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A Curriculum Framework at GLSM, A Canadian Medical School

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Abstract

Medical education has seen minor changes over the decades, but a dynamic movement towards competency-based medical education (CBME) has swept across the field in recent years. Organizing medical education curriculum to respond to these changes can be challenging due to many factors, in both content and context. The public rightly expects that graduating medical students be competent physicians, ready to deliver effective health care. This Organizational Improvement Plan (OIP) looks at a relatively new medical school's lack of an outcomes-based curriculum framework. The Problem of Practice (PoP) is focused on the difficulty of moving the school toward the development of a curriculum framework. The PoP is seen to have a high degree of instability and complexity due to the combination of markedly different administrative and academic governance structures. Strategies for driving change towards an OIP are grounded in adaptive leadership (Heifetz & Linsky, 2017), third space (Whitchurch, 2013) and sensemaking (Weick, 1995) theories.

The divide between the administrative and academic sides of the school can be bridged by the galvanizing influence of accreditation, which represents a potential existential threat to the school. The OIP proposes to move towards the dual goals of (a) developing a CBME curriculum framework, while (b) simultaneously fostering the growth of a third space in between the two sides of the organization, from which creative work can take place. This OIP also looks to deconstruct binaries in higher education and medical education, such as administration vs. academia. The change initiative is seen as a combination of both top-down and grass roots driven movments. By combining the two approaches, the school can still move towards change with urgency, while also protecting faculty's academic freedom to take ownership of the issue and impact the direction of the change. Finally, while the OIP is a plan for implementing

change, it is acknowledged that rigidly pre-determined plans can be counter-productive for effective and deep change that will have a lasting effect after the accreditation event has passed.

Executive Summary

The Great Lakes School of Medicine (GLSM) is a recently established medical school that has been in operation since 2004. It is the faculty of medicine for two small regional universities, with a social accountability mandate to educate physicians who are encouraged to stay to serve the health care needs of the relatively remote region. When the school started, the curriculum was not organized with outcomes in mind. Instead it was developed based on day by day decisions on what the students should learn as they progressed through the program. There is no overarching curriculum framework that outlines what students will have learnt when they graduate. The school has a traditional higher education governance structure where there is a clear divide between the administrative and academic structures. This divide has become deeper since the early days of the school, characterized by mutual mistrust of each other.

In the field of medical education, there is a movement toward the curricula of schools to be organized around competencies. There is still lingering debate around the efficacy of competency-based medical education (CBME), but this approach provides accountability to the public and is an effective means of organizing the thousands of learning objectives that make up a typical medical school curriculum. This lack of a curriculum framework is the first part of Problem of Practice (PoP) that I have identified. The second part of the PoP is how, as an administrative manager at GLSM, I can lead the school towards the development and implementation of a curriculum framework. My theoretical framework for this Organizational Improvement Plan (OIP) is based on Cohen and March's (1986) organized anarchy. This organized anarchy is the result of a combination of two very different governance structures commonly seen in universities. The organized anarchy is a highly complex, unpredictable and unstable environment, that is difficult to reliably plan around.

In order to develop an OIP to solve the two parts of this PoP, I turn to strategies based on two different theoretical approaches. First adaptive leadership (Heifetz & Linsky, 2017) provides strategies for helping people in an organization to adapt to complex challenges successfully. In this theory, leaders must identify adaptive challenges and then work with individuals to build solutions together. Next, Whitchurch's (2013) third space theory examines the work that happens at the intersection of the two traditional sides in higher education. It is in this third space where administration and faculty come together to work on projects creatively and build pivotal relationships that help to bridge the divide between the sides of the school.

While these two theories have great potential, they are not enough to overcome the complexity and instability of GLSM's organized anarchy. An impending accreditation visit to the school will provide the opportunity for change. While accreditation is a stressful event that can be seen as a looming threat to the school, it is also an opportunity to galvanize the school to action. Accreditation can provide the leverage to put the leadership strategies into use. However, a concern with accreditation being the trigger is that when it passes, everything could simply return to the status quo. Finally I also look to Weick's (1995) sensemaking theory, which is focused on how individuals in the organization can change their own understanding and perspective to make the initial surface-level change a deeper and more sustainable change. Sensemaking happens individually, but is social in that it affects the entire organization.

I examine different solutions for implementation of a new curriculum framework. It is clear that the solution cannot be either an exclusively top-down, nor a bottom-up approach. Instead it needs to be a combination of the two. This will allow a framework to be developed relatively quickly, but the project must also remain flexible and will help to build trust between faculty and administration. The implementation of the solution has to be open to change with

faculty as key contributors. A working group would be struck in the developing third space to lead faculty development events and gather momentum for a curriculum framework that both meets accreditation standards, while also remaining true to the social accountability vision of the school to meet the health care needs of the region.

The second part of the PoP is the cultivation of a third space that sits between administration and faculty. The development is inextricably linked to the development of the curriculum framework. In order to successfully implement the new framework in time for accreditation it will need to come from the third space, with collaboration between administration and faculty. Not only will this allow GLMS to pass accreditation, it will also pave the way for future development at the school between the two sides. This is an important step forward in the maturation of the school.

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Acronyms

AFMC: Association of Faculties of Medicine of Canada

CACMS: Committee for Accreditation of Canadian Medical Schools

CaRMS: Canadian Residency Matching Service

CBME: Competency Based Medical Education

CEPD: Continuing Education and Professional Development

CMap: Curriculum Mapping database

EPA: Entrustable Professional Activity

GLSM: Great Lakes School of Medicine

ID: Instructional Designer

LMS: Learning Management System

MCC: Medical Council of Canada

MD: Medical Doctor

MEC: Medical Education Centre

MEPOs: Medical Education Program Outcomes

OIP: Organizational Improvement Plan

PESTE: Political, Economic, Social, Technological

PoP: Problem of Practice

SAD: Severe Action Decision

UME: Undergraduate Medical Education

WHO: World Health Organization

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Chapter 1: Introduction and Problem

"Man plans, God laughs." - Yiddish proverb

Starting a new medical school in Canada is not an easy or common occurrence. It only happens once every couple of decades. The focus of this Organizational Improvement Plan (OIP) is a Problem of Practice (PoP) that I have identified around the curriculum at a new medical school in my role as administrative manager at this school.

Organizational Context

The Great Lakes School of Medicine (GLSM) has only been operating since 2004 and it is unique in many ways. Many higher education institutions claim to be unique in an effort to distinguish themselves from their competitors in the quest for more students. However GLSM's claims to uniqueness are quite substantial. The school was formed as a government initiative to train more doctors and health care providers for its chronically underserviced region. This lack of doctors in the region is a good example of what Rittel and Webber (1973) originally coined as a "wicked problem": a poorly structured societal problem that stubbornly resists efforts to solve it. The school was explicitly founded on the World Health Organization's social accountability mandate, defined as

> the obligation to direct their education, research and service activities towards addressing the priority health concerns of the community, region, and/or nation they have a mandate to serve. The priority health concerns are to be identified jointly by governments, health care organizations, health professionals and the public. (Boelen & Heck, 1995, p. 3)

Perhaps less profound than the social accountability purpose of the school, there are other unique characteristics of GLSM. For instance, the lack of a large research university that would typically have a faculty of medicine in the region led to the medical school being attached to two separate primarily undergraduate universities over 1000 km apart. The school also has an

extremely small number of full-time faculty (approximately 20) and thus relies heavily on part time, stipendiary faculty to do the majority of the teaching and curriculum develement. Perhaps the rationale was that more faculty from the host universities would have been available—which unfortunately never materialized. Anecdotally, many of the practicing physicians who are eligible to take on clinical teaching "escaped" the academic teaching medicine culture of the established medical schools because they wanted to simply practice medicine and were not all that interested in teaching (Tesson, Hudson, Strasser, & Hunt, 2009). All of this has led to the development of an underdog mentality in the school where it is on the periphery and is philosophically pitted against the larger, more traditional medical schools.

Central to this unique underdog identity of GLSM is the social accountability mandate mentioned earlier. This is the philosophical foundation on which the school is built. The vision of the school is "Innovative education and research for a healthier [region]" (Tesson et al., 2009)). The mission of the school speaks to "the education of high quality physicians and health professionals" and is supported by six strategies, three of which are about being socially accountable to the people of the region. Finally, the values of GLSM are: innovation, social accountability, collaboration, inclusiveness, and respect (GLSM website, 2019). The philosophical foundation of the school lines up well with the WHO humanistic principles as outlined by Boelen and Woollard (2009) as quality, equity, relevance, and effectiveness. In the design of the school, community needs were considered and students participate in community-based placements throughout the program, partly in an effort to persuade students to stay in the region to practice medicine after graduation. In addition, the admissions formula has been adjusted to ensure that the vast majority of the student body comes from the region itself. Official statistics produced by the school speak to the success of this approach: 94% of GLSM

graduates who also completed their residency training at GLSM stayed to practice medicine in the region (GLSM website, 2019).

With all of this emphasis on the *context* of education, curricular *content* may have been slightly overlooked. Naturally, the curriculum is normally the central focus in any medical school. But perhaps in an effort to distinguish itself from the mainstream traditional medical school among other reasons, an unconventional curriculum structure was created at GLSM. The new curriculum model was intended to avoid the complicating politics of departmental conflicts in traditional medical schools. It was also designed to best integrate basic sciences with clinical reasoning, based on the latest pedagogical theory in a very specific regional context (Lanphear, 2009). An unintended consequence of this innovative curriculum structure is that no curriculum governance body had the effective authority to make decisions for the program. The program was not course-based, but relied on five independent Theme course committees to design and produce curricular content integrated into modules or clinical placement blocks. In another noteworthy departure from traditional medical education, three of the five Themes focus on material from the social sciences (like social determinants of health, bio-ethics, etc.) instead of the usual concentration on the natural sciences (like anatomy, bio-chemistry, etc.). The Themes are somewhat similar to courses, except they run through the four years of the program and they exercise strong academic independence in determining what was taught. The Themes are run by committees of faculty members, but without an overall curriculum framework, they have not typically been very well coordinated in the integration of their curriculum in pursuit of clear programmatic outcomes, often resulting in divergent teaching with gaps in the curriculum. It is a centrally organized curriculum, but with local authority stronger than the centre. A tradition of union activism in the region and a very small complement of full-time faculty has produced a

strong faculty union that staunchly defends the rights of its members. The separation between the administrative and academic sides of the school is surprisingly rigid for such a young school.

Historically there are additional factors that have contributed in varying ways to the absence of a strong curriculum framework. The founding Dean of the school had a very clear vision and was pivotal in the establishment of the school's social accountability mandate. He recently retired and his philosophy tended to clash with the role of full-time faculty who govern the curriculum. While the Dean position has been stable, there has been remarkable turnover amongst other senior administrative leadership. A number of Associate Deans have been through the school and the organizational structure has seen a number of restructuring phases in a short period of time. All of this points to a Dean with a leadership style that was very well-suited to starting a school; he is relentlessly driven, passionate and inspirational. These characteristics are ideal for start-up, but a more collaborative and inclusive leader is essential for the work of bringing the school into the next stage of sustainability (Bolden, 2011).

Another unique characteristic of GLSM is its organizational structure. Because it serves as the faculty of medicine for two separate universities in the region, the governance structure does not follow the typical pattern familiar to higher education. Instead, the school's academic governance is shared between the two host universities through a joint senate that meets exclusively for GLSM matters. On the administrative side, the school is incorporated as a non-profit organization. This is best exemplified by the highest leader in the organization, who is the head of both sides—the Dean of the academic side and the CEO of the administrative side. This position reports academically to the joint senate and to the board of directors for the non-profit organization administratively (Tesson, Hudson, Strasser, & Hunt, 2009). There are a few practical effects that such an unusual structure has had historically on the school. One is that

because the school does not belong to either university, neither one of them are obliged to

contribute many resources to the running of the programs. GLSM has become very independent

and self sufficient—indeed more so than any other medical school nationally, which fits the

underdog narrative described above. The other effect that should be considered is the hard

divide between the administrative and academic sides of the school. Until recently there have

been few instances of crossover between the two sides. Administrators who have been perceived

as taking on academic work are deterred from doing so, and at the same time faculty have been

excluded from administrative matters such as budget. Higher levels of collaboration between the

two could have been more helpful in the school's early development.

The divide between the administrative and academic sides of the school is far from

unique to GLSM. In fact, this is in line with the current trend across higher education and

society at large of the neoliberalism aligning structures and institutions in line with free market

forces (Brown, 2015; Busch 2017). Some of the central tenets of higher education, like

academic freedom, self-governance and faculty tenure for example, run counter to the neoliberal

values of efficiency and accountability. The corrosive influence of neoliberalism on higher

education has been studied extensively (Brown, 2015; Browne & Rayner, 2015; Busch, 2017;

Olssen & Peters, 2005), suffice it to say that this meta-dynamic is playing out at GLSM and the

tension between administrative principles and academic values can be clearly observed.

What does all of this mean in terms of the dominant leadership approaches taken at

GLSM? For one thing, the independence from the host universities and peripheral relationship

to traditional medical schools has made the school somewhat insular from broader discussions

within the field of medical education. This independence translates into a leadership style that

has historically been very directive and leader focused. The great man model of leadership

(McCleskey, 2014) is where an inspirational leader brings a vision and the followers rely on the individual leader for decisions and direction. This model has been used extensively at multiple levels at GLSM. Additionally, the field of medical education comes from the scientific tradition of positivism where answers to problems can be solved by relying on observation of objective reality (Burrell & Morgan, 2005; Mack, 2010). Many of the leaders in medical schools are physicians who have been highly successful at employing this positivist approach throughout their rise to medical school, into practice and beyond (Mennin, 2010b). It is naturally assumed that the same clinical approach that works for medicine would be applicable to leadership of a medical school. This has been the dominant leadership philosophy that has consistently been in place at GLSM.

Leadership Position and Lens Statement

In the above section I examined the organizational context in order to set the stage for my Problem of Practice (PoP), leading to my Organizational Improvement Plan (OIP). However understanding the organizational context alone is not sufficient to gain a fulsome picture. Another part of the story is my own background and perspective. In this section I will unpack my position within the organization, my own perspectives, background and biases as they relate to my OIP.

I am currently the administrative manager of curriculum and planning in the medical doctor (MD) program at GLSM. The MD program is also known as the Undergraduate Medical Education (UME) program. The terms have the same meaning, while MD is generally more externally used, and UME is internally more common. I have been eight years in this position; and in such a young organization, it puts me among the longest tenured managers at the school. The team that I supervise is responsible for two main functions in the UME program. First of all,

we handle the administration and logistics of curriculum delivery—such as scheduling faculty, processing teaching payments, coordinating placements, etc. The other part of my team is composed of the Instructional Designers (IDs) and they work directly with faculty to design and publish the curriculum on the learning management system (LMS). The ID team has a pivotal quasi-faculty role in the school because of the unique curriculum structure, which requires the ability to centrally manage the curriculum before being published electronically. According to Rhoades (2007) such roles at the intersection of technology, curriculum, faculty and staff have vital importance in educational organizations. The integration of content from multiple faculty members cannot happen without the ID team's assistance and expertise. They have both a training in education and some technological expertise in order to advise faculty on the most pedagogically sound and best technological approaches to curriculum design and delivery.

In addition to supervising these two teams I also work with faculty in organizing curriculum development or renewal projects and other curricular tasks. Leading such projects requires a great deal of sensitivity and the careful cultivation of relationships with faculty, as I often have the responsibility for completing projects without the formal authority over faculty to accomplish the work. This approach underscores the value of relationships; pointed out by Uhl-Bien (2006) who, "views leadership as occurring in relational dynamics throughout the organization; … it also acknowledges the importance of context in the study of these relational dynamics" (p. 655). This relational aspect of my leadership role makes it quite challenging.

With substantial responsibilities in both the administrative and academic sides of the organization, I need to be able to operate effectively in either one. The structural, cultural and philosophical clash between the two sides leads to distrust and animosity especially around the area of curriculum (Birnbaum, 1991; Rhoades, 2007; Whitchurch, 2013; Winter, 2009). As such

friction makes it difficult to straddle the work across the two sides, agency to get work done

needs to be carefully developed. According to Kezar (2018) agency can come from either the

top or the bottom of the hierarchy.

> Some individuals will fall somewhere in the middle of the hierarchy, so they may have
> access to some of the same levers as those in positions of authority … The most
> important point is that you must identify what level of agency you have and match
> strategies to your available resources. Your level of agency will also expose you to
> different power conditions, which you need to navigate in order to create change (p. 142-
> 143).

In such an environment it is difficult to maintain agency. There is a pull to contribute

meaningfully on both sides of the organization—that is, to work with faculty on curriculum

projects, and at the same time not be perceived by administration as joining the other side

(Dearlove, 1998; Holmes, 1998). It is a tricky balancing act to have one foot in either side of the

organization. Paradoxically, confidence and trust from faculty can be built by maintenance of

the boundary between the two sides, while working from one side to the other. The paradox

becomes more complex when you consider Whitchurch's (2013) comparison to party politics.

She sees day-to-day cooperation between the sides in committees. But "it is as if there are two

parallel spaces: one a political space, in which policy is debated and fought over, and the other a

more pragmatic space where policy is negotiated and implemented" (p. 5). I see this dynamic at

play in my role where I work directly with faculty on projects, but occasionally find myself at

odds with the very same people in committee meetings. Effectively juggling the relationships

and issues as I work from both sides of the school is really the key to success—or at least

maintaining some semblance of sanity.

As an administrative manager, I also have some formal authority. I have delegated

authority from the Associate Dean to manage both parts of my team to deliver and assist in the

design and integration of the curriculum. This hierarchical authority comes from my

administrative position that controls the allocation of resources. While the development of curricular content is outside of my scope, curriculum resources are within my scope.

In addition to examining how I fit within the organization, it is incumbent upon me to declare my own personal perspectives and biases that I bring to my position and around leadership in higher education. I will explore more about this later in the section on ethics in Chapter 2. Many people in my organization come from a background in science (faculty) or from a business background (staff/administration). In contrast, I have a background in adult education. I taught English as a second language for a number of years in a university overseas and also did my master's degree in adult, community and higher education. Because of this I see things from an educational perspective which is often different from others in the organization. Also, as someone whose work often spans the academic and administrative sides, I would be happy to see greater collaboration from both faculty and administrators. Getting administrative perspective on curricular issues and faculty opinion on administrative topics would help create greater efficiency and make better progress toward the school's social accountability mandate.

While working on my master's degree I was introduced to the writing of Paolo Freire. His ideas in *Pedagogy of the Oppressed* around emancipation through education (1970) have been formative for me throughout my education and my career. Freire's deconstruction of the hierarchical and oppressive nature of education was eye opening for me. I see how this also applies to leadership in my position at GLSM. In my leadership approach I attempt to be inclusive and to empower staff to bring forward their ideas. In addition to Friere, I now also draw upon the distributed leadership ideas from Gronn (2000, 2008) and adaptive leadership, as first articulated by Heifetz (1994). Throughout this OIP my leadership focus will largely be on adaptive leadership. In contrast to the traditional view of the heroic leader who operates as an

individual to direct and problem solve for staff (Northouse, 2016; Gronn, 2010), my focus is on teamwork. My goal is to work with staff to elicit solutions and leadership from the team itself.

With this in mind, there are three main leadership roles that I bring to this OIP. First of all, I see my role as an enabler of staff. As a leader of my team I aspire not to come up with solutions to problems presented by staff, but to work with them to develop solutions together. My task is to create an environment that enables staff to draw on their own creativity and ideas, and then to implement them as solutions. This perspective comes from Heifetz's (1994) adaptive leadership approach. The next role is to act as a bridge between the two sides of the organization. Administrative staff can easily find themselves torn between the administrative and academic sides of the school, as do I. I lead projects that combine contributions from both sides and by showing understanding and acceptance of the divide I am able to protect this space in between the sides (Whitchurch, 2004). Finally, in my leadership philosophy I attempt provide a space that combines both creativity and structure. A combination of both elements allows staff to function at an optimal level. While this combination can be seen as a paradox, it also is an opportunity for staff to develop their own understanding of the organization; this is what Weick (1995) would refer to as organizational sensemaking. Each of the above perspectives plays a role in the development of my OIP, which I will develop theoretically and practically throughout this OIP.

To summarize, I find myself in an organization divided between two contrasting camps that have different philosophies and views on how the organization should operate. From my position as administrative manager, I traverse the divide in an attempt to work with both sides to develop and deliver curriculum.   At times it is a very uncomfortable position, but it can also be quite rewarding when circumstances and relationships align. These satisfying moments are key

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to seeing how my contributions move the school closer to fulfilling its social accountability

mandate.

Leadership Problem of Practice

Now that I have examined the organizational context and background, along with my

own personal leadership lens and perspectives, I will take a close look at the Problem of Practice

(PoP) that serves as the foundation for my OIP. The rest of my OIP is built on how to approach

this PoP and therefore it must be well-defined and understood.

Problem of practice.

The unique characteristics and the social accountability mandate of GLSM have

contributed to a great deal of attention and emphasis on the context of medical education, to the

detriment of curriculum content and structure. The faculty Theme committees are strong and

fiercely independent. Each Theme has developed its own curriculum following its own

direction. In addition, since the school began in 2005 the curriculum was developed in a

stepwise fashion day by day from orientation to graduation, without a clear strategic organization

or well-defined outcomes. This did not follow the pedagogically sound practice of backward

design (Prideaux, 2003; Wiggins & McTighe, 1998). As the school has matured and more

cohorts have graduated, the curriculum has shown gaps and redundancies in its content and

structure. As the administrative manager of curriculum and planning, I have limited formal

authority to effect significant changes to the curriculum. In the MD Program at GLSM in

Canada, the problem of practice I am focusing on is how to address the lack of a clear curriculum

framework from my position as an administrative manager.

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I see two parts to my PoP: (a) the lack of a curriculum framework, and (b) the leadership problem. A medical school operating without a curriculum framework is the surface problem that needs to be addressed. However the deeper leadership problem connected to this lack of curriculum framework is how to mobilize a school divided between administration and academics from my position. The lack of a curriculum framework is the *what*—the leadership problem is the *how*. In the next section I will look at the PoP in different ways.

Framing the Problem of Practice

The field of medical education is moving towards the adoption of competency-based medical education (CBME), as evidenced by the development of a set of graduating competencies adopted by the Association of Faculties of Medicine of Canada (AFMC). This is referred to as the Entrustable Professional Activities (EPAs) (AFMC EPA Working Group, 2016). There is widespread support both within Canada and internationally for CBME (Association of Faculties of Medicine of Canada, 2010; Frank et al., 2010; Holmboe, Sherbino, Englander, Snell, & Frank, 2017). However Hodges (2012) raises legitimate concerns about the standardization of medical education and the power dynamics at play. It is not clear what the impact would be of a one-size-fits-all curriculum structure on the social accountability mandate of GLSM where context is of prime importance.

I will explore the theoretical debate over the merits of CBME later in this chapter, but the Committee for Accreditation of Canadian Medical Schools (CACMS) has recently added the requirement for a CBME curriculum structure as an accreditation standard. This new standard requires that "the faculty of a medical school define its medical education program objectives in competency-based terms that reflect and support the continuum of medical education in Canada…" (Committe on Accreditation of Canadian Medical Schools, 2018). This means first
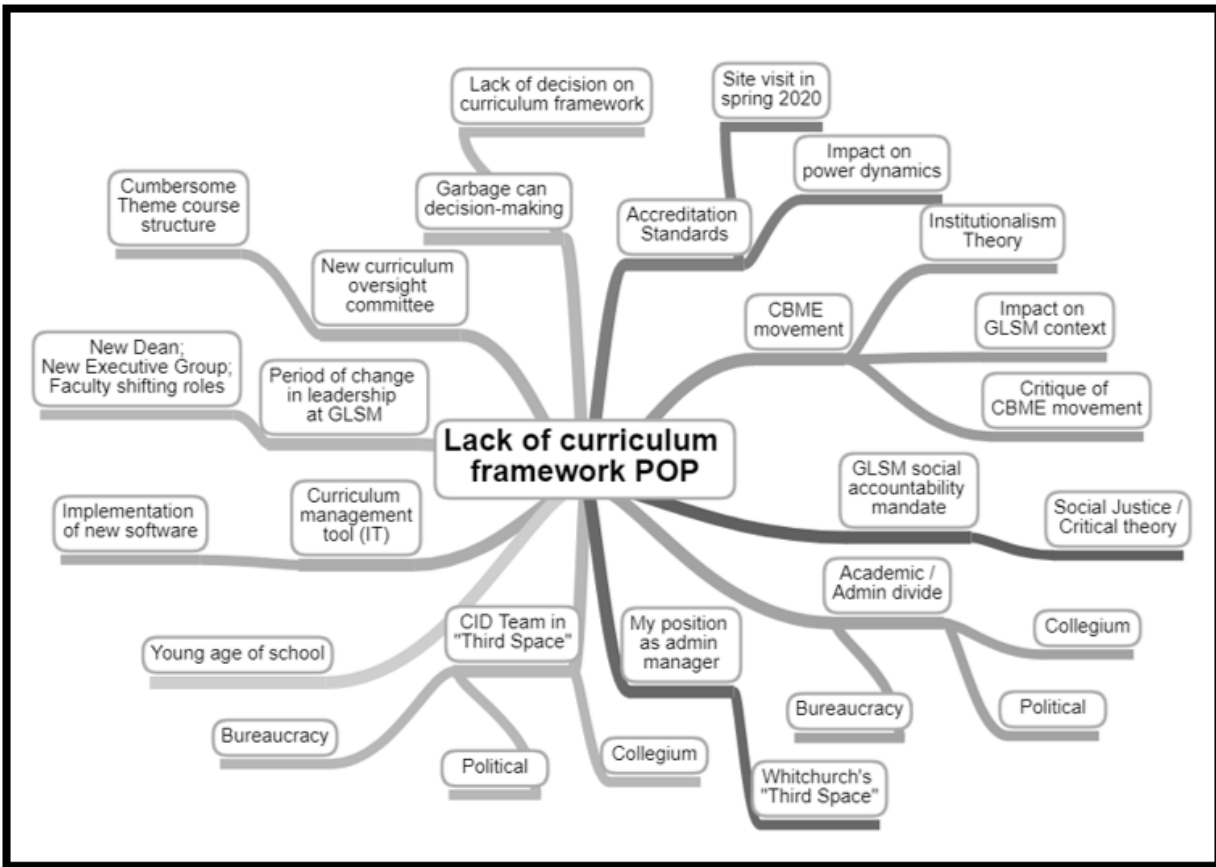
Figure 1: Curriculum framework complicating factors

of all that there must be clear outcomes for the entire program to work towards. They must be

competency-based and it also ensures that all MD program graduates in Canada would have

comparable competencies. In practical terms, the debate over CBME is essentially over. In May

2021, GLSM will have an official accreditation site visit and is expected to be in compliance

with this standard. Therefore the urgency around adoption of a curriculum framework specific to

competency-based outcomes has increased dramatically.

Figure 1 depicts the PoP and all of the related factors that I am aware of. As can be seen

from this mind map in Figure 1, many are related in some way to the lack of a curriculum

structure. There are two points about the mind map on which to focus. First and most obviously,

is simply the large number of factors involved. There are likely more factors that I am unaware

of, but the complexity of the issue is highlighted by how many factors I have been able to

identify so far and the relationships between them. According to Uhl-Bien, Marion and

McKelvey (2003),

> If a system can be described in terms of its individual constituents (even if there are a
> huge number of constituents), it is merely complicated; if the interactions among the
> constituents of the system, and the interaction between the system and its environment,
> are of such a nature that the system as a whole cannot be fully understood simply by
> analyzing its components, it is complex (e.g., a jumbo jet is complicated, but mayonnaise
> is complex) (p. 302).

The second point is how quickly this has changed. The mind map in Figure 1 is in fact the third

version, with the first version having been developed in November 2018. This illustrates a PoP

characterised by both *complexity* and *instability*.

Wheatley (2006) looks at organizational systems from the perspective of complexity and

instability. She notes that people in an organization struggle against the disequilibrium of such

systems—they yearn for more certainty and control. Yet she sees this disequilibrium as an

indicator of organizational health and the changes that we work so hard to avoid are actually

opportunities for growth. This is a helpful perspective to take on the confusing complexity and

instability of my PoP. Hernes (2008) argues that the overwhelming complexity of an

organization is self inflicted and may be due to the interpretations used by individuals in trying to

understand what is happening, through the use of metaphors. In attempting to understand the

inherent complexity of organizations Bolman and Deal (2013) suggest reframing the issue as a

useful strategy. "Reframing requires an ability to think about situations in more than one way,

which lets you develop alternative diagnoses and strategies" (p. 5). This act of reframing will

also be helpful in looping at the complexity of my PoP.

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Looking at my PoP through a different lens, or reframing, can help to better understand the complexity of the issue. An enduring concept of organizational theory specific to higher education was originally coined by Cohen and March in 1986 as an organized anarchy. This idea has stood the test of time for 34 years (Manning, 2018). Cohen and March's (1986) theory of higher education as an organized anarchy provides a different way of seeing GLSM and my PoP. The organized anarchy theory serves as the theoretical framework of my OIP. An organized anarchy has three characteristics:

1. *Problematic goals* The organization appears to operate on a variety of inconsistent and ill-defined preferences. It can be described better as a loose collection of changing ideas than a coherent structure. It discovers preferences through action more often than it acts on the basis of preferences.
2. *Unclear technology* Although the organization manages to survive and (where relevant) produce, it does not understand its own processes. Instead it operates on the basis of a simple set of trial-and-error procedures, the residue of learning from the accidents of past experiences, imitations, and the inventions born of necessity.
3. *Fluid participation* The participants in the organization vary among themselves in the amount of time and effort they devote to the organization; individual participants vary from one time to another. As a result, standard theories of power and choice seem to be inadequate; and the boundaries of the organization appear to be uncertain and changing. (Cohen & March, 1986, p. 3)

The second characteristic should not be confused with the hardware/software of information technology (IT). This technology refers to the approaches to teaching and learning. It is unclear because there is no agreed upon best approach. Another significant aspect about organized anarchies is the nature of decision-making, and related to this is what is known as garbage can decision making. According to Olsen (2001) decisions in an organized anarchy are unpredictable and dependent on the fluid participants who happen to be present. "Decisions are produced to a large extent by the temporal linkages of problems, solutions, choice opportunities, and decision makers" (p. 193). The tongue-in-cheek name is not to imply that the decisions are worthless, but rather that the factors mentioned by Olsen happen to be juxtaposed in a decision-

making space (referred to as the garbage can) and the result is more circumstantial than

intentional.

Reframing. With the theoretical framework established on the foundation of organized

anarchy theory, I want return to Bolman and Deal's (1986) concept of reframing, to more closely

examine the PoP—or reframe it with this lens. Do the factors in Figure 1 correspond to the three

characteristics of an organized anarchy? Figure 2 represents my PoP reframed through the

theoretical framework of organized anarchy. All of the factors are linked to one of the three

organized anarchy characteristics and the connections between them cannot all accounted be for.

Admittedly this is still a simplification of the complexity because some factors could be linked to

multiple characteristics.

Nevertheless, it is clear that the organized anarchy theory is a fitting description of my PoP. This

leads to a better understanding of the PoP and will facilitate the development of a solution—my
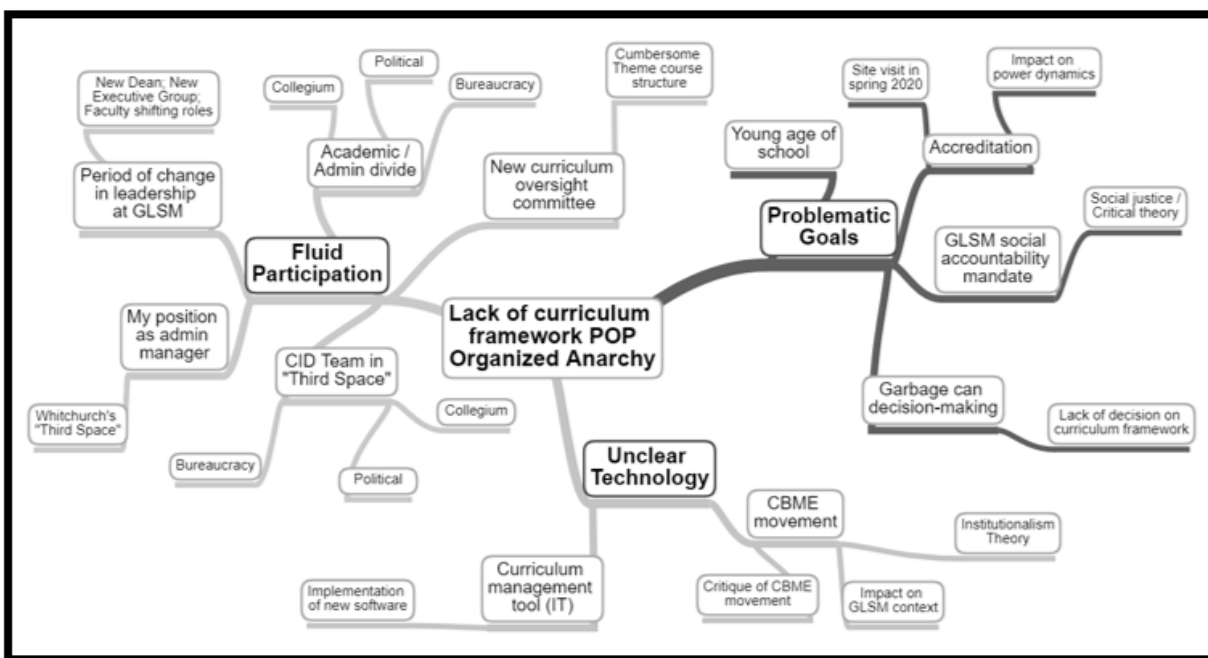
Figure 2: My PoP as organized anarchy

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OIP. As can be seen in Figure 2, many of the factors are interrelated and easily link back to one of the organized anarchy characteristics.

PESTE analysis. Kezar (2018) suggests that in order to more fully understand change in the context of higher education it is important to analyze it from political, economic, and social perspectives. I will also include the technological aspect to consider in this analysis—thus this section is focused on a PESTE analysis of my PoP. In addition, it is important to look at each of these factors from different levels—macro, meso, and micro. I will examine each factor in this way below, although there are some factors that do not apply to all three levels.

Political analysis. From a macro-political level, a new conservative provincial government means that all of the higher education sector is potentially at risk of losing funding and support. However, the school has long been touted as a government strategy for improving the health indicators of the region (Tesson et al., 2009) and changing this would be politically unwise, no matter what party is in power. At a meso level, the divide between the academic and administrative sides of the school is one of the biggest factors to consider. These power dynamics present an obstacle to moving a solution forward from the administrative side. It was originally Baldridge (1983) who pointed out the need for consideration of these sorts of political dynamics between the two sides in higher education. At the micro level, political and social factors tend to blend together, so I will discuss this level in the social analysis section.

Economic analysis. Seen from the provincial macro level, it is clear there are ample resources available to ensure a curriculum framework can be adopted. According Anderson and Kanter's (2010) survey of medical schools across the U.S. and Canada, the financial ebb and flow of the economy has little impact on their budgets. This is largely because of the high numbers of applicants every year for limited seats in the program. GLSM is no exception—there

has never been an empty enrollment spot since the school opened. From the meso perspective, GLSM is one of the smallest medical schools in the country. However, as noted above by Anderson and Kanter (2010), medical schools (and thus GLSM) do not face the same economic stressors tied to recruitment that other universities and colleges face. GLSM's annual allotment of students is set by the Ministry at 64 per year. From the micro viewpoint, because the issue is related to accreditation the priority is high and budget can be allocated appropriately. There can be no cutting corners when it comes to core issues like curriculum and accreditation. In general, revenue is one factor that is predictable and reasonably stable for this POP.

Social analysis. At a macro level, GLSM was founded on a social accountability mandate and the mission to serve the health care needs of the region continues to be viewed favourably externally. Improvements to the curriculum will help improve the quality, as well as the quantity, of doctors in the region, thus improving the health outcomes of a marginalized population. For the micro/social factors, I have developed good relationships with faculty and staff, building a good foundation of social capital (Uhl-Bien, 2006). This is a very important point for influencing my ability to move my OIP forward.

Technological analysis. I will only look at the micro/technological level because I do not see the other two levels being significant for this factor. On this point the school is about to launch a curriculum management tool that will help in mapping the curriculum ("Integrated Teaching and Learning Platform", 2019). This technology will make adoption of a curriculum framework more realistic and attractive to faculty simply because it is easy to use. However as with the implementation of most new technology, there is likely to be a mix of enthusiastic early adopters, along with the more reluctant faculty.

Evaluation of the curriculum performance. One more aspect in framing the PoP remains to be examined. It is important to see how the curriculum is performing, even without an outcomes-based framework. Understanding curriculum performance is a subject that touches on the validity and reliability of assessment techniques and it has been extensively studied and debated (Boulet & Durning, 2019; Cox & Irby, 2007). I am not here to reopen this debate, but instead would take Holmboe et al.'s (2010) premise that the performance of students on their assessments provides a reasonable indication of the quality of the curriculum itself. The most critical assessment that students face is the licensing exam for the Medical Council of Canada (MCC) which must be written by all graduates from MD programs in Canada before continuing on to the next stage of their training: residency. The results of the MCC licensing exam are confidential and protected and for the purposes of this OIP I cannot access even de-identified and amalgamated results. However it can be safely assumed based on GLSM graduate matching performance (see below) that there are no significant variations in student performance on this critical assessment. If it were otherwise GLSM graduates would have much less success in matching to their chosen residency programs.

A second and related measurement that may be of some use is the Canadian Residency Matching Service (CaRMS) results. This is the process where MD graduates rank which schools and specialty programs they want for their residency. The schools will invite graduates for interviews and then applicants will be matched to available residency spots through a complex algorithm. This is science controversial process and it invariably results in unmatched students not moving on in their career (Grant, 2019). However GLSM graduates have had a remarkable track record of rarely going unmatched in the CaRMS process (R-1 Data and Reports, 2019).

Where many medical schools in Canada have recently been challenged by significant numbers of unmatched students, GLSM graduates have been sought after in the CaRMS process.

How should this data be interpreted in relation to the PoP? It seems to be showing that there is no problem in the performance of the graduates from the curriculum—at least when compared to graduates from other schools in Canada. This comparison to other graduates is key. None of the other medical schools in Canada are working with a competency based curriculum framework yet. The argument put forward by CBME proponents is that all schools will benefit from the implementation of such a framework. So it would follow that in comparison to other medical schools the performance of the current curriculum is fine, but could still be improved with adoption of a CBME framework.

Guiding Questions Emerging from PoP

As I continue to explore the PoP and build the OIP it is important to keep in mind some guiding questions to stay on track. It would be easy to lose focus and follow tangents if I do not maintain a clear and well-understood purpose. By formulating some essential questions about the PoP that need answers, I will be better equipped to keep my OIP on target and explore the project more deeply. These questions will be used to drive inquiry in different sections of the project to interrogate the OIP and ensure it really is providing a solution to the PoP.

There are three areas that I will focus on for these questions. Each of these areas represent dichotomies between two seemingly divergent sides of an issue. Part of the purpose of highlighting these dichotomies is to deconstruct the imagined existence of these divides. A problem with dichotomies is our unexamined acceptance of their binary nature (Bacchi and Goodwin, 2016). Thus I propose to examine these dichotomies deeply through this OIP.

The first dichotomy that I will focus on is the divide between academic and administrative work in higher education, and at GLSM specifically. According to Whitchurch (2008), "traditionally, activity in higher education institutions has been viewed in binary terms: of an academic domain, and an administrative or management domain that supports this" (p. 378). The guiding question that I am posing in this area is: *How can the divide between the academic and administrative sides be bridged around the issue of implementation of a curriculum framework?* A practical follow up question to this is whether the cultivation of positive relationships is enough to bridge the gap. This dichotomy is a significant obstacle to implementation of real solutions to the PoP.

The next dichotomy to be examined has to do with what kind of standards GLSM holds itself to. There are nationally recognized standards, such as the CACMS accreditation standards, as well as the CBME movement within the field of education. On the other side of the dichotomy is the fact that the school has a social accountability mandate and must meet the health needs of the region. National standards and regional needs do not always align. The guiding question I draw from this dichotomy is: *Can a balance be struck between adhering to externally recognized standards like accreditation, while still maintaining the unique nature of the school?* Through the development of my OIP, I hope to explore the issues around this question and find a solution that satisfyingly resolves the dichotomy.

The final dichotomy has to do with the nature of change that I hope to bring about through my OIP. On one side change can be seen as being driven by external forces, such as accreditation standards, as mentioned in the preceding paragraph. This is usually planned change that is directed and managed from above, using the formal authority of the organization. On the other side of the dichotomy is a more organic or grass-roots change that emerges within

an organization as a problem manifests itself. The organization develops its own solution without the need for external standards. The last guiding question is: *Does change have to be either directed by "a plan" or emerge organically; is there room for a combination of the two approaches to change?* These are challenging questions and topics. They serve as a compass throughout this OIP.

Leadership-Focused Vision for Change

Three elements that are needed for setting a leadership-focused vision for change are to establish a needs case, setting priorties for change, and identifying change drivers. I will examine each of these in the section below.

Establishing a needs case. For significant change to be implemented it is important that a vision be established. This vision for change needs a broad base of support. In an organized anarchy like GLSM obtaining buy-in across the organization is vital—and much more difficult than in a typical hierarchical organization (Whitchurch, 2008). Buller (2015) notes that "your argument for change is far more effective when you can demonstrate that change is needed rather than merely desired" (p. 71). He advocates that in addition to establishing a certain urgency for change, a needs case is essential in getting agreement in higher education organizations. Within academia a solid needs case must be defensible against faculty cross examination from multiple perspectives. Thus, the vision for change absolutely must be based on a real need.

The need I see is an overarching curriculum framework for the MD program at GLSM. Currently with no set of program-level outcomes guiding student progression through the curriculum towards a pre-defined end, there is the potential for sporadic and disorganized curriculum development. This type of development has happened, resulting in a curriculum growth that has been unmanaged and disorganized. An outcomes-based framework is the first

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step towards rectifying this problem. See Figure 3 for a high-level representation of what a

curriculum framework would look like. Within each set of Phase outcomes, sets of lower level

objectives are nested. The framework starts with the overall program outcomes and the rest of

the curriculum would be mapped according to this general framework. Harden, Cosby, and

Davis (1999) originally articulated the advantages of outcomes-based education as the ability to

effectively organize a large curriculum towards predictable outcomes. This movement evolved

into the CBME movement described above. The implementation of CBME promises to bring

benefits to a wide range of stakeholders in the medical school: students, the organization, and

society as a whole.
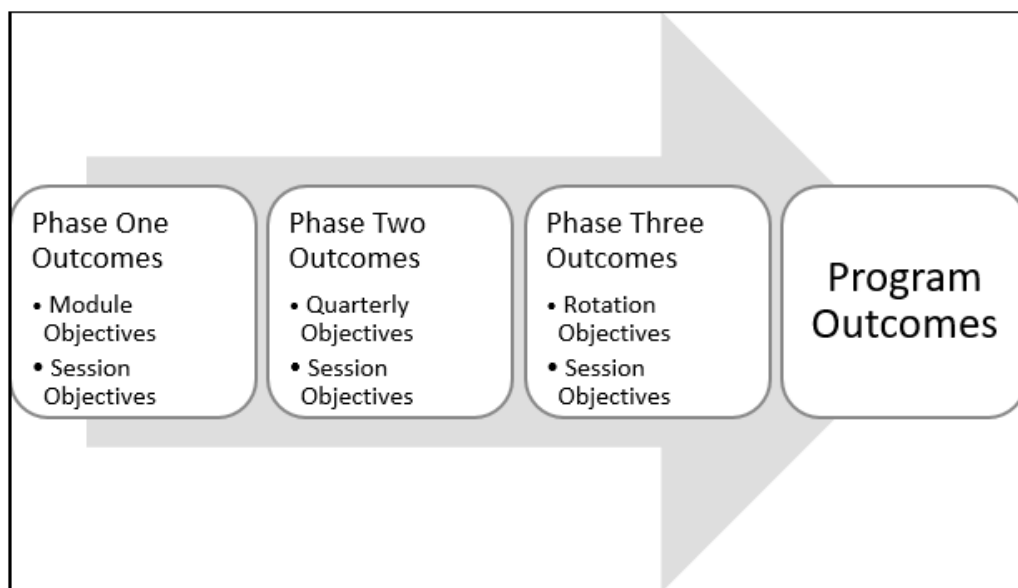
Figure 3: Curriculum framework structure

For students, one of the most compelling benefits of CBME has to do with the fact that

upon graduation they can be certain that their skills will be comparable to all other medical

graduates across Canada as they move into residency (AFMC EPA Working Group, 2016).

Beyond this focus on competitiveness, the move towards CBME holds greater benefits to

students. According to Frank et al. (2010), CBME is more learner-centred because it is no

longer time-bound. A student can work toward attaining competency at their own pace and only

move on once the proper level of competency is attained.

For the organization, CBME would also have some significant benefits. As one among a

relatively small group of medical schools in the country, GLSM needs to remain competitive and

keep up with other schools. Institutional theory, according to Manning (2018) is the natural

tendency of organizations to follow other similar and successful organizational practices. This

certainly is a factor in the spread of CBME in medical education. Related to institutional theory

is DiMaggio and Powell's (1983) idea of coercive isomorphism, where regulatory or other

formal restrictions are put in place to force an organization to conform. Through the new CBME

accreditation standard we can see coercive isomorphism at work in ensuring GLSM conforms to

collective standards. While this sort of coercive power may be resisted, the benefit to the

organization is that it meets the accreditation standard and there are no repercussions for non-

compliance.

Finally there are benefits to society that CBME would bring. The goal of this new type

of education is to produce more competent doctors. If the promise of CBME is true and it

actually makes for better doctors, then there is a very clear benefit to society. According to

Boucher, Frank, Van Melle, Oandasan, and Touchie (2017), the current system of medical

education is producing doctors who make too many preventable diagnostic errors. Their remedy

for such errors is to focus on competency in medical school through CBME.

Priorities for change. The arguments above present some very compelling reasons for

change. But, there definitely are some potential negatives associated with making a change to

CBME, including:

- Untested benefits of CBME

- Enormous effort and resources needed from the organization to implement the new curriculum, which would have to be diverted from other areas

- Potential detrimental effect on context (particularly in GLSM's case)

The debate over CBME is not yet settled, however for the purposes of this OIP, I will assume that the reasons put forward by the International CBME (ICBME) Collaborators (Ferguson, Caverzagie, Nousiainen, & Snell, 2017), a group formed to advance CBME, make a compelling needs case. According to Buller (2015), "once a strong needs case is established, the argument is no longer about whether a change should occur; it's about what kind of change it should be" (p. 78). With the needs case established, it is time to move to other decisions around change.

There are two parts to the PoP that I have identified: the lack of a curriculum framework (the *what*), and the leadership question of how to move the school towards a framework from my position as an administrative manager (the *how*). The curriculum of a medical school lies close to the essential reason for its existence. Teaching and learning are of the highest priority and thus the lack of a curriculum framework must be the focus for change. In addition to the move towards CBME, another reason that this change needs to be a top priority is the fact that with an accreditation visit coming very soon, the school needs to be prepared to show every effort has been made to comply with the new curriculum standard. Of almost equal importance is how this change comes about. Obviously the role of administration and faculty in moving forward an urgent change is of less urgency; however it is not insignificant. Sorting out how the change can be implemented is undeniably linked to the content of the change.

Change drivers. Before beginning to discuss solutions to the PoP, I will look at some of the factors in the background that are causing it. I want to have a better understanding of what is

driving this change in the move towards CBME. Buller (2015) defines a driver of change as, "a factor you can't control that has significant impact on the factors you can control" (p. 67). This conception of a change driver fits well with the organized anarchy perspective, as there are a number of factors that cannot be controlled. The movement towards CBME is a change that is inexorably moving ahead for GLSM and medical education in general, and it is a factor outside of the control of the school.

What is behind the CBME movement? Lingard (2009) calls competence a 'god term' in medical education. She sees the primary importance of competence as taken for granted and that

> this god term presides over many of our conversations in health professions education, conversations including curriculum reform, evaluation systems and program accreditation, to maintenance of certification. And, like other god terms of our era ('patient safety' has recently emerged as one, 'objective assessment' has long been another), 'competence' is a rhetorical trump card, regularly played as the last word in debates about how health professions education should function (p. 625).

Competence as a god term tends to short circuit any discussion of what is driving its rise. Both Hodges (2010) and Norman (2006) attribute some of the rise of competence and CBME to the neoliberal remaking of medical education. They compare the focus on educational outcomes (the competencies) and the inputs (the students) to a factory where if you use the correct process, curriculum, and inputs, the end result of the process will always be a competent doctor. Yet the variables in a factory are much easier to identify, isolate, and control than they are for an organized anarchy like a medical school. While the desire to produce competent doctors is admirable, Hodges (2010) and Norman (2006) urge caution in the headlong flight towards CBME.

A further extension of the neoliberal influence has to do with accountability. This strikes right at the heart of the GLSM social accountability mandate. The rise of the factory model of

medical education is philosophically connected to the idea of accountability back to society. A

medical school is not educating philosophers, carpenters or even general scientists. The only

feasible career for a successful MD graduate is to become a doctor, who will be called upon to

make life and death decisions for their patients. Society will naturally want assurances that

doctors are being trained to the highest possible standards.   Boelen and Woollard (2009) also

take the factory-style view of medical education and link it to social accountability. They view

the medical school "as a 'producer' of professionals, it must enter into a series of relationships

with the social institutions that will utilise its output" (p. 889). Charles Boelen is widely hailed

as the first person to articulate social accountability for medical education in his historic World

Health Organization report on the topic (Boelen & Heck, 1995). His perspective on this

relationship is significant across the field of medical education.

There is a more tangible driver of change towards CBME at play that I have already

mentioned: accreditation. Accreditation is a means of enforcing what was until quite recently

merely what Manning (2018) refers to as mimetic isomorphism. That is where institutions

naturally tend to copy each other's successful practices. While much of the neoliberal movement

and factory discourse may remain undetected, the standards of accreditation cannot be ignored.

With the instability and complexity that come with an organized anarchy, it is vital that

the leadership approaches match the context. Thus I will be drawing upon the theory of adaptive

leadership (Heifetz & Linsky, 2017) to lay the foundation. In addition, to address the

academic/administrative divide within the school I will look to Whitchurch's (2013) third space

theory. To implement the OIP I will be drawing upon the idea of sense-making (Eckel & Kezar,

2003; Kezar & Eckel, 2002) for how to make the change sustainable. These theories will be

further elaborated in Chapters 2 and 3. For now however, I will explore an analysis of GLSM's

change readiness in the following section.

Organizational Change Readiness

There is one more topic that has to do with the background and context of my PoP. It is

important to understand how ready the organization is to undertake change. According to Judge

and Douglas (2009) approximately 70 percent of planned organizational change initiatives are

unsuccessful. They argue the inability to enact change is due to organizations not having a

proper understanding of their own readiness for change. Change readiness is difficult to measure

and there are not a lot of reliable tools to accurately assess it (Judge & Douglas, 2009). Kezar

(2018) ties change readiness to organizational capacity and Judge and Douglas (2009) have even

developed a readiness tool linked to organizational capacity. Cawsey, Deszca, and Ingols (2016)

note that historical experiences of change within the organization will also have a significant

impact on readiness. Assessing change readiness is an inexact science where multiple factors are

interacting with the organizational culture.

In an organized anarchy like GLSM, it becomes all the more difficult to get an accurate

picture of change readiness. The two distinctive features in GLSM's organized anarchy of

complexity and instability mentioned earlier make accurate measurement even more challenging.

According to Kezar (2018),

> An assessment is, of course, much more likely to happen in more formal, top-down
> change processes, rather than in more organic change processes from the bottom up. But
> even without formally surveying a campus, change agents can conduct their own internal
> assessments and form an opinion of conditions (p. 131).

Kezar's description of bottom-up informal change resonates with my PoP at GLSM.

While a change readiness tool may not give as accurate a reading as its proponents would like, it is still helpful to go through the exercise. Judge and Douglas's (2009) change readiness tool measures eight different organizational dimensions: trustworthy leadership, trusting followers, capable champions, involved mid-management, innovative culture, accountable culture, effective communication, and systems thinking. This tool was developed for use in the corporate business world, and while some of the dimensions are very applicable to my PoP, others are much less so. Cawsey, et al. (2016) also developed a tool along similar lines. Both are quite detailed and strive for high validity and accuracy. The tool that I will use to measure change readiness at GLSM is one I have adapted from Hayne Beatty (2018), who in turn adapted Cawsey et al.'s (2016) tool. This tool is focussed largely on groups of individuals within a higher education organization and their readiness for change. The data in the tool is based on my eight years of experience at GLSM in a position that interacts extensively with all the key stakeholders and the curriculum itself. It is important to note that I do have a bias in how I perceive others' attitudes toward change, and this single perspective is a limitation on the data.

My PoP is focused on two separate types of change: curriculum framework change and change in administrative involvement with the curriculum framework. Each of these aspects of change are analyzed separately in the table below, but are listed together for ease of comparison. As can be seen in Table 1, the most resistance to both types of change is likely to come from full-time faculty. This makes sense as they have the most to lose – autonomy over curriculum decisions. Other stakeholders with less of a vested interest are likely to be more flexible around the possibility of change. It is also interesting that the first change around the curriculum framework appears to be more palatable than the second one. However while there is still significant resistance to the leadership issue, this has changed markedly over the past three or

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four years. I have noticed a shift towards more openness in this area even among the most

entrenched faculty members. Finally, it is important to note that each of the stakeholder groups

are not singular entities, but are made up of individuals with different opinions leading to

differing levels of change readiness. This is indicated by some stakeholders being placed in

multiple points in the change continuum.

Table 1: *Curriculum framework change readiness of individual stakeholders*

Stakeholder	Current Commitment (resistant, neutral, supportive, committed)	Predispositions to Change (innovator, early adopter, early majority, late majority, late adopters, non-adopters)	Change Continuum			
			Awareness	Interest	Desiring Change	Taking Action
Full-time faculty	Neutral	Late majority	X			
	Resistant/neutral	Late adopters	X			
Stipendiary faculty	Supportive/committed	Early adopter			X	
	Supportive	Early majority		X	X	
Theme/Phase chairs	Supportive/committed	Early majority		X	X	X
	Neutral/supportive	Late adopters		X		
Middle management	Committed	Early adopter/innovator			X	X
	Committed	Early adopter/innovator			X	X
Assoc. Deans/Dean	Supportive/committed	Early adopter			X	X
	Supportive/committed	Early adopter			X	X
Staff	Supportive	Early adopter			X	X
	Supportive	Early adopter			X	X
Students	Neutral	NA	X	X		
	Neutral	NA	X	X		

Note: Blue items refer to curriculum framework change. Red items refer to administrative leadership in this change.

Adapted with permission, from Hayne Beatty, S. (2018). Institutionalizing Community Engaged Scholarship at a Research University. *The Organizational Improvement Plan at Western University, 46*.

Internal and external forces of change. There are different forces that can shape

change in GLSM. These can be loosely categorized as internal or external forces. Both types

should be considered in relation to overall organizational change readiness. Internally, one of the

factors moving the school towards change is the fact that there is transition in leadership. A new

Dean and new Associate Dean are in place and they are both bringing an openness and

willingness toward change. The founding Dean's term recently ended and there was strong

resistance to any changes to the school he founded. Norton, Mochon, and Ariely (2012)

identified the IKEA effect. Briefly, that is where people are more reluctant to change something

if they put effort into making it—much like IKEA furniture. In experiments, they found people

would be less willing to get rid of IKEA furniture than regular pre-assembled furniture. With

new leadership, the IKEA effect is greatly reduced around curriculum change.

I find that the IKEA effect is alive and well among some of the original full-time faculty

members. They were quite involved in the development of the curriculum and there is a

reluctance to make changes. There is also some trepidation around the amount of additional

work that would result from curriculum change. Lastly, it is a few years until the next round of

collective bargaining with the faculty union and discussions around workload tend to be more

difficult to initiate at such a time.

The most obvious external factor driving change is the movement towards CBME in

medical education. This has already been discussed extensively, but is still important to note that

the new tie-in with accreditation gives this external force a great deal of leverage to move change

forward. The external force against change is the stance that might be taken by provincial or

national faculty associations or unions. To date there has been no formal statement made by any

association, but it can be safely assumed that academic freedom could be seen as under attack by

such changes.

Conclusion

For my PoP I am examining a change in the curriculum framework that is coming to the

GLSM. Additionally, I am exploring how this change can be led from my position as an

administrative manager. I have established the organized anarchy theory as my theoretical

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framework. This perspective allows me to view the many complex and constantly changing

factors somewhat more systematically as I work towards the development of a solution to the

PoP, my Organizational Improvement Plan.

In this chapter I have attempted to paint a picture of a relatively new medical school that

has come to a crossroads over both the revisions to the curriculum framework and how to deal

with the divide between administrative and academic sides of governance. My PoP is focussed

on these two issues and how, as the administrative manager in the MD program, I can lead the

school towards change in both areas. I have outlined contextual and background factors to get a

clear view of the situation. I have also examined my own leadership position and the perspective

that I bring. Then I have defined my PoP by analyzing relevant theories and factors to lead me to

the theoretical framework of organized anarchy that my PoP fits within. By formulating guiding

questions for change I maintain focus in the transition toward the development of an effective

OIP in the next chapter. Finally, I have articulated a leadership-focused vision for change and

then assessed the organization's readiness to take on that change. All of this is in order to clarify

and define my PoP so that in the next chapter I can begin to plan around the development of an

OIP and prepare GLSM for moving toward change.

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Chapter 2: Planning and Development

I have established my PoP and a theoretical framework for looking at it through Cohen and March's (1986) lens of organized anarchy theory. With this perspective, I am able to see the PoP as unpredictable and unstable due to problematic goals, unclear technology, and fluid participation. My conceptual framework will need to factor in aspects that can help to mitigate these challenges. Taking into account the context and theoretical framework of the PoP, planning and development based on Chapter 1 can take place. There are five distinctive sections in Chapter 2, each contributing in a different way to the development of a practical solution. In the first section I will discuss the leadership approaches that I have drawn from the literature as a foundation for my OIP. This section serves as my conceptual framework for the entire thesis. That is, this is how my theoretical framework is applied to my PoP and its particular context. Next I will present a framework for how to view my PoP through two different lenses.   In the third section I will take a critical analysis of the organization in order to understand what in particular needs to change. This will help me to identify some practical strategies for solving the PoP. Then, in the next section I will examine a few possible solutions and determine which one is the best fit and why it works for my PoP and its context. Finally, I will look at my OIP from a leadership ethics and organizational change perspective. What considerations do I need to be aware of for my selected solution to know that it is ethically sound?

Leadership Approaches to Change

With a PoP distinguished by the complexity and inconsistency of an organized anarchy, a leadership approach is needed that is flexible enough to handle this unpredictability. A leadership approach that is more adaptable than the typical business model of change is required. Paradoxically, a key aspect of my PoP remains predictable. The inevitability of change itself is a

given not only in my organization but in life itself as Heraclitus points out when he famously

said that "life is flux." Adaptive leadership is an approach that takes into account the perpetual

nature of change in organizational life. Its purpose is to help people adapt to the inevitable

changes in their organizations (Heifetz, 1994).

Adaptive leadership. In his adaptive leadership theory, Heifetz (1994) sees two types of

challenges to the organization as either technical or adaptive. Technical problems tend to be

fairly linear and are relatively easy to solve—just identify the cause and effect relationship, act

on it, and the problem is solved. The capacity to apply the technical solution likely already

exists in the organization—it is just a question of choosing the correct solution (Heifetz &

Linsky, 2017). In contrast, adaptive challenges require a new way of thinking about leadership

which allows the leader to work with people to adapt to the inevitable changes that will come

(Heifetz & Laurie, 1997). Most organizations tend to rely on the technical solutions that have

always worked in the past. However in order to change quickly in response to the

unpredictability of an organized anarchy, a different way of thinking about the challenge is

needed for the organization to adapt.

One of the issues that the adaptive leadership approach tackles is the role of authority for

the leader. This authority can be either formal or informal, but how it is used is central to the

theory. Heifetz and Linsky (2017) point out that,

> people expect politicians and managers to use their authority to provide them with the
> right answers, not to confront them with disturbing questions and difficult choices.
> That's why the initial challenge, and risk, of exercising leadership is to go beyond your
> authority—to put your credibility and position on the line in order to get people to tackle
> the problems at hand (p. 20).

The problem at hand in my PoP is the lack of a curriculum framework, and the impending

change is driven by the accreditation need for CBME as the basis of this framework. Therefore

adaptive leadership is certainly a helpful approach. The ability to stretch my authority is still a problem not adequately addressed by a corporate approach like adaptive leadership. I will revisit the concept of authority in adaptive leadership later in the section on ethics.

Third space. While it is a good starting point, adaptive leadership alone is not enough to bring about change. The divide between the administrative and academic sides in higher education is real and a specific strategy is needed to address this issue. Celia Whitchurch's (2004, 2006, 2008, 2013) work on the "third space" between academia and administration offers a promising approach. She looks at the evolving role of administrative managers in higher education and argues that the separation between the two sides is not as clear cut as it once was. Administrative managers play a critical role as facilitator and conduit to governance in the organization (Whitchurch, 2004). This changing role is somewhat nebulous and according to Holmes (1998), "the professional administrator is becoming more and more chameleon-like— changing his or her spots to fit into and make a contribution" (p. 112). The image of the manager as a 'docile clerk' is becoming a historical relic (Whitchurch, 2004). Rather, Holmes (1998) drawing on decades of experience, says that administrators now must be ready to take the role of initiators as well as facilitators, as "collectors and analysts of information concerning the measurement of performance and the spread of best practice as institutions compare themselves – either against selected competitors or collaborators, or even compared against national or international norms by external agencies" (p. 114). The administrative manager role is not as well-defined as may be assumed.

While much of the description of administrative managers above is strikingly similar to my position at GLSM, Holmes's comments about performance and comparison against norms speaks directly to accreditation. In the past, accreditation standards were exclusively focused on

administration—giving anything curricular a wide berth. The recent change to add a requirement for a competency-based curriculum framework to the Canadian accreditation standards represents a significant shift. Accreditation pushes the organization over the tipping point to allow the application of authority from adaptive leadership in my OIP. According to Kezar (2018), there is a significant trend in higher education, where accreditation bodies "have also been major forces for change in shifting the curriculum, developing outcomes assessments, and mandating new approaches to teaching and learning" (p. 114). This may be seen playing out at GLSM.

The adaptive leadership approach helps to deal with the instability of GLSM's organized anarchy because it is based on the inevitability of change. In addition, Whitchurch's third space theory is a good approach to reducing the complexity inherent in higher education organizations. Finding a safe place in between administration and academia from which to lead, allows a leader to ease tensions and complexity. Nevertheless, I am not convinced that these two approaches alone do enough to compensate for the general instability and complexity of the organized anarchy of my PoP.

Accreditation. Because of the paradoxical nature of university governance, with each side only having the authority to manage their own affairs, there is a lack of authority to move projects forward that impact both sides (Sporn, 2007). Thus, in terms of changing curriculum structure, administration does not have legitimate authority in the eyes of faculty. The combination of adaptive leadership and third space theories are still missing something to overcome the key issues of *lack of authority* and *complexity* of the organized anarchy. While theoretically sound, they are not enough in practice for a realistic leadership approach to change. Taking the factors of organized anarchy into account, accreditation is the missing piece which

initiates change. Figure 3 presents a visual representation of the triggering effect accreditation

has on change. Without the influence of accreditation, the shift of balance toward change would

not be possible. The OIP requires this leverage to activate the other two leadership approaches.
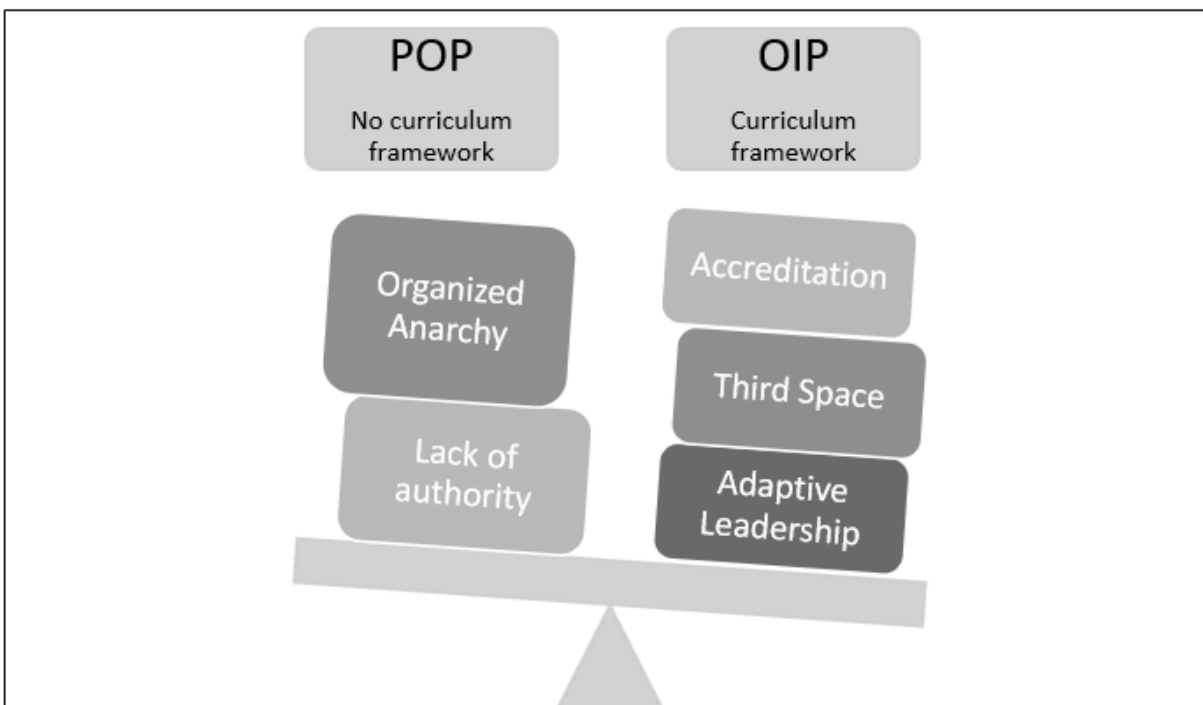
Figure 4: Effect of accreditation

The two main obstacles mentioned above are (a) the lack of authority and, (b) the unpredictable

nature of organized anarchy. Accreditation has the effect of temporarily changing the landscape

enough to overcome these obstacles. For the lack of authority, when the standards changed to

include a curriculum framework, the power dynamics also shifted to effectively legitimize the

involvement of administration. This is probably not a permanent change, and I expect the

authority will recede once the accreditation site visit is completed, so long as the school satisfies

the standards. While the accreditation effect is short-term, the impact of the change set in motion

by accreditation must have long-lasting permanent impact in order to bring about deep change.

For the organized anarchy, I would like to return to Cohen and March's (1986) three characteristics described early in this OIP: the problematic goals, unclear technology, and fluid participation. An event like an accreditation visit has the effect of galvanizing the school behind an unequivocal and unifying goal, i.e. *meet the standards*. The endless debates over support for one initiative or another do not entirely disappear, but they will fade into the background with the threat of losing accreditation. As for unclear technology, the disagreement over different approaches to medical education are effectively paused by accreditation. The CACMS standard is for the school to have a competency-based curriculum framework, and thus the technology/pedagogy questions gets resolved. Finally, the issue of fluid participation is reduced because of the heightened importance of the situation. People are more motivated to participate in meetings and contribute administratively when held accountable by accreditation. Therefore accreditation, combined with adaptive leadership and third space form the nucleus of how I will approach my PoP from a leadership perspective. Later in this chapter I will expand this into a full OIP.

Framework for Leading the Change Process

Now that I have established the leadership approaches, I would like to take a closer look at organizational change itself. According to Kezar (2018) a lack of understanding of the change process can easily derail the change effort. "Most change agents are focused on the content of the change initiative … they spend little time focused on understanding the change process and the way external and organizational context can shape their success and failure" (p. 65). There are many different ways of looking at change and depending on the lens you are using, the organization and change can appear very different. In this section I will first look at what type of change is needed for my PoP. Then I will look at two different framing theories for seeing

change. I will examine and critique each of these theories and explore the metaphor of

organization as flux and transformation. Each of these theories and metaphors provides a useful

perspective on my PoP.

According to Buller (2015), there are three different types of change that higher

education organizations typically experience: reactive, proactive and interactive. Naturally, the

more time an organization has to prepare for the change, the better. But sometimes change

happens and it is sudden or the organization is unable to anticipate the need for change. This is

reactive change, where the organization is forced into change (Buller, 2015). My PoP is a clear

example of reactive change. Because of a lack of a competency-based curriculum framework the

school needs to act quickly to ensure that accreditation standards are satisfied. Falling short of

these standards is not an outcome the school can tolerate. Leadership is necessary to navigate a

reactive change, as well as recognition of the nature of this sort of change. It will need to happen

swiftly and with the support of faculty in particular in order to be implemented effectively.

To better understand the change that is being considered, I will now explore two different

framing theories for seeing change. A concept related to framing is the idea of a metaphor.

According to Morgan (2006) the use of metaphors in thinking about organizations allows us "to

find fresh ways of seeing, understanding, and shaping the situations that we want to organize and

manage" (p. 5). Bolman and Deal (2013) explain the relationship between frames and metaphors

well. They see a frame as a

> mental model—a set of ideas and assumptions—that you carry in your head to help you
> understand and negotiate a particular 'territory.' A good frame makes it easier to know
> what you are up against and, ultimately, what you can do about it (p. 10).

Of course by using one single frame or metaphor as a lens to view the organization, our perspective will inevitably be somewhat distorted (Morgan, 2006). Nevertheless it is clear that use of frames to view change is vital to the change process itself.

  Four frames for seeing change. One of the most well-known framing theories of organizational change is Bolman and Deal's (2013) Four Frames model. This model has been used across organizational contexts and provides four distinct ways of viewing the organization in question. The first frame is the *structural frame*, where change is seen in terms of organizational structure. Organizational hierarchy and changes to the organizational chart are common in this frame (Bolman & Deal, 2013). Next is the *human resource frame*. Its main focus is the needs of the individuals in the organization and through meeting their needs, the organization will change for the better. The logic is that if people in the organization are happy and fulfilled, the organization will be far more effective (Bolman and Deal, 2013). The *political frame* is the next way of seeing organizations. In this frame the inherent power and conflict in organizational life is the focus. Organizational change comes about through negotiation and coalitions according to Bolman and Deal (2013). The final frame in this theory is the *symbol frame*. The focus here is on the institutional culture that has evolved and the symbols that go along with that evolution.

  This theory offers four useful perspectives and its purpose is to bring insight from these broad perspectives. However I see two main problems in applying this frame to my PoP. First, it is based on a typical hierarchical corporate organization. This may work well in the business world, but I question whether it would be effective in higher education with the inherent conflict between hierarchical and collegial structures. I am in agreement with Buller (2015) who feels the Four Frames model "simply doesn't go far enough in helping academic leaders see the full

context of their decisions" (p. 50). Secondly, the model does not take into account the fact that

changes are always occurring and the current state of the organization at any given time could

easily change. This became obvious for me in how quickly the mind map (from Chapter 1) of

my PoP changed over a few short months. The Four Frames model does not adequately address

the constantly changing nature of my PoP.

Flux and transformation. In his book, *Images of Organization*, Gareth Morgan (2006)

views organizations through the use of metaphors to develop a better understanding. For

example, he compares organizations to machines, to organisms and to brains. Morgan's

metaphor that is most applicable for my OIP is that of organizations as flux and transformation.

In this metaphor Morgan looks at organizations and the constant state of change that we observe

in the natural world. In a similar vein, Wheatley's book, *Leadership and the New Science* (2006)

also compares organizations to nature. However Wheatley makes the argument that a new

perspective on science and complexity can shed insights on organizational behaviour. Back to

Morgan's metaphor of flux and transformation in nature, he looks at the logic of autopoiesis and

of chaos and complexity. Each one of them helps to see change in my PoP in a slightly different

way.

Logic of autopoiesis. The first logic of change that Morgan touches on is an idea called

autopoiesis. This idea is drawn from the natural sciences; an idea first introduced by Maturana

and Varela (1972). The basis of this idea is that all living systems are self-referencing and live to

perpetuate themselves (Morgan, 2006). A system will thus really focus on itself because its own

survival is of course its most important concern. But that does not mean that it completely

ignores the environment. According to Morgan's (2006) interpretation of the autopoiesis theory,

"a system's interaction with its 'environment' is really a reflection and part of its own

organization. It interacts with its environment in a way that facilitates its own self-production; its environment is really a part of itself" (p. 244). In order for the organization to understand the environment it must understand itself. Thus all change, according to Morgan (2006), is a result of the interaction between the organization and its environment, coloured by its own self-interest. This paradox means that an organization must always be aware of the environment and engaged in changing it in order to preserve its own existence.

I see this logic of change clearly in GLSM. The school has always had an independent and unique view of itself, as mentioned in Chapter 1. But in order to maintain its own independence it has to develop a greater awareness of the shifting dialogues in the broader fields of medical education and higher education. The move towards CBME via new accreditation standards should not be seen as threatening the school's mission, instead, joining the movement and influencing the movement from within is the best means of ensuring survival, according to the theory of autopoiesis. Remaining a fiercely independent, self-referencing entity will not serve the school well in the long run.

Logic of chaos and complexity. The next idea that Morgan (2006) uses is the logic of chaos and complexity. Here he returns again to the natural world for an example. Seemingly disorganized systems in nature can result in astonishingly well-ordered processes. As Morgan (2006) states,

> Complex nonlinear systems like ecologies or organizations are characterized by multiple systems of interaction that are both ordered and chaotic. Because of this internal complexity, random disturbances can produce unpredictable event and relationships that reverberate throughout a system, creating novel patterns of change. The amazing thing, however, is that despite all the unpredictability, coherent order *always* emerges out of the randomness and surface chaos (p.251).

In this logic, the existence of what Morgan refers to as "attractors" will have a profound change on the seemingly chaotic system. The example of flocking behaviour in birds is used as an example of how order impossibly emerges from a chaotic system. An attractor would be a shift in the wind or some seemingly minor change that sets off a chain reaction within the flock. In the case of my PoP, I would see accreditation being a similar attractor.

Morgan (2006) offers some tips on how to manage effectively in a system that has its own internal logic that may be running counter to what you want to accomplish. In brief, his advice focuses on understanding and then using the natural flow of chaos and complexity to move change in the intended direction. As I thought more deeply about this logic of chaos and complexity, I was struck by the fact that many linguistic idioms relate back to nature. For example, "go with the flow", "swimming upstream", "uphill battle" and many others all hearken back to making change in a natural system.

This is very applicable to my PoP, which is based on organized anarchy as the theoretical framework. This way of seeing change will be helpful as I continue to develop my OIP because preconceived notions of how the organization should be responding and operating may need to be reconsidered. Keeping in mind the concept of autopoiesis—the idea that organizations are at the same time driven by self interest and intractably interdependent with the environment—gives me perspective on changes driven by accreditation. Also seeing GLSM as complex and ever-changing, yet looking for and deciphering natural patterns to work with is a helpful perspective as I develop my OIP. In the next section I will apply the perspectives on organizational change to my PoP at GLSM and will critically analyze the issues with a goal of developing a solution, my OIP.

Critical Organizational Analysis

After viewing the organization through the perspective of flux and transformation, I turn my attention to directing this change. Although Morgan's metaphor in the previous chapter is helpful in pointing out the perpetually changing nature of an organization, this does not mean that change cannot be guided in some way (Boal & Schultz, 2007). Archbald (2013) notes that, "when complex challenges confront an organization, change is needed and vision becomes important" (p. 137). In the field of medical education there is a growing awareness of how complex a medical school really is (Bates, Schrewe, Ellaway, Teunissen, & Watling, 2019; Bleakley, 2010; Ellaway, Bates, & Teunissen, 2017; Mennin, 2010b, 2010a). While the drive to control change in medical education is strong, an increased awareness of its inherent complexity will only lead to better results. As mentioned in the previous section, accreditation is an event that temporarily reduces the complexity of the organized anarchy of my PoP. This episode of accreditation is an opportunity to intentionally lead change in a specific direction.

Gap analysis. In attempting to direct change in the organization, it is important to have a good idea of what ought to be the outcome of the change process. According to Archbald (2013) a gap analysis is the "gap between current and more desirable organizational conditions or practices" (p. 139). In developing my OIP, it is important to have a good idea of what I am aiming for, and importantly, how to get there.

As described in Chapter 1, the goal is to have an outcomes-based curriculum framework for the MD program at GLSM. In order to lead the school to this goal from my position as administrative manager, there needs to be some change to the chasm between the academic and administrative sides. This is the gap in the PoP. The next question that needs an answer is how to move the organization towards this goal. In looking back at the change readiness table from

Chapter 1 (Table 1), I can see which groups in the school are more likely to be receptive to change. The most receptive to change of either the curriculum framework or administrative leadership is middle management (to which I belong), followed by the Associate Dean/Dean category. This makes sense because these are the individuals with the most to gain from these changes. The most resistant are clearly the full-time faculty, who may see change as a loss of autonomy and power. Obviously much of the change effort should be directed towards the key point of resistance, the full-time faculty.

Accreditation will have the effect of making change easier, especially change around the curriculum framework. However, the danger is that change will be short lived or superficial—and that it would not actually change how the curriculum is organized or taught. Clearly accreditation drives change through what can be seen as coercive power and, according to Schein (2010) "behavior change can be coerced at the beginning of a change program, but it will not last after the coercive force is lifted unless cognitive redefinition has preceded or accompanied it" (p. 308). If a new curriculum framework is adopted, but nothing connected to the framework changes and if after accreditation the school continues on with business as usual, then an opportunity for meaningful change will be lost. This is also true if I am able to lead this change from my administrative position, but the divide remains intact afterwards. To bring about a lasting and meaningful change it needs to be what Kezar (2018) sees as "so substantial that it alters the operating systems, underlying values, and culture of an organization or system" (p. 85). This type of change can be called deep change, second order, or transformational change (Eckel & Kezar, 2003; Kezar, 2018). Deep change is much more difficult to bring about than other types of more superficial change. This idea of deep change is similar to how Heifetz and Linsky (2017) view adaptive challenges in the adaptive leadership theory.

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Sensemaking. One method suggested by Kezar (2018) for building transformational change is what Weick (1995) originally described as sensemaking. This is a process of changing how people within the organization think, their attitudes and philosophy about a topic (Eckel & Kezar, 2003). Meaning in an organization is really dependent on those within the organization. Changing how organizational members think about an issue is key. According to Kezar (2013)

> sensemaking is an acknowledgement that organizations are not static and that there is no single reality, challenging more positivist views of organizations. … Organizations are social constructions that various individuals constantly create and re-create as they make meaning of their work lives. (p. 762)

In order to create deep change free of the coercion of accreditation, sensemaking must be collective. Individual change has to spread throughout the organization and people need to have the time to change their way of thinking, rather than simply conforming to "group think" (Kezar, 2018).

Strategies for change. I will return to sensemaking below, but will now turn to strategies for change that are associated with the theories that I have been examining. There are theoretical ideas and philosophical perspectives around leadership and change, but there are also some practical strategies for bringing about change. These strategies are key for moving from theory to practical application. The strategies associated with adaptive leadership, third space and sensemaking theories will be examined and compared below, starting with adaptive leadership.

Adaptive leadership. The first relevant adaptive leadership strategy is to get on the balcony (Heifetz & Linsky, 2017). Here, the leader needs to withdraw somewhat from the day to day drama of the organization and look at the big picture patterns that are emerging. By regularly taking time to reflect and view issues from a wider perspective, the leader develops the

ability to see alternatives. To apply this to my situation, I would attempt to schedule time once a

week or every two weeks to consciously take a step back from the daily grind. A suitable

strategy would be to regularly set time aside for reflective journaling in order to get on the

balcony.

The next strategy is to *identify the adaptive challenge* (Heifetz & Linsky, 2017). When

an organization is confronted by an issue it is most likely to approach it as a familiar problem, to

which the correct technical solution can be applied. In this strategy the leader uses the

perspective from the balcony to know when the issue is of an adaptive nature, needing a solution

different from what the organization would normally apply. There are many ways in which I can

apply this strategy in my context. For example, the problem of a lack of curriculum framework

is identified as an accreditation risk. But the usual approach of building more curriculum as a

sort of stop gap will not be effective. Instead an approach that addresses the overall organization

of the curriculum is the adaptive challenge to be addressed.

The third strategy is to *regulate distress*. Adaptive work produces distress for the

organization because it is not the normal technical challenge with a reasonably prescriptive

solution. In adaptive leadership the leader needs to use this distress productively. Too much and

people become too overwhelmed to work with creativity. But too little distress allows people to

stay in their comfort zone and they will resist stretching themselves to adapt to changes. A key

part of this strategy is the creation of what Heifetz and Laurie (1997) refer to as the holding

environment. This is a critical structure that allows fundamental changes to be made. They see

the proper amount of pressure and stress in the organization being applied to stimulate adaptive

changes in the holding environment. In my situation, I will need to ensure that I do not jump in

quickly to offer suggestions for the lack of a curriculum structure. In order for this to work there

needs to be enough pressure through accreditation as well as creative safety for faculty to move a solution forward.

Maintaining disciplined attention is Heifetz and Linsky's (2017) fourth adaptive leadership strategy. This attention needs to be paid to the holding environment as well as the different ideas and approaches that people in the organization bring to the table. This is important in my context because of the unique context of higher education where faculty have academic freedom and tenure—and thus there can be a lack of accountability and the sustained attention that comes with accountability. It will be important to continue to bring this issue up regularly so that the proper effort goes into developing the solution.

The next strategy is to *give the work back to the people*. This involves ensuring the responsibility for the work sits with workers in the organization. Heifetz and Linsky (2017) note that there is a tendency for everyone to look to the leader to solve the problem. But by giving the work back, the solution will need to be implemented by the people in the organization themselves, thus increasing buy-in and the likelihood of success. Application of this strategy in the context of GLSM would mean that faculty would own the work of developing the new curriculum framework (which aligns nicely with academic freedom in higher education). The development of the third space (see the next section) will help to give the work back to the faculty with cooperation from management and staff.

The last strategy is to *protect voices of leadership from below*. According to Heifetz and Laurie (1997), "giving a voice to all people is the foundation of an organization that is willing to experiment and learn. But, in fact, whistle-blowers, creative deviants, and other such original voices routinely get smashed and silenced in organizational life" (p. 129). It is the job of the adaptive leader to ensure these voices are heard and the ideas are considered. For this strategy to

be applied, the upper management needs to take a backseat and trust that the holding

environment will have the anticipated effect. When new ideas come forward—as they no doubt

will—they need to be carefully considered.

   Third space. In Whitchurch's (2013) third space approach, she focuses attention on

relationships in the organization for moving change forward. As one of her interview subjects

said in a study leading to the development of the third space theory, "if you get the relationships

right, everything else falls into place" (Whitchurch, 2013, p. 63). To build and leverage the

power of these relationships Whitchurch and Gordon (2017) identified three emergent practices

that have proven to be successful: teams, mentors and networks. The formation of teams around

a single purpose, such as project-based work, has the effect of breaking down silos and building

social capital. This can help to drive effective change. The next strategy is the use of mentors.

In contrast to the collective action of teams, the cultivation of mentors is more of an individual

strategy. According to Whitchurch and Gordon, two direct benefits cited for using mentors are

increased support and being stretched beyond one's comfort zone. Building networks is the third

strategy for the third space. "The studies demonstrated that broader networks increasingly

supplement day-to-day relationships, particularly in providing personal support and the exchange

of experience" (Whitchurch & Gordon, 2017, p. 108). These are more informal than teams, but

can have a similar effect of building relationships in support of making change. In my

experience at GLSM it all comes back to the value of relationships. The formation of teams and

mentors are valuable in that they lead to stronger relationships, which in turn enable the

organization to run more smoothly.

   It is helpful at this point to say a few words about safety in leadership. Both the adaptive

leadership and third space approaches touch on this issue. Heifetz and Linsky's (2017) book

Leadership on the Line, has a subtitle that reads "Staying alive through the dangers of change."

They talk about how leaders need to stretch their authority to bring an organization toward

change. This is risky even without the added complexity of higher education's organized

anarchy. Whitchurch (2013) sees the third space as a paradox of both creativity and risk. She

says "although *Third Space* environments are not necessarily comfortable places for individuals

to be, they nevertheless offer an opportunity for institutional assumptions, agenda and internal

relationships to be interrogated in a relatively safe arena" (p. 87). The irony here is that the

creativity and opportunity to move change forward also comes with risk of failure, or worse yet,

damage to one's career. The third space relationship building strategies of teams, mentors and

networking not only serve to move the OIP forward, they also can provide a sort of safety net for

those working from the third space.

     Sensemaking. Finally, I return to Eckel and Kezar (2003) to explore some strategies for

facilitating sensemaking. In a study of six higher education institutions, they found the following

sensemaking strategies to emerge: "widespread conversations, cross-departmental academic

teams, staff training, outsiders and their ideas, concrete ideas and guiding documents, and public

presentations" (p. 44).

     There are some similarities between sensemaking and the relational third space strategies,

but sensemaking strategies are slightly more focused on the sowing of new ideas. By engaging

in multiple and ongoing conversations around the particular change issue Eckel and Kezar found

that sensemaking was advanced. These conversations could be either formal or informal, but

they play a key role. Like in third space theory, Eckel and Kezar found cross-departmental

teams to be effective in breaking down silos and helping the "cross fertilization of ideas" (p. 47).

The next sensemaking strategy is staff training. This faculty development initiative is effective

in that it has a social element in addition to the learning and dissemination of ideas. Bringing in outsiders unconstrained by institutional power dynamics and attitudes is the next strategy. Eckel and Kezar (2003) noted that, "in many instances, these outsiders had the latitude to ask challenging questions difficult for campus leaders to raise, particularly when they were invited speakers or paid consultants" (p. 48). The next strategy for building sensemaking has to do with the development of guiding documents. Interestingly, Eckel and Kezar's study found that "the *process* of creating … the document may have been the larger contribution to making new sense" (p. 48). This interactive social process had a positive impact on sensemaking. Finally giving public presentations on the change topic also had a similar impact to the creation of guiding documents. Developing and giving presentations allowed people to work together in sensemaking. This would in turn stimulate discussion and debate leading to further sensemaking (Eckel & Kezar, 2003).

There are three different types of strategies that I have described above: (a) the leadership strategies from adaptive leadership theory; (b) relationship building strategies from Whitchurch's third space; and (c) strategies about ideas from sensemaking theory. These strategies represent a three-pronged approach that I can use from my position as administrative manager to move my PoP towards the end result of a new curriculum framework and a third space model of collaboration across the academic/administrative divide. Briefly, this is my OIP and it is represented graphically in Figure 4 below. In this figure you can see the three strategies being applied to the lack of a curriculum framework and the organized anarchy with its complexity and instability. These are all internal forces, but the external influence of accreditation is a powerful

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enough lever to give the strategies a much stronger effect than they would have normally.

STRATEGIES | **PROBLEMS OF PRACTICE** | **END RESULT**

ADMIN. MANAGER

- Adaptive Leadership
- Sensemaking
- 3rd Space Relationships

Lack of curriculum framework

Organized Anarchy
- Complexity
- Instability

Third Space
+
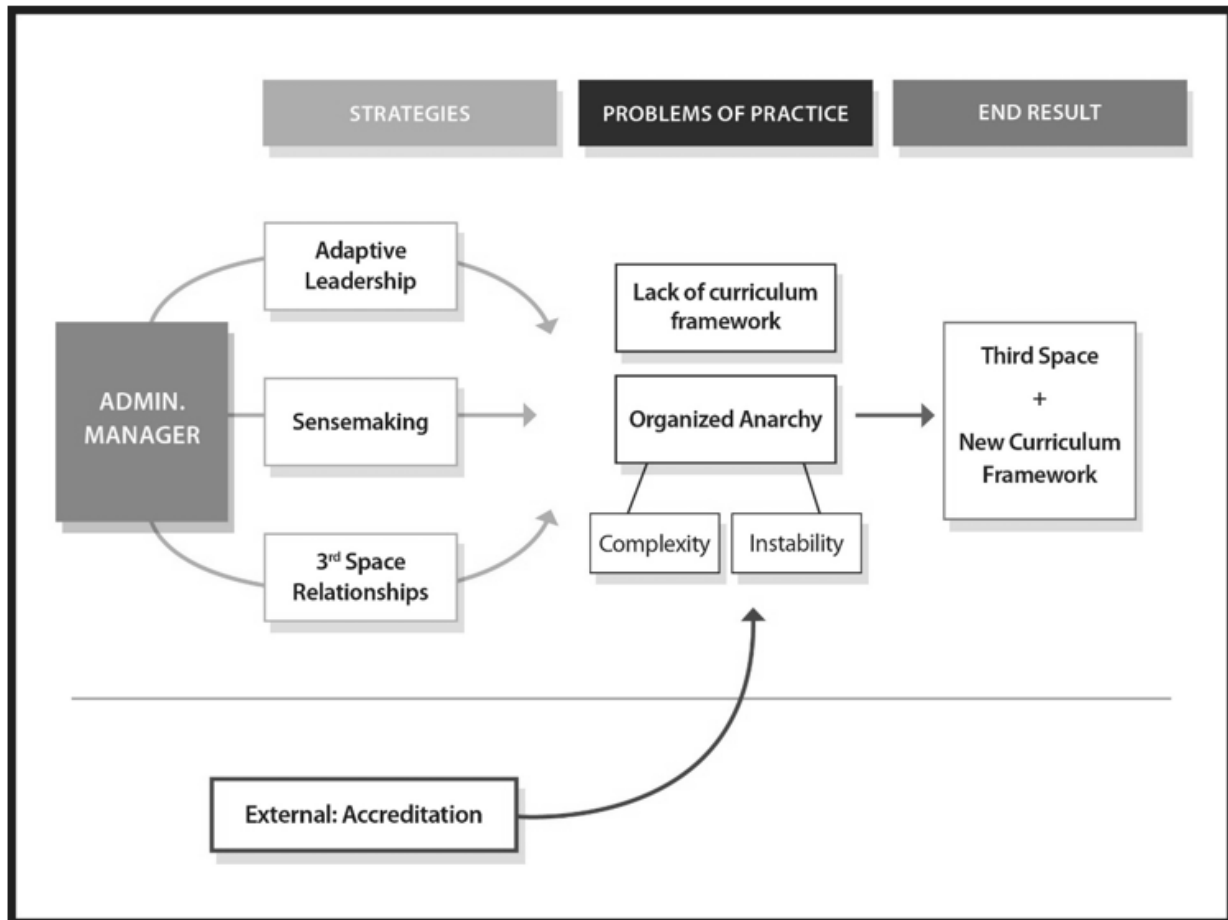New Curriculum Framework

External: Accreditation

Figure 5: Organizational improvement plan

While accreditation has the effect of simplifying the organized anarchy of my PoP, it does not reduce the complexity to the extent that a clear change path model can be formulated. There are still too many unpredictable factors that can change along the way and a linear change path model is not flexible enough to deal with the inherent complexity (Uhl-Bien et al., 2003) of this situation. Therefore, all the strategies discussed in this section are available in my tool box and I will be able to select the correct tool according to what the situation demands. I will

explore more about the implementation of this OIP in Chapter 3 and through the possible

solutions outlined in the next section.

Possible Solutions to Address the Problem of Practice

What practical solutions could be applied to address the problem? This is an opportunity

to take a wider perspective and look at various solutions, and really try to understand what is

needed and what the best approach to change would be. According to Buller (2015) the

generation of multiple ideas for change produces a better chance of sustainable success. As I

consider possible solutions to the PoP as described above, it becomes clear that there are not

really multiple choices about the solution itself. That is, a curriculum framework that conforms

to accreditation standards is needed. How to lead the school in the development and

implementation of a competency-based curriculum framework is what I will focus on for three of

the four solutions in this section. The end goal is clear, but how the school gets there is in

question. Each approach is examined in terms of the pros and cons, resource needs, and then is

compared against the others. Based on this analysis a solution will be selected for extrapolation

of my OIP in Chapter 3.

Option 1: Status quo. The first possible solution to be considered is the only one that

does not actually work towards implementation of a new curriculum framework. Nevertheless

leaving the situation at status quo has to be considered as a legitimate option. The implications

of changing nothing should be understood because this is a very real possibility. Buller (2015)

points out that it is easy for an organization to get swept up in "the trap known as action bias—

the fallacy that it's always better to be doing something rather than nothing" (p. 57). Even

though the accreditation standards say otherwise, the school could opt not to make a change.

This could happen either intentionally, as a faculty statement about the sanctity of academic

freedom or alternatively, it could simply not change due to organizational inertia. Sometimes a lack of decision-making is in itself a decision.

The option of maintaining the status quo would not require additional resources in terms of faculty or staff time. The resources that might be put towards change could be diverted to the benefit of projects in other parts of the school. In general, the status quo is the easiest possible solution. Changes to the curriculum and thus challenging the faculty who developed it would not have to happen. The potentially uncomfortable challenges to the persistent divide between the administrative and academic sides could also be avoided. Basically, the pro argument for the status quo is that it would require very little effort.

However, there are serious drawbacks to sticking with the status quo. The most compelling and obvious drawback is the potential repercussions of not meeting accreditation standards. According to Hunt, Migdal, Waechter, Barzansky, and Sabalis (2016) medical schools in Canada and the U.S. received severe action decisions (SADs) most frequently around two elements, one of which has to do with a lack of curriculum framework and management of that framework. To risk failing such a sensitive element, especially for a recently established school, is not advisable. A SAD would set off a chain of events that the rationale for sticking with the status quo cannot possibly justify. If that happened, a more coercive change to the curriculum would likely need to be made, which would be far more damaging to academic freedom and the continued success of the school. According to Manning (2018), the reputation of a school is critical in higher education. If the institution's image suffers, student recruitment, ministry funding, and public confidence will also suffer. All of this is likely if GLSM received a SAD in accreditation. The resources needed for potential implementation of each of the four options is displayed at the end of Option 4 in Table 2.

Option 2: Top-down implementation. The next possible solution to my PoP is to bring in a competency-based curriculum framework through a top-down directive from the Associate Dean. To implement a change to the curriculum framework of such magnitude in a short amount of time, it would be helpful and efficient to use this type of formal authority. However, it would be far more difficult to implement a third space between the academic and administrative sides of the organization in a similar top-down manner. For this sort of curriculum framework change the Associate Dean could select a set of program outcomes for each of the Theme course chairs to integrate into the curriculum of their courses. An example of such outcomes is the Association of Faculties of Medicine of Canada's (AFMC) recently developed Entrustable Professional Activities (EPAs) (AFMC EPA Working Group, 2016). The members of AFMC, which are the Deans of each of the Canadian medical schools, have recently agreed to implement the EPAs in time for the graduating class of 2024. It can be seen that there is a clear movement within medical education in Canada towards top-down curricular change and GLSM could legitimately join this movement.

One of the most obvious benefits of this sort of change is efficiency. Gronn (2010) sees top-down leadership in our society as familiar and appealing, where the "heroic leader" identifies a problem and swoops in with a ready solution for implementation. Ideally, this would skirt around the need for academic debate and governance discussions, which can be time consuming and do not guarantee a predictable outcome. Other potential benefits to top-down change identified by Kezar (2018) are that "these leaders often have the ability to mandate change, alter rewards structures, use devices such as strategic plans, refine mission and vision statements, and have other mechanisms to support change" (p. 136). These are powerful change levers, but are they viable in the organized anarchy environment of my PoP? Under ordinary circumstances I

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would say no. In higher education, the existence of collegial governance and academic freedom

makes top-down change initiatives difficult to accomplish (Austin & Jones, 2016). "Given that

academic freedom is an integral part of generating academic success that cannot be commanded

from the top down but must be nurtured from the bottom up" (Taylor, 2013, p. 85).   However,

accreditation has the effect of altering the normal environment. This threat gives greater

authority and legitimacy to the type of top-down leadership that would not normally be so

effective in higher education. Is this enough for curriculum change to be pushed through in a

top-down fashion? It is not clear whether this would work, but it does represent a window of

opportunity.

The resource needs for such top-down change would be more than status quo, but less

than other approaches. Because of the efficiency of this approach, it would take the shortest

amount of time to implement. That means the faculty and staff resources needed would be

relatively low. Nevertheless, faculty would need to spend additional time to align their

curriculum to the outcomes and then the instructional designer (ID) team would have increased

work. This would mean short-term staffing needs for an ID and some means of adding faculty

capacity.

If the EPAs were successfully mandated from the top for implementation as the new

curriculum framework, I see two possible problems. First, even though accreditation changes

conditions, it is not a permanent change to the organization. By taking advantage of the

circumstances, the Associate Dean could lose trust and legitimacy with faculty by bringing about

what could be seen as a coercive change. As mentioned above in the section on organizational

analysis, coercive change has limited impact (Schein, 2010). "It will not last after the coercive

force is lifted unless cognitive redefinition has preceded or accompanied it" (p. 308). This is the

argument for sensemaking in driving deep change, as articulated earlier. Top-down change does not make sense (pun intended). The second problem I see with this approach is that it would leave the dichotomy intact between administration and faculty. In fact, top-down change would likely deepen the divide. Faculty trust of administration would be weakened and the opportunity to develop long-term, healthy functioning and more collaboration would be squandered (Tight, 2014).

Option 3: Bottom-up approach. If the top-down change described above is not ideal, perhaps its opposite, bottom-up change might be a more suitable approach to solving my PoP. According to Burnes, Wend, and Todnem By (2013), the lack of academic participation in change inevitably leads "to a growing alienation of staff in universities, which in turn has been detrimental both to senior managers' attempts to achieve the changes they need to make and to the job satisfaction and motivation of staff" (p. 915). Bottom-up changes enable a higher education organization to better leverage the power of faculty creativity and intelligence. Marginson (2008) sees a dissonance between what he describes as academic creativity and the imposition of change in a managerial model. Building upon faculty expertise and this academic creativity in curricular matters seems like an intuitively logical approach to change.

In a purely bottom-up solution, faculty leaders would need to identify the problem of a lack of curriculum framework and then develop and implement the solution all in time for the impending accreditation visit. Although more philosophically suited to higher education, bottom-up change is more difficult to implement than top-down change. One of the main difficulties mentioned by Kezar (2018) is that it is vulnerable to being snuffed out from above, especially if it goes in a different direction than what was expected. In order for bottom-up change to gain momentum it requires extensive and time consuming faculty development for real

support. Some means of building this buy-in, suggested by Kezar (2018) are lecture series, faculty development activities, working with students, etc. These approaches are similar to the sense making activities discussed in the section above. This approach has the most potential for long-term sustainable change if everything goes according to plan. Marginson (2008) notes the potential for unexpected positive developments as a result of giving academic creativity free rein. This is the essence of knowledge creation in higher education, as applied to policy.

Another potential problem with bottom-up change is the unpredictable nature of higher education—the organized anarchy theme that forms the theoretical foundation for my PoP. Because it is so difficult to predict or control, to trust that a competency-based curriculum framework will quickly be developed may not be the best option —especially since the school has operated for the past 14 years without any efforts made toward the development of one. In addition, the development of a third space is unlikely to occur if left completely in the hands of faculty. Finally, while accreditation has the effect of triggering action, without some involvement of administrative leadership, it is not clear if faculty will see the need to respond with urgency. Accreditation is traditionally seen as the purview of administration and it is entirely possible that faculty would not feel the urgency of taking action without such prompting.

The resource needs of bottom-up change are not significant in terms of money or people. Since it is driven from below, there would not be a sizable budget to consider. However the true cost comes in terms of time and efficiency. When the path forward is uncertain there can be multiple false starts and different directions taken before solid progress is made. Because of the time constraints of accreditation, progress needs to be clear, predictable, and immediate.

The bottom-up change solution is a high-risk/high-reward option. The rewards of a true curriculum framework being developed by grassroots faculty initiative would be ideal. This

approach follows the classic higher education collegial governance model. However, if it does

not work in a timely fashion the risks of not meeting accreditation are steep.

Option 4: Hybrid solution. In options 2 and 3 I looked at two opposite approaches to

driving change: top-down and bottom-up changes. I do not believe that change needs to be

exclusively one or the other approach. This is the third dichotomy that I touched on earlier in

Chapter 1. Tight (2014) challenges the collegiality versus managerial dichotomy and argues that

the choice between them is not valid. The final option that I will examine in this section, is a

combination of the two approaches, using the strengths of one approach to cover the

shortcomings of the other. Kezar (2018) argues that the initiative for change can be a

cooperative effort if a slightly different perspective is taken by both sides.

> A common mistake of grassroots leaders is they often do not consider those in positions
> of authority as part of their leadership process. They distrust their motives or
> commitment, jeopardizing opportunities for institutionalizing change or making it more
> permanent. Similarly, in their haste to make quick changes, those in positions of
> authority often do not involve other leaders on campus who could provide support and
> legitimacy for their efforts (p. 154).

There is room for a combined approach at GLSM.

For this hybrid approach to work the school needs to leverage the power of accreditation

to drive change while minimizing the coercive effects of such a change by building faculty

support along the way. In order to accomplish this, the change needs to be initiated at the top by

the Associate Dean. Then the authority for development of a new curriculum framework should

be immediately delegated to the Theme course chairs. A small working group consisting of the

Theme course chairs, the two Instructional Designers, and I would need to be struck to drive this

process. The Theme chairs would have the responsibility for content, the IDs would drive

integration and connection between curricular items, and my role would be to keep the process

moving forward while adhering to deadlines. Throughout the process, some of the strategies

suggested by Kezar (2018) would need to be implemented, such as a lecture series and faculty

development sessions to build consensus and deeper understanding of the project—sensemaking,

in other words.

One of the benefits of this approach is that it does not threaten academic freedom,

because the development of the curriculum framework rightly sits with faculty. Yet the urgency

of meeting accreditation standards is not lost with my administrative involvement to keep the

process on track. As mentioned above, accreditation is normally seen as an administrative

concern, but this approach allows for a different perspective. Since an external force is driving

the change, it is a common threat to both academics and administration. This can have a

unifying effect and can build connections across the divide. Administration has to take the

initiative by showing leadership and trusting that faculty will be able to deliver. According to

Youngs (2017), the tensions between the two sides can be diminished when the focus turns away

from power and politics towards practical projects. By sharing the development of the

curriculum framework and working towards a common goal helps to "decentralize leadership

away from an individual, usually pre-established as the leader, and repositions leadership as an

outcome rather than a prerequisite of practice involving more than one person" (Youngs, 2017,

p. 141). The focus on leadership-as-practice would help nurture the growth of third space.

While I have until now been outlining the benefits of a hybrid approach, there are

significant risks to this approach as well. Accreditation is a high stakes activity and not meeting

standards carries serious consequences. Administration must genuinely trust that faculty will be

willing and able to deliver on a new curriculum framework. By giving up some control over the

process, the project could take too much time. Also, the end result might not be the ideal EPAs

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that have already been developed nationally. Faculty may not trust that administration is sincere

and may react to the Associate Dean's initiative by perceiving it as a reduction of academic

freedom. These are some possible threats to the hybrid solution. The trust between the two sides

is fragile and could easily be damaged unless carefully nurtured. Nevertheless, this option

represents a real path forward to both the development of a curriculum framework and the

establishment of a third space where faculty and administration can work together effectively.

Table 2: Resource requirements for four options

Option	Time Resources	Human Resources	Fiscal Resources
Option 1: Status Quo	NA	NA	NA
Option 2: Top-down	Less than 1 year	Very large amount because of speed of implementation	Largest amount because of cost of human resources
Option 3: Bottom-up	More than 3 years	Small amount because length of project allows resources to be spread out	Small amount because less need for human resources across lengthy duration
Option 4: Hybrid	Approximately 1 year	Moderate amount	Moderate amount

Note. Informational resources not included because they would be identical for all four options, i.e. to have a thorough understanding of the curriculum objectives and how they integrate towards an over-arching framework. Technological resources are also not included because all options would require a new curriculum management tool for mapping from session objectives up to program outcomes. See Figure 3 for more on curriculum mapping structure.

The resources required for the hybrid solution are not very different from either the top-

down or bottom-up approaches. Faculty and staff time and additional resources will need to be

accessed, especially with a hard deadline looming. The faculty development activities will also

require resources to ensure that the change is sustainable beyond accreditation. In Table 2, I

have listed each of the four options with a relative estimate of the resources needed for each. In

the table I have provided a comparison between resource requirements of the options for the purposes of making an informed decision of which option to pursue. For more detailed resource needs see Table 3 in Chapter 3.

Discussion. The four options examined in this section represent possible solutions to my PoP. While easiest, maintaining the status quo would be the riskiest approach; it is more of a non-solution. The next two approaches have significant drawbacks and neither one of them provide a means of bridging the divide between the administration and academic sides of GLSM. The final hybrid option provides the best way forward and is philosophically aligned with deconstructing the false dichotomies (Tight, 2014).

There will need to be some structural changes for the hybrid solution to be effective. The first change is for the newly formed curriculum committee to have legitimate governance over the curriculum and therefore over the Theme courses. Until the recent formation of the curriculum committee, the Theme courses have had full independence and were free to determine their own curriculum. However a self-governed faculty committee, chaired by the Associate Dean has started to bring more collective accountability. As it is populated largely by faculty voting members this does not infringe upon academic freedom. The curriculum framework and the working group tasked with its development would report to the curriculum committee. All of this structural governance change has been done with approval from faculty and it represents a positive step forward. The curriculum framework working group is the next step in the process.

As with most significant topics in an organized anarchy, it is important to remain flexible in planning. There are many unpredictable variables and lots of instability present in such a situation. The development of rigid plans and expectations around these plans can be damaging

to the fragile trust between administration and academics (Buller, 2015). A fine balance must be struck between deadlines and flexibility for the hybrid option to work. In Chapter 3 I will explore in greater detail how this solution can be implemented.

Leadership Ethics and Organizational Change

Before getting to the details of how to implement the above solution for my OIP, it is helpful to pause and examine the ethical considerations. I am advocating taking a combination of top-down and bottom-up approaches to implementing a new curriculum framework, along with the development of a third space between administration and academic sides of the school. I believe my solution is both politically and logistically viable, but does that mean it is ethically the right thing to do? Burnes (2009) argues for change decisions to be based more on ethical principles than whether the power dynamics or finances would allow for it to happen. The basis for ethical change leadership lies in whether the change is good for the organization, rather than simply being good for the person driving the change. In the case of my OIP, what is good for the organization can be contested—as there are many stakeholder groups with varied interests. The social accountability mandate of the school can point me in the right direction. Change has to support this mandate, that is, it must contribute toward improving the health outcomes of the population of the region.

In order to fully explore the ethical dimensions of my OIP, it is important to unpack my own perspective and the biases that I bring to the issue. I touched on some of this briefly at the beginning of chapter 1, but I will now revisit the topic more extensively in order to be transparent about my own motives. With a background in the social sciences (political science and adult education), I bring a different perspective than most people in medical education. I did not study in the usual positivist tradition of the natural sciences or medicine. Additionally, I do

not view the organization from a business perspective that is common in much of administration at GLSM. Philosophically I am more aligned with the small group of social science faculty, but functionally I am aligned with administration. With most of my training and experience in the field of adult education, the development of a new curriculum framework lines up with my own skill set. The establishment of a third space between the administrative and academic sides of the school would provide a home for someone like me, who is an academically inclined administrator. But are these two developments beneficial to the school, as well as to me? As I explore this ethical question I argue that the OIP represents a convergence of both my interests and the interests of the school. Avolio and Locke (2002) describe the concept of leader self-interest being helpful in advancing the altruistic purposes of a project. This concept of aligning individual interests and altruism is applicable to my OIP. To further explore the topic, I will look at two perspectives on ethical leadership. First, Sturdy and Grey (2003) argue that much organizational change is managed to the benefit of those who are managing. Secondly in the theory of adaptive leadership, Heifetz and Linsky (2017) look at the ethical use of authority in the creation of a holding environment to help an organization adapt to change. Both of these perspectives offer useful ways of looking at my OIP.

 Change management ethics. Sturdy and Grey (2003) examine the field of organizational change management and they question why there is not more scrutiny given to the widely accepted truism that management-driven change is inherently good. They note that due to the ubiquity of constant change in society, that change is automatically considered desirable. For example, this can be seen in the positive connotations commonly associated with the word "innovation".

Sturdy and Grey critique change management "discourses and their one-sided nature, which endorses change as an abstract ideal … [and] is therefore silent about the possibility of stability and about many of the possibilities for change" (p. 652). Since change is seen as being inherently good in our society, the management of this unexamined change is vulnerable to being driven solely for the benefit of the change manager (Sturdy & Grey, 2003). To apply this logic to the case of my OIP, I would be the person who potentially stands to benefit the most.

Kezar (2018) brings this perspective to the realm of higher education and notes a similar lack of attention given to the motives behind change initiatives. She states that, "in my 20 years on college campuses, I have heard almost no discussion about the ethics of change initiatives and whose interests they serve" (p. 28). With the lack of open discussion about change initiatives and the motives behind them, the divide between academic and administrative sides of higher education make the likelihood of misunderstanding and distrust that much greater. Kezar (2018) offers suggestions on how to mitigate the possibility of self-interest driving change—or at least the perception of that happening. Some of her suggestions include increased transparency about the pros and cons of change initiatives, more open communication, invitation for input from all perspectives, and being flexible to alterations. If even a few of these suggestions are followed it is much more likely that the change initiative would be ethically sound.

I return to Avolio and Locke's (2002) assertion that self-interest and benefit to the organization do not have to be mutually exclusive of each other. If a leader is able to align their interests with the organization and with society in general, the change initiative will be that much stronger ethically.

Ethical use of authority. A second perspective on the ethics of leadership that I want to focus on in this section comes from one of the central leadership theories in my theoretical

framework: adaptive leadership. In his seminal book on adaptive leadership, Ronald Heifetz (1994) puts emphasis on the ethical use of authority in leadership. A key part of the adaptive leadership theory has to do with the leader using authority to create what Heifetz refers to as a "holding environment." The holding environment is created to regulate pressure for the purpose of helping people in the organization adapt to a particular change. Sometimes more pressure is needed for greater urgency—other times less pressure is called for to allow increased creativity and safety. In a higher education context, the use of authority by administration over faculty is always contentious. In general, informal authority tends to be more effective.

According to Heifetz and Linsky (2017), the use of informal authority is based on the establishment of trust. The more trust there is, the more pressure that can be applied to get results. The effective regulating of pressure can only happen if there is enough trust developed; and if there is trust and pressure, the results can come about more quickly. Heifetz (1994) goes further to link trust more deeply. "Trust in authority relationships is a matter of *predictability* along two dimensions: values and skill. Quite sensibly, people often expect consistent, predictable values and problem-solving skills from their authorities" (p. 107). Therefore for the holding environment to work, the values of the leader must be trustworthy and thus well-aligned with the mutually held values of the school. If a difference is seen between what the leader says or does and the values of the school, trust is damaged. This does not mean that the leader cannot benefit from the change—it just means that benefit to the school has to be the main impetus.

In the case of my PoP, authority changes from informal to formal authority due to accreditation. But the source of authority does not really matter, so long as the trust is based on commonly held values. By using this logic, the use of authority by administration over faculty to bring about curricular changes is legitimate and ethical—so long as it is based on accepted

values. This raises one more question of whether this is simply a case of the ends justifying the

means. That is, so long as the end goal is based on values, it does not matter what means are

used to get there. This would be a problem because methods for achieving goals are very

important, especially if the methods being used are not transparent. The suggestions from Kezar

(2018) around change management ethics, like transparent and open communication, flexibility,

and inviting input will go a long way toward fostering the trust needed to legitimize the use of

authority in higher education change initiatives, like what I am proposing for my OIP. This sort

of ethical dilemma is best seen in shades of grey, rather than black and white distinctions.

Discussion. In this section I have looked at two different perspectives to learn more

about the ethical considerations for my OIP. Both the change management ethics and the ethical

use of authority cast my OIP in different lights. Nevertheless, I can extrapolate three key points.

First, it is clear that by aligning my values with the values of the school I am much more likely to

be successful in implementing a change initiative. Of course this needs to be demonstrated in

action, instead of simply in words. There are five explicitly articulated values of the school:

innovation, social accountability, collaboration, inclusiveness, and respect (GLSM website,

2019). In my OIP, the curriculum framework change matches the first two values of innovation

and social accountability. Since the goal is to improve the curriculum (innovation) to help

deliver better health care for the population of the region (social accountability), the

implementation of a third space would align well with collaboration, inclusiveness and respect.

So long as I continue to reflect on my motives and ensure I am striving to display these values,

the change seems ethical.

The second point has to do with Kezar's (2018) suggestions of being transparent, having

open communication, flexibility, and inviting input. These suggestions are similar to the above

point about the alignment of values. Although these are not specifically the values of the school, they are widely respected values that will do much to build trust amongst all stakeholders and would be an effective means of strengthening relationships, one of Whitchurch and Gordon's (2017) strategies.

Finally, I note tension between the collective rights of society and the rights of individuals. This shows up in the change to a new curriculum framework where individual faculty member's academic freedom must give way to the greater benefit of society through improved health care. It is also seen in the development of a third space, as faculty may resist by protecting their autonomy and control over the curriculum against incursion from administration. This is a thorny question that does not have a clear cut answer. A balance needs to be struck between individual and collective rights—and it needs to be monitored and adjusted regularly to ensure the pendulum does not swing wildly to one side or the other, and to ensure neither faculty rights nor society's collective rights suffer disproportionately.

In conclusion, I believe that there are ethical considerations to be kept in mind as I plan out the implementation details of my OIP. These cannot be ignored and put aside as being settled. But with regular reflection, the OIP I am proposing will remain ethically sound.

Conclusion

In Chapter 2 I have included five broad sections where I addressed issues around the planning and development of a practical and ethical solution to the PoP, as described in Chapter 1. I started by laying out (a) two key leadership approaches: adaptive leadership and the third space approach. The two approaches combine the business approach of adaptive leadership and a more academically sensitive approach through the cultivation of the third space. This is all set into motion by the urgency of an imminent accreditation visit. (b) I then looked at my PoP

through the metaphors of flux and transformation in the natural world. These perspectives

helped to reinforce the organized anarchy theory of my OIP, but also made it possible to see

things from a broader perspective. (c) Next, I laid out the OIP with three strategies that draw on

the leadership approaches established. These three strategies combined with accreditation have

the effect of reducing the complexity and instability of the organized anarchy to enable the

development of a third space and implementation of a new curriculum framework. (d) The focus

of the next section was four different possible solutions to the PoP and each approach was

analyzed through a review of literature to see which made the most practical sense. Given the

specific context of my organization and the PoP, the best option is a combination of top-down

and bottom-up change to ensure efficiency and build legitimacy with faculty. (e) Finally, I

examined ethical issues around my chosen OIP solution to ensure that my approach is not simply

feasible, but that it is also ethically appropriate.

In Chapter 3 I will be delving into the details of how to implement the solution. I will

also be describing my evaluation and communication plan to ensure that the OIP is properly

implemented with the best possible chance of success.

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Chapter 3: Implementation, Evaluation, and Communication

In this chapter I will outline how I intend to implement the solution articulated in Chapter 2. In Chapter 1, the PoP was identified and the context around it was fully described. That PoP is focused on two issues: the lack of a curriculum framework, and how I can effect a change to the issue from my position as an administrative manager at GLSM. In Chapter 2 I selected a solution for my OIP from a number of possible options, after a careful theoretical analysis of the PoP. Now the next step in this progression is to articulate the implementation, monitoring and evaluation, and communication plans for my OIP to be successful. In Chapter 3 the focus will shift to the practical elements of how to actually apply the more theoretical approach of the first two chapters. In Chapter 2, I selected the hybrid solution—a combination of top-down and bottom-up change—as the best option to bring about change to the curriculum framework. I am looking to change not only the curriculum framework at GLSM, but I am also proposing a deeper change in the relationship between the academic and administrative sides of the school through the development of Whitchurch's (2013) third space.

The focus in this chapter is on practical considerations for putting the OIP solution into place. In the first section I will break my selected solution down into an implementation plan. While doing so I must keep in mind the highly complex and unstable context of the PoP—the organized anarchy of GLSM. The upcoming accreditation visit has had the effect of simplifying the complexity and of making the situation more stable, and thus is an ideal time to move forward. In this first section on implementation, I will also address any anticipated challenges and will outline a plan to mitigate them. In the next section a monitoring and evaluation plan will be described. I plan to monitor progress with key points of potential course change, if needed. This is where data is collected to determine how successfully the solution has been

implemented, once the initiative is complete. In the third section I will deal with the challenge of

the communication plan. The communication plan is integral to the entire implementation of the

solution. In fact, all three sections of chapter 3 are very closely integrated: implementation,

monitoring/evaluation, and communication. They build on each other and success depends on

each part being both sound and well connected. In the final section I will share my thoughts on

what the next steps are for GLSM after the OIP has been implemented.

Change Implementation Plan

With the hybrid solution identified as the best option for my OIP, I will now explore how

to implement this solution. The hybrid solution represents a combination between top-down and

bottom-up change, and this is also congruent with the idea of a third space between the two sides

of the organization. One of the underlying themes of this OIP is the debunking of binary

perspectives on issues. The hybrid approach continues to build on this theme as the either/or

approach to change would be less successful than an approach that combines both.

Two levels of change. I want to examine another dichotomy about change here. Kezar

(2018) refers to two different types of change. In Chapter 2 I discussed first order and second

order change. First order change is a type of change that tends to be linear in nature. It may be

complicated, but not necessarily complex. Complicated change may have many detailed steps to

change operations, but remains relatively linear; while complex change may require a deeper

structural change (Higgs & Rowland, 2005). Heifetz and Linsky (2017) would refer to first

order change as a technical solution to a technical problem. In my OIP, the steps toward

changing the curriculum framework represent a first order change. According to Kezar (2018),

second order change is also known as deep, transformational, or punctuated change—or double

loop learning. This type of change is complex and may have a significant impact on the

fundamental purpose or philosophy of an organization. In my OIP, the development of the third

space is an example of second order change. This would change how the two sides of the school

interact and would blur the lines between them, leading to greater collaboration and integration.

While I see two types of change represented in my OIP, I want to avoid taking a binary

view of organizational change. Instead of two distinct types of change, I also see a third space

between first and second order change. It is in this third space that the actual work happens.

Whitchurch (2013) notes that the divide between the sides is bridged on a practical level where

both academics and administrators sit down to implement change or work on a project. The

implementation of the curriculum framework is first order change, but it is also the arena where

both sides come together. In fact, implementation of the curriculum framework *sits in* the third

space itself between first order and second order change (Youngs, 2017). The activity of

working on first order change is also the activity of bringing about second order change

(Whitchurch & Gordon, 2017).

While both first order and second order change are clearly related, deeper second order

change is much more difficult to implement and is far less certain of success (Kezar, 2018).

Second order change is nebulous and is challenging to plan for. In Weick's seminal book,

Sensemaking in Organizations (1995), he says that

> A crucial property of sensemaking is that human situations are progressively clarified,
> but this clarification often works in reverse. It is less often the case that an outcome
> fulfills some prior definition of the situation, and more often the case that an outcome
> *develops* that prior definition. (p.11)

The lack of clarity around the ephemeral nature of second order change leads me to consider first

order change as a sort of surrogate for the implementation of both levels of change. Therefore in

this section I will focus on the implementation of the curriculum framework—the first order

change. Later in the chapter, I will revisit sensemaking, the development of the third space and second order change.

  The implementation plan. My PoP is based on the theoretical framework of an organized anarchy, which in the context of GLSM, means complexity and instability. With a looming accreditation visit, both of these factors have been greatly reduced. Nevertheless they are still important factors to consider and they could alter the OIP unexpectedly. With this in mind, it is important to map out a plan for the development and implementation of a new curriculum framework—my OIP.

  The plan is organized into three stages and then the activities are further broken down into milestones. This helps both to see the plan in more manageable chunks and to track progress. Table 3 below shows the change implementation plan in detail. As you can see from this table, there are three broad phases and a number of goals or priorities that help to organize the plan in terms of steps that need to be taken. Milestones are identified in the next section as I outline the plan for monitoring progress. Most of the goals/priorities are first order change, but two are more directly associated with sensemaking and second order change. They are relationship building and faculty development. These start in Stage 1 of the plan and continue throughout, providing momentum and building support. While vitally important to the plan's success, they are more difficult to measure and are likely more susceptible to change. Table 3 outlines a plan for implementing my OIP, and as I have mentioned throughout, the nature of my PoP is unpredictable and plans often change. Therefore there is a column about issues and limitations to the plan. I want to look more in depth into some of the problems, the resources needed, and other details that will enable this plan to be flexible enough to navigate the uncertain waters of an organized anarchy. For the following sections below I will return to ideas put

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Table 3: Detailed change implementation plan

Change Implementation Plan						
Stage of Change: 1 – Awareness and Urgency Building						
Goals/ Priorities	Strategy for change (from Chapter 2)	Implementation Process	Implementation Issues/Limitations	Supports/Resources	Stakeholders/ Personnel	Timeline
Relationship building	• Adaptive Leadership: Get on the balcony; Identify the adaptive challenge • Third Space: Networks and mentors • Sensemaking: Widespread conversations	• Have ongoing conversations about need for curriculum framework with: faculty members, Instructional designers, faculty leaders, UME Associate Dean	• Making time to meet • Lack of trust by faculty • Disagreement about need for curriculum framework	• Accreditation standards • Pedagogical theory • Competency based medical education (CBME)	• Key faculty • UME Associate Dean • Instructional Designers	• Start immediately and continue throughout all stages
Formation of Medical Education Centre* (MEC)	• Adaptive Leadership: Give the work back to the people • Third Space: Team, Mentors, & Networks • Sensemaking: Cross-department teams	Start small with: • Conversations about medical education to build momentum • Identify faculty leader to drive centre formation • Secure funding for centre • Provide administrative support	• Lack of space in faculty leader's workload • Insufficient funding from administration or Assoc. Dean • Lack of interest from faculty	• Funding from UME budget: approx. $20,000 • Support from Continuing Education and Professional Development (CEPD) dept.	• Faculty lead for centre • Admin. staff to support centre • Instructional Design team • Faculty members	• November 2019 • Early in Stage 1
Hold faculty development activities	• Adaptive Leadership: Get on the balcony; Identify the adaptive challenge • Sensemaking: Staff training; Outsiders & their ideas; Public presentations	• Hold faculty development sessions with both internal and external presenters • Work with MEC on workshops, presentations, etc.	• Lack of interest, attendance • Lack of willing presenters • Lack of resources to pay external presenters	• Funding from UME budget: approximately $15,000 • Newly formed MEC and CEPD	• Faculty presenters • Admin Assist • Instructional Design team • Faculty participants	• November 2019 • Early in Stage 1 and continue throughout all stages

| Accreditation standards assigned* | • Adaptive Leadership: Regulate distress; Maintain disciplined attention
• Sensemaking: Concrete ideas & guiding documents | • Associate Dean assigns accreditation standards to leads
• Curriculum framework standard assigned to Admin manager (myself)
• Deadline for completion set | • Framework standard assigned to someone else
• Lack of engagement by faculty
• Insufficient time to complete tasks
• Not enough space in my workload | • Accreditation standard on curriculum framework
• Rearrangement of my workload | • UME Associate Dean
• Theme course chairs
• Faculty members | • January 2020
• Near end of Stage 1 |

Stage of Change: 2 – Development

Goals/ Priorities	Strategy for change (from Chapter 2)	Implementation Process	Implementation Issues/Limitations	Supports/Resources	Stakeholders/ Personnel	Timeline
Convene curriculum sub-committee*	• Adaptive Leadership: Give work back to the people; Protect voices of leadership from below • Third Space: Teams • Sensemaking: Cross-department academic teams	• Curriculum committee to strike sub-committee to work of curriculum framework • Co-chairs: A Theme course chair and Admin. Manager (myself)	• Lack of agreement or slow decision-making at curriculum committee • Lack of willing faculty for sub-committee	• UME budget for stipendiary faculty to sit on sub-committee: approx. $10,000	• UME Associate Dean • Sub-committee faculty members • Instructional Design team • Admin. Assistant	• February 2020 • Stage 2
Expand Human Resources*	• Adaptive Leadership: Give work back to the people • Third Space: Teams • Sensemaking: Cross-department teams	• Instructional Designer hired (1 year contract) • Short-term contracts for faculty to sit on sub-committee • May need to re-arrange faculty workloads	• Inability to recruit Instructional Designer • Lack of willing faculty for sub-committee • Lack of agreement from administration on budget	• UME budget: approx. $100,000 • Faculty members	• UME Associate Dean • Instructional Design team • Additional stipendiary faculty	• March 2020 • Stage 2

Stage of Change: 3 – Implementation

Goals/ Priorities	Strategy for change (from Chapter 2)	Implementation Process	Implementation Issues/Limitations	Supports/Resources	Stakeholders/ Personnel	Timeline
Develop Medical Education Program Outcomes (MEPOs)*	• Adaptive Leadership: Give work back to the people • Third Space: Teams • Sensemaking: Cross-department teams; Concrete ideas & guiding documents	• Work with sub-committee to develop curriculum framework • Provide examples of other med school frameworks • Review accreditation standards • Hold multiple meetings over months to come to consensus • When decision is made, framework passes to curriculum committee for review/approval • MEPOs added to accreditation docs	• Need to strike balance between short amount of time and rushing work • Lack of faculty participation or attention • Operational issues arising to distract from development (esp. for ID team and Admin manager) • Inability to come to consensus or compromise on framework • Finding suitable meeting times	• Curriculum framework examples from other schools • Curriculum map for high level view of curriculum	• Administrative Assistant • Instructional Design team • Curriculum committee and sub-committee	• August 2020 • Early in Stage 3
Curriculum mapping*	• Adaptive Leadership: Give the work back to the people • Third Space: Teams, Networks • Sensemaking: Cross-department teams	• ID team to map first draft of learning objectives to module objectives to Phase outcomes to MEPOs • First draft of new map sent to Theme course committees for review/ approval • Curriculum committee final approval • Curriculum mapping added to accreditation docs	• Not enough time to map curriculum before accreditation deadline • Operational issues (see above) • Problems in hand-off from ID team to Theme courses (e.g. may need extensive re-work) • Technical issues with CMap	• CMap (curriculum mapping database) •	• Instructional Design team • Theme course committees • Curriculum committee and sub-committee • Administrative Assistant	• December 2021 • Middle to end of Stage 3

*Indicates milestone

forward by Cohen and March (1986) in their book on the organized anarchy in higher education,

Leadership and Ambiguity. It is in this book where the idea of organized anarchy was first

articulated, and it remains the best source of information on this theory. In it, they presented

some remarkably relevant strategies even now 34 years later, for managing in an organized

anarchy in higher education. They have captured the enduring and somewhat ironic paradox of

higher education that it may seem haphazard and chaotic on the surface, but there is an essence

to this idea of organized anarchy in higher education that still rings true today. According to

Manning (2018),

> The organized anarchy perspective, while paying homage to the facility of leadership,
> explains why and how organizations operate even in the presence of weak leadership.
> The fact that higher education institutions have a life of their own despite the efforts of
> presidents and other organizational leaders may be disconcerting for those seeking to
> control and manage these institutions (p. 142).

Manning goes on to point out that the theory continues today "to be used as a metaphor for

colleges and universities" (p. 142). Thus, the following strategies still hold relevance for my

OIP.

Stakeholder reactions. It is vitally important to observe closely how key stakeholders

react to changes as the process unfolds. Of course, early on there will be more uncertainty about

how stakeholders are feeling about the process, but opinions and perspectives can change at any

time. Given that they are the group most reluctant to change, as discussed earlier, the key

stakeholder group whose reactions I need to focus on is the faculty.

The curriculum and its framework belong to the faculty and making change to this

requires not only their buy-in and support, but also their participation. Feedback from faculty

will be vital to the success of the project because they are best positioned to point out the flaws

in the plans and essential pieces that may be missing in planning and implementation. Cohen

and March's (1986) strategy to use in this situation is to "facilitate opposition participation" (p. 209). From a well-developed relationship and understanding of the faculty perspective, I have a good sense of who is likely to be opposed to the changes. At first, it may be counterintuitive to engage those opposed to the changes, but it is important to get their feedback early and understand the issues they will raise. Knowing their concerns and obstacles as soon as possible in the process will allow more time to adjust and make changes.

Personnel for change. A key group in this project, the curriculum framework sub-committee, is a group of faculty and staff that will be essential in moving forward the change initiative. This group will need to be composed of the Theme course chairs, the Phase Directors and the Instructional Design (ID) team. As this sub-committee moves forward with their work, they will begin to generate momentum. Because the ID team works closely with faculty in design and development of curriculum, their role is pivotal in moving change forward. They will also be involved later in the implementation process as staff members with the responsibility for mapping the curriculum from the session objectives all the way up to the program outcomes. Their understanding of the importance of the curriculum framework will be essential to success.

The final group of personnel to move this forward is the Medical Education Centre (MEC). This centre is still an emerging structure, but it will be influential in the change initiative. The focus of the centre is on education itself, rather than the various disciplines that contribute to medicine. Few faculty have expertise in education, so development of this area at GLSM is needed to build support for a new curriculum framework. The formation of the MEC is an application of Whitchurch and Gordon's (2017) strategies of mentors and networking, mentioned earlier in Chapter 2.

In addition, the applicable strategy from Cohen and March (1986) here is to "exchange status for substance" (p. 208). As the administrative manager, it is not necessary that I get recognition for leading the change; instead, it is more important that the change itself happens—to both the curriculum framework and in advancing the third space. The MEC is a good example of this.

Resources needed. The right amount of resources devoted to a project is integral to its success. As you can see from Table 3, this project is no exception. Without different types of resources—human, time, and financial—there is little chance of success. I have discussed financial resources previously in general terms, but here the needs are specified. The total from the column in Table 3 on resources comes to $145,000. I would add approximately 15% ($20,000) for unanticipated costs and the total comes to $165,000. Because of the risk involved with failing accreditation, I am confident the school will not hesitate to provide this kind of financial resources.

In terms of human resources, there are two key areas of need: additional ID and faculty resources. The ID team and the faculty are the ones who will do the actual work of developing the new curriculum framework. The right amount of human resources is very important—not enough and the work will not be completed on time. But too much and there is no urgency to move the work forward, or for third space development. Instead of Cohen and March's strategies, this approach is similar to Heifetz and Linsky's (2017) idea of the holding environment, where there needs to be the right amount of pressure to push an organization to respond to an adaptive challenge. The availability of potential ID staff exists within the current administrative staff. There are a number of qualified staff who would be happy to have this promotion. It may be more challenging to find qualified and willing stipendiary faculty able to

do the curriculum development work. This is a challenge that might require a higher rate of pay

to persuade certain key faculty to take on this work.

Time is the scarcest and most critical resource. There is a hard deadline for completion

of the project. One of Cohen and March's (1986) guidelines for managing in an organized

anarchy is to "spend time" (p. 207) on a project. This is because time is a limited resource and if

you are able to devote more time than others, your likelihood of success goes up. In order to buy

more time it may be necessary to rearrange the ID team's workload or the teaching load of some

key faculty members to allow them to spend more time. This means either putting other

priorities on hold or adding human resources. As the project progresses, this is an area I will

need to monitor closely.

Potential challenges. In Table 3 I outline a number of issues that could derail the plan.

The unpredictability of an organized anarchy means that unforeseen challenges are likely to

arise, but for the purposes of planning I need to focus on the known challenges. These

challenges are roughly grouped into four different categories. I will list the challenges along

with how I propose to mitigate the issue below.

- *Resource issues* refer to a lack of, or poor distribution of resources to develop and

  implement the plan. With accreditation representing a high risk to the school, resources

  must be allocated to deal with that threat. I am confident that the resources will be made

  available.

- *Faculty engagement issues* are where faculty members may have varying levels of

  motivation to participate in the project—in fact, some may be opposed to the plan. For

  this challenge, I refer to Cohen and March's (1986) strategy to "overload the system" (p.

  210). By putting forward multiple arguments from different perspectives, I would be

likely to find success in at least one of the arguments. First, I would appeal to the

extensive literature around the efficacy of developing a curriculum framework and the

rise of CBME as a sound approach to medical education. Then, I would have individual

conversations and use positive relationships (Whitchurch & Gordon, 2017) to help make

the argument clear. This also gives faculty a safe space to express their concerns about

the plan. Finally, I come back to the accreditation risk. This is still the most compelling

argument for adoption of a curriculum framework, but needs to be used sparingly.

- *Not enough time* is a clear problem and the best method of dealing with this is to get

  started immediately. If this does not happen, or if we find that we are running short on

  time, we will need to use the approaches outlined above and potentially look to hire more

  people to move the project along faster.

- *Operational distractions* can divert attention and energy away from the project. Running

  a medical school requires a large amount of resources, and the need for resources tends to

  increase as crises arise. These crises will need to be managed without serious disruption

  to the project. It may require hard decisions to be made or additional resources

  (personnel or overtime) given to the project.

Build momentum. In moving forward with a change initiative, all of the right reasons

and resources can be in place, but sometimes it may still have trouble starting. Getting things

going and building momentum is a key aspect that needs to be considered (Cawsey et al., 2016).

In terms of structure, my change implementation plan has short-term milestones built into each

of the mid-range goals. The milestones are concrete and achievable in a short period of time.

This helps to build confidence that the plan is realistic. Each of the stages helps to keep the

milestones on track towards the bigger picture vision of the long-term goals of a new curriculum structure and ultimately the development of a third space.

While the structure of the implementation plan fosters the building of momentum, there is a danger of being too rigidly focused on the attainment of each of step. I need to keep in mind that the nature of an organized anarchy is such that the best-laid plans can easily go awry. According to Buller (2015) it is important to be open to the new organizational opportunities that arise from unexpected changes in the situation. Reminiscent of Morgan's (2006) logic of chaos and complexity from Chapter 2, the advice from Cohen and March (1986) is to "manage unobtrusively … and let the system go where it wants to go with only minor interventions to make it go where it should" (pp. 212-213). By using this approach, the building of momentum becomes easier because the change is taking its own path, with relatively minor adjustments to get it where it needs to go. The path—and the milestones—might look different, but the end goal should still be more or less the same.

Limitations. Throughout this section, I have touched on a number of issues that may limit the school's ability to achieve the goal of developing and implementing a new curriculum framework. These challenges are real and varied—and these are just the ones that can reasonably be anticipated. I continue to return to the point that the risk of accreditation is serious enough to motivate the school to find the resources to build solutions. However accreditation is not a magic bullet that can unfailingly transform every problem into a solution. Each limitation is unique and has its own contextual characteristics that mean a feasible solution must emerge from creativity, hard work and the wisdom of multiple perspectives. The impending accreditation visit supplies the motivation, but the solutions will still need to be crafted as

challenges arise and these solutions can best be generated by involvement of a wide spectrum of contributors—faculty, staff, administrators, and students.

With a change implementation plan outlined in the table and pages above, it is important to know what kind of progress is being made. Measuring this progress and the eventual success in implementing the change will be discussed next.

Change Monitoring and Evaluation Plan

Of course, monitoring and evaluating change in an organized anarchy will have similar challenges as implementation. According to Heifetz and Linsky (2017), the nature of adaptive challenges makes change inherently risky and difficult to track, because it is not following the familiar course of a technical and linear change. Higgs and Rowland (2005) argue that, "complex phenomena do not lend themselves to linear and predictive models" (p. 125). Measuring progress toward changes can clearly be challenging. In fact, the very act of measuring change sends a signal to the organization that this is something worth paying attention to, and is thus important (Cawsey et al., 2016). Nevertheless, the measurement of what is actually happening and then comparing against the plan will help adjust the plan along the way.

In this section, I will separate the monitoring plan from the evaluation plan. I see the monitoring plan as a means of measuring and tracking the progress of the change. It is through the monitoring plan that more data is gathered and the plan can be adjusted accordingly. The monitoring plan is in parallel to the implementation plan. As Cawsey, et al. (2016) note, it is important to build in the monitoring plan from the very beginning, otherwise it becomes too easy to avoid the work of tracking the change once it has started in earnest. The purpose of the evaluation plan is to assess the success of the OIP, once it is complete. That is, did the plan

work? Specifically in the case of my OIP, the evaluation plan seeks to answer whether the curriculum framework was effective and the third space was developed. Both of these plans are clearly related, and I will look at both plans in the following sections.

Change monitoring plan. As I begin to outline the plan for monitoring the implementation of change in my OIP, I want to return to a concept that I touched on briefly at the start of this chapter: two levels of change. First order change is more linear and straightforward in nature, through the adaptive leadership lens this is a technical challenge (Heifetz & Linsky, 2017). In the case of my OIP, the implementation of the curriculum framework is an example of first order change that I will be measuring and monitoring. Deep or second order change represents a complex philosophical change, rather than a technical change in process. This sort of change is much more challenging to measure and monitor; in the case of my OIP, this is the development of a third space between the administrative and academic sides of the school. Both levels of change are related and in this section, I will outline how to monitor them both.

First order change. In order to be able to reasonably monitor and measure change, the overall plan needs to be broken down into more manageable chunks, or milestones. The change implementation plan from the previous section (Table 3) shows how I have organized these smaller tasks. In Table 4 below, I take the milestones and show how each can be measured, the timing of each, and the person ultimately responsible for the individual milestones.

Achievement of the first milestone would see the formation of a Medical Education Centre (MEC) at GLSM. This centre does not yet exist, but there is a medical education research lab that has been in place for nearly two years. The lab has the potential to evolve into a MEC. This is an informal grouping of a few interested faculty and staff. For this to be transformed into the MEC, it would require the appointment of a Director and more formal resourcing. This is the

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responsibility of the Associate Dean, and is achievable in a short period of time. The next

milestone is fairly straightforward—the assignment of responsibility and deadlines for each of

the accreditation standards. These two milestones are part of stage 1, as outlined in Table 4,

Table 4: First order change monitoring plan

Milestone	Measurement Tool	Timing	Person Responsible
Formation of Medical Education Centre (MEC) (Kezar & Eckel, 2002)	• Observation • Conversations	• Stage 1 • Monthly conversations	Associate Dean, UME & Dean
Accreditation standards assigned with deadlines set	• Observation	• Stage 1	Associate Dean, UME
Curriculum sub-committee convened & monthly meetings	• Observation • Conversations	• Stage 2 • Monthly conversations	Sub-committee chair (manager)
Human Resources	• Observation • Conversations	• Stage 2 • Monthly conversations	Associate Dean, UME & manager
MEPOs development & approval	• Observation • Sub-committee meetings	• Stage 3	Sub-committee chair (manager)
Curriculum mapping	• Observation • Bi-weekly ID team meetings • Sub-committee meetings	• Stage 3	Sub-committee chair (manager)

which helps to prepare for the actual work of developing the curriculum framework. I will be

able to monitor the progress of these milestones through observations and conversations. I will

make use of relatively subjective tools such as observations and conversations, and although they

do not represent precise measurements, these are the most appropriate tools given the qualitative

nature of the milestones. The development of a sensitive third space may be hindered or not

measured properly by usage of more quantitative tools (e.g. counting the number of

conversations). In order to bring more structure to observations and conversations, I will keep

notes to track progress towards achievement of these milestones.

The second stage of the implementation plan is focused on ensuring sufficient resources

and the committee structure are in place to support the development of the framework. The

responsibility for these two milestones sits with the Associate Dean and myself. Progress will

also be tracked through observation and conversations. Finally, in the third stage we see the

development of the Medical Education Program Objectives (MEPOs), the highest level

curricular outcomes, which form the foundation of a competency-based curriculum framework.

After adoption of MEPOs, the ID team will map the rest of the curriculum— from session level

learning objectives to module objectives to Phase outcomes to MEPOS. The development of

these milestones is monitored by conversations, observations and regular meetings and is my

responsibility.

Second order change. The more abstract nature of second order change makes it

challenging to track. How do I measure whether the third space is developing according to plan?

What are the milestones that I would be using to mark progress? These questions highlight the

trouble in measuring second order change. According to Whitchurch (2009), the activity

occurring in the third space and the subsequent relationships that develop is an indicator of the

development of the third space. So, by monitoring first order change I may also be using it as a

proxy for second order change. However, this is a simplistic view of the relationships that

emerge around the third space activity—it is more complicated than this. Whitchurch and

Gordon (2017) argue that,

> when relationships are not taken into account in the implementation of institutional
> policy, this can create what might be seen as a 'blind spot'. Relationships might

> therefore be described as the arteries of an institution, connecting all aspects of its
> activity (p. 3).

Watching relationships develop is an important key to understanding second order change

development.

Relationship development is no easier to measure than third space. However the network

of relationships can be seen as the basis of organizational culture. Buller (2015) notes the

importance of relationships, and he suggests that organizational culture needs to be the focus of

change. To this end, Buller developed a "Campus Climate and Morale Survey" (p. 233-235) for

adaptation and use by higher education organizations to measure the culture of a higher

education institution. I have adapted this survey for use at GLSM. See Appendix A for details.

The survey will be administered three times throughout the duration of the change

implementation plan. Participation in the survey is voluntary and it will be administered by staff

from my office. First, it will be sent at the very start, then partway through stage 2, and then

finally at the end of stage 3, once the plan is completed. While this does not read the

development of the third space directly, change in culture can be taken as improved relationships

and thus better cooperation between administrative and academic sides of the school. Next I will

describe how to evaluate the success of the change implementation plan.

Change evaluation plan. As discussed at the start of this section, the purpose of the

monitoring plan is to track and measure progress towards of implementation of my OIP. The

purpose of the evaluation plan is to assess whether the plan was successfully implemented.

Success, according to the original goal of a new curriculum framework, will be fairly

straightforward to evaluate: has a new framework been developed and implemented, or not? The

development of the third space at GLSM is less clear-cut, but the use of the campus culture

survey will show at the end of the project what the effect has been.

To evaluate my OIP, I need to take a broader perspective and see what effect the changes have had. Kezar (2018) points out that, "as leaders, it is important to not only know how to create changes, but to carefully reflect on the nature of changes that are so often championed and supported" (p. 21). The two goals of my OIP are to implement a new curriculum framework and to develop a shared third space for this work to happen. Years earlier, Kezar (2001) argued that change needs to be focused on a purpose that aligns with the mission of the school. "Higher education institutions are important social institutions that maintain timeless values and should be resistant to change that would endanger many of these important values" (p. 8). I argue that a timeless value of any higher education institution, including GLSM, is student learning. If the change suggested in my OIP has had a positive impact on student learning, then it is positive. Earlier in Chapter 1, I suggested that student assessment data is a good proxy for the evaluation of curriculum. Student learning is regularly evaluated through a wide range of assessment tools—and I will use the data from these tools as the first element of the evaluation plan. Throughout this OIP, I have been referring to the importance of accreditation standards for the school. The purpose of accreditation is to improve the quality of a school and it is a ready-made evaluation tool. GLSM's results on the upcoming accreditation visit can be used as the next indicator for evaluating the change. Finally, students and faculty are regularly surveyed by the school and graduating students are surveyed by the Association of Faculties of Medicine of Canada (AFMC) each year. This is a third rich source of data for my evaluation plan. The details of the change evaluation plan can be seen in Table 5. The sources of data are both internally and externally generated, which helps to add rigour and legitimacy to any strictly internal reporting.

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The evaluation plan, and the data collected to inform it as described in Table 5, will be overseen by the curriculum framework sub-committee. This group reports directly to the curriculum committee, chaired by the Associate Dean. All of the data is collected for other

Table 5: Change evaluation plan

Measurement Tool	Stakeholder Target	Internal or External	Type
Student assessment results	Student learning	Internal	Module exams, end of year exams, simulation assessments, clinical performance
		External	Medical Council of Canada licensing exit exam
Accreditations standards	Organization	External	Curriculum framework specific standards
Program evaluation	Students & faculty	Internal	Session, module and end of year surveys
		External	National Graduate Questionnaire (GQ) surveys taken at graduation

purposes, so consolidating it into a report will be a simple task that I can do as project lead. As this is sensitive data, with student assessment results and confidential internal performance data, it will not be made public. It will sit with the MD program leadership. It is important to remember that it will take years for a true evaluation of the OIP to emerge. The impact of a changed curriculum structure on the mission of the school, to improve health outcomes of the region's population, is difficult to accurately measure. But student assessment performance is a good place to start, and it provides more immediate feedback.

The idea of measuring the impact of this OIP on the mission of the school is a broader topic that can be explored in the future. Nevertheless, measuring the progress and evaluating the success of the change implementation plan is the purpose of the monitoring and evaluation plan. In this section I discussed how the two levels of change—first and second order change—can be

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tracked, adjusted and ultimately evaluated for successful impact on student learning. This is a

vital feedback loop in any change initiative. Another means of getting feedback is through the

communication plan.

Communication Plan

In the previous section the change monitoring and evaluation plan was explored as a key

contributor to the success of implementation of the OIP. It is equally true that having an

effective and theoretically sound communication plan will also play a pivotal role in moving the

OIP forward. In most change management initiatives from the business world, there is a clear

division between the change initiators and the change recipients (Armenakis & Harris, 2009).

The communication plan is a way for decision-makers to communicate the relevant details and

implementation tasks to the organizational members. This approach does not work in the higher

education collegial governance model that is in place for GLSM. According to Buller (2015),

> change management, as it commonly occurs in higher education, feeds the faculty's
> suspicion that the initiative has been undertaken more to build an administrator's resume
> than to address a genuine need. And in that suspicion, faculty members have too often
> been right (p. 22-23).

This must be avoided in the development and implementation of my communication plan.

This is a clear example of the clash between the two systems that Cohen and March

(1986) refer to in their description of the organized anarchy. The administrative and academic

sides have different approaches to change (Pennock, Jones, Leclerc, & Li, 2016; Tight, 2014).

The usual administrative approach is to make a decision and then get input and consultation from

faculty afterwards. The part that tends to irritate faculty is when administrators make sure that

everyone is *informed* of the decision for change. In the collegial decision-making model of

academic governance there needs to be more than a communication plan tacked onto the end of

the already developed implementation plan. For this reason, my OIP itself needs to remain a living document that is flexible and open to change based on faculty input. This is a dilemma. Having an open question of what the school should do about the lack of a curriculum structure could lead to more of the same inaction—even with the stimulus of accreditation. But as Eckel and Kezar (2003) point out, "revealing a final product or a well-crafted plan produced by a few does little to encourage sense-making and does not allow for a large number of individuals to participate in making new meaning" (p. 52). Besides the problem of faculty buy-in, there is a question of the quality of the plan itself. Marginson (2008) puts forward the idea of academic creativity and argues that administrative driven processes and decisions have a negative impact on the ability of faculty to develop creative solutions. Involving faculty will result in the development of much better and creative solutions.

Sensemaking and sensegiving. Back in Chapter 2 I outlined three strategies for moving the PoP towards a feasible OIP. I want to revisit one of those strategies in the context of a communication plan: sensemaking. I see sensemaking as a key tool in solving the dilemma described above and involving faculty while still maintaining a vision for my OIP. I will be drawing on the work of Eckel and Kezar as well as Weick to describe how sensemaking and its related concept of sensegiving relates to the communication plan. On the nature of organizations, Kezar (2013) notes that "sensemaking is an acknowledgement that organizations are not static and that there is no single reality, challenging the more positivist views of organizations" (p. 762). She sees organizations as being constructed by the members themselves, through their own efforts to understand, or make sense. Weick (2006) says, "Order, interruption, recovery. That is sensemaking in a nutshell. And organizing is the act of trying to hold things together" (p. 1731). In the case of my OIP, the order of the status quo is interrupted

by the need for a curriculum framework. My role as an administrator is to organize everything, and try to hold it all together to ensure that we meet accreditation standards.

One of Weick's (1995) key characteristics of sensemaking is that it is social in nature. Eckel and Kezar (2003) expand on this idea in higher education and see sensemaking as being constructed through numerous, continuous and widespread conversations. This describes communication in its essence. A means of bringing about change in higher education is to follow Eckel and Kezar's (2003) advice: "Through conversations held at campus retreats, seminars, roundtables, and symposia, academic staff and administrators developed a new common language and a consensus on ideas; they helped to reframe key core concepts" (p. 46). This is also known as networking, hallway conversations, etc. The point is that this informal communication is vital to the development of change.

A concept related to sensemaking is sensegiving. Kezar (2013) makes a distinction between the two, "sensemaking is about creating an understanding of the change while sensegiving is concerned with influencing the outcomes, communicating thoughts about change to others, and gaining support" (p. 763). Some key characteristics of sensegiving that Kezar (2013) suggest are that it is two-way and not top-down, that is logical and reasonable, and that it is continuous, not just once or twice. These concepts of sensemaking and sensegiving are intertwined with each other and with change initiatives. Therefore, understanding of the need for change is also closely linked to how that need is communicated.

All of this relates back to the idea above of the organization being a socially constructed entity that forms as understanding develops in and through its own members. Through sensemaking and sensegiving the communication of the plan is tied to its very development and is therefore subject to change as conversations unfold over time. Why is all of this important? It

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will lead to a better chance of faculty buy-in and of driving the development of a curriculum framework. Moreover, good communication early and often will have a positive impact on the development of the third space.

Communication plan. In considering these ideas of sensemaking and sensegiving it is important that faculty be involved in co-constructing the OIP through regular communication. How does this communication happen? There still needs to be a plan for understanding who to communicate with, how and when in order to facilitate sensemaking. I see two different parts to the communication plan—the informal and formal parts, and I will be responsible for coordinating both as the overall project manager. Each of these parts is vital to building support for, and development of, the plan itself. They build on each other as well.

Informal communication plan. The informal communication plan is made up of the hallway conversations, networking, phone calls, and other means of communicating one on one or in small groups. These conversations help to generate understanding and momentum for change. In order to be effective in doing so, the informal communication must be distributed to all of the influential individuals in the organization that are connected to the curriculum framework. While it is easier to engage faculty who are seen as supporters, it is important to keep Cohen and March's (1986) advice in mind to engage opponents early. For my OIP, it is essential to regularly engage the following groups and individuals:

- Theme course chairs/co-chairs

- Phase Directors

- Full-time faculty members

- Instructional Design (ID) team

- Associate Dean, UME

- UME Senior Director, Administration

- UME Administrative Managers

While the coverage of informal communication has to be thorough, it also cannot be forced. It has to come up naturally in conversation, with the sincere purpose of improving the school.

This informal communication is vital to the success of the project for the following reasons. (a) Discussions with faculty about the issue of a curriculum framework before the project even begins will have the effect of building early momentum. (b) Informal conversations build sensemaking and with faculty contributing to a better understanding they will be far more likely to be supportive. (c) Informal conversations also build relationships, which is good for the development of a third space (Whitchurch & Gordon, 2017), and it will have a positive impact on the smooth functioning of the school overall. (d) Informal communication lays the groundwork for formal communication. I have learned through experience at GLSM that there should be no surprise proposals at committee meetings or in formal announcements. Consensus needs to be built among stakeholders prior to policies or proposals coming to committee, otherwise people may be offended that they were not involved or at least made aware. Typically having a "pre-committee" or "pre-announcement" conversation will lead to greater likelihood of an initiative being successful. In the informal part of the communication plan it is important that the emphasis is on soliciting contributions to the curriculum framework. The topic of accreditation may come up, but this should not be the focus of conversations.

Formal communication plan. In the formal part of the communication plan, emphasis can shift to accreditation being a motivating force behind the need for a curriculum framework. There are two layers to the formal communication plan, committee meetings and formal

announcements. At GLSM committee meetings are the most common means of communicating

across the UME program. With a fairly small school, key faculty leaders tend to attend

committee meetings regularly. In addition to faculty members, there are administrative leaders,

staff and student representatives who attend these meetings. It is important at committee to bring

draft plans with some level of detail, yet remain open for input. This is fine balance to strike. It

should not simply be an open-ended question because it will not be taken seriously, yet the

proposed plan must still be open to faculty input. The second layer of the communication plan

happens through formal announcements. Generally, these announcements come out periodically

from the Associate Dean, UME and they go out to the entire UME community of faculty, staff

and students. Formal announcements about the curriculum framework would be made at the end

of each stage of the implementation plan and would let people know what to expect next. The

announcements are also an opportunity to solicit input on the next steps of the plan.

In developing this communication plan, I considered other means of communication that

are sometimes used in change management and at GLSM. This includes methods such as town

halls, media releases, social media, etc. However maintaining faculty attention and engagement

is critical, and in the context of GLSM, these tools are not traditional faculty communication

tools. Use of those tools could possibly send a message to faculty that the change is being driven

exclusively by administration and would have a counter-productive effect.

Faculty development events are a traditional faculty communication tool, but I am

reluctant to include them in this plan. The reason for this is not because faculty development is

unimportant—rather, it needs to be driven by faculty and the planning around it needs to be

collaborative, flexible and collegial. Not only does faculty development help to muster faculty

support (Kezar, 2013), but it also maintains the creative academic freedom Margison (2008) sees

as necessary for sustainable vitality in higher education governance and operations. In addition, I see faculty development as a key change implementation strategy that is covered in an earlier section. Thus I will leave this topic out of the communication plan.

Communication around the development of the third space should stay informal at the start. The focus needs to be on the goal of a new curriculum framework. The third space concept needs to be left to grow organically through collaborative work on the framework itself. As the OIP progresses, there may be opportunities to address the third space more openly and formally, but this needs to be judged in context and cannot effectively be planned ahead.

In conclusion, the communication plan is intimately tied to sensemaking and sensegiving as an organization and organizational change is co-constructed by the members. Communication is more than the administrative exercise of informing the right stakeholders. The change plan must be built collaboratively, which requires both an informal part of the communication plan, as well as a formal part. The informal part helps to build understanding and momentum, while the formal part adds legitimacy. The communication plan plays a key role in bringing the OIP to fruition.

Next Steps and Future Considerations

As I near the end of this OIP, I want to turn my attention to what the next steps following completion of the project would be. Obviously, the school does not stop once a curriculum framework has been implemented and a new third space relationship between faculty and administration has been started. Before I explore what I see as the next steps and future considerations, I will note a few assumptions. First, I assume that implementation of the OIP has been relatively successful. That is, a new curriculum framework has been developed and was well implemented. Additionally, I assume that the project has led to the emergence of a third

space where faculty, staff and administrators worked on the curriculum framework together.

Finally, I should note that if the curriculum framework was properly developed, the school

would have successfully passed accreditation. If all of the above assumptions are true, then I

would also assume that the temporary changes to the school's organized anarchy will fade. In

Chapter 2, I argued that accreditation would have the effect of making the organized anarchy

more stable and predictable because the urgency of accreditation gave the organization a clear

goal, made participation of individuals less fluid, and temporarily settled the arguments about the

best pedagogical approaches. However, with the passing of accreditation I would anticipate the

return of the instability of the organized anarchy. Yet, it might not be quite as unstable because

of a new curriculum framework and the emergence of a third space.

On that note, the natural next step following the implementation of a new curriculum

framework would be for the school to consider extending that initiative into a wholesale

curriculum renewal. It is common practice for medical schools to regularly update their

curriculum and this is happening more frequently than ever (Davis & Harden, 2003; Mcleod &

Steinert, 2014). Even successful curriculum that was just recently developed according to the

latest educational advances needs to be responsive to rapid societal changes, according to Davis

and Harden (2003). As curriculum ages, Kulasegaram et al. (2018) argue, the school loses its

alignment with societal needs. In fact, "many attempts at curricular reform have been largely

unsuccessful or unachievable because of a lack of attention to local social, political, economic,

and cultural contexts and realities" (p. 1464). For a school with a social accountability mandate,

like GLSM, this would be completely unacceptable. Thus, a curriculum renewal effort is a

logical next step.

A CURRICULUM FRAMEWORK AT GLSM

The implementation of a curriculum framework and the subsequent mapping of the learning objectives to outcomes is an opportunity for a real discovery (Harden, 2001) of the current state of a largely unexamined curriculum–one which has been celebrated both internally and externally. Without a thorough understanding of the current state, any curriculum renewal would be uninformed and misguided. The new framework and mapping will lay the foundation for possible changes. But it is not helpful to engage in change simply for the sake of change (Buller, 2015). With the curriculum being in place since 2005 the initial exuberance is waning– the cracks are starting to show and more vocal criticism is beginning to emerge (Hutton-Czapski, 2019). The school started with great uncertainty of whether it would survive in a relatively isolated and sparsely populated region, with the mandate to produce doctors for that region. Therefore a great deal of effort was put into public relations and the cultivation of a positive image to ensure the school did indeed survive the first few years. Now, about a decade and a half later, the school is clearly not going to disappear. A real sign of the maturity of the school would be to undertake a curriculum renewal effort informed by the results of the curriculum framework implementation and subsequent mapping.

In addition, the development of a third space alongside the new curriculum framework would also signal the maturity of a school beginning to emerge from its early growing pains. Previous labour strife and generally uneasy relations between administration, faculty and staff seem to have entered a period of relative calm at GLSM. Perhaps the school is turning the page on its start-up troubles and can mature into its mission as the accepted medical school of the region.

The dichotomy of administration and academics was developed in a traditional university context where faculty assume the role of the educated elite, with administration in place to do

their bidding. In a socially accountable school that often finds itself working against the medical

elite of metropolitan centres, this dichotomy does not fit. While this OIP alone will not

completely change the landscape of the academic/administrative binary, it can provide a good

start. Future possibilities for third space development are well articulated by Whitchurch (2013),

in her monograph on the rise of the third space in higher education. She notes six emerging

possibilities for the future of third space in higher education:

- The development of broadly based projects within higher education, which have fostered identities that have both professional and academic elements.
- The potential for less formal, lateral interactions, involving teams and networks, to exist in parallel with institutional structures and processes, and the role of *Third Space* professionals in making connections between these.
- The significance of relationships as a key variable in *Third Space* environments.
- The development and use of appropriate forms of language to facilitate communication with a range of constituencies.
- A sense of investment in individuals and in teams of staff, involving opportunities to grow academically and professionally.
- The co-existence of 'safe' and 'risky' space, which give rise to a series of paradoxes and dilemmas for those working in *Third Space* (p. 144-145).

I have not fully explored all of Whitchurch's ideas above and further research along these lines at

GLSM would be promising. The potential development exists for each of these opportunities at

GLSM. This possibility for a new environment at the school is exciting because the capacity for

increased and more dynamic work would be greatly expanded. Because of the organic growth of

third space, it is difficult to plan in any detail what this space would look like. However, I would

hope to see the development of the MEC (Medical Education Centre) as being inclusive of

participants from across academic and administrative parts of the school. The curriculum

framework sub-committee mentioned above is another example of a potential third space

development. In summary, I return to Whitchurch (2013) once more. She suggests that "a new

trinity of activity may be emerging, incorporating an individual's project expertise, academic

interests, and management or leadership responsibilities" (p. 145). If curriculum renewal

becomes a goal for the school, this would be an ideal context for the continuing development of

the third space. A project of this size would have an enormous impact on GLSM, if launched

and developed from within the nascent third space.

Conclusion

As I come to the end of my OIP, I want to look back and review some of the key points and issues that I have addressed. I also want to reflect on what I learned through the development of an Organizational Improvement Plan.

In Chapter 1, I started by outlining the general context of my Problem of Practice at the Great Lakes School of Medicine. GLSM is a relatively new medical school in Canada that quickly put together curriculum that lacked a clear organizing framework. In this chapter I also outlined my own perspective and biases that I bring to the writing. I then identified a PoP to focus on throughout the writing of this OIP. Two parts of the PoP were identified to be examined. The first part is the aforementioned lack of a curriculum framework for the school. The second part of my PoP is the more complex leadership problem of how to mobilize the school to address this lack of a curriculum framework, from my position as an administrative manager. A major complicating factor for the PoP is the fact that GLSM exhibits clear signs of being an organized anarchy—a combination of two very different governanace systems. According to Cohen and March (1983), an organized anarchy is characterized by three things: (a) problematic goals, (b) unclear technology, and (c) fluid participation. Upon examination, GLSM shows all three characteristics.

In Chapter 2, I wrote about the planning and development of the OIP itself. I see this chapter as the heart of the OIP where I confronted the PoP and devised a solution to best address it. Thus in Chapter 2, I started with an examination of the two leadership approaches of adaptive leadership and third space theories. These two theories provide different, yet related, and powerful approaches to addressing complex organizational problems. But on their own, the two leadership approaches are not enough to tip the balance of the organized anarchy toward change.

This impetus is supplied by the upcoming accreditation visit for GLSM, as failure on the new standard around curriculum framework represents a serious threat to the school.

Also in Chapter 2, I critically analyzed the organization in terms of how the change can best be approached. Here I introduced sensemaking theory, which has the effect of pushing the change from a mostly technical process toward deeper and more meaningful transformative change. Then I outlined some different strategies for change to help move a potential solution forward. Finally, four different possible solutions were examined in detail. From these four, I selected the hybrid solution that is a combination of both the top-down and bottom-up approaches to change.

In Chapter 3, I looked at the chosen solution to build a detailed plan for the implementation, evaluation, and communication plan for my OIP. To implement the hybrid solution, I examined both parts of my PoP and I identified the first part of the curriculum framework as a first order, or technical change. The leadership problem is a second order, or adaptive change. This will require the development of Whitchurch's (2013) third space. Therefore, the implementation plan is focused on the curriculum framework development primarily, but through that solution both integrated parts of the PoP are addressed. The detailed plan for implementation was mapped out, which should always be subject to change and input from faculty. In addition, I have outlined a plan for the monitoring of the plan during implementation and then of evaluating its success afterwards. Next, a communication plan was outlined. This plan must be integrated throughout the OIP because the entire plan needs to be in partnership with faculty, rather than simply communicating how the plan will be implemented. Finally, I have suggested some possible next steps after completion of the plan at the end of Chapter 3.

I also want to return to the section in Chapter 1 where I set some guiding questions for the entire OIP. I want to see if I have been able to address these guiding questions. To set the stage, I outlined three different dichotomies for me to critically explore through the guiding questions. The first dichotomy has to do with the divide between the academic and administrative sides of the school and in higher education more broadly. The question that I posed is: *How can the divide between the academic and administrative sides be bridged around the issue of implementation of a curriculum framework?* How have I addressed this question in my OIP? The third space approach that I used as part of the OIP focuses directly on this dichotomy. The third space is offered as an alternative to the dichotomy and it goes far in bridging the divide.

The next dichotomy that I looked at is in relation to national accreditation standards versus the locally identified standards of GLSM, as articulated through the school's social accountability mandate. The guiding question that I posed is, *Can a balance be struck between adhering to externally recognized standards like accreditation, while still maintaining the unique nature of the school?* This dichotomy is partly mitigated by the hybrid solution of top-down and bottom-up approaches to change. A middle way, or third space, here needs to tap into the motivation for change supplied by the urgency around accreditation, while also activating the creativity of faculty to develop a curriculum framework that addresses the unique health care needs of the people in the region. Such a solution cannot be planned through an OIP, but the conditions for its development can be cultivated through the hybrid solution and the third space. So, to answer my own question—yes, I believe that a balance can be struck between the two seemingly polar opposites.

The final dichotomy is very much related to the first two. This one is more general because from this dichotomy, change is seen as either being driven by formal authority, as opposed to an organic or grass roots change that emerges from within the organization. The last guiding question that I posed is: *Does change have to be either directed by "a plan" or emerge organically; is there room for a combination of the two approaches to change?* I address this dichotomy in my OIP by use of the hybrid approach to change and the emergence of the third space. Again, both approaches attempt to establish a middle ground for the deconstruction of this dichotomy.

This last dichotomy gets to the heart of something that I have struggled with throughout the writing of my OIP. This is aptly captured by the Yiddish proverb from the start of Chapter 1: "Man plans, God laughs." At times I have struggled with the seeming futility or "busy-work" of developing a detailed plan for implementation in an uncertain and unpredictable environment like an organized anarchy. When there are so many uncontrollable variables, is it worth the enormous effort of planning to such exacting detail? Indeed, the fact that I find myself sitting in isolation at home for weeks due to the sudden emergence of the COVID-19 pandemic only reinforces the irony and apparent futility of planning in the face of an unpredictable world. From this perspective, the "rational" path forward might just be to throw my hands in the air and no longer attempt to plan anything.

But what I have learned in my struggle with this question is that there is also room for a third space in this dichotomy. The planning does not need to be rigidly inflexible in its detail, nor do I have to take a *laissez faire* approach to just sit back and allow things to unfold as they will. Planning can be open and flexible—ready to adapt as needed. I find in the obstacles and

challenges, new opportunities to move in exciting directions that would never previously have been possible.

My experience of developing and writing this OIP has driven home this learning in a way I never would have believed possible. The obstacle of accreditation represented an enormous challenge and a threat to the school, but it also provided the impetus for amazing creativity. I say this because although I write this OIP from the perspective of it happening in the hypothetical future, the plan has actually already happened. The accreditation visit has already had its impact on the PoP. In the space of three months in the winter of 2018-19, I was able to bring together a group of various faculty to develop and implement a new curriculum framework. This lack of a framework is a problem that had lingered for well over a decade, and I had little hope of it ever changing. Yet today I can see a new curriculum framework in place and the emergence of new third space at GLSM. Therefore, this OIP has been written partly in retrospect for how it could have been ideally implemented, and partly as a record of what has actually happened. My learning throughout this OIP has been enormous, both as a leader and an observer of change.

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Appendix A: Campus Culture Survey

Instructions: Indicate the degree to which you agree or disagree with each of the questions on the survey below. Use the far right column (N/A or N/R) for any question that you feel does not apply to you or that you would prefer not to answer.

Relationship to the institution:

☐   Administrator

☐   Full-time faculty

☐   Part-time faculty

☐   Staff

☐   Student

☐   Prefer not to say

How many years have you been associated with GLSM? _____ years

Please place an X in the column for each item that best fits your response:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A or N/R
1. I receive the information I need in order to do my work effectively.						
2. I am able to manage the stress associated with my work.						
3. I feel physically safe on campus.						
4. I feel that my work is appreciated.						
5. I feel that diversity is valued at GLMS.						

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6. I feel that creativity and new ideas are appreciated at GLSM.						
7. I feel that my opinion is respected at GLSM.						
8. I feel at home at GLSM.						
9. There are people at GLSM to whom I can express my concerns openly and without fear of reprisal.						
10. I have received at least one thorough appraisal of my work within the last year.						
11. The central administration of GLSM acts ethically.						
12. The administration of my portfolio/program acts ethically.						
13. On the whole, my peers interact with me in a collegial manner.						
14. I am regularly offered opportunities that allow me to grow or improve in my work.						
15. I believe that my performance in evaluated fairly.						
16. I believe that GLSM is following the right priorities.						
17. I believe that GLSM genuinely cares about the faculty.						
18. I believe that GLSM genuinely cares about the staff.						
19. I believe that GLSM genuinely cares about the students.						

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20. I feel that GLSM has a positive reputation with the public at large.						
21. I am proud to be associated with GLSM.						
22. I am optimistic about my future relationship with GLSM.						
23. I could honestly recommend GLSM for a student to attend.						
24. I could honestly recommend GLSM as a place for someone to work.						

Adapted with permission, from Buller (2015, p. 233-235)