Walden University
A higher degree. A higher purpose.

Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

2019

Employee Resistance to Disruptive Technological Change in Higher Education

Barbara Ann Miller
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Part of the Business Administration, Management, and Operations Commons, Higher Education Administration Commons, Higher Education and Teaching Commons, and the Management Sciences and Quantitative Methods Commons

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Barbara Ann Miller

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Moutaz Abou-Robieh, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Yvonne Doll, Committee Member, Doctor of Business Administration Faculty

Dr. Julia East, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Employee Resistance to Disruptive Technological Change in Higher Education

by

Barbara Ann Miller

MBA, Open University, UK, 2007

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2019

Abstract

Employees can be resistant to work-based change, specifically when the change is due to disruptive or new technology. The purpose of this descriptive phenomenological study was to explore the lived experiences of 20 Swiss-based educational employees adapting to online technologies introduced in their workplaces. Disruptive innovation theory provided the conceptual framework for the study. Data were collected using semistructured interviews with 20 purposely selected participants from 3 Swiss-based higher education campuses. The modified Van Kaam method was used to organize and analyze the data. Four themes from participants' responses were identified: educational employees are not resistant to technology-based change, educational employees can move forward and become excited even when frustrated, educational managers should develop commitment and a project-based focus to reduce additional expenditure of time and effort, and continued experience and personal development can enable technology use and reduce resistance. Findings from the study may be used to reduce employees' resistance to technological-based change in higher education. The successful development and use of online education tools by educators provides society with choices, mobility, flexibility, and a personalized approach to learning.

Employee Resistance to Disruptive Technological Change in Higher Education

by

Barbara Ann Miller

MBA, Open University, UK, 2007

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2019

Dedication

I dedicate this study to my family, friends, fellow business leaders, and educators. All have offered support, interest, curiosity, and learning needed to write and reach this milestone. I also dedicate the outcome to my feline companions as they checked on me often.

Acknowledgments

I would like to acknowledge all professors at Walden University who have guided me in courses, residencies, and the final doctoral process. I would especially like to thank Dr. Abou-Robieh, my committee chair, for his continuous ideas, supporting comments, and patience. My review committee members have also offered valued support, suggestions, and learning. I would also like to thank all those who participated in the study of their valuable experiences, the research site directors for allowing me access, and my employers for having faith in supporting my continuous professional development. Thank you also to my doctoral study APA and grammar editors.

I also acknowledge all qualitative and especially phenomenological researchers. The domain is both critical in the search for knowledge and the understanding of human behavior. I encourage business leaders to take part in similar qualitative research that can offer valuable insights into the human dimension of business-based dilemmas.

Table of Contents

List of Tables

List of Figures

Section 1: Foundation of the Study

Information technology use in the workplace is common and widespread. In recent decades, new technology and systems have inundated most aspects of the business world, and the focus of technology, innovation, and knowledge has engaged the international business world (Andersson, Dasi, Mudambi, & Pedersen, 2016). Technological innovations can help users design, buy, operate, make decisions, and create knowledge within the business world (Baden-Fuller & Haefliger, 2013). However, despite user advantage, resistance to technology can arise as a reaction to change and uncertainty (Ali, Zhou, Miller, & Ieromonachou, 2016). The strategic use of information technology can improve an organization's competitive advantage (Ashrafi & Mueller, 2015). Business models and technological innovation, when used and approprate features implemented, adds and creates customer value (Baden-Fuller & Haedfliger, 2013).

With technological innovations, society has changed communication styles (Behere, 2012; Dangwal & Srivastava, 2016; Juan, Steegmann, Huertas, Martinez, & Simosa, 2011). In 2007, 90% of 1,875 teens from five major Asian cities used the Internet via a mobile phone (Lin, Zhang, Jung, & Kim, 2013). Online offerings via the Internet will open up huge opportunities for businesses including educational providers. People of different cultures have altered their behavior with the development of digital technologies, and this change has not ignored education (Bullock, 2011, Hedberg, 2011). Technologies have changed the way in which people interact, and these technologies affect most aspects of life, including personal relationships, business, education, and personal productivity (Clipson, Wilson, & DuFrene, 2012).

Online education or electronic learning (e-learning) has developed into a growing business phenomenon. In the fall of 2014, 5.8 million students in U.S. higher education studied online, and 14% of all higher education college students enrolled in one or more online courses (Allen, Seaman, Poulin, & Straut, 2016). Online education is now a fresh horizon within the business of education. The e-learning market has grown, and its features fulfill requirements of many learners who want to work and take courses online (Nash, 2015). The demand for online education has resulted in many educational leaders, government officials, and other business managers recognizing the strategic value of e-learning (Macfadyen & Dawson, 2012; Sener, 2010)

Many researchers are now devoted to examining technology and its impact on education (Bullock, 2011). Educators acknowledge the need for new skills and competencies in online domains. In many European countries national policies, online infrastructures, and training programs exist, but most schools have yet to see the benefit from new technologies (Bocconi, Kampylis, & Punie, 2012; Vodenicharova, Zlatanova, Alexandrova, Zlatanova-Velikov, 2015).

The paradigm shift toward lifelong learning or distance learning must parallel a change within educational landscapes (Anitha & Harsha, 2013). The impacts of the European Bologna reforms have encouraged the transformation of educational processes, programs, and structures that support more flexible, mutually recognized, and responsive educational environments (Agasisti, 2013). De Langen and van den Bosch (2013) stated that many had been criticized for raising costs, for using faculty who use content that is no longer useful in today's world, for graduating students whose competencies no longer

match those of employers' needs, and for students who drop out without a grade. Higher educational institutions are experiencing change with the onset of globalized education (Veiga & Neave, 2015). The platform and landscape for teaching and educational-based business has changed.

Today's students are very comfortable in the digital domain and now look for similar access and ease in their academic life (Newland & Byles, 2014). Online education is becoming an expected norm. However, some employees find online-based education problematic and exhibit a low level of acceptance (Allen et al., 2016; Burgi, 2009; Lokken, 2009). The business dilemma and basis of my study was employee or educator resistance to disruptive technology-based change.

For-profit and public university leaders need to move forward with e-learning development or strategies to fulfill educational norms and competitive pressures, but employee adaptation can be problematic, and user acceptance can be slow. The purpose of my study was to explore employee attitudes, experiences, and feelings toward e-learning in three for-profit Swiss-based university campuses. The participant-based research outcomes and findings may allow other university managers to review users' lived experiences and adapt development processes accordingly.

The research topic was timely and important. The findings added to the existing academic literature and provided ideas and solutions to business and educational practitioners developing online-based environments. Section 1 includes the background, problem statement, research question, review of the literature, purpose statement,

research method and data collection information, application to professional practice, implications, and recommendations.

Background of the Problem

Many higher education managers have experienced swift and unprecedented challenges with the onset of globalized education as the number of competitors have increased, education has reformed, and student needs have changed (Agasisti, 2013). According to Stepanyan, Littlejohn, and Margaryan (2013), deans are becoming increasingly creative as the global economy changes and new markets emerge. School operations are changing as school administrators enter new markets in search of sustainable growth (Stepanyan et al., 2013). Harish (2013) noted that Mark Twain mentioned that he would never let his schooling interfere with his education, and in many ways this is coming true. Many academic leaders now see that online studies are key to their long-term strategy (Harish, 2013).

Employees use assorted technologies to facilitate their work but can resist using technologies (Ali et al., 2016). A low level of technological or online acceptance and use is also evident (Allen et al., 2016; Burgi, 2009; Bullock, 2011; Lokken, 2009). Allen, Seaman, Lederman, and Jaschik (2012) noted that previous research addressed student feedback, technological innovation, and the economic value of online learning. However, employee impacts have been ignored. Due to the scarcity of employee-based feedback, business leaders can implement electronic learning without agreement or support of its workforce (Diaz, 2011). Winning the hearts and minds of employees and other participants is critical in achieving the full potential of e-learning.

My focus, through a qualitative phenomenological approach, was to explore the world of e-learning from employees' perspective and generate knowledge to facilitate business leaders' understanding of the issues and the impacts that online-learning platforms have on their employees.

Problem Statement

The transition from traditional to new working methods is not an unknown workplace phenomenon and has been part of an industrial and company-based change for centuries (Fortino, 2011; Suddaby & Foster, 2017). There are many reasons for resistance to technological innovation, such as (a) changes in job content, (b) loss of autonomy, (c) loss of skill set or post, and (d) uncertainty (Ali et al., 2016; Rivard & Lapointe, 2012). The general business problem was employees' resistance to technology-based change. The specific business problem was that some educational employees and administrators lack involvement and minimally use online-based tools. This resistance to change results in superficial use and development that affect educational business managers' attempts to improve performance, expand customer bases, and improve customer or student satisfaction.

Purpose Statement

The purpose of this qualitative descriptive phenomenological study was to explore the early-stage lived experiences of faculty members and academic administrators in adapting to technology-based change and to identify strategies educational business managers use to improve online technology use and increase customer satisfaction. Twenty purposefully sampled faculty members and educational administrators

participated in semistructered face-to-face interviews from two private for-profit universities across three campuses located in three Swiss cantons.

The intent of my study was to review and explore the stages of social development to help explore change and employee resistance to change. Technological innovations exist throughout the business world (Fortino, 2011). A choice of educational formats could be a boon for all, especially for underperforming students (Corry, 2014). The outcomes may enable educational managers to develop strategies for facilitating faculty adoption of online courses and encourage academicians to use, develop, and support technological innovations in the workplace. Future owners and managers may be better equipped to find competitive advantages, new educational environments, and business opportunities.

Nature of the Study

Social constructivists argue that individuals seek an understanding of the world in which they live (Applebaum, 2012). I sought to understand why employees behaved in certain ways when asked to use new technological innovations. Using a qualitative research method and a descriptive and phenomenological research design enabled me to examine the lived experiences pertinent to the perceptions, resistance, and experiences of employees. Participant outcomes represented a study of human coping and adaptation behavior in change environments.

Researchers using quantitative approaches attempt to measure or use a numeric description of trends, attitudes, or opinions. I wanted to identify and interpret participants' beliefs and experiences that affected their behaviors and attitudes; therefore,

a quantitative design was not appropriate. The intent of this qualitative study was to identify and explore Swiss-based educational employees' experiences adjusting to e-learning methods. Quantitative and mixed-methods designs would not have been appropriate for this purpose.

A qualitative descriptive phenomenological design enables contact with people living the experience, and provides insights and representations of participants' experiences (Moustakas, 1994). The human side of a business dilemma was critical in the current study. Moustakas (1994) reported that using a descriptive phenomenological approach facilitates understanding of key experiences. Other qualitative designs such as case studies, ethnography, grounded theory, and narrative research did not align with my study's purpose. I did not want to review the problem over a sustained period, review a cultural group, propose a new theory, or study the lives of participants in comparison to my own. The purpose of the study did not need to capture detailed stories or life experiences of individuals; therefore, a narrative approach did not fit. Diaries, journals, and letters are social documents but are not the basis of business life. I also did not plan to develop a new theory, which is the focus of grounded theory studies.

Research Questions

I used two research questions as the basis of this current study:

Research Question 1: What are the experiences of educational employees adjusting to technology-based change?

Research Question 2: How can educational employees' use of new technologies be encouraged?

Interview Questions

The interview questions used in each of the semistructered face-to-face interviews were the following:

1. In your experience what are the reasons, from a business perspective, for the technology-based changes (e.g., e-learning) implementation and growth in your workplace?
2. How motivated are you with teaching online?
3. What are your experiences and perceptions of e-learning technologies in your workplace?
4. Based on your experiences of technology-based change would you recommend your institution's e-learning courses to students?
5. In your opinion, what are the main reasons, from a business perspective, education institutes are developing e-learning courses or programs?
6. Why do you feel online learning is thought of as the same quality and value as face-to-face?
7. How do you feel online learning will affect face-to-face teaching over time?
8. What employee attributes are needed to become a successful blended or e-learning facilitator or instructor, and why?
9. What are some of the challenges or barriers that you have encountered before and during your blended or e-learning teaching experiences?
10. What feelings were generated by your experiences?

11. What support did you have or would like to have had before and during your blended or e-learning teaching experiences?
12. What dimensions (i.e., technology, training, and communication), incidents, and people connected to the experiences stand out for you?
13. From a business perspective, how do you see e-learning developing in the future?
14. Swiss Universities have identified low faculty involvement in e-learning initiatives (Swiss Virtual Campus, 2008). From a business perspective, how do you suggest university rectors move forward?
15. What were some of the incentives you received or that you would like to see implemented to encourage more involvement and motivation to teach with e-learning technology?
16. Please feel free to add any other comments or issues not discussed in the previous questions.

Conceptual Framework

The conceptual framework I used was disruptive innovation theory. *Disruptive innovation* is a term, initially used by Christensen, to show that innovations or new technology usage by firms can create new value networks or markets (Christensen, 2003; Powell, Olivier, & Yu, 2015). Technology changes how firms compete by either moving into new uncontested markets or changing strategy within the existing marketplace. Disruptive innovation theory developed from Schumpeter's theory of innovation dynamics examines the impacts of disruptive technological change and how firms either

fail or thrive because of innovations (Christensen, 2003). Sandström, Magnusson, and Jörnmark (2009) and Powell et al. (2015) argued that many innovations are deemed radical as the new technology displaces established technology or methods and initiates the decline of firms who rely on old business-based models or methods. E-learning disrupts traditional brick-and-mortar university employees with Internet-based technologies. The use of these technologies allows customers or students to learn from home and study while working, thereby changing the traditional paradigm of face-to-face classroom environments to that of flexible learning from home.

A problem occurs when there is slow adaptation by employees from one business model to another for leaders seeking to sustain or increase market share (i.e., to increase the number of programs offered and students enrolled) through the use of new technology. Technology or innovations or other breakthrough models for teaching and learning are critical but are not without issues (Kalman, 2014). Research needs to be carried out into how education as an industry or business model can change or is changing the minds of employees. I focused on understanding the issues related to how employees cope with new e-learning technologies, specifically concentrating on participant attitudes, experiences, and feelings toward new e-learning strategies.

The way business developers use innovation and technology to create wealth through destroying or changing existing markets with new products or processes is critical to improved growth in competitive markets (Afuah & Tucci, 2003; Hutchings & Quinney, 2015; Schumpeter, 1943). At the end of the 20th century, if time travelers from a previous century landed in an operating theater in a modern hospital there would be

shock and wonder, whereas a teacher from the same period could enter a classroom and feel very comfortable and relevant (Harish, 2013). However, in the last few years, the nature of education has changed, and a teacher from an earlier decade could see and feel the difference (Harish, 2013). Creative destruction through e-learning technology has enabled the recent changes in educational environments from face-to-face to e-learning. Although Schumpeter (1943) and Christensen (2003) have discussed the economics and increased the performance of firms using innovation, researchers have yet to review the effects of innovation on users. Identifying and understanding the consequential impacts of e-learning technologies on university employees was the focus of the current study.

Operational Definitions

Blended learning: Blended learning is a teaching and learning model that incorporates rich online learning with classroom-based instruction (Toler Hilliard, 2015).

Box.net: Box.net is a cloud computing resource that stores electronic files on the Internet (Aaron & Roche, 2011-2012).

Creative destruction: Creative destruction defines a process in which new markets, processes, or products (i.e., innovations) destroy existing firms, processes, and products when taken to market (Afuh & Tucci, 2003; Schumpeter, 1943).

Disruptive innovation: Disruptive innovation is an innovation that disrupts a firm's or industry's existing business models or thinking (Christensen, 2003; Sandström et al., 2009).

Emerging technology: Emerging technologies are new technologies that when used will alter the way users communicate, do business, or act (Phaal, Routley, Athanassopoulou, & Probert, 2012).

Electronic learning technologies: Electronic-learning (e-learning) technologies are innovations that increase the level of asynchronous and two-way communications over the Internet that include high-definition video, simulations, podcasting, wireless, mobile, and satellite devices (Sangeeta Namdev, 2012).

Economies of scope: Economies of scope define the cost-saving methods identified through producing similar or related goods or services (Bingham & Davis, 2012).

Economies of scale: Economies of scale define the cost-saving process resulting from increased production or the adaptation of new technology or practices (Bingham & Davis, 2012).

Lifelong learner: A lifelong learner is a person who seeks to continue with education throughout his or her lifetime (Oviedo-Trespalacios, Angarita, Maestre-Meyer, & Correa, 2015).

Moodle: Moodle is a free and open-source online learning management system or course management system (Raman & Do, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

An assumption is a claim deemed to be true or taken for granted without verification and at times without verbalization (Campbell & Goritz, 2014). Assumptions

form the basis of any research study and must be clear to the reader to aid understanding. Swiss-based educators are relatively new to online learning domains (Swiss Virtual Campus, 2008). An assumption was that participants in the sample were relative newcomers to online innovations, and a full investigation of the online phenomenon had not taken place in Switzerland. Another assumption for the study was that participants had enough knowledge and understanding of the issue or phenomenon. I selected participants based on required characteristics that included experience and length of time working with the technology. Moustakas (1994) and Yin (2009) encouraged the use of different participants to add different perspectives to the problem, and referred to this selection process as purposeful maximal sampling. I included faculty and administrators from three research sites. I trusted the participants and engaged in an open and honest dialogue. I was also open to new ideas and was careful of researcher bias. This qualitative study included open-ended questions to explore ways of thinking and understanding, and a set agenda or predetermined approach was not advisable during data collection. The inherent risk was not identifying an idea or new variation, thereby reducing the value of the outcomes. Identifying and understanding was important for ensuring validity, and I was careful in managing the interviews. The interview protocol is shown in the Appendix. In Section 2, I provide a more detailed description of risk management or validity assurances used in the study.

Yin (2009) identified common assumptions in qualitative research. These assumptions are listed below.

1. The research occurs in a natural setting, where human behavior and interaction occur.
2. Assumptions are different from those of quantitative research; perhaps a theory or hypothesis does not exist at the beginning of the study.
3. Data are descriptive and reflect words and not numbers.
4. Focus comes from the participants' perceptions of the problem or phenomenon.
5. The focus is on the process and not just the outcome, in other words, how something occurs.
6. Interpretation breaks down the data or particulars in the data and is nongeneralizable to all situations.
7. The research findings rely on tacit knowledge, where nuances and intuitive knowledge can be found.

The purpose of phenomenological researcher is to focus on what a lived experience is and what it means to those who experience the phenomenon, thereby providing a rich description of that experience (Moustakas, 1994). In the current study, the phenomenon or problem of lack of employee involvement and use of online learning tools appeared not only in the United States but also in Europe and the rest of the world.

Limitations

A researcher will focus on certain characteristics and exclude others that can impact the understanding of the phenomenon under review (Levy, 2015). Limitations are potential weaknesses in the study design, and their understanding can help the reader

understand the focus of the data outcomes. I used a qualitative descriptive phenomenological design to explore the e-learning phenomenon from the perspective of faculty and administrative employees. Through interviews, I explored faculty and administrative employees' resistance to online technology. Based on the study parameters, other participant types (e.g., information technology teams, students, and marketers) did not participate in the study, so I did not achieve a full or holistic picture of the phenomenon. Another potential weakness was the lack of generalizable data. Although qualitative study outcomes are not generalizable, they are transferable (Silverman, 2010). Moreover, my qualitative findings provide explanations or insights regarding the situation or practice. Although not generalizable, my study's transferable outcomes may be be of value to other researchers and business leaders.

Another limitation was the limited experiences of participants in the online-learning domain. Although the United States and other mature online learning locations are more advanced and experienced than other countries, it was interesting to seek explorations of a leading innovator in a relatively new and emerging marketplace, Switzerland. A phenomenological design can be both location and case specific. Although many sites and opinions would have added to the scientific approach, such expansion was not feasible for inductive methodology. Each participant's experience was trustworthy and added to a credible study. A phenomenological research design enabled me to discover the nature of the interview participants' experiences and explore the phenomenon through participants' experiences in three settings (Healey-Ogden & Austin,

2011; Koltz & Champe, 2010; Moustakas, 1994). I explored employee attitudes and outcomes relating to three sets of lived experiences.

Limitations also exist in the current literature. Limited phenomenological qualitative research data exists that addressed employee lived experiences in the e-learning domain. Comparing the current research outcomes with those from previous studies may not be advantageous or accurate. This possible disadvantage was offset by the inclusion of qualitative, mixed-methods, and quantitative studies in the interpretation of results in the current study. Nevertheless, to compare the study outcomes with those found previously does expose limitations.

Delimitations

Delimitations are imposed by the researcher and bind the study outcomes and set clear limits of what can and cannot be concluded (Denscombe, 2013). Researchers must acknowledge both limitations and delimitations to enable readers to understand the research process and focus (Stanley & Nayar, 2014). Participants' experiences, knowledge, and use of a descriptive phenomenological design bounded the research outcomes. Three sites also established the boundaries of the study. The setting, participants, processes, and experiences of previous events bound the study. Four to eight participants per site took part in interviews over a 2-month period to provide a rich description of thoughts, experiences, and feelings. Interviewing the entire faculty and administrator department was not feasible in this current study.

Significance of the Study

Researchers attempted to measure and generalize opinions of e-learning practice, but little research on employee attitude or experience was done (Behere, 2012). The research gap pertaining to employee attitude, experiences, and feelings toward e-learning technologies was apparent. Findings from the current study may enable business leaders to adapt and work toward a successful implementation and use of e-learning technologies. Employees may be able to better adapt and cope with technology-based change. Business research outcomes and recommendations may increase knowledge that can save time and money for institutional leaders. Outcomes may also reduce stress and resistance for employees, encourage effective use of online tools, and develop a rigorous and supported learning environment for all participants.

Contribution to Business Practice

Findings from the current study may encourage other researchers to investigate phenomena through qualitative phenomenological designs. As an educator in a for-profit university, I see change and adaptation of the traditional face-to-face teaching methodology as technology develops and student behavior changes. Institutional managers and educators should be open and prepared for change within their working environments and careers. Continuous development of skills and competencies can help educators improve their teaching at both a pedagogical and epistemological level. Education is becoming increasingly complex as it addresses learners socially, educationally, and vocationally (Macfadyen & Dawson, 2012). The purpose of this phenomenological study was to add to existing literature that may allow scholars,

students, and business practitioners to improve understanding of teaching, learning, and selling products. Business stakeholders may develop a new way of behaving in the world with the help of technological innovation. New methods may replace the old.

Implications for Social Change

The purpose of this current study was to explore employee resistance to change brought about by technological innovation. Once employees gain experience and understanding of online domains, excitement or an acceptance of a new norm replaces fear and frustration (Sword, 2012). Other researchers may be encouraged to explore the phenomenon of e-learning or other technological phenomena through qualitative phenomenological designs.

The stages of social development explored in the current study may help researchers explore change and the resistance to change. Technological innovations exist throughout the business world. Learning is important in all aspects of society and business, and a choice of educational formats will be a boon for all (Corry, 2014). Lifelong learners may sign up for online courses and study at their own speed while working. Young adults may sign on for online and campus-based courses and programs as they progress through undergraduate and graduate studies. Mobility, flexibility, and a tailored approach are the future of educational offerings (Burgi, 2009). Students want options that parallel technological developments and social-mobility expectations (Salyers, Carter, Carter, Myers, & Barrett, 2014). However, educational mobility may impact how and when faculty teach. Work overload is a potential barrier to adoption and use (Lloyd, Byrne, & McCoy, 2012).

A large component of education is the development of thinking that enables a person to mature socially, educationally, and vocationally (Macfadyen & Dawson, 2012). With e-learning innovations, stakeholders may behave differently as they learn and mature. New methods may replace the old. Technology is changing the way in which society communicates in every aspect of their lives (Bullock, 2011). My study added to the ongoing narrative within the domain of innovative-based change.

A Review of the Professional and Academic Literature

I conducted a review of the literature to inform the reader of the existing body of knowledge and to discuss current, scholarly, and pertinent study outcomes and writings. Most of the 155 cited sources came from peer-reviewed journals and were related to the research questions and research methodology. I used 99 sources that included various types of studies and highlighted trends and directions in e-learning. Muskat, Blackman, and Muskat (2012) and Zivkovic (2012) argued that individual studies can be flawed, but when placed with other studies trends across the topic can become visible.

I used qualitative outcomes when available, and focused on peer-reviewed articles. Qualitative researchers uncover the why and how and thus provide a rich description of an experience or phenomenon (Yin, 2009). Quantitative outcomes provide pertinent generalizable data based on attitudes, acceptance, and motivators found with online-learning professors. Previous researchers conducted studies in various locations including the United States, Europe, and Switzerland (Allen et al, 2016; Aslangargu, 2015). There was only a small amount of Swiss-based literature and research at the time of the study. There was little evidence to show the more recent or mature status of the

phenomenon within Switzerland. Table 1 contains a synopsis of the major literature content pertinent to employee attitudes and behaviors and the research questions.

Table 1

Overview of Literature

Identifier	Type of study	Details of the study	Outcome
Allen et al. (2016)	Report	5,100 faculty members: Online faculty opinions, is online compared to face-to-face, are organizations pushing online too much…?	Faculty reported a more pessimistic view of online technology compared to administrators, and 60% of faculty have recommended online courses to students.
Aslanargu, (2015)	Qual.	677 faculty members: To review faculty expectation of administrators in educational environments.	Eight themes emerged. The human relationship was key and included communication and leadership in enabling faculty to do their job.
Chiasson, Terras, & Smart (2015)	Qual.	10 faculty members: Reviewed the experience of 10 educators moving into online teaching	Key themes included development time was needed over, and above that spent, synchronous teaching enabled face-to-face teaching tools to be used online, and online teaching developed faculty into better educators.
Cullen, Edwards, Casper, & Gue (2014)	Quan	93 employees: Measured employee uncertainty and adaptability during work-based change.	Both samples confirmed that support became a mediator of the relationship between employee satisfaction and adaptability to change.
Downing & Dyment (2013)	Quan.	27 faculty members: An exploratory study to review educators readiness for online teaching	Key messages included: Participants identified a lack of confidence and competency with technology and pedagogical skills needed to teach online.

(*table continues*)

Identifier	Type of study	Details of the study	Outcome
Hunt et al. (2014)	Quan.	121 faculty members: Faculty motivators and concerns with regards online education	Faculty were more concerned about student needs than their own.
Lackey (2011)	Qual	6 faculty members: How are employers preparing faculty to teach online?	Seven themes emerged. The findings revealed that faculty found collaborating, one-to-one training and support, and both technical and pedagogical training to be the most beneficial to preparing them to teach online.
Seaman (2011)	Report	2,500 college CEO's: Is online learning strategic, are learning outcomes comparable to face-to-face…?	60% reported that online learning was a strategic decision; 66% considered online to be the same or superior to face-to-face learning.
Stein, Shephard, and Harris (2011)	Qual.	37 university faculty members: To explore conceptions about e-learning and e-learning professional development.	Five categories or levels of e-learning were discovered within the faculty experiences. Learning conceptions were examined. Faculty members used and developed e-learning differently and viewed e-learning tool in different ways from technological tools, collaboration instruments, to full learning enablers.
Swiss Virtual Campus (2008)	Report	Outlined the final evaluation of the Swiss Virtual Campus initiative (based at 19 Swiss Public Universities) that included opinions and judgments of the actors themselves	The Swiss Rectors' Conference (CRUS) findings felt that no more development was needed, and universities themselves could move forward with online developments. Faculty commitment, though weak, and curriculum integrations were considered critical for the future sustainability of online courses.

(*table continues*)

Identifier	Type of study	Details of the study	Outcome
Sword (2012)	Qual.	20 nursing faculty members from seven colleges/universities: To find the meaning of the lived experience of nursing faculty transitioning to online teaching.	Keywords included: messages of fear, disillusionment, perseverance, lack of confidence, not meeting student needs, not covering course content, poor student evaluations, and lack of support. Although, despite these feelings and concerns participants (*table continues*)have adapted and were willing to invest time and efforts into online developments.

Note. Quan. represents a quantitative study; qual. represents a qualitative.

The purpose of this qualitative phenomenological study was to explore the lived experiences of faculty and administrative employees at the early stages of adapting to technology-based change to determine acceptance, resistance, and improved involvement by users. The research questions were the following:

Research Question 1: What are the experiences of educational employees adjusting to technology-based change?

Research Question 2: How can educational employees' use of new technologies be encouraged?

Common trends included (a) employees negativity toward online education continued even after a decade of growth (Allen et al., 2016); (b) education institutional managers are keen to develop online course offerings (Allen, Seaman, Lederman, & Jaschik, 2012); (c) there is a strong link between the reported level of acceptance among faculty members and the number of students at that institution (Allen et al., 2016); (d) online education is becoming very lucrative as well as competitive as an industry (Sword,

2012); (e) internal support and social influence benefit experiences, while personal sacrifice is considered negative (Chiasson et al.,, 2015; Seaman, 2011); and (f) although employees may have negative feelings and interests, they are willing to transition to online teaching environments (Sword, 2012). Resistance to technology-based change had been evident in the past. A time traveler landing in a brick-and-mortar classroom today might have problems discerning which year he or she landed in unless educational technology is used (Harish, 2013). Creative destruction through e-learning technology use has enabled recent changes. I reviewed the change experienced in the field of online learning thus far.

Technologies in the Workplace

Two overarching circumstances transform education: massification and technological development (Langen & van den Bosch, 2013). The Internet will continue to change companies and impact parts of life including social, cultural, educational, and political aspects (Virjan, 2013). Information technology is also one of the most commonly given reasons for organizational change (Robey, Anderson, & Raymond, 2013). Lucas (2014) added that managers are maximizing technological developments to change educational models in the hope of remaining competitive, adding value and content to existing programs, and increasing human capital and knowledge. However, the need to remain competitive can at times add stress and confusion to employees. The risks and stresses of modern day technology or communication can no longer be sidestepped, and it would be foolish to overlook and ignore the sense of alienation and lack of meaning experienced by staff (Soylu & Snider Campbell, 2012). Business managers must

leverage the potential of technological innovation to remain competitive and at the same time make sure their staff are comfortable and able to be part of the development (Soylu & Snider Campbell, 2012).

Emerging use of innovative technology by university leaders has helped to increase enrollment and design curriculum. Online education has matured with the development of new programs and teaching methods, which have enabled learners to continue with careers and learn in a flexible, convenient, and cost-effective way (Mohamed, Hassan & Spencer, 2011). Salyers et al. (2014) argued that students' knowledge and understanding of technology have enabled the integration of mobile technologies into education. Over the last two decades, the Internet has transformed the educational landscape (Diaz, 2011). The adoption of web-based tools has given rise to electronic learning in education (Dorobat, 2014). Sener (2010) argued that many university suppliers are quickly outgrowing their mature campus infrastructures, and that most growth is from students who take their courses online. A recent U.S. Sloan Survey of Online Education recognized that, in 2015, 70.8% of private sector college CEOs saw online learning as critical to their long-term growth strategy (Allen & Seaman, 2015). Furthermore, college enrollment officers experienced a 73.7% increased demand for online courses between 2012 and 2013 with the biggest growth seen in the public sector (Allen & Seaman, 2015). However, academic leaders reported that faculty are unsure of online offerings with only 28% mentioning that their faculty valued and saw legitimacy in online teaching (Allen & Seaman, 2015).

In 1999, the Swiss Virtual Campus (SVC) emerged in Switzerland as the Swiss government wished to increase the use of new information technologies within Swiss higher education institutions because usage and implementation were slow and lacked direction (Swiss Virtual Campus, 2008). Many educational institutions have undergone a great deal of internal and external changes in the last decade. More working adults than ever before have become lifelong learners, and online education increases accessibility for these nontraditional students (Downing & Dyment, 2013). Sangeeta Namdev (2012) described these students as workers busy with their lives or stay-at-home mothers seeking development. Employees must be ready and willing to take on the online learning development challenge.

Benefits of Online Developments

Many benefits of distance education exist, with the most significant being the release of time, space, and capacity on traditional university infrastructure (Nguyen, 2015; Yılmaz, 2012). Within the SVC network, managers focused on developing digital educational units across institutions as this sharing promoted cooperation among universities and transparency within education (Swiss Virtual Campus, 2008). Harish (2013) linked the reduced printing and photocopying costs with that of universities becoming responsive and sustainable online. Stepanyan et al. (2013) and Toler Hilliard (2015) argued that many universities have seen a reduction in state funding. Therefore, cost saving and new revenue streams are essential. Costs savings are often found within traditional teaching practice, and sustainability or successes relate to strategic targets, the quality of teaching/learning, and the numbers of students (Stepanyan et al., 2013).

Picciano (2015) argued that due to the newness of many programs and online offerings, identifying and assigning costs can be difficult. According to research from the SVC project, a single e-module can cost from US$ 300,000 to $3 million to produce (Burgi, 2009). As a result, further research must address the cost involved, as online program development requires significant funding (Picciano, 2015).

Macfadyen and Dawson (2012) argued the importance of not only positive economies of scale or an increase in student numbers but also of improved scope. Scope refers to reducing costs through designing and producing similar products. Managers should plan for effective use of existing resources to enable both the reducing of higher-education costs and the supporting of quality improvement (Macfadyen & Dawson, 2012). Comparing costs of the traditional and new technology-driven teaching methods has proven difficult in many organizations (Picciano, 2015). The overall financial costs and motivation of employees and students to learn and teach via technology will affect the long-term profitability of educational institutions. Mandernach, Hudson, and Wise (2013) stressed the importance of administrators understanding the time it takes to develop and learn how to teach online.

Commoditization of Learning Offerings

The decision to provide online learning is at times based more on profit than educational innovation and advancement (Chau, 2010). Chau (2010) addressed the notion of universities becoming storefronts and selling their wares only through technological platforms. College directors also see a new revenue stream from students who would not have been able to study in the traditional mode. As student numbers have increased, so

have revenues for universities (Byrd, Roufagalas, & Mixon, 2015). Therefore, institutional directors see online learning as a revenue-generating entity.

Sener (2010) advised that annual online registration at the University of Central Florida had risen from 6,000 to 66,000 enrolments in 10 years (i.e., 1999-2000 and 2009-2010). Nearly 85% of students at public institutions in the United States now take at least one course via online technologies (Allen et al., 2016). Sener (2010) added that the majority of higher-education students would take at least one online course by 2013-2014 if the current growth rate continues. The question of competition and survival of traditional universities is now topical in the United States. Sener reported increased competition for online students, with the biggest threat coming from existing for-profit institutes. More and more public (i.e., state), private (i.e., for-profit), national and international universities are developing a globalized approach to education, and two main problems continue in that domain: (a) lack of regulation and (b) a process to recognize and shut down rogue operators and their bogus accreditation agencies (Youssef, 2014).

Research based on growth and quality of education work well together in times of emergent change. Nguyen (2015) reported the importance of empirical research on the quality of online teacher education, as many institutes move to online programs with little prior research or understanding. The importance of adequate preparation of employees in line with course design, learning theories, and pedagogies is critical (Meyer & Murrell, 2014). A major issue identified in online development is that of the loss of the teacher-student relationship (Maiden, 2013; Sword, 2012). The need for increased student self-

discipline (68.3%), problems of student retention (44.6%), and the additional effort needed to deliver online courses (78%) were also identified by college managers (Allen & Seaman, 2015).

Burgi (2009) recognized that traditionally teachers work as artisans controlling every part of production from conception to delivery. Burgi (2009) compared online transitions to that of the industrialization of education, as most traditional universities faculty members delivered targeted studies and were not specialists in mass production or for-profit offerings. The University of Sydney from 2004 developed a strategic initiative to provide project-based support to employees moving into the online domain (Ward, West, Peat, & Atkinson, 2010). The initiative provided a framework toward the universities' continued online success. Burgi (2009) recommended educational innovators in Switzerland and Europe to encompass and embrace the Europeanization of higher education where international standards and educational mobility are key players in the successes of not only the Bologna process but also to European economies and job markets.

Lifelong Learner

Allen and Seaman (2010) and Mihleim (2011) reviewed the importance of making education available to the lifelong learner. Harish (2013) recognized a demand for adult students who require learning opportunities while maintaining family and life commitments. Technology has and will continue to revolutionize the way people live, communicate, and learn (Harish 2013; Yiğit, 2013). Online education seems to tick all the boxes for both institution managers and students.

Although electronic learning increases enrollment, it is also associated with radical change for almost every facet of university life (Carter, 2013). Downing and Dyment, (2013) stated that the growth of online education had moved employees willingly or unwillingly into the somewhat foreign world of online teaching. However, managers must predict and deal with employee resistance that can be the outcome or classic symptom of change (Cullen, Edwards, Casper, & Gue, 2014). Past studies have concentrated on student experiences but not necessarily the readiness of employees (Downing & Dyment, 2013). While Diaz (2011) examined training and development of online employees, studies have yet to investigate the impact of e-learning on employee roles. Changes in education do affect other key stakeholders and—more in line with the current study's purpose—can affect employees in many ways. The next section will review employee resistance and technological-induced change in more detail.

Disruptive Technologies and Change

The Internet is a classic disruptive technology since the Internet has changed the way we live our lives, with limitless possibilities for the future (Rushby, 2010). Jang (2010) argued that business leaders are seeking more and more successful and valued disruptive innovations as a way to overcome poor growth. Jang stated that disruptive innovations would revitalize many businesses as the application will realize customer needs and expectations. However, many businesses have experienced forced change while other smaller incumbent firms can abandon innovation due to risk (Mazzucato, 2013).

The business world itself is changing as the people within it innovate, adapt, and abandon old ways. Shibata (2012) added that technological development is a phenomenon that has been seen time and time again across many industries, from the development of jet-based aviation to the switch from analog to digital computing. Shibata (2012) argued that during the process of technological change, business leaders face a range of problems, and some move forward successfully and others do not.

One theory that has envisaged the aspects or impacts of business change is that of creative destruction. Creative destruction coined by Schumpeter, described the way business developers use a new product or process innovation that destroy an existing method or structure (Afuah & Tucci, 2003). Creative destruction relates to disruptive innovation. Innovation can be disruptive if it replaces old technology or if a new technology provides better ways of doing something (Christensen, 2003). Figure 1 shows a corresponding creative-destruction model developed by Afuah and Tacci. Afuah and Tucci (2003) asked how widespread and deep the creative destruction from Internet use would be to business leaders.

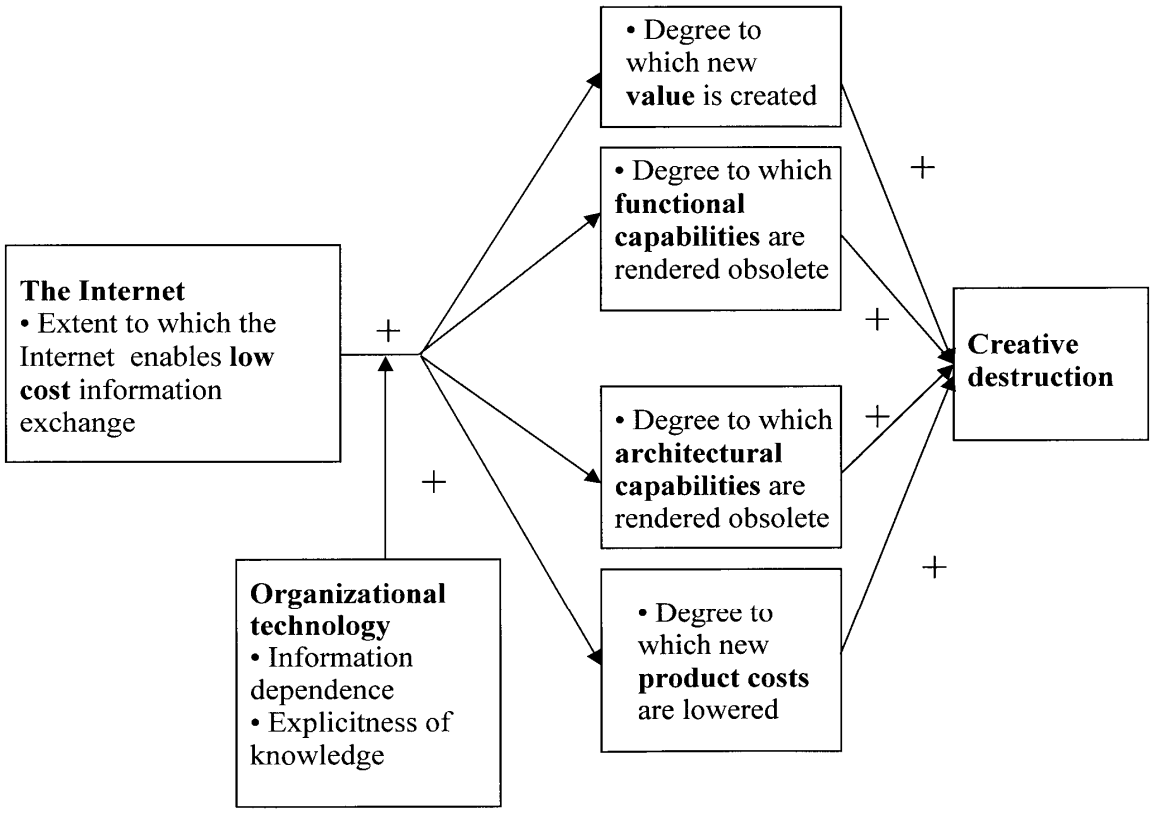

Figure 1. Determinants of creative destruction from the Internet from "A model of the Internet as a creative destroyer," by Afuah and Tucci, 2003, IEEE Transactions on Engineering Management, 50, 395-402, p. 395. Reprinted with permission.

Employee roles and functions, customer value creation, and overall organizational behavior impact change (Afuah & Tucci, 2003). As argued by Jang (2013) future disruptive innovation research should include three areas to include (a) individual active customization, (b) smart saving objectives (e.g., time, energy, and resources), and (c) conflict management to report conflicts in time, space, and user. Thus, creative destruction or disruptive innovation will affect a wide range of stakeholders in both new and incumbent firms (Afuah & Tucci, 2003; Hutchings & Quinney, 2015).

Christensen, Johnson, and Horn (2011) related to the impact of technology or disruptive innovation on education with an emphasis on e-learning. The old method of teaching was at times broken with teachers lecturing or talking at the class, not checking learning, and only measuring rote knowledge during examinations (Christensen et al., 2011). Times are now changing in educational domains with the help of a key innovation, the Internet. Traditional educational leaders are competing to provide value to their consumers, the student, or customer. Chau (2010) even compared educational providers to shopkeepers, offering a program for sale to its customer via websites, and thus changing both the role of student and teacher. Thus, the disruption of the old traditional model of education can make way for the new Europeanization or industrialization of education (Burgi, 2009; Niculescu & Voicu, 2018). The overall e-learning business model has and will continue to change educational environments. The quest will be to increase and add value to existing and new consumers while reducing production costs at institutions.

Adapting to Work-Based Change

Hansen et al., (2015) argued that business leaders must also manage the people within its walls as many institutionalized opponents can negatively influence prospective adopters. A firm's employees must undertake a learning phase to develop competencies and new processes during technological-induced change (Ahsan, Ozer, & Alakent, 2010). Cullen, Edwards, Caspter, and Gue (2014) and Vyas, Tripathi, and Gupta (2014) added that changing employee mindsets and behaviors is much harder than changing a process or system. Thus, the SVC online project enabled the sharing of knowledge, expertise, and

expenses across campuses, and also encouraged improved quality and new techno-pedagogical practices (Burgi, 2009).

Teaching well online is different from teaching face-to-face, and employees must be prepared to communicate and control the classroom in ways that can at times be tedious and time-consuming, but overall very different to what has gone before (Vandenhouten, Gallagher-Lepak , Reilly, & Ralston-Berg, 2014; Van de Vord & Pogue, 2012). Goolnik (2012) identified a relatively new change agent within educational firms, the managerial professional. Goolnik argued that these individuals are positioned between academics and administrators to develop and manage the quality, change initiatives, and to ensure a firms profile reaches and achieves its competitive edge. Leaders of educational institutes are becoming more and more business specific, and technology has enabled increased profitability and continued success (Then & Amaria, 2013).

Sword (2012) in a qualitative study of 20 nursing faculty found that employees transitioning to online environments felt fear, disillusionment, a lack of confidence, and personal doubt. However, despite these thoughts, employees adapted and were willing to put in the hours and effort to succeed with a new online teaching format (Sword, 2012). Sword (2012) made a number of recommendations to online users and developers (a) to involve employees from the very beginning and use change theory to guide a planned and organized change process, (b) assess the computer-skills ability of employees, (c) have formal orientation sessions, (d) use mentors, (e) implement professional development for online faculty, and (f) review time commitments and workloads from the outset.

Employees who had used technology in the classroom had reported their students to be more engaged and better performing than previously, thus disrupting traditional pedagogical thinking (Maheshwari, Zheleva, Rajasekhar, & Batra, 2015). The blended-learning model can allow some programs to be delivered equally or more successfully online than in traditional classrooms (Mersal & Mersal, 2014). Lucas (2014) argued that as technology innovates and a companies customer types expand, firms who do deny such innovations may end up obsolete and sidelined. As an example of an enabler, many open distance-based universities have successfully separated teaching from the production of study materials (Burgi, 2009).

Employee Attitudes

Every innovation has potential users that will either adapt or resist its use (Hutchings & Quinney, 2015). A significant problem for many business leaders is that they fear employee resistance and do not use resistance as an opportunity to engage and learn (Ali, Zhou, Miller, & Ieromonachou, 2016). Many potential users will adapt and learn new skills, and many will have their competences destroyed. Ahsan et al. (2010) argued that knowledge and experience will help employees adapt, but an over-reliance on existing techniques and routines will slow down and erode success. Leaders must pursue knowledge both internally and externally and leverage existing experience to help staff move towards competence-destroying change (Ahsan et al., 2010).

Managers must not forget that the developments of information technology, along with changes within society, have created new paradigms (Blaga & Gabo, 2014). Business leaders hope for competitive advantage and profitability through technological-

led change. However, many employees are impacted and experience tension through technological change (Dyment, Downing, & Budd, 2013). Thus, disruptive innovation will not only disrupt or change the types of products and companies, but it will disrupt the way in which employees live and work.

Managing and leading employees in a changing environment is critical to overall business success. Hansen et al., (2015) argued that business leaders must understand that both influencers and opponents seek to encourage imitators, and managers must use institutional pressures to their advantage in changing those very institutions. Thus, managers are needed to anticipate and manage resistance, draw up a plan of action, and a realistic timeline to allow the firm to remain healthy and competitive (Cullen, Edwards, Casper, & Gue, 2014).

Technological induced change has not ignored educational domains. A recent development within student expectation has taken place (Newland & Byles, 2014). The expectation now is of much more online teaching and learning and upon the student becoming much more responsible and active in the online learning environment (Newland & Byles, 2014). Williams van Rooij and Zirkle (2016) recommended that institutional developers and deans include student preparation or readiness for online studies in decisions because faculty members worry about students' ability to learn online. Smidt, McDyre, Bunk, Li, and Gatenby (2014) agreed that students must support and collaborate online, and that faculty must develop techniques that encourage communication and collaboration. Chang, Shen, and Liu (2014) argued that expert teachers are still very much needed as content specialists. Thus, content specialists are

invaluable for knowledge transfer and managers must find a new balance between offering quality education to large numbers while paying expert faculty members. The Europeanization or Bologna Process has required students to take control of the learning process in which students learn, and faculty members become specialists in designing programs that guide students through the learning process (Juan et al., 2011; Monteiro, Leite, & Lima, 2013). This emphasis has now partly enabled the growth of online learning.

Employee Concerns

A variety of factors influences employee attitudes toward change, creative destruction, and e-learning strategies. Juan et al. (2011) at a Spanish university identified how its full-time employees felt about teaching mathematics and statistics online. Three main areas of discussion included learning systems, key benefits, and risks and challenges. Results and recommendations included (a) use a professional approach (e.g., an applied focus) in online courses to keep student motivation high, (b) invest most of the development time in material selection, (c) design assessment throughout the course, and (d) promote the use of mathematical or statistical software in the course (Juan et al., 2011). The study participants, however, were not without fear of failure. The participants recommended a great deal of attention and guidance to students and periodic training and development of faculty and students as software and teaching styles change. Thus, employees may play an active role and find a balance between technology and content. Key concerns included (a) experiencing a loss of privacy, (b) focusing just on the

technology, (c) working with low-quality content, and (d) having to be available every day and all day (Juan et al., 2011).

Employees still have concerns that it takes more energy and time to teach an online course than a comparable face-to-face course and faculty have severe reservations about the quality of online outcomes (Allen & Seaman, 2015; Seaman, 2009). Top faculty barriers to online teaching included (a) faculty training, (b) faculty compensation and incentives, (c) faculty resistance to online teaching methods, (d) colleagues' knowledge and support of distance education, (e) ability to teach career or technical content at a distance, (f) job security, (g) ability to monitor the identity of the student, (f) keeping up with technological change, (g) assessment and testing concerns, (h) intellectual property concerns, (i) time commitments and (j) level of technical expertise (Al-Alawneh, 2014).

A significant paradox of teaching online was the need for flexibility and a robust motivational structure at the same time (Windes & Lesht, 2014). Without strong leadership support and planning, online offerings may be slow to move forward and be less effective than initially hoped. Islam, Beer, and Slack (2015) found a mismatch in learning styles, culture, pedagogical e-learning, technological, technical training, and time management as key challenges and significant barriers to online success and creation. Employees need purposeful technology for the development to succeed and that many online instructors felt alone, missed their colleagues, and felt the need for meaningful discussions, ongoing feedback, and a sense of collegiality (Crawford-Ferre and Wiest, 2012). They also stated that employees must understand their online roles as

being a combination of teacher, technical expert, manager, and social scientist (Crawford-Ferre & Wiest 2012).

Allen et al. (2012) found similar responses in the United States, demonstrating that (a) 57.7% of faculty and 19.8% of administrators had more fear than excitement when they thought of online growth, (b) faculty were more excited about teaching online or teaching online in blended learning environments than not at all, (c) 65.7% of faculty felt that online course learning outcomes were inferior to compared face-to-face classes, (d) 38.3% of faculty agreed that online education is as effective as in-person instruction, and (e) 28.2% of faculty felt that their organizations were pushing too much online teaching compared to only 10% of administrators. Although, Allen et al. (2012) demonstrated that 60% of faculty still recommended online courses to students. In 2010, two-thirds of respondents in the Allen and Seaman (2010) study found online education to be at least as good, the same, or superior to face-to-face instruction.. In a similar study in 2015, 25.9% of faculty felt that online courses were inferior to face to face, 57.9 % felt that online courses were the same value, and participants reported the ongoing failure of online learning in convincing faculty members of its worth (Allen & Seaman, 2015).

Developing Online Competencies and Comfort

Employee skill sets as an essential indicator of using technology and these competencies manifest themselves in ways that are relevant to their professional lives (Lackey, 2011). Participants recommended teachers use technology in their traditional classroom-based courses to help with future transitioning to full online environments (Lackey, 2011). An emergent theme from Lackey's phenomenological study outcomes

was that of comfort; technology or the lack of technical skills was the most significant barrier to online success. Employees and students found online programs to be effective, with faculty teaching experience and technological skills strongly linked to effective outcomes (Downing & Dyment, 2013). These outcomes relate and agree with the earlier findings of Lackey (2011).

Frequently employees experienced limited training due to time constraints before teaching their first online course (Meyer & Murrell, 2014). Online developments were rarely supported by all because only those willing to invest time in exploration did well (Juan et al., 2011). Employees developed a pioneering spirit during their transition to online environments and many faculty members felt very stretched as they had to learn, teach and, become an expert all at the same time (Sword, 2012). The lack of training may indeed reduce employee comfort and confidence with online teaching. Burgi (2009), Lokken (2012), Sener (2010), Sword (2012), and Van de Vord and Pogue (2012) confirmed that employees noted much more time and effort were needed to support online teaching that resulted in a more frustrated faculty member and student. The removal of traditional communication signals (e.g., facial gestures, fidgeting, and poor attention spans) can impair a teacher's understanding and become a barrier to communication (Sword, 2012). Institutional factors are crucial to online success and leadership from senior administrators, accessibility to resources, and the need for an online coordinator are essential requirements (Picciano, 2015). A key concern for faculty included an overall lack of managerial support or commitment (Hunt et al., 2014).

Macfadyen and Dawson (2012) recommended a strong culture of support for overall online success and acceptance.

A different way of teaching and communicating may impact some faculty members negatively. Faculty members may feel unsure, inexperienced, and lose confidence in their abilities. A loss of conventional teaching methods, which did not work online, resulted inexperienced faculty feeling like new teachers with little clue of what they were doing (Sword, 2012). Although employees felt bonded in their confusion and felt inadequate as they moved forward, the loss of face-to-face communication directly resulted in a loss of student-faculty camaraderie (Sword, 2012).

Although employees believe organizations are below average in providing support and incentives, they still recommend online courses to students (Seaman, 2009). Sword (2012) reported that faculty accomplished most of the adaptation alone, and when they needed support, none was given or found. Allen et al. (2012), Allen and Seaman (2010), and Seaman (2009) and Sword (2012) have identified an interesting paradox. Even though the industry has some way to go to convince employees that the quality of online education is equal to the traditional classroom, educators are increasingly accepting comparable online learning.

Online and Face-to-Face Teaching Comparisons

Many employees held a positive attitude toward online learning as it contributes to student motivation and motivation in their learning process (Juan, Steegmann, Huertas, Martinez & Simosa, 2011). Universities that regarded online education as a long-term strategy were most likely to report that employees accepted the value and quality of

online teaching (Allen et al., 2016). Sword (2012) strongly recommended that school managers listen and respond effectively to faculty voices to allow faculty to move forward successfully into the online learning domain.

Findings from a phenomenological study in the United States reviewed the experiences of 10 educators transitioning face-to-face courses to online learning domains (Chiasson et al., 2015). Within-participant outcomes, eight themes emerged and addressed (a) technological support received during course development, (b) time commitment of faculty, (c) faculty role, (d) instructional strategies, (e) adjustment to teaching online, (f) synchronous versus asynchronous instruction, (g) faculty member confidence, and (h) control (Chiasson et al., 2015). Chiasson et al. (2015) concluded that development time was needed over and above time spent with instructional designers as faculty sought additional help and advice from peers. The authors concluded synchronous teaching enabled face-to-face teaching tools to be used online, and online teaching made teachers feel more effective and efficient and better educators.

A systematic mixed method review of authors' studies compared online and traditional learning of undergraduate nurses and identified that there was no significant difference between the two formats (McCutcheon, Lohan, Traynor, & Martin, 2015). Results included (a) performance/clinical skill, (b) knowledge, (c) self-efficacy/clinical confidence, and (d) user experience/satisfaction. McCutcheon, Lohan, Traynor, and Martin (2015) showed that the level of computer experience, learning styles, age, and attitude affected a student's level of online engagement and satisfaction.

Nguyen (2015) reviewed online instruction effectiveness compared to face-to-face instruction. Nguyen (2015) examined the effectiveness of online learning by organizing and summarizing authors studies into positive, negative, mixed, and null categories. Final results showed that 92% of distance and online education authors' and researchers found that distance and online education was at least as effective, if not better, than face-to-face teaching (Nyugen, 2015). Positive findings included (a) improved learning, (b) improved perception of learning, (c) a stronger sense of community, and (d) reduction of withdrawals and failure. Null finding showed no difference within categories, and negative findings showed direct contradiction from the positive outcomes (Nyugen, 2015). Nyugen (2015) mentioned that many authors highlighted a lack of academic methodological rigor or selection bias. However, given the issues, the outcome Nyugen (2015) reported offers an insight into the relative effectiveness of the two teaching methods.

The cause of most e-learning failure is still people specific, as faculty members need to be convinced of online teaching quality and use (Allen, Seaman, Poulin, & Straut, 2016). Due to a lack of faculty buy-in, colleges and university deans hire part-time faculty, as full-time faculty are either unable or unwilling to teach online (Picciano, 2015). Teachers' and administrators' performance, and the cooperation and development of both, are key performance indicators (Aslanargu, 2015). Using a phenomenological study Aslanargu (2015) explored faculty expectation of administration, and eight themes emerged. The themes outlined the following expectations (a) comprehension and support (mentioned by 25% of participants), (b) satisfaction with the current administration

(mentioned by 21%), (c) leadership (mentioned by 13%), (d) justice and equality (mentioned by12%), (e) communication (mentioned by 11%), (f) physical equipment (mentioned by 9%), (g) school development (mentioned by 9%), and (h) no expectations (mentioned 2%) (Aslanargu, 2015).

Vodenicharova et al. (2015) outlined the main benefits of e-learning in public health education. Sharepoint use was seen as a means to (a) improve learning effectiveness, (b) support the learning process and the use and creation of knowledge, (c) provide a catalyst for research, (d) continuously improve the domain via technologies, (e) develop educational concepts towards learning personalization, (f) create solutions that engage students and faculty in new ways (Vodenicharova et al., 2015). They felt that Sharepoint encouraged knowledge sharing and training of trainers at the university.

Stein et al.'s phenomenological study showed various categories of conception or levels of understanding by faculty participants. The levels of understanding included (a) e-learning is a tool to support learning, (b) e-learning is a process of learning interaction, (c) e-learning is learning, (d) e-learning reduces distance between teacher, students, and course materials, (e) e-learning is seen as a collaborative exercise among teacher, student, and support staff (Stein et al., 2011). Stein et al.'s participants were very positive about e-learning and encouraged managers to design e-learning development that is specific to individual needs.

Thus, e-learning adaptation and development relates more to people than to actual e-learning technology. Sword (2012) argued that teaching online was more than a technical venture. Employees reported a vast range of computer literacy, though most

study's participants felt very overloaded with all the technology they were required to use and not the actual technology itself (Sword, 2012). Teaching and learning today are very different from what has gone before, as faculty move from teacher-centered to student-centered learning (Livingstone, 2015).

Online Acceptance

A sample of 446 employees from 3 large Brazilian universities applied Davis' technology acceptance model or TAM (1989) and found indicators and gender differences significant to their own online acceptance (Okazaki & Renda dos Santos, 2012). Perceived usefulness (PU), perceived ease of use (PEOU), computer efficacy (CE), facilitating conditions (FC), and intention for use (IU) were considered necessary, but overall usefulness and intention to use were not directly linked (Okazaki & Renda dos Santos, 2012). The same authors concluded that participant outcomes showed that men placed a greater significance on usefulness, whereas women placed a greater reliance on ease of use.

However, motivation was not affected by age or gender, but by the level of e-learning experience, and the level of experience with computers (Hunt et al., 2014). Hunt et al.'s (2014) outcomes identified (a) flexibility in delivery, (b) personal interest, (c) financial stipend, (d) reassigned time, (e) opportunity for innovation, (f) meeting student interest, and (g) meeting student need as key motivational factors. Organizational managers must use mentors, proper change management theory, and ongoing professional development to navigate the adaptation of employees to online environments (Sword, 2012).

Özkeş and Kaya (2015) reviewed the relationship between the level of teachers' innovativeness and technology acceptance. With a sample of 217 teachers from universities in Turkey, the authors found that technological acceptance was good via two scales: An individual innovativeness scale and a technology acceptance scale. According to results, teachers who had a positive opinion of their ability to teach used technology and teachers who felt uneasy about their teaching ability and the use of technology were less likely to use technologies.

Administrator Influence

The value of the individual and the team must be managed together effectively alongside a climate of experiential learning. (Beckem & Watkins, 2012). The importance of organizations gaining employee support and enthusiasm before embarking on an online program is paramount (Vaill & Testori, 2012). Thus, sound educational theory and educational principles must exist in online-course development and delivery (Teräs & Herrington, 2014). Travis and Rutherford (2012-2013) and Diaz (2011) all noted a lack of e-learning experience among both staff and students.

Faculty members have not yet accepted online teaching and learning domains. A gap now exists between administration and employee acceptance of online developments (Al.-Salman, 2011). Faculty needs to master several roles and competencies when teaching online, and employees must also consider that the quality of online learning is at least equal to face-to-face (Downing & Dyment, 2013). Downing and Dyment (2013) argued that administrators must catalyze employee adaptation by providing suitable resources that support an ever-evolving landscape of e-learning. Thus, resources, relevant

knowledge, and experience are critical to faculty and student success (Teräs & Herrington, 2014).

Institutional maturity has become an essential factor for college administrators and directors (Graham, Woodfield, & Harrison, 2013). Graham et al. discussed barriers to implementation at different stages of maturity and institutional experience but outlined a continued need for solutions to be most prevalent. Meyer and Murrell (2014) observed that employees typically experienced limited training due to time constraints before teaching their first online course. Mafadyen and Dawson (2012) confirmed that a lack of clear institutional direction still exists concerning the design and intelligence of distance-based education, including a lack of clear strategic plans, policies, procedures, and methods. The SVC project showed that the lack of monitoring and follow-up frameworks did not encourage institutional support or long-term momentum within the project (Swiss Virtual Campus, 2008). Cicco (2013) noted that employee-development experiences were paramount and directly linked to blended-learning development and success. Although employees have time to prepare programs and courses, employees can feel uncomfortable if they have not taught online before (Hunt et al., 2014). Thus, the dilemma still exists for both educators and administrators. Downing and Dyment (2013) and Tabak and Rampal (2014) have outlined the importance of employee and faculty support and encouragement that parallels organizational support and vision. Sener (2010), and Seaman (2009) have identified faculty-based issues and problems and have called for further study. Thus, the question of employee attitudes and experiences to learning technology needs further investigation by researchers.

While online learning offers attractive alternatives to the changing demographics of students, educational globalization can encourage the development of offerings that are of a poor quality (Youssef, 2014). Thus, college administrators must show how useful or relevant their programs are to prospective students. College administrators must understand the motivators and barriers to e-learning initiatives and develop training that encourages employees to take part wholeheartedly. Managers must encourage employees to participate in ongoing professional development in the search for e-competence and development (Meyer & Murrell, 2014). Cicco (2013) encouraged administrators to provide a protocol of resources, including (a) training workshops, (b) technical and institutional support, (c) reward programs, (d) incentives, (e) promotions, (f) tenure, and (g) the continuous monitoring of competencies, thus, allowing online offerings to be the best that they can be.

Employee Preparation and Perceptions

Professional development is essential in developing a new online employee, where individuals develop their online presence (Maiden, 2013; Sword, 2012). Understanding how to be present online improves both student and faculty satisfaction (Casey & Kroth, 2013). Based on eight online experienced faculty interviews, most admitted they had not considered how or if they developed presence until they were asked. Casey and Kroth also saw a link between problem-solving in the classroom to increased perception of presence in class (Casey & Kroth, 2013). From the interviews, four themes emerged from the data and included the importance of (a) planning and

organization, (b) communication, (c) collaborative work and student self-direction, and (d) the learning relationships when developing a presence.

Computer literacy and the ability to work well with technology were considered highly crucial as those who lack skills were reluctant to teach online (Downing & Dyment, 2013). The challenges including the degree of educational virtualization, the suitability of e-learning for teachers, students, and other stakeholders, and the value of innovations to the educational and business world need exploration (Emelyanova & Voronina, 2014). The organization of time, acknowledgment of distance education teaching being different, and a pathfinder approach was vital in helping employees adjust (De Camargo Ribero, Rozenfeld Gomes de Oliveira, & Mill, 2011). De Camargo Ribero et al. (2011) also warned employees against the use of traditional teaching methods and suggested that new employees be humble and brave in search of new methods and ideas. After all, many faculty members see significant changes in the way they approach teaching and learning when using online technologies (Freeman & Tremblay, 2013).

Sword (2012) agreed with De Camargo Ribero et al. (2010) and stated the importance of employees given enough time to adapt and teach online courses. One participant commented that online teaching doubles his time and that preparation time was essential (Sword, 2012). In essence, time to think and improve is key for a successful transition.

Bullock (2011) observed a 2-year transition from face-to-face to online teaching and showed that a teacher could move quite smoothly initially into online teaching. Bullock highlighted the importance of continuous in-depth pedagogical training since

having the right hardware and software was not enough to develop relevant e-learning experiences. Online teaching is not just traditional teaching done differently, but use very distinctive teaching methods for online success (Bullock, 2011). Thus, a pedagogical approach and thinking are essential in creating and maintaining relevant e-learning initiatives. Diaz (2011) and Graham and Fredenberg (2015) recommended the used of multidisciplinary data collection and collaboration and the importance of continuous exploration of new solutions and innovations. After all, educators strive to do their best and develop useful and advantageous learning environments, thus, continuously adding value and quality to programs and online offerings (Milheim, 2011). This shows a self-development ethos when employees are willing to adapt and persevere, and to invest time and efforts to succeed (Sword, 2012).

Cicco (2013) argued the importance of continuous professional development in which new ideas and teaching methods are discussed as critical. Shattuck, Dubins, and Diana (2011) saw the importance of statewide online training and noted an overall satisfaction with such programs and delivery, although respondents did find the amount of time needed to cover the course requirements to be high. Thus, administrators should understand and allow time for employees to learn and prepare for e-learning development.

Transition and Summary

In summary, the review of literature identified that past researchers have reviewed technology-based change and have attempted to identify critical success factors that include, (a) technological use and competencies (Hunt et al., 2014; Sword, 2012); (b)

time, workload, and instructional support (Al-Alawneh, 2014; Carter, et al., 2014; Reigeluth, 2011; Sword, 2012); (c) rewards, incentives, promotion, and tenure (Seaman, 2009), and (d) quality of instruction and learning (Chau, 2010; Nguyen, 2015). Shattuck et al. (2011), Sword (2012) and Allen and Sword (2015) have identified employee concerns.

Burgi (2009), Mohamed et al. (2011), and Seaman (2011) have examined how the Internet has influenced learning and has changed the way universities supply education. Chau (2010), Christensen et al. (2011), and Lucas (2014) have discussed disruptive innovation or technologies. The Internet is the originator or enabler of online learning, with many educational institutes moving into new strategic landscapes. Disruptive-innovation theory argued that firms using new technologies strategically could enter into markets that were more profitable, and thus the Internet has enabled educational institutions to develop online offerings (Christensen et al., 2011). A review of the literature has shown many educational organizations moving toward and becoming part of the online-learning domain. The literature has shown disruption of faculty practice as employees adapt and move into an online-learning environment (Lackey, 2011; Travis & Rutherford, 2012-2013; Sword, 2012; Van de Vord & Pogue, 2012).

In section 3, I focused on how employees cope with technology-based change, explicitly concentrating on participant attitudes, experiences, and feelings toward e-learning strategies at three Swiss-based campuses. Only a few researchers have specifically examined the factors that affect employee attitudes to e-learning technologies (Allen et al., 2012). Multiple researchers have focused on students but have forgotten to

investigate faculty members when exploring online technology developments (Downing & Dyment, 2013). Winning hearts and minds of employees and other participants is an essential factor to take electronic learning to its potential.

Employee preparation and attitude are paramount to moving toward successful online programs (Burgi, 2009). Bullock (2011), and Gonzalez (2010) have attempted to review employees' experiences and preparation, and leadership attitudes are strong motivators. Chow (2013) reviewed strong leadership and overall administrator impact. While online education required both flexibility and motivational structure (Sword, 2012; Windes & Lesht, 2014), online is supported by faculty, even with little evidence of its effectiveness as a learning tool (Allen et al., 2012; Seaman, 2011, Allen et al., 2016).

In the current study, I reviewed issues with the use of e-learning technologies in traditional land-based institutes, specifically examining the effect employee attitudes and experiences have on electronic learning success and failure. Many of the previous studies are quantitative. The research approach selected and outlined in section 3 is qualitative, as I sought to explore and discover employee attitudes, along with experiences and feelings toward e-learning technologies. In line with the second research question, I also examined how to improve employee commitment and use. The next section defines the methodology used in full detail.

Section 2: The Project

My project was a qualitative phenomenological study and I have shown how e-learning can disrupt or support organizations using e-learning technologies. The findings from the current study supported the concept of disruptive-innovation theory within the educational field. Employee resistance to technology-based change was in line with my research questions and findings from previous studies. From the data analysis, I developed research outcomes that may be influential to the business view of education. I sought to explore and discover employee attitudes, experiences, and feelings toward technologically induced change. This section contains the project overview, which includes the (a) purpose statement, (b) role of the researcher, (c) participants, (d) research design and method, (e) population and sample, (f) methods of data collection and analysis, and (g) reliability and validity underpinnings.

Purpose Statement

The purpose of this qualitative descriptive phenomenological study was to explore the lived experiences of faculty and academic administrators in the early stages of adapting to technology-based change and to identify strategies educational business managers can use to improve institutional performance and increase customer satisfaction. Twenty purposefully sampled faculty members and educational administrators participated in semistructered face-to-face interviews. Participants worked for two private for-profit universities located across three campus sites in French-speaking Western Switzerland.

Technological innovations exist throughout the business world (Fortino, 2011). A choice of educational formats could be a boon for all, especially for underperforming students (Corry, 2014). I sought to identify means to enable educational managers to develop strategies for facilitating faculty adoption of online courses and encourage academicians to use, develop, and support technological innovations in the workplace.

The intent of this qualitative study was to explore and understand employee attitudes toward e-learning technologies as the next step in the dialogue between frontline educators and institutional managers. I sought to explore the early stage experiences of employees undergoing technology-based change. Seaman (2009) recommended an in-depth qualitative approach and encouraged collecting data from for-profit institutions. I wished to review resistance to technology and how employees can successfully adjust to technology-based change. The purpose of the study was to (a) identify similarities to previous studies, (b) offer new knowledge and thinking regarding the phenomenon, and (c) encourage others to use qualitative approaches in business domains.

Role of the Researcher

In qualitative research, the researcher is the primary instrument as he or she controls the research process and makes sense of the outcomes. The researcher is a crucial instrument as he or she examines data from documents, manuscripts, and transcripts (Giorgi, 2012; Moustakas, 1994; Yin, 2009). My current studies data must reflect the participants' feelings and thoughts and not my own. In the research process, I attempted to remove myself from the comments and data produced by participants. Moustakas (1994) defined this approach as bracketing. I was also an employee of the

research site and was involved in the topic area as a teacher-administrator. Thus, my knowledge and experience facilitated conducting the study, but were not used to bias or compromise the participants. I maintained objectivity and transcendental subjectivity by regularly checking and removing bias or preconceptions when making sense of reported experiences. A comparison of location or campus-based results enabled a full phenomenological review.

As the research method was inductive and emergent, planning and preparation had to be as flexible and as fluid as possible. Cloonan (2012) supported this thinking when recommending moving away from predescribed or determined plans or phases. I was open-minded, and thus I adapted interview questions in the quest to obtain the most pertinent research data. I used an interview protocol document (see the Appendix) to stay on topic and to make sure each interview included all questions. The protocol document also provided me with a scripts and methodology to protect the overall interview process. I also shared the document with participants prior to the interviews to make sure everyone felt happy answering the questions. Social constructivists or psychological phenomenologists must try to interpret the meanings others have or others experience about the world (Applebaum, 2012; Giorgi, 2012). This interpretive nature was precisely the purpose of the study.

However, I understood the problems or conflicts of qualitative approaches. Qualitative researchers aim for the middle ground between reality and representation and understand that the research outcomes will add to an ongoing dialogue of knowledge (Giorgi, 2012; Silverman, 2010; Yin, 2009). Researchers must describe participants'

lived experiences with unbiased interpretation (Yin, 2009). The researcher must also show a sensitivity toward the phenomenon (Giorgi, 2012).

I guarded against the weaknesses of a backyard study by accepting that participant responses as their truth. I started the interviews knowing that I expected certain answers and at the same time recognized my own bias. I was conscious of remaining neutral and letting the data tell the story. I removed my own thoughts and experiences. The researcher must approach a study naively and openly, and without presumption (Moustakas, 1994). Phenomenological researchers must rise above or remove previous knowledge or experiences, and bracket their beliefs and perceptions (Moustakas, 1994). The use of multiple validity strategies should also guide studies (Earle, 2010). My protection of data credibility, dependability, and integrity enabled reliable and valid study outcomes.

Participants' names and roles were masked to increase confidentiality and trust between myself, managers, and participants. Research ethics also guided the study, including the selection of participants and the use of an informed consent form. Practical and ethical considerations recommended by the National Institutes of Health Training on Human Participants (2010), Webb (2015), and The Belmont Report (1979) were followed to ensure participants' confidentiality, comfort, and protection from harm.

Participants

Twenty purposefully selected individuals took part in face-to-face in-depth interviews. Participants must have lived the experience and must understand the problem and meaning of the research questions to provide relevant data (Moustakas, 1994; Yin,

2009). From a population of more than 150 faculty and 50 administrators, a sample of 20 participants reduced the risk of not obtaining essential thoughts and opinions. The sample size of participants in qualitative studies should be big enough to reach data and theoretical saturation and must be enough to conduct a thorough in-depth analytical exploration of outcomes (Marshall, Cardon, Poddar, & Fontenot, 2013). There are no new data found at the data saturation point. I checked for data saturation through a thorough data analysis. Twenty participants provided data and ensured data saturation. Their responses also enabled a detailed exploration of outcomes.

Purposeful selection of participants enabled the exploration of relevant experiences. The participants had experienced e-learning technologies, programs, and courses for at least 2 years and had been using face-to-face, blended, and online teaching methodologies in their work. My use of in-depth interviews enabled the collection of differing perspectives. Shah and Corley (2006) recommended in-depth interviews when seeking a range of perspectives and thoughts on a topic. Using three separate campus locations in Switzerland resulted in three sets of perspectives, experiences, and thoughts.

Purposefully selected interviews were conducted to uncover relevant thoughts, feelings, and experiences. An open-ended semistructured qualitative protocol also guided questioning during the interview process. I used probes when required.

Because I worked at the research site, the participants' trustworthiness and experience were evident based on my previous work experiences. Moustakas (1994) recommended four participant-selection criteria that include (a) having experience of the phenomenon, (b) being interested in the subject areas, (c) being willing to participate in

an interview, and (d) allowing the interview to be taped, videotaped, and/or published. These characteristics were evident in participants. Trust encouraged participation and ideally helped engage the respondents in an honest and accurate dialog. An introductory e-mail, telephone calls, and face-to-face communication maximized rapport and supported response honesty and accuracy.

Practical and ethical considerations recommended by the National Institute of Health Training on Human Participants (2010), The Belmont Report (1979), and Webb (2015) were followed to ensure participants' confidentiality, comfort, and protection from harm. An informed consent form signed by participants before the interviews outlined the study and promoted an honest and appropriate researcher-participant relationship (see Robinson, 2014). I used an adapted Walden University informed-consent form to set the scene of the interview and to enable participants to feel comfortable when agreeing to take part. Participants were free to decline or agree without consequence before, during, and after the interviews. I had access to names and work e-mail addresses across all three locations and had no issues with selecting ideal candidates. Respondents were stratified later based on roles, gender, age, location, and length of e-learning experience because these factors related to the study's research questions.

Research Method and Design

The intent of this qualitative research was to explore and make sense of employee attitudes and experiences of technology-based change. The research method was qualitative and included a descriptive phenomenological design. I collected data from three sites where employee responses represented lived experiences of participants. A

phenomenological design is used to capture the ideas or essences of lived experiences (Cloonan, 2012; Giorgi, 2012; Moustakas, 1994). Moustakas (1994) noted the importance of transcendental subjectivity in which the researcher regularly checks and removes bias or preconceptions when making sense of reported experiences. A comparison of location-based results enabled a full phenomenological review. Transferability was also important, as insights into the phenomenon were critical. Reader of qualitiative studies should feel they understand what it is like to experience the phenomenon (Polkinghorne, 1989).

I also used systematic procedures (e.g., interview questions and te recording and transcription of interview sessions) to enable fair and unbiased reporting of outcomes. I used semistructured interview to gather data, although the structure was very loose. As recommended by Moustakas (1994), Conklin (2014), and Giorgi (2012), the phenomenon should be adequately described by a participant to obtain rich, accurate, and understandable data. Depth was key.

Research Method

This qualitative approach was used to explore the perceptions and experiences of employees regarding e-learning technologies in a changing environment, and to describe the lived experiences or the human understanding of technology-based change in the workplace. Yin (2009) and Giorgi (2012) encouraged the use of qualitative research when a problem or situation needs to be explored in the hope of achieving detailed understanding. I followed a descriptive or transcendental phenomenological design. Mixed-methods research is time consuming and may be difficult to conduct because of the extensive data collection and experience required. Quantitative research is more

common in the educational and business-based research domain. For example, Allen and Seaman (2010), Allen et al. (2012), and Hunt et al. (2015) conducted quantitative studies.

Moreover, a quantitative inquiry tends to be predetermined in that it tests a theory or hypothesis, which is not required in phenomenological studies. I did not choose the quantitative method because it did not fit with the research purpose. Qualitative studies focus on exploration (Giorgi, 2012; Silverman, 2010; Yin, 2009). The focus of the current study was on the human side of a business problem.

Face-to-face semistructered interviews were used to gather experiences, although the structure was informal to encourage participants' honesty, detail, and elaboration. Other types of interviews or discussions such as focus groups, e-mails, and telephone interviews were options if participants requested. However, all of the interviews were conducted face-to-face. Face-to-face interviews facilitated participants' trust and a natural communication flow.

I considered all three research methods: quantitative, qualitative, and mixed methods. The purpose of the study was to identify and make sense of employee attitudes, experiences, and feelings while they adjusted to electronic learning technology. The alignment of the research purpose with the research methods was better with a qualitative design. Qualitative research supports the understanding of human or social problems (Earle, 2010; Giorgi, 2012; Moustakas, 1994).

Research Design

Qualitative researchers can employ multiple specific approaches or designs. The choice among qualitative designs can be difficult and must align with the target topic

(Kruth, 2015). Yin (2009) identified five fundamental approaches suitable for the qualitative research method. These included narrative research, phenomenology, grounded theory, ethnography, and case study. Ethnographic-based research specializes in exploring specific human groups or cultures. I selected participants based on a phenomenological experience and not culture or ethnic origin. The research design was descriptive phenomenological focused on identifying and exploring the participants' lived experiences at three different sites.

A phenomenological approach enables the researcher, as well as the reader, to look at local practices to see if these practices fit the norms of other research outcomes. The phenomenological design enabled contact with people living the experience and provided insights and representations of participants' experiences (Moustakas, 1994). Phenomenologists must not explain or add to but must find the meaning of the data through the process of interpretation (Applebaum, 2012; Giorgi, 2012). Both contact and appropriate interpretation were achieved in my study by following set processes.

Using the phenomenological design, I followed procedures recommended by Moustakas (1994) and Van Kaam (1959, cited in Moustakas, 1994). Moustakas (1994) added that while a phenomenological study is a technique, its procedure is crucial as it engages relatively few participants. Interviews take place and set aside preconceived ideas with questions that enabled full disclosure of the experience (Applebaum, 2012; Moustakis, 1994). I provided a comfortable and trusting environment in which the participant could entirely focus on the experience. Analysis of the experiences began

after the organization of the data. Horizontalizing, clustering, and texturizing of experiences take place in the data analysis (Moustakas, 1994).

Data saturation was important in the data collection and analysis phases. Data saturation is established when information is gathered to the point of diminishing returns, and no new information emerges (Rowlands, Waddell, & McKenna, 2016). During the interviews I began to hear same or very similar comments again and again. The questions were designed to probe into certain topics and I did consciously hear that participants had nothing more to say. There were also similarities across sites which again supported data saturation.

Population and Sampling

The participants were employees based at three locations of two for-profit private universities based in Switzerland. The participants must have had experienced e-learning technologies, programs, and courses for 2 years and used face-to-face, blended, and online teaching methodologies. I used a random purposeful sampling technique that involved participants that have the required knowledge and experiences. A random purposeful sampling technique best aids the researcher in understanding the issue under review (Moustakas, 1994; Robinson, 2014). A sample size of 20 participants was justified based on data saturation and data collection opportunities. A small number of sites enabled me to identify themes at each site and to then compare the themes across sites. Site comparisons can enable a valuable in-depth cross-case theme analysis or triangulation of data (Moustakas, 1994; Yin, 2009).

Twenty interview participants who met the study's requirements comprised the study's random sample of employees Interviews took place in quiet interview rooms that were free from disturbance and ensured total confidentiality. Participants' characteristics (i.e., location), length of face-to-face and e-learning teaching experience, age, gender, nationality, and length of service at the institution stratified the interview data. Twenty participants provided an adequate representation of the populations lived experiences. Repetitions and comments made by participants provided evidence of data saturation through the data analysis process. Data saturation is established when information is gathered to the point of diminishing returns, and no new information emerges (Rowlands, Waddell, & McKenna, 2016). The point of diminishing returns was evident in the participants' comments. Locations' A and C participant outcomes reached data saturation as many comments were similar; when discussing value and quality.

Ethical Research

The director of academic affairs of the three research sites permitted the research to take place. The IRB approval number (11-13-12-0194679) provided evidence of Walden University approval for proceeding with the research. The utmost respect and confidentiality toward participants was ensured during the research process. Participants were not at risk (i.e., of losing their employment or reputation) as interview data were not used for any other purpose and participants' names masked, with names and locations, and specific positions removed. The only differentials within the study sites were whether participants were identified as faculty or educational administrators, or based at one of the three locations. No incentives were offered to participants.

No vulnerable populations took part in the study. I completed the NIH Web-based training course: Protecting Human Research Participants before the data collection phase and used derivative insights when selecting participants and managing data collection. I also obtained signed permission from the research site's director of academic affairs. Before participants entered into the research process, they emailed their consent as per the informed-consent form instructions. The informed-consent form communicated details that included (a) the researcher and the research, (b) the risks of participation (c) benefits of participating, (d) guarantee of confidentiality, (e) participant withdrawal promise, and (f) names of research support person for contact, if deemed necessary. Participants could withdraw at any time. All data outcomes will be kept safe and confidential (i.e., locked away, and password-protected) for 5 years to protect the rights and confidentiality of the participants. After this time, I will destroy all data pertinent to the study.

Data Collection

Instruments

I used the research questions, literature review outcomes, and the problem statement as the basis of the semistructered, open-ended interview questions. Olsen (2012) successfully used semistructered interviews to determine how health practitioners from private and public organizations determined their job roles, health and safety tasks, strategies, and their impact. Likewise, Campin, Barraket, and Luke (2013) found that semistructered interviews were an excellent method to use to learn how micro-business owners have dealt with responsible business behavior expectations in New Zealand.

Moustakas (1994) argued that open-ended interview questions are the best way to address specific themes and to make sure there are no misconceptions during the interview conversation. I used open-ended questions and semistructered interviews to explore the two research questions.

Wojnar and Swanson (2007) in Matua and Van Der Wal (2015) argued that a descriptive phenomenologist should not write a literature review or research questions before conducting the study, as his or her only focus should be on the actual lived experiences of participants and not contaminated by any previous knowledge. Although I did not follow these recommendations, this approach and thinking addressed the earlier objectives for using bracketing, transcendental subjectivity, and epoche. The thinking enabled me to understand the focus of a phenomenological researcher. I did seek to assure by removing bias during the interviews and data-analysis process, and understood the risks of assumption throughout. Moustakas (1994) recommended researchers to remove and manage the risk of bias throughout a phenomenological based study process.

The interview questions came from the research questions and literature and encouraged interview participants to open up and talk about attitudes, experiences, and feelings of e-learning technologies. I designed the interview protocol. I recorded the interviews, took handwritten notes, and developed a research journal to add notes, thoughts, and descriptions of instances to participants comments. I used the research journal content as a guide when reviewing all location-based participant comments. An external transcription firm developed sound-recording files into Microsoft Word documents. Raw sound recordings and transcribed data are available to readers for five

years after publication as long as content do not risk participant confidentiality. Outcomes of the interviews provided a basis for exploring and understanding experiences of participants in an open and trustworthy environment, and confidentiality was assured and vigorously protected.

A rigorous research procedure, along with credibility, dependability, and integrity protected the research processes. Validity strategies support the accuracy of the findings (Moustakas, 1994; Pereira, 2012; Yin, 2009). Strategies I used included (a) making sure the interviews are in a quiet, distraction-free place, (b) requesting the participant to agree via a consent form, (c) explaining the purpose of the research, (d) estimating the amount of time that would be spent, and (e) offering a copy or summary of the research data after completion. As argued by Pereira (2012) a phenomenological researcher must demonstrate the methodological congruence (i.e., rigorous and transparent procedures) and provide lived experiences in a realistic and readable way.

Data Collection Technique

Face-to-face interviews or conversations provided the means for data collection. Face to face interviews are recommended for qualitative-based studies (Campin et al., 2013; Giorgi, 2012; Moustakas, 1994). The interviews provided participants' responses to the interview questions and encouraged the interviewees to explore and discuss attitudes, experiences, and feelings.

The Appendix contains a full list of interview questions. Each interview lasted between 40 minutes to approximately 1 hour. All interviews took place in a quiet and secure room. To minimize threats to process validity, I addressed each of Moustakas'

(1994) recommendations by using: (a) an interview protocol document that identified dates, places, and interviewees, and instructions communicated and protected consistency; (b) an open set of questions (examples shown in the Appendix) that obtained data specific to the research, and probing questions added to data outcomes as the interview progressed; and (c) flexibility in qualitative approaches. Webb (2015) argued that the interview protocol should enable the participant to share his or her opinions and encourage the active role of the conversational partner. I followed this process with each interview. An external transcription firm then developed sound-recording files into Microsoft Word documents.

I triangulated interview data across the three sites to provide additional insights. Moustakas (1994) and Silverman (2010) recommended triangulation as this process also supported data validity. Past experiences can perhaps affect later data analysis or reflection, but member checking supported the final validation of the study (Moustaskas, 1994). I shared a summary of findings from each location with participants. The sharing of a summary protected overall objectivity and added to data validity.

Data Organization Technique

I used phenomenological approaches to facilitate the development of experiences into themes or patterns. As recommended by Van Kaam (1959, in Moustakas, 1994), data were then (a) listed and grouped based on horizontalization of significant statements, and then, (b) these statements were grouped or clustered into larger units or themes. I re-read, and listened to recording and transcripts as recommended by McCormick (2011). McCormick suggested that research is grouped based on location or sites to enable a

cross-site or cluster-means analysis. Descriptions and details of how the experience happened should be mentioned (Moustakas, 1994). Van Kaam (1959 in Moustakas, 1994) stated that the what is defined as textural description, and the how is defined as a structural description. At both phases, the researcher must reflect on the setting and context of the experiences (Moustakas, 1994; Yin, 2009). Finally, a description of the phenomenology, incorporating the essence, tells the reader what the participants experienced and how they experienced it (Moustakas, 1994). Applebaum (2012) cautioned that the interpretation must be managed; phenomenologists must not explain or add to but must find the meaning of the data. Again, these processes were chosen and used to protect methodological congruence of my study outcomes.

Data were organized, coded, and categorized with the help of qualitative NVivo10 software. Van Kaam (1959), in Moustakas, (1994) recommended an approach to data organization and analysis, that included (a) transcriptions of data from the interview sound recordings, (b) coding expressions that apply to the lived experiences of the phenomenon, (c) identifying and counting repetitions to identify themes, (d) revealing the nuance or noesis of the experience (e) identification of patterns and themes from the interview data, and (f) developing an in-depth description or essence of lived experience as perceived by the interview participants. I reviewed and themed individual data sets, and then did a cross-site or triangulation of data which enabled a thorough analysis of interview statements and assured the findings' validity.

When reviewing interview comments, I identified statements that related to the research questions. Codes based on categories of response or significant statements (e.g.,

costs, learning, space, and so forth) helped organize data. A full investigation of attitudes, experiences, ideas, and feelings that did or did not affect the use of e-learning tools took place. If participants repeated a term, a possible new theme became apparent. A research journal and NVivo10 software enabled me to cross-theme and investigate the interrelationship among sites or classifications. Yin (2009) encouraged cross themes as they build the essence or meaning of the three site phenomenon outcomes.

Raw data will be available for 5 years after publication. Raw data are stored electronically and are password protected. Hard copy transcripts are locked in a filing cabinet. After 5 years, I will destroy all electronic and hard copy data.

Data Analysis

Data analysis involved organizing of data, forming the data into themes through a process of coding, and then representing the data in tables for narrative discussions. NVivo 10 helped me code comments into themes based on repetitions and similarities. The process of data analysis involved making sense of the text and moving deeper into the understanding of the data given. The data analysis techniques I used were recommended by Cloonan (2012); Giorgi (2012); and Moustakas (1994). I clustered comments and collective and individual themes emerged around participant lived experiences. As recommended by Giorgi, (2012) and Moutakas (1994), a continued reflection took place after and during the interviews, thus enabling more thorough research into the problem or phenomenon. My reflective journal contributed to the basis of comprehensive research. Significant themes and perspectives from each site gave me a general sense or essence to the data received.

I followed a modified Van Kaam approach to data organization and analysis. Further steps recommended by Van Kaam (1959), in Moustakas, (1994) and McCormick (2011) included (a) listing and grouping together all words that related to the lived experience (e.g., incentives, technological preference, and attitude were used to classify and codify answers), (b) reducing or horizontalizing statements into a more explicit understanding by reviewing and re-reading transcripts, (c) clustering and theming of statements together to develop a central idea or premise, (d) repeating the first three steps for each location or site, (e) double-checking comments and coding to ensure accuracy and sense-making, (f) creating versions of experiences as lived by participants, (g) repeating last two steps for each site, and (h) analyzing across sites to obtain a rich description of the phenomena or differences within each site's experiences. I used these steps to analyze data. The processes I used have protected methodological congruence.

While reading the transcripts, I bracketed previous understanding and preconceptions to enable the true natural phenomenon to shine through. Bracketing was recommended to protect against research bias and to gain the essence of the phenomenon (Grant, 2008; Moustakas, 1994). Based on the interview questions, descriptive data initially obtained the experiences context, followed by feelings and perceptions. Demographics that included where the participants worked, their age, gender, and years of teaching experience, and so on, all added context to the responses. Readers may use this data to align and compare their own experiences of the phenomenon.

Using the computer software program, NVivo10, helped me to explore and link the significant statements within the research outcomes. If the unexpected happened, and

interview responses gave a fresh, original perspective to data outcomes, themes were connected and reviewed to give a perspective to the response. Summaries or composite descriptions from each site examined the specific outcome and ultimately have produced three specific sets of data.

Using a cross-case synthesis or triangulation has facilitated focus and have identifying similarities and differences among the study's sites. Finally, as noted by Yin (2009), using codes facilitated developing the research assertions and generalizations. As recommended by Giorgi (2012), using codes enabled identifying common meanings for summarizing the participants' experiences.

As proposed by Pereira (2012), I assured reliability by continuously checking process and data-recording accuracy. I facilitated the process of assuring data-recording accuracy using a research journal that contained a summary of processes and procedures. These procedures were mirrored and followed for all interviews and coding sessions. Using codes attenuated drift and ensured data were accurate and reflected what the participants had said during the interviews. I promoted validity through the process. The triangulation of the data from the three sites helped assure the themes' validity through reflection and bracketing. Data triangulation helped achieving and demonstrating data saturation. Removing bias was a top priority. Self-reflection and interpretation create an open and honest narrative should resonate well with readers (Applebaum, 2012). My use of peer debriefing and external auditors who double checked the analysis for process error have protected validity. Using both methods assured the accuracy of the study's findings.

Using descriptive text and tables (e.g., comparison tables) enabled summarizing the outcomes of results, and provided rich descriptions of the themes from the participants' responses. During the data analysis, key emergent themes were correlated with literature and explored. Similarities and differences were reviewed, and enabled developing the essence of participants' meanings. Through the cross-site review, data saturation was proven and overall meanings were established. As noted by Van Kaam (1959), in Moustakas, (1994) and McCormick (2011) a cross-site analysis enabled obtaining a rich description of the phenomena and identifying differences within and among site's experiences.

Reliability and Validity

Reliability

Reliability ensures that the study processes and outcomes are consistent. Within qualitative research, reliability comes from data consistency and dependability (Shah & Corley (2006). Dependability refers to how easy the reader can follow the methodology or process used by the researcher (Prion & Adamson, 2014). The previous paragraphs and sections describe the research processes to readers to protect and convince the reader of the reliability of processes and thought processes. The study did not include different researchers at the interview stage, thus further assuring consistency and dependability. I understood the learning that had occurred as the research progressed, and sought to assure using pure experiences without bias throughout the study. Peer reviewers or auditors were selected based on previous research method experience (e.g., they were research active and educators) and they examined the data and process to check for drifts in

understanding. Both process reliability and objective sense-making were deemed consistent and dependable by the reviewers.

The interview-protocol document (Appendix) and the response coding that followed protected dependability during the interview or conversation stage. Data organization (i.e., through coding) added to the reliability and overall consistency. The use of an interview protocol, along with a paper and an electronic archive of data for future retrieval, assures reliability or dependability to the study's findings. Any events or changes experienced among the participants could have affected the research responses. My notes included identifying any unusual occurrences.

I continuously sought to assure reliability or dependability. I used a recording device and took written notes during interviews. I also double-checked written transcripts with interview recordings and vice versa. The highly structured approach recommended by Van Kaam (1954) in Moustakas (1994) guided me and added reliability or dependability to the descriptive outcomes. Accurately characterizing participants' perceptions and feelings was critical, and fair representations of those thoughts were crucial to assuring the validity of the study outcomes. I committed to fully protecting and accurately reflecting participants' opinions.

Validity

Demonstrating credibility and transferability assures the validity of qualitative approaches. Creditability is the truthfulness found within a study (Prion & Adamson, 2014). Qualitative approaches reflect validity through generalizing outcomes through

meaning (Applebaum, 2012). Credibility is paramount and is about convincing the reader of data accuracy in a qualitative study.

Shah and Corley (2006) recommended triangulation, member checks, and peer debriefing as methods for ensuring creditability. Applebaum (2012) encouraged the use of validity strategies. I included peer reviewers (i.e., participants or work colleagues within the research site), data triangulation or the comparison of sources, and the use of rich descriptions of participant comments in the presentation of findings, Rich descriptions are recommended in phenomenological studies to provide participants narratives (Moustakas, 1994; Tibben, 2015). Interview participants validated their responses through checking the summary-data outcomes.

Researcher bias and bracketing techniques helped limit subjectivity from the use of descriptions and essence descriptions (Giorgi, 2012; Moustakas, 1994). Peer reviewers assured construct validity. The triangulation of data and the use of three locations assured the validity of outcomes through research saturation and comparison of data outcomes.

Transferability is the applicability of the data outcomes to others (Prion & Adamson, 2014). Qualitative researchers rely on rich descriptions for taking the reader into the situation or experience (Applebaum, 2012; Earl, 2010; Yin, 2009). This recommendation relates directly to transferability of outcomes, as a reader, based on the detailed descriptions, can decide if the findings transfer to other sites. I could not transfer the research outcome because only the reader can judge the suitability of using the data in another location or study. Earle (2010) mentioned that readers can only judge the suitability of data to their own lived experience. Adding details to the setting and context

should enable the reader to relate and understand the particular experiences, thus enabling objective decisions on the study's transferability.

Confirmability is the means for neutralizing a researcher's bias (Prion & Adamson, 2014). I sought to avoid or mitigate bias continually by removing assumption and my own thoughts to enable honest and objective reporting of the meanings of participants'lived experiences. The integrity of the study process also added to the overall validity and reliability of the research outcomes. Participants gave very similar answers to questions. Establishing data saturation through checking for repetitions and the absence of new inferences within research outcomes also assures research outcomes' validity. (Rowlands, Waddell, & McKenna, 2016). Through thoroughly explaining and consistently following the guidelines and methods discussed, I sought to convince readers that integrity and rigor existed at all stages. Thus, the findings' dependability, creditability, enabling the determination of transferability, and conformability were assured.

Transition and Summary

I have attempted to explore and understand employee resistance to disruptive technological change to enable managers to develop and deploy policies facilitating improved process performance and customer satisfaction. I have reviewed and explored the meanings of experiences of educational employees (i.e., faculty members) and educational administrators using e-learning technologies in traditional land-based institutes. The research approach selected and outlined in Section 2 was respectively qualitative descriptive and phenomenological. Triangulating interview themes facilitated

the methodological congruence of the study's outcomes. Methods used to protect the credibility, dependability, conformability, and integrity added to the overall reliability and credibility. Transferability also adds to the external validity of the study outcomes and processes. Thus, the overall methodological congruence was assured through the rigor and thoroughness of methods used.

Section 3 contains (a) the study outcomes with findings, (b) the potential applications for professional practice, (c) the implications for social change, (d) the recommendations for action, and (e) ideas for further study. Section 3 also includes a reflective review of the overall study process and derivative conclusions.

Section 3: Application to Professional Practice and Implications for Change

The purpose of this qualitative phenomenological study was to explore the early-stage lived experiences of faculty and academic administrators in adapting to technology-based change. I designed the current study to identify strategies educational business managers can use to improve online technology use to help increase customer or student satisfaction. I analyzed the experiences of 20 employees using e-learning technologies at three university campuses in Switzerland. The participants' lived experiences added to the existing body of literature because the purpose of phenomenological studies is to allow readers and other researchers to review each participant's point of view or perspective toward a phenomenon. The use of a phenomenological design enables readers to access the textual element of people living an experience and provides insights and representations of participants' understandings (Moustakas, 1994).

Outcomes from phenomenological studies should describe the essence of the shared experience and enable the reader to understand and relate to findings (Earl, 2010). A reader can, at times, experience an emotional reaction or realization because rich descriptions outline participant experiences (Giorgi, 2012). In the presentation of findings, I used many interview quotations to communicate the participants' understanding and experiences of the phenomenon. The participants told their story in their words. I did not correct grammar in participants' comments. Many colloquial phrases added to the insights and context of the participants' lived experiences and were critical to the research process. Many of the participants were not native English speakers, and I only corrected grammar when it was necessary to ensure clarity.

Insights and representations from the comments may help managers facilitate employees' adaptation to new technology, and may allow employees to compare others' feelings and stages of acceptance regarding disruptive innovation with their own. Business owners from a wide range of industries may benefit from the participants' comments as online markets continue to expand and grow. I designed the current study to explore the human side of a business-based problem.

Overview of Study

I used a phenomenological approach to explore the conceptual framework of disruptive innovation in the context of online-learning technologies. Interview participants added insights and learning, enabling me to answer two research questions:

Research Question 1: What are the experiences of educational employees adjusting to technology-based change?

Research Question 2: How can educational employees' use of new technologies be encouraged?

Four themes from participants' responses were identified: (a) Educational employees are not resistant to technology-based change, (b) educational employees can move forward and become excited even when frustrated, (c) educational managers should develop commitment and a project-based focus to reduce additional expenditure of time and effort, and (d) continued experience and personal development can enable use and reduce resistance. All four themes added value for addressing the research questions.

Data Context

Interview participants are employed at one of three Swiss-based university sites (identified as Location A, B, and C). The same for-profit organization owns, manages, and runs the university sites under three different brands. Students at all sites gain business-based undergraduate or graduate degrees. As shown in Table 2, the demographic characteristics of participants were varied. The most common age range of participants was 55 to 64 years (40%), followed by 45 to 54 years (35%) and 35 to 44 years (20%). One participant was over 65 years of age. There were 12 men and eight women interviewed, with an average of 17 years of teaching experience. Participants, on average, had used e-learning technologies for 4 years in a blended classroom delivery mode.

Employees at Locations B and C offered campus-based undergraduate degree programs. Employees at Location A offered both campus-based undergraduate and graduate programs and an online graduate degree. All participants at Locations B and C had experienced a face-to-face and blended teaching environment. Fifty percent of Location A's participants had experienced face-to-face, blended, and online teaching. The most common level of education for participants was a master's degree. Eight participants worked at Location A, four at Location B, and eight at Location C. Fourteen (70%) participants had a dual role of teacher and educational administrator, one (5%) was solely an educational administrator, and five (25%) participants solely taught classes. All names and campus locations were removed to protect confidentiality.

Table 2

Participant Details

Participant	Location	Gender	Age	Highest degree	Years teaching	Years e-teaching	Years e-administration
1	A	M	35-44	M.Sc.	7	3	1.5
2	A	M	35-44	M.B.A.	7	2	0
3	A	M	45-54	M.A.	14	4	4
4	A	F	35-44	M.A.	7	5	2
5	C	M	45-54	M.Sc.	20	0	3
6	C	F	65+	M.Ed.	40	4	0
7	C	M	45-54	M.Ed.	15	4	4
8	C	M	45-54	Masters	25	3	3
9	A	M	55-64	Ph.D.	20+	8	3
10	A	M	55-64	M.Sc.	20	5	0
11	C	F	35-44	M.Sc.	12	3	2
12	C	F	45-54	M.B.A.	15	5	5
13	C	F	55-64	M.B.A.	10	5	5
14	C	F	55-64	M.Ed.	30	7	5
15	A	F	55-64	M.B.A.	30	12	2
16	A	M	55-64	M.B.A.	14	3	3
17	B	M	45-54	M.B.A.	3	3	0
18	B	F	45-54	P.G. Diploma	11	3	11
19	B	M	55-64	M.B.A.	18	5	0
20	B	M	55-64	M.B.A.	19	3	3
					Avg 17	Avg 4	Avg 3

Note. Avg = Average.

Presentation of the Findings

After interview transcription and coding, I analyzed the data in two ways: (a) singularly based on a specific location and (b) all sites together. The key findings or core themes linked to specific research questions. I checked, read, and reread all transcripts to enable full data immersion. I listened to audio recordings initially and during the analysis phase. Transcripts were organized and listed by set locations (A, B, and C) to develop site-specific outcomes and a final cross-site analysis. As recommended by Van Kaam (as

cited in in Moustakas, 1994), data were listed and grouped based on similarity of significant statements, and these statements were clustered into larger units that I referred to as core themes. Table 3 shows the alignment of research questions and core themes.

Table 3

Location A: Research Questions and Core Themes

Research question	Primary codes and core themes
What are the experiences of employees adjusting to technology-based change?	Perceptions of technology E-Learning recommendation Quality and value of e-learning Reasons for e-learning development Impact on traditional methods
How can employees' use of new technologies be encouraged?	Effect on face-to-face teaching Students Learning Teaching Employees Incentives
What are the experiences of employees adjusting to technology-based change?	Challenges and barriers Motivation Feelings Attributes Personal experiences within the workplace
How can employees use of new technologies be encouraged?	Adaptation Administration Technology Future development Move forward Training and development

To support analysis, I used a research journal to define the research process for easy replication across the three sites. I updated the research journal after each interview, during the coding process, and the writing stage. The research journal entries helped me

outline the organization and presentation of transcripts, remove participant names, add page numbers, and remove other confidential data from transcripts. Research journal entries helped me record details of participant demographics, the process of importing and coding data, and context descriptions. In addition, the entries in the research journal helped with the tracking and the frequency of questions and answers given. Memos regarding each participant highlighted significant or strong statements made. The strong statements or interview quotations then became rich descriptions of participant experiences, and these were used to present the critical findings and emergent themes.

The use of a master list of codes enabled the organization of study results during the research process. I used summary statistics from NVivo10 to contextualize codes. For example, six (86%) participants would recommend e-learning courses and programs of study at Location A. The use of cluster codes became the core themes within the research results. As recommended by Van Kaam (as cited in Moustakas, 1994), I counted statements or words for repetitions, and thereby identified emerging patterns and themes. These count totals are presented in the findings for each core theme.

The use of NVivo10 enabled me to store codes and show emergent themes. Comments that linked specifically to codes or themes were grouped and saved in Nvivo10 folders. I used an inductive approach for data analysis, and many themes were similar to those from previous studies. I used interview statements from transcripts to support my assessment of the findings. In certain instances, I changed the grammar and words from interview transcripts to give the reader a better understanding of the response. Transcripts were not always 100% clear because 13 participants were not native English

speakers. However, I was always conscious of not changing the original meaning to ensure the validity of outcomes.

I used key findings to develop an overall picture for the reader that related to the research questions, the conceptual framework of destructive innovation, and findings from previous studies. An external auditor checked the data analysis process to ensure credibility, dependability, and integrity of the study outcomes. The research journal entries contained links to memos outlining key statements mentioned by participants. All of the interviews took place over 2 months, and a 3-week holiday separated the last interviews. During the interview process, the academic director was made redundant as well as a company reorganization that may have affected the participant responses. Although all participants were present and subjected to the loss of the academic director, the last set of interviews at Location B took place after the announcements and corresponding changes. Van Kaam's (as cited in Moustakas, 1994) approach to data organization and analysis guided the theme identification: (a) identify and count repetitions to identify themes, (b) reveal the nuance or noesis of the experience, (c) identify patterns and themes from the interview data, and (d) develop an in-depth description or essence of lived experience as perceived by the interview participants.

Location A

Location A's participants specialized in providing undergraduate and graduate business-type studies that are both classroom based and online. The participants taught in two undergraduate degree programs (one Swiss and one accredited through the U.S.-based New England Association of Schools and Colleges) and two postgraduate

programs for students wishing to change careers. The graduate school faculty taught in campus-based Master of Business Administration (MBA) and online MBA programs. A third of the U.S.-accredited programs are general education based, which includes courses in English language, other languages, arts, science, and information technology. Participants at Location A had taught face-to-face for an average of 15 years and had used e-learning technologies for 5 years. All Location A's participants had used Moodle e-learning software, the institution's blended-learning management system (LMS), and Box.net, the institutional online depository. Fifty percent of participants had experienced Blackboard, the institution's online LMS. Seven (88%) of Location A's participants had master's degrees, and one had a Ph.D. Six (75%) participants were men, and two (25%) were women.

From the eight interview transcripts, I identified 701 statements and 13 primary codes. The 13 codes were merged into core codes or families. Five core themes developed that included (a) perceptions of technology, (b) impacts on traditional methods, (c) personal experiences within the workplace, (d) employees, and (e) future developments. Each theme had two parts. In the first part, I presented the interview question (or questions) and subsequent rich descriptions or findings. Interview quotations or rich descriptions and descriptive statistics enable the reader to understand and relate to the answers given (Earl, 2010). In the second part, I outlined the meanings found within the core theme and linked them to current authors' studies as discussed in the literature section, including the conceptual framework. Discrepancies and outliers are within the section, along with emergent themes or key findings.

Tables are used throughout to identify key statements and add response counts. The five core themes I have identified in location A's data related directly to the two research questions. As shown in Table 3, cluster or core themes are aligned in relation to the research questions. I then presented the findings based on five core themes.

Theme 1: Perceptions of Technology

Three interview questions and participants' comments formed the basis for the findings for theme one.

Question 4: Recommendation of e-learning. In question four, I asked participants why they would recommend their institution's e-learning courses to students. Seven (88%) participants answered this question. Location A offered online, blended, and face-to-face learning experiences to students. The question intended to gain insight into participants' overall feelings, perceptions, and attitude to e-learning courses. Six (86%) participants would recommend e-learning courses and programs of study. Four (50%) participants would recommend e-learning with caution, and two were fully behind e-learning. Two participants did not support e-learning developments. Three participants mentioned:

Participant 10: I think the courses are well structured; they have been thoroughly developed; they have been reviewed; they–instructors–have been selected carefully, and they have been trained.

Participant 10 also added that the online program went through all the same quality processes as the face-to-face program, thus focusing on continued quality.

Participant 1: Compared to residential, I think it depends on what the students want and what value the student was going to get from that. So, yes, of course, I am not going to say it is a bad thing. I would think the face-to-face element would be better.

Participant 9: Only on certain conditions. [If] they live a long way from the center, they have a family; they have a job.

Question 6: Quality and value of e-learning tools. The purpose of question six was to review participants' opinions on the value and quality of e-learning courses and programs. All eight participants responded to the question. Five (63%) participants supported online quality and made recommendations for continuous quality development:

Participant 10: I think online is amazing. I think online discussions are very important and that the instructor must be knowledgeable in his subject. I [also] think good comments or feedback is very important to the student.

Participant 15: I think it is better because they can apply it [knowledge and learning] immediately. The feedback we get continually is they [the students] use what they have learned the very next day. I mean forget what the advantage is for the students, for the employer that is gold.

Participant 3: I think the chief difficulty at the moment is the nature of the investment model. It discourages frequent updating, and it discourages variation of assessment.

Participant 3 highlighted the advantages of a blended-learning approach over an entirely online environment and added:

So, the teachers that are engaged with blended learning are engaged with questions of curriculum and pedagogy and teaching and achievement. I find it bizarre that I would be absolutely pilloried if I gave my face-to-face students the same exam every semester, but we can do that in an online environment, and nobody bats an eyelid.

Participant 4: We are inspired by people. Faculty learns how to speak in public, how to animate when the attention drops; they can better emphasize certain things; they may develop certain aspects they feel they have not explained well enough.

Participant 1: I would say conversation; even face to face is missing. I think you need that face to face for its body language, or eye contact, or whatever.

One participant mentioned the importance of a physical presence:

Participant 2: Anyone can do it basically, and nobody really knows who is studying. Good institutions incorporate an exam or a residency. There is a physical presence to make sure you are really there. That will ensure quality as well as a reputation.

Another participant mentioned a lack of maturity or experience within the faculty.

Participant 9: I think traditionally; I think faculty with only face-to-face experience, and perhaps some blended experience [would] remain skeptical by e-learning.

Question one: Reasons for e-learning growth. In question one, I explored participants' reasoning behind e-learning investment and growth in recent years. All eight participants answered the question. Four (50%) participants noted the importance of a lifelong learner and their need for flexible learning. Four (50%) participants mentioned

that e-learning enabled the development of a better pedagogy or learning environment. Three participants mentioned marketing, first-mover advantage, and cost-effectiveness as key reasons for e-learning program growth:

Participant 2: It is a good way of obviously developing different programs that you could not do face to face because you could not get the numbers; you get your name out there for marketing, but another option also I think is quite good is that almost all the big universities, you know everyone is out there basically with online programs now.

Participant 3: The most critical contribution that e-learning has made to this institution has been a change to the institution. My view of Moodle is that it is like putting antifreeze into your radiator, and you find out where all your holes are. We have seen new job titles; new behaviors, new processes, and we have seen new applications, yes, the institution is learning. We should not be in too much of a rush because what we are doing today is building the foundations for 50 years' time.

Participant 3 mentioned that the institution has also leveraged the knowledge and experience of a sister university. One participant noted the importance of sharing competencies:

Participant 9: I think the online MBA has been done right because it blended two things; it is a blend of our universities experiences and our parent companies competencies.

Theme 1 Meanings: Perceptions of Technology

Location A's participants' perceptions were positive and showed limited resistance to the technology and the change involved with its use. Participants see e-

learning tools as supportive of pedagogical development and a great alternative to lifelong learners. Two participants were skeptical, and this was due to a lack of direct experience or in-depth use of either blended or online programs. Quality was similar to face-to-face learning, although 50% of participants encouraged the use or implementation of improved communications tools (e.g., through discussion posts, assessment feedback, and or a face-to-face component). One participant saw the advantage of action learning in which online learners could apply their learning directly in the workplace. Participants saw institutions investing and developing online programs because they sought increased market share, cost-effectiveness, and first-mover reputation. Key reasons for growth also included the emergence of new markets (i.e., life-long learners) and the catalysts of pedagogical development and organizational learning. As shown in Table 4, participants recommend e-learning programs, see quality within online offerings, and related growth to lifelong learners.

Table 4

Perceptions of E-Learning

Key findings	Percentage response
Six participants would recommend e-learning (i.e., online MBA programs) to others.	75%
Five participants saw the quality of online offerings, but continued developments would ensure continued quality.	63%
Four participants saw growth due to the emergence of life-long learners.	50%
Four participants linked growth to institutional learning and pedagogical development.	50%

I investigated the first research question by outlining the experiences and perceptions of employees. During the adaptation phase, Location A's participants have become accustomed to e-learning technology, and many have experienced its positive effects in both online and blended forms. The more experienced the participants, the more supportive of e-learning they are. Thus, technological experience and use reduced resistance and negativity.

Juan et al. (2011) and Burgi (2009) mentioned the influence of the Bologna process and the Europeanization of education where employees have become specialists in course design and innovations. Faculty through courses and technological platforms enable students to learn and progress. Evidence from Location A's participants shows a

strong need for quality and pedagogical innovation. Ward et al., (2010) recommended managers provide strong project-based support to employees and Meyer and Murrell (2014) recommended adequate preparation and understanding of the pedagogical value and stakeholder roles. Locations A's participants wanted to move forward, but with a strong pedagogical and managerial focus. Participants have seen the advantages of implementing e-learning and have sought to move forward and develop further tried and tested methods of learning. Even though some participants are cautious and seek continuous improvement, they remain very optimistic and supportive.

When linking to the conceptual framework of disruptive innovation, employees have understood the importance of development of old traditional methods. Participants seemed to be in the process of disruption, but at the same time are moving beyond the initial adaptation phase. Employees now pursue the next step and seeked to hone skills and methods. As argued by Ahsen et al., (2010), location A's management should now provide mechanisms that develop competencies and new processes during a technology-based change. Participants showed a willingness to change and this mindset must be encouraged and developed by learning modality change advocates.

Location A's participants aligned e-learning growth to market opportunity and cost-effectiveness. Similar responses and themes emerged with Stepanyan et al. (2013). The authors used a qualitative approach, and responses are comparable. However, location A's participants see the importance of managerial or organizational development and learning. Macfadyen and Dawson (2012) encouraged management to use existing resources carefully to save costs and to protect overall educational quality. Location A's

participants agreed and recommended business managers to develop e-learning strategies that enable institutes to be better educational entities that attract new markets and maximize economic efficiencies. Thus, quality is the key to success.

An online approach is becoming a much-required addition to business product portfolios (Diaz, 2011). Location A's participants have experienced the need to develop rigorous online pedagogical processes that protect student learning and the institution's reputation. As mentioned by Allen et al. (2012), Milheim (2011) and Sword (2012), educators do strive to do their best and develop advantageous learning environments. This phenomenon led to thinking has been experienced by participants at Location A. Location A's participants showed a willingness to move forward.

Theme 2: Impact on Traditional Methods

I used two interview questions to outline the findings within theme two.

Question 6: Quality and value of e-learning compared to face-to-face. In question six, participants explored thoughts on the quality and value of e-learning environments compared to face-to-face teaching. All eight participants responded to the question. Six (75%) participants mentioned e-learning environments, increased value, and evidence of higher learning taking place:

Participant 15: It is asynchronous, so that means that students are more reflective learners. They have time to think about their responses. I think it is a great leveler, and that is one of the great things about online learning.

Participant 15: That [online teaching] is the golden combination. It is the rich discussion we get and the real-life examples. I mean it is magic, and that I would not be

teaching the general manager of the Ritz Carlton Miami, the general manager of a Novotel, and the food and beverage manager of the Peninsula Hong Kong. I would not normally have access to those students, and that is what is in it for our faculty: the incredible wealth of knowledge and experience and the motivation of the students. I think that is a quid pro quo.

Participant 9 mentioned diversity:

Participant 9: Well, I have got to get in my diversity and inclusion bit; the fact that the students who'd normally not talk to each other because of reasons of gender or ethnicity or age or whatever; those differences really, really exist far less.

Participant 1 noted increased motivation in blended environments:

Participant 1: We are getting groups [of students] that you would not potentially think would be interested really apply themselves.

Participant 9: I think research suggests that isolation forces much greater deep learning, much deeper learning.

Participant 1 mentioned the advantage of students being able to learn at their own pace. Participant 3 encouraged students to post positive and negative stages of their research journeys online during courses. Three (38%) participants mentioned negative aspects of e-learning that included student expectation:

Participant 10: You have to understand when you sign on for an online course that your learning is different and that you have to work; yes, there is someone there at the other end of the line somewhere. You can't always reach them instantaneously, so you

have to be able to sort of resolve problems yourself or wait for a response. It is not immediate attention, and you have to be an independent learner.

Participant 10 mentioned that a campus-based graduate student still expects a great deal from his or her professor, while a great deal is also expected from a student.

Participant15: The students do a readiness orientation course and introduction. By the time they have their second course, they should know what they are doing, and they do not in fact. I think that particularly our students need a lot of handholding.

Participant 15 mentioned faculty problems:

Participant 15: One of our instructors is a vice-president of a global hotel chain, and we love that … but this person almost has no computer literacy, so it has been quite an extensive mentoring process to get him to the point where he understands.

Three participants mentioned engagement and expectations:

Participant 1: For me, anyone that wants to go into education, or to have an education would primarily want a classroom, I would think or have that classroom aspect to it … because, at the end of the day, we train people to work in a face-to-face [environment].

Participant 3: I think they are reliant on the products of technology. The difficulty that we have is that too much information is too easily available. Students do not have to work to get at it, the students are not critical enough in the selection of material, and they will constantly revert. For example, Google in preference to using specialist sources that would more quickly answer the difficulty that we have, so students use technology more frequently, but they use it at a more superficial level.

Participant 9: I have found that students have not engaged in the way I thought they would be.

Question 7: The impact of e-learning on face-to-face teaching over time. In question seven, I explored the participants' thoughts on the effect of e-learning on face-to-face teaching over time. All eight respondents answered the question. Four (50%) participants felt that e-learning should not be a replacement for face-to-face learning. Three (38%) participants felt e-learning was the future. Two participants mentioned negative outcomes, and six mentioned positive outcomes. As shown in Table 5, 50% of participants thought that students would be more motivated, mobile, and accepting of e-learning tools in the future.

Table 5

Impacts on Traditional Teaching

Positive effects	Negative effects
Four (50%) participants thought students will be more motivated, mobile, and accepting of e-learning tools.	Two (25%) participants worried about the safety of online programs (e.g., accreditation and plagiarism issues).
Three (38%) participants saw blended approaches as the most ideal (i.e., online with a residency, or face-to-face teaching that uses e-learning segment).	Two (25%) participants noted inflexibility (i.e., predesigned courses for faculty and the missing social interaction for students).

Four participants discussed future expectations, and one mentioned security issues and undergraduate learning:

Participant 15: I think the day is coming not far from now, and it is absolutely consumer driven that the students want to know about everything. They want that in an

accessible, shall we say, learning bites. I think especially with the kind of block focus we have online. I think now we are losing students; we are certainly losing young men. They are not going to university because four years looks like an eternity. They cannot commit.

Participant 10: I think it [e-learning] is going to have a really big impact on traditional education in the future. I have discussed this with many people, and I do see issues in online education from the perspective of who is actually doing the work.

Participant 2: I think possibly for 18 to 24-year-olds education is about socialization and not learning, so it is about growing up. I guess finding new friends and stuff. Lounging around in your bedroom is quite sad … they probably learn more outside of the class.

Participant 9: It would probably be an expectation of the students to have more online rather than face to face.

Theme 2 Meanings: Impact on Traditional Methods

Participants from Location A were excited and interested in the development of e-learning programs and e-learning tools. However, they did not let go of the tried and tested ways experienced within traditional classroom-based methods. As argued by Hutchings and Quinney (2015), every innovation has the potential that users will either adapt or resist. Vyas et al. (2014) argued that changing employee mindsets is much more difficult than changing a process or an actual piece of technology within the workplace. Allen et al. (2012) recognized employees' excitement with online learning when no other options are available. A false or fabricated excitement was not the case with Location A's participants. Both campus-based and online teaching environments excite participants.

However, as argued by Ahsan et al. (2010) an over-reliance on existing techniques will often slow down adaption and success. Location A's participants did show an over-reliance on traditional teaching methods.

Participants saw a continued value in e-learning as it enabled students to learn at their own pace, although participants felt that students were still unsure of what to expect from online and blended experiences. Students want instantaneous communication from faculty members or students may feel quality to be poor. Employees want to give attention, and many do, but they cannot give all their hours to one class. Williams van Rooij and Zirkle (2016) argued that institutional developers must review and prepare student expectations and readiness for online classes. The Europeanization of education requires a student to take responsibility (Juan et al., 2011; Monteiro et al., 2013). However, other researchers do question the quality of online outcomes in comparison to face-to-face experiences (Seaman, 2009, Allen & Seaman, 2015).

An administrator at Location A commented that the more present an online faculty member was, the happier the students were, and better evaluations resulted. Thus, a dilemma exists. Without prior experience and understanding of e-learning teaching methods, an employee can spend too much time in the electronic classroom to make sure their student evaluations fulfilled managerial expectations. Hunt et al. (2014) commented that faculty found online courses effective only when faculty had online teaching experience. A suitable workload and professional development for faculty are critical to success (Hadman, 2014; Lloyd, Byrne, & McCoy, 2012;). Windes and Lesht (2014) argued that the major paradox or need within successful online learning was a need for

flexibility and a strong motivational structure at the same time. Location A's participants required a strong structure and ability to be flexible.

The paradox is that many faculty members do not have the hours or time to spare to teach the courses well. Many faculty members go above and beyond the hours given for the sake of the student, the learning experience, and possibly their course evaluations. Sener (2010) and Van de Vord, and Pogue (2012) confirmed that much more time and effort were needed by faculty to support online students. Casey (2014) noted that a lack of experiences or presence among both faculty and students impaired satisfaction. Again, online experience and use increases satisfaction and reduces user resistance.

A lack of institutional maturity, as noted by Graham et al. (2013) was still evident at Location A, where participants have experienced all three types of teaching approaches: classroom-based, blended, and online. Most comparative studies were quantitative in style, and two not recent, Location A's participants experienced similar issues and communicated similar thoughts to those previously. A fear of having to invest much more time in online approaches has an impact on employee use and exploration. As argued by Juan et al. (2011), only those willing to invest the time will do well. Ahsan et al. (2010) argued that an over-reliance on old methods and processes would slow down and erode online success. Sword (2012) identified the loss of tried and tested teaching methods for faculty as very stressful. Participants feared a superficial learning approach by students with technological tools and many participants still preferred and trusted a face-to-face teaching environment.

Yılmaz (2012) identified a possible lack of institutional direction especially with processes, procedures, and policies within the e-learning development. Location A's participants' thoughts showed signs of a similar practice. Location A's employees seek improved direction and investment. Transformational leaders are critical and directly impact cognitive effort (Kahai, Jestire, & Huang, 2013). Location A's participants need transformational leadership to support and motivate e-learning development. However, the future is bright. Participants felt that students would adapt and learn their roles and those of the faculty. Processes and procedures would become clear and sense-making shown. Vaill and Testori (2012) found similar thinking from their participants as they moved through phases of adoption. Again, participants showed a willingness to change and see online methods as adding value to existing practices.

Online and blended platforms have and will increase flexibility for learners. Students can design both their content and choice of physical presence (e.g., on campus, blended hybrid, or online). The Europeanization of education is apparent in Switzerland and Europe where students seek the flexibility of location and methods (Burgi, 2009). Location A's participants embraced both physical and virtual mobility of their students. The participants felt a blended approach was best. Technology integrated into campus-based teaching and campus-based tutorials or residencies integrated into online programs would add value. However, participants felt that e-learning approaches should not replace face-to-face teaching.

Location A's participants are adapting to e-learning education and recognizing its value, but at the same time hold fast in support of traditional teaching methods. E-

learning technology has and is disrupting the traditional teaching approach, with both positive and negative outcomes. College administrators should learn from these experiences and adopt implementation to suit environments, employee, and student expectations. Key stakeholders are developing skills and changing expectations, but as with any change, adequate time and learning are critical. In the next theme I investigated employees' attributes and feelings further.

Theme 3: Employee Attributes and Feelings

All eight participants provided comments. I used four questions to develop the findings within theme three.

Question 8: Employee attributes. In question eight, I asked participants to list attributes needed by e-learning instructors. The answers given to question eight identified key traits needed to become a successful e-learning teacher. As shown in Table 6 the most common faculty attributes identified by the participants were motivation and open-mindedness. Seven participants answered the question.

Table 6

Employee Attributes for Successful E-learning Adaptation

Participant	Attribute
Participant 10	Responsible
Participant 10	Independent thinker
Participant 15	Self-disciplined
Participants 15, 16	Motivated and wants to be there
Participant 16	Thinker
Participant 1	Technological savvy
Participants 2,9	Open-mindedness
Participant 6	Willing to share knowledge and information
Participant 3	Same attributes as traditional teacher
Participant 9	Flexible
Participant 15	Innovative/imaginative

Two (29%) participants mentioned motivation and open-mindedness as a key attribute to success:

> Participant 15: They have to have a lot of self-discipline, the same attributes you need as a successful online student. You have to want to be there. But the difference with the faculty is that you have to encourage the students to want to be there, right? You have to be interested in it; it is not necessarily about having IT experience, but you have to be interested in developing teaching or ways of blended learning. I think you need to be imaginative and maybe innovative, and I think you need time to think about it.

Most Location A's participants had specific responses to question eight.

Question 9: Challenges and barriers. In question nine, I sought to explore challenges and barriers experienced by employees during their e-learning experiences. As shown in Table 7 the most common challenge was insecurity and stress, and the most

common barrier was inadequate technology. Challenges related to the employees themselves and barriers linked to the institutional policies and communications. All eight participants answered the question.

Table 7

Challenges and Barriers to E-learning Adaptation

Participant	Challenges	Participant	Barrier
Participant 10,	Fear/burden	Participant 15	Student diversity
Participants 15, 2, 4	Insecure/stress	Participants 15, 9	Communication style
Participants 12,13,	Technology expertise	Participants 15, 1, 2, 3	Inadequate technology
Participants 1,3	Teaching style	Participants 14, 1	Lack of time
Participant 2	Increased scrutiny	Participants 15, 9	Lack of control
Participant 9	Isolation	Participants 15, 16	Lack of student adaptation
Participants 15, 3	Extra time/attention	Participant 1	Not sexy
Participant 3	Resistance	Participant 3	Political
		Participant 4	Grey areas

The most common challenge experienced by participants was stress and insecurity. The most common barrier experienced was poor technology. More than a third of participants were insecure, and half experienced inferior technology:

Participant 1: I think the students want it [Moodle] to be more whistles and bells. I think they think it should be in high definition. They want a like button or something like that. They just want it to be like Facebook.

Participant 10: One of the biggest handicaps we had with the VLE introduction here was actually technology fatigue and that we dragged into too many non or low-performing systems that cannot do much.

Participant 10: I think there are 20-25% who are people that really don't know how to do or try anything that is very different; they prefer stability. VLEs are inherently political as they threaten the status quo.

Participant 4: I think there is a lot of grey areas where you do not know whether what you request is possible, too much, not enough, competent, incompetent, whom to address… and I think these issues have taken a lot of time.

Question 10: Feelings generated by the experience. In question ten, I explored participants' experiences. All eight participants gave details of their feelings. As shown in Table 8 the most common feeling was positivity and the most negative was the feeling of being scared.

Table 8

Positive and Negative Feelings Experienced While Using E-Learning Technologies

Participant	Positive feelings	Participant	Negative feelings
Participant 15	Relief	Participant 3	Disappointed
Participants 2, 4, 16	Positive	Participant 2	Reticent
Participant 15	Love it	Participant 10,	Insecure
Participant 9	Good	Participants 10, 1	Scared
Participant 1	Happy	Participant 15	Nervous
Participant 9	Powerful	Participant 4	Not happy
Participant 4	Beneficial	Participant 16	Lack of
Participant 10	Enjoyable	Participant 3	understanding Burdened
Participant 15	Fantastic	Participant 9	Isolated
		Participant 3	Low expectations

Seven (88%) participants mentioned positive feelings and six (75%) of participants experienced negative feelings. Mixed feelings were evident in Location A's participants. Feelings from participants included:

Participant 15: Oh, I love it; I have loved it from the first minute because I think it is fair.

Participant 1: Relief in some way; when students actually do the things, you haven't had to encourage them, and they actually go ahead without you saying you are going to, you are going to fail, you are not marked present if you don't. You get some good responses back in the classroom and that I think as a teacher that is what you want. You get that reward as a teacher.

Participant 10: Well as an educator, I do not want to be told that I have to teach this way. The fear is that I would not be successful with it. I could do classroom instruction and development better an old way, the way I was used to doing it.

Participant 15: I think they feel insecure, and they are paranoid, and they are not willing to look at themselves in a really honest way and say I am boring, and that I have not updated my materials for the past decade.

Participant 2: Yeah, those are positive, and the more I do it, you know, the kind of better it is. I mean I was reticent. We are basically in a more interactive class, which I think is nice.

Question 2: Faculty motivation. In question two, I explored the extent to which participants were motivated to teach with e-learning technologies. Five (63%) participants responded to the question. Three (60%) respondents were very highly

motivated, and two (40%) were not. Three (60%) participants look forward to future e-learning development:

Participant 10: High motivated. I enjoy online. I can work from home and do my job. I like the experience, I like the discussions, and I like the fact that when you are in the classroom and the student makes a comment sometimes you really have to respond without giving it much thought, and this is the same with student responses, as well. So, if my student makes a comment [online], I can actually sit down and research it, think about it, and respond in a more informed manner.

Participant 16: We have to open up to it. I mean a 45-hour course could have ten hours of online and that could be a start and people could get into that. I think that is perfectly okay.

Participant 4: I see it coming; I do not know enough about it, and I would probably learn it if I had to do it. I am not against new things, but I like traditional learning styles, but I am curious. Yes, I am not against it.

Question 11: Employee support. The intent behind question 11 was to explore the participants' support requirements. Requirements listed are those either experienced or needed by participants. Participants detailed the organizational or managerial support they would like to see in the future as they continue on their blended-learning journey. Four or half of the participants responded to the question. As shown in Table 9, past support was varied, and the most common future support request was time.

Table 9

Past and Future E-Learning Support

Participant	Past support	Participant	Future support
Participant 10	None given	Participant 1	Financial
Participant 10	Self-taught	Participants 14, 1	Time
Participant 10	Worked with the course developer	Participant 3	None as self-motivated
Participant 10	Online was quite structured	Participant 4	Increased sharing of ideas and experience
Participant 1	OK, enough	Participant 3	Technology
		Participant 3	Leadership/administration

The participants reported mixed experiences. Participant 10 felt there was no real support in the blended environment while in the online domain, training and development was well done and fully structured and noted from the participants' online experience:

Participant 10: I already knew the software from the student perspective, and all I had to do was pick up the software from the instructor perspective, and also, I developed the course, and the support was tremendous. I worked with the course developer, and they knew how to exactly set up the course. I created all the materials, and then they would come back and question me about how students would see this, and it was a great experience.

Two participants discussed the blended learning environment:

Participant 3: People will maximize whatever you give them, they want you to give them as much as possible, and then the problem we have is supporting it and maintaining it. So it is softly catch the monkey approach that says when it is easier when people around you can answer the questions when there is someone who can show you what you can do and then people will move in.

Participant 4: It is a relatively new learning style, and we do not have a great deal of past data or experience, but what we have now I would really be interested in. I do not think enough information is shared with or amongst faculty.

Theme 3 Meanings: Employee Attributes and Feelings

Five questions reviewed participants' thoughts on employee attributes and feelings. Questions included participants' thoughts on (a) employee attributes, (b) challenges and barriers, (c) feelings, (d) motivation, and (e) support. Only two participants gave the same answers which were motivation and open-mindedness. Although different answers resulted, several of the participants' responses can be grouped to describe an independent, flexible, responsible, motivated, and technical perceptive innovator. Employees were keen and open to technological induced change. Managers are encouraged to anticipate and manage resistance and adaption and draw up a timeline that will enable a firm's stakeholders to develop and support a healthy and competitive environment (Cullen, Edwards, Casper, & Gue, 2014)

Vandenhouten, et al. (2014) argued that online faculty members need to reform their teaching methods and should be keen to work with various new teams. Location A's participants have moved into new teaching domains that are e-learning supported (e.g., blended and online) and show the development of mindsets and approaches. Out of the eight participants, three taught in an online master's program. The other five participants used blended e-learning technology in their face-to-face classrooms. All participants teach face-to-face. Location A's participants are developing skills, changing expectations, and moving toward developing new pedagogical approaches.

The most common institutional barriers identified were (a) inadequate technology, (b) poor communication styles, (c) lack of time, (d) lack of control, and (e) poor student adoption. An and Reigeluth (2011) identified a lack of time and technology as major barriers to online development. Al-Alawneh (2014) identified lack of trained technical support as a key barrier. Participants experienced time, technology, and technical support as institutional barriers. As argued by Crawford-Ferre and Wiest (2012) purposeful technology is critical. Shattuck et al. (2011) identified the importance of time, with many trainee online employees finding it challenging to keep up with the time needed. As mentioned by Bullock, (2011) digital teaching is not just traditional teaching, but an entirely new radical approach. Allen and Seaman (2010) identified institutional factors as critical to e-learning success and recommended strong leadership and accessibility to resources. Hunt et al. (2014) shared similar recommendations.

The participants' most common internal and work-load based challenges during the implementation of e-learning included (a) insecurity, (b) lack of technological expertise, and (c) the extra time and attention needed by students. Training and the gaining of experience may remove faculty fears. Bullock (2011) recommended continuous training as the domain evolves. Gonzalez (2010) identified the switching of faculty and student roles, with students becoming the teacher and supporting their peers.

Location A's participants have witnessed resistance from students who expect a great deal of help and support. Location A's students need to adapt and develop skills and new expectations. Hunt et al. (2014) recognized the importance of student development. Once Location A's employees have moved beyond the initial phases of adaptation and

have solved many of their problems, they should also seek to re-educate the students and outline expected online behaviors. Roles are redefined. An ideal online employee may learn the ropes from a previous online student, and educational managers should either recruit or train faculty with previous student online experience. After all, most faculty members have been to school and have faced a teacher, so it makes sense that an online faculty should have faced online faculty somewhere within the development and learning.

Mixed feelings were evident at Location A. Each participant experienced both negative and positive feelings during the phasing in of e-learning technologies. Although three participants had negative memories, they were the most excited and supportive of e-learning domains. Even during difficult times, faculty members are still keen to move forward. This pathfinder approach is similar to a qualitative study by Sword (2012).

The most recognized motivator by the participants was time. Sener (2010) identified the need for more time, time to develop, support, and learning how to teach with e-learning technology. Macfadyen and Dawson (2012) recommended a strong culture of support. Location A's participants need more time to develop e-learning competencies, like Hunt et al. (2014) stated, where faculty did not deem technology, pay, rewards, and work recognition as key motivators. Location A's employees did not seek extrinsic reward or any other direct motivators. One participant mentioned money, but others identified a collective approach with self-motivation, the sharing of ideas, and improved leadership as the key to their motivation. Multiple participants perceived the success of an organization's strategy and the developments of online approaches to be more important than individual gain.

Gathering and analyzing the participant outcomes enabled the two research questions to be answered. Participants experienced mixed emotions, and were able and willing to explore and move forward. Although, some of the previous studies mentioned are not qualitative (Hunt et al., 2014; Sener, 2010), similarities are evident. Location A's participants have adapted and have experienced disruptive technology first hand. Problems are solved; discoveries made, and future recommendations and needs identified. Campus managers should realize that e-learning is not traditional teaching and should give adequate support and time to employees. Faculty become students during initial phases and can lose confidence. Students should relearn how to be a student in the online domain. Both stakeholders, faculty, and students, are keen to move forward and to be given the correct resources. In the next theme, theme four, I explored participant e-learning experiences in detail.

Theme 4: Personal Experiences Within the Workplace

In theme four I outlined stories and experiences of participants, as the emphasis of phenomenological studies is describing lived experiences. The focus for question 3 was to review the dimensions within experiences, and in question 12 I asked participants to describe their specific e-learning experiences. Participants were encouraged to review their experiences, share key thoughts, and add specific memories that stood out in their narratives.

Questions 3: Experiences. All (100%) participants responded to the question. Six (75%) of participants identified an initial reluctance to moving forward with e-learning. Four participants mentioned motivation for use:

Participant 10: Well, at first, I did not want to use it, and I did not use it at first. I think many of us avoided it in the beginning, but eventually, we were told that everything went through Moodle. I think institutions that just take on e-learning, online learning because it is the thing to do, and they are afraid that they lose out in the market share make a mistake because their faculty will not buy into it.

Participant 15: I don't think they [faculty] were encouraged anyway. I think the way it was handled so far is like bad medicine that everybody has to swallow, or else, and it just brought over in a very and a sort of proselytizing way. I think it is a matter of education and instruction and people just do not know about it.

Participant 16: You have to have an interest in maybe developing teaching or ways of blended learning, so I think you have to have an interest in that. I feel I have a style, and it is probably a bit traditional, but I do not lecture the whole time.

Participant 15: It is an entirely different communication style. I mean we know right; 80-90% of our communication is non-verbal. You can certainly have Skype interaction, but you cannot Skype individually to everyone. It is really important that the instructor is present. We have a couple of online faculty that are amazing. You know they respond to every post of every student. We do not require that, we always say bundle, you know you respond to 3 or 4 of them, and you know when, however, students love her; she gets like 10 out of 10 on her evaluations every time because she goes that extra mile. She cares.

Questions 12: Dimensions. All (100%) participants responded to the question. Five (63%) participants identified the need for faculty to change their communication and

teaching styles, and five (63%) participants mentioned the need for more time. Participants noted the time and work-life balance:

Participant 3: I mean the teacher's adoption of technology; it is the teacher that carries the burden in the evenings and the weekends and during the family time. And I begrudge the amount of time that teachers are spending doing things.

Participant 9: I love anytime, any-place availability. But you need to have self-discipline with it. So, I go on every day. But if I go away, I do not go on.

Five (63%) participants saw the need for future developments:

Participant 15: We need somebody who is tech-savvy, one of your younger faculty members to get up and say this is cool, and I am going to tell you, you know, and walk people through, how you can do it, and exactly take them right there. I mean that would be ideal.

Participant 16: There clearly has to be training, and there has to be software, there has to be a lot of things put in, and you need an institution to buy into it. There would presumably be some development department where this is being looked at.

Four (50%) participants mentioned that e-learning improved student-centered learning and encouraged students to be independent and motivated:

Participant 3: I think from the point of view of my teaching, I think it [e-learning] has brought me closer to the students. The benefit I had was that students were submitting drafts; I was able to judge the pace of progress, the quality of that progress, and it was almost like looking inside the student's head.

Participant 4: I think it gives students the feeling of–their work being judged and being compared to what currently exists in the market or the academic world.

Participant 9: It develops thinking and writing skills. It is a great tool, and they [students] develop certain thinking. Last semester I used a Moodle blog when I was marking scripts. I kept entering my thoughts on the blog, and the students surprised me; they loved it. They were getting deep insights into how I was thinking as I was correcting their papers. I had half the feedback done, and the students really appreciated it.

Participant 9 also identified a difference between campus-based and online student sensitivity to feedback:

Participant 9: If you go to a campus MBA student and tell them off, they accept it and come back the next day because they are here. If you treat the online student in the same way, they just don't go back on. It is so easy to lose them [online], so it requires incredible tact as an online teacher or administrator. You have to treat online students with greater care not because they are more fragile it is because they respond more to our feedback and see it as more final.

Three participants gave experiences specific to administration. Two participants mentioned online faculty:

Participant 15: We will all drop the ball at some point. Most of them are extremely conscientious, very good, which is why we keep them; we have quite a roster thing now; we have trained 41 faculty. I think for every course you have to have someone as back up. A new online teacher needs a lot of support, and sometimes somebody is just not suited to it [online teaching].

Participant 9: We tend only to employ faculties with experience.

Faculty discussed popularity and informal student communications:

Participant 15: I think we had one less successful teacher and the word was out about that course. I tell you it was a leper of a course, and nobody would enroll. We have 300 students, and somehow, they all knew this. So, that is good; I assume that they used a closed Facebook group and more power to them. I would do the same.

Participant 15: I will tell you who is popular, yeah because he is meticulous, he is smart, and he puts the time in.

Participants in administrator roles discussed quality and process:

Participant 15: It has a lot to do with accreditation. Our online, the content of our online MBA has to mirror exactly the content of our location MBA, and there would be no way to guarantee that if you are allowing faculty to change the textbook, change the cases they look at. So personally, I mean I am very familiar with the content of the online courses and a lot of our campus courses too. I think the quality is excellent.

Participant 9: It is a fairly bureaucratic approach, which does not make it responsive to the teacher's needs or student's needs. One is yes, they lose control, and they get frustrated because they can't add this or that. But, on the flip side, their worries are taken away, it runs itself.

Participant 9 added: There are different roles: some development, some management administration, some pedagogical, some program leadership, some teaching. But overall, I would say it is interesting; it is absorbing, it consumes you. It can be frustrating. I would say roles have changed simply through the processes that we have

gone through, not because I am different, but we were very heavy at the beginning of the development.

Six participants mentioned technology as a key dimension of their experiences. Five (83%) participants mentioned Moodle, two (33%) participants mentioned Blackboard, and one participant mentioned Box.net. One participant discussed issues with user-friendliness:

Participant 15: I think Blackboard is archaic; I think it is too static, you know, even our students who are a bit older, really miss the interactivity. Why don't we have Skype embedded right into it? You know why the hell not. Why is the maintenance so cumbersome and horrible, and expensive? Why can't we just drop in a new video or a new case study? It takes forever for these things to be done. [The reason behind this] is the combination of the way we manage shared services for the online program and also the lack of flexibility from Blackboard.

Theme 4 Meanings: Personal Experiences Within the Workplace

I used two questions to highlight participant experiences. Key dimensions within the experiences included people (e.g., management, employees, and students) and technology (e.g., software platforms such as Moodle, Box.net, and Blackboard). Experiences demonstrated included (a) a need for improved direction and leadership, (b) an initial reticence, but then a motivated approach from employees when adapting to blended environments, (c) the need for a different style of teaching, learning, and communication in both an online and blended environment to cement the teacher-student

relationship, and (d) a much improved student-centered teaching and learning approach found in both online and blended classrooms.

Participants' comments and findings link to previous qualitative studies. Gonzalez (2010), and Graham et al. (2013) identified leadership issues in immature online programs and the importance of strong leadership or an administrator advocate during times of change. Cicco (2013), and Maiden, (2013) saw the importance of continuous professional development as it encourages the development of new teaching methods. Kahai et al. (2013) encouraged a strong administration during times of change, and Macfayden and Dawson (2012) recommended a strong culture of support. Participants had experienced a lack of strong leadership and sought a more structured and project-based environment.

Even within a change environment faculty are bonded in their confusion (Sword, 2012). Employees can believe that organizations are below average in providing support and incentives (Seaman, 2009). De Camargo Ribero et al. (2010) recommended that employees adopt a pathfinder attitude and warned faculty not to use traditional teaching methods when moving into e-learning domains. Downing and Dyment (2013) saw employees' initial reticence alongside a willingness to move forward. Sword (2012) identified a pioneering attitude among faculty learning to teach with electronic tools. Participants had adopted a similar style in their online journey.

Location A's participants identified problems and issues, but at the same time, have moved forward successfully. Location A's participants showed a keen willingness to surpass personal issues and move into developing tools and processes that encourage

learning. Location A's employees experienced a strong pedagogical theme. As identified in theme one, participants strived to develop successful student-teacher relationships in electronic domains. Locations A's participants have experienced both blended and online teaching. Knowledge and understanding of online teaching are helping with blended developments. Trained and developed online employees transfer their expertise into their face-to-face and blended campus-based classes.

Theme 5: Future Developments

I used four questions to identify theme five.

Question 13: Future development. In question 13, I asked participants how, from a business perspective, they saw e-learning developing in the future. Participants answered the question in various ways. The three main responses included growth, technological development, and increased motivation by employees. Out of the seven participants who answered, two (29%) mentioned growth:

Participant 9: I think there is a huge potential especially with things like m-learning [mobile learning] coming on board.

Participant 15: It will be massive, with everything that is going on in the U.S. and with MIT. I would also love to see us offering more online programs to undergraduates. I do not see any reason why we should not do that.

Participants mentioned technological and faculty developments:

Participant 9: Sure, there are huge technologies now, and amazing things can be done, but we are held back with what I call the lowest denominator. Although there are amazing technologies out there, they could transform what we are doing, but they cannot

until it is available at the right speed and accessible to everyone. So, we operate at a very low-level technological excellence so work in a very clumsy way.

Participant 15: Blackboard is not the be all and end all. It is clunky and hard to change things on; it is expensive. I would look to see somebody stepping into this area very soon because every university in the world is jumping over itself to get online.

Participant 16: There is a lot of talks that some do [develop their e-learning tools], but most do not. I think one incentive would be that as part of their, what do you call it, [scholarly] activities. There should be a defined amount of time for that, for developing things like this.

Participant 4: I will have to adapt; it [technology] cannot be adapted to me. If I am unhappy with it, I would either change myself or my job. I am sure there will be advantages to it that I will fully appreciate.

Participants also added some words of caution. Advice included (a) e-learning should not replace face-to-face teaching, (b) any improvements and developments must be right, (c) quality must lead the way, (d) stronger leadership is critical, (e) any improvements and developments must stimulate students, and (f) managers must be more careful with employee selection and hiring.

Question 14: Move forward. In question 14 I asked participants to suggest ways in which educational managers can move e-learning forward. Seven participants answered the question — the two most common answers linked to personal development or training and the sharing of best practice (both answers provided by 43% of participants). The next most common answers were (a) development of teaching methods (29% of

participants), (b) technological developments (29% of participants), and (c) the need for employees to understand and accept the value of e-learning. Participants discussed stages of maturity, quality, accreditation, time, and improved decision making. Future developments included:

Participant 10: Well, a couple of ways, as I mentioned earlier, one is to let them [faculty] be a student and the second is to give them some training and development and thirdly is to allow or have sessions with prior instructors.

Participant 3: Swiss universities are the actual original origins of blended learning and universities made massive investments in online courses. They were not taken up; they were not cost efficient, and the only way they could salvage their pride and their investment were by putting them to work in the classroom.

Participant 9: I think there is a lot of value in e-learning. My personal mission is to try to make it better. You will need to give some examples of positives as per where it has been used previously, the results of case studies were blended learning has been used to success.

Participant 15: I hate to stigmatize like this, but it is an age thing. And, certainly, you need a number of years of experience with it. I would say that Canada and the U.S. and Australia are a good decade ahead. It is the same thing in Germany and Holland and even in Scandinavia. And, Sweden is a little better, I mean where you start to see more distance. But, when you are in France, I mean I do not even talk about online in France, and I think many parts of Italy are not organized enough. I believe that if you have role

models who are in your senior leadership who absolutely champion this that is the way forward like any other initiative, right.

Participant 1: It is all about accreditation; I suppose going into the future. If all the MOOC's are accredited, then I would see this will be huge, a huge influx of people taking them up because that is a cheap way to get a degree, but it is about policy at government level and all that.

Question 15: Incentives. The purpose of question 15 was to investigate possible incentives to motivate and encourage future e-learning use and development. Eight participants answered the question.

The most common answer given by participants was that the faculty needed no incentives as employees are and should be self-motivated (50% of participants). Three (38%) participants saw not having to go to campus as their main incentive. Three (38%) participants saw online teaching as a great part-time or retirement option as they moved through their career.

Other responses included (a) training (25% of participants), (b) change of institutional norms (25% of participants), (c) removal of barriers (13% of participants), (d) managerial encouragement, (e) the need for a new pay scale, and (f) the need for employees to gain experience as a student. Participants discussed various incentives:

Participant 10: They need training, and maybe they should have the experience to do a course as a student. Because they see it from the student perspective, first and they can see the advantages of doing online learning.

Participant 15: No, no I do not. I think the more tech-savvy have embraced it because they realize it makes their life easier, makes the course more fun. I tell you the faculty never have to get out of their bathrobe that is another reason they freaking love it. I encourage every faculty member who is on location faculty member here or elsewhere to get online as soon as possible. It is the learning world of tomorrow.

Participant 16: You have got to change your mindset of not only faculty but also students. If you are given, time to be creative then you have the incentive not to just quickly prepare something. So, I think an incentive, yes if I am given time then, yes, sure. If you are given, more time to develop this, I think the money thing is removed.

Participant 3: I think that it is criminal that someone who walks in and might still throw their overhead projection on the OHP, maybe not even at the PowerPoint stage, and throws a load of photocopied notes for the students is paid the same as someone who has an all singing all dancing VLE page, which means that when they leave for another job or are handing over a complete course which means that if they are ill, somebody can just walk in and pick up where he or she left off.

Participant 9: If you work on Swiss francs, you are right; it [the pay] is pretty awful. You would not do it for the money unless you are really hard up. However, what is interesting now is that many of us who have done the online teaching have asked it can be added to the workload. That is when it gets interesting. Some people see they can continue with online into retirement.

Question 16: Training and development. In question 16, I sought to identify future training and development needs. One participant answered the question. The participant

response included (a) one-to-one training, (b) online training, and (c) be a student first and added:

Participant 16: Really, I need support on how to manage my course. My feelings are that we need someone that actually helped us put together the structure of the course; we needed someone full time that helped us develop the course online and not for them to tell us here it is, use it, put your course out there, set it up.

Theme 5 Meanings: Future Development of E-Learning

I used four questions to explore and investigate ideas for future developments. As shown in Table 10, the most common response was that no external incentive was needed as e-learning is a natural progression and the future of education.

Table 10

Future Developments in E-Learning

Key findings	Percentage response
Three participants saw faculty becoming more motivated and eager to use e-learning technology as a natural skills progression.	43% (out of seven participants)
Three participants mentioned the sharing of best practices as a key next step.	43% (out of seven participants)
Three participants identified training as a major driver of future innovation.	43% (out of seven participants)
Four participants thought that the faculty did not need any external incentive as e-learning is a natural progression and the future.	57% (out of seven participants)
Two participants each mentioned time and rewards as needed future incentive.	29% (out of six participants)

In summary, the findings of Location A's participants showed that they were more interested in the future success of the institution, the students, and fellow educators than in themselves. They saw online and e-learning as the future of education and only rarely mentioned personal gain. Although e-learning is more complex and time consuming compared to traditional methods, participants needed to see a fair trade-off between time invested and managerial workload recognition. Participants need time to think and develop tools that work. Students needed to transform and adapt to online methods. Participants felt students required extra time and support to adapt successfully. The experience was valued as employees wished to learn from one another.

Previous authors found similarities in past studies. Graham at al. (2013) identified institutional maturity as a key success factor. Sword (2012) and Shattuck et al. (2011) recommended more time for development and teaching. Milheim (2011) recognized a natural progression and willingness by employees to adapt and provide the best they can. The Swiss Virtual Campus (SVC) (2008) recognized the lack of managerial monitoring and follow-ups in the public education sector. The SVC recommended managers give support and frameworks that enable a long-term momentum to online projects. Location A's participants identified similar responses and needs.

Location A's participants, although the most experienced of the three location populations, still experienced an immature leadership, and lack experience. Workloads, training, and pedagogical developments are critical in supporting online learning and adaption. Institution leaders should seek to build knowledge through cooperation. Managers and employees should learn from institutional stakeholders who have been dealing with online education much longer and have moved to a more stable phase of development.

Based on responses, recommendations to business leaders would be to (a) invest in and develop e-learning technologies, (b) review employee workloads and add time to e-learning development and teaching, (c) encourage and orchestrate best-practice sharing and a project management emphasis to enable cross-fertilization of knowledge and development, (d) make quality key to all decision making and innovations at a pedagogical and program level, and (f) understand that both employees and students will adapt and evolve in their roles as learners and educators.

Location A Key Findings or Emergent Themes

The participants showed an increased maturity toward e-learning adaption. As shown in Table 11, participants are adapting well, although they have yet to see the importance of pedagogical rigor within all developments. Participants requested more resources, to develop, and they saw a blended or hybrid approach as an ideal. Participants focused on the overall success and requested a stronger project-based leadership.

Table 11

Location A's Research Questions and Emergent Themes

Research questions	Findings or emergent themes
1) What are the experiences of employees adjusting to technology-based change?	Outcome: Participants are adapting well to both blended and online environments. Mixed feelings and experiences: Participants are happy and some entirely convinced and on board despite past difficulties and frustrations. Others have yet to be convinced of e-learning's value. Mixed perceptions: Online should not be a replacement for face-to-face teaching, and new pedagogical innovations are needed to ensure ongoing quality. Recommendations: Participants want more regarding resources (e.g., time, support, and training) and leadership (e.g., development of frameworks, direction, support, and monitoring tools). Success Factors: Student roles and behavioral development are key to success and continued quality creation. A blended approach is best (i.e., face to face with e-learning, and online with residencies or face-to face-tutorials). Key dimensions: Technology, students, faculty, and hybrid or blended approaches Location A's approach: Collectivism. Participants want the best outcomes for the institution, the students, and the programs. They focus on the whole and not the individual.
2) How can employees use of new technologies be encouraged?	Next step: Move forward and develop rigorous and safe pedagogy. To overcome negative experiences: Challenges and barriers evident as the management are institutionally immature in its leadership of the e-learning transition. All stakeholders should understand their roles and enable higher learning to take place. New methods and teaching innovations needed to show value and to encourage in-depth development by faculty and increased collaboration with students. More resources for faculty: Time, work loading review (i.e.,time to teach), project-management focus, and stronger leadership for a long-term strategic approach to online and blended learning.

(table continues)

	Research questions	Findings or emergent themes
2)	How can employees use of new technologies be encouraged?	A stronger institutional management commitment and understanding are needed to enable training, professional development, and organizational philosophy of knowledge sharing. The institution and its management need to learn and develop long-term strategies for online and blended learning.

Emergent themes included (a) a keenness to move forward, (b) a collective approach to development, (c) an immature or inexperienced leadership, (d) quality, a dominant development factor, and (e) the changing of student and employee roles.

I have explored the conceptual framework of disruptive innovation in a time of change. Location A's participants have moved forward. Many of the participants have become avid supporters of e-learning and see its use as a disruptive force that enables higher learning and adds excellence in the classroom and online. Other participants were still reticent and needed to spend more time and investment in e-learning development. Managers needed to support employees and encourage, reward, and treat personal development funding openly and fairly. Employees were keen to develop but needed the time and support of managers. Institutional leaders should look outside of their firms, and managers and employees must be encouraged to attend conferences and think tanks on e-learning development. E-learning modes should be taken seriously and valued as a rigorous learning tool for managers, employees, and students.

Accreditation bodies, government representatives, and mandates are critical to the development of a hybrid approach to campus-based learning. A full and fair evaluation of quality, educational outcomes, and equality should be part of a process of review and

standard development. Traditional teaching methods will evolve and continue as online innovations develop. Participants felt that e-learning would develop curriculum both in and outside of the traditional classroom. E-learning has disrupted the norm, but participants have recognized its present and future value. The disruption has enabled and will continue to enable better learning environments for all.

Location B

Location B's employees specialized in undergraduate and postgraduate studies that are both classroom and practice-based. Students enrolled in two undergraduate degree programs (one Swiss-accredited and one American), and two postgraduate programs for those wishing to change careers. A third of the American-accredited programs are general-education based, which includes courses in English language, foreign languages, and other skill-based courses. Participants have taught face-to-face for an average of 10 years and have used e-learning technologies for four years. Location B's employees use Moodle e-learning software, the institution's LMS, and Box.net, the institutional online depository. Three (75%) participants have master's degrees. Three (75%) were men, and one participant was a woman. Two participants out of the four were native English speakers.

From the four interview transcripts, Location B's participants initially resulted in 12 primary codes and 283 statements. These were merged into cluster codes or families, and the four core themes that emerged were, (a) perceptions of technology, (b) experiences within the workplace, (c) employees, and (e) future developments. Each theme is presented in two parts. In the first part, I presented the interview question (or

questions) and subsequent rich descriptions or findings. Interview quotations and descriptive statistics are used to enable the reader to understand and relate to the answers given. In the second part, I outlined and synthesized the meanings found within the theme and found links to current authors' studies used in the literature section, including the conceptual framework. Discrepancies and outliers are found in the section. Emergent themes are discussed.

Tables 12 through 19 contain summaries of the identified key statements and response counts. The four core themes found in Location B's data relate directly to the two research questions. As shown in Table 19, the core themes relate directly to the two research questions.

Table 12

Location B: Core Themes and Research Questions

Research questions	Primary codes and core themes
What are the experiences of employees adjusting to technology-based change?	Perceptions of e-learning E-learning recommendation Quality and value of e-learning Reasons for e-learning growth Effect on face-to-face teaching Experiences within the workplace
How can employees use of new technologies be encouraged?	Adaptation Teaching Technology Use
What are the experiences of employees adjusting to technology-based change?	Faculty attributes and feelings Incentives and motivation Challenges and arriers Feelings Attributes
How can employees use of new technologies be encouraged?	Future development of e-learning Future development Move forward Incentives Training

Theme 1: Perceptions of Technology

I have used three interview questions to develop the findings of theme one.

Question 4: Recommendation of e-learning. The subject of question four was to discuss why participants recommended their institution's e-learning courses to students. The location did not have a full-time online program but did offer a blended approach in the classroom. The intent of question one was, from a business perspective, to gain

insight and exploration into participants' overall feelings, perceptions, and attitudes to e-learning courses. Four participants responded to this question. All four (100%) participants would recommend e-learning courses and programs of study, but with some caution:

Participant 17: Online is certainly interesting for people who do not have the time to study elsewhere.

Participant 18: I do recommend it because in my course if they miss a certain task, there are lots of online resources for them to go and go through the process again.

Participant 18 thought e-learning technology was a great supplement to a face-to-face classroom environment. Participant 17 noted students need strong motivation to continue and finish an online course. Participant 17 felt faculty do not always understand students' problems and issues, and this was the result of a lack of understanding in an online environment. Participant 17 recommended a mixture or hybrid approach with 75% online and 25% face-to-face. Participant 20 preferred a mixed approach.

Question 6: Quality and value of technology. In question six, I reviewed participant opinions on the value and quality of e-learning courses and programs. One participant identified student comfort and speed of adoption as the value-added component. Three (75%) participants were supportive of online quality, but cautious of comparing online to face-to-face environments.

Participant 17 worried about the online distance between the tutor and student as explanations and understanding can be lacking. Participant 18 supported the quality of a

blended approach, as students were too young and inexperienced for a total online experience. Two participants added:

Participant 17: It is not poorer than face-to-face…, [but] there are lots of faculties who are not able to teach online as they should.

Participant 19: They [students] are very comfortable and find it very natural. I think it is more up to us to adapt to them than to them to adapt to the system.

Participant 20: Sometimes people do not have a good learning experience because their system is running [only] as good as the people who are administrating them and some are better than others.

Participant 19 mentioned the reduction of spontaneity, improvisation, and empathy within an online approach, and saw that more preparation was needed to do well online as a tutor. Participant 19 also noted that through future improvements and innovations in online tools, online instruction would become just as effective as face-to-face teaching. Participant 20 mentioned the importance of resourcing online tools correctly, and were wary of student attrition rates, corruption, and misuse:

Participant 20: It is easy to drop out; things get on top of you, and you drop out. This is inevitable. Corruption, bribery, and other people going to do a test for them with a fake identification document. It is a social problem that people will try to find loopholes.

Participant 20 added that performance measures of faculty were more difficult in an online environment compared to face-to-face. The quality, value, and reputation of the institutions were mentioned by participant 17:

Participant 17: It depends on the institution, as there are a lot of good institutes and overall serious online courses. I do not believe it is just a kind of appendix. It is a serious matter. It is for people who already have a bachelor's degree, who have certain with their career amount of experience in their working environments and who desire to continue.

Question 1: Reasons for e-learning growth. In question one, I explored the participant's reasoning behind e-learning growth. All four participants answered the question. Three (75%) participants gave marketing and online educational development as the reason behind e-learning growth as new markets emerge. Three participants also noted the importance of lifelong learners who wish to work and study simultaneously. Two participants mentioned:

Participant 20: What is the motivator, probably because there is a huge market, people out there want to get higher qualifications, but they cannot afford the time or the money, actually to go full time. So, there is a big market out there.

Participant 17: A school with a certain reputation almost needs an online course in order to show that they are up to date with other universities. So, that is what I mean with those; it's a kind of marketing aspect. Even if it is not profitable, we are there.

Two (50%) participants mentioned cost effectiveness and stability as a reason for growth:

Participant 19: At least that will guarantee the consistency of delivery of the materials, and it is going to be very cost-effective, so I see a number of companies very excited.

Participant 20 added: I would be suspicious about trying to push it … it is used to cut costs as we are delivering programs, we have teachers, and the students are here.

Participant19 mentioned that today's student was living in a very blended society, with data being available very easily and quickly and added:

Participant 19: For managers certainly, it is very cost efficient. If I can have my teacher working online, I reduce dramatically my costs of delivering the material, plus the ratio of students per class can be enormous. So, there are economic reasons that push in that direction.

Theme 1 Meanings: Perceptions of E-Learning

Location B's participants' perceptions were positive. Participants see e-learning tools as supporting face-to-face environments and a great alternative for lifelong learners. All participants would recommend online courses to prospective students. A quarter of participants recommended a face-to-face element in online program or courses to enable an improved connection between teachers and students.

Three (75%) participants supported online quality but were cautious of comparing online directly to face-to-face teaching outcomes. Two participants saw a loss of connection between the student and the instructor in an online environment, and one participant worried about assessment rigor and accountability. Reasons given for growth included marketing opportunities and cost-effectiveness for institutions. As shown in Table 13, 100% of participants would recommend e-learning to others.

Table 13

Perceptions of E-learning

Key findings	Percentage response
Four participants would recommend e-learning (i.e., online MBA. programs) to others.	100%
Three participants saw the quality of online offerings but were cautious of comparing online to face-to-face outcomes due to teacher-student contact and assessment accountability.	75%
Three participants saw growth was due to marketing opportunities for firms.	75%
Two participants linked growth to institutional cost effectiveness.	50%

During the adaptation phase, Location B's participants had become accustomed to e-learning technology. Some experienced both e-learning technologies' negative and positive effects as a faculty member and at times as a student. Although participants are cautious about the quality and dependability of e-learning outcomes, they remain optimistic. Previous authors have reported an increased acceptance of e-learning technologies even if the quality is in question (Seaman, 2009; Sword, 2012). Even though participants are still unsure and not wholly convinced by e-learning domains, they still understood the overall need to move with the times into an electronic world. This paradox is a common occurrence and is witnessed and experienced in other studies by participants (Allen et al. 2016; Sword, 2012). As argued by Juan et al., (2011) and

Chiasson, Terras, and Smart (2015) a majority of employees were positive as they saw online learning contributing to improved student motivation and better education.

When linking to the conceptual framework of disruptive innovation, employees understood the importance of development as new methods overtake the old, but still, need to see educational and pedagogical rigor in new methods. Participants seemed to be in the process of disruption at the time of the interviews. As recommended by Sword (2012), managers should listen and respond effectively to employees' voices to allow them to move forward successfully.

Location B's participants align e-learning growth with market opportunity and cost-effectiveness. Similar responses were reported by Stepanyan, Littlejohn, and Margaryan, (2013). The authors also used a qualitative approach, and responses are comparable.

Theme 2: Experiences Within the Workplace

The emphasis of phenomenological studies is to describe lived experiences. In question 12, I dealt with dimensions within experiences and outcomes. Participants were encouraged to review their experiences, share key thoughts, and add specific memories that stood out in their narratives.

Question 12: Dimension within the experience. All (100%) participants mentioned teaching and technology, 50% mentioned training, 75% linked responses to students, and 50% noted administration in their replies. All (100%) participants mentioned e-learning technologies as an informational resource for students and faculty when teaching face-to-face:

Participant 17: It is primarily to deliver course resources to students.

Participant 19: I put onto Moodle a number of information's; I put on slideshows…I tweet through Moodle. They are connected also through that, so there is basically a form of nearly complete interaction through the platform. I love that platform.

Participant 20: It lets us get involved and then putting a bit more responsibility on the student there, go to Moodle, look at the information, read the article. I think a little bit of through peer pressure teachers who were reluctant to use it, use it more and more. I think to a sense all teachers do just do the basics, just put on my course documents…. this semester we are using it more…in selected subjects [are using] it in class for quick testing.

Participant 20 emphasized the importance of not using e-learning as a replacement, but as a supplement to face-to-face teaching.

Participant 18 mentioned teaching and document storage as well as other non-academic departments that used Moodle pages to provide student information.

When asked about technology, all (100%) participants had experience with Moodle and Box.net. One (25%) participant had used Stanford's e-Corner, one (25%) participant mentioned the Internet and Twitter, and one (25%) respondent mentioned e-boards as a learning tool. For example, participant 19 mentioned that they used Box.net as a repository of filing while they used Moodle for activities with the students.

When asked whether institutional policy allows social-networking tools, participant 19 added a comment about Twitter:

Participant 19: Yes, because we only tweet information, so there is something interesting that I read, I tweet it.

Participant 20 added when discussing e-boards: It is not something I personally get involved with, and I still get the impression that they are very underused.

Two (50%) participants mentioned training:

Participant 18: The [institution] offers one-to-one sessions with people that need specific help. Group sessions for certain uniform skills were also offered.

Participant 20 mentioned how helpful the campus trainers were and how they helped with a great deal more than just e-learning development. Participant 18 also mentioned the credit hours given to trainers as part of their teaching role, but also mentioned that employees had no additional hours to learn and develop their e-learning skills. One participant noted the lack of faculty use and motivation and added:

Participant 18: You can take a horse to water, but you cannot make it drink.

Participants commented upon a lack of faculty training:

Participant 20: I do not think we are given enough training to people, so generally the faculty who are using it are the ones who are self-taught…they tend to be a little bit younger, have some experience in the past, when they worked elsewhere and had the motivation. They are more or less self-taught; we have good support here, but it is difficult.

Two (50%) participants mentioned administration:

Participant 18: A faculty member is a member of the Moodle administration team and has great IT expertise and skills, and he is a sort of coordinator for the background, the coding, and the setup of Moodle.

Participant 20: We are talking more about it [e-learning] because it comes up a lot in management meetings, and we have heard things from sort of the higher levels of the institution about more online learning in the institution. Okay, not [only] blended learning.

Three (75%) participants mentioned students in responses. All three participants felt that students expected e-learning access and were very happy and at ease with such tools. One participant added:

Participant 19: They [students] are very comfortable, but it sometimes too comfortable, which is creating another problem, how do we control this, but they find it totally natural, totally natural.

Question 3: Experiences. Four (100%) of participants mentioned adaptation, three (75%) participants brought up use, three participants noted negative experiences, and two (50%) spoke about positive experiences. Participants commented on (a) employee IT literacy, (b) suitability of the subject area, (c) transition phase, (d) role, and (e) teaching styles. As shown in Table 14, 75% of participants said that preferred teaching styles would affect or slow down online adaption rates.

Table 14

Experiences of Adaptation

Key findings	Percentage response
Three participants mentioned preferred teaching style could affect adaptation rates.	75%
Two participants related successful adaptation to the subject area.	50%
One participant each mentioned IT literacy, teaching role change, technology development, and phases of adaptation as catalysts to change.	25%

Participants mentioned transition:

Participant 17: I think it is still in the starting phase, and I cannot say that every faculty is using Moodle, as we should, including myself.

Participant 19: At the end of the day I think we are in the transition period and during the future maybe point B, we are still very much still on point A. The vast majority of faculties are of the age group that do not see technology at all or learn because we force them to learn. Can we force them? I do not believe so. I just believe we just have to wait for the transition to complete. I would say 98% of the faculty are quite okay in using it as a basic tool model. But they may also use the Internet in class; they use other platforms dependent on their various teaching strategies. I guess it is inevitable. I have a very pragmatic approach … we cannot go back to the whiteboard. It just does not

work. I would say 70% of faculty look positively ahead … 25% are in a tense state and wish to go back, and 2% do not use technology at all.

Participant 20: Some faculty will always be reluctant to adapt and to change. Okay, when you have taught a certain subject for a certain period of time, and you have got into your comfort zone etcetera. Some will always show reluctance as yes you develop your own teaching style. Some teachers get into that comfort zone and find that style. It is that thing they are most comfortable with, and the students generally do not complain about that because they sense the comfort factor of the teacher, and they deliver in their classes. But, I think eventually when you are doing the same thing for too long students will switch off.

Participants mentioned teaching roles:

Participant 19: I think this transition takes place also at the moment of time where the role of the teacher is a transition. For example, teachers are required today to do much more administration work than they were in the past…so I think this is creating a lot of confusion. I think I should spend my time more on other things than those things. I say this is a little bit of a foggy period in that sense and how long it is going to clear I do not really know

Participant 18: As the software is updated, we get different tools, and people have updated their pages; there are a lot of additional features now.

Three (75%) participants discussed using Moodle. Participant 17 added that Moodle was not attractive or user-friendly; thus, they only used Moodle as an information source and for Turnitin checks. Participant 18 thought that online learning

was suitable only for higher-level students as students were not able to work independently.

Participant 18: We have students with English not as their first language. There is always a lot of jargon in the first year [of the undergraduate degree program].

Participant 20 invested a great deal of time coming to terms with e-learning tools and felt that there was not a problem as long as the tools were used in the classroom alongside other teaching strategies.

Two (50%) participants noted positive experiences. Participant 17 felt the need to move toward e-learning tools and Participant 20 argued that online was great for life-long learners who could not afford the time or expense to return to studies full time. Participant 20 felt the face-to-face use was advantageous but only in a limited way.

Three (75%) participants mentioned negative experiences. Participant 18 mentioned fear, job replacement, lack of time, and faculty disdain for challenges. Participant 19 mentioned a preference for a face-to-face teaching environment, and one participant felt that online teaching encouraged an administrative or facilitator approach:

Participant 20: It is difficult; you are becoming more of an administrator of a course than a teacher of a course.

Theme 2 Meanings: Experiences Within the workplace

I used two questions to outline participant experiences. Key dimensions of the experience included people (e.g., management, employees, and students) and technology (e.g., Moodle, Box.net, Twitter, e-boards, Internet, and Turnitin). Dimensions within the experiences included (a) e-learning tools used as an information source and not as a

replacement for classroom teaching, (b) mixed approaches or use by employees, (c), underuse of specific tools (e-boards, Moodle, social media), and (d) the pluses and minuses of training. Experiences were related to, (a) teaching styles, (b) relevance of the subject area, (c) change of the teaching role, and (d) phases of adaptation.

Overall, Location B's participants were interested in understanding e-learning use, but many still use tools superficially. Participants recognized student ease and ability with online environments, but again, employees are confused and unsure of how to control such platforms. Participants saw a lack of continuous training, with personal development focusing on experience and self-taught familiarity. Participants identified a lack of future pedagogical value and development. Stein et al. (2011) argued that the cause of most e-learning failures is related to people; people's time, motivation and knowledge. Locations B's managers should encourage both technological and pedagogical development (Stein et al., 2011; Sword, 2012). Managers should also encourage continued motivation through recognition, mentoring, and ongoing professional development (Sword, 2012).

Participants found technological support to be excellent and readily available, but institutional managers need to look forward and ensure trainers and online teams have the necessary long-term knowledge to encourage future employee motivation. Employees seek a long-term approach to committing time and energy into e-learning development. Employees who preferred time and tested face-to-face teaching styles require new online teaching styles that are pedagogically safe. While institutional managers are developing and investing in online learning domains, employees need investment, the development

of expertise, and a futuristic mindset. Downing and Dyment (2013) argued that managers must allow employee adaption by providing resources that support ongoing development.

Employees at Location B were experiencing a disruptive environment. New teaching tools were introduced, and employees are expected to use e-learning to support classroom teaching. Christensen et al. (2011) recognized that many traditional or old teaching styles were no longer viable, with teachers' not checking student learning and only measuring memory through examinations. Participants at Location B reported an understanding of the benefits of e-learning for both students and faculty, but some are slow in adapting. Newland and Byles (2014) recognized the need for employee preparation to move into online domains.

Location B's participants demonstrated an interest above and beyond the convenience of data storage and class organization, but were unclear about the future potential and value of e-learning environments. Thus, an innovation opportunity exists. Location B's managers should develop a consistent, long-term, and educationally rigorous e-learning pedagogical strategy. Employees may then become more eager to develop resources and give time toward developing online teaching styles. Allen and Seaman (2010) argued that universities that viewed online learning as a long-term strategy would be most successful with employees accepting the value and quality of online teaching. Sword (2012) encouraged managers to provide on-going professional development for employees and managers. Location B's employees can then move from using e-learning tools as a communication medium to more complex and advanced usage.

In addressing the first research question, I noted that during the adaptation phase, Location B's participants had become accustomed to e-learning technology, and some experienced both its negative and positive effects as an employee and at times as a student. Although participants were cautious about the quality and dependability of e-learning outcomes, they remained optimistic. Before future investment of time and energy, participants need convincing of the pedagogical quality and value of e-learning teaching approaches.

In investigating the second research question through participants' responses, I noted that participants, although interested in e-learning tools, needed to be convinced through continuous professional development. The participants were eager to see a long-term commitment from managers.

Theme 3: Faculty Attributes and Feelings

I reviewed employee feelings, incentives, attributes, challenges, and barriers to technology-based change. I used four interview questions to develop and characterize responses.

Question 8: Employee attributes. In question eight, I asked participants to identify the attributes required to be a successful e-learning facilitator or tutor. All four Location B's participants answered the question. As shown in Table 15, the most common responses included a dedication to learning, openness, and being young minded and age.

Table 15

Employee Attributes for Successful E-learning Adaptation

Participant	Attribute
Participant 17	Emotional intelligence
Participants 17 and 20	Dedicated to learning
Participants 18 and 19	Openness
Participant 18	Curious
Participant 18	Technological expertise
Participants 18 and 19	Young minded or age
Participant 19	Skilled communicator
Participant 20	Time management or organized

The most common attribute response (i.e., 50% of participants) included dedication, openness, and being young minded. Comments included:

Particpant17: A teacher should feel even between the wordings not because it is a lot of words what the student is missing. It should be someone who can understand the challenges and needs of the student.

Participant 20: I would image most existing teachers be capable, but as we said earlier, they would need the correct guidance and training.

Question 15: Employee incentives. Three participants responded to question 15. In question 15, I asked participants to identify the incentives they needed to move forward with e-learning development and teaching. As shown in Table 16, the most common incentive discussed was money and staff development.

Table 16

Incentives Needed for Successful E-learning Development

Participant	Incentives
Participants 18 and 20	Money
Participant 18	Time
Participants 18 and 20	Staff development sessions or training
Participant 18	Preparation time
Participant 19	Technical-team support
Participants 19 and 20	Suitable contractual conditions
Participant 20	Institutional guidelines

The most common response (i.e., 66% of participants) included money, training, and contractual conditions:

Participant 18: What is the main incentive…it is money.

Participant 19: I think that the company has to realize that people will not compromise on the cost, meaning the same wage and same working conditions otherwise [they] have no real incentive to go online.

Participant 20: I am sure that certain people would be very keen to do online learning only if they know they are going to get financially rewarded for doing this you know because they see extra work.

Participant 18: If I have a two-hour class, I dedicate six hours of [development] time to that class. Some people will do a minimum and people will do the extra mile. We see people change their courses very little even though we are told at the beginning of the semester to innovate and renovate. If it [is] not broke, then they do not fix it.

Question 10: Feelings. In question 10, I sought to identify feelings experienced by participants. As shown in Table 17, all responses differed.

Table 17

Feelings Experienced by Participants

Participant	Feelings
Participant 17	Alone
Participant 18	Resistance
Participant 18	Fantastic
Participant 19	Love
Participant 19	Excitement
Participant 19	Frustration
Participant 20	Fortunate

Four participants mentioned a diverse set of feeling and thoughts:

Participant 19: My process with technology always starts with a cycle. I start with excitement because I am pretty open to new technology and this type of thing, and then there is a learning moment, then the application, and then frustration. Because generally we encounter problems and so on, but then frustration generates learning again and basically the start of a new cycle in that direction.

Participant 20: I think that on the whole it was taken relatively positively.

Question 9: Challenges and barriers. In question nine, I explored the challenges and barriers experienced by participants. Challenges related to the employees themselves and barriers are linked to institutional-based policies and communications. All responses were related to employee resistance. All four participants answered the question. As shown in Table 18, most of the participant responses dealt with barriers and included the lack of investment, the complexity of administration, and the lack of technical support.

Table 18

Challenges and Barriers to E-learning Adaptation

Participant	Challenges	Participant	Barrier
Participant 17	Alone	Participant 19	Lack of training
Participant 18	Lack of knowledge	Participants17 and 19	Lack of investment (time and support)
Participant 19	Student resistance	Participant 20	Mixed messages
		Participant 14	Lack of knowledge sharing
		Participants 17 and 20	Complexity of administration
		Participants 17, 18, and 19	Lack of technical resourcing and support
		Participant 19	Too much administration
		Participant 20	Difficult coordination with part-time faculty

The most common responses were institutional barriers and included (a) lack of technical resourcing and support (75% of respondents), (b) complexity of administration (50% of respondents), and (c) lack of investment (50% of respondents). Four participants shared responses:

Participant 17: I mean the question is, do faculty have enough course-development time? Honestly, the faculty around me they do not have much time to develop their course in a normal situation. So, if this [e-learning] comes on top, or it is integrated it means you have extra time.

Participant 20: But again, it was not easy to bring in because so many of our language teachers were part-timers and they are only doing very few hours, so it was difficult to get coordinated.

Participant 17 noted a lack of IT investment: I think another challenge is an IT challenge. It is not normal that our system is still so slow, and it generates updates every day. So, if you want to use these electronic media it should be available to you right away, you should not be waiting for 5 to 10 minutes, and this is another challenge, which is not working today. Too many problems with pop-ups during the class or just before and you have to wait.

Participant 18: We had to control how many users were actually using the system in the first semester, as we did not have a dedicated server for Moodle. It was quite clunky. People were getting frustrated because of drops in service or inability to access Moodle tools or error messages, but that has obviously changed now as we have invested. It is a step forward.

One participant mentioned student resistance:

Participant 19: Another problem is related to the capacity [of students] to use the tool only for learning purposes.

Theme 3 Meanings: Faculty Attributes and Feelings

In theme three, I included participants' thoughts on (a) employee attributes, (b) incentives, (c) feelings, and (d) challenges and barriers to e-learning experiences. The key attributes were dedication, openness, and being young-minded. The most popular incentives were money, training, and contractual conditions. The feelings experienced by

participants included excitement, frustration, resistance, and the idea of being fortunate. Key barriers included lack of organizational investment (time, training, and support), the complexity of administration, and lack of technical resourcing and support.

Participants were willing to move forward but did not know how to do so. Training and long-term pedagogical development are ongoing needs of participants. Time constraints impact staff development and thus overall online preparation and development (Meyer & Murrell, 2014). Time and training constraints were evident. Location B's participants experienced a lack of training and support during their initial adaptation phase. Al-Alawneh (2014) identified similar barriers that included lack of training support, lack of personnel, and lack of technological expertise.

Location B's participants showed a high level of self-discovery, with many participants working independently, using the Internet to educate themselves, and working above and beyond the organizational policy guidelines for class preparation. Juan et al. (2011) found that online teaching success was achieved by those willing to invest time. Sword (2012) also identified a pioneering spirit even though employees felt very stretched. A pioneering spirit and a willingness to invest time were identified in Location A's participants.

Organizational managers should understand that employees during initial phases have to learn, teach, and become experts all at the same time (Sword, 2012). Burgi (2009), Lokken (2012), and Sword (2012) showed a similar need for extra time and effort to develop online curriculums. Location B's participants identified a lack of traditional face-to-face course development time. A lack of traditional course development time

added to the extra time needed for e-learning requirement and this resulted in mixed feelings and motivations of employees.

An and Reigeluth (2011) found the lack of time, lack of technology, and complex assessment as significant barriers to online creation. An and Reigeluth (2011) paralleled the experiences of Location B's participants, with many observing a knowledge gap or confusion among colleagues. Managers should offer an organizational commitment to ongoing development. Employees and e-learning innovators need to see pedagogical strategies and policies developed and implemented. Participants experienced a short-term approach and thinking. Many employees questioned their time and effort as managers would probably in the future change their minds and bring in new methods. Managers and decision makers should communicate a long-term approach and encourage employees to train, attend external conferences, and commit to professional development. If institutional managers invest (e.g., time and money) in employee and technology development, then faculty may be encouraged and motivated to move forward. Theme four is presented below

Participants need training to be able to move forward. Crawford-Ferre and Wiest (2012) recommended purposeful technology for the successful online transition. Participants needed to develop skills and undergo the learning required to be a successful online faculty. The understanding of both technology and teaching online is critical. Participants needed institutional leaders to show strong leadership, support, investment, and long-term planning to convince employees to invest time and effort in online teaching.

I have investigated participants experiences. Participants felt both excited and frustrated, and at the same time felt lacking in knowledge and skills, and at times alone. Again, although challenges and barriers were evident, participants still saw the importance and want to move forward with e-learning technology use. Sword (2012) reported similar experiences, despite negative experiences and concerns, participants have adapted and are willing to develop innovative teaching methods.

Although Al-Alawneh (2014), An and Reigeluth (2011), and Juan et al. (2011) used quantitative research methods, and findings, although not directly comparable with qualitative study outcomes, it is interesting to see similarities in both experiences and outcomes. Sword (2012), and de Camargo et al. (2012) showed similar experiences, feelings, and needs in their research as reflected by locations B's participants' outcomes. Perhaps, as shown by de Camargo et al. (2012) and Sword (2012), employees go through a phase of discovery despite errors and barriers when moving initially into e-learning development. Location B's participants showed evidence of a pathfinder attitude amid a confusing and frustrating learning phase.

Participants can adapt to new technologies. Technology or innovations, or other breakthrough models for teaching and learning are critical but are not without issues (Kalman, 2014). The personal developmental philosophy shown by participants should encourage college administrator's understanding as participants adapt despite problems and limited resources. These findings are commensurate with the conceptual framework of disruptive-innovation theory and are evident at the research site as participants cope, evolve, and adapt to e-learning approaches.

Theme 4: Future Development of E-Learning

I used five questions to outline the outcomes of theme four. In theme four, I explored, from a business perspective, the future of e-learning developments. Participants discussed their motivations, reviewed impacts on face-to-face teaching methods, highlighted e-learning developments, identified resources needed to move forward, and outlined future training requirements.

Question 2: Motivation. Three participants answered the question. In question two, I sought to investigate how motivated participants are to move into an online learning domain. Two out of three participants would not be motivated or interested in teaching online. One participant could be motivated if the environment suited requirements:

Participant 19: I think most faculty here still enjoy the personal contact with the students. It is actually one of the major motivating factors to stay in this location, in such a remote location for such a long period of time.

Participant 20: I would have to investigate some more. Show me some accepted technology.

Question 7: Impact on face-to-face teaching. In interview question seven, I investigated the impacts online learning would have on traditional face-to-face course outcomes. All four participants felt e-learning would impact traditional face-to-face teaching. Participants felt that e-learning would change face-to-face environments as online instruction is cheaper (25% of participants), would add value (50% of participants) and will change the role of the teacher (25% of participants). Two (50%) respondents felt

strongly that the online modality should never replace face-to-face environments. One participant felt strongly about classroom-based teaching:

Participant 20: I want to be a teacher, I want to be with students, I want to be in that room, I want to be interacting, and I want to be answering questions, I want to give them the benefit of my experience, which I do not think I can do easily online – and I bet some class of teacher would certainly go for that.

Question 13: Future developments of e-learning. In question 13, I sought to explore participant's ideas of future development of the phenomenon. All four participants answered the questions differently. Participant 17 requested a sharing approach across locations and the facilitation of knowledge transfer. Participant 18 wanted to know all the possibilities of e-learning approaches; participant 19 remained cautious and unconvinced of the value; participant 20 needed to see much more encouragement from management. Participant 19 noted:

Participant 19: In my opinion, the success of the school is based on the employment that we provide students, at the moment we are very successful. I wonder if you use online learning, would we still be successful with that.

Question 14: Move forward. In question 14, I investigated what participants felt they needed to move forward with e-learning developments. All four participants answered the question. Participants mentioned more course-development time, networking, best-practice sharing, total involvement in the design and teaching process, formulation of a hybrid approach, more organizational investment, and investigation of all Moodle tools and options. Participants mentioned the majority of these ideas

individually with three (75%) participants recommending a hybrid approach to online development. Two (50%) of the participants strongly emphasized rigor within online development. Two participants were keen to remove the current lack of clarity and investigate the full possibilities of online education. Although, participants would only move forward if the pedagogical quality would be retained and continuously improved. Participants noted:

Participant 17: It is an essential part of our career today ... it is part of the creativity we all have in our jobs. We should all have–the same as Google–20% of our time to explore.

Participant 18: We personally in this establishment, we do not use all the modules that are available to us. For example, that is a bit of a contentious issue is absence, recording of absence in the classroom … and certain learning methods will appear, and appeal to different learning styles, as well.

One participant encouraged employees to experience an online course as a student before moving onto teaching:

Participant 19: I see that there is a profound mistake but trying to commoditize learning, which in my opinion is a tragedy, a total tragedy. Because we are going to standard lessons recorded online where the teacher pops up and gives you half an hour lecture very old fashioned okay, no interaction and so on and so forth. However, at least that will guarantee the consistency of the delivery of material, and it is going to be very cost-effective, so I see a number of companies very excited.

Participant 19 also recommended a hybrid approach to future online program design.

Participant 19: How do we get rid of the fog? I do not know, we discuss this every day, but you know every day we get new ideas…I think that the process where you actually get into rather because you want to and because it makes sense. I love technology, but they still think that technology is to serve a purpose rather than be the purpose.

One participant worried that students would miss the social, cultural, and personal growth and development that often occurs in a face-to-face university environment and added:

Participant 20: I mean the other things that have not come up, that would concern me, is the integrity of the course and the results and the examinations and the assessments, obviously one thing we are always trying to control.

Participant 20 also supported a hybrid teaching approach.

Question 11: Training requirements. Three (75%) participants responded to the question that sought to identify new training developments. Participant 18 requested more individual support alongside group training and encouraged both a formal and informal approach to employee development. Participant 19 recommended all new online faculty first experience online education as a student as the parent company offers many online-based training courses. Participant 20 mentioned prior experience:

Participant 20: I do not think we have given enough training, so generally the faculty who are using it are the ones who have self-taught who have had; they tend to be

a little bit younger, have some experience in the past when they worked elsewhere and had the motivation.

Theme 4 Meanings: Future Development of E-Learning

Location B's participants were neither keen nor supportive of online environments. As participants have limited experience and training, their attitudes were not unexpected. Participants preferred and felt safer in hybrid environments in which employees taught both online and face-to-face with students. Half of the respondents felt online teaching was the way forward as participants identified an educational benefit for both students and employees. Twenty-five percent of participants felt the role of faculty would change as online course and program development progressed.

Participants lack knowledge of future possibilities; thus a knowledge gap of future opportunities is evident. Participants were keen to move forward, but have experienced a lack of direction. Training was limited. Many participants experienced or observed a self-taught mentality that does not encourage organization learning at the level required. Location B's participants were at the initial stages of adaptation and development.

Downing and Dyment (2013) argued that administrators must enable employee's adaptation by providing resources that support an ever-evolving e-learning landscape. Location B's employees are stuck and unsure of both direction and opportunity. A lack of frameworks and follow-up approaches was apparent and echoed the experiences of other universities. Similarities were found in Swiss-based public universities that have failed to move forward as required (Conference Universities Suisse, 2008). Cicco (2013) encouraged managers to provide a protocol of suitable resources that included (a)

training, (b) technical and institutional support, (c) reward programs, (d) incentives, (e) promotions, (f) tenure, and (g) the continuous monitoring of competencies. Participants comments and experiences in all locations provide the managers and employees with a type of organizational health check. These lived experiences should enable future managers to evaluate their current approaches and implement pedagogical strategies, guidelines, and directions suitable for the level of quality and education required.

Mandernach at al. (2013) identified a need for more course-development time, especially in the online classroom. De Camargo et al. (2011) encouraged employees to be humble and not to fit tried and tested face-to-face teaching methods into a new online box. Employees should be brave and search out new ideas and teaching approaches. However, the development process takes time and effort. Location B's participants lacked knowledge, and although they were not avid supporters of online-learning approaches, they did show an interest. Location B's administrators should convince and enable employees to explore and find evidence of online quality and rigor. Without administrator intervention and investment, some employees will continue to develop their competencies, and others will not. Without an ideal collective organizational knowledge creation future developments may falter.

I have investigated the two research questions. Overall, participants demonstrated a cautious approach to e-learning development and, although interested, were unsure of how to move forward. Employees need direction and expertise, or there can be a slowing of initial development, and a superficial use of e-learning. Locations B's participants wanted to move forward and need time to develop rigorous teaching methods within an

online and blended domain. E-learning tools must become much more than a storage device or cloud-based filing cabinet.

The participant outcomes for Location B are not without their limitations. The most significant limitation is the number of interviews. I interviewed four participants at Location B compared to eight at the two other locations. Data saturation was weaker at Location B. Location B's campus is the farthest from the other two, and while cross-campus communication is encouraged, the distance is a limitation. Participants were interviewed after a 2-week holiday at the start of the semester while the interviews at the other two locations took place at the end of the previous semester. Timing may have influenced content and Location B's participants' comments.

Location B: Key Findings or Emergent Themes

Using a descriptive phenomenological research design has enabled me to explore the conceptual framework of disruptive innovation in the context of online learning technologies. The four research themes or essences may enable the reader to find the meaning. It is crucial for readers to find meaning without adding to participant's experiences (Applebaum, 2012). As shown in Table 19, participants were adapting, although they did not know how to move forward. Participants requested the development of tools and methods and saw a blended approach as an ideal. Participants were focusing on individual success and requested a more long-term approach to online strategy before committing time and effort.

Table 19

Location B's Research Questions and Emergent Themes

Research questions	Findings or emergent themes
1) What are the experiences of employees adjusting to technology-based change?	Outcome: Participants are adapting, but many use e-learning tools superficially. They do not know how to move forward. Mixed feelings and experiences: Participants are happy and some convinced and on board despite past difficulties and frustrations. Others have yet to be convinced. Overall user value was questioned. Mixed perceptions: Online should not be a replacement of face-to-face teaching and faculty must explore how to teach in blended classrooms. Recommendations: Participants want more regarding resources (e.g., time, support, and training) and leadership (e.g., development of frameworks and direction). Key Success Factors: Quality and value are key to convincing faculty to move forward. Key fear: A split teaching hierarchy, with first-class educators teaching face to face and second-class educators teaching online. Key dimensions: Technology, students, faculty, and hybrid or blended approaches. Location B's approach: Individualism. Participants still need to see the initial benefits and positive outcomes of using e-learning tools in the classroom. Participants are at initial early stages of development and implementation.
2) How can employees use of new technologies be encouraged?	Next step: Move forward and share ideas. Develop teaching tools and methods that enable learning and development of students and faculty. To overcome negative experiences: Challenges and barriers evident as the management were institutionally immature in its leadership of the e-learning transition. Faculty must feel resourced and convinced to invest time in e-learning approaches. Faculty must see a long-term future for their efforts. Recommendation: New methods and teaching innovations needed to encourage in-depth development by faculty and increased collaboration with students. Recommendation: More resources for faculty: time, work loading review (i.e., time to review, think, and develop). Recommendation: A stronger institutional management commitment and understanding. Training, professional development, and organizational philosophy of knowledge sharing. The institution and its management need to learn and develop long-term strategies for online and blended learning.

Participant findings or emergent themes included (a) a willingness to move forward but are at the same time stuck, (b) an individualistic approach to development, (c) immature or inexperienced leadership, (d) the need for individual training that supports a campus-based vision and direction, and (e) a need for long-term commitment and investment by leaders.

Location B's participants have moved through the process of development and learning. Participants have become supporters of e-learning tools. Participants are cautious of full online environments. College rectors and managers should enable employees to move forward and experience online teaching from both the student and tutor perspective to realign thinking. Employees are eager to develop and do well with e-learning tools and request support to enable this successful continuous development. Without continued managerial support, staff motivation is lost, and initial efforts wasted. Employees need help to move forward. Participants requested not only time to address additional workloads, but also needed support from managers for facilitating commitment to this new educational innovation. Long-term pedagogical strategies and teaching methods should be developed to convince employees of online rigor and quality that is comparable to face-to-face. Participants needed to see evidence of e-learning adding value to the classroom.

Location C

Location C's participants specialized in undergraduate and postgraduate studies that are both classroom and practice-based. Two of the participants taught semesters to

include first-year and preparatory students from two undergraduate degree program (one Swiss and one American accredited), and one participant taught a semester for postgraduate students wishing to change careers. Location C is the student entry-point campus, and students finish at Location A. A third of the American-accredited programs are general-education-based and include courses in English language, foreign languages, arts, and sciences. Participants had taught face-to-face for an average of 24 years and used e-learning technologies for 5 years. Location C's participants used Moodle e-learning software, the institution's LMS and Box.net, the institutional online depository. All participants have master's degrees. Five (63%) participants were women, and three (38%) were men. Fifty percent of the participants were native English speakers.

From the eight interview transcriptions, Location C's participants initially resulted in 14 primary codes and 734 statements. These statements merged into cluster codes or families, and five core themes emerged: (a) perceptions of technology, (b) impact on traditional teaching, (c) attributes and feelings, (d) personal experiences within the workplace, and (e) future development of e-learning. Each theme was presented in two parts. In the first part, I present the interview question (or questions) and subsequent rich descriptions (e.g., direct quotations) or findings. The rich descriptions are expected to enable the decision on transferability for the reader (Earl, 2010). Again, some clarity was added to interview excerpts as needed, although the messages were not in any way changed or destroyed. Grammar and speaking styles were left in the raw state and included multiple colloquial phrases used by participants. Interview quotations or

excerpts and descriptive statistics are used to enable the reader to understand and relate to the answers given.

In the second part of the theme, I outlined the emergent meanings or key findings found within the theme. Within the findings, I provided links to other authors' studies and took specific notice of the research method used within comparable studies.

I have used tables throughout to identify key statements and response counts. Table 20 contains the five core themes found in Location C's data that related directly to the two research questions.

Table 20

Location C: Core Themes and Research Questions

Research question	Primary codes and core themes
What are the experiences of employees adjusting to technology-based change?	Perceptions of e-learning E-learning recommendation Quality and value of e-learning Reasons for e-learning growth Impact on traditional teaching Effect on face-to-face teaching
How can employees use of new technologies be encouraged?	Employee attributes and feelings Support Motivation Challenges and barriers Feelings Attributes
What are the experiences of employees adjusting to technology-based change?	Personal experiences within the Workplace Dimensions Experiences Future development of e-learning Future development Move forward Incentives

Theme 1: Perceptions of E-Learning

I used three interview questions to develop the findings for theme one.

Question 4: Recommendation of e-learning. The purpose of question four was to determine why and if participants would recommend their institutions' e-learning courses to students. Question four gained insight and exploration into participants' overall feelings, perceptions, and attitude toward e-learning courses. All participants supported e-learning in the classroom in various ways. Seven (87%) participants would

recommend their institute's fully online courses or programs to prospective students as either they have direct experience as a student or faculty, or they know the faculty involved. Participants noted:

Participant 13: Yes, but I do not know the content …, [but] knowing the program leader I would think it is very good. I know that having talked to him, I know he supports students, and I know that aspect is good.

Participant 6: Oh yes, the MBA, the one that is done here, yes, I would – I would because I think knowing the people who are working in the faculty there, I know that they are interested in what they are doing, and they too are trying to develop something that's looking ahead to the future.

Participant 11: You now see renowned credible universities starting to pitch this forward, and then I think yes.

Participant 14 would not recommend the online MBA and felt the in-house face-to-face program would be better. Participant 14 also mentioned that the perception of a real university from that of an online university was still strong.

Participant 14: You will have second-rate, or perceived second-rate degrees because they are done online, and they were not done in a real university. The main differences are that, in a real classroom, you have if you are lucky, a really excellent teacher who is very knowledgeable who knows how to motivate the students, who know how to manage a classroom, who knows how to have good debates, good discussions, plus you've got other students. As far as I heard, the people that are teaching these [online] courses are not the best people in the world. They do not really take care of the

students; it is very superficial in a virtual classroom. I think you can have forums; I am not against that, but you cannot actually work with the people in-group projects, you can, but it is not the same.

Seven of eight participants would recommend the institution's e-learning courses to students. One participant felt face-to-face teaching gave more value.

Question 6: Quality and value of e-learning tools. In question six, I reviewed participant opinions on the value and quality of e-learning courses and programs. Cost advantage and student access and learning were the two main opinions given by participants.

Half (50%) of the participants discussed the importance of financing and profit advantage. Participant 6 mentioned that many of the on-campus students are more financially stable than those who studied online. Participants 13, 5, and 8 mentioned a cost advantage to the university. These participants saw the value of e-learning through the costs involved for both students and the university management providing and selling the programs.

Most participants mentioned the advantage of access to students. Seven (87%) participants linked their responses to access and an improved learning environment. Participants stated:

Participant 1: The whole approach is so radically different ... I think it will definitely–it can enhance the learning experience. I have had experiences of online learning where the experience has been much better than face-to-face, much better and vice versa.

Participant 11 argued that the value came from the design of the course and program, as well as a teacher. Participant 5 mentioned the importance of easy access or access from everywhere as the new generation of students enjoys this approach and noted:

Participant 5: You can see the interest, now as I say they [the student] do not see that [the online course or e-learning requirement] as a replacement, and that is good to see.

Participant 5 also mentioned the advantage of individual learning and stated:

Participant 5: I think it is a quality for the student, but it generates a different approach from the faculty, which is really about maybe getting more time to really do this individually. Because of course, we do have forums, not everyone may reply of course, but everybody is supposed to. I suppose to look at the answers and share it can touch everyone. I am not sure if this works very well. I think the problem we have now, what I notice, and it is the same for everyone is that in the past the sender of the information was responsible to make sure it touches the other person. Now that the new generation is that we send things everywhere, and it is for the receiver to decide what to do and we assume that they do things maybe they do not. In terms of quality we can still track, I think we can track progress. But does it mean that it is really there, does it mean they understand, or do they really read? We are still, at the University, a bit in the development phase here.

The key findings or responses to the question (i.e., quality and value) included (a) student access, (b) institutional and student profit advantage, and (c) educational improvement.

Question 1: Reasons for e-learning growth. Through interview question one, I explored, from a business perspective, the participants' reasons behind e-learning growth and development. Participants discussed competitive environments, globalization, addictive behaviors, a new generation of student, and a natural transition in their answers. Participants noted competitive environments and globalization in their responses:

Participant 11: It could really set you aside from the competition … technology is making the world so much smaller, and there is a need for people to be able to access education. More and more people are dipping their toes in the water; it [online learning] is becoming much more available.

Participant 14 mentioned addictive behavior: It has become an addiction. I truly believe that students have addictive behavior toward their phones, their Facebook, and their social media. Participant 14 also mentioned that many students do not use forums or online discussions, but are happy to communicate via Facebook or Twitter. Participant 14 encouraged universities and management to allow such media in their blended learning policies. Participant 5 mentioned the new generation of students as a catalyst. Participant 5 also mentioned the importance of following trends as many aspects of life are now very much technologically led:

Participant 5: Education is very much behind for me; education is about following trends, and that is what the new generation of students expects of teaching and learning.

Participant 8 mentioned that technology use in the classroom today is more than a need; it has become a natural expectation. Participant 8 also commented on the

importance of delivery and the reinforcement of learning; both aspects enabled through e-learning technology use.

The key findings or responses to question one were not common, and each participant gave a different reason for the growth and development of e-learning use. Again, participants discussed competitive environments, globalization, addictive behavior, a new generation of students, and a natural transition in their answers.

Theme 1 Meanings: Perceptions of E-Learning

Participants from Location C supported e-learning programs and e-learning tools. Overall perceptions were positive as participants saw the advantage of improved learning environments, easier access for users, and financial advantage to both students and institutional leader income statements. Only one participants perceived e-learning negatively and saw traditional face-to-face teaching at a reputable institute as the ideal learning situation. Thus, the perceptions of employees adjusting to electronic learning at Location C were positive. As shown in Table 21, participants are supportive of online learning.

Table 21

Perceptions of E-Learning

Key findings	Percentage response
Seven participants would recommend e-learning (i.e., online MBA programs) to others.	87%
Seven participants saw the advantage of student access that enabled both a 24-hour-a-day study environment and a unique mix of students in virtual classrooms.	87%
Three participants saw e-learning as adding a financial advantage to both students and universities.	38%

During the adaptation phase, participants have become accustomed to e-learning technology and have experienced its positive effect on learning environments. Even during the early stages of use, participants show an understanding of the positive effects e-learning has on some stakeholders, including university managers, students, and employees. Seaman (2009) and Sword (2012) have similarly reported an increased acceptance of e-learning technologies even during the early stages of use. Okazaki and Renda dos Santos (2012) commented on the importance of ease of use and usefulness of online learning to new users. Allen et al. (2016) and Harish (2013) mentioned that universities that were first to market and view online education as a long-term strategy were most likely to report employee acceptance. Even though participants argued that the

development has slowed, and feared competitors had overtaken the institution, they still understood the overall need to move with the times into an electronic world.

The study participants had grown accustomed to e-learning and seemed to be adjusting to online environments positively. When linking to the conceptual framework of disruptive innovation, participants understood the importance of development as new methods overtake the old traditional techniques. Participants have reported the advantage of 24-hour learning as student mindsets change, and a lifelong learner concept is continuously developed and encouraged. If an institution stands still, other more innovative providers will take its place as the concept of education changes. The Internet has disrupted traditional learning and has enabled the world of education to change (Christensen, Johnson, & Horn 2011).

My findings align with those of Esterhuizen, Blignaut, and Ellis (2013), Seaman (2009), and Sword (2012). Although, the qualitative study by Sword (2012) is the only research with a similar phenomenological research design, the others are comparable as the questions asked were quite specific and asked for either a reason or recommendation. Thus, the aims of the studies were very similar. In the next theme, I continued the search for knowledge, exploration, and meaning.

Theme 2: Impacts on Traditional Teaching

I used two interview questions to outline participant findings within theme two.

Question 6: Quality and value of e-learning compared to face-to-face. In question six, I sought to explore participant's thoughts on the quality and value of e-learning when compared to face-to-face, and question seven explored the participants'

thoughts on the effect of e-learning on face-to-face teaching over time. Five (63%) participants saw the advantage of a blended approach in face-to-face teaching, although they did not recommend a full online approach with their first-year face-to-face undergraduate students.

Participant 12 emphasized the importance of a mix of face-to-face and online. Participant 11 mentioned the importance of interactivity with the students themselves. Participant 6 argued that the two approaches are difficult to compare. Participants noted:

Participant 6: In face-to-face learning, you get this other dimension, having a human being in front of you … and in online learning, you are interacting via the web with people really far away, people with totally different backgrounds and environments. If you were not [online], you would never come across these people.

Participant 13 also linked quality and value to the learner. Participant 13 noted:

Participant 13: I have observed the students we have. We have more than our share of problematic students who either have heavy learning difficulties or not interested or have language problems, thus people who did not make the cut to regular universities. These students still need a bit of muscle power and presence, and I think this is one of the reasons why parents might choose this very expensive school. The students are housed; they are fed; they are looked after by student affairs, and the classes are small enough that the teachers are going to know them each individually. They might be able to provide an extra thing, so I think that for our kind of students I don't see that full online learning is going to be beneficial.

Participant 13: I think we could complement face-to-face with e-learning. We need what we are not providing now, which is the space either virtual or physical for collaborative learning; we are not providing that.

Participant 13 did not recommend total online learning or courses for first-year undergraduate students, and Participant 12 saw the importance of a mix of face-to-face and e-learning for campus-based students as it created a newly improved communication.

Participant 13: A more blended approach is now better for students who are more motivated to become more self-led.

The key findings or participants' responses to question four is positive. Participants prefer a hybrid-teaching environment that a blended-learning approach provides to that of a traditional face-to-face classroom. The quality and value of e-learning environments when used together with a face-to-face classroom is much preferred.

Question 7: The impact of e-learning on face-to-face teaching over time. In question seven, I sought to explore participants' feeling on the affect e-learning has on face-to-face teaching. Six (75%) participants felt that e-learning would have a positive impact on traditional face-to-face teaching and learning. One participant was unsure, and one felt there would be a negative impact. Participants noted:

Participant 11: We spend no thought as to how students actually go about learning when they are outside the classroom.

Participant 11 had been experimenting with Facebook over the last semester, found that students were very keen, and used the technology all through the night, and noted:

Participant 11: It gave a real insight as to the fact that students do not do this, work up until 11, go to sleep and get up at six.

Participant 13: If you watch, your classroom and you are not disturbed that they [students] are all handling a mobile device while you talk and do not leverage what you can do with a mobile device then good luck for you as a teacher.

Participant 13 added that although many faculty members are excellent speakers, students will multitask and are very capable of listening and using mobile technology at the same time.

Six (75%) participants saw e-learning as support to traditional teaching methods. All six participants mentioned keywords, such as they saw e-learning as complementary, support, an enhancement, a value-added, or an improvement. Three (38%) participants did not see e-learning as a replacement for face-to-face as they saw a possible economic divide becoming the trend within education. Participants noted:

Participant 6: There has to be room for both. I think face-to-face teaching is going to become a real luxury that only the very rich will be able to afford.

Participant 8: There may be an economic divide … I think face-to-face will become more and more expensive in the future, and I guess it will only be [certain] people who would pay for that.

Participant 14 spoke about a hierarchy within education where names and reputations still affected graduates.

Participant 14: The only thing I see as a negative is that if a person makes a choice between doing an integral 100% online program and a face-to-face. I still think that once they come with their [certificate] depending on whom they are competing against. If I get a [graduate] from Podunk and Stanford, I am going to choose Stanford. I mean I know what it takes to go to Stanford, I know what it takes to graduate from Stanford, and that is the kind of person I want. The perception that I got my degree from a real university versus an online university is still very strong.

Participants spoke about the advantage of flexible learning:

Participant 5: Students see that as an added value because it can be very flexible learning. It can be used in different moments, and students can keep in touch with faculty.

Participant 12: It improves communication …. you do not have face-to-face contact really as they are in the back of the class. They are not interested unless you talk about the handouts or the PowerPoints on box.net. If you set up a Moodle site or send something out on Twitter, it works very well.

Participant 13: I am a firm believer in the lifelong learner. If you are busy at work, online or blended learning is a solution.

Participant 5 also mentioned the advantage of tracking for the faculty member:

Participant 5: The major improvement is the tracking of homework, which was something that we always complained about. Now faculty can check participation and homework before they start the class and use that as a reference.

Participants felt that e-learning tools positively supported traditional face-to-face classroom environments. Participants mentioned student learning behaviors, with participants referring to learning outside of the classroom, social media, and students multitasking with technological devices while in class. All examples given, show positive traits and enablers experienced by participants when they used e-learning technology. Three participants did not see e-learning as a replacement for face-to-face classroom teaching and saw the future possibility of an economic divide within education.

Theme 2 Meaning: Impacts on Traditional Teaching

Participants from Location C continue to support e-learning programs and e-learning tools. E-learning is an excellent support tool that enables employees and students to learn and communicate outside of the classroom. Tshabalala, Ndeya-Ndereya, & van der Merwe (2014) agreed that today's college student was digitally aware and college administrators had to provide an acceptable digital learning experience. Yiğit (2013) added that today's society was like no other with just about every activity being dependant on machines and technological dominance.

Overall, the participants had a positive perception and understanding of the effect e-learning has on face-to-face teaching and learning. As identified by Chiasson, Terras, and Smart (2015) online learning can enable delivery in a manner equal to or above that of face-to-face instruction. Williams van Rooij and Zirkle (2016) encouraged faculty to support students and their development to be a successful online learner. Four participants at Location C did not see e-learning as a total replacement of traditional teaching at the research site, especially at lower levels or earlier semesters. Smidt et al.

(2014) identified the need for continued student collaboration, trust, and mutual support in an e-learning domain, which was a concern for many educators. New teaching and learning innovations or student motivational strategies need to be developed for employees to become more convinced and develop e-learning tools. Online programs need sound educational theory and educational principles (Teräs & Herrington, 2014). Location C participants experienced a knowledge and experience gap as other researchers have found, examples include Diaz (2011) and Travis and Rutherford (2012-2013). As argued by Beckem and Watkins (2012) leaders must assure that a healthy climate of experiential learning is developed, managed, and supported. This was also identified by participants at Location C.

Burgi (2009) identified the movement toward educational industrialization, with college leaders entering into mass production online. One participant at the research site felt e-learning would never replace a well-known celebrity educator in the classroom as names and reputations will continually be essential within education. Educational domains may split as many other industries have done. On the one hand, colleges will offer online courses and programs to students who continue to work and live their lives with families and homes. On the other hand, traditional classroom-based environments will offer more condensed and more expensive blended-learning situations, offering the best of face-to-face and online teaching styles. Participants felt this move or development would encourage an economic divide in which only the well-off could attend face-to-face style courses in the future. Table 22 contains the key findings within theme two.

Table 22

Impacts on Traditional Teaching

Key findings	Percentage response
Six out of eight participants saw e-learning as a positive development and support in the classroom	75%
Five participants saw the advantage of a blended approach in face-to-face teaching, although did not recommend a full online approach with their first-year face-to-face undergraduate students.	63%
Four participants did not see e-learning as a replacement for traditional teaching methods	50%
Three participants saw the advantage of student access that enabled both a 24 hours a day study environment, flexibility, and the ability to multi-task in the classroom	38%
Two participants mentioned the future development of an economic divide in which only the rich will be able to attend a face-to-face environment.	25%
One participant saw a continued hierarchy within education in which names and reputations were still crucial and impacted graduates.	13%

Although the participants' comments do correspond with those participants in previous research studies, the participants in the current study identified a developing phenomenon. The Internet has enabled learning to take place outside of traditional bricks-

and-mortar sites, and now both teachers and learners can make choices. Students can follow either online programs or sign up for a traditional campus-based experience. Faculty can teach face-to-face, with blended learning, or entirely online. As with many other industries and markets, physical and virtual mobility can enable growth, success, and increased competitive advantage in increasingly competitive landscapes. The traditional model of education is making way for the new Europeanization or industrialization of education. Burgi (2009) first introduced the industrialization or destruction of traditional teaching models, and now this movement is seen as a natural progression. Educators have developed technology for creating wealth and opportunities to reach students and educators will continue to develop electronic virtual innovations in face-to-face learning environments. The conceptual framework of disruptive-innovation theory (Christensen, 2003) is very much apparent and directly affects participants.

In summary, the outcomes identified in the two themes were very similar. The experiences and perceptions of the participants were positive. Although participants do not see e-learning courses as a suitable replacement for traditional teaching for younger students, they do recognize a future within e-learning domains. Blended-learning is a great support tool for both students and faculty within classroom environments. Participants are also on board with the industrialization phenomenon currently experienced within the field of education. I have reviewed and explored the two research questions and from analyzing the participants' responses have developed answers to each.

Theme 3: Faculty Attributes and Feelings

All eight participants provided comments. I used five interview questions to develop the findings for theme three.

Question 8: Faculty attributes. In question eight, I asked participants to list attributes needed by e-learning instructors — the answers provided to question eight identified key traits needed to become a successful e-learning instructor.

As shown in Table 23 the employee attributes provided by participants varied, although the most common response was curiosity.

Table 23

Employee Attributes for Successful E-learning Adaptation

Participant	Attribute
Participant 11	Facilitator
Participants 5, 6, 7, 8, 12, and 13,	Curious
Participant 12	Enthusiastic
Participant 12	Positive attitude
Participant 14	Flexible
Participant 5	Risk taker
Participant 6	Humility
Participant 6	Practical
Participant 7	Questioning
Participant 8	Creative

Six (75%) participants mentioned curiosity as a key attribute to successful e-learning adaptation and development. Participant 7 mentioned that although employees need to be curious, this and many other attributes would be the same for traditional face-to-face classroom teachers. Participant 8 argued that IT skills were no longer needed. Participants noted:

Participant 8: People who do not know how to turn on a computer are becoming less and less.

Participant 14: The biggest barrier for me is sitting in front of a computer because we do it so much already.

Participant 11 added the importance of being a facilitator and argued:

Participant 11: Do not be the sage on the stage, but be a guide on the side — the relationship that you [a student] have with faculty changes. They come on a journey with you without actually knowing what the destination is.

Participant 6: Faculty has been used to dictating to students over the years, and it is hard to sit back.

The key personal attribute mentioned by participants was curiosity. Other attributes mentioned were enthusiasm, flexibility, practical approaches, and a positive attitude.

Question 9: Faculty challenges and barriers. In question nine, I explored the challenges and barriers experienced by employees during their e-learning experiences. As shown in Table 24, the most common challenges were lack of information technology (IT) skills and the feeling of being scared. The most common barriers experienced were lack of time, support, training, and mixed messages from management. Challenges related to the employees themselves and barriers link to the institutional policies and communications, and the derivative codes related to employee resistance.

Table 24

Challenges and Barriers to E-learning Adaptation

Participant	Challenges	Participant	Barrier
Participant 12	Alone	Participants 12 and 7	Lack of training
Participant 11	Stuck	Participant 13	Lack of investment (time and money)
Participants 12 and 13	Scared	Participants 11 and 14	Mixed messages
Participants 14 and 7	Lack of IT skills	Participant 14	Lack of knowledge sharing
Participant 14	Character / tunnel vision	Participant 5	Complexity of administration
Participant 14	Computer-based work	Participant 7	Lack of technical understanding
Participants 5 and 6	Loss of control	Participant 7	Unrealistic expectation
Participants 11 and 6	Lack of knowledge	Participant 14, 6, 7, and 8	Lack of time and support

Five (63%) participants gave lack of support, time, and training as a key barrier. Participants noted:

Participant 8: It takes a lot of time to set up, it takes a lot of time to maintain. It is a misconception to think that e-learning is a timesaver, for certainly faculty.

Participant 6: There were numerous training programs on Moodle, but I often found they were not specific to what I was doing and also because of my heavy teaching schedule; I really did not have the time to sit down.

Participant 8: The main one [barrier] for me is time; it is a problem of time.

Participant 7: Faculty members are resistant to surrendering to online because it takes a lot of set-up time.

Two (25%) of faculty members linked resistance to that of being scared and noted:

Participant 13: I think some people are scared because they do not like technology, and they still have difficulties with their laptops.

Participant 14: Some people just do not feel comfortable with technology. I think some people do not like to admit that they do not, are not necessarily good at something. I think that is a psychological barrier toward IT.

Participant 6: Lack of familiarity, a feeling of coming into a strange environment, and of not wanting to seem foolish in front of the students. I think that is an important point.

Two participants (25%) argued that losing control was a challenge for them and added:

Participant 5: As I always tell faculty, you must always control the exit point. When we talked to the industry innovation panel, we had two sessions on creativity. The big problem with creativity is that we must accept students will need to take risks, but as soon as we decided to link this to the assessment, it gets difficult. Faculty will not take risks, so we want to control the end – the exam – we will then limit creativity.

Participant 5 added that employees do not like the idea of their data being in a cloud. Others mentioned confusion and mixed messages, and noted:

Participant 11: When people talk or when institutions talk about blended learning or talk about electronic learning, they really need to make sure they have a strong

definition as to what they mean by blended learning with very strong examples. Otherwise, it just becomes a buzzword.

Participant 14: We should be allowed to use Facebook because it is their [the students'] social media.

Resistance was due to fit, and participants noted:

Participant 14: Well, you know, if a person feels that their course is perfectly fine without using any kind of blended learning, maybe it is. I mean we have taught for hundreds and hundreds of years without any kind of blended learning. You do not want to force anything down people's throats; as I said, it is better if it comes from the bottom up.

Participant 7: Many of the old-style educators would not have been keen on technology, and we are still in this technological part, which is not yet set up. We expect teachers to adapt and enrich their knowledge by looking at what is going on in the world. I feel that a lot of people are not like that and that most of my colleagues are very resistant to change.

Participant 14 argued: Nobody had a bad experience because we are a solid, close, and hardworking team that is constantly supporting each other. From my point of view, yes I have gone as far or moved as fast as I wanted to.

Participants identified key personal challenges as (a) lack of knowledge, (b) lack of IT skills, and (c) fear. Key institutional barriers included (a) lack of time and support, (b) lack of training, and (c) mixed messages from managers.

Question 10: Feelings generated by the experience. In question 10, I explored participants' experiences during their adaptation phase to e-learning technologies. All

eight participants gave details of their feelings. As shown in Table 25, feelings were mixed and diverse during the process of e-learning adaptation and use. The most common negative feeling experienced by participants was frustration and sadness.

Table 25

Positive and Negative Feeling Experienced While Using E-learning Technologies

Participant	Positive feelings	Participant	Negative feelings
Participant 11	Intrigue	Participant 11,12, and 13	Frustration
Participant 11	Excitement	Participant 11	Skepticism
Participant 11	Passion	Participant 12,	Challenge
Participant 6	Enjoyment	Participants 12 and 13	Ashamed/horrendous/sad
Participant 6	Like	Participant 13	Not impressed
Participant 6	Happy	Participant 14	Negative
Participant 8	Great possibilities	Participant 6	Not keen
Participant 8	Joy	Participant 6	Impatient
Participant 7	Curiosity	Participant 5	Amateurish

One participant mentioned mixed emotions and noted:

Participant 11: I was keen in the beginning, and when so many barriers to moving forward hit you, you begin to think well, why I should bother. So, you do one of two things, either you let it slide, or you work around the system. I worked around the system.

Participant 11 added: It has the whole environment of hey, let us give it a go and test out, and as you were testing it out it became your baby. It is with the passion that has slowly filtered down, and the skepticism that some faculty has in moving forward may slowly be weeded away.

Three (38%) participants mentioned frustration:

Participant 11: The major one [feeling] is that of frustration.

Participant 12: There is a bit of frustration, but, on the other hand, for me, it is a real challenge. It is also interesting from an organizational point of view to see how it was implemented.

Participant 13: What I find frustrating is that outside of Moodle there is a lot of things that can be done. I find it sad that some members of the faculty only use Moodle for Turnitin assignments. I think it is a poor reflection on their will to contribute to the bigger thing. I also get frustrated with people not wanting to experiment with information and communication tools to engage the student in different ways.

Three participants (38%) mentioned the feeling of sadness and shame:

Participant 12: I felt like it was a bit if a shame because it was such a great thing, and other universities were starting it at the same time. There was a great discussion on the internet, and our institution was not present. I found that horrendous.

Participant 14: I am really happy that I am working in a place that is encouraging us to do this. I would just like to see more pedagogical expertise. Not just talking about pedagogy, there is a lot of lip service here, and I do not really see the strong direction.

Participant 5: Unfortunately, we went through several semesters where the administration took over … and there were moments where the motivation was lost due to the complexity of the administration.

Participant 6: I am impatient with Moodle because I instantly want to know it all. I instantly want to be able to use it very well without having to put time into or perhaps being patient enough to sit down and go through all the learning process.

Participant 6: It is very hard to turn your back on those well-trodden paths and move into something where you do not perform so well. It needs a lot of courage and perhaps times for preparation too.

Specifically, three (38%) participants discussed positive feelings:

Participant 6: My initial feelings are changing, and each semester I am happier with it [e-learning]. I am also unhappy with myself because a lot of problems I had this semester could have been ironed out if I had looked at it more carefully.

Participant 8: Great joy and great possibilities. I think we will be using it more and more in the future. I think it is an interesting time to see how these things can be applied and used.

Participant 8: I think they [the faculty] are motivated and would love nothing more than to be able to put these things into practice.

There were various positive feelings experienced by participants, while most experienced an overall negative feeling of frustration.

Question 2: Faculty motivation. In question two, I asked participants how motivated they were to teach with e-learning technologies. Seven (88%) participants responded to the question. Five (63%) respondents were very positively motivated, and two (25%) were not. Five (63%) participants looked forward to future e-learning development. Participants noted:

Participant 12: I really like it, no I really do, I really, really like it. I learn all sort of things every day when I teach online and use Moodle, so, despite organizational frustrations, I really learn from it. So, for me personally, it is fantastic.

Participant 6: I guess it is a motivational thing, because if you are really motivated to do something you find the time.

Participant 11: The only thing would be that routine of coming to work and having conversations. I would miss that. However, saying that, I do not think I would miss face-to-face teaching that much.

Participant 13: No, you cannot force people, technology adaptation is very much bottom up. You have to make it available; you have to supply support, you have to provide patience, and then they will come. They will come only if it brings something to their courses.

Participant 14: I am not at all motivated because I am a face-to-face kind of person. I am charismatic; I have certain energy; I like the interaction, and I like to see people. I do not mind using e-learning as a tool, but I am definitely face-to-face in approach. Maybe one day when I am older, and I do not want to move around as much maybe eventually yes. Honestly sitting in front of a computer all day, I want to get away from that.

Most participants experienced feelings of motivation and looked forward to developing online-based tools.

Question 11: Faculty support. In question 11, I sought to explore the participants' support requirements experienced or support needed for future development. Participants detailed the organizational or managerial support they would like to see in the future as they continued on their blended-learning journey. The modal response was from three (38%) participants who mentioned time and one-to-one support:

Participant 5: They need time to really sit down with staff. I gave some time to language and general education faculty because general education was for me an area where faculty were not confident with technology, and it was really good. It was amazing; you should see what they are capable of doing now.

Participant 6: It was a bit tricky here as we were all expected to set up our own Moodle course. I think I would like to feel there was a bit more technical hands-on help.

Participant 7: I feel there should not be one champion; there should be [more] champions and champions at each level for each different subject.

When discussing training, four participants mentioned a deeper understanding of Moodle:

Participant 6: Are we aware of all the different tools within Moodle that exist or are we aware of all the different things Moodle can do that is relevant to their program?

Three (38%) participants discussed the importance of staff development and training:

Participant 6: Sometimes we go to these daylong sessions, and you are told, yes, in Moodle, you can do this, and you can do that. None of that stuff you either understand or need to know; you need to know how to make it relevant. To find out what exactly is on there that could be useful to you in your particular course.

Participant 12: They [faculty and student] need to be put on the right track … they think they are embedded in it, but actually, they are sort of just being, so they need to use it in some way that they can use it in work, in their life, and their learning. I think most faculty are doing something, but they still have minimal knowledge.

The most common response given by participants was time, one-to-one support, training, and continued knowledge development.

Theme 3 Meanings: Employee Attributes and Feelings

Allen et al. (2012) found that faculty experienced fear, although they were, at the same time, excited to move forward with online development. Lackey (2011) found key barriers to online development to be psychological comfort and the lack of technical skills. These outcomes are similar to those experienced by participants in my study. Esterhuizen et al., (2013) recognized a lack of training and development. Participants at the research sites experienced similarities, with many experiencing a lack of training and support during their initial adaptation phase. Irvin, Hannum, and de la Varre (2010) identified similar barriers that included lack of trained support, lack of personnel, and lack of technological expertise. An and Reigeluth (2011) found the lack of time, lack of technology, and complex assessment as significant barriers to online creation. These authors parallel the experiences of the participants in my study. However, paradoxically, as with Seaman (2009) and Allen et al. (2012) findings, participants, even those who feel under-supported, still encouraged and recommended e-learning to students.

The removal and reduction of challenges and barriers were necessary. Participants should be motivated to continue successfully with online learning. As with the Allen et al. (2012) study, participants experienced fear but see online tools as useful. Crawford-Ferre and Wiest (2012) recommended the need for purposeful technology for the successful online transition. Participants need to develop skills and undertake the learning needed to be a successful online faculty member. Blair and Blair (2011) argued that

flexibility and structure are paramount for success in online environments. Participants in my study agreed that flexibility and many more attributes are crucial for successful online learning development. Participants required institutional leaders to show strong leadership, support, and long-term planning to convince faculty to invest time and effort with e-learning tools. Theme three showed a more in-depth review of motivators and incentives required by participants. As shown in Table 26, 75% of participants recommended faculty to be curious and motivated when developing online courses and programs.

Table 26

Employee Attributes and Feelings

Key findings	Percentage response
Six participants saw the main faculty attribute needed was curiosity.	75%
Six participants saw the main challenges such as fear, lack of knowledge and the required IT skills.	50%
Four participants identified key barriers as lack of training, time, and support.	38%
Three participants saw the main negative response was that of frustration, followed by sadness.	25%
Three participants saw the main positive response to happiness and future possibilities.	25%
Five participants were motivated by e-learning technology	63%

Reviewing participant experiences helped me to explore the first research question. Participants during their experiences felt happy and sad, scared, frustrated, lacking in knowledge and skills, and at times, alone. Participants experienced a motivation to adapt as they see many future possibilities in e-learning approaches. Again, although participants experienced challenges and barriers, they still saw the importance and wanted to move forward with e-learning technology use. As with Sword (2012) despite negative experiences and concerns - participants adapted and wanted to invest more time and effort in future online developments. Participants called for increased support and personal development within the e-learning phenomenon.

Although many of the previous studies by Allen et al. (2012), Al-Alawneh (2014) and Seaman (2009) were not qualitative and thus not comparable, it is interesting to see similarities in both experiences and outcomes. Qualitative studies by authors such as Blair and Blair (2011), Lackey (2011), and Sword (2012) have shown similar experiences, feelings, and needs. Perhaps, as shown by Sword (2012), employees go through a phase of discovery despite errors and barriers when moving initially into e-learning development.

The second research question was addressed. Participants showed evidence of a pathfinder attitude amid a confusing and frustrating learning phase. This personal philosophy should encourage college administrators as employers adapt to technology despite problems and limited understanding. After all, participants felt both frustrated and happy at the same time. Again, the application of the conceptual framework of

disruptive-innovation theory is evident at the research site as participants both cope and adapt to e-learning approaches.

Theme 4: Personal Experiences Within the Workplace

In theme four, I sought to outline stories and experiences of participant's as phenomenological studies emphasize lived experiences. The intent of questions three and 12 was to have participants describe their e-learning experiences. Participants were encouraged to review their experiences and share essential thoughts and specific memories that stood out.

Question 12: Dimensions of the experiences. All participants identified management, employees, and students in their experiences. Technology and its use was the next most popular dimension. Specific e-learning technologies–Moodle, Box.net, and, Turnitin–were mentioned by seven (88%) of participants. All participants discussed e-learning use and purpose. E-learning use included using Moodle as a depository, a link to other sources, a gateway to Turnitin, and a discussion forum. While all participants used Moodle as a depository, only one participant used discussion forums in their blended-learning classrooms.

People and technology were the most common dimensions found within the experiences communicated by participants.

Question 3: Experiences. The significant impressions that emerged from employee experiences included (a) lack of managerial expertise and structure, (b) a mixed approach from employees, (c) too much IT domination, and (d) poorly motivated students.

Six (75%) participants outlined the importance of student involvement. Four participants identified poor student use and did not see students as motivated to use or use technology properly:

Participant 14: My biggest complaint here is that I think the students do not always use the resources that are available to them … there is a very superficial approach.

Participant 6: To get the students to take that [discussion forum] seriously is not so easy.

Participant 6 also added that although students were very technologically able these days, they still enjoyed a good story given face-to-face by a faculty member.

Participant 8 argued against the use of discussion or forums online and noted:

Participant 8: No forums, because we see the students every day for that.

Four (50%) participants thought the process was too IT dominated, and restricted pedagogical development and innovation:

Participant 13: I think we have a big problem in the way we manage our online platform that it is very much IT dominated, and they [IT] are not interested in education whatsoever.

Participant 5: The system is helping you and not the other way round. We should not try to adapt to the system.

Participant 13: The other disappointment comes from the fact that we have colleagues who have used Moodle elsewhere and who showed me some plug-ins. Plug-ins that we do not have or cannot use in the classroom.

Participant 13 added: The blended-learning policy in this institution is made for older, later-semester students and not for early-semester students, and the learning systems that you need for semester one are entirely different from the learning systems that you need for semester six and seven.

Three (38%) participants mentioned the lack of managerial expertise, structure, and policy development throughout the implementation and development phase:

Participant 11: I think they like the idea of technology, but they do not have the structure nor the policies to support what it is they want to try to achieve. I do not see it either within any form of learning, teaching or assessment strategy.

Participant 14: I would say previous management had a fear. I think that is because you are only as strong as your weakest link.

Participant 14 added: You can understand why people have this kind of what am I supposed to do because there is no clear message.

The same number (38%) participants discussed employee motivation and involvement:

Participant 12: I think a lot of people manage just fine, and they will truly adapt well. I think a lot of them are using Moodle now…there is only one case I know that refuses to use a laptop…even people that were completely helpless two years ago, they are all helping each other now.

Participant 5: To convince you to have to like, make sure people understand the benefit from it.

Key findings show that participants experienced a lack of managerial expertise and structure, a mixed approach from employees, IT domination, and poorly motivated students.

Theme 4 Meanings: Personal Experiences Within the Workplace

I used two questions to outline participant experiences. Key dimensions of the experiences included people (e.g., management, employees, and students) and technology (e.g., Moodle, Box.net, and Turnitin). Participants related their experiences to (a) a lack of managerial expertise and structure, (b) a mixed approach from employees, (c) an over dominance of IT, and (d) poorly motivated students.

Williams van Rooij and Zirkle (2016) recommended university managers review students' ability to move into online environments with younger learners not showing the necessary maturity to work independently. Ward and Shelly (2010) argued that employees must encourage students to take part in innovative collaborate learning instruments. To prevent a surface usage by faculty, Allen and Seaman (2010) recommended managers communicate the value and advantages to using e-learning techniques. As shown by Mafadyen and Dawson (2012), the institutional research sites' participants seemed to exhibit a lack of clear institutional direction concerning delivery, course design, strategic planning, and processes. My studies participants were sporadically lacking direction.

As argued by Graham et al. (2013) institutional factors are essential, and leadership, accessibility to resources, and the need for academic governance are critical to success. Participants needed these institutional factors to move forward successfully.

Downing and Dyment (2013) mentioned that employee-development experiences were crucial and directly linked to future successes. Mandernach, et al. (2013) argued that administrators must review the time and effort needed to teach online. Cicco (2013) recommended administrators provide a protocol to faculty to aid structure and understanding. I will review the protocol in more detail in theme five.

When reviewing the role of IT, employees who do not understand the pedagogical potential of online tools will be slow to adapt (Esterhuizen et al.s, 2013). Only one of Location C's participants used the Moodle LMS as a discussion tool. The depository mode of resource delivery seemed apparent at Location C, and a more collaborative approach is critical to ongoing success. As recommended by Hunt et al., (2014) employees and students find online programs to be effective when faculty experience and technical skills are evident. Participants raised similar issues from using e-learning tools in minimal modes, and students not moving toward interactions and independent study. Both faculty and students at the research sites were relatively inexperienced in using online domains. Even when IT skills are not lacking, employees should innovate or develop new ways of using technology in their teaching. Participants needed to build experience and a tool bag of teaching tools for developing successful teaching methods.

Lee and Bonk (2014) Gonzalo (2010), and Hunt et al. (2014) have shown similar growing pains and development experiences. I have further explored the first research question, as participants have identified adverse situations and the dominant stakeholders in their experiences. Participants have experienced a disruptive phase during initial development, although many see a long-term advantage and value to a blended-learning

approach in classroom-based teaching. Participants were adapting and developing e-learning competencies. Although e-learning tools are disruptive innovations, participant attitudes, experience, and feelings were becoming more positive.

Theme 5: Future Development of E-Learning

I developed theme five from three interview questions.

Question 13: Future development. The purpose of question 13 was to determine how participants saw e-learning developing in the future. Participants answered this question in many ways. The three main responses included growth, people development, and process innovation. Out of the five participants who answered, two (40%) participants mentioned significant growth and worldwide development of e-learning:

Participant 5: There is going to be an explosion; that is the word I would use.

Participant 14: It is going to be huge; the development is going to be gigantic ... it will make education more democratic and more accessible.

Three participants mentioned development in people:

Participant 8: I can see that the exact same thing will happen in developing countries. People will have access to laptops and devices.

Participant 12: There will be better team-teaching and communication … I think a lot of people say that IT and online communication ruins human relations. I do not believe that.

Participant 5: E-learning will help faculties to think more as a facilitator rather than teaching.

Two (40%) participants mentioned process innovation:

Participant 8: There will be more reflections and forums.

Participant11: More [technological] usage in research, communication, contact with students, contact with alumni, and recruitment. There is a whole bunch of things– that if you have the right person–would be able to push you forward as an institution.

Participant 11: Software platforms that we use for online learning will become more sophisticated and more intuitive. It becomes one harmonious learning environment rather than going on to Skype as a separate thing, going onto Blackboard, going into the database, or the library. With so many passwords nowadays, it becomes very difficult.

Participant14: You have a mix … you take some face-to-face courses, and you can take some online courses that is what is perfect if you ask me.

Question 14: Move forward. In question 14, I asked participants to suggest ways in which educational managers can move e-learning forward with their teams. Seven participants answered the question — the most common answer given by 71% of participants linked personal development with employee involvement, learning, and development. The next most common answer was organizational commitment. Twenty-nine percent of participants mentioned top-down managerial commitment, 29% mentioned bottom-up employee commitment, and 29% added that both top-down and bottom-up commitment.

Twenty-nine percent of participants recommended improved communication, with regular best-practice communications mentioned. Two (29%) participants mentioned an increase in collaboration and the new role of an educational technologist developed within the organization, and participant 12 mentioned:

Participant 12: Teachers can develop themselves a lot more by working with a course technologist rather working on their own in a corner.

Twenty-nine percent of participants recommended that educational managers think about sharing spaces for employees and encouraged management to give more credit hours to faculty using and developing e-learning technology:

Participant 13: We have a little office there, a little office there, and a big office there, and as soon as someone gets a little bit of success or promotion, they put them outside [into a new office]. We do not have sharing spaces.

Participant 13 also added: We should have some kind of master class from outsiders because anybody from the inside has no legitimacy.

Participant 12: I think they [faculty] should take a course online… they should enter a forum, and then they will see that; they will actually learn. Faculty should also collaborate with students in other schools…or across two different campuses as faculty do not have enough knowledge outside of what they are doing.

Question 15: Incentives. My intent with question 15 was to identify what incentives were needed to motivate and encourage future e-learning use and development. Six participants answered the question. The most common incentives mentioned by participants were time and rewards (i.e., two participants each or 33% of respondents). Participant 11 mentioned the need for employee-based relationship development:

Participant 11: If you do not have the leadership that encourages and promotes and rewards and incentivizes, and you build up a culture of distrust, to break it down is

very difficult and of course one of the things that we see is people are very keen on building up their own networks, but not a lot of people like to share them.

Participant 7 felt that no reward or incentive was needed as e-learning development should be a natural progression:

Participant 7: I think it should come naturally. Just because [there] is an incentive or because it needs to be done, it will not be as powerful.

Theme 5 Meanings: Future Development of E-Learning

The purpose of the next three questions was to explore the future of e-learning development regarding encouragement and support. As shown in Table 27, 86% of participants mentioned organizational commitment was needed by management to develop e-learning successfully.

Table 27

Future Developments in E-learning

Key findings	Percentage response
Two participants saw significant growth and worldwide development of e-learning offerings.	40% (out of five participants)
Six participants mentioned organization commitment as a key driver of a successful future.	86% (out of seven participants)
Five participants identified personnel development and training as a major driver of future innovation.	71% (out of seven participants)
Four participants saw communication (i.e., best practice sharing, and collaboration) as being crucial to future process innovations.	57% (out of seven participants)
Two participants each mentioned time and rewards as needed future incentives.	29% (out of six participants)

Most participants argued that stakeholders within the organization needed more commitment than is currently demonstrated by management. Participants felt surface learning was apparent among employees, and a lack of specific managerial understanding was evident. Graham et al. (2013) mentioned institutional maturity as an essential success factor and Location C's participants are showing classic signs of a newcomer institution. Yılmaz (2012) confirmed the lack of overall institutional management understanding or knowledge management in many past organizations, which is also the case with participants at Location C.

Participants felt the need for external learning, training, and advice as many requested the help of course technologists, external master classes, and conference attendance. Downing and Dyment (2013) argued that administrators could help employees by providing resources that support a constantly developing e-learning environment. Freeman and Tremblay (2013) argued that faculty members see significant differences in the approach needed to teach online. Meyer and Murrell (2014) emphasized the importance of professional development for all as managers should provide faculty with more information in how to teach effectively, thus encouraging and adding value to online teaching and learning domains. Chang, Shen, and Liu (2014) recommended administrators provide a range of resources and training workshops and reward programs. Location C's participants have asked for the same resources. Internal sharing spaces and organizational philosophy of knowledge sharing were encouraged, so employees naturally talked and shared experiences and learning.

Locations C's participants requested more time and credit hours for employees developing e-learning tools. Sword (2012), Shattuck et al. (2011) and de Camargo Ribero et al. (2010) suggested that employees be given more time to adapt and teach their online courses. Milheim (2011) stated that employees do their absolute best at adapting and learning, and aim to provide ideal e-learning environments for their students. Participants at Location C show very similar traits, and although they have experienced barriers and problems, they have strived to succeed in their efforts. Sword (2012) also identified this self-development trait in her phenomenological study of a nursing faculty.

Adnan and Boz (2015), Bullock (2011), de Camargo Ribero et al., (2010), Shattuck et al. (2011), and Sword (2012) used similar or qualitative approaches, and their data were comparable among studies. Recommendations and suggestions provided by participants have explored the second research question and outcomes are useful to academic managers and business leaders.

Location C's Key Findings or Emergent Themes

I used a phenomenological research design to explore the conceptual framework of disruptive innovation in the context of e-learning technologies. Participants provided their lived experiences of employee resistance to technology-based change. Location C's participants added insights and learning to the concept, and their responses provided answers to the two research questions. As shown in Table 28, participants were adapting well, although they saw the importance of pedagogical rigor within all developments. Participants requested more training resources and time, to develop, and saw a blended or hybrid approach as being ideal. Participants focused on the overall success and requested a stronger project-based leadership style from management.

Similar to A's participants, Location C's participants were developing a collectivists approach and seek developments for all stakeholders.

Table 28

Location C: Research Questions and Emergent Themes

Research questions	Findings or emergent themes
1) What are the experiences of employees adjusting to technology-based change?	Outcome: Participants are adapting and enjoying their e-learning experiences in the classroom. Mixed feelings and experiences: Participants are happy and some entirely convinced and on board despite past difficulties and frustrations. Only a very few need to be convinced of e-learning's value. Mixed perceptions: Online should not be a replacement for a traditional classroom environment, especially for younger first-year students. Recommendations: Participants want more regarding resources (e.g., time, support, and training) and leadership (e.g., development of frameworks and direction). Participants are very keen to discover the pedagogical potential of e-learning tools. Key Success Factors: Pedagogical and teaching values are key to convincing faculty to move forward. Key fear: A split educational hierarchy, with poorer students studying online and more affluent counterparts attending campus-based institutes. Key dimensions: Technology, students, and faculty. Location C's approach: Individualism. Participants still need to see continued benefits and positive outcomes of using e-learning tools in the classroom. Participants are still at the early stages of development and implementation although they are beyond initial developments.
2) How can employees use of new technology be encouraged?	Next step: Move forward and share ideas. Develop teaching tools and methods that enable learning and development of students and faculty. Overcome negative experiences: Challenges and barriers evident as the management were institutionally immature in its leadership of the e-learning transition. Faculty must feel resourced and convinced to invest time in e-learning approaches. Faculty must see a long-term future for their efforts.

(table continues)

Research questions Findings or emergent themes

2)	How can employees use of new technology be encouraged?	Recommendation: New methods and teaching innovations needed to encourage in-depth development by faculty and increased collaboration with students. Recommendation: More resources for faculty, to include, time, work loading review (i.e., time to review, think, and develop). Recommendation: A stronger institutional management commitment and understanding needed. Training, professional development, and organizational philosophy of knowledge sharing. The institution and its management need to learn and develop long-term strategies for online and blended learning.

Findings included (a) an inexperienced group of employees that are nonetheless willing to move forward, (b) an individualistic and increasingly collectivist approach to continuous development, (c) immature or inexperienced leadership, and (d) organizational learning needed by all stakeholders.

Location C's participants had moved through the process of development and learning. They had become real supporters of e-learning tools, even though their personal experiences have at times been difficult and frustrating. Participants are keen to discover the pedagogical potential in e-learning, strive to succeed online, and want to move forward. College rectors and managers should listen to employee voices and learn from their experiences. Employees are keen to develop and excel with e-learning tools, and support will enable success and continuous development. However, participants who use online tools request not only time and additional workload, but also need to see the importance of managerial knowledge development, understanding, and continued commitment to this new educational innovation.

Comparisons of Location Findings or Emergent Themes

The lived experiences and themes outlined by locations A, B, and C participants have shown both similarities and differences. As shown in Figure 2, participants across all locations were eager to move forward and looked for pedagogical discovery and improvement. However, Location A's participants were the most advanced regarding approaches and maturity of users. This maturity was apparently attributable to the location's participants' previous online teaching experiences. All participants recognized an immaturity of management, and participants used online tools in different ways, although the major of users recognized a superficial and basic level of use.

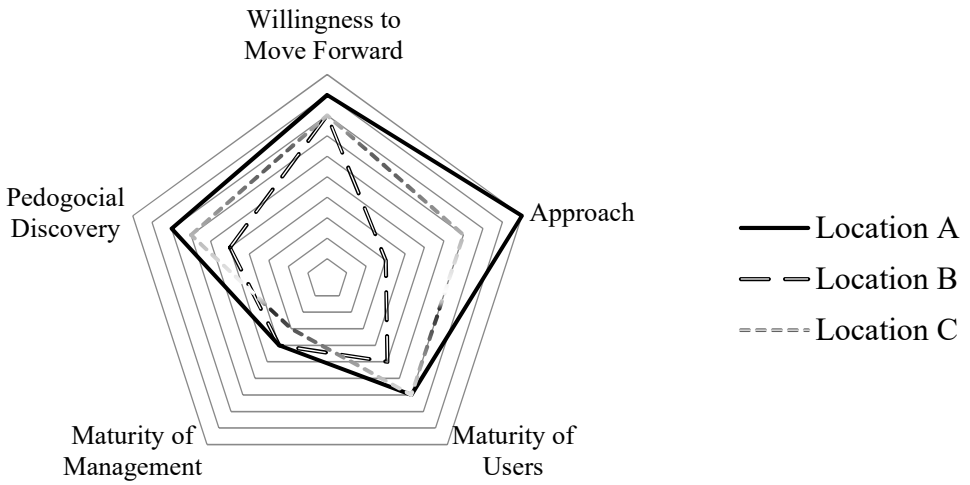

Figure 2: Similarities and differences. The diagram should only be used to an illustrative comparison between locations. Used approaches, a willingness to move forward, and pedagogical discovery are seen as high by Location A participants. This rating has no scientific basis, and the diagram is for comparative purposes only.

As shown in Figure 2, fundamental similarities and differences existed among locations, and these similarities and differences should help the reader understand the stages of development within the research sites. Location A's participants were, at the time of the interviews, the most willing to discover the pedagogical potential of both full-time online learning and e-learning use in the classroom. Their approaches were the most advanced and their maturity was similar to participants at Location C. All employees from all sites were disappointed by the lack of managerial maturity and knowledge displayed by new administrations. Location A's participants were the only employees to have developed a full-time online program, and online teachers had subsequently developed similar hybrid e-learning approaches in their classroom-based classes to improve student learning. As argued by Chiasson, Terras, and Smart (2015) online education does encourage and develop faculty into better educators.

All site participants were anxious to develop e-learning methods that would enable a hybrid approach within both online and classroom-based studies. Locations A's participants recognized the pedagogical value of e-learning. Participants demonstrated a collectivist approach to development and knowledge creation. Learners or employees seek both development hours and training. Location A's participants, at the time of the study, were not resistant to e-learning developments. They were anxious to maximize value and move forward.

Location B's participants were the most immature and are still making sense of e-learning use in the classroom. They were at the early stages of discovery and participant evidence showed mixed stages of implementation and use in the classroom. Many

employees were moving forward, but many had yet to develop approaches that add value to both students and faculty. The value-added found within the e-learning domain has yet to be found by all participants. Many participants had stopped development, but as with location A, many participants were still very willing to move forward. However, managers should encourage ongoing development while motivation is still high. Unfortunately, although support is excellent, participants did not see a long-term focus or investment from campus leaders. This lack of focus negatively influences employee investment and motivation. Individuals who are able and willing are emerging, but they are doing so independently. Again, employees seek development hours and training to enable teaching styles and roles to evolve. Location B's participants showed some resistance to technology-based change as many participants have yet to see its educational value.

Location C's participants were willing and had built a comfortable skill base of e-learning in the classroom. Participants showed a willingness to move forward and a supportive approach to the industrialization of education. Participants wanted to develop blended approaches in the classroom that would encourage first-year students to take responsibility for their learning. Learning and development of students outside of class hours are of particular interest. An individualist approach was still apparent, with those motivated to move forward doing so happily and those not particularly enamored lagging behind the rest although a collectivist approach is slowly developing. Again, an immature leadership was evident as training and development were under-resourced, and lack of a long-term vision or strategy was apparent. Location C's participants were very supportive

of e-learning technologies and replaced early resistance with acceptance. E-learning is the perceived future and an exciting innovation to multiple participants.

As shown in Table 29, the participants reflected similar experiences and requested similar resources. De Camargo Ribeiro (2010), Lackey (2011), Stein et al. (2011), and Sword (2012) have used qualitative designs to explore faculty experiences of online course delivery. Similarities in those studies' participants' comments included requested resources, professional development, attitudes, emotions, and use. However, more experienced faculty noted a development or change in approach or thinking regarding course development and delivery. The Swiss-based participants did not mention this change as the level of experience and maturity did not support this next stage or level of thinking. Again, the Swiss-based participants were at earlier stages of online developments.

Table 29

Comparison of Findings

Authors	Type of study	Outcome	Similarities or differences within the current study
Windes & Lesht, (2014)	Quan	Administrators need to encourage faculty to teach online; it is also vital to give consistent messages to that effect in institutional strategic plans.	Community college faculty with online teaching experience were less favorable toward online education than faculty with online teaching experience in other institutional types.
de Camargo Ribeiro et al. (2010)	Qual.	Cooperation, commitment, organization, and above all courage and humility essential to new distance learning faculty.	Participants recognize the importance of cooperation and managerial commitment to online developments. Although courage and humbleness were not mentioned, fear and pioneering attitude were.
Lackey (2011)	Qual.	Six faculty, three experienced and three nonexperienced, were asked about professional development. Collaboration, pedagogical, and technical training were valued and encouraged adaption.	Participants requested collaboration and pedagogical training, although technological training was not required.
Stein et al. (2011)	Qual.	Faculty used and developed e-learning differently and viewed e-learning tool in different ways: From technological tools, collaboration instruments, to full learning enablers.	Similarities existed across locations and were dependent on the maturity and experiences of participants.

(table continues)

Authors	Type of study	Outcome	Similarities or differences within the current study
Sword (2012)	Qual.	Keywords included: Messages of fear, disillusionment, perseverance, lack of confidence, not meeting student needs, not covering course content, poor student evaluations, and lack of support. Although, despite these feelings and concerns participants have adapted and were willing to invest time and efforts into online developments.	Similarities between real and common growing pains were experienced. Again a pathfinder attitude existed even during periods of doubt or frustration.

Note: Quan. represents a quantitative study and qual. a qualitative based study design.

Participants showed both similarities and differences among sites. Data saturation was evident, as many comments were similar across sites. All participants at all sites were very willing to move forward. The initial implementations, although at times frustrating and confusing, had been a success. E-learning approaches or uses varied across sites. Location A's participants were the most advanced, with employees teaching on both online and classroom-based programs. Location B and C's participants used e-learning tools in the classroom and did not teach fully online. Location B and C's leaders hadn't developed and implemented fully online courses within the campus-based programs. These developments can motivate and enable employees to take the next step into e-learning domains. Online, classroom, and hybrid approaches can become the norm in competitive domains.

Location A's participants showed the strongest maturity and least resistance, with Location B participants second, and Location C third. All site participants were immature in e-learning use as the phenomenon is still in its infancy on site, globally, and especially in Switzerland. There is evidence, within the lived experiences shown, that all participants have and are still undergoing an active disruptive phase of development. Positivity and eagerness had replaced initial resistance, but staff cannot be stagnant. Employees want to find and explore the potential of online e-learning technologies in pedagogical domains. Managers must enable online success. Managers were immature and inexperienced at all sites, which is not surprising, because as at the time of the study, the phenomenon has only been used and developed for a relatively short time (e.g., 4 to 5 years).

Location A's participants had begun to discover the pedagogical potential of e-learning use. Lived experiences had included both online and blended classroom developments. Participants were transferring experience and knowledge from their online courses to the classroom, which enabled students to reformat mindsets and change learning roles. Much-improved student-centered learning has resulted. Location A's students were more able and willing to use e-learning tools to share and reflect learning. Location A's participants looked at e-learning as much more than a storage device or virtual filing cabinet.

Location B's participants showed a lived experiences of discovery. Employees were still exploring classroom-based e-learning tools. Although lived experiences show

that Location B's participants were behind those of locations A and C, employees were still very keen to move forward. They were just unsure how.

Location C's employees had developed e-learning teams with language and general-education faculty sharing and developing e-learning based exercises and learning tools. The primary objective of Location C's participants was to encourage students to learn independently and use hours outside of the class effectively. This objective was ongoing. Employees were willing to explore and share ideas.

The lived experiences across sites show both differences and similarities. I did not seek, with the phenomenological-based outcome, to prove a generalized or numeric descriptive of substrates within a population. The participants' comments are used to provide readers with the lived experiences, and with patterns or emergent themes identified from those comments. While locations A and C participants reached a point of data saturation, Location B did not. However, the similarities and differences identified overall support for data saturation across locations.

Exploring participants' comments and emergent themes reveals the nuances of their lived experiences (Moustakas, 1994). I have explored through the research questions, participants' thoughts and feelings on employee resistance due to disruptive technological change. Online or e-learning tools have changed the expectations and roles of stakeholders, the types of program offerings, and competitive landscapes. Technology-based innovation when mixed with a change in a business model is the ultimate disruption (Powell, Olivier, & Yuan, 2015).

I have provided many rich descriptions (e.g., participants' quotations) and the analysis sections that follow to enable readers to enter into the lived experiences of participants. From experiences, readers can then relate, understand, and transfer learning into their own lives and experiences (Earle, 2010). The integrity, transferability, and honesty of the participants' experiences and feelings are evident.

Participants' comments have provided insights into the experiences and perceptions of faculty and educational administrators adopting and adapting to e-learning. I have identified four inferences: (a) faculty and educational administrators are not resistant to technology-based change, (b) even when frustrated faculty and educational administrators moved forward and became excited, (c) commitment and a project-based focus is needed or time and effort is wasted, and (d) continued experience and personal development can enable use, user innovation, and reduced resistance to technology-based change.

Applications to Professional Practice

The participants' comments, findings, emergent themes, and inferences may be of interest to employees, educators, students, and for-profit teaching institutional leaders and owners seeking to understand the role and effects e-learning innovations have on its stakeholders. The participants' outcomes may be of interest to general firms' leaders seeking to change processes via technological innovation. The purpose of this qualitative phenomenological study was to explore and determine employee resistance to technology-based change. Employees were not resistant to technology-based change but needed structure and resources to successfully move forward. Participant comments, the

analysis, and the four inferences may provide steps toward continued dialog between employees and institutional managers.

The problem of employee involvement and adaptation to online learning environments was apparent in many locations including Switzerland (Swiss Virtual Campus, 2008). There was a lack of employee feedback from for-profit institutes (Seaman, 2009). I see the emergent themes as an institutional health check for the managers of the research site. Employees and managers may now be better able to exploit training and personal development initiatives. Lived experiences are instructional, and future initiatives should now be designed to maximize past learning and minimize mistakes.

The means through which people communicate and interact has changed, with many sharing data via Internet-based sites (Bullock, 2011). Technology and technological change excite some people and upsets others, thus giving stronger importance to ensuring technological literacy for all faculty and administrators (Yiğit , 2013). People expect learning opportunities that parallel and use technological innovations (Salyers, Carter, Carter, Myers, & Barrett, 2014). Participants' comments, inferences, and lessons learned may help employees move toward online courses and encourage academics to develop and add value to existing practices. Employees may be both relieved and excited. Participants' comments have strengthened the reputation of online education, which will enable more lifelong learners' access to education. Business leaders need motivation as employees are keen to move forward and maximize the advantage of online domains. Comments have provided a set of lived experiences, which have provided a timely and

interesting narrative. For businesses to thrive, managers should make sense and take advantage of opportunities for organizational learning and continuous improvement. The use of online tools can add value and thus participants' comments, and the resultant themes and inferences may have provided potentials strategies for improving business practice.

As argued by Behere (2012) and Sword (2012), previous researchers have attempted to measure and generalize opinion of e-learning practice, but do not make sense of real employee attitudes or experiences. The research gap pertinent to employee attitude, experiences, and feeling toward electronic learning technologies was apparent. My findings from the three Swiss-based locations and 20 participants have attempted to fill the missing body of literature with regards to employee attitudes, experiences, and feelings toward e-learning technologies. Other employees may compare their experiences and track their feelings and perceptions against the current participants. Employees should not then feel alone with their efforts and discoveries. With self-reflection, employees may adapt and work toward more successful implementation and use of online technologies. The added knowledge and understanding may save both time and money for business leaders, reduce stress to employees, encourage a more effective adaptation to online tools, and develop a rigorous and supported learning environment for all participants.

In today's evolving and competitive environments, using technology and innovation wisely and differently may be the key to success. All future change should add an advantage to all stakeholders and employees continuous personal development

supported. As argued by Allen and Seaman (2010) online education or educational-based innovations can provide the wealth, excellence, competitive advantage, and profit to business leaders.

Participants' comments and the four inferences may direct both employee development and business process development. Institutional leaders and business owners should develop online courses that can enable both employee and student learning. Student and teacher roles need redefinition and expectations repurposed. Students need to learn to take responsibility for their learning and recognize the value of independent interactive electronic tools. Teachers may develop e-learning tools into classroom-based methods. I recommend a collaborative best-practice sharing or communities-of-practice approach with online practices redirected into the classroom and or vice versa. All educational and business stakeholders may then benefit.

Employees should be encouraged and supported by organizational managers to enable innovational developments and a successful move forward. Time and teaching hours should be fit for purpose. Managers should convince, support, and motivate employees to invest time and effort in e-learning domains. As argued by Cullen, Edwards, Casper, and Gue (2014) managers must predict and deal with employee resistance in change environments. E-learning as an online replacement course or a blended-learning extension to the classroom may not a cheaper or more manageable option. E-learning quality and value should be understood and developed by managers, employees, and students. Educators become students initially, and time is critical for learning and adaption. Experienced faculty should show inexperienced employees how to

manage the student experience. Faculty need not respond to all online discussion posts but should summarize and sort responses. The timing of responses and synthesis of key themes may result in higher learning for both the online teacher and learner. However, if organizational managers develop online initiatives as over-time-based add-ons to a current teaching load, then managers should not expect an ideal commitment, outcome, or motivation from those involved.

As with first-time face-to-face faculty, increased time and effort are usual with initial efforts; the same is true within e-learning domains. Faculty and educational administrators should refocus and reformulate their teaching and evaluation mindsets, which takes time and learning. Seaman (2009) recommended research to recognize the additional time employees invest in online approaches, as time and effort are critical, and seen by employees in every type of educational institute.

Educators have sought increased learning for centuries (Milheim, 2011). Employees should be encouraged to learn from those who have gained experience. Employees should seek to learn about developments from others and look outside of their own four walls. Inexperienced employees should not feel inferior or inadequate. New innovators should feel that they are adding to their knowledge and skill set portfolio. Developers and employees should explore and implement online tools that encourage learning. Employees should seek support, help, and advice. If stakeholders develop independently, only independent bodies of knowledge will exist. Individuals at centers of e-learning excellence should spread their knowledge to others.

Some managers maintain and enhance their knowledge and skills for obtaining a competitive advantage and use their knowledge and skills as a controlling factor (Godfrey, 2016). This tendency is especially true in the electronic education world. However, managers and employees should share and explore together the basics or underpinnings. Faculty should learn how to teach with e-learning technologies, students should know how to learn, and administrators should then develop learning innovations, program packages, and training that enable a first-mover advantage or competitive edge. If the front-line stakeholders are floundering, then no manager or innovation will profit in the long term. E-learning teaching may also remain to some the poor relation in comparison to class-based learning. Participants' comments showed evidence of delight and excitement from both students and employees when e-learning was well executed. E-learning programs, courses, and teaching are not second rate and should complement class-based alternatives.

For managers to control the quality and development of e-learning, they should be experienced and knowledgeable. Without long-term managerial and owner commitment, neither students nor employees may take e-learning seriously. Self-motivated individuals may take on the challenge, and others may ignore developments for as long as they can. This inertia slows overall development and encourages the possibility of missed opportunities by stakeholders. Organizational strategies, procedures, and processes should encourage and support all innovations. Managers should develop commitment and a project-based focus, or time and effort may be wasted by stakeholder. Institutional leaders should invest in and develop a long-term online pedagogical strategy.

Educational delivery, student engagement, and administration in many educational institutes have changed (Seaman, 2011; Toler Hilliard, 2015). A deep interest in e-learning exists, and many stakeholders are experiencing both *growing pains* and delights. Participants' comments and corresponding inferences may both convince and encourage employees and future developers, and business owners may see the opportunities within online domains. With adequate investment and commitment, for-profit institutions may carve a niche of e-learning excellence and share both expertise and the need for revenue creation across the public and private divide. Online learning developments may add value in business as more lifelong learners look toward learning institutions' for continued education and development of all employees.

Implications for Social Change

Previous researchers have measured and generalized opinion of electronic learning practice, but have not objectively characterized actual employee attitudes or experience (Behere, 2012). A few qualitative-based researchers, including Bullock (2011), de Camargo Ribero et al. (2011), Lackey (2011), Shattuck et al. (2011) and Sword (2012) attempted to understand and explore employee attitudes and experience. My study's findings, conclusions, and recommendations have continued to address the research gap.

Educators in Europe and Switzerland are in the initial phases of online e-learning development, and similarities to more mature market studies are emerging. Participants are experiencing similar feelings and frustrations to those who were in less mature markets 10 years ago. The same mistakes and successes are evident in individual schools,

which is unfortunate. Employees are repeating similar mistakes when they should be centering efforts on moving the phenomenon forward. Knowledge sharing and cooperation among employees across firms and continents are critical to success and development. Employees may now be more able to adapt and work toward a successful implementation and use of online technologies. A strong message of knowledge sharing and building may enable educational business leaders to move forward without repeating expensive and time-consuming errors.

The current participants supported online initiatives. Once employees gain experience and understanding, the initial fear of the unknown or negative attitudes of the uninitiated turn into excitement. Experienced and inexperienced employees may be encouraged to develop e-learning initiatives directly and to explore further research. Other researchers may explore the phenomena of e-learning or other online or change-based phenomena through qualitative phenomenological designs. During the study, I have developed research knowledge alongside the understanding of the human side of the phenomenon. I pass on my excitement and wholeheartedly recommend phenomenological research designs to fellow researchers. As stated by Cook, Probert, and Martin (2009) phenomenological research designs are not overly popular with business researchers but can add the much-needed human dimension to organizational based processes or dilemmas. My findings foster social change as they explore the human dimension of technology-based change from a sociological perspective.

The stages of social development identified and explored by participants may help develop educational thinking and educational choice. Education is essential in all aspects

of society, and the proper choice, development, and delivery of educational formats may be a boon for all. Lifelong learners may sign up for online courses and study at their own speed and availability. Young adults may sign on for online and campus-based courses, programs as they progress through both undergraduate and graduate studies. Managers of firms may develop online training initiatives. Business leaders may develop new offerings and discover new revenue streams.

Employees may also have choices in online education. Mobility, flexibility, and a tailored approach are the future of educational offerings (Burgi, 2009). Students and employees want options that parallel technological developments and social-mobility expectations (Salyers et al., 2014). A significant component of education is the development of minds and thinking that matures a person socially, educationally, and vocationally (Macfadyen & Dawson, 2012). With e-learning innovations, stakeholders can and may behave differently as they learn and mature. New teaching methods and technologies should replaced the old. Educational industries alongside the majority of other businesses are currently undergoing radical technological induced change (Christensen at al., 2011)

Recommendations for Action

Change affects all organizational stakeholders. Ashrafi and Mueller (2015) argued the strategic use of information technology could improve an organizations' competitive advantage. However, software is easy to change, and employee mindsets are not, and managers need to institutionalize continual improvement to avoid the risk of a process or a technology disappearing into obsolescence (Vyas et al.2014). In essence, technological

innovation, when used and implemented correctly, may add value and competitive edge to innovative company managers. Educational managers and deans should provide resources for developing e-learning competence. Mid-level managers should develop knowledge that will enable excitement and suitable innovative frameworks and support systems. Owners, leaders, and managers should develop strategies and deliver online offerings that attract life-long learners. Quality and progress should be monitored and feedback given to all stakeholders. Both students and faculty should experience and see the real value of online education and e-learning tools.

Leaders and owners of for-profit educational groups or institutes should understand both the economic and strategic potential of e-learning initiatives. E-learning initiatives that are resourced and appropriately developed and provide pedagogical value within the industry will most probably succeed. Educational employees should get on board and be part of developing quality e-learning tools and teaching methods. Employees, business leaders, and developers should review the recommendations and potential benefits in Table 30, as employees may not be resistant to technology-based change and seek success. All recommendations come from participants' comments.

Table 30

Recommended Actions and Advantages

Actions and Advantages
• Create online courses for campus-based programs. Advantages: Cross-fertilization of knowledge and experiences, acceptance, and economies of scale and scope. How: Through long-term strategic business planning. • Encourage transformational management. Advantages: Employees motivation and excitement. How: Through training and development of managers and owners. • Encourage knowledge sharing and joint development. Advantages: Cooperation across departments and business domains, to enable a faster and rigorous development process. How: Through the removal of secrecy and research boundaries. Company leaders can encourage bottom-up developments and recognize sharing and best practice through conferences and continued research. • Develop managers and review organizational structures. Advantages: An enabling organization that supports successful continuous online development. How: Through training and development, learning circles, and focus groups. Managers should be encouraged to support online innovations and enable such projects with appropriate resources.

(table continues)

Actions and Advantages
• A total buy-in of the Europeanization or industrialization of education that offers international standards, along with physical and virtual mobility. Advantage: As commented by Burgi (2009), compliance will not only strengthen the Bologna process but also support European economies and job markets. How: Through the repurposing of organizational culture, long-term product planning, and strategic processes.

Managers should encourage the sharing of knowledge, best practices, and experience. New positions (e.g., e-learning coordinators, educational technologists) may support employee and e-learning teaching-method development. All stakeholders should look forward to e-learning development and the opportunities it will bring.

Recommendations for Further Study

I used a qualitative method to explore and investigate an event in its natural environment. The purpose of this phenomenological study was to explore the lived experiences of faculty and educational administrators adapting to online learning technologies. The research-site participants are now moving forward with e-learning tools. Similar interviews should take place periodically and identify any differences and similarities in findings over time. I recommend a longitudinal study that would remove a limitation found in the outcomes: The length of time the participants have experienced the phenomenon. Other European university stakeholders, both public and private, who are experiencing the same phenomena should also replicate the study. Benchmarking and

comparisons of North American lived experiences and European-based explorations may be valuable to designers and developers. An investigation to see whether the same patterns of adaptation and learning take place over time may be of significant value to operators.

To remove another limitation, other industries and a diversity of participants would benefit from similar studies. Employee lived experiences of technology-based change should be explored within many types of businesses and firms. Other stakeholders would enable a more holistic overview of the phenomenon. Cloud-based industries and firms reliant on technological innovation may benefit greatly, alongside traditional industries (such as retail industries) currently adapting to technology-based change. Employee roles have changed in many organizational domains, and in recent decades, the business world has seen many new technologies and systems (Hansen et al., 2015).

Another recommendation is to explore the learner roles and expectations of online learning domains. Student-led education is not new, but other authors show participants suffer from miscommunication and the misunderstanding of roles (Chang, Shen, & Liu, 2014). Learner roles and responsibilities are changing, but evidence shows confusion and resistance. Many online programs and faculty offer orientation modules, but students may still be unsure and misinterpret the meaning. I recommend a phenomenological study on how learners adapt and move toward a successful online learning experience. This recommendation should be especially useful at the lower or entry levels of undergraduate study programs.

Sharing of experiences and best practices can be problematic in both academic and business domains. Further research and development are encouraged, but topics are strongly protected by employees and research chairs. Managers and research domains should remove secrecy and virtual walls, and employees should be encouraged to share. Another recommendation for future research is to investigate the reasons behind employees' resistance to sharing and cooperating across sites, firms, and continents. Findings may then enable or encourage much improved or faster knowledge development and transfer.

As a final recommendation, I encourage a mixed-method study within the same problem statement as quantitative research outcomes would measure and support qualitative experiences. Both research outcomes may support each other and enable a more holistic understanding of the phenomenon of technology, change, and resistance. Fresh questions, experiences, and recommendations may advance the existing body of literature.

Reflections

I began my exploration based on my own lived experiences and those of my fellow employees. Online technology was here to stay, and employees needed to change and adapt to maximize their understanding and returns. Faculty also need to keep their jobs and were expected to engage in valuable online teaching and learning domains. The recognition of good teaching and learning methods was and is very important to a for-profit environment where student enrollment, satisfaction, and retention support overall business success. The educational world was and is changing, and using online

technology may offer new market opportunities, opportunities that for-profit and not-for-profit educators should embrace.

The general business problem was that of employees resisting the move toward technology-based change. The specific business problem experienced by many was the lack of faculty acceptance and use of online tools. The purpose of this current phenomenological study was to explore the problems, experiences, and thoughts of educational employees in adapting to online learning technologies. Employees at the research sites experienced both a mixture of growing pains and delight and were gradually warming toward online technology use. Overall, employees were not resistant to technology-based change even if they experienced tough times. Even employees who were resistant and not supportive reflected a slow realization of the value of online learning tools. They recognized the world was changing. As recommended by Seaman (2010), I want to continue and add to the constructivist dialog between managers and employees. Participants' comments have encouraged me to continue and follow the adaptation and development of online innovation use further. I hope to be involved in multiple future studies as business and educational opportunities develop.

Participants' experiences and outcomes have cemented my understanding of the effectiveness and rigor of phenomenological approaches. A researcher, through the use of a qualitative study, should be able to provide data that can stand beside quantitative research designs and enable a credible, dependable, reliable, and valid study outcome. A human-based outcome should add the much-needed human dimension to an organizational-based processes review (Cook, Probert, & Martin, 2009).

The use of a phenomenological approach was not easy. I enjoyed the interviews immensely, although fixing times and suitable locations was time-consuming and at times challenging. What surprised me the most was the time needed to explore and get to know the data. Reading, listening, and coding interview transcripts, although absorbing and fascinating, took time and focus. The whole process became the center of my world, and I would always think about making sense of data outcomes. I was always checking the data for bias and made sure my personal opinions did not skew research outcomes. I checked for data saturation continuously. Using reflective journal entries enabled keeping process and procedures clear and helped organize thoughts and ideas. I believed, and hope that I have provided sufficient background and analysis to convince readers that the 20 participants have provided a valid and reliable representation of the populations' or sites' lived experiences, and their meanings.

The original purpose of my study was obtained. My study outcomes provided similarties to previous studies, provided new insights and rich descriptions to readers, and outlined new thinking toward a process phenomenon. I learned a great deal about qualitative approaches and I may have encouraged business leaders to use qualitative or human-based approaches when dealing with a business-based problem.

Summary and Study Conclusions

The purpose of this qualitative phenomenological study was to explore the early stage lived experiences of employees adapting to technology-based change to determine acceptance, resistance, and improved involvement by users. Participant attitudes were mostly positive, experiences mixed, and feelings supportive. Participants had lived

through the initial process of change. Experiences had been both positive and negative, and feelings of both excitement and frustration were prevalent. Participants showed a willingness to continue and develop competencies even with reduced resources and inadequate leadership. Participants were self-led individuals who are curious and open to innovations.

To realize the real potential of e-learning, institutional managers, should encourage and support development. Without a process or framework of development, employees are lost, waste time making similar mistakes, and become stuck in the status quo. Managers should support a long-term focus of techno-pedagogical development that encourages and builds teaching and learning in an online transition. A long-term online pedagogical strategy is critical.

Educators implementing and developing de novo online programs may go through a period of adjustment and confusions. Organizational managers should recognize immaturity and support knowledge sharing, allow time for innovations to develop, and make online and e-learning offerings fit for the purpose intended. For stabilization of roles, key stakeholders (e.g., faculty, developers, IT support, and students) may need training and ongoing development. Teaching and learning in the 21st century are very different from what has gone before as faculty move from teacher centered to student-centered learning (Livingstone, 2015). As shown in Table 31, four key inferences emerged from participants' comments.

Table 31

Key Inferences from Participant Lived Experiences

Key take-aways or inferences
• Employees are not resistant to technology-based change, although many have experienced a mixture of growing pains and delight. • Employees even with negative experiences are encouraged and excited. Resistance is part of inexperience and will dissipate over time. • Employees need encouragement and support by organizational managers to move forward successfully. Leaders should learn how to lead change environments and provide project-based solutions. • Employee continued experience and development should enable use, user innovation, and reduce resistance. Experience can replace frustration and fear with excitement and motivation.

Managers, faculty members, and students should accept the Europeanization or industrialization of education that offers international standards, along with physical and virtual mobility. As commented by Burgi (2009) compliance may not only strengthen the Bologna process but also support European economies and job markets. Swiss-based participants have begun their e-learning journey, a journey into new and unexplored business domains.

As a business leader, I should continue to adapt and learn as technological innovation may add value and a competitive edge to all company stakeholder. Goolnik

(2012) identified a relatively new change agent within educational firms, the managerial professional. Educational leaders [or managerial professionals] are becoming more and more business specific, and thus utilizing the right technology may enable increased profitability and continued success (Then & Amaria, 2013).

References

Aaron, L. E., & Roche, C. M. (2012). Teaching, learning, and collaborating in the cloud: Applications of cloud computing for educators in post-secondary institutions. *Journal of Educational Technology Systems, 40*(2), 95-111. doi:10.2190/ET.40.2.b

Adnan, M., & Boz, B. (2015). Faculty members' perspectives on teaching mathematics online: Does prior online learning experience count? *Turkish Online Journal of Qualitative Inquiry, 6*(1), 21-38. Retrieved from https://www.researchgate.net

Afuah, A., & Tucci, C. L. (2003). A model of the Internet as a creative destroyer. *IEEE Transactions on Engineering Management, 50*, 395-402. doi:10.1109/TEM.2003.819651

Agasisti, T. (2013). The impact of the Bologna reform on the productivity of Swiss universities. *Higher Education Quarterly, 67*, 374-397. doi:10.1111/hequ.12023

Ahsan, M., Ozer, M., & Alakent, E. (2010). Incumbent's adaption to competence-destroying change: Role of prior experience and knowledge sourcing. *Journal of Management Issues, 22*, 456-475. Retrieved from http://www.questia.com/library/p4318/journal-of-managerial-issues

Al-Alawneh, M. K. (2014). Examining e-learning barriers as perceived by faculty members of engineering colleges in the Jordanian universities. *Turkish Online Journal of Distance Education, 15*(1), 22-40. doi:10.17718/tojde.21352

Ali, M., Zhou, L., Miller, L., & Ieromonachou, P. (2016). User resistance in IT: A literature review. *International Journal of Information Management, 36*(1), 35-43. doi:10.1016/j.ijinfomgt.2015.09.007

Allen, I. E., & Seaman, J. (2015). Grade level: Tracking online education in the United States (Report No. 9780984028863). Needham, MA: Sloan Consortium (Sloan-C). Retrieved from http://www.onlinelearningsurvey.com/reports/gradelevel.pdf

Allen, I. E., Seaman, J., Lederman, D., & Jaschik, S. (2012). Conflicted: Faculty and online education 2012. Retrieved from http://www.insidehighered.com/news/survey/conflicted-faculty-and-online-education-2012

Allen, I. E., Seaman, J., Poulin, R., & Straut, T. T. (2016). Online report card tracking online education in the United States. Needham: Babson Survey Research Group. Retrieved from https://onlinelearningsurvey.com/reports/onlinereportcard.pdf

Andersson, U., Dasi, A., Mudambi, R., & Pedersen, T. (2016). Technology, innovation, and knowledge: The importance of ideas and international connectivity. *Journal of World Business, 51*, 153-162. doi:10.1016/j.jwb.2015.08.017

Anitha, C., & Harsha, T. S. (2013). Ethical perspectives in open and distance education systems. *Turkish Online Journal of Distance Education-TOJDE, 14*(4)*,* 193-201. Retrieved from https://tojde.anadolu.edu.tr/tojde18/about.html

Applebaum, M. (2012). Phenomenological psychological research as science. *Journal of Phenomenological Psychology, 43*, 36-72. doi:10.1163/1596916212X632952

Ashrafi , R., & Mueller, J. (2015). Delineating IT resources and capabilities to obtain competitive advantage and improve firm performance. *Information Systems Management, 32*, 15–38. doi:10.1080/10580530.2015.983016

Aslanargu, E. (2015). Teachers' expectations and school administration: Keys of better communication in schools. *Eurasian Journal of Educational Research, 60*, 17-34. doi:10.14689/ejer.2015.60.

Baden-Fuller, C., & Haefliger, S. (2013). Business models and technological innovation. *Long Range Planning*, *46*, 419-426. doi:10.1016/j.lrp.2013.08.023

Beckem, J. M., & Watkins, M. (2012). Bringing life to learning: Immersive experiential learning simulations for online and blended courses. *Journal of Asynchronous Learning Networks, 16*(5), 61-70. Retrieved from http://sloanconsortium.org/publications/jaln_main

Behere, S. K. (2012). An investigation into the attitude of college teachers towards e-learning in Purulia district of West Bengal, India. *Turkish Online Journal of Distance Education, 13*(3), 152-160. Retrieved from http://tojde.anadolu.edu

Bingham, C. B., & Davis, J. P. (2012). Learning sequences: Their existence, effect, and evolution. *Academy of Management Journal, 55*, 611-615. doi:10.5465/amj.2009.0331

Blaga, P., & Gabo, M. R. (2014). Investigating the impact of e-learning as an alternative for business education in pharmaceutical industry in Romania by ROI methodology. *Amfiteatru Economic, 16*, 902-916. Retrieved from http://www.amfiteatrueconomic.ase.ro/english/

Bocconi, S., Kampylis, Y., & Punie, Y. (2012, January 10). *Creative classrooms: A systemic approach for mainstreaming ICT-enabled innovation for learning in Europe*. [LNCS - Lecture Notes]. Paper presented at the InSuEdu January 10, 2012 Conference Thessaloniki, Greece. Retrieved from http://insuedu.iist.unu.edu/programme.html

Bullock, S. M. (2011). Teaching 2.0: (Re) learning to teach online. *Interactive Technology and Smart Education, 8*, 94-105. doi:10.1108/17415651111141812

Burgi, P.-Y. (2009, July 30). Challenges in setting up cross-institutional virtual locations. *Educause Quarterly Review*, *32*, 1-13. Retrieved from http://www.educause.edu/ero/article/challenges-setting-cross-institutional-virtual-locations

Byrd, J., Roufagalas, J., & Mixon, P. (2015). Tuition sensitivity in online education. *Journal of Economics and Economic Education Research, 16(3)*, 25-41. doi:10.2139/ssrn.2402439

Campbell, J.-L., & Goritz, A. S. (2014). Culture corrupts! A qualitative study of organizational culture in corrupt organizations. *Journal of Business Ethics, 120*, 291–311. doi:10.1007/s10551-013-1665-7

Campin, S., Barraket, J., & Luke, B, (2013). Micro-business community responsibility in Australia: Approaches, motivations and barriers. *Journal of Business Ethics*, *115*, 489-513. doi:10.1007/s10551-012-1396-1

Carter, L. M., Salyers, V., Myers, S., Hipfner, C., Hoffart, C., MacLean, C., . . . Barrett, P. (2014). Qualitative insights from a Canadian multi-institutional research study:

In search of meaningful e-learning. *The Canadian Journal for the Scholarship of Teaching and Learning, 5*(1), 1-17. doi:10.5206/cjsotl-rcacea.2014.1.10

Carter, V. (2013). Disruptive innovation in technology and engineering education: A review of the three works by Clayton Christensen and colleagues. *Journal of Technology Education, 24*(2), 96-103. Retrieved from https://scholar.lib.vt.edu

Casey, R. L., & Kroth, M. (2013). Learning to develop presence online: Experienced faculty perspectives. *Journal of Adult Education, 42*, 104-110. Retrieved from www.questia.com

Chang, C., Shen, H.-Y., & Liu, Y-F., E. (2014). University faculty's perspectives on the roles of e-instructors and their online instruction practice. *The International Review of Research in Open and Distance Learning, 15*(3), 72-92. Retrieved from www.irrodl.org

Chiasson, K., Terras, K., & Smart, K. (2015). Faculty perceptions of moving a face-to-face course to online instruction. *Journal of College Teaching & Learning, 12*, 231-240. Retrieved from http://www.cluteinstitute.com/

Chau, P. (2010). Online higher education commodity. *Journal of Computing in Higher Education, 22*, 177-191. doi:10.1007/s12528-010-9039-y

Chow, A. S. (2013). One educational technology colleague's journey from dotcom leadership to university e-learning systems leadership: Merging design principles, systemic change and leadership thinking. *TechTrends, 57*(5), 64-72. Retrieved from http://link.springer.com/journal/volumesAndIssues/11528

Christensen, C. M. (2003). *The innovator's dilemma.* New York. NY: Harper Collins.

Christensen, C., Johnson, C. W., & Horn, M. B. (2011). *Disrupting class: How disruptive innovation will change the way the world learns* (Expanded ed.). New York. NY: McGraw Hill.

Cicco, G. (2013). Faculty development on online instructional methods: A protocol for counselor educators. *i-manager's Journal of Educational Technology, 10*(2), 1-6. Retrieved from http://www.imanagerpublications.com

Clipson, T. W., Wilson, S. A., & DuFrene, D. D. (2012). The social networking arena: Battle of the sexes. *Business Communication Quarterly, 75*, 64-67. doi:10.1177/1080569911423961

Cloonan, T. F. (2012). The employment of the phenomenological psychological method in the service of art education. *Journal of Phenomenological Psychology, 43(1)*, 73-129. doi:10.1163/156916212X632961

Conklin, T. A. (2014). Phenomenology redux: Doing phenomenology, becoming phenomenological. *Organization Management Journal, 11*, 116–128. doi:10.1080/15416518.2014.929935

Corry, M. (2014). Transforming and turning around low-performing schools: The role of online learning. *Journal of Educators Online, 11*(2), 1-31. Retrieved from http://www.thejeo.com/

Cullen, K., Edwards, B. D., Casper, Wm. C., & Gue, K. R. (2014). Employees' adaptability and perceptions of change-related uncertainty: Implications for perceived organizational support, job satisfaction, and performance. *Journal of Business and Psychology, 29*, 269–280. doi:10.1007/s10869-013-9312-y

Crawford-Ferre, H.G., & Wiest, L.R. (2012). Effective online instruction in higher education. The Quarterly Review of Distance Education, 13, 11-14. Retrieved from http://www.infoagepub.com/quarterly-review-of-distance-education.html

Dangwal, K. L., & Srivastava, S. (2016). Emotional maturity of internet users. *Universal Journal of Educational Research, 41*, 6-11. doi:10.13189/ujer.2016.040102

de Camargo Ribeiro, L. R., Rozenfeld Gomes de Oliveira, M., & Mill, D. (2011). Dedication, humbleness, and audacity: Advice from pathfinder faculty to colleagues new to online distance education. *European Journal of Open, Distance and E-Learning*, *1,* 1-8. Retrieved from www.eurodl.org

de Langen, F., & van den Bosch, H. (2013). Massive open online courses: Disruptive innovations or disturbing inventions? *Open Learning, 28*, 216-226. doi:10.1080/02680513.2013.870882

Denscombe, M. (2013). The role of research proposals in business and management. *The International Journal of Management Education, 11*, 142–149. doi:10.1016/j.ijme.2013.03.001

Diaz, V. (2011). Cloud-based technologies: Faculty development, support, and implementation. *Journal of Asynchronous Learning Networks, 15*(1), 95-102. Retrieved from http://sloanconsortium.org/publications/jaln_main

Dorobat, I. (2014). Models for measuring e-learning success in universities: A literature review. *Informatica Economică, 18*(3), 77-90. doi:10.12948/issn14531305/18.3.2014.07

Downing, J. J., & Dyment, J. E. (2013). Teacher educators' readiness, preparation, and perceptions of preparing preservice teachers in a fully online environment: An exploratory study. *The Teacher Educator, 48*(2), 96-109. doi:10.1080/08878730.2012.760023

Dyment, J., Downing , J., & Budd, Y. (2013). Framing teacher educator engagement in an online environment. *Australian Journal of Teacher Education, 38*(1), 134-149. Retrieved from http://ro.ecu.edu.au/ajte/

Earle, V. (2010). Phenomenology as a research method or substantive metaphysics? An overview of phenomenology's uses in nursing. *Nursing Philosophy, 11*, 286-296. doi:10.1111/j.1466-769X.2010.00458.x

Emelyanova, N., & Voronina, E. (2014). Introducing a learning management system at a Russian university: Students' and teachers' perceptions. *The International Review of Open and Distributed Learning, 15*(1), 272-289. Retrieved from http://www.irrodl.org

Esterhuizen, H. D., Blignaut, S., & Ellis, S. (2013). Looking out and looking in : Exploring a case of faculty perceptions during e-Learning staff development. *International Review of Research in Open and Distributed Learning, 14*(3), 59-80. Retrieved from http://www.irrodl.org

Fortino, A. (2011). The innovator's journey: Fulfilling the Promethean promise. *International Journal of Innovation Science, 3*, 203-210. doi:10.1260/1757-2223.3.4.203

Freeman, W., & Tremblay, T. (2013). Design considerations for supporting the reluctant adoption of blended learning. *Journal of Online Learning and Teaching, 8*(1), 80-88. Retrieved from http://jolt.merlot.org/

Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal of Phenomenological Psychology, 43,* 3-12. doi:10.1163/156916212X632934

Godfrey, D. (2016). Leadership of schools as research-led organisations in the English educational environment: Cultivating a research-engaged school culture. *Educational Management Administration & Leadership, 44*, 301–321. doi:10.1177/174114321350829

Goolnik, G. (2012). Change management strategies when undertaking e-learning initiatives in higher education. *E-Journal of Organizational Learning and Leadership, 10*(2), 16-27. Retrieved from http://www.leadingtoday.org/weleadinlearning/

Gonzalez, C. (2010). What do university teachers think elearning is good for their teaching? *Studies in Higher Education, 35*, 61-78. doi:10.1080/03075070902874632

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). A framework for institutional adoption and implementation of blended learning in higher education. *The Internet and Higher Education, 18*(3), 4-14. doi:10.1016/j.iheduc.2012.09.003

Graham, L., & Fredenberg, V. (2015). Impact of an open online course on the connectivist behaviors of Alaska teachers. *Australasian Journal of Educational Technology, 31*, 140-149. doi:10.14742/ajet.1476

Grant, R., (2008). A phenomenological case study of a lecturer's understanding of himself as an assessor. *Indo-Pacific Journal of Phenomenology*, *8*(1), 1-10. Retrieved from www.ipjp.org

Hadman, A. (2014). *Faculty members' perceptions of online learning in Saudi Arabia: The case for more professional development support*. European Conference on e-Learning (pp. 218-226). Copenhagen: Academic Conferences and Publishing International Limited. Retrieved from http://www.academic-conferences.org

Hansen, H., Randolph, A., Chen, S., Robinson, R. E., Marin, A., & Lee, J. (2015). Institutional judo: How entrepreneurs use institutional forces to create change. *Journal of Organizational Change Management, 28*, 1076-1093. doi:10.1108/JOCM-05-2015-007

Harish, J. (2013). Online education: A revolution in the making. *CADMUS, 2*(1), 26-38. Retrieved from http://www.cadmusjournal.org

Healey-Ogden, M., J., & Austin W., J. (2011). Uncovering the lived experience of well-being. *Qualitative Health Research, 21*, 85-96. doi: 10.1177/1049732310379113

Hedberg, J. G. (2011). Towards a disruptive pedagogy: Changing classroom practice with technologies and digital content. *Educational Media International, 48*, 1-16. doi:10.1080/09523987.2011.549673

Hunt, D. H., Davis, K., Richardson, D., Hammock, G., Akins, M., & Russ, L. (2014). It is (more) about the students: Faculty motivations and concerns regarding teaching online. *Online Journal of Distance Learning Administration, 17*, 62-73. Retrieved from http://www.westga.edu

Hutchings, M., & Quinney, A. (2015). The flipped classroom, disruptive pedagogies, enabling technologies and wicked problems: Responding to 'the bomb in the basement'. *The Electronic Journal of e-Learning, 13*, 105-118. Retrieved from www.ejel.org

Irvin, M. J., Hannum, W. H., & de la Varre, C. (2010). Barriers to distance education in rural schools. *The Quarterly Review of Distance Education, 11*(2), 73-*90.* doi*:*10.4018/978-1-60566-264-0

Islam, N., Beer, M., & Slack, F. (2015). E-learning challenges faced by academics in higher education: A literature review. *Journal of Education and Training Studies, 3*(5), 102-112. doi:10.11114/jets.v3i5.94

Jang, S-W. (2013, July). Seven disruptive innovations for the future industries. *SERI Quarterly, 6*(3), 94-98. Retrieved from http://www.seriworld.com

Juan, A. A., Steegmann, C., Huertas, A., Martinez, M, J., & Simosa, J. (2011). Teaching mathematics online in the European area of higher education: An instructor's point of view. *International Journal of Mathematical Education in Science and Technology, 42*, 141-153. doi:10.1080/0020739X.2010.526254

Kahai, S., Jestire, R., & Huang, R. (2013). Effects of transformational and transactional leadership on cognitive effort and outcomes during collaborative learning within a virtual world. *British Journal of Educational Technology, 44*, 969-985. doi:10.1111/bjet.12105

Kalman, Y. M. (2014). A race to the bottom: MOOCs and higher education business models. *Open Learning: The Journal of Open, Distant and e-Learning*, 29, 5-14. doi:10.1080/02680513.2014.922410

Koltz, R. & Julia Champe, J. (2011). A phenomenological case study: The transition of mental health counseling interns from students to professionals. *VISTAS Online, 31.* Retrieved from https://www.researchgate.net/publication/265454209

Kruth, J. G. (2015). Five qualitative research approaches and their applications in parapsychology. The Journal of Parapsychology, 79, 219-233. Retrieved from http://www.rhine.org/what-we-do/journal-of-parapsychology.html

Lackey, K. (2011). Faculty development: An analysis of current and effective training strategies for preparing faculty to teach online. *Online Journal of Distance Learning Administration*, *14*(5), 1-22. Retrieved from http://www.westga.edu/~distance/ojdla/

Langen, F., & van den Bosch, H. (2013). Massive open online courses: Disruptive innovations or disturbing inventions. *Open Learning: The Journal of Open, Distance and e-Learning, 28*, 216–226. doi:10.1080/02680513.2013.870882

Lee, H., & Bonk, C. J. (2014). Collaborative learning in the workplace: Practical issues and concerns. *International Journal of Advanced Corporate Learning, 7*(2), 10-17. doi:org/10.3991/ijac.v7i2.3850

Levy, M. (2015). The role of qualitative approaches to research in CALL contexts: Closing in on the learner's experience. *Calico Journal, 32*, 554–568. doi:10.1558/cj.v32i3.26620

Lin, W.-Y., Zhang, X., Jung, J.-Y., & Kim, Y.-C. (2013). From the wired to wireless generation? Investigating teens' Internet use through the mobile phone. *Telecommunications Policy, 37*, 651-661. doi:10.1016/j.telpol.2012.09.008

Livingstone, K. A. (2015). Teaching faculty's perception about implementing elearning practices at the University of Guyana. *International Journal of Education and Development using Information and Communication Technology, 11*(2), 85-103. Retrieved from http://ijedict.dec.uwi.edu/index.php

Lloyd, S. A., Byrne, M. M., & McCoy, T. S. (2012). Faculty-perceived barriers of online education. *Journal of Online Learning and Teaching, 8*, 1-12. Retrieved from http://jolt.merlot.org

Lokken, F. (2013). *Trends in e-learning: Tracking the impact of e-learning in community colleges*. Washington, DC: Instructional Technology Council. Retrieved from the Instructional Technology website: http://www.itcnetwork.org/component/content/article/48-library-articles-abstracts-research/87-2012-distance-education-survey-results-.html

Lucas, H. (2014). Disrupting and transforming the university higher education institutions must modify their business models in response to technology-driven influences. *Communications of the ACM, 57*(10), 32-35. doi:10.1145/2661055

Macfadyen, P. L., & Dawson, S. (2012). Numbers are not enough. Why e-learning analytics failed to inform an institutional strategic plan. *Educational Technology & Society, 15*(3), 149-163. Retrieved from http://www.ifets.info/

Maheshwari S., Zheleva B., Rajasekhar V., & Batra B. (2015). E-teaching in pediatric cardiology: A paradigm shift. *Annals of Pediatric Cardiology, 8*,10-3. Retrieved from http://www.annalspc.com/text.asp?2015/8/1/10/149512

Maiden, P. R. (2013). Toward the future. *Journal of Teaching in Social Work, 33*, 607–610. doi:10.1080/08841233.2013.846024

Mandernach, B. J., Hudson, S., & Wise, S. (2013). Where has the time gone? Faculty activities and time commitments in the online classroom. *Journal of Educators Online, 10*(2), 1-15. Retrieved from http://www.thejeo.com/

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in research. *Journal of Computer Information Systems, 54*, 11-22. doi:10.1080/08874417.2013.11645667

Matua, G. A., & Van Der Wal, D. M. (2015). Differentiating between descriptive and interpretive phenomenological research approaches. *Nurse Researcher, 22*(6), 22-27. doi:10.7748/nr.22.6.22.e1344

Mazzucato, M. (2013). Financing innovation: Creative destruction vs. destructive creation. *Industrial and Corporate Change, 22*, 851–867. doi:10.1093/icc/dtt02

Mersal, F. A., & Mersal, N. A. (2014). Effect of blended learning on newly nursing students's outcomes regarding new trends in nursing subjects in Ain Shams University. *American Journal of Educational Research*, 2, 1036-1043. doi:10.12691/education-2-11-6

McCormick, M. L. (2011). The lived body: The essential dimension in social work practice. *Qualitative Social Work, 10*, 66-85. doi:10.1177/1473325009359452

McCutcheon, K., Lohan, M., Traynor, M., & Martin, D. (2015). A systematic review evaluating the impact of online or blended learning vs. face-to-face learning of clinical skills in undergraduate nurse education. *Journal of Advanced Nursing, 71*, 255–270. doi:10.1111/jan.12509

Meyer, K. A., & Murrell, V. S. (2014). A national study of training content and activities for faculty development for online teaching. *Journal of Asynchronous Learning Networks, 18*(3), 3-18. Retrieved from http://olc.onlinelearningconsortium.org/node/386971

Milheim, K. L. (2011). The role of adult education philosophy in facilitating the online classroom. *Adult Learning, 22*(2), 24-31. doi:10.1177/104515951102200204

Mohamed, F. A., Hassan, A. M., & Spencer, B. (2011). Conceptualization and measurement of perceived risk of online education. *Academy of Educational Leadership Journal, 15*(4), 1-16. Retrieved from http://www.alliedacademies.org/public/journals/journaldetails.aspx?jid=5

Monteiro, A., Leite, C., & Lima, L. (2013). Quality of blended learning within the scope of the Bologna process. *The Turkish Online Journal of Educational Technology, 12*(1), 108-118. Retrieved from http://www.tojet.net/

Moustakas, C. (1994). *Phenomenological research methods* [Sage Research Methods Online version]. doi:10.4135/9781412995658

Muskat, M., Blackman, D., & Muskat, B. (2012). Mixed methods: Combining expert interviews, cross-impact analysis and scenario development. *The Electronic*

Journal of Business Research Methods, 10, 9-21. Retrieved from: www.ejbrm.com

Nash, J. (2015). Future of online education in crisis: A call to action. *The Turkish Online Journal of Educational Technology, 14*(2), 80-88. doi:http://www.tojet.net

National Institutes of Health Training on Human Participants. (2010). *Protecting human research participants*. Retrieved from the NIH Office of Extramural Research website: http://phrp.nihtraining.com

Newland, B., & Byles, L. (2014). Changing academic teaching with Web 2.0 technologies. *Innovations in Education and Teaching International*, *51*, 315–325. doi:10.1080/14703297.2013.796727

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *Journal of Online Learning and Teaching, 11*, 309-319. Retrieved from jolt.merlot.org/

Niculescu, G.B., & Voicu, F.D. (2018). Management of change in the changing school. *Review of International Comparative Management, 19*, 88-96. Retrieved from http://www.rmci.ase.ro

Okazaki, S., & Renda dos Santos, L. M. (2012). Understanding e-learning adoption in Brazil: Major determinants and gender effects. *The International Review of Research in Open and Distributed Learning, 13*(4), 91-106. Retrieved from http://www.irrodl.org

Olsen, K. (2012). Occupational health and safety professionals' strategies to improve working environment and their self-assessed impact. *Work: A Journal of*

Prevention, Assessment, and Rehabilitation, *41*, 2625-2632. doi:10.3233/WOR-2012-0506-2625

Oviedo-Trespalacios, O., Angarita, L. P., Maestre-Meyer, M., & Correa, C. B. (2015). Building the life-long learning competence in undergraduate engineering students with a laboratory practice in learning curve. *International Conference on New Horizons in Education*, *174*, pp.2021-2026. Paris. doi:10.1016/j.sbspro.2015.01.870

Özkeş, B., & Kaya, S. (2015). Examining the relationship between teachers' individual innovativeness and technology acceptance status. *Participatory Educational Research, Special Issue 2015*(2), 60-69. doi:10.17275/per.15.spi.2.8

Pereira, H. R. (2012). Rigour in phenomenological research: Reflections of a novice nurse researcher. *Nurse Researcher, 19*(3), 16-19. Retrieved from www.nurseresearcher.co.uk

Phaal, R., Routley, M., Athanassopoulou, N., & Probert, D. (2012, March-April). Charting exploitation strategies for emerging technology. *Research Technology Management*, *55*(2), 34-42. doi:10.5437/08956308X5502021

Picciano, A. G. (2015). Planning for online education: A systems model. *Online Learning, 19*(5), 142-158. Retrieved from http://onlinelearningconsortium.org/

Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S., Valle & S. Halling (Eds). *Existential-phenomenological perspectives in psychology*, (pp.41-60). doi 10.1007/978-1-4615-6989-3-3

Powell, S., Olivier, B., & Yu, L. (2015). Handling disruptive innovations in HE: Lessons from two contrasting case studies. *Research in Learning Technology, 23*, 1-14. doi:10.3402/rlt.v23.22494

Prion, S., & Adamson, K. A. (2014). Making sense of methods and measurement: Rigor in qualitative research. *Clinical Simulation in Nursing, 10*, 107-108. doi:org/10.1016/j.ecns.2013.05.003

Raman, A., & Do, Y. (2013). Preservice teachers' acceptance of learning management software: An application of the UTAUT2 model. *International Education Studies, 6*(7), 157-164. doi:10.5539/ies.v6n7p157

Rivard, S., & Lapointe, L. (2013). Information technology implementers' responses to user resistance: Nature and effects. *MIS Quarterly*, *36*, 897-925. Retrieved from http://misq.org/

Robey, D., Anderson, C., & Raymond, B. (2013). Information technology, materiality, and organizational change: A professional odyssey. *Journal of the Association for Information Systems*, *14*(7), 379-398. Retrieved from https://aisel.aisnet.org/jais/

Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology, 11*, 25-41. doi:10.1080/14780887.2013.80154

Rowlands, T., Waddell, N., & McKenna, B. (2016). Are we there yet? A technique to determine theoretical saturation. *The Journal of Computer Information Systems, 56*, 40-47. Retrieved from http://www.tandfonline.com

Rushby, N. (2010). Editorial: Topics in learning technologies. *British Journal of Educational Technology, 41*, 343-348. doi:10.1111/j.1467-8535.2010.01063.x

Salyers, V., Carter, L., Carter, A., Myers, S., & Barrett, P. (2014). The search for meaningful e-learning at Canadian universities: A multi-institutional research study. *The International Review of Open and Distance Learning, 15*, 313-338. Retrieved from http://www.irrodl.org/

Sandström, C., Magnusson, M., & Jörnmark, J. (2009). Exploring factors influencing incumbents' response to disruptive innovation. *Creativity and Innovation Management, 18*, 8-15. doi:10.11111/j.1467-8691.2009.00507.x

Sangeeta Namdev, D. (2012, October). ICT and web technology-based innovations in education sector. *Turkish Online Journal of Distance Education, 13*(4), 256-268. Retrieved from http://tojde.anadolu.edu.tr/tojde18/about.html

Schumpeter, J., A. (1943). *Capitalism, socialism, and democracy*. New York, NY: Harper

Seaman, J. (2009, August). *Online-learning as a strategic asset. The paradox of faculty voices: Views and experiences with online learning.* Washington, DC: Association of Public and Land-grant Universities.

Seaman, J. (2011, March). *Online learning trends in private-sector colleges and universities*. Boston, MA: Pearson Learning Solutions.

Sener, J. (2010). Why online education will attain full scale. *Journal of Asynchronous Learning Networks, 14*(4), 3-16. Retrieved from http://jaln.sloanconsortium.org/index.php/jaln

Shah, S., K., & Corley, K., G. (2006). Building better theory by bridging the quanttitative-qualitative divide. *Journal of Management Studies*, *43*(8),1821-1835.doi: 10.1111/j.1467-6486.2006.00662

Shattuck, J., Dubins, B., & Diana, Z. (2011). Maryland online inter-institutional project to train higher educational adjunct faculty to teach online. *International Review of Research in Open and Distance Learning, 12*(2), 41-61. Retrieved from http://www.irrodl.org/index.php/irrodl

Shibata, T. (2012). Unveiling the successful process of technological transition: A case study of Matsushita Electric. *R & D Management, 42*, 358-376. doi:10.1111/j.1467-9310.2012.00689.x

Soylu, A., & Snider Campbell, S. (2012). Physical and emotional stresses of technology on employees in the workplace. *Journal of Employment Counseling, 49*, 130-139. doi:10.1002/j.2161-1920.2012.00013.x

Stanley, M., & Nayar, S. (2014). Methodological rigour: Ensuring quality in occupational therapy qualitative research. *New Zealand Journal of Occupational Therapy, 61*(1), 6-12. Retrieved from http://www.otnz.co.nz/public/publications/new-zealand-journal-of-occupational-therapy/

Stein, S. S., Shephard, K., & Harris, I. (2011). Concepts of e-learning and professional development for e-learning held by tertiary educators in New Zealand. *British Journal of Educational Technology, 42*(2), 145-165. doi:10.1111/j1467.8535.2009.00997

Stepanyan, K., Littlejohn, A., & Margaryan, A. (2013). Sustainable e-Learning: Toward a coherent body of knowledge. *Educational Technology & Society, 16*(2), 91-102. Retrieved from www.ifets.info/

Smidt, E., McDyre, B., Bunk, J., Li, R., & Gatenby, T. (2014). Faculty attitudes about distance education. *The IAFOR Journal of Education, 2*(2), 181-210. Retrieved from http://iafor.org/

Suddaby, R., & Foster, W. M. (2017). History and organizational change. *Journal of Management, 43*, 19-38. doi:10.1177/0149206316675031

Swiss Virtual Campus. (2008). *Evaluation of the Swiss Virtual Campus Programme 2004-2007.* Retrieved from: http://www.virtuallocation.ch/displayeac5.html

Sword, T. S. (2012). The transition to online teaching as experienced by nurse educators. *Nursing Education Perspectives, 33*, 269-271. doi:10.5480/1536-5026-33.4.269

Tabak, F., & Rampal, R. S. (2014). Synchronous e-learning: Reflections and design considerations. *International Journal of Education and Development using Information and Communication Technology, 10*(4), 80-92. Retrieved from http://ijedict.dec.uwi.edu

Teräs, H., & Herrington, J. (2014). Neither the frying pan nor the fire: In search of a balanced authentic e-learning design through an educational design research process. *The International Review of Open and Distance Learning, 15*(2), 232-253. Retrieved from http://www.irrodl.org

The Belmont Report, The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *Ethical principles and guidelines*

for the protection of human subjects of research (Human Subjects Research 45 CFR 46). Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Then, K-A., & Amaria, P. (2013). Factors related to the adoption of IT emerging technologies by research and non-research based higher education institutions. *Research in Higher Educational Journal, 19*, 1-30. Retrieved from http://www.aabri.com/rhej.html

Tibben, W. J. (2015). Theory building for ICT4D: Systemizing case study research using theory triangulation. *Information Technology for Development, 21*, 628–652. doi:10.1080/02681102.2014.910635

Toler Hilliard, A. (2015). Global blended learning practices for teaching and learning, leadership and professional development. *Journal of International Education Research, 11*, 179-188. Retrieved from http://www.cluteinstitute.com/

Tshabalala, M., Ndeya-Ndereya, C., & van der Merwe, T. (2014). Implementing blended learning at a developing university: Obstacles in the way. *The Electronic Journal of e-Learning, 12*, 101-110. Retrieved from www.ejel.org

Travis, J. E., & Rutherford, G. (2013). Administrative support of faculty preparation and interactivity in online teaching: Factors in student success. *National Forum of Educational Administration and Supervision Journal, 30*(1), 30-44. Retrieved from http://www.nationalforum.com/Journals/NFEASJ/NFEASJ.htm

Vaill, A. L., & Testori, P. A. (2012). Orientation, mentoring, and ongoing support: A three-tiered approach to online faculty development. *Journal of Asynchronous Learning Networks, 16*(2), 111-119. doi:10.24059/olj.v16i2.256

Vandenhouten, C., Gallagher-Lepak , S., Reilly, J., & Ralston-Berg, P. (2014). Collaboration in e-learning: A study using the flexible e-learning framework. *Institute of Education Science, 18*(3), 1-14. Retrieved from http://olj.onlinelearningconsortium.org

Van de Vord, R., & Pogue, K. (2012). Teaching time investment: Does online really take more time than face-to-face? *The International Review of Research in Open and Distance Learning, 13*(3), 132-146. Retrieved from http://www.irrodl.org

Veiga, A., & Neave , G. (2015). Managing the dynamics of the Bologna reforms: How institutional actors re-construct the policy framework. *Education Policy Analysis Archive, 23*(59), 1-36. doi:10.14507/epaa.v23.1891

Virjan, D. (2013). The internet is changing our world. *Theoretical and Applied Economics, 8*, 117-124. Retrieved from https://ideas.repec.org/s/agr/journl.html

Vodenicharova, A., Zlatanova, T., Alexandrova, M., & Zlatanova-Velikov, Z. R. (2015). Role of e-learning in the faculty of public health Sofia. *International Journal on New Trends in Education and Their Implications, 6*(1), 98-103. Retrieved from www.ijonte.org

Vyas, N., Tripathi, M., & Gupta, D. (2014). Application of process maturity model: A case study in the services industry. *IUP Journal of Operations Management, 13*, 17-30. Retrieved from http://www.iupindia.in/

Ward, M. H., West, S., Peat, M., & Atkinson, S. (2010). Making it real: Project managing strategic e-learning development processes in a large, campus-based university. *Journal of Distance Education, 24*(1), 21-42. Retrieved from www.jofde.ca

Webb, A. (2015). Research interviews in the scholarship of teaching and learning. *Transformative Dialogues: Teaching & Learning Journal, 8*(1), 1-9. Retrieved from http://www.kpu.ca/TD/

Williams van Rooij, S., & Zirkle, K. (2016). Balancing pedagogy, student readiness and accessibility: A case study in collaborative online course development. *Internet and Higher Education, 28*, 1-7. doi:10.1016/j.iheduc.2015.08.001

Windes, D. L., & Lesht , F. L. (2014). The effects of online teaching experience and institution type on faculty perceptions of teaching online. *Online Journal of Distance Learning Administration, 17*, 1-20. Retrieved from www.westga.edu

Yılmaz, Y. (2012). Knowledge management in e-learning practices. *The Turkish Online Journal of Educational Technology, 11*(2), 150-155. Retrieved from http://www.tojet.net/

Yin, R. K. (2014). *Case study research: Design and methods (*5th ed.). Thousand Oaks, CA: Sage.

Youssef, L. (2014). Globalization and higher education: From within-border to cross-border. *Open Learning, 29*, 100-115. doi:10.1080/02680513.2014.932686

Zivkovic, J. (2012). Strengths and weaknesses of business research methodologies: Two disparate case studies. *Business Studies Journal, 4*(2), 91-99. Retrieved from: https://www.abacademies.org/journals/business-studies-journal-home.html

Appendix: Interview Protocol

What you will do	What you will say—script
Introduce the interview format and set the stage—offer some water.	Thank you for participating today. To support accuracy, I will be audio taping our conversations today as mentioned in the informed consent form. I will be also making some notes in my research journal. As the single interviewer only myself and the employees of the transcription firm will be privy to the tapes which will be eventually destroyed. In addition, your agreement to participate also states you understand that: (a) all information will be held confidential, (b) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (c) I do not intend to inflict any harm. Again, thank you very much for your agreeing to participate. I have planned this interview to last no longer than one hour. During this time, we have several questions that I would like to cover. Please respond to the following open-ended questions. Some questions may not be applicable depending on your role within your organization. For the purposes of this study, electronic e-learning environments are defined as a course or program where an online e-learning tool are used wholly or partially. All questions are asked from a business perspective.
Interviewee demographics	Demographic (used for stratification purposes only): Please identify: Location:_____ Gender:_____ Role:_____ Age: 25-34, 35-44, 45-54, 55-64, 65 + Number of years in teaching/education:_____Highest Degree:_____ Number of e-learning experience in years: as student____, or faculty____, or administrator:__ Types of e-learning platforms used as a faculty/administrator (please circle): Blackboard/Web CT Moodle Atutor Rcampus Other_____
Interview questions • Watch for non-verbal queues – write these down	1. In your experiences what are the reasons, from a business perspective, for the technology-based changed (e.g., e-learning) implementation and growth in your workplace? 2. How motivated are you with teaching online?

• Paraphrase as needed • Ask follow-up probing questions to get more in depth	3. What are your experiences and perceptions of electronic learning technologies in your workplace? 4. Based on your experiences of technology-based change would you recommend your institutions e-learning courses to students? 5. In your opinion, what are the main reasons, from a business perspective, education institutes are developing e-learning courses or programs? 6. Why do you feel online learning is thought of as the same quality and value as face-to-face? 7. How do you feel online learning will affect face-to-face teaching over time? 8. What are the employee's attributes needed to become a successful blended or e-learning facilitator or instructor, and why? 9. What are some of the challenges or barriers that you have encountered before and during your blended or electronic learning teaching experiences? 10. What feelings were generated by your experiences? 11. What support did you have or would like to have had before and during your blended or e-learning teaching experiences? 12. What dimensions (i.e., technology, training, and communication), incidents, and people connected to the experience's standout for you? 13. From a business perspective, how do you see e-learning developing in the future? 14. Swiss Universities have identified low faculty involvement in e-learning initiatives (Swiss Virtual Campus, 2008). From a business perspective, how do you suggest university rectors move forward?

	15. What were some of the incentives you received or that you would like to see implemented to encourage more involvement and motivation to teach with e-learning technology? 16. Please feel free to add any other comments or issues not discussed in the previous questions.
Wrap up interview thanking participant	Thank you taking part and for participating. Your comments are very valuable to my study.
Schedule follow-up member checking interview	All answers and comments will be kept confidential and transcripts will be written with any identifying details removed. To make sure the transcripts are accurate would you will willing to review them before the data analysis phase? You can also decide not to participate at this time and again please let me know as soon as possible.
Introduce follow-up interview and set the stage	If you have any questions or queries please feel free to contact me at any time with the email address on the informed consent form. We can meet again so you can add in any comment, take away any comments, or to follow up on any previous comments made.
An example synthesis of an interview question methodology: Walk through each question, read the interpretation and ask: • Did I miss anything? Or, What would you like to add? • Use prompts • Use the research journal to make notes as needed.	Question 1: In your experiences what are the reasons, from a business perspective, for the technology-based changed (e.g., e-learning) implementation and growth in your workplace? Encourage 2 or 3 reasons for both implementation and growth from each participant based on business and educational needs. I can also use phrases such as tell me more, could you share an example, could you explain that to add more clarity and prompt suggestions.