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Indigenous Cultural Influenced Change Management

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INDIGENOUS CULTURAL INFLUENCED CHANGE MANAGEMENT

Abstract

Organization X is one of nine Indigenous post-secondary institutions in Ontario. For over 25 years the organization has been operating on funding from partnership and grant proposals that is renewed on a yearly basis. In 2017, Ontario recognized Indigenous Institutes as the “third pillar” of Ontario’s post-secondary landscape which is to be implemented through the Indigenous Advanced Education and Skills Council (IAESC) who provides the quality assurance framework for Indigenous institutions. This Organization Improvement Plan (OIP) explores the problem of linking Indigenous and western ideologies and epistemologies within a change management plan to successfully implement this change. The plan considers two different leadership approaches, adaptive and transformational, that can be used by change leaders to identify and support Indigenous people and other stakeholders through this time of transition. Further, this OIP will provide recommendations for a change management plan that recognizes the diversity of the organization but also the uniqueness of being an Indigenous post-secondary institution. The overall goal is to discover how Indigenous culture, traditions and knowledge can support western theories of change management to achieve the desired future end state for the organization. If implemented, this solution would provide Organization X with a solid structure and organizational culture that supports their mission of becoming a world leader in Indigenous education.

Keywords: Indigenous institutes, adaptive leadership, transformational leadership, change management, Indigenous culture, Indigenous education, western theories.

Executive Summary

This OIP considers the Indigenous viewpoint on western change management theories and how Indigenous culture can be incorporated to support Indigenous people and other stakeholders to contribute to the future vision of Indigenous post-secondary institutions.

Chapter 1 provides the reader with an insight to the organization, the problem to be addressed and the framework for addressing the issues. The context of the organization is discussed including the structure; vision, mission, and values; and a brief history. Next, the leadership position and lens statements are outlined. The author's personal leadership position is provided giving insight into the possible leadership models that will be discussed in chapter 2. The lens statement reviews a variety of theories to determine the best alignment with the problem of practice (PoP) in order to develop the solution. The problem of practice is stated, and the reader discovers how the problem identified.

The next section explores framing the problem of practice, the situation which shaped the problem and examines tools to analyze the PoP. Key frames are identified and examined including a focus on Indigenous theory as it relates to the problem. A literature review provides the contextual information on the subject being discussed. Guiding questions are then considered which looks at the line of inquiry that will be the focus on the challenges of the problem and factors that could influence the problem and choice of potential solutions.

Next the vision for the change identifies the various change drivers, internal and external, that contribute to the problem. As well, the present state and the vision of the future state are investigated to determine the type of change that is occurring within the organization. The priorities for change are also identified which include accountability, structure, systems, people, leadership, and purpose. Lastly, this Chapter provides an analysis of the organization's readiness

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for change by using the six factors outlined by Cawsey et al. (2016). As well, a force field analysis is completed to determine the driving and opposing factors which will influence the organizational change.

Planning for change and the development of the change plan takes place in Chapter 2. First, the leadership approaches to change are identified and explained. For this change, adaptive and transformational leadership approaches have been selected as these styles align best with the organization and the type of change underway. The framework for leading the change process is examined next. Types of change are defined, and analysis of the situation points to a change that is considered discontinuous and re-creating. In other words, the change is based upon external influences that will shift the way the organization does business in the future. This is not a negative consequence as this change will allow the organization to continue to grow and flourish in its future state. This is one of the reasons why adaptive and transformational leadership models were chosen.

From the change readiness analysis completed in Chapter 1, the next section looks at the organization from a critical lens. Nadler and Tushman's Congruence Model is used to analyze the internal systems of the organization to identify gaps that will need to be address in the change plan. From the analysis of the information in the chapter, three possible solutions to the problem of practice are stated and a comparative analysis is completed. From this the recommended solution is proposed that will intertwine Indigenous culture, traditions, and knowledge into the western theories of change management. The PDSA cycle is also introduced in this chapter to the reader and how it is significant to the change plan. The last part of Chapter 2 focuses on leadership ethics in the context of organizational change and impact it can have on the organization and the change process.

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The final third chapter dives in the implementation, evaluation, and communication of the change plan. First, the change implementation plan is explained and connected to the organization analysis completed in Chapter 2. Here, stakeholders and Indigenous people's commitment are investigated and how Indigenous people and other stakeholders understand the change that is being implemented. The reader is taken through the change plan, utilizing an adapted Kotter's Change Management Model, including tools and tactics that will be used during each step and how individuals will be engaged throughout the process. An iterative PDSA cycle will be used to support evaluation and feedback to address issues and concerns quickly and effectively. The PDSA cycle will also be used to evaluate the complete change plan at the end of the process. Alignment of Kotter's Change Management Model and the PDSA cycle is explored, as well as the process for evaluation.

Outcomes for the plan have been identified, including how they will be measured and the data collection method. A variety of qualitative and quantitative measurements will be applied to provide a holistic analysis. A detailed communication plan provides the reader with the tools and actions that will engage all stakeholders in the process such as methods to include Indigenous knowledge, traditions, and culture within the change plan. Effectiveness of the different communication channels are identified and analyzed to support the communication plan.

Finally, next steps and future considerations are then discussed as the organization transitions to its envisioned future state. Next steps include looking at areas for improvement which will also solidify the foundation for the change and for the organization as it continues to grow. The impacts of COVID-19 have also been addressed in this section and how it will impact the initiative moving forward. Lastly, future considerations identify areas that the organization

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will need to investigate further in the future such as partnerships, community, and internal organizational impacts that may impact the way they do business.

Acknowledgments

In a dark place we find ourselves, and a little more knowledge lights the way.

Yoda, *Star Wars Episode III – Revenge of the Sith*

I would like to thank the follow people who helped me along the way:

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Acronyms

FAQ (Frequently Asked Questions)

HRIS (Human Resource Information System)

IAESC (Indigenous Advanced Education and Skills Council)

OIP (Organizational Improvement Plan)

PDSA (Plan-Do-Study- Act) Cycle

PoP (Problem of Practice)

SIS (Student Information System)

SMART (Specific, Measurable, Attainable, Realistic and Timely)

STEM (Science, Technology, Environmental and Math)

TRC (Truth and Reconciliation Commission)

Chapter One: Introduction and Problem

Over the past few years, the focus on the recovery, restoration and revitalization of Indigenous culture and languages has been an important part of reconciliation in Canada. However, in order to move along the continuum, there also needs to be recognition and investment in Indigenous education opportunities.

The passing of the Indigenous Institutes Act (2017) is an important piece to reconciliation as it aligns the nine Indigenous post-secondary institutions with other publicly funded colleges and universities, and recognizes the role of Indigenous education in Ontario (Government of Ontario, 2017). Ontario's Indigenous post-secondary institutes have been delivering programs and services for over 30 years and over 4000 students each year (Indigenous Institutes Consortium, 2019). This OIP focuses on one Indigenous institution and the change that is occurring within the organization as it grows to support a new structure that can sustain an increase in student enrolment and diversification of programs. The challenge for this change initiative is how Indigenous cultures and traditions can be woven into western change management practices.

In this chapter the reader will be introduced to the organization, referred to as Organization X for anonymity purposes, as well as the problem of practice (PoP) and leadership models.

Organizational Context

This section will provide the context to the PoP for this OIP as well as, an overview of the organization, including its structure, leadership, and the current landscape.

Overview of the Organization. Organization X is an Indigenous post-secondary institution that has been in operation for the past 25 years. Organization X is unique as it is one

of only nine Indigenous post-secondary institutions in Ontario that provides an opportunity to study while being immersed in Indigenous culture. Until recently, the organization has been recognized as a not-for-profit institution which relied heavily on limited government funding and partnerships with other universities and community colleges to deliver post-secondary training.

Approximately 250 students are enrolled at Organization X per semester and that number continues to grow year after year. Students have the opportunity to study close to home while being able to engage in cultural activities and events that take place at both campuses throughout the year. The student population continues to grow rapidly as more programs are being added each year. The organization employs approximately 100 staff and faculty from instructors to senior administration whom all support student success.

Mission and Vision. The mission and vision of Organization X centres around contributing positively to the well-being for all who share the land and preserve Indigenous knowledge and culture through collaboration and sharing of information (Organization X, 2019). The values of the organization are grounded in Indigenous culture focusing on teachings of the local Indigenous community. The values reflect the teachings of respect and the good mind which is defined by each Indigenous culture in their own way through language and traditions (Toulouse, 2016).

What distinguishes Organization X from other mainstream post-secondary institutions is its small class sizes, the average class is approximately 20 to 25, and the unique opportunity to be immersed into the Indigenous culture. All aspects of education at Organization X incorporate Indigenous culture in different ways. The health sciences programs focus on health care of Indigenous people and communities, the social science programs focus on the unique attributes and challenges faced by Indigenous communities and even the skilled trades programs includes

cultural diversity in the workplace and respecting Indigenous culture to promote reconciliation, restoration and recovery efforts. Student events on campus such as lunch and learns and workshops focus on Indigenous history, ways of knowing and being ,and other cultural foundations. Previous events have included learning an Indigenous language, leather crafting, storytelling, beading, peace building, Indigenous celebrations, and many others. Student services provides supports utilizing western and Indigenous approaches such as accommodations through the use of technology, but also utilizing restorative justice techniques such as sharing circles or peer mediation to resolve conflict and other issues (McCullough, 2007). One of the biggest misconceptions is that an individual must be Indigenous to study at this organization; however, the organization supports diversity and inclusiveness in its student body. Anyone who wishes to study at Organization X is encouraged to apply.

Organizational Structure. As mentioned, Organization X is one of nine recognized Indigenous institutions in Ontario. It has relied upon partnerships with universities and community colleges to deliver post-secondary programming locally which allows Indigenous and non-Indigenous students to study close to home. One of the unique factors of the organization is that it offers Indigenous knowledge and training to anyone who is willing to learn.

Since its inception the organization's funding has relied on partnership and government grants and has never been recognized as an independent fully accredited college or university in Ontario. The organization has been going through changes for the past couple of years as it continues to grow. Two of the most significant changes that have recently occurred are the acquisition of a second campus that focuses on college and skilled trades programming and in 2016 the organization was accredited with its first-degree program. The organization's structure,

up until August 2019, was relatively flat, with most employees reporting directly to one manager or director who then reports directly to the President/CEO. The President/CEO was involved in all decision-making activity and most employees could connect with the President /CEO easily.

The organization structure can be viewed in Figure 1.

The Board of Directors consist of eight community members and a student representative, which upholds the mission and vision and provides oversight and governance of the organization. The President/CEO reports to the Board of Directors.

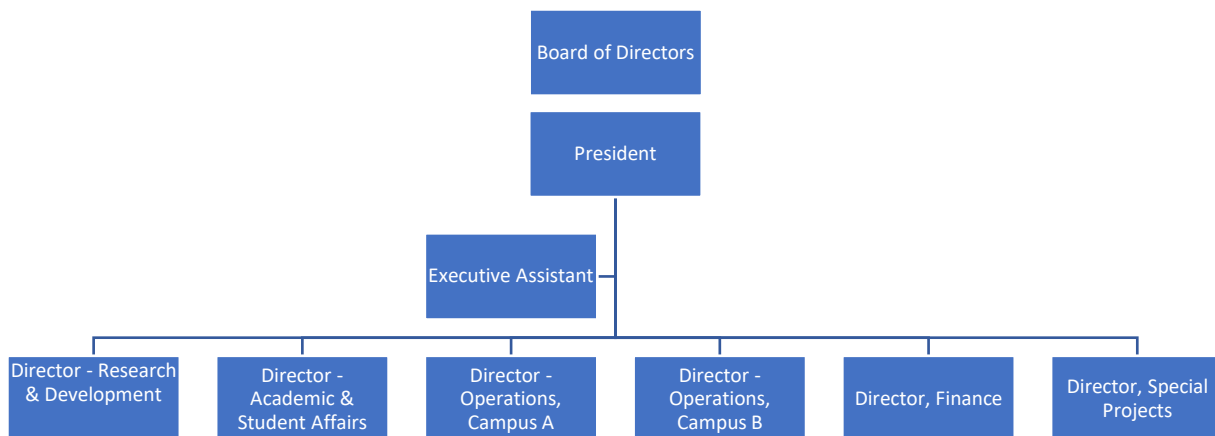


Figure 1. Organization X Initial Organizational Chart. Adapted from “Organizational Review Final Report” by Organization X Consultant, p. 38.

In the structure above, the majority of the Directors were seconded to their positions as the organization was in the process of restructuring. A revised structure was rolled out in August 2019 with the goal of continuing to build the capacity needed within the organization. This new structure, as seen in Figure 2, is still an interim structure but it lays the groundwork to continue building the organization as it divides the corporate responsibilities from the academic areas which was unclear in the prior structure.

This new organizational structure was the result of an organizational review that recently completed. The review considered the current state of the organization and also took leadership through various exercises to guide discussions on the desired future state (Organization X Consultant, 2019). This new structure is only one step towards the future vision and the change being implemented which is the focus of this OIP.

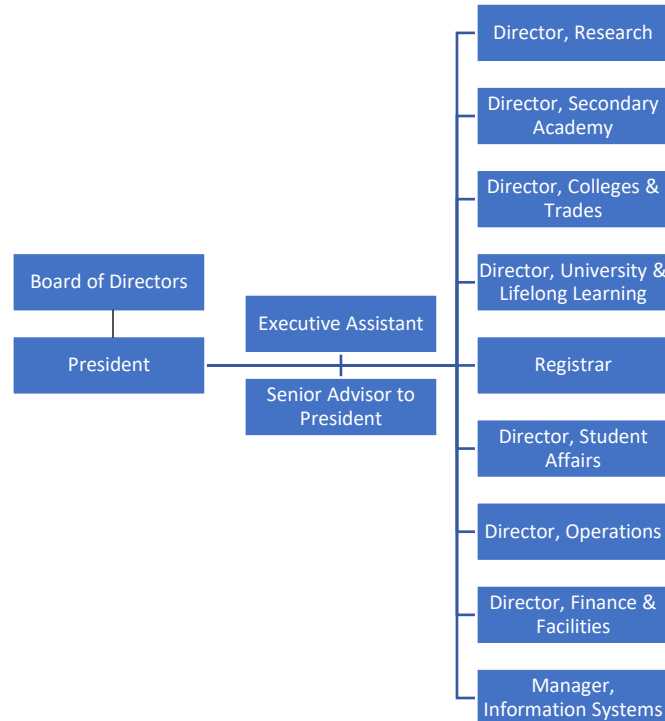


Figure 2. Organization X Organizational Structure, August 2019. Adapted from “Organizational Review Final Report” by Organization X Consultant, p.62.

Organizational Leadership. The leadership within the organization is hierarchal, top-down approach with different levels of management, as depicted in Figure 2 above, which layout the lines of authority and communication similar to other organizations structured in the same way (Manning, 2013). The senior leadership team disseminates decisions and information down through the managers to the front lines. All levels of leadership within the organization embody the vision and goals of the organization; however, this approach to leadership can sometimes hinder relationship building and collaboration if the flow of information is one way (Alvesson &

Spicer, 2011). The new structure aligns with western ideologies and also begins to look similar to the structure of other mainstream post-secondary institutions. The new structure has also increased the lines of authority which has added layers to decision making within the organization. Depending on the complexity of the decision to be made, some argue that a hierarchical structure may delay decision making due to the increased bureaucracy (Johnson, 2019). Since this is a new structure for the organization there is an opportunity to be mindful of possible barriers to keep decision making timelines reasonable. The purpose of implementing the new structure was to allow the organization to continue to change and grow with the new environment. Flatter organizational structures tend to limit change and organization growth yet, a change to the hierarchical structure can be a trigger for staff and management as fear and uncertainty can set in (Anderson & Brown, 2010). A hierarchical structure can also help promote and increase collaboration and shared leadership, but the organization may find this will take time due to the anxiety and fears felt from a new structure (Wang, Waldman, & Zhang, 2014).

Landscape of the Organization. Until April 2017 Indigenous institutions across Ontario were not recognized as part of the university and college system. Unlike other colleges and universities, they do not receive core funding from the Ontario Government to assist with operations. The organization has sustained itself through partnership agreements and proposal funding that typically has to be renewed on a yearly basis. The Indigenous Institutes Act, 2017 recognizes Indigenous institutions as the ‘third pillar’ of Ontario’s post-secondary system and with this means the implementation of a sustainable funding model (Government of Ontario, 2017). The implementation of this act also supports the Truth and Reconciliation Commission Call to Actions as it recognizes the importance of post-secondary education options to assist

Indigenous learners succeed (Truth and Reconciliation Commission of Canada, 2015). The act also recognizes the Indigenous Advanced Education and Skills Council (IAESC) along with the Indigenous institutions. The purpose of IAESC is provide oversight to the Indigenous institutions, set quality assurance standards, approve credential granting, and to advocate to the Ontario Government on behalf of the Indigenous institutions (Indigenous Advanced Education and Skills Council, 2019).

Currently, Organization X must consider a new way of doing business as the new legislation is implemented and the organization continues to grow to become part of Ontario's post-secondary system. Although the Indigenous institutions are strong, the change is causing some frustration as there is a lack of understanding and policies surrounding the new legislation. IAESC is working hard to provide a quality assurance framework which will support the unique elements that the Indigenous institutes bring to the post-secondary system. However, to implement the IAESC guidelines, the organization needs to develop and revise internal policies and procedures in order to successful implement the change (Indigenous Advanced Education and Skills Council, 2019)

This section has provided an overview of Organization X and its structure to provide context for this OIP. The next section will focus on the author's leadership position and the leadership lens which will be applied during the change initiative.

Leadership Position and Lens Statement

This section will consider my personal leadership position and philosophy as well as the approach to leadership for this OIP. The leadership position will provide insight into my own personal leadership philosophies and provide an overview of my position within the

organization. The lens statement will consider the different models and that is most applicable to this OIP.

Leadership Position. Leadership has so many definitions and views that it can be hard to figure out what is right and what is wrong (Stogdill, 1974). To add to the abundance of information, personal experiences and values systems play an integral role in how an individual defines what leadership is to them personally. All of this has also influenced what leadership means to me which continues to grow and change as I gain more work and life experiences.

I believe that leaders need to be adaptable and flexible in their approach with different situations and different people. Leadership can be ambiguous; what worked in one situation may not work in another. A leader should act with integrity, be honest and trustworthy but also act with humility. A good leader knows that without followers there is no leader and understands that they cannot achieve set outcomes and goals alone. Overall, being a leader is not about the title or position you hold but how you regard others (Liu, 2017). Leaders recognize that the thoughts, input, and participation of the team create solutions that bring positive outcomes to address problems. The leader may bring a high-level view of the issue, however he or she knows that they need the rest of the team to challenge norms, bring new ideas and perspectives to be able to create the best solutions. Alvesson and Spicer (2011) describe the leader as a gardener, remembering to nurture and grow your team so that it flourishes. As a leader it is important to recognize potential in all individuals and help them grow personally and professionally in their own way.

A leader should be self-aware and know themselves as much as they know their team. A high level of emotional intelligence is a quality of a good leader, recognizing your own emotions as well as others around you is important for a high-performing team (Goleman, 2002). Being

able to recognize verbal, and non-verbal communication is also trait of a good leader. Non-verbal communication can show the thoughts and feelings of an individual which may be contradictory to their words (Phutela, 2015). A leader must be able to recognize this and use this information to draw out ideas and address concerns. Being a leader, you must understand the differences between a leader and a manager, and when to apply each in different situations. I believe that the two are interconnected as a good leader should know when to manage and when to lead. As a leader, it is important to recognize the line between leading and managing and how it will affect your team and others.

In order for change to be successful leaders must be authentic and model the behaviours that they expect others to follow. Trust and respect are also key values of my leadership philosophy, which are even more critical through a cultural lens. Gaining the trust and respect of co-workers, colleagues, Indigenous people, external stakeholders and government are all critical to be a good leader but also to carry out this change plan (Northouse, 2016). As change continues at Organization X and it continues to grow, this is my leadership philosophy and qualities that I will expect of myself.

My position within the organization is a Program Manager which is a middle management position. I have some level of authority, but major organizational decisions take place at a higher level. For this OIP, I will act as a change agent and in some circumstances, a change leader. As a small organization, I will have some influence on change as I have direct access to senior management and the President/CEO. Buy-in from senior leadership will be critical to support the change management plan outlined in Chapter 3. (Cawsey, Deszca, & Ingols, 2016). Under the new interim structure as a manager, I report to a Director who in turn, reports to the President/CEO. Organizational decisions are made at the senior leadership table

which consists of the Directors from each department, the President's Office staff and the President/CEO. As a Program Manager, I will make recommendations, including the supporting research and analysis, to the Director which will then be brought to the senior leadership table if required. Decisions that impact the overall organization typically need to be presented to the senior leadership team such as new partnerships or approval for a new program.

Lens Statement. Connecting the right theory to the problem of practice provides a framework to develop a solution to the problem identified. My PoP centres around the need for an Indigenous organization to find a change management model that marries western theories and Indigenous culture to support transformational change within the organization. Three main theoretical frameworks have been considered for this OIP to determine which is most closely aligned with this PoP.

Critical Lens. Critical theory allows everyone to feel liberated from that "thing" that we feel chains us down. The origin of critical theory dates back to the Frankfurt School in the 1930's where Mark Horkheimer, amongst others, drew upon sociology and philosophy to determine that ideology is the principle barrier to liberation (Held, 1980). The premise of critical theory is that is it connected to historical social movements that change the way of thinking for society as a whole (Bohman, 2016). Liberation is achieved by an individual through exploration of the problem, both current and past, then critiquing and applying the information through the social sciences and humanities (McKernan, 2013). At its core, critical theory looks at society as a whole and how it can be improved through examining the lens of various social sciences such as economics, psychology, geography, and political science (Bolman & Deal, 2013).

Critical theory has also evolved into critical pedagogy relating to education. From this perspective, the pedagogy identifies that the student is oppressed, learning provides liberation

through a conscious awakening allowing them to be more aware of the world around them (Bartolome, 2007). Critical pedagogy directly relates to the tenet of this theory as the teacher or supporter is the link that opens the mind of the individual and collectively, these individuals can make an impact on societal norms. This could also influence how the problem is addressed as more individuals would be more conscious of their rights and advocate for themselves and others. Therefore, this forces a change or a solution regardless of the tenets of the other theories.

Social Justice Lens. Related to critical theory, social justice theory considers the basic human rights for individuals, equality, and fairness. The idea of social justice theory can be traced back into the 1800's where, at the time, it considered an extension of the branch of justice (Rawls, 1971). Over time, it has moved away from a more legal definition to one that considers the philosophical side of ethics and morality. Although the concept of social justice continued to evolve and includes such events as the development of the labour movement during the industrial revolution, it didn't gain further recognition until the 1970's when research completed defined social justice theory (Rawls, 1971). Theoharis (2007) defined social justice educational leadership as leadership that centers around minimalizing conditions that marginalize individuals such as race, culture, gender, and others.

Belle (2019) described social justice based strategies that can be utilized in an educational setting, but if you consider the basis of the strategies, this could also be used in a change management model. The five strategies include getting to know your students, utilize what they already know in the curriculum, create a plan that supports inclusivity and equality, know yourself and your biases and encourage individuals to question everything (Belle, 2019). The social justice lens fits well with Indigenous culture and values as it promotes

equality and inclusivity that Indigenous people have been advocating for within western culture (Theoharis, 2007). However, this only scratches the surface of the problem being addressed in the OIP. Part of being liberated is inclusivity and equality but it also includes empowerment and the acceptance of the new way of being, which is addressed through the critical lens (Bolman & Deal, 2013).

Indigenous Lens. The Indigenous lens takes a look at problems from a multidirectional culturally approach based upon the past, present, and future. The basis of the Indigenous lens stems back to the story of creation, which is considering the cultural centre of Indigenous ways of knowing and being (Absolon, 2010). This approach is circular based, as it connects to many Indigenous traditions, such as the medicine wheel, sharing circles, and four directions teachings, but also to customs and spirituality (Government of Alberta, 2005).

From this perspective a problem exists if an imbalance of the self or the centre fire has occurred, or another way, it can be expressed as a piece missing which completes the four directions teachings (Absolon, 2010). For example, if there is an imbalance in organizational culture this causes an imbalance to the circle, or the centre fire, of the individual as they may not be able to connect well with co-workers. If there are many employees who lack the ability to connect with others effectively, it causes an imbalance to the organization (the self or centre fire). Until that piece is re-balanced then everything else will remain out of balance. Centering the change management on the medicine wheel can assist leaders and followers by recognizing where there are imbalances that need to be corrected to continue moving forward. If we allow change to occur through this approach, then the self or centre fire can be rebalanced.

Each of these lens' can provide a different perspective on the PoP addressed in this paper. This OIP will focus mainly on the critical lens as it provides a strong basis and it considers the

historical perspective of Indigenous people and other organizations that is needed to determine the best solution to focus on the future. It also takes into the consideration the social movement, which in this case is the passing of the Indigenous Institutes Act, 2017, and changes the landscape of post-secondary education in Ontario by empowering Indigenous institutes to independently grant post-secondary credentials. The social justice and Indigenous lens' will also be intertwined with the critical lens as it will provide a holistic perspective to strengthen the process and solution for this OIP.

A variety of different lens' have been outlined in this section for the reader. Selecting the best one is important for the overall framework of this OIP and help determine the appropriate solution to the problem, which will be identified in the next section.

Leadership Problem of Practice

This section focuses on the PoP that will be addressed at Organization X and investigates the reasons this problem needs to be addressed.

Problem of Practice. Indigenous people have been advocating for many years to close the gap between Indigenous and mainstream post-secondary education system. The rights of First Nations education are set out in Section 35 of the Constitution Act, 1982 which declares that First Nations have the right to fully supported education (Government of Canada, 2020). Over 30 years later, Indigenous post-secondary institutions continue to operate through partnerships and inconsistent annual funding. These institutions provide a unique perspective to post-secondary education, but are not provided the same recognition or funding like other mainstream post-secondary institutions until recently (Aboriginal Institutes Consortium, 2014)

In April 2017, the Ontario provincial government passed legislation that gave Indigenous peoples the authority to govern the Indigenous institutes, which includes oversight and credential

granting authority. Prior to the introduction of the legislation Indigenous institutes relied on partnerships with other community colleges and universities in order to provide training programs. With the changing landscape the nine Ontario Indigenous institutes must navigate through the new framework; from a partnership only delivery model to developing and delivering stand-alone post-secondary programs, to becoming the “third pillar” of Ontario’s post-secondary system (Government of Ontario, 2017). The change in legislation has empowered the organization to be an independent entity within Ontario’s post-secondary educational structure however it lacks a defined method that supports the future vision of the organization while maintaining Indigenous culture and values.

The problem of practice to be addressed in this OIP is to find a solution that unites western change management theories with Indigenous ways of knowing and being.

Framing the Problem of Practice

Indigenous ontologies and pedagogies are an important aspect of this OIP. Therefore, considering the PoP under a holistic view, includes studying the Indigenous frame as well. A literature review undertaken for this OIP is provided in this section.

The PoP will be considered under Bolman and Deal’s four frames of an organization including structural; human resources; political; and symbolic (Bolman & Deal, 2013). Bolman & Deal (2013) recognizes only four frames that relate to the western culture, however, does not consider the uniqueness of the Indigenous organization. Therefore, the addition of an Indigenous frame includes the insight of the Indigenous organization. It is important to recognize this frame and incorporate it into the analysis to recognize the systemic and societal inequities over the history of Indigenous communities (Truth and Reconciliation Commission of Canada, 2015)

Five Frames for Organization X. The following outlines five frames of the organization, including structural, human resources, political, symbolic, and Indigenous. The additional fifth frame, the Indigenous frame, was added to consider the cultural views that are unique to the organization.

Structural. The structure of the organization is important as it moves into this new future state. For many years, the organization has been working with a flat organizational structure with the majority of the positions reporting directly to the President/CEO. The new structure continues to grow increasing positional power and is starting to resemble other publicly funded colleges and universities creating anxiety and indifference for some within the organization (Cawsey, Deszca, & Ingols, 2016). The anxiety and indifference are due to the change in hierarchical structure as the former structure has been in place since the organization's inception 25 years ago. Another factor is that many see this new structure as abandoning their Indigenous roots and becoming a mainstream institution that is based upon western frameworks and ideologies. This growth also means the development and implementation of additional policies and procedures designed to increase performance and productivity. Many are accepting of the policies and procedures but again, some see this as negatively impacting the organization and the way they work.

Human Resources. The human resources frame focuses on the needs of individuals in the organization, which contributes to the social interactions and culture of the organization (Bolman & Deal, 2013). Organizational capacity is already a concern, so finding and retaining the right people as the organization continues to grow will be important. For current staff, training and development must also be considered to retain and motivate good people to build on skills and abilities that already exist within the organization.

Political. The political frame is prevalent in this situation both internally and externally. As noted, the driver of the change is political as this problem would not exist if it were not for the change in legislation. However, there is also an internal political frame that centres around conflict and resources. Although all staff supportive and passionate about the vision and mission of the organization, there are opposing views on the direction and the future end goal to be achieved. This causes conflict and ambiguity not only within leadership but also trickles down to staff. Since the structure of the organization is still changing this also causes a scarcity of resources resulting in staff being overworked in some areas and underworked in others.

Symbolic. Bolman and Deal (2013) describes the symbolic frame like a theatre production as the organization is judged based upon its appearance from outsiders (Bolman & Deal, 2013). This frame is important as we must not lose sight of the significance Indigenous culture plays in all of these frames and that the Calls to Action identified by the Truth and Reconciliation Commission is carried out (Truth and Reconciliation Commission of Canada, 2015).

Indigenous. The Indigenous frame looks at the problem of practice from a holistic cultural frame, looking at the past, present, and future. An Indigenous lens will be considered in the planning and development of appropriate solutions. Absolon (2010) describes Indigenous holistic lens as:

An intermixing and consideration of time and space: the past, present, future; directions and doorways of life; the ecology of creation such as earth, sun, water and air and all their occupants; and values that retain the balance and harmony of all of the above. (p.75)

Within the Indigenous frame, problems can be viewed from a circular perspective based upon four directions teachings that interconnect with the individual being in the centre (Absolon,

2010). The four directions, or areas of the circle, include mental, spiritual, physical, and emotional domains. The circular frame represents the reciprocal interconnectivity of the Indigenous culture which includes the individual (self), family, community, nation, society, and creation. An imbalance within the circle is created when problems or issues are presented, such as a change at work or a life altering event. If an imbalance occurs, then a correction must be made to one of the four areas which is interconnected to the other areas and order to restore to find balance (Absolon, 2010).

Review of Literature. The introduction of the Ontario Indigenous Institutes Act 2017, started a chain reaction of events including a new funding model and a quality assurance framework being developed by the Indigenous Advanced Education and Skills Council (IAESC), which also oversees accreditation (Indigenous Advanced Education and Skills Council, 2019). Prior to the inception of the IAESC, the World Indigenous Higher Education Council provided accreditation to Indigenous post-secondary institutions (World Indigenous Nations Higher Education Consortium, 2018). These frameworks provide a guideline on how an Indigenous institution applies to receive accreditation and funding. This section will look at some of the literature that is currently available to assist leadership in implementing these changes in a rapidly changing landscape.

Taking on a large organizational change means that change leaders have to be prepared for unexpected challenges. Considering the many leadership models available, adaptive leadership was chosen for this situation due to the complexity of the OIP. As the name states adaptive leadership is adapting leadership to the situation or the problem in order to influence change (Northouse, 2016). Heifetz, Grashow & Linsky (2009) identified that adaptive leadership model is about “change that enables the capacity to thrive”(p.14).

Nelson and Squires (2017) also discusses adaptive leadership but considers how it is applied in an educational setting. There is no question that many issues and problems in education are usually complex as there are many factors involved including political and societal pressures. Adaptive leadership focuses on more than the individual's leadership skills and behaviours but on the collaborative leadership effort of the team (Northouse, 2016). In terms of leadership this means that adaptive leadership means that leadership must mobilize the organization to adapt to change, to new ways of doing business so that the organization continues to thrive in the new world.

Nelson and Squires (2017) takes the reader through the steps of an adaptive process including taking the time to diagnose the problem as the first step. In their analysis of the adaptive leadership in education recognizes the need for leaders to not be reactive to problems, but to focus on diagnosing the problem first (Nelson & Squires, 2017). Although I agree that diagnosing the problem is the first step, it is important for leaders be mindful of overanalyzing the problem to a point where no decisions are made, and a potential solution is no longer relevant. In reality, many times leaders end up in a reactive situation where there may not be enough time to investigate the problem thoroughly. The challenge in a reactive situation is that analysis may be limited as decisions are made quickly and then leadership may have to pivot and change course as new information becomes available or external factors influence decisions. Another factor that needs to be considered is the cultural components when it comes to Indigenous post-secondary institutions and how adaptive leadership will be applied within a cultural context.

Another leadership model that may be applied in this situation is transformational leadership. As the organization enters a new paradigm, changes may be radical and unfamiliar to

many. James McGregor Burns (1978) first identified the concept as ‘transforming leadership’ as the leader and the follower have a “mutual relationship of stimulation and elevation that converts followers into leaders and leaders into moral agents” (p. 5). Utilizing a transformational leadership model can help move change along through motivating and inspiring followers that assists the organization to achieve the future state (Northouse, 2016). However, in order to apply this type of leadership, the organization has to have the right type of leader in place that can influence followers. One of the criticisms of this leadership model is that it relies too much on the leader’s personality traits, such as charisma, to engage, motivate and inspire followers (Nelson & Squires, 2017). Mulla and Krishnan’s (2011) article on the relationship between morality and transformational leadership looks at the impact of a leader’s ethics on their followers. Their study identified a positive direct correlation between the two, the morality and empathy of the leader and follower, however this occurs only when there is a long term relationship (Mulla & Krishnan, 2011) Mulla and Krishnan’s (2011) study notes the average leader-follower relationship was three years, which some may argue is not be considered a long-term relationship. Also, the study only considered pairs of transformational leaders and followers, no other types of leadership models, as well, it did not consider the effects of larger teams which is the case in many organizations. However, in this study, they refer to the transformation leader as needing to “exploit existing needs of potential followers” (Mulla & Krishnan, 2011, p. 130). This could be interpreted by some readers as utilizing unethical tactics to coerce or influence the individual in a negative way. This type of leadership would go against the Indigenous values of ‘the Good Mind’ where every individual should consider the effects and possible outcomes of their decisions on others and Mother Earth (Ontario Native Literacy Coalition, 2010).

Along with the consideration of leadership models, the various change management models must also be examined to find the best option for the change taking place. Kotter's eight step change process is one model that can help manage large changes within the organization (Kotter, 2012). In this model, adaptive leadership can assist the leader moving through each of the steps as a different approach may require to move the organization forward to the next step of the change management model (Pollack & Pollack, 2014). The same can be said about applying transformational leadership. This style can work well at certain stages of Kotter's model to move change forward. For example, the first step of Kotter's model is creating a sense of urgency so the organization can start to prepare for the change. The leader may need to inspire and motivate followers to gain their trust and to help them understand and accept the change to create the sense of urgency required for the first step (Pollack & Pollack, 2014).

Throughout the entire process Indigenous culture and knowledge must be considered. Many Indigenous institutes were created to provide culturally based programs and services that were lacking in the mainstream post-secondary institutions. Therefore, how change is managed in the organization must also reflect the culture of the organization. Absolon(2010) referred to this as the big picture thinking as looking through a holistic perspective. The Indigenous lens and holistic culture approach focuses on connecting to the circle of life which includes: the four elements (water, earth, air and sun); the domains of being (physical, spiritual, emotional and mental), as well as, the four directions (north, south, east and west) (Absolon, 2010). In an organization that is highly diverse and comprised of multiple cultures and backgrounds there must be careful consideration how this can be applied. Absolon's (2010) article provides a good understanding of the Indigenous lens; however, focuses more on the individual rather than how it applies to a group. This ideology is still good basis for applying the context within the

organization. If we consider the analysis of the organization earlier in the chapter, there are several factors that are causing imbalance within the organization. First, the introduction of the new legislation has created an imbalance as the organization must change to adapt to a new way of doing business brought on by an external force. Second, individuals connected to the organization, which include internal and external stakeholders, may experience an imbalance as they are struggling to accept the change and must find ways to balance themselves internally. As they resolve their imbalance, the organization will also rebalance as it will see improved relationships, improved communication, and collaboration. It is important for the change leader to recognize this during the process to be able to apply appropriate leadership models and manage the change more effectively.

This section further explored the framework for the OIP, including a review of literature that is important to understand the different models and approaches, past and present, which can help support development and implementation of the change management plan.

Guiding Questions Emerging from the Problem of Practice

This section looks at the PoP described above and considers the lines of inquiry, influencing factors that contribute to the problem, and the challenges that may materialize throughout the process. Based upon the frames of the PoP the following three guiding questions and lines of inquiry have emerged.

Why is it important to incorporate Indigenous culture, traditions, and values in change management? Many institutions recognize the value that Indigenous culture and teachings can bring to everything from the curriculum to the boardroom. The term Indigenizing has been used recently to describe the process of including Indigenous ways within the education system. This is not the same as multiculturalism as the process creates a shared perspective that

can lend itself towards reconciliation (Antoine, Mason, Mason, Palahicky, & Rodriguez de France, 2018). One of the challenges will be that staff and other individuals may understand of have knowledge of Indigenous ideologies and ontologies. This not only applies to non-Indigenous individuals but, in some cases, may apply to Indigenous peoples as well if they were not raised in a traditional home. This links back to the mission and vision of Organization X as some may need to learn traditions and language as they are re-introduced to a culture, they may not be familiar with. The solution will need to recognize and address this as well.

What is the benefit to the organization, Indigenous community, and stakeholders to integrate western theories of change management and Indigenous culture and knowledge?

Different cultures have its own set of values, knowledge, and ways of being and many times there is opposing views. Indigenous and western cultures are no different which lead to the second guiding question for this OIP. Newhouse and Chapman's (1996) paper investigated the effects of change in two Indigenous organizations that incorporated traditional beliefs and values through their change management process. Both organizations were implementing a transformational change, however only one was successful. The successful organization found that the outcome was positive where leadership and employees understood the benefit of uniting traditional Indigenous culture into the organization (Newhouse & Chapman, 1996). In the case study the authors were able to prove that the process was more effective when Indigenous focussed interpretative schemes and actions were included which to lead the organization's success (Newhouse & Chapman, 1996).

What leadership methodologies/skills would be best suited to unite Indigenous and western thoughts and successfully manage change? The majority of leadership models are based upon western culture theorists, so how do these play a role in leading change management

for an Indigenous organization. Connecting the identified leadership models to traditional Indigenous culture and values will be important as the Indigenous community and stakeholders need to understand why change occurring and how they fit into the new future state. It is also important to engage Indigenous pedagogies and epistemologies, such ‘two-eyed seeing’, storytelling, engaging Elders and other methods of teaching and learning in this process. The challenge will be intertwining them effectively into a change which is based up western ideologies (Barlett & Marshall, 2002; Antoine, Mason, Palahicky & Rodriguez de France, 2018).

Recognizing the guiding questions that emerge from the PoP will assist in identifying the possible solutions which will be explored in Chapter 2.

Leadership-Focused Vision for Change

The organization has already gone through several changes over the past couple of years as it continues to grow and respond to the needs of the Indigenous community. The mission and vision of the organization articulate a clear long-term direction that was established by the Board of Directors. The vision of the organization is one that includes the overall direction of Indigenous peoples in Canada that focuses on Indigenous education, revitalization of Indigenous language and preservation of Indigenous knowledge (Organization X, 2019). Although staff are committed to the mission and vision of the organization there is divide amongst the team as there are competing visions; one that is solely focused on the preservation and restoration of Indigenous language and knowledge and the other vision focusing on addressing the social inequities of the community through reducing poverty and increasing employment training opportunities. Both of these visions are important to the Indigenous community for different reasons. In Canada, there are over 70 Indigenous languages and, of these language identified, over 25 of them have less than 500 fluent speakers (Statistics Canada, 2017). As well, five of the

Calls to Action identified by the Truth and Reconciliation Commission focus on restoration, revitalization and preservation of Indigenous language and culture (Truth and Reconciliation Commission of Canada, 2015). Education and training continue to be a major concern in Indigenous communities. In 2016 the unemployment rate for Indigenous people living off reserve was 15%, compared to national average of 6.6% (Statistics Canada, 2017).

Unemployment rates for the on-reserve Indigenous communities is more than double the national average for 2016. A report completed by the National Indigenous Economic Development Board identified the unemployment rate at around 25% for Indigenous communities (The National Indigenous Economic Development Board, 2019). Recognizing that the organization can impact the lives of community members in multiple ways is important moving forward.

The future state of Organization X is one that is focused on healing and promoting a shared vision of the future, through preserving knowledge and language as well as increasing career training opportunities. Though this healing process the organization will see innovation and collaboration happen instinctively, therefore rebuilding a culture of trust and respect. Organization X will become a centre of excellence in the revitalization and recovery of Indigenous knowledge and language but also as the first choice in post-secondary education for both Indigenous and non-Indigenous students.

Over the past year, the organization has been in a state of flux as there are many leaders in acting roles and responsibilities are not clearly defined. A disconnect between leadership and staff have added to the discourse as communications seem to be limited and leaders may not be seen as approachable by staff creating silos within the organization. Funding for programs and services are limited therefore the mindset has been to consider all options available and deliver programs and services based upon the funding available.

Priorities for Change. Cawsey, Deszca & Ingols (2016) define organizational change as “planned alterations of organizational components to improve the effectiveness of the organization” (p.23). Organization X recognized that they required assistance in identifying and planning the modifications needed, so an external consultant was hired to complete an organization review in 2019.

An internal and external environmental scan was completed, as well, feedback was gathered from all staff members at every level to determine the priorities for change. As part of an organizational review that was conducted six strategic priorities were identified which included two priorities focused on education and four operational enablers that will support organizational growth and sustainability (Organization X Consultant, 2019). The priorities for change that encompass all six strategic priorities include organizational structure, processes, and accountability, and at the centre of these priorities is Indigenous culture.

Culture is the centre of organization and is based upon Indigenous values and beliefs. All the priorities for change need to be centred around Indigenous culture, knowledge, and ways of being. One of the largest strengths of the organization is its people and passion to support the Indigenous community. Yet many are feeling stressed, overworked as the external rate of change is greater than internal change. Internal systems and processes are being updated; however, they cannot keep up to the rate of the change. With this comes changes in roles and responsibilities which can cause confusion if the organization remains in a constant state of flux. Accountability is another priority for change. Due to the recent change in the organizational structure and the uncertainty of roles and responsibilities lines of accountability are unclear and the decision-making processes are interpreted differently by different areas of the organization.

Making sure there are clear communications and lines of accountability then becomes a priority for change.

Areas of improvement identified include developing a sustainable staffing model, which included defining roles and responsibilities; creating policies and procedures that support the organizational structure; developing and implementing organizational systems; and enhancing and accelerating to increase sustainability (Organization X Consultant, 2019).

Change Drivers. The goal of this OIP is to develop and implement a change plan that will incorporate Indigenous values, traditions, and culture to assist the organization in achieving the new vision. Change drivers come in a variety of different methods and can be influenced by internal or external factors (Todnem By, 2005). Two internal and two external change drivers have been identified and will be discussed below.

External. One of the main drivers to this change is the enactment of the Indigenous Institutes Act that initiated many of the changes for Indigenous post-secondary institutions. Many times, new legislation can be seen as both good and bad, depending on the perspective of the individual or the organization. In this case, this legislation is the result of advocacy work by Indigenous communities that has been going on for long time, and although many in the community recognize the need for the change, it still may take time for some communities to accept it. (Aboriginal Institutes Consortium, 2014).

Another driver for the change is the need for revitalization of Indigenous languages and traditions in Indigenous communities. This change will allow Indigenous post-secondary institutions to restore the languages and traditions of their ancestors through the development and accreditation of their own post-secondary credentials (Government of Ontario, 2017).

Internal. Internal change drivers recognize factors that will affect change within the organization. Organizational culture is identified as the first internal change driver. In the past the culture of the organization has been strong but over the last couple of years it has become divided due to the differences in the focus of the organization as noted earlier in this chapter. The organization does not lack passion for its purpose, which can be seen through continued success of the organization, however it is important for everyone to see the value in both sides of a common purpose and vision. Creating a common purpose assists in aligning staff and building the mutual support needed from every department of the organization. The motto “one vision, one team” was created out of the organization review and can be used by change leaders and change agents throughout the process to promote a team environment (Organization X Consultant, 2019). Communication is key to make this change happen, which align with transformational and adaptive leadership as these leadership models will help support all stakeholders throughout the change. Effective communication helps to promote the future vision and to influence resisters to positively engage in the change initiative (Cawsey, Deszca, & Ingols, 2016). Chapter 3 outlines a communication plan that will breakdown resistance, assist stakeholders to envision the future state, and strengthen the organizational culture.

The second internal driver is employee morale. Employees are already feeling worked beyond their capacity so the idea of another change that increases work is not inviting. They are already experiencing burn out and frustration so generating excitement about the change will be a challenge for myself and other change leaders. For this reason, transformational leadership will be utilized throughout the change implementation plan. The leadership team will need to commit to constant and consistent communications and help everyone visualize the pathway to the desired vision of the future state. Kotter’s change model will assist with increasing employee

morale as part of the process is recognizing and celebrating small wins which will be important during the change process and also because it provide a visual of defined milestones that lead to the end goal to be achieved (Kotter, 2012).

Leadership must be aware of the factors affecting change which have been outlined in this section in order to support the change management process. This information will be used to conduct a holistic and complete assessment of the impact and readiness for change.

Organizational Change Readiness

As mentioned in the previous section a holistic assessment must be done to ensure the organization is ready for change. To ensure a holistic approach the assessment will include two components: a change readiness assessment and a force field analysis. Each will be explored and defined in this section.

Change Readiness Assessment. An assessment of organizational change readiness is important as it creates an awareness for change and identify factors that lead to resistance to change (Cawsey, Deszca, & Ingols, 2016). An important first question is why this change is happening in order to create a shared vision. Defining the ‘why’ helps everyone understand the core purpose or reason for the change. By first defining why it proves the reason that someone should care about the change (Sinek, 2009). In this case, the change was brought upon the organization through an external force, the Government of Ontario. Although Indigenous institutions have been advocating for this change for a long time, it does not mean the organization is ready for change.

Cawsey, Deszca & Ingols (2016) outline six factors to determine organizational readiness which includes previous change experiences of the organization, level of support from the executive team, credibility of leadership and identified change champions, the organization’s

openness to change, the strength of the reward system for change and the identified measures for change and accountability (Cawsey, Deszca, & Ingols, 2016).

Past Experience with Change. Within the last five years Organization X has been through major and minor changes that affected its line of business. One of the most recent change initiatives occurred in 2016 when the organization added its first stand alone degree program. It was a smaller change initiative but the impact to organization and the community was significant as it established a unique post-secondary degree pathway that supported recovery and revitalization of Indigenous languages and culture. The addition of the second campus was another major change initiative for Organization X that was met with dividing views amongst the organization. The second campus added new lines of programming in the college and trades sectors and was located in an urban area but in close proximity of the Indigenous community. From my understanding through others, there was indifference amongst the organization for this change initiative for a few reasons. Some felt that the organization was moving away from its vision and mission as the new campus was in an urban location and they could not connect the new programs offered with revitalization, restoration and recovery of Indigenous culture and traditions or to the Indigenous community. Although, the second campus is currently in operation it still causes some concerns with the organization's readiness for change due to the unrest that still may exist within the organization. This may also be a reason why some of the current issues exist surrounding this change initiative, such as the division of views on the future direction of the organization.

Executive Leadership Support. In order for change to occur it is important for senior leadership to first be committed to the change. Commitment from senior leadership is important for the organization as it sets the direction and models the desired behaviours for others (Cawsey,

Deszca, & Ingols, 2016). At the beginning of the organizational change, management was not cohesive and united on the vision for the future which caused uncertainty amongst others.

However, recent changes to the organization's structure have brought the senior leadership team together to be able to show a stronger commitment to the change and a common vision for the future.

Credible Leadership and Change Champions. Since there was a recent change to leadership and the reporting structure some departments have new leaders which may cause some uncertainty as new relationship need to be built with staff. This relationship building will not only build the trust required but also increase communications to attract and retain change champions moving forward.

Organizational Openness to Change. Openness to change may be limited due to past experience and recent changes to leadership. The organization monitor this environment and make appropriate alterations in change management plan when required. Through the organization review conducted, Organization X has gained a better understand of the interdependencies inside and outside the organization.

Reward System. Organization X is currently in the process of adapting a reward system which will focus on short-term wins or results. Innovation is limited as many are feeling overwhelmed with the high workload and capacity is limited. Guiding the organization to a point where innovation and creativity is rewarded will benefit the change and future vision.

Change and Accountability Measures. There is no formal system for measuring change within the organization currently. Tools are in place to conduct employee evaluations, customer satisfaction and graduate feedback which can assist in measuring some success for change. Some other change management tools will be suggested in the solution to monitor and evaluate change.

The change readiness assessment tool identified earlier in this section was applied to the organization and the outcome indicated the organization is, at this point in time, scoring low on the assessment (+10). A score below ten indicates that change is not impossible however change will be challenging for the organization (Cawsey, Deszca, & Ingols, 2016). The option to stop the process to better prepare the organization before acting on the change is not a possibility as it is an external factor that is driving this change. This will be an important consideration when developing and implementing change management tools, and solutions as additional resources should be well-thought-out to support the organization in areas that may need additional attention.

Force Field Analysis. Internal and external forces affect the process of change management. Anticipating and identifying these forces also affect an organization's readiness for change (Cawsey, Deszca, & Ingols, 2016). Appendix A considers the driving and opposing forces that can impact the organizational change examined in this OIP. The longer the arrow the more significant it is to the change process. Cawsey, Deszca, & Ingols (2016) observes that it is important to collect data but also to collect the perspectives from others who have a vested interest as well in the change. I have divided the forces between emotional and rational forces to take this into consideration as part of the analysis.

Arrows in blue depict emotional forces, such as obtaining and understand perspectives, which may or may not have qualitative data attached to it. For example, information on the revitalization and recovery of Indigenous language and culture can be collected through data available (i.e. Truth and Reconciliation Commission) and can also be collected through stories from Elders and perspectives from both Indigenous and non-Indigenous community members.

Whereas, the arrows in orange depict rational forces, which typically will have data that can be analyzed and rationalized, such as the restricted funding issue.

Analysis of the forces indicates there is slightly more driving forces than opposing forces and just about equal in the emotional and rational forces. You will notice that the Government shows up on both sides of the change. Currently, the change is driven by the current government priorities and the change in legislation. However, if the government direction changes this can then become an opposing force for the change in process. This will be monitored by the organization throughout the change so that modifications can be made if required. The largest barriers to change internally is the lack of capacity and the lack of policies and procedures to support the organizational structure. Although policies and procedures are in development if they are not in place when required this can delay implementation and impede the change process. In order for change to progress the shared vision for change must be communicated across the organization in order to gain support and momentum.

Summary

This chapter provided an overall picture of the organization, as well as context to identify the problem of practice. A variety of lens were considered and explored connected to the problem, including the consideration of an Indigenous lens. An analysis of the organization completed, including a change readiness assessment and a force field analysis, provide the basis to identify possible solutions . Chapter 2 will focus on the planning and development of the change process, including the leadership approaches, the change management model and further analysis of the organization.

Chapter 2: Planning and Development

Chapter 2 of this OIP focuses on planning and development of the change process. In this chapter I will consider the leadership approaches that will be applied to carry out the change, what needs to be changed and how change will be created. Second, I will explore Kotter's Eight Step Change Management model and how it will be applied to the problem. Next, the application of a congruence model provides a way to analyze the systems of the organization which will inform the development of appropriate solutions. Lastly, the ethics of leadership and change management will be considered to identify possible challenges that may arise in this change process.

Leadership Approaches to Change

The leadership approaches to change are important as they will assist in implementing the solution and therefore must align with the problem. Within my organization I am a Program Manager and have some control and influence within sections of the organization. As part of middle management, I have a role to play as a change agent in this initiative. For this process, I have chosen adaptive and transformational leadership approaches to support the initiative.

Adaptive Leadership. Leadership during this significant change must consider the expected, but also trying to anticipate the unexpected challenges and adapt to different situations. For this reason, I have chosen adaptive leadership due to the complexity of the problem, so leadership will need to be adaptable and flexible within the change plan.

Adaptive leadership was devised back in the late 1980's by Ronald Heifetz as he realized the complexity of mobilizing individuals during change (Northouse, 2016). Heifetz (1994) identifies four viewpoints within adaptive leadership which include systems, biological, service orientation and psychotherapy. The systems view refers to the complex systems surrounding the

problems many face. These systems are dynamic as they evolve and change depending on the connection to other systems. The biological view refers to the internal and external environments that individuals have to adapt to depending on the situation. Third, the service orientation view assumes that the leader ‘serves’ others by diagnosing and finding solutions to the problems. Lastly, the fourth view is psychotherapy as the adaptive leader must provide a supportive environment that allows individuals work through issues, problems and learn from these experiences (Heifetz, 1994; Northouse, 2016).

Adaptive leadership has also been defined as a subset of Complexity leadership as it is a complex process that is embedded within a social system (Uhl-Bien, Marion, & McKelvey, 2007). As the name states adaptive leadership is adjusting leadership to a situation or problem in order to influence change (Northouse, 2016). Heifetz, Grashow & Linksy (2009) defines adaptive leadership as “the practice of mobilizing people to tackle tough challenges and thrive.” (p. 14). The leader must be insightful to recognize possible stressful situations ahead of time to proactively put measures in place, so followers feel supported. The Indigenous culture values collective decision making, therefore utilizing adaptive leadership will help support this way of decision making throughout the change (Government of Manitoba, n.d.).

Alvesson and Spicer (2011) uses several metaphors that correlate to the adaptive leader which help understand the relationship between the leader and the follower. The leader as gardener is metaphor as the leader supports follower by adapting to situations that help the follower grow by removing obstacles, gaining additional skills and increasing self-confidence (Alvesson & Spicer, 2011). Another applicable metaphor is the leader as the buddy, who creates an environment that is supportive and friendly at a time of uncertainty (Alvesson & Spicer, 2011). A risk to this buddy relationship is that it can create a dependency on the leader instead

of empowering the follower. The individual can easily detach their connection from the leader if they view a decision as unfavourable (Alvesson & Spicer, 2011).

The framework for adaptive leadership is a balance between the respecting the organization's history and the desired future state so the organization thrives (Heifetz, Grashow, & Linsky, 2009). Nelson and Squires (2017) consider adaptive leadership and how it connects to an educational setting. Many times, public education institutions face issues and challenges that are complex due to the political and societal pressures they experience. Adaptive leadership focuses on more than the individual's leadership skills and behaviours, but also on the collaborative leadership effort of the team. Nelson and Squires (2017) takes the reader through the steps of an adaptive approach including taking the appropriate time to diagnose the problem as the first step. One of the strengths of utilizing adaptive leadership this type of setting is the flexibility of adapting to different situations due to the constant change in political and societal frameworks that revolve around education. Educational institutions are constantly trying to keep up with the current trends in learning and education approaches while trying to balance the pressure and limited resources that are brought about by the political situation of the day. For Indigenous institutions, the same applies including the cultural lens. Indigenous institutions also face similar political pressures and challenges, such as a lack of funding, therefore applying adaptive leadership, with cultural considerations, will provide the flexibility needed to support the change.

Transformational Leadership. Another leadership model that will aligns with the problem and adaptive leadership is transformational leadership. Downton (1973) is credited for first devising the term transformational leadership in the 1970's; however, the difference between transactional and transformational leadership wasn't defined until later. James

MacGregor Burns (1978) investigated and distinguished leadership from power to define the differences between transformational and transactional leadership. Transactional leadership refers to those leadership styles where there is an exchange between the leader and the individual. Whereas, the transformational leader creates a relationship with the individual(s) in order to motivate and influence them to improve themselves (Northouse, 2016). Bass (1985) continued to research transformational leadership, which led to an expanded and refined version in the 1980's. His research focused on the follower rather than the leader, as well as, the emotional aspects of the leadership approach. He identified that transformational leadership not only motivates and influences followers, but also increases the dynamics within the organization by raising the followers' awareness of the importance of goals so that they consider the interests of the organization as a whole and not just their own (Bass, 1985).

Transformational leaders empower and inspire followers by using what motivates them to influence them to accept change and motivate them to achieve the overall goal (Northouse, 2016). Transformational leadership is a process that directly involves the followers, which could be employees, the Indigenous community, or external stakeholders, as well as the organization as a whole to precipitate change. This type of leadership can be connected to personality traits such as charismatic, inspirational, or visionary leaders (Northouse, 2016). Part of transformational leadership is also about empowering the follower and helping them grow along the change pathway (Heifetz, Grashow, & Linsky, 2009). Metaphorically, the transformational leader could be seen as a saint as they influence and inspire their followers; however they are also held to high moral standards and ethics (Alvesson & Spicer, 2011). The downside to this type of leadership is that followers can lose faith and trust in the leader upon the smallest wrong move. For this

reason, it is important for the leader to balance reality with morality and ethics to gain trust and keep followers engaged.

Utilizing both leadership models within this change will be important as these models both complement and contrast each other which will continue moving the change initiative forward. Adaptive leadership is required as it encourages engagement from all stakeholders that is needed to reduce resistance and share ideas which will help inform the change initiative. However, the contrast of transformational leadership supports building trust, by leading through example, creating the urgency for change, and form the alliance that is needed for change to be successful.

To inspire and influence others within Organization X the transformational leader will need to connect their message to Indigenous values and worldviews which include considering the holistic perspective of the interconnectivity to all living things, linkages to land and community, the dynamic nature of the world, and the recognition of everyone as equal (Government of Alberta, 2005). Leadership that assumes 'power over' others opposes Indigenous values as it is practiced that every living being should consider the effects and possible outcomes of their decisions (Ontario Native Literacy Coalition, 2010).

As the organization enters a new paradigm, the changes that are occurring may be radical and unfamiliar to many. Mulla and Krishnan's (2011) article on the relationship between morality and transformational leadership looks at the impact of a leader's ethics on their followers. Their study identified a direct correlation between the leader's morality and empathy directly affecting the followers (Mulla & Krishnan, 2011). Regardless of the leadership model that is applied in any situation, leadership needs to be authentic and ethical.

Outlining leadership styles is only one part of planning for change. The two leadership models identified in this section will be connected to other aspects of planning in this chapter.

Framework for Leading the Change Process

Now that the leadership models have been identified the next step is to focus on the change management model that will be utilized for this OIP. This section will discuss the chosen change management model and provide an analysis of the type of change occurring within Organization X.

Types of Organizational Change. Change is different for many organizations and each stakeholder can have a different perspective on the change. Defining the type of change is useful in the planning and executing of the change plan. Cawsey, Deszca & Ingols (2016) categorize change into four different types and under two different categories. The four types of change are tuning, adapting, redirecting and re-creation. The types of changes then fall under two categories, continuous and discontinuous, which can also be reactive and planned (Cawsey, Deszca, & Ingols, 2016). Minor changes that occur fall into the categories of tuning or adapting. Tuning is a minor change driven by an internal factor such as a gap found through a quality assurance process. Adapting is similar to tuning but instead it is a minor change influenced by an external factor. The other two categories, redirecting and re-creating are associated with larger changes. These changes can be associated with major external factors or substantial problems within the organization (Todnem By, 2005). Figure 3 shows a comparison of the different types and categories of change, as well as examples of these changes that Organization X has experienced, including the change that is the focus of this OIP.



 Planned Reactive	Tuning Change to policy that improves admission process for students	Reorienting Acquiring of new campus to add additional programs
	Adapting Accreditation and delivery of first undergraduate degree program	Re-creating Introduction of the Indigenous Institutes Act, 2017
	Continuous  Discontinuous	

Figure 3. Types and Categories of Change. Adapted from *Organizational Change: An Action Oriented Toolkit* (3rd ed.) by T. Cawsey, G. Deszca, and C. Ingols, 2016. Thousand Oaks, CA: SAGE Publications, p. 28. Copyright 2016 by SAGE Publications.

The application of the categories and types of change will depend on the situation and the perception of the Indigenous community and other stakeholders (Cawsey, Deszca, & Ingols, 2016). For example, the situation provided in the adapting section may be seen as re-creating by others and also depending on the current situation at the time of the change. From another viewpoint, this change could also be seen as a planned event, and not reactive. Based upon the analysis completed, I have identified the implementation of the new legislation for this OIP as a discontinuous, reactive, and a re-creating change. I concluded this since the new legislation was anticipated as Indigenous leaders were working towards this goal and were aware it was under development. However, it was unknown when it would receive Royal Assent by the Ontario Government, who is an external stakeholder. Second, the change can be seen as reactive as communication was limited within the organization since there were so many unknowns,

including when the change would happen and how it would be implemented. Lastly, I also see it to have a discontinuous factor as this change shifts the way the organization does business (Cawsey, Deszca, & Ingols, 2016).

The organization is now officially part of Ontario's post-secondary system which means core funding will be available to support operations and programs and the organization may be less reliant on grant funding (Indigenous Advanced Education and Skills Council, 2019). The culture of the organization is also shifting as new policies and processes and internal structures must be revised or developed. This analysis is valuable as it will be used to determine how the change plan will be developed and implemented.

Kotter's Change Management Model. This change management model was chosen for a couple of reasons that will be explored in this chapter. First, it lends itself to manage a change that has been influenced by external factors, suggest as this situation as the change was initiated due to legislation enacted by the Ontario government. The other reason is that the approach to this model is linear which will assist in communicating the steps in the change initiative to all stakeholders.

This model is typically a linear process consisting of eight steps designed to help manage large change initiatives within the organization (Kotter, 2012). One of the advantages of Kotter's model is the focus on the first three steps which generates excitement amongst the organization setting the stage for change. Generating excitement for a change that comes from the top can be challenges, even if change is positive (Kotter, 2012). In order to generate excitement about the change, strategies such as multiple channels of communication, stakeholder engagement which will build trust and create the urgency needed. Open and transparent communications will also assist in building trust and the relationships between leadership and the

parts of the organization. A common way of communication in Indigenous culture is relaying messages through stories and storytelling (Corntassel, Chaw-win-is, & T'lakwadzi, 2009).

Storytelling is a form of communication that can share valuable information and build a compelling case for the change.

Engage stakeholders in the change process will generate excitement, help to build trust, and increase lines of communications. This will help staff feel valued and have a voice in the process which will also garner buy-in during the change process. Tools that will be utilized in the implementation plan will be outlined in Chapter 3. These will include simple tools such as an online platform where staff are able to leave feedback and comments to more complex engagement such as staff focus groups lead by peers identified as change agents.

Recognizing and celebrating the quick wins will be important to keep moral up and so that end goal is seen as obtainable (Kotter, 2012). This will range from a message board open to the entire organization where anyone can recognize colleagues for a job well done, to recognizing a team in a department meeting or even a larger organization wide celebration. A disadvantage to this model is that it is viewed as a top-down approach therefore it typically may lack the follower the engagement needed throughout the change process (Pollack & Pollack, 2014). To offset this, it will be important to ensure that there is a clear plan for engagement in the change process.

In the Indigenous worldview power is equalized so no one person holds all the power, which opposes the hierarchal structure typical in western culture (Munroe, Borden, Orr, Toney, & Meader, 2013). Visually, the Indigenous worldview is structured as a circle, instead a pyramid, to show equality amongst all (Government of Alberta, 2005). By slightly adjusting the change model stages, the process can still follow a linear pattern however it recognizes the need

to empower people and celebrate wins at every stage along the continuum. Circles were used in Figure 4 to show that all voices count in the process as circles symbolize the many cycles in the Indigenous worldview (Government of Manitoba, n.d.). The circles reflect that all individuals touched by change are recognized and need to be empowered as part of the decision-making and implementation process. Throughout the change process leadership will need to be mindful of how followers view their ‘power’ throughout the process and several check-ins, individually and as a group, will help to identify gaps and small wins. These wins can then be used to recognize staff achievements as well. Another important element of the process is to engage with staff to gather feedback that will help evaluate the change process at each step.

Evaluation along each step will also assist the organization in determining if they are ready to move forward to the next step in the process. There may be times where it is better to take a step back or stay at one stage longer in order to regroup if setbacks occur and adjustments need to be made before continuing to move forward (Pollack & Pollack, 2014).

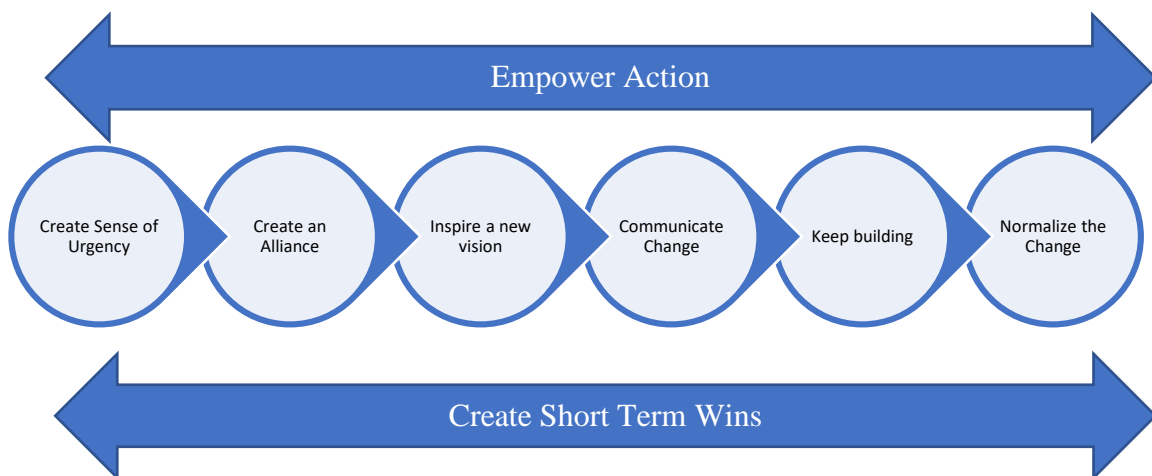


Figure 4. Kotter's Change Model. Adapted from *Leading Change*, by J. Kotter, 2012, Boston, Massachusetts: Harvard Business Review Press, p. 23. Copyright 2012 by Harvard Business Review Press.

Along with the change management model it is also important to align the leadership models identified. Kotter's model of change management connects well to the leadership models identified earlier in this OIP. Adaptive leadership can assist the leader moving through each stage of the process as different situations may require a different leadership approach (Northouse, 2016). The same can be said about applying transformational leadership. This style can work well at certain stages of Kotter's model to support the change process. For example, the first step of Kotter's model is creating a sense of urgency so the organization can prepare for the change (Kotter, 2012). Followers may need to be inspired and motivated in order to understand and accept the change, as well as, creating the sense of urgency for change to be successful.

Throughout this process Indigenous culture and approaches must be respected and incorporated. Many Indigenous institutes were established to provide the culturally based programs and services required, so how change is managed in the organization has to reflect the culture of the organization. Applying techniques such as the medicine wheel can be a benefit to both Indigenous and non-Indigenous employees within the organization (Absolon, 2010). Incorporating these teachings within the change management model will help promote change but also reconciliation and respect for Indigenous traditions. Adaptive and transformational leadership models were chosen specifically to help support the change management model but also the organization, the Indigenous community, and stakeholders to regain balance.

Critical Organizational Analysis

There is an array of models available that can assist in analyzing gaps in organization. Cawsey, Deszca & Ingols. (2016) outlines five different models that can be considered: the congruence model, systems dynamic model, competing values model, phases of organizational

growth model and the complexity model. Each model has their own merit and can assist the change leaders in conducting a gap analysis to identify the changes required. Nadler and Tuschman's (1999) congruence model has been chosen for this OIP as it recognizes a process approach to change management that will fit with the change management model chosen. This model will also help to define gaps in the organization and aligns with the change implementation plan. The congruence model allows the user to break down the organizational systems into manageable portions to better understand and predict organization patterns and behaviours (Wyman, 2004). The effectiveness of this model is based upon how each of the components fit together. The better the better the fit the more effective the model will be (Nadler & Tushman, 1980).

Analysis of Organization. The congruency model considers the current situation of the organization such as resources, environment and organizational history which informs the strategy to lead transformation to define the outcome (Wyman, 2004). Figure 5 provides an overview how the congruence model will be applied to Organization X. Elements under the inputs (environment, resources, and history) are identified and analyzed to define the organizational strategy. This strategy feeds into the transformation process which includes the formal and information structure of the organization, such as the roles and departments, but lacks factors such as culture (Cawsey, Deszca, & Ingols, 2016). Work is the systems that supports individual to perform the tasks required. This includes systems such as policies, procedures, finance, human resources, and others (Cawsey, Deszca, & Ingols, 2016). Lastly, people are the individuals within the organization. Cawsey, Deszca, & Ingols (2016) notes that understanding people and their reactions to change is significant to achieving the change required.

All of these factors work together to become part of the output of the organization. For Organization X, the desired outputs are that Indigenous culture and traditions are embedded throughout the organization and that the institution becomes a leader in Indigenous education.

Figure 5 provides an overview of the congruence model as it applies to Organization X.

Inputs. The inputs for the model consider the internal and external elements of the organization including environment, resources, and history.

Environment. Externally one of the biggest factors to consider is the new policies and procedures that must be adapted by the organization in light of the new legislation that has triggered the change. The organization consider how will this affect other factors such as resources, organizational structure and even the Indigenous community.

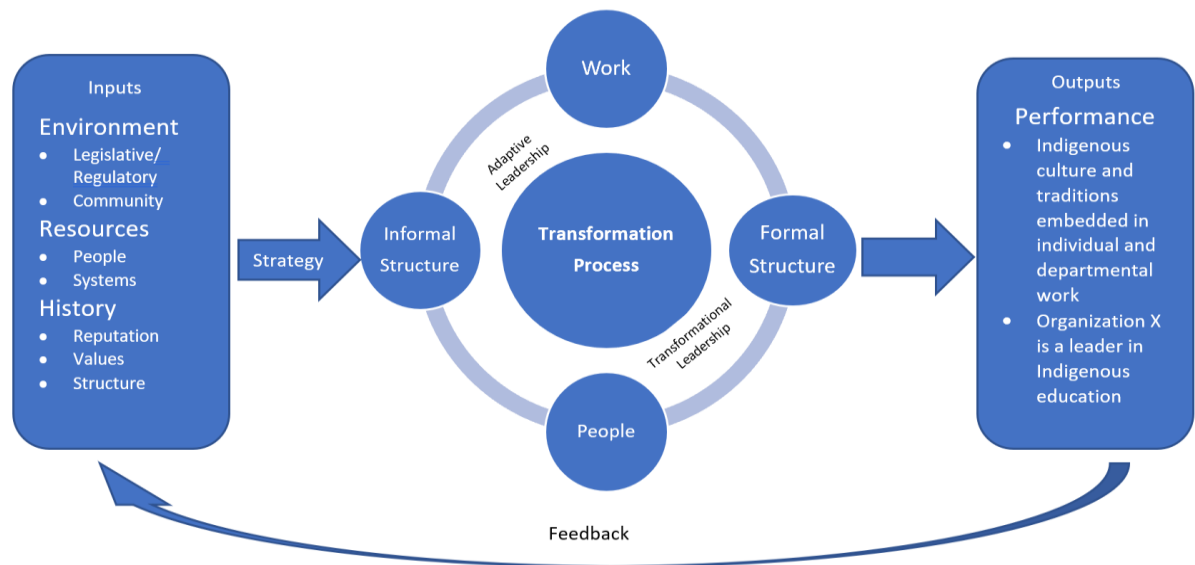


Figure 5. Application of the Congruence Model for Organization X. Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T. Cawsey, G. Deszca, and C. Ingols, (2016). Thousand Oaks, CA: SAGE Publications, p. 95. Copyright 2016 by SAGE Publications

Internally, there are policies and procedures that also need to be updated or developed that will support organizational growth and the desired future state. The connection to the

surrounding community and Indigenous traditions and cultures also need to be considered to ensure that organizational growth is relevant. In the last five years, Organization X acquired a second campus which supports both secondary and post-secondary education. The organization is already recognizing the need to plan for physical growth of the organization as well as the growth of programs and services.

Resources. One of the main concerns of the organization is funding. With a sustainable funding model still under development for Indigenous institutions it is unclear how this will affect the organization during change. Leadership continues to work with different levels of government to solidify this funding but also continues to work with partners and search for other funding opportunities to continue growth in the interim. Currently, the organization is understaffed in key areas and many staff are at or over capacity which may affect operations and growth. Other key IT systems which are being planned may also impact the change such as a lack of Human Resource Information System (HRIS) and the plan for a new Student Information System (SIS).

History. Organization X has a strong and solid reputation of delivering programs to the local community as an Indigenous organization which will be a benefit through this change process. Although the mission and vision of the organization may have changed over the years the values have stayed a core part of the organization. However, the organization structure has experienced some recent changes including adding several new senior leadership positions, so the team is relatively new and are still learning their roles.

Strategy. Once the inputs have been identified and analyzed, a strategy will be developed to consider how Organization X will mobilize these inputs in the transformation process. There are two sides of strategy, corporate and business, that need to be examined

withing the congruence model (Wyman, 2004). Corporate strategy considers the high level internal and external factors affecting the organization such as legislation or regulatory requirements (Wyman, 2004). In this case, Organization X must consider legislative and regulatory requirements such as credential recognition, accreditation, and other operational needs. The business strategy side considers the organization's resources and how this must be shaped within the context of the organization and the transformation process (Wyman, 2004). This would include elements such as funding and partnership for Organization X.

Transformation Process. The transformation process considers four factors, the informal and formal organization, work, and the individual (Cawsey, Deszca, & Ingols, 2016).

Work. This part of the transformation process will consider the tasks needed to complete the implementation of the changes to the organization due the implementation of the Indigenous Institutes Act, 2017 (Ontario Ministry of Training, Colleges and Universities, 2017; Cawsey, Deszca, & Ingols, 2016).

People. The people factor will consider the perspective of the individual at each level of the organization and consider how Indigenous traditions and culture can be embedded in everything the organization does (Cawsey, Deszca, & Ingols, 2016).

Formal Organization. The formal organization refers to the structure and leader of the organization. This is where leaders embrace the new vision to become teachers and transformational leaders that provide guidance to others in the organization (Cawsey, Deszca, & Ingols, 2016). Organization X will emulate a culture of learning that is grounded in Indigenous cultures and traditions to become a leader in Indigenous education.

Informal Organization. Lastly, the informal organization focuses on relationship between groups, departments, and individuals (Cawsey, Deszca, & Ingols, 2016). A strong

communication plan will be developed in the implementation stages to develop change agents within informal groups and departments within the organization to support implementation of the change process. Nadler and Tushman (1999) suggest that organizational values, culture, and shared goals are what hold organization together these days, rather than the organization's structure. For Organization X, the values culture of the organization as well as the Indigenous culture and values need to be considered.

The interaction of these four components will be important to follow throughout the change process as their dynamics will impact implementation and if alternations are required to achieve success.

Performance. All of the factors and inputs impact the performance, or outputs, of the organization, at a system, department and individual level (Wyman, 2004). The outputs desired from the transformation process is that the individual feels connected to the organization's vision, mission, and values as they are support through Indigenous culture and traditions. At a department level, Indigenous culture and traditions need to be included when applying legislative and regulatory processed but also engrained in curriculum and at an organizational level, the vision, mission, and values are upheld.

Feedback. The congruence model is not a static model but one that evolves therefore looping feedback into the inputs is imperative for identifying areas of improvement (Cawsey, Deszca, & Ingols, 2016). The internal system of the organization is continuously changing and adjusting based upon external and internal factors, so the feedback mechanism needs to be continuous as well.

As noted, this model is about fit between the different components so the change leader must be conscious of this and recognize if fit is not being achieved (Cawsey, Deszca, & Ingols,

2016; Nadler & Tushman, 1980). However, the organization cannot get caught but in looking for the perfect as this may not be realistic and looking for this perfect fit may be a waste of time . As previously mentioned, this framework is not static so the organization will need to continuously evaluate and improve the connections between the components. One of the benefits to this model is that it has the flexibility for the organization to approach this process in a way that best suits the organization (Nadler & Tushman, 1999). The model provides the framework to help the organization consider and analyze both the social and technical components to determine what is the best fit for the organization (Cawsey, Deszca, & Ingols, 2016). As noted in Chapter 1, individuals are feeling overworked and beyond capacity, the structure of the organization has just changed so people are still sorting through revised roles and responsibilities, and communications across the organization needs improvement. Therefore, some components of Organization X may not be working well together at this time, but implementation of the congruency model will help identify gaps to determine solutions that will help re-align the components to support the change initiative.

The positive aspect of this outcome is that gaps are identified so they can be addressed to make improvements. The congruence model should be applied again at different points during the change process to identify changes in fit and make corrections if needed.

Possible Solutions to Address the Problem of Practice

Now that the problem has been defined and analysis completed it is important to explore all the possible solutions and the visibility of each solution to determine the best option.

Analysis of the possible solutions is just as important as identifying the problem as not all solutions may be viable due to factors such as limited resources or they may not align with

organizational strategies (Spradlin, 2012). The following three solutions have been identified and analyzed for consideration.

Solution 1: Organization develops and implements change management plan for organizational change based upon western theories that includes Indigenous values and traditions. This can only be achieved if we recognize that we must find a way for Indigenous ways to connect with western ways. Munroe et al. (2013) state “it has been argued that Aboriginal education cannot ignore the reality of colonization but rather must address the issue directly” (p 320) and in order to do this sometimes you must be take something apart in order to put it back together. The Truth and Reconciliation Commission also recognized this as they presented ninety-three calls for action to support reconciliation between Indigenous and non-Indigenous people such as culture and traditions (Truth and Reconciliation Commission of Canada, 2016).

This solution focuses on the two-eyed seeing which connects Indigenous and western ways of knowing. Elder Albert Marshall (2012) first developed the concept two-eyed seeing who recognized the importance of finding a deeper meaning in everything by considering the strengths of both Indigenous and western ways of knowing. Looking through both perspectives provides a new way of “seeing” in everything such as research to leadership (Barlett, Marshall, & Marshall, 2002).

In applying this change into the organization, we are faced with executing western legislation, policies and procedures into an Indigenous organization that supports revitalization, restoration and recovery of Indigenous languages, traditions and cultures (Barlett, Marshall, & Marshall, 2002).

Resources Required. In its current state Organization X will need to invest in additional resources to support the change implementation. The organizational review recently completed identified capacity and support concerns as staff are feeling overworked and stressed as enrollment continues to grow (Organization X Consultant, 2019). Several key positions need to be filled to support the overall structure of the organization including positions in Human Resources, Academics, Operations, Finance and Communications. In order to add new hires, funding must be in place for the organization. Since the majority of funding for the organization is proposal based, a new position, Senior Advisor to the President/CEO, has been identified to support research and proposal writing until the sustainable funding model is implemented as identified under the Indigenous Institutes Act 2017 (Government of Ontario, 2017).

As well, a change leader should be identified to support the implementation plan. As a Program Manager, I do not see myself in this role full time, but I act as a change agent to support the change process. Community members such as Elders, should be engaged to provide guidance and support to individuals and the organization as a whole during this process.

Benefits and Risks of Solution. The main benefit of this solution is that the organization is in full control of development and implementation of the change management plan. This means that the organization can include Indigenous values, traditions and culture where deemed appropriate. Second, it builds capacity within the organization as the organization continues to grow. Enrollment projections are estimated to increase 5 times between the 2019/20 and the 2022/23 academic year (Organization X Consultant, 2019). If organizational capacity does not increase then these targets will not be met. As well, staff are already overwhelmed and if growth continues at the same rate, but capacity does not increase, the organization may see an increase in staff burnout and turnover (Martinelli, 2017).

Another benefit is that it supports recovery, revitalization and restoration of Indigenous language, culture, and traditions. Incorporating culture, traditions and language is a way for change to be accepted and adopted by individuals and the organization. For Indigenous institutions this can be viewed as decolonizing practices which helps repair the past for individuals and students. Decolonization is important as it promotes self-determination and helps restore Indigenous culture and traditions in education (Cajete, 2000, Munroe, Borden, Orr, Toney, & Meader, 2013). Lastly, individuals will be able to see themselves in the change. One of the biggest challenges in change management can be buy-in from others (Cawsey, Deszca, & Ingols, 2016). If individuals can see themselves in the change and connect to it on a personal, spiritual, and holistic level then they are more apt to buy into the change being implemented.

One of the risks associated with this solution is that it will require resources the organization currently lacks. As stated above, currently Organization X still heavily relies on proposals for funding. The struggle is that the organization may not be able to meet the requirement criteria and it can be very competitive so it is expected that not all applications will be successful. This may delay hiring of some positions or fulfilling other gaps in capacity until funding is secured. Another risk is that it may require skills that are the organization may not have. Not only is capacity a concern but also the organization may not be fully aware of the skills of their workforce. A skills inventory will benefit the organization to determine if the appropriate skills exist within the organization that can be utilized to support the change implementation and beyond. This inventory would also assist in promoting and professional development. A third risk is that additional training may be required for those who are not familiar with Indigenous culture or traditions. Organization X is a diverse organization comprised of Indigenous and non-Indigenous individuals. Diversity of an organization is

important, still I have identified this as a challenge as it may delay change efforts in some situations if it is not included as part of the plan. Additional time will be built into these parts of the implementation plan so that the appropriate time and efforts are allocated to support individuals that need additional assistance in understanding and learning more about Indigenous traditions, cultures, and values.

Solution 2: A change management plan is developed that is only based on western worldviews and theories. In order to continue growing the organization it is understood that this change is needed to adopt the new legislation, including the policies and procedures accompany it. In this solution, the organization would continue to utilize current change management models; however, the change plan would not purposefully incorporate Indigenous ways and knowing. The organization would be able to utilize the tools and resources available for the change management models to implement change without additional modifications (Cawsey, Deszca, & Ingols, 2016). For example, the change management model identified for this OIP is Kotter's Eight Stages of Change Management therefore all tools and resources would still be applicable to use in this plan.

Resources Required. Resources required for this solution are very similar to solution 1 above. Capacity will still need to be built within the organization and key roles will need to be filled to even out workload. The main difference is that less time will be spent on developing the change implementation plan to build out the cultural tools and resources for the plan, which, in turn, may decrease the workload for some individuals.

Benefits and Risks. As part of this solution the organization may choose to hire an external consultant to support change management so that internal capacity is not affected. The consultant would work with the organization to develop and implement the change plan. In

order to reduce the impact on capacity may be more cost effective to bring a third-party agent that is experienced with change management to work alongside the organization. Although funds would be required to hire the third party, it would still be less of a burden on the organization and it may be less expensive than hiring new employees.

Similar to the consultant agency that was hired to do the organization's organizational review, the external consultant hired would get to know the organization and develop a plan that is in the best interest of all. The consultant would not necessarily have to be familiar with Indigenous ways, traditions, or knowledge since this will not be the focus of the change management plan. This solution assists the organization as it supports building the capacity required for continued growth, but also still recognizes the internal requirements and change needed to be completed such as implementing new policies and procedures related to the legislation.

There are also several risks to this solution. The process to hire a third-party agent may take additional time which delay the launch of the implementation plan. A formal process is required to ensure accountability and transparency of funds and proceed to hire a third-party consultant. The major risk with this solution is that the change process may be seen as not respecting or rejecting Indigenous knowledge, values, and ways of being. Although the organization will continue as an Indigenous institute utilizing this solution may cause a divide between the organization and the Indigenous community. As noted above, by linking the change with decolonization and Indigenous ways of knowing and being, the change is more grounded and connected with individuals, students and the Indigenous community (Munroe, Borden, Orr, Toney, & Meader, 2013).

Solution 3: Status Quo. Another possible solution is to maintain the status quo. In this solution the organization would continue operating as is, ignoring the new legislation until the organization is ready to implement the change. If the organization delays the change too long, they may find that it may be forced upon them as they would not be compliant with legislative requirements. The organization could continue with development of programs and services that support revitalization, recovery, and restoration however, this may not benefit the community or the organization. If training and education programs are not recognized under newly formed policies and guidelines, then Organization X will not be able to grant credentials. Graduates may not be able to find employment in their field as they do not have the recognized credential required and student enrollment will drop.

Resources Required. Limited additional resources would be required for this solution as the organization would continue to function in the same manner as it is now. Additional positions would still need to be filled but it could be done incrementally which would minimally increase capacity.

Benefits and Risks. One benefit of this solution is that there would be less pressure on the organization as the pace of change would slow down. Also, there would be less pressure on employees and the organizational structure as there would be less anxiety or fear felt from a major change. The organizational readiness analysis conducted indicated that the organization was well prepared for the change, so by staying the status quo the organization would be able to close gaps and have time to prepare for future change.

On the other side, one of the risks is that organizational growth may be limited as the change will occur slower which may limit growth. If there is a delay in the implementation of and it affects the ability to accredit our own programs, then the organization would still be reliant

on partnership programs to deliver programs and services. As well, this may limit other funding opportunities if accreditation is listed as a requirement for the proposal. Employee morale may also decrease as capacity would still be a concern. Under this solution, new positions required may not be filled as quickly which means that the capacity would still be an issue. As well, there could be resentment felt from those who were pro-change, which may lead to a continued divide in the vision for the organization. If this solution were chosen, the organization would still need to implement this change as it will be required under the new legislation. If the organization chose to wait until it was absolutely necessary, the change may feel like it is being forced on individuals and there may be more resistance to the change.

Recommended Solution. As stated Organization X's future goal is to be a leader in Indigenous education, therefore the solution chosen must be based in Indigenous culture (Organization X, 2019). Some may view maintaining the status quo as the simplest option however, the risks of not moving forward outweigh the benefits. Based upon the information presented in this OIP I am recommending that solution one be adopted; to develop and execute a change management plan that is inclusive of Indigenous culture and ways of knowing and being as the best option for Organization X. This solution presents the best outcome for the organization and the Indigenous community as it supports restoration, reconciliation and revitalization of Indigenous culture, traditions, and knowledge. As well, this model could serve as a basis for other Indigenous institutes to follow in Ontario. Although this solution may be more challenging to implement the overall outcome build capacity and resources required to put the organization on the same level as other post-secondary colleges and universities. This is important for future funding as well as for overall organizational growth. Most importantly for

the culture of the organization, this approach will support the recovery, revitalization and restoration of Indigenous culture and language (Aboriginal Institutes Consortium, 2014).

As a manager, I will be an active participant and change agent or leader in the process by working with senior leadership to increase lines of communication, implement the change plan, and provide feedback from the frontlines.

Applying the Plan-Do-Study-Act Cycle. Incorporating a Plan-Do-Study-Act (PDSA) cycle will assist in continuous improvement throughout the change process. The following provides an overview of the PDSA cycle for this change management plan.

Plan. The Plan step of the cycle considers goals and outcomes for the change as well as identifying performance measures and data collection (Murray, 2018). The outcome for Organization X is to ensure that implementation of the new legislation is completed while connecting western and Indigenous ideologies. Creating the vision of ‘one vision, one team’ will be important to build trust and organizational culture (Organization X Consultant, 2019). Identifying performance measures that reflect both qualitative and quantitative data is imperative to keep the change process on track and measure success (Major & Major, 2011). Identifying the right performance outcomes will not only measure the overall goal but will also provide the information required to identify the small wins, as this plan is using Kotter’s Change Management Model, but also identify significant milestones to determine if the change process is on track. Example of quantitative outcomes could be an increase in funding per student, number of students enrolled in programs or number of participants in Indigenous focused workshops. Qualitative measures could be increase in employee satisfaction or increase in knowledge of Indigenous culture and traditions. This will also identify if Indigenous culture and western based processes have been successfully married throughout the process.

Do. Implementation of plan, identifying gaps and issues as well as analysing the data are all parts of the Do step (Murray, 2018). During this phase it will be important to consider what is going well and what is not. It is also important to consider which change management tools are being used during implementation and how they are being used (Cawsey, Deszca, & Ingols, 2016). Tools to measure and identify gaps and issues may include hard data such as funding or number of students to evaluate the quantitative measures. Other tools that will measure qualitative data include focus groups, surveys, and interviews. Incorporating Indigenous focused ways of collecting data will be utilized as well such as sharing circles, storytelling, and ceremonies. Collecting data in a variety of different ways help support the analysis in the next step.

Study. Study is the third step of the process which considers the ‘why’ of the previous step (Murray, 2018). Taking a look at the results from the data and identifying adjustments that need to be made are factors of this step. Analysis of the data will tell a story of the change process to determine what needs to be altered and what we should continue doing. Leaders should be mindful that numbers alone do not tell the full story of what is happening so incorporating and cross analyzing the quantitative and qualitative measures will help identify the true gaps and issues (Major & Major, 2011).

Act. The last step is Act, which is proceeding with the recommendations from the Study step to make modifications to the change process (Murray, 2018). For example, if it is identified that if certain forms of communication are not working, such as a comment box, then it may be useful to discontinue this and possibly move to a virtual comment box to improve communications. As transformational and adaptive leaders, myself and other leaders will need

to be mindful that personal feelings and agendas do not cloud judgement and that recommendations and decisions are based upon the best interest of the organization as a whole.

Moving forward, it is important to note that the PDSA cycle is an iterative process, so several cycles need to be planned throughout the change management process as check points (Major & Major, 2011). See Figure 6 for an overview of the iterative PDSA cycle for the change management process. Quality of the change management process will continue to improve each time the PDSA cycle is completed until the end of the process when the change becomes part of the regular business for the organization (Donnelly & Kirk, 2015).

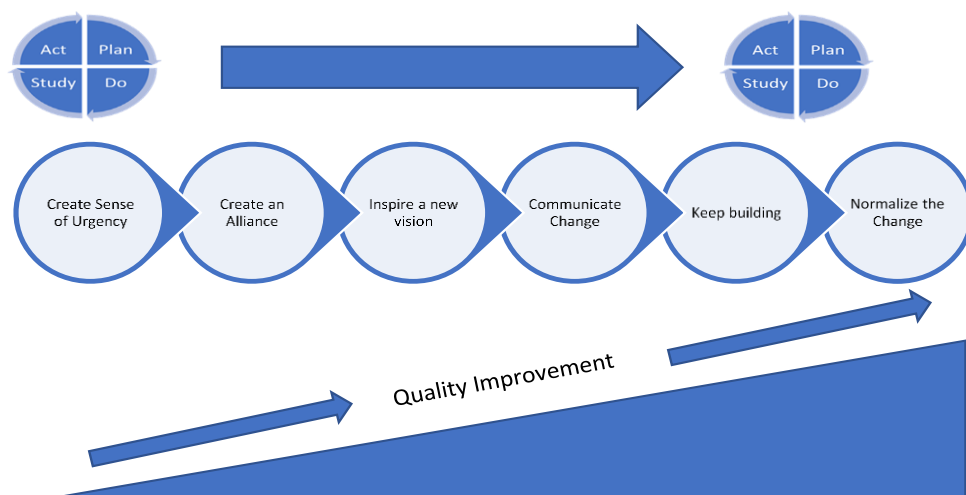


Figure 6. Iterative PDSA Cycle for Change Management Process. Adapted from “Using Iterative Plan-Do-Study-Act Cycles to Improve Teaching Pedagogy” by E. Murray, 2018, *Nursing Education Perspective*, 39(6), p. 375. Copyright 2018 by National League for Nursing.

In the next section leadership ethics will be explored within the context of organizational change.

Leadership Ethics and Organizational Change

Leaders are expected to enact a change management plan morally and ethically (Cawsey, Deszca, & Ingols, 2016). A leader's ethics can be based up their own moral development which may include experiences from childhood (Northouse, 2016). Northouse (2016) notes that leadership ethics fall within two realms, conduct and character.

There are many factors that leaders must consider when assessing the ethical implications of their actions. The consequences of a leader's actions can be assessed by three different approaches, ethical egoism, utilitarianism, and altruism. A leader who exhibits ethical egoism is one who is focuses on him or herself first and can be connected to transactional leadership (Northouse, 2016). In contrast, a utilitarian leader's actions reflect on the good of the population rather than themselves. This leader will look for the solution that has the greatest impact at the lowest cost (Schumann, 2001). If a leader is altruistic then their first consideration is the best interest of others, even though it may be contrary to their own concerns (Northouse, 2016). The principles of altruism are prevalent in transformational leadership as these leaders inspire and empower others to perform at their best (Bass, 1985, Northouse, 2016). In every organization, you may find one or all of these types of leaders so as a change leader it is important to recognize these leadership traits.

Myself, as a leader, I believe that I fall within both the utilitarianism and the altruism realms. I believe that leaders must reflect on how their actions will be perceived by others outside the organization and also how the action taken impacts the organization as a whole. Ethical leadership does not rely on the style or approach by the leader, but on the moral standards and if the process to influence and motivate individual is approached ethically (Aronson, 2001).

Northouse (2016) states “to make a change in other people carries with it an enormous ethical burden and responsibility” (p.336).

Ethical leadership to me means being able to lead and influence others without compromising both personal and organizational beliefs and values (Northouse, 2016). Leading in an Indigenous institution also means recognizing the importance of traditional values and beliefs. As a leader at an Indigenous institute, I must recognize cultural differences and adapt my leadership style due to the impact that historical events have had on Indigenous people and their communities. I realize as a non-indigenous person, I walk a line between two worlds recognizing the importance of Indigenous culture, values and beliefs yet collaborating and doing business with organizations and governments that based upon western ideologies.

As noted earlier this chapter, I am employing both adaptive and transformational leadership for this OIP. Utilizing transformational leadership will assist in creating the urgency and excitement for the change within the organization however, making sure it is done in an authentic and ethical way will be important (Northouse, 2016). According to Price (2003) authentic transformational leadership occurs when the leader is committed to both altruistic values and “congruent behaviours towards the organization, the community and society” (p.73). In Organization X this type of leadership aligns with the organizational values but also my own values as a leader. In order for the change to be successful, the leader has to consider the wants and needs of the Indigenous community to make sure that this is connected to the organization.

Adaptive leadership aligns with the use of transformational leadership as it recognizes that leadership is not just about the leader, but the Indigenous community and other stakeholders need to be connected to the change. This leadership style is about process, not about the personal attributes of the leader (Randall & Coakley, 2007). Similar to authentic

transformational leadership, ethical adaptive leadership needs to consider how the process of change will align with the group's values and behaviours in order to work together towards the solution. As a change agent, it will be my goal is to ensure the process and my leadership style is inclusive that supports feedback, debate and creative thinking from individuals, the Indigenous community, and other stakeholders to ensure that the change is successful. Self-reflection will also be important to ensure that my decisions can be defended and that best, most ethical, course of action has been taken (Bolman & Deal, 2013). Adapting this type of leadership model will also assist in redefining and building valuable relationships that will support the organization in the future.

Since the change connects Indigenous ways with western ways it is important to also consider the ethical implications. One of the most important considerations is that Indigenous community is involved throughout the entire process. Organization X's Board of Directors consists of members of the community that will help guide the change process, as well, the Indigenous Community Plan will assist in informing the process as it provides the vision and direction of the community in order to support positive change (Community Z Economic Development Corporation, 2019). The Truth and Reconciliation Commission (2015) addresses the importance of collaboration to support reconciliation in Principle 4:

Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures, languages, health, child welfare, the administration of justice, and economic opportunities and prosperity. (p. 3)

All of these considerations are included in this change management plan.

Summary

Chapter 2 has focused on providing the foundation required to plan and develop the change management plan for Organization X. Leadership models and ethics have been explored

that will help guide the implementation of the plan that will be delved into in Chapter 3. A critical analysis took place to look at the internal systems of the organization to determine gaps and challenges and how this will impact the OIP. This chapter has also explored a variety of solutions, and the most appropriate solution was identified based upon the vision of the organization, resources, and capacity. Finally, a quality assurance process was considered through the application of the PDSA cycle.

Chapter 3: Implementation, Evaluation and Communication

This chapter will focus on the development and implementation of the change management plan for Organization X. The first section will connect the organizational analysis in the previous chapter to the implementation strategy for the change process. Monitoring and evaluation of the change strategy will also be discussed, including identifying outcomes and tools that will be used. Most importantly, the communication plan will be outlined containing what needs to be communicated and how it will be achieved. At the end of the chapter next steps and future considerations will be discussed.

Change Implementation Plan

Chapter 2 considered a few possible solutions to the problem and based upon the comparative analysis it was determined that moving forward with a solution that is inclusive of Indigenous culture and ways of knowing and being was the best option. A caveat for this OIP is that I am a non-Indigenous person and recognize that my knowledge of Indigenous culture is limited. I am continuously learning through this OIP and through the continuous research and learning that is a prominent part of this organization.

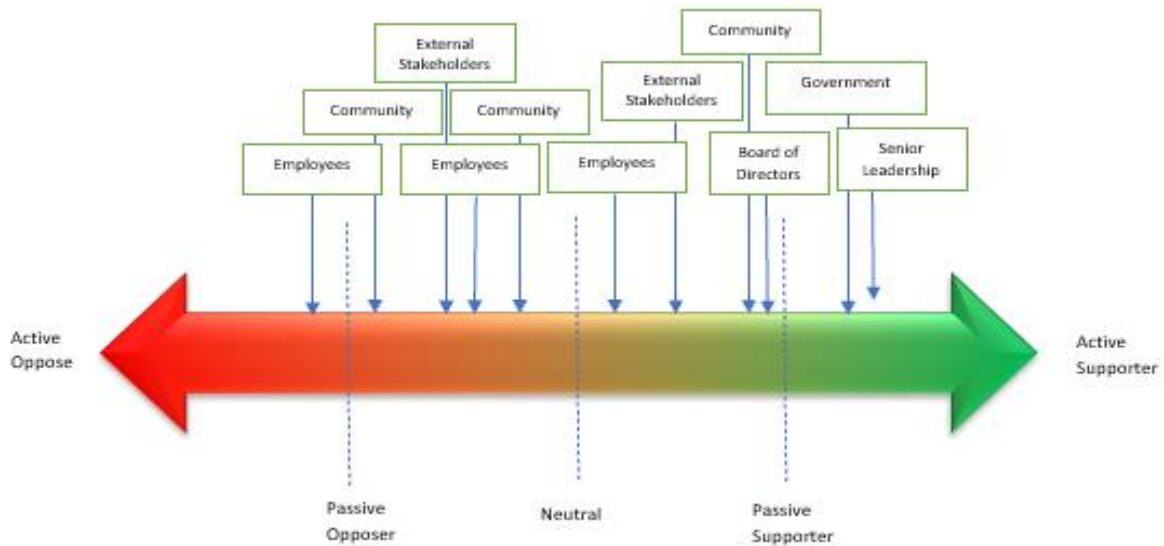
Cawsey, Deszca, & Ingols (2016) state “any action plan for change needs to be rooted in a sophisticated understanding of how the organization works and what needs to be achieved” (p 383). As a middle management and a change agent I am able see and hear the challenges and opportunities from multiple directions which is important to consider within the change implementation plan. Overall, this plan needs to be rooted in an understanding of the mechanics of the organization, but also its Indigenous history and culture. With this in mind, three key priorities are necessary to continue to move the change forward. First, ensure that is a balance between western and Indigenous ideologies for all change plan activities. Second, utilize

Indigenous ways and traditions to help change resisters move along the continuum. Lastly, foster an environment that builds a united team and organization that encompasses the vision and mission of the organization.

These priorities take into consideration adaptive and transformational leadership models discussed in Chapter 2. Collaboration is a key aspect in all these priorities which is an important feature in an adaptive leadership model (Cawsey, Deszca, & Ingols, 2016). The focus on building teams and healing, both individually and collectively, is important throughout this process as well. The priorities identified also align with Organization X's overall strategy and goals.

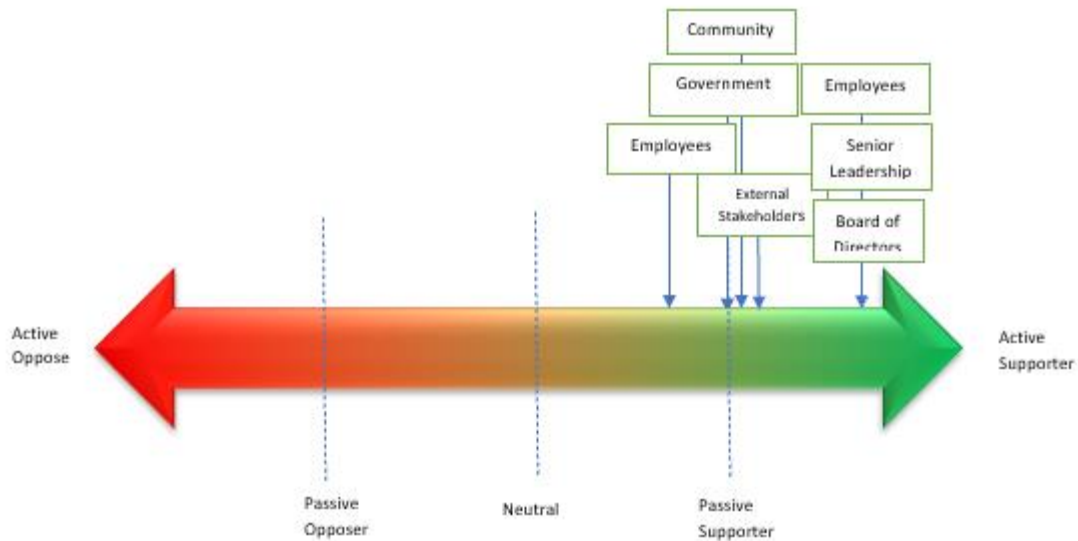
Stakeholder Commitment. In the previous chapters I identified the different groups affected by the change, both internal and external, but in order to move forward with an implementation plan it is important to understand their level of commitment, but also their understanding of the change. Understanding the commitment level of the Indigenous community and other stakeholders will assist in determining the level of influence and approaches required to modify behaviours and reduce resistance (Cawsey, Deszca, & Ingols, 2016). Figure 7 shows the current stakeholder and Indigenous peoples' commitment, whereas Figure 8 shows where the commitment levels needed to achieve the envisioned future state. This analysis is based upon the current state of the organization and information provided through the organizational review that was completed in 2019.

The aim is to work with individuals, the Indigenous community and others who are considered early adopters of the change, so those who are already supportive of the change. Change leaders should leverage the support of these individuals to help inform and persuade others to reduce resistance to change.



*Figure 7. Current State of Stakeholder and Indigenous Peoples' Commitment. Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed) by T. Cawsey, G. Deszca and C. Ingols, 2016. Thousand Oaks, CA: SAGE Publications, p. 108. Copyright 2016 by SAGE Publications.*

However, resistors to change can be beneficial to the process. These resistors can help change leaders identify gaps and issues which may have been missed through the analysis (Waddell & Sohal, 1998). Ensuring there is a mechanism to capture this feedback is important so it can be incorporated in the implementation and communication plans.



*Figure 8. Future State of Stakeholder and Indigenous Peoples' Commitment. Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed, p.108) by T. Cawsey, G. Deszca and C. Ingols, 2016. Thousand Oaks, CA: SAGE Publications, p. 108. Copyright 2016 by SAGE Publications.*

Kotter's Eight Stage Process of Change. The use of Kotter's Eight Stage Process of Change will provide the linear approach needed to be able to establish a change process and the flexibility to adjust the plan along the way (Kotter, 2012). Change tools will be chosen that align with Kotter's model such as a stakeholder analysis to increase the probability of successful outcomes for the OIP. There are six major steps identified that will assist in generating positive change within Organization X. Kotter's model also includes two other steps, empower employees and generate short term wins; however, these steps have been incorporated into each of the other steps (Kotter, 2012). I see these as important features within each step as it will help reduce resistance to change to continue moving the change forward. Below is an explanation of each of the steps and Appendix B provides a list of activities that will be utilized to implement

each step. Timelines for each stage of the processes can be found in communication plan section later in this chapter.

Create A Sense of Urgency. To gain cooperation for the change, a sense of urgency must be established (Kotter, 2012). One of the biggest challenges of creating urgency is complacency. Kotter (2012) identifies nine sources of complacency which include a visible lack of crisis, too many visible resources, low performance standards, narrow functional goals, the wrong performance indicators have been identified, a lack of feedback from external sources, a culture that avoids any negative feedback, denial, and a sense of false security from higher up. One of the main ways to create a sense of urgency is to show the weaknesses of the organization and how the change will improve these weaknesses to be able to capitalize on future opportunities if the change was implemented. Communications need to be properly planned to ensure that the information provided is not overwhelming or creates too much fear as this may increase the resistance to change even further. As an adaptive leader, it will be important to be aware of stakeholder reactions and making sure that the scale does not negatively tip towards fear. Collecting feedback from a variety of individuals, such as the Indigenous community, employees, and other stakeholders, will be important to be able to adjust the plan as required. Along with adaptive leadership, applying transformational leadership will help influence and persuade individuals that there is a need for change. The change leader must be able to convince the stakeholder that change is required but in a way that is ethical and gains the individuals' trust (Gravin & Roberto, 2011). Myself, as a change agent I will work with the change leader to craft messaging, build trust through solid data and assure others that change is positive. Applying the PDSA cycle in this stage will help identify gaps and concerns in the early stages of the implementation plan. Data can be gathered to determine if there is sufficient communication to

explain why the change is happening and identify staff perceptions of the change. From this point gaps can be identified so that alterations to the plan can be made now, as well successes can be identified.

Celebrating small wins is an important step of Kotter's change management model (Kotter, 2012). As previously identified, I have chosen to include this in every stage of the change plan versus it being its own stage as per Kotter's original model. For this stage it will be important to celebrate what has been accomplished to date yet recognizing that the organization is not sustainable if we keep going the same way. Many may think that they are being penalized because things are changing therefore, we need to celebrate what we have accomplished but acknowledge that there is always room for improvement. This could be as simple as an employee appreciation event to thank everyone for their hard work and commitment.

Create an Alliance. Change cannot be accomplished through a small group of a few key people. As Kotter (2012) states "a strong guiding coalition is always needed...one with the composition, level of trust, and shared objective" (p.54). A team of individuals are important to creating the alliance needed for change to succeed. Kotter (2012) identifies four important characteristics of the team that can effectively create the alliances needed. The team should be made up of enough key people with positional power so that decisions are not overturned easily; the team must have the expertise to make informed decisions; members must be trusted and credible with others, and solid representation from leadership is needed so that change can proceed forward. Within Organization X, there may be still some issues of trust between employees and the senior leadership team. Although all are competent leaders, it will be important to choose the right members of senior leadership that will be able to continue building the alliance needed. Tools that will assist in building an alliance have been identified, such as

team building using Indigenous and western ideologies that include all levels of the organization, which will help repair trust to move towards the common goal. This can be a combination of short-term activities such as bringing in lunch to share stories, starting meetings with traditional greetings, to longer term activities such as planting corn and working together to grow, harvest and making traditional corn husk dolls while learning the oral traditions behind the activity (Oneida First Nations, 2020). Providing context for those who may have not be exposed to Indigenous traditions and ways of being helps increase trust, respect, and a mutual understanding.

A strong communication plan is also required during this step. Indigenous communities and other stakeholders need to understand why change is happening and have an open dialogue about what is the potential outcome if change does not happen. A careful balance of communication tactics is important so that leaders are not seen as fear mongering to change peoples' mind about the change. Constant and frequent communication, building trust and building relationships will create the sense of urgency required for this change plan. The communication plan is outlined later in this chapter. Also, building the alliance will help repair some of the concerns that the organization has been experiencing and also move closer to achieving the common goal.

Inspire a New Vision. In order to inspire a new vision, the organization must have a clear future vision which was defined by the organizational review to “ensure that Organization X’s educational environment and program offerings continue to be relevant and attractive to Indigenous learners in our community” (Organization X Consultant, 2019, p. 25). A second important piece of this vision is to ensure that Indigenous knowledge, culture, and language is embedded throughout the organization’s programs and curriculum.

There are three main reasons why a clear unified vision is needed. First, it provides direction for the organization (Kotter, 2012). A consistent message and consistent vision are communicated to the Indigenous community and other stakeholders, both internally and externally. In the organization review that was completed, it was found that the vision of the organization still stands true, to become a leader in Indigenous education (Organization X, 2019; Organization X Consultant, 2019). From this review emerged a phrase “one vision, one team” that can be used to remind everyone of the organization’s purpose and bring everyone together as a team (Organization X Consultant, 2019). The common goal may look slightly different from each department’s perspective however, everyone is still aligned overall. It also reminds individuals to pause to consider their actions and how it impacts the team and the organization as a whole. Second, a clear, unified vision motivates actions towards the right direction (Kotter, 2012). Again, communication of the vision and clearly identifying the path to achieve the future end state is imperative so that everyone has the common message. Visuals can have a big impact, so this approach has been included in the communication plan that can be shared with all stakeholders as a reminder of the vision and the change plan. For example, a one-page visual aid will be developed, which includes the future vision and a high-level overview of the pathway to achieve this vision so that all individuals can this posted in their workspaces. Last, it provides a coordinated approach to change (Kotter, 2012). Once a clear vision and pathway to the future vision is communicated, individuals can understand where they fit into the picture and can align and coordinate the work that needs to be done. Kotter (2012) notes that this reduces confusion, increases efficiency, and redirects leadership to where they need to be as there is less micromanaging. People are able to work more autonomous, promoting empowerment, as there is less conflict and increases job satisfaction.

Evaluating and celebrating small wins again will be completed during this step. Again, the PDSA cycle will be applied, data gathered and evaluated to identify any gaps and issues at these early stages. Celebrations should be done at an individual, team, department, or organizational level to recognize excellent work or contributions to the new vision in some way, which can go a long way to support the overall goal. As we move further along the pathway of change we also need to be aware that these celebrating the small wins aren't misconstrued as the end goal (Kotter, 2012).

Communicate Change. The next stage of change management process is communicating the change. Kotter (2012) describes this stage as being both intellectual and emotional. Although both are a daunting task, the emotional side can be more challenging as it relies on the individual processing the vision being communicated. This is where many fears may arise, and the change resisters start rebuilding the barriers that may have previously faded.

Communication will be done through a variety of different modes including, face to face, email, informal and formal methods. Since there is more than one campus the logistics of the communication plan must be considered as well, so the use of video conferencing and other streaming options will need to be included. A full communications plan is provided in further detail in Appendix D. My role will be a supporting role in communications. As Program Manager, I will ensure communications are shared through emails, online platforms as well as informal and formal meetings with my staff, both one on one and as a group. Consistent, simple messaging is important throughout the organization to continue the momentum of change (Rogers, 2003).

Kotter (2012) suggests some components of good communications including, simplicity, repetition, multiple formats, leading by example, use of metaphors, addressing inconsistencies

and two-way communication. The cultural aspect is also a factor in this communication plan. Ensuring that formats used tie to Indigenous traditions and culture is imperative. Within the communication plan I have included these methods such as storytelling, sharing circles, increase use of face to face meetings and including traditions and ceremonies where possible. The key here is that simple is better and if communications are too complex may lead to errors. At that point, it is better to admit errors when something goes wrong. Trying to hide mistakes can lead to mistrust and take the change plan down the wrong path. Since the communication plan covers many facets an evaluation will be completed as part of this stage to adjust the plan if needed and identify successes.

Build Momentum. Change that is large scale and discontinuous takes time, so continuing to build momentum is important to maintain a steady pace moving forward. Kotter (2012) has one fundamental rule which states is “whenever you let up before the job is done, critical momentum can be lost, and regression may follow” (p.139). Losing focus can mean that some may backslide and start having doubts about the change process once again which may lead to resistance. At this stage the new desired behaviours and practices may not be embedded into the organizational culture yet, so if momentum isn’t maintained then the organization will regress (Kotter, 2012). Open, transparent communication that emphasize the vision and the future end goal will help alleviate the possibility of regression. Urgency of the change continues to be the focus as well as maintaining focus on the desired future end state.

Along this journey short term wins have been celebrated so the change leader should use this momentum to continue the journey ahead into large projects that support the change initiative (Kotter, 2012). By now, the number of individuals involved in the implementation plan should have increased which can also keep up the momentum. Inspiring and empowering more

individuals through transformational leadership will assist in assigning more projects to different areas of the organization. For example, in Organization X there are three main areas related to tertiary education: university, college and skilled trades. At this point, departmental leadership will identify project leads and a small team can continue the implementation plan within the assigned area while maintaining the overall vision and future state as an organization. This will need to be monitored by senior leadership this to ensure that silos are not be created, however they also need to ensure they continue empowering others and not micromanage.

Another reason change can regress is an increase in the interdependencies across the organization (Kotter, 2012). All organizations have interdependencies, however during the change process the organization will realize that additional interdependencies have surfaced or that others are inefficient and not needed any longer.

This is another opportunity to empower individuals in the change as those at the front lines and at other levels of the organization may recognize these inefficiencies before senior leadership. Reconstructing inefficient and eliminating unnecessary independencies will be important before individuals become frustrated and the change process is delayed (Kotter, 2012). When applying the PDSA cycle at this stage it is important to collect data and analyze the organizational interdependencies so gaps can be identified and corrected to keep up momentum. Utilizing frontline staff in this evaluation will be helpful as provide feedback on inefficiencies which in turn, helps them feel empowered and have a voice in the change process.

Normalize the Change. The culture of the organization is a powerful and important instrument that needs to be considered in the change implementation plan. This change will upset the norms of the organization and in order for change to have a long term effect it must be integrated. Kotter (2012) writes that anchoring change is dependent on results; it will only stick

once it is proven to work and it is better than the old way of doing things. Part of integrating in the culture of an Indigenous organization is that the new way is respectful of Indigenous ways of knowing and being. Proving that the results are reflective of this will be important.

Communicating how the successful outcomes related to the Indigenous culture, community and people is important to show validity of the new processes and structure (Kotter, 2012). Validity of the results will be shown through a combination of western and Indigenous communication channels such as visually reporting the results and data, but also through gatherings and stories.

Another concept to normalize change is ensuring a process that identifies succession planning and integrates the new norms in the hiring process. During this change implementation the organization should expect some employee turnover. There are times when a change leader will not be able to persuade an individual to see the new future vision. Updating hiring practices regularly so that processes include the new ways of the organization, including training, is important through the change plan. As well, identifying a succession plan that fosters employee growth and internal promotion is crucial. The organization could regress into old ways if this does not happen (Kotter, 2012).

Again, evaluation of this stage is important to identify gaps that could cause regression to the previous ways of doing business. Evaluating this section will focus on the organization's culture and determining if the new way of doing business has become the norm.

Each step of the change implementation plan has been outlined in this section. There are many tools that can be used to support the change management process which will be applied to achieve the future end goal. The PDSA cycle will also be applied to evaluate the overall change implementation plan which will be considered in the next section.

Change Process Monitoring and Evaluation

Now that the change implementation plan has been developed the next step is to consider how it will be monitored and evaluated. As noted above, the PDSA cycle is being used to evaluate each stage but it will also be used to evaluate the entire change management plan as a whole. This section will connect the PDSA cycle with Kotter's Change Management model and will assist in tracking the change implementation, evaluating, and analyzing the implementation plan and how this information can be used to inform and improve the process.

Kotter's Model and the PDSA Cycle. The PDSA model provides a methodology that applies to a variety of different organizations but that is also applicable to a variety of groups, which is appropriate for this OIP. The model allows for a pragmatic approach to a quality improvement process that can occur at multiple points along the change implementation plan. This approach also allows the flexibility to identify opportunities and challenges along the path aligning with the need to evaluate, identify small wins to celebrate and empower action where needed (Kotter, 2012). This method allows for strategies and tools to be adjusted along the way for continuous quality improvement (Taylor, et al., 2013). The PDSA model aligns with the adaptive leadership approach that is being taken in this OIP.

The linear approach of Kotter's Change Model (2012) aligns well the PDSA cycle and its various different stages. Appendix C provides an overview of the comparison of Kotter's Change Model and the PDSA cycle that is being utilized for this OIP. The left side shows the 8 steps of Kotter's model and the corresponding stage of the PDSA cycle is shown on the right. The arrow in the middle depicts the flow of through Kotter's model and the PDSA cycle.

Plan Phase. In order to determine the change implementation plan three generic change strategies are being considered as the first step (Cawsey, Deszca, & Ingols, 2016; Nohria &

Khurana, 1993)). Nohria and Khurana's (1993) identified three generic change types that will be used in this stage which are programmatic, discontinuous, and emergent. As previously identified, this change is considered discontinuous as it changes the way the organization does business (Cawsey, Deszca, & Ingols, 2016; Nohria & Khurana, 1993).

The Plan phase aligns with the first couple of steps in Kotter's Model for change, creating a sense of urgency and creating an alliance. As the change agent it is important to understand everyone's level of commitment in order to successfully achieve these first two steps. Cawsey et al. (2016) recommends using a stakeholder engagement analysis to determine the commitment of each stakeholder, as seen in Figures 7 & 8. The analysis provided the information needed for the change leader to identify where they should focus their time and energy to move individuals, the Indigenous community, and other stakeholders along the continuum. Each group has been identified where they currently are on the spectrum and where they should be to achieve the change desired. Evaluation of stakeholder engagement in this stage will be important to identify the effectiveness of communications and if there is continued resistance.

Do Phase. The goal of the Do phase is to implement the plan developed in the previous phase. This phase aligns with four sections of Kotter's change model consisting of creating an alliance, inspiring a new vision, keeping the momentum going and empowering others. All of these are actions that implement the change within the organization.

Collection of data is one critical element of this phase. The lack of data collection and objectively measuring success can lead to failure of the implementation plan (Arnold, 2015). Data that has been collected through the iterative PDSA cycles will help support this final evaluation of the change implementation and will help inform the next phase of the PDSA cycle. It is important to ensure the SMART (specific, measurable, attainable, realistic, and timely)

approach is used to set performance outcomes. By defining SMART goals, it provides a direction for all involved, motivates individuals and teams to achieve the goals set, and helps everyone stay organized during this change initiative (Lawlor & Hornyak, 2012). Qualitative and quantitative data collection techniques need to be considered to ensure data provides a solid bases for analysis and clearer picture of the successes and challenges. Organizing a plan for data collection will assist in identifying the outcomes and keep data gathering on track. The outcome management plan can be found in Appendix E. The collection of data can also assist the organization by identifying gaps to increase efficiency and effectiveness, as well as informing the change management process (Major & Major, 2011).

Study Phase. Moen and Norman (2009) observes that the name of this phase also emphasizes its purpose, to gain knowledge. The purpose of this phase is to analyze, or “study”, the data that has been collected in the Do phase for continuous learning and growth. The results of the analysis completed will identify gaps and provide opportunities to adjust the change implementation plan. In Kotter’s model one of the steps is to “create small wins”, so this analysis will also provide opportunity to identify achievements and successes that can be used to continue moving the change forward. The majority of the analysis will be completed at the senior management level but will also involve department managers. Interpretation of the data must be completed and communicated appropriately across the departments so that successes can be celebrated but also, so that any gaps can be addressed. This will also ensure that silos are not created and empowers others to become part of the solution.

As noted, a big part of this phase is about learning so it is important to be realistic and straightforward and not only recognize the lessons learned, but apply them to make the proper adjustments (Donnelly & Kirk, 2015). Using tools, such as run charts, will provide a means to

keep track of the results and data analysis in order to visualize the gaps and identify the changes needed. Quality improvement needs to be done multiple times over the course of the implementation plan which is why an iterative PDSA cycle was identified. The change implementation plan for this OIP is expected to be implemented over a three to five year span. Data collection and analysis will need to occur at least yearly to ensure the highest level of quality assurance and increase the probability of success (Leis & Shojania, 2017).

Act Phase. The final phase of the cycle is Act. In this phase the tough decisions are made based upon the analysis completed in the previous study phase. The lessons learned need to be incorporated in the change implementation plan to increase probability of success. Although successes are being celebrated along the process, now may be a good time to extend these to include several other stakeholder groups.

A hard look at the results of the data analysis need to turn into actions to correct any issues or gaps that have been identified. For example, it may be identified that employees and students are not connecting with Indigenous culture so what changes need to be made to correct this moving forward. It may be possible that strategic plans have not been completed, so based upon the analysis the timelines may need to be changed so that more information can be provided to the departments and plans can be completed. This is where adaptive leadership will be important as well. The adaptive leader will be able to acclimatize to these changes quickly and efficiently. As well, communicate these alternations to others so that there is a smooth transition throughout the change process. Once all of this is completed, the PDSA cycle resets and we begin the learning process again (Taylor, et al., 2013).

As an adaptive leader recognizing the how the PDSA cycle and Kotter's change management model works together will serve as a guide for monitoring and evaluating the

process of change in this OIP. The flexibility that adaptive leadership offers will help the Indigenous community and other stakeholders adapt to the change process needed for this initiative.

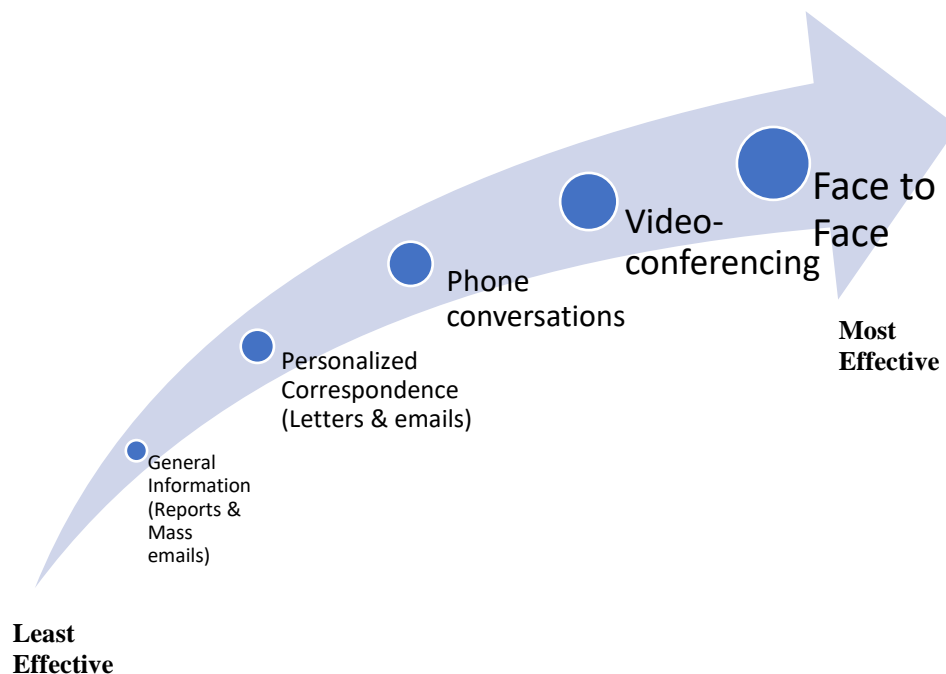
Plan to Communicate Need for Change and the Change Process

Without communication the success of the change implementation plan is limited. Effective communication can persuade the Indigenous community and other stakeholders to envision the new future of the organization. It can influence and inspire them to reduce resistance and generate enthusiasm and excitement for the change underway (Cawsey, Deszca, & Ingols, 2016). However, if communication is not done correctly it can also have the opposite effect, so it is important to have a plan for communication.

Communication Plan. Cawsey et al. (2016) notes that a good communication plan is required to reduce rumours, mobilize change, and maintain excitement for the change. In developing this communication plan, I have taken a four-phase approach from the pre-change phase to preparing for the next organizational change, while considering what a good communication plan entails (Cawsey, Deszca, & Ingols, 2016; Klein, 1996). While developing this communication plan I also considered the target audience during the different phases. Each person from senior leadership, to front line staff, to the Indigenous community and external stakeholders all have a different level of understanding and perspective on change. Each group may have similar questions for the change team. Some of the common questions during many change initiatives are why the change is happening and how does this affect them personally, however the information needed to respond to these questions may be quite different depending many factors. For example, senior leadership may have a more in depth understanding of the change as they have been part of the ongoing process leading up the change, where as, an

employee or an employer partnership may have limited knowledge of why the change is occurring so a different level of communication will be needed to help them move along in the change process.

Channels of Communication. The channels of communication utilized in the communication plan are important to consider as well. Some channels are more effective than others depending on the information to disseminated (Klein, 1996). Figure 9 shows the effectiveness of the different communication channels. The communication plan developed for this change initiative will utilize all channels but will primarily focus on communication channels that are most effective. Organization X has multiple campuses therefore, face to face communication can be a challenge. Utilizing teleconferences and videoconferencing capabilities will be important to ensure clear effective communications.



*Figure 9. Effectiveness of Different Communication Channels. Adapted from “A management communication strategy for change” by S.M. Klein, 1996, *Journal for Organizational Change Management*, Vol 9, No 2. MCB University Press, p. 34. Copyright 1996 MCB University Press.*

Communication channels such as general emails and reports will be used when general information needs to be shared with a large audience. Appendix D outlines the communication plan for Organization X.

Pre-Change Phase. This phase is focused on building momentum for the change initiative. It focusses on gaining senior and mid-management level buy-in and aligning to a common goal. In the case of Organization X, the change started prior to the development of communication plan so it will be important to take a step back and still complete this phase.

As identified earlier in the OIP, there is some discourse between the campuses and the leadership team so taking the time to put the process on hold temporarily and bringing everyone together to align to the common goal and purpose will be imperative for this communication plan and the overall change process. Once a common vision is established change leaders can be identified and communications developed to support the next phases of the plan. In this phase common speaking points will be developed to help guide all levels of management in discussions as well, lines of accountability can be determined so messaging is consistent and frequent (Kotter, 2012). Reviewing the change and the organizations strategic goals will also be important to ensure they are connected going forward (Cawsey, Deszca, & Ingols, 2016).

The channels of communication used in this stage will be mainly face-to-face communication as it will be important to increase the opportunity of consistent messaging. Face to face communication allows for verbal and non-verbal communications to be addressed. Non-verbal communication such as body language, tone, posture, and gestures can provide further insight into what is actually being said. Non-verbal communication can have a stronger impact sometimes than verbal communication and can provide a further insight into how someone is feeling (Phutela, 2015). This phase aligns with the creating a sense of urgency of the change

implementation plan and the Plan phase of the PDSA cycle. A combination of transformational and adaptive leadership styles will need to be utilized in this phase. As a change agent, this is where I will need to use multi-directional leadership tactics to assist in coming to a common goal, 'leading up' to influence those at a higher leadership level and 'lead across' to influence my colleagues at a middle management level. This phase will take place in the first quarter of the fiscal year between April and June. I have given a three-month time frame to allow for leadership retreats and monthly meetings that will assist in team building as well as creating the alignment of the common goal.

Indigenous pedagogy will also be applied to the communication plan. There are eight possible ways of Indigenous learning that can be applied which include community links, deconstruct/reconstruct, non-linear, land links, symbols and images, non-verbal, learning maps and story sharing (8 Ways, n.d.). Each of these communication pathways are utilized within the communication plan as you can see in Appendix D.

Story sharing. Within the Indigenous culture story sharing is an important part of communications. Traditional teachings, cultural values, and learning through the narrative of story sharing are all ways that Indigenous people connect. Story sharing is a valuable part of this communication plan it will help sharing the learnings and teachings for the change initiative in a traditional format (8 Ways, n.d.). Within the change implementation plan story sharing will be used as an evaluation technique to gather feedback and inform different stages throughout the process. Story sharing will also be used to influence and explain the importance of the change to the Indigenous community and other stakeholders.

Learning maps. These are visuals that that are connected to culture understanding such as the medicine wheel (mind, heard, spirit, body). As many individuals are visual learners, the

learning map can help communicate more technical information during the change process that connects back to cultural ideas and thoughts. As well, metaphors may be used to help learners understand concepts and structures more easily (8 Ways, n.d.).

Non-verbal. More educators are using non-verbal communication to be able to relate and connect to Indigenous learners. Non-verbal communication may include facial expressions, gestures, physical appearance, body language and other means (Phutela, 2015). So, it is about the way messages are communicated, not just about the words said. For example, Indigenous learners will react differently to someone who conveys a message in a calm voice, respects personal space and smiles, rather than someone who is loud, boisterous and whose body language is not inviting (8 Ways, n.d.). Non-verbal will be used to support all levels of communication and in the evaluation process.

Symbols and images. Symbols and images are another visual learning communication link that can assist the Indigenous community and other stakeholders in learning and understanding valuable concepts, thoughts, etc. This can connect to the Learning Map as together they can help learners, the Indigenous community, and stakeholders understand complicated concepts. This technique will be used during the building momentum stage of the change implementation. Visuals and metaphors brought together can help community understand the “why” of the change initiative to decrease resistance (8 Ways, n.d.).

Land links. This communication method uses land-based learning to help the stakeholder understand concepts or messaging. For this change initiative, land based learning may be utilized for team building exercises that help connect different stakeholders and build relationships (Wildcat, Irlbacher-Fox, & Coulthard, 2014). For example, to help individuals connect and learn to work together they could plan, grow, and harvest corn as a team.

Individuals would have to work together, build relationships while learning the importance of corn as part of the Indigenous culture. The goal in the end is to increase cultural sensitivity and build high-functioning teams.

Non-linear. Non-linear refers to finding ways to communication and solving problems through indirect pathways or using multiple pathways (8 Ways, n.d.). From a western perspective, this may not seem efficient but if there are barriers to communication by utilizing traditional methods then the change initiative can be stalled or even possibly fail. Recognizing these innovative ideas can also be celebrated to encourage others to follow suit and aligns with Kotter's Model that is being used for this change initiative. In many ways the entire change implementation relies on non-linear approaches by combining Indigenous and western world views. Utilizing a combination of digital and traditional ways of communication throughout this process helps connect both worlds.

Deconstruct/Reconstruct. This is a method of breaking down the whole picture (deconstruct) into easily understandable parts then having others build it back into a whole again (reconstruct). With the communication plan and the change initiative itself, this method may be extremely helpful for individuals to learn new processes that need to be implemented or it may help to break down communication barriers so that initiative can continue moving forward. This will be very useful when trying to convey specific information. If we consider the communication plan again (see Appendix D), general information that is communicated tends to be high level and might not be relatable to some. This information could be broken down into smaller pieces which can be communicated more frequently which then, individuals would be able to reconstruct to help understand complex systems and pods of information related to the change.

Community links. In the Indigenous culture and ways of being, connection to community is important. It help defines an Indigenous person and who they are, but also is important for development of personal relationships (Kirmayer, Sehdev, Whitley, Dandeneau, & Issac, 2009). Connecting the Indigenous community through regular communications and sharing learning and teachings are important to be able to build relationships and increase resiliency. The Indigenous community has been identified as a major stakeholder in the change initiative so ensuring communications internally and externally are consistent and constant will support the change process. As mentioned, story sharing is a major way of communication and learning so during this process individuals will share their experiences and learnings with their family and friends who will in turn continue to share this within the community (8 Ways, n.d.). Negative communications work the same way so ensuring messaging is accurate and positive is important.

Developing the need for change. This is the second phase is communicating the need for change. The purpose of this phase is to communication the purpose of the change, the new desired stage and why change is so important. Persuasive communication will be essential during this phase to breakdown resistance and increase change receptiveness (Armenakis & Harris, 2002). Communication will be a mix of general and personal communications. Data will be used to help with persuasive communications to provide factual information that will back up the future desired state. This can still be done in a face to face environment such as a townhall or an all-staff meeting that allows individuals to address their concerns and fears. Products such as a frequently asked questions (FAQ) document can provide consistent and constant communication that help deliver common messaging. Personal communication is important during this stage as it helps answer questions such as “what’s in it for me?” or “how does this

affect my job?”. Klein (1996) notes that employees are more apt to understand information that is personally relevant rather than general information therefore, all levels of management will be trained to provide messaging in order to plan department meetings and one-on-one meetings with staff. Now is the time to also focus on addressing any misunderstandings about the change or the process. This will be done through mostly face to face communications such as meetings (one to one and group) and feedback loops (surveys) (Klein, 1996). Sharing or talking circles will also be utilized a part of this phase. These circles are used in Indigenous culture to provide an opportunity for everyone to heard in a respectful, safe environment (First Nations Pedagogy Online, 2009). Several opportunities have been built into the communications plan to gather feedback from several different groups such as industry, employers, employees, and the Indigenous community.

For some partners, communications will need to specifically identify how the change will affect doing business with Organization X. Currently, the majority of training is done in partnerships with other post-secondary institutions. Since the change means that Organization X will be able to grant its own credentials this could be seen as a possible loss of revenue, students, and other funding for current partners. It will be important to ensure that messaging is clear, specific and outlines any transition plan if partnerships change. Collection of data will be important as well to be able understand issues and concerns and to evaluate communications. Implementing surveys and consultations will help evaluate how messaging is being perceived and adjust the communication plan as needed.

This phase corresponds with steps two through four of the change implementation plan which includes creating an alliance, inspire a new vision and communicate change. As well, it aligns with the parts of the Plan and Do stages of PDSA cycle as it not only garners support for

the change but data is starting to be gathered and issues and concerns will start arising that may need to be addressed in the early stages of change. Again, transformational, and adaptive leadership styles will be important to utilize to generate excitement for change, breakdown resistance and move the change through to the next stages. Timeframe for this stage is the second quarter of the fiscal year (July – September).

Midstream Phase. The mid-stream phase occurs during the change implementation plan. During this phase, the Indigenous community and other stakeholders need to understand how the change implementation plan is unfolding and how the change will affect them moving forward. By this time, the Indigenous community and other stakeholders want to start seeing some indication that the future desired end state is getting closer (Cawsey, Deszca, & Ingols, 2016). Implementation of new systems will have started so that the organization has the capacity and has the policies and procedures in place to be independent. Enthusiasm and excitement can decrease during this stage if stakeholders are not provided regular updates or visually see changes happening, however, changes may be subtle in some areas so regular communications will be critical to keep activities levels up. Since this phase aligns with the empower others, keep building, and creating small wins stages of the change implementation plan, it will be important to utilize change allies and celebrate successes whenever possible. This can be done simply by recognizing employees for their contributions to large celebrations which may be more elaborate such as formal awards or even a traditional feast for everyone to celebrate as an organization.

Part of the communications process in this phase includes professional development and training. With new systems, structures, policies, and procedures coming into effect, staff must be trained so that they can transition to the new future state. Development of materials that are

appropriate to the audience and delivered in appropriate manner must be considered. Online training may be appropriate for some general policies and procedures however, training that is more technical and detailed should be done in a face to face manner that allows for hands-on, experiential learning. For example, new or revised policies on travel expenses might be done in an online format as it information sharing where as, training for a new student information system is better delivered in a face to face format that allows staff to try the new system in a controlled environment with the ability to ask specific, direct questions.

In this phase adaptive leadership will be relied on heavily to ensure flexibility and adaptability to different situations and challenges. Transformational leadership may also be utilized to help reinvigorate enthusiasm and excitement for the change process if needed. In comparison, this phase aligns with the Do phase of the PDSA and two stages in the change implementation plan, keep building and creating small wins.

Confirming Phase. The last phase of the communication plan is the confirming phase. In this phase the change implementation plan is winding down and change begins to become normalized. Engaging staff, the Indigenous community and other stakeholders in the evaluation stage of the process is the main focus so that processes and lessons learned can be documented (Cawsey, Deszca, & Ingols, 2016). Information will be collected through various channels including surveys, sharing circles, focus groups and staff meetings, both group and one to one. Data collected will be analysed and reported through all-staff meetings, program advisory committee meetings, newsletters, social media, email, and performance evaluations. General information will be channeled through emails, social media, and newsletters. Specific personal information will be communicated through one to one meetings and performance evaluations.

Indigenous ways of knowing and being can be applied through story telling (First Nations Pedagogy Online, 2009). Sharing experiences, both positive and negative will help individuals continue moving forward but also contribute the organization's story and history. This documentation will help Organization X be ready for the next change process. Throughout the change process small wins have been celebrated but now a large celebration is in order to recognize everyone who has contributed to the success of the change.

The phase aligns with the last stage of the change implementation plan, normalize change and with the Study and Act stages of the PDSA cycle. Evaluate, study, analyze and report are the actions associated here (Donnelly & Kirk, 2015). Communication of results and recognizing both successes and concerns are important to share to everyone involved. This last phase begins in the first quarter of the next year giving time to collect and evaluation information.

This communication plan will work in conjunction with the change implementation plan to increase the likelihood of success. Klein (1996) observes that change can falter because not enough thought is put into a communication plan and why change is happening. In the same manner as the change implementation plan, the communication strategy needs to be adapted as the change process evolves.

Next Steps and Future Considerations

The purpose of this OIP is to provide a solution for Organization X as it grows and matures into its next phase as an Indigenous post-secondary institution. One of the most important factors in this change is that the organization does not lose sight of its rich Indigenous culture and ways of knowing and being, which makes it unique. In order to do this and ensure the sustainability of the change the following are the next steps and future considerations.

Next Steps. The next steps for the organization should involve breaking down some barriers identified in this OIP to allow for a clearer vision for change. Organization X has experienced significant growth recently and lacks some policies and processes needed to decrease risk and increase regulatory compliance. It is important to take the time to develop and implement the policies and procedures needed to strengthen the foundation of the organization. This may mean staying longer in one stage of the change process to ensure the change is not moving forward too quickly. Second, the organization should determine the final vision for the organization structure. This vision will help support the overall vision for change and break down barriers that can impede change. Kotter (2012) notes that one of the eight reasons change fails is due to obstacles that create barriers to change.

Part of dealing with change is being flexible and adaptable in different situations, and the recent COVID-19 pandemic has proven this. The uncertainty of the economic conditions and impacts on the organization also affected this OIP and the change implementation plan. Currently, many programs and services have been rescheduled or postponed until the government announces guidelines regarding social distancing and reopening of post-secondary institutions. A full review of the plan will be scheduled to determine next steps as soon as possible.

Future Considerations. There are several considerations that Organization X will need to think about as the organization grows and changes through this initiative. Three considerations have been identified in this section.

Partnership Considerations. The implementation of this change allows Organization X to obtain core funding from government sources and the ability to grant its own credentials. Even with the core funding that is annual, funding for education continues to be limited so

partnerships will continue to be imperative for sustainability of the organization. Organization X will need to consider how partnerships will change and how they can become more effective in the new way of doing business. Leadership will need to review strategic priorities surrounding partnerships to determine which direction will be best.

Institution considerations. On the other side, because this initiative opens the door for Organization X to grant credentials it allows the opportunity to develop and pilot Indigenous programming that responds to the Truth and Reconciliation Commission's (TRC) Calls to Action. In its report, Call to Action number 10 and 11 speak to providing adequate funding for education, as well development of culturally appropriate curriculum. Also, this also responds to Call to Action 16, under Language and Culture, that supports the creation of university and college programs in Indigenous languages (Truth and Reconciliation Commission of Canada, 2015). This is important for the overall revitalization and restoration of Indigenous languages.

Another institutional consideration is the option to continually develop cultural proficiency training for staff and stakeholders. The diversity of the staff at Organization X includes Indigenous and non-Indigenous individuals. To help create an organizational culture that is sensitive to cultural differences, cultural proficiency training would benefit new hires. As well, employers and other stakeholders in the area could benefit from cultural proficiency training to be able to better support Indigenous employees.

Community considerations. A large part of Indigenous culture is not about one's self but about the connection to the community. The other considerations mentioned cannot be done with the assistance, knowledge, and support of the local Indigenous community. Aligning the priorities, strategies and goals of the organization and the local community plan is important to ensure they complement each other. Many Indigenous communities have identified priorities

and goals when it comes to education and training that address the needs of their communities which is important to connect with training providers.

Summary

This last chapter of the OIP has focused on actions that the organization will take to implement the change initiative. The steps of change management model were reviewed and identified the implementation of each step. Monitoring and evaluation of the change process was also outlined using the PDSA cycle as well as, the importance of a quality assurance process. Most important, the communication plan was outlined and the need for constant, consistent communications throughout the change initiative. This chapter is where all the planning and development comes to life and the change becomes reality for the organization.

Conclusion

This OIP has followed the change process through from start to finish. It started by identifying the problems through to reaching the goal of the future end state. In Chapter 1 the organization was introduced by providing context before revealing the problem to be addressed. The PoP was framed, and an organization readiness assessment was applied to identify possible barriers and opportunities. Chapter 2 studied the factors that lead to the problem and considered the possible solutions. A critical analysis of the organization identified possible risks that need to be considered and the PDSA cycle was introduced so that a quality assurance process is applied. The plan for change was the focus of Chapter 3 which looked at the implementation of the change initiative. This chapter addresses how Kotter's Model for Change Management is applied, as well as, a plan for communication and finally evaluation of the change initiative.

Throughout this OIP Indigenous culture, knowledge and traditions were considered and applied to the various parts of the change initiative. Bringing together the strengths Indigenous

culture and the strengths western theories, referred to as two eyed seeing, into a change initiative benefits everyone as it opens the mind to different perspectives (Barlett, Marshall, & Marshall, 2002).

These proposed changes support the future of Organization X and hopefully, can be used as a model for other Indigenous post-secondary institutions in Ontario. MPP Deb Matthews stated:

Working in partnership with Indigenous Institutes to promote Indigenous language, culture, identity, and community well-being is a key step towards reconciliation with Indigenous peoples in Ontario. This legislation goes a long way to create greater access to lifelong learning opportunities for Indigenous people so that they have the skills, training and education to succeed in Ontario's highly skilled workforce. (Government of Ontario, 2017)

Together all the factors included in this OIP provide a roadmap to achieve the desired future end state and so the organization is well prepared to focus on the mission and vision of becoming a world leader in Indigenous Education (Organization X, 2019).

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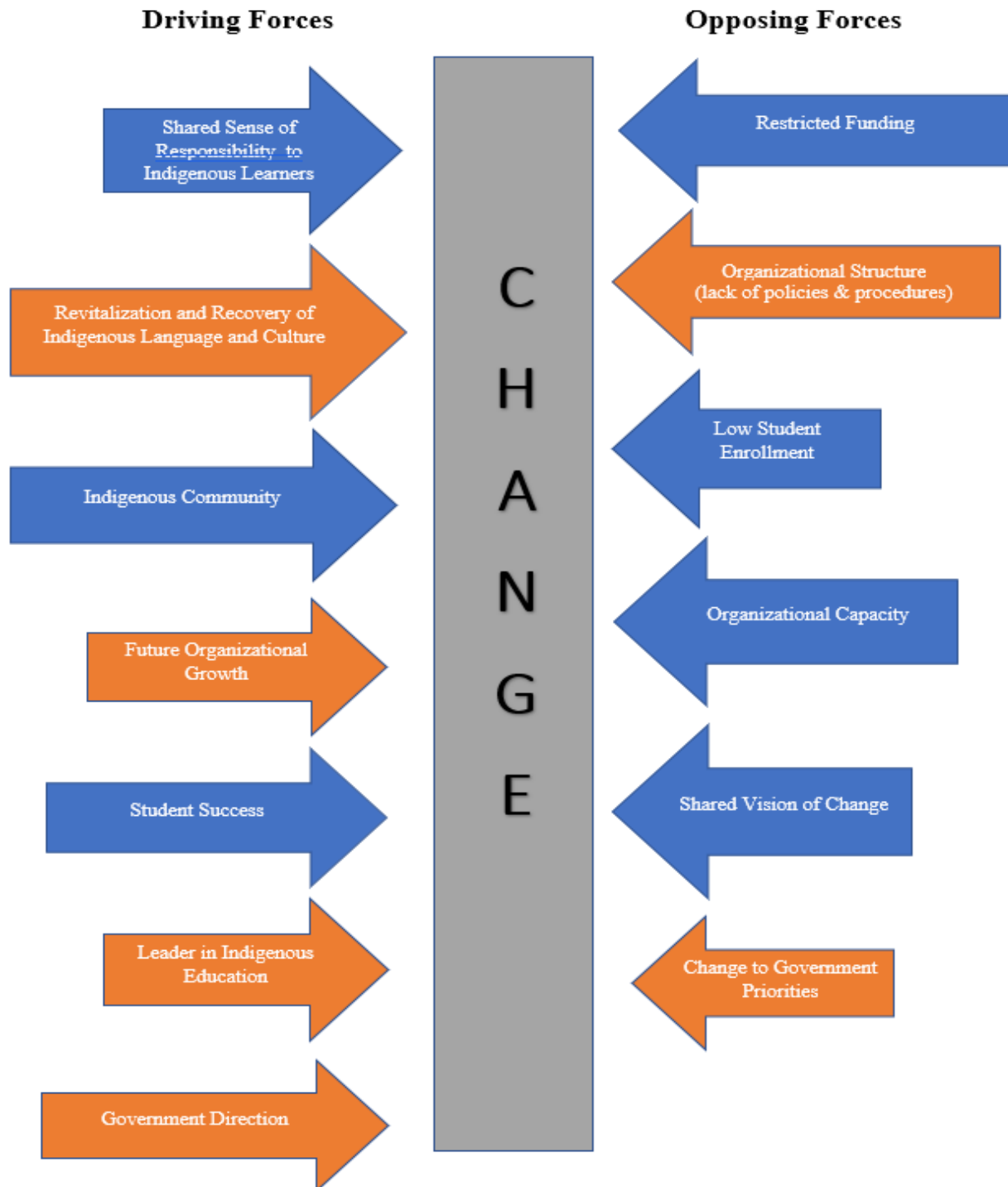
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Appendices

Appendix A: Force Field Analysis



Note. Force Field Analysis of Organization X. Adapted from *Organizational Change: An Action Oriented Toolkit* (3rd ed.) by T. Cawsey, G. Deszca, and C. Ingols, 2016. Thousand Oaks, CA: SAGE Publications, p. 35. Copyright 2016 by SAGE Publications.

Appendix B: Implementation Activities for Change Management Plan

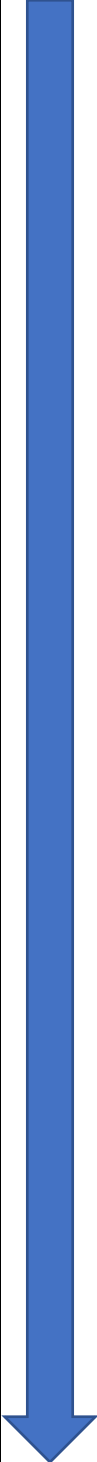
Change implementation Plan	Actions	Anticipated Outcomes
Create a Sense of Urgency	<ul style="list-style-type: none"> • Communicate the “why” for the change: <ul style="list-style-type: none"> ○ How does the change affect the community as well as themselves? ○ How does the individual and the community fit into the overall picture? ○ How did the change come about? • Celebrate the successes of the organization to date. • Hold townhall, department and individual meetings to gather feedback and input on the vision of the change. 	<ul style="list-style-type: none"> • Deeper understand of why the change will occur. • Decrease anxiety and fear associated with the change. • Increase excitement and interest in the change plan.
Create an Alliance	<ul style="list-style-type: none"> • Identify change management team – include members at all levels of organization. • Build the “one vision, one team’ strategy. • Develop and implement team building activities centred around Indigenous culture and the future vision of the organization. • Set up feedback system to empower individual to have a voice in the change process. 	<ul style="list-style-type: none"> • Change management team is empowered and supporting change at all levels. • Decisions are guided by the overall impact of the organization rather than individual concerns. • Decrease in the resistance to change.
Inspire a new vision	<ul style="list-style-type: none"> • Develop the vision and change pathway. <ul style="list-style-type: none"> ○ Senior leadership to provide principles and direction ○ Vision and change path developed based upon these factors 	<ul style="list-style-type: none"> • Individuals understand vision and future goals of organization. • Individuals can clearly articulate the future vision. • Individuals can visualize where they and the


Change implementation Plan	Actions	Anticipated Outcomes
	<ul style="list-style-type: none"> ○ Change management team provides input and feedback to be approved by senior leadership. ● Communicate vision and pathway to all (see communication plan); communications are constant and consistent. ● Lead by example. Ensure all leaders are committed to the vision. ● Provide regular updates ● Identify successes and reward employees. ● Continue team building activities. 	<p>Indigenous community fit into the vision.</p>
Communicate Change	<ul style="list-style-type: none"> ● Communications continue to be constant and consistent. ● Provide regular update in various formats. ● Communications are transparent and simple. ● Two-way communication ● See communication plan in next section. ● Communications are monitored and evaluated. Gaps identified and revisions completed as needed. 	<ul style="list-style-type: none"> ● Regular communications are occurring. ● Everyone is aware of current change stage and activities as it relates to them. ● Feedback is received from individuals and other stakeholder to improve process.
Build Momentum	<ul style="list-style-type: none"> ● Provide training to employees where required. <ul style="list-style-type: none"> ○ Utilize train the trainer model where possible to engage and empower those who support the change ● Hold smaller team meetings to create leverage, conduct check-ins, share information, and gather feedback. 	<ul style="list-style-type: none"> ● Resistance has continued to decrease. ● Identify the number of milestones achieved. ● Employees feel motivated and energetic about the change plan. ● Consistent two-way communication is continuing.

Change implementation Plan	Actions	Anticipated Outcomes
	<ul style="list-style-type: none"> • Conduct individual meeting to perform check-ins, open two-way communications. • Celebrate milestones as a small group and as an organization. Hold team lunch, recognize work. • Break down work by departments and delegate work. This can also empower individuals. • Evaluate to ensure plan is still on track. Make any necessary adjustments. • Communicate updates, successes, and feedback. Admit when something goes wrong. 	
Normalize the Change	<ul style="list-style-type: none"> • Review and revised succession planning and hiring practices to incorporate new processes and procedures. • Other processes and procedures are created and updated as required. • Inefficiencies identified and eliminated where no longer needed. 	<ul style="list-style-type: none"> • All processes and procedures updated and have been integrated into the organization. • Organizational structure and lines for decision making updated. • Team building becomes informal and occurs spontaneously.

Notes. Implementation activities for Change Management Plan. Adapted from *Leading Change*, by J. Kotter, 2012, Boston, Massachusetts: Harvard Business Review Press, p. 23. Copyright 2012 by Harvard Business Review Press.

Appendix C: Alignment of Kotter’s Change Model and the PDSA Cycle

Kotter’s Change Model		PDSA Cycle
<p>Create a sense of urgency</p> <p>– change that occurs from external sources can be frustrating and seen as not required by some. Creating the sense of urgency will help other understand the change and keep the process moving forward</p>		<p>Plan – First step of PDSA Cycle – collates with stage one and two of Kotter’s model</p> <p>Step 1 involves considering the objective of the plan:</p> <ul style="list-style-type: none"> • Who – All stakeholders need to hear the same message in order to create the sense of urgency. Communicate often and consistently. • What - message must connect with the stakeholder. Why is the change important to me? How does this affect my position and the organization? • Where – Depending on the stakeholder. This could include group meetings, one-to-one formal and informal conversations; use of communications platforms (email, written correspondence, social media, internal online platforms) • When – Often and as soon as possible.
<p>Create an Alliance</p> <p>– Change leaders need to create an alliance with followers as it is important to the success for the change implementation plan.</p>		<p>Do – Step 2 of PDSA cycle – collates to step 3 to 6 of Kotter’s model.</p> <p>Actions of this step of the cycle include:</p> <ul style="list-style-type: none"> • Carry out the plan developed in step 1 • Observe and gather data <ul style="list-style-type: none"> ○ What are the issues and concerns occurring? ○ Who are the stakeholders that are having issues and concerns? ○ What parts of the plan are working well? • Start analyzing data <ul style="list-style-type: none"> ○ Why are there issues and concerns? ○ What is impacting this? ○ Why are parts of the plan going well? ○ Can lessons learned from this be used where there the plan is not working?
<p>Inspire a New Vision</p>		
<p>Communicate Change</p>		
<p>Empower Others</p>		
<p>Keep Building</p>		

Kotter's Change Model		PDSA Cycle
<p>Create small wins</p>		<p>Study – Third step in the cycle – collates with creating small wins stage of Kotter's model</p> <p>During this stage of the cycle:</p> <ul style="list-style-type: none"> • Continue with analysis of data <ul style="list-style-type: none"> ○ Where did things go wrong and why? ○ Where did things go right and why? ○ What have we lessons have we learned from this change? • Share this information with stakeholders focusing on the successes but also what we have learned from our mistakes
<p>Normalize Change</p>		<p>Act – last step of the cycle – collages with normalizing the change of Kotter's model.</p> <p>This stage of the cycle includes:</p> <ul style="list-style-type: none"> • Documenting the lesson learned so that they can be used in other processes, policies and change management initiatives. • Identification of the next cycle <ul style="list-style-type: none"> ○ Change does not stop once this initiative is complete. ○ How does normalizing this change initiative impact the organization. What else needs to be changed in order to normalize the change?

Note. Adapted from Moen, R. (2009). *Foundation and History of the PDSA Cycle*. p. 8 Retrieved from The W. Edwards Deming Institute: https://deming.org/uploads/paper/PDSA_History_Ron_Moen.pdf

Appendix D: Communication Plan for Organization X

Change implementation Plan	Actions	Anticipated Outcomes	Timeline
Create a Sense of Urgency	<ul style="list-style-type: none"> • Communicate the “why” for the change: <ul style="list-style-type: none"> ○ How does the change affect the community as well as themselves? ○ How does the individual and the community fit into the overall picture? ○ How did the change come about? • Celebrate the successes of the organization to date. • Hold townhall, department and individual meetings to gather feedback and input on the vision of the change. • Create culturally based training to support non-indigenous staff and stakeholders. 	<ul style="list-style-type: none"> • Deeper understand of why the change will occur. • Decrease anxiety and fear associated with the change. • Increase excitement and interest in the change plan. • Increased understanding of Indigenous culture and traditions 	July – September 1 st year of change
Create an Alliance	<ul style="list-style-type: none"> • Identify change management team – include members at all levels of organization. • Build the “one vision, one team’ strategy. • Develop and implement team building activities centred around Indigenous culture and the future vision of the organization. 	<ul style="list-style-type: none"> • Change management team is empowered and supporting change at all levels. • Decisions are guided by the overall impact of the organization rather than individual concerns. • Decrease in the resistance to change. 	October – December

Change implementation Plan	Actions	Anticipated Outcomes	Timeline
	<ul style="list-style-type: none"> • Set up feedback system to empower individual to have a voice in the change process. 		
Inspire a new vision	<ul style="list-style-type: none"> • Develop the vision and change pathway. <ul style="list-style-type: none"> ○ Senior leadership to provide principles and direction ○ Vision and change path developed based upon these factors ○ Change management team provides input and feedback to be approved by senior leadership. • Communicate vision and pathway to all (see communication plan); communications are constant, consistent, and culturally based. • Lead by example. Ensure all leaders are committed to the vision. • Provide regular updates to Indigenous community and other stakeholders. • Identify successes and reward employees. • Continue team building activities such as connecting to the community through 	<ul style="list-style-type: none"> • Individuals understand vision and future goals of organization. • Individuals can clearly articulate the future vision. • Individuals can visualize where they and the Indigenous community fit into the vision. 	January – March

Change implementation Plan	Actions	Anticipated Outcomes	Timeline
	<p>traditional growing and harvesting of corn.</p> <ul style="list-style-type: none"> • Continue with professional development including culturally based training to support non-indigenous staff. 		
Communicate Change	<ul style="list-style-type: none"> • Communications continue to be constant and consistent. • Provide regular update in various formats. • Communications are transparent and simple. • Two-way communication • See communication plan in next section. • Communications are monitored and evaluated. Gaps identified and revisions completed as needed. 	<ul style="list-style-type: none"> • Regular communications are occurring. • Everyone is aware of current change stage and activities as it relates to them. • Feedback is received from individuals and other stakeholder to improve process. 	January – June
Build Momentum	<ul style="list-style-type: none"> • Provide additional training and professional development to employees where required. <ul style="list-style-type: none"> ○ Utilize train the trainer model where possible to engage and empower those who support the change • Hold smaller team meetings to create leverage, conduct check-ins, share information, and gather feedback. 	<ul style="list-style-type: none"> • Resistance has continued to decrease. • Identify the number of milestones achieved. • Employees feel motivated and energetic about the change plan. • Consistent two-way communication is continuing. 	April – September Year 2

Change implementation Plan	Actions	Anticipated Outcomes	Timeline
	<ul style="list-style-type: none"> • Conduct individual meeting to perform check-ins, open two-way communications. • Celebrate milestones as a small group and as an organization. Hold team lunch, recognize work. • Break down work by departments and delegate work. This can also empower individuals. • Evaluate to ensure plan is still on track. Make any necessary adjustments. • Communicate updates, successes, and feedback. Admit when something goes wrong. 		
Normalize the Change	<ul style="list-style-type: none"> • Review and revised succession planning and hiring practices to incorporate new processes and procedures. • Other processes and procedures are created and updated as required. • Inefficiencies identified and eliminated where no longer needed. • Identify gaps in training and provide to staff. 	<ul style="list-style-type: none"> • All processes and procedures updated and have been integrated into the organization. • Organizational structure and lines for decision making updated. • Team building becomes informal and occurs spontaneously. 	<ul style="list-style-type: none"> • October - March

Note. Adapted from “Organization X Organizational Review” by Organization X Consultant, 2019, p. 60.

Appendix E: Outcomes Measurement Chart

Outcome	Indicator	Data Collection Method	Timeline
Regular communication practices established and implemented	3 lines of regular communication have been established	Count - Identification of lines of communication	July (1 st year of change)
	# of times used within 3, 6 and 12 months	Count At each identified time frame	October; January; July (2 nd year of change)
All departments have aligned expectations of new strategic goals	Department strategy plans align with organizational mission, vision, and goals	Count - <ul style="list-style-type: none"> All department strategic plans completed. Employee surveys Staff interviews 	September (1 st year of change)
Updated organizational structure that include new roles	New organizational structure implemented and communicated across organization	Visual/Verbal <ul style="list-style-type: none"> Organizational structure can be accessed by all employees. Employees are able to explain and understand new structure. Individuals, Indigenous community, and Stakeholders are able to understand new structure 	January
Overall increased knowledge of Indigenous culture, traditions, and ways of knowing and being for faculty staff and students	70% of students report an increased knowledge	Pre and post surveys <ul style="list-style-type: none"> Online Focus groups 	Pre-Assessments to be completed in September
	80% of faculty and staff report an increased knowledge	Staff survey <ul style="list-style-type: none"> Online Focus group or interviews 	Post-assessment to be completed in April
	50% of staff, faculty and students participate in culturally related campus events	Count <ul style="list-style-type: none"> Event attendance vs number of students 	
Learners identify with Indigenous culture and experience	75% of Indigenous learners are able to identify with their Indigenous culture	Survey <ul style="list-style-type: none"> End of term Graduate 	Align with end of terms in April; August and December
	50% of non-Indigenous learners	Survey	

Outcome	Indicator	Data Collection Method	Timeline
	are able to identify with Indigenous culture	<ul style="list-style-type: none"> • End of term • Graduate 	
Improved educational outcomes for Indigenous learners	25% increase in retention for Indigenous students	Count <ul style="list-style-type: none"> • Comparison of numbers from Student Information System 	Beginning of each term (May, September, and January) End of each term (August, December, and April)
	20% increase in graduation rates for Indigenous students	Survey <ul style="list-style-type: none"> • Graduate survey 	Once a year in May
Increased number of stand-alone credentials being offered to students	10% increase in standalone credentials offered within 3 years.	Count <ul style="list-style-type: none"> • Number of stand-alone credentials vs number of partner credentials offered 	Once a year in March to align with fiscal year