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Building Leadership Capacities Through Course Development Planning at a Conventional University

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Abstract

This Organizational Improvement Plan (OIP) looks at reducing the resistance found when faculty members are asked to use a systematic plan for online course development. The course development plan is a framework that is built around the concept of "backwards design" (Wiggins & McTighe, 2005). Backwards design makes all items congruent—the assessments to the activities, activities to the instructions, and instructions to topics and learning outcomes.

The literature review within the context of this OIP, found that course development planning lacks flexibility, creates anxieties with faculty members, is time consuming, and organizational faculty development support is limited and/or inadequate. To address these concerns, Schein's (2010) organizational culture model, consisting of three-stages and a primary driver on "culture" was introduced.

In terms of finding a solution, four were proposed and one, enabling a "proof of concept" was introduced including the use of transactional, transformational, and servant leadership as the selected approaches to help achieve this new organizational state. Finally, a change plan based on the Plan, Do, Study, Act (PDSA) model (The W. Edwards Deming Institute, 2016) was presented that addressed the transition to the new state, goals, monitoring of the plan, and ethical considerations. Communities of Practice (CoP) (Lave & Wenger, 1991) and Professional Learning Communities (Abbott, Guisbond, Levy, & Sommerfeld, 2014; DuFour & Eaker, 2009) were also considered important concepts in helping to move this change plan towards success.

Keywords: course development plan, resistance, backwards design, leadership capacities, Professional Learning Communities, Community of Practice

Executive Summary

This Organizational Improvement Plan (OIP) looks at reducing the resistance found when faculty members are asked to use a systematic plan for online course development. The aim is to increase acceptance of this plan and to interrupt the cycle of continuous course development planning throughout the academic year.

Upfront, we know that this course development plan is not an easy process. It is highly structured, creates anxiety among faculty members, is time consuming, and organizational support of this plan is limited. If, however, this course development plan demonstrated substantive improvements in student-centered learning, created opportunities that build leadership capacities among faculty members, and generated long-term online course development sustainability within the organization, many faculty members would feel better prepared to teach online and regard the plan as valuable to their teaching and learning development.

For the past few years, this organization has established some movement towards building capacity for online course development. This OIP proposes the use of an eight-stage readiness assessment tool with several questions including a feedback loop to gauge the conditions of the change, attitudes, and capacity of the organization. While it was determined that much of the readiness is driven by support units within the organization, faculty member evaluation is the goal for this assessment.

In terms of leading this change process, a three-stage model utilizing *culture* to solve organizational challenges was identified. This cultural component will be helpful in coaching the organization to think differently, especially in terms of shifting the norms and beliefs so well in-grained within the organization.

Regarding the gap analysis (which also utilizes the cultural component), it was identified that many faculty members want to feel prepared, have the flexibility to create customized course plans, and engage in the use of professional learning communities. The solution proposed includes these gaps, and does so by utilizing three leadership approaches, transactional, transformational, and servant leadership. The solution presented was that of a semi-completed course development plan.

The implementation phase identified *acceleration* as the approach, specifically focusing on stakeholder engagement, the provision of tools and resources, and the implementation of a detailed transition plan. Using this approach will help the organization mobilize stakeholders and provide for an interrelatedness between sharing of feedback and decision making.

Monitoring and evaluation of this change plan will be conducted using an iterative, four-stage problem solving model that will take into consideration stakeholder types, limitations of the study, short-, medium-, and long-term goals, and ethical considerations. Measuring observations, utilizing a standardized approach, and gathering information would be critical in observing broad exposure to the analysis.

Finally, the communication plan identified four specific phases that will be scheduled based on pre, initial, midstream, and post timelines, appropriate communication channels, and the introduction of a Community of Practice for learning.

It is recommended that this proposal be approved to assess the influence, practice, and mechanics that constitute best use of online course development planning.

Acknowledgments

I gratefully acknowledge the support of several people who contributed to this thesis and helped to make this dream a reality. Dr. Scott Lowrey, my thesis supervisor, who encouraged me to use my creativity to guide my thoughts and find that inner strength towards completion. My father, Alfred Goertz who encouraged me every day to complete my doctoral journey… with a smile. My son, Quincy who listened to my endless chatter and allowed me the time to finish this truly time extensive commitment. My mother and sister, Yelin Sui my valued colleague, and my partner to whom I love very much – thank you all! The journey is far from over, but at last I have found a bit of reprieve.

I dedicate this achievement to my father, for his love and devotion.

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Chapter 1: Organizational Context

Introduction

This Organizational Improvement Plan (OIP) looks at reducing the resistance found when faculty members are asked to use a systematic plan for online course development.

This organization is based within a large, comprehensive Canadian university. The university offers certificates, degrees, and diploma programs in traditional classroom, online, and blended/hybrid-learning course formats (see Appendix A for common eLearning definitions). The institution has more than 50,000 full-time students, employs over 7,000 faculty and staff, and has more than 250,000 alumni. The university is focused on providing students with access to a broad, comprehensive curriculum. Upon graduation, many alumni work in fields such as media, finance, law, and science. The university continues to expand its outreach internationally, facilitate innovation agreements with other institutions, and is known for championing research excellence. Going forward, the university will be referred to as X University, or the institution.

X University subscribes to a centralized institutional strategic planning process, which guides the direction of the institution. The university's mission is to create an atmosphere that disseminates knowledge, pushes boundaries, and strives to create innovation. Academic teaching and learning through excellence is one of its highlighted values, and the importance it places on a student-centered approach is deemed critical within the institution.

Overall, X University has five specialized educational units that report to the president, they are: (1) academic, (2) students, (3) finance and administration, (4) research, and (5) advancement. Together with these educational units, there are four additional administrative units: (1) the pedagogical support unit, (2) the central technology support unit, (3) the technology support unit, and (4) other eLearning support units that provide support and training to faculty members as part of this OIP. The next section will outline five of these nine units and how they impact this OIP. See Figure 1.1 for a simplified version of the current organizational chart.

Specialized Educational Unit

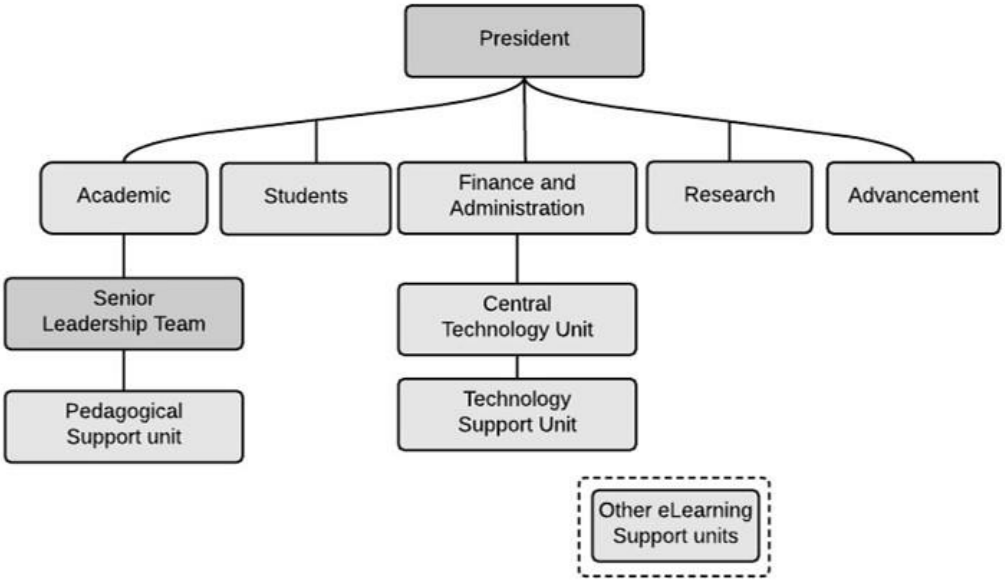

Figure 1.1. Simplified version of the current organizational chart

Senior leadership team. The senior leadership team provides direction on institutional priorities and resource allocation. This unit presides over the pedagogical support unit.

Administrative Support Units

Central technology support unit. The central technology support unit provides information technology services in support of academic, administrative, and research activities for the university community. These services include operational support for the learning management system (LMS), student records, various faculty, staff, and student software applications, and service updates. The central technology support unit presides over the technology support unit.

Technology support unit. The technology support unit provides support on the use of media, emergent technologies, LMS training, and consulting services like those found at other higher education institutions (Pfeffer, 2011). This unit also provides course and LMS updates to the university community. Currently, an integrated suite of online resources located on the technology support unit's website is available to assist faculty with online course conversions and online course development. Physically, the technology support unit shares offices with the pedagogical support unit on campus. The technology support unit is integral to this OIP. For the purposes of this OIP, course conversion refers to the process of changing an in-class course into an online course.

Pedagogical support unit. The pedagogical support unit provides faculty development support related to teaching and learning to the university community. Services include faculty course development workshops, individual faculty consultations, and seminars that showcase strategies for teaching, classroom effectiveness, and peer community building. The technology and the pedagogical support units are not only located in the same department, but they also work in partnership on many online course

development projects. The pedagogical support unit's organizational structure is separate from the central technology unit and is supported by the academic educational unit.

Other eLearning support units. The other eLearning support units are local support departments, each dedicated to helping faculty members in their use of eLearning, research and teaching, and by providing technical and administrative support for courses (both online and in-class).

Stakeholders. Going forward the term stakeholders will generally encompass all the support units and faculty members.

In summary, there are multiple support units and stakeholders that provide administrative, technological, and developmental opportunities to faculty members within X University. These support units provide faculty training, one-on-one consultations, aid online course development, and maintain systems and operations within the institution.

The next section will describe the Problem of Practice within this OIP.

Problem of Practice

The Problem of Practice found within this OIP is that many faculty members are resisting the use of a systematic plan for online course development. For those faculty members who are unfamiliar with online teaching, adapting existing (or new) course materials can be a daunting task. To help faculty members convert these course materials, a systematic course development plan was introduced at X University. Unfortunately, the completion of this course development plan has never been fully realized and many courses deemed "converted" are only partially finished. As such, these partially finished courses continue to be developed by faculty members throughout the academic year (see Appendix C for definitions of an academic year) and for those who were initially excited

to begin online course development, many come to dislike the "amount of advance preparation and organization" that is required, and subsequently feel less than enthused when delivering their online courses (McQuiggan, 2006).

The change leaders dedicated to supporting this OIP will be mainly those within the pedagogical and technology support units. This is due to the proximity that these stakeholders have with faculty members and their overarching organizational support functions.

The next section will present a historical overview of the various support units, their roles, the course development plan and its components, incentives to use this plan, and an organizational framework.

Perspectives on the Problem of Practice

Historical Overview

The pedagogical support unit, which is the faculty member's first point of contact for online course development conducts a specific faculty-training workshop, entitled LITE 2.0 (a pseudonym). This 2-hour workshop takes a combined pedagogical and practical hands-on training approach. When faculty members attend the LITE 2.0 workshop, they are introduced to a course development plan, shown a presentation on learning theories and pedagogies, and given an opportunity to be coached on the use of a course development plan by the instructor. The intention of the LITE 2.0 workshop is to help faculty members work through at least one week or module within the course development plan using the faculty members' own course information. There is no expectation that the faculty member will complete the course development plan in one sitting. Continuation of the course development plan is facilitated through additional

individual consultations with the pedagogical support unit soon after the LITE 2.0 workshop has ended. Many faculty members are also encouraged to continue mapping their syllabi to the course development plan on their own time.

When the consultations with the pedagogical support unit have produced a completed course development plan (in a capacity that allows for specific learning activities and assessments to be developed) it is approved and the technology support unit will begin to allocate resources on behalf of the faculty member to help with development.

The completion of the course development plan is not intended to be a project done alone or without support; however, it was identified (by the consultations with the pedagogical support unit) that this course development plan is challenging for many faculty members due to the time it takes to complete the plan, the inflexible nature and systematic process of the plan (see the next section on the Course Development Plan), and the relative newness of online teaching strategies not yet fully understood by the faculty member. This has led to either a partial completion or a discontinuation of the course development plan in its entirety.

For the purposes of this OIP, course development plans are utilized with courses that are being converted from in-class teaching to online delivery or new courses identified for online conversion.

The next section will describe the course development plan and its components.

Course Development Plan

The course development plan is a framework that is built around the concept of "backwards design" (Wiggins & McTighe, 2005). Backwards design begins with a

learning outcome in mind and works backwards (Covey, 1989; Pearse & Dunwoody, 2013) through mapping (i.e., matching and/or linking) the assessments to the activities, activities to the instructions, and instructions to topics and learning outcomes.

See Figure 1.2 for a sample of the course development plan used in X University based on the first 4 weeks of a 12-week course with Week 3 fully mapped and completed. Each column within the table represents one task in the process (labelled 1 through 6).

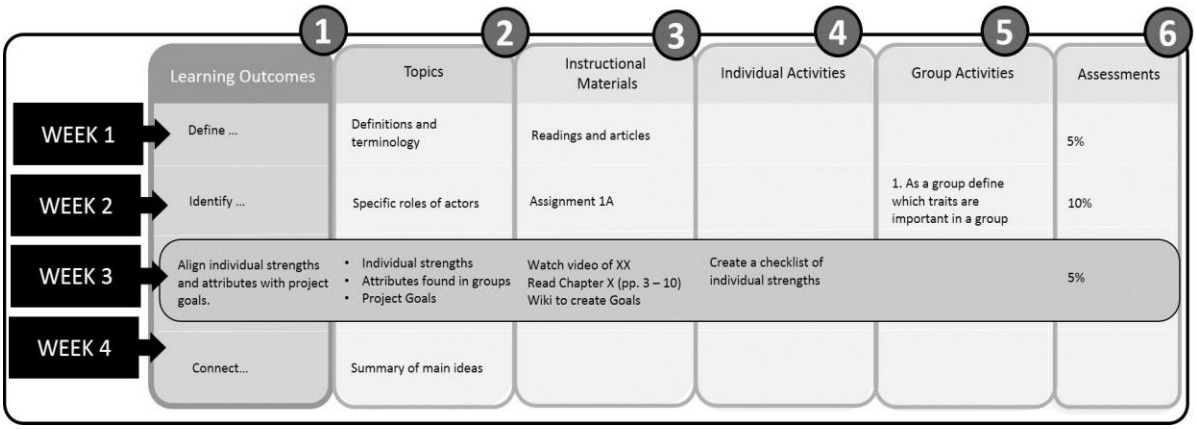

Figure 1.2. An adapted course development plan (Power, 2008).

The structure of the course development plan has six steps. The first step details the learning outcomes of the course. This is then followed by a list of topics in the second step, instructional materials in the third, individual activities in the fourth, group activities in the fifth, and the sixth step identifies the assessments. When looking across the table, it is clear how the learning outcomes link to the topics, the topics link to the learning activities, and the learning activities link to the assessments, such as quizzes or assignments (Power, 2008). This table also helps faculty members determine if there are any discrepancies in their course development plan. For example, a faculty member may have numerous individual activities and few or no group activities within the same week or module. By identifying these discrepancies, faculty members can balance out their

activities and resources more effectively. Once completed in full, the resulting course development plan captures all the necessary components for a highly congruent, flexible, and well-structured student-centred course.

Incentives on the Use of a Course Development Plan

A course development plan provides faculty members with a "roadmap" to help guide them through their course, whether it is taught online, in class, or through a combination of the two (hybrid). This planning tool highlights sections of the course throughout a semester and connects them, thereby leading to a cohesive and congruent course design. Initially, thinking about course design is daunting; however, there have been some favourable comments given by faculty members who have used this type of course planning tool. For example:

- Many faculty members believe this tool enables them to "bridge the gap" (Graff, 2011, p. 162) between what students need to know and what they want them to know.
- Many faculty members reported it provided them with a good understanding of the process for planning instruction (Graff, 2011, p. 162).
- Many faculty members received "positive feedback" (Graff, 2011, p. 163) concerning the organization of the course.
- Many faculty members felt "more confident, better prepared, and [felt that] seeing the bigger picture" was very nice (Graff, 2011, pp. 162-163).

Organizational Framework

An organization, such as the one discussed in this OIP, has several layers of hierarchy and management. The concept of using multiple lenses to better understand these layers within one's organization seems appropriate. As such, the use of Bolman and Deal's (2013) four-frame approach for interpreting complex and large organizations will be used. The four frames are: (1) structural, in which the focus concentrates on strategy, goals, tasks, and procedures; (2) human resources, which emphasises people's needs such as personal growth, job satisfaction, and human contact; (3) political, in which the organization utilizes coalitions, building on conflict resolution, and decision making; and (4) symbolic, where a symbol carries a powerful and emotional message within the organization. In effect, we need to "reframe" (Bolman & Deal, 2013, p. 348) our assumptions of how the organization is perceived, and situate those understandings more broadly. Each of the frames will now be described in more detail.

Structural Frame Analysis

The structural frame emphasizes established goals and objectives, increased efficiency and performance through an appropriate division of labour, suitable coordination and control, and performance issues are remedied through problem solving and restructuring (Bolman & Deal, 2013, p. 45).

Specifically, there are three support units that help faculty members with online course development. The three support units are: (1) the pedagogical support unit, (2) the technology support unit, and (3) the other eLearning support units. While the number of staff within the pedagogical and other eLearning support units has remained at a consistent level over the years, the technology support unit has grown significantly. The

support units range from six to twelve members each, with the technology support unit numbering twelve members. As discussed previously, the pedagogical and technology support units both physically reside in the same department.

In terms of work responsibilities, the pedagogical support unit provides faculty training through the LITE 2.0 workshop and consults on pedagogy, teaching, and learning strategies, and the technology and other eLearning support units focus on online course development, media production, and administrative support. Overlap between the technology and other eLearning support units occur mainly when the course development plan is being developed. As mentioned earlier, the course development plan is not completed during the LITE 2.0 workshop, and consultations with faculty members are conducted soon afterwards to continue the plan. The pedagogical support unit, the technology support unit, or both as a collaborative effort can provide these consultations. The challenge that appears relatively quickly in these consultations is that the course development plans shifts from pedagogy and learning strategies to content development and delivery.

Currently, the pedagogical and technology support units are working towards creating a clear, explicit division of course development plan responsibilities. The other eLearning support unit has also joined this discussion and will look at implementing the course development plan in their roles and responsibilities.

Human Resource Frame Analysis

The human resources frame emphasizes the assumption that people and organizations need each other, that if the fit between the organization and individuals are

poor, one or both suffer, and that having meaningful work is beneficial for everyone (Bolman & Deal, 2013, p. 117).

All three support units work together to help faculty members with online course development. Of the three, the other eLearning support units do not currently use the course development plan for online course conversion. These units are dedicated technology specialists, and their main support function is to populate and administer the faculty member's course content within the learning management system. Currently, all three support units work together to create a unified approach for course development planning.

A central tenet to the course development plan is that *faculty members* are content experts only, not development experts. The pedagogical, technology, and other eLearning support units provide development planning. If the support units and faculty members attempt to work in the absence of the other, this usually results in missed opportunities from all sides. Faculty do not gain the expertise provided by the pedagogical support unit, such as online teaching strategies, the technology support unit are unable to help faculty members develop or set up their online courses effectively, and the other eLearning support unit's expertise in administration would be missing. It should also be noted that many projects that are initiated in one support unit usually spill over and require the expertise of a few staff from other support units, and vice versa. Often, a faculty member can access assistance and/or support during a single visit to any of the units.

Political Frame Analysis

The political frame emphasizes assumptions based on authority, power, and conflict between groups (horizontal) and levels (vertical) (Bolman & Deal, 2013, p. 185).

Some faculty members in the institution have the expertise and skills required for course development planning without the assistance of the pedagogical, technology, and other eLearning support units. In addition, many faculty members tend to work, for the most part, in isolation and with high autonomy (Lane, 2007; Skubikowski, Wright, & Graf, 2012). Because of these factors, encouraging faculty members to make use of the support units *first* for help in the creation of a course development plan has at times created conflict and strain between the support units and many faculty members. If conflicts happen, these challenges are immediately directed to one of the specialized educational units. Rarely, but on occasion, some faculty members have been given permission to continue utilizing their own resources and expertise without intervention from the support units.

Symbolic Frame Analysis

The symbolic frame emphasizes how humans observe beliefs, faith, and meaning in their lives (Bolman & Deal, 2013, p. 244). It represents, to a large extent, the culture of the organization and looks at how behaviour among groups is constructed.

The traditions of the organization are important to faculty members and change is usually opposed (Bolman & Deal, 2013, p. 249). Currently, a continuous development cycle for building online courses is considered the norm and challenging this caries with it uncertainty and ambiguity. The course development plan is a new and unobserved process that many faculty members are either unaccustomed to or have limited understanding of its value and use. Promotion of the course development plan has led to faculty members feeling overwhelmed, emotional, and firm in their resistance.

In summary, Bolman and Deal's (2013) four-frame analysis found that within the structural and human resource frame, all support units work in conjunction with each other when helping faculty members with their course development plans, there is some overlap of duties between the various support units, and that without this collaboration missed opportunities would result. Politically, some faculty members have the expertise and skills required for course development planning and many work in isolation and with high autonomy. Finally, the symbolic frame outlined that the organization has many norms, beliefs, and values that are firmly held and change tends to be resisted.

The next section will explore the literature on the use of course development plans.

Literature Review

Online course development planning for undergraduate courses at this institution has been met with less than enthusiastic participation and limited success. Much of this reluctance is not from teaching online per se, but rather based on the utility of an online course development plan that requires many faculty members to complete it in full prior to teaching their online course. The literature surrounding online course development planning identified four main problematic areas: (1) *inflexibility of the course development plan* (Davidovich, 2013; Graff, 2011; Peters-Burton, 2012), (2) *survival and learning anxieties* (Gold, 2001; Mitchell, Parlamis, & Claiborne, 2015; Schein, 2010; Windes & Lesht, 2014; Wiggins & McTighe, 2005); (3) *limited time obligations* (Isaacs, Johnson, Khulemeyer, Krzykowski, & Wisniewski, 2012; Mitchell, Parlamis, & Claiborne, 2015); and (4) *organizational faculty development support is limited and/or*

inadequate (Lloyd, Byrne, & McCoy, 2012; Mitchell, Parlamis, & Claiborne, 2015; Orr, Williams, & Pennington, 2009). Listed below is a review of the literature.

Inflexibility

The literature found that for those faculty members unaccustomed to determining learning outcomes (rather than topics), the use of a course development plan was too structured, lacked spontaneity, and was highly inflexible (Davidovich, 2013; Graff, 2011; Peters-Burton, 2012). Flexible course development, for many faculty members, constitutes the ability to teach relatively "organically" (Follette, 2013; Teach for America, 2016). Teaching organically allows a faculty member to provide additional resources quickly (such as handouts, readings and videos), allow wider "student input" (Lightner, 2013, p. 24) such as specific topics emerging from conversations within a discussion forum, and the ability to easily create openings for ongoing social student participation and involvement (Lightner, 2013). For many faculty members, the use of a systematic course development plan significantly limits or reduces these allowances (Lightner, 2013). While it is true that courses created organically are highly flexible; many similar instructional activities can also occur online. Some of these instructional activities include discussions between peers and colleagues, group work, and picking up on an interesting topic.

Survival and Learning Anxieties

Another aspect of resistance is related to two specific anxieties that many faculty members face when developing online courses. The first is survival anxiety, which is the equivalent to a "sense of threat, crisis, or dissatisfaction" (Schein, 2010, p. 336), and the second is learning anxiety, which is the feeling of being "temporarily … [ineffectual]

during the learning process" (p. 329). Within the context of this OIP and bearing both anxieties, online course development seeks to reverse the current approach to course development (i.e., using topics) and write learning outcomes "backwards" (Covey, 1989; Pearse & Dunwoody, 2013) through mapping (matching and/or linking) the assessments to the activities, activities to the instructions, and instructions to the topics and learning outcomes. Many faculty members find this process of course development planning very stressful, and thus both survival and learning anxieties become highly evident.

Time Constraints

Time constraints for online course development are a significant limitation for both faculty members and those units that support them (Mitchell, Parlamis, & Claiborne, 2015; Schifter, 2000; Windes & Lesht, 2014). Based on a backwards design framework, the requirements prior to development are that the course must have all learning outcomes identified, specific reading materials and other media components available, assignments planned, appropriate discussion forum questions written, and all assessments created and calculated (Dykman & Davis, 2008). Requiring faculty members to prepare a course in this detailed manner is not only time consuming, but can also be restrictive based on their already heavy workload (Fish & Wickersham, 2009).

Regarding development time, it can take 118 hours to create one hour of online course instruction with limited interactivity and up to 136 hours for high interactivity (Kapp & Defelice, 2016). The development of a fully online course, on average, is estimated to take around 120–180 hours of development time, and a hybrid course usually takes around half of that time (Northern Arizona University, 2016). This estimate of time is subject to designing course outcomes, the compilation of course materials,

consultations among various pedagogical and technology support units, and finally the functionality and setup of the LMS (Northern Arizona University, 2016). In addition, the time commitment needed from faculty members and support units to develop and launch a single online course can range from one to several semesters (Bronson, 2016; Cheng, Stoel, & Anderson, 2004; Palloff & Pratt, 2011). If the online course is new and faculty members (including support units) are novice to online course development, time to delivery can become more constrained and ultimately, less engaging (Moore & Wiley, 2015).

Organizational Support

Although many institutions have included online learning as part of their strategic plan (MTCU, 2016), the literature suggests that post-secondary institutions are not providing adequate institutional support for faculty members when asked to create online courses (Bates & Sangrà, 2011; Lloyd, Byrne, & McCoy, 2012; Orr, Williams, & Pennington, 2009). Currently, institutional support is structured to provide faculties with centralized technology teams. These teams provide services that include, at the base level, ticket resolution for LMS inquiries, software training, and in-class teaching strategies. If there is a requirement for more specialized services (e.g., online teaching), this is provided through faculty development training workshops. These workshops are highly purposeful; however, they usually concentrate on "the effective use of various technologies" (Palloff & Pratt, 2011), and the inclusion of videos, lecture notes, and discussion forums for feedback—exactly what faculty members expect to find in their online courses (Hoffman, 2010, p. 143). Missing, and essential to online course development are instructor supports that cover such online teaching strategies as enabling

student feedback (Gudea, 2008, p. 230), balancing faculty time demands, instructional design (Shea, Pelz, Fredericksen, & Pickett, 2002, p. 113), and, most importantly, clearly identified learning outcomes (Davidovich, 2013; Graff, 2011; Jorgenson, 2006). Online teaching is challenging for many faculty members; however, it is these missing instructor supports that is lacking institutionally, and what the literature states needs to become the focus when conducting faculty development workshops and online course development.

The next section will provide an analysis determining the factors that impact this institution. This analysis will include both external and internal factors.

PESTE

Definition

PESTE is an acronym for political, economic, social, technological, and environmental, which provides different analysis points found in an organization. The reason for conducting a PESTE analysis is to help organizations see "actual or potential factors that would affect … [the organization] if left unmanaged" (Murray-Webster, 2010, p. 88). The definitions for each acronym are as follows: (1) political, which considers the current political situation of the country including laws, legislated regulations, government, and global decisions; (2) economic, which looks at the state of the country, goods and services, stock market volatility, market growth, and employment and wages; (3) social, provides insight on the trends and behaviours that effect organizations as it pertains to life expectancy, birth rates, age distribution, and income; (4) technology, which looks at the growing and sophisticated methods of delivery that technology offers and its implications within an organization (Allen M. , 2001); and finally (5) environmental, which describes factors such as paper consumption and vehicle

emissions (Government of Canada, 2012; Universities Canada, 2016; The Paperless Project, 2016).

The next section will provide details of the PESTE analysis within the context of this OIP, including an internal social analysis describing full-time and contract/adjunct faculty, and technology. This social analysis was conducted to help better understand the current behavioural situation within the organization. Please note that external environmental factors were excluded from the PESTE analysis.

External Factors

Political Issues. Within the province of Ontario, the responsibility for providing online learning falls to the Ministry of Advanced Education and Skills Development (MAESD; formerly the Ministry of Training, Colleges and Universities). One of its key initiatives was the creation of eCampus Ontario (formerly Ontario Online), a portal that provides college and university students with access to online courses and learning modules across the province (Council of Ontario Universities, 2016). Currently, the portal houses over 13,000 courses (Johnpulle, 2015), learning support modules, and information for students who require transfer credits on courses taken at another institution (Council of Ontario Universities, 2016). Over the next few years, this portal is expected to acquire additional online courses and modules with an emphasis on new program development (eCampus Ontario, 2016). Many universities are excited about the prospect of online learning, both as a provincial strategy and as a strategy within their own institutions (USA International Business Publications, 2007, p. 105).

Economic Issues. In the past two years, the Ontario provincial government has provided funding for online courses through a program called the Ontario Online

Learning Consortium (eCampus Ontario, 2016). This initiative includes new online classes, those transitioning to an online format, and existing online courses (Goldman, 2016). For a single course, there is an allocated budget of $75,000, which includes direct and indirect costs (University of Toronto, 2015-16) to the institution. In the past three years, one university located in Ontario received funding from the program totalling 21% of the total provincial funding, and in 2016, this university's funding rose to 32% (Goldman, 2016). X University received considerably less provincial funding than this, but converted relatively the same number of courses as it had in the previous year (2015)—approximately five course developments.

Social Issues. According to the Department of Finance (2014), Canada has the largest proportion of student's aged 25 to 35 with a post-secondary education. Women now represent the majority of students in college and university programs at 56%. Moreover, the growing use of technology and rising global markets are creating greater demand for a more skilled, mobile, and flexible workforce. The science, technology, engineering, and mathematics (STEM) fields are becoming increasingly popular; however, they are still underperforming as per enrolment levels provided by the Department of Finance (2014). Also, a recent expectation in university programming is that students should have some experiential learning opportunities offered to them, including the possibility of international/overseas study.

Technological Issues. Technological advances (both internally and globally), such as the Internet and social media, have made the greatest impact on education (Altbach, Reisberg, & Rumbley, 2010; O'Brien, 2016). Social media has introduced the use of blogs, shared virtual spaces, and Massive Open Online Courses (MOOCs)

(Rhoads, 2015). The Internet has become a primary source of information, and "About 84 percent …have access to [it] (Reuters, 2016).

Internal Factors

Faculty. Many faculty members consider online teaching as less than favourable, time-consuming (Mitchell, Parlamis, & Claiborne, 2015), and isolating (Puzziferro & Shelton, 2009). While current supports at X University include organizational development and technology training units to help make this transition to more online delivery, it has been difficult to engage faculty to convert fully to online teaching (Puzziferro & Shelton, 2009). Faculty members who have shown high engagement in online learning have been encouraged to provide other interested faculty members with an opportunity to observe what has been developed/delivered in online development through various events such as workshops, Lunch and Learns, and personal discussions.

Contract/adjunct faculty. Part-time faculty are usually non-tenured, and understand that they may never be given a tenure-track position (Sowell, 2008). Although the market for part-time instructors (or teaching staff) in the institution is favourable (Kezar & Sam, 2012), the benefits they receive are usually fewer and their wages can be significantly lower than their full-time counterparts (Kezar & Sam, 2012). Part-time faculty usually feel that they have "less input on the curriculum, and a lack of connection to the institution" (Kezar & Sam, 2010). Thus, they are reluctant to devote the time and energy to developing an online course without receiving adequate remuneration and/or recognition.

Technology. Currently, the technology for online teaching and learning remains for the most part, housed inside an LMS with technological advances moving steadily

towards more sophistication (Boettcher & Conrad, 2016; Yukiko, 2009). Mobile learning and smart phones using such technologies as Twitter, text-messaging and social networking are fast becoming utilized and courses for use on iPhones are increasingly becoming popular (Krochmal, 2016; Najimi & Lee, 2009). Top concerns in using social media for teaching is privacy and security, while text-messaging is the encouragement of bad grammar, cost to access cell phone data, and addictive (Baiyun & Bryer, 2012; Dunlap & Lowenthal, 2009).

Overall, the PESTE analysis found that for external factors, online learning across the province of Ontario is gaining popularity, funding from the provincial government is ongoing, women represent the majority of students, STEM courses are underperforming, and technology (i.e., the Internet) has provided many opportunities for different delivery methods for learners. Internally, many full-time faculty members consider online teaching as less than favourable, time consuming, and are encouraged to work with other faculty members. Regarding contract/adjunct faculty, the market for their positions are favourable, their wages are lower, and they see less of a connection with the institution. In terms of technology, mobile learning is becoming very popular; however, LMS technology is still widely used.

The next section will look at the challenges that have emerged from the main Problem of Practice.

Questions Emerging from the Problem of Practice

When focusing on key questions that emerge from this OIP, and its Problem of Practice, these are the four that stand out:

1. What types of resistance are found when faculty members use the course development plan for online course conversion?
2. What kinds of support are needed for faculty members at X University to embrace the online course development plan?
3. How might an online community specific to the creation of the course development plan be helpful to faculty members?
4. What are the specific skills and competencies required by faculty members when building successful online courses?

The next section explores a framework for building and fostering a positive vision for change in online course development within X University.

Leadership-Focused Vision for Change

Developing a leadership-focused vision will help to clarify the purpose of the change required within the organization (Cawsey, Deszca, & Ingols, 2016). The overarching vision that the university currently prescribes to stipulate one that disseminates knowledge, pushes boundaries, and strives to create innovation. One of the key components to this vision, albeit directly related to the course development plan, will be to create innovation that not only strengthens the planning process but also creates opportunities to build capacity within the organization. If approached pragmatically, this vision will see a positive impact on the future state of the course development plan and offer all stakeholders the opportunity to see "themselves" as part of process.

Recently, the central technology unit invited both the technology and pedagogical support units to participate in the creation of a process document that outlines a faculty member's journey from course conversion acceptance through to receipt of funding

(either provincially or within the institution), and finally, to the completion and open enrolment of their online course. This process required multiple meetings with the central technology support unit, the technology support unit and other eLearning support units to identify and then finalize the steps and their processes. Finalization of the process document is ongoing. This process document (albeit unfinished) now reflects an initial step-by-step process that reveals to any member of a support unit where in the online development plan a faculty member is currently situated. For example, if a faculty member has completed an online course development plan that requires media elements, the central technology unit can ask the technology support unit who is creating what media element, what the media element is, and how long this media element will take to complete.

This procedural document emphasizes not only quality assurance and effective work management among all support units (technology, pedagogical, and other eLearning units), but also emphasizes an improvement in the transparency of information shared between a faculty member and all support units. As the faculty member is preparing and providing content for his/her online course, the support unit allocated to this faculty member keeps track of the progress (e.g., development, media and training), and relays this information back to the faculty member to maintain congruency between work effort and development deadlines. This exchange of information also flows in reverse. When the faculty member has completed a module or week, it can be delivered to a support unit for development. Staffing resources can then be allocated effectively, and either reduced or increased as appropriate.

To maintain ongoing commitment to the process document and seeking to balance stakeholder and organizational interests, the following priorities for change within this OIP are as follows:

1. Online course development planning process from beginning to end will be clear and complete.
2. Transparency of information between faculty members and the technology support unit will easily flow from one to the other.
3. Staffing resources to be allocated effectively, and either reduced or increased as appropriate.
4. Increasing the number of, and capacity for, faculty members involved in course development planning.

Continuation of the process for online course development will be ongoing over the next few years between all support units. The expectation is that the development of a clear and well laid out process document will take time; in fact, it may take up to a few years before the vision is complete and solid in its foundation.

In summary, this vision identified that the organization should focus on creating a process document on online course development (e.g., from beginning to end), transparency among the stakeholders involved (i.e., the technology, pedagogical, other eLearning support units, central technology, and faculty members), effective allocation of staffing resources, and a continuous increase towards capacity building for faculty members in course development planning.

The next section will discuss how X University can help assess faculty readiness for online course development planning.

Organizational Change Readiness

Many factors contribute to the success (or failure) of organizational change. One of these factors is readiness, which at a micro level focuses on the individual's perception of the benefit to the change and how they will be impacted; and at a macro level, this refers to a shared commitment within the organization around implementing the change including a shared belief in an individual's capability to do so (Weiner, 2009).

The literature expands on this idea by suggesting that "readiness" is an either-or construct—individuals and/or organizations either resist or support the change effort (Abdel-Ghany, 2014; Armenakis, Harris, & Mossholder, 2008; Chreim, 2006).

For the purposes of this OIP, we suggest that readiness for change is one that exhibits both constructs (individual and organizational beliefs), and that in general, change creates uncertainty among all members of an organization (Visagie & Steyn, 2011).

Models

For the purposes of this OIP, the readiness assessment plan will utilize multiple assessment tools such as: (1) Kotter's (1996) eight-step change process, which includes the addition of eight "accelerators" from his new strategy system (2014), (2) an assessment tool based on the eight-step change process (Kotter & Cohen, 2015), (3) a feedback loop from Brazer and Keller's (2006) multiple stakeholder educational decision making model, and (4) an approach from Kotter and Cohen's (2015) that utilizes four guiding principles. These principles are included as a "practical companion to the original" eight-step change process (Kotter, 1996).

By definition, a feedback loop uses information from one source to influence another source, which can be positive or negative. Arguably, positive loops reinforce and negative loops detract (Sterman, 2001).

The rationale for using this set of assessment tools is based on the complexity of the proposed change (e.g., shifting from unplanned to planned course development), the interrelatedness of all parts within an organization (e.g., individual, organizational, institutional), and the extent to which the support of key stakeholders can bring about sustainable change. If all the tools are utilized together, the *conditions* of the change, the *attitudes* found within the culture, and the *capacity* of organizational resources will be more readily identified to support lasting and beneficial change (Learning Network on Capacity Development, n.d.).

This section will be outlined as follows, initially the four guiding principles from Kotter and Cohen's (2015) will be addressed, followed by Kotter's (1996) eight-step change process (with accelerators), then the assessment tool, and finally, the feedback loop from Brazer and Keller (2006). Each of the sections will also include context surrounding the OIP.

Approach: Four Guiding Principles

Kotter and Cohen (2015) utilize a basic approach that addresses four elements of change readiness. They include: (1) assessing the temperature of the internal climate of the organization, which gathers information from many sources within the organization and from differing levels; (2) cultural barriers to change, which seeks to identify obstacles that will hinder the change effort; (3) talk to people in the trenches, which consists of asking those who work directly with the stakeholders (faculty members, all

support units) about the real problems, along with their potential solutions; and (4) prepare for push-back, which refers to the natural tendency in individuals who are subjected to change that they are uncomfortable with to resist.

This approach can help to uncover perceptions that may hinder support for this change effort and gauge the organization's most immediate threats (Kotter & Cohen, 2015). Next, each element will be addressed as it is factored into this OIP.

Internal climate. The most impactful factors are (and as were addressed through the PESTE analysis earlier) technology concerns, funding resources, and an increase in services but with limited resources. With these factors weighing heavily on the institution, many faculty members may find it difficult to concentrate on adopting a new course development plan, especially when other, more relevant and critical issues have made those concerns *personally* more significant. For instance, if contract staff is asked to take on a heavier course load with limited support, there may be less time for course development planning.

Culture. As represented by the various faculties within the institution, there will be a need to take into consideration how each department operates within its own unit. There is a tendency found within many institutional departments to operate as independent silos and thereby do their own course development planning.

Talk to the various support units. The support units are critical in understanding and gauging the temperature of the stakeholders within the institution. They are closest to the new process (i.e., course development planning) and often have real insight about the issues, challenges, and potential solutions due to their proximity. Having this information

available can engage change leaders as they address stakeholder resistance as identified earlier with the literature.

Push-back. As referenced in the literature review, resistance to this change plan will be inevitable. It will be important to create a plan that engages change leaders to anticipate such reactions and move quickly to overcome fears such as resistance, anxiety, time constraints, and organizational support early. It should be noted that while resistance is a factor, and due to the course development plan being in its infancy, many faculty members may be unable to recognize the need for this type of tool, or may not yet be convinced of its value.

Kotter's Eight-Step Change Process

Utilizing Kotter's (1996) eight-step change process, and prior to providing the assessment tool, each of the eight steps will be described. They are as follows: (1) create a sense of urgency, where leaders illustrate the pressures found within the organization and create an impetus for individuals to act; (2) guiding coalition, which groups together those individuals who are leaders of the organization; (3) vision and strategy, where the leaders send a strong message that invokes an inspiring and future-driven reality; (4) communicating the change vision, where the vision is consistently and in repetition communicated to the organization; (5) empowering employees, which sees individuals embrace said vision and support, rather than block, the change; (6) short-term wins, where individuals within the organization can begin to see their efforts reflected in the change vision; (7) consolidating gains and producing more change, which focuses on leaders continuing to put pressure on the organization so as to not revert back to their previous ways; and (8) anchoring new approaches and producing more change, which

creates a culture that now embraces change and can progress to the next change rather smoothly.

In addition, Kotter (2014) recently expanded the scope of his eight-step change process to include a dual system structure that sustains a hierarchy on one side (to maintain structure) and a network on the other (to allow for fluidity within the organization); in effect, creating systems that are complementary. The eight steps remain; however, there are four key differences highlighted: (1) the steps can now be run concurrently and continuously; (2) employees that are not in senior management roles are now included as part of the change process as a "volunteer army"; (3) the organization still functions within a traditional hierarchy; however, there is a flexibility that is derived from informal networks; and (4) that leadership is constantly seeking out opportunities and initiatives to capitalize on the change process (2014).

Assessment of the Eight-Step Change Process

Within the context of this OIP, each of the eight-step change process will now be addressed.

Step 1. Motivating stakeholders around the needed change creates a sense of urgency crucial to gain cooperation and momentum of the change plan (Kotter & Cohen, 2015, p. 13). The senior leadership team will be dedicated to lead this initial step and continuously persist in the later stages of the process.

Step 2. Making sure that the creation of the *guiding teams* is composed of strong leaders and credible people who have a significant stake in the change plan (Kotter & Cohen, 2015, p. 37). These guiding teams will be mainly structured in the pedagogical

support unit as they initially work with the faculty members on the course development plan.

Step 3. Gathering input and relevant information to create the elements of a *vision*, validating these inputs with stakeholders, and incorporating their feedback (Kotter & Cohen, 2015, p. 79). This section will be comprised of the support units and senior leadership team.

Step 4. Communicating the change vision requires all stakeholders within the organization to help in the realization of this change plan. Active contributors who have a role to play in this initiative are key to the is change effort, as is feedback loops that validate the impact of these contributors. All faculty members, the senior leadership team, and support units will be solicited as contributors.

Step 5. Making "tough decisions and bold steps" (Kotter & Cohen, 2015, p. 131). *Action* is critical, but alignment will need to be modelled. The course development plan will need to be followed with no exceptions, even when stakeholders persuade strongly to senior leadership.

Step 6. Reinforcing short-term wins made by the change effort reinforces proof of concept and boosts the sense of urgency for stakeholders (Kotter & Cohen, 2015, p. 150). Not every gain is a short-term win, there needs to be long-term results also. The pedagogical and technology support units will showcase achievements and demonstrate the feasibility of achieving the vision on a regular basis throughout the year (i.e., quarterly).

Step 7. Consolidating the gains of the change effort into a single compendium of successes found within the various support units (Kotter & Cohen, 2015, p. 164). Making

sure that each of the change effort initiatives are coordinated aligns the priorities and reduces the amount of conflicting priorities among stakeholders. All support units will run in parallel to consolidate and streamline the change transformation.

Step 8. Creating a "supportive *culture*" (Kotter & Cohen, 2015, p. 196), compelling vision, and sharing values as a group of people, not just as individuals. If everyone is working through the course development plan, even struggling together, this creates *camaraderie* and joint values (Kotter & Cohen, 2015, p. 197).

Assessment Tool

The assessment tool, which covers all eight stages of Kotter's (1996) change process, leverages each eight steps with several questions for performing and reporting on a change readiness assessment. For each question, this tool uses a 6-point scale that indicates strongly disagree on the far left and strongly agree on the far right. Individual stakeholders are asked to indicate their responses, then calculate their results using the instructions found within the section. See Figure 1.3 for a sample of the assessment.

Step 1 **Establish a sense of urgency**	**Strongly disagree (1)**					**Strongly agree (6)**	**Do not know**
Individuals are asking challenging questions and validating for themselves the need to change.	☐	☐	☐	☐	☐	☐	☐
There is a sense that people have a greater awareness of the competition, the industry and the external environment.	☐	☐	☐	☐	☐	☐	☐
There is a general feeling that we cannot afford to fall short of meeting the objectives of the [name of the change initiative].	☐	☐	☐	☐	☐	☐	☐
More energy and effort is being directed toward meeting the objectives of the [name of the change initiative].	☐	☐	☐	☐	☐	☐	☐
= Total	**x 1**	**+ x 2**	**+ x 3**	**+ x 4**	**+ x 5**	**+ x 6**	

Add vertical columns to get subtotals. Then add the subtotals to get your grand total: 4 = high risk, 24 = low risk. Any score below a 16 is considered a risk.

Figure 1.3. Sample of the assessment tool (Kotter & Cohen, 2015).

Multiple Stakeholder Educational Decision Making Model

The second change model is from Brazer and Keller's (2006) multiple stakeholder educational decision making model. This framework is slightly unorthodox in that it looks at decision making as conceptual questions and answers them through "model" responses (p. 3). For the purposes of understanding effectively how this model contributes to this OIP, all conceptual questions will be included; however, only one concept will be used for this OIP. The concept and response utilized within this model is number 5, which states that "implementation involves multiple stakeholder decision making, and that the perceived degree of loose or tight coupling among stakeholder's shapes implementation decisions" (see Table 1.1).

Table 1.1

Multiple Stakeholder Educational Decision Making Model Questions and Responses

	Question	Responses
1	Which stakeholders participate in a particular decision is not clearly specified.	Leaders find themselves at the center of stakeholder webs.
2	The varying degrees of influence multiple stakeholders have in decision making are not clearly understood.	Power, legitimacy, and urgency determine how much influence stakeholders have.
3	Specific outcomes stakeholders seek in the decision-making process are uncertain.	Objectives hierarchies explain personal and professional goals stakeholders pursue.
4	Stakeholder involvement is often presented as uniform, yet participation in decision making can vary substantially.	Four types of decision making describe the nature of stakeholder involvement.
5	Implementation involves multiple stakeholder decision making.	The perceived degree of loose or tight coupling among stakeholder's shapes implementation decisions.
6	Thinking of decision making as more of a process than an event emphasizes how decisions are modified over time.	Decisions are understood and modified through feedback from and to stakeholders.

Note. Adapted from Brazer and Keller's (2006) "A Conceptual Framework for Multiple Stakeholder Educational Decision Making."

Question number 5 emphasizes the need for multiple stakeholder decisions that, as it currently stands, is not necessarily reflected in Kotter's eight-step change process (1996). Kotter's eight-step change process (1996) is effective *individually*; however, a concern, and the main reason for using this additional model, is to discourage stakeholders from keeping information that could be beneficial across the organization within their own area (Kolowich, 2010), in other words, within a silo. Silos within institutions occur when groupings of people, such as those in a department "act… unilaterally [without]… full participation of other departments" (Upton, 2010). In the context of this OIP, using Brazer and Keller's (2006) multiple stakeholder educational decision making model will help to utilize strategic feedback loops to allow for multiple opinions, open discussion, and foster the dynamics that multiple actors bring to the decision-making table. If multiple actors at varying levels within the institution are brought together and information is dispersed, the organization can better determine where change is required and determine the organization's state of "readiness."

While each of these models is described individually, the assessment itself utilizes a combined if not hybrid approach to readiness. Kotter's eight-step change process sets the stage, the addition of the eight accelerators are layered onto this model, the guiding principles and assessment tool are companions, and the feedback loop provides conversation and dialogue throughout the entire process.

Current Readiness of Support Units and Faculty Members

Within the context of this OIP, readiness to embrace the course development plan has been limited to the pedagogical and technology support units at this point. This is in large part due to both support units participating in the initial setup and process

documentation for online course development planning. Both support units have indicated their readiness and cooperation (as identified earlier in this chapter) by offering workshops, consultation services, and development support. Unfortunately, determining the level of faculty member readiness, without having been formally assessed, is more difficult to ascertain (Cawsey, Deszca, & Ingols, 2016). It should be noted that while resistance is a factor, not all faculty members have been unsupportive of this course development plan, and due to it being in its infancy, many faculty members may be unable to recognize the need for this type of plan or may not yet be convinced of its value.

Summary

Currently, online course development within X University uses a systematic course development plan that has created much resistance among faculty members. Resistance is mainly due to four categories: (1) *inflexibility of the course development plan* (Davidovich, 2013; Graff, 2011; Peters-Burton, 2012), (2) *survival and learning anxieties* (Gold, 2001; Mitchell, Parlamis, & Claiborne, 2015; Schein, 2010; Windes & Lesht, 2014; Wiggins & McTighe, 2005); (3) *limited time obligations* (Isaacs, Johnson, Khulemeyer, Krzykowski, & Wisniewski, 2012; Mitchell, Parlamis, & Claiborne, 2015); and (4) the *lack of peer and/or organizational support* within the university (Lloyd, Byrne, & McCoy, 2012; Mitchell, Parlamis, & Claiborne, 2015; Orr, Williams, & Pennington, 2009).

The vision for change requires clarity around process, transparency among faculty members and support units, effective allocation of staffing, and increasing the motivation involved in course development planning. Readiness within the organization will be

assessed by Kotter's (1996) eight-step change process, an assessment tool (Kotter & Cohen, 2015) and a feedback loop from Brazer and Keller (2006).

The next chapter examines the planning and development of the OIP by presenting the framework for change, a critical organizational analysis, possible solutions, and leadership approaches to change.

Chapter 2: Planning and Development

Building on the previous chapter outlining the need to address faculty resistance towards the completion of a course development plan, this chapter will describe various framing theories of organizational change, their key assumptions, and the leadership framework chosen for use within this OIP—Schein's (2010) organizational culture model. Following this, a review of various critical analyses, including the use of Nadler and Tushman's congruence model (Cawsey, Deszca, & Ingols, 2016) Sterman's Systems Dynamic Model (Cawsey, Deszca, & Ingols, 2016, p. 79), and a gap analysis will be conducted. Three proposed solutions for the Problem of Practice will then be suggested, including resource needs, benefits**,** consequences, and alternatives, followed by the proposed solution for this OIP. This chapter will conclude with a synthesis of the solution proposal and a discussion of how faculty members, the specialized educational unit, and all administrative support units will need to change to reflect the new vision within the organization.

Framework for Leading the Change Process

Current Theories

Moving towards present-day theory, three frameworks will be addressed. The frameworks are Lewin's (2011) three-step change models; Cawsey, Deszca, and Ingols (2016) change path model; and Schein's (2010) organizational culture model. It should be noted that while each framework is presented as gradual and linear (steps and stages), the reality of organizations is markedly fluid and agile (Hayes, et al., 2007). This however, does not mean that the frameworks presented are inadequate or less valid, rather they are dependent on the type of change required. The type of change required for

this OIP relies on “managing a single, major organisational transformation” (Singh, 2010, p. 118) and as such the linear model is most appropriate.

Each framework will now be articulated in detail, including each theory’s key assumptions, and one will be chosen to lead the process of organizational change.

Lewin’s model of change. Kurt Lewin’s (1947) Model of Change consists of three-stages, “unfreeze, change, and refreeze” (p. 35). As the first stage begins, the organization challenges the beliefs and assumptions of the current operating process found within the organization (unfreeze); in the second stage, a new operating process is articulated within the organization and this change becomes supported (change); and finally, in the third stage, the new operating process is confirmed/formalized (refreeze). The assumptions found within Cawsey, Deszca, and Ingols (2016) model is:

- Before behaviour can be unlearned and a new behaviour adopted, a destabilization of the previous behaviours must occur (Burnes, 2004, p. 229).
- Change will not occur unless there is a reason for the change.
- The organization needs to be ready for the change.
- Changes may fail due to “existing systems, processes, or relationships” (p. 46) resisting the change.
- The new change must be reinforced continuously.

Cawsey, Deszca, and Ingols change path model. Cawsey, Deszca, and Ingols (2016) Change Path Model utilizes four steps: (1) Awakening which begins with a critical analysis of the organization; (2) Mobilization where specific needs are addressed and moved towards change; (3) Acceleration in which the momentum of the change

begins to build; and (4) Institutionalization, which attempts to understand the impact of the change in its setting. The assumptions found within this model are:

- The need for change is usually situated outside of the organization.
- Leaders understand all aspects of their internal organization.
- Change leaders are responsible for promoting the change from top to bottom.
- There is lag between what is known and results found.
- Leaders provide the necessary change requirements to subordinates, including tools and additional supports.
- Measurement of the changes is a constant action (Cawsey, Deszca, & Ingols, 2016, pp. 53-54).

Schein's organizational culture model. Schein's (2010) organizational culture model provides for a more comprehensive (and modern) take on Lewin's (1947) three-stage change model (unfreeze-change-refreeze). Using these same three stages, Schein (2010) underscores that the premise of this model is heavily dependent on "culture," which he feels is the primary driver to solve organizational problems (Schein, 2010, p. 365). Culture, according to Schein (2010, pp. 25-26), consists of three levels: (1) artefacts which "includes all the phenomena that one sees, hears, and feels when one encounters a new group"; (2) espoused values, whereby the strategies, goals, and philosophies within the organization are real; and (3) basic underlying assumptions, which are listed below. The assumptions are as follows:

- There are many shared norms within the organization.
- Challenges to the "norms" are not easily tolerated and can release anxiety.

- Culture plays a large role.
- Behaviour is usually so well in-grained within the culture; it is hard to recognize from within.
- Leadership usually forms the basis of the norms within the organization (2010, pp. 14-16, 32, 87).

While all three models are considered effective organizational change plans, Schein's (2010) organizational culture model was chosen to lead the change process. Schein's (2010) model was chosen firstly because it is a close adaptation of Lewin's three-stage model, which is still as relevant today as it was in previous years (Burnes, 2004), and secondly, because it incorporates an additional component, *culture*, or rather the study of culture, to lead teams in organizations effectively. Culture, as per Schein (2010), can be defined as "the accumulated shared learning of … [a] group as it solves its problems of external adaption and internal integration" (Schein & Schein, 2016, p. 6). Incorporating a culture that shares information can only help to validate and teach new organizational teams a more accurate way to "perceive, think, feel, and behave" (Schein & Schein, 2016, p. 6).

Specific Approach

The first stage of Schein's (2010) three-stage model, an adaptation of Lewin's three stage model—*unfreeze/disconfirmation*—begins with providing information to the organization that "some of its processes are not accomplishing what they are supposed to" (Schein, 2010, p. 321). As stated earlier in Chapter 1, the completion of a course development plan is rarely actualized and a continuous course development cycle (for new/revised courses) becomes an acceptable method of online course delivery throughout

the academic year. This realization would be stated and introduced as the behaviour that requires shifting. While initially many faculty members recognize that this approach to online course development is not ideal, it is less stressful than the alternative, which asks faculty members to use "backwards design" (Wiggins & McTighe, 2005) to create their completed course development plans.

In addition, there are many shared norms within the organization that can also contribute to resistance towards online course development planning. These norms include placing a lower value on [online] teaching (Braxton, Bayer, & Finklestein, 1992), reflecting a preference for research, faculty autonomy and self-governance, and the belief that distance education has created the "ultimate erosion of academic standards" (Black, 1992, para. 9). Challenges to these "norms" are not easily tolerated and can further exacerbate faculty member resistance.

The second stage, *cognitive restructuring* (Schein, 2010), assigns a leader within the organization to help move the change process forward through a new learning path, one that uses either trial and error or an imitation of role models. If the chosen path is an imitation of role models, many faculty members will need to be enlisted to model the new behaviour expected of the others engaged in online course development. These new concepts (and beliefs) will be gently introduced and encouraged continuously, especially if the instinct for many faculty members is to resist as a result of their learning anxieties and instinct for survival. If at any time the role models are no longer available, many faculty members may revert to their old behaviours and forfeit the change process altogether. This type of behaviour maps perfectly with Schein's (2010) assumptions, such as culture playing a large role, behaviour being so deeply ingrained that it is hard to

recognize from within, and strong leadership forming the basis of the norms (i.e., survival and learning anxiety) within the organization (2010, pp. 14-16, 32, 87).

If, on the other hand, trial and error is utilized as the learning path, the organization could develop the structure and provide incentives but allow the individual faculty members to construct the online course development plan themselves. Faculty members that do commit to creating their own plan will learn from their own experiences, and genuinely create online course development plans that are highly congruent between activities, assessments, and learning outcomes. The theory here is that the organization should, as a change leader, create a model that is best suited for faculty members and their learning paths. It is also acceptable to recognize that many faculty members do not progress in the same way, or at the same time, through to completion of the goal, which is a completed course development plan.

The last stage, *refreeze*, confirms that the new behaviour and cognitive restructuring has been introduced, validated, and has generally stabilized (Schein, 2010). Within this OIP, the change leader will solicit feedback from various faculty members, consolidate the information, and provide the outcome to all support units. This information is critical to X University and the change leaders found within the pedagogical, technology, and central technology support units. If at any point the new beliefs are not actually stabilized, then this change process will need to be restarted and the change leader decommissioned. It is imperative that the faculty members involved in this new learning path are actively engaged, consensual communication is clear, collaboration among all faculty members and support units is encouraged, and the

method of trial and error is actuated continuously (as opposed to the imitation of role models). Success is dependent on these factors.

Next, the types of organizational change will be reviewed.

Type of Organizational Change

Nadler et al. (1995) differentiate between *types of organizational change* into two dimensions. The first dimension of change is based on the scope of the change, which can be either a subsystem (i.e., a group of interconnected parts of a larger system) or a whole organization (Nadler, Shaw, & Walton, 1995). When focusing on individual components (subsystem), these are defined as *incremental* changes (p. 195). If the change involves the whole organization, such as "alterations in culture" (p. 196), these are defined as *strategic*.

The second dimension of change is based on the position of the change in relation to external events (Nadler, Shaw, & Walton, 1995, p. 196). Changes that happen in response to actions, or a series of events, are reactive; those that are not, are considered anticipatory (Nadler, Shaw, & Walton, 1995, p. 196). In addition, there are four classes of change, they are: (1) tuning, whereby incremental changes are made in anticipation of future events; (2) adaption, which focuses on responses to external events; (3) reorientation, where strategic change is a response to external events; and (4) re-creation, which also focuses on external events; however, this change requires a "radical" departure from the past state (Seo, Putnam, & Bartunek, 2004, p. 194).

In the context of this OIP, the first dimension, based on the scope of the change found, is strategic—the change requested addresses the whole organization. The pedagogical and technology support units aid the overall institution and are not confined

to one faculty. Regarding the second dimension, the position of the change found is anticipatory, and the class is reorientation. The change requested pertains to a shift away from the familiar approach of using topics from a course textbook (Porosoff, 2014), to the use of a course development plan. Continuity with the past maintains that this shift does not break the existing management process or past strengths based on the LITE 2.0 workshops' teaching and delivery methods (Palmer, Dunford, & Akin, 2009), and time afforded to this endeavour is not immediate, as this change will be completed over a period of months or years.

In summary, the dimension and type of organizational change within this OIP is strategic, anticipatory, and requires a reorientation to shift the mindsets of many faculty members towards the use of a course development plan. See Table 2.1 for the types of organizational change dimensions and classes.

Table 2.1

Types of Organizational Change Dimensions and Classes

	Incremental (dimension based on scope)	Strategic (dimension based on scope)
Anticipatory (dimension based on position)	Tuning (class) Focuses on incremental changes made in anticipation of future events.	Reorienting (class) Focuses on strategic changes responding to external events that are not immediate (time bound).
Reactive (dimension based on position	Adapting (class) Focuses on incremental changes responding to external events.	Re-creating (class) Focuses on strategic changes to external events that require a radical shift.

Note. Adapted from Nadler, Shaw and Walton's (1995) "Organizational frame bending: Principles for managing reorientation," Academy of Management Executive, 3(3), 196.

Critical Organizational Analysis

In addition to the selection of determining an approach for "how" to lead organizational change, a critical analysis of the organization will also be considered. A critical analysis describes "what" to change in the organization—ultimately determining the gaps that exist between the current state of the organization and its future position. This assessment is referred to as a "gap analysis."

Gap Analysis

Definition

A gap analysis helps to identify the current state that exists in an organization and its vision. This type of analysis is similar to a needs assessment; however, a needs assessment identifies the *endpoints* based on the organization's current status and its desired result. The "gap" that we are identifying is found in between these points (see Figure 2.1).

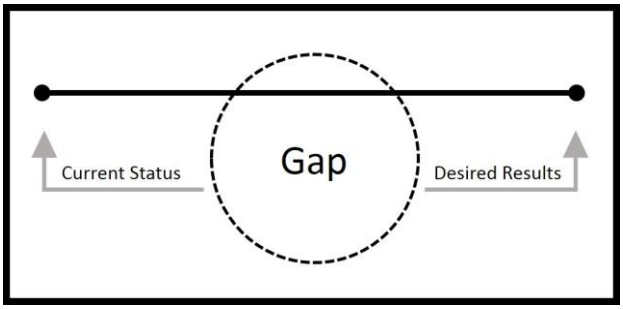

Figure 2.1. Gap analysis concept. Adapted from Kaufman, Rojas, and Mayer (1993)

Nadler and Tushman's Congruence Model

While there are many different types of gap analysis models, the model utilized in this OIP will be Nadler and Tushman's congruence model (1989), which "links external input factors to the organization's components and outputs" (Cawsey, Deszca, & Ingols, 2016, p. 68). This approach is based on an open systems model, one that observes the

organization as interacting with: (1) inputs, such as the environment, culture, and resources; (2) a transformation process (or throughput), such as specific tasks, characteristics, and formal/informal organizational arrangements; and (3) outputs, which reflect an individual's/group and system behaviours. The higher the level of congruency between these elements, the better the likelihood that the organization will be successful (Cawsey, Deszca, & Ingols, 2016, p. 68). In addition, both the input and output elements incorporate feedback. This model is shown in Figure 2.2.

The rationale behind using this model was partially influenced by the dimension and types of organizational change found earlier: strategic, anticipatory, and

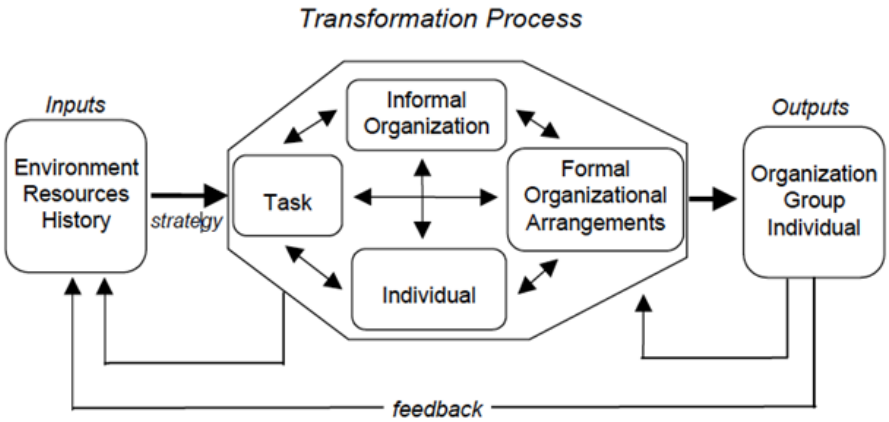

Figure 2.2. Congruence Model (Nadler & Tushman, 1989, pp. 104-204).

reorientation. Analyzing such shifting forces requires Nadler and Tushman's (Cawsey, Deszca, & Ingols, 2016) congruence model to interpret the current state of the organization's situation, including the use of feedback that links to the inputs and outputs within the organization.

Using Nadler and Tushman's congruence model (1989) and within the context of this OIP, an examination of the organization will be performed (i.e., inputs, throughputs,

and outputs) along with its current, future, and needed changes. The evidence used to inform the gap analysis is based on the history and environment of the support units, the PESTE analysis performed earlier, resources found within the institution, and history and culture.

Throughout this analysis, gaps will be suggested to help inform the needed changes in the next section. These gaps will be *italicized* for easy identification.

Inputs

History and environment. Based on both the pedagogical and technology support units' operational requirements, the current environment provides integrated support that encompasses online course development, media outputs such as video, learning management system support, and faculty development workshops. These supports are for online, hybrid, or in-class course requirements and much of the work done with faculty members is guided through individual consultations, workshops, and the course development plan. It has been identified that many of the support units share the same educational background and work cohesively with many faculty members.

PESTE. Online course development has become a priority over the past few years and *pressure* to provide alternative ways to deliver online courses has gained in intensity from both students and provincial governments. Funding from provincial governments is limited, whereas enrolments for online courses are growing.

Resources. Support units are limited and operational funding within the institution is ongoing. Budget models are based on a shared accountability and resource-planning (SHARP) model. This model uses an activity-based budgeting formula that aligns resources with institutional planning activities.

History and culture. Autonomy of faculty members is culturally appropriate. The need for *more collaboration* among faculty members is a high priority. Survival and learning anxieties among faculty members are highly evident when new processes or workflows are introduced, such as with the course development plan. Many faculty members remain resistant towards online teaching and *feel unprepared* (Kidd, 2015, p. 298) when it comes to course development planning. If course development plans are utilized, they are *modified* to suit faculty members' developmental and course requirement needs. The process for course development planning remains continuous throughout the academic year.

Strategy

The strategy for the organization and within the context of this OIP was determined based on the *pressure* to develop online courses and the appetite for this type of course delivery. Online course delivery is an *institutional imperative* and can be found in the provinces strategic mandate for contribution to the development of online learning.

Throughputs

A throughput is a measure by which data is sent through a production process. It determines all possible phases and interactions of a process. This process can also be reversed to identify if the inputs are consistent to the outputs (Smith, 1995).

Work. Individual course development planning, online strategies, technology integration, standardized procedures, processes, and workflows.

Formal organization. Approvals, training and development, dedicated support teams, reward and compensation, performance management, and learning management systems.

Informal organization. Autonomy, limited dialogue between faculty members, unclear added value found within the course development plan, and failure is not readily embraced.

People. Pedagogical support unit, technology support unit, other eLearning support units, and faculty members.

Outputs

Culturally, the process for course development remains continuous throughout the academic year and many faculty members feel *unprepared* to create a complete online course prior to the start of the academic year. Course development plans are highly *structured and inflexible* which has produced incomplete or partial plans. *Collaboration* among faculty members is encouraged; however, *few* communities have been *formalized*.

Much of the online course development planning has been formalized to include standardized procedures and workflow processes. Both the pedagogical and technology support units continue to provide the same support as previously stated, and teams dedicated to providing online course development support are becoming prevalent. Faculty members are encouraged to develop more online courses.

Gaps Identified

Throughout the organizational analysis, three gaps were identified. They are: (1) lack of preparedness, (2) inflexibility of the course development plan, and (3) few communities for collaboration have been formalized. Each gap will now be addressed.

Gap #1 – Preparedness

Current state. Many faculty members find that their previous experiences and "inadequate preparation" (Kidd, 2015, p. 298) around course development, planning, and

designing learning outcomes have negatively influenced their thinking regarding teaching and learning in an online environment (Kidd, 2015). Feelings such as angst, tension, resistance, and a decreased sense of self-efficacy (Schein, 2010; Yukl, 2010) can lead many faculty members into a state of cognitive dissonance, which creates survival and/or learning anxiety. As such, many faculty members remain "unable or unwilling" to incorporate newer types of learning strategies into their teaching environment (Dusick, 1998).

Future state. Learning outcomes, or learning outcome exemplars, will be provided for online course based on program level outcomes. These outcomes will be based on the broader context and scope of the program that is selected to be taught online. These outcomes will in no way measure what the faculty members are teaching, thinking, or communicating with students, and they will be flexible enough for minor revisions.

Identified change. While faculty development workshops are continuously promoted throughout X University, individual consultations specifically addressing learning objectives based on program level outcomes would be more helpful. Many faculty members and instructors are hired for their content expertise, not their teaching ability or curriculum proficiency. Learning outcomes may be a cornerstone of educational development and delivery; however, they are learned/acquired skills and are often unfamiliar to most faculty. Thus the "process of curriculum development" will play an important role equal to that of the final course (DuFour & Eaker, 2009, p. 154).

Gap #2 – Flexibility

Current state. Faculty want to be in control of their teaching. Fear of losing their ability to continuously revise their course activities throughout the academic year deters many faculty members from moving to an online course delivery format. Interestingly, while the "ask" is to have a completed course development plan prior to the start of the course, the reality is that this development plan is rarely actualized. Some faculty members are more accommodating and have customized their course development plans. Other faculty members refuse to use the plan outright, again, based on arguments of timeliness and lack of flexibility.

Future state. It is essential that university "leaders advocate for a jointly developed course development plan" (Franker & James, 2016, p. 44) within the institution. Having a coordinated effort that allows the institution, faculty members, and its leaders to make decisions on online course development carries more weight than a single-source course edict. However, it is important to maintain an institution-wide standard for consistency and program design. Ideally, the future state should consider a combined effort that has faculty members making decisions at the department or faculty level, with direct access to senior leadership for consensus and approval.

Identified change. Coordinating the effort for a consistent, but customizable, course development plan between faculty members, support units, and senior leadership will require a communication strategy that utilizes advanced planning and consistent steady messaging along both vertical and horizontal communication lines. Essentially, the transmission of information will need to move between people, departments, and units across the same level or organizational hierarchy up and down. Both communication strategies are required for this initiative to become and remain effective.

Gap #3 – Collaboration

Current state. Currently, decision by committee is a staple within many university institutions. Often, the discussions between faculty members and support units can lead to either an indeterminate outcome (Manning, 2012, p. 42), or fail to reach agreement at all (Quezada & Alfaro, 2012). Perspectives concerning the value of the course development plan and using the learning outcomes available within the syllabi are divergent among many of the faculty members and support units alike, which has led to an extended timeframe and no approval on the process to date.

Future state. Open and ongoing dialogue that builds trusting relationships among faculty members and support units can be accomplished through a professional learning community (PLC) (DuFour & Eaker, 2009). A PLC serves two broad purposes; the first is to improve the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue. The second is to improve the educational aspirations, achievement, and attainment of students through stronger leadership and teaching (Abbott, Guisbond, Levy, & Sommerfeld, 2014; DuFour & Eaker, 2009). Through the participation of a PLC, faculty members will be able to enhance their professional capacity by understanding better how to complete course development plans, apply that learning, and achieve higher attainment levels for students. Support units will see this enhanced capacity, and become better informed of the faculty members' needs when it comes to online course development.

Identified change. Change leaders will need to continuously engage with faculty members to help and encourage them to become comfortable with, and feel confident in, their abilities to create effective course development plans and learning outcomes.

Therefore, the simplicity and ease of use of the course development plan is a must. Quick wins, constant communication with faculty members, workshops that allow for open discussion, individual consultations that assess the level of trust (including confidence in one's own work), and greater student achievement levels are essential to this change plan.

Potential Solutions

Within this OIP, four solutions have been evaluated to help support, and ultimately encourage adoption of the use of a course development plan. The four proposed solutions are: (1) enlisting faculty members as *subject matter experts only*; (2) enabling a "proof of concept" that provides faculty members with the evidence to support their commitment to the course development plan (Thompson, 2013, p. x); (3) collaborative communities (e.g., a Community of Practice) focused specifically on the adoption and progression of course development planning and delivery; and (4) maintaining the status quo. For each proposed solution, work effort/cost factors will also be considered. Once a proposed solution is selected, the recommendation will be carried out primarily by the technology and pedagogical support units within X University.

Solution #1

The first solution proposes to help encourage the adoption of the course development plan (see Table 2.2) and will see faculty members working with the pedagogical and technology support units on an individual basis as subject matter experts only. The faculty member will be provided a menu of learning outcomes or learning outcome exemplars for their online course (on paper or as a soft copy), provide content based on the topics chosen, define a list of activities, and suggest assessments. This information will be transferred to the course development plan by the pedagogical

support unit. Once complete, this plan will require approval from the faculty member. Internally, both the pedagogical and technology support units will be required to provide feedback continuously to the faculty members. The impact of this new plan will not only actualize the course development plan, but also provide faculty members with a more personalized level of support from the institution.

Table 2.2

Solution #1 for Adoption of the Course Development Plan

Item	Details
What needs to change	Shift in capacity both for faculty members and within the organization.
New goals	Faculty as subject matter expert, create a participatory process, communicate often, eliminate tedium, consistent knowledge and support, individual needs of faculty a focus.
Actions	Achieve results both individually and as a team, achieve specific outcomes within a set period, convey knowledge, and experience of new process, shorter timeframe.
Resources	Ongoing time commitment, pedagogical and technology support unit staff/faculty, limited capital required, no new technology requirements.
Impacts (Faculty)	Working knowledge of the course development plan, individual/customized needs addressed, more access to the support units
Impacts (Support unit)	Clear and well-structured course design document, deliverables met in allocated timelines, better understanding of faculty needs, transparency, dedicated peer support
Work effort	The number of consultations is between 10 and 12, with an expectation that each consultation will run two hours in length. Consultations will require attendance of the faculty members and the pedagogical and technology support units.

Note. Completion of course development plans (including media) can take up to two years. Cost factors attributed to this proposed solution will require funding from faculty member departments.

Solution #2

The second solution proposed to aid in the adoption of the course development plan (see Table 2.3) will be to promote a "proof of concept" (Thompson, 2013, p. 176) that provides faculty members with the evidence to support commitment to the course development plan (Thompson, 2013, p. x). This "proof of concept" (Thompson, 2013, p. 176) will use be based on a predictive model. A predictive model provides a future outcome based on … real-time data (Techopedia, n.d.). An example (within the context of this OIP) is a website that when a faculty member responds to a few questions such as their current skills, program learning outcomes, and course code, they receive a rough outline of a course development plan. Along with this outline, the model would also provide information on such items as X University's LITE 2.0 workshop dates, times, and course or unit level outcomes. If no outcomes are available, generalized outcomes and/or learning outcome exemplars based on their subject matter will be generated with the understanding that they are to be revised, and are in no way conclusive. This tentative course development plan can then be used to help guide discussion around online course development with one of the support units. Possible mentors to help the faculty members with their online course development plans and conversion could also be included. These mentors could be other faculty members and/or contact information for the pedagogical support unit.

Table 2.3

Solution #2 for Adoption of the Course Development Plan

Item	Details
What needs to change	Collect faculty member information, analyze the data quickly and efficiently.
New goals	Provide a self-service capability, creation of analytical workflows, store in a central repository, tailoring of workshops, and a visualization of the course development plan.
Actions	Create a database, approval to join disparate web systems together (i.e., program information with faculty members' skills), cleanse the data, creation of algorithms.
Resources	Analytical software purchase, dedicated work team to support the joining of disparate web systems, some capital required, new technology requirements (i.e., pairing of systems, website creation).
Impacts (Faculty)	Ability to find out immediately the suitability of the course, specific workshops available to accommodate for skills set, drive engagement and innovation within online teaching and learning.
Impacts (Support unit)	Provide analytics upfront, make criteria clearer for both faculty and support units, specific instruction, better understanding of faculty needs, greater efficiencies.
Work effort	Approvals and/or access to release program-level learning outcomes from the faculties within X University. A change leader will be employed once this solution has been implemented for its sustainability. A developer will need to be hired to create a database that will house the information culled from these web systems found within the institution. Once this database has been created, updates should be automatic as new information is added. A web site will also need to be created for faculty members to upload their information online, and as an output, a suitability score will be generated along with a draft course development plan. Access to workshops will run alongside this website, and mentor information (i.e., those who have provided permission) will be available to faculty members.

Note. Total development time for a website should be around one month, and access to the program-level learning outcomes (if found online) should take no more than three months to acquire. Cost factors attributed to this proposed solution will require funding from the central technology support unit for a web developer. Salary and benefits are included.

Solution #3

The third solution proposed to help in the adoption of the course development plan (see Table 2.4) will be to encourage the creation of collaborative communities (e.g., a CoP) specifically focused on course development planning, a resource repository, and coaching opportunities for faculty members. This CoP will be based on a project that will entail the creation of a course development plan so that all faculty members can work through and apply for funding, if applicable, and inform and create opportunities for faculty members to "participat[e] in real-world situations, workplace projects, and learning events" (Kimble, Hildreth, & Bourdon, 2008, p. 301).

Table 2.4

Solution #3 for Adoption of the Course Development Plan

Item	Details
What needs to change	Stigma around online teaching and learning.
New goals	Creation of a CoP, calendar of events, cumulative course development plan, open access resources.
Actions	Dedicated space (virtual and physical) for faculty members to convene and discuss current projects, online access to teaching resources, access to previous course development plans, coaching email link.
Resources	Ongoing time commitment, physical space for regular meetings, dedicated staffing for coaching questions.
Impacts (Faculty)	Increased understanding concerning online teaching and learning, better access to teaching resources and strategies.
Impacts (Support unit)	Higher intake of LMS and pedagogical support workshops.
Work effort	A physical space dedicated for regular meetings, selected faculty member leaders to run the CoP, and all members who have joined the CoP a commitment to meet on a regular basis, monthly (or as often as required). Unless there is a project required of the group, this CoP may become disbanded quickly.

Solution #4

The final option proposed to help support the course development plan will be to continue with the status quo. Currently, the course development plan is introduced in the LITE 2.0 workshop and the pedagogical support unit helps faculty member's draft their development plans. While there is no expectation that the plan will be completed during the workshop, faculty members are required to complete and provide a draft copy to the pedagogical support unit for approval. Once approved, the technology support unit leads the development and completion of this plan. In addition, training on the learning management system for faculty members is conducted as requested, and any media produced for the online course can be done either internally or outsourced to external vendors. Currently, completion of course development plans is rarely actualized and development of the online course usually follows a typical development cycle. This cycle consists of continuous course development and creation throughout the academic year.

Proposed Solution

Out of the four proposed solutions, Solution #2, enabling a "proof of concept" (Thompson, 2013, p. 176) that provides faculty members with the evidence to support commitment to the course development plan (Thompson, 2013, p. x), shows the most promise. Throughout this entire Problem of Practice, visualization of the course development plan has been the hardest to overcome. Many faculty members create their own versions of a course development plan, or create one with the intention of using it as a "guide" when beginning to develop their online course (see Chapter 1). Considering this challenge, providing an upfront visual and information-ready solution can better help faculty members to start envisioning their course development plan and allow for the

development of learning activities expeditiously. Therefore, Solution #2 is considered ideal.

Alternatives Not Chosen

The alternatives not chosen were Solutions #1, #3, and #4. Explanations will be given for each. For Solution #1, limiting faculty members to subject matter experts alone was not chosen because the content for online course conversions is mostly unfinished, and incorporating strategy within the activities requires discussion and understanding. Faculty members need to be included at every step of the course development plan, not just at the beginning for content collection. Next, Solution #3, which suggested the creation of collaborative communities (e.g., a CoP) specifically focused on course development planning, a resource repository, and coaching opportunities for faculty members, is also not ideal. Unless there is a strong leader at the helm of the CoP, sufficient time is allocated, and direction is not micro-managed (Wenger-Trayner & Wenger-Trayner, 2015) many of these communities "fail or die early" (Wenger, 2010, p. 11). Fragmented adoption of communities is not particularly productive (Wenger, 2010). Finally, Solution #4 is to continue with the status quo. This solution is deemed the least feasible due to the resistance towards the course development plan as mentioned in this OIP. As an alternative, and should Solution #2 fail, a combination of both Solution #2 and Solution #3 will be explored.

The next section will discuss three leadership approaches to change and how they will help to advance the selected solution proposal within X University.

Leadership Approaches to Change

This section will examine three relevant leadership approaches in terms of the proposed solution and the problem explored, the problem being how to provide the faculty member with an upfront visual and information ready-solution, and gentle encouragement to complete the course development plan in full. In addition, each approach will also indicate the educational unit assuming responsibility for the work.

The first leadership approach that will be utilized within this OIP is transactional leadership. Transactional leadership fulfils immediate short-term goals, rewards workers for meeting expectations, and follows structures and procedures (Bass, 1997). Transactional leaders very effectively fill one simple role: managing work (Bess & Dee, 2008, p. 841). While on the outset, providing faculty members with an upfront visual and information-ready solution does sound highly transactional (and it is), the formation of a course development plan (even as an outline) provides the impetus for faculty members to better understand this planning tool and begin a conversation with the pedagogical support unit for completion and approval. Ultimately, the faculty member will begin to see the benefits of creating an instructional teaching strategy through planning, the flexibility to include other sources of information as the course is being taught, and clarity around how interactions between the faculty member and students can best be conducted online. The responsibility for leading this approach will be the technology support unit, which provides support on the use of media, emergent technologies, LMS training, and instructional consulting services. Many, if not all, of the services provided by the technology support unit will be based on agreements or exchanges; therefore, they are congruent with the transactional leadership approach.

Arguably, transformational leadership has been the most influential since the early 1980s (Bass, 1990; Burnes, 2004; Northouse, 2016), and continues to thrive due to its more prominent traits, such as charisma and motivation. As its name implies, transformational leadership is most concerned with changing "emotions, values, ethics, standards, and long-term goals" (Northouse, 2016, p. 161). In terms of implementing this approach along with the proposed solution, the pedagogical support unit will assume responsibility and provide constant motivation to faculty members to use the course development plan, encourage mutual consensus creation, and engage in long-term relationship building with faculty members. In addition, once the online course has been taught (at least once), an evaluation of the course will be provided (by the pedagogical support unit) to the faculty members if, and as, requested. It is important for both the faculty member and the pedagogical support unit to get into the habit of identifying challenges, barriers, and additional strategies for online course delivery. The understanding is that over time, the course development plan will continue to evolve and faculty members will become more familiar with mapping course outcomes to student learning, and know which strategies work best within their online course. This iterative process will serve the faculty member well and encourage transformational learning.

In terms of utilizing servant leadership, this approach requires leaders to focus on people's needs, emphasizing group consensus, and decision making (Spears, 2002, p. 9). For definition purposes, a servant-leader is one whose primary directive is to serve others and to "be attentive to the concerns of their followers" (Greenleaf, 1991; Northouse, 2016, p. 219). The main proponent of servant leadership will be the senior leadership team that provides leadership on institutional priorities and resource allocation. The main

goal here is to actively ask faculty members what they require help with, how that help can best be expressed/given, and by whom and from whom the help can be provided. This can be in direct opposition to the current practice found within many institutions, whereby faculty members are given specific support units and instructional strategies, rather than asking them who they would like to work with or to what extent help can be provided. If the focus is redirected to the faculty member regarding the advice and types of assistance required, then the senior leadership team can better utilize the support units providing the best and most appropriate help, and ultimately improves the faculty member's satisfaction. The purpose of servant leadership within this OIP is to use less institutional power while shifting the control to those being led, namely faculty members (Northouse, 2016, p. 221).

In conclusion, the three leadership approaches emphasize influence and collaboration among all faculty members and support units. Through transactional leadership, we are introduced to a solution that provides an upfront visual that creates an immediate connection between the faculty member and their course content. It also begins a conversation with the pedagogical support unit around instructional teaching strategies and how interactions with students can best be conducted online. Following this, transformational leadership provides the constant influence and motivation surrounding the use of the course development plan and finally, servant leadership promotes the capacity to further influence others by having faculty members lead by design, prescribe the support required, and have the control to align their own teaching goals with those of the institution.

Summary

In summary, Schein's (2010) three-stage organizational culture model was chosen as the framework for leading the change process. This model saw the problem within the context of this OIP introduced, the use of role models to shift the current behaviour utilized, and the new behaviour introduced, validated, and stabilized. Strategic, anticipatory, and a reorientation to shift the mindsets of many faculty members was found to be the dimension and type of change found within the organization.

A critical analysis was performed and three gaps were identified. They were a lack of preparedness, inflexibility of the course development plan, and that communities for collaboration should be encouraged. Of the four proposed solutions evaluated, Solution #2, enabling a "proof of concept" (Thompson, 2013, p. 176) was chosen to help faculty members envision their plan. Leadership approaches to change saw the institution employ transformational, transactional, and servant leadership. Combined, these approaches will help to bring the level of commitment closer towards mastery and fulfilment of a completed and congruent course development plan.

The next chapter examines the implementation and evaluation of the change plan, along with a communication plan for use within the OIP.

Chapter 3: Implementation, Evaluation, and Communication

This chapter outlines four specific topics that address the implementation of an effective strategy for change. The first section will identify the implementation plan, namely *acceleration*, as found from within Cawsey, Deszca, and Ingols (2016) change path model, the goals and priorities of the planned organizational strategy, and a transition plan outlining various stakeholder concerns, engagement levels throughout the organization, implementation issues, and short-, medium-, and long-term goals. The second section addresses the monitoring and evaluation of the strategy for change, and does so based on the Edwards Deming (2016) PDSA model. The third section describes leadership ethics as seen through the lens of five ethical categories, and the fourth section conveys a communication plan utilizing three steps to take towards achieving organizational success. Chapter 3 will conclude with next steps and future considerations.

Implementation Plan

The change implementation plan will utilize Step 2, *acceleration*, as found from within Cawsey, Deszca, and Ingols (2016) change path model. This phase focuses on action planning, implementation of a detailed plan, and mobilizing stakeholders to gain momentum during the transition (2016). Specific priorities and goals to help achieve this implementation plan will be required. Considering this, and within the context of the OIP, the following priorities are:

1. Systematically reaching out to stakeholders to engage and provide developmental support through the acquisition of "new knowledge, skills, abilities, and ways of thinking."

2. Providing tools and techniques for use by stakeholders as they move through the process of the change plan. Driving to push forward momentum and consolidating progress is a key deliverable.
3. Bringing about success in the change plan by managing the transition expeditiously, acknowledging smaller, yet important, wins, and achieving milestones along the way (2016, p. 55).

Goals

In terms of goals for each of the priorities, specific actions will be taken to ensure that the priorities reflect the change plan, deliver on the intended outcomes, and are developed using SMART principles. SMART principles are defined as *specific*, which clearly defines and states the goal; *measurable*, which refers to the goal being quantifiable; *attainable*, which refers to making sure that the goal can be reasonably accomplished; *realistic*, which refers to keeping the goal related to the focus of the content; and *time-bound*, which identifies a target date for the completion of the goal (Cawsey, Deszca, & Ingols, 2016). SMART identifiers will be listed alongside each goal.

The following goals in relation to the three priorities are outlined below:

Priority #1 – Stakeholder Engagement

1. Determine the relevance of course development planning, including desired outcomes for this new process, with involved support units. (S)
2. Form a committee to develop the desired outcomes and process plans for this new course development planning system. (R)
3. Proactively conduct outreach to faculty members within the institution. (A)

4. Identify the costs of these actions and how much should be allocated to this initiative. (M)
5. Define resources required alongside with both the pedagogical and technology support units. (M)
6. Invite early adopters (faculty members) to conduct lunch and learns, including having them instruct others in training sessions. (A)

Timelines: 3 to 6 months (T)

Priority #2 – Provision of Tools and Techniques

1. Provision of a web space that facilitates access to resources. (S)
2. Categorization of how the web space will be set up and how feedback will be received. (A)
3. Compilation of documents, checklists, and course development. (M)
4. Creation of a feedback mechanism for comments and requests. (M)
5. Linkage to other more prominent web spaces within the institution that also contribute to tools and resources. (R)

Timelines: 3 to 6 months (T)

Priority #3 – Managing the Transition

1. Choose a stakeholder that will lead the transition plan. (S)
2. Set up meetings and communicate the plan. (R)
3. Create a feedback process and communication plan to report back to all stakeholders. (A)
4. Acknowledge achievements at least once a month. (M)
5. Advise on milestones and deliverable key dates. (A)

Timeline: Six to twelve months. (T)

Situational Improvements

Within the context of this OIP, the planned strategy for change will provide opportunities for all stakeholders (pedagogical and technology support units and faculty members) to work together towards a shared vision, exchange information that supports learning and new skills, and keep the momentum of the strategy for change moving forward. Even more importantly, the ability to communicate frequently and enthusiastically with each other is vital. These priorities and goals all encourage some form of interaction and sharing of feedback. If communication channels remain open and there is a safe space for faculty members and the support units to discuss their concerns or highlights about the course development process, the new strategy for change can only succeed. Next, a draft of the new organizational chart will be defined.

New Organizational Chart

To effectively align the functions that relate to course development planning and faculty-driven initiatives, the new organizational chart places all the support units under the academic stream, namely the pedagogical, technology, and other eLearning support units. Information technology, which had been included as part of the senior leadership team, will now reside singly below administration. Administration priorities include computing services, application documentation, software services, and now, information technology. Moving information technology to its own stream (administration) will allow for better alignment and limited competition in terms of technology versus faculty priorities.

Please note that there will be some overlap between the senior leadership team and the pedagogical, technology, and other eLearning support units. This is to create cohesiveness between each functional team and the opportunity for decision making to be balanced between the various levels of the same hierarchy. See Figure 3.1 for the new organizational chart.

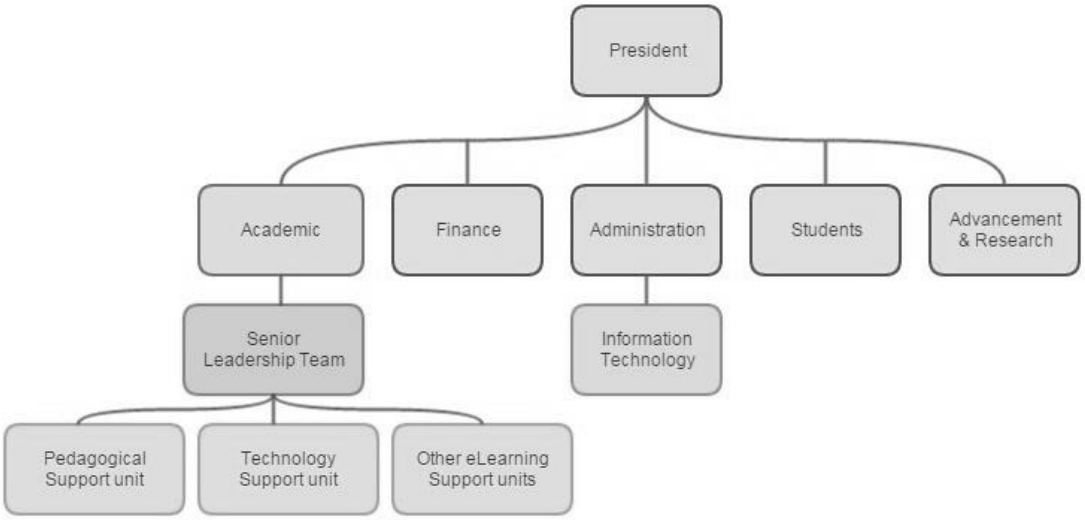

Figure 3.1. New Organizational Chart

Transition Plan

Before we engage the organizational change within this OIP, a plan for managing the transition should be outlined. Ideally, this plan contains all the steps required to help ensure a smooth transition to operations. The steps included for this OIP, and in this plan, are: (1) classifying stakeholders; (2) addressing stakeholder reactions and potentially adjusting plans; (3) defining organizational actors directly involved in helping to move the change plan forward; (4) outlining the supports and resources required; (5) noting any implementation issues; (6) identifying momentum (short- and long-term); and (7) considering the limitations of the plan.

Classification

When implementing a transition plan, it is important to at first classify the types of stakeholders found within the organization, determine their potential for adoption, and decide on the level of communication involvement (Savage, Nix, Whitehead, & Blair, 1991). See Table 3.1 for the classification of stakeholders.

Table 3.1

Classification of Stakeholders and their Types

Type	Examples	Cooperation	Threat	Action
Supportive	Ideal stakeholder; might include managers, employees, and engaged faculty members	High	Low	High Involvement with stakeholders
Marginal	Might include inactive faculty members and uninterested employees	Low	Low	Monitor only
Non-supportive	External vendors, various levels of government, unions, competing departments	Low	High	Defend against the stakeholder
Mixed-blessing	Short-term, but happy, employees and faculty members	High	High	High collaboration with the stakeholder

As seen in Table 3.1, there are four types of stakeholders: (1) supportive, which is the ideal stakeholder and has the highest potential for cooperation; (2) marginal, which consists of stakeholders that are indifferent to the change, but can create problems if left unmonitored; (3) non-supportive stakeholders that are considered potentially threatening and require constant offensive strategies to control; and (4) “mixed-blessing”

stakeholders that represent both great potential and a potential threat—for best results, these stakeholders should be consistently and collaboratively engaged with the change plan (Savage, Nix, Whitehead, & Blair, 1991).

Stakeholder Reactions

In terms of seeking to understand stakeholder reactions (based on the above classifications) such as resistance and uncertainty (Dent & Goldberg, 1999), four strategic approaches will be leveraged. They are: (1) transparency and effective communication, (2) training and development, (3) individual consultations, and (4) monitoring. The details of each enabler are explained below.

Transparency and Communication. It is essential that management communicates the reasons, rationale, and process required for implementing the change plan to stakeholders. If the change will require a lot of initiative and culture shifting (i.e., beliefs and values), management should communicate with stakeholders often to prevent unnecessary challenges. If stakeholders understand why the change is happening, they will be less likely to challenge the implementation and more likely to see its benefits (Boundless, n.d.). If stakeholders remain resistant to the process, a feedback channel will be implemented to better understand the problem and rebalance charged emotions.

Training and Development. With many changes taking place within the organization, it is likely that some stakeholders will experience higher levels of anxiety than others. As described earlier, these anxieties (survival and learning) require training to help alleviate the stress of an unfamiliar process. Training can help to lessen the angst felt by stakeholders and improve outcomes. Once stakeholders become familiar with the changes being asked of them, adoption will be easier to manage (Boundless, n.d.).

Individual consultations. When a change, such as a culture shift, occurs within an organization, stakeholders may require personal assistance to work through the challenges they face. For these stakeholders, individual consultations will be offered, feedback solicited, and change strategies will be implemented (Boundless, n.d.).

Monitoring. It is critical that the change initiated within the organization is monitored throughout its entire implementation. Regular examinations of how stakeholders are performing throughout the change plan should be initiated, as well as examinations of the overall change management process. If there are performance issues and stakeholders are not ascribing to the new change tasks, the senior leadership team should fine-tune the process and re-adjust as necessary to ensure the change plan process and deliverables are successful (Boundless, n.d.).

Personnel

Next, the specific individuals and/or organizational actors involved in providing engagement and leadership will be faculty members at X University, the technology support unit, and the pedagogical support unit. These organizational actors have credibility in teaching and learning, not to mention years of experience in creating customized online learning experiences. These organizational actors will work together to form a PLC. As mentioned earlier, a PLC helps to improve the skills and knowledge of educators and form collaborations. Initially, the pedagogical support unit will create and establish the PLC and bring in those faculty members that are early adopters and keen to learn and share knowledge. The PLC meetings will be scheduled either every other week or once per month. Joining the PLC will be voluntary; however, participation will be required. Financially, there should be no additional costs incurred to run the PLC, and

information that is used as a resource will be shared with all its members. This type of leadership will be considered shared and collaborative, rather than top-down and single-lead driven.

Other Supports and Resources

Other supports and resources helping to create goodwill towards the use of course development planning will include the technology support unit and the other eLearning support units for technological and multimedia assistance. Course building, assessment creation, and instructional strategies can all be leveraged within these units.

Short-, Medium-, and Long-Term Goals

The momentum of the change plan will be guided using short-, medium-, and long-term goals. The first step in developing these goals is to determine the exact duration of the change plan's operation. For the overarching change plan implementation, one- to three-year goals will be considered long-term. Medium-term goals can span from three to six months, and short-term goals can range from several weeks to three months in duration. There are three goals (i.e., one for each timeframe) within this OIP. They are:

1. Short-term goal: Looks at the increased usage (i.e., downloads) from a dedicated web space with tools and documents for online course development planning. Analytics are embedded within the web space and can be retrieved by accessing the web space dashboard. A dashboard is a user interface that presents information generated from web spaces.
2. Medium-term goal: Focuses on higher engagement levels based on specific workshop training programs created to help complete course development plans.
3. Long-term goal: Uses the course development plan for every course conversion.

In terms of benchmarks, to achieve key performance indicators, targets, and measures, a strategy scorecard will be used. A strategy scorecard is a measurement and management tool that assists in fulfilling the goals as identified within the strategy for change (OnStrategy, 2017). The scorecard will track the:

- Goals found.
- Measures associated with those goals.
- Targets in terms of what the goal can normally expect to generate.
- Frequency in terms of monthly reviews.
- Source shows the Support unit responsible for the goal.

See Table 3.2 for the strategy scorecard showing short-, medium-, and long-term goals.

Table 3.2

Strategy Scorecard Showing Short-, Medium-, and Long-term Goals

Goals	Measures	Targets	Frequency	Source
Short-term: Increased usage (i.e., downloads) from a dedicated web space with tools and documents for online course development planning	Downloads exceed 5 per month	3	Monthly	Pedagogical support unit web space
Medium-term: Higher engagement levels of specific workshop development programs created to help in completing course development plans	# of participants in the workshop	24	Monthly	Pedagogical support unit/technology support unit
Long-term: Use of the course development plan for every course conversion	Reviewing of previous course conversions without course development plans	5	Monthly	Pedagogical support unit/technology support unit

Note. This table was adapted from OnStrategy's (2017) example strategy scorecard.

Limitations

The limitations found within this organizational strategy are directly informed by the short-, medium-, and long-term goals. The limitations are: (1) inactivity of web space downloads and usage; (2) lack of participation even with high enrolment numbers in workshops dedicated to the course development plan; and (3) discontinued or no use of course development plans. Each limitation will be detailed further and within the context of the OIP.

Inactivity of Web Space

While the focus of the web space is on access, downloading, and using various templates and activity sheets (e.g., learning strategies and models), the ability to drive traffic to the site is very low. The site itself is clean and well laid out; however, it does not guarantee a call to action. Unless content is constantly updated, the web space goes stale.

Lack of Participation

The number one challenge in getting workshops filled is not enrollment, but rather participant no-show rate. The problem of absenteeism is not caused by the faculty member's lack of interest, but rather by other demands on time, dates (especially if during the summer months), and conflicting teaching schedules. Within the institution, if faculty members are teaching across campus it can be difficult to arrive early or make it on time.

Discontinued Use of the Course Development Plan

Many times, the challenge of completing a course development plan is the fact that learning outcomes are required first, before content creation and activities. As

mentioned earlier, major sections of the course such as topics, activities, and assessments are populated initially, with learning outcomes afterwards. A full course development plan can take up to a few months to fully populate; however, for many faculty members their preference is to develop while they teach and the course is underway (Weimer, 2010). This then negates the use of a course development plan in its entirety, and discontinuation is deemed highly probable.

In summary, the transition plan will work by layering the reactions of stakeholders over a set of various short-, medium-, and long-term goals. Based on these reactions, (which include commitment to, involvement of, and limitations), change leaders can potentially adjust to either mitigate challenges or expedite success rather quickly. The identification of the stakeholders and their reactions are critical to this transition and change plan initiative.

The next section examines the change process monitoring and evaluation of the change plan within the OIP.

Change Process Monitoring and Evaluation

Tracking changes will be conducted using the Plan, Do, Study, Act (PDSA) model (The W. Edwards Deming Institute, 2016). This model is an iterative, four-stage problem solving model that is used when improving a process or studying a certain problem in an organization (Minnesota Department of Health, 2011). PDSA cycles "are [not only] best performed on a small scale" (Health Quality Ontario, 2012; Taylor et al., 2013), but also involve multiple cycles. In addition, an Integrative Learning Design Framework (ILDF) will also be utilized. This framework is based on four phases: (1) the informed exploration phase, which looks at benchmarking, interviews, and focus groups;

(2) the enactment phase, that looks at logs, audience reviews, and task analysis; (3) the evaluation phase, which focuses on the actual methods of testing, such as usability and observation; and (4) the reflection phase, which broadens the exposure of the analysis and looks at correlated studies and/or experimental studies (Bannan, 2013).

Next, and within the context of the OIP, each of the four steps in the PDSA cycle will be described, including the integration of the ILDF, as applicable.

Step 1: Plan

The first step in the PDSA cycle, *Plan,* involves identifying a goal—specifically an "aim statement"—that answers the following three questions:

1. What are we trying to accomplish?
2. How will we know that the change is an improvement?
3. What change can we make that will result in an improvement? (Minnesota Department of Health, 2011)

This type of questioning should also consider what types of outcomes might occur and answer four of the five traditional question pairs of editorial writing (Mish, 2003): who/what, where/when?

Another important task at this level is to recruit respondents who have never used a course development plan before, otherwise known as a control group. It is unclear how many will respond; however, all respondents will be accepted. Collection of this information from the respondents can be utilized by using a data collection plan (see Appendix D for a data collection plan). This plan is a document that "describes the exact steps as well as the sequence that needs to be followed in gathering the … [data]" (MSG Experts, 2017). This task is part of the first phase of the ILDF model (Bannan, 2013) and

can be utilized to help observe how respondents feel, their concerns, and ultimately, predict possible solutions.

Step 2: Do

The second step in the PDSA cycle, *Do*, involves carrying out the plan and documenting the outcomes, including observations that may be positive or negative (hqontario.ca, 2017). As mentioned earlier, it can be very helpful to gather information using a data collection plan. Another tool that could be useful is a checklist that includes specific tasks to perform when running the test, and/or a chart audit. A chart audit is an examination of documents (e.g., non-completed course development plans) to determine what has already been done and to find out if it can be improved (Duke University School of Medicine, n.d.).

Within this OIP, the tools used to gather the data will be a data collection plan, a chart audit, and an audience review. The data collection plan will provide information on the following items: (1) goals, (2) objectives, (3) descriptions, (4) questions, (5) sources of data, and (6) methods of data collection. The chart audit will see members of the pedagogical and technology support unit review the current course development plans (of those that have been partially completed) and an analysis will follow. The analysis will look for trends within the completed/not completed columns, and how the objectives were written (i.e., as SMART goals). Combined, the analysis should help to reveal the larger challenges within the change implementation plan. For the audience review, and as part of the ILDF model phases two and three (Bannan, 2013), the outcome will focus on how the respondents reacted to using the course development plan and the challenges that were faced when completing some of the tasks assigned.

Step 3: Study

The third step in the PDSA cycle, *Study*, looks at the data that has been gathered during Step 2 and begins to assess the information discovered. A measurement tool that can help analyze the data collected is called a Pareto chart, which identifies activities that have the biggest impact throughout the assessment phase (Andler, 2016). See Figure 3.2 for an example of a Pareto chart with false data.

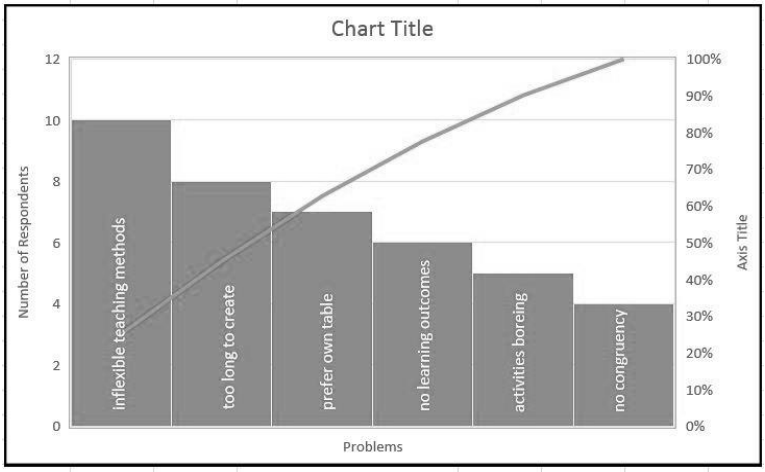

Figure 3.2. Example of a Pareto chart

Some questions that can help when observing the outcomes of the assessment are:

- Did the plan result in an improvement? By how much/little?
- Was the action worth the investment?
- Were there trends?
- Were there unintended side effects? (Minnesota Department of Health, 2011)

As we can only predict what the outcomes will be, both the pedagogical and technology support units will remain cognizant of the feedback provided and use the data

to draw comparisons with the predictions made in Step 1, summarize, and reflect on what was learned.

Step 4: Act

The fourth and final step in the PDSA cycle, *Act*, reflects on the organizational change plan and the outcomes that were found. If the plan resulted in success, the improvements found should be standardized and introduced into the organization; if it did not, then the organization should return to Step 1 and re-examine the process and refine it. Alternatively, if a new approach is used, this new action will be required to cycle through the same four steps. The PDSA cycle should be considered iterative and ongoing. Implementing this type of approach in the OIP's planning cycles every year will be a requirement within X University (Minnesota Department of Health, 2011).

The fourth and final phase of the ILDF (Bannan, 2013) will also be included to measure the observations found when monitoring this plan. Both the pedagogical and technology support units will broaden their exposure of the analysis and look at other institutions implementing a similar change using a course development plan tool. If there are correlations, these can be included in the reflections and the results refined, introduced, and determined.

If the monitoring as indicated proves that the change plan has been a success, standardization can occur; if not, the process—as mentioned earlier—should be restarted.

Leadership Ethics and Organizational Change

Ethical leadership is a term that cannot easily be defined. Ethics, according to Northouse (2016) citing Velasquez (1992), looks at the *virtues* of an ethical person; virtuous persons demonstrate "courage, temperance, generosity, self-control, honesty,

sociability, modesty, fairness, and justice" (p. 336). Applying these virtues to organizational leadership, however, conjures up another set of qualities that leaders should also have, namely "perseverance…integrity, truthfulness…and humility" (Northouse, 2016, p. 336). The one trait missing, but always silently applied, is influence. Influence is a key factor that brings together the virtues of a leader and how they impact the lives of others (Northouse, 2016). Ethical leaders then, are those that have the most power in an organization, are sensitive to the needs of others, and how they, as ethical leaders, affect other people's lives (Northouse, 2016).

Consequently, it is critical that an ethical framework is established demonstrating ethical behaviours, such as moral obligations, shared beliefs and values, and honesty (Vogel, 2012). Unfortunately, ethics in leadership is widely ignored in mainstream leadership literature (Bachmann, 2016; Northouse, 2016; Sendjaya, 2005; Yukl, 2010), and many of the ethical leadership approaches center on furthering "traditional leadership approaches or considering improving efficiencies" (Bachmann, 2016, p. 31). In what follows, three types of ethical categories will be described, all leveraging a "multi-dimensional framework" (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015, p. 199) to solving the ethical dilemmas, including ethical considerations that focus on the organizational plan, and the challenges found within these considerations. Along with each of these sections the main stakeholders committed to this endeavour and a listing of ethical categories will be displayed.

Ethical Categories

According to the literature (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015; Starratt, 1996; Vogel, 2012; Wood & Hilton, 2012), there are three common ethical

categories, namely: (1) the ethic of care, which refers to "a willingness to acknowledge [a person's] right to be who they are" (p. 163); (2) the ethic of justice, which posits that people are entitled to fair and equitable treatment; and (3) the ethic of critique, which looks at examining perspectives that disadvantage certain groups. In addition to these three ethical categories, there are two additional ethics: the ethic of community and the ethic of profession. An ethic of community extends the three ethical categories listed above and can be defined as: "the moral responsibility to engage in communal processes as educators pursue the moral purposes of their work and address the ongoing challenges of daily life and work in schools" (Furman, 2004).

The ethic of profession is not an extension, but rather an integration of three ethics: care, justice, and critique. This ethic is "based on an educational leader's examination of his or her own values [including]…the ethical codes set forth by various professional organizations" (Vogel, 2012, p. 3).

Having control over the provision of these categories grants leaders the opportunity to apply more than one "single approach to understanding ethics" (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015, p. 199). These approaches can help solve challenges without having tunnel vision regarding a dilemma or an ethical conundrum. While it is understood that each ethical challenge poses its own set of difficulties, if considerations for each dilemma are weighted fairly and based on multiple levers of ethical standards (i.e., rather than one), leaders will be able to better assess the situation, gain clarity, and find balance.

Considerations and Challenges

The following two considerations will be addressed. Again, the organizational actors committed to this endeavour will also be included (pedagogical and technology support units, and the senior leadership team). In addition, the three ethical categories will be included to show how they apply to the considerations. The considerations that follow will look at power differentials and the students' best interest.

Power Differentials

Power differentials refer to the "existence of imbalanced power relationships" (Khosrow-Pour, 2009). This concept implies that some individuals possess more power over others, either situationally or due to hierarchy. Since academia is ordered in a hierarchical fashion, it is important to understand that many academics have a power differential that greatly influences their relationships within the institution, namely positional power. Based on this consideration, the challenges anticipated are mainly centred around decision making between faculty members and the support units.

Faculty members ultimately have control over the content of their courses. The support units are responsible for promoting a course development plan for use prior to the online course being taught. The dilemma is how to help push faculty members towards the use of a course development plan without undermining the faculty member's expertise and experience. The stressors of combining power differentials and administrative timelines will be palpable.

Considering these challenges, the pedagogical and technology support units will continue to follow a servant leadership approach (see Chapter 2's section on leadership approaches to change) and adopt the following strategies:

- Acknowledge that faculty members have agency over their course content. Since the faculty member is the content expert, the pedagogical support unit will be mindful of this fact and acknowledge that the faculty member's curriculum is his or hers to administer and develop (within reason) over the course of the academic year.
- Remain open to the faculty members' understanding of course development. Use active listening that conceptualizes unbiased opinions towards faculty members, empathetic listening, and appreciation for another person's ideas and thoughts (Topornycky & Golparian, 2016).

Main Stakeholders. The main stakeholders involved with this consideration are the pedagogical and technology support units, and the faculty members.

Ethical Categories. The ethic of care and the ethic of justice.

Students' Best Interest

Technological advances, such as the Internet and social media, have created the largest impact in education (Altbach, Reisberg, & Rumbley, 2010). The learning enterprise has shifted from a focus on *teaching* to a focus on *learning*, and online learners (i.e., students) are requesting that their institutions create more opportunities to support this endeavour (Allen & Seaman, 2010). The ethical dilemma here is priority based. Faculty members focus on research, support units focus on online course development planning (Bates & Sangrà, 2011; Mitchell, Parlamis, & Claiborne, 2015; Orr, Williams, & Pennington, 2009), and students want the best of both.

Leadership will need to address shifting (even if slightly) the focus to providing the tools for faculty members to create online courses, incorporating research, and utilizing technology (Stanley, 2014).

Considering these challenges, the pedagogical and technology support units will adopt a whole institution approach where the university will look towards promoting "a sense of shared responsibility" (Mintrop, 2012, p. 698) that benefits both the faculty members and student opportunities.

Main Stakeholders. The main stakeholders involved with this consideration are the pedagogical and technology support units, and the faculty members.

Ethical Categories. The ethic of critique, the ethic of justice, and the ethic of community.

In summary, the ethical considerations identified within this section included power differentials and students' best interest. The challenges indicated that a servant leadership approach should be continued and that both the institution and faculty members in the development of online courses maintain shared responsibility. The next section will discuss the communication plan, including its strategy and milestones.

Communication Plan

The communication plan utilizes various models and a theory to communicate clearly and persuasively with all relevant stakeholders. They are: (1) the project planning and critical path method (Cawsey, Deszca, & Ingols, 2016); (2) Cawsey et al.'s four-phase approach (2016); and (3) Lave and Wenger's (1991) work based on situated learning, namely a community of practice (CoP). Communication channels will also be defined.

Project Planning and Critical Path Method

Beginning with Cawsey, Deszca, and Ingols (2016) project planning and critical path method, a work-back schedule (WBS) will be initiated. This WBS (see Appendix E for a work-back schedule) will identify the communication deadline date and "work backward from that point" (Cawsey, Deszca, & Ingols, 2016, p. 312) to appropriately define milestones, deliverable deadlines, and all items or tasks aligned within the plan. This WBS will also account for the scheduling of tasks, timelines, resources, and the work effort to be calculated prior to initiation. Detailing the WBS in this manner will be very helpful when assessing any gaps in resources or additional tasks that require completion (Cawsey, Deszca, & Ingols, 2016). The stakeholders tasked to create this WBS will be the technology and pedagogical support units. To provide a working WBS in the context of this OIP, the four phases, described below, have been included as the starting points in the WBS.

Four Phase Approach

The next stage of the communication plan is Cawsey, Deszca, and Ingols (2016) four-phase approach that will help to "minimize the effects of rumours…mobilize support for the change, and…sustain enthusiasm and commitment" (p. 320). These four phases are: (1) the *pre-change approval*, where the plan will be communicated from the central technology unit to faculty members for support and recognition; (2) the *need for change*, where the pedagogical and technology support units will continue to advise faculty members on the current Problem of Practice, provide a rationale, reassure the stakeholders, and outline the steps in the change plan; (3) the *midstream change*, where faculty members will again be advised continually on the progress and process of the

change plan outlining the course development process, including dispelling any misconceptions, advising on new roles, structures and systems; and (4) *confirming the change*, where all stakeholders (both support units, central technology, and faculty members) are informed of the success of the plan, successes are celebrated, and the organization prepares for any further changes (as applicable) (Cawsey, Deszca, & Ingols, 2016).

Communication Channels

Communication channels allow people in the organization to communicate with one another. In this OIP, there are four specific communication channels used. They are: (1) *face-to-face*, which elicits emotions, tone, and facial expressions via physical presence; (2) *mobile*, when a private or more complex message needs to be directed to the team; (3) *electronic*, which uses email, the Internet, and social media platforms to communicate with others; and (4) *written*, when a letter or announcement can be provided to everyone in the organization without necessarily requiring feedback (Williams, n.d.). It is important to note that face-to-face communication is considered the best. Also, care should be taken when deciding which communication channel is used (Williams, n.d.). If the wrong communication method is used and does not best serve the message (i.e., email rather than a website posting), the intended message may be lost. It is best to use a variety of strategies when communicating with stakeholders; one channel may not permit wide enough outreach, or conversely, a sufficiently narrow scope.

Next, the four phases of the communication plan will be outlined. The context of the OIP will be embedded within each phase. The various communication channels, as previously indicated, will be italicized for easy identification.

Prechange Approval. In the pre-change approval phase, the senior leadership team will be introduced to the change team and an outline with the proposed changes will be presented. This will be conducted *face-to-face*. The change team will encourage stakeholders to ask questions and provide a booklet outlining the change plan and its limitations. An *email* communication channel will be initiated to send status updates in a timely fashion. Status updates will be delivered monthly. This meeting will be open to addressing all concerns and questions prior to meeting with faculty members. Please note that some of the senior leadership team are faculty members at X University.

Initial phase. Within this initial phase, both the pedagogical and technology support units will conduct and implement the change plan. High-impact marketing of the course development plan, its benefits, and support of the various units will be the intention and focus of the initiative. The purpose of this initiative will be to engage faculty members to use the course development plan every time the opportunity to convert an in-class course to an online version arises. The target audience is faculty members, and the types of communication vehicles that will be utilized will include an introductory *announcement*, a series of *emails* that include times and dates for meetings to promote the plan, and a *website* that includes an introductory video outlining the change. Case studies will also be provided that show the progression from an in-class to an online course (with activities), and resources such as the course development plan, handouts, and contact information within the support units will be provided.

Need for Change. a meeting will be held with the faculty members and appointments to the change team will be announced. This will be conducted *face-to-face*. A *video* outlining the change plan will be presented to faculty members outlining the

purpose, value of the course development plan for faculty members, and contact information of the support units. An *email* communication channel will be set up and a feedback process will be initiated. The feedback process will consist of a *listserv,* monthly *telephone calls* to faculty members who have indicated interest, and anecdotal comments provided by the change team. This meeting will also address all concerns that faculty members have, including common objections previously identified in Chapter 1. A training agenda will be provided so that faculty members can begin to learn about the course development plan and the various approval processes attached to this activity. A sign-up form will be made available for training. The stakeholders involved in this meeting will be the change team and the central support unit. Having the different levels of the support units included in this meeting will help to redirect any conflict that may arise from the meeting to the change team.

Midstream Change. In the midstream change phase, the change team will gather information from all the feedback channels initiated and prepare a report on the progress that will be communicated back to the senior leadership team. Additional meetings will be set up for faculty members so that *face-to-face* conversations can take place and training will continue throughout the implementation cycle. Status reports outlining the number of faculty members participating in the training, the number of courses developed, and consultations with the change team will be collected, compiled, and posted on the *website*. At this point, additional change team members can be appointed.

These additional members will be faculty members who are early adopters of the system and have participated in the training. They will be encouraged to *engage in conversations* with other faculty members and encouraged to showcase their course

development plans, activities, and completed online courses. This showcasing of course development plans and other pertinent documents by faculty members will be added to the *website* to continue the momentum of the plan and highlight successes.

Confirming the Change. In the last phase, confirming the change, the progress made by the change implementation plan will again be publicized to all stakeholders via *email, list serv,* and the *website*. One last meeting will be set up to close out the implementation plan, with the explicit understanding that training and consultations with the change team are ongoing. This will be conducted *face-to-face*. Documentation of the change effort will be made available to everyone via the *website*. The senior leadership team will be congratulated on a job well done, faculty members will receive kudos for participating in this change plan, and a lunch and learn will be held. Faculty members who participated in this change plan will be asked to discuss their journey, showcase their courses, and provide reflective feedback on the process and plan.

The final step in the communication plan will now be outlined: the utilization of a CoP.

Community of Practice

Utilizing Lave and Wenger's (1991) work on situated learning, a CoP will be encouraged to form. This will help to inform and provide opportunities between the pedagogical support unit and faculty members as they engage and "participat[e] in real-world situations, workplace projects, and learning events" (Kimble, Hildreth, & Bourdon, 2008, p. 301). A CoP is comprised of three components: (1) a shared domain of interest; (2) a community of people who interact and learn together; and (3) members of the group share their experiences and reuse the information that they have collected to develop their

own skills and those of others (Wenger & Lave, 1998). Stages representing the lifecycle of a CoP will also be addressed: (1) the *potential stage*, where people in similar situations converge with others based on their interests; (2) the *coalescing stage*, where a community becomes defined; (3) the *dispersion stage*, where members of the CoP are not formally committed to the CoP; however, they maintain ongoing relationships with one another; and (4) the *memorable stage*, where the CoP creates opportunities for people to get together and remember their shared journey (Loyarte & Hernaez, 2011).

In the context of this OIP, many faculty members, both those who are contract and those who are full-time employees, could benefit greatly by participating in a CoP. The CoP would initially be formed by the pedagogical support unit, and faculty members would be invited to participate. The CoP would meet monthly and be based on project teams that are led by designated members who remain consistent in their roles throughout the project. Roles within the CoP are as follows:

- The champion is the person who organizes the event and sets its purpose.
- The facilitator's focus is on creating discussions within the CoP.
- The integrator interfaces with other communities as required, and ensure that information concerning the CoP is disseminated to all members.
- Members are those participating in the CoP.
- Practice leaders identify emerging trends, provide coaching for new members, and promote adherence to "good practice."
- Sponsors bridge members of the CoP and their formal institutions (Nickols, 2003).

CoP's would be created to last for less than one year and driven by deliverables and shared goals. Communication is not only immediate within these communities, but it also allows everyone the opportunity to discuss challenges based on similar interests, learn more about techniques and strategies, and share information. As this CoP is based on a project, one of the deliverables will be to identify publications to which they can submit their research and results and gain recognition. This can further integrate the members of the CoP together and create additional opportunities for others to join (see Figure 3.3 for an example of a project-led CoP).

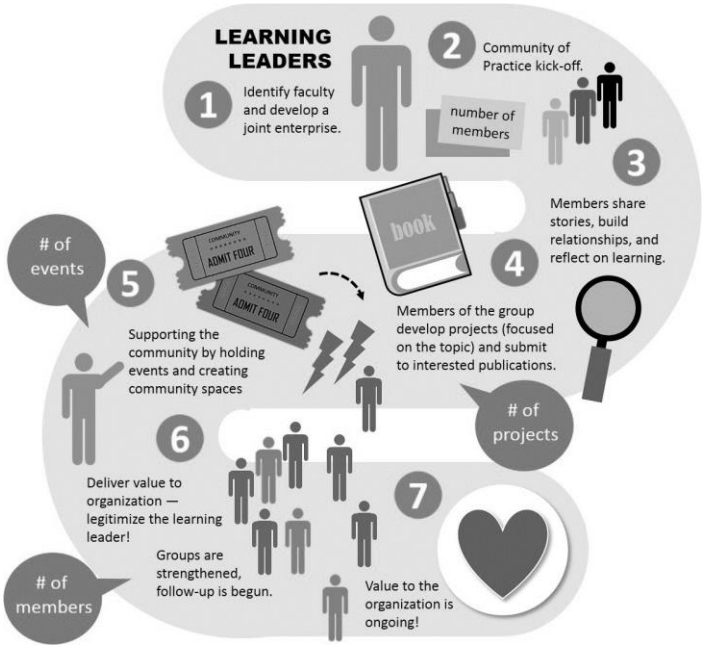

Figure 3.3. Project-led CoP

Summary

In summary, the framework utilized acceleration, one of the four steps found within Cawsey, Deszca, and Ingols (2016) change path model. To help achieve this implementation plan, three goals and priorities were considered, they are: stakeholder engagement, the provision of tools and techniques, and a detailed plan on how to manage the transition. In terms of managing the transition, stakeholders were initially classified to help determine their potential for adoption and how best to strategically understand better their reactions to resistance and uncertainty.

Short-, medium-, and long-term goals within this OIP focused on increased usage in relation to tools and documents for online course development planning, higher engagement levels in workshop development programs, and use of the course development plan for every course conversion. Limitations found included inactivity of web space downloads, lack of participation, and discontinued or no use of course development plans.

Monitoring and evaluation was conducted using a model that involves an iterative, four-stage problem solving approach. The model is based on Edward Deming's Plan, Do, Study, Act (PDSA) model (2016). Various tools used to gather the data included a data collection plan, a chart audit, and an audience review. Of importance was the use of a Pareto chart that identified activities that have the biggest impact throughout the assessment phase.

Regarding ethics, there were five categories identified, (1) the ethic of care, (2) the ethic of justice, (3) the ethic of critique, (4) the ethic of community, and (5) the ethic

of profession. Considerations found were power differentials among faculty members and students' best interest, which technological advances contributed to.

Finally, the communication plan utilized various planning tools to communicate clearly and persuasively with all relevant stakeholders. The tools utilized were: (1) the project planning and critical path method (Cawsey, Deszca, & Ingols, 2016); (2) Cawsey et al.'s four-phase approach (2016); and (3) Lave and Wenger's (1991) work based on situated learning, namely a Community of Practice (CoP).

The next section will articulate the conclusion and next steps.

Conclusion and Next Steps

The Problem of Practice (PoP) found within this OIP described a change initiative with the intent of reducing resistance towards the use of a systematic course development plan for online courses at a post-secondary institution. Throughout this OIP, various understandings emerged such as the value of the course development plan, how readiness of the organization might be addressed, what critical organizational gaps were problematic, and how the potential solution could be employed using transformational, transactional, and servant leadership approaches. This study depicted course development planning as highly systematic and complex, but it also showed an evolving *social* activity where collaboration and community can make big differences in the understanding of this tool. This course development tool also showed linkages to contextual factors such as technological, cultural, and skill levels and abilities.

Future Considerations

This study is important because it has the *potential* to build leadership capacities among faculty members as they systematically build pedagogically sound online courses.

These leadership capacities can be described as processes that clarify and define the institutions values, beliefs, assumptions, perceptions, and experiences. Such an effort requires conversations among all stakeholders as well as group discussions in which what is known, becomes clear and a shared purpose is created.

Another process is inquiry into practice. A possible mechanism for exploring leadership capacities is to launch sustainable communities of practice that largely focus on determining support levels for faculty members based on their beliefs and values pertaining to online course development planning. Delving a bit further, the ability to validate faculty member experiences concerning these concepts and derive meaning from the evidence could be quite fruitful.

Broader implications across the institution include access to a more open system of development and the encouragement to change the institutions culture.

Finally, this OIP and as a future consideration, can also be generalized to suit other organizations outside of education including provincial and federal governments, agencies, and municipalities. Development and management of a system dedicated to involving all educational products such as online course repositories (e.g., eCampus) could eventually lead to a strengthening and agreement of definitions, values, and principles based on online course development planning. Such influences and views of education deserves further investigation.

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APPENDICES

Appendix A: Common eLearning Definitions

Blended/Hybrid Courses	Online classroom activity is mixed with face-to-face classroom meetings (Sener, 2015)
Capacity	Refers to any effort being made to improve the abilities, skills, and expertise of educators
Facilitator	A person who conducts workshops for faculty members
Online Course	All course activity is done fully online; there are no required face-to-face sessions within the course and no requirement for on-campus activity. (Sener, 2015)
LMS	Learning Management System
Resistance	The "action of opposing something that you disapprove or disagree with" (Mish, 2003, p. 1003)
Stakeholders	The technology, pedagogical, other eLearning support units, central technology, and faculty members
STEM	Science, Technology, Engineering, and Mathematics
Traditional Classroom Course	Course activity is organized around scheduled [on campus] class meetings (Sener, 2015)

Appendix B: Naming Schema

Faculty Support providers	Instructional designers, educational developers
Other eLearning support units	eLearning Faculty Support units
Pedagogical Support unit	Pedagogical Support unit
Central Technology unit	Finance and Administration unit
Technology support unit	My specific department
University, organization, institution	X University

Appendix C: Definitions of an Academic Year

Academic Sessions and Terms

Prior to the overview of the course development plan, it is important to understand how the academic year is divided within X University. For this institution, the academic year has two sessions, a fall/winter and a summer session. Sessions range from between 3 – 12 weeks for the summer and fall/winter runs for 24 weeks in total. There are also two terms within the fall/winter session and each of these terms is 12 weeks. There is one term for fall and the other winter. In this OIP, online course conversions are either 12 weeks or 24 weeks in length and both sessions (fall/winter and summer) are included.

Weeks and Modules

Many faculty members divide their courses into weeks or modules. These weeks/modules can follow the number of weeks allocated to a term, or can be bundled based on a faculty members course structure. For example, a faculty member can teach a 12-week course, but divide the course into 4 modules. Each module will run for 3 weeks, with breaks and exams in between. The structure of the course is based on a faculty member's preference. The terms "weeks and modules" are used throughout this OIP.

Appendix D: Data Collection Plan

<table>
<tr><th colspan="3">Course Development Plan</th><th colspan="3">Evaluation</th></tr>
<tr><td>1. Goal</td><td>2. Objectives</td><td>3. Description</td><td>4. Questions</td><td>5. Source of Data</td><td>6. Methods of Data Collection</td></tr>
<tr><td rowspan="2">Both the Pedagogical and Technology Support units are dissatisfied with the non-use of the course development plans.

Faculty members are encouraged to use a course development plan but many are not completed in full, learning outcomes are missing, and discrepancies among the columns.

The goal for our faculty development effort is to involve faculty members in creating a course development plan that works for them (reducing learning anxieties) as they development their online course.</td><td>Objective 1
To involve faculty members in the development of a new course development plan</td><td rowspan="2">Both the Pedagogical and Technology Support units will create a more amiable course development plan that focuses on the steps that faculty members go through when creating online courses for the first time.

The parameters will look at specific course topics, congruency, approach towards instructional strategies, and competence levels within online learning. Faculty members will be encouraged to write specific course development plan topics when outlining their requirements for the course development plan.</td><td>Did faculty members participate in the revision of a new course development plan?</td><td>• Faculty
• New course development plan</td><td>Interview faculty members to determine their level of involvement with process and satisfaction resulting with the course development plan

Analyze design of form for accuracy and congruency</td></tr>
<tr><td>Objective 2
To achieve greater acceptance overall of the course development plan and higher completion rates without sacrificing content.</td><td>Was the action of revising the course development plan worthwhile?

Were there trends in the outcomes?

Were there any unintended side effects?</td><td>• Responses on individual course development plans.

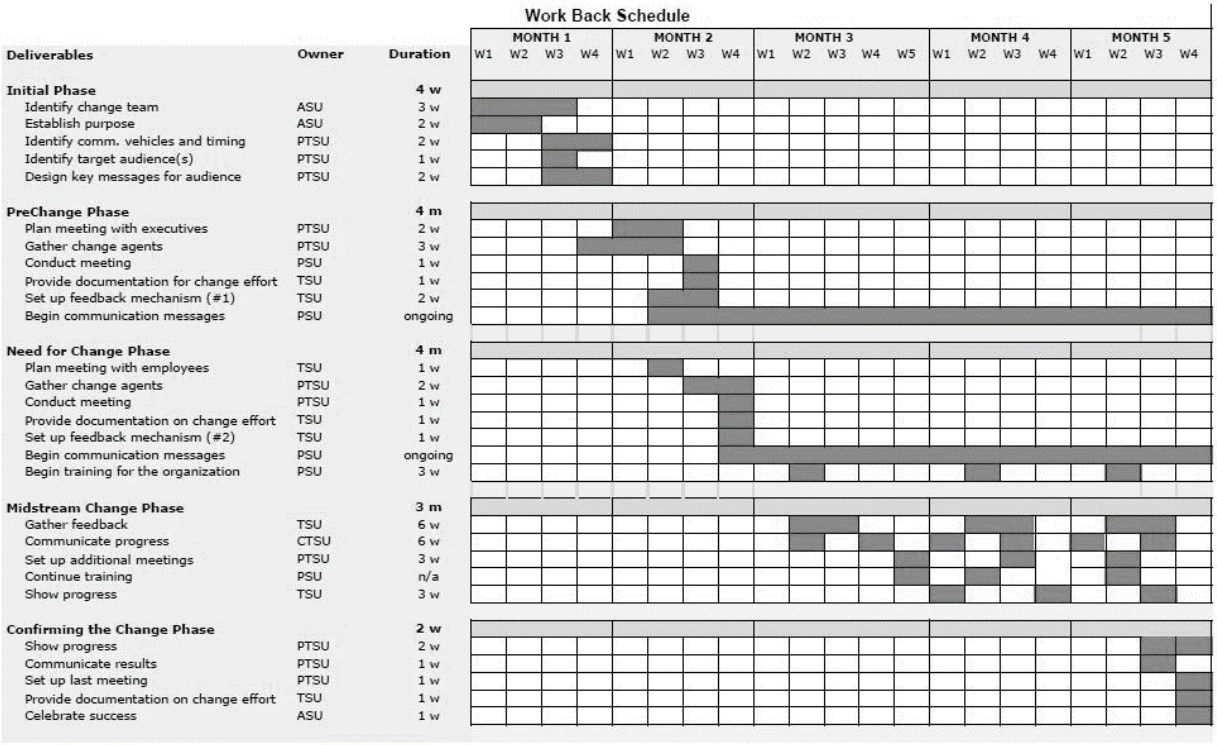
• Responses from faculty members on a cumulative scale.

• Notes from the Pedagogical and Technology Support units from existing course development plans</td><td>Review and categorize faculty comments as:

• No comment
• General comment
• Specific comment

Comparison of previous “completed” course development plans with revised course development forms.</td></tr>
</table>

Appendix E: Work-Back Schedule



Deliverables	Owner	Duration
Initial Phase		**4 w**
Identify change team	ASU	3 w
Establish purpose	ASU	2 w
Identify comm. vehicles and timing	PTSU	2 w
Identify target audience(s)	PTSU	1 w
Design key messages for audience	PTSU	2 w
PreChange Phase		**4 m**
Plan meeting with executives	PTSU	2 w
Gather change agents	PTSU	3 w
Conduct meeting	PSU	1 w
Provide documentation for change effort	TSU	1 w
Set up feedback mechanism (#1)	TSU	2 w
Begin communication messages	PSU	ongoing
Need for Change Phase		**4 m**
Plan meeting with employees	TSU	1 w
Gather change agents	PTSU	2 w
Conduct meeting	PTSU	1 w
Provide documentation on change effort	TSU	1 w
Set up feedback mechanism (#2)	TSU	1 w
Begin communication messages	PSU	ongoing
Begin training for the organization	PSU	3 w
Midstream Change Phase		**3 m**
Gather feedback	TSU	6 w
Communicate progress	CTSU	6 w
Set up additional meetings	PTSU	3 w
Continue training	PSU	n/a
Show progress	TSU	3 w
Confirming the Change Phase		**2 w**
Show progress	PTSU	2 w
Communicate results	PTSU	1 w
Set up last meeting	PTSU	1 w
Provide documentation on change effort	TSU	1 w
Celebrate success	ASU	1 w

Owner Legend	
Pedagogical Support Unit	PSU
Technology Support Unit	TSU
Central Support Unit	CSU
Pedagogical and Technology Support Units	PTSU
All Support Units	ASU

Duration Legend	
Month	m
Week	w