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The Strategic Adoption of a new service delivery model within an Ontario College's Registrar's Office

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Abstract

Postsecondary institutions are continually striving to improve the experience their students have on campus. This Organizational Improvement Plan (OIP) addresses the lack of a strategic approach to the implementation of an integrated services model within an Ontario college's registrar's office (RO). Preemptive College (PC; a pseudonym), along with many other Ontario institutions, is facing an increasingly competitive landscape; providing a high-quality student experience has been identified as a way to differentiate the institution from its competitors. The adoption of an integrated services delivery model within the RO is one aspect of the institution's overall plan to enhance the student experience. This OIP is constructed through the lens of a middle manager within the RO and utilizes the leadership approaches of both distributed leadership and adaptive leadership. A strategic approach to the adoption of an integrated services model within the RO is presented using the plan-do-study-act model and an eight-step change framework. The model and framework are used in combination with a series of guiding questions to outline a plan for monitoring the change effort and evaluating the impact the new model is having on the institution. A detailed communication plan guided by the leadership approaches of distributed and adaptive leadership is also outlined.

Keywords: integrated services, registrar's office, plan do study act, eight-step change framework, distributed leadership, adaptive leadership

Executive Summary

As the landscape for postsecondary institutions becomes more competitive, providing the best possible student experience has become ever more important and is a major focus for many colleges throughout Ontario and beyond. The delivery of high-quality services for students around campus in areas such as the Registrar's Office (RO) is one of the ways in which institutions are working to achieve this goal. Institutions have used updates to their service delivery models to enhance the service they provide to students. Many student services areas and ROs specifically have selected the integrated services model as their updated model of choice. Effectively implementing these new service delivery models in a strategic manner can present a challenge for some institutions. This Organizational Improvement Plan (OIP) presents a plan to address the problem of practice (PoP) of a lack of a strategic approach to the implementation of an integrated services delivery model within the RO of an Ontario college.

Chapter 1 begins with introducing the focus institution, Preemptive College (PC; a pseudonym), a public college within the province of Ontario. The current state of the organization is reviewed along with an overview of the integrated services delivery model. The PoP for this OIP is set and explained as a lack of a strategic approach to the adoption of the integrated services model at PC. First-order and second-order change are introduced as a method to classify the level of change within the institution (Ben-Eli, 2009; Levy, 1986). The theoretical lens of bureaucracy is presented for use throughout the duration of the OIP (Bess & Dee, 2008; Lumby, 2019; Madan, 2014). A case for why change is needed at PC is outlined and an analysis using the PESTE (political, economic, sociocultural, technological, environmental) tool is conducted. The first chapter concludes with a leadership focused vision for change being presented and the change readiness of PC as an organization evaluated.

Planning and development are the main areas of focus within Chapter 2. The leadership approaches of distributed leadership (Blackmore, 2013; Crawford, 2012; Gronn, 2003; Lumby, 2013) and adaptive leadership (Heifetz & Laurie, 1997; Heifetz et al., 2009) are introduced and examined, revealing how these approaches will help propel change forward relative to the PoP. The frameworks of planned change (Burnes, 2009; Higgs & Rowland, 2005), emergent change (Burnes & Todnem, 2011; Waclawski & Church, 2002), and Kotter's (1995) eight steps to change are assessed for their ability to effectively lead change at PC. An analysis of what to change at PC is conducted using Nadler and Tushman's (1999) congruence model. Three potential solutions to solve the PoP are presented and the one which most effectively solves the challenges facing PC is selected. Chapter 2 is ended by examining leadership ethics and the need to approach change in an ethical manner.

Chapter 3 begins with providing an in-depth examination of the change implementation plan designed specifically for PC based on the chosen solution to the PoP it faces. The four phases of the plan integrate the plan-do-study-act model (Tichnor-Wagner et al., 2017) and Kotter's (1995) eight-step change framework, detailing how PC can successfully implement an integrated services model in a strategic way. These same models are then used to provide a plan for monitoring and evaluating the change effort as it unfolds. Guiding questions are also used to strengthen the models' efficacy in monitoring and evaluating change at PC. A plan to communicate the need for change and the change process to multiple groups at PC, including the college executive, staff within the RO, and students, is developed. The communication plan includes ideas for communicating the need for change and the change process. Chapter 3 is rounded out by looking at potential next steps for PC and future considerations.

In summary, this OIP presents a roadmap for a postsecondary institution looking to successfully implement a new service delivery model such as the integrated services model within its RO. This OIP outlines how to effectively use the leadership approaches of distributed and adaptative leadership to enact meaningful change. It draws upon two key frameworks—plan-do-study-act (Tichnor-Wagner et al., 2017) and Kotter’s (1995) eight steps to change—to help establish a practical plan to lead the institution down the road to success.

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Acronyms

MCU	(Ministry of Colleges and Universities)
MTCU	(Ministry of Training, Colleges and Universities)
OD	(Organizational Development)
OIP	(Organizational Improvement Plan)
PC	(Preemptive College)
PDSA	Plan-Do-Study-Act
PESTE	(Political, Economic, Sociocultural, Technological, Environmental)
PoP	(Problem of Practice)
RO	(Registrar's Office)
SIS	(Student Information Systems)
SMA	(Strategic Mandate Agreement)

Definitions

Adaptive leadership: A leadership approach that creates leaders who mobilize, motivate, coordinate, position, and focus employees to confront difficult challenges and thrive (Heifetz, 1994; Heifetz et al., 2009; Heifetz & Laurie, 1997).

Bureaucracy: A framework theory built around the notions of rationality, precision, and efficiency commonly seen in colleges and universities (Bess & Dee, 2008; Lumby, 2019; Madan, 2014).

Change agent: A person who works to orchestrate the overall change process and guide the institution towards successfully through it (Eckel et al., 1999).

Distributed leadership: A leadership approach that promotes the idea of leadership as a shared responsibility within an organization; traditionally focused on the field of education management (Blackmore, 2013; Crawford, 2012; Lumby, 2013).

First-order change: Change that consists of “minor improvements and adjustments that do not change the system’s core” (Levy, 1986, p. 10).

Integrated services: An emerging organizational form and service delivery model used in a variety of public service sectors such as municipalities and postsecondary education (Bowser, 2017; Gardner, 2016; Kramer, 2003).

Leadership: The creation and mobilization of the goals that the leader, followers, and the organization as a whole have put forward (Blackmore, 2013; Burns, 2010).

Second-order change: Change that leads to individuals within the organization thinking and feeling differently and that can be seen as reinventing a business unit through a major change effort (Ben-Eli, 2009; Levy, 1986).

Chapter 1: Introduction and Problem

The Registrar's Office (RO) within postsecondary institutions is a department that continues to find itself in a period of change as it works to meet the evolving needs of students (Lauren, 2006). In recent history, change, and learning to adapt to it, have been a consistent challenge for institutions such as colleges within Ontario (Altbach et al., 2011; Altmann & Ebersberger, 2013; Harold, 2011). This theme of change has been driven primarily by a few key factors, including demographic shifts influencing domestic enrolment, socioeconomic shifts changing student expectations of their institutions, and changes to government funding models within the Province of Ontario (Altbach et al., 2011; J. Black, 2010; Crawley, 2019; Gardner, 2016; Ministry of Training, Colleges and Universities [MTCU], 2013). Further to this, an unstable and unpredictable political climate has eroded the once predictable environment within which the institutions operated (Crawley, 2019). These challenges have resulted in many postsecondary institutions throughout Ontario looking for new and innovative ways to deliver services more efficiently and effectively to their students (J. Black, 2010). Preemptive College (PC; a pseudonym), an institution within the Ontario College system, is one of these institutions.

The factors noted above have resulted in increased budgetary pressure on institutions within Ontario. This budgetary pressure has come about as a result of government funding changes and increased competition for students, both of which have affected institutions' abilities to generate tuition revenue (Altmann & Ebersberger, 2013). As a result of budgetary challenges and demand for more flexible service options, PC and other postsecondary institutions have been forced to investigate new service delivery options (Gardner, 2016). For PC, this investigation has resulted in an investigation of the RO and the anticipated launch of a

redeveloped office (PC, 2016). The refined RO will use a new service delivery model, and the overall structure of the office will be updated.

Although a global strategic plan exists for PC, a systematic and strategic approach to bringing about change is lacking. Meeting these challenges with an effective and coordinated plan to establish this new division will be essential in ensuring a successful future for the college, its faculty and staff, and most important, its students.

Organizational Context

PC is an institution located in the southcentral region of the province of Ontario in Canada. PC is one of 24 publicly funded colleges within the Ontario College of Applied Arts and Technology system. PC has two campuses located in the southcentral region. The college also has a third satellite campus located in the Kingdom of Saudi Arabia. However, this campus operates separately from the main two campuses. Until 2018, PC also had a fourth small campus, which is now closed as its continued operation was not sustainable (Greco, 2017). Throughout this work, Campus One is identified as the larger of the two campuses; it is home to the majority of senior and executive staff. Campus Two is the smaller of the campuses. Even though it is smaller, however, both the college president and vice-president academic are located at this campus.

PC was founded in 1967. Enrolment at PC was at a record level in 2017, with over 10,000 students enrolled (Greco, 2017). Since 2017, enrolment numbers at PC have decreased slightly (Benner, 2020). These students are split between the two campuses, with Campus One operating as the primary campus for the college (PC, 2019b). Over the course of its history, PC has been identified as an innovative educational institution launching two first-of-their-kind programs in Canada: a teaching winery in 2002 and a commercial cannabis program in 2018.

Both these program launches helped to boost the reputation of the institution and contribute to the organization's overall success (Korchok, 2018; PC, 2017). In terms of overall programs, PC offers credentials at multiple levels in over 100 different program areas (Benner, 2020). The levels of educational attainment range from 1-year certificates to 4-year baccalaureate degrees. Additionally, PC also offers a variety of one-year postgraduate programs. PC also has a full suite of part-time studies offerings directed at educational upgrading and community interest courses (PC, 2019b).

In 2017, PC worked to redefine its future and organizational direction via the launch of a 2017–2021 strategic plan. The aim of the 2017–2021 strategic plan is to work to set up the structure to establish PC as “The Preemptive College” (PC, 2017). The plan outlines a direction for the future built around a series of key focus areas. These focus areas include a push towards becoming a larger player in the area of applied research, continued expansion of PC's international footprint both at home and abroad, and most directly relevant to this Organizational Improvement Plan (OIP), a move towards an integrated student services approach college wide (PC, 2017).

PC uses its mission and vision statements to help guide its overall organizational direction, outlined within its most recent strategic plan (2017–2021). PC has a vision statement of “Enriching Lives and Fulfilling Dreams” (PC, 2017). Its mission as an organization is “to provide outstanding applied education and training for a changing world” (PC, 2017, para. 2). Finally, as an organization, PC has five key values. These values are student focused, locally and globally connected, respectful and inclusive, committed to excellence, and innovative (PC, 2017). Three of these key values are of particular importance to this organizational plan (student focused, commitment to excellence, and innovative). These three values and PC's commitment

to them will help to shape the plan outlined within this OIP. Through the ideas set out in its strategic plan, it is evident that PC aspires to be a premier college in Ontario and provide its students with a high-quality education and a great educational experience.

In addition to its updated strategic plan, PC has also undertaken a campus redevelopment project at both Campus One and Two (PC, 2019a). This campus redevelopment project, commenced in 2019, has started the process of enhancing student spaces across both campuses. It includes the redevelopment of spaces such as campus libraries, athletic centres, and student services spaces, including the RO (PC, 2019a).

Organizational Structure and Current Leadership Approaches

The organizational structures of postsecondary institutions, including PC's, often vary widely depending on a variety of factors, including history and culture (Pusser & Loss, 2020). However, these organizations do have a number of common elements within their organizational structures. Postsecondary institutions typically are structured in a tall, rather than a flat, hierarchy (Pusser & Loss, 2020).

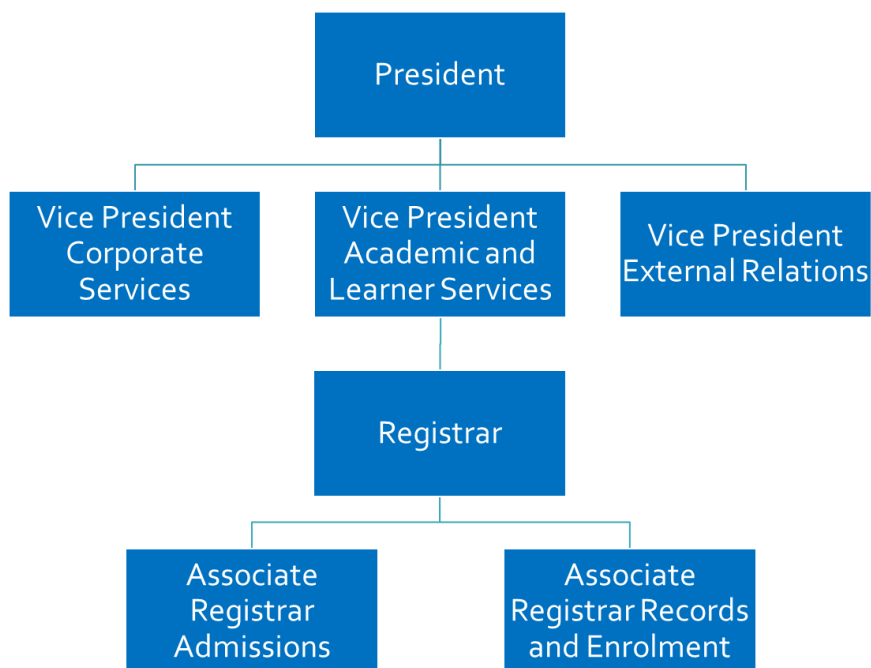
Public colleges within the province of Ontario are overseen by the provincial government, as outlined by the College of Applied Arts and Technology policy directives and operating procedures (Ministry of Colleges and Universities [MCU], n.d.). PC functions under the authority of the Government of Ontario and the governance of a board of directors (MCU, 2020; PC, n.d.). In typical fashion, the president of PC is responsible to the board of governors (PC, 2017; Pusser & Loss, 2020). Figure 1 outlines the organizational structure of PC from the president to middle management relevant to the RO.

The RO is presently part of the portfolio of the Vice President Academic and Learner Services Division. Within the division are five schools of study (Academic and Liberal Studies,

Business Tourism and Sport Studies, Community and Health Studies, Environmental Studies and Media, Trades and Technology) and three areas of learner services (Library Services, the RO, and Student Services). Two associate registrars report to the registrar. Front line staff report to the associate registrars separated into two portfolios: Admissions and Registration, and Enrolment. Financial Aid in the existing model is grouped within the admissions portfolio.

Figure 1

Current Organizational Structure (Registrar Focus)



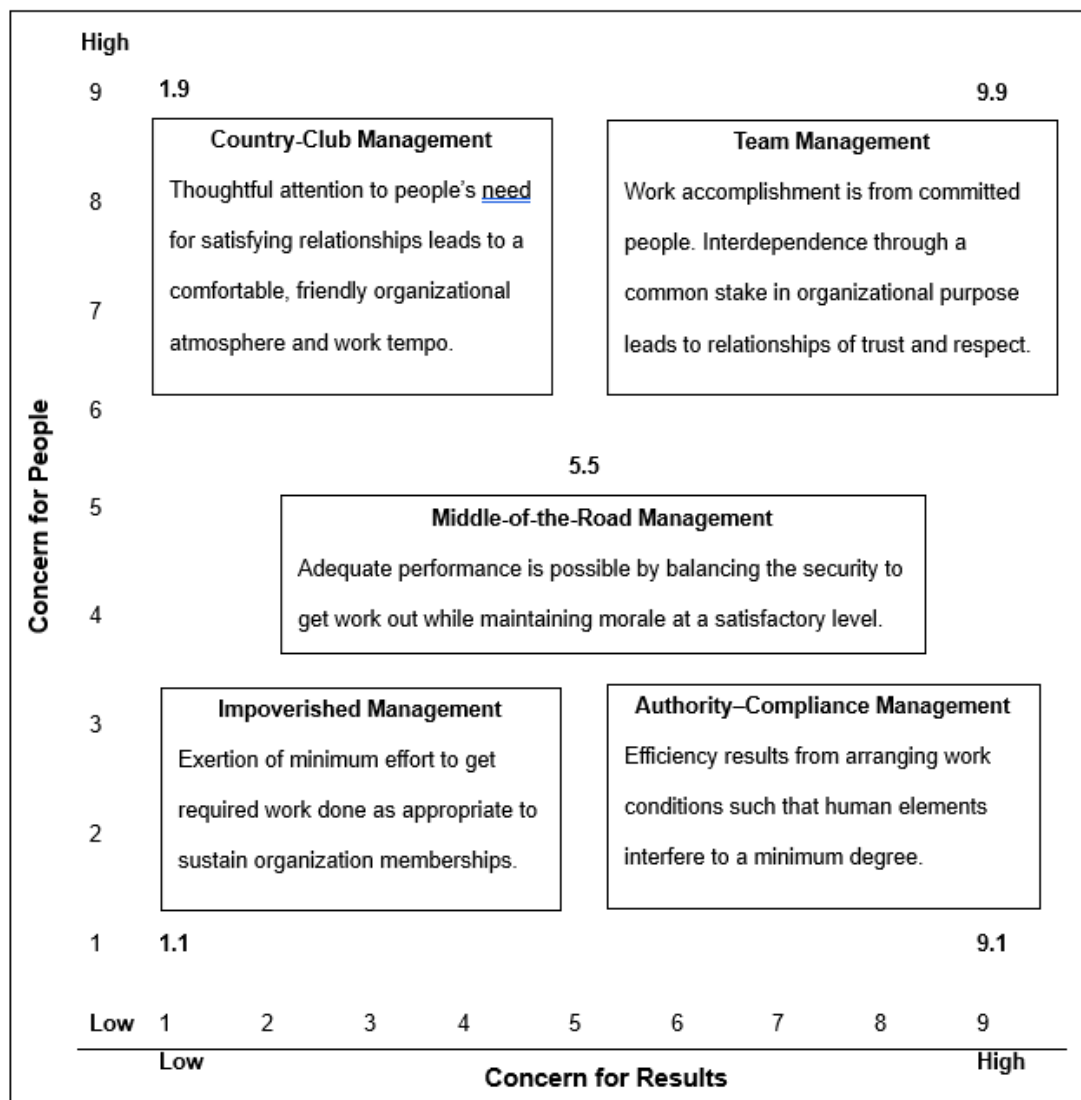
RO's are typically bureaucratic, meaning they are "rationally ordered instruments for the achievement of stated goals" (Selnick, 1948/2016, p. 116). Within the current state, it is evident that the registrar and the associate registrars sit in traditional roles at an elevated level from front line staff (Lauren, 2006). The current structure influences the current leadership approaches and practices. To review the current leadership approaches within the RO at PC, a number of different methods could be used to analyze leader behaviour (Northouse, 2016). Included among them are the trait approach (focuses on a leader's personality), the skills approach (focuses on a

leader's capabilities), and the behavioural approach (focuses on behaviours). To review the RO at PC, the behavioural approach is called upon within this OIP.

The behavioural approach focuses on how leaders act and the specific actions they take (Northouse, 2016), including how they interact with followers. Within this approach, the leadership grid (Blake & McCauley, 1991; Northouse, 2016) is used in this OIP to review the leadership approaches within the RO at PC.

The leadership grid was developed in the 1960s and has been used by organizations to explain how leaders help organizations to reach their goals. The model utilizes two leadership factors: concern for production and concern for people (Northouse, 2016). Concern with production focuses on a leader's concern with the completion of tasks within the organization (Northouse, 2016). Concern for people concentrates on how a leader attends to those who make up the organization—the people who are attempting to aid it in meeting its goals (Northouse, 2016). The leadership grid provides five different categories using concern for people and concern for results as its axes (Northouse, 2016). Figure 2 outlines in greater detail the leadership grid.

The current leadership style within the RO focuses on task and job completion. Overall communication between management and front-line staff has not been a focal point. This communication is typically concentrated on instructions or requests for the completion of work. This leadership approach is defined as authority–compliance within the leadership grid (Blake & McCauley, 1991). It is viewed by staff as controlling and at times overpowering (Northouse, 2016). Working to enhance the leadership approach through the adoption of adaptive leadership (Heifetz & Laurie, 1997) and distributed leadership (Blackmore, 2013) within the division will be important as PC looks to shift to a new, more agile service delivery model.

Figure 2*The Leadership Grid*

Note. Adapted from *Leadership Theory and Practice* (7th ed.), by P. G. Northouse, 2016, p. 76.

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Leadership Position and Lens

Strong leadership in an organization is something many find easy to recognize but difficult to define (Blackmore, 2013). Leadership, although often observed, is one of the least understood notions on earth (Burns, 2010). A clear and concise definition of leadership can be

hard to capture; however, it is key for helping to shape the future of an organization. Furthermore, for researchers, leadership qualities have been difficult to identify over time compared to identifying the various functions of management (Crawford, 2012). Defining the notion of leadership is important as leadership is a key element of this OIP. Throughout the chapters, leadership is defined as the creation and mobilization of the goals that the leader, followers, and the organization as a whole have put forward (Blackmore, 2013; Burns, 2010). It must also be noted that leadership is relational, collective, and purposeful, and helps to define one as a leader (Burns, 2010). This definition of leadership is used to shape the leadership position and lens within this OIP.

The goal of this OIP is to develop a plan for a middle manager (in this case, me as the associate registrar) to effectively lead the current RO at PC through the adoption of an integrated services model and redevelopment into a modern division within the institution. Within this OIP, I am positioned as the change agent. The change agent works to orchestrate the overall change process and guide the institution towards successfully through it (Eckel et al., 1999). This type of significant organizational change will be challenging and will take time. The current state of the RO at PC must also be taken into account. Through my observations as an associate registrar within the institution, it is evident that the current culture amongst those on the front line is one of distrust towards management. Leadership at all levels within the division (registrar and associate registrars) is often viewed in a negative lens by staff, and the idea of change within the division has created fear.

Using the definition of leadership noted above and considering that the driving force behind this change will be me as an associate registrar, a strong leadership approach will be required. In order to develop this approach, the leadership position and lens to be used as the

focus of this OIP must be outlined. Over time, several theories have emerged to help shape and explain the actions of leaders. These leadership approaches, as they are known, aim not only to explain leadership but to improve it (Northouse, 2016). The leadership approaches selected for this OIP are distributed leadership and adaptive leadership.

The evolution of leadership theory in the past decade has seen a push away from the traditional notion of heroic or individual leadership and towards a wider discussion on shared leadership (Crawford, 2012; Tams, 2018). Heroic or individual leaders are unidirectional and top-down in their focus, and they unilaterally push their organization forward (Tams, 2018). Shared leadership focuses on the interdependent, coordinative practices throughout an organization (Tams, 2018). Shared leadership occurs when multiple members of a team take on leadership traits and work to influence the actions of those within the organization (Northouse, 2016). The current leadership approach by those within the RO falls into the category of individual leadership. Change has been traditionally driven from the top down and has been mandated within the division.

A central focus of the work on shared leadership has been the notion of distributed leadership (Crawford, 2012). Distributed leadership was developed out of the human relations school of industrial psychology (Blackmore, 2013). Over the past decade, distributive leadership has moved from being viewed as simply a tool to better understand the makeup of leadership to a practice now widely employed by organizations (Lumby, 2013).

Research and theory associated with distributed leadership, although applicable to a wide variety of organizations, has traditionally been focused on the field of education and education management (Crawford, 2012). The central focus of this approach on education and education

management means that distributed leadership is well suited as a lens to help usher in positive change at PC.

As a leadership approach, distributed leadership recognizes that all workers are coproducers, holding different forms of knowledge and able to act as leaders in their own realm (Blackmore, 2013). This grouping is known as the learning organization, and its proponents view it as an approach that enhances the professional knowledge of those within an organization (Gronn, 2003). The application of the distributed leadership approach will arguably work to improve collegiality and communication between employees. This approach allows for the creation of an atmosphere of employee-led change, as employees are empowered within their respective roles (Blackmore, 2013). In this regard, it is a central principle of distributive leadership that employees who have no formal authority can gain power through this leadership approach (Lumby, 2013). This power may be simply perceived or lent by those in more formal authority roles; however, this perception can result in employees being enabled to achieve things they would not otherwise have had the power to attempt (Lumby, 2013). This distribution of power will mean a significant shift from the structure of individual leadership currently used by PC and the management group.

From a personal leadership standpoint, the adoption of a distributed leadership approach will be valuable in helping to foster additional change agents to support me within the current model as PC looks to usher in the new integrated services delivery model. The shared leadership approach of distributed leadership provides a solid foundational framework in this OIP. As a leader within PC, I can apply this approach to help positively guide change. I will do this by personally adopting the distributed leadership approach as an associate registrar. To work to

complement the leadership approach of distributed leadership, adaptive leadership will also be utilized within the scope of this OIP.

Heifetz (1994) first introduced the concept of adaptive leadership in the 1994 work entitled *Leadership Without Easy Answers*. Since then, adaptive leadership has worked to provide leaders with an approach to effectively prepare employees to confront difficult challenges and thrive within their organization (Heifetz et al., 2009). Embracing the adaptive leadership approach creates leaders who aim to mobilize, motivate, coordinate, position, and focus those within their group (Heifetz & Laurie, 1997). In this regard, a leader is viewed not as the individual who will solve all the challenges in an organization, but rather as the person who will coordinate people to effectively deal with challenges. Rather than simply dealing with an issue themselves, adaptive leaders challenge those around them to face difficult tasks and provide them with the opportunity to find a solution (Heifetz et al., 2009). Working to challenge those around me during the change process will be an essential aspect of working towards effective change at PC. As an associate registrar in a middle management position, I am well positioned to encourage all those around me to plan, implement, and adapt to an integrated services model.

Heifetz and Laurie in their 1997 work outlined five responsibilities for leaders: direction, protection, orientation, managing conflict, and shaping norms. Fulfilling these responsibilities is important for any manager in technical or routine situations (Heifetz & Laurie, 1997). However, during periods of change or challenge, an adaptive leader works to fulfill them differently. Adaptive leaders work to protect people by managing the rate of change, orienting people to new roles and responsibilities, clarifying business realities and values, exposing conflict and using it for creative learning, working to maintain the norms that must stand through the time of change,

and challenging those which need to be altered (Heifetz & Laurie, 1997). Adaptive leadership has shown the ability to allow for employees at all levels to identify what and how they need to change within the organizational landscape (Heifetz & Laurie, 1997). This ability makes this leadership approach valuable for someone in a midlevel management position such as an associate registrar.

To help complement these leadership approaches, identifying myself and other front-line staff as change champions will be important. The early identification of a change champion or coalition of the willing will be key to the overall success of the launching of the integrated services model (Appelbaum et al., 2012; Wheeler & Holmes, 2017). Essential to my role during change implementation at PC will be managing the rate of change. Effectively managing this aspect as an associate registrar will place PC on the path to successfully implementing an integrated services model. During this time, challenging but also protecting norms will be important. The RO is an office of rules and norms, and working to constructively challenge the norms that need to be altered will be pivotal (Lauren, 2006).

The leadership approaches of distributed leadership and adaptive leadership provide a strong methodology to helping usher in a time of strategic change within PC. The use of these approaches will help to guide the change management process presented within this OIP. These approaches also provide the theoretical foundation for me as a leader working to bring about this strategic change.

In addition to the leadership approaches noted earlier in successfully guiding change, the cultural perspective can be a valuable lens. The cultural perspective outlines the need for leaders to understand their organization's culture in order to effectively implement change (Schein, 2016). Within the cultural perspective, the organizational culture is first understood by a leader

and then reconstructed to allow for institutional change (Schein, 2016). The shift to an integrated services delivery model and adoption of a new approach to helping students will mean a shift in the overall culture within the division. Taking this into consideration, the use of a cultural approach to change will assist in the change process towards a new culture. A change in culture within an institution is often a slow and challenging process (Kezar, 2014). As a leader working to assist my division towards positive change, I must be prepared to support a slow change process, and the use of the cultural approach is a strong tool to assist in this endeavour.

Leadership Problem of Practice

Postsecondary institutions around the globe are facing a new era of challenges. These challenges include budget constraints and learning to adapt to the changing needs of today's students (Gardner, 2016). To excel, postsecondary institutions must be reactive to their environments (Birnbaum, 1988). Student services divisions, and more specifically RO, are not exempt from these challenges. The role of an RO is one of supporting student learning (Kramer, 2003). Traditional student services models have tended to be silos, with firm boundaries defining the work of various groups within an institution (Owen & Pekala, 2003). These models tend to be fragmented and narrowly focused, and tend to conduct little interdepartmental training (Nealon, 2005). Although the siloed approach may seem logical from an administrative and managerial standpoint, it does not create organizational efficiency, nor is it known for delivering the best possible quality of service to students (Kramer, 2003). Many institutions have looked at adopting the integrated services model to address these limitations (Bowser, 2017). Although a number of areas within an institution can look to utilize this approach to service, ROs tend to be the most common area of adoption (Bowser, 2017).

Improvement in educational institutions such as colleges relies on the use of effective change management strategies (Robinson et al., 2017). The implementation of this new method and approach to service delivery often means a significant shift in approach from the front line to the executive levels of an institution (Orians & Bergerson, 2014). In addition, physical changes to campuses often take place along with changes in how services are delivered within a department. Student information systems (SIS) are also often upgraded to help support new service delivery methods. As PC looks to make this change, it must do so with a strategic approach to change management and leadership in mind.

The problem of practice (PoP) that is addressed within this OIP is the lack of a strategic approach to change management in the adoption of an integrated services model within the RO at PC, an Ontario college. Associate registrars hold the position of middle managers at PC, and this PoP will be addressed from that sphere of influence. Middle managers are placed in a unique position in which they can work to enact change in a strategic fashion. They often find themselves sandwiched between the wants and needs of front-line staff and those of the college executive. As a result, middle managers face many obstacles, which may test their ability to strategically lead adaptive and constructive change (Heifetz & Laurie, 1997). An important question to ask is, what approaches can be used to ensure that the challenge of implementing an integrated services model is met in a strategic manner within the RO at an Ontario College?

To aid in addressing the PoP of this OIP, the type of change at the institution must be considered. Reviewing the proposed change at PC against the concepts of first- and second-order change can inform this understanding. First-order change consists of “minor improvements and adjustments that do not change the system’s core” (Levy, 1986, p. 10). First-order changes occur naturally as an organization grows and develops and can be seen as refining an already existing

process (Levy, 1986; Watzlawick et al., 1974). Second-order change leads to a new outlook and sees a multilevel transformation within an organization from one state to another (Levy, 1986). Second-order change leads to individuals within the organization thinking and feeling differently and can be seen as reinventing a business unit through a major change effort (Ben-Eli, 2009; Levy, 1986). The change proposed to the RO at PC, moving from one service delivery model to another, will transform the functioning of the department, resulting in second-order change. As solutions are presented to address the PoP, the level change of will need to be considered.

Change is known to be a constant in organizations, including colleges (Sherer & Spillane, 2011). However, defining how to successfully implement planned change has long been a challenge for organizations (Sherer & Spillane, 2011). PC is not an exception to this challenge. Given this situation, moving to an integrated services model is a process which may prove to be perplexing. However, with the right tools and approaches to the change management process, the adoption of an integrated services model can be successful at PC.

Framing the Problem of Practice

PC faces a number of organizational challenges as part of this PoP. The RO has the unique position of working to support all students within a college (Lauren, 2006). Given this breadth of reach, the RO is well positioned to document issues within an institution (Lauren, 2006). Developing an understanding of the challenges faced by PC and the adoption of an integrated services model is an important step in developing a pathway to a successful change management plan.

Integrated Services: An Overview

The integrated services model within the postsecondary sector is a relatively new and emerging organizational form and service delivery model (Kramer, 2003). Within PC, the RO is

one aspect of the greater student services division. In addition to the RO, this division includes the areas of student counselling services, student accommodation services, and athletics (PC, 2019a).

For many years, postsecondary institutions and their services have remained largely the same (Gardner, 2016; Sternberg, 2015). ROs are characteristically bureaucratic in terms of their organizational nature. Bureaucratic institutions are defined as “a form of organization that emphasizes precision, speed, clarity, regularity, reliability and efficiency achieved through the creation of a fixed division of tasks, hierarchical supervision and detailed rules and regulations” (Weber, as cited in Morgan, 2006, p. 17). Traditional ROs are arranged in the bureaucratic fashion with a hierarchical structure and siloed into multiple functional areas. A typical arrangement would see subdepartments within the core area, such as registration, financial aid, and admissions (Lauren, 2006). These registrar models, due to their structure, typically offer services in a disjointed method (Bowser, 2017). Employees in these departments tend to be highly specialized with few, if any, generalists (Nealon, 2005). This antiquated model means that students are shuffled from service window to service window as they work to complete even the simplest of tasks to support their studies. Given this structure, it is not surprising to note that these models of service delivery are not student centered and are administratively complex (Beede & Burnett, 1999).

Conventional ROs have a number of common issues that impede their ability to be efficient and effective within their institutions (Lauren, 2006). These issues include being fragmented, labour intensive, inconsistent in their service delivery, complicated from a student/parent perspective, and overly process driven (Beede & Burnett, 1999). Staff development in the conventional registrar model is often a challenge. Staff typically receive little

to no cross-training between various roles in the subdepartments (Nealon, 2005). Given the troubled history and inability to meet institutional and student needs, the integrated service model was developed to resolve these issues.

The integrated services model was launched as a new form of organizational culture and structure to meet the needs of modern postsecondary institutions (Bowser, 2017). This service delivery model within postsecondary education has been shaped from similar models within government and business sectors (Ousley, 2003). Business-style practices over time have had an influence on the delivery of services in a variety of public and private sector organizations (Gardner, 2016). Integrated services are an example of this influence moving into the field of education (Gardner, 2016). The model is an attempt to provide more efficient and cost-effective delivery of student services while also working to reduce the amount of runaround for students within an institution (Havranek & Brodwin, 1998; Lauren, 2006). Students attending institutions such as PC are more technologically savvy than ever before. Instagram and Snapchat are often methods of communication and information, rather than course catalogues or even email (Gardner, 2016). Today's students are often more complex than those of previous generations. Rarely do students visit a service area with a single task. Instead, they tend to have multiple needs at a single time and require a board range of services and knowledge from staff (Gardner, 2016; Nealon, 2005). The aim of the integrated services model is to work to recognize this change and address the varying needs of today's students.

Three fundamental ideas have shaped the system that has become known as the integrated services model. The system must be interconnected, collaborative, and, of the utmost importance, it must be student centered (Kramer, 2003). The model aims to be flexible enough to meet multiple student needs through the one-stop approach. This can include a wide variety of

services for students, including services such as registration, academic advising, financial aid, and student accounts (Bowser, 2017; PC, 2016). For most institutions, in order to accomplish the three aims, alterations need to be made to physical, managerial, and service delivery options (in-person and web-based). The changes required at PC fit into this mould. Physical alterations must be made at both PC campuses. Modifications to the organizational structure and job functions of staff will also need to be made. Additionally, new consistent service delivery options will need to be developed.

The goal of PC is to put this service model in place to help address many of the challenges it is currently facing. For PC, these challenges include a call for more flexible service delivery options from students, greater efficiency in service delivery to students and for staff, more technologically advanced services, and enhanced physical spaces for students and staff to enjoy ([College Association], 2018). A move towards the implementation of this new structure and the significant physical, managerial, and service delivery alterations that will need to be made pose a number of potential problems for PC. To successfully implement an integrated service model, college leadership must adopt a strategic approach.

Organizational Theory Framework

The framework theory proposed for this OIP is bureaucracy. Modern bureaucracy has a history which dates to the work of Max Weber (Manning, 2018; Weber & Andreski, 1983). Since Weber, a variety of authors have worked to further refine the overall theory (Fayol, 1971; Lumby, 2019; Madan, 2014; Merton, 1957). Writers such as Madan (2014) and Lumby (2019) have also focused their research into bureaucracy specifically on the field of education. Bureaucracy is one of the lasting organizational forms and is part of the foundation of postsecondary institutions (Hartley, 2010). Given this foundation, bureaucracy continues to exist

and flourish as it is a key reason for the positive functioning of postsecondary institutions such as PC (Lumby, 2019).

“Virtually all colleges and universities have been organized at least partly along bureaucratic lines, so it is important to understand their advantages and disadvantages” (Bess & Dee, 2008, p. 203). Modern bureaucracy is defined by several basic features. Bureaucracy is built around the notions of rationality, precision, and efficiency (Madan, 2014). Within bureaucracy, there is a fixed distribution of regular activities coordinated by the leader. People are employed based on qualifications as opposed to patronage. The bureaucratic framework strives to eliminate the duplication of effort through the reductionism and specialization of labour (Fayol, 1971). The idea of rationality is especially evident in the goal-oriented nature of the framework (Madan, 2014). Within bureaucratic organizations, working towards an organizational goal is crucial and a central focus. Striving towards a goal is achieved by a given group within an organization. This group of individuals is tasked with making positive and proficient decisions to achieve those organizational goals. These individuals work in a highly structured hierarchy and in well-defined and structured roles (Lumby, 2019).

This lens is ideal for the structured nature of a traditional and modern educational institution given that a department such as the RO is highly structured and focused in its work. In addition to this fit, bureaucracy offers a positive means for engaging in current relationship challenges (Lumby, 2019). The ideal type of bureaucracy, and one that will support a postsecondary institution such as PC, is one that promotes an environment of learning and discovery. To achieve this ideal, the bureaucracy should not be overly rigid, as rigidity can prevent freedom of thought (Lumby, 2019). If these characteristics are taken into consideration, the bureaucratic lens will lend itself well to this OIP and the leadership PoP it looks to address.

PESTE Analysis

The organizational challenges facing PC are influenced by various factors. An analysis using the PESTE (political, economic, sociocultural, technological, environmental) tool is a valuable technique for reviewing these factors.

Political and Economic Factors

PC is a publicly funded institution which operates under the jurisdiction of MCU within the province of Ontario. The political climate within Ontario is at times unpredictable, and the sector has often found itself at odds with the current government (Crawley, 2019; McGinn, 2019). This volatility places both political and economic pressure on PC as it strives to meet its organizational goals. Unpredictable and changing political environments are often difficult to manage for organizations (Keim & Hillman, 2008).

The current relationship between PC and its provincial funding body is heavily shaped by its 2017–2020 strategic mandate agreement (SMA). This agreement outlines the shared objectives and priorities between the Ontario government, via the MCU, and PC (MCU, 2020). Key benchmarks are set through this agreement, and the goals outlined within it significantly influence the institution (MCU, 2017, 2020; PC, 2017). This OIP deals specifically with the area of student experience within the SMA. PC has made a commitment to enhancing the overall student experience, which includes increasing access to student supports such as the RO. A key aspect of the overall student experience is the positivity of their interactions with all elements of student services, including key areas of the RO such as admissions and registration (Lauren, 2006).

At a global level, the SMA process calls for colleges within Ontario to improve on equity and access for all persons across the province (MCU, 2020). PC views the shift to an integrated

service model as one component in working to meet these policy requests from the government (PC, 2017).

From an economic standpoint, PC plays a significant role in the region in which it is located (PC, 2017, 2019a). PC is considered to be a major regional employer, along with attracting a substantial number of students to the area. Internally, PC views itself as a key player in the region from a political and economic standpoint. The college is committed to improving the community for both students and citizens alike (PC, 2017).

Sociocultural Factors

Sociocultural factors have a significant role in creating the case for change outlined within this work. Shifts in students' wants and needs have been a driving force in the push towards the adoption of integrated service models within postsecondary education (Bowser, 2017). In addition to these changes, Western nations such as Canada, and the province of Ontario specifically, have recently seen a shift in demographics. The overall percentage of youth within the population of Ontario is expected to decline between 2018 and 2046 (Office of Economic Policy, 2019). This shift and its expected continuation mean that there is additional competition in recruiting students. This competition places fiscal pressures on institutions such as PC as they face potential enrolment challenges (J. Black, 2010). Additionally, institutions such as PC have seen a push towards increasing the number of international students entering the system (Altbach et al., 2011; PC, 2017). The increase in the number of international students has resulted in an increased demand on support services such as those the RO provides (Bower, 2017).

Technological Factors

Students today are technologically inclined and expect to receive services not only in person but also digitally (Gardner, 2016). The push towards digitally driven service means

institutions such as PC must work to enhance their current systems. Interactions with students seeking assistance can now take place on a variety of platforms, as institutions work to enhance ways of connecting with their students (Stoller, 2019). Integrated services models typically work to use enhanced technology to provide a complement of services to students (Bowser, 2017).

Technological factors and potential changes to systems will also have internal impacts for PC. The core SIS currently used by PC is out of date and requires an upgrade along with a rearrangement of access. This alteration in technology will mean new training and new adjustments for staff as they also learn to function within the new service delivery model.

Environmental Factors

ROs have a long history of maintaining traditional academic models of operation (Bowser, 2017; Kezar, 2014; Lauren, 2006). The current internal environment at PC fits this mould as change has been slow and limited. The last significant shift in service delivery was completed during the opening of Campus Two in 1998. Given this long history of little change, leaders at PC will be faced with a challenging internal environment in which to enact change. External environmental factors within the postsecondary environment also influence and drive change within PC. Political uncertainty within the external environment, along with socioeconomic changes, present potential roadblocks to change for PC. Navigating and accounting for these factors will be important to consider within the overall change process.

Guiding Questions Emerging From the Problem of Practice

The shift to an integrated service model within the RO at PC will not come without challenges. PC must work to address these questions as it looks to set itself up for the greatest level of success in launching the new service delivery model.

First, what strategies might address the challenges faced by middle managers at PC as they work to strategically approach change management in their division? PC is entering a time of change through the adoption of a new service delivery model. Organizations in a variety of sectors can often easily identify the need for change: Implementing it, however, is an entirely different experiment (Kotter & Schlesinger, 2008). In order to ensure that a strategic approach to change is taken at PC, those in the position to enact change must look to enact a suitable strategy for change. This model for change will help those in a leadership position to generate positive and lasting change through the implementation of the integrated services model at the college.

Second, what is the institutional capacity of PC to undergo change, and what is the base standard of service expected to be offered to students? As noted in the earlier PESTE analysis, PC is currently operating in a time of political uncertainty, fiscal constraint, and changing socioeconomic factors (Crawley, 2019; McGinn, 2019; MCU, 2017, 2020). PC must conduct a thorough review of both internal and external factors that will foster or hinder the organization's ability to generate positive change. The students' expectations of service have also altered in recent history (Bowser, 2017). PC must strategically analyze how a new service delivery model can work to address the evolving needs of today's student body.

Third, how can a postsecondary institution such as PC foster an atmosphere of enhanced collaboration between working groups in a largely traditional operation such as an RO? Academic institutions, and more specifically ROs, are known for being traditional and rigid (Lauren, 2006). A variety of leadership approaches are available to institutions as they implement organizational change. PC must look to enact suitable leadership approaches that will allow for collaboration and innovation to be at the forefront of the implementation of the new integrated service delivery model.

Leadership-Focused Vision for Change

Effective change management in postsecondary education requires quality planning, strategic decision-making, and clear directions (Keller, 1984). A key aspect to ensuring these components are in place is for leaders to have a clear vision of the path they wish to go down (Buller, 2015). Developing an understanding of the current state of the RO at PC in relation to an integrated services model is an important starting point along the path to change. A strong understanding of the expected future state model of the RO at PC is also significant. The development of a clear start and overall end state will help to increase the chances of initiating and sustaining effective change.

Organizational State

The current structure and function of the RO at PC is an important element to consider within this OIP. Understanding the present state of the RO will guide the creation of an effective plan to lead PC to its future desired state (Cawsey et al., 2016).

Present State

Currently, the RO at PC does not utilize the integrated services approach, nor does the office have a strategic view of change management. As noted earlier, the office is situated within the academic division of the overall college organizational structure at PC. In the present state, services are delivered within the RO in a siloed manner. This approach means that there is little to no overlap between service areas within the overall office portfolio. Examples of this organization within the RO at PC would include staff dedicated to just admissions work, just student accounts, just financial aid, or just registration work. At times during major events such as convocation, these siloed groups do work in a coordinated effort to deliver the event. However, this coordination is not maintained in their day-to-day roles.

The current physical makeup of the space used by the RO works to reinforce the siloed approach employed at PC. In the present state, each of the two campuses has its own unique set-up. Campus One features a divided layout in which staff within the RO portfolio operate. This siloed physical space is composed of three main areas. The first and largest area houses admissions staff, registration staff, and student accounts staff. A common entrance is available for students to access all three of these service areas; however, both the registration and student accounts areas are separated into task-oriented kiosks. Admissions staff have no front-facing service counter at Campus One. The financial aid office is located separately from the other service areas, although it is in the same building on campus. The technical staff supporting the overall RO operations and the SIS are in a third location within another building on Campus One.

Campus Two, the smaller of the two campuses, utilizes a shared space for financial aid and registration. Students requiring access to these services are directed upon entering the office to the specific area based on their primary inquiry. In the present state, there is no formal student accounts or admissions presence at Campus Two. Technical support for Campus Two is provided virtually from Campus One. During peak business times, such as the start of the school year, a member of the technical staff temporarily relocates to Campus Two to provide on-site SIS support.

Online services are also available to all students of the college, yet these services are also provided in the same siloed approach noted above. Requests for service are directed to specific email accounts. A more general service account is not currently in use. The web presence of the RO at PC also is structured in the same siloed manner in the current landscape.

From a leadership standpoint, the management team within the RO is likewise divided. Two key members of the team currently hold an open mindset towards change, although another has expressed that they do not share the same view. Those with an open mindset have openly spoken about the importance of change and enhancing the student experience at PC. These two members of the leadership team have an understanding of the importance and relevance of the integrated services model and the impact it could have on PC's future success. The senior leadership team, including those at the executive level, have not demonstrated a strong understanding of service delivery models relevant to the RO. This group, however, does currently hold an open mindset towards change and has adopted excellence in student experience as a key aspect of their overall plan (PC, 2017). A clear path towards change has not been laid out by management at any level.

The lack of understanding by current leadership on how to effectively usher in change at PC is evident. At this time, there is no defined plan of how to work towards positive change within the organization or the RO specifically. There is a notion that the student experience related to the RO needs to improve, but there is no identified path to lead to this desired outcome.

Envisioned Future State

The envisioned future state at PC is defined by three key areas: enhanced student experience, heightened staff efficiency, and superior leadership (PC, 2019a). As part of the envisioned future state, all students would have a positive student services experience and service would be delivered in an efficient and effective manner. In this future state, students could complete multiple tasks from multiple traditional services areas, such as registration and financial aid, in one visit at either campus. From a staff perspective, this change would mean an increase in the overall efficiency in their day-to-day operations. Current challenges created by

outdated physical infrastructure would be removed through renovations at both campuses. These renovations would be included within the the campus redevelopment plans (PC, 2019a) outlined earlier in Chapter 1; however, in the envisioned future state, they would also include updates to ensure the space is prepared to be congruent with the integrated services model. SIS would be updated to provide a heightened virtual experience for students, allowing them to more effectively complete tasks online. The envisioned future state SIS would be structured with the integrated services approach at the forefront, providing students access to meet all of their needs within the RO. Staff would be trained to allow them to meet a wide variety of student needs and not simply operate in a single service area such as financial aid.

Most significantly, the envisioned future state at PC would be an organization that is driven to strategically plan for and usher in change. Leadership and management within institutions play a critical role in the implementation of planned change (Sherer & Spillane, 2011). The envisioned future state at PC must work to recognize the significant role management plays in planned change. A strategic approach to change would be taken at all levels of the organization, including middle management. This strategic approach would be shaped by those within leadership roles at all levels within the organization.

In summary, the future state would be one where the physical layout, SIS, and organizational structure were built around the integrated services model. By putting in place the envisioned future state, it is hoped that PC can work towards its vision of enriching lives and fulfilling dreams and realize its goal of being the preeminent college.

Change Drivers

In working to shape a path towards constructive change in this OIP, it is important to consider my role at PC. Currently, I hold the middle management role of associate registrar in

the RO. In this role, I work directly with front line staff who offer assistance to students, primarily in the area of registration. This role also requires the supervision of staff who complete graduation audits and help to deliver convocation ceremonies for graduates. I regularly work with my fellow associate registrar and our supervisor, the registrar. Additionally, a great deal of my time is spent working with associate deans and deans from a variety of academic schools across the college. Having spent almost a decade working at PC, I have developed a strong historical knowledge of the college and its overall operations. Prior to my current role, I worked in the School of Community and Health Studies as an academic business manager. My prior role left me with strong working relationships with staff, faculty, and fellow managers in a wide range of divisions throughout the college.

The role of the middle manager is expanding in both the recognition it receives and the leadership role it holds within an organization (Eddy & Amey, 2018). Middle managers within colleges hold a variety of roles, such as associate deans and department heads, and leadership is a defined element within those roles (Branson et al., 2016). The roles are positioned well to drive change, as middle managers can control information flow and have influence at both the senior management level and along the front lines of an organization (Branson et al., 2016). Middle managers are also known for having a strong sense of ownership within their organization and a strong drive to ensure its welfare (S. Black, 2015). The role in which I find myself as an associate registrar falls into this category and positions me well to be a change driver at PC. My role in the college's management and as a leader will be crucial for the implementation of planned change (Sherer & Spillane, 2011).

Higher education institutions such as colleges have a long tradition of being hierarchical (Buller, 2015; Eddy & Amey, 2018). This notion, however, is evolving, and those in traditionally

nonleadership positions are playing ever-increasing parts in shaping their organizations (Eddy & Amey, 2018). Modern thinking views leadership as a multilevel phenomenon within an organization (Dechurch et al., 2010). At PC, this thinking means that the path towards change can be driven by those in a variety of roles spanning multiple leadership levels. Based on this premise, change drivers are not exclusive to just those in management positions. Change can also be driven by those in other positions. Harnessing the benefits of being a middle manager at PC will be key to developing a path to constructive change within the organization.

Organizational Change Readiness

Mature organizations such as colleges are slow to change (Manning, 2013). Colleges such as PC typically have antiquated structures, and thus, they must work to remain dynamic in an ever-changing higher education landscape (Manning, 2013). A mistake often made by organizations is viewing change as a single event (Napier et al., 2017). Rather, change is a process, and analyzing the organization's readiness for it is an important step (Kotter, 1995; Napier et al., 2017). Readiness for change must not simply be evaluated at a single level but done so at multiple levels of the organization (Rafferty et al., 2012). Developing a clear understanding of PC's organizational readiness for change is therefore an central aspect of this OIP.

The Need for Change

Demonstrating a need for change within an organization is an important step in the overall change process (Cawsey et al., 2016; Mento et al., 2002). As a change agent at PC, I must demonstrate that the need for change is real and important to ensure the success of the change initiative (Cawsey et al., 2016). To do so effectively, one must seek out multiple perspectives to answer the question, why change? (Cawsey et al., 2016; Rafferty et al., 2012). Furthering the

change agenda at PC can be aided by working to address the following questions, adapted from Cawsey et al. (2016):

1. What do you see as the need for change at Preemptive College? What are the important dimensions and issues that underpin it?
2. Have you investigated the perspectives of internal and external stakeholders?
3. Can the different perspectives be integrated in ways that offer the possibility for a collaborative solution?
4. Have you developed and communicated the message concerning the need for change in ways that have the potential to move Preemptive College to a higher state of readiness for and willingness to change?

To answer these questions, as a change agent I need to gather information both internal and external to the college and analyze it.

External Data

A scan of the external environment around PC can assist with determining the need for change. A review of the current state of ROs at colleges around the province of Ontario and beyond is a valuable way to see where PC sits relative to its competitors. This perspective can help to reduce one's own blind spots as they relate to the quality of services provided at one's institution (Cawsey et al., 2016). Data such as projected student numbers and government funding are important factors to also take into consideration. The value of opening up to the review of external data cannot be underestimated (Cawsey et al., 2016). As a change driver at PC, it will be key to ask which external data to include in the analysis as I work towards providing a strong case for change.

Stakeholder Perspectives

The perspectives of stakeholders both internal and external to PC must be taken into account as a case for change is developed (Cawsey et al., 2016; Napier et al., 2017). Working to understand the biases and reasons held for or against change are key (Cawsey et al., 2016). Externally, it will be important for those at the senior levels at PC to understand the positions of government (local, regional, provincial) towards change. The views of the board members of PC must also be considered. Internally, a review with stakeholders such as front-line staff, student government, and the union will be valuable to collect a range of opinions and perspectives to build a case for change.

Ensuring these discussions are purposeful will be important for me as a change driver at PC. The use of a framework such as Napier et al.'s (2017) organizational readiness for change can help to provide the needed structure. A successful collection of this information can further aid the review of PC's readiness for change.

Internal Data

Change agents who are respected within their organizations have a strong understanding of the organizational makeup (Cawsey et al., 2016). As a change agent at PC, it will be important for me to gather and understand two types of internal data: hard and soft. Hard data can be derived from staff surveys and the annual provincial student satisfaction survey ([College Association], 2018). This survey is held annually to measure the overall satisfaction of current students with the engagement they have had with PC in a variety of areas including academic quality and student services such as the RO ([College Association], 2018). Soft data, or the intuitive information collected from interacting with staff, must also be gathered and analyzed (Cawsey et al., 2016). These data will need to be compiled and analyzed in coordination with

PC's institutional research division to reveal common trends. In my role at PC, I must take the time to listen and observe the world around me within the RO and determine the attitude towards change held by staff.

Personal Concerns and Perspectives

Leaders must have a strong understanding of their own perspectives on change (Cawsey et al., 2016). Reflecting on myself as a leader will be an important step in working to assess PC's readiness for change. Asking key questions of myself will inform this reflection: What blind spots do I have in my view of PC? How do I take in and interpret information? What prejudices do I hold? Answering these and similar questions is key to expanding my self-awareness and my personal readiness for change within my organization (Cawsey et al., 2016). Ultimately, to ensure I am ready as a change agent to successfully lead change, I must work to ensure I am self-aware as a leader.

Creating a Sense of Urgency

Assessing the need for change, as stated previously, is an important aspect of the overall plan outlined within this OIP. It is often thought that the time to change an organization is when it is struggling. However, "the best time to change a company is when it's successful, but that's also the time when resistance to change is at its highest" (Pietersen, 2002, p. 32). At the end of the organizational readiness review, the change agent must understand the need for change and work to address potential resistance within the institution (Appelbaum et al., 2012). From this vantage, the change agent is able to derive the credibility needed to initiate change (Appelbaum et al., 2012). Taking this information and communicating it to create a sense of urgency is a critical next step in the overall change management process (Appelbaum et al., 2012; Kotter, 1995).

Communicating the results of a readiness for change analysis can be challenging. In order to do so effectively, it will be important for the information to be consistent and communicated by more than one source (Gist et al., 1989). The delivery of the readiness for change analysis by multiple change drivers at PC, such as all those within the management group of the RO, would be an effective method of accomplishing this aim. If a consistent message is delivered by multiple change agents, it serves to enhance the trustworthiness and validity of the information (Gist et al., 1989).

Different forms of communication can have different influences in communicating PC's readiness for change (Appelbaum et al., 2012). Options include communicating the need via email, in large group meetings, and simply by socializing the idea through day-to-day interactions with staff. Taking into consideration my position and leadership style, the use of both small (3–5 persons) and large (all staff) meetings, followed up with written communication, would be an effective way to communicate change. Hosting small group meetings to allow for discussion, both positive and negative, about the potential change allows for employees to understand the need for change and rationalize its potential (Appelbaum et al., 2012). The attractiveness of potential changes can also be communicated, helping to increase readiness at PC (Appelbaum et al., 2012). Finally, demonstrating to those within the organization at PC that change can be accomplished will generate a positive attitude towards the change.

If the above components are done effectively, energy for real change is generated within an organization. Generating this energy can demonstrate PC's readiness for change and place the organization on a pathway to success.

Chapter 1 Conclusion

This chapter has outlined PC as the focus organization of this OIP and presented the organizational context in which the college operates. The PoP of this OIP was also defined and deals with the lack of a strategic implementation plan for change at PC. The integrated services model was reviewed as a potential service delivery model to be used at PC. A PESTE analysis was presented to help frame the PoP and discuss why change is needed at the college. Guiding questions were developed to help focus this OIP and allow it to address a number of challenges. The envisioned future state of PC was reviewed, and the gap between the current state and this envisioned future state were discussed. Finally, the readiness for change at PC was examined and a framework to complete a readiness assessment was presented.

Chapter 2 of this OIP now turns to discuss the planning of the change process and how change will be developed at PC.

Chapter 2: Planning and Development

Chapter 1 of this OIP introduced PC, an Ontario college, and some of the challenges facing it. Chapter 2 builds on this starting point by outlining the leadership approaches recommended to facilitate change and address the PoP: a lack of a strategic approach to the launch of the integrated services model at PC. Frameworks for leading the change process and a critical organizational analysis outline how to change and what to change as an institution. Chapter 2 also introduces three possible solutions to address the PoP. Finally, leading into Chapter 3, leadership ethics are discussed in relation to this OIP.

Leadership Approaches to Change

Change within an organization unfolds as a process, not as a singular event, and to be done effectively, it requires strong leadership (Creasey, n.d.). Strong leadership is often hard to recognize within an organization, yet it plays a key role in working to ensure organizational success (Blackmore, 2013). Chapter 1 defined leadership as the creation and mobilization of the goals that the leader, followers, and the organization as a whole have put forward (Blackmore, 2013; Burns, 2010). This same definition can be carried forward and applied to the review of the leadership approaches to change that are used within this OIP: adaptive leadership (Heifetz et al., 2009; Heifetz & Laurie, 1997) and distributed leadership (Crawford, 2012).

When considering the approaches to change that a leader will use, it is important to assess the level of change that will occur within the organization (Ruben, 2016). The shift to a new service delivery model within the RO will transform the functioning of the department, leading to a second-order change (Levy, 1986). The leadership approaches used to usher in change at PC will need to be suitable to lead change of this level of significance. Additionally, the leadership approaches to change must be congruent with the theoretical lens of bureaucracy used within this

OIP. The approaches must also respect the notion that the RO is an office of rules and norms, meaning that change must be approached constructively as it may result in the changing of long-held norms within the department (Lauren, 2006). The aim of these leadership approaches will be to propel change forward as this OIP addresses the PoP of the lack of a strategic approach to change management in the adoption of an integrated services model within the RO at PC.

As noted in Chapter 1, shared leadership approaches will be used to guide change within this OIP. Due to the scope of the proposed change within the RO at PC, these shared approaches will be valuable to ensure involvement from a number of actors within the institution.

Distributed leadership is one of the shared leadership approaches that blends well with the theoretical lens of bureaucracy (Lumby, 2019). Developed out of the human relations school of industrial psychology, distributed leadership has developed into an approach to effectively guide change within an organization (Blackmore, 2013; Lumby, 2013). The adoption of this leadership approach will be used to drive change by allowing me as a change leader to create an atmosphere of employee-led change (Blackmore, 2013). This approach will empower staff within the RO to become informal leaders of change, guided by me as the primary change agent, creating a team approach to change. Employees who have no formal authority can still work to further the overall change effort (Lumby, 2013). Through the use of the distributed leadership approach, staff within the RO, no matter their formal role within the department, can join as sponsoring change agents. These complementary change agents will be vital to the overall change effort's significant impact on a variety of areas within the division, such as social influence amongst their peers (Spillane, 2005).

The adoption of this approach will be a significant change from the current top-down leadership approach by management within the RO. However, the effective use of distributed

leadership can place PC on the path towards strategically addressing the PoP of this OIP. To complement the distributed leadership approach, adaptive leadership will also be used to further propel change within the institution.

Adaptive leadership, first introduced by Heifetz (1994), has evolved over time to provide leaders within organizations with the means to prepare employees to confront challenges they face and learn to flourish during them (Heifetz et al., 2009). As a leader at PC, embracing adaptive leadership will allow me to promote change by developing staff who are motivated, coordinated, and focused on the task of strategically adopting a new service delivery model. As a leader using this approach, I will work to challenge those around me to face the difficult task of implementing the new model and seeing their long-held norms begin to change.

During a change effort, generating employee buy-in is a key element of ensuring success (Burnes & Todnem, 2011). Under adaptive leadership, staff within the RO will have the ability at all levels to identify what and how they need to change within the overall organizational landscape (Heifetz & Laurie, 1997). Allowing for staff to identify areas they feel require improvement will further work to address the key element of this OIP of strategically implementing a new service delivery model by building consensus for the need of change.

To work to address the PoP of strategically adopting an integrated services delivery model at PC, I will need to work to protect employees, so they are comfortable within their roles and with the changes around them. As a leader using the adaptive leadership approach, I can protect staff within my area by managing the rate of change and ensuring they are well oriented and trained for their future roles (Heifetz & Laurie, 1997). In addition, this approach will allow me to expose conflicts within the workplace and use them to generate creative learning within the division (Heifetz & Laurie, 1997).

Changing the culture of an organization is often time consuming and difficult (Kezar, 2014). To facilitate the evolution of the RO and its traditional norms, the use of the cultural perspective can be a valuable lens, as noted in Chapter 1. By using this lens as a leader, I can work to understand the overall organizational culture at PC and within the RO (Schein, 2016). The cultural perspective in alignment with an adaptive approach can support me as I strive to bring about change in the reconstructed RO. The use of this lens will also show needed sensitivity as the norms long held within the RO begin to change (Lauren, 2006; Schein, 2016). It complements the distributed leadership approach well, as both seek to embrace the notion of shared leadership: rather than simply dealing with problems on one's own, a leader brings everyone together to generate a solution (Blackmore, 2013; Heifetz et al., 2009).

Using the leadership approaches of distributed leadership and adaptive leadership to propel change, the PoP of a lack of a strategic approach to change can begin to be addressed. These approaches provide an overall solid framework for a change agent to lead an organization when entering a challenging period such as adopting a new service delivery model.

Framework for Leading the Change Process

Change is a complex process (Higgs & Rowland, 2005). Reviewing potential frameworks for leading the change process is an important step to help guide PC down a successful path to change. Once frameworks have been reviewed, examining how they can be applied to PC, and how I can use them as a change agent, is another significant step in leading a successful change process. Over time, a number of frameworks for leading the change process have been developed, and scholars have debated which are strongest for leading successful change efforts in organizations (Bamford & Forrester, 2003). Frameworks relevant to this OIP that I examined

include planned change (Burnes, 2009), emergent change (Burnes, 2004), and Kotter's (1995) eight-step change model.

Planned change finds its origin in the work of Kurt Lewin beginning in the 1930s (Burnes, 2009). Lewin's planned approach to change is focused around four elements: field theory, group dynamics, action research, and the three-step model for change, as outlined in Figure 3 (Burnes, 2009; Higgs & Rowland, 2005).

Figure 3

The Three-Step Model for Change



Note. Adapted from “All Changes Great and Small: Exploring Approaches to Change and Its Leadership,” by M. Higgs and D. Rowland, 2005, *Journal of Change Management*, 5, p. 122. (<https://doi.org/10.1080/14697010500082902>). Copyright 2005 by Taylor & Francis.

Additionally, for Lewin (1969, as cited in Burnes & Todnem, 2011), change must be conducted in an ethical manner to ensure success. This notion of being ethical stemmed from Lewin's humanitarian approach to the world and his belief that the only way to effectively resolve social conflict is to improve the human condition (Burnes, 2009). This notion of being ethical in my approach to change at PC is one that I must not disregard. The impact of the proposed plan to adopt an integrated services model must be presented to all with an eye to understanding the impact it may have on them. I must also take into account the free will of those involved to make their own decisions without fear of manipulation or coercion (Burnes, 2009). In this sense, it is my role as a change agent to effectively outline for those in the department of the need for change, not manipulate them into it, for the plan to be truly lasting and successful.

In a modern postsecondary organization such as PC, change is a fluid and ongoing process. Lewin's planned change model has a start and an end and is composed of three phases: unfreeze, moving, refreeze (as cited in Burnes, 2009). This rigidity of the model does not allow room for the required ongoing evolution of change at PC. As a change agent at PC, I need to explore alternatives to balance the weaknesses of planned change.

Building on the work of Lewin in the area of planned change, organizational development (OD) emerged to help mitigate some of the weakness in his approach (Burnes & Todnem, 2011). As its most simplistic level, OD is the employment of a process of planned verses unplanned change, leading to organizational improvement (Waclawski & Church, 2002). OD continued with Lewin's idea that change is most successful using an ethical approach, and it highlights the need to have multiple actors (employees) involved (Burnes, 2009). The early work in OD focused on group-based planned change; however, this original emphasis has evolved to include a more organizational and system-wide perspective. Although the focus of OD has broadened, its scope is still focused on the group, rather than the organization as a whole (Burnes, 2009). As the change at PC is focused on one division with only a few peripheral impacts, college-wide OD is a strong fit as a framework to lead the change process at PC.

OD in its modern form blends well with my own leadership style and the change management challenge facing PC. OD allows for me as a leader to focus not just on one individual group but on the division as a whole. This framework lends itself well to the idea of taking multiple smaller groups and combining them into a larger one, as is proposed for PC through the breaking down of the current silos and transforming them into unified entity that can effectively execute an integrated service delivery model.

OD is known to have a set of five main values that leaders utilize to enable change. These values are, as adapted from Burnes (2009):

1. Empowering employees to act.
2. Creating openness in communications.
3. Facilitating ownership of the change process and its outcomes.
4. Promoting a culture of collaboration.
5. Promoting continuous learning.

The values noted above will be a valuable guide to working towards successful change. As a change agent at PC, empowering employees to act is a strong way for me to help create buy-in, and the concept links well to both adaptive and distributed leadership (Blackmore, 2013; Burnes & Todnem, 2011; Heifetz et al., 2009). Coupling the empowerment of employees and providing them with the opportunity to take ownership of their work is another way a successful path to change can be built. Involving key front-line staff in the review of challenges and listening to their input on proposed solutions can help to create a sense of empowerment and ownership in the change process at PC.

Communication and collaboration will also be key. Putting into action the OD planned change notion of openness will be essential. This must be more than a simple “open-door policy”: a wide variety of methods must be adopted to ensure a clear and consistent message on the rationale for change and the future direction of the RO at PC.

Planned change is not the only framework that can be valuable in guiding successful change at PC. Emergent change developed out of criticism of planned change; it therefore provides an alternative approach (Burnes, 2009). Emergent change assumes that change is not linear or a one-off event, but rather is continuous. Organizational change is viewed as a

continuously ongoing process that is often unpredictable and that sees an organization constantly realigning and changing (Burnes, 2009). From the emergent change perspective, the change agent is the central driver of change, and change is driven by a desire to hold enhanced power and political motives (Burnes, 2009). Change, thus, is viewed in a political light. Power and the struggle to protect one's power are central aspects of what often drives change in an organization.

For me, as a change driver at PC, the notion of emergent change does not fit my leadership style strongly. Power and political motives are not the driving force behind change at PC within the RO. However, the concept of change as a continuous event juxtaposed to that of planned change, which is viewed as a singular event, blends well with the proposed change to an integrated services model at PC.

As there are no universal rules with regard to leading change, a hybrid approach to change at PC may be the best solution to ensure meaningful change (Bamford & Forrester, 2003). Leaders in an organization must be able to find a connection between themselves and the framework for leading the change process they aim to put into action. One framework that does adopt many aspects of planned change, yet leaves room for aspects of emergent change, is Kotter's (1995) eight-step change model (see also Higgs & Rowland, 2005).

Kotter's (1995) change model was developed as a proposed solution to increase the likelihood of success for organizational change initiatives (Appelbaum et al., 2012). The aims of the framework are to fill knowledge gaps and support managers through change initiatives

(Appelbaum et al., 2012). Kotter's (1995) change model comprises eight steps to help achieve these goals:

1. Establishing a sense of urgency;
2. Forming a powerful guiding coalition;
3. Creating a vision;
4. Communicating the vision;
5. Empowering others to act on the vision;
6. Planning for and creating short-term wins;
7. Consolidating improvements and producing still more change; and
8. Institutionalizing new approaches.

The multistep framework for change outlined in Kotter's (1995) change model presents an opportunity for me as change agent at PC to effectively implement change. As an associate registrar in a middle management role, I am positioned well to put into action the various steps required (Gutberg & Berta, 2017). Middle managers can play a significant role in all aspects of the eight steps of change; however, they must work to ensure there are consistent lines of communication between themselves and those involved in the change (Gutberg & Berta, 2017).

A hybrid approach to change using the framework of Kotter's (1995) change model, as outlined above, is an effective method to drive change at PC. The use of a hybrid approach, taking into consideration the strengths of both the emergent change and planned change models (Burnes, 2004, 2009), allows for an adaptive approach to change at PC. Putting into action an adaptive approach such as the one outlined above creates a pathway towards positive and lasting change at PC. The use of this hybrid approach will also help me to meet the challenges I will

face as a middle manager at PC working to strategically approach change management at the institution.

Critical Organizational Analysis

Successful change management processes typically go through a series of phases as the organization evolves (Kotter, 1995). A critical analysis of the organization is a key aspect of many change processes and helps to establish the rationale for the potential changes along with a sense of urgency within the organization (Kotter, 1995; Nadler & Tushman, 1999). Taking the step of conducting a critical organizational analysis of PC is an important phase in order to bring about positive change. As outlined in Chapter 1, PC is looking to enhance its service delivery model within the RO. To help create a case for this proposed organizational change at PC, a critical analysis using the organizational congruence model (Nadler & Tushman, 1999) is of great value. As a change leader within the organization, working to conduct this analysis is a strong way to help lead the change effort within PC.

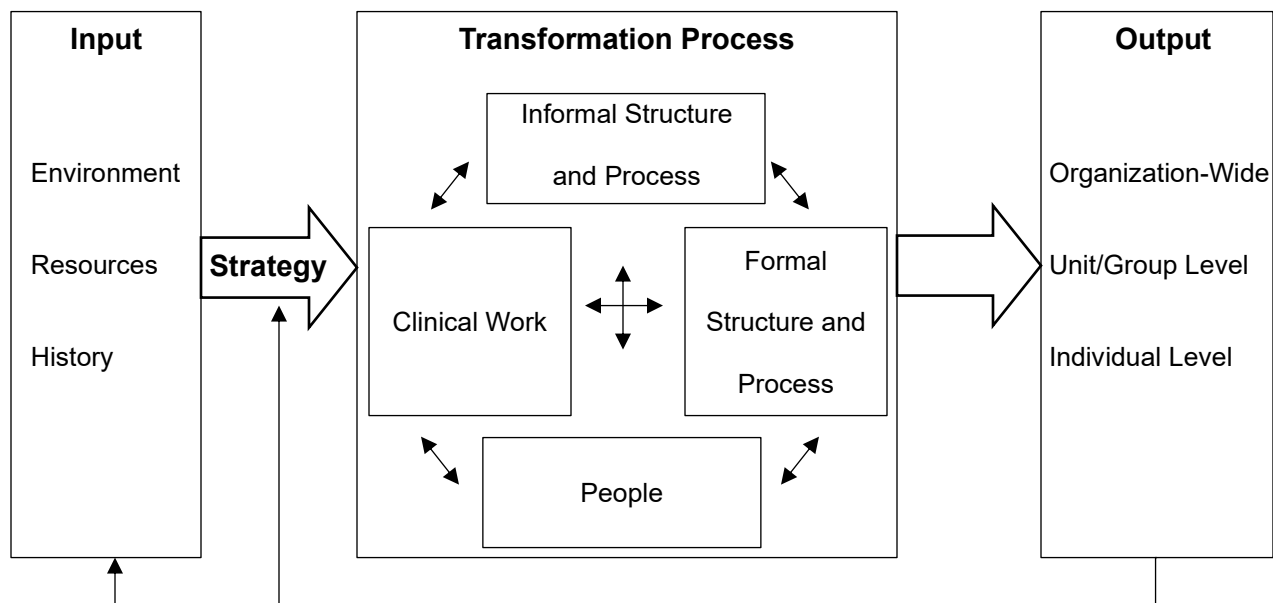
Nadler and Tushman's (1999) congruence model is an effective tool that can be used to help analyze PC. The congruence model, as outlined in Figure 4, is made up of four components: inputs, strategy, transformation process, and outputs. The model outlines the interactions between different workings within an organization and the influence they have on one another (Nadler & Tushman, 1980, 1999). The model is based on the principle that performance in an organization is a result of four elements (work, people, structure, and culture) and the level of compatibility between them. The greater the level of compatibility, the stronger the potential for strong performance.

The completion of this analysis will allow me as a leader at PC to constructively discuss with the executive leadership the rationale for change (Sato et al., 2010). This analysis will also

help to give a strong foundation to the change management conversation that will need to take place during the shift to the integrated service delivery model. A robust critical analysis of PC using the model outlined in Figure 4 can set PC on a path to positive strategic change.

Figure 4

Organizational Congruence Model



Note. From “The Organization of the Future: Strategic Imperatives and Core Competencies for the 21st Century,” by D. A. Nadler and M. Tushman, 1999, *Organizational Dynamics*, 27(1), p. 48. Copyright 1999 by Elsevier.

Inputs

As outlined in the earlier PESTE review, a number of environmental factors influence the operation of PC. PC is a member of the postsecondary institution community within the province of Ontario (PC, 2017). As a result, PC’s operation is heavily influenced by the provincial government of Ontario, and more specifically, MTCU. Falling under the jurisdiction of the MTCU, PC must work within the limits of government requirements for postsecondary institutions (MCU, 2017, 2020). As noted earlier, a central aspect of this relationship is the

development of the SMA between institutions such as PC and the MTCU. This agreement binds the college to meet requirements within its political environment and, specific to this OIP, strive to improve the student experience (MCU, 2017).

PC has identified within both its SMA and strategic plan a need to enhance the overall student experience at the institution and move to become a leader in the industry (MCU, 2017; PC, 2017). In this regard, PC has completed an analysis of the environment within the postsecondary industry and has found itself in a poor position relative to its competitors. PC as an institution does not currently offer the same level of service to its students as its competitors do. Examples include inadequate facilities for RO service delivery, poor student self-service (online) functionality, and delayed turnaround on student service requests such as the production of transcripts. Thus, PC is at a disadvantage in providing a quality student experience, which has resulted in both student and staff frustration.

Resources are another area of input within the congruence model. Within the model, resources include various assets to which an organization has access, including funds and human resources (Nadler & Tushman, 1980). At this time, PC is operating in a comfortable financial position (Wales, 2017). The postsecondary industry in Ontario and across the country, however, is moving into a period of funding challenges and greater competition for students and their tuition dollars (Crawley, 2019; Subramanian, 2019). To maintain its ability to attract new students, PC must ensure it is delivering a high-quality student experience. A key factor in this experience will be the delivery of efficient and effective RO services through an enhanced service delivery model. Additionally, creating efficiencies for staff will help in the case of any potential staff resource shortages connected to reduced funding. From a human resources perspective, skills gaps do exist, with some staff members not being up to date on the latest

software. This skills gap is a vulnerability to PC's ability to effectively deliver a top-quality student service experience.

The history of an organization also plays a factor in a critical evaluation of its state (Nadler & Tushman, 1980). Past events can influence the effective functioning of an organization and must be reviewed as part of the congruence model (Nadler & Tushman, 1999). Past events can often lay the foundation for future success. The history of PC relevant to this OIP is best grouped into two areas: the greater organization and the RO.

Overall, PC has a rich history of being innovative and a leader within the college sector (MCU, 2017). This history has included the launch of multiple innovative new programs such as the Commercial Cannabis Production Program, the first of its kind in Canada (Korchok, 2018). From a programming perspective, PC is seen as an innovative and strategic leader within the industry, venturing into new program areas with great success. Other aspects of the organization do not share the same positive history of being strategic and innovative. Generally speaking, ROs have a tradition of not being innovative but rather strongly traditional in their approaches (Lauren, 2006). The RO at PC is no exception to this generalization, and although changes have been made over time, they have not been innovative, nor have they been taken with a strategic approach in mind. The RO at PC must shift its approach to change to ensure the shift to the integrated service delivery model is a successful one.

Strategy

The second component in the congruence model is strategy (Nadler & Tushman, 1999). The key area of focus within this component is how an institution is organized and the impact it may have on the focus of the organization. Change is commonplace in modern organizations (Higgs & Rowland, 2005). To help facilitate change, flexibility in organizational design is

important (Nadler & Tushman, 1999). To this end, adapting the notions of structural divergence and ambidextrous management will be valuable as a change leader at PC. The idea of structural divergence outlines the need for organizations, such as PC, to employ a variety of business designs as they work to stay competitive within their field (Nadler & Tushman, 1999).

Ambidextrous management is a strategy to encourage this focus, as it allows organizations to maintain the structure in areas that are performing effectively while promoting innovation in others. Currently, the RO at PC does not operate in this style of business design. Instead, at times, innovation is stifled due to a culture that does not encourage change.

The RO at PC must always work to prioritize students' needs, even when looking at making enhancements to its service delivery model. By using my influence as a change agent at PC, I can push for the adoption of ambidextrous management (Nadler & Tushman, 1999). This approach can help pave a pathway towards a successful change initiative at PC while also allowing for the continued effective delivery of services to students.

Transformation Process

The third component within the congruence framework is the transformation process (Nadler & Tushman, 1999). Critically analyzing an organization is a pivotal stage in the process. The analysis is made up of four components: work, formal structure and process, informal structure and process, and people (Nadler & Tushman, 1999).

Work is defined as the essential tasks completed by those within a business unit; in this case, the RO (Nadler & Tushman, 1999). Staff within the RO make decisions that have significant impacts on the academic careers of students at PC (Lauren, 2006). Given this prominence, staff in the RO require a significant degree of training and understanding of processes not only within the RO but throughout all of PC to ensure students are correctly

advised and requests are processed in a suitable manner. To ensure work is completed, even in a time of change, an environment that promotes collaboration and collective learning at PC must be in place (Nadler & Tushman, 1999). Currently, challenges exist that do not allow for this environment to be fostered. The siloed nature of the RO does not promote cross-training or an overall collaborative environment. Promoting the notions of collaboration and collective learning during the introduction of the new service delivery model at PC will be instrumental in working towards a successful change initiative.

The formal structure and process of the organization affect the coordination, management, and work of staff within the institution (Nadler & Tushman, 1999). Coordinating and managing within the RO is done with an aim of achieving the strategic objectives of the business unit (Nadler & Tushman, 1999). In the case of the RO, the strategic objective is to provide the greatest quality of service to students as possible. As a change agent at PC, I will need to usher in a more collaborative approach. To achieve this aim, I first need to complete an examination of the formal structure and processes currently used by the RO at PC. The current structure and processes can be described as a traditional top-down approach, which often requires approval from those in senior positions, slowing down the delivery of service to students. An example of this delay would be the signing of enrolment requests by both students and associate deans, adding a level of complexity to the process of adding a course.

The adoption of an adaptive leadership approach allows for the development of a collaborative environment within the workplace (Heifetz et al., 2009). A structure that allows for collaborative processes to take place will present staff with opportunities to enhance the services they provide to students at PC. Building a collaborative culture would show the value the organization places on the skills and abilities of the staff within the RO. It would also enhance

the overall capacity of all staff and work to break down the established formal silos. As a leader within the organization, my work to develop an adaptive structure at PC, which would allow for collaborative processes to be developed, will be a key aspect to guide PC towards a successful change process.

The informal structure and processes are made up of the norms, values, and beliefs of an organization, along with the overall culture of the organization (Cawsey et al., 2016). Many of the staff within the RO at PC have been with the institution for an extended period of time. Although this longevity has allowed them to develop strong organizational knowledge, it also means they are set in the way in which they operate. The current culture within the various working groups that make up the RO would not be classified as open to change. Instead, there is a fear of change and a questioning of the need for it. As a positive characteristic, however, there is a strong commitment to provide quality service delivery to students at PC. Creating a sense of urgency will be a key aspect of guiding an effective change process at PC given the informal structure and current processes within the institution (Kotter, 1995). To help generate a sense of urgency staff can be provided with examples such as how system improvements can work to enhance service quality and efficiency. For instance, outlining inefficiencies found in the current workflow associated with the student submission of forms to the RO can bring awareness to the need for change. Greater urgency can then be generated by demonstrating how organizational changes and technological enhancements will focus on creating greater efficiency to benefit both staff and students of the college. Furthermore, there are a number of significant informal leaders within the RO who could greatly influence the working groups. Working to ensure that these informal leaders are part of the collective change effort will be key in building a guiding coalition that is willing to support the change effort (Kotter, 1995).

The people who make up an organization are its heart and soul. For PC, this includes both staff and students. In major change initiatives, such as the adoption of a new service delivery model, executive leaders typically create the vision for change. Putting this vision into action and implementing change, however, is the work of those in leadership positions, such as myself as an associate registrar at PC (Cawsey et al., 2016). To achieve this aim, an in-depth analysis of myself as a leader, along with the people with whom I will need to interact, will be important. To complete this analysis effectively, it will be important to build strong relationships and work to seek feedback from those within the RO working groups (Heifetz & Laurie, 1997; Kotter, 1995).

Current RO staff at PC have great depth in their traditional skills and abilities; however, they are siloed. Many staff members are skilled in their positions, although gaps do exist, and a lack of training on enhanced software is of particular concern. Additionally, there is a lack of trust between working groups who may potentially have to work collaboratively in an integrated services delivery model. Working as a leader to enhance the trust between staff members will be important to set PC on the correct path towards change. Staff will also need support in understanding their role in an integrated service model in order to allow for greater buy-in related to the change process (Kotter, 1995). Critically reviewing the needs of the people who make up the RO at PC will be an important step in the overall change process.

Outputs

Outputs can be defined as the services an institution uses to determine its goals (Nadler & Tushman, 1999). In the case of the RO at PC, outputs would be the delivery of high-quality services to students of the institution. Currently, the RO's service delivery is evaluated annually through key performance indicator surveys conducted in coordination with the MTCU. Although PC ranks traditionally strong in overall student satisfaction, a decline has been seen year after

year in this category, and more specifically, the metrics related to the RO have shown it to be an area of weakness in overall service delivery (Government of Ontario, 2018; MCU, 2017; PC, 2017). Tracking the impact that changes to the service delivery model may have on students and staff will be an important step in the change process. Effective tracking can create momentum to push for further enhancements within the RO and also motivate staff to buy into the overall change process.

By using the framework provided in the congruence model (Nadler & Tushman, 1999) to analyze PC, one can determine the gaps that will need to be addressed as part of the overall change process at the institution. A number of challenges have been highlighted in the analysis above. The challenges facing PC, however, are all solvable, and potential solutions to them are explored below.

Possible Solutions to Address the Problem of Practice

The challenges facing PC outlined in this OIP are complex. The PoP is the lack of a strategic approach to the adoption of a new integrated services delivery model, and the issues it creates have been documented throughout this work. In order to solve this problem, a number of potential solutions are presented and reviewed for adoption at PC.

The solutions outlined take into consideration the current state of PC, including the fiscal, government, and human resources constraints it faces. Keeping in mind the need for a culture shift at PC, the principles of adaptive leadership (Heifetz & Laurie, 1997) and distributed leadership (Blackmore, 2013) take a central role in the approaches for each of the solutions outlined. Each solution must look at the impact it will have on the student experience at PC. Enhancing the student experience and ensuring a quality work environment for staff are the ultimate goals of the change initiative. The solutions presented below are the first steps in the

overall change management process. They leave space for additional consideration of future improvements at PC.

Solution 1: Maintaining the Status Quo

PC has a history of being a successful postsecondary institution (PC, 2017). Over the years, PC has managed to successfully graduate a great number of students and provide them with a respectable student experience during their time at the institution (Government of Ontario, 2018; PC, 2017). When looking at possible solutions for the PoP outlined, this previous success needs to be taken into consideration.

Given this record, a decision to continue on the same path is one that should be considered. At this time, students at PC are provided with a respectable student experience when dealing with the RO (Government of Ontario, 2018). Moving forward with the aim of maintaining the status quo and meeting individual challenges as they arise may allow PC to continue to provide students with the services they need. The aim of many organizations, including some postsecondary organizations, is to act in ways that are regular, consistent, and predictable (Buller, 2015). Maintaining the status quo would allow PC to operate using these principles.

The integrated services model can be adopted over time, and the enhancements that suit the institution put into place as the individual business units see fit. The current structure of the RO can be maintained, resulting in no additional stress placed on staff as they work to adapt to a new structure. The traditional siloed approach can continue to offer students the service delivery options they need. Training can be done on an as-needed basis, and those who work in the various business units of the RO can continue to understand their own individual areas well.

Taking this approach would entail no immediate impacts on human resources, physical structure, or systems updates. As well, the financial impact on the institution would be minimal. Staff in the RO could operate knowing that their roles and duties will not see significant changes, but also knowing that as issues arise, they would have to be dealt with on an as-needed basis. Students would still receive a respectable level of service from the RO. Although the style of service delivery would remain, slight improvements may be implemented as minor changes are made from time to time. This solution would require minimal buy-in from staff, and the executive team can operate knowing that students are receiving needed services. This solution would also suit the culture of an RO, as it is known to be traditional and typically opposed to change (Lauren, 2006).

Change, however, is already here. The need for institutions such as PC to take a strategic approach to it is now an important part of a modern postsecondary institution (Buller, 2015). Given this reality, the solution of simply maintaining the status quo is not feasible if PC is to meet its organizational goals of providing an excellent student experience (MCU, 2017). Although service would be maintained, it would not be enhanced, and PC may not be able to remain competitive in an ever more competitive postsecondary landscape (J. Black, 2010). To maintain this edge, other potential solutions must be explored.

Solution 2: Ushering in Rapid Change

The rate of change in the world of management continues to accelerate. The management of postsecondary institutions has also experienced this increased rate of change (Buller, 2015; Kotter & Schlesinger, 2008). There are times when slowly changing can be just as damaging as not changing at all for an organization. Speed, focus, and rapid momentum can often lead to successful change in an organization (Murray & Richardson, 2003). The executive at PC have

made the determination to move forward with an integrated services model to enhance the student experience. This goal was clearly outlined in the institution's strategic plan and SMA as a priority (MCU, 2017; PC, 2017). Pushing this change forward in an expedited fashion may have many advantages for PC, as a lack of pace can often lead to the failure of a change initiative (Bleistein, 2017). Successful change can be put into place in a number of small, fast initiatives, instead of a large, slow overall plan (Bleistein, 2017).

In a rapid change approach, PC would quickly move to consolidate all business units within the RO into one integrated model. This consolidation would be coupled with structural reporting changes taking effect at the same time, along with system updates and alterations. This rapid approach would use the idea of a number of smaller changes all happening at one time to enhance the service delivery to students rather than a staged approach (Bleistein, 2017). This method would mean sweeping changes in a short period of time, calling on all the fiscal, system, and human resources capital available at PC. Change would need to take place without a service interruption. Although rapid, if successful, this solution would lead to the immediate enhancement of the service delivery to students within the integrated model of the RO. It would result in enhanced, modern services being delivered to students rather than the status quo option outlined in Solution 1.

Rapid change, however, does have the potential for drawbacks (Murray & Richardson, 2003). Although Solution 2 calls for all the required changes to take place simultaneously, such as the updates to systems and a reworking of the organizational structure, rapid changes can often be shallow (Murray & Richardson, 2003). Rapid changes that end up being superficial often do not address the real issues at hand (Murray & Richardson, 2003). In the case of PC, a consequence could be that the changes do not effectively address the siloed nature or work to

break down the cultural divide between the business units. The system changes may be too rapid, and therefore processes cannot be effectively developed around them.

A rapid change model would also call for multiple changes to take place at one time. Too many changes at one time can have negative impacts on the overall change effort within an organization (Murray & Richardson, 2003). For PC, a rapid change process would mean a flurry of changes taking place altogether, potentially impacting the staff's ability to adapt and negatively influencing the culture of the office. The adoption of the new integrated service delivery model entails a wide variety of changes, and they may prove to be too many for the staff to handle at one time. Multiple changes would also draw heavily on the fiscal, system, and human resources of PC. Paced change may prove to be more amenable to the limited resource base of the organization. Multiple changes in a short time span may result in staff being unable to provide service continuity to students and lead to a poor overall result in the change process.

Changing the culture of an organization takes time (Murray & Richardson, 2003). Although the adoption of a new service delivery model requires changes in structures and process, a shift in culture and an open mindset towards change are pivotal to ensure success (Kotter, 2014; Murray & Richardson, 2003). A key aspect of a successful change effort is ensuring employee buy-in to the proposed change, and this factor takes time (Kotter, 2014). A lack of information on the rationale for change and a lack of time to comprehend the proposed change can lead to an unsuccessful change effort (Kotter, 2014). If PC looks to rapidly transform its service delivery model, staff members may not have enough time to understand the rationale for change and come on board. That situation would threaten the institution's ability to successfully launch the new integrated services model.

Solution 3: A Strategic Approach to Change

A central challenge of the PoP outlined in this work is the lack of a strategic approach to the adoption of a new service delivery model (integrated services) at PC. A workable solution must include the idea of being both planned and paced to allow for successful change management (Tichnor-Wagner et al., 2017). A planned and paced approach would be the first step towards a strategic approach to change at PC. Additionally, change is more effective in an organization when it starts off gradually and is ultimately a continuous process (Buller, 2015). Ensuring a framework is in place to allow for a solution to the PoP to be implemented strategically is important to the long-term success of the institution.

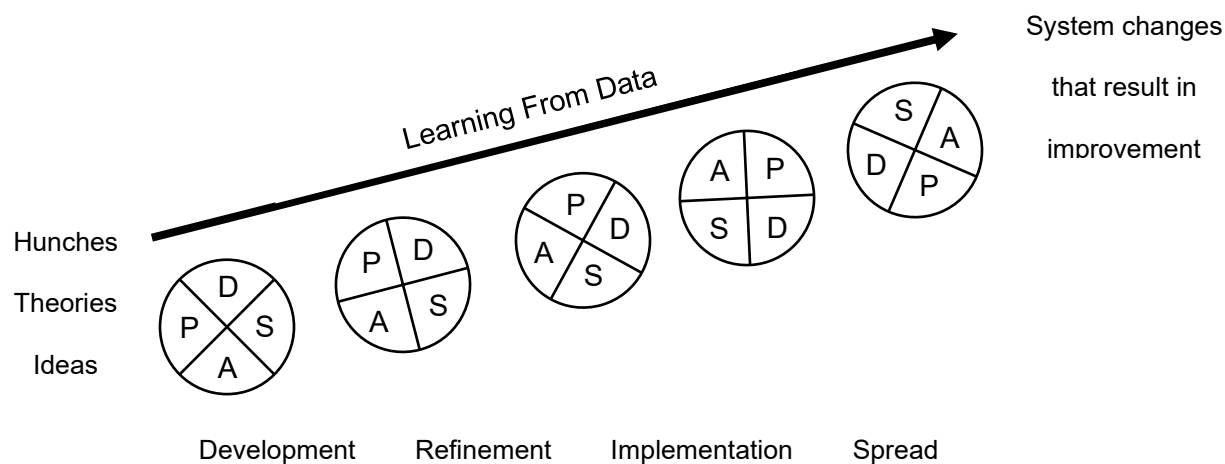
Recently, inquiry into change management at educational institutions has focused on the notion of continuous improvement research (Tichnor-Wagner et al., 2017). This field looks at how change can be successfully implemented at educational institutions with a strong focus on driving innovation (Murray, 2018; Tichnor-Wagner et al., 2017). A central feature of continuous improvement research is the plan-do-study-act (PDSA) cycle (Tichnor-Wagner et al., 2017). The adoption of this cycle as scaffold for the solution to the challenges facing PC is a way for the institution to methodically plan and pace the proposed change to the integrated service delivery model. The PDSA cycle also complements Kotter's (1995) eight-step change model for leading effective change in an organization. Both models use a methodical approach to change, taking into consideration a variety of factors, including the impact on culture (Kotter, 1995; Taylor et al., 2014). Through the use of PDSA cycle, an institution-specific adaption of Kotter's (1995) model can be developed to help lead, and perpetuate, strategic change at PC. The planned approach will work to eliminate the weaknesses outlined above for both Solutions 1 and 2.

Figure 5 outlines how the iterative use of the PDSA cycle can be implemented within an institution.

The first stage of the PDSA model calls for the objective of the change to be defined (Taylor et al., 2014). For PC and the RO, this process has already been started with the call from executive to put in place a new service delivery model (integrated services). However, further analysis will need to be conducted to determine key components—the who, what, where, and when—of the change process (Taylor et al., 2014). For PC, this determination will need to involve a review of the fiscal, structural, and human resource implications of the pending change. Central to this analysis will be ensuring the correct resources are available at pivotal times within the overall change plan. Also included in this endeavour will be the development of a PC-specific version of Kotter’s (1995) model. This will allow for PC to continue to plan its overall change process using the eight steps of Kotter’s (1995) model. The blending of these two frameworks for change will be crucial for those in leadership positions within the RO as they work to initiate the change process.

Figure 5

Repeated Use of the PDSA Cycle



Note. From “Continuous Improvement in the Public School Context: Understanding How

Educators Respond to Plan-Do-Study-Act Cycles” by A. Tichnor-Wagner, J. Wachen, M. Cannata, and L. Cohen-Vogel, 2017, *Journal of Educational Change*, 18, p. 469 (<https://doi.org/10.1007/s10833-017-9301-4>). Copyright 2017 by Springer.

The second stage of the PDSA model calls for the plan to be put into action and the change to be pushed forward (Taylor et al., 2014). During this phase, it will be important to keep in mind the distributed leadership approach and ensure all within the RO have the ability to play a role in the change effort. The adaptive leadership principles of motivation, mobilization, and coordination will also be valuable to be applied during this stage (Heifetz & Laurie, 1997). To take a strategic approach to change during the do stage will require PC to systematically structure a plan for change over a period of time, lasting multiple academic cycles (Murray, 2018; Murray & Richardson, 2003). Time will need to be afforded to allow for all the steps of the change process to take place. Changes will need to be defined, refined, implemented, and spread through multiple cycles of the PDSA model (see Figure 5) along with the adapted PC-specific version of Kotter’s (1995) change model. This stage of the strategic approach to the launch of the integrated service delivery model will be the most robust and take the greatest amount of time. If the planning stage is completed effectively, fiscal, structural, and human resources will not be overly taxed at any one time. Changes need to be put in place at specific time periods within the business cycle of the RO to ensure business continuity. Timing will also need to take into account the stress that change places on many staff members and afford them time to adjust to the shifts in their roles within the new model.

The third stage of the PDSA model, study (Tichnor-Wagner et al., 2017), is what sets Solution 3 apart from the alternative solutions put forward. The rapid change model may have allowed the limited use of steps one (plan) and two (do); however, it would not have allowed for the studying of the impact of the changes and strategically acting on the results. As PC begins the

change cycle within the RO, it will be critical to step back, study, and reflect on the changes and the impact they are having on staff and service delivery. With this information, PC can strategically work through the overall process and ensure the services offered to students are enhanced as greatly as possible. A central aspect of this review will need to be the impact the changes are having on the culture of business units. The RO, as noted, is traditional in its nature, and change is often resisted. However, planning and executing the change plan effectively has the potential to deal with this challenge (Lauren, 2006; Murray, 2018; Taylor et al., 2014).

The final stage of the PDSA model calls for acting on what has been learned through the change management process (Tichnor-Wagner et al., 2017). This stage will be integrated with the latter part of the adapted eight-step change model (Kotter, 1995). PC will need to look to standardize the new processes and improve on them (Taylor et al., 2014). Cross-training for staff members in this stage will be important and will help to break down the siloed nature of the business units in the current state. This training will have a bearing on the resources of the RO, yet with effective planning in the earlier stages, targeted times can be used to ensure the enhancements are made smoothly.

The act stage results in a restart of the change management effort (Taylor et al., 2014). Change is a continual process; postsecondary institutions are best served when constantly evolving (Buller, 2015). PC would benefit from embracing the idea of continuous change. Using the PDSA model, PC can look to enter into a continuous improvement cycle striving to constantly enhance the student experience at the institution. The use of an adapted version of Kotter's (1995) change management model embraces this notion and can work to set PC off in the right direction (Appelbaum et al., 2012).

Summary and Selection of the Preferred Solution

Each of the solutions presented above provide a potential pathway forward for PC. As noted throughout this section, each solution has individual advantages and challenges. The solution that best solves the challenges of the PoP outlined within this paper should be selected in order to provide PC the best chance for success. Solution 3, which takes a strategic approach to change, provides PC with the greatest opportunity to successfully adopt the integrated services model within its RO.

The third solution holds a number of advantages over the other solutions and best addresses the PoP of the lack of a strategic approach to change. This solution takes a planned and paced approach to the adoption of the integrated model at PC. Solution 3 can be categorized as a second-order change, as it will lead to a major change resulting in a multilevel transformation of the RO at PC (Ben-Eli, 2009; Levy, 1986). Furthermore, the successful strategic implementation of the integrated services model will mean that the RO at PC has been reinvented (Levy, 1986). The use of the PDSA model (Tichnor-Wagner et al., 2017), further sets this solution ahead of the others. The PDSA is then enhanced by integrating it with Kotter's (1995) change management model. In addition, the third solution complements my leadership approaches to change, distributed and adaptive leadership, by allowing for all those within the RO to play a role in the change effort and working to mobilize, motivate, and coordinate them (Blackmore, 2013; Heifetz & Laurie, 1997). Looking to benefit from these advantages, I will use Solution 3 to strategically implement the new service delivery model at PC.

Solution 3 also effectively addresses the guiding questions outlined within this OIP. It provides me as a middle manager with a method to strategically approach change management within the RO while also creating an atmosphere of collaboration between working groups

within the division. Finally, this solution can be completed within the overall institutional capacity of PC. It is paced and timed to allow for it to be resourced while service delivery is maintained within the RO.

Leadership Ethics and Organizational Change

Change brings uncertainty to an organization (Kittner, 2019). In this time of uncertainty, it is important to reflect on the ethical considerations of the change management effort. Working to ethically navigate the change management process as a leader at PC will be important to ensure the overall success of the process and the institution.

Ethical Leadership

Ethics are considered to be a central aspect of good leadership (Northouse, 2016). When working as a leader, one must balance the ethic of responsibility and the ethic of the ultimate ends of the organization (Burns, 2010). Leaders can often unconsciously overlook unethical decisions that may benefit either themselves individually or only the organization (Bazerman, 2020). Good leaders must keep an eye on the consequences of their actions and the impact these actions have on those around them (Burns, 2010). Demonstrating true ethics as a leader will help to ensure I stay connected to those within the organization (Goulston & Ullmen, 2013). A truly connected leader can garner great positive influence within their organization (Goulston & Ullmen, 2013). Working as a leader at PC, I must ensure to reflect on this as I guide the RO through the launch of the new integrated services model.

Leaders use a number of strategies to manage the risk of change from an ethical standpoint. A central feature of a successful change management process is the effective communication of information (Kotter, 1995). Information about the proposed or pending changes must be communicated with honesty and transparency (Kittner, 2019; Kotter, 1995). As

a leader at PC, I must work to ensure that I am ethical in my communication, showing myself to be honest and transparent on the pending shift to the integrated services model.

Openness to feedback is another aspect of ethical communication, and it must be demonstrated throughout the change process (Kittner, 2019). Working as a leader at PC, I must establish strong lines of communication to ensure those around me feel comfortable providing feedback on changes as they unfold and the impact the changes have on them as members of the organization. This is a way to demonstrate empathy as a leader, giving employees the opportunity to rationalize the change events taking place (Appelbaum et al., 2012).

Ethical leaders must also look at the big picture when making decisions (Bazerman, 2020). Strong ethical leaders must make decisions that create the most value for society (Bazerman, 2020). For myself as a leader at PC, this means ensuring the decisions I make are done so with an eye to the impact they may have on students. Working to provide a top-quality educational experience is a way for the institution to give back to the community in which it operates. Opening new pathways for students to achieve their dreams can greatly benefit all of society.

Leadership styles and approaches are all rooted in a set of values (Burnes & Todnem, 2011). Some leadership approaches promote ethics as a central feature; both distributed and adaptive leadership are among them. Distributed leadership lends itself well to someone working to practice ethics in their leadership (Brooks et al., 2007). This leadership approach creates a climate of trust and shared burden within an organization, offering an inclusive environment (Bolden, 2011). At times, distributed leadership can lend itself to unethical behaviour due to its political nature (Lumby, 2013). Recognizing this possibility and working to ensure I do not

abuse my position will be important as a leader at PC. I must ensure that my actions balance fairly the burden of leadership and that my power as a leader is not abused.

Adaptive leaders understand the need to act ethically (Scott, 2016). They act in a transparent manner as they understand the needs of those working with them and give people space to accomplish their own individual tasks (Heifetz et al., 2009; Scott, 2016). Respect is a key aspect of adaptive leadership, and adaptive leaders hold great respect for those working with them and the skills and abilities they have (Heifetz et al., 2009; Scott, 2016). As an adaptive leader at PC, I will work to show great respect to my colleagues as I strive to enhance the student experience at the institution. Working ethically can help to effectively push forward the change effort at PC and help me grow personally and professionally.

Ethical Change

The change process at PC will require a significant transformation of the culture at the institution. This is due to the conservative nature of the RO in terms of staff willingness to accept change (Lauren, 2006). When cultural change is required within an organization, the overall institutional values and the values of the individuals within it play a significant role (Schein, 2016). As a leader at PC, I will need to understand and respect both sets of values. The RO at PC, as noted, is traditional in its position towards change whereas the overall organization is more progressive in its approach to change (Lauren, 2006; PC, 2017). Acting as an adaptive leader and showing respect will be important in this area (Heifetz & Laurie, 1997).

As a leader, I will need to keep these sets of values front of mind when working through the change process. Working to create a sense of urgency towards change will be imperative in order to justify the change in the minds of staff within the RO (Appelbaum et al., 2012; Kotter,

1995). However, the openness to change within the greater organization can be used to help push forward the proposed changes.

Change within the institution must work to guarantee that all staff and students are treated with equality. Equity challenges are faced by staff and students in a variety of areas, including racial identity, gender identity, and sexual orientation. The changes proposed at PC will need to ensure they address these challenges. Updates to the SIS will need to be capable of meeting the needs of students, including the ability to identify as they view themselves (Asquith et al., 2019). Additionally, the changes made will need to be compliant with the Accessibility for Ontarians with Disabilities Act (2005).

The individual sets of values of the staff within the RO also need to be considered. Generally speaking, staff are not strong supporters of change; however, some staff members are open to change and embrace it regularly. As a leader, building a guiding coalition made up of those who value change will be significant (Kotter, 1995). For those who oppose change, it will be important to show respect to their values and give them time to adjust to the changing landscape.

Chapter 2 Conclusion

The second chapter of this OIP provided an overview of how I plan to work as a leader to guide the change effort at PC. The leadership approaches of distributed leadership and adaptive leadership were evaluated and a plan to implement them at PC put forward. PC as an organization was critically analyzed to reveal areas where change is recommended. Possible solutions to the PoP were summarized. These potential solutions were analyzed and a preferred solution to strategically guide change at PC established. Finally, ethical considerations were reviewed and the need to ensure an ethical approach was established. Chapter 3 outlines the plan

for the implementation of the proposed solution, details an evaluation plan, and a presents a proposal to communicate the plan for change.

Chapter 3: Implementation, Evaluation, & Communication

Chapter 1 of this OIP described the lack of a strategic approach to change management associated with the adoption of a new service delivery model within the RO at PC. Outlined in Chapter 2 were the leadership approaches recommended to facilitate change to address the PoP along with recommendations of change frameworks for use at PC. Chapter 2 also outlined potential recommendations for a path forward to address the lack of a strategic approach to change management at PC. Finally, Chapter 3 now proposes a detailed plan to implement the endorsed solution to the PoP at PC. Within the detailed plan are delineated the roles and obligations of members of the RO and the greater organization, a method for communicating change, and a path to monitor and evaluate the change effort as it takes place. Finally, future considerations are discussed, including recommendations for an ongoing change cycle at the institution.

Chapter 2 of this OIP put forward a recommended solution to address the PoP facing PC. The recommended solution involves a strategic approach that is both planned and paced to create a path towards a successful change initiative (Tichnor-Wagner et al., 2017). In order to implement the suggested solution, PC will require a change implementation plan that aligns with the overall goals and culture of the organization. Within its strategic plan, PC (2017) has placed significant importance on enhancing the overall student experience at the college, including interactions with student services such as the RO. The evolving priorities of stakeholders must also remain front of mind when developing the implementation plan for the selected solution. The continually evolving needs of students and the evolving priorities of the Ontario provincial government, under which PC operates, also need to be considered (J. Black, 2010; Crawley, 2019; Subramanian, 2019). Additionally, the OIP implementation plan must take into account

the requirement for service continuity within the office. Although changes will be in motion, front line services must remain in place to ensure student needs continue to be met.

The recommendation put forward for this OIP calls for the use of both the PDSA cycle (Tichnor-Wagner et al., 2017) and an adapted version of Kotter's (1995) change model. These two models take a number of factors into consideration, including organizational culture and employee engagement (Wheeler & Holmes, 2017). The focus on employee engagement found within the models aligns them well with the leadership approaches of adaptive (Heifetz et al., 2009; Heifetz & Laurie, 1997) and distributed (Crawford, 2012) leadership used within this OIP. Additionally, and noteworthy, the adaptability of these models allows for service continuity within the RO (Appelbaum et al., 2012; Kotter, 1995; Tichnor-Wagner et al., 2017). The PDSA cycle and Kotter's (1995) change model are also well established within change theory and are well suited to the culture of continuous innovation to which PC is striving (Appelbaum et al., 2012; Tichnor-Wagner et al., 2017). Managing change is tough; however, with a strong plan for implementation, PC can put itself on the road to success (Sirkin et al., 2005).

Change Implementation Plan

The change implementation plan to address the challenges PC will face can be broken into four core phases. Each phase includes elements of the PDSA cycle (Tichnor-Wagner et al., 2017) and Kotter's (1995) change model as outlined in Chapter 2. Following the four phases, the RO will enter into a final phase of a continuous improvement cycle. As PC works through the phases of the change implementation plan, the RO will strategically transition to the new service delivery model. Upon completion of the plan, the RO will be fully amalgamated into the integrated services model and will begin a continuous improvement cycle with the aim of continually improving the services provided to students.

Prior to formally initiating the change implementation plan, the college's executive team and the management team within the RO will need to work together to develop a timeline. The timeline will need to be built around the academic cycle in which PC operates. Given the business cycle of postsecondary institutions such as PC, Table 1 outlines a proposed timeline to help guide the change implementation plan.

Table 1

Change Implementation Plan Timeline

Semester	Phase of the change implementation plan	Kotter's Eight-Step Change Model
Fall term 1	Phase 1	Establishing a sense of urgency Forming a guiding coalition Creating a vision
Winter term 1	Entry into Phase 2	Communicating the vision
Spring term 1	Continuation of Phase 2	Empowering others to act on the vision
Fall term 2	Consolidation of Phase 2	Planning for and creating short-term wins
Winter term 2	Phase 3	Consolidating improvements and producing still more change
Spring term 2	Phase 4	Institutionalizing new approaches

Note. Upon completion of Phase 4, PC enters into the continuous improvement cycle.

Phase 1: Planning and Forming a Guiding Coalition

The first phase of the change implementation plan is built around the plan phase of the PDSA model (Tichnor-Wagner et al., 2017) and the first and second steps of Kotter's (1995) change model: establishing a sense of urgency and forming a powerful guiding coalition, respectively. The first element of this phase will require the development of a project leadership

team. This step is outlined in Kotter's (1995) model as forming a guiding coalition. The management team within the RO will determine the composition of the change management team and select a leader. A strong change management leader looks to build a team that is inclusive (Sirkin et al., 2005). As the change agent for this OIP, it would be suitable for me within my management role as associate registrar to be the team leader.

Leading change cannot be done alone, and the team leader is responsible for building a high-performance team (Wheeler & Holmes, 2017). Achieving this aim will involve me, as the team leader, working with my fellow managers to construct a dynamic team. To do so successfully, I must work to solicit names from key colleagues, including those outside the RO such as human resource managers (Sirkin et al., 2005). Top performers from within the RO should also be considered to be part of the team (Sirkin et al., 2005). Team members should share the sense of urgency and be interested in developing innovative solutions to help address the change management challenges facing PC (Wheeler & Holmes, 2017). The team should have a diverse makeup to ensure that multiple viewpoints are accounted for, such as by ensuring that members of different working groups are represented, along with those at various levels and stages of their career. Taking these factors into consideration will result in an inclusive team, which is important to help drive success (Sirkin et al., 2005). This team will lead the change effort within the RO and encourage others throughout the implementation plan to join in supporting and enabling the change effort (Appelbaum et al., 2012). As the team leader, I will work to strongly encourage teamwork to support the change: Working to achieve the future state of the RO cannot be done without a strong commitment from the entire team (Wheeler & Holmes, 2017).

The team leader, in conjunction with managers within the RO, should also work to define the expected time commitment that will be required from team members (Sirkin et al., 2005). To ensure the success of the change management effort, and given the vast nature of the proposed changes, I expect that over 50% of my work hours would be dedicated to implementing the change management plan as team leader. To offset this time commitment and ensure business continuity, the assigning of an acting associate registrar position is recommended. The use of a secondment for a current staff member within the RO who is interested in a professional development opportunity would be ideal. Secondments are a valuable way to increase organizational capacity and develop the leadership skills of employees (Jenkins & Anstey, 2017).

Other members of the change leadership team would see a more limited time commitment to ensure business continuity is maintained. Hours dedicated to the project would be flexible, and therefore, business continuity should not be disrupted. Planning will, however, need to consider the business cycles of the RO. Within peak periods such as the start of term, business continuity will need to take precedence over implementing the change management plan.

During this phase, the objective of the change will be defined (Taylor et al., 2014). This aligns with the third step (creating a vision) of Kotter's (1995) change model. Creating a successful vision for the future is a key element of any successful change model (Whelan-Berry & Somerville, 2010). The change implementation will require defining the elements that will be altered to progress from the current state to the future state. Active listening is pivotal to ensure that the vision created is inclusive (Wheeler & Holmes, 2017). An inclusive vision, taking all views into consideration for the future, allows members of the organization to support the change effort with greater ease (Wheeler & Holmes, 2017).

The particular elements that will be transformed to take the RO at PC from a traditional service delivery model to a modern integrated services model as outlined in Chapter 1 will be determined by the change management team. Changes such as the redevelopment of job descriptions for staff member roles, changes to the physical layout of office and student services spaces, and updates to the SIS will form key pieces within a successful integrated services model. Using an inclusive approach will require the change management team to reach out to a variety of areas within the college to help develop the new job descriptions for those within the RO. These groups would include front-line staff members, the union representing the front-line staff, and the human resources department. The same inclusive approach will be used when developing the plans for changes to the physical spaces and updates to the SIS. Taking into consideration the viewpoints of students when developing these elements will be important. Additionally, the change management team will need to ensure physical and SIS updates are compliant with the Accessibility for Ontarians with Disabilities Act (2005). Upon the completion of this aspect of Phase 1, the change management team will have determined the who, what, where, and when of the change effort (Taylor et al., 2014).

As the who, what, where, and when elements are being defined, the change management team will need to present the case for change—the why—to the staff members of the RO. This aspect of the first phase is defined as creating a sense of urgency (Kotter, 1995). This presentation will need to be done through numerous communication methods. A formal meeting, led by the registrar, will be held, which will include members of the college executive team. This meeting will be the kickoff to the presentation of the case for change and will be followed up with numerous additional communications in the form of small group meetings and emails. These communications will outline what is to be achieved at the RO and who will be the key

players in the change effort. As the plan progresses, this same communication format will be used to outline progress as the change effort unfolds.

During this phase, the change leadership team and the college as a whole must demonstrate their commitment to the change effort (Sirkin et al., 2005). Demonstrating a strong commitment to change is a key aspect to ensure a successful change effort and helps to drive the establishment of a sense of urgency (Kotter, 1995; Sirkin et al., 2005). This step is pivotal to the success of the overall change effort as “without motivation, people won’t help and the effort goes nowhere” (Kotter, 1995, p. 60). To develop a sense of urgency, the change management team will work to communicate the case for change. The creation of a sense of urgency and, thus, support for change within the RO, leads to the transition to the second phase of the change implementation plan.

Upon the completion of the first phase of the change implementation plan, a sense of urgency to support the change will have been established, a change leadership team (guiding coalition) will have been formed, and a vision to help direct the change effort will have been developed (Kotter, 1995). To align with the timeline within Table 1, Phase 1 should be completed during the first fall term and the transition to Phase 2 started leading into the first winter term.

Phase 2: Putting the Plan Into Action (Do)

Phase 2 of the change implementation plan calls for the change to be put into action. As noted in Table 1, this phase is spread over three terms (winter, spring, and fall). This timing has been planned to allow for elements to be introduced during lower student volume times (spring term) and for the consolidation of elements to be spread out, allowing for proper evaluation to take place.

Entering into the first part of Phase 2 of the change implementation plan, the change management team will guide the RO through a number of steps of Kotter's (1995) change model and the PDSA cycle (Tichnor-Wagner et al., 2017). In this phase, step four (communicating the vision) and step five (empowering others to act on the vision) of Kotter's (1995) model will be completed. This phase will also see the second stage of the PDSA model (do) completed (Taylor et al., 2014). Communicating the vision will involve outlining the future state of the RO at PC. This will include introducing the new service delivery model and the plan for implementing it outlined by the change management team. Communicating and selling the vision is a key element of a successful change management process (Whelan-Berry & Somerville, 2010). It is the role of change management team to ensure the vision is compelling and is accepted by individuals within the RO (Whelan-Berry & Somerville, 2010).

Upon the introduction of the new service delivery model, the team, along with staff members within the RO, will start to make preparations to allow for the new service delivery model to be put in place. SIS enhancements will need to be developed and training on these new functions completed. These enhancements will include updates to the online student services module at PC and enhanced reporting functions to create efficacies for staff members within the RO. Structural changes to the office and student services area will need to be designed and a construction plan outlined, keeping continuity of service in mind. These advancements will be in addition to the overall campus remodels noted in Chapter 1.

Both campuses at PC have recently been updated through the campus master planning process; additional adjustments to these designs will require minor instead of major structural redesign (PC, 2019a). Funding for the structural changes as well as SIS upgrades are included within the campus enhancement funds (PC, 2019a). Clarity for staff in their job responsibilities

during the transition period will also need to be provided so that continuity of services for students is not interrupted. To meet the requirements of the timeline, these elements need to be put into place leading up to the start of the spring term 1.

The second period of Phase 2 will need to run the duration of the spring term 1 and will incorporate aspects of steps five (empowering others to act on the vision) and six (planning for and creating short-term wins) of Kotter's (1995) change model. The start of the term will see the introduction of the first set of changes, building towards an integrated service delivery model. The new way of delivering services to students will be put into motion, allowing both staff and students to experience the potential that a fully integrated service delivery model will provide. Performance enhancements will become visible within the RO as step five of Kotter's (1995) change model is completed.

As the RO enters step six of Kotter's (1995) change model, short-term wins will be celebrated as they take place. Celebrating success is often something leaders fail to do effectively (Bocarnea et al., 2018). To effectively celebrate success at PC, I will look to emphasize the early achievements in both formal and informal ways. Formal recognition will include highlighting the achievements through updates to all members of the RO. Informally it will be important to take the time to show appreciation by checking in with both the change leadership team and staff throughout the RO and acknowledging the work that is being completed.

Taking the time to celebrate achievements helps to further build momentum for a change effort (Bocarnea et al., 2018). Celebration also encourages cooperation within a team and is known to boost overall productivity (Bocarnea et al., 2018; Kotter, 1995) This increased productivity will help to drive the RO towards the third phase of the change implementation plan.

Phase 3: Enhancing and Refining the Change (Study)

As the academic calendar turns to the winter term, the RO at PC will look to move further into the change process towards adopting an integrated services model. Within Phase 3, the improvements introduced within Phase 2 will be further enhanced and refined. This consolidation will lead to the new integrated service delivery model being fully adopted within the RO. The time afforded to the RO during the winter term will allow for the final SIS system, structural changes, and position realignment to be put into place.

This period of the third phase aligns with step seven (consolidating improvement and producing still more change) of Kotter's (1995) change model. Change within the RO at PC will continue to increase as the credibility and success of the new model becomes evident. Current employees will now be trained to maximize their abilities to deliver services to students in the new model. Future hires will be made with the vision of an integrated model at the forefront. This period within the overall change implementation plan is one that will be reinvigorating for both the change leadership team and the entire RO (Kotter, 1995). The new energy created will drive the RO towards the fourth phase of the change implementation plan.

The final segment of Phase 3 will be linked to the PDSA model's third step, study (Tichnor-Wagner et al., 2017). As the new elements of the integrated service delivery model are put in place, the change leadership team will need to ensure that the impact of these changes are studied from both a staff and student perspective. Analysis of the changes made up to this point will be used as part of the refinements made in Phase 4.

Phase 4: Institutionalizing the Change (Act)

The RO at PC will enter Phase 4 of the change implementation plan during the second spring term. At this stage in the plan, the newly integrated service delivery model will be

established. Studying of the model will have taken place, and refinements will now be made to further enhance the student and staff experience. They may include further SIS system developments and further role clarity for staff as the nuances of roles are defined. Additional training on the SIS enhancements may also need to take place at this time. The change leadership team will work to institutionalize the changes made and celebrate the connections between the new behaviours and the success of the RO (Kotter, 1995). This aspect of Phase 4 links to step eight of Kotter's (1995) change model and the new behaviours are connected to the success of the new service delivery model. Phase 4 is further connected to step eight of the change model as leadership within the RO can begin to see a long-term plan unfold and look at potential succession planning in the future.

Finally, the RO at PC will begin a continuous quality improvement cycle. Phases 1 to 3 will continually be used to enhance the student experience at PC, refine the roles, and enhance productivity of staff. Change is a continual process, and by entering into a continuous quality improvement cycle, PC will empower itself to provide high-quality services to its students through the RO.

Change Process Monitoring and Evaluation

The plan to address the need for a strategic approach to change at PC has been previously outlined within this OIP. This plan utilizes an adapted model, drawing from Kotter's (1995) eight-stage process for leading change and the PDSA model (Tichnor-Wagner et al., 2017). It is now important to outline how progress will be monitored and the success of the change process evaluated.

Monitoring and evaluating are key elements of a change management plan (Whelan-Berry & Somerville, 2010). As such, defining a process to both monitor and evaluate the change

effort will be important for PC to work towards ensuring that the implementation of the new integrated service delivery model is successful. Establishing measures to monitor and evaluate the change process provides numerous advantages for an organization (Cawsey et al., 2016). These advantages include allowing the need for change to be clearly defined, assessing advances throughout the process and making adjustments, and celebrating the outcomes that have been achieved (Cawsey et al., 2016).

The PDSA model (Tichnor-Wagner et al., 2017) will be used as the primary theory to shape the monitoring and evaluation of the change management process. Kotter's (1995) eight-stage process will be used as a complementary tool for monitoring the change management process. The PDSA model accepts that not all change will work as planned; however, it works to create a culture of learning and continuous improvement within an organization (Moule et al., 2013). This aspect of the model works well to guide PC towards commencing a continuous quality improvement cycle at the completion of the change implementation plan. To aid PC, the PDSA model will be combined with three guiding questions. The aim of these questions will be to provide context with which the change implementation plan can be evaluated to ensure it is well planned and executed (Langley et al., 2009).

Guiding Questions for Monitoring and Evaluating Change

The goal of this OIP is to establish a strategic approach to the adoption of an integrated services model at PC. The solution presented works to achieve this goal. To help evaluate the implementation of this solution, the change management team at PC will benefit from the development of guiding questions (Langley et al., 2009). These guiding questions can be used to apply the PDSA model to monitor and evaluate the change (Langley et al., 2009). It is important as a change leader to ensure the questions lead to the collection of data that reflect the

environment in which they will be used (Cawsey et al., 2016). To begin, the change management team must work to identify what the aim of the plan will be—strategically adopting an integrated services model at PC. Second, it must be determined how the change will be an improvement within the organization—service delivery and efficiency will be enhanced within the RO. Last, it will need to be determined what changes can be made to result in improvement within the RO—the successful adoption of an integrated services delivery model. To aid in guiding this process, Table 2 outlines questions which can be used to evaluate the change process.

Table 2

Questions to Evaluate the Change Process

Guiding question	PC measurement
What are we trying to accomplish?	The aim of the change implementation plan at PC will be to successfully adopt an integrated services model. The aim of adopting this model will be to enhance the student experience at the college and increase employee efficiency.
How will we know that a change is an improvement?	This change will be deemed an improvement if employee efficiency is enhanced and the student experience relative to the RO is enriched. Post implementation improvement can be effectively evaluated through Ontario College KPI surveys and internal reviews of processing times.
What changes can we make that will result in improvement?	Strategically adopting an integrated services model within the RO will result in the improvement of both employee efficiency and the student experience

Note. Adapted from *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd ed.), by G. J. Langley, R. D. Moen, K. M. Nolan, T. W. Nolan, C. L. Norman, and L. P. Provost, 2009, p. 93. Copyright 2009 by Jossey-Bass.

The setting of clear goals, as outlined in Table 2, is an important step within the change management process (Christoff, 2018). As a change agent within my organization, part of my role will be to ensure these questions are used to guide the monitoring and evaluation process

(Langley et al., 2009). With the guiding questions outlined above in Table 2, PC can look to use the PDSA model (Tichnor-Wagner et al., 2017) to monitor and evaluate change within the organization.

Monitoring and Evaluating Change

As PC enters the change management process, which will lead to the launch of the new integrated services model within the RO, progression will need to be monitored. Monitoring a change process allows managers to watch for departures from planned process (Kettner et al., 2013). Successful monitoring by managers within an organization provides insights into the state of the change management process being undertaken (Markiewicz & Patrick, 2016). To accomplish this outcome at PC, the PDSA model (Tichnor-Wagner et al., 2017) accompanied by Kotter's (1995) eight steps to change will be used.

The PDSA model is a four-step model for change management widely regarded as effective (Donnelly & Kirk, 2015; Taylor et al., 2014). One of the benefits of this model is that it offers those working to drive change in an organization an effective monitoring tool (Donnelly & Kirk, 2015; Eckel et al., 1999). It allows for reflection to take place amongst both the change leader (myself) and the entire change management team during all phases of the process (Donnelly & Kirk, 2015). This means as the change leader at PC, I can actively revisit the issue presented within the PoP (a lack of a strategic approach to change management at PC) and ensure that the change process is addressing the challenge. In addition to providing a framework for reflection for myself as a change leader, the PDSA model also provides space for the same to be done within a larger scope (Bryk et al., 2011; Donnelly & Kirk, 2015). The change management team, which will be established during Phase 1 of the change implementation plan,

will be pivotal in helping to monitor the change effort. This team will be well positioned to guide the RO through the change plan and, thus, monitor the progress being made (Taha et al., 2020).

To further enhance the monitoring of progress, the team can look to engage the greater change community. The change leadership team will monitor the coordination of changes being made to the physical spaces at both campuses to adjust for the integrated services model, ensuring timelines are met. These timelines will need to take into account peak periods, and all physical changes will need to take place during lower volume times such as spring term 1. The team will also monitor the development of new training materials for the SIS enhancements and ensure proper training is being implemented to account for the phases within the plan. Updates to job descriptions and their implementation will need to be monitored. As noted earlier, it will be important to work collaboratively with groups such as the union representing staff to ensure a smooth transition. These tangible changes set out within the overall plan are valuable to visibly demonstrate the progress being made and can be celebrated as they are completed.

As outlined earlier, the PDSA model (Tichnor-Wagner et al., 2017) is embedded within the overall change implementation plan. This provides a natural outline for monitoring progress. Each of the phases outlined in Table 1 can be directly connected to the steps in the PDSA model shown in Table 3.

The phased process outlined in Table 3 allows for the change implementation plan to address the PoP within this OIP to be monitored as it progresses. Further theory can also be used to provide additional support in monitoring the plan. As well, the greater change community, which includes not just the change management team but all those within the RO, can be involved in the monitoring process. This extended monitoring group can be especially important in working to monitor the cultural impacts the change process is having at PC. This inclusion can

inform decision-making and generate buy-in from those within the RO towards the overall change process (Bryk et al., 2011; Kotter & Schlesinger, 2008).

Table 3

PDSA Model and the Change Implementation Plan (Monitoring and Evaluating Change)

PDSA	Implementation plan
Plan	Phase 1: The change process begins, and the change leader must watch to ensure progress begins to pick up pace.
Do	Phase 2: The change leader works with the change management team to maintain progress. The change leader reflects on the process thus far and watches for potential enhancements.
Study	Phase 3: The change leader works with all areas of the RO and the greater college community to gather feedback on progress. The change management team and change leader jointly reflect on the process and watch for potential enhancements.
Act	Phase 4: The change implementation plan begins to finalize. The change leader and change management team must work to ensure all elements of the plan have been completed. Reflection is continuous, and the continuous improvement cycle takes into account potential enhancements.

Note. Adapted from “Use the PDSA Model for Effective Change Management,” by P. Donnelly and P. Kirk, 2015, *Education for Primary Care*, 26(4), p. 279 (<https://doi.org/10.1080/14739879.2015.11494356>). Copyright 2015 by Taylor & Francis.

The change implementation plan prescribed for PC within this OIP is built into phases linked to Kotter’s (1995) eight-step change model. As the change process builds momentum, passing through the first two phases of the plan, it will be valuable to add additional monitoring elements to help support the PDSA model (see Table 4). The design of Kotter’s (1995) eight-step framework provides a template to implement change but also can be used as an outline to monitor its progress (Appelbaum et al., 2012).

Table 4*Integration of Kotter's Eight-Step Framework and the Phases of Change at PC*

Implementation plan phases	Eight-step framework
Phase 1	Establishing a sense of urgency Forming a guiding coalition Creating a vision
Phase 2	Communicating the vision Empowering others to act on the vision Planning for and creating short-term wins
Phase 3	Consolidating improvements and producing still more change
Phase 4	Institutionalizing new approaches

Note. Adapted from “Leading Change: Why Transformation Efforts Fail,” by J. P. Kotter, 1995, *Harvard Business Review*, 73, p. 61 Copyright 1995 by Harvard Business Press.

The change management team can look to use the eight steps within Kotter's (1995) model to track PC's progression through the phases. As each step within the model is achieved, the team can look to celebrate their successes, further building the momentum towards the launch of the integrated service model (Harkness, 2000).

The change implementation plan calls for a strategic approach to change management to address the POP. This change is intended to be sustained and lasting, with a cycle for routine upgrades to the SIS system to be scheduled. In order to secure this outcome, PC will undergo a significant level of corporate cultural change as the new service delivery model is implemented. Monitoring this change will be important to ensure the change is lasting within the organization (Ruben, 2016). This element of change requires buy-in from multiple levels of the organization, and effectively capturing this support can enhance the success of the change process (Appelbaum et al., 2012; Kotter, 2014; Pollack & Pollack, 2015; Wheeler & Holmes, 2017). Buy-in from multiple levels of the organization is captured within a number of steps in Kotter's (1995) model,

including forming a powerful guiding coalition and consolidating improvements and producing still more change.

To monitor this element of change, the change management team will need to track engagement towards the change effort within the RO and the greater college community. The information gathered through this process, as outlined in Table 5, will be valuable in monitoring the progress of the change management plan. As the RO moves through the process, it will be important to monitor the impact to ensure it is progressing through the phases outlined in the change implementation plan and instituting the new service delivery model.

Table 5

Monitoring Engagement and Communication

Component	Measurement
Engagement	<p>The change management team tracks the number of formal and informal engagement points between themselves and members of the RO.</p> <p>The change management team tracks the number of formal and informal engagement points between themselves and the greater college community.</p> <p>Formal engagement points include meetings and presentations given. Informal engagement points include informal questions posed outside of meetings and presentations.</p>
Communication	<p>Communication is anecdotally tracked between members of the RO.</p> <p>Repeated questions or concerns expressed between members of the RO can be redirected to the change management team to be addressed formally.</p>

Note. Adapted from *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools* by B. D. Ruben, 2016. Copyright 2016 by Stylus Publishing.

Evaluation looks to utilize the information gathered through the monitoring process (Markiewicz & Patrick, 2016). These data are then analyzed to develop a greater understanding of the effectiveness of the change management plan as it unfolds (Markiewicz & Patrick, 2016).

To guide PC through the process of evaluating change, the PDSA model will be used. It provides an effective platform for the evaluation of change within an organization (Christoff, 2018; Langley et al., 2009).

To help supply data for the evaluation of the change effort, PC will need to set up formal methods of tracking student interactions. The change management team will need to work directly with staff at all levels to create these metrics. This approach will be a valuable way to demonstrate the distributed leadership (Blackmore, 2013; Crawford, 2012) approach proposed within this OIP. It will allow for all members of the RO to contribute, be recognized as coproducers, and have their institutional knowledge acknowledged (Blackmore, 2013; Gronn, 2003). As noted in Table 2, guiding questions will help to confirm that the changes are having a positive effect on the RO.

The change management team will need to work to develop focus areas to collect data for evaluating the change process. Focus areas should include measuring the impact of the changes on students and staff (Bowser, 2017; Ruben, 2016). It will be important for the change management team to establish baselines of data or known knowledge from which an evaluation of the influence of the changes can be assessed (Langley et al., 2009).

The collection of student data will be divided into two levels. The first level will be at the overall college level. These data include college graduation rates, retention rates, and the use of the Ontario key performance indicator data (Bowser, 2017; Government of Ontario, 2018). The second level of data collection will need to be specific to interactions students have with the RO. Table 6 outlines a sample of data points to be collected.

Table 6

Student Data Collection

Category	Measurement
In-person service interactions with the RO	Total number of unique interactions will be tracked on a daily, weekly, and term basis.
Student self-service interactions via the online system	Total number of unique logins will be tracked and can be reported at a variety of levels including daily and weekly.
Duration of in-person interactions	These data will need to be categorized by service type to locate potential inefficiencies in service delivery.

The data noted within Table 6 will aid the change management team in identifying potential areas of concern within the change management process. Examples of relevant in-person data that will be collected include certain interactions between staff and students such as the time taken when adding or dropping a course, and the impact of those services on overall office efficiency. In addition to the measurements noted in Table 5, others may be added by the change management team as the plan progresses. The data from these tables will be important in working to establish a base standard of service within the updated RO addressing the second guiding question of this OIP (How will we know that a change is an improvement?).

To complement the data collection related to students, it will also be of importance to collect data related to the results of the changes on staff. This information will allow the change management team to evaluate the effects of the new model on staff efficiency within the new model. Processing efficiency metrics and employee job satisfaction will be key measurement points for the institution. The modern RO is highly data driven and the proposed system enhancements outlined in this OIP should lead to improving efficiency for staff (Harold, 2011).

Evaluating the impact of change on employee morale and job satisfaction is an essential part of change (Howarth, 1984). Job satisfaction can be evaluated by looking at how the changes make people feel (Kotter, 2014). As a leader of the change effort, I will need to review how these

changes are affecting staff within the RO and ensure there is a platform for reviewing overall engagement. The use of an employee engagement tool such as engagement survey is a valuable method of measuring the mood within an office (Macey et al., 2009).

As PC works through the change implementation plan, it will be important to ensure the knowledge gained through the use of the PDSA model to monitor and evaluate change is put into action (Langley et al., 2009). Working to be an adaptable and flexible leader as I guide the change effort will have a significant influence on its potential success (Blackmore, 2013; Kotter, 2014). I will need to ensure that I am a leader, not simply a manager, of the change effort. The knowledge gained through monitoring and evaluating will allow me to lead in this way and drive positive change within the organization.

Plan to Communicate the Need for Change and the Change Process

Change is a constant within organizations, and communication plays a pivotal role in helping employees manage it (Harkness, 2000). Trust is a key element of a successful organizational change, and strong communication is an important factor in developing it (Lewis, 2011). This OIP outlines a plan for strategic change within PC, and a communication plan is required to effectively launch the change effort.

An effective communication plan looks to include all active stakeholders within the change implementation plan (Fullan, 2011). The application of both adaptive and distributed leadership can help to support this requirement. Adaptive and distributed leadership aim to create leaders who are able to mobilize others within their organization (Gronn, 2000; Lumby, 2017; Wong & Chan, 2018). Using these leadership theories as a support, a communication plan can be developed, outlining a pathway to actioning the change implementation plan. To accomplish this goal, the change path model (Cawsey et al., 2016) will be used. Additionally, the

communication plan will take into consideration the structural nature of the RO and keep in sight the need to address the different levels of the organization in an appropriate manner (Lauren, 2006; Lewis, 2011; Lumby, 2017).

Communicating With the College Executive

Postsecondary institutions and specifically ROs are bureaucratic and hierarchical (Lauren, 2006). PC and the RO are no exception from this hierarchical and bureaucratic structuring. As noted in Chapter 1, the division is focused on a fixed separation of tasks and operates using detailed rules and regulations (Morgan, 2006). This structural factor must be taken into account when working to develop a communication plan within this OIP. Generating buy-in from the executive level within the college will be an aspect of the change effort. As the change leader within this OIP, it will be important for me to respect the hierarchical nature of communication that is found at bureaucratically structured organizations such as PC (Manning, 2018). Communication with this group will happen in a formal manner, respecting the hierarchical nature of the college. It will include a variety of methods, such as email and formal meetings. Although technology has resulted in the development of new methods of communication such as electronic mail, the power of face-to-face communication cannot be underestimated (Jablin, 1979). Direct person-to-person messaging will need to be applied in dealing with all communication aspects of the change implementation plan that involve the college's executive level.

Communicating With Staff

Communication during the change implementation plan between myself as the change leader, the change management team, and staff within the RO will be critical to the success of the change effort. A wide variety of communication methods will need to be deployed

throughout the change process. Formal communication in the form of email and group presentations and meetings will be used (Kotter & Schlesinger, 2008). Informal communication will also be used to help push the change effort forward, including one-on-one discussions (Kotter & Schlesinger, 2008).

Communicating With Students

Students are key stakeholders within any postsecondary change initiative (Buller, 2015). Working to communicate the changes to the service delivery model will be important to maintain business continuity during the change effort. A variety of communication platforms will need to be deployed to ensure students are knowledgeable about how to access the services provided by the RO (Altbach et al., 2011). Communication directed at students should use a mixture of traditional messages (e.g., signage) and modern approaches (e.g., social media and email; Bowser, 2017; Gardner, 2016). Successfully communicating the changes to service delivery as they unfold within the RO will ensure service continuity for students.

Communicating the Need for Change

Developing a need for change is a key element of the change implementation plan within this OIP (Kotter, 1995). Generating and communicating the need for change has many different names within change management literature. These names include awakening, from the change path model (Cawsey et al., 2016); unfreezing, from Lewin's change management model (as cited in Burnes, 2009); and creating a sense of urgency, from Kotter's (1995) eight-step model for change. The change implementation plan within this OIP uses Kotter's (1995) model, and creating the sense of urgency identified in that model is intended for the first phase of the plan. To further outline this phase in the change process, creating a sense of urgency will be complemented by the change path model (Cawsey et al., 2016).

The first stage of the change path model, awakening, calls for the communication of the need for change (Cawsey et al., 2016). The vision for change will need to be presented to the organization as well as the overall change implementation plan outlined. This phase of the change implementation plan is an example of how effective communication between members of the RO, the change leadership team, and the college executive will be required. The case for change must be first presented to the college executive by leadership within the RO and buy-in secured. The message delivered to college staff will need to ensure that it is built on the idea that change is being made to meet the needs of the organization (Wheeler & Holmes, 2017). The college executive, with their organizational authority, can then empower me as the change leader and the entire change management team to drive change within the organization. By using their authority within the organization, the college executive can then work with the change management team to present the case for change and generate the sense of urgency for the change amongst staff (Kotter, 1995; Manning, 2018).

After the college executive has set the stage for change, it will be important for me as the change leader and the entire change management team to continue establishing the need for change. The second stage will be pivotal in ensuring the success of the proposed change. The goal of the second stage of communicating the need for change will be to ensure that upon completion, those within the change management team have the power and credibility to launch the change implementation plan (Appelbaum et al., 2012; Kotter, 1996). Additionally, the change management team will need to work to reassure staff within the RO that the plan will be completed with the best interests of staff and students at the forefront (Cawsey et al., 2016).

Consistent engagement with staff will need to occur during this phase (Cawsey et al., 2016). The need for change will need to be communicated both broadly throughout the RO and

dramatically to ensure it takes hold (Kotter, 1995). As the change leader within this OIP, I will need to look to employ the leadership approaches of distributed leadership (Blackmore, 2013) and adaptive leadership (Heifetz, 1994) to facilitate this engagement.

As a distributive leader, it will be important to take an inclusive approach to establishing the need for change. Time will need to be made to hear the opinions and views of all those involved in the change effort. If done successfully, this investment will reassure those impacted by the changes and allow all those within the RO to feel they are part of the plan. The use of an inclusive approach will need to be accomplished through a variety of methods, as noted above, including one-on-one meetings and more presentations.

The adaptive leadership perspective will also be valuable in working to drive the need for change. Adaptive leaders work to mobilize and motivate those within their group to work as a team to solve the challenges facing the organization (Heifetz & Laurie, 1997). Using this approach will be beneficial to me as the change leader as I work to motivate those within the group to face the challenge presented to them by the executive. Through this approach I will also be able to provide those within the RO the opportunity to be a part of the solution (Heifetz et al., 2009). The adaptive leadership approach will be especially valuable as the need for change becomes well established and the organization looks to communicate the plan for change.

Communicating the Change Process

Once the need for change has been established within the organization, the change leadership team will begin to communicate the change process to those within both the RO and the greater college community. This step is outlined as Phase 2 within the change implementation plan presented earlier in Chapter 3. The change implementation plan works to address the PoP of this OIP, the lack of a strategic approach to the adoption of an integrated

service delivery model. Phase 2 fits into the mobilization step of the change path model (Cawsey et al., 2016). Communication during this stage of the model is of great importance to ensure the success of the change effort.

Phase 2 will see the plan for change communicated by the change management team to staff within the RO. Communication between management and front-line staff is particularly important and has a direct impact on employee job satisfaction (Nelissen & Selm, 2008). Employees expect to hear official information from those in an established position (Klein Stuart, 1996). As the change leader, this responsibility will fall upon me. Successfully communicating this plan to those within the organization is a key aspect of ensuring change is completed in a strategic manner (Appelbaum et al., 2012; Cawsey et al., 2016).

To successfully communicate the change process, I will look once again to the distributive and adaptive leadership approaches. Both these leadership theories call on active engagement between leaders, such as me, and staff members, such as personnel within the RO (Heifetz et al., 2009; Lumby, 2013). Two-way active communication is a powerful method of delivering information to those within an organization (Klein Stuart, 1996). The change implementation plan will need to be formally communicated to staff within the RO through both presentations and follow-up emails. To support this effort, one-on-one informal communication will need to take place. For example, as the change leader I could engage front-line staff in conversations to determine how the transition to the new model is affecting them specifically. Using these conversations as a way of learning about the impact of the change effort will be valuable. Successfully communicating the change process will result in the continued building of momentum towards the change effort and enhance the engagement of stakeholders (Cawsey et al., 2016). During this stage, more in-depth information will be detailed, such as the long-term

implications to each of the roles within the RO. Presenting a clear view of the long-term landscape for those within the RO will decrease any ambivalence and resistance to change (Cawsey et al., 2016).

As the RO at PC continues to move forward with the change implementation plan, it will enter the acceleration stage of the change path model. This stage will see the start of communicating progress made, along with the continuing work with staff on the acceptance of change (Cawsey et al., 2016). Establishing a formal way of noting progress through the change process will be important to demonstrate to staff what has been accomplished while also ensuring business continuity. As changes start to unfold, communication plans will need to inform students of any updates in process which will affect their interactions with the RO.

The final stage of the communication plan will work to confirm the progress made, celebrate success, and set up the organization to transition into a continuous change cycle. This stage is known as institutionalization (Cawsey et al., 2016). Watching changes within an organization unfold and recognizing the effects these changes are having are key aspects of a successful change process (Appelbaum et al., 2012; Cawsey et al., 2016). Celebrating success generates confidence within a team and builds momentum towards institutionalizing change (Cawsey et al., 2016; Pietersen, 2002). As the change leader within this OIP, I will strive to communicate the celebration of success within the RO. These celebrations can take various forms, such as informal congratulations upon the completion of a step within the change plan. Formal communications sent to all staff highlighting the great work being done may include standardized reports or personalized letters (Cawsey et al., 2016). As major phases within the process are completed, it will be important to have PC's executive team mark these celebration points. Executive can play a major role by hosting formal events during these times, such as a

grand opening to celebrate the completion of the physical changes recommended as part of this OIP.

During the institutionalization phase, it will also be important to communicate the advantages that have been gained through the shift to the integrated services model. Communicating “how the new approaches, behaviors and attitudes have helped improve performance” (Kotter, 1996, p. 67) will serve to institutionalize the change within the RO. This communication can be accomplished by presenting the findings of the data gained within the monitoring stage of this plan. These data will outline the enhanced efficiencies gained through the shift in service delivery models.

When effectively linked to the overall change implementation plan, communication can play a key role in helping to institutionalize the change (Cawsey et al., 2016; Kotter, 1995). Communication will play an integral part in working to change the new service delivery model within the RO into a social norm throughout the institution (Appelbaum et al., 2012). To accomplish this outcome, the change management team will need to engage not just those within the RO, but all stakeholders throughout the institution. Hosting sessions throughout the process to provide an overview of the new integrated service model the RO will be adopting will serve to achieve this goal. To secure the legacy of the changes proposed within this OIP, it will be important for me as a change leader to ensure “the next generation of management personifies the new approach” (Kotter, 1996, p. 67).

A detailed review of the important role communication will play within this OIP has been presented above. The final phase in this communication plan looks to institutionalize the change within the organization. As change takes shape, it will be important for the institution to subsequently look at next steps and future considerations.

Next Steps and Future Considerations

As PC nears the completion of the change implementation plan outlined earlier in this work, it will be important for it to look at potential next steps and future considerations. A number of future considerations would help drive the institution towards continued success.

This OIP is focused on the adoption of a new service delivery model within the RO at the institution. However, an RO does not function as a silo but is part of the greater overall institution (Lauren, 2006). The RO must learn to operate in coordination with all other departments at PC as it continues to strive to enhance the learning experience of the students at the college (Lauren, 2006). As a next step, PC can explore how the new enhancements made to the RO can benefit the overall college community. Equally, an enhanced and streamlined SIS system that is agile and that includes additional features may be helpful for colleagues in finance or human resources as they look to enhance their own divisions. The adoption of the integrated services model could be transferred to other areas of the college such as student housing and the greater student services portfolio. Those within the areas of facility planning may want to explore how the shifts in service delivery would impact students' life on campus. Academic areas may want to investigate how virtual access to services such as adding and dropping courses would impact their future planning. The new RO that will emerge from the change implementation plan would benefit from reaching out to the college community to enhance the RO's role in its future success.

Finally, with the launch of the new integrated services delivery model, the RO needs to consider its next enhancement. Change within the RO cannot stop upon the successful launch of the new integrated service delivery model. Leadership at PC will need to keep in mind that

a healthy registrar's office will continue to evolve as it considers student, faculty, and institutional needs; staff talents and expectations; technological opportunities; economic realities; space issues; work environments; and where the strategic plan is taking the institution in support of the mission. (Harold, 2011, p. 2)

As a leader within the RO, it will be important for me to keep these factors in mind as the department exits the change plan. The next generation of leaders in the RO will need to embody the new social norms and embrace not only the integrated service model but also a flexible attitude towards change.

Conclusion

This OIP began by outlining the changing nature of postsecondary education in Ontario and the need for institutions to adapt. From this introduction it was revealed that one institution within the system, PC, is facing a challenge related to the strategic adoption of a new service delivery model within its RO. Building off this theme, a solution to the PoP, the lack of a strategic approach to change management and leadership within the RO at PC, is presented within this OIP.

Chapter 1 of this OIP provided an overall introduction and outlined the problem facing the focus institution. The organizational context in which PC operates was reviewed, including an outline of the institution's vision, mission, and values. As leadership is a fundamental challenge facing the institution, the OIP's leadership approaches (distributed and adaptive) were presented. An overview of the integrated services delivery model was then provided, along with framing the PoP facing PC through a PESTE analysis. Three guiding questions were developed to further shape this OIP. The first chapter then examined the present state of the institution, outlining the future envisioned state and the overall readiness of the organization for change.

Chapter 2 of this work was focused on the development of a leadership framework for understanding change and the best change path for the institution. How the leadership approaches of adaptive and distributed leadership will propel change forward within the institution were discussed. Relevant frameworks for leading the change process were then examined with planned change, emergent change, and Kotter's (1995) eight-step change model being put forward as the approaches for leading change within this OIP. A critical organizational analysis was then completed using the organizational congruence model (Nadler & Tushman, 1980, 1999). Three possible solutions to address the PoP outlined in Chapter 1 were then presented and the preferred solution, a strategic approach to change, was selected. The final section of Chapter 2 reviewed leadership ethics in relation to organizational change.

Chapter 3 of this OIP presented a change implementation plan using the selected solution from Chapter 2. The change implementation plan detailed how the institution could work to put the selected solution into action. The PDSA model (Tichnor-Wagner et al., 2017) was then used as the primary theory to outline a plan to monitor and evaluate change. A strategy to communicate the need for change was outlined, along with a plan to communicate change progress. Chapter 3 concluded with a look at next steps for the institution as well as future considerations. In summary, this OIP presented a problem faced by an Ontario college and outlined how a solution to this problem could be developed, strategically deployed, and then continuously implemented to aid in future growth.

Applying the lessons learned within this OIP and adopting a strategic approach to change for the entire institution will be valuable as PC looks to the future. The change management team can look to share their lessons learned with other departments in the college as they drive change within their own areas. PC can look to become a learning organization. A learning organization

is one that is skillful at creating, acquiring, and transferring knowledge (Garvin, 1993). These organizations are known for continuous quality improvement and success within their respective fields (Garvin, 1993). As the postsecondary industry continues to become more competitive, PC will need to do all it can to remain a key player within it.

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