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Advising for the Advisor

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Institutions of higher learning are facing a new environment, what Trist would call a turbulent field. In such a field, large competing organizations, acting independently in many diverse directions, produce unanticipated and dissonant consequences in the environment which they share.¹ One consequence is that faculty members in the higher education community are experiencing more dissatisfaction with academia. Behind each expression of dissatisfaction is an individual seeking identity, recognition, fulfillment and meaning in the total academic environment.² In addition, the persistent questions of institutional survival and organizational health of those institutions are increasingly being viewed by faculty as matters for which they bear direct responsibility. Traditional roles of faculty have been the creation and transmission of knowledge and attendant service functions that benefitted the institution or some members of the college or university community. Current environmental conditions facing the academy require that faculty roles also include activities that contribute directly to the long-range vitality of the institution. Faculty members have come to understand that their own success is inextricably tied to the success of their local institution. This understanding, and these same environmental conditions, also can have a negative influence on the morale and sense of well-being of the faculty.

This paper describes how advising by faculty may be used as one of the many faculty roles that can help the institution and the individual faculty member. In short, the observation has been made that a dynamic relationship exists between the development of individual faculty, the development of their careers, and the overall well-being of institutions of higher education.³

¹ Eric Trist, "Relevant Organizations and the Development of Inter-Organizational Domains," *Human Relations*, 36, (1983), pp. 269-284.

² L. Lee Kniefelkamp, "Faculty and Student Development in the 80's: Renewing the Community of Scholars," *Integrating Adult Development Theory with Higher Education Practice*, Current Issues in Higher Education No. 5, (Washington, D.C.: American Association for Higher Education, n.d.)

³ Michael C.T. Brookes and Katherine L. German, *Meeting the Challenges: Developing Faculty Careers*, Higher Education Research Report No. 3, (Washington, D.C.: Association for the Study of Higher Education, 1983.)

Traditional perspectives on advising portray the activity as an educational service designed for students. Advisors were:

- to provide information;
- to assist students with educational decisions;
- to monitor or check the progress of the individual student toward fulfillment of the requirements for the degree; and
- to help the student cope successfully with whatever bureaucratic mazes a particular college or university had created.

The advising program was student-centered and designed to meet student needs. The faculty advisor's reward for providing this service was intra-psychic, that is, the benefit of watching a student develop and mature, and of fulfilling a task for the institution.

Within the last decade, advising has been increasingly relied on by educational institutions struggling with the social, political, and economic challenges that threatened their survival. Increased reliance by institutions has altered the traditional goals of advising. Advisors are to wit: asked to aid in the retention of students, to improve the quality of life for students, and to enhance the institution's support structures that impact the ecology of teaching and learning. These attempts by administrators to secure institutional vitality, though sincere and certainly needed, are not without adverse effect, because faculty are being asked to increase their work load through greater involvement in advising, and also to revise or revamp their central roles of teaching and research. Faculty must revise and adapt to new modes of teaching because more students are entering higher education familiar with the tools provided by technology, courses, and colleges.⁴ As a result, junior faculty experience increased pressure as the tenure race tightens and senior faculty wonder if their professional competencies will continue to receive the recognition and approval in the future as they have in the past.

We need to rediscover the perception of faculty as a collection of different individuals needing varieties of incentives and opportunities to stimulate and extend their potentials. The task is to enhance or create conditions where faculty see teaching as an opportunity for effort and achievement, as a channel for productivity, and as an avenue for experiencing meaningfulness and responsibility.⁵ The task is not only to provide opportunities for advancement within the institution, but also to promote directly those conditions that provide significant benefits for the individual faculty member.

The Institutions' View of the Future

Organizations face crises that occur with growth and that provide for growth. Higher education faces a particularly demanding span of years during which financial resources seem certain to continue to be limited. Although "productive" is one of the favorite words in the academy, prevailing attitudes and structures make high productivity nearly impossible.⁶ Productivity, generally, is the relationship among time, effort, and other resources expended

on a project and the results of that project. This continuing emphasis on efficiency and effectiveness of production, in an expanding scenario of resource limitations, becomes ever more personalized. In academia, this constraint has contributed to tension, confusion, and confrontation among decision-makers and faculty, and has inhibited both personal growth and institutional development.

The current state of affairs conforms nicely to the definition of organizational crisis advanced by Milburn, Schuler, and Watman. They define organizational crisis as: (a) an opportunity for the organization to attain its current goals; or (b) a demand or threat on the organization which either prevents the organization from attaining its goals or actually removes or reduces an organization's ability to attain its goals; a demand or threat that the organization seeks to resolve because the outcomes at stake are important and the resolution strategy is uncertain.⁷

Few observers would disagree with the statement that the quality of the faculty defines the quality of the institution. As a result, faculty are an institution's most important resource. The faculty's productivity involves the generation of funded research income, the initiation of knowledge, the guiding of student learning, and other services for the institution. Colleges and universities must look to meeting the orthodox needs and justifiable hopes of faculty as one means of coping with the struggle for institutional survival and organizational well-being. In fact, the two are interdependent. Institutional survival, as well as any measure of institutional vitality, is inextricably tied to the degree of success faculty have in coping with the individual and organizational dilemmas that lie ahead.

Advisor Benefits

At each stage of their academic careers, faculty face a complex matrix of growing and changing needs and aspirations. As maturing adults, they experience personal challenges and face psycho-social tasks. Each of these tasks offers the possibility for further growth and progress toward generativity but each task, and its resultant challenge, also holds the danger of a regression towards stagnation and self-absorption.⁸ What might be done to help faculty cope with the combination of challenges provided by developments in the personal and institutional sectors of their lives?

In support of the general trend of pressures toward increasing faculty members' productivity and creativity are the findings of a study investigating stress among 1,957 faculty and administrators at 17 two- and four-year colleges.⁹ Almost one-fifth of the respondents (19 percent) reported they experienced severe stress, 43 percent indicated they experienced moderate stress, 27 percent reported mild stress, and 11 percent never felt any work stress at all. In this investigation, the three sources of stress of most concern were faculty apathy, student apathy and workload, rather than salaries, job security, or diversity of students. Stress was associated more with those characteristics of the profession that provide the intrinsic

⁴ Thomas W. Milburn, Randall S. Schuler, and Kenneth H. Watman, "Organizational Crisis: Part I: Definitions and Conceptualization," *Human Relations*, 36, (1982), pp. 114-1160.

⁵ Eric H. Erikson, and Joan Erikson, "On Generativity and Identity: From A Conversation With Eric and Joan Erikson," *Harvard Educational Review*, 51, (May 1981), pp. 249-269.

⁶ Winifred W. Melender and Rafael M. Guzman, *Burnout: A Study of Stress In Academia*, (San Juan: Inter American University, 1983.)

⁷ Brookes and German.

⁸ James L. Bess, "The Motivation to Teach: Meanings, Messages, and Morals," J.L. Bess Ed., (San Francisco: Jossey-Bass, n.d.) 99-107.

⁹ Martin R. Blau and C.D. Zoernig, Jr. "The Academic String Pushers," *Change*, (March 1982,) pp. 21-25.

rewards of membership in the academy, than with the external particulars of the position itself.

Is it feasible to think that changes or innovations in a faculty member's work might alleviate the adverse effects of what Minkler and Biller call "role shock?" They defined role shock as the stresses and tensions manifested as discontinuity is encountered when moving from familiar to unfamiliar roles. These unfamiliar roles may constitute totally new roles, or familiar old roles which are played differently in a new situation.¹⁰ Current pressures on faculty, including many institutions' invitation that they become more heavily involved in academic advising, also institutional requests to expand or change faculty's role, contribute to their feeling of being besieged on all fronts.

It is constructive to think of involvement in advising as providing multiple benefits. First, advising does benefit the individual student consumer, and satisfied consumers are critical in today's "buyers' market." Second, advising provides an important service for the institution by gathering and disseminating information about the institution's curricula, its policies, and its standards. Third, and most importantly, advising provides a means whereby faculty may experience and receive a variety of outcomes that are important to their well-being.

Advising, as one among many roles, permits faculty to practice what Selye calls the "philosophy of altruistic egoism." This personal code of ethics advocates the creation of feelings of accomplishment and security through the inspiration in others of love, goodwill, and gratitude for what we have done or are likely to do in the future.¹¹ Gaining knowledge and skills that enable one to fulfill personal standards of merit, by providing competent and helpful advising, tend to heighten interest and affirm a sense of personal accomplishment. Success in attaining desired outcomes through challenging performances can further verify existing competencies. People who are skeptical of their ability to exercise adequate control over their actions tend to undermine their efforts in situations that tax capabilities.¹² It is crucial that people see how their abilities can unequivocally exceed demands in order to remove some uncertainty. People may need to be convinced and sustained in the belief that they are capable of performing to their own satisfaction.

Nevertheless, incentives are necessary for individuals to test the upper limits of what they are able to do. According to Bandura, by mobilizing high effort, incentives can help to substantiate talents even though new skills are not acquired in the process.¹³ Faculty, and advisors, can contribute to the achievement of outcomes that are important to the undergraduate advisee, to the institution, and to their feelings of self-efficacy.

Advisor Incentives

The professor's discovery of his or her own voice — the ideas, attitudes, images, emotional and moral tone, and the words to convey exactly these and no others — as well as the deformation and reformation of it over the length of a career, are adult developmental

achievements.¹⁴ How can the institution champion faculty participation in advising? The administrative stamp of approval on certain academic tasks is not necessarily assurance for faculty of job satisfaction or personal development.

The process by which people develop interest in activities in which they initially lack skill, interest, and self-efficacy is an issue of some importance. What we commonly find in academia, is a not unexpected increase in protective and defensive behavior among most faculty as their role is questioned by a variety of constituents.¹⁵ Similarly, initial suggestions to faculty for improving or extending participation in advising include a host of external "benefits." Some of the benefits that are consistently mentioned are more money, released time, additional help, increased administrative support, individual awards and institutional recognition.

These forms of extrinsic motivators (benefits) have at least two serious handicaps. First, the shrinking pool of resources virtually guarantees that means for subsidizing such rewards will, for most institutions, not be available. Second, as McKeachie points out, there is evidence that extrinsic incentives such as money are likely to have undesirable long-term effects on motivation, since one must increasingly raise the amount if one is to maintain motivation.¹⁶ Extrinsic incentives presumably decrease interest by weakening competency drives or by shifting causal attributions for performance from internal motivators to external rewards.¹⁷ On the other hand, if external incentives are viewed as evidence of task competence or skill, intrinsic liking for the task will increase.¹⁸ Consequently, a strategy of using only extrinsic rewards or incentives offers little hope for an institution dedicated to supporting the personal and professional development of their faculty.

What then might the perspective of intrinsic incentives provide? Intrinsic motivation is based on the innate need to be competent and self-determining. This basic need leads people to situations and activities that interest them, that provide optimal challenges, that allow them to learn and achieve.¹⁹ May we surmise that advising can contribute to these benefits for faculty? One author suggests that a source of intrinsic satisfaction for faculty is derived from such things as satisfying relationships with students and colleagues, from intellectual stimulation, and from a sense of freedom and autonomy in carrying out one's job with a sense of personal control and efficacy.²⁰ In a manner, intrinsic rewards are perceived as pleasurable psychological states. Hackman and Oldham note that there are at least three such states. The first state is the experienced meaningfulness of the work. That is, the degree to which the individual experiences the job or the task as one which is generally meaningful. The second state, experienced responsibility for work outcomes, refers to the degree to which the individual feels personally accountable and responsible for the results of the work he or

¹⁰ Peter M. Newton, "Periods in the Adult Development of the Faculty Member," *Human Relations*, 36, (1983) pp. 441-458.

¹¹ James Bess, *University Organization*, (New York: Human Sciences press, 1982.)

¹² W.J. McKeachie, W.J. "The Rewards of Teaching," J.L. Bess Ed., (San Francisco: Jossey-Bass, 1982) pp. 7-13.

¹³ Bandura, p. 134.

¹⁴ Mark Morgan, "Reward-Induced Decrements and Increments in Intrinsic Motivation," *Review of Educational Research*, 54, (1984), pp. 5-30.

¹⁵ Edward L. Deci, and Richard M. Ryan, "Intrinsic Motivation to Teach: Possibilities and Obstacles in Our Colleges and Universities," J.L. Bess Ed., (San Francisco: Jossey-Bass, 1982.) pp. 27-35.

¹⁶ McKeachie, p. 10.

¹⁷ Meredith Minkler and Robert P. Biller, "Role Shock: A Tool for Conceptualizing Stresses Accompanying Disruptive Role Transitions," *Human Relations*, 32, (1979), pp. 125-140.

¹⁸ Hans Selye, *Selye's Guide to Stress*, (New York: Van Nostrand Reinhold Co., 1980.)

¹⁹ Albert Bandura, "Self-Efficacy Mechanism in Human Agency," *American Psychologist*, 37, (1982), pp. 122-147.

²⁰ Bandura, p. 133.

she has done. In this case the advisor should feel accountable and responsible for the outcomes or the products of the advising interactions. The third state is the knowledge of results, or the degree to which the individual knows and understands on a continuous basis how effectively he or she is performing on the job.²¹

If one could structure advising by faculty to increase the frequency of meeting these conditions, how would this be viewed by the advisor? Given the almost universal need for people to experience arousal, competence, closure, connectedness, control and pleasure at achievement, it would be unusual to expect faculty to disregard or devalue these feelings.²² In situations roughly analogous to advising scenarios, seeing a person toward whom one has emotional ties succeed in some project, in this case the challenges or questions students face in an educational context, can produce a sense of personal pleasure. As every parent, teacher, or therapist knows, this feeling is enhanced when there is knowledge that one has helped to facilitate the other's accomplishment.²³ What is important is that when social behavior is voluntary, personal well-being is advanced by promoting of the well-being of others. Perceptions of personal causation and responsibility have been demonstrated to be related to measures of psychological well-being.²⁴ The reader will no doubt recognize a variety of past experiences, a course, a seminar, a task group, or a counseling or advising session, where a significant achievement by another person in that experience created intense personal feelings of accomplishment on your part.

In his most recent work, Erikson²⁵ suggested that psychosocial well-being depends on the two elements of community and diversity. Community is the sense of belonging and of being part of a shared enterprise with common values and goals. Diversity encourages individuals to continue to grow and explore by providing a variety of opportunities and challenges. Participation in advising which goes beyond information sharing, by providing assistance with such developmental concerns²⁶ as goal setting, planning, or problem solving, offers the opportunity to have a meaningful effect on students. In many ways advising is a form of one-on-one teaching, a matter of creating a special time-limited relationship between advisor and advisee so that the motivation and energy for the task comes from both participants.

Teaching is the introduction of new knowledge that comes to the students with the weight of newness.²⁷ Likewise, advising is a form of teaching because it introduces students to new knowledge. Both forms of educating are based on the syntheses of old and new knowledge, of concept and practice, or the development of other creative blendings where the outcome shows promise of being greater than the sum of its parts.

This creation of shared dialectical thinking on the part of both parties in advising can lead to a shared experience of enjoyment in what Csikszentmihalyi²⁸ calls "flow." This enjoyment

is characterized by a deep, spontaneous involvement with the task at hand. In "flow," one is carried away by interaction to the extent that one feels immersed in the activity — the distinction between "I" and "it" becomes irrelevant. The lecture that is "on," the seminar that is a work of art, the discussion of research with a contemporary and, yes, even the occasional rapprochement with a student do lead to the experience of excitement or rapture. Thus, one rationale for supporting faculty involvement in advising is that advising may provide benefits of personal importance to the advisor. Kanfer, in his discussion of an applied psychological approach to altruism, cites a cardinal rule of policy ("Never ask persons to act against their own self-interest") and concludes that what is needed to facilitate helping is "to train persons to act for the benefit another because it is in their own self-interest."²⁹ In like manner, the advising coordinator has need of convincing faculty to advise students because of what they, the faculty, may receive from such participation. These benefits may be present, although in different forms, for faculty at either end of a continuum of generativity. Generativity is defined as indicating a concern for the next generation, the stage of caring for the welfare of others. Those at the psychically positive end of professional development, the group Kanter³⁰ calls "moving," and those at the other extreme, the group she labels "stuck," both may receive psychic benefits from advising, or helping others. In general, the culture of higher education is not particularly conducive to the development of the individual faculty member.³¹ The academic career has a number of characteristics that make it especially demanding. They are: a poorly defined professional identity; a long period of preparation that focuses on research and ignores teaching; and a reward system that follows suit. It is possible, however, that creative planning, innovative programming, and enlightened redesign of core institutional functions such as advising may help academia avoid the trap of mental destruction and inject a greater measure of understanding of the human factors of productivity and creativity.

Considerations for the Advising Coordinator

The advising coordinator must conceptualize the advising system as a task group having two objectives. One part of the advising program is concerned with student development, the other part with faculty development. Although both aspects of the program are important for the institution, from a long-run perspective, the latter aspect, faculty development, is of critical importance in these days of retrenchment. Any institution that cavalierly reduces the organization's ability to care for faculty members' needs will eventually reduce the commitment of faculty and the level of their institutional involvement.

This is not to suggest that advising programs and advising coordinators should attempt to mount an effort designed to help all faculty to become "developed." The tyranny of equalitarianism, that is, the desire to treat all persons as equals, can have disastrous effects. In contrast, the adoption of a form of "special treatment" is better suited to what is needed. The advising coordinator must develop programs that are designed to serve the needs of the institution and are implemented in a manner best suited to the individual needs of the faculty member.

²¹ Mihaly Csikszentmihalyi, "Intrinsic Motivation and Effective Teaching: A Flow Analysis," J.L. Bess Ed. (San Francisco: Jossey-Bass, 1982,) pp. 15-26.

²² F.H. Kanfer, "Personal Control, Social Control, and Altruism: Can Society Survive the Age of Individualism?" *American Psychologist*, 34, (1979), pp. 231-239.

²³ Rosabeth M. Kanter, "The Changing Shape of Work: Psychological Trends in America," *Current Issues in Higher Education*. (Washington, D.C.: American Association for Higher Education, 1978.)

²⁴ Mervin Freedman, et al, *Academic Culture and Faculty Development*. (Berkeley, Calif., Mowbray Press, 1979.)

²⁵ E.R. Erikson, and G.R. Erikson, *Work Revisited*. (Reading, Mass.: Addison-Wesley, 1980.)

²⁶ Bess, *Motivation to Teach*, p. 103.

²⁷ Alan S. Waterman, "Individualism and Interdependence," *American Psychologist*, 36, (1981), pp. 762-773.

²⁸ H.M. Telefont, *Focus of Control: Current Trends in Theory and Research*. (Hillsdale, N.J.: Erlbaum, 1976.)

²⁹ E.J. Phares, *Focus of Control in Personality*. (Morristown, N.J.: General Learning Press, 1976.)

³⁰ Erickson and Erickson, p. 260.

³¹ Howard C. Kramer and Robert E. Gardner, *Advising by Faculty*. (Washington, D.C.: National Educational Association, 1981.)

³² Warren B. Martin, *New Directions in Higher Education: New Perspectives on Teaching and Learning*. (San Francisco: Jossey-Bass, 1981.)

The advising coordinator must be cognizant of the ways in which individuals use work roles consciously and unconsciously to further their individual development while remaining allied with organizational goals. Too often, advising has been viewed as an organizational goal of direct service to students with little or no thought given to the accompanying benefits for the advisor. Cooper and Gustafson¹¹ demonstrated that it is possible to attend to task boundary issues, that is, issues that affect task completion, at the same time individual developmental needs are addressed directly.

Concern for the developmental needs of the advisor stem from the conviction that individuals grow and change throughout their lives; that they move through a series of predictable stages; and that each stage presents a specific task or challenge and may provoke a crisis. Depending on the success with which individuals negotiate the challenges, they can achieve a sense of individuality, integrity, and personal well-being.¹²

The literature on career development, like the literature on adult development, indicates that careers are no longer viewed as static. The coordinator, as an ambassador for the advising program and the institution, endeavors to create an organizational design which "naturally" supports advising and teaching through the formal structure of authority and rewards and through the infra-structure of the informal organization and the student culture.¹³ Although faculty are attracted to the profession because it appears to fit their needs for challenge; opportunity for achievement; and general freedom from supervision; the question of what they need, what they want, and what they are willing and able to do must be answered at the individual, not the collective level. This perspective of the importance of individual differences is echoed by Smart's¹⁴ comments about teaching goals. He reports that variations in the teaching goals and instructional methods of faculty members in different academic disciplines suggest that universal approaches to enhance the professional development (e.g. teaching effectiveness) of faculty are not likely to be as successful as those that take cognizance of disciplinary diversity. An example would be to construct instructional development programs that respond directly to the unique teaching orientations (e.g. goals, methods) of faculty members in different disciplines.

There are several truths about faculty development programs that decision makers should keep to themselves when operating a program that has the dual foci mentioned here. The assumptions that undergird the program may be viewed by faculty as suggesting:

- 1) Faculty are less than fully developed and hence need to be changed;
- 2) Personal barriers which inhibit further development can be found in many faculty; and
- 3) These barriers can be overcome and personal and professional growth promoted through the efforts of trained professionals.¹⁵

¹¹ Lowell Cooper and James P. Gustafson, "Family-Group Development: Planning in Organizations," *Human Relations*, 14, (1961), pp. 705-730.

¹² Brooks and German, 1983.

¹³ Bess, *Motivation to Teach*, p. 105.

¹⁴ John C. Smart, "Faculty Teaching Goals: A Test of Holland's Theory," *Journal of Educational Psychology*, 84 (1992), pp. 180-188.

¹⁵ H.B. Sager and J.A.I. Young, "The Shared Tasks of the Humanities and Faculty Development," *Liberal Education* (December, 1977,) p. 591.

Whatever degree of validity may inhere in such observations, they are not the appropriate topic of discussion in a voting meeting of the faculty! Such a goal might be better realized in a private discussion with a faculty member where verbal persuasion is used to convince the advisor that s/he possesses capabilities that will enable him/her to achieve the desired outcomes.

Implications for the Institution

This discussion is an exploration of one of the many factors related to institutional productivity. As a complex phenomenon, the productivity decline, or growth, of an institution has multiple causes. Judson¹⁶ concluded that managers must regard productivity growth as evidence of the success or failure of the *entire* organization. As such, it requires an effective long-term strategy that is developed through the broad involvement of those who must implement it. For our purposes the improvement of advising, whether benefits are to accrue more to students or to faculty, must evolve from a renewed commitment by the faculty to this educational task.

It is difficult to enumerate the specific strategies that may best accomplish such ends. The advising program as described by Williams should endeavor to provide the conditions under which individuals in collaboration can acquire new understanding of their environment, explore potentially adaptive alternatives to existing social designs in the institution, and plan to pursue new directions in advising by redesigning the organizations and the extended domains in which they participate.¹⁷ Another theorist, Ramirez, describes a generic strategic approach, "action learning," that organizations can use to meet the rapid, complex, inter-related change encountered in turbulent conditions. The emphasis of "action learning" involves a recognition of how we go about dealing with the unpredictable and uncertain futures that turbulence entails. That emphasis is increasingly important in terms of what it is that we do.

What the advising program is designed to do is influence the culture of that institution. Sathe¹⁸ suggests that organizational culture is the set of important understandings (often unstated) that members of a community share in common. Culture is:

- predominantly implicit in the minds of people;
- shared in that it refers to the ideas, meanings, and values to which people subscribe collectively; and
- transmitted by a process of socialization.¹⁹

Organizational culture also has a profound influence on organizational life. Shared beliefs and values represent common assumptions that guide organizational thinking and action.

¹⁶ A.S. Judson, "The Awkward Truth About Productivity," *Harvard Business Review*, (September-October 1982,) pp. 91-97.

¹⁷ T.A. Williams, *Learning to Manage Our Futures*. (New York: Wiley, 1982.)

¹⁸ Rafael Ramirez, "Action Learning: A Strategic Approach for Organizations Facing Turbulent Conditions," *Human Relations*, 36, (1983), pp. 725-742.

¹⁹ Vijay Sathe, "Implications of Corporate Culture: A Manager's Guide to Action," *Organizational Dynamics*, (Autumn 1983,) pp. 5-23.

²⁰ Paul Hise, "The Impact of Organizational Culture on Approaches to Organizational Problem-Solving," *Organizational Studies*, (May 1984,) pp. 43-66.

In an effort to induce culture change that is supportive of advising innovations, institutional leaders must understand and intervene in each of the basic processes that cause culture to perpetuate itself. Sathe also suggests that the managers seeking to create cultural change must attempt:

- " (1) to change some behavior of persons in the culture;
- (2) to change justifications for the behavior (e.g. in the case of advising, to change the balance between extrinsic motivations for engaging in advising and rely instead on more intrinsic forms to motivate the new behavior);
- (3) to use both explicit and implicit communications to nullify external justifications for the new behavior and persuade people to adopt new cultural beliefs and values;
- (4) to engage in recruitment and socialization of newcomers (i.e., new advisors) that "fit in" with the corporate realities of the "new" culture; and,
- (5) to take steps to "weed out" those existing members of the advising program who do not."¹

The end goal of adult development is committed actions based on complex understanding. Perry, for example, identifies progressions of intellectual and ethical development that include not only the variety of ways of understanding events, but also, ultimately, an ability to commit oneself to considered action in the midst of perceived relativity and ambiguity. The advisor, and the coordinator, need a means of developing relativistic understanding and the attendant skills to use this understanding with a diversity of knowledgeable colleagues. To be effective, coordinator-managers, as well as advisors, should develop the ability to generate several interpretations and understandings of organizational events so that the "variety" in their understanding is equivalent to the variety in the situation.² The advisor coordinator will be called upon to serve as a role model for complex understanding and behavior for faculty in the advising program, in part by taking multiple perspectives and being willing to use and support others' different skills and perspectives.

Fundamental to the consideration of the approach discussed in this article are the assumptions that cognitive complexity and adult development represent generic capacities that can be transformed given repeated exposure to situations calling for greater complexity. In addition, appropriate challenge and continuing support for enlarging one's frame of reference can aid in this transformation, a process only partially understood.³ Bess makes the important point that we can address the basic human needs of faculty more directly not by maintaining the present role structure, but by recasting the tasks and the persons who do them.⁴ Given the value of such an undertaking for the institution, that is, rejuvenation and support for the members of the faculty, it seems reasonable to assume that the "value added" outcomes inherent in such a program, warrant serious consideration. Institutional

¹ Vijay Sathe, p. 15.

² William G. Perry, "Cognitive and Ethical Growth: The Making of Meaning," A.W. Chickering and Associates (Eds.), *The Modern American College*. (San Francisco: Jossey-Bass, 1981.) pp. 76-116.

³ Jean M. Bartunek, Judith R. Gordon, and Rita P. Weathersby, "Developing 'Complicated' Understanding in Administrators," *Academy of Management Review*, 8, (1983), pp. 273-284.

⁴ Bartunek et al. p. 275.

characteristics and history will determine if advising, or some other faculty role, is best suited as a vehicle for the mode of faculty development and the attendant benefits discussed here. The issues are certainly germane to many institutions. In short, such a project deserves an honest "college try."

Editor's note: Dr. Kramer and Dr. Gardner are "Faculty Associates," that offer training to faculty advisors. See the publication that follows.

¹ Bess, University Organization.