change.

### 2.1 Interview Participants and Organizational Problem as Perceived by Interviewees

This organization is an educational institution. As an education body, student, faculty, and administrator are the three elements and play their roles in the acquisition of organizational development. Communication among them is crucial to the development within my organization. Hence, their perspectives need to be surveyed and should be considered critical references to organizational development. Their point of views is expected to identify the problem of practice that I find from my interaction with this environment.

Interviewee 1: OO Liu. A senior student who major in the Department of International Business and was a student representative in the college. He works for an exporting industry in Yi-Wu city currently and most of his customers are from Europe and America. He needs to do a lot of communications with foreign customers and arrange goods shipping in the industry as well as market development.

In this interview, he identified problem of practice as below:

*It is a wonderful 4-year college life in DIB at School of Economic and Trade as well as teacher-student relationship is great. However, it seems that most of knowledge and skills that he has learned from the class and internship cannot be practiced in his business operation which means that there is a vast gap between curriculum design and industrial requirement. Practicability of college training is low. My grade was pretty good in my class and I thought knowledge and skills that I acquired from the class could facilitate my career performance. Moreover, I also curious about why my internship industry was domestic shoes manufacturer instead of international trade industry. What I practiced was domestic sales instead of international sales. I gave my feedback to my internship director (DIB teacher). Then she reported my view to administrator and the administrator said that there is no much difference between domestic and international sales. It seems that we have communication problem with administrators and they ignore how it negatively affects our career development.*

Interviewee 2: OO Gao, is the faculty of the international business department with her 8-year teaching experience. She is one of the most popular teachers in this department and had won two honors for the Best Teacher of the Year in the college. She is teaching English in the international business department and also teaching English in after-school program in her available time after school.

In this interview, she identified problem of practice as below:

*I am teaching English in after-school program and most of*

my students are engage in the line of international trade. Comparing with them, college students need to be more aggressive to learn and speak English. It is crucial to invest patience, interest, and long-term effort in international language learning. For igniting their motive and keep it on, I attend and host English Corner club once a month and practice spoken English with them on every Wednesday and Friday afternoon. However, the biggest problem is that there is no any proper place for us to practice English. Language learning center is always occupied by different groups or classes. I really need a stable environment and hours to talk in English with my students. But this problem has never be solved even report to the dean. Also, there are various meetings and training programs for faculties to attend regularly. This seriously conflicts with English Corner as well as preparation of teaching. This has caused time stress for teaching preparation and extra-curriculum direction for students and minimize the interaction between students and teachers. Although this issue has been reflected in school meeting, it still remains so far. Also, it's not rational to assess individual and organizational performance at economic and trade school and have resulted in dissatisfaction within the organization due to its great influence in faculty's bonus. This have caused trust issue within our organization and also frustrate all the efforts and contributions we have made for DIB and School of Economic and Trade. I think we should work as a team and promote two-way communication in DIB and school of Economic and Trade.

Interviewee3. Wang OO is the dean of the school of economic and trade. He is aggressive to promote organizational change and has done lots of approaches (ex. course reroute and course map) to improve teaching affairs and other necessary administrative support. He calls for meetings for promoting his idea and assign relevant missions to every teacher in economic and trade school. Also, the training program for faculties is must for strengthening their teaching skills and acquiring the latest knowledge. For acquiring more resources and supports, each department has to invest extra time and labor in these extra-curriculum missions. In this interview, he said:

*The promotion of teaching and administrative affairs is crucial to the development of economic and trade school. There are 9 professional schools in this college and each school must be assessed annually based on their academic performance and this assessment is the determinant of school ranks and school ranks greatly influences personnel bonus and resource allocation of each school in the college. Also, all the international business departments of vocational college in Zhejiang province are assessed and ranked annually and the result greatly influences student recruitment. It's not an easy thing to survive and develop in such competitive education industry. Hence, meeting must be regularly called for and this can be effectively inspiring school personnel's motive and their attendance for the development of our organization. Also, training program for faculties assures their teaching quality. I invite education professionals or outstanding talents to lecture in the training program on every Wednesday and Friday afternoon. Hence, there is no any class arranged in these two afternoons. Any questions or issues are welcome to administration office of*

*School of Economic and Trade. We always maintain a working communication with any group members for any issues or any constructive suggestions for organizational development. Although plenty of advices proposed by staffs and teachers, what I need is a constructive and completed plan that can deal with issues instead of proposition only. However, most of them did not submit any effective strategy or plan. Any school resources must be utilized with elaborative scheme and completed implementation. All the things we done based on the best interest of all departments at School of Economic and Trade.*

### 3. Findings

This interview helps to broaden the view of seeing how different organizational personnel (i. e. students, faculties, and dean) observe the issues of the organization and the identification of the organizational problem of practice. Each of them is interviewed and makes their comments on these issues. From this interview, it seems that they argue the role of organizational change in the acquisition of organizational development and competitiveness. Perspectives of organization change for some of the anti-change personnel or senior faculties can be interviewed for future research. What I gain from this interview is that there is a gap between top and down level of personnel for the issue of organizational change. For example, teacher argues the importance of interaction with students for acquiring a better understanding of students' need and problem. Meanwhile, the dean exerts his absolute power and argues the importance of administration and training program in the acquisition of organizational competitiveness. Apparently, it is found that there is a serious conflict between teacher and dean as well as students and administrators. Although the importance of organizational change has been recognized and has become majority consensus in DIB and School of Economic and Trade, it never makes any constructive progress and seems to remain the same even though lots of efforts have done. This interview enlightens the department the importance of communication within an organization and it infers that any conflict or dilemma within the organization may neutralize the efforts toward organization development and strengthen organizational competitiveness. Such dilemmas may also negatively affects the development of a caring environment for students and teachers and disengage the relationship between them. Above interviews of these three different levels of the organization, members echo the researcher identified the organizational problem of practice that deserves to be attentive and resolved. It is helpful to enhance the researcher own perspective on these problems of practice.

Upon the above interview, there are some issues required to be attentive and improved such as authority and empowerment, the motivation for organizational members' efforts and contributions to organizational change, communication and coordination and so on. Hence, the warranted actions can be proposed based on the theoretical framework of communication, motivation, collaborative leadership for effectively facilitating the success of organizational change and development. The proposed strategies and actions are listed below:

### 3.1 Proposed Action 1. Strengthen Communication & Collaboration between Authority Level and Employee Level

Internal conflict or dilemma leads to a deep impact on the acquisition of organizational development. For minimizing internal conflict and facilitating motivation and communication in the organization, this research would recommend borrowing the concept of coaching. Coaching is a positive approach to managing performance by means of rational persuasion and it must be connected to the goals and strategies of the organization. It helps to motivate college staffs and teachers to accept responsibility for their own performance, enable group members (ex. staff, student, faculty, and administrator) to achieve and sustain superior performance. It treats group members as partners in working toward organizational goals and effectiveness. By leadership coaching, the supervisor provides positive support, feedback, and advice on group member for acquiring their cooperation toward organizational goals (Stern, 2004). Winning organizational support and personal participation is crucial to the development of the organization. Leadership coaching is a two-way communication that can be expected to minimize internal criticism or conflict and establish goals being supportive. Also, it is helpful to create a caring environment within the organization. For accurate analysis of individual or group performance with organizational development, 360-degree performance appraisal system can be employed.

### Proposed Action 2: Fair Assessment in Winning Trust of Staffs and Faculties

In terms of interview analysis, it reveals the importance of perspective integration system based on a fair evaluation. Several studies indicate that the use of 360-degree feedback helps to improve individual or organizational performance because it helps the evaluated see different perspectives of their performance and may be predictive of future performance (Hazucha et al., 1993). Hence, 360-Degree Performance Appraisal System is recommended to be employed in performance assessment in the acquisition of organizational goal. Sources of feedback include team members (departmental teachers), supervisor (dean), peers (other department teachers), self, down-level members (students), customers (external professionals) and it facilitates fairness of the whole appraisal system of the organization. After appraising individual or group performance, it needs to be rated. If performance is rated as "needs to be improved", coaching is recommended in the acquisition of the organization goal. During coaching for individual or organization, member's affect is still remained and needs to be observed.

### Proposed Action 3: Acquisition of Authority or Empowerment

China is a communist country and people have been ruled by the only political party "communist" since in 1949. Hence, hierarchical administrators have the absolute influence on Chinese people and Chinese people are used to abiding by orders from their leaders or supervisors in their workplace. Communist society leads to a hierarchical top-down social system. The organization basically is a provincial communist-based college and colleges Principal as well as

other top administrators (ex. chairman of a labor union) are assigned by the communist party. Under such context, power-coercive approaches are what this research assumes the most significant strategies to be adopted in organization change within this college. The staffs and faculties in the organization are greatly affected by the dean or principal. Authority dominates their behaviors and actions and organization members only believe in authority. Proposition or advice is allowed but any action is determined by supervisors. It is extremely crucial to recognize that either authority or political power can lead to organization change. If people think you are an expert or a master and win the trust of organization leaders, then you would have the authority empowered to decide how to deal with organization change based on supportive leadership. Hence, it is suggested to exert the power-coercive approach in organization change within my organization then more control of organizational change and development can be expected.

## 4. Conclusion

As a teacher in the department of international business and core mission for every faculty in DIB is to educate and train students to be professional in their business arena especially in international business for strengthening the competitiveness of the organization and advancing DIB students' career development. Prior to conducting this interview, there are some problems of practice that have identified based on the researcher personal perspectives. Through this interview, these problems of practice that the researcher identified regarding communication, authority, and motivation issues between DIB and authority of School of Economic & Trade School have acquired further identification from the interviewees' observations and commentary. This interview hence solidifies the legitimacy of these problems of practice. It offers insight into how these stakeholders observe the issue as well as propose their idea to deal with them. Upon this interview, all the interviewees agree that lack of communication neutralizes organizational efforts in acquiring organizational development. Teacher and student interviewees propose that leadership should make decision-based on comprehensive perspectives. On the other hand, leadership encourages that staffs or teachers to produce more elaborative work for any suggestions to ensure the success of organizational development. However, there is a voice from students and teachers that teaching affair should be in charged by professional team instead of administrators because that some of the administrators (ex. dean) do not have an academic background and they usually make decisions on issues ranging from setting majors, curriculum planning and performance assessment. Hence empowerment and de-centralized transition are advised for securing educational quality and development of practical training program. Hence, for avoiding the excessive intervention of bureaucratic administrators in academia, management system reform is recommended to be implemented in order for strengthening the efficiency of academic administration, minimizing academia frauds as well as minimize unnecessary work for teachers. Supports from top administrators (administrator input-- internal) are required to contribute to the success of the whole training program (output). However, the top administrator should

respect the professional team and empower them to do what they do. Also, a positive attitude toward training program and career (learner input-- internal) determine the acquisition of training goal in college. As the owner of top authority, the dean has the responsibility to exert his influence in the acquisition of positive attitude of staffs and faculties toward organizational change and development.

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