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Advancing Employee Engagement With Internationalization Through Networked Leadership Approaches at a Canadian Community College

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ADVANCING ENGAGEMENT WITH INTERNATIONALIZATION

Abstract

This organizational improvement plan, undergirded by social network theory, addresses the lack of engagement by many organizational members with an ambitious internationalization goal at Sky College (a pseudonym). The institutional climate is one in which day-to-day challenges prevail and motives for internationalization are questioned. Drawing on system and adaptive leadership, and within the functionalist paradigm, the case is made for advancing 4 factors to increase engagement with internationalization: a shared vision and understanding of internationalization, improving internal communication systems, fostering knowledge creation and sharing, and increasing connections in the network. The proposed solution is a 12-month series of focus on internationalization workshops, presentations, knowledge sharing, and dialogue (Series). To achieve these goals, deliver a successful Series, and advance internationalization as a greater strategic initiative, an integrated framework of change based on the change path model and the dual operating system is presented. Series implementation is situated in the awakening and mobilization phases of the change path model. The framework of change emphasizes creating and maintaining urgency around the big opportunity of internationalization, refining the change vision, and clarifying and adjusting Sky College's internationalization change initiatives. Although the proposed Series may appear to be a simple solution, from a system leadership perspective, it can prove impactful. This approach can create opportunities for collaboration, mobilize stakeholders, and foster an environment in which the change becomes self-sustaining, becoming embedded within the institution. Similarly, from an adaptive leadership perspective, the Series promotes stakeholders as becoming change agents who collaboratively find their way to solutions. Change leaders work to deepen the debate, facilitate focus, and awaken and mobilize the system toward the desired future state. The Series

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aims to accomplish this outcome and prime Sky College and its organizational members for achieving the internationalization plan's ambitious goals.

Keywords: internationalization, employee engagement, dual operating system, adaptive leadership, system leadership, social network theory

Executive Summary

Sky College (a pseudonym) started creating an ambitious internationalization plan in 2016 with the overarching goal of “incorporating global and international dimensions into all aspects of the College” ([Sky College], 2019b, p. 3) and fostering “a diverse, global educational environment . . . with opportunities for all students and employees to participate in international activities and to develop into global citizens” (p. 5). To date, four years later, no significant advancements have been made nor has an implementation team been formed. Planning and processes are generally slow at Sky College, in part due to the college’s core values and extensive need for collaboration and collegiality. In addition, reduced government funding creates ongoing financial challenges that need to be addressed. A recent increase in international students on campus has eased the financial pressures but has also created additional day-to-day challenges related to, for example, student success. Further, increasing international student numbers and pursuing internationalization raises questions over economic versus sociocultural motives. The problem of practice (POP) this organizational improvement plan (OIP) addresses is organizational members’ lack of engagement with Sky College’s broader internationalization goals. Three guiding questions frame this OIP:

1. How can the yet-to-be formed internationalization team at Sky College draw on formal structures and existing networks to create engagement with internationalization?
2. What systems, structures, and processes can be utilized, modified, and/or created to enable learning, knowledge creation, and engagement?
3. How can Sky College embrace creativity and innovation to enhance its culture of learning for and beyond internationalization?

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In Chapter 1, I identify culture and structure as two key constructs to be examined as they relate to existing challenges in communication, shared vision, and engagement with, and interest in, internationalization by organizational members. The discussion is rooted in the functionalist paradigm and viewed through the theoretical perspective of social network theory. By drawing on and advancing networked leadership, reaching across to encourage a shared vision and create commitment, building communication systems to support change, and advancing a culture of learning, creativity, and innovation, internationalization can be fostered.

Chapter 2 delves deeper into the approach to change and the organizational context as viewed through Bolman and Deal's (2017) four frames. It introduces an integrated framework for change that incorporates adaptive and system leadership aspects based on change models by Cawsey, Deszca, and Ingols (2016) and Kotter (2012, 2014). Kotter (2014) argued for a networked system for strategic change to coexist along the hierarchical organizational system and referred to it as the dual operating system. Cawsey et al.'s (2016) change path model includes phases of awakening, mobilization, acceleration, and institutionalization of the change, and this OIP focusses on the awakening and mobilization phases of internationalization.

The change framework aligns with institutional practice and processes and allows for the implementation of the recommended solution: a focus on internationalization series (Series). Its goal is to create a broad base of support for and understanding of internationalization while considering institutional budgets and my own leadership and agency. An emphasis is placed on creating and maintaining urgency around the big opportunity of internationalization. The Series will be delivered over a 12-month period and include workshops, dialogue sessions, presentations by scholarly and in-practice experts, and knowledge sharing opportunities. It will be situated in, and drive, the awakening and mobilization phases of internationalization at Sky

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College.

Chapter 3 provides a detailed plan to implement the Series and considers communicating, monitoring, and evaluating the change. Through iterative cycles of observing, interpreting, and intervening, changes will be made to the Series as needed and as part of an adaptive change process (Heifetz, Grashow, & Linsky, 2009). The Series may appear to be a simple solution, yet from a system leadership perspective, it can prove impactful. It is about creating opportunities for collaboration, mobilizing stakeholders (Kania et al., 2018), and “creating the conditions that can produce change that can eventually cause change to be self-sustaining” (Senge, Hamilton, & Kania, 2015, p. 29). Similarly, from an adaptive leadership perspective, the Series promotes stakeholders as becoming change agents who collaboratively find their way to solutions (Randall & Coakley, 2007). The change leader’s role is to deepen the debate and facilitate focus while awakening and mobilizing the system (Heifetz et al., 2009; Heifetz & Laurie, 1997). The Series aims to accomplish this outcome and prime Sky College and its organizational members for achieving the internationalization plan’s ambitious goals.

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Acronyms

NICs (Networked improvement communities)

OIP (Organizational improvement plan)

POP (Problem of practice)

SNA (Social network analysis)

Glossary of Terms

Deans	Deans, associate deans, and directors
Employees	Employees include all those working for Sky College including faculty, instructors, staff, management, and leadership, including deans and executive
Executive	Executive leadership team (president, vice-presidents, associate vice-presidents)
Faculty	Faculty and vocational instructors
Hub	Strategic initiatives hub (Solution 2 proposed in Chapter 2)
NICs	Networked improvement communities (Solution 3 proposed in Chapter 2)
Series	Focus on internationalization series (Solution 1 proposed in Chapter 2)
Series Team	Focus on internationalization series team
Task Force	Internationalization implementation task force
Staff	Staff include (a) those belonging to the support staff union, or who are in excluded roles such as executive assistant, and staff in the Human Resources Department; and (b) managers and administrators who do not belong to the dean or executive groups

Chapter 1: Introduction and Problem

Chapter 1 introduces the organization, Sky College (a pseudonym); provides a historical and contextual overview; and presents the problem of practice (POP) that centres on the lack of institution-wide engagement with internationalization at Sky College. Throughout this chapter, I make the case for networked leadership approaches and describe my leadership position by discussing the need for systems and adaptive leadership. Then, I frame the problem through a social network theory lens. Appendix A provides a visual representation of my models, theories, approaches, problem, and goals.

Social network theory centres on the relationships of individuals, their connections, and the social structure (Sozen, Basim, & Koksal, 2009). I posit that social networks and culture are “mutually constitutive” (Basov, Lee, & Antoniuk, 2017, p. 1) as, on one hand, “networks of relationships are cultural because they are central to organising human systems that learn symbolically, invent ideas, truths and ideologies through language and communication” (Lowe, 2001, p. 8). On the other hand, culture is reproduced through language and communication and thus depends on networks of relationships and social ties (Basov et al., 2017). For this organizational improvement plan (OIP), I view culture with objectivity, as a variable that can be influenced, and as patterns of relationships and interactions (Panda & Gupta, 2001). This chapter and Chapter 2 explore this subject more deeply and highlight culture and structure as two conceptual pillars. Chapter 1 concludes with a vision for change and a brief analysis of change readiness.

Organizational Context

Sky College is a multicampus institution in Western Canada with a history spanning over 50 years. It serves 20,000 students annually in multiple semirural regions, offering over 100

programs in the areas of trades, technology, vocational training, and academic studies. The college has strong enrolments from domestic and international students, is growing year-over-year, and prides itself on applied learning.

Political. Higher education institutions are political entities with shared governance that emphasize “negotiations as well as the role and power of different stakeholders” (Sporn, 2007, p. 149). I subscribe to Birnbaum’s (1988) view that governance is constituted of “the structures and processes through which institutional participants interact with and influence each other and communicate with the larger environment” (p. 4); hence, governance, here, is viewed as situated in the network. At times, Sky College is, like other “educational organizations, . . . rife with organizational contradictions, conflicting value orientations of members, power struggles based on real differences of perception, and highly charged political externalities” (English, 2008, p. 161). However, decision-making generally is collegial with an aim to make major decisions by consensus.

Economic. The number of students has been steadily increasing at most of Sky College’s campuses with its main, and largest, campus reaching maximum, or near maximum, capacity in 2019. This positive enrolment trend is however not enough to thwart financial pressures in part brought on by the mandate to offer diverse programming, from academic diplomas and degrees to apprenticeships and adult upgrading, at multiple campuses. This is an expensive undertaking. Moreover, every year for the past eight years, the province has reduced funding to higher education institutions. These factors have triggered Sky College to look towards alternative revenue streams to support its operations, including corporate training and international student tuition.

Sociocultural. The communities in which the college campuses are situated have

experienced population growth over the past 10 to 15 years. For example, its biggest community grew by 20% from 2006 to 2016 (Statistics Canada, 2017) to over 130,000 residents and, according to 2018 regional district data, that community is expected to grow 17% from 2016 to 2026 ([Regional District of Sky Valley], 2018).

Along with population growth, the social and cultural contexts in which the school operates are changing. Historically, community demographics have been very white. Just over a decade ago, Sky College saw its first large contingent of black students arrive, and there was “a systematic ‘othering’ and stereotyping of the other . . . by white institutions in a white place” ([Writers], 2010, p. 66). Today, communities have encouragingly transformed as “the diversity of our campuses has a positive and lasting impact on the economic and social fabric of our communities” ([Postsecondary Principal], 2017), according to a senior leadership member of a nearby postsecondary institution. This trend may reinforce the notion that internationalization is already occurring and is necessary on an institutional as well as a community level.

Mission, values, and strategic directions. Sky College’s mission is to “transform lives and communities” ([Sky College], 2015, p. 1) and its current strategic plan emphasizes values of access, continuous improvement, learner success, collegiality, collaboration, innovation, and sustainability ([Sky College], 2015). Furthermore, it establishes applied research, Indigenization, and internationalization as three strategic directions while highlighting the need to continuously strengthen community connections.

Organizational structure. Sky College is home to multiple campuses stretching a few hundred kilometers. A small contingent of vice presidents and associate vice presidents, along with the president, make up the executive leadership team (executive). This team oversees academic deans (deans) in charge of one or more faculties, campus principals responsible for

campus operations, and administrative directors and the registrar accountable for service departments. Below this level of the organization, few layers exist, and these and other structures have remained largely unchanged during the long-term president's tenure. However, a new president will commence in 2021.

The college subscribes to a level of matrix management, although I maintain it is more appropriate to liken it to collegial decision-making in a networked organization. Matrix management by design often includes dual reporting structures. A few dual reporting structures exist at Sky College along with many dotted-line reporting relationships. However, a more accurate description of the college's decision-making is that it is collaborative and collegial in a networked organization.

I contend that Sky College can be considered an emerging heterarchy. Drawing on Stephenson (2009) and Manning (2018), the concept of heterarchy can be described as a combination of bureaucratic structural and horizontal networks. Ball and Junemann (2012) defined it as "an organisational form somewhere between hierarchy and network that draws upon diverse horizontal and vertical links that permit different elements of the policy process to cooperate (and/or compete)" (p. 138). Formal and informal relationships and connections can be seen across departments and campuses, and the college's core values of collegiality and collaboration permeate many parts of the organization on all levels.

Institutional and individual leadership. I see collective appreciation for the complex system and the people working within it, institutionally. One could liken it to system leadership with its collective focus and concern for relationships and connections. Generally, leaders in formal roles do not subscribe to one single leadership approach but may be influenced by the style exhibited by the president and other executive members. I purport that executive members

have a quiet leadership style. The president has a strong external focus and has greatly contributed to higher education provincially and nationally. However, neither they, nor other executive members, have taken on visible and inspiring leadership roles internally.

The executive subscribes to collegial decision-making, but this preference is often found only on the horizontal plane. At times, collective leadership involving organizational members from all levels has been encouraged, but it is not always the norm. As such, I argue, it has led to a deficit in the areas of communication, shared vision, and participant engagement, which are cornerstones of a change process (Kotter, 1996; Schein, 2010, 2016), including internationalization.

Strategic aspirations. Sky College outlined internationalization as a key strategic initiative to provide all students and employees with global experiences and intends to incorporate “global and international dimensions into all aspects of the College” (2019b, p. 3). This institutional vision aligns with Knight’s (2003) definition of internationalization, which is “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2). Reviewing the internationalization plan (Sky College, 2019b), I conclude that the ultimate objective is to institutionalize internationalization and make it part of the organizational culture.

I define institutionalization for this OIP as the change “becoming accepted, permanent, stable and/or normative” (Armenakis, Harris, & Feild, 1999, p. 98) and the associated new values, norms, and beliefs becoming encultured (Curry, 1992). I posit that the college’s aspirations align with Hudzik’s (2011) concept of

comprehensive internationalization, which is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional

leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. (p. 6)

Before introducing my leadership position and lens as they relate to this OIP, it is salient to clarify that internationalization and international education are not interchangeable terms. I maintain that international education focusses on international students on campuses and students studying abroad, and having a large number of international students on campus is not internationalization (de Wit, 2011). As such, international education is only one component of internationalization, and the terms cannot be used interchangeably. Considering this introduction to the organizational context, and bearing in mind that I revisit it in more detail in Chapter 2, I now discuss my leadership position and theoretical lens.

Leadership Position and Lens Statement

To understand my personal position in the organization and my relation to the POP, this summary introduces my leadership position and philosophy. A discussion of the need for collective leadership approaches follows with an argument that system and adaptive leadership approaches are required, not only in my leadership practice, but also fostered throughout the organization if internationalization is to be advanced. I conclude this section with a statement on my theoretical lens.

Personal position and leadership philosophy. As a manager at Sky College, with accountability for registrarial areas spanning recruitment, admissions including international admissions, and student communication, I collaborate on and manage multiple stakeholder initiatives, usually with process, training, and communication implications. I have been on the periphery of the internationalization plan to date, but expect take a formal role as a member on the Internationalization Implementation Task Force (Task Force) in 2020.

In my regular work, I collaborate with campuses, faculty and vocational instructors

(faculty), deans, and support staff, including managers and administrators who do not belong to the dean or executive groups (staff), as well as with other institutions. To influence change and advance the solution that I propose in Chapter 2 in this OIP, I cannot draw on positional power but must lead from the middle in other ways. Leading from the middle is about marrying operational and strategic goals and issues (Clegg & McAuley, 2005; Gabel, 2002) and “reconciling both top-level perspectives with lower level implementation issues” (Marshall, 2012, p. 505). Most important, though, I see my role in leading from the middle as fostering collaboration and knowledge sharing (Kanter, 2005; Marshall, 2012; Naylor, Gkolia, & Brundrett, 2006). With this scope as well as the organizational context in mind, I determined that system and adaptive leadership approaches, capabilities, and actions have the potential to truly advance internationalization.

System leadership. System leadership has a focus on the entirety of the system and is about fostering “collective leadership across the system” (Senge, Hamilton, & Kania, 2015, p. 28). It is particularly relevant for Sky College as leaders tackle the complex problem of internationalization that spans campus and departmental boundaries and, I reason, impacts organizational culture. System leadership places a great emphasis on the social domain, including structure, relationships, authority, and culture, among other factors. A systematic, transparent approach to these factors could positively impact the organization and achievement of its goals (Macdonald, Burke, & Stewart, 2018). System leadership is “essentially about how to create, improve and sustain positive organisations through creating productive social cohesion” (Macdonald et al., 2018, p. 45). Social cohesion has no singular definition but in the context of the POP, I define it as the individual- and group-level conditions that lead to strengthened ties and cohesion (Friedkin, 2019). This definition aligns with my social network theory lens.

As a strategic initiative, internationalization at Sky College has becoming institutionalized as an end goal. System leadership will need to be intentional and is required to “create, maintain and improve the culture” (Macdonald et al., 2018, p. 149) that is at the same time engaging with the change, supporting the change, and assisting in achieving the goals. If realized, internationalization will in turn have a transformative effect on the organizational culture.

Adaptive leadership. My leadership practice will be complemented by adaptive leadership, which will be required throughout the implementation process not only by me but by others. Adaptive leadership has been most prominently defined as “the practice of mobilizing people to tackle tough challenges and thrive” (Heifetz, Grashow, & Linsky, 2009, p. 14). As part of conceptions of complexity leadership theory, Uhl-Bien, Marion, and McKelvey (2007) offered another definition of adaptive leadership, seeing it “as emergent change behaviors under conditions of interaction, inter-dependence, asymmetrical information, complex network dynamics, and tension” (p. 309).

Adaptive leadership as a concept distinguishes between technical challenges and adaptive challenges. Technical challenges are those with clearly defined bounds and known solutions that can be solved through existing organizational structures and processes. In contrast, adaptive challenges are problems that are not clearly defined, challenge beliefs and values, elicit many competing opinions through an organization, and can be solved only by reaching across networks to inspire others to find solutions (Heifetz et al., 2009; Northouse, 2018). Adaptive leaders engage organizational members to work towards a common goal without prescribing outcomes. Instead, adaptive leadership “provides a framework for attaining employee commitment to actively participate in seeking and implementing solutions to challenges” (Randall & Coakley,

2007, p. 327).

When a change initiative such as internationalization affects every part of the organization, beliefs and values will be challenged, and multiple, conflicting viewpoints will surface. Expert knowledge at Sky College is distributed, and organizational members will have to rely on one another and tap into collective knowledge (Heifetz & Laurie, 1997) to achieve internationalization goals. By drawing on knowledge situated within faculty, staff, students, and the external community, attitudes can be changed, and formal and informal networks can be employed, modified, or created to further the internationalization plan (Heifetz et al., 2009). In Chapter 2, I elaborate on how I will activate adaptive leadership across the system to create engagement with internationalization.

The system–adaptive leadership intersect. Leadership at the intersection of system and adaptive leadership practice subscribes to the belief that knowledge and capabilities reside in the collective, and that actors as members of the organizations have dependent relationships (Heifetz & Laurie, 1997). In the domain of social network theory, it is important to note that system and adaptive leadership highlight the existence and importance of informal, networked connections and relationships that are essential for innovation, knowledge dissemination, and information sharing. Seeing the interrelatedness of parts as well as the big picture are also tenets of both approaches. Combined, they are all particularly relevant in Sky College’s collegial and collaborative system and culture as well as in the context of complex, adaptive issues like engagement and internationalization.

Boylan (2018), in his view on adaptive leadership, described the leader as a networker and system worker (p. 91), and whereas system leadership places an emphasis on structure, authority, and formal systems (Macdonald et al., 2018), adaptive leadership is concerned with

formal and informal authority but also with politics. In short, to tackle complex systems and adaptive problems, system and adaptive leaders must complement each other and enable others to step forward to tackle problems and to “co-create the future” (Senge et al., 2015, p. 29).

Theoretical lens. Based on the premise that Sky College is an emerging heterarchy with formal and informal networks that complement bureaucratic structures, I have discussed above that achieving internationalization requires a system and adaptive leadership approach. Further, I am interested in the ties or relationships that precipitate activity and view leadership as a form of “social network relation” (Contractor, DeChurch, Carson, Carter, & Keegan, 2012, p. 1002).

Social network theory as my theoretical lens undergirds how I view and analyze the POP and develop organizational improvements. A social network is the informal structure of the organization that coexists with the formal structure usually expressed in an organizational chart. As Borgatti and Ogem (2010) have laid out, the relationships and connections that constitute the informal network are of interest when adopting this perspective. The types of relations that one may consider, some of which I focus on in this OIP, are information and how it flows; interactions such as discussions, consultations, advice, and conflict; affective and cognitive relations such as likes and dislikes, support, and resistance; and more overt relations including spatial (buildings, campuses), committees, and groups. Uncovering and using social networks allow me and the organization to initiate targeted collaboration efforts, address existing divides, and increase the capacity to “sense-and-respond” (Cross & Parker, 2004, p. 7).

Social network theory in combination with my leadership approaches will support complex problems and systems; allow for attention to structure; give space to relationships, knowledge sharing, and information exchange; and offer appreciation for and an emphasis on culture. Chapter 2 further highlights how institutional and individual leadership approaches can

be enlivened to create the future, but first, a deeper look at the POP is necessary.

Leadership Problem of Practice

Identified as a strategic priority for Sky College in 2015, it took until 2019 for the organization to create an internationalization plan, which is indicative of the slow progress of major initiatives at Sky College. The internationalization plan outlines the overarching vision of fostering “a diverse, global educational environment . . . with opportunities for all students and employees to participate in international activities and to develop into global citizens” ([Sky College], 2019b, p. 5). Yet, the campus community largely did not engage with the development of the plan even though occasions for collaborative participation were provided. To date, the focus for many has been on operational, day-to-day challenges brought on by international students and not on the larger internationalization goals. In addition, there appears to be a gap in understanding of what employee engagement means. I question if some in leadership positions believe engagement with internationalization is to be self-driven by organizational members, and I posit that actively fostering engagement may not be a leadership imperative.

As Sky College embarks on an ambitious internationalization journey, the meaning, rationales, approaches, and strategies of internationalization (Knight, 2008) are unclear to many organizational members. These members are focussing on challenges related to student success and faculty preparedness in context of the college’s rapidly rising international student body. For some, the institution’s—perceived or real—reason for increasing international students on campus is economic, and this topic dominates their conversations and work. In Sky College’s networked organization, where collective knowledge resides with all organizational members (Heifetz & Laurie, 1997), advancing internationalization will require leveraging and making use of collective leadership approaches to “selectively utilize skills and expertise within [the]

network, effectively distributing elements of the leadership role as the situation or problem at hand requires” (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009, p. 933). The POP to be addressed is the lack of engagement by organizational members with Sky College’s broader internationalization goals. The term *organizational members* is used as a broad characterization to include all college employees, including faculty, who, as a collective, lack engagement with internationalization. I now define and discuss engagement in the context of this OIP.

There is no clear definition in the literature as to what *engagement* means (Hodges, 2018; Macey & Schneider, 2008; Ward, 2016), but Hodges (2018) proposed the following multilevel construct for engagement as it relates to organizational change:

At an individual and team level it is a *transient attitude*, where an individual or team is *focused* on and aligned with the goals of OC [organizational change], and channels their *emotional* and *cognitive* self to transform change into a *purposeful* accomplishment, whereas at an organizational level, OC engagement is a process by which an organization increases the involvement of its employees and other stakeholders with OC. OC engagement is, therefore, an *active role*; not something that is happening to people but instead something they are engaging with. (pp. 38–39; emphasis in original)

For this OIP, I subscribe to the above definition, and here I consider the process of engagement at the organizational level. I reason there is a causal link between engagement and advancing internationalization. In a college that has bureaucratic structures and networks, and a complex culture, I can look at what causes disengagement and what promotes engagement based on my system and adaptive leadership perspective and through the theoretical lens of social network theory. This approach should support the movement towards internationalization that is embedded in the college’s functions, processes, and culture. As context matters, it is imperative to first frame the problem. The following section scaffolds the POP, and Chapter 2 provides an additional critical organizational analysis that frames the POP further.

Framing the Problem of Practice

Advancing internationalization that is comprehensive and spans academic and service

departments (Hudzik, 2011) necessitates an analytical discussion of the context for change. First, a historical overview of the POP and a deeper look at internationalization at Sky College is provided. Then, I use two frames (Bolman & Deal, 2017) to discuss structure and culture in the context of social network theory.

Historical overview of the problem of practice. Advancing internationalization is important for many postsecondary institutions due to the increasingly global nature of business and industry, for example. Providing student, staff, and faculty with global experiences has often been identified as crucial, but other motives for internationalization vary and may include political, sociocultural, academic, or economic drivers (de Wit, 2011; Knight, 2007), the latter perhaps being the most contentious issue.

The financial pressures the higher education sector has faced in the past 20 years, including increased salary costs and reduced government funding, have shaped the sector in North America and beyond (Clark, 2003; Lasher & Greene, 2001; D. R. Lewis & Dunder, 2001; Pollanen, 2016). Some conject that these pressures have forced some institutions to look to international student tuition as a revenue source (Altbach & Knight, 2007; Vavrus & Pekol, 2015), and finances may even be the primary driver for some internationalization efforts (Lumby & Foskett, 2016).

On a political level, longstanding Canadian national and provincial policies on immigration and international education, not to be confused with internationalization, have supported Canadian public postsecondary institutions' internationalization efforts. Canada's *International Education Strategy* (Government of Canada, 2014) promoted international education as a means for Canada to gain economically, foster innovation and research, and deal with labour and skills shortages. Provincially, a multiyear jobs and training plan outlined

international education as a key component, but also emphasized multiple other benefits of international education including financial gains for the province ([Province], 2016). Lastly, the province in which Sky College is situated issues mandate letters to every public postsecondary institution outlining the expectations and goals for the institution. The 2019–2020 provincial mandate letters directed institutions to find a balanced approach to international education and also to play a part in the development of a provincial framework of international education ([Minister], 2019). Crucial to remember is that international education in the context of the above, and as explained earlier in this OIP, encompasses international students on campuses and students studying abroad, but is not equal to internationalization.

Sky College's internationalization plan has outlined over 30 goals and activities to advance internationalization in the areas of "campus and community engagement, student success, learning and curriculum, and partnerships and global experiences" ([Sky College], 2019b, p. 5). To date, in practice, the college has not significantly expanded its focus beyond the recruitment of international students. Although domestic enrolments are steady, international student enrolments have dramatically increased over the past years, as evidenced in Table 1 (see also [Ministry for Postsecondary Education], 2019, p. 3). Some faculty and deans have challenged the academic preparedness of some international students, contested international recruitment practices, and questioned the motives for increasing the number of international students.

Table 1

Sky College Domestic and International Headcounts

Student type	2015–16	2016–17	2017–18	2018–19
Domestic	18,560	19,120	18,935	19,480
International	1,080	1,485	1,715	1,910

In summary, movement towards internationalization has been slow and institution-wide engagement is lacking. Larsen (2015) has acknowledged the common disconnect between official plans and actualities when looking at how entrenched internationalization is within an organization's activities. Sky College reflects this reality but aims to shift the focus towards its stated internationalization goals. To embed global and international aspects into all or most college processes and activities will affect, and will in turn be affected by, the structure and culture of the organization. I now frame the problem with a focus on these two aspects.

Structure and culture. Bolman and Deal (2017) discussed, in their four-frame model of viewing and analyzing organizations, the structural perspective, which requires looking at vertical as well as horizontal organizational forms. They implied that even horizontal forms such as networks can be created, managed, and influenced, at least to a degree. In contrast, the symbolic frame centres on existing symbols, artifacts, values, and organizational culture. It provides another important consideration on the road to institutionalizing internationalization (Bolman & Deal, 2017).

Chaffee and Jacobson (1997) suggested that culture can be strategically managed to increase the adaptation of change. Heifetz et al. (2009) agreed but cautioned that transforming the structure and culture of an organization is difficult as the system itself is “absorbing members into it who then perpetuate the system” (p. 50). Following is a brief discussion on organizational

structure and culture utilizing Bolman and Deal's (2017) structural and symbolic frames.

Structural frame. Within social network theory, a structural understanding of the connections, or lack thereof, within the social network can provide valuable insights. Social networks consist of strong ties and weak ties, and what Burt (1992, 2004) coined as *structural holes*, where one subnetwork has either no ties or weak ties to another. Whereas *silo* is often used to describe a disconnect between formal, structural units, structural holes as a concept stresses an interruption of knowledge dissemination and information flow between people and groups, but it is not limited to formal networks and structures. Organizations that make efforts to bridge silos and structural holes through cooperation and collaboration can be more creative and learn better (Burt, 2004). A. J. Daly (2010) agreed with this notion and stated that it is imperative to focus on both formal and informal structures as well as to provide links between individuals and groups to enact change.

For a college of its size, Sky College has a flat organizational structure. This does not mean that bureaucracy and vertical structures do not exist. They are present and are required to operate within the bounds of rules, regulations, and mandates, but the college also relies on collegial decision-making processes that mediate bureaucratic structure to a degree. Yet, there is a certain separation between academic and administrative departments. Even within academic departments, operational decision-making, often residing in individual units, is decentralized, and it often comes with incomplete, sporadic, or disjointed communication that does not include all organizational members (Kezar, 2014b). Overlaid is the multiple campus set up, adding additional complexity.

The benefits of a flat organization were, in past, the large amount of cross-departmental collaboration and the sentiment that everyone was on the same team. Now, the flat approach is

starting to be unmanageable and ineffective according to some college stakeholders. In addition, as more and more new members join the organization, they are not properly onboarded to the organization or educated about its collaborative cultural value, in effect leading to a dilution of this positive aspect of the organizational culture. Although collaboration across subnetworks is shrinking and challenges are emerging, many new executive members and deans have joined the organization over the past three years. The momentum for change has been building and, along with it, a group that may drive a structural change forward.

Symbolic frame. Advancing internationalization is a multiyear process that will be affected by, and in turn impact, the organizational culture. Schein's (2010, 2015) definition of culture has become prominent. He said:

Culture is a pattern of shared basic assumptions that the group has learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 2015, p. 924)

Schultz (1995) stated that Schein's work has made the largest contribution to the functionalist view of organizational culture due to its causality and process orientation. Bolman and Deal (2017) have taken a similar view of culture. They see culture as a product of the past but also a process that evolves constantly, providing fuel for innovation in organizations. For this OIP, I remain true to the functionalist paradigm and focus on vision, values, and organizational culture(s), as I believe they serve as a foundation to achieve strategic initiatives and foster innovation (Gallos, 2006). Viewing the organization through the symbolic frame is not only about analyzing current organizational cultures, but also about "culture formation, evolution, and destruction" (Schein, 2010, p. 74). Schein (2010, 2016) has asserted that leaders influence and manage issues that relate to mission, strategy, and goal attainment, which in turn can directly impact culture. In this section, I provide a brief review of cultural considerations for this OIP;

Chapter 2 delves deeper into these issues.

As is common in most higher education institutions, Sky College has multiple conflicting values and varying subcultures: Faculty and the administration do not always share the same assumptions and values; each campus has its own unique culture with different values, goals, and aspirations; and even within faculties, subcultures exist based on discipline. This does not mean that Sky College's overarching values of collegiality, collaboration, and student success, for example, cannot be seen in action within these subcultures. To date, the organizational culture and most subcultures have aligned at least along some values. Yet, the danger of an increasing divide is that countercultures that oppose change strengthen if not attended to, and subcultures that support the change weaken (Schein, 2010). Conflicting cultures may impede change and hence leaders need to pay attention to "subcultures (those that particularly embrace the new initiative) and countercultures (those that actively oppose it)" (Detert & Mauriel, 2016, p. 858).

In practice, as related to internationalization, faculty often take a student success approach to international students on campus. They want all students to succeed but may also feel that having a large number of international students in their classes may lead to challenges in accomplishing this goal. On the other hand, executive and deans must balance academic imperatives with the fiscal reality. Organizational members who plan and lead change initiatives need to be aware of subcultures and the institutional culture; this awareness will improve the plan and the process of executing initiatives (Chaffee & Jacobson, 1997) such as internationalization.

At Sky College, I posit that internationalization is currently based on the keen interest of a few, and activities are initiated mostly by those working closely with international students as part of their role at the institution. It will be a leadership challenge to align strategies, policies,

processes, actions, and culture to truly be “internationally engaged” (Foskett, 2010, as cited in Lumby & Foskett, 2016) at all levels, and structure and culture are key considerations if the college wants to advance internationalization. The following guiding questions incorporate the considerations for structure and culture and provide a focus for this OIP.

Guiding Questions Emerging From the Problem of Practice

Three guiding questions have emerged and scaffold the OIP on Sky College’s path to internationalization, where global and international perspectives are part of all aspects of the organization (Knight, 2003). The questions are, at least in part, within my personal sphere as a member of the yet-to-be-formed Task Force that will lead internationalization efforts. Based on the premise that Sky College has formal and informal networks as well as a wealth of distributed knowledge, it is important to draw on what exists to start the internationalization process. In line with my social network theory lens, I maintain that the process will require an informal audit of existing actors and relationships to uncover strong and weak ties along with structural holes. Once identified, strategies and methods can be developed to change ties and eliminate structural holes through new or modified systems, structures, and processes.

With the goal of ultimately embedding internationalization into all functions and processes at Sky College, it will be essential that the approach to change is inclusive, participatory, and democratic. The main inquiry, stemming from the POP, will centre around the following guiding questions:

1. How can the yet-to-be formed internationalization team at Sky College draw on formal structures and existing networks to create engagement with internationalization?

2. What systems, structures, and processes can be utilized, modified, and/or created to enable learning, knowledge creation, and engagement?
3. How can Sky College embrace creativity and innovation to enhance its culture of learning for and beyond internationalization?

If engagement, communication, and knowledge creation and sharing can be increased, Sky College could be propelled further towards not only becoming a more creative and innovative organization, but also realizing internationalization. Moving forward will require change leadership, and as Buller (2015) maintained, change leaders “have to help people come to grips with the idea of change, see the benefits in it, and embrace a culture of innovation, not just a culture that endures innovation” (p. 217). Some of the key factors in creating a culture that positively influences creativity and innovation are open (complete) communication, risk taking, reward and recognition, and empowerment (Martins & Terblanche, 2003). These factors are not ubiquitous at Sky College, so the question becomes who and how can the culture and subcultures be purposefully and positively influenced to enable learning, knowledge creation, and engagement, and eventually embrace creativity and innovation? The vision of change I present now, through my theoretical lens, combines the institutional vision of internationalization and articulates the gap between current and future state.

Leadership-Focused Vision of Change

Considering the institutional context and external factors, and building on the guiding questions above, this section outlines the envisioned future state where all organizational members are engaged with internationalization. This section situates the future state and change priorities within social network theory and layers in an adaptive and system leadership perspective. It concludes by highlighting change drivers at Sky College.

The future state. With the ambitious goal of implementing over 30 individual activities as outlined in the internationalization plan ([Sky College], 2019b), Sky College's overarching goal is "educating critical, responsible, and engaged global citizens" (Larsen, 2015, p. 2). To institutionalize internationalization requires not only that activities be implemented, but also that a complex culture and structures evolve, change, and be influenced. This OIP addresses organizational members' lack of engagement with internationalization and draws on social network theory to map the road to engagement and the advancement of internationalization. It aims to create a future state that is ready structurally and culturally, for knowledge sharing, organizational learning, creativity, and innovation to advance internationalization.

Looking towards the future of internationalization, attaining the series of goals and activities as outlined in the internationalization plan ([Sky College], 2019b) will require a collaborative, inclusive approach as described above. System-wide organizational change at Sky College necessitates networked leadership approaches and the future state, as it applies to the POP, will see systems, structures, and processes in place that facilitate shared commitment, learning, knowledge creation, and engagement.

To achieve the internationalization goals, motives and strategies need to align with Sky College's core values of collaboration, collegiality, student success, diversity, and innovation ([Sky College], 2015). The internationalization implementation process may also be a model process that could be translated to other initiatives. Widely adopting this process could drive the college towards a culture that embraces creativity and innovation and advances and adapts to change more readily. In the following subsections, I outline four practices and activities that would propel Sky College towards its desired state with respect to internationalization: drawing on and advancing networked leadership, reaching across to encourage a shared vision and create

commitment, building communication systems to support change, and advancing a culture of learning, creativity, and innovation.

Drawing on and advancing networked leadership. The college's reasonably flat organizational structure provides an opportunity to engage and lead not solely through formal and hierarchical structures, but horizontally and by drawing on social networks. Sky College is marked by "diverse horizontal and vertical links that permit different elements of the policy process to cooperate (and/or compete)" (Ball, 2010, p. 16). I subscribe to the notion that "organizations [not only] unintentionally shape networks, but organizations can also attempt to influence network creation and direction [by] creating . . . linkages or structures to promote interaction" (Kezar, 2014a, p. 106).

In the future state, connections in and across informal, social networks are increased and strengthened, and structural holes bridged, to enhance the effectiveness of the adaptive, collaborative work of internationalizing. As the "formal organizational structures are a ritualized form of organizational behaviours to be distinguished from what actually goes on within the organization" (Meyer & Rowan, 1991, as cited in Kadushin, 2012, p. 95), it is crucial that change efforts coevolve with the informal relationships at Sky College (A. J. Daly, 2010).

Reaching across to encourage a shared vision and create commitment. The internationalization plan was created with opportunities for input across the institution but too few stakeholders engaged. Hence, the vision of internationalization is neither that of the collective nor is it shared, and in present state, "goals are ambiguous, [and] nobody is quite sure where the organization is going and how it will get there" (Baldrige, 1983, p. 44).

I posit that shared commitment is created through interactions (Bess & Dee, 2012), active collaboration, and engagement in knowledge construction. Only then can it be ensured that the

vision of internationalization is representative of the networked collective. However, “the existence of connections is not a natural given, or even a social given. . . . It is the product of an endless effort at institution” (Bourdieu, 1986, as cited in Nahapiet & Ghoshal, 2017, p. 262). This OIP situates these “endless efforts” in adaptive leadership practice with a focus on “mobilizing people to tackle tough challenges and thrive” (Heifetz et al., 2009, p. 14). A shared vision and commitment through adaptive leadership provides space for “wrestling with the “normative questions of value, purpose, and process” (Heifetz et al., 2009, p. 14) while providing a process-based leadership framework that can be “sustained for the long-term, adopted by impacted stakeholders, and is responsive to the competitive higher education market” (Randall & Coakley, 2007, p. 326).

Building communication systems to support change. Schein (2016) has highlighted the importance of a “multichannel communication system that allows everyone to connect to everyone else” (p. 347). In the context of this OIP, commitment to open and transparent communication at all levels of the organization is an aspirational goal, yet I am confident that great strides towards improvement can be made. Within an adaptive leadership framework, communication is about “nam[ing] the elephant in the room” (Heifetz et al., 2009, p. 102) and committing to open, honest, and complete communication. Coincidentally, such communication is also one of the hallmarks of a learning culture, which is premised on the assumption that the truth is always desirable and a better choice than incomplete or incorrect information (Schein, 2010). “Communication is the currency of collective leadership” (Friedrich et al., 2009, p. 936), and to create productive social cohesion (Macdonald et al., 2018) for internationalization, and to strengthen ties across the formal and informal networks within the system, improved communication systems are required.

In the future state, there is a place for improved one-way communication; for example, to the external community or as an update internally to increase understanding. However, two-way and multidirectional communication are most crucial as people's views, attitudes, and perceptions towards Sky College and internationalization are multifaceted and complex (Kezar, 2014b).

Advancing a culture of learning, creativity, and innovation. A learning culture, I conceive, is a prerequisite not only for a learning organization, but also for change leadership—especially in higher education, where change can be described as “an organic type of growth that reflects the fundamental mission of higher education: growth in knowledge and understanding” (Buller, 2015, p. 85). At its simplest conception, Senge (1998, as cited in Fulmer & Keys, 1998) postulated that a learning organization is “a group of people working together collectively to enhance their capacities to create results they really care about” (p. 35). Schein (2010), however, likened this definition to organizational learning and described the learning organization as one characterized through “learning BY the organization as a total system” (p. 1, emphasis in original). Here, both views are married and promoted as the learning organization is conceived as a contributor to success. Within this OIP, it is crucial to enable “structures and culture that promote the learning organization” (Francis, 2015, p. 25). Equally important is that “key leadership and organizational structures exist to support these enablers” (Francis, 2015, p. 25). Without personal agency in this regard, it will fall on the executive to drive this issue. I now look at factors that may propel the organization toward or limit it from reaching this future state.

Drivers of change. Whelan-Berry and Somerville (2010) identified two conceptions of change drivers in the literature: change drivers as factors that necessitate the change, and change drivers as factors that enable and facilitate the change process. Here, I briefly focus on what

necessitates the change at Sky College. In a future section of this OIP, I focus more deeply on the drivers that will impact the change process itself.

Garson (2016) stated that understanding what drives an institution to internationalize and finding a balanced approach to achieve sustainable internationalization are essential.

Sustainability goes beyond an economic focus and centres on the “complex holistic interconnections and relations between students, teachers, and curriculum within which power relations are recognised and difference valued” (Ilieva, Beck, & Waterstone, 2014, p. 880).

Drivers of internationalization are commonly grouped into four categories: economic, political, sociocultural, and academic (de Wit, 2011; Knight, 2007). Understanding institutional motives for internationalizing is critical, as are context-specific principles for action, which influence choices (Seeber, Cattaneo, Huisman, & Paleari, 2016). Moreover, if the campus community understands drivers from the specific institutional context, members can be engaged and mobilized to work collaboratively on developing and ultimately achieving internationalization goals.

Sky College, without a vision for internationalization that is widely shared, is experiencing conversations on campus that focus on the monetary benefits the college receives from the large international student body without adequately reinvesting in and supporting faculty and students. Practices of not addressing uncomfortable truths will need to be overcome without jeopardizing the institutional or personal reputations if the college wants to build a convincing rationale for its aspirational internationalization goals, especially if internationalization is to be embedded in its culture and processes (Zha, 2003). The task then is to find an acceptable balance between an “economistic and an idealistic outlook on education” (Stier, 2004, p. 96). Efforts need to focus on creating and communicating a shared vision.

I hope that drawing on and advancing networked leadership, reaching across to encourage a shared vision and create commitment, building communication systems to support change, and advancing a culture of learning, creativity, and innovation will not only further internationalization, but prime Sky College for an innovative future. To determine the feasibility of this approach, I now look at the readiness for change at Sky College before concluding Chapter 1.

Organizational Change Readiness

Whelan-Berry and Somerville (2010) found that up to 80% of change efforts fail, and this failure can be attributed, in part, to a lack of engagement and change readiness (Stensaker & Langley, 2010). Change readiness and engagement in change correlate strongly (Lyons, Swindler, & Offner, 2009), and both constructs are interwoven. Engaging and engaged employees are critical in a change initiative and change readiness; resistance to change is a direct antecedent to engagement (or lack thereof) in a change initiative (Armenakis, Harris, & Mossholder, 2009). Here, I assess readiness for change based on an adaptive work typology (Heifetz et al., 2009), followed by a force field analysis. Combined, they situate the issue at hand in a change readiness context and set the stage for Chapter 2.

Typology of readiness for change. Readiness for organizational change can be viewed from multiple perspectives: a project-based approach, to which Kotter (1996) and Lewin (Cawsey, Deszca, & Ingols, 2016; Schein, 2010) have subscribed; an approach focussed on how people make sense of change (Armenakis et al., 2009; Holt, Armenakis, Feild, & Harris, 2007); and finally, an approach that views change readiness on a more individual level (Voelker, Wooten, & Mayfield, 2011).

Here, I adopt a combination of these approaches focussing on the social network context

of change with its structural and relational configurations. I prescribe to the view that “resistance to change is a socially constructed phenomenon that is generated and defined through interaction” (van Dijk & van Dick, 2009, p. 142). Four archetypes of complex adaptive challenges (Heifetz et al., 2009) are used as a frame to assess change readiness within the adaptive context. These four archetypes are outlined below.

Gap between espoused values and behaviour. Sky College’s long-standing mission with a focus on its people and communities ([Sky College], 2015) is, I deduce, rooted in the organizational culture, and the outward focus with a supporting mission can translate into an increased level of adaptability of the organization (Sporn, 1996). This sentiment was echoed by Bartell (2003), who contended that the more congruent an organization’s culture is with the external environment, the more adaptable and innovate it will be.

However, a misalignment exists at Sky College between espoused and enacted values. Student success as a core value is outlined in the strategic plan ([Sky College], 2015) and is deeply shared by many subgroups such as faculty, staff, deans, and the executive. In contrast, I sense that the perceptions of some faculty and deans are that the institution’s international student recruitment practices are, at times, forgoing this value. Furthermore, by not providing spaces for engagement and collaboration to address these concerns, it is apparent that values of collegiality and collaboration are not always supported by actions. Combined, this misalignment of values and behaviours makes the challenge adaptive and a systems issue. It highlights the need for approaches that assist in aligning visionary plans with on-the-ground realities.

Competing commitments. Sky College’s ambitious goals for Indigenization, internationalization, applied research, and more are putting a strain on its limited financial and human resources. At the same time, the executive and deans must balance its mission with

provincial mandates for the institution as well as economic realities. In the current state, these competing commitments negatively influence change readiness. I posit that only by providing the space across informal (social) networks to address these stressors can organizational members be engaged, and Sky College achieve meaningful movement towards internationalization.

Speaking the unspeakable. As previously alluded to, addressing the elephant in the room is not widely practiced, as evidenced by a lack or limit of discussions centring on the perceived or real economic drivers of internationalization at Sky College. Although openness, frank discussions, and even conflict may be acceptable and sometimes encouraged within some subgroups and with respect to certain topics, attitudes and practices vary across the network. From a network perspective, attitudes and practices move through the network, and Voelker et al. (2011) inferred that readiness or resistance to change “diffuses through an organization in a contagious fashion” (p. 106). From a change leadership perspective, this then suggests that tending to the information and communication networks is critically important in influencing positive change (Armenakis et al., 2009; Kotter, 1996).

Work avoidance. Adaptive change is complex, difficult, and long lasting. As such, although an initial kick off to internationalization at Sky College may promise to be successful, sustaining momentum will be a challenge. From a change readiness perspective, and situated within a social network theory frame, looking at the capacity for sustained change through the concepts of human and social capital will be insightful (Burke & Litwin, 2009). Human capital takes a bureaucratic approach to investments in human resources through training and development, whereas social capital is an “investment in the social relations within the system through which the resources of individuals can be accessed, borrowed, or leveraged” (A. J. Daly,

2010, p. 286). In the current state, neither investments in human nor social capital in support of internationalization exist, and as such, work avoidance is a tremendous risk to be addressed.

In summary, multiple factors have been assessed and deemed crucial when looking at Sky College's readiness for internationalization change: an incongruence of values and behaviours, the existence of conflicting priorities, a lack of information management and communication systems, and human and social capital limitations. These characteristics have created the unpleasant circumstance for disengagement to surface, and the organization may not be ready for change.

Force field analysis. To achieve success and to advance engagement and ultimately internationalization, the driving forces of change must outweigh the opposing forces to reach a new equilibrium and the desired state (Burnes, 2004; Rosch, 2002). Figure 1 depicts the forces influencing change, including those previously discussed in this chapter. Driving and opposing forces have been assigned different weights, indicated by the weight of the arrows, based on the impact and influence they have on the change.

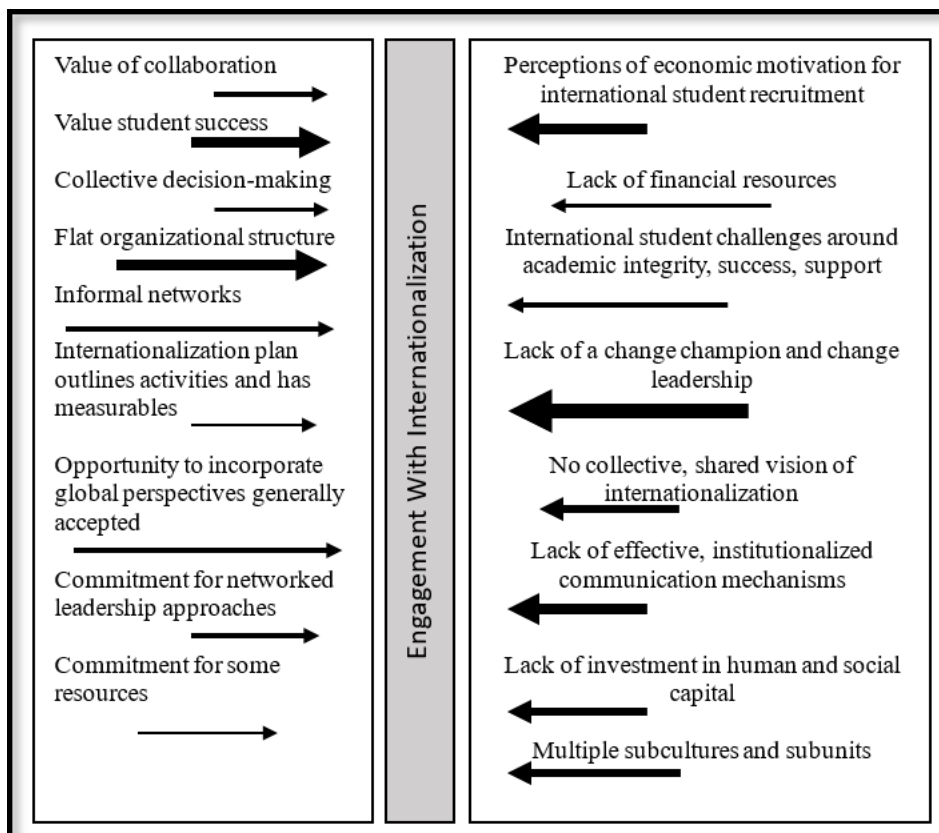


Figure 1. Driving and opposing forces of engagement.

Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, pp. 171–172. Copyright 2016 by SAGE.

The previously alluded to flat organizational structure, collegial decision-making, collaborative organizational culture, and existing formal and informal networks seemingly provide advantages from the start and must be considered driving forces. However, in the current state, opposing forces are plentiful, including, for example, limited investments in human and social capital, the lack of a change champion and change leadership, and a general feeling of an overwhelming amount of work. These factors, coupled with the challenges experienced with the influx of international students, leave little time to dedicate to a strategic initiative like internationalization.

Figure 1 also shows the restraining force of a perception by some organizational members

that the executive values international tuition revenue more than student success. something I alluded to earlier in this chapter. To move forward will require reducing or overcoming restraining forces to propel engagement with internationalization towards the future state, where internationalization can advance and ultimately be institutionalized. This force field analysis, combined with my assessment of readiness for change based on an adaptive work typology (Heifetz et al., 2009), situates the issue and sets the stage for Chapter 2.

Chapter 1 Conclusion

Chapter 1 introduced Sky College, the context for change, and the POP centering on creating engagement with internationalization. I situated the POP and the OIP in the functionalist paradigm, introduced my social network theory lens, and briefly discussed my system and adaptive leadership approach. By drawing on and advancing networked leadership, reaching across to encourage a shared vision and create commitment, building communication systems to support change, and advancing a culture of learning, creativity, and innovation, internationalization can be advanced. The next chapter delves deeper into the planning and development areas. It details my approach to change, introduces my integrated framework for change based on change models by Cawsey et al. (2016) and Kotter (2012, 2014), and proposes and number of solutions.

Chapter 2: Planning and Development

Chapter 1 of the OIP introduced Sky College, the context for change, and the POP, centring on creating engagement with internationalization. It framed the problem through social network theory. It highlighted that culture and structure are the two key constructs to be examined further as they relate to the identified challenges of communication, shared vision, and consequently engagement with, and interest in, internationalization. I also reasoned for networked leadership approaches and discussed the need for system and adaptive leadership. These approaches align with my social network theory lens.

This OIP's theoretical grounding in the functionalist paradigm continues to scaffold Chapter 2, which delves deeper into institutional and individual leadership approaches and is followed by a proposed change framework primarily based on Kotter's (2012, 2014) dual operating system. He argued for a networked system for strategic change to coexist along the hierarchical organizational system (Kotter, 2014). In the proposed integrated framework for change, I present a model that fits the change and the heterarchical organization. The model is aligned with institutional practice and processes, as detailed in the organizational analysis in this chapter, and allows for the implementation of one of three proposed solutions. A discussion on ethical considerations concludes this chapter.

Leadership Approaches to Change

This OIP is focussed on creating and enhancing engagement with internationalization at Sky College. My discussion is framed around internationalization, of which engagement is a large and crucial prerequisite component. Hence, it takes a prominent role in this section. In the subsequent section, I then link the leadership discussion to a proposed change framework for enhancing engagement with internationalization at Sky College.

System leadership. Leadership with a systems perspective is a holistic approach that focusses on achieving optimized organizational “performance in conditions of high complexity and uncertainty” (Coffey, 2010, p. 18). Macdonald et al. (2018) have stated that system leadership is based on the tenet that conflict, or dissonance, is a prerequisite for all change. Leadership in this realm is about creating dissonance for change. Dreier, Nabarro, and Nelson (2019), who provided a complementary view, defined the concept as

building and mobilizing alliances of diverse stakeholders around a shared vision for systemic change; empowering widespread collaboration, innovation and action; and enabling mutual accountability for progress to shift systems towards sustainability. (p. 6)

Taking a system leadership approach means that I recognize that “continuing to do what we are currently doing but doing it harder or smarter is not likely to produce very different outcomes” (Senge et al., 2015, p. 29). As a leader, I must consider the entire system of inputs, outputs, subsystems, and the environment and cannot address one issue in isolation. My functionalist perspective also means that I must concern myself with the system’s equilibrium as the system experiences forces driving (or hindering) change. Like a system leadership approach that is premised on the argument that changes in one subsystem affect the system overall, adaptive leadership is based on the principle that organizational parts are interconnected. A discussion on adaptive leadership now follows.

Adaptive leadership. Heifetz and colleagues (Heifetz, 1994; Heifetz et al., 2009; Heifetz & Laurie, 1997; Heifetz & Linsky, 2017) conceptualized adaptive leadership as a belief that leadership as an authoritative practice is no longer viable. Adaptive leadership is a collective leadership process that draws on the interconnectedness of knowledge of people and resources within a system, enables change across boundaries, and facilitates the collective to “learn their way to . . . solutions” (Heifetz & Laurie, 1997, p. 38). Randall and Coakley (2007) concurred that an “outcome of the changing academic environment is the need to challenge models of

leadership that focus on the competencies, behaviors, and situational contingencies of individual leaders” (p. 325) and look to approaches such as adaptive leadership, which views leadership as a process.

Kezar and Holcombe (2017) explained adaptive leadership as a process “that embraces complexity and ambiguity and actively pursues innovative solutions via organizational learning, creative problem solving, experiments, and collaboration” (p. 4). Hence, adaptive leadership is about focussing people on the different viewpoints, experiences, values, and assumptions of the challenge as well as “mobilizing people throughout the organization to do adaptive work” (Heifetz & Laurie, 1997, p. 38). As a leader, I believe it is my role to ask difficult questions, see and share the big picture and on-the-ground realities equally, and draw on the collective knowledge of organizational members (Heifetz & Laurie, 1997; Randall & Coakley, 2007). By maintaining a level of discomfort, conflict, and disequilibrium, but regulating them in order to prevent too much distress (Heifetz et al., 2009; Heifetz & Laurie, 1997), as an adaptive leader I can stimulate “interdisciplinary problem solving to generate innovative solutions” (Nelson & Jenkins, 2016, p. 199). This approach is further evidenced in the solutions I propose in this chapter. The next subsection describes aspects of leadership as they apply institutionally and individually in the context of engagement and internationalization at Sky College.

Changes to leadership principles and practices. Chapter 1 outlined the desired future state with an organizational community that is engaged with internationalizing Sky College. I reasoned that four elements are key factors to implementing internationalization and are the envisioned future state in this OIP: (a) networked leadership; (b) shared vision and commitment; (c) communication; and (d) advancing knowledge creation, creativity, and learning. Here, I present these elements in the context social network theory, system leadership, and adaptive

leadership. I discuss the gaps between current and desired leadership principles and practices on the individual and institutional level.

Personal leadership. True to a social network theory perspective, I believe that there is a direct correlation between my success as a manager and the “attentiveness to building and cultivating ties with friends and allies” (Kotter, 1982, as cited in Bolman & Deal, 2008, p. 204) across social lines. I have been assured a position on the yet-to-be-formed Task Force, and in combination with completing this OIP, I believe that I have informal influence while being respected for my expertise. By drawing on my existing connections in the college, I will harness informal, networked relationships. They are crucial conduits of knowledge dissemination, information sharing, and solution development; in turn, they foster engagement. Rather than proposing concrete solutions to achieve internationalization, which is not a tenet of adaptive leadership (Heifetz & Laurie, 1997), my approach will be twofold. One, I will conceive solutions that create space for the adaptive work of internationalization. Two, I will try to bridge the connections between levels of the hierarchy from my position in the middle and help others to do the same. I further address this strategy in my upcoming proposed solutions.

My leadership approaches are congruent with and connect with the structural forms of the organization. Once the Task Force is formed, I will be in a better position to advocate for system and networked leadership approaches, including adaptive leadership. With the Task Force, I can reach across bureaucratic and hierarchical lines to come to a shared vision supported by commitments; refine needed and proposed communication approaches; and define strategies that help advance learning, knowledge creation, and creativity. At the same time, I can start contributing and leading some of the internationalization initiatives. However, to achieve these goals requires a framework for leading the change process for individuals as well as for the

institution. Before introducing my framework, I look at leadership approaches across the institution.

Institutional leadership. There exists a gap between current institutional leadership approaches exhibited by the president, vice-presidents, and associate vice-presidents (executive) and the desired approaches. The status quo at Sky College is primarily “supported by institutionalized rationalities and power systems” (Messner, Clegg, & Kornberger, 2008, p. 69) but threatened by “contradictions between expectations and reality” (Macdonald et al., 2018, p. 66). Table 2, adapted from research by Heifetz and Laurie (1997), Heifetz et al. (2009), and Randall and Coakley (2007), outlines how current institutional leadership aligns or is distant from, particularly, adaptive leadership processes.

Table 2

Adaptive Leadership and the Current State of Institutional Leadership

Adaptive leadership processes	Institutional leadership (current state)
Get on the balcony and get in the action	<ul style="list-style-type: none"> • Executive are only on the balcony but disconnected from the day-to-day. Must acknowledge and address challenges on the ground.
Identify the problem and frame the issues	<ul style="list-style-type: none"> • Understanding that collective approaches are needed and that some internationalization initiatives will be adaptive (not technical) challenges. • Framing the issue appropriately will be a key concern so that those on the ground can comprehend the big picture.
Regulate distress and create safe spaces	<ul style="list-style-type: none"> • Rules of engagement are implicit, but they silence the elephant in the room. • Lack of trust in some who are in formal leadership positions. • Fear that spaces are not safe when academic and administrative sides converge.
Facilitate focus and attention	<ul style="list-style-type: none"> • Those doing the work need capacity (time and resources) to do the work, but the executive has not acknowledged the scope of work nor has dedicated enough resources to internationalization. • Focus and attention are not held as the internationalization plan took four years to create. Since then, not much movement can be seen institutionally.
Give work back to the people and keep it at the centre	<ul style="list-style-type: none"> • Collective approaches are supported and even desired but have not always been successful in the past. • Day-to-day problems must be resolved to create capacity. • The impact on others must be acknowledged and addressed.

Table 2 highlights that, aligned with various adaptive leadership processes, differing opinions and attitudes exist related to international student recruitment. Some stakeholders have only a big picture perspective whereas others focus only on the front lines and the classroom, and neither perspective is productive in the realm of adaptive leadership and change. Heifetz and Laurie (1997) have likened this dichotomy to the action that occurs on the “dance floor” (p. 7) and the distance perspective one gains “on the balcony” (p. 8). Effective leaders can see the big picture and understand the work at the front lines and help others to do the same. It is also important to actively focus attention and employ collective approaches to advance internationalization. In contrast to the current leadership approaches at the college, I contend that active and collective approaches are required; hence, my leadership framework is based on system and adaptive leadership.

To achieve the desired change also requires leadership approaches and solutions that address challenges around communication and information, conflicting priorities, limited human resources, and the disconnect between values or collegiality, and collaboration and behaviours. Marrying my system and adaptive leadership practice with Cawsey et al.’s (2016) change path model and Kotter’s (2012, 2014) dual operating system, I now introduce my framework for the change process.

Framework for Leading the Change Process

Creating engagement with internationalization is the focus of this OIP, but engagement is deeply intertwined with internationalization as a whole. They cannot be separated, as has been noted on multiple occasions. I frame my discussion around internationalization, of which engagement in internationalization is a vital component.

Type of change. Change can be categorized in different manners. Buller (2015)

discussed reactive, proactive, and interactive change; Kezar (2014b) included first-order versus second-order change; planned versus unplanned change; and individual-, organizational-, and enterprise-level change. Others yet distinguished between planned and emergent change (Bess & Dee, 2012), transformational and incremental change (Bess & Dee, 2012), and adaptive and technical challenges or change (Heifetz et al., 2009; Heifetz & Linsky, 2017). Here, I draw on the work of Heifetz and colleagues (Heifetz et al., 2009; Heifetz, Kania, & Kramer, 2004; Heifetz & Laurie, 1997; Heifetz & Linsky, 2017) to describe change.

Change can be categorized as technical, adaptive, or a combination of the two (Heifetz et al., 2009). Technical challenges are problems that have a known solution, whereas adaptive problems are complex and have no known or clear solution; as well, changes will impact values and attitudes. Adaptive problems cannot be solved through formal authority structures but require the collective to be engaged with the problem (Heifetz et al., 2009; Northouse, 2018). This latter point is congruent with my social network theory lens.

Advancing internationalization can be classified as mostly adaptive change as it will confront attitudes and values across different subcultures and throughout the organization. These factors will play a major role when looking towards internationalization that is ultimately “entrenched in the culture, policy, planning and organizational processes” (Zha, 2003, p. 257). The desired change is broad and all-encompassing, as the internationalization plan outlines more than 30 goals ranging from establishing an exchange (incoming and outgoing) office to internationalizing the curriculum ([Sky College], 2019b). However, given that stakeholders perceive a disconnect between organizational values and organizational behaviour, see a lack of transparency around international student recruitment practices, and question economic motives, as discussed in Chapter 1, much of the work required to create engagement will be adaptive.

Approach to change. The POP, context, scope, and type of change all suggest that change can be achieved only if the entire collective, in adaptive leadership terms, and the system, in system leadership terms, are engaged. With the ultimate goal of institutionalizing internationalization, meaning that it is embedded in the college's policies, practices, and culture (Zha, 2003), change will require engaging stakeholders across the entire institution. First, I situate engagement and internationalization, as briefly outlined in Table 1, in Cawsey et al.'s (2016) change path model and then describe the approach to change based on Kotter's (2012, 2014) dual operating system. In Appendix B, Figure B1 further illustrates how these models and my leadership align.

Change path model. This OIP proposes solutions to increase engagement with internationalization as a foundation for broader work on internationalization. Plotted along Cawsey et al.'s (2016) change path model, engagement is congruent with the awakening and mobilization phases of internationalization at Sky College. A figurative representation is provided in Figure 2.

The first phase of Cawsey et al.'s (2016) model, which I introduced in the previous chapter, is the awakening phase. This phase is about determining what type of change is needed and why. Next, the mobilization phase is about framing the change with consideration for structure, culture, power, and people, but most important, it is about communication and managing individuals and groups as they experience, and participate in, the change. The acceleration phase is about planning and implementing changes as well as reaching across the system to empower others and create new knowledge that is beneficial to advance the change. During the institutionalization phase, the change gets embedded in organizational processes and policies, and measurements of the change are deployed (Cawsey et al., 2016).

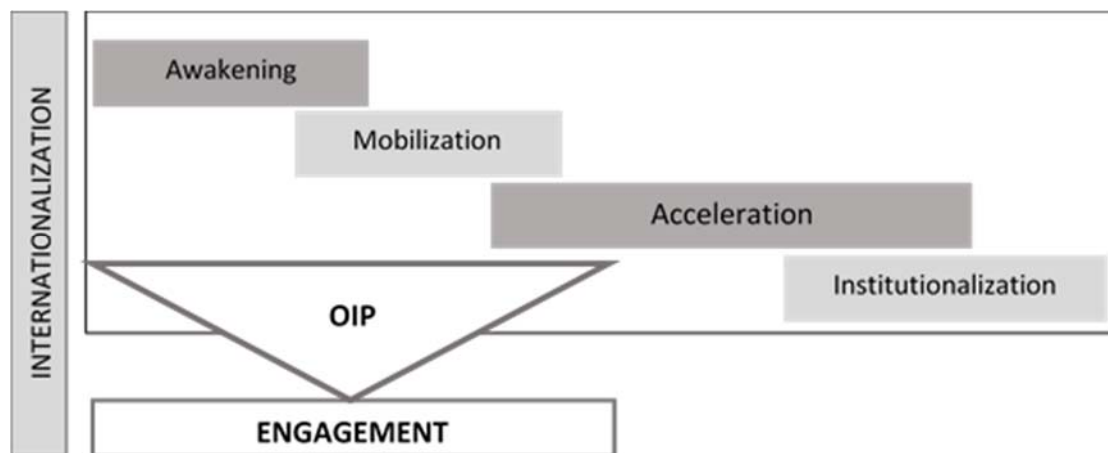


Figure 2. Interconnectedness between creating engagement with internationalization and internationalization.

Adapted from *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, p. 302. Copyright 2016 by SAGE.

In the context of internationalization at Sky College and creating engagement with the change, the scope of this OIP is primarily focussed on the awakening and mobilization phases of the change path model (Cawsey et al., 2016). It is about creating a shared vision, improving communication, and advancing networked leadership approaches. This OIP does not extend to the implementation of specific internationalization initiatives, as I subscribe to the belief that support from the breadth of organizational members is required in a collaborate and collegial institution before advancing activities in more depth.

Dual operating system. Kotter's (2012, 2014) dual operating system includes a strategy network that coexists with the traditional, hierarchical system. Kotter looks at change with a systems lens aligned with my own leadership approach. The strategy network is built on networked leadership approaches, draws on the collective, and is more agile, flexible, and adaptable than the traditional management-driven hierarchy. Kotter (2012) opined that the dual operating system is based on five principles: (a) change agents can come from anywhere; (b)

people need to be allowed to contribute to important initiatives; (c) change is about purpose and meaning for people, not just tasks; (d) in turbulent times, change requires leadership with strategic agility to succeed; and (e) both systems are interwoven. The network connects and coordinates with the hierarchy and needs to be supported by the executive. The premise is that “top management launch[es] a dynamic that creates many more active change drivers, a network structure integrated with hierarchy, and processes that, once started, never stop” (Kotter, 2014, p. 27).

In a dual operating system, eight accelerators function as enablers of the network (Kotter, 2012). Figure 3 provides a representation of these accelerators in the outer circles along with related concepts from the literature (Heifetz et al., 2009; Kotter, 2014; Senge et al., 2015) between the circles. In my elaboration, I focus on those that predominate. Maintaining urgency and refining a shared vision, two of the accelerators shown in Figure 3, can be aligned with the awakening phase of Cawsey et al.’s (2016) change path model; the guiding coalition, volunteer army, and removing barriers phases fit into the mobilization phase; and the remaining accelerators most closely align with Cawsey et al.’s acceleration and institutionalization phases.

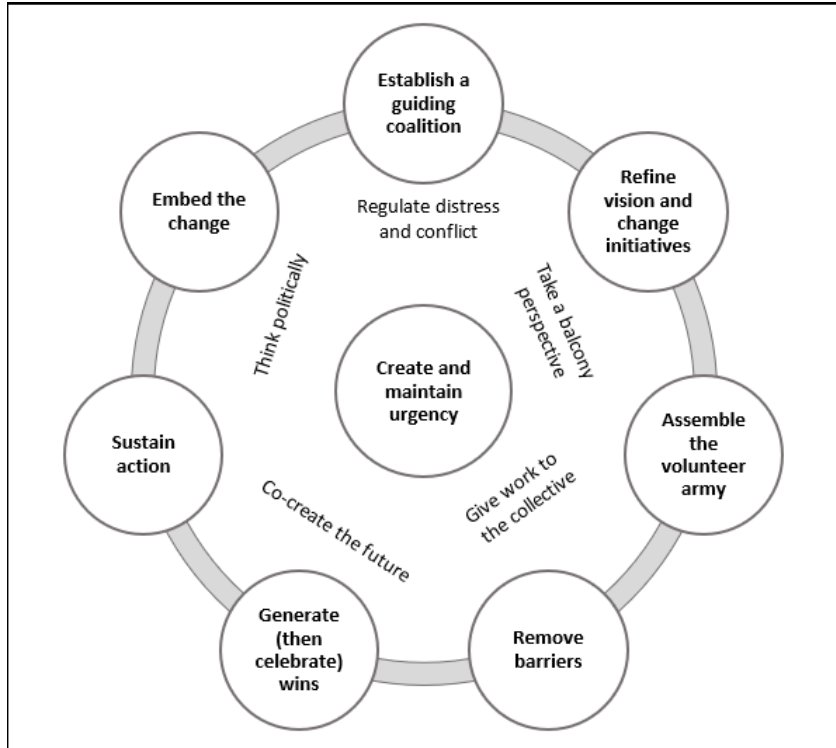


Figure 3. Integrated framework for change.

Adapted from *Accelerate: Building Strategic Agility for a Faster-Moving World*, by J. P. Kotter, 2014, p. 28. Copyright 2014 by Harvard Business Review Press.

Kotter (2014) numbered his accelerators from one to eight, as with his previous eight-step change model (Kotter, 1996), yet he advised that accelerators should be pursued concurrently and ongoing. Hence, in Figure 3, they are graphically depicted without numbers and without arrows that would indicate a sequential nature. Following, I describe the eight accelerators and detail how they relate to me as a leader and to my organization.

Create and maintain urgency. It will be important to identify what Kotter (2014) described as the “big opportunity” (p. 131), which aligns with several other authors who have stated that a clear vision is a prerequisite for change to be successful (Cawsey et al., 2016; Senge, 1990; Senge et al., 2015). However, the big opportunity is not a detailed vision, as Kotter (1996) originally argued in his eight-step model. Rather, it answers the question of “why change” in

what Cawsey et al. (2016) described as the “initial vision for the change to key stakeholders in ways that they will understand and [that moves] them to positive actions” (p. 63).

At Sky College, the reasons for internationalization need to be clarified and shared. I posit that the internationalization plan ([Sky College], 2019b), created with limited engagement from organizational members, is not sufficient to create urgency. Urgency must be created around a clear, big opportunity and must be maintained concurrently with all other strategic efforts so that organizational members can be engaged and momentum towards internationalization can be sustained.

Establish a guiding coalition. Kotter (2014) argued for a guiding coalition, similar to his thinking in his original model (Kotter, 1996), but emphasized the need for the coalition to consist of members from across the entire institution and across hierarchical levels so that it is truly representative of the organization. He favoured a networked approach (Kotter, 2014) that spans multiple subsystems. In case of internationalization at Sky College, a Task Force will soon be formed, with the executive asking for volunteers while assigning other members. I have been assured that the Task Force would meet the requisites of the guiding coalition as Kotter (2014) outlined.

Refine vision and change initiatives. Kotter (2012) stated that a vision statement is necessary as it “serves as the true north of the Dual Operating System” (p. 9), where the strategy network and the hierarchy both work towards the same future state. From an adaptive leadership perspective, developing a shared vision is an adaptive challenge, not a technical one. As Heifetz and Laurie (1997) have stated, a vision cannot come from the top or be formulated by a few as “adaptive solutions require members of the organization to take responsibility for the problematic situations that face them” (p. 47). I posit that the vision should be about “a collective

sense of what is important and why” (Senge et al., 1994, p. 299).

A vision is needed to inspire people, yet the vision should evolve along the way. A vision developed or refined by the guiding coalition alone would lead to the same outcome that one sees today: a lack of engagement with internationalization. Furthermore, in an adaptive leadership context, strategies must be seen as flexible as they aim to achieve alignment of goals, resources, and actions (Heifetz et al., 2004, p. 31). Within the dual operating system, the organization should “operate as if strategy is a dynamic force by constantly seeking opportunities, identifying initiatives to capitalize on them, and completing them quickly and efficiently” (LeStage, 2015, para. 3).

Assemble the volunteer army. Kotter’s (2014) model is based on a networked approach to change with the central tenet of a “volunteer army” (p. 31) that draws organizational members from across, up, and down the hierarchy to drive change. These members operate as part of the strategy network but in conjunction with the hierarchy, and hence will have more agility and speed to innovate (Kotter, 2014). Kotter (2014) envisioned that the guiding coalition communicating the big opportunity, change vision, and strategies invariably draw in large numbers of volunteers. This outcome may be difficult in Sky College’s current context marked by day-to-day challenges and large workloads, as discussed in Chapter 1 and earlier in this chapter. The possible solutions to address the problem of practice presented in this chapter take the requirements of a volunteer army into consideration. To varying degrees, the solutions include approaches to identify, ask, or assign volunteers, and/or to create the conditions that encourage organizational members to self-identify.

Remove barriers. Kotter (2014) described this component as leaders addressing barriers and working to remove them. He mentioned technical and process challenges, for example, but

he did not include time or individual capacity as barriers. As just described above, I allege that people's day-to-day work and challenges are, in fact, barriers. However, technical and process obstacles around information dissemination and strategic communication are aligned with Kotter's (2014) line of thinking. I touch upon them later in this chapter and address them more fully in Chapter 3 of this OIP.

Other accelerators. The dual operating system outlines three additional accelerators, also depicted in Figure 3; namely, generate (then celebrate) wins, sustain action, and embed the change (Kotter, 2012, 2014). Even though these factors fall primarily in the acceleration and institutionalization phases (Cawsey et al., 2016) of internationalization, they are relevant for this OIP as creating engagement and internationalization are on a continuum, not two distinct programs.

This OIP's scope is limited to the awakening and mobilization phases of internationalization plotted along Cawsey et al.'s (2016) change path model. Creating engagement with internationalization through the Series will heavily focus on creating and maintaining urgency, refining the vision and change initiatives, starting assembly of the volunteer army, and removing barriers (Kotter, 2012, 2014). It will also involve framing the issues, facilitating organizational members to gain the distance as well as the on-the-ground perspective, creating safe spaces, and facilitating attention (Heifetz et al., 2009). Figures A1 and B1 (see Appendices A and B, respectively) provide visual representations of how my change framework and leadership approach (and other OIP components) align.

I use Cawsey et al.'s (2016) change path model to show the complexity of addressing engagement within the bigger strategic initiative of internationalization. I propose the dual operating system (Kotter, 2012, 2014) to lead and approach the changes required to create

employee engagement and advance internationalization. It speaks to my social network theory lens and system focus. The dual operating system contains a strategy network that operates alongside the bureaucratic structure (Kotter, 2012, 2014) and aligns with the college's existing heterarchical system of a bureaucracy with horizontal networks (Ball & Junemann, 2012; Manning, 2018) that welcomes collegial and networked approaches. Before discussing potential solutions, it is salient to move to a deeper organizational analysis to not only frame the context and the issues further, but also to set the scene for the proposed solutions that follow.

Critical Organizational Analysis

Today's organizations are complex, marked by uncertainty and variability (Coffey, 2010), and organizational change and development efforts must consider these complexities. In the higher education sector, institutions are influenced by the environment (government, industry, economy) and operate as complex systems transforming input (students) into outputs (educated learners, students as global citizens, job-ready graduates) that align with the institution's purpose (Bess & Dee, 2012).

Previously, I referenced Cawsey et al.'s (2016) change path model and highlighted that this OIP concentrates on the awakening and mobilization phases of change as related to internationalization, but that one cannot separate engagement with internationalization from internationalization itself. Although one could structure the analysis based on the change path model (Cawsey et al., 2016), I believe that Bolman and Deal's (2008, 2017) four frames approach allows me to think more comprehensively about the current state in multiple ways, giving me a deeper understanding while leading me to appropriate solutions. This approach is supported by Birnbaum (1988), who said that administrators in higher education need to gain "complicated understandings" developed through various models, frames, and lenses, so that

they “can generate both multiple descriptions of the situations and multiple approaches to solutions” (p. 209). This functionalist perspective aligns with my theoretical lens for this OIP.

Bolman and Deal’s (2008, 2017) four frames are structural, human resources, political, and symbolic. They provide prongs to diagnose a problem, the organization, and its environment, while acknowledging the interdependence of the organization’s parts (Gallos, 2006). Hence, the model takes a system focus congruent with my lens and leadership approach. Following, I frame the current state of internationalization at Sky College in a critical organizational analysis, highlighting the most impactful factors.

Structural frame. This frame is interested in the environment, internal structure, organizational goals, coordinating mechanisms, and information systems (Bolman & Deal, 2017; Gallos, 2006). All of these aspects were alluded to in Chapter 1 as having an impact on the current state.

External factors. The higher education sector in the province and in Canada has been marked by reduced government funding and declining domestic student enrolments. These trends have led institutions to turn to international students, as their tuition fees can contribute significantly to bolstering the bottom-line. Sky College has benefited economically from an increase in international students but has not, to date, found a way to successfully marry economic motives with those often more widely accepted, such as academic and sociocultural drivers. Economic motives alone will not mobilize the campus community to work towards common goals, so strategic plans, policies, and processes should acknowledge and strive for a balanced, sustainable approach (Garson, 2016).

Internal structure. Organizationally, Bess and Dee (2012) aptly summarized that the complex task with structure is to “design efficient clusters of like-minded professionals, then to

find ways to develop coordination mechanisms across these clusters that integrate outputs of the separate groups but do not impinge upon the work of the highly trained specialists” (p. 4). Sky College has attempted to mediate the specialization inherent in departmental structures by keeping the hierarchy reasonably flat and by employing collegial decision-making processes, as described in Chapter 1. Nonetheless, campuses and departments are subsystems, and I reason that the interface between them has widened—silos are emerging—as the organization has grown and coordination across the subsystems has become more difficult. It will be important for all to see the larger system and how the components interact while moving people “beyond just reacting to these problems to building positive visions for the future” (Senge et al., 2015, p. 29). This systems aspect informs the solutions I propose further on in this chapter, as they aim to create spaces and structures that mediate these challenges.

Networks. The organization should be viewed not only through its overt structural makeup, but also as an “organic or informal social system, in contrast to bureaucratic structures” (Jones, Hesterly, & Borgatti, 1997, p. 915). Social network theory stipulates that informal networks greatly influence engagement for change (Kezar, 2014a). Leaders need to pay attention to formal and informal networks, provide opportunities and space for knowledge creation and learning, “leverage and connect subgroups” (A. J. Daly, 2010, p. 260), and invest in training and human resources.

Networks are plentiful at Sky College. Here, I conceive that it will be important to create and nurture networks. They can mediate the growing organizational silos and bridge the existing structural holes, which impede the flow of information and the dissemination of knowledge (Burt, 2004). It may be advisable to facilitate opportunities to connect groups and networks across geographic and disciplinary distances for the benefit of collective and strategic initiatives.

Communication. Kotter (1996, 2012, 2014) and Cawsey et al. (2016) have stated that communication is a key component of the change process. Communication, managed by the Communications Department at Sky College, is often externally oriented. Employee communication is usually one way, in newsletter and announcement format, delivered via email. I posit that strategic employee communication that “motivates and positions employees to support the strategy and the performance goals” (Barrett, 2002, p. 220) is almost absent in the current state and there is not enough one-way communication about strategic initiatives. Dialogue between the executive, faculty, and staff about strategic initiatives is also limited. Later in this OIP, I provide a more detailed assessment of the current communication approach as it relates to major change initiatives at Sky College.

In summary, relying solely on formal structures to achieve engagement and internationalization would limit coordination, and “few organizations can be successful today with a pure functional structure, because the resulting functional or divisional silos inhibit the amount of coordination needed” (Anand & Daft, 2007, p. 330). Utilizing existing vertical and horizontal decision-making and communication mechanisms can increase connections in networks (Burt, 1992; Kadushin, 2012) and will be central, and by involving participants from the entire organization the chance of success will be increased (Kuhn, 2016). External factors, internal structure, networks, and communication discussed here all affect the employees of an organization. Hence, I now move to elaborating on the human resources frame (Bolman & Deal, 2017).

Human resources frame. The human resources frame assumes that an organization’s people have levels of skills, attitudes, needs, and commitment, and that the fit between organization and individual should be a chief concern (Bolman & Deal, 2017; Goldman &

Smith, 1991; Harris, 1990). I agree, and have already, in previous sections, highlighted the divide between employee attitudes and needs related to internationalization and the strategic vision and direction of the college. Here, however, I discuss participation and expertise as they are additional components that provide challenges in the current state.

Participation and expertise. Participation in committees, task forces, and teams is encouraged at Sky College, but I echo Clark's (2003) viewpoint that faculty members, and I reason also staff, who serve on committees may not be those most qualified. In addition, whereas governance may be legitimized through a collegial approach that fosters discussion, consultation, and consensus (Austin & Jones, 2016), I submit that it does not necessarily lead to quality decisions and planning when committee members lack expertise. When a task force was created in 2016 to create an internationalization plan (not to be confused with the Task Force that still has to be formed to implement that plan), members were selected to represent different areas of the system. They came from multiple academic areas and campuses, represented different employee groups, and had, I presume, an interest in internationalization, but those characteristics did not necessarily equate to having the time to commit nor the skills to facilitate or plan. This selection process represents Sky College's common approach to major initiatives, be that creating a master capital plan for the next 20 years or an Indigenization plan. Sometimes, the approach is successful. I believe that when success occurs, it is because that group included expertise in planning, facilitation, and consultation, to name a few areas. The internationalization task force, in contrast, lacked in these areas, and hence it took four years to finalize the plan.

Political frame. Bolman and Deal (2008) have asserted that "the political frame views organizations as roiling political arenas hosting ongoing contests of individual and group interests" (p. 194). I concur that higher education institutions are political entities with shared

governance, which emphasizes “negotiations as well as the role and power of different stakeholders” (Sporn, 2007, p. 149). Here, I discuss these divergent interests and scarce resources as they impact the change process.

Divergent interests. As I have reasoned in Chapter 1, the motives for internationalization at Sky College are not clear. One could infer from the internationalization plan that they are solely sociocultural, as the vision to foster global citizenship and increase international opportunities for students and employees ([Sky College], 2019b). International student recruitment, however, is of great financial benefit to the college and, as such, some executive members are perceived to have an economic interest above all.

Scarce resources. Due to the economic pressures brought on by reduced government funding and risk-averse budgeting at Sky College, financial resources are generally scarce. An exception is the tuition revenue from international students that, to a degree, offsets the general budget shortfall caused by reduced government funding. It also allows for some targeted funding of initiatives. However, the revenue from international tuition is not proportionally reinvested to support departments, faculty, and students. I suggest that greater investments in strategic, ongoing initiatives should be made versus, in the current state, often using much of the money to fund one-time projects at the end of a fiscal year, after the money has been received.

As Table 3 shows, the overall number of employees at Sky College has slightly increased in the past few years, yet these increases have not kept pace with the increase in student enrolments as outlined in Table 1. The number of faculty has increased significantly; however, the supports for these faculty, as well as for students, has not increased at the same rate.

Table 3

Year-Over-Year Comparison of Employees (Headcounts)

Employee type	Year				
	2014–15	2015–16	2016–17	2017–18	2018–19
Faculty	507	555	552	610	616
Support staff ^a	334	349	354	363	363
Executive, deans, administrators, excluded ^b	120	125	125	120	129
Total employees	961	1,029	1,031	1,093	1,108

Note. Included are inactive employees, student employees, and the following noncontract teaching employees: continuing education, distance education, and other contracts including invigilators ([Sky College], 2019a).

^aSupport staff are those in the union, which is a different definition than staff for this OIP.

^bExecutive, deans, administrators, excluded includes anyone not part of faculty. Excluded refers to those in confidential roles who are not administrators but also not part of the support staff union, such as executive assistants and human resources staff.

As Table 3 illustrates, the college has not reinvested in its support services for faculty and staff proportionally to the increase in student enrolments. Supporting the large number of international students has increased the complexity and volume of work, in the classroom and on the administrative side. I reason that as a consequence, many organizational members are in a day-to-day operational firefighting mode that does not allow for meaningful committee or task force work.

I know that organizational systems and processes, including those related to resources allocation, as well as coalitions, networks, and alliances (Gallos, 2006), must be scrutinized and likely changed. Maybe even more important, however, is the consideration of organizational culture. I now look at culture within Bolman and Deal's (2017) symbolic frame and Schein's (2015) lens on culture.

Symbolic frame. As a functionalist, I look at culture with a causal lens, meaning that I look at cultural elements and how they impact one another and ultimately the organization's performance (Schultz & Hatch, 1996). Further, I know that increasing the "social integration of the variety of subcultures of the different units and a unified culture can then convey meaning and identification with the objectives and strategies of internationalization" (Bartell, 2003, p. 67).

Bolman and Deal's (2017) symbolic frame approaches culture mostly from the functionalist tradition with a view that culture is the "the superglue that bonds an organization, unites people, and helps an enterprise accomplish desired ends" (p. 242). It looks at symbols that create meaning for organizational members (Bolman & Deal, 2017). Not dissimilar, a cultural analysis based on work by Schein (2010, 2015, 2016) includes three levels of culture: artifacts, beliefs and values, and assumptions.

I need to understand Sky College's cultures so that they can be addressed and so that I, as a leader, am not managed by the cultures. Cultures in the plural assumes an organizational culture in the whole system with multiple subcultures in different subsystems. It is a leadership prerogative during change to help organizational members and subsystems evaluate whether their assumptions and beliefs still hold true or require renewal.

Artifacts, according to Bess and Dee (2012), include, for example, behaviours, language, and social interactions. At Sky College, they are informal and collegial. The president is addressed by first name by most organizational members, dropping by an executive member's office for an informal chat is not unusual, generally there is trust amongst peers, and leadership has an informal aspect. The college also celebrates students extensively. Related rituals and ceremonies are symbols, echoed in language on the website and in print, that reinforce that students are the college's priority. Sky College's espoused values include collaboration,

collegiality, and student success, and in many ways these values are lived beliefs. However, in the current state, and in the context of the OIP, it is the recent perceived divergence from these values, as previously described, that is challenging change efforts related to internationalization. Uncovering assumptions, Schein's (2010, 2016) third level of culture, is most challenging as assumptions are more abstract than artifacts and values (Bess & Dee, 2012). Of note is the way the organization attempts to solve problems and advance change. On one hand, extensive collegial discussions are the norm in an effort to come to consensus. On the other hand, I see difficult conversations mostly occurring in an arena of senior leadership, and they are not encouraged and do not serve to uncover the multiple realities, nor create meaning, throughout the entire organization.

Framing culture through Schein's (1996, 2010, 2015, 2016) culture conceptions highlights the need to continuously consider organizational culture and subcultures: They can be crucial success factors, or hinderances, in implementing strategic change. In case of Sky College's internationalization efforts, creating engagement will require a cultural understanding so that the change is meaningful for organizational members (Bolman & Deal, 2017). The next subsection elaborates on the required changes to achieve engagement with internationalization.

Required changes. The critical organizational analysis further supports my argument from Chapter 1 that the executive, the Task Force, and I must reach across the network to come to a shared vision and to create commitment and engagement. This can only be achieved, I posit, if the college invests in human resources; improves communication, including two-way dialogue; addresses competing commitments; and attends to the gap between espoused values and behaviour. I previously identified these factors as they relate to the readiness for change in Chapter 1. In the next section, I address and consider the factors uncovered in the above analysis

and propose multiple solutions that can propel Sky College towards a body of organizational members that is collaboratively engaged with internationalization.

Possible Solutions to Address the Problem of Practice

In the current state, the organization is in deficit with respect to leadership and change. I identified that deficits exist in the areas of engagement, communication, and vision—all important precursors to change (Kotter, 1996; Schein, 2010, 2016), including internationalization. I postulated earlier in Chapter 2 that internationalization requires adaptive work. The solutions I propose create a location for adaptive change to occur, be that in Solution 1, a focus on internationalization series (Series); Solution 2, a strategic initiatives hub (Hub); and/or Solution 3, networked improvement communities (NICs).

It may seem contradictory to advocate for adaptive leadership, which by nature does not include proposing concrete solutions, and subsequently put forth potential solutions to address the lack of engagement with internationalization at Sky College. However, solutions here are meant to create engagement and, in that creation, the adaptive work of change can begin. The section should be understood in the context outlined earlier in this chapter. The formation of a Task Force is imminent as of mid 2020, and I expect to be a member. It will serve as the guiding coalition for internationalization change. As part of the Task Force, I can be part of the conduit between the executive and the strategy network—those organizational members who are contributing to the initiatives.

Solution 1: Focus on internationalization series (Series). In collaboration with the Learning and Teaching Department; the director, Strategic Initiatives; and the Task Force, I will create a series of sessions on topics of internationalization. Sessions will be offered one to two times per month or more. They will be a combination of lectures from experts from other

institutions, knowledge sharing by champions from within Sky College, storytelling by students and employees, and workshops and facilitated discussions on specific topics. Some sessions will be taken to departments and offered during staff or department meetings to ensure that a greater number of organizational members benefit, especially those who would not, on their own volition, attend an event or session. The Series requires a six-month planning phase and then would kick off during the annual employee conference with a conversation on the state of internationalization at Sky College and why internationalization matters. It would culminate 12 months later in a one-day Internationalization Forum that would precede that year's annual employee conference.

The Series is a scalable option with a required budget between \$23,500 and \$161,000 for the year (see Appendix C, Table C1). Most of the cost is to partially release and then backfill someone in the Learning and Teaching Department, as well as allow me to invest my time to organize and help deliver the Series. As I subscribe to system and adaptive leadership, I see change being achieved by leading organizational members through a state of conflict and disequilibrium. I must help manage the distress and keep it in a productive zone. I will need to work hand-in-hand with the Task Force—the guiding coalition—not only to draw on formal structures and existing networks, but to foster to informal connections to leverage the knowledge of organizational members (A. J. Daly, 2010), encourage Series attendance, and improve communication through the Series.

It will be essential to take an inclusive, participatory, and democratic approach to change. This approach aligns with the values of collegiality and collaboration which the college holds, fits with its matrix management approach, and has potential to increase the commitment to change (Hodges, 2018). I also discussed in Chapter 1 and in this chapter that increasing

communication, knowledge creation and sharing, and ultimately engagement with internationalization, could thrust Sky College towards realizing its overarching goal of internationalization.

As Hudzik (2019) intimated, internationalization work requires spaces for “genuine dialogue involving internationalists, institutional leadership, and the campus community” (pp. 21–22). The proposed Series will provide a foundation for internationalization work at Sky College. Further, the Series may assist the organization in embracing innovation and creativity to enhance its culture of learning in preparation for internationalization.

Solution 2: Strategic initiatives hub (Hub). I propose creating a Hub that would be centrally located on the main campus, staffed, and resourced to facilitate change across the institution. A full-time manager would provide the much-needed coordination and facilitation for all strategic initiatives, including internationalization. This person could manage and lead from the middle, reach across department and campus lines, and ensure that spaces are afforded for adaptive work to occur.

A key component of the Hub is its physical location. I believe that central and highly visible space must be provided so strategic initiatives like internationalization can be “seen” every day. Ideally, the Hub would include office spaces as well as collaboration space. As noted, Sky College has a collegial decision-making model and a collaborative culture, along with some expertise related to internationalization situated across the institution, and people need space to come together. Additionally, the Hub would be resourced with a technical solution for collaboration. It would not come at an extra cost as the college already owns several solutions, but they have simply not been deployed. This tool would afford an avenue to reach further across the network, more frequently; to supplement other efforts; and to bridge the divide brought on by

the multicampus structure of the college. Of course, online collaboration cannot completely take the place of face-to-face time.

Viewing the organization through Bolman and Deal's (2017) political and human resources frames has highlighted a lack of existing expertise in the areas of planning, facilitation, and consultation. Having a dedicated person to provide expertise has multiple potential benefits, including that work and participation in internationalization initiatives would become more efficient and change may progress at a faster pace. In turn, organizational members could participate without wasting valuable time.

Hiring a skilled manager to fill this role would require the use of a search firm and a related one-time expense. Postsecondary management-level salaries, to a degree, are governed provincially. I expect this position to cost the college approximately \$150,000 annually, including approximately 27% in benefits. I would have to influence the hiring through the executive, as I have no agency in this area. Additionally, when a central space can be found, it would require renovations, furniture, equipment, etc., which could come at a significant cost. I expect that hiring could be completed within six months, and finding and creating the physical space could take anywhere from six months to three years.

In Chapter 1, I outlined a vision of and key factors in change that include networked leadership; a shared vision and organizational commitment; improved internal communication; and advancing knowledge creation, creativity, and learning. These factors are strongly correlated to engagement. Networked approaches would be defined in the manager's role, supported by the Task Force. By tending not only to formal networks but also to informal, social networks, creativity and knowledge can be harnessed and advanced (A. J. Daly, 2010).

Solution 3: Networked improvement communities (NICs). This solution entails the

formation of NICs, which include diverse members, are problem-centred, and are designed to conceive, test, and improve new ideas. They “form a robust information infrastructure to inform continuous improvement” (Bryk, Gomez, & Grunow, 2011, p. 134). In contrast, communities of practice (Wenger, 1998) often form organically, include members who have a shared interest, and have the goal of gaining new knowledge. Another approach often taken is a project team. Although formed purposefully, membership is task driven, with defined roles and responsibilities.

To promote internationalization activities, I propose that the college take an approach akin to NICs. “Solutions to adaptive challenges reside not in the executive suite but in the collective intelligence of employees at all levels” (Heifetz & Laurie, 1997, p. 38). These structured networks would allow Sky College to engage NIC members’ talents and perspectives to develop aspects of the internationalization plan: for example, creating faculty opportunities abroad, increasing field schools, and—possibly most contentious and difficult task—internationalizing the curriculum. I envision multiple NICs doing adaptive work, connecting with each other and the Task Force, and collaborating and consulting widely to ensure that divergent perspectives are acknowledged and that their work aligns with what the collective deems important (Senge et al., 1994).

Implementing NICs requires drawing on people across the institution. Ideally, at least some members would be allowed to dedicate a portion of their time to the work while being released from their day-to-day duties. For example, for a faculty member, a 20% release for one year would amount to approximately \$25,000 plus 27% benefits. As NICs provide a structured and data-driven approach to committee and community work, and they are a good way to tackle complex problems affecting multiple subsystems simultaneously (Bryk et al., 2011), Sky College

would need multiple NICs with multiple contributors on partial release. In addition, to provide the required data to the NICs, the Institutional Research Department would have an added workload.

Formation of NICs aligns with my social network theory lens and system focus and could be supplemented by adaptive leadership approaches. These communities could not only serve their intended purpose, but also could be leveraged to increase the organizational community's trust in the solutions that are being proposed, tried, and tested.

Recommendation. All three proposed solutions have benefits and drawbacks. I assess and compare them in Table 4. I evaluate how the solutions support the required changes I identified in this chapter and align with the four factors that I posit would assist the advancement of engagement and internationalization. I also identify where they fall in categories of cost, risk, and my leadership and agency.

Table 4 summarizes the factors that led me to recommend Solution 1, the Series, as the most feasible to increase engagement with internationalization at Sky College. It aligns with my systems perspective as an approach that supports incremental change, and at this point, it fits with the organization's paradigm. Looking at the required changes identified in Chapter 1 and listed in Table 4, the Series has the potential to address three of the four factors. The Hub, in contrast, would have challenges addressing competing commitments such as the divergence of economic and sociocultural motives of internationalization, at least in the near future. Hiring a change process expert and establishing the Hub by investing in the physical infrastructure would signal organizational commitment to advancing strategic initiatives, yet it comes at a significant cost and risk of failure. An outside expert may not comprehend the collaborative and collegial organizational culture and subcultures. In this area NICs would shine but have the risk of not

producing change: the day-to-day challenges are not addressed, so organizational members’ commitment may be limited. However, NICs are, by design, tools to advance networked leadership approaches and hence align with the college’s values.

Table 4

Comparative Assessment of Solutions

Assessment parameter	Proposed solution		
	Series	Hub	NICs
Identified required changes			
Invest in human resources	●	●	●●
Improve communication, including two-way dialogue	●●●●	●●●	●●●
Address competing commitments	●●●●	●	●●
Attend to gap between espoused values and behaviour	●●●●	●●	●●●
Goals that facilitate engagement			
Advance networked leadership	●●	●●●	●●●●
Create a shared vision	●●●	●●	●●●
Improve communication	●●●	●●●●●	●●
Increase knowledge creation/facilitation and learning	●●●	●●	●●●
Create spaces for adaptive work and collaboration to occur	●●●	●●●●	●●●●
Cost	\$\$\$	\$\$\$\$\$	\$
Risk	▲▲	▲▲▲▲	▲▲▲
My leadership and agency	●●●	●	●●

Note. Symbols: ● = assessed strength of the solution; \$ = cost; ▲ = level of risk.

Looking at the parameters in Table 4, I conclude that the Series summarily is the best solution. My own agency and leadership align most closely with the Series. Hence, I propose to advance it to increase communication and engagement with internationalization. As a leader, I will have to be mindful of being supportive, open, and inclusive throughout the implementation,

and I address these aspects with an ethical lens in the next section.

Leadership Ethics and Organizational Change

When considering ethics, internationalization, and change, discussions should be two pronged and include ethical internationalization and ethical leadership. I start with a discussion of ethics and internationalization as applicable to Sky College, followed by considerations for ethical leadership practice, including my own, in the context of the OIP.

Internationalization ethics. The Canadian Bureau of International Education's (2013) code of ethical practice outlines expectations for postsecondary institutions in Canada regarding admissions and recruitment, study abroad policies, international partners, and more. It addresses that institutions must provide services related to students' physical and mental health, legal issues, and cultural needs. Although these parameters are commendable, I believe that they are also insufficient as ethical guidelines.

At Sky College, international student success has come into question, as discussed earlier. To mitigate some of the challenges students and faculty are experiencing and to conciliate those who reason the college prioritizes economic benefits over student success, measures have been taken to improve the situation. For example, registrarial processes have been put in place to distribute international students more evenly across sections. This action has improved faculty perceptions of the large international student body, but it raises ethical questions concerning whether international students are "positioned as in deficit essentially because they are not [local]" (Lomer, 2018, p. 317). Treating international students differently from domestic students may create dividing practices (Bacchi & Goodwin, 2016), which could hinder the advancement of internationalization and could be deemed unethical.

If Sky College continues to increase the number of international students on campus, then

supports must be more far reaching to align with, and truly live, the college's value of student success. Sky College does not subscribe to "bad internationalisation [with a] 'pile em in' international student policy, where no thought is given to whether the students will benefit" (Hoey, 2016, p. 2), yet the motives of its efforts to increase the international student body have already come into question. I believe that it is one of the factors at the root of the existing dissonance in the college community, as intentions and experiences do not align.

Leadership ethics. Ethics in the context of adaptive and system leadership approaches to create engagement and advance internationalization are important. Some authors have outlined specific attitudes and characteristics that embody ethical leadership. Hegarty and Moccia (2018) included "gratitude, humility, justice, mercy and compassion, prudence and objectivity, magnanimity, and integrity and resilience" (p. 57), whereas others have highlighted "honest, trustworthy, fair, made decisions based on principles, acted ethically in their professional setting and personal lives" (Treviño, Brown, & Hartman, 2003, as cited in Copeland, 2014, p. 122) as descriptors of an ethical leader. These leader-centric aspects are relevant. More important in the context of this OIP and my leadership practice are the following specific considerations, as they have potential for being perceived or experienced as unethical: being open and inclusive, supporting organizational members, and regulating distress.

Being open and inclusive. I have argued for an approach that draws on collective knowledge and networks to advance internationalization at Sky College. Voices need to be heard and the so-called elephant in the room must be addressed in line with adaptive leadership (Heifetz et al., 2009). Hodges (2018) aptly stated that

successful change does not just happen due to the efforts of one leader who drives the change on their own and takes all the credit, but instead is due to the involvement of those impacted by the change and amongst whom responsibility needs to be distributed. (p. 2)

Inclusivity requires a level of trust that is interrelated with social interactions and collaboration. Trusting social ties have proven to “facilitate collective action” (A. J. Daly, 2010, p. 101). Being inclusive of all members’ perspectives, coming from all areas, levels, and regions of Sky College, and spanning the boundaries of the individual subsystems, will be a challenge. My implementation plan and communications strategy, presented in Chapter 3, address these challenges.

Supporting organizational members. In an ideal state, work is given to the collective. From a social network and systems perspective, social capital is generated by drawing on the relationships and social ties that exist within the system, and the interactions that organizational members have along social network lines (A. J. Daly, 2010). However, creating a supportive environment is not only about attending to formal structures, strengthening social ties, and connecting subgroups and subsystems. It is also vital that the guiding coalition (Task Force), committees, and volunteers are resourced and supported (A. J. Daly, 2010). Resourcing people appropriately and supporting members with their regular work allows them to become agents of change (Kotter, 2014; Tushman & Nadler, 1980).

The executive and some deans have the distance perspective and see the big picture. However, they must learn to understand and support the day-to-day tasks and experiences of those working directly with students. Otherwise, they cannot appreciate the challenges those on the ground and in the action face.

Regulating distress. The system continuously pushes towards a state of equilibrium. Similar to this systems perspective, adaptive leadership is concerned with managing a state of disequilibrium that people experience as leaders ask them to tackle tough, adaptive challenges (Heifetz et al., 2009). In adaptive leadership terms, the productive zone of disequilibrium

changes over time. The leader must maintain it without easing up too much or causing stress levels to peak, affecting people's well-being and creating an unproductive state where change cannot be advanced. Hodges (2018) pointed out that "high levels of continuous OC [organizational change] engagement may have negative individual and organizational consequences such as exhaustion and loss of creativity" (p. 79). However, Heifetz et al. (2009) suggested that trust in the authority structure, shared values, and strong social network ties marked by "affection, trust, and camaraderie" (p. 156) in participants, in a nod to social network theory, are positive contributors to working effectively.

Adaptive leaders, including those without formal authority like me, must be aware of the stress that can be caused by change. We as leaders have an immense responsibility to keep organizational members in a productive zone of disequilibrium that balances institutional and individual needs. Yet adaptive leaders do not shield people from challenges or threats, nor do they provide answers but ask questions.

In summary, I subscribe to the belief that ethical behaviours and actions are the obligation of both the leader and the organization. I am confident that Sky College, those in formal and informal leadership roles, and those on front lines consider the ethical implications of their goals and actions. I also deem that there must be spaces where ethical issues can be openly discussed.

Chapter 2 Conclusion

This chapter addressed the planning and development stages of change as they relate to internationalization at Sky College with a focus on creating institution-wide engagement with the initiative. I described institutional leadership and my personal leadership and outlined gaps between current approaches and desired ones. Drawing on Chapter 1, and developed further in this chapter, I have debated that challenges around communication, divergent interests, limited

human resources, and values conflicts centring on student success must be addressed.

My approach to change is influenced by my social network theory lens and draws on Cawsey et al.'s (2016) model of change and Kotter's (2012, 2014) dual operating system. Both would work well in the heterarchical system at Sky College. By incorporating adaptive and system leadership aspects into the proposed framework for change (see Figure 3), I presented a model aligned with institutional practices and processes. I proposed three solutions and recommended that the Series be pursued. This solution would create a broad base of support and understanding for internationalization work while considering institutional budgets and my own leadership and agency. I concluded with a brief discussion of the ethical considerations of internationalization and leadership of change.

Chapter 3 provides a plan to implement the chosen solution and considers communicating, monitoring, and evaluating the change. It further details how the solution is congruent with my social network theory lens and aligns with my system and adaptive leadership approach, while being situated in the functionalist paradigm.

Chapter 3: Implementation, Evaluation, and Communication

In Chapter 2, I proposed a framework for change to address the POP that aligns with institutional practice and processes. The framework is based Kotter's (2012, 2014) dual operating system and an adaptive leadership approach. It provides the means for adaptive work to occur while increasing engagement with internationalization. My change model, and the implementation plan outlined in the next sections of this OIP, also take a system leadership perspective, acknowledging that complex problems require the collective minds of the institution to share and generate knowledge to cocreate the future (Senge et al., 2015).

I decided to pursue the Series as the solution. The Series is designed as an initiative that is situated in, and drives, the awakening and mobilization of internationalization at Sky College, which are part of Cawsey et al.'s (2016) change path model. Figure 4 delves deeper into the adaptive change process. It depicts the iterative nature of observing, interpreting, and intervening as part of the adaptive change process (Heifetz et al., 2009) that is necessary for the Series and beyond.

The Series creates a foundation for the Task Force entrusted with taking up the larger internationalization initiative. I will encourage the Task Force to look toward the Series (observe), be informed by the results (interpret), and adjust its approach (intervene) to implement the many initiatives that the internationalization plan outlines ([Sky College], 2019b). I also stress that future work must continue to be flexible and responsive in order to advance internationalization at Sky College.

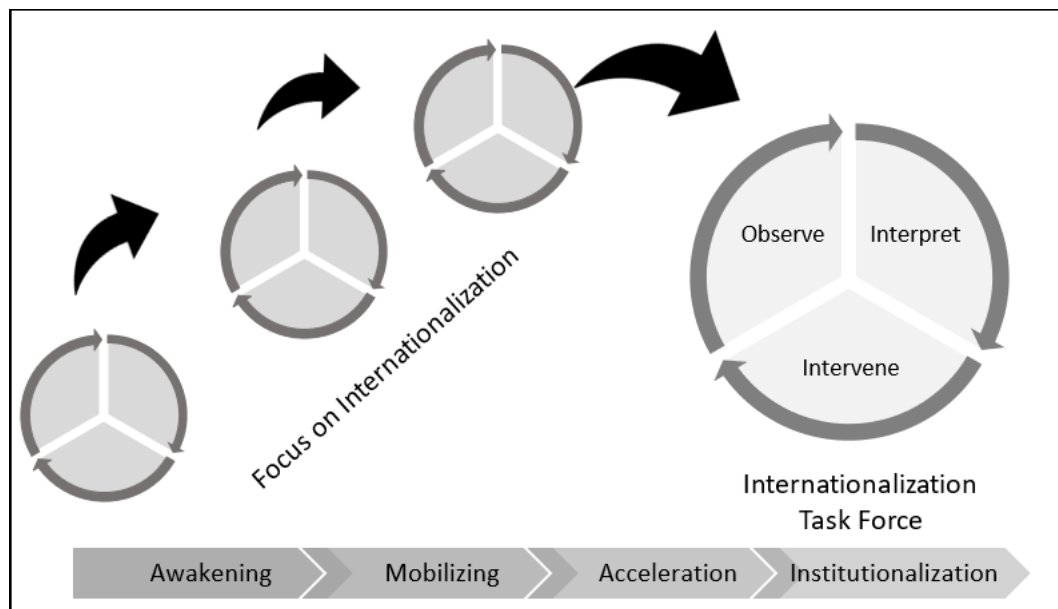


Figure 4. Iterative cycle of observing, interpreting, and intervening as part of the Series.

Adapted from the change path model in *Organizational Change: An Action-Oriented Toolkit* (3rd ed.), by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, p. 302. Copyright 2016 by SAGE. Also adapted from *The Practice of Adaptive Leadership*, by R. Heifetz, A. Grashow, and M. Linsky, 2009, p. 32. Copyright 2009 by Harvard Business School Publishing.

In this chapter, I describe the proposed solution of the Series in detail by discussing implementation, monitoring and evaluation, and communication as they relate to this change initiative. Considerations for stakeholders and reinventing internal communication approaches are emphasized throughout. Chapter 3 and this OIP conclude with next steps and future considerations for Sky College and my leadership practice.

Change Implementation Plan

The Series is designed to increase communication, knowledge creation and sharing, and ultimately engagement with internationalization, as outlined in Chapters 1 and 2. I also posit that it aligns with the college's values of collaboration and collegiality, as well as its matrix management model. Above all, it is an inclusive, participatory, and democratic approach to change that may also foster the enculturation of innovation, creativity, and learning on the path to

internationalization. I now outline the goals and priorities, discuss assumptions, and introduce a step-by-step implementation plan that links priorities to strategies, mapping the implementation along Cawsey et al.'s (2016) change path model.

Goals and priorities. The desired future state at Sky College is to have internationalization embedded in its organizational processes and ultimately its culture. The goals of the Series are multifold and address the POP. I believe achieving the goals will contribute to the college community being more engaged with internationalization:

1. Advance a shared vision and understanding of internationalization;
2. Improve communication systems;
3. Foster knowledge creation and sharing; and
4. Increase connections in the network.

The goals permeate the implementation plan, and the following three priorities scaffold the Series.

Priority 1. During a six-month planning phase, I will establish and lead a Series Team consisting of institutional stakeholders representing diverse areas of the college. The Series Team will gain support for the Series from the executive and the Task Force, an assumption discussed further on. The Series Team will then organize a one-year series of talks and discussions on internationalization.

Priority 2. During the following 12 months, the Series Team will coordinate all parts of the Series as it unfolds. I will monitor each event and its degree of success or failure. Through informal observation and two-way dialogue, I will gather feedback and adjust as required to ensure the initiative advances the organization towards the desired future state of an engaged employee body that supports and drives internationalization. As an adaptive and system leader, I

must be responsive to the happenings in the system, listen to dissenting voices, and make authentic adjustments (Heifetz et al., 2009).

Priority 3. It will be important to identify and enlist those who can contribute to internationalization, help sustain the momentum, and even accelerate change (Cawsey et al., 2016). The volunteer army (Kotter, 2012) should include organizational members from all facets of the college who will work alongside the traditional hierarchy to drive change with speed and agility. In so doing, Sky College can move to the acceleration phase (Cawsey et al., 2016) of internationalization, which is beyond the Series and out of scope for this OIP.

With the implementation plan's context, goals, and priorities clarified, I now describe some of its underlying assumptions to provide further context.

Assumptions and challenges. The implementation plan is premised on some assumptions and challenges. First, the college is starting work on a new strategic plan that will go into effect in 2021. Also, a new president will start in early 2021. This OIP assumes no major changes in strategic direction through these transitions.

A second assumption is that executive buy-in is achieved. Being more transparent with the state of internationalization and addressing the challenges brought on by the large numbers of international students will be essential. Without doing so, this initiative will be overshadowed by day-to-day issues, and increasing engagement with internationalization is likely not going to improve. Executive members must also be more open to having difficult conversations and to getting on the "dance floor" (Heifetz & Laurie, 1997, p. 7) to learn and listen to those facing daily challenges. This is an assumption as much as it is a challenge.

The Series is designed to (a) allow organizational members to see the big picture, (b) inform them about changes happening already, and (c) provide opportunities for dialogue

between executive members and other organizational actors. I believe that fostering opportunities for stakeholders to see the big picture and know what is happening day to day would serve to mediate the dialogue and ensure it is constructive. This approach may also decrease some organizational members' potential resistance to being more present while acknowledging the existing challenges. Should the executive not be amenable to this approach, the Series could still further engagement, but not to the full extent desired.

Obtaining funding for the Series is an integral part of this OIP, and one that I estimate to be successful. I have provided a scalable solution based on other strategic institutional priorities that have been funded recently. Additionally, I can apply to the Emerging Opportunities Fund, which supports innovative activities that align with strategic directions like internationalization. Although the fund would not cover the full Series implementation, it could either bolster the budget provided by the executive or allow for a partial implementation of select Series activities. Now, I introduce the implementation plan and the resources required. I detail the alignment of my adaptive and system leadership approach, framework of change, and social network theory lens.

Implementation plan. The implementation plan is plotted along the phases of internationalization at Sky College based on Cawsey et al.'s (2016) change path model. It aligns with the priorities outlined above and references Kotter's (2014) principles for leading and accelerating change. As well, the plan addresses the gap between the current, passive approach to employee engagement, where the onus is on the employees to engage, and an approach that aims to actively engage employees. Through this implementation, I believe that change can ultimately be advanced and accelerated.

The plan (see Table 5) outlines the first two phases of internationalization: awakening and

mobilization. It includes the priorities listed earlier in this chapter, implementation issues and limitations, supports and resources required, stakeholders and contributors, dependencies, and a timeline. Each goal/priority in the implementation plan is labelled with consecutive letters, and the accelerators of the dual operating system (Kotter, 2014) are included. The last two phases, acceleration and institutionalization, are out of scope of this OIP and are not included. Table 5 likewise does not include the financial resources required, but after I present the implementation plan, I further discuss the budget requirements to implement it.

Table 5

Series Implementation Plan

Goals & priorities	Implementation process	Implementation issues & limitations	Supports & resources	Stakeholders & contributors	Dependencies & timeline
INTERNATIONALIZATION PHASE 1: AWAKENING					
Priority 1: Create Series Team * Gain support * Organize events					
(A) Initial big opportunity statement: Internationalization at Sky College (why?); create urgency	Work with Task Force to create resonating big opportunity statement; connect with executive to confirm statement; collaborate across institution to gain input/support and to confirm gap between plan and realities.	Task Force must have been created. If unexpectedly I am not a member, I will collaborate with the team drawing on my existing relationships (allies). Technology solutions to measure employee engagement and gather input are available.	Diverse allies to assist crafting message; communications and technology support.	Executive; Director, International; Task Force	Month 1
(B) Gain buy in; maintain urgency	In-person meetings in the following order: Director, Learning and Teaching; Director, International; Associate VP, Strategic Initiatives; VP, Academic; others.	Availability of stakeholders. Create a convincing rationale to be more open and available for dialogue; address the challenges that employees experience. How can executive get closer to the on-the-ground realities?	Deans (allies) can provide advice on approach to gain support. Financial resources.	Executive; Director, Learning and Teaching; Director, International	Month 1–3
(C) Gain deans' buy-in for faculty/staff to participate; maintain urgency	Presentation by Associate VP, Strategic Initiatives and I at the weekly deans and directors' meeting supported by senior leadership team members.	Space on agenda. Availability of allies, Associate VP, Strategic Initiatives.	Allies among deans will be briefed in advance to support.	Associate VP, Strategic Initiatives; deans	(B) Month 3–4
(D) Create Series Team; maintain urgency	Representatives from key areas: faculty (2), International Education (1), Learning and Teaching (1), student services and support (1), Communications. (1), and me. Task Force: Ask for suggestions from executive, faculty and others. Informal audit to uncover strong and weak ties, structural holes.	Too many (or inappropriate) members suggested or cannot find any members willing to assist. Informal audit of social network ties is subjective and may be challenging; yet, a formal SNA can require extensive resources.	Must include influencers from different areas.	Faculty (e.g., curriculum, classroom supports for diverse student population)	(B) (C) Month 3

Goals & priorities	Implementation process	Implementation issues & limitations	Supports & resources	Stakeholders & contributors	Dependencies & timeline
(E) Create web presence, event schedule, contacts, internationalization resources; maintain urgency	Collaborate with web manager and one staff member in my office to create presence.	Those doing the work must have the time to do so, but project is small scale. Communications Department has interest in managing the message (conflict averse, reputation focussed over, at times, transparency).	Review other higher education institutions' internationalization web presence.	Website Manager; Associate VP, Strategic Initiatives; executive; Series Team	(B) (D) (H) Month 3 and then ongoing for updates
(F) Find external speakers	Message must resonate, especially with faculty, and balance scholarly presenters and in-practice presenters. Task Force: Supply names/topics. Series Team: Reach out internally and through networks—ask for suggestions; call or contact via email.	Availability; cost. Balance varying interests of all stakeholders; breadth of topics is important for wide appeal of Series.	Administrative support through my office.		(D) (B) Budget committed Month 3–5
(G) Finalize schedule and publish; maintain urgency	Series Team: Finalize schedule with some firm dates on presentations and workshop and some dates that are open so that sessions can be created later as needed and determined through monitoring.	Must include opportunity for college community to provide feedback, suggest additional topics/speakers. Posting to web will not gather attention or interest; more is required.	Administrative support through my office.	Communications Department; Website Manager; executive	(E) (B) (C) (H) Month 5
(H) Create communication and promotional plan for the Series and execute; Why internationalization at Sky College? Big opportunity; maintain urgency	Jointly with communications team, create supporting material including web updates, email announcements, etc. Include face-to-face communication; attend chairs' and department meetings. Identify strong supporters of internationalization; innovators related to teaching, learning, and student service provisions. <i>Note:</i> The communication plan will be reviewed and refined here, and focus will be on detailing tactics.	Communications Department, in which the web manager works, has historically had interest in managing the message (see (E)).	Small budget for any print material (\$500).	Communications Department; executive; Series Team; deans	(E) (G) (D) (H) Month 5

Goals & priorities	Implementation process	Implementation issues & limitations	Supports & resources	Stakeholders & contributors	Dependencies & timeline
Priority 2: Deliver events * Monitor and adjust					
(I) Kick off series at annual faculty and employee conference.	President: Address big opportunity, be clear about being open to refine vision and change initiatives. Task Force members: Update on progress, including changes to international recruitment practices, enrolment, and registration management. Introduce Series.	Must convey openness and flexibility to adjust vision and change initiatives. New president may (or may not) be ideally suited to convey openness.	Technical services to ensure smooth presentation.	President; Communications Department; Task Force; Series Team	(A) (H) New president in early 2021 Month 6
(J) Deliver expert scholarly and in-practice speaker talks, presentations by internal speakers, and knowledge sharing sessions.	Monthly, external speakers to deliver talks with Q&A, followed by in-depth meeting with those with keen interest. Internal speaker events are informal; some are panel discussions. Topics targeted to groups of stakeholders (assessments for a diverse student population, intercultural competence, enhanced courses for English as a Second Language learners, etc.).	Multicampus institution; not all college members will have equal access due to physical location. To mitigate, explore speakers delivering talks at two campuses or stream sessions.	Technical services to live stream and record presentation by external speakers and select others; post on Series website.	Presenters; attendees; Communications Department; Website Manager	(C) (F) (G) Month 6 onward
(K) Facilitated discussions and dialogue; facilitate focus and attention; address competing commitments; provide safe space for knowledge creation and learning.	Task Force and Series Team: Identify topics that reflect on-the-ground realities of many as well as initiatives outlined in the strategic plan. Task Force: Actively seek attendees from across the system to “leverage and connect subgroups” (A. J. Daly, 2010, p. 261). Draw on existing social networks. Task Force: Regulate distress but encourage disequilibrium on the path to change.	Turn operational challenges into opportunities. Start “mobilizing people to tackle the toughest problems and do the adaptive work necessary to achieve progress” (Heifetz et al., 2004, p. 24). Requires flexibility to adjust Series based on experiences each session. Facilitate sessions for the collective to “learn their way to . . . solutions” (Heifetz & Laurie, 1997, p. 38).	Facilitator(s): multiple capable among faculty but constraints may exist related time. Create inventory of who can facilitate and in what capacity. I can facilitate some sessions as well.	Attendees; executive; Task Force; Series Team	(B) Commitment to transparency and openness (A) Why is generally understood (I) (J) Month 8 onward
(L) Identify and start recruiting members for the volunteer army.	Task Force: Communicate frequently across the entire network via multiple channels including face-to-face (draw on the social network).	Voluntary; not mandated; outside of people’s regular duties.		Deans and those on the ground	(K) Month 12 onward

Goals & priorities	Implementation process	Implementation issues & limitations	Supports & resources	Stakeholders & contributors	Dependencies & timeline
INTERNATIONALIZATION PHASE 2: MOBILIZING					
Priority 3: Enlist the volunteer army * Prepare for acceleration					
(M) Groups forming; address issues and initiatives; generate and celebrate (quick) wins.	Lead from the middle to ensure communities/committees are spaces where adaptive work occurs. Communicate that incremental improvements are as desired as innovation; trial and error is encouraged (requires executive commitment). Give work back to the people and keep it at the centre.	Historically, lack of responsibility and accountability of communities/committees. Ensure efficiency through providing administrative support.	Data through Institutional Research Department; administrative support; executive and Task Force to remove barriers.	Institutional Research Department; community members.	(A), (L) (P) may occur together if situation warrants Month 12 onward
(N) One-day Focus on Internationalization conference; maintain urgency	One scholarly expert, concurrent sessions; introduce groups (M); report on initial progress. Task Force: Present on opportunity for (O). Task Force: Update on progress, changes to international recruitment, enrolment management. Include data.	Those from outside campuses may not want to travel twice. Consider paid, overnight accommodation close by.	Logistics support, rooms, budget for speaker, snacks and lunch; Institutional Research Department.	Task Force; Executive; Series Team; Institutional Research Department.	Budget (A) (B) (C) Month 18
(O) Refine vision and change initiatives; maintain urgency	Task Force, members of communities/committees refine vision and initiatives. Consider current organizational context, session feedback, new president to lead some of the discussions, new strategic plan 2021.	Input in and validation of updated vision/change initiatives to appeal across network (broad consultation). New approach (electronic/collaboration tools).	I can facilitate.	Executive, Task Force, all session attendees.	(N) Month 18–20
(P) Evaluate Series	Quantitative: Session attendance (total and breadth). Communities formed that delve deeper into an issue. Postsession feedback forms. Qualitative: Postsession feedback. Level of engagement in network (formative assessment). Use SNA to compare to initial audit—see (D).	Measuring employee engagement with internationalization could be done via a technology solution, which will be proposed as outlined above.	Technology solution if available.	Series Team; Task Force; Institutional Research Department.	(A) – (N) Month 18–20

The plan outlined in Table 5 situates the implementation of the series within the awakening and mobilizing phase of the change path model (Cawsey et al., 2016), while also aligning it with the accelerators of the dual operating system (Kotter, 2014). The two most prevalent accelerators are creating and maintain urgency around a big opportunity (A, B, C, D, E, G, H, N), followed by refining the change vision and clarifying and adjusting Sky College's existing internationalization change initiatives (A, J, K, P). These accelerators align with the POP, which is that employees are not engaged and lack a comprehensive understanding what internationalization at Sky College means. It will be important for organizational members to see the larger system and how the components interact so that they can move "beyond just reacting to these problems to building positive visions for the future" (Senge et al., 2015, p. 29). This systems aspect informs the Series; it also creates spaces and structures for people with different viewpoints, experiences, values, and assumptions to focus on a specific challenge. It is a gentle way to get people interested in addressing "the toughest problems and do the adaptive work necessary to achieve progress" (Heifetz et al., p. 24) by giving the work back to the stakeholders across the network.

Financially, the solution is scalable. In Table 6, I present the estimated budget that, in my assessment, and considering the organizational context, would allow the Series to be realized. In Appendix C, Table C1 further outlines a range for each item from a minimum to a maximum investment that would allow executive to select how much they wish to contribute. This choice directly correlates to the ultimate outcome: a low-budget, low-effort approach will likely not engage members as much as the full-scale Series.

Table 6

Budget Estimates for the Series

Item	Description	Budget
	My time	\$20,000
(D) to (K), (N)	Learning and Teaching support and facilitation	\$30,000
(A) and (P)	Employee communication and engagement survey and social network analysis	-
(A) and (P)	Event audit	-
(E)	Create web presence	-
(H)	Communication and promotional plan	-
(I)	Kick off Series at annual faculty and employee conference	-
(J)	Internal speakers, facilitators outside of the Learning and Teaching Department	\$4,000
(J)	External speakers (nonscholarly)	\$2,000
(J)	External speakers (scholarly)	\$15,000
	Contingency	\$4,000
Total		\$75,000

Note. Items correlate to the goals and priorities in the implementation plan (Table 5, Column 1).

I estimate that I would need some time to make the Series come to life and that my office may require some additional resources to complete the regular work that I may be unable to finish. Similarly, the support from, and facilitation by, the Learning and Teaching Department may require that additional part-time resources be added temporarily to offset their work on this Series. There is a small budget allocated for sessions by internal speakers, facilitators, and attendees as they would not charge a fee, nor do room bookings have a cost. However, coffee and snacks would be required during the sessions. External speakers from higher education

institutions who are sharing their experiences on a more in-practice basis may not charge a fee, whereas scholarly speakers may charge between \$2,000 and \$10,000. In addition, costs may include flights, meals, hotel, and expenses. Budget is certainly a challenge, and I discuss it further in the section on limitations and mitigation strategies.

The Series does not provide for concrete solutions to accomplish internationalization initiatives outlined in the internationalization plan ([Sky College], 2019b). Rather, it aims to increase understanding and knowledge, begin developing a shared vision of internationalization, improve internal communication, and increase network connections. The implementation of the Series may be ambitious, but is an initiative that can be accomplished through collaboration, commitment, and a level of funding. The Series is designed to be responsive and flexible. It can be adjusted and refocussed throughout, while being guided by the robust monitoring and evaluation tactics detailed in the next section.

Change Process Monitoring and Evaluation

The previous section outlined an ambitious implementation plan aiming to improve engagement with internationalization at Sky College. The proposed Series, introduced in Chapter 2, takes an approach that centres on (a) advancing a shared vision and understanding of internationalization, (b) improving communication systems, (c) fostering knowledge creation and sharing, and (d) increasing connections in the network of organizational members. I propose that the Series Team who coordinate the Series take ownership of the monitoring and evaluation activities while closely working with the Task Force.

Measurement and evaluation will be twofold: change outcomes will centre on the implementation and the process itself and can be assessed based on observation and participation. Assessing change results includes comparing them with the goals of the change and

evaluating any unintended consequences (L. K. Lewis, 2019). Here, I present monitoring and evaluation measures that translate the above goals into measures and outcomes to determine the rate of progress toward the intended change. First, however, I discuss how my monitoring and evaluation approach aligns with my framework for change, how it is influenced by my adaptive and system leadership approach, and how it aligns with my social network theory lens.

In planned change models like the change path model (Cawsey et al., 2016), evaluation is well mapped out and is the last step in the cycle process. In turn, evaluation results inform the awakening phase of future change. Kotter's (2012) model, however, is dynamic, flexible, and agile, where eight accelerators work concurrently. Specifically, the generate, then celebrate wins accelerator will provide insights during and after the Series. Failures, or lack of wins, during the Series are indicators that will influence the Series Team to tweak the Series. A lack of advancement towards the four goals may impact the broader work of the Task Force on the path to achieving the strategic initiatives laid out in the internationalization plan.

Adaptive leadership is not about providing solutions but about leading people to develop their own solutions to complex problems. As a leader, I must focus people with differing opinions, views, and values on the challenge presented and assist them through a state of disequilibrium to come to a collective solution. Heifetz et al. (2009) described adaptive leadership as a process based on "observing, interpreting, and intervening" (pp. 32–36). As such, a monitoring and evaluation plan cannot be rigid and predetermined as it must concurrently be responsive to observation and interpretation of change outcomes as they surface, implying that change cannot be planned in its entirety.

System leadership is equally about mobilizing stakeholders and fostering collaboration (Kania, Kramer, & Senge, 2018). Although "ineffective leaders try to make change happen,

system leaders focus on creating the conditions that can produce change that can eventually cause change to be self-sustaining” (Senge et al., 2015, p. 29). In contrast to adaptive leadership, however, system leadership is about goal achievement and favours data (Coffey, 2010). As such, it is more concrete (Macdonald et al., 2018). This being the case, as a leader, I do not take a hard systems thinking view, prioritizing goals based on economic criteria (Gregory & Jackson, 1992). Rather, I define success of the Series as based on standards such as attendance counts. I now outline the measures I propose to be undertaken prior to the Series starting, how I will monitor during the Series to learn and make authentic adjustments, and the evaluations I will conduct at the conclusion of the 12-month Series.

Pre-Series measures. Prior to the implementation and delivery of the Series, a baseline is required to later compare the future state to the previous state. I propose that the Series Team, in collaboration, undertake the following three activities during the six-month planning phase before the first event is delivered.

Social network analysis. Social network theory suggests that the informal relationships in a network have a tremendous impact on individuals’ commitment to, and engagement with, a change initiative (Kezar, 2014a). Social network analysis (SNA) is a set of qualitative and quantitative tools that has been heralded by Eisenberg, Johnson, and Pieterse (2015) as affording organizations a “look inside the informal organization . . . to determine how information flows, to identify areas of collaboration and silos, and to zero in on individual employees who either already are playing, or potentially could play, a significant role” (p. 149) in driving change. A SNA provides a picture of the information flows in the organization (Cross & Parker, 2004). Gaining a picture of strong ties, akin to friendships; weak ties, akin to casual acquaintances (Granovetter, 1973); and structural holes (Burt, 2004), akin to missing ties in the

organization, will influence the communication plan, outlined further in this chapter. Results from the SNA can also be leveraged to drive innovation. People with the right expertise, in the appropriate domain, with suitable influence can be connected to work on targeted initiatives (Cross & Thomas, 2009).

For the SNA, questions will be developed with input from the Series Team, the Task Force, and the Institutional Research division. The SNA will be aimed at revealing existing collaboration and information-sharing patterns. Questions may be as follows: How much do you interact with those outside your own department? Who do you go to if you have a challenge at work? How often do you talk with those inside/outside your own department about internationalization? These kinds of formative questions will be included in a survey to be completed prior to the Series' kickoff. I now describe that survey.

Employee communication and engagement survey. To further gain a baseline as well as insights that may positively influence the implementation, a pre-Series survey of employees will be conducted. Its objective is to establish employees' current perspectives on internationalization and determine the level of satisfaction with current organizational communication. The survey will determine if employees understand the existing internationalization vision; if that vision aligns with their own experiences and values; and, true to my adaptive leadership approach, if they can take a balcony perspective (Heifetz et al., 2004; Heifetz & Linsky, 2017) or if they are steeped in their on-the-ground realities.

Current internal organizational communication, and as I outlined in Chapter 2, is mostly one-way and not strategic. As such, it will also be necessary to get an employee assessment of information content, methods, transparency, and timeliness of existing communication methods. Moreover, as Christensen (2014) discussed in a nod to social network theory, the survey should

reveal the level of contact with positional leadership and coworkers. The level of these connections and ties is a direct influencer on strategic change success.

Events audit. Speaking events, lunch-and-learns, and roundtables are not unusual occurrences at Sky College. As I described in previous chapters, attendance is often poor and not representative of the diversity of the institution. By completing an audit of employee-focussed events offered in the past three years, a benchmark can be established against which to measure the Series. When completing this audit, I will include date, topic, speaker, location, and targeted audience in a descriptive capacity. I will also include number of attendees, breadth of attendees (e.g. departments, areas, campuses), and perceived audience engagement if the speaker or facilitator can provide this information. My time to complete this audit is accounted for in the budget (see Table 6).

Monitoring during the Series. I take the approach that monitoring will allow leaders to help people through the disequilibrium of change by either adjusting practices and/or changing communication. It will also allow for reframing of the change. Here, I will keep at the forefront Bolman and Deal's (2017) four frames. "Staying ever mindful of these four parallel sets of dynamics cultivates solid diagnostic habits . . . requires a comprehensive, systemic perspective on an ambiguous, ever-shifting organizational landscape" (Gallos, 2006, p. 349). Monitoring during the Series assesses not only factors such as quality of the speaker or topic, attendance, and interest levels, but also outcomes that evidence values of collaboration and collegiality, communication satisfaction, and openness of participants. I am mapping monitoring activities during the Series to the four goals set out in the previous section while also associating them with one or more of Bolman and Deal's (2017) four frames.

As discussed previously, adaptive leadership is about observing, interpreting, and

intervening (Heifetz et al., 2009), and the Series must be responsive and adaptable to the goings-on within the system. Surveying, combined with observation and more informal interactions, will allow more nuanced insights for the Series Team to consider outcomes as they emerge. This process will influence how the Series might be adjusted. Table 7 summarizes how I plan to monitor outcomes, and each activity is detailed further below.

Table 7

Monitoring Outcomes During the Series

Activity	Frame	Goal alignment ^a	Measures/outcomes
Attendance tracking	Political; human resources	N/A	<ul style="list-style-type: none"> • Number of attendees • Breadth of department and campus participation • Opinion leaders attend
Postsession feedback surveys	Human resources; symbolic	(1) and (3)	<ul style="list-style-type: none"> • Feedback on session, speaker, facilitator, content, design • Formative assessment of internationalization related knowledge
Observation during sessions	Symbolic	(3) and (4)	<ul style="list-style-type: none"> • Level of participation and openness of participants • Values of collaboration and collegiality are evidenced • Who speaks, how much, and who listens (to identify opinion leaders)
Observation outside of sessions	Symbolic; structural	(2) and (4)	<ul style="list-style-type: none"> • Communities are forming • New communication systems are making an impact
One-on-one dialogue	Symbolic; human resources	(1), (2), (3), and (4)	<ul style="list-style-type: none"> • Positive conversations with individuals that previously were pessimistic • Uncover motives previously hidden • Can they see merits of the change?

Note. Monitoring activities are aligned with the four frames, adapted from *Reframing Organizations: Artistry, Choice, and Leadership* (6th ed.), by L. Bolman and T. Deal, 2017. Copyright 2017 by Jossey-Bass.

^aThe four goals are (1) advance a shared vision and understanding of internationalization, (2) improve communication systems, (3) foster knowledge creation and sharing, and (4) increase connections in the network.

Attendance tracking and surveys. Monitoring activities in a functionalist paradigm should be objective and rational. Attendance tracking at the session will be quantitative, with the

aim of not only collecting total number of attendees, but also identifying the breadth of representation from different departments, campuses, and employee groups. Individuals will not be identifiable through the tracking measures.

Postsession feedback surveys will serve multiple purposes. First, they will provide direct feedback on the speaker, facilitator, design, and content of the session. Second, they will be used as formative assessment of attendees' knowledge. For example, attendees can be asked to define internationalization or to recap something that was shared in the session. Surveys will be designed to gauge the level of knowledge and understanding among participants (Goals 1 and 3). The surveys will include a brief description of their purpose, reassure respondents that answers are confidential, and explain that the data subsequently accessed are limited to aggregate data. Only the Task Force can retrieve and review the data and may choose to share it. Although completing the surveys will not be mandatory, the session facilitator, speaker, or a member of the Task Force will strongly encourage completion at the beginning and end of the events. Surveys will need to be approved by the Institutional Research Department and, very likely, by the executive.

Observation. Observations during and outside of the sessions will be conducted by multiple members of the Series Team simultaneously to provide a lens to interpret the inherent subjectivity of observations. During the sessions, by witnessing and documenting who participates; their level of openness, collaboration, and collegiality; and who develops as opinion leaders, it will be possible to draw conclusions not only on how the knowledge sharing and creation is advancing, but also on what connections exist and are emerging in the network (Goals 3 and 4).

Outside of session observations, through general observations, I may determine, drawing

on Bolman and Deal's (2017) symbolic frame, what communication and stories resonate (Goal 2) and what stories are being told. Is collaboration on internationalization emerging outside the sessions? Is evidence accruing of an increase in passion and commitment amongst diverse organizational members? In effect, can the size of a (potential) volunteer army that may be mobilized be determined, while also judging the connections that may be forming (Goal 4)?

Information recorded will not identify individuals, but will be limited to their department, campus, and type of position (e.g., faculty, managerial or unionized staff, executive). The communication plan that follows later in this chapter will also address how organizational members will be informed of these observations. Communication will help to mediate any ethical concerns.

Dialogue. Finally, dialogue will be an invaluable monitoring tool, not only as part of the sessions themselves, but also supplementary to the sessions. Continuing the conversations that I have had to date across campus(es) must continue, especially with those who previously shared with me their frustration, disillusionment, and confusion about the institutional direction with respect to internationalization. Although one-on-one dialogue might be the least objective measure, it is likely the most insightful as I can gain an in-depth perspective on a range of views. These dialogues can provide me with the feedback needed to make genuine adjustments to the Series, and they will inform my leadership approach going forward.

As I stated at the beginning of this section, adaptive leadership inherently requires a level of flexibility in response to stakeholder reactions. The Series is designed to challenge knowledge, assumptions, and values, which may cause distress. It is my role as leader to regulate the distress, in part through dialogue, and ensure that there is space for the adaptive work to occur (Heifetz et al., 2009; Heifetz & Linsky, 2017). Additionally, from a system leadership perspective, it will be

crucial to use conversations to assess, on an ongoing basis, the state of the system and subsystems at Sky College, particularly the academic and managerial subsystems, and their evolving connections. The deeper understanding gained will allow immediate adjustments to the Series, but also, later, will support jointly developed solutions that no one individual could create in the complex system (Senge et al., 2015) of a postsecondary institution.

Monitoring outcomes during the Series in combination with the post-Series evaluation, to be discussed next, may influence the work of the Task Force as the guiding coalition for internationalization at Sky College beyond the Series time frame.

Post-Series evaluation. Once the six-month planning time and 12-month Series are completed, a formal evaluation will be conducted. It will involve another SNA, employee communication and engagement survey, and events audit by the same means, as accounted for in the budget, and outlined earlier in the section. The three tools were used prior to the Series to create a baseline of the current state, which now can be compared to the new current state. At this stage, the evaluation emphasizes change results: to what degree have the four goals been achieved, and what unintended consequences have presented themselves (L. K. Lewis, 2019)? This evaluation will then inform the Task Force in its efforts to advance internationalization institutionally, as I previously discussed and as Figure 4 illustrates.

Monitoring and evaluation will play a critical role, and the outlined measures will shape how the Series Team adjusts the Series. It should also inform the Task Force serving as the guiding coalition (Kotter, 2014) in the change process of the greater goal of institutionalizing internationalization, where internationalization is embedded in the culture, processes, and practices of the institution (Zha, 2003). However, beyond monitoring and evaluation tactics, communication is vital in advancing the Series and ultimately internationalization at Sky

College.

Plan to Communicate the Need for Change and the Change Process

Thus far, Chapter 3 has outlined the implementation plan and presented a monitoring and evaluation plan. The implementation plan in particular evidences the importance of communication—formal and informal—in organizational change. The Series is itself a quasicommunication strategy to increase engagement with internationalization at Sky College. I highlighted the need for flexibility and responsiveness during the Series, which is aimed at increasing the shared understanding of internationalization, creating and sharing knowledge, and improving connections amongst diverse, internal stakeholders at Sky College. Arguably the most important and fundamental goal, however, is to improve how communication occurs and to establish new and improved communication systems for stakeholder engagement. This plan needs to be finalized and jointly agreed upon by the executive, the Learning and Teaching Department, the Communications Department, the Task Force, and the Series Team. Throughout the Series, it may be required to return to the strategic communication plan and adjust. The parties should do this adjustment jointly.

Now, I discuss the gap between the current and desired state of communication; describe the strategic communication plan, which emphasizes an open, participatory approach (L. K. Lewis, 2019; L. K. Lewis & Russ, 2012); and conclude with change communication processes built on two pillars: information dissemination and soliciting input.

Current and desired state of communication. Addressing the importance of employee communication and integrating strategic communication into the Series and Sky College's internationalization strategy will be a crucial success factor as communication is a key contributor to change initiatives (Cawsey et al., 2016; F. Daly, Teague, & Kitchen, 2003; Kotter,

1996, 2014; L. K. Lewis, 2019). The Series relies heavily on transparency, openness, face-to-face communication, two-way dialogue, and increased communication frequency. This approach is not necessarily aligned with current practices at Sky College, as Figure 5 shows, but I intend to see that it can be achieved.

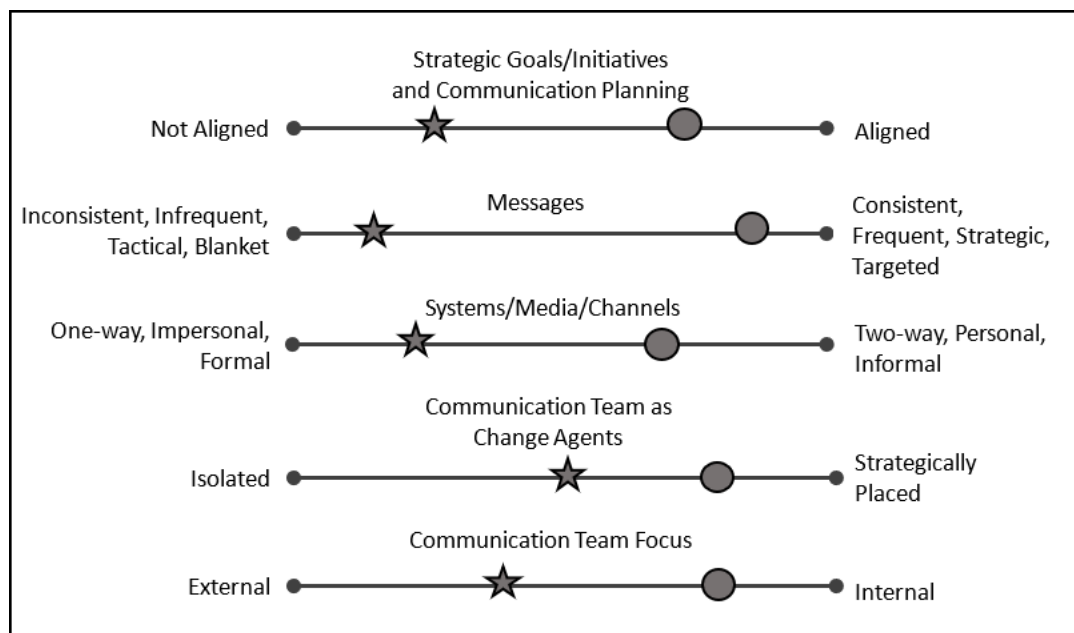


Figure 5. Current and desired internal communication practices.

A personal assessment related to strategic initiatives and communication at Sky College. The left side shows an undesirable state and the right side the desirable state of communication practices and systems related to strategic change. The stars mark my personal assessment of the current state in each category; the circles indicate the goals for Series communication. Adapted from “Change Communication: Using Strategic Employee Communication to Facilitate Major Change,” by D. J. Barrett, 2002, *Corporate Communications: An International Journal*, 7(4), p. 225. Copyright 2002 by Emerald.

I will work closely with some allied deans and, in face-to-face conversation, relay to the executive and the Communications Department the importance of a new approach that closes the gap between current and desired communication practices (see Figure 5). I will share, for example, that a disconnect exists between internationalization activities that are already occurring and what is communicated to college employees, or the lack thereof. Wins are not

celebrated and shared, and although throughout this OIP I emphasize dialogue, face-to-face, and two-way communication, more blanket, one-way communication augmented by storytelling during the Series is also important for information dissemination.

Communication should not only inform; it must also motivate and engage employees (Barrett, 2002). Yet in the current state, at Sky College, communication is often publication focussed. It is not often enough strategic and two-way. As Figure 5 highlights, I contend that communication efforts need to be more strategic and aligned with the goals of the Series as well as internationalization as a greater, strategic aspiration. The Series, by design, places the communications function at the centre of change with a focus on internal audiences. Frequent and targeted messages are important to disseminate information, from Series updates to the celebration of small wins. Equally, two-way and informal communication, as well as including participation and stakeholder input, are needed.

Those desired communications practices, as visually displayed in Figure 5, align with the college's values of collaboration and collegiality. I believe they can advance the Series and internationalization at Sky College, while supporting change and innovation.

Strategic communication plan. L. K. Lewis (2019) described strategic communication for change and innovation as containing aspects that should be addressed, not only from the perspective of those leading the change, but also from the viewpoints of the recipients and participants of change. During change, communication is first driven by the change leaders, although stakeholders are part of discussions, seek clarification, provide alternative views on the change, and ultimately contribute to shaping the change. Moreover, stakeholders' communication occurs not only with the leaders of change, but also with other stakeholders as those with influence may try to gain allies or alter on-the-ground opinions.

This stakeholder view intersects with social network theory, which looks at individuals in the network and the role they play. Some stakeholders may be opinion leaders who hold an observable central and influential role in shaping change (Cawsey et al., 2016). Others act as “information brokers” who connect people by virtue of having relationships with them, giving information brokers the ability to “disproportionally affect information flow” (Cross & Parker, 2004, p. 77). It is hoped that the SNA proposed as part of the monitoring and evaluation plan will reveal some of the organizational actors who are information brokers, so that special attention can be paid to them. Framing the change for all, but particularly for the influencers and information brokers, will be essential to advance the change.

Communication and framing the change for various stakeholder groups is tied to the readiness for change (Chapter 1), the organizational analysis (Chapter 2), and the change implementation plan for the Series (Chapter 3). As this OIP is rooted in the functionalist paradigm, during the Series I will concentrate on communication and framing as tools, focussing on the who, what, where, when, and why (Johansson & Heide, 2008) for different stakeholder groups. However, with the Series being flexible and responsive to stakeholder reactions, I cannot commit to messaging, framing, and channels in advance. Hence, the focus here is on overarching and strategic communication aspects. Table 8 presents a strategic communication plan that will scaffold the Series. Following the strategic communication plan, I outline in more detail how the change communication processes will support the change.

Table 8

Strategic Communication Plan

Plan element	Details
Goals	<ul style="list-style-type: none"> • Gain support, commitment, and budget for the Series. • Communicate Series and events to internal audience. • Throughout, advance the Series goals: <ol style="list-style-type: none"> (1) Advance a shared vision and understanding of internationalization (2) Improve communication systems (3) Foster knowledge creation and sharing (4) Increase connections in the network
Stakeholders	<ul style="list-style-type: none"> • Executive; Director, International Education; educational departments deans; campus deans • Faculty • Student-facing staff • Administrative staff
Opinion environment	<p>Positive Factors</p> <ul style="list-style-type: none"> • International students contribute to the creation of a global classroom and campus. Exchange opportunities for domestic students are important and should be supported. <p>Negative Factors</p> <ul style="list-style-type: none"> • Economic motives for international student recruitment dominate (the ‘elephant in the room’ is not addressed). • Student success is not valued by senior leadership. • Faculty and staff are not supported to address the challenges. • International students are ill prepared. • The lack of diversity of the international student body challenges the global experiences desired in the internationalization plan.
Messages	<ul style="list-style-type: none"> • Sky College values collaboration, collegiality, and student success. (1) • Sky College seeks the input and contributions of all organizational members. (1)(3) • Information and knowledge are the keys to innovation and progress. (2)(3) • Internationalization is affecting everyone, and everyone contributes to internationalization. (1) • Opportunities will be made available for dialogue about internationalization. (1)(2) • Sky College values, and wishes to share, the successes already achieved through the work of some organizational members. (3) • We learn from scholarly experts, practitioners in the field, and as well as through internal collaboration. (3) • Solutions reside in the collective knowledge. (3)(4)

Plan element	Details
Strategic concerns	<ul style="list-style-type: none"> • Participative communication approaches are desired, aligning with the collegial and collaborative values of Sky College. • There is a place for both: communication to share information and communication to engage and strengthen connections (Elving, 2005). • Blanket communication must be balanced with targeted and two-way communication. • Tailoring messages to specific stakeholder groups is time consuming and resources are limited. • Communication must adapt and be responsive throughout the Series.
Evaluation methods	As described in the monitoring and evaluation plan in this chapter.
Budget and resources	No budget is specifically allocated for the communication plan. The Communication Department is supporting and actioning much of the plan and is can be completed within their department's existing resources. Budget for those communication tactics that involve, for example, dialogue sessions or workshops, is already included in the implementation plan budget. My time is budgeted for in the Table 6.

The strategic communication plan outlined in Table 8 supports internationalization as a broader strategic initiative at Sky College as, I believe, although one is foundational to the other, the two cannot be separated. It highlights two types of communication goals. One, the Series itself requires support, commitment, and internal promotion. Broader, though, communication will support the advancement of the goals of the Series itself because the Series is designed to create engagement with internationalization through participative communication approaches like dialogue, input solicitation, knowledge creation and sharing, to name a few. It will be important to address the negative factors, such as the perceived economic motives for international student recruitment, while highlighting the positive factors of internationalization at Sky College. Now, I further detail the communication processes that emphasize information dissemination and input solicitation.

Change communication processes. I have discussed the strategic considerations for diverse stakeholders at Sky College and now delve deeper into the tactical processes. L. K.

Lewis (2019) has stated that “communication processes involve interaction, discourse, and interpretation” (p. 57). During change, those implementing change often consider communication only to increase the likelihood of change success, but one should view communication in a broader sense “as enacted by many different stakeholders” (L. K. Lewis, 2019, p. 58). This perspective aligns with my network approach, where “knowledge is a product of the network” (Contractor & Monger, 2002, as cited in L. K. Lewis, 2019, p. 68). L. K. Lewis (2019) has further posited that “the interaction among stakeholders, both implementers and non-implementers, is where knowledge about change is created and held, and legitimacy for some knowledge is granted or denied” (p. 69).

Considering that the Series aims to allow not only for knowledge sharing, but also for Sky College employees to begin working together to develop an understanding of, and a shared vision for, internationalization, I concentrate on stakeholder participation and input after briefly discussing the more traditional aspects of communications as a means of information dissemination.

Information dissemination. Communication tactics must support the Series and must be responsive throughout. In brief, I will draw on existing communications structures. The existing biweekly college newsletter and email news blasts will be utilized. They will be complemented by a website to promote and later provide updates on the Series, while also addressing the level of monitoring that is occurring during the Series to address any ethical concerns that may raise. It will be important to continually maintain a tone of openness and transparency related to creating a shared vision and refining strategic initiatives, while also including storytelling and sharing of small wins so that organizational members see progress and feel a connection to the Series and internationalization. Through these channels, information can be shared to a large group of

stakeholders, with repetitive, strategic messages that remind stakeholders of the reasons why Sky College is aspiring to internationalize.

Participatory communication. L. K. Lewis and Russ (2012) noted that “participatory methods are typically used to clarify, emphasize, and energize the predetermined path of the process” (p. 272) of what senior leadership have already decided. On one hand, the authors imply that providing spaces to share and feel heard may be sufficient to increase engagement with the change, yet they also suggest that it may be desirable to reshape the vision to agree with their perspective and support a participatory approach, which aligns with the collaborative and collegial values of Sky College.

Here, I advocate for an open approach to solicit input into a range of topics related to internationalization. The emphasis on facilitated dialogue during the Series can enable this aim. An open approach is characterized by getting input from a large and diverse group of organizational actors in a communicatively open manner. This open approach is aligned with the college’s collaborative and collegial decision-making and consultation models. Constructive input must be considered by those implementing the change (L. K. Lewis, 2019), and Sky College’s current practices are in alignment. However, in the current state, although audiences are invited to feedback and input sessions, frequently only a handful of people show up. In practice, the process cannot be considered an open approach with such limited participation. The Series intentionally anticipates to broaden engagement and invite a truly open approach that celebrates the varying voices that exist by not only inviting a diverse group of speakers that appeal to different audiences, but also by taking sessions to the departments. I previously discussed this component as being a key aspect of the Series.

As I outlined here, the Series’ success will largely depend on a new way to approach

communication. It should be marked by frequent and strategic messaging, emphasizing two-way and open communication through dialogue, input solicitation, and informal communication.

Chapter 3 now concludes with next steps and future considerations for Sky College as it continues its internationalization journey.

Next Steps and Future Considerations

This OIP has introduced the Series to address the POP, which is that organizational members at Sky College are not engaged with internationalization even though an ambitious plan exists to achieve internationalization that is “entrenched in the culture, policy, planning and organizational processes” (Zha, 2003, p. 257). Next steps and future considerations are multifold and include the students and Hub. I conclude with considerations and reflections on my own leadership role.

Students. The focus of this OIP has been on employees, and an important next step will be the consideration of student voices. From a systems perspective, the college consists of multiple subsystems, including the academic, managerial, and student subsystems. The latter subsystem has not been given equal consideration in this OIP. I suggest that the Task Force find ways to include students in the Series.

Strategic initiatives hub (Hub). In Chapter 2, I proposed a Hub as a solution. I did not take it forward after the organizational analysis and my own agency in the change led me to conclude that the Series would be a more feasible, and realistic, solution. Organizationally, even if a Hub is not established in the near future, some of the arguments I made in favour may be worth exploring further. A Hub, although expensive, could be managed by someone who can coordinate and facilitate, and lead from the middle, to reach across department and campus lines ensuring that spaces are afforded for adaptive work to occur. This solution would benefit not

only internationalization but other initiatives as well.

My leadership role. I identified the POP and started developing this OIP three years ago with the belief that the internationalization plan was going to be completed imminently and a Task Force would be formed. The plan took another two years to be finalized, and a Task Force, to date, does not exist, although it should soon. This lengthy development is not unusual at Sky College, where collaboration, collegiality, and consultation are practiced and valued. For my leadership practice and future at Sky College, as well as work on change initiatives like this Series, it will be important for me not to underestimate the slowness of some processes. At the same time, I need to value the conservative, risk-averse, and deliberate ways at Sky College. Throughout this OIP process, I have developed as a leader who can lead from the middle; navigate the managerial, academic, and student subsystems; and reach across the network, build strong relationships, and develop my own leadership voice.

Chapter 3 Conclusion

In this chapter, I described the proposed solution of the Series by presenting plans for implementation, monitoring and evaluation, and communication as they relate to this change initiative. I emphasized the importance of observing, interpreting, and intervening as part of the adaptive change process (Heifetz et al., 2009) and adjusting the Series and my approach throughout in response to my monitoring activities. I considered stakeholders and new approaches to internal communication, and I reasoned that the Series is a quasicommunication strategy. Without increasing the level of interest and engagement with internationalization at Sky College, being open about on-the-ground realities, and adopting a participatory communication approach, internationalization, I postulate, will fail to make significant progress.

Conclusion

Sky College created an ambitious internationalization plan with the overarching goal of “incorporating global and international dimensions into all aspects of the College” ([Sky College], 2019b, p. 3) and fostering “a diverse, global educational environment . . . with opportunities for all students and employees to participate in international activities and to develop into global citizens” (p. 5). An increase in international students on campus has brought opportunities, but also day-to-day challenges. Questions persist over economic versus sociocultural motives for increasing international student numbers and fostering internationalization. The POP that this OIP addresses is the lack of engagement by organizational members with Sky College’s broader internationalization goals.

I posed three guiding questions in Chapter 1. I trust that my OIP clearly outlines how the first two are advanced. The third is beyond the scope of this OIP, but it has made a small contribution towards an answer.

1. How can the yet-to-be formed internationalization team at Sky College draw on formal structures and existing networks to create engagement with internationalization?
2. What systems, structures, and processes can be utilized, modified, and/or created to enable learning, knowledge creation, and engagement?
3. How can Sky College embrace creativity and innovation to enhance its culture of learning for and beyond internationalization?

Situated within a functionalist paradigm and drawing on social network theory, the OIP aims to create networked leadership; a shared vision and organizational commitment; internal communication; and knowledge creation, creativity, and learning to increase engagement with

internationalization. To achieve this result, I propose to implement a Series using an integrated framework of change based on Cawsey et al.'s (2016) change path model and the dual operating system (Kotter, 2012, 2014).

Although the proposed Series may appear to be a simple solution, from system leadership perspective, it can prove impactful. It is about creating opportunities for collaboration, mobilizing stakeholders (Kania et al., 2018), and “creating the conditions that can produce change that can eventually cause change to be self-sustaining” (Senge et al., 2015, p. 29). Similarly, from an adaptive leadership perspective, the Series promotes stakeholders as becoming change agents who collaboratively find their way to solutions (Randall & Coakley, 2007). A change leader's role is to deepen the debate and facilitate focus while awakening and mobilizing the system (Heifetz et al., 2009; Heifetz & Laurie, 1997). The Series aims to accomplish this goal and prime Sky College and its organizational members for achieving the internationalization plan's ambitious goals.

The third guiding question outlined in Chapter 1 has proven ambitious and must be seen as a longer-term goal. If engagement, communication, and knowledge creation and sharing could be increased, Sky College could be propelled further towards becoming a more creative and innovative organization. Becoming more innovative, adopting a culture of learning, and becoming a true learning organization is not a year-long process, but one that takes commitment by everyone in the organization, leadership from many areas, and above all time. Even though I cannot answer the third guiding question, I hope that embracing my role as an adaptive and system leader, and implementing the solution proposed in this OIP, will be strong and positive contributors on this long and exciting road ahead.

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Appendix A: Visual Representation of OIP

Figure A1 is a visual representation of the OIP that depicts the key theories, models, components, and goals. It also delineates the scope of this OIP—creating engagement—from the comprehensive institutional internationalization efforts.

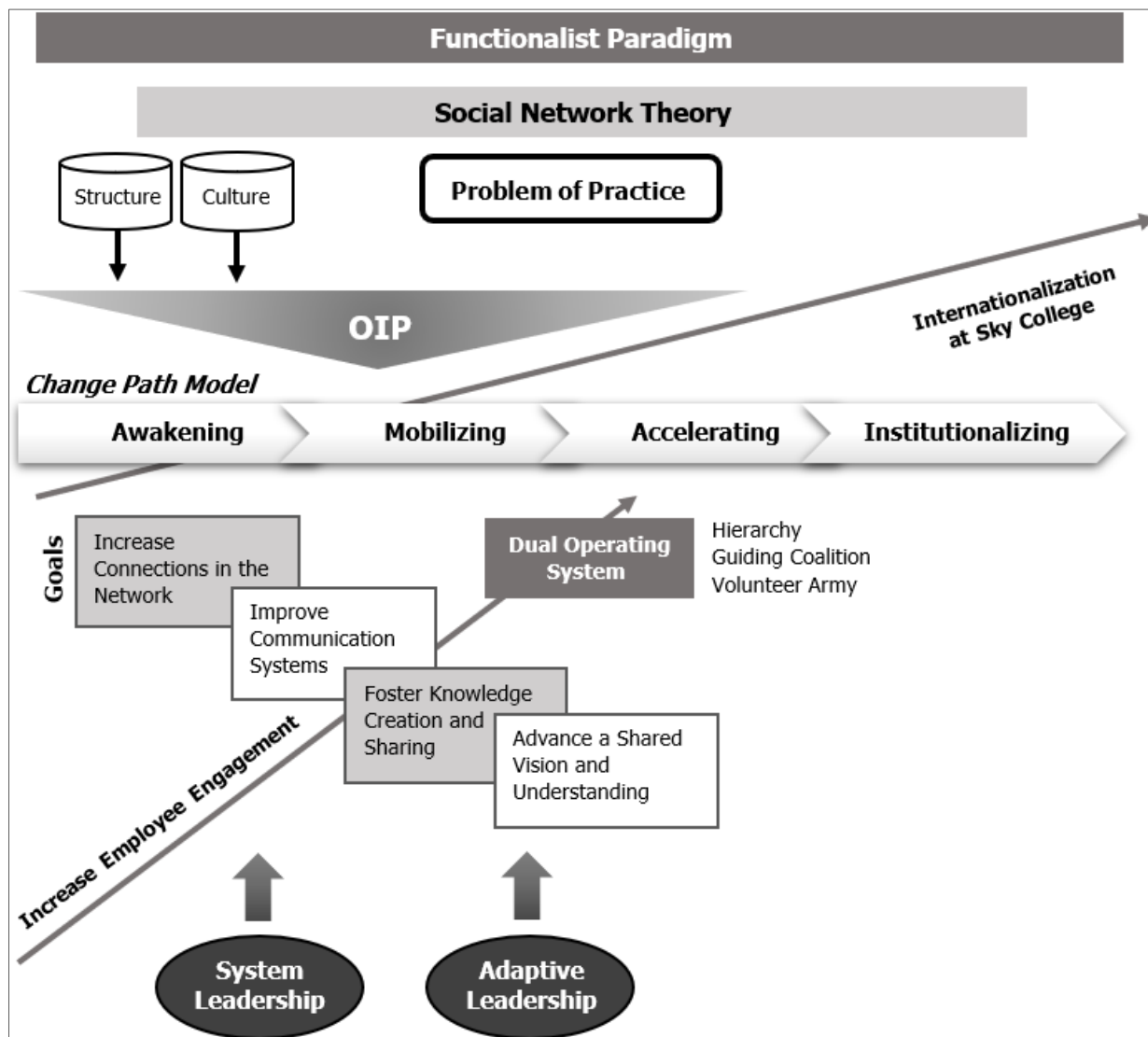


Figure A1. Visual representation of the OIP.

Appendix B: Alignment of Change Framework and Leadership Approach

Figure B1 presents the scope of this OIP in the context of internationalization providing more depth than Figure A1 in three areas: the applicability of adaptive leadership (Heifetz et al., 2009), the context of Kotter's (2012, 2014) dual operating system, and the alignment with Cawsey et al.'s (2016) change path model. Lines and arrows indicate major occurrences or applicability of the specific variable.

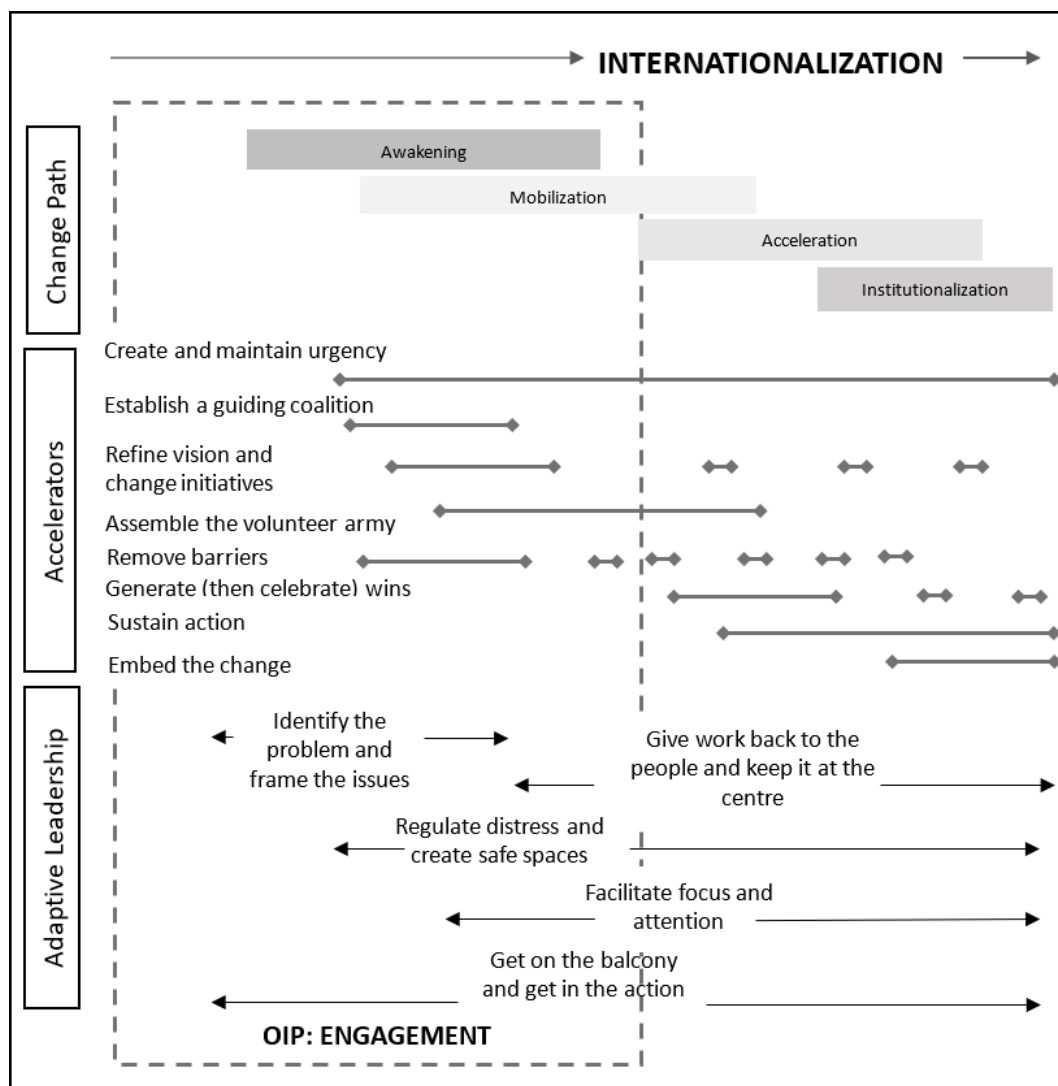


Figure B1. Model and approach alignment.

Appendix C: Financial Requirements for the Series

Table C1

Budget Options for the Focus on Implementation Series

Timing	Item ^a	Name	Description	Financial investment level			
				Minimal	Low	Medium	High
All		My time	The range of my time (minimal to high in terms of cost) is to organize the Series without release time/secondment to release time/secondment up to 40% over 18 months.	-	20,000	40,000	60,000
All	(D) to (K), (N)	Learning and Teaching Department support and facilitation	Assisting in a formal organizational role beyond the Focus on Internationalization Team and facilitating sessions would be hugely beneficial and would limit my own time spent on the Series. Learn and Teaching Department to backfill some of the faculty/staff/time.	10,000	20,000	30,000	40,000
Pre and Post	(A) and (Q)	Employee communication and engagement survey and social network analysis	Through new software already being evaluated for other purposes or existing survey software; no costs for new software as it would not to be purchased for this purpose (see monitoring and evaluation section); size and complexity of survey can be scaled. At all levels, draws on existing Institutional Research Department staff.	-	-	-	-
Pre	(A) and (Q)	Event audit	Will be completed by the Focus on Internationalization Team and I in collaboration, as outlined in the monitoring and evaluation section.	-	-	-	-
Pre	(E)	Create web presence	Executed by Registrar's Office staff with Communications Department staff within regular duties.	-	-	-	-
Pre	(H)	Communication and promotional plan	Work with Communications Department to create plan which is within their regular capacity.	-	-	-	-

Timing	Item ^a	Name	Description	Financial investment level			
				Minimal	Low	Medium	High
During	(I)	Kickoff Series at annual faculty and employee conference	The conference is already budgeted for, and no additional money is required.	-	-	-	-
During	(J)	Internal speakers, facilitators outside of the Learning and Teaching Department	No cost except a small token gift and snacks for the session, including sessions delivered multiple times to different departments, average cost estimates at \$150 per session. Number of sessions can vary based on available budget.	1,500	2,500	4,000	7,000
During	(J)	External speakers (non-scholarly)	Speakers will be selected from nearby institutions keeping costs down. Only those without a fee will be chosen, so costs are limited to meals and some expenses; average of \$500 per visitor as some stay overnight, some do not; flights would be short if needed, etc.	2,000	3,000	4,000	6,000
During	(J)	External speakers (scholarly)	Scholarly speakers may charge a fee from \$2,000 to \$10,000 plus expenses. They may also come from further away than above, hence the average cost is estimated at \$5,000/speaker, some may not charge and may be closer to \$1,200/speaker.	6,000	10,000	15,000	22,000
During	(N)	One-day <i>Focus on Internationalization</i> conference	Snacks and lunch for 300, accommodation if possible, for up to 80. The latter number can vary strongly based on interest or criteria that may be set (distance to home for eligibility for example). Includes hotel, dinner/breakfast, average mileage. Very scalable.	3,000	5,000	10,000	20,000
All		Contingency	For unforeseen costs, a contingency amount should be budgeted.	1,000	2,000	4,000	6,000
Total				23,500	62,500	107,000	161,000

Note: Bold figures indicate my assessment of the minimum investment required, within the range of investment levels from minimal to high, to make the Series at least marginally impactful.

^aItems correlate to the Goals & Priorities column in the implementation plan.