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Confronting Wicked Issues Through the Implementation of a Business Development Unit

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By

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Abstract

Universities, and Faculties, in Ontario are faced with wicked issues that are limiting the financial sustainability of the organizations. Wicked issues refer to problems that are not technical in nature, are not easily fixed, offer no single solution and because of organizational interdependencies, often create other problems when unraveled. Such issues introduced in this Organizational Improvement Plan (OIP) are: decreasing governmental funding, increased competition for students, the emergence of the non-traditional student and geopolitical pressure. The leadership approach to help address these issues is a combination of Boundary Spanning, Adaptive Leadership and Mindfulness. It is the grouping of these three leadership theories that can help the Faculty be more connected and responsive to external forces impacting the Faculty. These approaches introduce an optimistic view-that organizational improvement is possible, while recognizing that change is often challenging for organizational members. This OIP is concerned with the advancement of business development acumen grounded in High Reliability Principles. It explores innovations such as data informed decision making, contemporary student engagement practices, and technological infrastructure that can help the Faculty remain financially sustainable as well as a place of higher learning. If executed correctly, this approach can contribute significantly to the Faculty's financial resilience and sustainability.

Keywords: Organizational Improvement Plan (OIP), University Administration, Business Development, Organizational Leadership, Organizational Change

Executive Summary

This Organizational Improvement Plan (OIP) focuses on the creation of a business development unit within a Faculty of a large research intensive university as a response to some of the significant challenges impacting the sustainability of the Faculty. A brief organizational context and history of the University highlight the organizational identity of the University is discussed in Chapter One. The issues facing the Faculty are defined as 'wicked' in that they are difficult to define, are not technical in nature, and, any action towards a solution introduces further complications. These wicked issues are declining governmental funding, increased competition for students, the emergence of the non-traditional students and geo-political pressures.

Chapter Two examines the gap between the current and desired state. The desired state being one where the Faculty is financially sustainable. There is an exploration of possible solutions to these wicked problems, and a way to address these concerns. The application of business acumen grounded in high reliability principles. High reliability principles are typically applied to high reliability organizations, (HRO) such as aircraft carriers and nuclear plants. While a university is not a HRO by definition, it is still organized around matters of reliability. As an institution it has done an excellent job for millennia of being a reliable source of knowledge, research and learning. The reliability principles that can inform and shape business development activities within the Faculty are: preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience and deference to expertise. It is through the enactment of these principles that the Faculty can either avoid or contain issues of sustainability.

The leadership approaches of boundary spanning, adaptive leadership and mindfulness are described and aligned with the notion of business acumen operating within an academic environment.

A Faculty within a large university can often become overly focused on the internal machinations, strife or activities within the campus. This narrow view carries the risk that the Faculty is not paying attention to opportunities and challenges beyond the campus. Boundary spanning is critical in that it inoculates the Faculty from becoming ossified or too disconnected from the external environment. Through boundary spanning activities a leader is able to ensure that outside information, societal trends, and external occurrences are become a part of the Faculty discourse, impacting strategic decision making. Adaptive Leadership is a second leadership approach to address this PoP. This leadership approach posits the following: there are two types of challenges: technical and adaptive, technical solutions are insufficient for adaptive problems. Organizational leaders need to be engaged in the operational aspects of the Faculty, there are times to step away and see issues as part of the bigger picture. Gaining a broader perspective allows leaders to make novel connections and re-evaluate assumptions. An adaptive leader knows when to be focused on the operational components of the Faculty or the larger, and broader perspective. The change model for this OIP is Satir's Change Model. The conviction at the heart of this model is that improvement is always possible. This model has five stages to help organizational members process change.

Finally, Chapter Three presents the implementation, evaluation and plan for the improvement plan. Through a series of communication strategies that firstly illustrates the significance of these issues, followed by the interpretation of organizational data, stakeholders will better understand how the creation of a business development unit is an imperative. This

chapter also examines the ethics of undertaking such an initiative focused on the ethics of inaction, maintaining a focus on how organizational change impacts people and the considerations surrounding data collection and interpretation.

There have been many examples where Universities, or faculties have become ossified and not responsive to macro changes This organizational improvement plan provides a feasible, and appropriate approach to contributing to the Faculty's sustainability through the application and perspective of business development. This plan relies on the value the organization places on the importance of responding to the issues and opportunities external to the Faculty.

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Chapter One – Introduction and Problem

Education is at an inflection point with major shifts in the landscape that requires a significant response. The hierarchical structure and traditional model of organizing a Faculty unit tends to reflect a different time when there was more sureness and stability. However, the turbulence of globalization and shifts in society are forcing the university in question to look beyond traditional models and habits that were developed for a stable environment but which do not work in a dynamic world. The absence of domestic and global market awareness, in-depth knowledge of applicant decision making, and acute awareness of business processes challenge the Faculty of Education's sustainability.

This chapter introduces the problem which is at the heart of this organizational improvement project. The university context that shapes the problem and its relevant variables and theoretical frameworks are discussed in several sections. Leadership theories and the agency of the change agent are described with a focus on stakeholder interests in section XYZ. The last section examines the readiness of this Faculty to engage in and accept significant change.

Organizational Context

RIU is a medium-sized, comprehensive University located within an urbanized setting in central Canada. It was created in 1878 as a denominational school of the Church of England, and was made non-denominational in 1908. Once RIU became non-denominational, it expanded steadily with the addition of new faculties and schools. New buildings were added that complemented the original modern Gothic architecture of the campus.

Within the last decade, the University underwent an extensive rebranding exercise. A major outcome was a name change and the development of robust marketing and communication policies intended to project a unified institutional image, both domestically and globally. Key

messages and imagery in the marketing communications highlight the attractiveness of the campus gothic architecture and a rich student experience. When examining the symbols, events, and messages that have been included in the promotional material, one can see that the organizational identity is one of a quality historic institution that derives much of its organizational identity from its rich past.

RIU currently offers over 200 academic programs at the graduate and undergraduate levels; it has several faculties, a School of Graduate Studies, a Department of Continuing Studies and affiliated liberal arts colleges. RIU is considered one of the larger institutions in Canada with over 30,000 graduate and undergraduate students; approximately 3,800 of them are classified as international students. There are over 1,400 full time Faculty members and approximately 2,500 staff. The 2018-19 operating budget for RIU exceeded $780 million which is based on stable government grants, the current tuition framework, stable undergraduate enrolment and modest growth in graduate enrolments. In the 2018-19 budget, it was reported that 51.2% of revenue was derived directly from student tuition.

RIU recently created a challenging, bolder, global mission and vision; there is a desire to play a bigger role on the world stage. The University's mission is to benefit society through excellence in teaching, research and scholarship. The vision statement makes a reference to global citizenry and serving the public good, making RIU a destination of choice for students and faculty (RIU Vision Statement, 2013). The vision outlined in RIUs most recent strategic plan suggests that RIU wants to shed its regional identity and project itself more as a global University. This priority is reflected in the new vision and mission statements as well as organizationally with the creation of an international office located in the heart of the campus in a high-profile attractive space, headed by a senior academic, reporting directly to RIU's Provost.

RIU has consistently placed in the 200-250 slot in the Times Higher Education (THE Rankings) global rankings over the past five years. Nationally, it has been rated in the top fifteen of Canadian Universities (RIU Website, 2019; Times Higher Education, 2019; Top Universities, 2019).

From a research perspective, RIU is often considered one of Canada's top research institutions with annual research funding in excess of $240 million (RIU website). While RIU is a comprehensive University, it has focused its resources in eight research clusters created primarily within the STEM (Science, Technology, Engineering and Math) areas. Each cluster receives five million dollars yearly from the University central budget over five years to bolster research (RIU website, 2019).

Many universities in Canada could be characterized as loosely coupled organizations (Ingersoll, 1993) which could be defined as a system in which the parts do not operate in tight functional coordination. In the case of RIU, there may be common goals across campus, or direction delivered top down; however, coordination and regulation is difficult (Weick, 1976). In such a system, the Faculties have significant autonomy and are able to assert themselves (Fallis, 2013). This greatly influences academic and administrative processes for decision making and approvals throughout the campus (Sporn, 1997). The one lever of influence that is top down is budgetary where Faculty Deans are encouraged to include proposals into their annual Faculty planning documents that align directly with the University's priorities within annual Academic Plans (Office of the Provost Report, 2016). RIU's current budget model could be described as hybrid which includes base budgets from central administration and performance-based funds for initiatives that align with institutional priorities.

RIU has high aspirations regarding student experience which includes opportunities for study abroad and goals for international enrollment. The University also strives to maintain one of the highest academic admitting averages in the province for undergraduate programs, as well as high retention and graduation rates in Canada (Report of Provost's Task Force on University Budget Models, 2016). At RIU, the stated enrollment priorities are to create a world-class research and scholarship culture, provide Canada's best education for global leadership, foster community and global engagement, and generate new resources in support of excellence. The strategic direction of RIU is shifting towards an expansion of enrolment in existing masters and doctoral programs and the creation and use of alternative, hybrid, and blended teaching methods to enhance the graduate student learning experience. Courses offered entirely online now account for over 10% of all instruction at RIU.

The Faculty of Education at RIU, which is the focus of this OIP, joined RIU with Faculty status in 1973. Prior to that, it was licensed as a Teachers Training College and had an affiliation agreement to RIU (Faculty of Education website). The current mission statement focuses on social justice and advocacy, while the vision statement focuses on inclusivity and education for all (Faculty of Education website). Interestingly, with the recent introduction of course-based master's and doctoral degrees, online education, and internationalization, it seems that the actions of the Faculty of Education are more aligned with the University rather than the Faculty's own mission and vision. This misalignment is indicative of a shifting landscape.

The Faculty of Education offers a Bachelor of Education degree, additional teacher qualifications, two research intensive graduate programs and fourteen professional graduate programs with the first online professional program launched in 2013. It also hosts the English Language Centre for the University which provides preparatory programs for international

students prior to their entering academic programs. The research-intensive programs are delivered onsite while most of the professional programs are delivered in an online format. Over the past few years, the Faculty of Education has seen enrollment growth in a select number of its professional programs at the master's level and significant enrollment growth at the doctoral level. Due to decreases in government-funding policies, which led to decreases in funding for Bachelor of Education students, and limits on graduate enrollment, international enrollment has become a priority.

The organizational structure of the Faculty includes an Academic Dean and three Associate Deans. During the past five years, the Faculty has added an administrative office that is designed to support program growth. The unit is responsible for information technology, marketing, student recruitment, instructional and business development. The current Dean is involved in the day-to-day administrative decision making which provides her with a deeper understanding of contemporary complexities facing the Faculty, such as the increasingly competitive landscape, international recruitment, and contemporary marketing approaches. Under this Dean's leadership, the staff and administrative units have been empowered to take an active role in the management of the Faculty which has expanded decision making to include staff input. This change in perspective, however, has not resulted in changes to the formal governance structures. While the staff have voice and are empowered, committees and advisory groups are still primarily the domain of Faculty members. As a result, the current context is reliant upon the Dean's estimation of the importance of the staff's contribution. While the next leader may have similar attributes, much of the organizational change at the Faculty level is being facilitated through this Dean's vision and it is unclear if the changes will remain with a change in decanal level leadership.

Simultaneously, the organizational structure of the Faculty has been flattened with fewer committees and steps within governance processes. Faculty members are placed within Academic Research Clusters (ARCs) rather than departments. The ARC structure was put in place to support program development, manage admissions into graduate degrees, and to create a space for a community of scholars. Academic governance is executed through a committee structure. The Executive Committee is chaired by a Faculty member and is comprised of the Dean, three Associate Deans, elected Faculty members, and ARC chairs; a Senior Administrative Director has ex-officio status. The Faculty Council consists of the Dean, Associate Deans, faculty members, with external, staff and student representatives. The Dean also has an Advisory group comprised of the Associate Deans.

Under the current Dean's leadership, the Faculty of Education's priorities have shifted. The current Mission and Vision statements harken back to a time when the only programs offered were onsite teacher education and graduate research-intensive programs. While these programs still exist, there is now an emphasis on adding graduate degrees that are course-based, practical in nature, and have a market demand. These programs are delivered mostly online, which differs from the traditional offerings of graduate academic programs. The addition of these courses is a consequence of the changing landscape in higher education, particularly in Ontario, and represent a shift away from high levels of government funding towards programs that are supported by student tuition dollars. One of the outcomes of this shift in funding models is that academic programs are more reliant on tuition, and are, therefore, more subject to market demands than in the past.

A deeper understanding of the organizational context is achieved by using a systems thinking approach; it allows one to take a holistic view of the organization and the context within

which it exists (Leischow & Milstein, 2006). From this perspective, the Faculty is understood as a complex system comprised of interrelated subsystems with each subsystem affecting the operation of other subsystems. Examining the challenges facing the Faculty, while remaining mindful of the complex details that make up the whole, can be associated with systems thinking (Senge, 1990). The cliché, “seeing the forest but not the trees” becomes “seeing the forest and the trees;” however, this cliché does not expand on the idea enough when considering this OIP. It is imperative to see the forest (the context within which the university exists,) the trees (the university stakeholders,) and how the individual trees interact with each other as well as how the trees may impact, or be impacted by, the forest as a whole.

Some of the issues facing the Faculty of Education at RIU include decreasing governmental funding, the rise of non-traditional students, increasing competition for students, and geopolitical pressures. These issues could be characterized as “wicked.” Wicked issues are exceedingly difficult to address because they often affect many parts of the system, are ill-defined; they are not easily solvable and require systemic, not short-term, change (Peters, 2017; Rittle & Webber, 1973). When one examines the Faculty from a systems theory perspective, one can see that the subsystems and actors within the system have diverse interests. The Dean manages both the academic and administrative components of the Faculty. Faculty members focus on student engagement, research and publications; the graduate office prioritize admissions policies, program governance and enforced administrative processes, and the recruitment along with the marketing departments want to ensure that enrollment metrics are met.

Leadership Problem of Practice and its Framing

This chapter sets the stage for exploring four wicked problems facing the University, and in particular the Faculty of Education: decreasing governmental funding, the rise of the non-

traditional student, increasing competition for students and geopolitical pressures. Universities, and their faculties in Ontario are ill-prepared to address some of these wicked problems confronting them. The problem of practice for this organizational improvement initiative is: how can the Faculty of Education meet the challenges posed by these wicked problems?

Perspectives on the Problem of Practice

UNESCO, states that higher education is facing a number of critical challenges at the international, national and institutional levels (Higher Education in the Twenty-First Century: Vision and Action, 1998). Issues ranging from governmental austerity measures causing relentless fiscal restraint, a general perception of economic scarcity which shapes public perceptions and priorities and rising intellectualism which is causing a devaluation of the learning experience. These challenges are creating an environment where not only the University has financial limitations; the very essence of the university experience is rationalized.

Given the challenges facing the University as well as some of the broader societal concerns, it is important to understand how the university can respond given its organizational culture. In his book, Images of Organization, Morgan (1997) argues that theories of organization and management are based on implicit images or metaphors that can deepen our understanding and create powerful insights. When seeking to understand RIU and its organizational culture, the political system metaphor seems to be the most appropriate. This representation encompasses stakeholder theories, diversity of interests, and conflict and power in organizations. When exploring organizational change at the University, it is critical to examine it through a political lens as suggested by Bolman and Deal (2008). These authors make the following assumptions:

- organizations are comprised of coalitions
- there are durable differences in values, beliefs and interests

- decisions involve the allocation of scarce resources
- it is the scarcity of resources and differences that make conflict a day-to-day dynamic
- decisions emerge from bargaining and negotiation

It is with this organizational understanding, as political theatre, that we can better understand how to address the extant challenges facing the university in regards to its sustainability. Relationships focused on interests, conflict and power need to be deeply considered to inform organizational change. In the university context, the application of political power is often the medium through which conflicts are resolved. Sources of organizational power come from formal authority, controlling scarce resources, the interpretation and/or application of rules and regulations, knowledge and information, and control over technology. Another facet of this organizational culture, as a political arena, is that the application of power is more ambiguous and owned by divergent groups, namely labor organizations and the university administration. Alternative conceptualizations of the University have the potential to frustrate the change process because it risks ignoring the 'political math' that is done on a daily basis by organizational members as they seek to ensure that their interests are met and they receive their share of scarce resources.

To inform this Problem of Practice, and any proposed solution, it is critical to analyze and substantiate these issues deeply. PEST (Sammut-Bonnici & Galea, 2015) is an acronym for Political, Economic, Social, and Technological analysis and describes a framework of macro-environmental factors that affect the University. The factors used in this environmental scan include an examination of the political, economic, socio-cultural and technological factors in relation to the context within which the Faculty is situated. There are four broad challenges impacting this Faculty: decreasing governmental funding, increased competition, the emergence

of the non-traditional student and geopolitical pressure. Overall, this PEST analysis (see Appendix A) indicates that none of these wicked problems are easily solvable, there are multiple explanations for why these problems exist and success in addressing these challenges is exceedingly difficult.

Decreasing Governmental Funding

Western governments have become less interested in growing and funding University systems since the 1960s, and there is a call for change within universities significantly impacting university budgets (Lawless, 1982; Metcalfe, 2010; Tierney, 2011). The PEST analysis provides contemporary examples of shifting governmental priorities. This represents both a political and economic issue, has manifested itself in significant decreases of funding for University students and for institutional budgets (Statistics Canada, 2019). In 2013, the provincial funding formula for the Bachelor of Education changed, resulting in decreased revenue from the Faculty's largest academic program (Faculty Dean, email communication, April 22, 2013). These changes proved to have significant influence on the Faculty where new revenue streams and programs had to be identified and developed. In response to these challenges, the Faculty rapidly launched a suite of Masters and Doctoral level programs delivered in an online format. These programs have had mixed success, where some have had robust enrollment while others have been chronically under-enrolled. The success of these robust new programs demonstrated the potential of professional course-based graduate degrees. Since their launch, a recent challenge has emerged where domestic funding and student enrollment have been capped by the Provincial authorities (Ministry of Training, Colleges and Universities, 2015). The implication of this policy change is that the Faculty of Education can no longer increase domestic enrollment as a strategy to grow revenue streams. In this case, launching new graduate domestic programs would not result in

funding increases. With the provincial market size fixed, each Faculty of Education in Ontario will need to engage in defensive marketing to protect market share for its graduate programs and to secure its funding levels (Yannopoulos, 2011).

Increased Competition among Institutions

As noted earlier, many of the current Faculty organizational behaviors, practices and policies were developed when Ontario universities were better funded and access to university degrees was more limited. However, that is no longer the situation due to a larger provincial university system and declining domestic demand for University programs (Fallis, 2013). As the PEST analysis indicates, faculties now find themselves in a place where they need to be more professional and compete more aggressively for students, which is a significant socio-cultural shift. The PEST analysis provides some examples of how these changes have both political and economic implications. The *Invisible Hand* (Smith, 1776; Rothschild, 1994) is a useful metaphor to illustrate this dynamic. This unobservable force helps the demand and supply of goods and/or services reach equilibrium. In this context, the supply (seats within the University system) is exceeding the demand (eligible applicants). The *invisible hand* has put more choice in the hands of a University applicant, which is challenging the way in which the Faculty operates (Dill & Helm, 1988; Selingo, 2013). Part of this resolution is addressed with changing student needs discussed in the next section.

Change in Student Needs and Perceptions

Another wicked problem relates to the opportunities and challenges as the Faculty of Education further extends itself into the online market for graduate degree seeking professionals. The PEST analysis indicates some of the substantive issues facing RIU. To understand these challenges, it is important to appreciate the differences between traditional and non-traditional

students. Traditional students are defined as those between 18-22 years of age and who are most likely to have followed an unbroken linear path through the education system. They live on or close to campus, and do not have major work or family responsibilities (Bye, Pushkar & Conway, 2007; Chen, 2017). Non-traditional students are different in that they are older, returning to higher education after time in the workforce, and usually have competing priorities (e.g., families, jobs). These adult learners typically value flexibility, focus on outcomes and often think of themselves more as customers than students. Non-traditional students hold "…institutions of higher education accountable for providing paid-for results…They are savvy, demanding customers…" (Hadfield, 2003, p. 3).

In 2013, 12 million non-traditional students were enrolled in higher education in the U.S, and this number is projected to rise 14% to 14 million students by 2024 (National Center for Education Statistics, 2016a). While this is an American and not local statistic, it illustrates the demographic shift taking place in the developed economies. When it comes to the conceptualization and decision making regarding academic programming, traditional thinking practices and an inward focus persist with less attention paid to who it is the Faculty is serving (Aslanian & Jeffe, 2018; Chaffee, 1997; Clark, 1998).

Online course based graduate degrees are targeted towards non-traditional students, which means that the Faculty has now entered a new arena-professional, online graduate education, in both national and international spheres. The online degree space is especially competitive because there are no geographical barriers limiting student choices (Hanover Research, 2012). During discussions with two large Ontario urban school boards, it was revealed that an Australian University has successfully recruited the majority of the school board's aspiring leaders to its online master's degree. Both of these school boards were in cities that had

large research-intensive universities, offering similar programs with higher global rankings. Through informal conversations with several senior board superintendents, the determining factors appeared to be reportedly that there was a desire to attend the Ontario Universities, but the determining factors were competitive tuition levels, the recognition of prior learning, and program flexibility.

Geopolitical Pressure

Under turbulent conditions, organizations become highly interdependent in "direct but consequential ways" (Gray, 1989, p. 1). In such an environment, it is exceedingly difficult for individuals to act unilaterally without creating unwanted consequences for other stakeholders. The context within which this Faculty exists is changing rapidly. Geopolitical events are shaping the environment in which universities operate, and in recent years the context has looked an increasingly uncertain place. Several recent headlines illustrate this reality:

- Saudi Arabia is pulling thousands of students from Canada in escalating dispute over Human Rights (Perrigo, 2018).
- US university takes out insurance against drop in Chinese enrolments (ICEF Monitor, 2018).
- Canadian universities face credit risk if China restricts students travelling to Canada (Lindsay, 2019).
- U of T receives more money from international students than from Ontario government (Takagi, 2019).
- McMaster closing Confucius Institute over hiring issues (Bradshaw & Freeze, 2013).

Similar to the University of Toronto example, RIU university has succeeded in managing the loss of governmental funding by increasing international enrollment. However, that has significant implications for the university sustainability as they are now subject to geopolitical pressures of which they have no control over. These issues and factors are the wicked ones shaping this problem, necessitating some resolution.

The PEST analysis indicates that Universities are being forced to shift from a low hazard, low risk environment towards a low hazard, higher risk environment. Hazards are activities with the potential to cause harm to the organization such as financial, reputational or academic integrity. Risks can be understood as the chance that exposure to a hazard will result in harm at some specified level. It is incumbent on the University to be attentive to this shift. Meeting these challenges in a way that aligns with the uniqueness of the University as an organization is critical for any organizational change. Any proposed course of action needs to enhance, not detract from the vitality and core essence of the University as a social good. At this point, it would be useful to expand on High Reliability Theory (Weick & Sutcliffe, 2007) as a way to understand and address the gap between where the Faculty currently is, and, a more desirable place.

High Reliability Theory (HRO) flowed out of Normal Accident Theory (NAT) (Perrow, 1984). NAT proposed a framework for characterizing complex technological systems according to their riskiness. Some examples of such systems are air traffic control, marine traffic, chemical plants, dams, and nuclear power plants. Perrow (1984) argues that multiple and unexpected failures are built into society's complex and tightly coupled systems, and are unavoidable. Often errors in a system cannot be designed out through the application of technology because technology is not the problem, organizations are. NAT and HRO theory both share a focus on the social and organizational underpinnings of system safety and accident causation/prevention. An

HRO is a type of organization that performs successfully in highly volatile environments by adopting flexible practices and continuously pursuing improvement and learning in its operations (Garvin, 2011; Rochlin, 1993). There is a preoccupation with a systems thinking approach that anticipates potential problems and puts measures in place to mitigate those problems. Some of the most commonly cited exemplars of HROs are aircraft carriers, electrical power grids, and wildland firefighting units. Weick and Sutcliffe (2007) describe high reliability organizing as a set of five principles that enables organizations to focus attention on problem detection and management, which then allows them to notice and respond to small disturbances and vulnerabilities before they escalate into a larger crisis.

- Preoccupation with failure. The unit uses failure and near failure as ways to gain insight into the strengths and weaknesses of "their system." HROs use failures as windows into the health of the system and engage in problem seeking (Christianson et al., 2011).
- Reluctance to simplify, which is the tendency to not minimize or explain away problems.
- Sensitivity to operations creates awareness of the "big picture," specifically how all the components of work fit together and how problems in one area can spread to other areas. By not focusing on just one aspect of work, HROs strive to see how all parts of a system integrate.
- Focusing on resilience, by developing the capability to cope with unexpected events. An HRO expects that unanticipated events will occur and strives to develop the capability to manage them.
- Deference to expertise, which is an understanding where the expertise is in the organization and ensures that decisions about how to deal with problems are made by those experts.

While the early research in HROs focused on high risk industries, organizational theorists have sought to emulate their success in other contexts such as Universities (Weick, Sutcliffe, and Obstfeld, 2008). These authors illustrate how the infrastructure of high reliability is grounded in processes of an organization's collective mindfulness. This theory also works well in the University context due to the organization's operating principles. Business activity cannot be done in an unbridled way at the University as it has to be done in a way that reflects the context within which it exists. HROs behave in ways that may appear counterintuitive for an administrative unit within the larger, bureaucratic University system. The idea of comparing academic institutions (for both scholars and University administrators) to a more typical HRO was put forth by Weick (1996) from his studies of wildland fire fighting. Weick argues that while universities are not HROs by definition; they are organized around issues of reliability, and not the conventional organizational issues of efficiency. He suggests the language used by University administrators about "putting out fires" is more literal than many realize. Just as firefighters prevent failure of wildland fires, so too educational leaders preclude disasters when they consider their work as an HRO. Arguably, if University administrators understand their work in that way, they should organize their work like firefighters: both anticipatory preparedness and reactive resolutions/problem-solving.

Questions Emerging from the Problem of Practice

According to Röpke (1998), universities are one of the world's most durable institutions supporting the notion that system failure is not an option. This assumption could lead to a degree of tolerance for failure or underperformance. When challenged, this thinking can also lead to incremental, minor adjustments within the system without recognizing or addressing significant

issues. Arguably, universities can no longer afford to be tolerant of failure given some of the contemporary challenges (Taylor, 1998, 1999). These issues may not appear to be catastrophic at face value; it is only when one takes a “balcony view” and inventories, these challenges when the significance emerges (Gumport, 2000).

A new approach within the Faculty is emerging where it has become more sophisticated in how it interacts with, and responds to, the external environment in regards to student recruitment and enrollment. This has resulted in becoming more refined, informed and entrepreneurial. For a University to be entrepreneurial, it needs to develop the right kind of organization, one that allows it to be in a state of continuous change and to adapt effectively to a changing society. The traditional processes and approaches within a University need to be replaced by an organizational framework that encourages fluid action and change-oriented attitudes. In doing so, habits of change will emerge that will allow the institution to thrive as the twenty-first century unfolds (Clark, 2004; Pugh, Lamine, Jack, & Hamilton, 2018; Thorp & Goldstein, 2010). This problem is complex and requires in-depth analysis. Several lines of inquiry emerge:

- To what extent is this Faculty ready for change?
- Is it generally accepted within the Faculty that there is some organizational urgency due to a shifting landscape? If not, how can we increase it?
- What happens if the number of international students drop?
- What happens if the number of domestic students drop?
- What happens if Faculty members resist?
- How much agency and/or influence will be required to influence these wicked issues?

- When responding to these wicked issues, how much risk tolerance is there at the University?
- Where does the balance lie between protecting and maintaining the academic enterprise while still embracing a new future state of change?

As the questions emerge, it is clear that these problems require a complex response that is responsive to the organizational context. Any action that is taken in the absence of careful consideration has limited chance of lasting success. This next section will focus on how I see my leadership contributing to the success of the Faculty in a way that is conducive to the context and will thereby have lasting impact.

Leadership-Focused Vision for Change

As a Senior Director within RIU's Faculty of Education, I am in a position to nurture this initiative while simultaneously affecting change at the campus level. Some of the functions embedded within my role provide the rationale for undertaking this type of work. As a leader who is responsible for international and domestic student recruitment, marketing, and international business activities, I have developed deep insights into relationship building, recruitment, marketing, market analysis and sensitivity analysis. The need to focus on business might be contentious as universities have traditionally held the values of academic freedom, rigour, and access to education as being inviolable (Fallis, 2013). For a business unit, academic concerns, student enrollment and program innovation are seen through a different lens. Arguably, these different perspectives should not be suppressed, they should be upheld and valued as signposts to a healthy environment. For the Faculty to grow and be sustainable, there must be tension generated by healthy conflict (Dodd & Favaro, 2007).

The leadership theories that illustrate the lens within which I comprehend the issues and inform the solutions that I consider appropriate come from Boundary Spanning leadership and Adaptive leadership.

Boundary Spanner

Due to the complexity and size of this University and the current wicked problems, it is important to also concentrate on the internal machinations of the institution. However, this is done at the risk of becoming disconnected from the larger context, beyond the Faculty's boundaries. Aldrich and Herker (1977) define boundary spanning as linking "organizational structure to environmental elements, whether by buffering, moderating, or influencing the environment…." (p. 218). Boundary-spanning is grounded in Organization Theory where the organization is understood as operating as an open system, in multiple environments and interacting with numerous stakeholders. In such a context, the organization is constantly adjusting or adapting to increasingly complex structures as a response to necessary subdivisions that result from the sheer volume of interactions as a result the organization can become inward looking (Daft, 2004). To manage such complexity, the role of the boundary spanner is to ensure that the Faculty maintains a balanced view, between an inward and outward focus. Boundary Spanning leadership allows for a scanning of the environment for new technological developments, innovations in organizational design, relevant trends which has the potential to prevent organizations from becoming prematurely ossified and mismatched with their environments (Aldrich & Herker, 1977). Burt (1992) argues that individuals who connect otherwise disconnected actors or information can often shape perceptions. Boundary spanning lies in creating the necessary linkages to move ideas, information, people, and resources where they are needed most. It is leadership that bridges boundaries between groups in service of a

larger organizational vision, mission, or goal (Ernst & Yip, 2009). Some of the foundational skills for this type of leader include thinking and acting strategically, exhibiting interpersonal skills for facilitation, and being capable of relationship building (Luke, 1998). Williams (2002, p.115) maintains that the antecedents for effective boundary spanning are:

- building sustainable relationships
- communicating and listening
- understanding, empathizing and resolving conflict
- trust
- managing through influencing and negotiation

Being a boundary spanner within this Faculty of Education requires that the leader is aware of what is happening within the Faculty, the University, and beyond. In this context, the change agent serves as a conduit for outside information to flow inward to the institution and to begin influencing the system. This leadership approach helps the Faculty understand itself better in the larger context where the wicked problems exist. Adams (1976) argues that a boundary spanner has two functions: he or she "conveys influence between constituents and their opponents, and he or she represents the perceptions, expectations and ideas of each side to the other" (p. 54). Ernst and Chrobot-Mason (2011) note that for some, boundaries may be seen as borders that limit potential and change; however, for boundary spanners, they also represent frontiers where breakthroughs and possibilities reside. The difference between the two perceptions of boundaries is leadership. In the higher education context, the importance of boundary spanning is raised by the need for leaders to engage across both internal and external boundaries to formulate new strategic responses to complex forces and pressures facing the

sector (Prysor & Henley, 2018). Boundary spanners work at the edge, focusing on influence, relationships and negotiation in order to move toward a desired state (Williams, 2002).

There is a biological metaphor that illustrates the importance of boundary spanning. In nature, the “edge effect” is where two ecosystems overlap, the overlapping area supports species from both, plus another species that is only found in the overlapping area. It is where two ecosystems meet where the most diversity exists. To meet the most pressing issues, it is essential to access the innovation that is created at the intersection of these two systems. For the Faculty of Education, seeking to become more responsive to external opportunities and pressures, finding opportunities to integrate with other systems (such as educational agencies, governmental funding agencies, international partners and other educational organizations) provides a rich opportunity for diversity and protects against becoming too inwardly focused.

Figure 1 represents this metaphor of overlapping “species.” For Education, it represents other internal and external systems as just discussed. My responsibility as a change agent is to ensure that the Faculty remains focused on the boundaries of the Faculty and the University, identifying where new frontiers lie and where new diversity and opportunity exist. It is also my responsibility to ensure that the Faculty does not become so occupied in its own machinations that it loses focus on the challenges and opportunities lying at and beyond the boundaries.

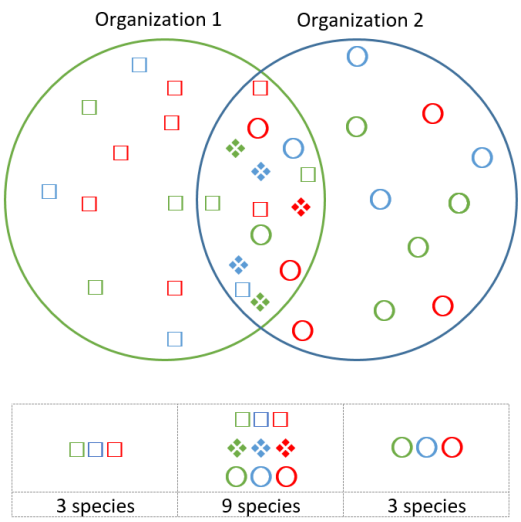

Figure 1. Edge Effect and Diversity

Adapted from https://deepgreenpermaculture.com

This metaphor illustrates that change which is primarily innovation and knowledge is not necessarily within the organization. It is through actively engaging with environment beyond the boundaries where a diversity of ideas, knowledge, approaches and insights are. As the Faculty becomes more sensitive to external forces, as illustrated by the PEST analysis, it is critical that it engages with organizations, information, and actors beyond its boundaries.

Business development is understood best not as the core function of the Faculty but more as a supportive role, and this purpose is not reflected in the formal governance structures within the unit. Consequently, the leader of a business unit needs to affect change differently. A leader of this unit focuses less on formal authority and more on the application of social capital, which can be defined as “the features of social organization such as networks, norms and social trust that facilitate coordination and cooperation for mutual benefit” (Putnam, 1995, p. 3). Being on the periphery of the Faculty’s formal structures allows me to focus on what possibilities, innovation and threats lie beyond the system’s boundary — those wicked problems which have so much impact on the Faculty.

Adaptive Leadership

A second leadership trait that is necessary for the change agent is Adaptive Leadership. This leadership framework, introduced by Heifetz, Grashow and Linsky (2009), helps individuals and organizations to adapt to changing environments and effectively respond to recurring problems. The authors use the metaphor of "getting on the balcony" to illustrate a leader stepping back from the action (the dance floor) and getting on the balcony in order to gain a wider perspective of what is happening below. The boundary spanner needs to be on the balcony at times to gain a wider perspective; in doing so, he/she can see that the Faculty's internal system needs to be linked with external sources of information (Aldrich & Herker, 1977).

Boundary spanning and adaptive leadership are similar in that both focus on relationship building. Heifetz, Grashow and Linsky (2009) maintain that an adaptive leader is conscious of how change can pose a threat or be unsafe for stakeholders and organizational members are therefore risk averse. This attribute is essential when discussing the change management process. Taking that into account will inform what strategies the leader will use. The leader begins focusing on "mobilizing and sustaining people through the period of risk that often comes with adaptive change" (Heifetz et al., 2009, p. 18). The boundary spanner focuses on the development of interpersonal relationships in terms of sharing values and gaining trust to cultivate and nurture change to tackle the "wicked" problems that face the Faculty.

Adaptive leadership and boundary spanning as approaches to leadership are essential to moving towards a desired state of increased sustainability and reliability in this OIP.

Senge (1990) states that understanding and recognizing the structures within which one exists is important to gaining a high level of personal mastery. This insight helps one

differentiate what is important and what is unimportant to those within the Faculty; it also helps to articulate what the future desired position is. With that knowledge, a delta emerges. Understanding the present and having a vision of a desired future states is critical when leading a business development. This vision contributes to the development of strategies and a way forward so that the Faculty can address the contemporary challenges and its wicked problems.

A focused effort on business practices within this Faculty is still in early stages of inception. To be successful in addressing the wicked issues facing the Faculty, the leader/change agent should focus on boundary spanning and adaptive leadership. The focus and discipline of business practices can serve as an innovation hub of the Faculty. It can be a source of disruptive strategies and critical information that help the Faculty address the wicked issues it currently faces. Business development teams tend to focus on identifying areas of new opportunities, markets and partnerships. In doing so, it helps avoid the Faculty becoming too inwardly looking. It also focuses on the prevention and containment of challenges while becoming more intentional, strategic and measured in seizing opportunities and managing challenges.

Present and Future State

Table 1 indicates the gap between the present and future state. The measurable difference is how proactive the faculty can be by adjusting some of its practices.

Table 1

Historical vs. Future Focus for High Reliability

Historical Focus	Future Focus
Only high frequency events	Also high-consequence, low-frequency events
Lagging metrics	Leading and “In Process- metrics

Report only incidents		Report near misses & other significant events
Investigate only recordable events		Investigate all events with high learning value
Causal factors: Technical & operational		Causal factors: Organizational and management system
Assume past performance predicts future	→	Assume the worst case is indeed possible
Learning environment: Primarily internal (single loop)		Learning environment: External as well as internal

Adapted from Weick, K. E., & Sutcliffe, K. M. (2007). *Managing the unexpected: Assuring high performance in an age of complexity*. San Francisco: Jossey-Bass

While Table 1 indicates a future focus, getting to this stage requires working with stakeholders to implement the changes and move the faculty further towards sustainability.

Present state. In the past, this Faculty did not have an administrative unit that concerned itself with the issues such as revenue diversification, student recruitment, marketing and market research. For some, a business perspective symbolizes the marketization of education, the erosion of academic integrity, a shift of power within the Faculty and/or a neo liberal agenda (Olssen & Peters, 2005). For others, a pragmatic business focus represents a positive response to the wicked problems facing a faculty. Frølich and Stensaker (2010) maintain that such apprehensions about business development can be understood as a tension between institutional identity and the process of adapting to external pressures. The differing perspectives provide insights into the divergent thinking within this Faculty of Education. Nevertheless, there seems to be a yearning by some stakeholders to return to a time when there was more organizational stability, more traditional students, higher levels of governmental funding and less of a need for business acumen. Nostalgia can be defined as the suffering due to relentless yearning for the

homeland (Sedikides, Wildschut, Arndt, & Routledge, 2008). While nostalgia can provide a sense of continuity and meaning, it also has the potential to limit future-orientated thinking and goal setting. It has been noted that stakeholders within the Faculty are cognizant of the contemporary challenges around student enrollment issues; however, when they try to respond they often find themselves reverting to the norms, practices and assumptions that no longer respond to or reflect current institutional demands or changing situational dynamics. What worked well in the twentieth century may no longer be appropriate in this twenty-first century (Elwood, 2013). As the Faculty continues to enter into some of the most competitive times and situations, it needs to be able to manage within the competitive higher education environment (Petruzzellis & Romanazzi, 2010; Vauterin, Linnanen, & Marttila, 2011).

Future state. When examining the environment relative to the traditions, beliefs and practices within the Faculty, a few gaps emerge. For the future state, the Faculty recognizes and accepts that change is constant, responsiveness to the change is a priority, risk and uncertainty is tolerated. In a future state, there is a new compelling narrative, one that emphasizes nimbleness and responsiveness to external opportunities and pressures. This requires a new vision. As a word, ‘vision’ has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. This new vision will serve as “a signpost pointing the way for all who need to understand where the organization is and where it intends to go” (Nanus, 1992, p. 38). This goal-oriented mental construct will also help guide people’s behavior. A concrete example of such responsiveness would be where the design process for academic programs includes an environmental scan that illustrates the program’s strengths and weaknesses from an enrollment perspective. Nimbleness would allow the Faculty to adjust to external challenges and seize opportunities promptly and more easily.

Stakeholder interests. This future vision conceptualizes the Faculty as an ecosystem comprised of groups that cooperate to maximize value creation. Arguably, no system can thrive if one-member group continually benefits at the expense of others. An analysis of stakeholders indicates that there are divergent priorities in the Faculty, so it is important to recognize how different needs can be met. The likelihood of long-term success is enhanced when the interests of stakeholders is considered paramount (Springman, 2011). Table 2 presents a stakeholder analysis that indicates the value that each stakeholder has in this organizational improvement plan. It also indicates how each stakeholder can contribute to the success of such an effort

Table 2

Stakeholder Analysis

Stakeholder	Value Proposition to Stakeholder	Stakeholders Contribution to a Business Development Effort
Faculty	Quality applicants and students New opportunities for…	Flexibility Responsiveness Openness
Dean's Office	Sustainability Viability Opportunity for Faculty growth	Support Curiosity Opportunity to work through strategy Organizational champion
Academic Offices	More information Stimulation Organizational ally Strategic partnership investment	Acceptance of a business development role within the system Co-creation and execution of business development strategies Holistic understanding of business process Nimbleness Responsiveness
Applicants / Students	Enhanced experience Better engagement Better/more support services	Enroll in programs

Central Administration	University sustainability	Support Commitment to flexibility

Adapted from Springman (2011, July) Implementing a Stakeholder Strategy, Harvard Business Review

Based on this table, one can see that there are divergent interests throughout the institution. In a future state, stakeholder's needs will be addressed to develop greater alignment and define the common ground for the sake of sustainability. In doing so, the role of business development can be understood as an appropriate response to the contemporary challenges.

Organizational Change Readiness

As with many other large complex organizations, the University's first instinct is to continue to analyze and understand its extant challenges of sustainability, through its traditional frameworks, which limits the understanding of the problems that it faces (Bolman & Deal, 2013). The scope and nature of the changes called for in this OIP are broad and complex. Weiner's (2009) Theory of Organizational Readiness for Change posits that readiness is best understood as a communal effort; it is a "shared psychological state in which organizational members feel committed to implementing change and are confident in their collective abilities to do so" (p. 3). When readiness is high, organizational members are more likely to engage in the change, put forth greater effort in support of the change, and exhibit greater persistence in the face of obstacles. This theory includes two concepts: change valance and change efficacy. The first of these draws on motivation theory that focuses on discovering what drives individuals to work towards a goal or outcome (Kanfer, 1990). Change valance can be characterized as the degree to which organizational members collectively value the change that an implementation process will bring about. If stakeholders see the significance that a higher emphasis on business activities plays in helping the Faculty of Education respond effectively to the external shifting

context, there may be an increased chance that they will support it. This is similar to the first step in Lewin's (1943) 3-stage model of unfreezing, which involves breaking down the status quo and demonstrating the benefit of such innovation. The key to having stakeholders value this type of change is to develop a compelling vision and message while illustrating why some traditional assumptions and practices are no longer sustainable.

When introducing change at the University, one cannot minimize how complex the environmental and organizational change is. Within the University, there are interlocking relationships, divergent views and well-established operating norms. For the purposes of this OIP, a working definition of readiness needs to be defined. Change readiness is a measure of confidence, supported by defensible data and information (Cawsey et al., 2016, Weiner, 2009). This concept acknowledges that readiness is a perception derived from a judgment combined with data that is both subjective and objective. Change readiness, in this context, is an assessment of the Faculty's capacity to resolve, fit and meet the challenges of the wicked problems. Arguably, there is great importance to determining the level of change readiness as organizational change is complex and, at times, precarious work.

Cawsey, Deszca, and Ingols' (2016) Change Path Model will inform the change process for this OIP. Beckhard and Harris (1987) argue that the first step in developing a change strategy is to determine the need for change, referred to as a gap analysis of internal and external forces. Once these forces are identified, how and whether a change is needed should be considered. Cawsey et al.'s (2016) Change Path Model demonstrates how to plan for organizational change in an effort to see change through to a successful conclusion. Part of the analysis includes the collection of qualitative data such as market research, comparative analysis, process evaluation, application lifecycle management, student buying decisions, trend analysis, and historical

enrollment trends. Identifying specifically what and how we can change is critically important to seeing the improvement process through to success. Once it has been determined that change is essential, creating a vision of the future follows. Establishing goals and rationale for the proposed change will answer the question why this course of action is necessary. Furthermore, action planning is essential to success.

Cawsey et al. (2016) suggest using lists to help manage the change. I have applied an adapted checklist based on Prosci-ADKAR model (Hiatt, 2006). This can assist in determining change readiness at the Faculty of Education to help create an action plan. The checklist is divided into categories covering a range of issues:

- change management planning
- resources
- sponsorship
- communication
- resistance management
- training
- reinforcement

It appears that change readiness may be a stumbling block to significant change. The University, and by extension the Faculty, as an organization has not had extensive experience in determining how business development should operate, what level of agency and exact structure it requires. As a construct, change readiness is a critical component to this OIP; it represents the organizational members resolve to change as well as the collective belief that organizational change is achievable. Arguably, organizational change of any kind is challenging; in the context

of this OIP, it is particularly difficult because for some, this improvement plan represents a divergence from some deeply held beliefs about the University. This OIP also introduces new language and perspectives as to how the university should operate as a complex organization. This section will discuss the organizational change readiness for the Faculty to be sustainable.

The primary change readiness assessment used in the OIP is the Cawsey et al.'s (2016) readiness tool, which includes 7 key readiness dimensions reflected in 36 questions (Judge & Douglas, 2009). These dimensions include:

- previous change experiences
- executive support
- credible leadership and change champions
- openness to change
- readiness dimensions
- rewards for change
- measures for change and accountability.

When informally assessing the readiness for change, the Faculty scored 13 out of a possible 36 points on the assessment tool. According to Cawsey et al. (2016), change initiatives with totals lower than 10 points demonstrate a lack of readiness and would likely make change very difficult. While the score of 13 is within the parameters of change readiness, it is not a high level of readiness. This section will highlight where there is a strong readiness for change and where readiness is less apparent.

One can see encouraging signs of readiness that can help address the organizational challenges, including a strong vision, executive support, and an openness to create programs that

can contribute to the Faculty's sustainability. These areas speak to some of the more complex areas of organizational change, which are arguably harder to address. To encourage a higher level of change readiness for this change initiative, increasing the points total, it is critical to develop and apply trustworthy information that can help legitimize the rationale for change. This would help the Faculty be more precise in diagnosing challenges and seizing on opportunities. An opportunity for the Faculty that this OIP introduces is in the fact that data and information are now much more readily available than before. We have deeper insights as to why, how, and when students consider applying to programs, and we are able to better monitor changes in the educational landscape. For this OIP, it is critical to change readiness because it reveals a new deeper way of understanding why programs are successful from a sustainability perspective, or why they are not. Data frameworks have been established within the Faculty where information is collated, interpreted and disseminated.

In summary, this chapter has outlined the Problem of Practice at RIUs Faculty of Education. It established how the wicked problems facing the Faculty are challenging the sustainability of the Faculty and that an appropriate response is to focus on business development in order to address these significant challenges. As the Senior Director within the Faculty, I am able to introduce such activities in the Faculty. Through Boundary Spanning Leadership and Adaptive Leadership, I can ensure that the Faculty remains well connected to the external environment and that critical adaptive and technical changes happen.

Chapter Two – Planning and Development

Framework for Leading the Change Process

As indicated in Chapter 1, the Faculty of Education is facing significant challenges as contexts shift and wicked problems arise; consequently, the status-quo is no longer appropriate for the Faculty to operate within. Chapter Two focuses on planning and developing a change process, outlines an in-depth organizational analysis and provides possible solutions to address the problem of practice. This chapter also outlines Satir's model of organizational change that can guide the change process. Alongside these significant challenges comes opportunity for the Faculty to reframe how it operates and seizes on opportunities. The last section discusses the leadership approach for this change.

Conventional organizational planning works on the expectation that managers can extrapolate future results from past experience, but for new businesses approaches, such as what is being suggested in this OIP, this way of planning is often not possible (Christensen, Kaufman & Shih, 2008). Data sets and/or experience may be lacking, or extrapolating from past experience may be misleading. A helpful approach in dealing with uncertainty, as described in Chapter 1, is to identify the most important assumptions in a change management project, to test these assumptions, and to accommodate unexpected outcomes. At this stage of this OIP, recognizing assumptions is important.

Organizational change is possible, but it will not be universally understood or even wanted by some stakeholders, which is why Adaptive Leadership is critical. The Faculty has less autonomy and needs to be more connected to the external context, which is why Boundary Spanning is critical. The challenges that the Faculty is facing are more than technical and require an organizational adaptation. Some of the key assumptions are shared as follows:

- The sustainability of higher education is still present; however, the modus operandi of how the Faculty of Education operates needs to adjust in response to wicked problems.
- The Faculty needs to develop new business development acumen.
- Business acumen, if implemented correctly, can strengthen the academic endeavours of the Faculty.
- The Faculty should be more responsive to what students want / need.
- Higher education is becoming more competitive.
- While traditional, research intensive, degrees are critical, demand for such degrees is plateauing and the demand for course-based practical degrees will continue to increase.
- With the growth of the university system, higher education is less of an elite experience

Organizational change typically originates from two primary sources: external or internal environmental factors that are outside the adaptive leader's span of control. Organizational change results from an intentional and planned implementation in response to these factors.

Adaptive Leadership

In this OIP, I apply the Adaptive Leadership Framework, developed by Heifetz et al. (2009) which has been used in areas such as organizational change, leadership, and supervision. This framework is particularly pertinent to this OIP as it helps to identify and deal with the consequential changes and uncertain times besetting the Faculty. Adaptive Leadership involves a selection of strategies that facilitates the transition towards more of a posture that is more responsive to the external wicked issues facing the Faculty of Education. Most importantly, this framework provides guidance as to how I, as a leader, can prepare and support those within the faculty who are impacted by these uncertain times, and how the faculty responds. Adaptive Leadership helps in managing organizational change, implementing organizational improvement

planning, developing leadership and workforce, strengthening partnerships, and navigating changing political, social and economic climates.

The Adaptive Leadership Framework suggests that problems and challenges arise from differing contexts. Technical challenges are such that the problem can be defined and an expert can be found with the know-how to solve it using expertise. Enrollment management and developing analytical recruitment tools of technical challenges are two examples when thinking about sustainability at the Faculty of Education. However, the challenges are such that it requires a response that is not within the current repertoire of the Faculty. The adaptive challenges are such that there is a gap between goals and current capabilities that cannot be closed by technical expertise alone. Adapting this Faculty of Education so that it can better address the wicked issues and ensure sustainability requires more than technical acumen requires leadership.

As the Senior Director within the Faculty, I oversee much of the business and administrative functions within the Faculty. This office has been tasked with introducing innovative programming within international contexts and ensuring enrollment goals are met within all programs. While this office has limited agency in regards to shaping the specific curriculum of undergraduate and graduate degrees, it has been instrumental in ensuring enrollment into programs and when enrollment goals are not met, determining the reasons why. As Heifetz and Laurie (2001) state, an adaptive leader “must strike a delicate balance between having people feel the need to change and having them feel overwhelmed by change, leadership is a razor’s edge” (p. 134). During the change management process, adaptive leaders provide direction, protection, orientation, conflict control, and the shaping of norms while managing the change process (Conger, Spreitzer, & Lawler, 1999; Heifetz & Laurie, 2001).

Boundary Spanning Leadership

As the Faculty becomes more subject to external forces and influences, such as the wicked problems discussed in Chapter 1, it needs to become more attuned and able to respond to such external impacts (Williams, 2002). Reaching beyond present boundaries provides an advantage when faced with solving current problems, this leadership approach focuses on solutions and will help the Faculty to evolve in today's interdependent, complex and quickly changing environment (Prysor & Henley, 2018).

Boundary Spanning leadership provides an appropriate lens through which to investigate how the Faculty can address these wicked problems and engage with the organizational complexity of the University environment. Boundary Spanning Leadership introduces "the capacity to establish direction, alignment and commitment across boundaries in service of a higher vision or goal" (Yip, Ernst, & Campbell, 2016, p.2). For a Boundary Spanning leader, the task involves the bridging of internal contexts to external ones. Such activities may involve knowledge transfer and exchange, discovering new opportunities, or relationship development with the consequent challenge of translating knowledge, opportunities and relationships that might be localized and embedded. As the requirements for increasing interaction with external environments increases, leadership roles require maintaining influence both internally and beyond the institution by leading and working across institutional, disciplinary and professional boundaries. This implies a substantial shift away from the traditional formal and bureaucratic structures prevalent at RIU, and presents a major leadership challenge on both an institutional and an individual basis (Faraj & Yan, 2009). Newer perspectives that come with Boundary Spanning Leadership focus on mobilizing resources and knowledge from across and beyond the organization to promote collective solutions to complex problems (Hughes, Palus, Ernst,

Houston, & McGuire, 2009) with the capacity to bring fresh insights and information into the organization.

Box (1976) wrote "…essentially, all models are wrong, but some are useful…" (p. 791.) An examination of several of the seminal change management models indicates that some are indeed useful, and there is a variety that can be applied to this OIP. Essentially, change management is a structured approach that is used within an organization to ensure that changes are smooth and successfully implemented and that lasting benefits of change are achieved; arguably, that is easier said than done. When looking at some of the important models of change management such as: Lewin's Change Model (1943), ADKAR (Hiatt, 2006), or Kotter's (2012) Eight Steps for Leading Organizational Change, it is easy to identify differences and similarities to the models.

Any change model needs to acknowledge that change; for many, may represent a loss of control, comfort, or territory. Effectively working through the emotional elements remains a key factor for the successful implementation of organizational change. Knowing this, perhaps what matters when determining what change model to implement is the context in which it is applied and who is the initiator of this change. As an experienced leader with a wide variety of professional experiences, I feel that any model of change management can provide some level of guidance, but none of them will be perfectly suitable to the type of change discussed in this OIP.

The ADKAR model (Hiatt, 2006) is an acronym that represents the five tangible and concrete outcomes that people need to achieve for lasting change: awareness, desire, knowledge, ability and reinforcement. It is easy to implement these outcomes because each step is well defined and applicable to this context. Lewin's (1943) model is similar to the ADKAR model and fairly straight forward; however, it is not overly detailed. The advantage with Lewin's model

is that it gives many suggestions of how to overcome resistance, which is useful, given the organizational context. Kotter's (2012) model may not be the best fit for a university context since this model is geared specifically to what upper-level management needs to do to lead, not manage, a change process. Arguably this would not serve within a university context where consultation and shared governance are organizing principles.

The framework I have chosen for this OIP is Satir's Change Management Model (Satir, Banmen, Gerber, & Gomori, 1991). This model is grounded in the Humanistic Theory of Psychology (Banmen, 2002; Bentheim, 2013; Haber, 2002), which posits that people have free will and are basically good. They have an innate need to make themselves and the world better. This approach to organizational change emphasizes the personal worth of the individual, the centrality of human values, and the creative, active nature of human beings. There is a perspective of optimism and a focus on the human capacity to overcome hardship (Bugental, 1964; Greening, 2006). The Satir model is appropriate because it aligns with my leadership style which tends to focus on developing positive relationships and being solution focused. It also underscores the importance of relationships, collaboration and consultation, which are essential traits within a university context. There is a congruence with the Satir's model and some of the major tenets of Boundary Spanning and Adaptive Leadership where the two leadership approaches and Satir et al.'s organizational change model emphasize relationship building and provide an optimistic view of the future.

Change Path Model

As stated earlier, wicked problems are thrusting significant change upon the University which is a cause of concern for some. A model is needed that addresses the need for change while also providing a degree of optimism for the future, despite the presence of wicked

problems. The Satir (Satir et al., 1991) model deals with anxiety about the future by transforming the way people perceive and express themselves (Alqahtani & Alajmi, 2019). There is also the conviction that organizational improvements are possible providing an optimistic outlook.

There are five stages of this model, all of which describe how feelings, thinking, performance and physiology work interchangeably or interactively during times of anxiety. It applies the progression of organizational change through the five stages of grief to a general model of performance during the change. Integral is the anticipation of the effect of changes on stakeholders. A primary principle of Satir et al.'s model is that, while it is always possible for things to get better, change takes time and things usually get worse before they get better. It is important to have a change archetype that firstly assumes that improvements can be made. Arguably in the absence of optimism and a solutions-based focus, enthusiasm for change would be significantly challenged. Secondly, the focus on people and how they manage through organizational change, without that emphasis, would be challenging to get substantive, meaningful change. Satir et al.'s model describes how individuals move from the stage of Late Status Quo to the New Status Quo. It also provides direction so that the right support is applied at the right time. Figure 2 shows how the model works.

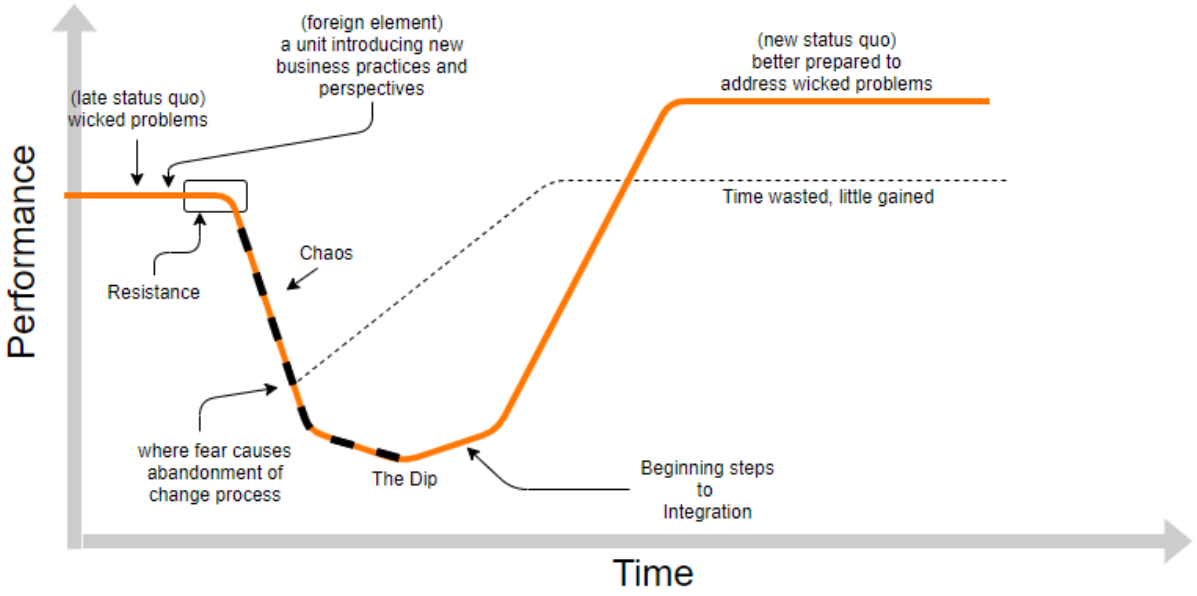

Figure 2. Change Path Model

Adapted from Satir, V., Banmen, J., Gerber, J., & Gomori, M. (1991). The Satir model: Family therapy and beyond.

As can be seen in the Figure 2, one can notice that the organizational change suggested in this OIP will create some apprehension, anxiety or perhaps resistance. This model was selected for this OIP because it mirrors the university context, a people-centered change model for a people-centered organization. Implicit to this model is that it helps people improve the way they cope with the major and/or unexpected changes. Acknowledging that this change process is not linear, nor is it easy, helps to manage stakeholder's expectations when integrating new perspectives, structures, processes and acumen in the Faculty. Below are the five stages to Satir's change management model to lead this OIP initiative for a university context.

Late status quo. Late status quo is where things currently are and how they are done (e.g., the wicked problems). It is the starting point before introducing any changes. At this stage,

it is important to generate information from beyond the faculty in order to catalogue ways to improve on the sustainability of the Faculty.

Resistance. Resistance can be anticipated when new perspective and information are introduced. Opposition to these new concepts and thinking could be encountered at any level of the Faculty or within the central offices of the University. At this stage reaffirming the need to change and generating a commitment to change is important. Resistance generally leads to chaos.

Chaos. Chaos is where the emotional impact of change needs addressing and where one can anticipate a negative reaction. During this stage, Faculty and staff need help focusing on their feelings and acknowledging their fear. A support system that includes listening to concerns, providing feedback, answering questions is required at this stage.

Integration. Integration is where chaos decreases, and order begins to emerge. Awareness of new possibilities encourages authorship of new rules that build functional reactions, expectations, and behaviors. The possibilities and advantages of change can be understood and/or seen.

New status quo. This is where new practices, rituals and nomenclature are introduced. People are involved in the change, and acceptance becomes normal, underscoring the permanence of a change within the Faculty.

The change process for this OIP is a major shift for this Faculty. My leadership skills will be critical in facilitating the transition smoothly and effectively.

Critical Organizational Analysis

Market Research

Market Research is a systematic method where the Faculty seeks out external data to understand where it sits within its environment. This process helps to identify where the faculty is uncompetitive, where it has strengths, risks and opportunities. It also helps stakeholders better understand the complexity of student marketing and enrollment. Through environmental scans, defined buying decisions, competitive analysis, market definition and segmentation, the Faculty has the opportunity to better address complex program sustainability issues. When considering change readiness, this is the area where the Faculty appears to be the least ready for change. At the time of writing this OIP, there is no mechanism to encourage, or enforce, marketing research when launching or modifying programs. The lack of application indicates that there may be an unawareness of the utility of such data or a level of dissonance which limits readiness.

Funnel Analysis

A second framework is Funnel analysis and measurement. Funnel analysis tracks and benchmarks the multiple stage process starting from a visit to the website to attending the first day of class. This method determines if there are internal processes that are limiting the success of enrollment into programs. It identifies barriers and establishes benchmarks so the Faculty can properly diagnose enrollment challenges and opportunities. This speaks to Cawsey et al.'s (2016) Measures for Change and Accountability within the Organizational Readiness for Change. Often times the lack of success is misdiagnosed, or why a program is successful is misunderstood. It is through a Funnel analysis that issues can be identified accurately. This type of data is critical to informing stakeholders and dispelling myths. The Faculty has developed methods and procedures for taking this disparate unstructured data and putting it into a framework that is

accessible and comprehendible to stakeholders. Similar to formalizing the Market Research as a framework for decision making, funnel analysis has also not been formally codified to inform program creation, or modification. This framework is not as politicized and/or not subject to historical assumptions; consequently, there is a higher level of readiness to use this framework to assist decision making.

Website Consumption Patterns

Website Consumption Patterns is the collection of data that help the Faculty gauge the interest in programs. Similar to the enrollment funnel, the Faculty has developed acumen in collecting this type of data. Website metrics such as ranking, unique visits, bounce rates and click-throughs are all indicative of how well academic programs are received within the market. This type of data has tremendous predictive and correlative relevance to any Faculty looking to ensure its sustainability. Because this data tends to be more technical in nature, it is not always seen as relevant to stakeholders and there is less willingness to apply this data in meaningful ways, hence a lower level of readiness. This relates to the section of Measures for Change and Accountability in Cawsey et al.'s Organizational Readiness for Change (2016, p. 300).

Historically, the critical information derived from these frameworks has either been inaccessible, or not applied to decision making regarding program creation, change and student enrolment. In terms of change readiness, there is a mismatch between the amount of data available and the application of such data to critical decision making. The Faculty has developed sophisticated means to collect, compile and disseminate data and/or information that is critical to understanding and addressing the challenges outlined in Chapter 1. However, the level of change readiness does not appear to be there when it comes to applying this data to critical decisions. Furthermore, the application of this data has not yet been formalized in governance processes

indicating that there is much work to do to cultivate a higher level of readiness. A way to conceptualize the gap between the ability to capture critical data and the application of such data is Bolman and Deal's (2008) Four Frame model. The Faculty has achieved a high level of "structural" readiness for change through its development of data frameworks. However, it lags in the "political" and/or "symbolic" readiness for change as this data is not applied in critical decisions.

At the stage of writing this OIP, there is an acknowledgement of the need to ensure faculty sustainability vis-à-vis business development; however, how business development is situated within the faculty, the outcomes, the types and levels of resourcing are difficult to establish in the absence of an exemplar or model to reference. Organizational change and change readiness in this context will have to be informed by an iterative approach, where some core competencies are first developed and a record of success is established; from there the influence and effectiveness of business development can be increased. By accepting that chaotic and emergent principles are a key ingredient to organizational change I can anticipate that after a period of time, stakeholders within the Faculty of Education will move to self-organize into systems where processes of cooperation and adaptation will create, shape and sustain change. Some organizational order will emerge out of chaos. In leading this change, I will need to be alert to the patterns of change as it morphs into the organizational DNA (Karp, 2006).

Sponsorship

The key sponsor for any organizational change at the Faculty level is the Dean. Currently, the Dean has a keen awareness of the Faculties challenges and opportunities. It is through that level of understanding that a strategic direction can be established. Ensuring that there is an alignment around the rationale of, vision for and development of business development acumen

at the Faculty of Education with the Dean is critical. At this point, the Dean is well aware of the need for business development and understands this type of activity as essential to the sustainability of the faculty.

As an academic institution, Faculty members can greatly influence the sustainability of the Faculty through program development and influencing programmatic decisions. Providing the data indicating the vulnerabilities of the faculty, as well as opportunities, allows a change agent to influence their understanding as to: why change is needed, who needs to be involved and what needs to be done. In doing this, Faculty members can allow business development to influence their decisions and practices.

Communication

Communication efforts during a change project attempt to persuade stakeholders to adopt a new view of the future, but before they can arrive at this new conviction, three things must be absolutely clear to them: the why, what and how of the change. It should be noted that there is a level of awareness as to the challenges the Faculty is facing, which is an important component of change readiness; this is the ‘why’. However; the challenge for this organizational change effort, when lensed through the organizational culture, will be in ‘who’, and ‘how’ the Faculty responds to these challenges.

At the Faculty, there are formal as well as informal channels of communication that can influence the level of change readiness. Using Faculty committee meetings to communicate the need for change provides a level of formality and importance. It is critical for Faculty and staff to be exposed to data and anecdotes that indicate the prevalence of the wicked problems and how these problems can be addressed.

On a more informal level, two-way communication can be encouraged; this can be done through informal dialogue at the Decanal and Director level. During times of casual, unstructured conversation, an effective technique for cultivating change readiness is for organizational leaders to be prepared with an 'elevator speech' which is a short communication targeted to a specific audience with an intention to convey a relatively complex concept in a simple fashion. According to the Management Centre (2012), the discipline of a good two-minute pitch is that it enables the change agent(s) to:

- Communicate the challenges as well as the strategy concisely and powerfully.
- Get others excited about the possibilities it presents.
- Respond effectively and quickly to questions and concerns.

Providing the Dean and other senior leaders with high level data, anecdotes and some reasoning in the form of an elevator speech is critical as she engages in conversations with numerous stakeholders, decision makers and thought leaders on a daily basis.

A third communication technique regarding change readiness is thought leadership. According to Brosseau (2014) thought leadership within this context will take time, knowledge and expertise; it will also demand a certain level of commitment and a willingness to buck the status quo or the way things have always been done. To increase the level of change readiness, an alternative viewpoint can be provided that can galvanize stakeholders. Thought leadership can be done through communication channels such as white paper delivered electronically, public talks, conferences and reports within the faculty. Interestingly, this change readiness strategy is not widely subscribed to within the context of academic culture, according to Drezner (2017) when contrasting a thought leader to a public intellectual; intellectuals cultivate opposing views

and ambiguities while thought leaders “develop their own singular lens to explain the world, and then proselytize that worldview to anyone within earshot” (p. 39).

Resistance Management

Being proactive in identifying what resistance will look like is critical to change readiness within the RIUs context. As mentioned throughout this OIP, one can anticipate resistance to business development encroaching on fiercely held academic rights and freedoms. While there is an awareness of the need to remain sustainable as a Faculty, diverging views, naiveté, and inexperience all manifest themselves within resistance to business development. When considering readiness for change, this resistance underscores the need for a strong communication, data, and evidence to provoke new ways of seeing and understanding what can be addressed and the context for it. Chapter 3 includes more discussion of resistance management when introducing change.

Training

As mentioned earlier, introducing business development requires developing acumen that is suitable for the university context. Assessing the skill set within the faculty is critical. For this OIP, some of the required critical skills include recruitment, marketing, business intelligence and business software expertise. Introducing these skill sets, and personnel, in a staggered approach is critical to ensure good hiring, and gap identification. As discussed earlier, a careful approach is critical so that organizational order can grow out of chaos, as discussed above.

Reinforcement

In terms of organizational readiness, having ways to reinforce prescribed change is critical. Systems have to be developed to track the adoption and acceptance of business development activity within the faculty. Establishing methods in which to gather feedback for

those impacted by the change is critical to ensure that the momentum is not lost. In addition, there need to be ways in which gaps can be diagnosed. Finally, to be ready for change, means for celebrating success, both large and small, have to be prepared.

Using a modified Prosci-ADKAR checklist (n.d.) makes it clear that there is change readiness; however, organizationally, planning for the change has some gaps. The change process needs to address critical issues as to how the change will be implemented, who it will affect, and what are the long-term staffing and resourcing needs of the unit. From a communications perspective, there is preparedness and readiness to initiate organizational change.

Possible Solutions to Address Problem of Practice

With the problem clearly identified solutions can now emerge. This next section examines potential solutions to address the wicked issues impacting the sustainability at RIUs Faculty of Education.

Solution 1: Status Quo

One of the premises of systems thinking is that systems are perfectly designed to achieve the results they are producing (Heifetz, Grashow, & Linsky, 2009). At first glance, when observing challenges facing RIU, this premise may seem absurd. However, the status quo also produces benefits for some stakeholders incentivizing them to resist the notion of a change — any change — within “their” Faculty. The status quo for this OIP would be the easiest of the three options to maintain. In this scenario, things stay the same as current operations: programs are promoted through print and web media without any key performance indicators indicating the success or failure of such tactics. Administrative processes are based on past practices without examining process flows, application conversion activities or application pipeline

management. Any processes to update, modernize or employ data frameworks and/or technology applications are not considered or implemented. This solution does not fully address the wicked problems outlined in Chapter 1, and as ineffective as it might be, it is also the most expedient response to the wicked issues.

While there are minimal resources to maintaining the status quo, there are potentially significant costs. As the educational landscape shifts in substantive ways, business acumen is needed to be more proactive, intentional and strategic in how the Faculty proceeds. The costing model for the status quo would need to include the costs incurred and lost opportunities. The vibrancy of the Faculty hinges on the research it produces and the programs it has. Academic hires are primarily based on enrollment into academic programs. If enrollment targets are not met, a Faculty is at risk of losing governmental funding (Fiscot Inc., 2017). There needs to be precision and a focus to ensure the Faculty has some control over its enrollment. Enrollment increases in programs have a positive correlation to Faculty hires, particularly for “in demand” programs. With more Faculty members there are increasing opportunities for research, publications and innovative programs. The status-quo solution may provide enrollment increases for programs that have substantial and unique appeal; however, that is not the case for many other academic programs. In order for the Faculty to seize more control over its destiny, and how it is addresses external challenges, the status quo, as an option to addressing these challenges, needs to be measured as an opportunity cost.

Solution 2: Central Services

A second solution to address these wicked issues would be to use central administration to provide services. Facets of business development have traditionally been done either primarily at the central level at RIU (communications, marketing, and student recruitment) or in

an ad-hoc manner at the Faculty level. Other aspects of innovation such as bespoke contract work, technological infrastructure, such as a Customer Relationship Management [CRM] implementation and business analytics, have either been implemented at a variety of levels or not at all. This solution is attractive in that central campus wide services do not require significant financial investment at the Faculty level. Furthermore, centralized services can introduce an economy of scale that a single Faculty does not have. In some cases, such as University branding and reputation building, it is critical to have the leadership and support of centralized services.

The resources required to have centralized services provide business development services are minimal. The Faculty would need to have allocated human resources that can coordinate faculty activities with central services to ensure that the needs of the Faculty are being met and that the services are fully utilized. Only the most basic technological resources would be required.

Similar to the first proposed solution, there are significant opportunity costs to relying primarily on central services for something as complex and intricate as business development. Programmatic innovation is driven from Faculty expertise and, as stated earlier, innovative programs are critical to the vibrancy of the Faculty and a way to address some of the wicked issues. It would be problematic for centralized services, in the absence of expertise, to cultivate programmatic innovation. A second limitation is that it would be significantly challenging for a Faculty to impose performance metrics, or change, on centralized services. With the size and organizational structure of RIU, much of the business development needs to happen at the Faculty level where measurable goals, tasks, responsibilities, metrics, innovation and reporting lines are implemented, enforceable and applied. In this scenario, the Faculty would be subject to

central administration's priorities introducing a risk of a mismatch between what the Faculty and centralized goals.

It should also be noted that the Faculty, through its revenue sharing agreements with central administration, may be asked at some point to increase their financial contribution to develop central services which decreases the financial benefit of such an arrangement.

While using centralized services appears to be a financially savvy decision, it does come with some significant complexities and challenges as well as opportunity costs.

Solution 3: Business Development Unit

Developing a business innovation office, based on high reliability principles is highly appropriate for this OIP. The creation of an integrated administrative unit within the Faculty of Education that is focused on resilience, business development, and sustainability can ensure that the organizational needs are met in these turbulent times. The office should be based on high reliability principles due to its structure, the need for dependable evidence and data, and, the turbulent, quickly evolving context for higher education. The unit would be responsible for addressing the wicked problems facing the Faculty and would be positioned as a key component of any sustainability goals that the Faculty might have. The office will utilize every possible technological tool, data set, personnel expertise and administrative practice to ensure that the Faculty can thrive. In this new unit, opportunities and challenges are understood and processed through a business lens. The perspective does not detract for the academic mission of the Faculty; on the contrary, it compliments it by ensuring that the Faculty has the resources to sustain itself and to excel.

The success of this integrated business development unit hinges on the Dean's perception as to the value of this unit. The Dean does not necessarily have to be immersed in business

development practices, data analytics or high reliability principles; he/she just needs to be willing to invest in this new unit and to advocate for it when it challenges the status quo. Faculty stakeholders also need to be supportive and ideally committed to the BDU success.

Because this unit is based on high reliability principles (preoccupation with failure; reluctance to simplify explanations for operations, successes, and failures; sensitivity to operations including situation awareness; deference to frontline expertise; and commitment to resilience), there is a need to have a comprehensive data set that can inform decision making. Complex technological infrastructure such as a Customer Relationship Management system (CRM) and Google analytics embedded within websites provides the Faculty with insights and information which can serve as a harbinger of future health and challenges.

The acumen required in this unit contributes to a level of reliability upon which the Faculty can depend on. Core business elements such as marketing and recruitment are needed along with the ability to collect, analyze and interpret data. There is also a need for organizational skills such as accruing social capital, communicating ideas competently, assessing change readiness, and an entrepreneurship that can exploit opportunities.

Roberts and Bea (2001, p.39) emphasize the relevance of three organizational strategies for HROs which is germane to the work of universities. These are to:

- Aggressively seek to know what is unknown.
- Design a reward and incentive system that recognizes costs of failures as well as benefits of reliability.
- Communicate consistently the big picture of what the organization seeks to do, and try to get everyone to communicate with each other about how they fit in the big picture.

Weick and Sutcliffe (2007) maintain that assumptions and mindlessness can get an organization into trouble. In a large University, it is easy to become entangled in the internal machinations of the organization and develop a set of assumptions that can limit one's views and understandings or color them with a certain bias. This can often result in not paying attention to the often subtle, yet powerful shifts happening external to the organization. As an organizational leader, it requires diligence and mindfulness to ensure that unanticipated events such as geopolitical tensions, shifts in student's preferences, changes in governmental policies are either avoided or contained. When leaders are able to do this, it helps the Faculty to recover and learn from such happenings (Weick & Sutcliffe, 2007). Failure to move towards this type of mindful stance has the potential to magnify the damage produced by unanticipated occurrences.

Resource needs. This office could not operate in isolation of centralized offices and services, there would need to be an interdependent relationship with several central units such as …; this office would also need to have the resources (e.g., time and personnel) to regularly engage other University offices in ensuring the Faculty's needs are met. There are governance, branding, and administrative intricacies that need to inform how this office conducts itself and what is and not within the realm of possibility.

This solution will also require a leader who practices and role models ethical principles. These challenges and considerations are discussed in the next section.

Leadership Ethics and Organizational Change Issues

Universities need a fair degree of autonomy to be able to fulfill their societal mission well. However, autonomy does not mean absolute freedom (Christman, 2018). Arguably, with organizational independence comes an ethical obligation for strong institutional performance. A BDU within the Faculty is an ethical imperative for the university as it contributes to the

institution's vitality, resilience, connectedness and sustainability. Business is established and allowed to exist because in capitalist societies it is deemed to have a central and pivotal role for the betterment of society (Svensson & Wood, 2008). While universities are not a business in the strictest sense, arguably they have an obligation to adhere to some business principles and practices to remain relevant and viable. As a challenge, leading a BDU within the university requires a deep appreciation of the status universities hold in our society, while ensuring that business practices can support the sustainability of the enterprise.

The ethical commitments of the various organizational actors throughout the University are to ensure that business practices do not degrade the integrity or efficacy of the educational offerings at the university. The Key Performance Indicators (KPIs) of a business development unit focus on enrollments numbers, revenue, website performance, return on investments (ROIs). While all of these are important and need to be front and centre, achieving these at the cost of the academic enterprise risks compromising the very fabric of the university.

Core Values of the BDU

- We are a means to supporting the academic endeavor through sustainability efforts, diversification and contributing to evidence-based decision making.
- We will address challenges and concerns in an open and forthright manner.
- We will engage in problem and opportunity seeking.

An ethics strategy based on integrity holds organizational members of the BDU to a high standard. From this perspective, the role of ethics is to define and give life to the units and organization's guiding values, to create an environment that supports ethically sound behavior,

and to instill a sense of shared accountability among stakeholders. Organizational ethics helps define what a University is and what it stands for.

The Ethics of Inaction

As noted earlier, the challenges facing higher education and this Faculty could be considered wicked which arguably make any change complex and imbued with ethical complexities. One of the primary ethical considerations is how one engages in organizational change at this level. In the past, organizational change at RIUs Faculty of Education could be described as a relatively slow and deliberate process. When an organization is stable and the context is predictable, change is not urgent. During this time, practitioners of organizational change have the luxury of being more of a hands-off facilitator and, consequently, can adopt a non-directive stance.

However, the question that should now be raised is, with fast and extensive change becoming more urgent, whether it is ethical for someone to engage in organizational change and maintain a non-directive stance (Nielsen, Nykodym, & Brown, 1991), or whether a directive stance is more appropriate. A directive stance is where the change agent is involved in identifying issues, offering solutions and driving change, as opposed to listening, supporting and encouraging without asserting their beliefs and ideas. How should the leader of such a unit engage in organizational change, more as an actor who is focused on the process of organizational change, or one who asserts and gets actively engaged in organizational change to move the Faculty towards better sustainability? Too often there have been meetings held, or reports written, that signify the need for change, and during these times there is a general level of acceptance, but they were not followed by any action. Given the substantive challenges exhibited at RIU and the urgent change needed, one could argue that being non-directive as a leader or

using inaction as a response to challenges is akin to organizational change done in a perfunctory way, which is arguably unethical.

People Ethics

It has been shown that for behavior change to be successful, those concerned must be able to adopt the changes of their own volition (Bruch & Ghoshal, 2004; Burnes, 2009; Kegan & Lahey, 2009; Schein, 1996). Thrusting organizational change on stakeholders in the absence of clear rationale and evidence not only endangers the efficacy of the change process; it also runs the risk of being unethical. In the context of organizational change, ethical leadership matters, as followers need to trust the integrity of the change agents. Introducing a BDU comes with change and initiatives that are not necessarily embraced, or, perceived to be of central importance to all stakeholders. To ensure that the organizational change suggested in this OIP is grounded in ethics, it is my obligation, as a change agent, to encourage discussion, welcome opportunities for debate, and provide information as much as possible. In this sense, my leadership approach is informed by my background as an educator. It is understandable that organizational members may not be aware of, or, do not appreciate the significance of the wicked issues discussed earlier, nor are the solutions always obvious. Ethical leadership would suggest that I need to ensure this information is brought into a higher level of consciousness through an educative process. Argyris (1993) provides a method, called double loop learning, that allows the change agent to address counterproductive, anti-learning activities that can often inhibit organizational change. It is through a process called double-loop learning where the mental model on which a decision depends can change. This model encourages a deeper understanding through the surfacing of assumptions, goals, circumstances and methods of achieving goals. In doing so, better decisions and pro-learning actions can happen.

Adaptive Leadership supports this ethical approach to this OIP by focusing on empathy the change leader hears peoples' stories without making judgments about them, without deciding, without placing a value frame on top of the stories, but just listening to those stories as data (Heifetz, Grashow & Linsky, 2009). This allows people to willingly engage in the change process without fear of judgment or being forced. Considering people's stories can help me understand how we can make progress towards sustainability and resilience for the Faculty of Education.

The Ethics of Data Collection

The use of data is often viewed as a potentially powerful force in higher education, promoting the flow of information sources, enriching debates and ensuring sound ethical decision making. The collection, holding, interpretation and dissemination of data have significant ethical implications. Data can often equate to power as the collectors determine which data are collected, where stored and how it is applied and implicitly the utility of data (Zwitter, 2014). As a unit that collects, analyzes and acts on data, there needs to be focus on ensuring that all issues and options are laid out for decision makers, not only the ones that are expedient or self-serving. The act of data collection, interpreting and reporting needs to have the students of RIU interests at the centre.

A third challenge in regards to data collection is in ensuring it is protected. In some cases, data breaches have occurred where student's personal biographical information was accessed. A Google keyword search "data breaches in university" had over 25 million returns with many universities highlighted as being breached several times. This indicates that data breaches are

more common at Universities than one might realize. With the type of sensitive data that universities capture, protecting it is critically important.

Organizational change needs to be informed by ethics. We have increasingly more access to data and information. This has the potential to create a power imbalance between those who have data and those who do not. It would also be unethical not to encourage change in response to significant challenges. I can ensure that the change this OIP is advocating for is ethical by using an educative approach. The next section address how leadership will propel change forward in making the Faculty more sustainable.

Leadership Approach for Leading Change

Leading a business development unit within the university requires working in complex environments both within and outside the boundary of the organization. A fundamental component to the success of a BDU is having the appropriate leadership skills and perspectives which are both reflective of the organizational context and of what needs to change. Arguably, the organizations and leaders who are most adaptable to rapidly changing environments will thrive. Leaders are faced with the challenge of reconstituting the organization to adjust to the new environment, and those who try to adapt to discontinuities through incremental adjustment are unlikely to succeed given the wicked problems facing RIU and higher education in Ontario.

The problem facing RIU, and by extension the Faculty of Education, is that the wicked problems (i.e., the rise of the non-traditional student, reduced government funding, geopolitical complexities and increased competition) are often minimized or misunderstood within the organization. These wicked problems could be perceived as gradual and subtle and not understood as existential threats to this Faculty. Gharajedaghi (1999) maintains that when responding to such challenges passive adaptation can be more dangerous because they often

prove to be too little too late. In making decisive and purposeful changes, the Faculty can better cope with these changes and this requires specific leadership qualities and principles.

Although it is assumed that leaders can be extremely important in enhancing operations at RIU, little is known about how they contribute to high reliability organizing (Sauer & Kohls, 2011). The key to high reliability leadership is not to try to eliminate all risks facing the faculty, but rather to constantly seek reliable operations by enlarging and updating "causal maps" to make them adaptive, despite the presence of volatility, uncertainty, complexity, and ambiguity. A causal map can be described as a visual depiction of the relationships between the entities that comprise a complex system. Burgess et al. (1992) maintain that causal maps provide stakeholders with a means of identifying and understanding the critical decision and information. From there, this mapping can be used as a guide for modifying these decision and information structures providing decision makers with more relevant, accurate, and timely feedback data.

For a business development unit, structured on HRO principles, mindfulness becomes an important attribute. Mindfulness is being present and receptive to the moment-to-moment inner and outer experiences; it is not meant to stop participation in the real world, but to allow for reflective, rather than reflexive, behavior (Sauer & Kohls, 2011). According to Langer (1989), the very essence of mindfulness leadership consists of "looking freshly" at things, trying to see things as if they are being seen for the first time. This is crucial for a Faculty within RIU to respond adequately to shifting domestic and international contexts, limit the impact of organizational inertia and contain the impact of declining governmental funding.

As a leader of business unit, at the Faculty of Education, whose leadership qualities are premised upon adaptation, boundary spanning and mindfulness, I am able to help the Faculty

develop resiliency and enhance its sustainability. Through boundary spanning, mindfulness and adaptability, I am able to:

- introduce a different lens and perspective
- ensure that outside information, intelligence and ideas that exists beyond the faculty is brought into the faculty
- inform decision making
- ensure a level of consciousness about externalities for the Faculty
- challenge the status quo
- develop common ground for multiparty problems

Launching a business unit will bring together the key issues of this OIP: leadership theory and how they impact organizational change to ethically address this problem of practice. The next chapter addresses the implementation of a BDU at RIUs Faculty of Education. It outlines a strategy to introduce, implement, monitor and communicate about a BDU.

Chapter Three – Implementation, Evaluation, and Communication

Change Implementation Plan

Academia emerges from, and to a large degree is still within, an organizational culture that sees only a remote, and sometimes hostile, relationship between its activities and the economic system (Greenberg, 2004). With that in mind, the solution for the PoP could be perceived by some in a variety of ways: neo-managerialism, marketization of education, or neo-liberal agenda (Askehave, 2007). If properly implemented, business development is an innovation. This chapter outlines a change implementation plan, discusses how it will be evaluated, and how this innovation will be communicated to the wider audience.

The identified solution for this OIP that can mitigate the wicked problems is a business development unit at the faculty level grounded in high reliability principles. This section articulates the change implementation plan rooted within this OIP. Principles, objectives and tactics presented in Table 3 illustrate how high reliability can be applied for a BDU within the Faculty.

Table 3

High Reliability Principles

High Reliability Principle	Objectives	Tactics
Sensitivity to Operations (recruitment / marketing / market intelligence, application management)	• increase transparency	• steady concentration on processes leads to observations that inform decision-making and new operational initiatives
	• increased communication • promote open, purposeful communication • proactive discussions to ensure employees' concerns are heard • questions about processes that are in place	• communication plans for internal and external stakeholders, avoid assumptions
	• data collection and sharing	
	• observe operations firsthand • watch processes attentively • speak with employees and supervisors	• Management by wandering around (MBWA) (a style of management which involves monitoring, in an unstructured manner, through the workplace, at random, to check with employees, equipment, or on the status of ongoing work.)
	• resist simplifications	• don't accept "simple" explanations for problems • use data, benchmarks and other performance metrics • constantly seek information that challenges current beliefs/myths or assumptions • identify potential reasons for underperformance • recognize the risks of painting with broad strokes and failing to dig deeply enough to find the real source of a particular problem • continue to probe - ask more questions - find the specific source of the problem • be willing to challenge long-held traditions / norms / values using data
	• develop and use metrics, compare information and question	

	explanations that may seem reasonable or obvious	
• Preoccupation with failure • Dealing with *success* • Excellence in the mundane		• hypothesize ways in which processes might break down • cultivate a sense of shared attentiveness • identify small inefficiencies • de-stigmatize failure • engage in problem seeking
Report near misses	• identify what is working correctly • take away excuses by finding exemplars of successful execution • borrow best practices from other successful operations	
Defer to expertise	• minimize formal “meetings” - the best place for conversations between leaders and staff is in the work area • observe processes and meeting with employees in their actual work space defer to employees’ expertise and practices	
Promote resiliency and relentlessness	• improvise more, or, quickly develop new ways to respond to unexpected events • be prepared for challenges - how to respond to failures and continually seek new solutions • emphasize skill development • set specific and measurable outcomes to sustain results • challenge and improve upon how the unit respond to problems • by tying organizational results back to their purpose and worthwhile work organizations are inspired to achieve greater results	• help people reconnect to the “why” - the Faculty will experience failures and challenges, it is through resilience and swift problem solving that prevents catastrophes

Adapted from U.S. Department of Health and Human Services (2019) https://psnet.ahrq.gov/primers/primer/31/high-reliability

As can be seen, there is much that can be done for the BDU to become highly reliable for this Faculty. Table 3 demonstrates that organizing for high reliability is more than an abstract theory, but a daily occurrence with specific tasks moving the Faculty, from theory to application. This is congruent with the practical nature of the BDU where we are focused on “doing” and “executing” on strategy.

The change plan shown in Table 4 provides a data set that will be collected on a regular basis within the BDU. When collected and interpreted, it provides a way in which the BDU can understand, anticipate and/or diagnose organizational challenges, emergent trends and / or opportunities as it seeks to be highly reliable. These data sets are critical as the Faculty becomes more integrated into the educational market place and the pace of change quickens. The application of data is critical to evidence-based decisions which is helpful when one seeks to understand how our programs are attractive or rejected by potential applicants.

Table 4

Data Collection

Marketing Data	Recruitment Data	Competitive Analysis	Demand Analysis	Student Data
• website click rates	• application funnel (leads > applications > acceptances >	• perceived value relative to competing programs • location • funding opportunities • links to professional opportunities (course-based degrees) • links to academic opportunities (research-based degrees) • advanced standing for prior work • tuition level • fee structures • degrees attached to a credential • embedded micro credentials • delivery methodology • university ranking • completion rates • program flexibility	• professional opportunities upon program completion • expected salary levels upon graduation	• student focus groups – theme analysis and qualitative analysis • digital surveys – qualitative analysis • orientation & intake – observations and exit interviews • retention rates in programs

Marketing Data	Recruitment Data	Competitive Analysis	Demand Analysis	Student Data
		• start dates • on/off ramps • location • online degrees • onsite degrees • hybrid • capacity within the Faculty • number of Faculty members in discipline • physical space • capacity to support programs • instructional design		
• website ranking • organic search vs paid search ads • key word searches • click through rates • mobile vs desktop search • location based queries • bounce rates • voice vs text based queries • download rates	• enrollments) • response times within the application funnel • sources of lead generation • participation in information sessions • anecdotes from recruiters			

A strategy for change is to use this data to provide an accurate illustration as to the health of the Faculty's programs. It can be disseminated to stakeholders to inform discussions, make critical decisions and educate them. When disseminated and referred to on a regular basis, these

data help the Faculty remain sensitive to impactful changes occurring beyond the university campus and remain outwardly focused.

Organizational Chart

The Organizational Chart in Figure 3 provides a structure and reporting lines for such a unit. It also outlines where the various roles need to consult with external main campus offices in order to ensure coordination and compliance with University strategies, policies and practices.

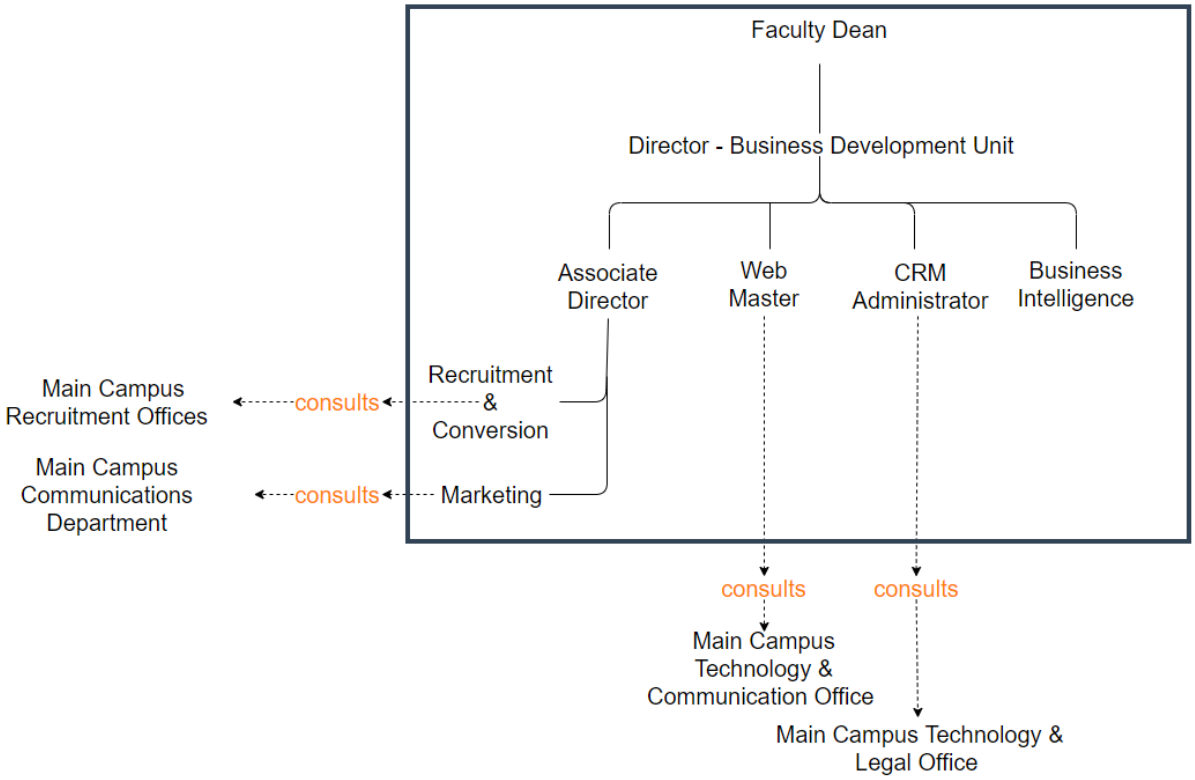

Figure 3. Organizational Chart of BDU

This organizational chart provides the hierarchy and functions of the unit. As the unit grows, the tasks would not change; however, the number of people completing the various tasks might grow. The positions in this chart indicate the roles that will collect data: the CRM system, website analytics, and through marketing channels. It also has a position, Business Intelligence, to analyze and interpret data so that opportunities can be acted upon, challenges anticipated and

problems contained. Recruitment and conversion activities live at the edge of the Faculty's system as these personnel work with prospective clients ensuring that the Faculty stays connected to the environment beyond the university campus.

Plan for Managing Transition

Parallel to the introduction of a BDU, one can anticipate either a sense of loss or disorientation by some as power shifts when new processes are introduced, and alternative perspectives emerge. According to a survey on culture and change management conducted in 2013 with global senior executives, the success rate of major change initiatives is only 54 percent (Aguirre, Von Post, & Alpern, 2013). Arguably, this is far too low. When initiating a new unit, the costs are high when change efforts go wrong – not only financially but in confusion, lost opportunity, wasted resources, and diminished morale. When faced with wicked problems and turbulent times, the Faculty cannot afford to have a bad implementation. The next section discusses the potential implementation issues for the BDU and how they can be addressed.

Achieving an envisioned future state requires that the members of the unit be engaged and connected to the purpose of a business development unit. A Community of Practice provides a framework that is key to improving the unit's performance. A community of Practice (CoP) refers to any group "of people who share a common interest" and learn how to "do it better through regular interaction" (Lave & Wenger, 1991, p. 16). Not only does a CoP help expand the professional knowledge and skills of the members, it also helps the Faculty develop strategies to address contemporary challenges. This requires an integration of knowledge from different disciplines within business development: recruitment, marketing, customer relationship management (CRM) systems, market analysis, and enrollment management. This team's work is

to empower others in the Faculty to embrace the BDU as the primary means of achieving the future state for this unit — sustainability in the fact of the many challenges it faces from outside.

Supports and Resources

Creating a BDU requires a number of different supports in order for it to be successful. While there are the financial, human resource and physical resources, there is also a need for vision and executive sponsorship. Without these resources, the unit may not exist, or worse, be so ineffective that it cannot affect the type of change necessary to address these wicked issues.

Executive Sponsorship

In order for such a unit to be effective, a clear mandate from the Dean is needed. How the Dean lends support to the implementation of the BDU is to communicate the following:

- the current status quo puts the sustainability of the Faculty at risk
- indicating how a BDU unit contributes to the success of the Faculty
- as the Faculty transitions and employs business principles, some organizational confusion can be expected communication is done consistently, constantly and through a number of channels

With executive support in motion, the leader of the BDU can begin following through by information gathering, engaging stakeholders and developing the Framework of a BDU.

Implementation Issues

With a BDU in place, some issues and challenges can be expected. The short-term objectives listed in Table 5 are a reflection of how well the Faculty is performing from a sustainability perspective in its current state. During this time, it is critical to develop strategy, build awareness and develop communication channels with stakeholders. In the medium term, it is critical to test existing hypothesis and adjust according. Policy and practices can emerge based

on the early successes. Agyris (1993) suggests that we can use double loop learning at this stage to think deeply about assumptions and beliefs that have emerged in the short term. In the long term, the Faculty has a rich data set within which to test hypothesis. It is at this time where the Faculty is able to make decisions based on rich and established data sets, the emergence of sound practices and the professionalization of business development.

Table 5

Short, Medium and Long Term Goals

	Short Term	Medium Term	Long Term
Objectives→ Tactics ↓	• learn the characteristics of the Faculty in its present state to identify strengths and weaknesses • develop strategies and frameworks for moving he Faculty towards sustainability • initiate a communication & mobilization strategy	• implement policies, practices, frameworks to move the Faculty toward a more sustainable position • stabilize enrollment into existing programs	• data informed decision making • new programs launched that can withstand the challenges of wicked problems • Faculty is sustainable enough to respond effectively to external challenges • Faculty has the capacity to minimize the impact of challenges coming from wicked problems
Learn	• develop and enact a hypothesis driven development frameworks • catalogue and communicate external pressures and opportunities • identify collaborative colleagues/willing adopters/organizational champions and nurture	• refine hypothesis • modify KPIs	• revisit hypothesis in order to abandon / revise or affirm

	collaborative relationships		
Develop & Achieve	• develop a data collection and data interpretation framework • develop a marketing/recruitment strategy • identify willing adopters throughout the Faculty • benchmark programs	• develop nimble tactics • nurture collaborative relationships	• have a Faculty wide awareness of Faculty challenges • fully developed responsive tactics to external challenges
Monitor		• Faculty is reaching its sustainability goals • ensure that the data collection infrastructure is in place	• be proactive (exploit) in identifying new opportunities • have a catalogue of academic programs within the Faculty that are relevant to students
Communicate	• build awareness throughout the Faculty through communication tactics including data sharing	• early successes of the BDU	• sustainability

With long term goals fixed for reaching the desired future state, what is notable is that the Faculty is developing a nimbleness and a proactive position. With baselines established, data sets created and heightened awareness, the Faculty can be in much more control of its destiny and problems can be better avoided or contained which is a core principle of high reliability organizing. This next section examines how the implementation of a BDU within the Faculty of Education will be monitored and evaluated by suggesting ways in which changes can be tracked, and progress gauged. It will also focus on how the implementation plan can be refined.

Change Process Monitoring and Evaluation

Monitoring and Evaluating

The purpose of monitoring and evaluation is to track the implementation and outputs of the BDU systematically, and then measure its effectiveness. As a new and non-traditional unit within the Faculty, this will be an iterative process to monitoring and evaluating the effectiveness of the unit. One of the fundamental operating principles of this unit is the application of data to inform decisions, devise strategy, detect challenges and make process more transparent. Building a system to collect, track, house and collate data is a critical first step to baseline and develop the very metrics within which the BDU will be evaluated upon. As a result, assessing the effectiveness of the BDU will not be fully realized until data sets grow sufficiently.

The organic growth of data collection will lead to a disparate set of data with no real overarching image of organizational performance. However, as the team becomes more skilled, systems implemented, and access to data grows, more sophisticated understandings will emerge. The unit will eventually shift from focusing largely on the operational and transactional aspects to the utilization of information as a core asset, where the operational and transactional systems are really just one aspect of using that information. From there, the analytics and the ability to take advantage of predictive modeling and prescriptive analytics can help guide future objectives, maximizing opportunities for reusing and repurposing data. The effectiveness of the BDU needs to be monitored and/or evaluated incrementally as the tracking, collection and analyzing of data are enriched by time, experience, and systems.

The methods and tools to track the effectiveness of the BDU include the implementation of business intelligence software, performance dashboards, evaluation matrices, and cost benefit analysis. These are described here.

Customer Relationship Management (CRM)

The CRM software system is the tool used to manage the Faculty's relationships and interaction with potential students. CRM software records student contact information such as email, telephone, website social media profile, and more. It stores critical details and organizes this information to provide a complete record of how the Faculty, in particular marketing and recruitment, has interacted with individuals so we can better understand how effective the BDU, and Faculty is.

Website Dashboard

A website dashboard is an information management tool that tracks, analyzes and displays key performance indicators (KPI), metrics and key data points to monitor the effectiveness of the faculty website. This provides key information as to how effective our marketing efforts are. The dashboard displays data in the form of tables, line charts, bar charts and gauges. A data dashboard is the most efficient way for the BDU to track multiple data sources because it provides a central location monitoring and analyzing the performance of the website.

Performance Dashboards

Performance Dashboards are designed and developed to measure the effectiveness of recruitment and marketing activity by tracking the BDU's ability to achieve enrollment targets. The dashboards help to identify root causes when outcomes, metrics or goals are not met; over time they provide a rich data set that helps to determine trends.

Evaluation Matrix

Selecting and creating useful data sets requires a clear understanding of what data is critical to the success of the BDU. An evaluation matrix is a tracking tool that helps to determine the selection and application of data to ensure the right data is applied to inform the context.

To better understand the impact of the BDU on the Faculty, it is necessary to have formal feedback mechanisms from stakeholders within the faculty. This can be done through the formal committee structures at the Faculty of Education. Such meetings include Academic Research Clusters (ARC) meetings, Executive Committee, monthly Manager's meetings as well as Faculty Council. These four meetings provide forums for critical discussions.

Business development activity can look in many ways, and how it is resourced is critically important. As the BDU is launched, certain acumen is needed. The traditional approach of the university is to hire staff with expertise; however, as the BDU matures, the leader of the unit will have to monitor to ensure that the type and level of resources are still aligned with Faculty's strategies. A regularly scheduled cost benefit analysis is central to the effectiveness of the BDU. For example, to retain in-house skills, the benefit of doing so needs to be greater than the benefit of using external expertise. The senior leader needs to employ a decision-making matrix that can capture such information and inform decisions on a regular basis. As mentioned earlier, in this OIP, change is growing in frequency and intensity for the Faculty and the BDU cannot be built upon the assumption that what is the appropriate solution to these wicked issues now will remain that constant.

A second evaluation needs to happen on a regular basis to determine if the growth that the BDU is cultivating is stressing the structural limitations of the Faculty. For example, if program growth and enrollment are done so successfully, the Faculty may need to increase

capacity such as new hires, increased space and/or new resources. The leader of the BDU, in consultation with other senior leaders, may need to come to the conclusion that the effectiveness of the BDU may result in diminishing returns, because it is reaching the structural limits of the Faculty. A second cost benefit analysis of business growth needs to be employed to ensure that business development is done in concert with the ability for the Faculty to absorb the growth. How all of these changes will be communicated is discussed below.

Change Process Communications Plan

This new strategic business approach to sustainability will not succeed without organizational adoption; thus, communication is central to its effective implementation. To create a rationale and acceptance of a BDU, the communication needs to focus on building awareness of wicked issues, and provide a vision that shows how these issues and challenges will be addressed. Unless great care is taken in surfacing prevailing beliefs and opinions, this communication strategy could inadvertently reinforce the very misinformation and myths it is trying to address and thus minimize the impact of mobilization efforts. Refuting misinformation involves dealing with cognitive and emotive processes. Introducing a BDU into the Faculty implies more of a business focus for the Faculty. The communication plan for this OIP needs to integrate three cognitive complexities if we hope to challenge existing beliefs and move people to action: countering familiarity, information overload and countering the worldview.

Countering Familiarity

When discussing threats, stakeholders, such as Faculty members and administration, may have some inadequate or misleading knowledge as to what the situation is. To counter familiarity, a new nomenclature needs to be introduced into discussions. When communicating about wicked issues, or the merits of a BDU, Shermer (2017) suggests:

- keep emotions out of exchanges
- discuss, not attack
- listen carefully and try to articulate the other position accurately
- show respect
- acknowledge that you understand why someone might hold that opinion
- demonstrate how changing facts does not necessarily mean changing worldviews

Information overload

This is the second cognitive aspect affecting BDU implementation. The content of the communication needs to be easily accessible, clear, relevant, and balanced. A simple explanation as to what is occurring is more attractive than an overcomplicated explanation.

When communicating, a challenging cognitive process about this BDU is when the topics tie into stakeholders' worldviews and sense of identity. Facts and rationale communicated in the most careful ways are not enough to address this issue, as they pose a threat to a person's worldview. According to Cook and Lewandowsky (2011), to manage this barrier, leaders need to:

- frame the communication in a way that it is less threatening to a person's world view
- target the majority of stakeholders who are more amenable to understanding wicked issues and are not philosophically opposed to business development within the Faculty
- accept the notion that not everyone will, or needs to, be convinced; there will be some contrarian

As the unit shows success, what was considered extraordinary will no longer have as much perceived value. A way to mitigate this happening is to ensure that the unit's development and subsequent accomplishments are communicated as widely as possible. In addition, it is important linking the BDU's successes to the Faculty's achievements so that it resonates with stakeholders.

Every opportunity should be taken to reduce the stresses that come alongside organization change enhancing the likelihood for a successful implementation of the BDU. A primary goal of a communication strategy is to create the least amount of tension for stakeholders affected (Beckhard & Harris, 1987). As a leader of the BDU, communication is a critical tool in a number of ways: to explain, announce, prepare, build understanding, cultivate commitment, and reduce confusion.

In this OIP, communication will build awareness for change in the Faculty of Education — a significant change from a traditional operating unit to one with an innovative business development unit to help reach a new vision. Grunig characterizes symmetrical communication as ''trust, credibility, openness, relationships, reciprocity, network symmetry, horizontal communication, feedback, adequacy of information, employee-centered style, tolerance for disagreement, and negotiation'' (Grunig, 1992, p. 558) Men (2014) emphasizes that in symmetrical communication contexts, stakeholders "engage in dialogue and listen to each other" (p. 260). Tactics for symmetrical communication are presented here.

Table 6

Communication Plan

Communication	Level	Communication Channels
• convey the vision of the change initiative – its	• sustainability of the Faculty	• digitally • formally in council meetings

alignment to the long-term goals of the organization.	• remain relevant to students • ensure that the Faculty has the best opportunity to enroll the best, most qualified students	• informal discussions • within formal strategic reports (white paper)
• align the change initiative to how it benefits stakeholders.	• enhanced student experience • stay relevant to prospective students • more time and energy devoted to other, more suitable, pursuits • high quality students	• digitally • formally in council meetings • informal discussions
• highlight the risks involved in not implementing the change (eg: wicked problems).	• lack of sustainability means a lack of growth • limited opportunity to make strategic hires	• digitally • formally in council meetings • informal discussions • within formal strategic reports (white paper)
• arrange for small group meetings to address questions and concerns about the change.	• Faculty Council meetings • Dean's Advisory group • departmental meetings • staff meetings • feedback on BDUs strategic plan	• formally in council meetings • informal discussions
• provide a high level overview of the change initiative.	• official date of BDU launch • schedule upcoming meetings with key stakeholders • release of BDUs strategic plan	• strategic report • presentation • within formal strategic reports (white paper)
• expected impacts of the change	• broadening the traditional process for programmatic launch and changes to include input from the BDU • increased data tracking and reporting to better inform programmatic decisions • BDU will bring new ideas and approaches to augment existing	• digitally • formally in council meetings • informal discussions • within formal strategic reports (white paper)

	programs and launch new marketable programs

Communication regarding the challenges, opportunities for the Faculty is critical to the success of this OIP. Through communication, I can educate organizational members, introduce new perspectives and demonstrate that the Faculty can be proactive and respond. While sending the right signals stakeholders is critical at any time, it is especially important during the launch of the BDU, when people are trying to make sense of a new initiative within the organization, in the context of all the existing priorities and goals the organization is grappling with. Communicating in the ways outlined above will link the external to the internal environment in a way that is comprehendible and can be acted upon. Organizational members will be looking for signals to help them make sense of what they should do related to business development. Leading the change and introducing the BDU provide a level of influence for me to shape these signals.

In summary, Universities are often perceived as stable, safe and predictable organizations, but the number, complexity and unpredictability of the challenges are increasing. Complacency is dangerous for the university; better managing the unpredictable contexts through business development based on high reliability principles is essential to sustainability a new unit for this Faculty of Education – a BDU – can contribute to the sustainability of the Faculty.

Next Steps and Future Considerations

Chapter Three provides the concluding details of this organizational improvement plan. This chapter outlined how a business development unit can be operationalized, staffed and measured. It has also included approaches to firstly substantiate the need for organizational change, and then ways of showing how this change can be measured. I recognize that the issues

I have highlighted in Chapter One are not exhaustive, there are other issues that are impactful; however, these issues, if not responded to, have the ability to overwhelm the Faculty's ability to innovate and respond.

While the goals of the improvement plan relate to the creation of a business development unit focused on financial sustainability, I anticipate that the perspectives, nomenclature and priorities will have far reaching implications for the Faculty. My hope is that a BDU can help preserve the essence of the Faculty, not degrade it. Through careful analysis we know that changes are necessary; however, these changes should serve to preserve the integrity of the University.

The strategies presented in this plan are for a small team of business experts to work as an integrated unit that demonstrate excellence in how they execute on business principles. This team will be able to take and interpret data that can assist the faculty in making informed critical decisions. While this proposed solution to these wicked issues may not have complete agreement throughout the faculty, it is through excellence in execution that we will assist the majority of our organizational colleagues in ensuring the Faculty is strong, stable and capable of meeting challenges.

While some of the functions of this unit are still in nascent stages, (CRM, data modelling) there has been interest beyond the Faculty to introduce this level of acumen and experience in other faculties. There seems to be an emerging awareness that old assumptions and ways of operating are no longer suitable. As the leader of this unit, a boundary spanner, mobilizing this knowledge, perspectives and approaches provides an opportunity for other University partners to become more innovative and sustainable. A second knowledge mobilization approach is to present these ideas at industry conferences. The work that is done in this unit is highly

innovative, and far reaching. The frameworks, and models, that have been devised by this unit are applicable to any number of educational contexts. In the past, conference presentations I have done, many other institutions have indicated that they are in the same position. The framework and experience of the BDU is such that it is scalable, few Faculties would not have the experience, or capacity, to scale such a unit quickly, in fact that is not advisable. It is through our experience of starting small, demonstrating results and then reinvesting, that we have been able to develop into a cohesive unit. This unit's growth and influence trajectory needs to be paced so that the environment can adjust to new perspectives, terminology and practices. Over time, the Faculty has adjusted, and perhaps even come to value, the level of sophistication, and expertise this unit introduces in confronting pressing issues and acting on opportunities.

In conclusion, this organizational improvement plan is an optimistic plan in that the Faculty will be able to better identify and seize opportunities. The ultimate goal of this OIP is to ensure that the Faculty of Education remains a vibrant and responsive faculty, one that is connected to the environment beyond the campus, while being respectful of the integral, unique role higher education intuitions play in our society.

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Appendices

Appendix 1 – PEST Analysis

Political Factors • Universities in Ontario have seen a 40% decrease in provincial funding since 1974 (Statistics Canada, 2019). • Governments are demanding more outcomes based and employability skills. • Government is changing funding policy reflecting the demographic shifts and political climate (announcement this year of a cap on expansion grant funding within the year. • Government has become less interested in broad patterns of democratic participation and governance that emerged on many campuses in the 1960s; there is a call for a new form of relationships on campus (Tierney, 2011).	**Economic Factors** • More pressure on faculties to innovate and diversify revenue (University budgetary document)
Social factors • Decline of Domestic Numbers • During this time, universities have been able to increase enrollment allowing them to remain financially viable. However, the University system now has more capacity than what is needed, and the population of Ontario has shifted resulting in declining domestic numbers (Fallis, 2013). • System Massification • Governments decided that higher education needed to "massify". Partly, this was to meet the needs of an increasingly knowledge-based economy, and the services that go with it (better health care and education), but in part it was also to "democratize" higher education, and make it less exclusive. • Post-secondary education has reached its goal of being universally accessible in the sense that there is enough space within the system to accommodate the domestic demand. • With the massification of higher education achieved, universities are also faced with a declining population. Within the next decade, the domestic demand for post-secondary education will fall. However; the post-secondary system has always been premised on growth; and, the demographics do not support such a model (Fallis, 2013). • Post Traditional Students • The public wants cost-benefit analysis that reveal the relative value of each institution and the value of the industry to society (Massy, 1996). • Traditionally much of the decision making at the Faculty level has been inwardly focused with little attention paid to who it is we are serving (Chaffee, 1997; Clark, 1998). As they interact with their constituents, universities need to acknowledge the	**Technological Factors** • Online learning has had an "Amazon effect" on higher education where comparing, and accessing programs is easier allowing for students to identify programs that suits their needs. • Universities now have a global reach – increasing competition and choice; for example, Charles Sturt, an Australian institution serves students throughout Ontario.

issues that students find most important to them and not issues universities think are most important to students (Maringe, 2006). • When considering professional programs, there is often a difference between what applicants need, and what the Faculty thinks they need (Maringe, 2006, Chafee, 1998). • Post traditional students are the hardest group of applicants to recruit and convert. These individuals are already in the workforce with at least one postsecondary credential, pursuing further knowledge and skills while balancing work, life, and education responsibilities. • The line between traditional and post-traditional students gets increasingly blurred as students seek out a pathway that meets their unique needs. • The proliferation of delivery models, online / in-class / hybrid, credentialing of knowledge and skills, and global reach of educational providers has fundamentally restructured the way in which student seek out and choose professional graduate programs (Hanover Research, 2012). • Students in this category focus on Return on Investment (ROI) and the Opportunity Cost more than traditional students.	

Appendix 2 – Role Descriptions

Role	knowledge	skills	attitude
Senior Director	• university organizational culture • principles of business development	• communicating complex ideas to a wide variety of audiences • boundary spanning • explain vision • divergent thinker	• customer service perspective • willingness to push the organizational boundaries • positivity • enthusiasm
Associate Director	• keen knowledge of processes • process mapping • project management	• can process details • track and move projects forward • prioritize multiple priorities • can inject vision into processes	• willing adopter • project management orientation • outcomes orientation • customer service perspective
Marketing	• understanding the industry domain • marketing strategies	• communication with stakeholders • monitoring and measuring success of strategies • translate data into actionable items • can devise communications and data to help Faculty members make informed decisions	• willing adopter • embody the role of a consultant • positions self as a knowledge expert • positivity • can connect marketing to the university context • appreciates and understands the societal role of the university • outcomes focused • ability to operate in a complex and often opaque environment
Recruitment and Conversion	• understanding the industry domain • recruitment strategies • conversion strategies	• communication with stakeholders • monitoring and measuring success of strategies • project management • translate data into actionable items • can devise communications and data to help Faculty members make informed decisions	• willing adopter • embody the role of a consultant • positions self as a knowledge expert • data capture • positive interactions • can connect recruitment and conversion to the university context • appreciates and understands the societal role of the university • outcomes focused • ability to operate in a complex and often opaque environment • understands role within an expanded enrollment funnel

CRM Administrator	• processes and university systems • technical implementation • data modelling	• project management • ability to gather and interpret data	• willing adopter • outcomes focused
Webmaster	• navigation architecture • website architecture • ability to derive data from the website to inform decisions • website compliance • data backup and security	• prioritize competing priorities • using website as a business development tool	• willing adopter • customer centric
Business Intelligence	• computer-based techniques used to spot, dig-out, and analyze business data, such as applications, conversions, enrollments, marketing in order to make significant improvements • business intelligence uses the data already collected in the Faculty. • google analytics or another program installed that captures key information like the number of visitors you have to your website each day, where they are coming from, and what pages of your website they are visiting. • retention levels of students form source markets	• report writing • ability to interpret data • make data comprehendible • present data in compelling ways • audience sensitivity	• willing adopter • embodies role of consultant

Appendix 3 – Questions for Assessing Progress and Change

Monitoring	**Evaluating BDU's Efficacy**
• Are our marketing strategies reaching the intended audiences? • Are our recruitment efforts converting at acceptable ratios? • Have we seen enrollment decline / remain static / increase growth in academic program areas? • How are enrolled students finding our programs and choosing to enroll? • What is the cost per enrolled student? • Are we using contemporary and appropriate marketing and recruitment campaigns? • Can we determine if we had made a difference? If so, how? • Is there alignment between our strategies and tactics? • Do we have clear performance outcomes for recruitment, marketing and business development? • Are our business practices aligned with the wider institutional vision?	• Are we employing High Reliability Principles within the Unit? • Do we have the right management team in place for growth? • Do we have the skills available needed for success such as marketing, recruitment, project management and business intelligence? • Are there any skills gaps that need to be addressed? • Is the investment being made in the BDU proportional to the return on investment? • Are there long term investments that can be made that boost efficiencies or enhance revenue streams? • Is each member of the team clear on how their contribution to the BDU is monitored and measured? • Are we recognizing where we are doing well and where we can be improving? • Do we have systems in place to capture, interpret and report on data? • Do we have capacity to fulfil our mandate?