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The Multi-Rater System: An Alternative parametric approach in determining Stakeholder Influence and Analysis

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Abstract

Much of the literature dedicated to stakeholder identification has been focused from a 'top-down' view as a determinant of analysis. In this paper, we develop, test, and provide evidence on a new conceptual stakeholder model extending the existing analysis methodology by utilizing a new framework that not only examines the robust interactions occurring between stakeholder groups, but confirms congruence on variables identifying power, influence, and resistance with the Conventional methodology. Using data sampled from a faith-based university of nine hundred and twenty-six stakeholders representing seven stakeholders groups, the study confirms congruency exists between the Conventional and Multi-Rater systems. Additional results indicate a robust identification of stakeholder groups when using the Multi-Rater system which the Conventional system failed to reveal.

Keywords: Multi-Rater Methodology, Stakeholder Influence, Stakeholder Analysis

1. Background

To compete successfully in today's global market environment, extant literature and research have acknowledged that is it becoming increasingly important and even indispensable for organizations to complete an analysis and identification of stakeholder groups (Bryson, Bromiley, & Jung, 1990; Bryson & Bromiley, 1993; Burby, 2003; Margerum, 2002). This is evidenced by management's publication of the firm's annual reports which communicates the firm's overall position to its stakeholders. Add emphasis in the report on certain stakeholder groups is evidence of the leverage that stakeholders have over a firm (Frooman, 1999). Without identification and analysis of stakeholders and subsequent determination of the group's influence, the organization won't know *who* exactly the stakeholder groups are and *what* criteria are they using to judge the organization's performance (Boschken, 1994; Rainey, 1997; Rainey & Steinbauer, 1999; Rainey, 2003). The organization's overall performance is ultimately determined by the nexus of these combined internal and external forces and an awareness of implementing the proper strategic management tools.

1.1 Stakeholder Defined

Throughout this research various definitions of the term "stakeholder" were encountered, including the following variants used to define the public and nonprofit sector: "All parties who will be affected by or will affect the organization's strategy" (Nutt & Backoff, 1992); "Any person, group, or organization that can place a claim on the organization's attention, resources, or output, or is affected by that output" (Bryson, 1995); "People or small groups with the power to respond to, negotiate with, and change the strategic future of the organization" (Eden & Ackermann, 1998); "Those individuals or groups who depend on the organization to fulfill their own goals and on who, in turn, the organization depends" (Johnson & Scholes, 2002). Although these definitions describe the overall role of the stakeholder, they are too general for use in this research. The decision on what definition to use is significant as it affects *who* and *what* counts (Mitchell, Agle, & Wood, 1997). Thus, for specificity, this research will define stakeholders using an educational focus described by Freeman (1984) as follows: "Those interest groups which can affect or be affected by the achievement of the university's objectives regarding educational matters in structure or manner, regardless of level."

The research definition of "stakeholder" is derived in part from a compilation of defining variables from several authors (Freeman, 1984; Bryson, 1995; Nutt & Backoff, 1992). It includes among defined interest groups the Council for Christian Colleges and Universities (CCCU), and the University administration, senates, board members, staff, faculty, students, alumni, parents, and donors.

This research recognizes that indirect external stakeholders, such as federal and city governments as well as local businesses, may be affected by decisions made by the University as a result of the ripple effect and that many interactions and dynamics exist among the various stakeholder groups. However, this study will be limited to those stakeholders who benefit as a direct effect of the University's decision making. For this reason, this study will be focused on those stakeholder groups described as administration, staff, faculty, students, alumni, parents, and donors.

1.1.1 Importance of Stakeholder Identification

Stakeholder influence has been proven to be a critical factor in the ability of an organization to achieve its strategic goal and objectives (Bryson et al., 1990; Bryson & Bromiley, 1993; Burby, 2003; Margerum, 2002; Nutt, 2002; Tuchman, 1984). This study will examine the influence that internal stakeholders have in achieving their aspirations as compared to the successful formulation and implementation of the strategic policies, procedures, and programs of a private university.

The effects of stakeholder identification and of stakeholder influence on the performance of an organization are critical factors. Management must know how to accurately identify stakeholders, assess their current and future impact on organization performance, and "manage" the various stakeholder group interests, in order to best develop their organization's strategic future (Powell, 1990; Heclo, 1978; Aldrich & Whetten, 1981; Feldman & Khademian, 2002; Radin, 2002).

As previously mentioned, the organization's performance and strategic success is determined by its ability to recognize those internal and external forces which influence its environment and to implement a strategy that matches the level of environmental turbulence (Ansoff & McDonnell, 1990). Freeman (1984), builds on the work of Ansoff (1965), Evan (1966), and Ackoff (1974), and has argued that a corporate strategy can be understood as a way of building bridges with its stakeholders. Freeman argues that the corporate strategy can only be successful if it satisfies the needs of its multiple stakeholder groups (Freeman, 1984). Stakeholder theory provides a comprehensive insight into the role that stakeholders play in the strategic decisions and strategic future of the organization (Eden & Ackermann, 2002; Frooman, 1999; Freeman, 1984). Stakeholder theory views stakeholders in three ways;

1. Those that have an interest in the success, rather than failure of the organization;

2. Those whose stake in the organization is focused on disrupting the strategy if they feel that it threatens their own interests; and

3. Stakeholders whose interests are neither pro nor con with respect to the organization's success, but merely regulatory, such as governmental agencies.

2. Conventional Methodology

Historically, the common managerial approach to stakeholder understanding was to simply forecast their actions and to adopt a defensive position, rather than trying to strategically manage and understand their actions (Bryson, 1995; Freeman, 1984). As such, there was little need to determine levels of aggregation or disaggregation of stakeholders as it was of little use to management to understand the motivation behind the behaviors of the stakeholder groups. The subtle difference is that one views the stakeholder as adversarial whereas the other views the stakeholder as a contributor to the organization's success. Preston and Sapienza (1990) state the first listing of stakeholders appeared in the 1930s, confirming Dodd (1932) who cites General Electric as the first company to identify employees, customers, and the general public as key constituent groups. Freeman (1984) asserts that the term "stakeholder" is actually derived from the Stanford Research Institute term for "stockholder," defining it as those groups without whose support the organization would cease to exist.

Freeman's appraisal of the stakeholder is confirmed and validated by Nutt and Backoff's definition (1992) of all parties who will be affected by or will affect the organization's strategy, and by Johnson and Scholes (2002) whose definition of the organizational stakeholder adds depth to the dimension of stakeholder by identifying the self-interests of those "individuals or groups who depend on the organization to fulfill their own goals and on who, in turn, the organization depends."

Thus, researchers commonly agree with the position of the stakeholder theory that stakeholders are driven by a "goal seeking" agenda, each with varying loci of power, and that management's awareness of the primacy of stakeholders' agendas is essential to the organization's success. It is imperative to understand that "stakeholder goal seeking is only central to the loci of power determining *their* strategies for achieving *their* goal" (Eden & Ackermann, 2002). Therefore, determining the locus of power and interest within any stakeholder group is vital, but this information alone is insufficient. Management must also comprehend the potential influence of each group in order to "strategically manage" the stakeholders.

Current stakeholder assessment methodology has primarily focused on identification and analysis from either a senior leadership view or an independent consultant's perception (Bryson, 2004; Peters, 1996; Light, 1997; Osborne & Plastrik, 1997; Barzelay, 2001; Kettl, 2002).

Consequently, it could be argued that this type of stakeholder analysis reflects a *single optic perspective,* that of senior management or an outside analyst, and that possibly this single optic presents a biased view of the stakeholder for purposes of identification and analysis.

The methodology utilized in this research is a modified version of the Multi-Rater performance feedback tool. The purpose this method of data collection is to focus on the primacy of each stakeholder group's perception of the other interested stakeholder groups with respect to their levels of power and influence, and their effect on the university's policies, programs, or procedures.

2.1 For-Profit/Not-for-Profit Organizations

Traditionally, organizations were seen distinctly either as "for-profit" (FP) or "not-for-profit" (NFP); the FP organizations were viewed as internally efficient, externally entrepreneurial and aggressive, and having a single-mindedness of maximizing corporate profit. Conversely NFP organizations, universities in particular, were seen as the main source of knowledge production, dissemination, and preservation, serving the public's greater good (Newman, 1996; Flexner, 1968; Tierney, 1994) and viewed as internally bureaucratic, economically inefficient, and lacking inspiration; their sole purpose was to provide some nebulous form of "public service" with no intent of maximizing profit and little drive to increase effectiveness.

Paradoxically, the division today between the NFP and FP organizations has become increasingly difficult to distinguish. As competition within the education industry becomes more intense, universities are required to respond to the economic needs of the organization and to be more accountable, requiring universities to engage in marketplace competition, a FP necessity (Levin, 2001). Demands are made on administrators to be more efficient and aggressive, like their counterparts in the private sector, forcing conditions of institutional

isomorphism (DiMaggio & Powell, 1983).

As a result of this environmental shift, non-profit organizations have been motivated to become increasingly entrepreneurial and creative, traits that until recently were only attributed to FP organizations. Veblen (1954) describes this movement of universities towards business entrepreneurship as precautionary, possibly having a discouraging and stifling effect on the free exchange of ideas and knowledge, thus intensifying the discourse between the primacy of academia and need for financial legitimacy. This "utilitarian position" now places the university with a policy that is not only concerned with the consequences of accountability, but also the concerns of serving the greatest good for the greatest number of people.

Resultant of these increased environmental pressures combined with the advancement of technology, universities are responding by implementing online courses and virtual classrooms, thus adding to the versatility of their curriculum. Additionally, universities are becoming more diversified and "intentionally internationalized" as well as offering unique tuition schedules, enabling tuition affordability to a wider range of students, all in an effort to open the market to a broader spectrum of students and to differentiate itself from its competition. This response to the increased environmental pressures is a driver in the firm's shift of position in its organizational life cycle. Jawahar and McLaughlin (2001) assert that as the firm transitions from one stage of the organizational life cycle to the next, certain stakeholders will become more or less important than others. The strategy that the organization employs to address each stakeholder depends on the relative importance that each stakeholder has to the success of the firm.

As a result of the shift in the organization's life cycle, and the introduction of new programs, policies, or strategies, a stakeholder analysis must be performed to assess the support, resistance, or coalitions created, in order to develop a strategic plan for managing the groups. As universities compete for market position the need will become increasingly critical for capital, as such, the university will rely more heavily on donor funds to achieve its strategic goals giving donors increasing power and influence over university decisions. An example of donor influence was illustrated at Oral Roberts University in 2007 when the university received a $62 million donation from a businessman, but the donor placed stipulations on how the money could be spent, only $8 million would be for immediate use and the balance withheld until the businessman could review the university's finances. Research by Kells (1992), has demonstrated that universities facing funding constraints have responded to their new funding sources power and influence. With such knowledge, donor stakeholder interests as well as all stakeholder groups must be assessed when formulating any new strategy (Rainey, 1997).

2.1.1 Purpose of this Study

The purpose of this study is therefore multifaceted:

1. To substantiate the Multi-Rater model's ability to identify and accurately rate the various stakeholder groups and their perceived influence on the University's policies, procedures, and programs.

2. To validate the use of the Multi-Rater feedback methodological model as an effective tool

for determining stakeholder influence on policies, procedures, and programs.

3. To provide administration with an additional analysis tool in which to identify stakeholder groups and their influence on new policies, programs, and procedures, thus enabling a planned, proactive measure to prevent potential misconceptions and opposition to the implementation of the policies, procedures, or programs.

4. To develop an action plan to increase support for a planned reform policy.

5. To add to the repository of knowledge available to the public by providing an additional lens in which to identify and analyze the various stakeholder groups' power and influence in the decision making process.

6. To help guide administration in developing a participatory, consensus building process through sharing the information obtained with the stakeholders and encouraging discussions on how to address the concerns of the opposition.

7. To identify those "fringe strategic stakeholders," people or groups who may or may not have something directly or indirectly at stake in a specific project, but who are in a position to influence the outcome.

8. To assess each stakeholder group as in previous analyses: Utilizing the Multi-Rater methodology will enable administration to compare multi-rated assessments to assessments made by administration thus enabling senior management with a holistic view of stakeholder identification and influence.

3. Multi-Rater Methodology

Multi-Rater methodology, also known as multi-source feedback, is a general management performance measurement tool and refers to a process in which individuals receive feedback from multiple sources and perspectives. It is often used in employee development and enrichment as well as performance evaluation (Lepsinger & Lucia, 1997). Additional concepts relating to Multi-Rater feedback found in literature include 360-degree feedback, upward feedback, reverse feedback, and full-circle feedback (Bracken, Timmreck, & Church, 2001).

Multi-source feedback is not a unique method. The practice, philosophy, and performance measurements of feedback principles are grounded in the basic need for management to develop a method to evaluate and measure its subordinates, teams, or peers (Nadler, 1977; Latham & Wexley, 1994). Campbell et al. (1993) suggest that the value of the multi-source assessment is that it provides the rater with information that is difficult to obtain or, in some cases, unavailable, such as peers evaluating facilitation of team performance, or subordinates evaluating supervision.

Multi-source assessments also include a self-review by the employee, which makes the approach "360 degrees." Once the results are compiled, they are shared with the employee in an effort to gain improved understanding of job skills, behavior, and strengths and weaknesses, which can provide insight into professional core competence development. Wolfe (1998) describes personal competencies as those distinguishing characteristics of successful performance and lists any combination of the following as a competence: knowledge, skill, trait, values/beliefs, motives, and physical abilities.

The definition of Multi-rater assessment reflects conceptual methodologies that denote the focal point feedback, thus making the assessment 360 degrees. This principle was the foundation for the methodology used in gathering the data for this study, but with modifications based on the "multi-source feedback" of London and Smither (1995). The authors describe the "multi-source feedback" method as a circle of bystanders who, from their point of view, indicate the degree in which specific behaviors apply to the focal person. The focal person also responds to the feedback on him or herself in a self assessment, and the results of the self-rating of the focal person are compared with the average of what the circle of bystanders thinks of him or her.

It must be noted however that in order to conduct a successful multi-source feedback, it must be free of an organizational "vacuum." Management must acknowledge that people worked and evaluated each other in the context of a socialized organizational communication system consisting of information gathering, sharing, feedback, and recognition. Lepsinger and Lucia (1997) support the need for clear open communication when they state that a "core requirement is clear and frequent communication."

In summary, multi-source rating can be valuable to administration in understanding stakeholder group positions, as well as assisting in determining common grounds for understanding when dealing with sensitive stakeholder issues. For specificity, the following sections and references in this research will use the term "Multi-Rater feedback" as the method of stakeholder analysis. The fundamental rationale in utilizing the Multi-Rater method of stakeholder analysis is that the data gathered from the various stakeholder groups will provide unique and meaningful information on the perceived power and influence of each separate stakeholder group.

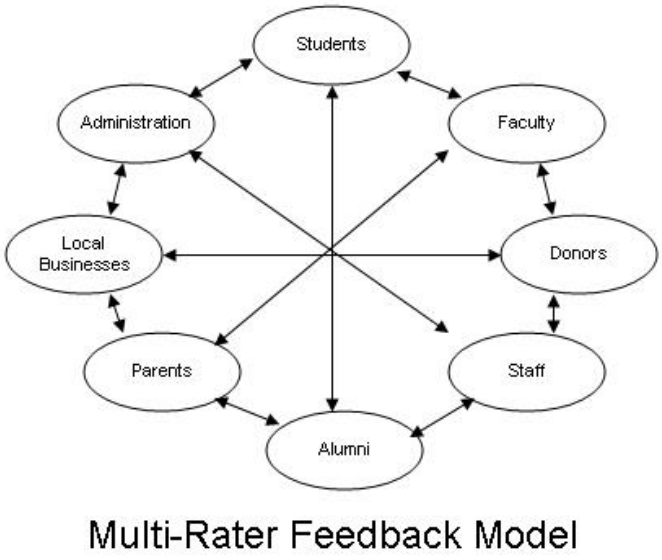

Figure 1. Multi-Rater Feedback Model

Utilizing this data and applying correlational statistics will provide the necessary components to determine the level of cognitive congruency between senior management's perception of

stakeholder power and influence, and that of the stakeholder groups themselves. The results will contribute to intelligibility in the University decision making processes and will illuminate the role of the stakeholder in defining university policies, programs and procedures.

To determine how university stakeholders perceive their influence and the influence of other stakeholder groups in the decision making process, they will be asked a series of questions using an online survey tool to focus on the following general areas of study:

1. How does each stakeholder group perceive its level of power and influence on University policies, programs, and procedures?

2. How does each stakeholder group perceive its position of power and influence in relation to other stakeholder groups?

3. Which stakeholder groups' power is perceived to be growing?

4. Which stakeholder groups' power is perceived to be diminishing?

5. Which stakeholder groups are most likely to present resistance to a stated policy, program, or procedure?

3.1 About the University under study

The University studied in this research (unnamed but designated in this text as the "University," with an uppercase U) is an evangelical Christian university whose heritage extends over 100 years and is a product of three merged Christian institutions. The University is located in the Southwestern United States, offering 50 undergraduate degrees, 23 Master's level degrees, 7 Doctoral degrees, and over 40 national and international study opportunities.

4. Research Questions and Hypotheses

To understand the relationship, actual or potential, between stakeholders' influence and the decision making process of administration using Conventional methodology juxtapose Multi-rater methodology, the following underpinning research questions (RQ) were posed:

- RQ1 -What is the difference between administration's perception of stakeholder power and influence on programs, policies, and procedures, and stakeholders' perception of their power and influence on programs, policies, and procedures?

- RQ2- What is the difference between administration's perception of stakeholder resistance on programs, policies, and procedures, and stakeholders' perception of their resistance on programs, policies, and procedures?

- RQ3- What is the relationship between results of "Conventional" stakeholder analysis methodology and the results of "Multi-rater" stakeholder analysis methodology?

The following hypotheses were used to complete the study and illuminate the relationship between the 'Conventional methodology' and the 'Multi-rater methodology.

♦ H1: There is a significant mean difference in the perceived level of power and influence on programs, policies, and procedures from administration and stakeholder groups.

♦ H01: There is no significant mean difference in the perceived level of power and influence on programs, policies, and procedures from administration and stakeholder groups.

♦ H2: There is a significant mean difference in the perceived level of resistance on programs, policies, and procedures from administration and stakeholder groups.

♦ H02: There is no significant mean difference in the perceived level of resistance on programs, policies, and procedures from administration and stakeholder groups.

♦ H3: There is a reliable relationship between results obtained from the "Conventional" methodology of stakeholder identification and the results obtained from the "Multi-rater" methodology of stakeholder identification and analysis.

♦ H03: There is no reliable relationship between results obtained from the "Conventional" methodology of stakeholder identification and the results obtained from the "Multi-rater" methodology of stakeholder identification and analysis.

4.1 Research Variables

The following section provides the conceptual and operational definitions for the variables used in this research, as well as any relevant literature pertaining to the variables.

Independent Variables

Faculty, students, alumni, donors, staff, parents, and administration are all independent variables in the research hypotheses.

Construct Variables

University policies, procedures, and programs that will best illuminate and identify the research subject stakeholder groups are; intentional internationalization, online learning, diversity, campus expansion, additional academic programs, and retention;

Intervening Variables

Length of employment is an intervening variable and may influence the survey results in that new employees' responses may demonstrate a limited socio-political awareness of stakeholder groups' power and influence or historical awareness of background relevant to university policies, procedures, and programs.

Dependent Variables

Power, influence, and Level of Resistance are the dependent variables in all hypotheses.

4.2 Definition of Terms

Influence is a social and personal relationship of power and exchange based on the exploitation of some kind of special relationship. Influence in normally exercised in private areas, backstage, or behind the scenes. It is known about, hinted at, but generally not

observed (Ball, 1987). For specificity, the survey questionnaire will define influence as: *to affect the nature of, development, or condition of; to modify; an effect or change produced by influence.*

Power is defined as the ability or capacity to exercise control or authority, and force exerted or capable of being exerted.

Resistance is defined as 'the action of opposing something that you disapprove of or disagree with'.

Intentional internationalization as described by DeWit (2002: 119) as "*International education* as a more developed activity involving a 'program or organization'" *Internationalization* is an extension of international education and involves "a more strategic process approach" (DeWit, 2002). Altbach (2002a: 29) offers a definition of internationalization as "those specific policies and initiatives of individual academic institutions, systems, or countries that deal with global trends."

Online learning: The terms "online learning, "online delivery" and "virtual education" tend to be used interchangeably to refer to study of credit and non-credit courses from world-wide remote sites that are neither bound by time or physical location. The terms "flexible delivery" and "distance education" often appear to be used in contexts which assume online education. These are defined as the interaction between all participants to enhance educational transactions through the use of communication technologies. Sims (1999) describes these reciprocal events as "those functions that allow learner control, facilitating program adaptations based on learner input, allowing various forms of participation and communication, and acting as an aid to meaningful learning." Such transactions include student-teacher interaction; student-content interaction; teacher-teacher interaction; teacher-content interaction; and content-content interaction.

Retention is a measure of the number of students who *persist* in their studies from one year to the next; making due allowance for students who leave studies because of finishing a program of study and graduating.

Stakeholder Group is "Any group or individual who can affect or be affected by the achievement of the organization's objectives" (Freeman, 1984: 46). The term is neutral and descriptive, and is valuable in emphasizing the breadth of responsibility of educational institutions, but its use should not obscure the fact that different groups of stakeholders (e.g., students, employers) have quite different interests or needs. This research examines the influence of seven stakeholder groups: administration, staff, faculty, students, alumni, parents, and donors.

4.3 Research Approach and Objectives

This study was undertaken using population data derived from a single University for the research purpose of determining the viability and effectiveness of a new methodological approach, the multi-source feedback approach, to determine the effect of stakeholder influence on the university's policies, programs, and procedures. The research approach used

for this study was both descriptive and correlational.

Correlation measures the relationship between two or more quantifiable variables with the correlation coefficient represented as a number between -1 and +1 that measures a linear relationship of strength and direction. The magnitude of the number represents the strength of the correlation. Additionally, this study will utilize the *t* test to measure the differences between groups as well as ANOVA, MANOVA, and correlation (Pearson's *r)* to detect relationships between the variables.

4.4 Research Population

The data collection method used was purposive and random sampling. That means that the sample was drawn at random from a population in which each member had an equal or other specified chance of inclusion. The research population for this study included the following groups:

Table 1.

Stakeholder Group	Research Population	Sample Frame	#of Responding	%
Students	4722	1250	354	.28
Faculty	352	352	106	.30
Staff	602	400	235	.59
Parents of undergraduates	4722	1000	117	.117
Administration	30	30	28	.93
Alumni	***	300	111	.37

Due to the sensitive nature of the stakeholder group "donors," the survey tool was not administered to this group. However, the "donor" stakeholder group remained in the research as a variable for the multi-source ratings from the remaining identified stakeholder groups.

4.5 Instrument and Procedure

Survey Monkey online survey site was used to distribute the survey instrument for the data collection. All respondents of the survey were directed to a cover letter prior to site entry describing the purpose of the study and explaining the participant's bill of rights.

4.6 Assumptions

The following assumptions were made in developing, conducting, and analyzing this study's research model and data.

1. The research model and statistics were appropriate for this study.

2. The survey respondents understood and were able to answer the questions in the survey tool.

3. The respondents were familiar with, or could gain access to, information with which to answer the survey questions.

4. The respondents provided accurate and honest answers to the best of their ability.

5. The respondents were able to accurately and objectively evaluate relationships with other identified stakeholder groups.

6. All respondents were a representative of only one of the identified stakeholder groups.

5. Research Findings

The primary focus of this research was to determine the feasibility and effectiveness of the Multi-rater methodology of stakeholder identification and analysis as compared to the existing stakeholder analysis methodology.

5.1 Findings for Hypothesis 1

Hypothesis 1 predicted that there is significant mean difference in the perceived level of power and influence on the programs, policies, and procedures from 'Conventional' to the 'Multi-rater methodology. It was expected that power and influence would be used by those groups whose self-interest is best served, as well as those groups who will most likely benefit. Additionally, power and influence would be used by a group whose self-interests will most likely be threatened.

The results of the Cronbach's alpha test of reliability are illustrated in Table 1 and indicate survey question reliability, followed by the display of the ANOVA test of means, as indicated in Table 2, the results of which reveal the means for all questions between all groups were significant at $p < 0.05$.

The null of hypothesis 1 stated that there was no significant mean difference in the perceived level of power and influence on the programs, policies, and procedures from 'Conventional' to that of the 'Multi-rater' methodology. The statistical results indicate that there is a significant mean difference, $p < 0.05$, in the level of power and influence that 'Conventional' and 'Multi-rater' on the University's programs, policies, and procedures. Therefore, the null hypothesis 5 was rejected.

Table 2. Cronbach's Reliability Statistics Hypothesis 1

Cronbach's Alpha	Cronbach's Alpha on Standardized Items	N of Items
.872	.881	10

Table 3. ANOVA Test Results of the Difference of Perceived Level of Power and Influence from 'Conventional' to 'Multi-rater' Methodology

		Sum of Squares	df	Mean Square	F	Sig.
Q21	Between Groups	5.262	5	1.052	1.397	.223
	Within Groups	653.386	867	.754		
	Total	658.648	872			
Q22	Between Groups	8.064	5	1.613	2.635	.022
	Within Groups	526.275	860	.612		
	Total	534.338	865			
Q24	Between Groups	19.514	5	3.903	6.061	.000
	Within Groups	548.667	852	.644		
	Total	568.182	857			
Q25	Between Groups	81.463	5	16.293	15.111	.000
	Within Groups	929.389	862	1.078		
	Total	1010.853	867			
25a	Between Groups	64.312	5	12.862	11.874	.000
	Within Groups	933.783	862	1.083		
	Total	998.096	867			
25b	Between Groups	83.355	5	16.671	14.214	.000
	Within Groups	1011.000	862	1.173		
	Total	1094.355	867			
25c	Between Groups	93.812	5	18.762	14.640	.000
	Within Groups	1104.707	862	1.282		
	Total	1198.520	867			
25d	Between Groups	140.621	5	28.124	27.067	.000
	Within Groups	895.669	862	1.039		
	Total	1036.289	867			
25e	Between Groups	18.650	5	3.730	3.475	.004
	Within Groups	925.346	862	1.073		
	Total	943.995	867			
MEAN	Between Groups	33.147	5	6.629	15.300	.000
	Within Groups	377.842	872	.433		
	Total	410.989	877			

In hypothesis 1, analysis revealed that there is a significant mean difference in the perceived level of power and influence from 'Conventional' to that of the 'Multi-rater' methodology. As can be seen from Figure 2, 'Conventional' methodology views the most powerful groups significantly different from the 'Multi-rater' methodological view.

Program	Conventional	Multi-Rater
International Campus Expansion	1- Admin 2- Donors	1- Admin 2- Students
Online Learning	1- Admin 2- Faculty	1 – Faculty 2 - Admin
Campus Diversity	1- Admin 2 - Faculty	1 – Students 2- Admin
Main Campus Expansion	1 – Admin 2 - Donors	1 – Admin 2 - Donors
Additional Academic Programs	1- Faculty 2 - Admin	1 – Faculty 2 - Admin
Student Retention	1 – Faculty 2 - Admin	1 – Admin 2 - Faculty

Figure 2. Finding for Hypothesis 1 - Perceived Power

The results revealed that, excluding administration, the 'Multi-rater' methodology view the students stakeholder group as having substantial power (rated number one or two) when dealing with the programs of international campus expansion and campus Diversity. Additional findings reveal that the 'Conventional methodology' perceive donors as the second most powerful group in international campus expansion. Both the 'Conventional' and 'Multi-rater' methodology confirm the alignment of most powerful groups in the program of main Campus expansion and additional academic programs.

Program	Conventional	Multi-rater
International Campus Expansion	1- Admin 2- Faculty	1- Admin 2- Faculty/Donors
Online learning	1- Admin 2- Faculty	1 – Faculty 2 - Admin
Campus Diversity	1- Admin 2 –Faculty/Students	1 – Admin 2- Students
Main Campus Expansion	1 – Admin 2 - Donors	1 – Admin 2 - Donors
Additional Academic Programs	1- Faculty 2 - Admin	1 – Admin 2 - Faculty
Student Retention	1 – Faculty 2 – Staff	1 – Admin 2 – Faculty/Students

Figure 3. Findings for Hypothesis 1 - Perceived Influence

Figure 3. illustrates the perception of stakeholder influence on the listed University programs.

These results support the perceptions of influence of both the student and staff groups. Hypothesis 1 reveals that the student stakeholder group is perceived by the other stakeholders to have significant power and influence on three of the six listed programs and the staff group is perceived by administration as second most influential for student retention.

As these results reveal, there is a significant mean difference in the perceived level of power and influence on programs, policies, and procedures from the 'Conventional' methodology to the 'Multi-rater' methodology, therefore, the null hypothesis was rejected.

5.2 Findings for Hypothesis 2

The findings for hypothesis 2 reveal that there is a significant difference in the perceived level of resistance to the listed programs, policies, and procedures from the 'Conventional' to that of 'Multi-rater' methodology. As can be seen in Figure 3, additional analysis of the resistance reveals a dichotomic view from 'Conventional' and 'Multi-rater'.

The results of the Cronbach's alpha test of reliability are illustrated in Table 3 and indicate survey question reliability. Theses results are followed by the display of the ANOVA test of means results, shown in Table 4, which reveal that the means for all questions between all groups were significant at $p < 0.05$.

Program	Conventional	Multi-rater
International Campus Expansion	1- Faculty 2- Staff	1- Parents 2- Donors
Online learning	1- Faculty 2- Staff	1 – Faculty 2 - Admin
Campus Diversity	1- Faculty 2 - Students	1 – Students 2- Parents
Main Campus Expansion	1 – Faculty 2 - Donors	1 – Admin 2 - Donors
Additional Academic Programs	1- Admin 2 - Faculty	1 – Admin 2 - Faculty
Student Retention	1 – Students 2 - Faculty	1 – Students 2 - Admin

Figure 4. Findings Hypothesis 2 – Resistance

Table 4. Cronbach's Reliability Statistics Hypothesis 2

Cronbach's Alpha	Cronbach's Alpha on Standardized Items	N of Items
.853	.854	6

Table 5. ANOVA Test Results of the Difference of Perceived Level of Resistance on Programs, Policies, and Procedures from 'Conventional' and 'Multi-rater'

		Sum of Squares	df	Mean Square	F	Sig.
Q27	Between Groups	5.427	5	1.085	1.465	.199
	Within Groups	594.117	802	.741		
	Total	599.545	807			
V3	Between Groups	39.084	5	7.817	9.777	.000
	Within Groups	641.182	802	.799		
	Total	680.266	807			
V4	Between Groups	22.962	5	4.592	5.222	.000
	Within Groups	705.314	802	.879		
	Total	728.276	807			
V5	Between Groups	29.177	5	5.835	6.816	.000
	Within Groups	686.594	802	.856		
	Total	715.771	807			
V6	Between Groups	13.115	5	2.623	3.710	.003
	Within Groups	567.003	802	.707		
	Total	580.118	807			
V7	Between Groups	60.271	5	12.054	17.697	.000
	Within Groups	546.282	802	.681		
	Total	606.553	807			

Most noteworthy of these findings is the perception of 'Conventional' of faculty as being most resistant in four of the six programs and second most resistant in the remaining two.

The perceptions revealed by 'Multi-rater' on the program of "online learning" aligns with the perception of the 'Conventional' methodology which would be the pragmatic conclusion given that faculty would be most resistant to a program that would interfere with their locus of power.

Additional findings reveal the staff group is considered second most resistant by 'Conventional' in international campus expansion and online learning.

The null hypothesis states that there is no significant mean difference in the perceived level of resistance on the programs, policies, and procedures from 'Conventional' to 'Multi-rater' methodology. The results from the ANOVA test were significant, thus the null hypothesis was rejected.

5.3 Findings for Hypothesis 3

The results from hypothesis 3 indicate that the relationship between the "Conventional" stakeholder analysis methodology and the "Multi-rater" stakeholder analysis methodology was inconclusive. More specifically, of the three variables measured, power, influence, and resistance, power was the single variable that measured $p < .05$, indicating that the null hypothesis failed to reject. As can be seen from Figure 4, the mean difference between

"conventional" and "multi-rater" methodology with variables influence and resistance was relatively proximate at .1374 and .362 respectively.

The statistical analyses utilized in hypothesis 3 were both the *t* test and a MANOVA. Results of both tests are indicated in Figures 5 and 6.

	Group	Mean	Std. Deviation	N
MEAN POWER	1	3.1232	1.04955	23
	2	2.4643	.82070	784
	Total	2.4831	.83452	807
MEAN INFLUENCE	1	3.4348	.68486	23
	2	3.2974	.69523	784
	Total	3.3013	.69490	807
MEAN RESISTANCE	1	2.0217	.65193	23
	2	1.8550	.68293	784
	Total	1.8598	.68224	807

Figure 5. Findings for Hypothesis 8 - *t* Test Descriptive Statistics

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound
MEAN POWER	1	3.123	.173	2.784	3.462
	2	2.464	.030	2.406	2.522
MEAN INFLUENCE	1	3.435	.145	3.150	3.719
	2	3.297	.025	3.249	3.346
MEAN RESISTANCE	1	2.022	.142	1.743	2.301
	2	1.855	.024	1.807	1.903

Figure 6. Findings for Hypothesis 3 - Estimated Marginal Means Results

6. Conclusions

Based on the research findings of this study, the following conclusions are postulated:

1. The results between the "Conventional" stakeholder analysis and the "Multi-rater" stakeholder analysis methodology were inconclusive. However, the results reflect a limited research parameter for measurement: "relationship or no relationship." Given that this research measured three variables and the restrictive construct of the hypothesis measurement, the results most certainly assured an inconclusive finding. A more accurate predictor of relationship between the methodologies would have been an acceptable "mean range" between the variables for each methodology.

2. These results however must be viewed in the context of the primary research focus, which was to find an alternative methodological approach to measuring stakeholder influence. The

results obtained in this research indicate that the "Multi-rater" methodology is both effective and comprehensive in identifying stakeholder interests.

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