

Western University

Scholarship@Western

---

The Organizational Improvement Plan at  
Western University

Education Faculty

---

8-2-2021

## Becoming an Ambidextrous Learning Organization: Leadership for Confidence in a Resource-Dependent Nonprofit Environment

Lena J. Patterson  
lpatter6@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

---

### Recommended Citation

Patterson, L. J. (2021). Becoming an Ambidextrous Learning Organization: Leadership for Confidence in a Resource-Dependent Nonprofit Environment. *The Organizational Improvement Plan at Western University*, 234. Retrieved from <https://ir.lib.uwo.ca/oip/234>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact [wlsadmin@uwo.ca](mailto:wlsadmin@uwo.ca).

## Abstract

A leader in a nonprofit organization needs the confidence of their team to deliver stable, high-value services to stakeholders while simultaneously adapting to environmental changes. This balance is critical for the Collaborative, the nonprofit organization at the centre of this organizational improvement plan (OIP). The Collaborative's operating conditions are characterized by reliance on short-term government funding, environmental uncertainty, complex stakeholder relationships, and a dual focus on social mission and financial viability. The problem of practice is a loss of confidence in leadership, which is triggered by these complex conditions. At the heart of this OIP is the argument that the complex environment in which the Collaborative operates demands a paradoxical approach and organizational model that is ambidextrous, meaning it is oriented towards both managerial efficiency and emergent exploration. This OIP combines distributed, adaptive, and operational leadership approaches to construct a conceptual model that aids achievement of the Collaborative's social mission and financial viability in a postmodern environment. Using a collaborative and caring lens as a guide, I present a co-constructed path to incremental organizational change through a pilot project aimed at cultivating individual and organizational learning for ambidexterity. The pilot project empowers organizational actors to explore ambidextrous work practices within psychologically safe environments to maximize learning, participation, and ownership. In the larger context of nonprofit leadership in Canada, this OIP illuminates a path to organizational ambidexterity that works within, rather than against, the constraints of resource dependency to promote the long-term viability and sustainability of high-value nonprofit organizations.

*Keywords:* ambidexterity, nonprofit leadership, co-constructed change, resource dependency, paradox

## Executive Summary

This organizational improvement plan (OIP) is an examination of nonprofit leadership in a resource-dependent environment framed by a loss of confidence in leadership caused by challenging economic and political conditions. I argue that paradoxical leadership practices and ambidextrous organizational models restore confidence by working within, rather than against, complex conditions making the organization simultaneously stable and flexible. Using a combination of distributed (Harris & Spillane, 2008; Spillane, 2006), adaptive (Heifetz, 1994; Heifetz et al., 2009), and operational leadership approaches (Spanyi, 2010), this OIP argues that confidence in leadership depends on approaches that encourage the dual forms of learning inherent in ambidexterity. Although this inquiry focuses on one Canadian nonprofit organization, referred to anonymously as the Collaborative, the findings are relevant to leadership challenges across the nonprofit sector.

Chapter 1 establishes the context in which the problem of practice emerges by exploring the political and technological forces that influence the Collaborative. The problem is described in detail and connections are drawn between the markers of confidence in leadership and the economic, social, and organizational factors that trigger the problem of practice. The Collaborative is viewed as a postmodern organization in a state of becoming through action and change (Chia, 2005). As a result, I argue fluidity, paradox, and complexity are important characteristics that shape the future vision of the Collaborative as an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). From my perspective as a leader, becoming an ambidextrous learning organization is a continuous journey towards achieving the ultimate balance between stability and flexibility required in a resource-dependent nonprofit environment like the Collaborative.

Chapter 2 focuses on planning and development of the change initiative to address a loss of confidence in leadership. I propose a conceptual framework that illustrates the relationship between distributed (Harris & Spillane, 2008; Spillane, 2006), adaptive (Heifetz, 1994; Heifetz et al., 2009), and

operational leadership (Spanyi, 2010) to achieve organizational ambidexterity and learning at the Collaborative. I adopt Burke's (2018) spiral framework for leading change because it captures the paradox of planned change, incorporates continuous cycles of learning, and is aligned with the complexity of the environment. A critical organizational analysis of the Collaborative reveals structure, leadership, and management practices as deficit areas to be prioritized in the development of solutions. The chosen contextual ambidexterity pilot solution fits seamlessly into the day-to-day operation of the Collaborative with no new costs and minimal risk to business continuity. The goal of the pilot is to generate interest and capture learning by engaging a diverse group of individuals to practise contextual ambidexterity activities.

Chapter 3 outlines a detailed implementation, evaluation, and communication plan for the pilot, with a strong emphasis on empowerment through distributed (Harris & Spillane, 2008; Spillane, 2006) and adaptive leadership practice (Heifetz, 1994; Heifetz et al., 2009). As a collaborative leader, I leverage the benefits of coactive power with and to others (Carlsen et al., 2020; Follett, 1924/1951) and an ethic of care (Tomkins & Simpson, 2015) to co-construct the change process with organizational actors. As an ethical leader, I ensure psychological safety is cultivated and preserved throughout the change plan to enable high levels of participation, ownership, learning, and problem solving (Clarke, 2020). Ultimately, this OIP and the ambidexterity pilot described within it represent a learning opportunity for the Collaborative; the pilot also represents a first step along a path to achieving the dual capacity required to maintain managerial efficiency while continuously adapting in a dynamic environment.

The conclusion of this OIP considers how the leadership approach and ambidextrous vision for change that has been articulated can be considered by other Canadian nonprofit organizations and be leveraged to address similar concerns caused by the resource-dependent operating conditions shared across the sector.

### **Acknowledgements**

This work could not have been completed without the generosity and friendship of my fellow students—KT, AH, LZ—it was an absolute joy to learn alongside you. Love always to Sean, Vera, and my family in Vancouver, Hamilton, California, and Guelph.

## Table of Contents

Abstract.....	i
Executive Summary.....	ii
Acknowledgements.....	iv
List of Tables .....	ix
List of Figures .....	x
Acronyms .....	xi
Definitions.....	xii
Chapter 1: Introduction and Problem.....	1
Organizational Context .....	1
<i>Political Context</i> .....	2
<i>Technological Context</i> .....	5
Leadership Position and Lens Statement.....	6
<i>Personal Position</i> .....	6
<i>Leadership Lens</i> .....	8
Leadership Problem of Practice .....	10
Framing the Problem of Practice .....	12
<i>Economic Factors</i> .....	13
<i>Social Factors</i> .....	15
<i>Organizational Factors</i> .....	16
Guiding Questions Emerging from the Problem of Practice.....	20

Leadership-Focused Vision for Change.....	21
<i>Desired Future State</i> .....	22
<i>Current State</i> .....	23
<i>Priorities for Change</i> .....	24
<i>Change Drivers</i> .....	26
Organizational Change Readiness.....	27
<i>Change Commitment and Change Efficacy</i> .....	28
<i>Competing Forces</i> .....	29
Summary of Chapter 1 .....	31
Chapter 2: Planning and Development.....	33
Leadership Approaches to Change .....	33
<i>Conceptual Framework for Leadership</i> .....	34
<i>Distributed Leadership</i> .....	36
<i>Adaptive Leadership</i> .....	37
<i>Operational Leadership</i> .....	38
Framework for Leading the Change Process .....	39
<i>Type of Organizational Change</i> .....	40
<i>Framing Theory for Change</i> .....	40
<i>Framework for Leading Change</i> .....	42
Critical Organizational Analysis.....	45
<i>Gap Analysis</i> .....	46

Possible Solutions to Address the Problem of Practice .....	51
<i>Solution 1: Maintain the Status Quo</i> .....	52
<i>Solution 2: Dual Structures for Ambidexterity</i> .....	52
<i>Solution 3: Ambidextrous Leadership Training and Coaching</i> .....	54
<i>Solution 4: Contextual Ambidexterity Pilot</i> .....	56
Leadership Ethics and Organizational Change .....	61
<i>Prelaunch: Distributed Leadership</i> .....	61
<i>Launch: Adaptive Leadership</i> .....	63
Summary of Chapter 2 .....	64
Chapter 3: Implementation, Evaluation, and Communication .....	66
Change Implementation Plan .....	67
<i>Strategy for Change</i> .....	67
<i>Implementation Plan for Managing the Transition</i> .....	71
Change Process Monitoring and Evaluation .....	78
<i>A Developmental Evaluation Perspective: What? So What? Now What?</i> .....	79
<i>Assessing and Tracking Change</i> .....	81
<i>Detailed Change Process Monitoring and Evaluation Plan</i> .....	84
Plan to Communicate the Need for Change and the Change Process.....	86
<i>Communication Plan</i> .....	87
<i>Prelaunch Communication</i> .....	87
<i>Launch Communication</i> .....	90
<i>Postlaunch Communication</i> .....	91



Next Steps and Future Considerations .....	93
<i>After the Pilot</i> .....	93
<i>Knowledge Mobilization</i> .....	94
Summary of Chapter 3 .....	95
Conclusion.....	97
References .....	99
Appendix: Sample Information Form in the REB-Exempt Process .....	114

## List of Tables

Table 1: Current State and Future State Mapped to Markers of Confidence in Leadership .....	23
Table 2: Presence of Change Readiness Factors in the Collaborative .....	28
Table 3: Alignment of Complex Responsive Processes Perspective with the Collaborative Organizational Context and Personal Leadership Approach.....	41
Table 4: Summary of Gap Analysis Components along the Continuum .....	50
Table 5: Analysis of Possible Solutions to the Problem of Practice .....	51
Table 6: Comparison of Resource Requirements by Solution .....	59
Table 7: Detailed Change Implementation Plan .....	72
Table 8: Summary of Pilot Costs .....	77
Table 9: Inquiry Framework and Sample Questions.....	80
Table 10: Success Case Method (SCM) Steps .....	83
Table 11: Detailed Change Process Monitoring and Evaluation Plan.....	85
Table 12: Detailed Communication Plan.....	88

## List of Figures

Figure 1: Relationships between Government Funders, the Collaborative, and Members .....	2
Figure 2: Organizational Structure .....	4
Figure 3: Influence of Economic, Social, and Organizational Factors on the Problem of Practice .....	12
Figure 4: Stakeholder Map According to Power and Interest .....	25
Figure 5: Competing Forces .....	29
Figure 6: Conceptual Framework for Leadership in an Ambidextrous Learning Organization.....	35
Figure 7: Spiral Framework for Leading Change .....	44
Figure 8: Gap Analysis Approach .....	46
Figure 9: Single-loop and Double-loop Learning Model .....	60
Figure 10: Pilot Team Composition Cross-Referenced to Organizational Chart.....	70
Figure 11: Monitoring and Evaluation Tools Mapped to Phases of Implementation.....	82

## Acronyms

OIP (Organizational Improvement Plan)

PDSA (Plan-Do-Study-Act)

PSM (Public Service Motivation)

REB (Research Ethics Board)

SCM (Success Case Method)

## Definitions

Term	Definition
Ambidexterity	A knowledge-based approach with a core tension between exploitation and exploration (Uhl-Bien & Arena, 2018).
Ambidextrous leadership	The fluid combination of paradoxical leadership behaviours that oscillate between opening and closing and encourage both exploitative and explorative employee behaviour (Alghamdi, 2018; Kauppila & Tempelaar, 2016).
Ambidextrous learning organization	The ability of an organization to engage in both mechanistic, single-loop learning practices for managerial efficiency, and organic, double-loop learning practices to be innovative and adaptive to environmental changes (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996).
Coactive power	The concept of power with and to, rather than power over (Carlsen et al., 2020; Follett, 1924/1951).
Confidence in leadership	The perception that leaders are effective, maintain shared values, and are in touch with the needs and concerns of the people they serve (Rosenthal et al., 2009).
Double-loop learning	A process by which individuals address the discrepancy between expected results and actual results by questioning and re-evaluating the norms and values implicit in the desired outcome and approach (Argyris & Schön, 1978).
Ethic of care	An ethical approach that prioritizes care and responsibility for others when applied to leadership (Ciulla, 2009).
Nonprofit organization	A Canadian nongovernmental organization with a formal structure, that is nonprofit-distributing, self-governing, and/or voluntary (Hall et al., 2003).
Organic systems	An open and flexible system of organizing, often characterized as suitable to innovation-focused or dynamic environments (Burns & Stalker, 1961).
Postmodern organization	An organization that recognizes uncertainty as a constant and considers itself in a state of becoming through action and change (Chia, 2005).
Public service motivation (PSM)	A positive predisposition to missions and motives of public institutions or organizations (Perry & Wise, 1990).
Mechanistic systems	An efficient system of organizing, often characterized as suitable for stable, task-based environments (Burns & Stalker, 1961).
Resource dependency	The unreliable relationship between the Collaborative and government funders (Pfeffer & Salancik, 1978/2003).
Single-loop learning	A process by which individuals address the discrepancy between expected results and actual results by adjusting the action strategy but without questioning norms of values implicit in the desired outcome or approach (Argyris & Schön, 1978).
Structural organization	An organization that prioritizes hierarchy, coordination, and order (Bolman & Deal, 2017).

## **Chapter 1: Introduction and Problem**

This organizational improvement plan (OIP) is focused on a leadership problem of practice that is triggered by the uncertain environmental conditions of a resource-dependent Canadian nonprofit organization, known anonymously as the Collaborative for the purposes of this OIP. The problem of practice is a loss of confidence in leadership, understood as the perception that leaders are ineffective, lack shared values, and are out of touch with the needs and concerns of those they serve (Rosenthal et al., 2009). Chapter 1 describes the unreliable environment in which the Collaborative operates and connects the markers of loss of confidence in leadership to the larger context. I discuss features of the environment that include political variability, shifting technological factors, the economic impact of resource dependency, and the importance of social mission and values congruence in a nonprofit environment. Throughout Chapter 1, I argue that the Collaborative is a postmodern organization, in a state of becoming through action and change (Chia, 2005), that is heavily influenced by the political context in which it was formed and the technological context in which it operates. My personal position, power, and lens as a leader grounds the OIP and situates decision making within a personal leadership vision. Finally, an assessment of readiness for change in the Collaborative is performed, setting the stage for change planning and development considerations in Chapter 2. For the purposes of anonymity, privacy, and confidentiality, all direct references to the organization have been removed and the pseudonym the Collaborative is used.

### **Organizational Context**

This section describes the complex organizational context that shapes the Collaborative and my personal leadership position within it. Using a PEST analysis (Myers et al., 2012), I begin by examining the political and technological factors to establish the organizational context of the Collaborative before turning to the economic and social factors in the Framing the Problem of Practice section below. First, I explore the political origins of the Collaborative, including its history of formation, governance, and

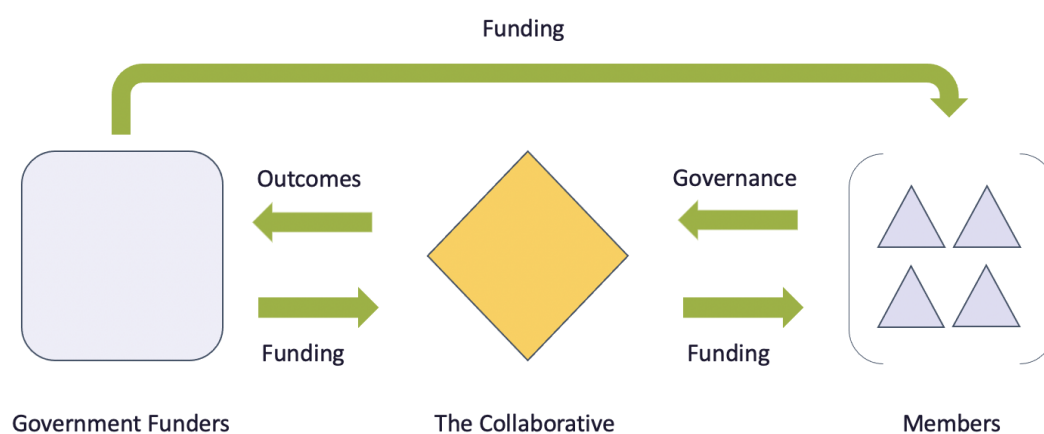
organizational structure, before examining its organizational mission, function, and value in relation to the larger technological context. This plan operates on the premise that the Collaborative is an organic, open system that is heavily influenced by the political and technological context described and is constantly seeking to achieve balance with the external environment (Morgan, 1986/2006).

### Political Context

This section considers the political history of the Collaborative, including current governance and organizational structure. Figure 1 summarizes the relationships between government funders, the Collaborative, and members.

**Figure 1**

*Relationships between Government Funders, the Collaborative, and Members*



*Note.* Figure 1 uses arrows to demonstrate relationships between government funders, the Collaborative, and members. Each green arrow represents a form of exchange, such as outcomes and funding, or influence, such as governance.

The Collaborative is a member-based nonprofit organization formed by government to enact policy in the postsecondary education system. In addition to its status as an independent, incorporated nonprofit, the Collaborative is also a consortium, governed and operated by members. As shown in Figure 1, the Collaborative is situated between two large systems that hold different forms of power and influence. As the sole funder, government sets outcomes, direction, and initiatives for the Collaborative

that are influenced by political forces. At the same time, the Collaborative governance is controlled by member representatives with a Board of Directors responsible for strategic oversight and fiduciary duty. This scenario creates political tension and a complex stakeholder environment for the Collaborative leadership to navigate. This tension is partially mediated by the fact that members also receive government funding and are therefore subject to some degree of similar influence.

The political context in which the Collaborative operates is also impacted by election cycles. The unpredictability of an election outcome requires leaders at the Collaborative to engage in a form of political advocacy; however, the nuance and complexity of this engagement is substantial and requires a deep understanding of the shifting dynamics (Heimovics et al., 1993; Leroux & Goerdel, 2009). The next section demonstrates how the political history that shaped the formation of the Collaborative is also present in the current organizational structure.

### ***Organizational Structure***

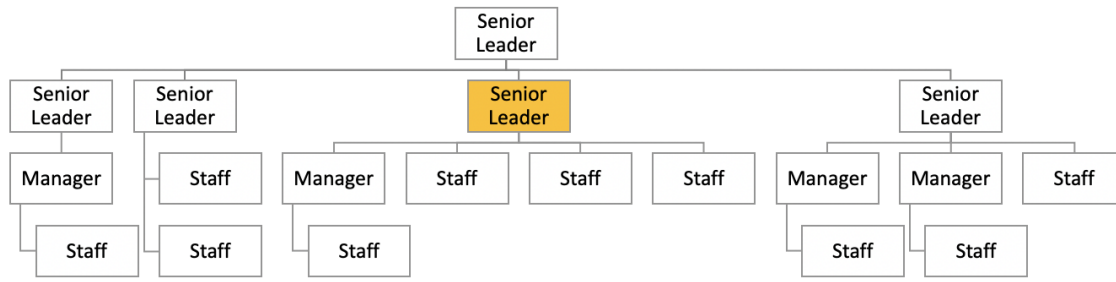
The Collaborative is a relatively young organization, formed through government investment less than 10 years ago. At the time, it was imperative that operations be established quickly to satisfy political cycles of investment and a staff of seven was in place within one year of incorporation. In this way, complex political factors directly influenced the structure and size of the Collaborative, as the organization shifted to respond to changing requirements of government funders and achieve balance with demands of the external environment (Morgan, 1986/2006). At the time of writing this OIP, the Collaborative had a staff of 19, including a senior leadership team of four and a middle-management layer of four. The structure is organized by function and managed through vertical coordination in each unit (Bolman & Deal, 2017) as depicted in Figure 2. The small size and relative newness of the Collaborative contributes to a high degree of autonomy for senior leaders within their functional silo. As a result, there is no established institutional leadership approach that is common across functions in the Collaborative. Instead, there are varying, and often conflicting, leadership approaches in use, most



notably, operational leadership (Spanyi, 2010) and distributed leadership (Harris & Spillane, 2008; Spillane, 2006).

**Figure 2**

*Organizational Structure*



*Note.* This figure shows the small size and functional siloed structure of the Collaborative. The yellow square identifies the leadership position and perspective of this OIP.

The presence of multiple and conflicting leadership approaches contained within functional silos presents a barrier to information sharing and cooperation in the Collaborative (Uhl-Bien & Arena, 2018; Yukl, 2009). While there is some history of cross-functionality at the Collaborative, each unit has a distinct approach and identity. The Framing the Problem of Practice section of this chapter will explore how functional silos, such as those present in the Collaborative, constrict the flow of information and limit complex networked interactions that are required for collaboration, learning, and, ultimately, ambidexterity (Uhl-Bien & Arena, 2018; Yukl, 2009).

While the functional structure of the Collaborative is maintained through vertical coordination, it is also a relatively flat organization as evident in Figure 2. As a result, organizational actors are empowered and motivated self-starters who often take initiative without seeking permission from an authority. In summary, it is evident that the origins, governance, and organizational structure of the Collaborative have strong political roots that are expressed in the pluralist features of the work environment. The pluralist dynamic within the Collaborative and the potential to leverage empowered

employee conditions to achieve ambidexterity (Uhl-Bien & Arena, 2018) will be explored below in the Leadership-Focused Vision for Change section, which focuses on my vision for change and the desired future state of organizational ambidexterity at the Collaborative.

### **Technological Context**

This section considers the rapidly expanding technological context in which the Collaborative operates, and how organizational mission, vision, values, and goals are shaped by the large-scale technological change occurring across postsecondary education systems. A short history of the Collaborative situates the organization within these larger trends and highlights the increasing relevance of the Collaborative's organizational mission.

### ***Organizational History and Mission***

The Collaborative was formed to support the growth and maturity of online postsecondary education. Since inception, the goals of the organization have focused on building capacity and driving digital transformation across the sector (The Collaborative, 2020a). At the core of this mandate is a commitment to enhance student learning through access, quality, flexibility, and choice in online and technology-enabled learning (The Collaborative, 2020a). The Collaborative is tasked with engaging postsecondary institutions to build a collaborative community of practice that supports the development of high-impact resources and drives quality online teaching and learning (The Collaborative, 2020a). The Collaborative also has a mandate to conduct research and disseminate knowledge regarding emergent technologies and practices to support innovation and growth in digital learning (The Collaborative, 2020a).

The relevance of the Collaborative's mission grows as the prevalence of digital learning increases. According to the Canadian Digital Learning Research Association (2017), the number of Canadian institutions offering online courses grew by 10% from 2011 to 2016, with 85% of postsecondary institutions surveyed offering an online course for credit in the fall semester of 2016. The

development and delivery of online learning across Canada continued to increase in 2019 (Canadian Digital Learning Research Association, 2019) with a heightened focus on high-quality online education. The rapid advancement of online learning as an area of strategic growth has dramatically increased the importance of the Collaborative's mission over time; however, the pace of technological change also creates a volatile environment that the Collaborative leaders must successfully navigate in order to maintain relevance and value in the eyes of government funders and members.

Ultimately, the organizational context analysis illustrates the complex and multifaceted environment in which the Collaborative operates. Political and technological factors have directly impacted the history of the organization and continue to shape its trajectory. The Framing of the Problem of Practice section later in this chapter demonstrates how the problem of practice, identified through markers of confidence in leadership, is triggered by these complex conditions. The next section articulates my personal leadership position, power, values, and theoretical approach to form the leadership lens through which the problem of practice is viewed and through which the change plan outlined in Chapter 3 is designed and developed.

### **Leadership Position and Lens Statement**

This section articulates a personal framework for leadership and my philosophical worldview that shapes the larger inquiry of this OIP. I begin by examining my position in the Collaborative, outlining my commitment to coactive power (Carlsen et al., 2020; Follett, 1924/1951), and establishing a set of personal core values I carry throughout the OIP. I identify the underlying postmodern philosophy and political frame of this inquiry and present ambidexterity as a central concept in my approach to learning, organizing, and leading.

#### **Personal Position**

As shown previously in the organizational structure diagram of Figure 2, I am one of four senior leaders with positional power in the Collaborative. I am responsible for a functional unit of five staff and

perform this role with minimal supervision and a high level of autonomy. I lead the design, development, and deployment of programs of strategic importance and high value for the Collaborative and its stakeholders. Although positional power is part of my scope as a leader, it is leveraged in few places throughout this OIP. Instead, influence is developed through alternative methods described below in the section on power and applied through nondirective action. This approach, I argue throughout this OIP, is critical to the success of any change initiative in a complex, pluralist environment like the Collaborative.

### ***Power***

As described just above, I hold both formal positional power and informal social power (Chiu et al., 2017) in the Collaborative. My formal power comes from my position in the senior leadership circle. My informal power has accumulated over my time at the organization and is grounded in Mary Follett's (1924/1951) concept of coactive power, which is described as *power with* and *to*, rather than *power over*. Coactive power privileges interactions between people as sources of creativity, integration, and connection and is often associated with a dynamic environment (Carlsen et al., 2020). Practitioners of coactive power do not rely on position or dominance; instead, they draw on sources of connection and agency in a network (Carlsen et al., 2020). My informal social power is affirmed by my position at the centre of the advice network (Chiu et al., 2017). Colleagues and stakeholders recognize my history with the organization, and my opinion is often sought, especially in novel circumstances that require a creative approach. My role at the centre of the advice network in the Collaborative is positively associated with perceptions of leadership and social power (Chiu et al., 2017). These factors make me well positioned to design and implement nondirective change processes that empower and engage stakeholders as a method of influence.

### ***Core Values***

My leadership position and lens are grounded in a set of core values: behavioural integrity, political responsibility, collaboration, and care. Behavioural integrity is the continued observance of moral principles (Engelbrecht et al., 2017). Integrity is fundamental to the credibility of an ethical leader, and if maintained over time, has deep impact on employee trust and engagement (Engelbrecht et al., 2017). Political responsibility, as described by Young (2004), is the core driver of any agent working to change structural injustice. This is a core leadership value that represents an ongoing commitment to question norms and challenge structures that cause harm or injustice, both inside and outside of the Collaborative. As a collaborative leader, I empower others with authority and privilege interaction and co-construction over control (Kramer & Crespy, 2011; Raelin, 2006). Finally, my core values are anchored by both self-care and care of others (Ciulla, 2009; Tomkins & Simpson, 2015). Caring leadership involves ongoing cultivation of self that is grounded in attention to the affairs and circumstances of others (Tomkins & Simpson, 2015). My core value of care is closely connected to compassionate principles of collaborative leadership (Raelin, 2006) and commitment to integrated relationships (Mendenhall & Marsh, 2010). These core values guide my leadership philosophy and shape the approach to change that is articulated in this organizational improvement plan.

### ***Leadership Lens***

My leadership lens is influenced by three theoretical traditions: the postmodern philosophical worldview, the political theoretical frame of organizing, and the concept of ambidexterity. While only briefly explored in this section, these theoretical traditions underpin the organizational improvement plan and act as the foundation of the change initiative.

### ***Postmodern Worldview***

Creswell and Creswell (2018) argued that the underlying philosophy of a research project has significant influence and therefore must be clearly identified at the outset of any scholarly inquiry. This

OIP assumes a postmodern worldview that recognizes flux, indeterminacy, and continuous change as true to the organizational effort (Chia, 2005). A postmodern organization is one that recognizes uncertainty as constant and considers itself in a state of becoming through action and change (Chia, 2005). Postmodern organizational theory is the undercurrent of this organizational improvement plan, influencing how the problem of practice is understood and shaping the leadership approach to change that is adopted to address it. Specific aspects of a postmodern perspective, such as continuous change and the unreliability of language, are applied in the Framing the Problem of Practice section.

### ***Political Theory***

A theoretical frame provides a map for leaders to find clarity and meaning in the surprising, ambiguous, and complex activities of an organization (Bolman & Deal, 2017). This OIP adopts a political frame to understand, and work within, the pluralist and interest-based conditions (Bolman & Deal, 2017) found within the Collaborative. The political lens recognizes the impact of scarcity and resource dependency in the Collaborative and provides a reference point for the adoption of change approaches that are conducive to the pluralist forces at work (Butcher & Clarke, 2008). Specific aspects of the political environment in the Collaborative, such as pluralism and conflict, are examined in the Framing the Problem of Practice section.

### ***Ambidexterity***

The third component of my leadership lens is ambidexterity. Ambidexterity is the paradoxical pursuit of efficiency and stability on one hand, and flexibility and innovation on the other (Lam, 2019). This balancing act is associated with organizational adaptability achieved through equal attention to the routine exploitative and the emergent explorative activities of organizing (Lam, 2019; O'Reilly & Tushman, 2016; Uhl-Bien & Arena, 2018). Exploitative activities, first described by March (1991), are associated with efficiency, control, and repetition. In contrast, exploratory activities are associated with innovation, creativity, and the search for new knowledge (March, 1991), often positioned within the

context of an uncertain future (Euchner, 2015). Ambidexterity is often discussed in the context of Senge's (1990/2006) learning organization and with Argyris and Schön's (1978) ideas of single-loop and double-loop learning as parallel to activities of exploitation and exploration. This OIP draws on the scholarship of ambidexterity and organizational learning to build a conceptual model that works within, rather than against, the complexity of the environment in which the Collaborative operates.

Ambidexterity in all of its forms—as an approach to leading, learning, and organizing—is central to my lens and approach throughout this OIP. The acceptance of paradox, which is implicit in ambidexterity, is present in my personal view of the Collaborative and the complex, postmodern environment in which it operates. In addition, ambidexterity is aligned with my core values and commitment to coactive power (Carlsen et al., 2020; Follett, 1924/1951) because it cannot be achieved through directive, top-down approaches; rather, it requires a networked, cross-functional vision of organizing (Uhl-Bien & Arena, 2018). The influence of ambidexterity and ambidextrous approaches to leading, learning, and organizing are woven throughout this OIP as informed by my personal lens. Ultimately, the aim of this OIP is to guide the Collaborative in the first step towards becoming an ambidextrous learning organization.

The leadership position and personal lens articulated in this section provide the foundation on which the vision for change towards ambidexterity at the Collaborative is established. Both the postmodern philosophical worldview and the political perspective shape my decision making and frame the organizational change process as continuous, iterative, and distributed in a pluralist environment. The next section describes how the markers of a loss of confidence in leadership are triggered by the complex environment in which the Collaborative operates.

### **Leadership Problem of Practice**

This OIP addresses a problem of practice focused on a loss of confidence in leadership within a resource-dependent Canadian nonprofit organization. Confidence in leadership is defined as the

perception that leaders are effective, maintain shared values, and are in touch with the needs and concerns of those they serve (Rosenthal et al., 2009). The loss of confidence in leadership at the Collaborative is deeply linked to the complex conditions of resource dependency, defined as the unreliable relationship between the Collaborative and government funders (Pfeffer & Salancik, 1978/2003).

For the Collaborative, resource control is maintained wholly through the single source and administered using short-term funding agreements. For the past two years, the Collaborative has been working under annual funding with no guarantee of continuation and no other source of income. This instability results in precarious and ambiguous working conditions that disrupt annual long-term planning (Froelich, 1999; Hall et al., 2003). Although leaders engage in political advocacy with the goal of influencing policy and ensuring the ongoing financial viability of the organization, they ultimately do not have control over the political shifts, elections, or budget cycles. These conditions are well understood by staff and raise questions regarding the ability of leaders to convince government funders to recognize value and continue to fund the Collaborative (The Collaborative, 2020b).

The symptoms of the problem are evident when funding priorities change quickly and staff are deployed to new projects with little training or orientation (Akingbola, 2004; Hall et al., 2003). A staff survey indicates there is concern over the sudden discontinuation of funding, lack of collaboration between functional silos, lack of clarity regarding organizational values, and uncertainty due to frequent shifts in funding priorities (The Collaborative, 2020b). In a five-year period, the Collaborative experienced cumulative turnover of approximately 50% of its staff complement, well above the average of 17–19% typical of the nonprofit sector (Ronquillo et al., 2017). The costs of substantive staff churn are significant and include additional resources for recruitment, orientation, as well as strain on remaining employees (Ronquillo et al., 2017).



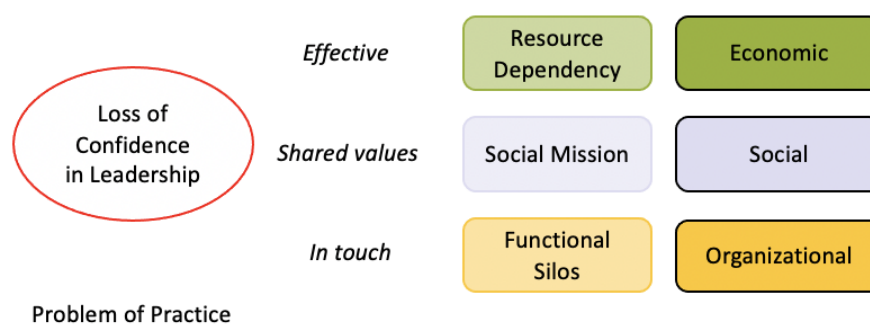
Given that employee satisfaction is critical to strategic success in nonprofit environments and values congruence is an antecedent to engagement (Akingbola, 2006; Akingbola & van den Berg, 2019), this OIP examines leadership approaches and organizational models that align shared values and address employee concerns to demonstrate leaders are in touch. The next section continues the PEST analysis to establish the connection between a loss of confidence in leadership and the economic, social, and organizational factors that influence the problem of practice.

### Framing the Problem of Practice

The loss of confidence in leadership at the Collaborative exposes a gap in the current ability of leaders to demonstrate that they are effective, have shared values, and are in touch with needs and concerns of employees (Rosenthal et al., 2009). In order to explore each factor of the confidence problem in depth, I continue with the PEST analysis (Myers et al., 2012) from the Organizational Context section and situate the three markers of confidence alongside the economic, social, and organizational factors that influence the Collaborative. Figure 3 provides a visual summary of this analysis.

**Figure 3**

*Influence of Economic, Social, and Organizational Factors on the Problem of Practice*



*Note.* Economic factors and related concepts are green, social factors and related concepts are purple, and organizational factors and related concepts are yellow. The italicized words—effective, shared values, and in touch—represent the markers of confidence in leadership (Rosenthal et al., 2009). The problem of practice is in the red circle.

First, I examine the economic impact of resource dependency at the Collaborative to better understand perceptions of leader effectiveness. This inquiry is based on a stated concern from staff that the Collaborative leaders are not achieving the political facetime necessary to ensure financial stability (The Collaborative, 2020b). This is followed by a discussion of the social factors to substantiate the importance of social mission and shared values in a nonprofit environment such as the Collaborative. This analysis is based on a stated concern from staff that core values are unclear (The Collaborative, 2020b). Finally, I examine the tension between the existing functional silo structure at the Collaborative and the postmodern and political aspects that are observable in the environment to explore how leaders are perceived as out of touch with the needs and concerns of employees. This final inquiry is based on evidence that staff are unhappy with the current siloed structure of the organization and complain that activities are disconnected and unaligned (The Collaborative, 2020b).

### **Economic Factors**

This section examines the economic factors that shape the problem of practice experienced at the Collaborative. The impacts of resource dependency, financial volatility, goal displacement, and loss of autonomy (Froelich, 1999; Verschuere & De Corte, 2014) contribute to the loss of confidence in leadership by undermining the perception of the effectiveness of leadership at the Collaborative. Effectiveness, also known as competence, is understood as the ability to do a good job as a leader (Rosenthal et al., 2009). At the Collaborative, leader effectiveness is tied predominantly to the ability to protect the organization from financial precarity. Staff survey results express concern that the Collaborative leaders are not achieving the political recognition required for stable and continuous funding (The Collaborative, 2020b). This section draws on data and scholarship from the larger nonprofit sector in Canada to better understand the impact of resource dependency at the Collaborative.

### ***Resource Dependency***

The fact that the Collaborative operates entirely on a single source of funding from government results in many complexities that impact the leadership problem of practice at the core of this OIP. Resource dependency, as described by Pfeffer and Salancik (1978/2003) is the dynamic that occurs when the resources of an organization are controlled by an external actor. Pfeffer and Salancik (1978/2003) argued that the unreliable nature of a resource dependent environment directly contributes to organizational challenges.

Resource dependency is a shared condition, to some extent, across the nonprofit sector in Canada. Organizations are considered to be part of the sector if they are organized with some formal structure, nongovernmental, nonprofit-distributing, self-governing, and/or voluntary (Hall et al., 2003). Despite being nongovernmental, nonprofit organizations predominantly receive government funding. Statistics Canada (2019) found that 72.9% of nonprofits' income came from government funding in 2017, confirming a high degree of resource dependency across the sector. For the Collaborative, resource control is amplified given 100% of funding comes from a single source.

Both short-term and long-term impacts of resource dependency are evident at the Collaborative. For example, when political priorities shift and initiatives are immediately cancelled or announced, leadership and staff are required to adjust immediately to accommodate the change, resulting in short-term goal displacement (Froelich, 1999; Verschuere & De Corte, 2014). Over time, frequent goal displacement leads to long-term loss of strategic autonomy and an increased reliance on government funding (Froelich, 1999; Verschuere & De Corte, 2014). In the 2003 National Survey of Nonprofit and Voluntary Organizations, the majority of organizations identified the unstable funding environment to be their greatest challenge (Hall et al., 2003). In addition, Hall et al. (2003) documented a shift to precarious project-based funding in the nonprofit sector and noted the subsequent negative impact this had on nonprofit employees. Akingbola (2004) also found that unstable, short-term funding

led to increased distraction and low employee morale in a Canadian nonprofit organization that was comparable to the Collaborative.

Like many resource-dependent nonprofit organizations in Canada, the Collaborative considers human capital to be critical to success (Akingbola, 2006). This success is difficult to achieve when unstable funding causes low morale and low employee engagement (Froelich, 1999; Akingbola, 2004). While the precarity causes low morale, frequent goal displacement activity demands a high level of performance to maintain the organization's relevance in a shifting political environment. At the same time, short-term funding agreements, demanding accountability procedures, and loss of autonomy make planning difficult (Froelich, 1999). Staff survey results indicate concern that the Collaborative leaders are not achieving the political advantage needed to protect the organization from financial instability (The Collaborative, 2020b). The result is a loss of confidence in the effectiveness of leadership to advocate for the organization and ensure stable funding.

While the impact of resource dependency on the Collaborative is significant and linked to a loss of confidence in leadership, an examination of government funding policy or project-based funding is out of scope of my personal leadership position and this OIP. Instead, the guiding questions of this OIP focus on organizational models and leadership approaches that generate confidence in leadership despite the complex external conditions. Before guiding questions are explored, the problem of practice is considered within the broader social context in which the Collaborative operates.

### **Social Factors**

This section examines the broader social factors that shape the problem of practice experienced at the Collaborative, specifically the importance of social mission (Akingbola & van den Berg, 2019) and the expectation that this social mission is reflected in shared values across leader, employee, and organization. This analysis is based on a direct concern from staff that core values are unclear (The Collaborative, 2020b). For the Collaborative, goal displacement and loss of autonomy caused by

resource dependency threaten to disrupt values congruence between organization, leader, and employee, contributing to the problem of practice. As a result, this OIP argues that leaders in the Collaborative are required to understand the importance of shared values and take extra care to ensure continued congruence to restore confidence in their leadership.

### ***Social Mission***

The fact that public sector employees seek nonmonetary value from their work is well documented and linked to the concept of public service motivation (Akingbola & van den Berg, 2019; Asseburg & Homberg, 2018; Borzaga & Tortia, 2006; De Cooman et al., 2011; Korac et al., 2020). Public service motivation (PSM) is defined as a positive predisposition to missions and motives of public institutions or organizations (Perry & Wise, 1990). Akingbola and van den Berg (2019) performed an analysis of engagement in a Canadian nonprofit context and found that values congruence and belief in social mission were both critical to the relationship between employee and organization. The study found that social exchange was paramount and employee motivation was more deeply connected to organizational mission than the specific components of the job. Values incongruence is identified as a gap in the Collaborative that contributes to the problem of a loss of confidence in leadership where shared values is a key indicator. The next section considers how organizational factors, such as structuralism, exacerbate the feeling that leaders are out of touch with the needs, concerns, and experience of employees, which contributes to a loss of confidence (Rosenthal et al., 2009).

### **Organizational Factors**

This section examines the problem of practice in the context of organizational factors, drawing on organizational theory and frameworks to explore the tension between the current structural approach to organizing at the Collaborative and the postmodern and political forces at play. This final analysis is based on evidence that staff are dissatisfied with the siloed structure of the organization and complain that activities are disconnected and unaligned (The Collaborative, 2020b). The functional silos

that currently define structure at the Collaborative are also incongruent with stated organizational values of collaboration; this disconnect likely causes staff to share concern that core values are not clear (The Collaborative, 2020b). This tension contributes to the perception that leaders are out of touch with the concerns and needs of employees, resulting in a loss of confidence (Rosenthal et al., 2009).

### ***Functional Silos***

The structural approach recognizes hierarchy, coordination, order, and rules as guideposts for the organizational effort (Bolman & Deal, 2017). Within the Collaborative, structural processes dictate the flow of information and functional silos discourage collaboration and problem solving (Bolman & Deal, 2017). The functional structure at the Collaborative has two immediate impacts on the problem of practice. The first is values incongruence between the espoused collaborative and innovative mission of the organization and the siloed approach to organizing. Given the fact that shared values are a key indicator of confidence in leadership (Rosenthal et al., 2009), values incongruence of any kind is detrimental. Second, the structural approach of functional silos is in conflict with the postmodern and political forces at work within the Collaborative. The following sections outline key features of the postmodern paradigm and the political frame that are evident in the environment in which the Collaborative operates.

### ***Postmodern Paradigm***

There are two features of a postmodern worldview that are evident in the environment in which the Collaborative operates. The first is what Chia (2005) has referred to as a recognition that acts of organizing are performed in a “sea of ceaseless change” (p. 131). The idea of continuous change manifests at the Collaborative through shifting political influences, a technology-centric innovation mandate, and a near constant churn of personnel and initiatives. This organizational reality is consistent with the postmodern view of organizing that finds opportunity for accidental individual and organizational learning in the unconscious aggregation of coping practices related to the environment

(Chia, 2019). This approach to learning is appropriate for the Collaborative's dynamic environment and innovation mandate.

The second identifiable feature of the postmodern at the Collaborative is the unreliability of language. Early postmodern theorists like Foucault (1966/1970) saw language as the byproduct of a string of accidents rather than as the outcome of a grand ordering principle or law. The instability of language is present within the Collaborative and is captured in the decreasing relevance of job descriptions and titles. Hodges (2019) connected fluidity in job descriptions and position titles with an increase in on demand, project-based work environments, like the Collaborative. Because of the rate of change at the Collaborative, the words used to describe roles and responsibilities are often made obsolete by the environment shortly after they are written. The unreliability of language as a tool to confer identity within the Collaborative causes tension among employees and is at odds with the existing functional system of organizing.

Through this analysis of the postmodern aspects of the Collaborative, it becomes clear that the existing functional approach is not aligned with the complex and dynamic elements of the environment and contributes to the feeling that leaders are out of touch with the experience on the ground, which results in a loss of confidence (Rosenthal et al., 2009). This inquiry is grounded in survey responses in which staff express dissatisfaction with the current siloed structure of the organization and complain that activities are disconnected and unaligned (The Collaborative, 2020b). The postmodern forces of change within the Collaborative also contribute to the emergence of political constructs and behaviours described in the next section.

### ***Political Frame***

The political frame, as described by Bolman and Deal (2017), offers further insight into how organizational factors, such as functional silos, contribute to a loss of confidence in leadership. This section provides an analysis of pluralism and conflict to illustrate these connections. As argued by

Bolman and Deal (2017), pluralism often emerges in dynamic organizations that contend with resource constraints, like the Collaborative. Pluralism is characterized by a diversity of interests and the recognition that power is distributed among many organizational actors. While the current structural approach seeks to maintain hierarchy, coordination, order, and rules (Bolman & Deal, 2017) within each functional silo, the effects of precarity and ambiguity in the Collaborative create an undercurrent of pluralism that is at odds with the functional siloed structure.

Like other political organizations, the Collaborative is characterized by conflict (Bolman & Deal, 2017); however, rather than being addressed as a pervasive and functional norm (Contu, 2019), conflict is suppressed and downplayed by structural control enacted through functional silos. In keeping with the political perspective, this plan embraces conflict as a productive norm and create spaces in which individuals share in the “productive confrontation of different ideas, values, desires, interests and opinions” (Contu, 2019, p. 1457). The discussion of conflict as a productive norm is also informed by my core value of political responsibility (Young, 2004), which seeks to problematize and interrogate existing power imbalances. The existence of pluralism and conflict suggest there is a disconnect between the functional silos in the Collaborative and the pervasive political norms at work. This disconnect contributes to the feeling that leaders are out of touch with the needs and concerns of employees, resulting in a loss of confidence (Rosenthal et al., 2009).

This section situated and framed the problem of practice within a set of complex economic, social, and organizational factors. Examination of the economic context in which the Collaborative operates uncovered the link between resource dependency, financial instability, and a lack of confidence in the effectiveness of leaders to protect the organization. The importance of a social mission for nonprofit employees connected values incongruence to a loss of confidence in leadership. Finally, I combined the postmodern paradigm and the political frame to examine how the current functional siloed approach to organizing at the Collaborative contributes to the sense that leaders are



out of touch with the needs and concerns on the ground, which in turn contributes to a loss of confidence (Rosenthal et al., 2009). The next section builds on the problem of practice to provide three guiding questions upon which the change process and solutions are developed.

### **Guiding Questions Emerging from the Problem of Practice**

Three questions emerge from this problem of practice that are explored throughout this organizational improvement plan. The first question focuses on the phenomenon of confidence in leadership at the Collaborative with emphasis on the circumstances that cause the problem: What is the nature of confidence in leadership in the Collaborative characterized by a complex, resource-dependent environment? This question is explored in this chapter (Chapter 1) using a PEST analysis of political, economic, social, and technological factors (Myers et al., 2012). First, the environment in which the Collaborative operates is closely examined, including an analysis of the technological and political forces that shape the organizational context. This analysis of the environment is followed by an assessment of the economic, social, and organizational factors that influence the Collaborative and impact key markers of confidence in leadership, namely leader effectiveness, shared values, and the belief that leaders must be in touch with the needs and concerns of employees in order to secure their confidence (Rosenthal et al., 2009). Exploration of this first guiding question is predicated on the idea that the Collaborative is an organic, open system that is heavily influenced by, and constantly seeking to achieve balance with, the external environment (Morgan, 1986/2006).

The second guiding question explores potential leadership action in this context: What leadership approaches have the potential to increase confidence despite the complex resource dependent conditions of the Collaborative? This question is addressed in Chapter 2, in which a conceptual framework for leadership in the Collaborative is introduced. The contextual framework embraces a multifaceted and paradoxical approach to leadership in which three distinct leadership theories—distributed leadership (Harris & Spillane, 2008; Spillane, 2006), adaptive leadership (Heifetz,

1994; Heifetz et al., 2009), and operational leadership (Spanyi, 2010)—are linked to achieve ambidexterity. These leadership theories are mapped to the domains of activity required in an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O’Reilly, 1996) to enable efficiency and exploration for adaptation in a challenging and complex environment (O’Reilly & Tushman, 2016). While the question of leadership approaches is clearly answered in Chapter 2, the successful implementation of the change and evaluation plan articulated in Chapter 3 is required in order to confirm value.

The final guiding question of this OIP focuses on the journey towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O’Reilly, 1996). This question seeks to assess the readiness of the Collaborative to accept this purpose and is rooted in the postmodern philosophy of organizational becoming through action and change (Chia, 2005): How can the Collaborative begin the journey towards becoming an ambidextrous learning organization? This question is answered in Chapter 3 in which an incremental plan for change that accounts for the constraints of the environment is described.

These three questions guide the progression of this organizational improvement plan, building towards a co-constructed organizational change plan that cultivates individual and organizational learning for ambidexterity. The next section articulates a leadership vision for organizational ambidexterity in relation to the current state of the Collaborative.

### **Leadership-Focused Vision for Change**

This section defines my future vision of the Collaborative as an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O’Reilly, 1996). In this examination, the gap between the current state of the Collaborative and the desired future state is explained as related to the problem of a loss of confidence in leadership. Priorities for change are identified, and internal and external stakeholders to the Collaborative are mapped according to political

power and interest. Finally, an analysis of change drivers provides a basis on which the leadership vision for change is co-constructed with key stakeholder groups. The result is a vision for change that is appropriate to the context in which the Collaborative operates and grounded in my core leadership values of collaboration (Kramer & Crespy, 2011), care (Ciulla, 2009; Tomkins & Simpson, 2015), and coactive power (Carlsen et al., 2020; Follett, 1924/1951). As described earlier in this chapter, a loss of shared values and a sense that leaders are out of touch are two observable markers of the problem of practice that are explored in this section. The third marker, effectiveness, is tied directly to the economic conditions of resource dependency, which is considered out of scope for this OIP.

### **Desired Future State**

The desired future state of the Collaborative is envisioned as a state of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). To achieve ambidexterity, the Collaborative must reconsider the current functional siloed approach to organizing and reaffirm shared values of collaboration and innovation to respond to the loss of confidence in its leadership (Rosenthal et al., 2009). It is expected that an ambidextrous collaborative approach to working would increase values congruence between employee, organization, and leader, and demonstrate that leaders are in touch with the needs and concerns of the employees through active response to staff concerns about functional silos.

In keeping with the postmodern worldview, the future state at the Collaborative is one of becoming through action and change rather than being (Chia, 2005). This position is inspired by the work of Boydell et al. (2019), who argued that the next generation of the learning organization must be tackled as “a work-in-progress, not an end point or a thing” (p. 462). This belief in the power of emergence and continuous change through collaboration is carried throughout this OIP and enacted in my personal leadership approach. As a collaborative leader focused on care and coactive power, I am

focused on approaches to organizing that loosen central control and privilege power sharing and engagement (Boydell et al., 2019).

### **Current State**

The current state of the Collaborative is characterized by monodexterity, functional silos, values incongruence, and the problem of practice, which is defined as a loss of confidence in leadership. At the Collaborative, functional silos encourage behaviours that emphasize divisions between different approaches to work (Morgan, 1986/2006). These divisions are maintained through the explicit and tacit separation of exploitative/single-loop learning and exploratory/double-loop activity (Argyris & Schön, 1978; Lam, 2019; March, 1991). The result is monodextrous units that identify as exploratory or exploitative, but rarely both (Güttel & Konlechner, 2009). This leads to an incongruence in the espoused collaborative values of the organization and the reality of siloed functions. Table 1 shows the gap between the current state and the future state at the Collaborative. Each gap element is connected to a marker of confidence in leadership, illustrating how the desired future state will address the problem of practice.

**Table 1**

*Current State and Future State Mapped to Markers of Confidence in Leadership*

Current state	Future state	Markers of confidence in leadership
Functional silos	Collaboration	In touch
Values incongruence	Values congruence	Shared values
Monodexterity	Ambidexterity	In touch

Confidence in leadership is defined as the understanding that leaders are effective, hold shared values, and are in touch with the needs and concerns of the individuals they serve (Rosenthal et al., 2009). With these factors in mind, it is assumed that the pursuit of the desired future state will address the problem of practice and improve the situation for the Collaborative employees in three ways. First, concerns about functional silos and a loss of collaboration will be addressed immediately, restoring confidence that leaders are in touch with the needs and concerns of employees on the ground

(Rosenthal et al., 2009). As a collaborative leader, I take a person-focused approach known to enable both exploitative task-based activities and exploratory innovation activities in a team environment (Koeslag-Kreunen et al., 2018). Second, through my leadership approach, shared values (Rosenthal et al., 2009) of collaboration and innovation will be reaffirmed, reducing the values incongruence between employee, leader, and organization experienced in the current state. Finally, if ambidexterity becomes a core practice of the organization, it is expected that intrinsic motivation will increase over time as leadership emphasizes the importance of explorative activities across the organization (Kauppila, 2018). In addition to these immediate and long-term benefits for employees, the organization would also achieve greater alignment in terms of external stakeholder expectations by modelling an organizational structure and approach that is in keeping with core values of collaboration and innovation.

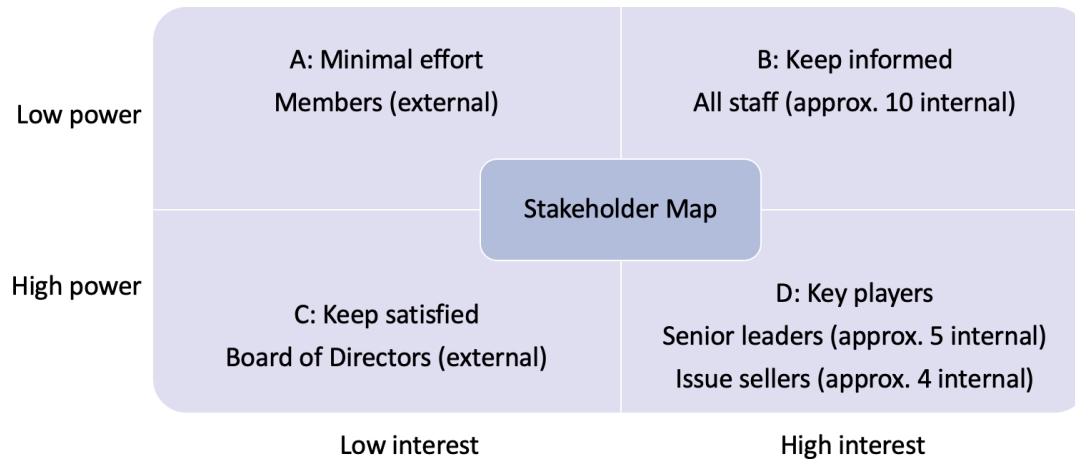
### **Priorities for Change**

In a political organization like the Collaborative, I determine priorities for change through an analysis of internal and external stakeholders to identify different interests at play (Buchanan & Badham, 2008; Myers et al., 2012). This OIP adapts Scholes's (1998) power-interest matrix to conduct a stakeholder analysis exercise which maps different internal and external groups according to power and interest.

This analysis, as shown in Figure 4, reveals an emphasis on internal stakeholders within the Collaborative as the primary area of focus. As an independent nonprofit organization, the Collaborative is free to conduct change initiatives that are localized within the operations of the organization. According to internal governance policies and procedures, the responsibility of the Board of Directors is governance and does not extend into day-to-day management of the organization (The Collaborative, 2018). While it is important to keep external stakeholders and the Board of Directors satisfied and informed, this analysis demonstrates they are not key actors in the change process.

**Figure 4**

Stakeholder Map According to Power and Interest



*Note:* This figure identifies critical stakeholder groups in the change process from a political perspective. Adapted from “Stakeholder Mapping: A Practical Tool for Managers” by K. Scholes, in V. Ambrosini, G. Johnson, & K. Scholes (Eds.), *Exploring Techniques of Analysis and Evaluation in Strategic Management*, (pp. 152–168), 1998. Pearson Higher Education. Copyright 1998 Pearson Higher Education.

As shown in Figure 4, internal stakeholder groups are divided into all staff (quadrant B of Figure 4), and senior leadership team and issue sellers (quadrant D of Figure 4). All staff have a high interest in the outcome of the change and must be kept well informed throughout. This group includes staff that are considered interested observers but do not volunteer to be directly involved in designing or implementing the change process. In Chapter 3, I demonstrate how these individuals are kept informed through communication and actively engaged in implementation activities. The key players in the change process are senior leaders and issue sellers. Issue sellers are individuals in middle management who often have ideas for change and are influential in bottom-up engagement strategies (Dutton et al., 2001; Randel et al., 2019). Issue sellers are more likely to advocate for an issue if they have been actively engaged in the decision-making process (Randel et al., 2019). As a result, buy-in from both senior leaders and issue sellers is sought before the change process begins. As a leader with both formal and

informal social power (Chiu et al., 2017), I am well positioned to gather these insights in order to identify overlapping interests towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996).

### ***Immediate Priorities***

Based on the results of the stakeholder analysis, the immediate priorities for change towards becoming an ambidextrous learning organization include establishing shared values and leading through a collaborative effort that is both bottom-up and top-down. First, shared values, such as innovation and collaboration, are established and reaffirmed among senior leaders and issue sellers to begin to restore confidence in leadership (Rosenthal et al., 2009). As a collaborative leader, I am well positioned to initiate this process given my combination of formal positional power and informal social power (Chiu et al., 2017).

Following the affirmation of shared values, the collaborative basis for change can be established as an immediate priority, incorporating both bottom-up approaches that recognize plurality through engagement of issue sellers (Dutton et al., 2001; Randel et al., 2019) and top-down approaches that recognize hierarchy through engagement of senior leaders. While my personal leadership approach prioritizes empowerment of organizational actors through collaboration and co-construction, it is understood that the top-down support of senior leaders is also critical to establish the change as imperative to the future survival and success of the Collaborative (Barker et al., 2018). The incorporation of dual elements of hierarchy and plurality is consistent with the paradoxical approach of ambidexterity at the core of this OIP and my leadership vision. The recognition of this paradox is present in both my personal view and the complex, postmodern environment in which the Collaborative operates.

### **Change Drivers**

Change can be driven or triggered by any combination of internal and external factors in the environment (Myers et al., 2012). For the Collaborative, there are two major external change drivers

that have a constant effect on the organization: political trends in funding and technological trends in education. In light of the impact of resource dependency described in previous sections, the sudden decrease or increase of government funding based on shifting political priorities is always a possibility. Second, due to the larger technological trends in education identified previously in this chapter, the organization is more likely to receive a temporary increase in government funding in the near future given the congruence between current trends and the organizational mission and mandate. In order to accommodate and properly administer a funding increase, the organization would be required to grow quickly over the short term while mitigating against the risk of a sudden funding decrease. As a result of these two external change drivers in the environment, the Collaborative is required to be responsive and adaptable, capabilities which are inherent in an ambidextrous learning organization (Lam, 2019).

As a leader, my vision is to chart a course towards becoming an ambidextrous learning organization by initiating the first incremental change action towards that goal. A future state in which ambidextrous models and leadership approaches are deployed will enhance collaboration, establish values congruence, and ultimately address the problem of practice by reaffirming confidence in leadership. The next section asks the questions: Is the Collaborative ready to take this first step towards ambidexterity? What are the competing forces that are pulling towards and pushing against this shift?

### **Organizational Change Readiness**

This section assesses factors of change commitment and change efficacy (Weiner, 2009) in the Collaborative to determine readiness level towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). I present an analysis of factors for and against change to determine the most effective change path possible in the pluralist and postmodern context of the Collaborative.



## Change Commitment and Change Efficacy

According to Weiner (2009), organizational readiness for change is a shared psychological state in which individuals desire change (change commitment) and believe in the collective capability to carry it out (change efficacy). Table 2 presents a summary of change commitment and change efficacy factors that are present in the Collaborative.

**Table 2**

*Presence of Change Readiness Factors in the Collaborative*

Change readiness factors	Presence of factors in the Collaborative
Change commitment	Recognition of political change drivers Recognition of technological change drivers Dissatisfaction with functional silos Desire for values congruence
Change efficacy	Recall shared experiences and past success Consider continuous change as routine

As a collaborative leader leveraging coactive power (Carlsen et al., 2020; Follett, 1924/1951), I approach change commitment from a foundation of desire rather than from a place of obligation or pressure. My leadership approach is well suited to the pluralism of the Collaborative because I recognize that desire for change is a multilevel, multifaceted construct that varies between individuals and changes over time (Jacobs & Keegan, 2018). In this context, it is recognized that while the group attitude towards change may be supportive, differing individual opinions may remain throughout the change process (Bouckenooghe et al., 2019). As a collaborative leader, I generate and maintain change commitment at the individual and collective level by inviting stakeholders to engage in decision making and design of the process from the outset. Change efficacy, understood as the belief in the ability to change (Weiner, 2009), is developed and maintained at the Collaborative through active stakeholder engagement and reflection processes that are appropriate to the pluralist environment. At the Collaborative, change efficacy is captured in the recollection of past success in continuous change

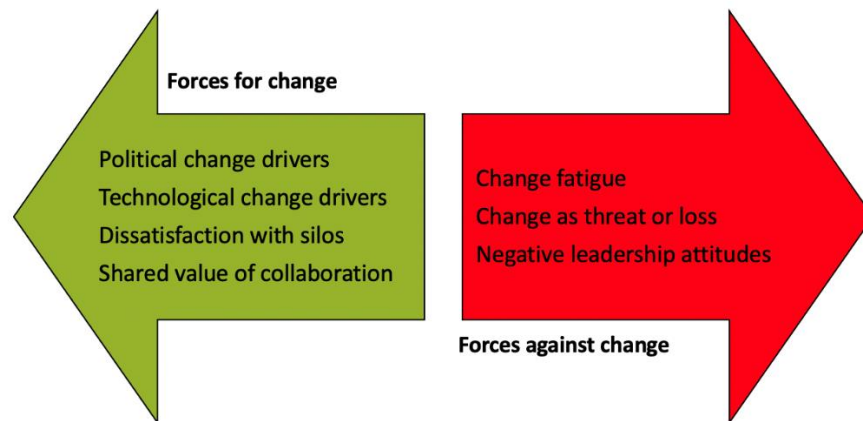
initiatives (Hodges, 2019). It is my role as a collaborative leader to create space for that recollection to occur and establish buy-in and positive momentum before the change process begins.

### **Competing Forces**

There are competing forces both inside and outside of the Collaborative that are expected to influence the change effort towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). These competing forces are illustrated in Figure 5 and described in detail in the Forces against Change and Forces for Change sections.

### **Figure 5**

#### *Competing Forces*



#### ***Forces against Change***

As demonstrated in Figure 5, the first force with momentum against the change initiative is change fatigue, defined as the lived experience or perception that change is happening too often (Ouedraogo & Ouakouak, 2020). Individuals within the Collaborative experience change fatigue as unreliable cycles of funding, and shifts in the political environment continually upset a sense of normalcy. Change fatigue can be overcome if the initiative is framed within the larger evolution of the organization (Kolb, 2002), linked to positive past outcomes, and normalized as a natural part of

organizational life (Ouedraogo & Ouakouak, 2020). As a leader with strong social power (Chiu et al., 2017), I am well positioned to influence the narrative around the change initiative and empower others, namely issue sellers, to do the same.

The second and third forces against the change shown in Figure 5 are perceiving the change as a threat or loss and negative leadership attitudes to change (Cole, 2015). Although members of the senior leadership team in the Collaborative may understand the benefits of a paradoxical approach to leadership, they may not be willing to adjust their personal leadership style over time. Reasons for resistance may include change fatigue, entrenched personal style or approach, and perception of the change as a threat of loss (Cole, 2015). Positive and lasting engagement of leadership is critical for success of the change initiative given that inconsistencies in leadership communication and action are known to negatively impact change readiness (Weiner, 2009). My formal power and position on the senior leadership team are critical to ensuring that this type of resistance is captured and used as a resource in the change effort (Ford & Ford, 2009). As a leader, I am well positioned to address the opposing factors identified because I possess a combination of formal positional power and informal social power, both of which are important in a political environment (Bolman & Deal, 2017).

### ***Forces for Change***

As illustrated in Figure 5, there are two significant external change drivers that act as forces for change within the Collaborative: political change drivers and technological change drivers. As described in the previous section, shifting political and technological factors combine to require the Collaborative to be continually responsive and adaptable. The presence and influence of political and technological forces is accepted as a fact of organizational life across the Collaborative. This tacit understanding allows me to frame the change initiative as a natural consequence of the organization and the environment (Ouedraogo & Ouakouak, 2020) and to draw a direct connection between continuous change and the adaptive capabilities found in an ambidextrous learning organization (Lam, 2019).

In addition to these external factors, Figure 5 also shows that there are two important internal factors that contribute positively to the change effort. First, staff have repeatedly expressed dissatisfaction with existing functional silos and, second, staff are seeking more opportunities to collaborate. A leadership-supported change effort to explore more collaborative ways of working would address the problem of practice by affirming collaboration as a shared value (Rosenthal et al., 2009). As a collaborative leader, I am well positioned to model a commitment to this shared value through co-constructed activities and engagement of organizational actors in decision making and design. Through this analysis of competing factors, it is clear that that the forces in favour of change outweigh the forces against, making the Collaborative well positioned for an organizational change effort.

This section demonstrated how change commitment and change efficacy (Weiner, 2009) can be cultivated through a collaborative approach that empowers stakeholders to identify both personal and collective interests in the change process. There is strong potential for issue sellers to emerge and influence change laterally in this environment. Forces against change can be offset through a combination of empowerment, formal positional power, and informal influence, all of which are available to me as a leader. Potential barriers to change include attitudes among the leadership team, pointing to a need to develop shared understanding of the problem of practice, and the benefits of the desired future state in a prelaunch stage before the change process is initiated (Burke, 2018). With these factors in mind, it is clear that the Collaborative has a moderate readiness level for incremental change that depends on a collaborative approach and alignment to the dominant pluralist and postmodern features of the working environment.

### **Summary of Chapter 1**

Chapter 1 began with an overview of the complex organizational context that shapes the Collaborative and triggers a loss of confidence in leadership, identified as the perception that leaders are ineffective, lack shared values, and are out of touch with the concerns of employees (Rosenthal et al.,

2009). The problem of practice was explored in depth to uncover how markers of confidence in leadership are influenced by the broader economic, social, and organizational context in which the Collaborative operates. The articulation of my core values and commitment to coactive power (Carlsen et al., 2020; Follett, 1924/1951) established my role as a collaborative leader. I also identified my personal leadership position as influenced by the postmodern lens, the political frame, and the key concept of ambidexterity as an approach to leading, learning, and organizing that works within, rather than against, the complexity of the environment. An in-depth examination of the problem of practice led to an analysis of the current state of the organization, and the connection between markers of a loss of confidence in leadership and the ways in which a desired future state of ambidexterity addresses these concerns. The results of a change readiness assessment position the Collaborative as moderately oriented towards an incremental change initiative. Chapter 2 builds on these components towards a leadership framework for change and an analysis of possible solutions to address the problem.

## **Chapter 2: Planning and Development**

The problem of practice at the centre of this OIP is a loss of confidence in leadership in a resource-dependent Canadian nonprofit organization, referred to anonymously as the Collaborative. In Chapter 1, I establish perceptions of leaders as being in touch and demonstrating shared values as key markers of confidence in leadership (Rosenthal et al., 2009) that are in scope to be addressed by a change initiative towards ambidexterity. In Chapter 2, I establish an approach to change based on Burke's (2018) spiral framework and my personal leadership orientation to ethical, nondirective, and co-constructed processes. The results of a critical organizational analysis of the Collaborative identify structure, leadership, and management practices as priority areas for solution development. The selected pilot project solution fits seamlessly into the day-to-day operation of the Collaborative with no new costs and minimal risk to business continuity. Before exploring solutions to achieve the desired future state, I introduce a conceptual framework for leadership in an ambidextrous learning organization that combines distributed leadership (Harris & Spillane, 2008; Spillane, 2006), adaptive leadership (Heifetz, 1994; Heifetz et al., 2009), and operational leadership (Spanyi, 2010) to guide organizational ambidexterity and learning. The conceptual framework for leadership provides a theoretical answer to the second guiding question of this OIP: What leadership approaches have the potential to increase confidence despite the complex resource dependent conditions of the Collaborative? Although Chapter 2 provides a strong theoretical response grounded in my leadership practice in the Collaborative, the successful implementation and evaluation of the change plan in Chapter 3 is required for a definitive answer to the question.

### **Leadership Approaches to Change**

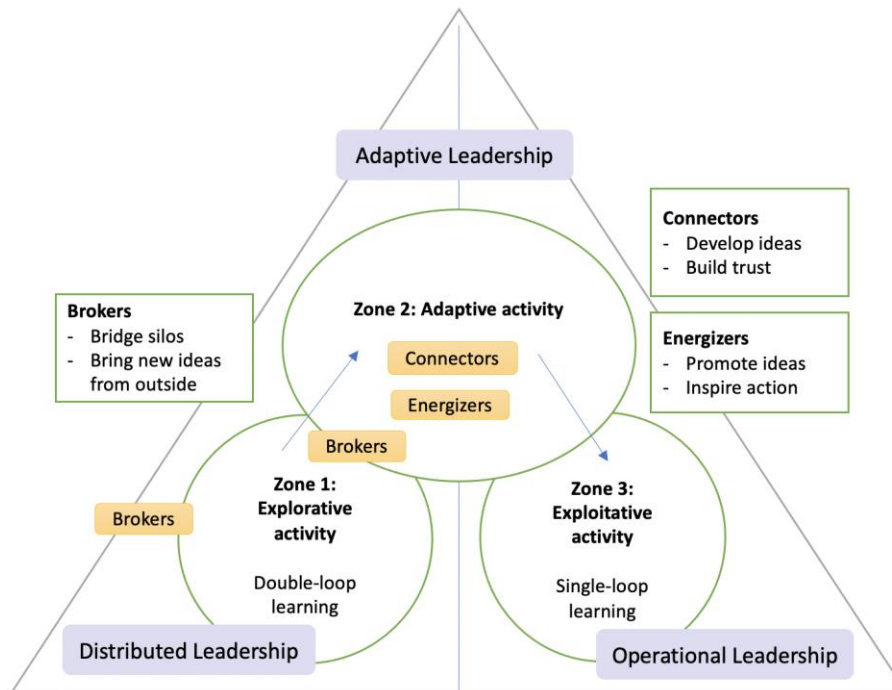
Leaders play a critical role in the achievement and maintenance of dual forms of learning required for ambidexterity (Alghamdi, 2018; Raisch & Birkinshaw, 2008). As a collaborative leader and change agent, I understand that achieving organizational ambidexterity in the particular context of the

Collaborative requires three distinct leadership approaches, each suited to a different function: distributed leadership (Harris & Spillane, 2008; Spillane, 2006), adaptive leadership (Heifetz, 1994; Heifetz et al., 2009), and operational leadership (Spanyi, 2010). The conceptual framework presented in this chapter acts as a key to unlocking the relationships between these three leadership approaches and the associated activity required to achieve ambidexterity in the Collaborative. This Conceptual Framework for Leadership section demonstrates how a multifaceted approach to leadership in an ambidextrous learning organization grounds the change initiative.

### **Conceptual Framework for Leadership**

A conceptual framework is a model to illustrate relationships between central concepts in a scholarly inquiry (Berman & Smyth, 2015). Drawing on the concept of multiple leadership theories for ambidexterity (Rosing et al., 2011), each activity is overlaid onto three zones of the ambidextrous learning organization: explorative activity, adaptive activity, and exploitative activity. The two components of ambidextrous leadership, opening and closing behaviours (Rosing et al., 2011), are mapped against three leadership theories: distributed leadership (Harris & Spillane, 2008; Spillane, 2006), adaptive leadership (Heifetz, 1994; Heifetz et al., 2009), and operational leadership (Spanyi, 2010). While this combination of leadership approaches may appear incompatible, it is exactly this comfort with paradox that defines my leadership lens and view of the Collaborative within a complex, postmodern environment. I provide a conceptual framework for leadership in an ambidextrous learning organization in Figure 6 as a visual guide to ambidexterity in action at the Collaborative.

Three distinct roles are highlighted in the framework shown in Figure 6: brokers, connectors, and energizers (Arena et al., 2017). Brokers are boundary-spanners dedicated to interlacing, or weaving together, diverse components (Ernst & Chrobot-Mason, 2011). This weaving activity occurs at two intersections. First, at the border between the Collaborative and the external environment and, second, at the intersection of explorative and adaptive spaces.

**Figure 6***Conceptual Framework for Leadership in an Ambidextrous Learning Organization*

*Note.* The triangle represents the Collaborative and each zone of activity is aligned to a leadership approach.

Adapted from "Ambidextrous Learning Organizations" by A. Lam, in A. Örtenblad (Ed.), *Oxford Handbook of the Learning Organization*, (p. 175) (<https://doi.org/10.1093/oxfordhb/9780198832355.001.0001>). Copyright 2018 by Oxford University Press. Adapted from "Leadership for Organizational Adaptability: A Theoretical Synthesis and Integrative Framework" by M. Uhl-Bien and M. Arena, 2018, *The Leadership Quarterly*, 29(1), p. 97 (<https://doi.org/10.1016/j.leaqua.2017.12.009>). Copyright 2018 by Elsevier. Adapted from "How to Catalyze Innovation in Your Organization" by M. Arena, R. Cross, J. Sims, and M. Uhl-Bien, 2017, *MIT Sloan Management Review*, 58(4), p. 41 (<http://mitsmr.com/2rrgvqM>). Copyright 2017 by Massachusetts Institute of Technology.

In the Collaborative, brokers are middle managers, also known as issue sellers. Issue sellers play a critical role in bridging silos and bringing forward new ideas that are socialized and amplified by connectors and energizers (Arena et al., 2017). The combination of roles, activities, and leadership theory in the contextual framework is specific to this OIP. The contextual framework fills a gap in the



literature by unbundling ambidextrous leadership behaviours and situating them in a sequence alongside leadership approaches within the context of the Collaborative. The specifics of each zone and the associated leadership activity are explored in detail in the following sections.

### **Distributed Leadership**

Zone 1 of the conceptual framework focuses on explorative activity (March, 1991) and double-loop learning (Argyris & Schön, 1978). These activities are best enabled by opening leadership behaviours (Rosing et al., 2011) that create space for distributed leadership practice and interactions (Spillane, 2006). Distributed leadership is the recognition of multiple leaders in an organization and an understanding that leadership functions are socially distributed throughout an organization and its component parts (Harris & Spillane, 2008). Opening leadership behaviours encourage experimentation, provide space for independent thinking and action, and support challenges to established approaches (Rosing et al., 2011). Uhl-Bien and Arena (2018) have noted that ambidexterity cannot be achieved solely through a top-down approach but requires multiple leaders working across different levels of the organization. In Zone 1 of the conceptual framework, this means that opening leadership behaviours and explorative activities required for ambidextrous learning—such as risk taking, experimentation, flexibility, discovery, and innovation—make up the set of practices performed by multiple leaders in a distributed environment (Spillane, 2006). With increased explorative activity, it is expected that employee confidence and intrinsic motivation will increase (Kauppila, 2018), contributing positively to the loss of confidence in leadership that is currently being experienced.

As a collaborative leader committed to coercive power (Carlsen et al., 2020; Follett, 1924/1951), I recognize that distributed leadership is effective in a pluralist environment like the Collaborative where empowered employees engage in creative activity and question the status quo to generate innovation. This activity is characterized in the conceptual framework as double-loop learning, defined as the active questioning and re-evaluation of norms and values (Argyris & Schön, 1978). To enable distributed

leadership in Zone 1, I empower issue sellers, who actively bridge silos and bring new ideas into the organization. Given issue sellers were identified as key actors in the organizational change readiness assessment, they are well positioned to drive change towards the flexible and adaptive processes required for ambidexterity (Lam, 2019) and the desired future state articulated in Chapter 1.

### **Adaptive Leadership**

Zone 2 of the conceptual framework is focused on adaptive activity, which is best enabled by adaptive leadership approaches (Heifetz, 1994; Heifetz et al., 2009). Adaptive leadership theory, as popularized by Heifetz (1994), defines leadership as an activity. The work underway in Zone 2 applies Heifetz's theory to senior leaders in formal positions of authority, which is known to be a key factor in fostering organizational ambidexterity (Raisch & Birkinshaw, 2008). In the Collaborative, a senior leader refers to one of five members of the senior leadership team, including the chief executive officer. As a senior leader within the Collaborative, I practice adaptive leadership from a position of formal authority; however, as a collaborative leader, my approach is nondirective. In this way, I promote adaptive activity in Zone 2 through debate, social learning, and productive conflict (Heifetz, 1994). This section explores two adaptive leadership practices in more detail: creating a holding environment and orchestrating conflict (Heifetz, 1994; Heifetz et al., 2009).

The first adaptive leadership approach required to achieve ambidexterity at the Collaborative is the holding environment (Heifetz, 1994). When a new idea emerges through distributed leadership and explorative activity in Zone 1, I create a holding environment to contain the process and regulate stress so it does not overwhelm the individuals engaged (Heifetz, 1994). Employees must feel safe in a holding environment, free to take risks, and adequately supported by the leader (Uhl-Bien & Arena, 2018). In creating a holding environment, I play an important role in regulating negative emotions caused by disruption and learning (Richard, 2020). A leader's display of empathy in a high-pressure environment builds trust positively related to resilience (Richard, 2020), which contributes to the perception that

leaders at the Collaborative are in touch with the needs and concerns of employees, thereby building back confidence (Rosenthal et al., 2009). Holding environments are important to offset the emphasis on division and maintain focus (Heifetz et al., 2009). Both of these activities are important in the political environment of the Collaborative, where frequent shifts in priority cause confusion and divisions are maintained through functional silos.

The second adaptive leadership approach required to achieve ambidexterity at the Collaborative is the ability to orchestrate conflict in the adaptive space by bringing diverse agents together to explore tension around a new idea or issue (Heifetz et al., 2009; Uhl-Bien & Arena, 2018). As a senior leader in Zone 2, I orchestrate conflict within the holding environment, making sure each view is on the table, encouraging exploration of dissonance, and establishing reflective processes to confirm learning and move forward (Heifetz et al., 2009). Following the conflict process in Zone 2, senior leaders and issue sellers act as connectors and energizers to move a worthwhile idea into the core operations of the organization, where it is established and perfected through operational leadership (Spanyi, 2010).

### **Operational Leadership**

Operational leadership is the combination of leadership and management behaviours that focus on the improvement, development, and delivery of products and services (Spanyi, 2010). Closing leadership behaviours such as setting guidelines and monitoring progress (Rosing et al., 2011) are required in operational leadership. In the conceptual framework, operational leadership captures and integrates work accomplished through distributed and adaptive leadership practices in Zones 1 and 2. The transactional behaviours present in operational leadership perform a critical maintenance role in refining and improving work over time (Jansen et al., 2009).

As a senior leader in the Collaborative, I regularly engage in operational leadership and exploitative activities (March, 1991) to execute in my program areas. This leadership approach is a very important component of my work because it is tied strongly to performance, accountability, and

transparency. In a government-funded nonprofit with annual deliverables, these facets are critical to success and sustained value from the perspective of funders. However, the Collaborative currently leans too heavily towards exploitative activity and therefore must engage in counterbalance measures (Lam, 2019) captured in Zones 1 and 2. It is important that operational leadership is contained in Zone 3 and that transactional, top-down approaches do not cross into adaptive and distributed spaces to maintain the balance of ambidexterity. A breach of operational approaches into other zones may restrict the information flows and interactions that are required for innovation in those spaces (Uhl-Bien & Arena, 2018).

The conceptual framework for leadership in an ambidextrous learning organization provides the necessary balance of explorative and exploitative learning activities (Lam, 2019; March, 1991) to accomplish the desired state articulated in Chapter 1. Through a trio of leadership approaches that are appropriate to different stages of activity, a balanced organization-wide approach to dual learning is achieved and the current emphasis on exploitative activity is counterbalanced (Lam, 2019). These leadership approaches are directly applied to the change management process described in Chapter 3. The next section addresses the question of *how to change* by using the postmodern paradigm and political lens established in Chapter 1 to conduct a comparative analysis of change frameworks and models to determine which will be appropriate and effective given the conditions and environment in which the Collaborative operates.

### **Framework for Leading the Change Process**

This section explores *how to change* by identifying the type of organizational change appropriate to the organizational context and features of the Collaborative. This analysis sets the stage for the selection of a theoretical framework and change model that is aligned with the postmodern lens and will be effective within the pluralist political conditions in which the Collaborative operates.

Alongside theoretical components, this section will integrate my personal approach for leading change as a collaborative leader committed to coactive power (Carlsen et al., 2020; Follett, 1924/1951).

### **Type of Organizational Change**

This OIP aims to address a loss of confidence in leadership, which was defined in Chapter 1 as the perception that leaders are out of touch and lacking shared values with those they serve (Rosenthal et al., 2009). The organizational context in Chapter 1 established the postmodern environment in which the Collaborative operates as complex, multifaceted, and uncertain. As a result, successful change at the Collaborative is incremental and continuous (Myers et al., 2012) to account for fluctuations in the environment. The change is incremental in order to avoid overwhelming the organization and to promote balance between the change initiative and business continuity (Meyer & Stensaker, 2006). Given the existing stresses on the organization, it is critical that this balance be maintained to mitigate adverse effects of the change process (Meyer & Stensaker, 2006) and prevent change fatigue, identified as a force against change in the organizational change readiness assessment. The depth of the change needed to address the problem of a loss of confidence in leadership is second order because it requires a deep shift in thinking about fundamental relationships between individuals within the organization (Perkins et al., 2007). The result is a continuous, incremental, and second-order framing theory of change that is aligned with my personal leadership lens and the postmodern context in which the Collaborative operates.

### **Framing Theory for Change**

Theoretical frameworks provide a foundation on which to understand the type, scale, depth, and scope of a change process (Myers et al., 2012). This change plan adopts Griffin and Stacey's (2005) complex responsive processes perspective that sees organizations as "patterns of interactions between people" (p. 4). As a collaborative leader, this view of organizing resonates because it is grounded in the ways that people relate to one another (Griffin & Stacey, 2005). This perspective is appropriate to the

context in which the Collaborative operates and is congruent with my personal leadership approach, as shown in Table 3.

**Table 3**

*Alignment of Complex Responsive Processes Perspective with the Collaborative Organizational Context and Personal Leadership Approach*

Complex responsive processes perspective (Griffin & Stacey, 2005)	The Collaborative organizational context	Personal leadership approach
Self-organizing	Pluralism	Distributed leadership
Nondirective		Nondirective leadership
Emergent and evolving	Postmodern worldview	Adaptive leadership
Power dynamics	Political frame	Coactive power
Paradox	Explore and exploit	Ambidexterity

*Note.* Key words related to complex responsive processes perspective from *Complexity and the Experience of Leading Organizations* (p. 8), by D. Griffin and R. Stacey, 2005, Routledge

(<https://doi.org/10.4324/9780203019627>). Copyright 2005 by Douglas Griffin and Ralph Stacey.

As shown in Table 3, Griffin and Stacey's (2005) complex responsive processes perspective is well aligned with the Collaborative organizational context and my personal leadership approach, specifically in relation to self-organization and nondirective leadership. First, self-organization recognizes the importance of local interactions between people within the organization (Myers et al., 2012). This means that change leaders in the Collaborative incorporate processes to capture new patterns that emerge through novel interactions when an existing system is "disturbed" through a change process (Myers et al., 2012). The principle of self-organization is aligned with the pluralist aspects of the Collaborative described in Chapter 1, and my distributed leadership approach articulated in the previous section. Second, nondirective leadership positions the leader as an enabler and facilitator of change, which is consistent with my interest in stakeholder empowerment and informal power approaches in the Collaborative.

Through an analysis of principles of self-organization and nondirective leadership, it is evident that the complex responsive processes perspective (Griffin & Stacey, 2005) provides a framing theory for change that is well aligned with my personal approach and the context in which the Collaborative operates. These theoretical components act as guiding principles woven throughout the change process in concert with the framework for leading change as outlined in the next section.

### **Framework for Leading Change**

This section weaves together the threads of complexity theory, my lens as a collaborative leader, the postmodern and political context of the Collaborative, and the three leadership approaches established in the contextual framework at the beginning of this chapter, to interrogate and select a framework for leading change in the Collaborative. Change practitioners rely on frameworks, processes, and models as guiding lights to determine the direction of any change effort (Rothwell et al., 2016). This section compares three different frameworks for leading incremental change: Deming's Plan-Do-Study-Act (PDSA) cycle, Lewin's three-step model of change, and Burke's (2018) continuous three-step framework for leading change.

Deming's PDSA cycle is a model of improvement for quality systems and processes (Taylor et al., 2014). The cycle includes these four steps: (1) Plan, set objectives, (2) Do, implement the plan, (3) Study, analyze the results, and (4) Act, implement improvements (Donnelly & Kirk, 2015). PDSA models focus on an iterative methodology for continuous improvement that is rooted in the scientific method, which makes them popular tools in healthcare settings (Taylor et al., 2014). When applied repeatedly to larger change initiatives, the PDSA cycle is particularly effective for rolling or small-scale change (Donnelly & Kirk, 2015), making it well aligned with Griffin and Stacey's (2005) complex responsive processes perspective as the framing theory for change in this OIP. Since the PDSA cycle provides a clear and simple framework for application at all levels of the organization, it is a good fit for distributed

leadership in the pluralist environment of the Collaborative, as captured in the conceptual framework for leadership.

There are two limitations to the PDSA approach in the context of this OIP. First, the PDSA cycle is well suited to first-order change in which small adjustments are made to existing processes (Perkins et al., 2007). In contrast, the change in the Collaborative is second order, requiring individuals to realign values, behaviours, and relationships tied to the loss of confidence in leadership, as explored in Chapter 1. Second, some scholars in educational change suggest that a continuous improvement approach like PDSA is counterintuitive for certain professionals. Educators, for example, are “not used to seeing their own successes and challenges as important knowledge that could guide other’s work, if well documented” (Yurkofsky et al., 2020, p. 417). This same mindset is likely present in the Collaborative where many employees come from an education background. For these reasons, the PDSA cycle is not an appropriate tool for the change process in the Collaborative.

Lewin’s three-step model of change is a planned approach that includes unfreezing the present approaches, moving to a new state, and refreezing in the new state (Myers et al., 2012). Lewin’s three-step model is rooted in democratic participation (Burnes, 2004), which makes it a good fit for the distributed leadership and pluralist components of the Collaborative. Like the PDSA cycle, the three-step model is not overly complex, making it easily applicable across a distributed leadership environment. The participative aspects of Lewin’s approach are also well suited to smaller groups, which is fitting in the Collaborative with a staff of under 20 people and appropriate to my personal orientation as a collaborative leader. The idea of unfreezing is well aligned with the complex responsive processes perspective, which argues that the system must be disturbed, and anxieties provoked to create new patterns and ways of thinking (Myers et al., 2012).

Limitations of Lewin’s three-step model include its linear approach to change (Child, 2005), which is misaligned with the complex and postmodern conditions within the Collaborative. Lewin’s

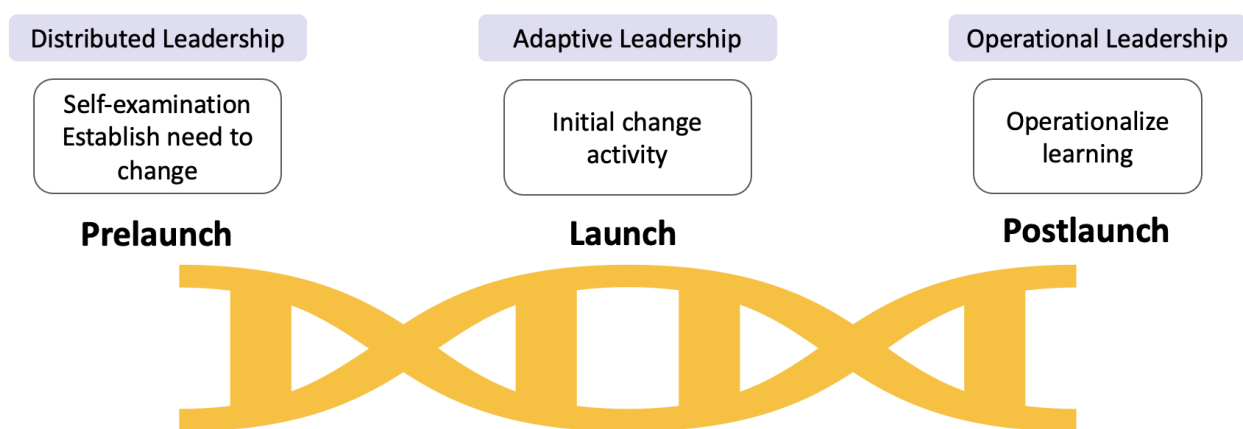


model also assumes a beginning and an end to the change process, which is not appropriate for the complex and nonlinear environment of the Collaborative. Instead, the selected approach must intentionally blend the paradox of planned change and the reality of postmodern flux.

This combination is found in Burke's (2018) spiraling framework for leading change. Burke's approach captures the paradox of nonlinear planned change that aligns with my personal leadership approach and the organizational context in which this problem of practice occurs. In this model, phases take the shape of a spiral to illustrate the complex nature of change in which learning is "rolled into subsequent phases" as individuals and organizations "learn from experience" (Rothwell et al., 2016, p. 45). Each phase—prelaunch, launch, and postlaunch—represents a "learning curve of change" (p. 46). In prelaunch, a self-examination is performed, which establishes the need for change; in launch, initial activities towards the change are implemented; and, in postlaunch and beyond, learning is sustained and operationalized (Burke, 2018). Figure 7 illustrates alignment between phases of change and the three leadership approaches identified in the conceptual framework for leadership.

**Figure 7**

*Spiral Framework for Leading Change*



*Note.* Adapted from *Organizational Change: Theory and Practice* (p. 12), by W. W. Burke, 2018, Sage

(<https://us.sagepub.com/en-us/nam/organization-change/book244771>). Copyright 2018 by Sage Publications, Inc.

This section explored the question of how to change through an examination of the continuous, incremental, and second-order features of change in the Collaborative. An examination of complex responsive processes perspective (Griffin & Stacey, 2005) uncovered strong alignment between the framing theory, my personal approach as a collaborative leader, and the organizational context of the Collaborative. Three frameworks for leading change were compared and interrogated before Burke's (2018) spiral framework for leading change was adopted and set alongside the three leadership approaches identified in the conceptual framework of this OIP. The next section addresses the question *what to change* in the Collaborative using a gap analysis.

### **Critical Organizational Analysis**

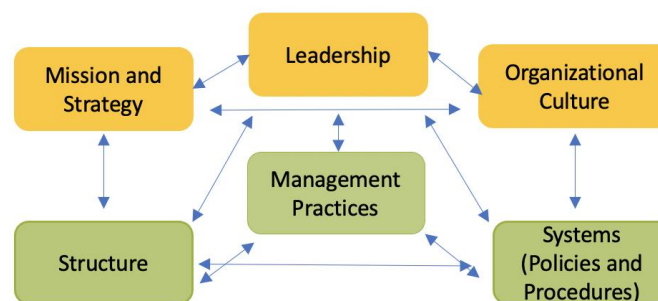
The critical organizational analysis identifies what needs to change in the Collaborative in order to meet the desired future state of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). The change process is undertaken to address the problem of a loss of confidence in leadership in the Collaborative, which is understood as the perception that leaders are ineffective, out of touch, and do not hold shared values with those they serve (Rosenthal et al., 2009). This change process is recognized as planned and continuous in keeping with both the postmodern view of organizing and my personal leadership position, which is characterized by an acceptance of paradox in all aspects of leading, learning, and organizing. A modified version of Burke and Litwin's (1992) Causal Model of Organizational Performance and Change is used to identify six components of the Collaborative in a gap analysis. Each component is positioned on the Positive Deviance Continuum (Rothwell et al., 2016) to determine priorities. Dysfunctional aspects are categorized as deficit gaps, expected functionality is categorized as ordinary, and extraordinary functionality is categorized as an abundance gap (Rothwell et al., 2016). Deficit gaps are prioritized for potential solutions following the analysis.

## Gap Analysis

This OIP adapts Burke and Litwin's (1992) Causal Model of Organizational Performance and Change to provide a structure for gap analysis. This adaptation is illustrated in Figure 8. Ultimately, the gap analysis is the first step towards answering the third guiding question of this OIP: How can the Collaborative begin the journey towards becoming an ambidextrous learning organization? Findings from the gap analysis are used to identify possible solutions towards achieving the desired future state of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996).

**Figure 8**

*Gap Analysis Approach*



*Note.* Adapted from "A Causal Model of Organizational Performance and Change," by W. W. Burke and G. H. Litwin, 1992, *Journal of Management*, 18(3), p. 528 (<https://doi.org/10.1177/014920639201800306>). Copyright 1992 by the Southern Management Association.

As shown in Figure 8, the gap analysis is focused on six components of the Collaborative: mission and strategy, leadership, organizational culture, structure, management practices, and systems (policies and procedures). To determine priority areas, each element is positioned on the Positive Deviance Continuum as a deficit gap, as ordinary, or as an abundance gap (Rothwell et al., 2016).

### ***Mission and Strategy: Ordinary***

Burke and Litwin (1992) defined mission and strategy as the purpose of the organization and how these are achieved over time. Mission and strategy set an important foundation and a shared psychological state for change readiness (Weiner, 2009). Mission and strategy at the Collaborative are linked directly to conditions of resource dependency, including goal displacement and loss of autonomy as described in Chapter 1. While these conditions have a significant impact on confidence in leadership, specifically related to effectiveness, consideration of factors associated with resource dependency are considered out of scope for my personal leadership position and this OIP. As a result, this component is categorized as ordinary on the continuum.

### ***Leadership: Deficit Gap***

Burke and Litwin (1992) defined leadership as a sense of overall organizational direction and as behaviour role modelling for employees. The change readiness assessment conducted in Chapter 1 identified senior leaders at the Collaborative as key actors in the change process, both as individuals and as a group. Leadership plays an important role in achieving the desired future state of an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996) and is shown to positively predict exploitative and exploratory activity among employees (Alghamdi, 2018).

Effective leadership in an ambidextrous environment requires a paradoxical style that both enables and manages staff and encourages both exploratory and exploitative activity (Kauppila & Tempelaar, 2016). This paradoxical approach to leadership involves both opening and closing leadership behaviours (Alghamdi, 2018), both of which are captured in the conceptual framework for leadership in an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996) presented at the beginning of this chapter. While both enabling and managing approaches are currently active in the Collaborative, there is a strong orientation towards

exploitative activity and no common understanding of ambidextrous leadership in theory or practice. As a result, there are no formal and informal mechanisms to encourage this behaviour among leaders in the Collaborative, which presents a barrier towards the goal of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). As a result, leadership is categorized as a deficit gap on the continuum.

***Organizational Culture: Abundance Gap***

An ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996) requires a “participative organizational culture which empowers organizational members, allowing them ample flexibility to switch between exploitative and explorative activities” (Lam, 2019, p. 175). This OIP adopts Schein and Schein’s (2017) definition of organizational culture as “a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness” (p. 6). The participative culture that is required in an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996) is currently present throughout the Collaborative despite the fact that it is not encouraged or supported by the functional silo structure. As a result, it is determined that the desired organizational culture is present to support the change process towards ambidexterity. Given this positive orientation to the change process, organizational culture is identified as an abundance gap on the continuum.

***Management Practices: Deficit Gap***

Management practices are defined as the routine actions and behaviours that managers perform in the execution of the organizational strategy (Burke, 2018). In this way, management practices are understood to be distinct from the visioning and influencing activities of leadership described above and therefore require separate examination (Burke, 2018; Burke & Litwin, 1992). Effective management practices are required in an ambidextrous environment to balance dual

explorative and exploitative activities so that one does not dominate over the other (Lam, 2019). For the Collaborative, effective management practices for ambidexterity are needed at both the senior leadership and middle management layers of the organization. Middle managers, also known as issue sellers in the context of this OIP, are identified as key change agents in the Collaborative and are known to be pivotal to sustaining organizational learning (McKenzie & Varney, 2018). Currently, in the Collaborative, there are no formal or informal structures to encourage ambidextrous management practices among leaders or issue sellers, which presents a barrier to achieving the desired future state. As a result, management practices are categorized as a deficit gap on the continuum.

***Structure: Deficit Gap***

Structure is defined as the ordering and arrangement of organizational units, functions, and purposes (Burke, 2018). Structure is an important component of any ambidextrous learning organization to ensure innovative activity is supported and actions are guided and coordinated (Lam, 2019). A high-functioning ambidextrous learning organization balances flexibility, or free spaces, with reporting relationships and decision-making processes (Lam, 2019; Uhl-Bien & Arena, 2018). The current structure of the Collaborative is siloed, functional, and oriented towards exploitative activity. The needed change may include the adoption of alternative structures to open up the free space required for adaptability and ambidexterity (Uhl-Bien & Arena, 2018). Currently, in the Collaborative, the functional silo structure is too rigid to allow for ambidexterity and therefore presents a barrier towards the goal of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). As described in Chapter 1, the use of functional silos as an approach to organizing also results in a rift between the espoused collaborative and innovative mission of the organization and the reality of the work environment. This has a direct impact on the problem of practice as the perception that leaders are in touch and maintain shared values are key indicators of

confidence (Rosenthal et al., 2009). As a result, structure is categorized as a deficit gap on the continuum.

### ***Systems (Policies and Procedures): Ordinary***

Burke and Litwin (1992) define systems as policies and other standardized tools that facilitate work across the organization, including reward systems, information systems, and performance appraisals. In the Collaborative, technical systems and information systems are generally well aligned with ambidextrous learning; however, change may be required to ensure that reward systems and performance appraisals are aligned with the priorities of dual learning. Given the neutrality of this assessment, systems (policies and procedures) are classified as ordinary on the continuum.

Table 4 provides a summary view of each element along the continuum. Three deficit gaps are identified as areas of focus for solutions: leadership, management practices, and structure.

**Table 4**

#### *Summary of Gap Analysis Components along the Continuum*

Component	Deficit gap	Ordinary	Abundance gap
Mission and strategy		✓	
<b>Leadership</b>	✓		
Organizational culture			✓
<b>Management practices</b>	✓		
<b>Structure</b>	✓		
Systems (policies and procedures)		✓	

As summarized in Table 4, the gap analysis identified three areas of focus for change in the Collaborative to enable progression towards the goal of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). A modified version of Burke and Litwin's (1992) Causal Model of Organizational Performance and Change was used to identify organizational components for analysis. Those components were considered along a continuum to identify priorities, as demonstrated in Table 4. Following the gap analysis, there are three organizational components that are in scope for my personal leadership role and present a barrier to achieve the

desired future state of ambidexterity: leadership, management practices, and structure. These three areas are prioritized in the section on Possible Solutions to Address the Problem of Practice.

### Possible Solutions to Address the Problem of Practice

This section presents four proposed solutions to address a loss of confidence in leadership in a resource dependent nonprofit organization referred to anonymously as the Collaborative. Following the analysis of the conditions in the Collaborative as discussed in Chapter 1, it is expected that two current indicators of a loss of confidence in leadership will be resolved if the desired future state of organizational ambidexterity is achieved. Table 5 provides a summary of the benefits, drawbacks, scale, and priority area of each solution as identified in the gap analysis.

**Table 5**

#### *Analysis of Possible Solutions to the Problem of Practice*

#	Solution	Description	Priority area(s)	Benefits	Drawbacks
1	Status quo	Maintain current state	n/a	No time, effort, or cost	Problem of practice persists with risk to organizational viability
2	Dual structures for ambidexterity: <i>change at the organizational level</i>	Create a new unit for explorative learning	Structure	Fresh start  Change is fixed in structure	Significant cost and effort  Resistance to top-down change  Risk to business continuity  Out of leadership scope
3	Ambidextrous leadership training and coaching: <i>change at the individual level</i>	Training for awareness of ambidexterity  Leadership coaching to prevent regression	Leadership, management practices	Effectiveness of training  No time and effort for most staff  Low risk to business continuity	Moderate cost and effort  Resistance to learn  Trickle-up effect and knowledge lost if senior leader leaves  Availability of training
4	Contextual ambidexterity pilot: <i>change at the group level</i>	Test ambidexterity to generate buy in over time	Structure, leadership, management practices	Targeted and customized  Employee empowerment In leadership scope	Moderate effort  Low cost



In this section, I analyze and compare each solution in terms of resource requirements, including time, effort, and cost. Solutions are also assessed for compatibility with the political environment, the continuous postmodern view of change (Chia, 2005) and the iterative nature of the complex responsive processes perspective (Griffin & Stacey, 2005). The following sections perform an analysis of solution benefits, drawbacks, feasibility, and alignment with my personal leadership position and scope. The option to maintain the status quo is also examined and refuted as unacceptable to address the problem of practice.

### **Solution 1: Maintain the Status Quo**

The option to maintain the status quo would appeal to those individuals in the Collaborative who are unaware of the benefits of ambidexterity and therefore would be happy to live with the current state to avoid a change process. Resistance may focus on past success achieved under the current model. Senior leaders may also argue caution and prudence given the existing change fatigue and pressure on the Collaborative from uncontrollable external factors, such as political shifts and technological change. The additional benefits of this solution are that it involves no time, effort, or financial resources.

The drawback of maintaining the status quo is that the lack of confidence in leadership persists, organizational trust diminishes, and innovative behaviours decline (Yu et al., 2018). The decline of innovative behaviours impacts organizational value and the ability to respond efficiently and effectively in a volatile environment (O'Reilly & Tushman, 2016). As a result, the solution of maintaining the status quo is insufficient and incremental change towards becoming an ambidextrous organization is vital to the viability of the Collaborative.

### **Solution 2: Dual Structures for Ambidexterity**

The second possible solution is the development of dual structures for ambidexterity. This solution targets structure as a priority area identified in the gap analysis. The change is occurring at the

organizational level and assumes that shifts in the shape and structure of the Collaborative will help move towards the desired state of organizational ambidexterity (Myers et al., 2012). A dual structure is defined as the compartmentalization of explorative and exploitative work into distinct business units (Lam, 2019).

In Chapter 1, I described the current state of the Collaborative as monodextrous, off balance, and oriented towards exploitative activities. A dual structure approach, as first described by Tushman and O'Reilly (1996), involves simultaneously holding multiple and contradictory structures within one organization to restore ambidexterity. Often this is achieved through the creation of a separate business unit that is focused entirely on explorative activity, double-loop learning, and innovation (O'Reilly & Tushman, 2016). In the Collaborative, there is no department that could be converted to this purpose. Consequently, this solution would involve the creation of a new business unit resulting in substantial change to the existing organizational structure. It would also result in new hiring as well as the redeployment of some employees to new assignments. It is estimated that ongoing salary costs for the creation of a new business unit with one senior leader, one manager, and three coordinators would be approximately \$387,000 per year.

This solution has two main benefits. First, it offers a fresh start for organizational ambidexterity with immediate effect. Because of the gravity of the change, this solution ensures that exploitative and explorative activities required for organizational ambidexterity have dedicated resources. This model is correlated with organizational success across many different sectors allowing companies to innovate and diversify into new markets while maintaining a steady core operational business (O'Reilly & Tushman, 2016).

Although a dual structure may be feasible in a large, well-resourced corporation like IBM or Cisco (O'Reilly & Tushman, 2016), there are several factors that make it unrealistic for a small government-funded nonprofit like the Collaborative. First, the substantive and ongoing costs of creating

a new business unit and hiring new staff are significant. O'Reilly and Tushman (2016) warned that investment in an innovative unit must be well protected by senior management to succeed. In the case of the Collaborative, this commitment would likely require government agreement and support. Second, the top-down approach to change required for the development of a new business unit may not achieve the level of employee engagement required for success in the Collaborative (Myers et al., 2012). Employee engagement is essential in the Collaborative where pluralist norms mean respect for diversity of interests and distributed power (Bolman & Deal, 2017). Third, any large-scale change process would be disruptive to regular operations, posing a risk to business continuity that is untenable in the existing political and economic environment. Finally, given the significant resource considerations, a change of this magnitude is out of the scope of my influence as a change leader.

### **Solution 3: Ambidextrous Leadership Training and Coaching**

The third solution is ambidextrous leadership training and coaching to enable both exploratory and exploitative learning and activity within a team (Kauppila & Tempelaar, 2016). Leadership training is defined as programming designed to improve knowledge, skills, and abilities in leaders, and coaching is the process by which leaders learn and transfer these skills or behaviours to the environment (Lacerenza et al., 2017). The importance of leadership and management in organizational ambidexterity is well established (Raisch & Birkinshaw, 2008; Rosing et al., 2011). Leaders play a role in balancing both exploitative and explorative activities at the organizational level (Raisch & Birkinshaw, 2008) and at the individual level (Kauppila & Tempelaar, 2016).

Because ambidextrous leadership includes both opening and closing behaviours (Alghamdi, 2018), two priority areas are addressed: leadership and management practices. The solution is classified as individual change and assumes that adjustments to personal skills, views, and behaviours will increase ambidextrous activity in the Collaborative (Myers et al., 2012). It is estimated that the annual

cost of ambidextrous leadership training (\$4,900) and coaching (\$117,500) for five senior leaders would be \$122,400.

While both enabling and managing capabilities are present in the senior leadership team at the Collaborative, there is no understanding of how both can be leveraged for organizational ambidexterity. All senior leaders are currently biased towards either explorative activity (opening) or exploitative activity (closing). Training would focus on both opening and closing leadership behaviours specific to ambidextrous leadership (Rosing et al., 2011) as well as on the flexibility to switch between the two styles (Alghamdi, 2018; Rosing et al., 2011). Given the depth of the learning and growth that must occur for change to be successful, a single training session is insufficient. An investment in leadership coaching would be required for an extended period to ensure that the learning is retained and the training is transferred to the work environment (Bhatti et al., 2014). The leadership coaching would prompt active application of lived experience and reflection known to be critical to leadership development (Boak & Crabbe, 2019).

This solution has three core benefits. First, leadership training is proven to be effective in changing skills and behaviours across a variety of organizational environments (Lacerenza et al., 2017). Second, time and effort requirements are limited to the senior leadership team, therefore reducing the risk of change fatigue for employees. Third, there is low risk in terms of business continuity. While it would require time and effort on behalf of the senior team, it is feasible to execute within the regular operations of the organization without significant disruption.

This solution has five drawbacks. First is the moderate budget available for covering the cost of training and coaching. The Collaborative has dedicated annual resources for professional development of \$2,500 per person that could be accessed; however, the \$122,400 required for training and coaching would far exceed the current budget allocation. The additional \$109,900 associated with this solution would need to be reallocated from a project budget line overseen by one of the senior leaders, which

may cause conflict. Second is the potential for resistance to learning a new dual approach, which means that learner readiness and motivation are not guaranteed (Bhatti et al., 2014). Third is the trickle-up effect, which suggests leadership training is more likely to improve organizational outcomes rather than employee outcomes (Lacerenza et al., 2017). Given that this problem of practice is focused on a loss of confidence in leadership, employee outcomes and satisfaction are of primary concern. Fourth is the risk of knowledge loss if a senior leader chooses to leave. Given the high turnover rates at the Collaborative, this is likely. Fifth, the fact that ambidextrous leadership is a relatively new and emerging field means that high-quality training and coaching services may not be readily available.

#### **Solution 4: Contextual Ambidexterity Pilot**

The fourth solution involves the formation of a cross-functional pilot project team to test the validity of the contextual ambidexterity approach. Cross-functional teams are defined as autonomous work groups composed of diverse members with different perspectives, backgrounds, specializations, and expertise (Adamovic, 2020). In contrast to the dual structures for ambidexterity proposed in Solution 2, contextual ambidexterity is defined as achieving explorative and exploitative learning within a single organizational unit (Lam, 2019). A contextual approach enables employees and leaders to see the reciprocal relationship between innovation and alignment activities as “mutually reinforcing processes” rather than separate spheres in a dual structure model (Kerry & DeSimone, 2019, p. 366).

In the Collaborative, this means employees have agency to judge how and when to engage in explorative and exploitative activities (Gibson & Birkinshaw, 2004). In a high-functioning contextual ambidextrous environment, this individual judgement is well supported by systems and processes that allow dual learning to flourish (Gibson & Birkinshaw, 2004). This solution is classified as group-level change that assumes deepened social interactions and relationships across functional silos to generate and sustain ambidexterity in the Collaborative (Myers et al., 2012). Because this solution touches two existing structural units and the leadership and management practices required to sustain them, it

targets all three deficit areas identified in the gap analysis. The estimated one-time costs of creating a pilot project team are \$54,708 for the existing salaries of nine individuals at different job rates and different levels of engagement ranging between one and eight weeks. A detailed breakdown of these costs, including individual salary and length of engagement, is provided in Chapter 3.

This solution involves the formation of a pilot team “as a mechanism to facilitate sociological and psychological processes of change through the act of designing, experimenting and implementing localized...change” (Kempster et al., 2014, p. 154). The use of a pilot approach is appropriate in the Collaborative because new projects often arise unexpectedly and there is an established culture of experimentation in which the premise of a pilot is understood and accepted. In change management, a pilot can be used to foster greater inclusivity of stakeholders (Pasmore et al., 2019) and bottom-up approaches are understood to generate commitment and ultimate realization of strategic reorientation in public sector environments (Sminia & Van Nistelrooij, 2006). As a result, the solution is framed as a pilot for change with employees engaged in design, implementation, iteration, evaluation, and communication of learning and results (Kempster et al., 2014). In addition, the diversity of perspectives and backgrounds that are needed for a strong cross-functional team (Adamovic, 2020) is easily assembled in the Collaborative through a combination of librarians, educators, finance professionals, and IT professionals.

This solution has five core benefits. First, it is targeted and small in scale. In contrast to the disruptive large-scale change of Solution 2, this incremental change towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O’Reilly, 1996) is well aligned with the complex environment of the Collaborative (Griffin & Stacey, 2005). Second, employee engagement in pilot design and implementation is known to contribute to successful change management processes (Kempster et al., 2014). This emphasis on co-constructing the change is important in a pluralist environment like the Collaborative and well aligned with my position

as a collaborative leader. In contrast to the top-down approach of Solution 2, or the leader-only approach of Solution 3, the contextual ambidexterity pilot will enable meaningful employee engagement that improves the likelihood of success for the change initiative (Myers et al., 2012; Sminia & Van Nistelrooij, 2006). Third, the pilot provides an opportunity to design contextual ambidexterity that is tailored to the Collaborative. Although there are frameworks that demonstrate a positive relationship between ambidextrous leadership and ambidextrous employee behaviour (Alghamdi, 2018), the distinct context in which the Collaborative operates may require a custom approach. Finally, the proposed solution is feasible because it is well within the purview, power, and influence of my leadership position outlined in Chapter 1.

There are two drawbacks to the pilot solution: the moderate time and effort for individuals involved, and the presence of competing priorities. Costs include a modest contribution of staff time and salaries, totalling \$54,708 and ranging in engagement from one to eight weeks. While these costs are already included in the annual budget, the reallocation of time would require agreement from the chief executive officer and other senior leaders. Given the small size of the organization, it is feasible to obtain this agreement.

The more challenging factor is the variety and intensity of competing priorities in the Collaborative, which may result in the pilot being postponed indefinitely in lieu of other more pressing priorities. While this is an important consideration, it can be mitigated by ensuring that the project selected for the contextual ambidexterity pilot is a high priority and within the existing scope for the organization. If the pilot can be incorporated into regular work activities, the design, implementation, iteration, evaluation, and communication of the pilot can be considered minimal when distributed across a team. In addition, it is recommended that the pilot project take place over the summer months when the workload is usually more manageable.

A comparison of the estimated cost, time, and effort required for each solution is provided in Table 6, and each element is rated on a scale of 0–5 with 0 being no impact and 5 being a significant impact. A cost range is provided for Solution 3 to indicate the difference in spend depending on approval to use existing professional development funds. Following the analysis of all four solutions, it is determined that Solution 4, the contextual ambidexterity pilot, is the most promising opportunity for change towards ambidextrous learning in the Collaborative.

**Table 6**

*Comparison of Resource Requirements by Solution*

Solution	Estimated Cost	Time (scale of 0–5)	Effort (scale of 0–5)	Cost (scale of 0–5)	Total
1. Maintaining the Status Quo	\$ 0	0	0	0	0
2. Dual Structures for Ambidexterity	\$387,000	4	4	5	13
3. Ambidextrous Leadership Training and Coaching	\$109,900– 122,400	2	3	3	8
<b>4. Contextual Ambidexterity Pilot</b>	<b>\$ 54,708</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>

The selection of Solution 4, the contextual ambidexterity pilot, is made following a comparative analysis of resource requirements, feasibility in terms of leadership position and scope, compatibility with the environment, and appropriate change framework selected. Solution 4 has a relatively low impact because it builds on existing elements present in the Collaborative: a comfort with experimentation, a desire for employee engagement, the availability of new projects, and existing leadership scope and influence. In addition, Solution 4 leverages the benefits of a pluralist environment and is aligned with my personal leadership approach to empowering employees through coactive power (Carlsen et al., 2020; Follett, 1924/1951). Finally, Solution 4 is well suited to an iterative approach in a

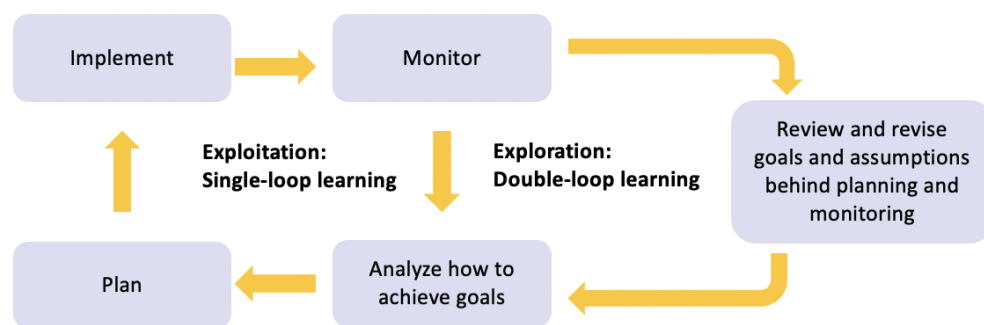


continuous change environment, as identified in this chapter. For all of these reasons, Solution 4 is selected to start the Collaborative on its journey towards achieving ambidexterity.

A single-loop and double-loop learning model, illustrated in Figure 9, is adopted to facilitate continuous improvement cycles throughout the contextual ambidexterity pilot. This approach incorporates and builds on the core iterative components of a PDSA model, but adds the critical double-loop stage. The members of the pilot team are engaged in a process of continuous improvement captured in four steps: plan, implement, monitor, analyze. In addition to this fundamental PDSA-type approach, the cycle is regularly interrupted by a double-loop learning process in which goals and assumptions are questioned, reviewed, and revised. This combination of double-loop learning and single-loop learning, first described by Argyris and Schön (1978), is fundamental to ambidexterity and the purpose of this contextual ambidexterity pilot. By simultaneously exploring the concept of ambidexterity and integrating it into the change process, the integrity and purpose of the pilot are upheld.

**Figure 9**

*Single-loop and Double-loop Learning Model*



*Note.* From *Organizational Change: Perspectives on Theory and Practice* (p. 166), by P. Myers, S. Hulks, and L. Wiggins, 2012, Oxford University Press (<https://global.oup.com/ushe/product/organizational-change-9780199573783>). Copyright 2012 Oxford University Press.

A detailed plan outlining the implementation of the conceptual ambidexterity pilot is provided in Chapter 3. Before the change plan is described in detail, an examination of the change process from a moral perspective is provided in the leadership ethics assessment in the following section.

### **Leadership Ethics and Organizational Change**

Leadership integrity builds trust in followers, which generates engagement in the work and the workplace (Engelbrecht et al., 2017). Beyond the inherent benefits of trust and engagement, a high standard of personal and organizational ethical leadership is also of strategic importance in a nonprofit environment, in which members and employees see the Collaborative as a proxy for their “ethical stance towards the world” (Rothschild & Milofsky, 2006, p. 137). This section focuses on ethical considerations and the required actions in the change process from my personal perspective as a leader, as well as from the perspective of my organization. These considerations will be sequenced along two stages of the change framework adopted in this OIP: prelaunch and launch (Burke, 2018). Given that the bulk of the change occurs in the first two phases, this OIP examines those areas with intention. Both stages are mapped to a specific leadership approach as aligned with the conceptual framework for leadership introduced in the Leadership Approaches to Change section at the beginning of Chapter 2.

#### **Prelaunch: Distributed Leadership**

The prelaunch phase of Burke’s (2018) model takes place in advance of the change effort. This phase is important in order to establish change commitment or desire to change (Weiner, 2009) and to focus vision and direction (Burke, 2018). Self-examination is a critical component of the prelaunch phase. In the pluralist norms of the Collaborative, self-examination is a collective experience that involves all members of the organization. As a collaborative leader, I select a planned change approach to ensure that the self-examination process is not reactive but follows an ethical approach to change in which all voices are given equal weight and representation before the change process is initiated (Burnes, 2009). Distributed leadership (Harris & Spillane, 2008) is the primary approach in the prelaunch

phase to enable and empower multiple leaders from all levels of the organization to engage in the practice of leadership (Uhl-Bien & Arena, 2018).

In the prelaunch self-examination phase, there are several ethical considerations that must be addressed to ensure all voices are integrated and valued as part of the process. First, there is the recognition that existing power differentials based on seniority in the Collaborative may impact an individual's willingness to provide input (Voyer & McIntosh, 2013) during the self-examination process of the prelaunch phase. Given that the existing emphasis on functional silos is a source of dissatisfaction within the Collaborative, it is safe to assume that structural power dynamics are present. Second, there is the recognition of systemic structures of discrimination as pervasive and tied to the colonial history of a dominant white culture (Jack et al., 2011). Although the Collaborative has no history of overt discrimination or discriminatory practices, this change process must take ethical action to guard against covert discrimination through microaggressions (Prieto et al., 2016). Awareness of both overt and covert discrimination are aligned to my core value of political responsibility, describe by Young (2004) as the drive of an agent to question norms and structures that cause harm or injustice.

The prelaunch phase will make use of three strategies to address these ethical considerations. First, as an ethical leader, I will include questions of purpose, power, and fairness into early phase questionnaires such as, Will the desired future state affect some people differently than others? (Flood & Finnestrand, 2019). This practice will fit seamlessly into the prelaunch self-examination (Burke, 2018) and act as the floating of a trial balloon for change to assess interest, barriers to inclusion, and potential resistance (Harvey & Broyles, 2010).

Second, as a change leader, I will use Gentile's (2014) Giving Voice to Values (GVV) approach in a town hall setting as part of the collective self-examination process. Through this exercise, ethical practice is supported through the articulation of values, principles, and objectives before making a decision (Gentile, 2014; Rothwell et al., 2016). The use of Gentile's (2014) GVV approach builds muscle

memory for ethical conversations (Rothwell et al., 2016). The use of the GVV approach is described in more detail in Chapter 3. Third, as an ethical leader with a core value of care, I strive to safeguard the well-being of all employees by maintaining an ethic of care framework for leadership throughout the change process.

### **Launch: Adaptive Leadership**

The launch phase of Burke's (2018) model is where the change action occurs. Adaptive leadership (Heifetz, 1994) is the primary leadership approach for the launch phase, with a special focus on creating holding environments. In the holding environment of the launch phase, there is a core ethical issue that must be addressed: the creation of psychological safety. Psychological safety is the feeling of being "(1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the status quo—all without fear of being embarrassed, marginalized, or punished in some way" (Clark, 2020, p. xiv). Psychological safety is connected to high levels of participation, ownership, learning, and problem solving (Clark, 2020), making it an essential component to success in the second-order change process happening in the Collaborative.

As a change leader, I am well equipped to create conditions for psychological safety during the change process so that all participants, regardless of position or power, feel encouraged and welcome to name the elephant in the room, encounter it, and question associated values and norms (Heifetz et al., 2009). However, in order for the change process to be successful, it is also critical that all senior leaders understand the importance of both psychological safety and the holding environment so that ethical practice is maintained and sustained throughout the organization.

The launch phase must be preceded by circulation of educational materials to establish a baseline understanding of the importance of psychological safety. These materials must include strategies to create holding environments that cultivate an environment of discovery, experimentation, and error-acceptance to establish learner safety (Clark, 2020). This knowledge dissemination represents

an ethical responsibility of the Collaborative to ensure that all barriers are removed for active participation in the change process. In addition, senior leaders must make an ethical commitment to enact and adhere to these principles.

In sum, this analysis examined ethical considerations present in both the prelaunch phase, characterized by distributed leadership, and the launch phase, characterized by adaptive leadership. Ethical issues regarding power differentials, microaggressions, and psychological safety were raised as concerns. Approaches were discussed for each phase, including integration of questions of purpose, power, and fairness in questionnaires, Gentile's (2014) GVV framework, and the distribution of educational materials on psychological safety. The ethical considerations established in this section are carried forward and applied to the implementation, evaluation, and communication plans to support the change process presented in Chapter 3.

### **Summary of Chapter 2**

Chapter 2 provided the core planning and development components required to implement a change process towards becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). I established key elements of the change process in alignment with the postmodern, political environment of the Collaborative and my personal position as a collaborative leader, including a multifaceted conceptual framework for leadership in an ambidextrous environment and a continuous, spiral approach to change (Burke, 2018). Results of a critical organizational analysis indicated leadership, management practices, and structure as current barriers to becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996) and were subsequently prioritized in the development and interrogation of four solutions. I assessed each solution according to a comparative analysis of resources, feasibility within scope of the current leadership position, and compatibility with the continuous and nonlinear change framework established at the outset of the chapter. Ultimately, I

selected a contextual ambidexterity pilot project as the most promising solution towards establishing ambidextrous learning in the Collaborative. Finally, I examined the planned change approach through a moral lens and identified critical points of ethical responsibility for both leader and organization. In Chapter 3, I build on the strong theoretical foundation of the previous chapters to develop comprehensive implementation, evaluation, and communication plans to guide the contextual ambidexterity pilot change process in the Collaborative.

### **Chapter 3: Implementation, Evaluation, and Communication**

Chapter 1 introduced the problem of practice as a loss of confidence in leadership and defined confidence as the perception that leaders are in touch and demonstrate shared values with those they serve (Rosenthal et al., 2009). These markers of confidence were aligned with the desired future state and leadership vision for change of becoming an ambidextrous learning organization (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008; Tushman & O'Reilly, 1996). An ambidextrous organization engages in both single-loop learning practices for managerial efficiency and double-loop learning practices for innovative and adaptive environmental changes (Argyris & Schön, 1978; Lam, 2019; Raisch & Birkinshaw, 2008). Chapter 2 introduced a conceptual framework to set a foundation for leadership approaches to change in an ambidextrous environment, and, following a critical organizational analysis, identified four possible solutions to address the problem of practice. The solution to conduct a contextual ambidexterity pilot was selected following an analysis of the benefits, drawbacks, and resource requirements of each proposal.

In Chapter 3, I translate the theoretical foundation established in the previous chapters into concrete action, guided by my personal lens of collaboration, care, and coactive power (Carlsen et al., 2020; Follett, 1924/1951; Tomkins & Simpson, 2015) in order to answer the third guiding question of this OIP: How can the Collaborative begin the journey towards becoming an ambidextrous learning organization? First, the implementation phases are outlined to demonstrate how the chosen solution is executed, with a special focus on generating buy-in for change through empowerment and co-construction of key components. Detailed implementation, evaluation, and communication plans incorporate a nondirective approach to change as aligned with my personal lens as a collaborative leader. All aspects of implementation, evaluation, and communication are addressed through a political postmodern lens that recognizes a plurality of interests and a continuous and incremental approach to

change. The chapter closes with a discussion of the next steps and future considerations following the successful completion of the change initiative.

### **Change Implementation Plan**

This section begins by describing the larger strategy for change, including a discussion of the change initiative as aligned with the context and strategy of the Collaborative and the results of the critical organizational analysis conducted in Chapter 2. The perspectives of social and organizational actors are examined by revisiting the stakeholder analysis conducted in Chapter 1, and a detailed plan to manage the change transition is described. While the implementation plan is presented in sequential phases, this OIP embraces the “paradox of planned organizational change” which recognizes that implementation is often complex and nonlinear (Burke, 2018, p. 29). The acceptance of paradox is deeply rooted in my personal leadership approach, the concept of ambidexterity, and the complex and postmodern scholarship that shapes the perspective of this OIP. As a result, the implementation plan welcomes emergent elements by integrating recursive processes that frequently question underlying goals and assumptions. Special emphasis is placed on bottom-up approaches that empower individuals within the Collaborative and generate a commitment to continuous change, which is appropriate to both my personal leadership approach and the postmodern and political context in which the problem of practice occurs.

#### **Strategy for Change**

In brief, the strategy for change is to pilot a contextual ambidexterity approach to working and learning at the group level (Lam, 2019). The pilot project is designed to be short and applicable to any priority that is identified by the Collaborative senior leadership. In keeping with Griffin and Stacey’s (2005) complex responsive processes perspective selected in Chapter 2, and the pluralist conditions of the Collaborative described in Chapter 1, the strategy for change is both continuous and enabled through a nondirected, facilitated approach. Self-organization (Griffin & Stacey, 2005) is encouraged in



the early phases of the implementation as employees select to join the pilot team and are engaged to cocreate the pilot project plan. This nondirective approach is in keeping with my approach as a collaborative leader. A combination of distributed leadership (Harris & Spillane, 2008; Spillane, 2006) and adaptive leadership (Heifetz, 1994; Heifetz et al., 2009) approaches are deployed at different phases of the plan as aligned with the conceptual framework for leadership established in Chapter 2.

In addition, the change strategy recognizes and embraces the political conditions of the Collaborative in two ways. First, by opening up space for productive conflict to occur in which individuals share in the “confrontation of different ideas, values, desires, interests and opinions” (Contu, 2019, p. 1457). In keeping with the political perspective, this plan embraces conflict as a productive norm and intentionally creates spaces in the implementation plan for diverse opinions to be shared with the potential to impact the change process.

Second, the implementation plan focuses on empowering stakeholders to play key roles in the change implementation process. A detailed description of stakeholder empowerment is provided in a subsequent section. As an ethical leader, my approach to conflict and empowerment is also grounded in a recognition that implicit structural and discriminatory power disparities persist through all processes, even those built on collaborative foundations (Flood & Finnestrand, 2019). As a result, the integration of ethics checks throughout the implementation plan are designed to address the challenges described in the Leadership Ethics and Organizational Change section in Chapter 2.

### ***Strategic Alignment***

There are two features of the solution and change plan that are aligned with the context of the Collaborative’s overall organizational strategy. First, the Collaborative has a technology and innovation mandate that is likely to be maintained given the growing importance of technological trends in postsecondary education as outlined in the PEST analysis conducted in Chapter 1. The proposed solution is well aligned with the goal of ensuring that the Collaborative is well positioned to deliver on its

innovation mandate by exploring effective cross-functional and collaborative methods of working. Second, growing dissatisfaction among staff with siloed approaches to working has led to values incongruence and a lack of confidence that leaders are in touch with the needs and concerns of employees (Rosenthal et al., 2009). The proposed contextual ambidexterity pilot addresses the dissatisfaction with functional silos by piloting a collaborative approach to working that incorporates diverse voices from across the organization.

These points of alignment are reflected in the critical organizational analysis conducted in Chapter 2, which identified organizational culture as an abundance gap that serves the experimental pilot approach of the selected solution. This OIP adopts Schein and Schein's (2017) definition of organizational culture as "a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness" (p. 6). The shared assumption across the Collaborative is that a pilot is a familiar and welcome method to explore something new without significant risk or commitment. In these ways the change plan fits within the context of the overall strategy at the Collaborative as well as the organizational culture of experimentation. These points of alignment suggest that the change plan also has the potential to improve conditions for employees, as described in the next section.

### ***Improving Experience for Employees***

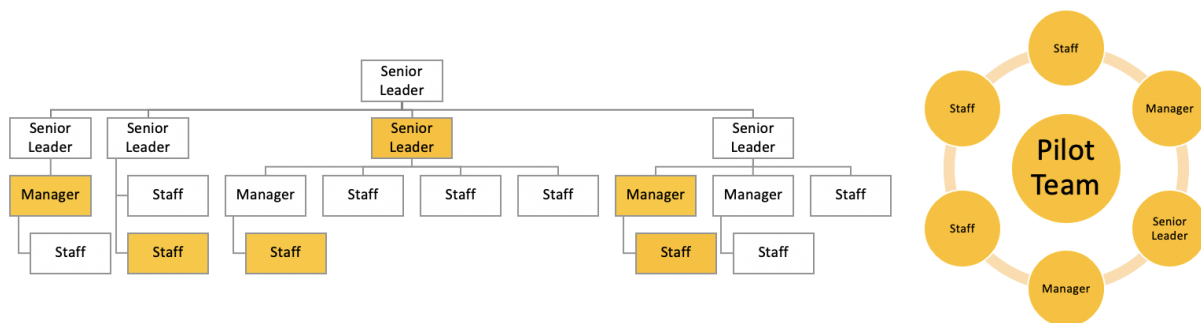
The successful implementation of the change plan will lead to an improved situation for employees in the Collaborative because it provides an opportunity to explore a new cross-functional approach to working within the accepted organizational culture of experimentation. Previously expressed dissatisfaction with functional silos and a desire to learn from different colleagues combine to build change commitment, or desire for change, which is identified as required in the organizational change readiness analysis in Chapter 1 (Weiner, 2009). While potential acceptance of the change initiative is high due to these factors, the implementation plan does not take this for granted. Instead,

the plan incorporates steps for collective self-examination (Burke, 2018), reflection, and empowerment of employees from across the organization to ensure ample opportunity for engagement and input.

In addition, the plan establishes a path to ensure that the pilot team assembled is diverse and includes individuals who are oriented towards both exploitative and explorative activity (March, 1991). Both types of activity must be present within the pilot team to achieve contextual ambidexterity, providing individuals with the freedom to pursue both types of learning, depending on the task required (Lam, 2019). While a new organizational chart will not be required for this solution, Figure 10 demonstrates the ideal distribution of pilot team members as cross-referenced to the existing organizational structure described in Chapter 1.

**Figure 10**

*Pilot Team Composition Cross-Referenced to Organizational Chart*



In this composition, my personal leadership position is represented in the role of Senior Leader. The pilot team represents the holding environment in which adaptive leadership practices described in the conceptual framework for leadership in Chapter 2 are enacted (Heifetz, 1994; Heifetz et al., 2009). The key feature of this approach is that there is a high degree of diversity in the composition of the pilot team in terms of role, area of responsibility or expertise, reporting relationship, and positional power. The next section describes the phases of the implementation plan in detail, including approaches to understand stakeholder reactions, empowerment of stakeholders, supports and resources required, strategies to build momentum, and potential issues and mitigation strategies.

### **Implementation Plan for Managing the Transition**

The implementation plan to run a contextual ambidexterity pilot at the Collaborative has five phases as detailed in Table 7. Each phase is aligned with Burke's (2018) prelaunch, launch, and postlaunch steps and includes goals, limitations, resources, key stakeholders, a timeline, and milestone markers. Financial costs are outlined in the Supports and Resources section later in the chapter. While the implementation plan is linear, a revision stage at the end of each phase signals the adoption of a processual approach (Dawson, 2003), which recognizes that the complex political and postmodern context may cause plans to change.

### ***Stakeholder Reactions to Change***

Understanding stakeholder reactions is a critical component of change implementation at the Collaborative. From my perspective as a collaborative leader, resistance is considered a normal and appropriate form of feedback (Ford & Ford, 2009) and spaces are intentionally created throughout the change process for resistance to be aired and integrated into the plan. The "resistance as a resource" (Ford & Ford, 2009, p. 99) mindset is applied in this change implementation plan in Phase 1 in the prelaunch town hall, as detailed in Table 7. According to Burke (2018), the prelaunch phase includes the work of self-examination, usually performed individually by the change leader. Given the small size of the Collaborative, this OIP expands the self-examination process to encompass the entire organization of under 20 people in a town hall gathering. According to Burke (2018), an event can focus attention on and confirm the reality of the upcoming change effort.

The goal of the Phase 1 town hall is to "float a trial balloon" of contextual ambidexterity and assess resistance (Harvey & Broyles, 2010, p. 53). Given the political environment, it is expected that conflict will occur. As a collaborative leader, I will facilitate dialogue, considering it an opportunity for "just-in-time intervention" to resistance by asking the question: When you think about this pilot, or contextual ambidexterity more broadly, what are your main preoccupations? (Bareil, 2013, p. 65).

Table 7

*Detailed Change Implementation Plan*

Goals	Implementation	Limitations	Resources	Stakeholders	Time and Milestones (M)
Self-examination; “float a trial balloon” of contextual ambidexterity (Harvey & Broyles, 2010, p. 53)	<b>PHASE 1 Prelaunch: Town Hall</b>	Competing priorities	Human: Senior leader, issue sellers	Issue sellers	2 months
Assess resistance (Harvey & Broyles, 2010)	Issue sellers to design town hall presentation	Issue sellers’ willingness to sell (Randel et al., 2019)	Information: Educational materials on psychological safety	Employees	M1: Agreement to proceed with town hall
Establish need for change; generate interest and buy-in	Support issue sellers in delivery of town hall	Willingness to “lend” issue sellers	Financial: \$9,000 salaries for senior leader and issue sellers		M2: Commitment from issue sellers
	Giving Voice to Values (Gentile, 2014)	Expressed resistance during town hall			M3: Design town hall
					M4: Deliver town hall
<i>Phase 1: Review and revise goals and assumptions.</i>					
<i>Record responses at town hall and adjust plan accordingly. Conduct first Resistance to Change Questionnaire (Harvey &amp; Broyles, 2010).</i>					
Select project for pilot	<b>PHASE 2 Launch: Pilot</b>	Competing priorities	Human: Senior leader	Senior leaders	1 month (1 milestone bi-weekly)
Form pilot team with diverse participation	Senior leadership team selects project	Lack of agreement regarding project	Financial: \$2,750 salary for senior leader	Pilot team	M5: Pilot team opportunity is posted
	Post opportunity to join pilot team, allowing employees to self-select	Lack of volunteers or lack of diversity for pilot team			M6: Pilot launch
<i>Phase 2: Review and revise goals and assumptions.</i>					
<i>Meet with senior leaders to understand interests related to project selection. Conduct second Resistance to Change Questionnaire (Harvey &amp; Broyles, 2010).</i>					
Cocreate pilot project plan which considers alternation of work roles as a key feature of contextual ambidexterity (Lam, 2019)	<b>PHASE 3 Launch: Cocreate pilot project plan</b>	Competing priorities	Human: Senior leader, pilot team	Pilot team	1 month
	Pilot team cocreates project plan phases, tasks, and milestones	Conflict regarding alternation of established work roles	Financial: \$9,000 salaries for senior leader and pilot team		M7: Pilot plan cocreated
	Agree to alternation of work roles (Lam, 2019)	Anxiety for task outside of work role			M8: Pilot project plan shared with whole organization

Goals	Implementation	Limitations	Resources	Stakeholders	Time and Milestones (M)
<i>Phase 3: Review and revise goals and assumptions.</i>					
<i>Establish practice of relational pauses and group reflection to address adversity-triggered anxiety (Barton &amp; Kahn, 2019). Design Success Case Method (Brinkerhoff, 2003) steps 1–2: plan the SCM and create an impact model.</i>					
Execute pilot project plan	<b>PHASE 4 Launch: Execute pilot project plan</b>	Competing priorities	Human: Senior leader, pilot team, note taker	Pilot team	3 months
Build group resilience and understanding of contextual ambidexterity	Members of pilot team complete assigned tasks, returning to the group for bi-weekly (Mon, Wed) check-in meetings  End of week (Fri) group guided reflection on goals and assumptions	Conflict regarding alternation of established work roles  Individual or group anxiety regarding ability to complete task outside of established work role	Financial: \$22,208 salaries for senior leader, pilot team, and note taker	Note taker	M9: Complete all tasks outlined in project plan
<i>Phase 4: Review and revise goals and assumptions.</i>					
<i>Establish practice of relational pauses and group reflection to address adversity-triggered anxiety (Barton &amp; Kahn, 2019). Conduct Success Case Method (Brinkerhoff, 2003) steps 3–4: survey all participants and conduct interviews.</i>					
Share results of Success Case Method (Step 5) with whole organization	<b>PHASE 5 Postlaunch: Town Hall</b>	Competing priorities	Human: Senior leader, pilot team	Senior leader	1 month
Generate list of next steps	Design and deliver session to share results of SCM evaluation.  Maintain momentum by generating list of next steps	Disagreement regarding next steps	Financial: \$11,750 salaries for senior leader and pilot team	Pilot team	M10: Share pilot results and reflection with senior leadership  M11: Hold town hall to share pilot results and reflection

As an ethical leader, I recognize that resistance to change can vary in intensity and expression (Bareil, 2013). To accommodate these shifts, I will distribute a questionnaire at two separate intervals before the change process begins. This will provide multiple avenues for stakeholder feedback and ensure questions of purpose, power, and fairness are interrogated (Flood & Finnestrand, 2019). The purpose of the stakeholder questionnaire is to surface concern, identify barriers, and understand resistance factors (Harvey & Broyles, 2010) that may be otherwise unspoken due to power disparities. Questionnaire elements touch on themes of ownership, security, comfort, confidence, and inclusion in the change process (Harvey & Broyles, 2010). The results of this questionnaire will be used to understand the current climate, identify ethical concerns, and develop resistance antidotes that increase ownership, security, and inclusion in the change process. More information on Harvey and Broyles's (2010) Resistance to Change Questionnaire will be provided in the Evaluation and Monitoring Plan section.

### ***Empowering Stakeholders***

As a collaborative leader, I place high value on the empowerment of stakeholders as active participants in the implementation plan process. Drawing on Follett's (1924/1951) concept of coactive power established in the Leadership Position and Lens Statement section in Chapter 1, this implementation plan creates spaces that support organizational creativity by fostering conflict and connection (Carlsen et al., 2020). This OIP adopts the definition of coactive power as power *with* and power *to* rather than power *over* (Follett, 1924/1951). The focus on power is appropriate given the pluralist and political environment in which the problem of practice occurs. Stakeholder empowerment approaches are enacted in Phases 1 and 3 of the implementation plan.

The first opportunity for stakeholder empowerment in the implementation plan comes in Phase 1, when the concept of coactive power (Carlsen et al., 2020; Follett, 1924/1951) is applied in the engagement of issue sellers to create and deliver the town hall session on contextual ambidexterity.

Issue sellers are middle managers who are in a strong position to influence others to change through a combination of strategic, relational, and normative knowledge (Dutton et al., 2001). Issue sellers were identified as key players in the Leadership Focused Vision for Change section in Chapter 1. Willingness to sell the idea of contextual ambidexterity is expected to increase if issue sellers are actively engaged in the design of the town hall session content and the larger decision-making process (Randel et al., 2019).

The second opportunity for stakeholder empowerment in the implementation plan comes in Phase 3 when the pilot team is engaged to cocreate the project plan. It is important to note that the formation of the pilot team is nondirective, meaning members of the team select to join and engage based on their own interests. This process is aligned with the political pluralist perspective which considers a variety of individual motivations (Bolman & Deal, 2017). In recognition of the diversity of interests and motivations for change, the pilot team builds the project plan together, considering phases, milestones, tasks, and the concept of alternation of work roles as a key feature of contextual ambidexterity.

Equally important to the empowerment of stakeholders is my role as a leader in facilitating the pilot process. This facilitation takes place using the adaptive leadership approaches identified in the conceptual framework introduced in Chapter 2, most specifically the concept of a holding environment (Heifetz, 1994). This approach draws on Heifetz's (1994) idea of the "leader as educator...to engage the parties in a process of inquiry that accounts for their fear or pain, if learning is to be produced" (p. 245). As an ethical leader, I ensure that psychological safety is maintained in the holding environment to encourage high levels of learning and participation (Clark, 2020). For example, the practice of relational pauses and group reflection is leveraged in the holding environment to address adversity-triggered anxiety (Barton & Kahn, 2019) that may be connected to alternation of established work roles implicit in contextual ambidexterity. Throughout this OIP, I have argued that empowerment and engagement of organizational actors is imperative in a pluralist environment. This commitment to coactive power at all



levels of the organization is further described in relation to change-based momentum in the next section.

### ***Strategies to Build Change-Based Momentum***

This change implementation plan adopts Jansen's (2004) concept of change-based momentum to describe the forward motion and energy associated with "pursuing a new trajectory" of contextual ambidexterity in the Collaborative (p. 277). This lens on momentum is aligned with the second-order change (Myers et al., 2012) that is required to address the problem of practice at the Collaborative, which involves rethinking and reassessing ways that employees and leaders work, learn, and collaborate with each other. For example, the contextual ambidexterity pilot involves alternation of work roles within the project, which is a substantial departure from the current functional silos.

Strategies to build and sustain change-based momentum in the implementation plan include engagement of top-down and bottom-up sources (Jansen, 2004). Top-down support is sought from the outset of Phase 1, before issue sellers are engaged in design and delivery of the town hall. The presence and demonstration of senior leadership support at the town hall is critical to establishing change-based momentum in connecting the change as central to the future survival and success of the organization (Barker et al., 2018).

Bottom-up sources for change-based momentum are captured in the stakeholder empowerment efforts of Phases 1 and 3, in which issue sellers are positioned to generate enthusiasm for the change effort and laterally influence colleagues. Momentum is also maintained through the intentional sharing of small wins and milestones achieved throughout the pilot process (Barker et al., 2018; Kotter, 2007). The detailed change implementation plan outlined in Table 7 identifies 11 milestones that are designed to build and maintain momentum throughout the change process. Milestones and communication of small wins are also captured in the Plan to Communicate the Need for Change and the Change Process section in this chapter.

### ***Supports and Resources***

The support and resource requirements of the contextual ambidexterity pilot are low and reasonable. This is important in a small, nonprofit environment like the Collaborative where it is difficult to obtain support for a resource-intensive solution. The comparison of solutions by resource requirements described in Chapter 2 (see Table 6) provides an important foundation for the selection of the contextual ambidexterity pilot as the chosen solution. A breakdown of estimated costs specific to the pilot is provided in Table 8. Total costs are estimated to be \$54,708 for existing salaries, with varying levels of participation and duration of engagement accounted for according to the phases of the implementation plan.

**Table 8**

#### *Summary of Pilot Costs*

Type	Description	Cost
Staff salary	1 x Senior leader	\$22,000
Staff salary	2 x Issue sellers	\$ 6,250
Staff salary	5 x Pilot team	\$25,000
Staff salary	1 x Note taker	\$ 1,458
Total		\$54,708

There are no new financial or technological resources required for the pilot. Given the heavy reliance on people and time to complete the pilot successfully, it is critical to address any associated constraints.

Potential mitigation strategies are discussed in the Limitations and Mitigation Strategies section below.

### ***Limitations and Mitigation Strategies***

The change implementation plan identifies competing priorities in the Collaborative as a recurring issue and potential barrier to a successful change process. Financial resources to support the pilot are small and drawn from existing salaries, making time commitment a significant risk. The potential for a competing priority to sideline the contextual ambidexterity pilot is high. A sudden change

in direction due to shifting government priority is also common in the Collaborative environment, as described in the Organizational Context section of Chapter 1.

As a collaborative leader, I mitigate this risk through engagement of senior leadership throughout the process, especially in Phase 1 through the endorsement of the town hall and in Phase 2 through the process to select a priority project for the pilot. Meaningful discussions with senior leaders will ensure that the project selected is a high priority for the organization and that it is therefore an appropriate use of existing staff time. Other limitations identified in the implementation plan include disagreement, confusion, lack of volunteers, or lack of willingness to commit time or effort to the change process. The Resistance to Change Questionnaire is deployed twice in the prelaunch and launch phases to surface contributing resistance factors and address these limitations (Harvey & Broyles, 2010). The plan includes stages for resistance antidotes to be incorporated into the change process. A description of approaches to monitoring and evaluating the change initiative is provided in the next section, including further detail on the application of the Resistance to Change Questionnaire.

### **Change Process Monitoring and Evaluation**

This section outlines change process monitoring and evaluation strategies aligned with the phases of the change implementation plan described in the previous section. The purpose of the change process monitoring and evaluation plan (also referred to as the evaluation plan) is to explore the desired practice of contextual ambidexterity in a low-risk pilot to address the problem of practice, which is the loss of confidence in the leadership. While the evaluation plan is sequenced and structured, many elements are fluid in keeping with a postmodern evaluative approach that “recognizes no such boundaries in time” and understands the purpose of the evaluation process as exploring “a desired goal through attention to feedback and the unexpected” (Butler et al., 2003, p. 60). As a result, the evaluation plan focuses on collecting stakeholder feedback and includes frequent revision stages to account for emerging factors.

The evaluation strategy is grounded by Patton's (2011) developmental evaluation perspective, which is aligned with the conceptual framework for leadership and the complex responsive processes perspective (Griffin & Stacey, 2005) theory for change described in Chapter 2. Three tools for tracking and assessing change are described, including a PDSA-type continuous improvement cycle with the addition of a double-loop learning process (Argyris & Schön, 1978), the Resistance to Change Questionnaire (Harvey & Broyles, 2010), and a Success Case Method (Brinkerhoff, 2003) to assess the results of the pilot.

The evaluation process outlined in this OIP is considered non-research activity as defined by the Tri-Council Policy Statement (TCPS-2) definition of research with human participants (Government of Canada, 2018). Despite this classification, best practices, including informed consent, privacy and anonymity, proper storage and use of data (Creswell & Creswell, 2018) will be maintained through adherence to the Research Ethics Board (REB) Exempt Procedure established at the Collaborative. For the purposes of this OIP, a detailed change process monitoring and evaluation plan is provided with components mapped to the implementation plan phases outlined in the previous Change Implementation Plan section.

#### **A Developmental Evaluation Perspective: What? So What? Now What?**

The change process monitoring and evaluation plan outlined in this section is framed by the perspective of a developmental evaluation that positions evaluative approaches within the realities of turbulence, complexity, and nonlinearity (Patton, 2011). The developmental evaluation perspective is not only appropriate but also necessary for this change initiative given the unpredictable political and postmodern dynamic of the Collaborative, as described in Chapter 1. Like the change implementation plan, the evaluation plan adopts a linear-phased structure while leaving ample opportunity for new approaches and ideas to emerge from the complex environment (Griffin & Stacey, 2005). Table 9 provides sample questions for each stage of inquiry as cross-referenced to the change implementation

plan's phases, the three-step process for change (Burke, 2018), and the conceptual framework for leadership established in Chapter 2.

**Table 9**

*Inquiry Framework and Sample Questions*

Inquiry framework	Sample questions (Patton, 2011)	Phase	Leadership approach
What?	What do we observe about our current way of working?  What are the indicators of change?	Prelaunch Phases 1, 2	Distributed
So What?	So, what do we make of our pilot experience so far?  So, what might this pilot project mean for us as individuals and as an organization, now and in the future?	Launch Phases 2, 3, 4	Adaptive
Now What?	Now what are our options?  Now what are our resources?	Postlaunch Phase 5	Adaptive / operational

*Note.* Sample questions are adapted from *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use* (p. 231-232), by M. Q. Patton, 2011, Guilford Press (<https://bit.ly/3zNqBFX>). Copyright 2011 by The Guilford Press.

The developmental evaluation perspective includes many different inquiry frameworks (Patton, 2011). For the purposes of the Collaborative, the selected approach must be simple to account for the low levels of evaluation experience of pilot team members. In addition, low-barrier engagement in the evaluation is critical given that the approach to change is voluntary and stakeholder-driven. For these reasons, the evaluation plan adopts Patton's (2011) simple What? So What? Now What? inquiry framework.

The sample questions proposed in the inquiry framework are aligned with the prelaunch, launch, and postlaunch phases of the implementation plan as well as with the three leadership

approaches identified in the conceptual framework in Chapter 2. For example, the So What? line of questioning will be used in the adaptive holding environment (Heifetz, 1994) created in Phase 4 during the launch of the pilot and the execution of the project plan.

As an ethical leader, I maintain psychological safety within the holding environment to ensure that pilot team members feel comfortable expressing concern, disagreement, or confusion regarding the experience of contextual ambidexterity (Clark, 2020). The psychological safety of the holding environment will ensure all stakeholders feel welcome and willing to participate in the evaluation process. The next section describes two tools and approaches for assessing change, as well as the PDSA-type cycle of continuous improvement adopted to consider and refine each phase.

### **Assessing and Tracking Change**

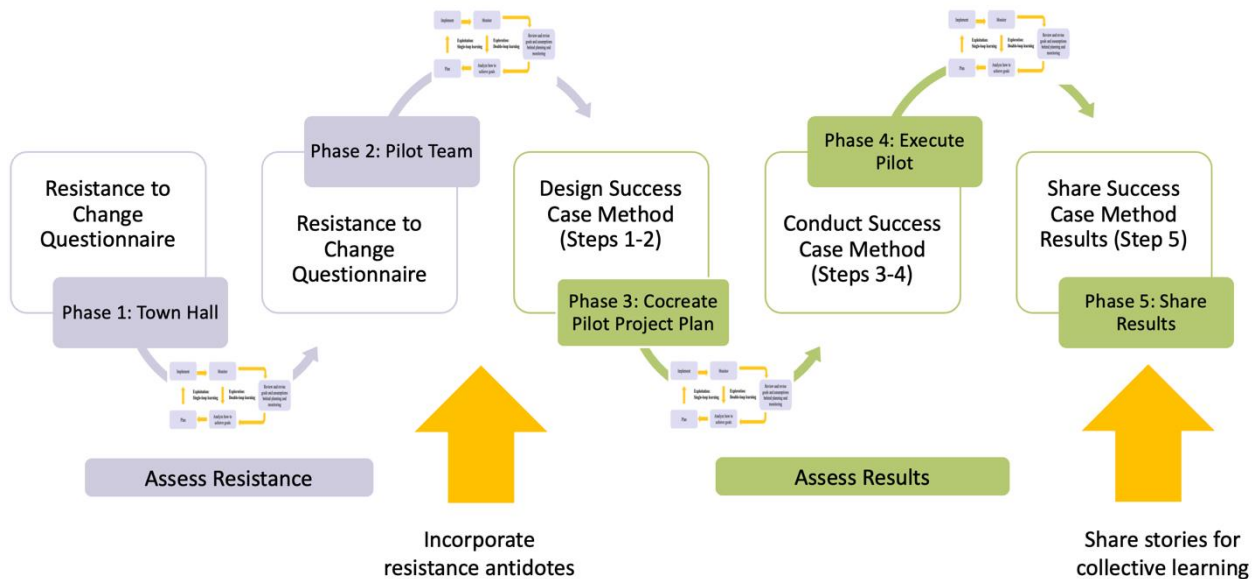
The change process monitoring and evaluation plan incorporates three tools for assessing and tracking change. The first tool is a PDSA-type cycle of continuous improvement that allows for identification of emergent factors consistent with the postmodern environment in which the change takes place. The chosen tool is the single-loop and double-loop learning model (Myers et al., 2012) introduced in Chapter 2. This model applies the concepts of single-loop and double-loop learning developed by Argyris and Schön (1978) to a change management process. This cycle is cousin to a PDSA model but includes a very important step of reviewing and revising goals and assumptions. Because of this important difference, the single-loop and double-loop cycle is selected instead of the PDSA model.

By incorporating a stage of double-loop learning into the cycle of monitoring and assessment, the evaluation plan enacts a key principle of ambidexterity. By simultaneously exploring the concept of ambidexterity and integrating it into the change process monitoring and evaluation plan, the integrity and purpose of the pilot is upheld. The full cycle of the single-loop and double-loop process is completed at the end of each phase to ensure that the monitoring plan remains aligned with the goals and purpose of the stakeholders involved in the change initiative. A visual summary view of all three tools, and the

connections between them, is provided in Figure 11. Figure 11 also shows how the evaluation tools are mapped to the phases of implementation outlined in the previous Change Implementation Plan section.

**Figure 11**

*Monitoring and Evaluation Tools Mapped to Phases of Implementation*



*Note.* This figure illustrates how and when monitoring and evaluation tools are integrated into the change implementation process. The single-loop and double-loop iterative change cycle for monitoring progress is activated at the transition point between phases.

The second tool adopted in this change process monitoring and evaluation plan is Harvey and Broyles's (2010) Resistance to Change Questionnaire, which is deployed in the prelaunch phase before the change initiative begins. The prelaunch phase, as described by Burke (2018), is designed to support self-examination, which is applied at the organization level in Phase 1 as a town hall event. In the town hall, the concept of contextual ambidexterity is floated as a "trial balloon" (Harvey & Broyles, 2010, p. 53) to establish a need for change, generate interest and buy-in, and assess resistance. As described in the Change Implementation Plan section above, the OIP adopts resistance as a resource mindset (Ford & Ford, 2009) and intentionally creates space for resistance to be shared, collected, and integrated.

The third tool is Brinkerhoff's (2003) Success Case Method (SCM), deployed across Phases 3, 4, and 5 with the purpose of assessing and sharing the results of the contextual ambidexterity pilot project. The SCM is designed to support small group evaluation processes that have limited time and resources. Detailed description of the five steps involved in the SCM process as applied to the contextual ambidexterity pilot is provided in Table 10.

**Table 10**

*Success Case Method (SCM) Steps*

Purpose	Steps	Phase	Description of activity (Coryn et al., 2009)
Design	Steps 1–2	Phase 3	<ul style="list-style-type: none"> <li>Plan the steps for the SCM</li> <li>Design the impact model to define “success” as the desired results of the intervention</li> </ul>
Conduct	Steps 3–4	Phase 4	<ul style="list-style-type: none"> <li>Voluntary survey of pilot team members to identify success and nonsuccess cases</li> <li>Voluntary interview of pilot team members to document their stories</li> </ul>
Share	Step 5	Phase 5	<ul style="list-style-type: none"> <li>Communicate stories and findings</li> </ul>

*Note.* Description of activity is adapted from “Adding a Time-series Design Element to the Success Case Method to Improve Methodological Rigor: An Application for Nonprofit Program Evaluation,” by C. L. S Coryn, D. Schröter, and C. Hanssen, 2009, *American Journal of Evaluation* 30(1), p. 81 (<https://doi.org/10.1177/1098214008326557>).

Copyright 2009 by Elsevier Science.

The SCM approach is used to assess results by aligning method to context, by asking the question: “What works for whom and under what conditions?” (Olson et al., 2011, p. 50). In this way, an SCM evaluation is appropriate to identify diverse factors that influence success and understand the results the program is helping produce (Brinkerhoff, 2003). The development of an impact model specific to the Collaborative will frame the contextual ambidexterity pilot by defining what “success” and “nonsuccess” look like (Coryn et al., 2009). That impact model will then form the foundation on which survey data and interview data collected from pilot participants is mapped and analyzed.



The SCM approach is well aligned with the Collaborative and the contextual ambidexterity pilot solution for three reasons. First, the practicality of SCM in terms of resources and time available (Brinkerhoff, 2005) is important for a nonprofit environment like the Collaborative and the small pilot approach of the selected solution. Second, understanding what success looks like from diverse perspectives is critical to assessing the value of the contextual ambidexterity approach for the Collaborative because the solution must work equally well for individuals from across the organization. The diverse composition of the pilot team, as described in the Strategy for Change section, will ensure that the results of the SCM process provide insight into the nature of contextual ambidexterity practices across a variety of perspectives. Third, the SCM approach generates a series of stories, which are an important tool used to share results and facilitate collective learning (Brinkerhoff, 2003) in Phase 5. As shown in Figure 11, each of the three tools selected are applied in a different phase of the implementation plan and are captured in detail in the evaluation and monitoring plan discussed in the next section.

### **Detailed Change Process Monitoring and Evaluation Plan**

As demonstrated in this section, the detailed change process monitoring and evaluation approach for this OIP is aligned with the fluid postmodern and pluralist organizational context in which the change occurs. Table 11 provides an overview of the change process monitoring and evaluation plan. As noted in the introduction to the Change Process Monitoring and Evaluation section, this program evaluation strategy is considered non-research activity as defined by the Tri-Council Policy Statement (TCPS-2) definition of research with human participants (Government of Canada, 2018). Best practices will be maintained through adherence to the Research Ethics Board (REB) Exempt Procedure established at the Collaborative. In order to preserve the integrity of the REB-exempt process, I will not review the information form as the change leader. Instead, the information form will be reviewed by another senior leader in the Collaborative with responsibility over the REB-exempt process. A sample

information form from the Collaborative REB-exempt procedure is provided in the appendix. Following approval through the REB-exempt process, the evaluation will proceed.

**Table 11**

*Detailed Change Process Monitoring and Evaluation Plan*

Evaluation goal	Inquiry (Patton, 2011)	Purpose	Resource	Tool	Phase
n/a	n/a	Submit information form according to REB-exempt procedure for best practice, privacy, and security review	Human: Senior leader	REB-Exempt Procedure Guidelines	Prework (2 weeks)
n/a	n/a	Prepare standard Informed Consent Form for approval	Human: Senior leader; REB exempt reviewer	REB-Exempt Procedure Guidelines	Prework (2 weeks)
Assess resistance	What?	Identify 2–3 resistance factors before change process begins	Human: Senior leader	Resistance to Change Questionnaire (Harvey & Broyles, 2010)	Phase 1 (2 months)
<i>Review and revise goals and assumptions behind monitoring and evaluation.</i>					
Assess resistance	What?	Identify or revise resistance factors as needed	Human: Senior leader	Resistance to Change Questionnaire (Harvey & Broyles, 2010)	Phase 2, as needed (1 month)
<i>Review and revise goals and assumptions behind monitoring and evaluation.</i>					
Assess results of pilot	So What?	Determine success factors from different perspectives	Human: Senior leader; pilot team	Success Case Method (Brinkerhoff, 2003)	Phase 3, Design SCM (1 month)
<i>Review and revise goals and assumptions behind monitoring and evaluation.</i>					
Assess results of pilot	So What?	Determine success factors from different perspectives	Human: Senior leader; pilot team	Success Case Method (Brinkerhoff, 2003)	Phase 4, Conduct SCM (3 months)
<i>Review and revise goals and assumptions behind monitoring and evaluation.</i>					
Share SCM stories	Now What?	Facilitate learning; maintain momentum	Human: Senior leader	Success Case Method (Brinkerhoff, 2003)	Phase 5, Share SCM (1 month)

*Note.* Inquiry prompts and framework from *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use* (p. 231-232), by M. Q. Patton, 2011, Guilford Press (<https://bit.ly/3zNqBFX>). Copyright 2011 by The Guilford Press.

The change process monitoring and evaluation plan for this OIP is designed to explore contextual ambidexterity as a model of practice in the Collaborative. The plan is paradoxically both structured and fluid, allowing for the complexity of the postmodern environment while maintaining momentum according to a plan and milestone markers. Tracking progress and monitoring the change environment are critical to drive the change process and generate meaningful stories throughout the evaluation process that can be shared and celebrated. The next section builds on the implementation and evaluation plans to explore the process of strategic communication in detail.

### **Plan to Communicate the Need for Change and the Change Process**

As described in previous sections of this chapter, the change approach most appropriate to the pluralist postmodern features of the Collaborative prioritizes stakeholder empowerment, engagement, and participation in every phase. The same is true of the communication strategy. Rather than relying solely on information dissemination, the communication plan focuses on soliciting input and socializing change with organizational actors (Lewis, 2019) through cocreation and story-making processes. With this approach, “implementers merely set some initial conditions and then empower lower-level stakeholders and users to be involved heavily in decision making and reinventing the change” (Lewis, 2019, p. 145). This approach to communication is well aligned with my collaborative and nondirective leadership lens that positions employees as active participants in the change initiative rather than as passive recipients.

This section provides an overview of the communication strategy, including a discussion of key features such as building awareness, establishing the need for change, celebrating the launch of the change effort, communicating a path to change, and sharing results to support individual and organizational learning. Key messages, audience, channel, approach, and medium are carefully considered to support sensemaking processes around the change initiative and to garner support and participation throughout the implementation plan (Lewis, 2019).

## **Communication Plan**

The structure of the communication plan is aligned with the prelaunch, launch, and postlaunch phases of Burke (2018), which are also used to frame the implementation and evaluation plans in previous sections of this chapter. Key messages, approach (targeted/blanket), audience, and appropriate channel (interpersonal/mediated) are considered, depending on the articulated goal of the communication action. Each communication effort in the plan is associated with an implementation milestone in keeping with the larger momentum of the change initiative. Success indicators are also provided to gauge progress and measure effectiveness of communication.

In all cases, I tailor key messages to influence the target audience. For example, messaging to senior leaders focuses on the current dissatisfaction with siloed work practices and describes the pilot as an opportunity to demonstrate how organizational leaders are in touch with the experiences of the employees. This approach is expected to resonate given the growing dissatisfaction with functional silos and the perception that leaders are not in touch with the needs and concerns of employees (Rosenthal et al., 2009). Table 12 provides a detailed overview of each communication activity as mapped to the appropriate phase of implementation. The following sections provide a detailed analysis of each communication effort as aligned with Burke's (2018) prelaunch, launch, and postlaunch change process.

### **Prelaunch Communication**

As described in Chapter 2, the prelaunch stage of Burke's (2018) framework for leading change involves self-examination that is facilitated through distributed leadership. The prelaunch phase includes building awareness and establishing the need for change. As shown in Table 12, these efforts culminate in the design and delivery of an organization-wide town hall where issue sellers explore the current state and introduce the concept of contextual ambidexterity as a trial balloon (Harvey & Broyles, 2010) to establish the need for change and generate interest in the change initiative.

**Table 12***Detailed Communication Plan*

	Phase	Goal	Key messages	Approach	Audience	Channel	Milestone	Indicators
Prelaunch	Phase 1	Gain support	Senior leaders: This is an opportunity to address employee concerns about silos; pilot approach means no commitment  Issue sellers: Engage as designers and decision makers	Targeted	Senior leaders Issue sellers	Meetings; interpersonal	1, 2, 3	Agreement to proceed
	Phase 1	Advertise town hall	Join issue sellers to explore topics such as cross functionality, collaboration	Blanket	Employees	Email; mediated	4	Town hall attendance
	Phase 1	Conduct town hall	Join us to explore current state; contextual ambidexterity trial balloon	Blanket	Organization wide	Town hall; interpersonal	4	Town hall dialogue
	Phase 1	Follow-up town hall	This is what we heard; call to action: complete questionnaire	Blanket	Organization wide	Email; mediated	4	Minimal resistance expressed
Launch	Phase 2	Form pilot team	Bring your talents to our pilot team; celebrate launch of pilot team; individual recognition	Blanket	Employees	Email sign-up form; mediated	5	Number and diversity of volunteers
	Phase 3	Share project plan	Join us to celebrate the work of our colleagues; this is our path forward	Blanket	Organization wide	Email; mediated	8	Number of responses
	Phase 4	Communication assets and stories generated						
Postlaunch	Phase 5	Share SCM results	We will be recognized as in touch; sharing these results will lead to valuable learning	Targeted	Senior leaders	Meeting; interpersonal	10	Agreement to proceed
	Phase 5	Share SCM results	Recall first town hall; celebrate our efforts; this is what we learned	Blanket	Organization wide	Town hall; interpersonal	11	Town hall attendance

### ***Building Awareness***

The first step towards building awareness begins when I engage senior leaders and issue sellers in meetings regarding the proposal to deliver a town hall and the intention to explore the concept of contextual ambidexterity. These meetings are supported by documentation, including a draft implementation plan with proposed timelines. I use an interpersonal communication channel for this purpose because the change effort is complex and dynamic (Lewis, 2019). Key messages position the town hall as an opportunity to address persistent employee concerns about loss of confidence in leadership and dissatisfaction with silos. Key messages also stress that a pilot approach is focused, experimental, and well suited to the complex environment of the Collaborative (Kempster et al., 2014). For communication to issue sellers in particular, I emphasize the invitation to engage as distributed leaders, designers, and decision makers in the change process (Randel et al., 2019).

Anticipated reactions from stakeholders in the prelaunch communication include concerns about conflicting priorities and lack of staff time. I will address these concerns by presenting a draft implementation plan with an estimated time commitment provided. The need to communicate with senior leadership and issue sellers first in an interpersonal and nonmediated channel is based on my deep understanding of the political dynamics of the Collaborative, including both formal and informal power structures. As noted in Chapter 1, my personal position at the centre of the advice network in the Collaborative is positively associated with perceptions of leadership and social power (Chiu et al., 2017), which makes me well positioned to conduct these conversations successfully.

### ***Establishing the Need to Change***

The next major communication effort in the prelaunch phase surrounds the promotion, delivery, and follow up of the town hall event. The town hall is the opportunity to engage in self-examination processes, which establish the need for change and engage employees in the social process of story-making around the change initiative (Lewis, 2019). I begin communication efforts with the release of a

blanket-mediated communication informing all employees about the town hall with the goal of persuading them to attend. Anticipated reactions to the town hall message include concerns about proliferation of unproductive organization-wide meetings and conflicting priorities. Key persuasive messages address these concerns by focusing on distributed leadership of issue sellers and topics that are top of mind for employees, such as cross-functionality and collaboration.

Given that engagement of issue sellers at an early stage in the change process is a key determinant of momentum (Randel et al., 2019), I will feature issue seller leadership in the town hall promotion as an early signal of the nondirective and participatory aspects of the change process. The town hall will be focused on dialogue about the current and desired state of the organization, floating the idea of contextual ambidexterity, and surfacing resistance factors (Harvey & Broyles, 2010).

The town hall is also an important milestone to begin the social process of story-making that will ground the change initiative in the context of the Collaborative (Lewis, 2019). After the town hall, I will follow-up with a blanket-mediated communication capturing highlights, articulating next steps, and asking for feedback through the Resistance to Change Questionnaire (Harvey & Broyles, 2010) described in the Change Process Monitoring and Evaluation section. This communication provides a critical book end to the prelaunch phase. At this stage I have generated awareness of the change effort, established the need for change through a collective story-making process, and opened up channels for ongoing feedback and engagement (Lewis, 2019).

### **Launch Communication**

Chapter 2 described the launch stage of Burke's (2018) framework as the initial change effort towards the desired future state. The launch phase includes two major communication efforts: celebrating the launch of the pilot and sharing the path of change. The launch period covers Phases 2, 3, and 4 of the implementation plan in which pilot activities are conducted and evaluated.

### ***Celebrating the Launch***

The first communication I will release in the launch phase is an invitation to sign-up and join the pilot team. The message is a blanket communication to all employees in a mediated channel so the information is received at the same time. The communication includes an invitation to join colleagues in the pilot effort and repeats key messages from the town hall follow-up. Anticipated reactions to the pilot team invitation include conflicting priorities and anticipated lack of support from direct supervisors. To mitigate this concern, I will include an endorsement message from senior leadership in the invitation. Once the pilot team is formed, I will distribute a celebratory communication publicly recognizing the volunteer individuals for their effort and commitment. The celebratory announcement of the pilot team members is considered a symbolic event that accelerates the change process (Barker et al., 2018).

### ***Path of Change***

Once the pilot is launched, I will take advantage of several communication opportunities to celebrate achievements, recognizing the importance of small wins in sustaining momentum in the change process (Kotter, 2007). The first communication opportunity is sharing the project plan, which functions as a path of change within the pilot process captured in Milestone 8. I will share the plan through mediated channels, such as email and internal office chat functions, and will solicit input from employees not directly engaged in the pilot. Key messages will focus on welcoming feedback about contextual ambidexterity through the pilot and project plan. During the three-month execution period, stories of pilot team experiences will be generated through the SCM process described in the Change Process Monitoring and Evaluation section that can be used for future communication efforts.

### **Postlaunch Communication**

The postlaunch phase of Burke's (2018) framework for leading change includes operationalizing learning and sustaining the change explored in the launch phase. While major structural or organizational changes related to contextual ambidexterity are out of scope of my leadership position,



there are several postlaunch activities which are designed to position the Collaborative to reflect and learn from results of the pilot.

### ***Sharing Results***

The first communication effort in the postlaunch phase is informally conducted through targeted meetings to share SCM results from the evaluation process. As with the prelaunch phases, I will select an interpersonal channel to share the findings of the pilot with the senior leadership team first. Key messages focus on how sharing anonymous SCM stories will reflect positively on the leadership team as responsive and promoting a learning environment. Given that this OIP defines confidence in leadership as the ability of leaders to be in touch with the needs and concerns of employees (Rosenthal et al., 2009), this approach to messaging is expected to resonate as a key component to address the problem of a loss of confidence in leadership. I anticipate that senior leaders may express concerns about sharing stories that reflect negatively on the pilot experience or the organization. These concerns will be addressed by focusing on the problem of practice, the positive culture of experimentation at the Collaborative, and past success using a pilot as a learning process (Kempster et al., 2014).

After I obtain the support of senior leadership to proceed, the anonymous SCM stories will be shared at a closing town hall. The closing event will echo the town hall held at the outset of the change effort and create a learning organization environment that prioritizes the integration of learning and work through reflection (Senge, 1990/2006). The communication around the closing town hall will include three key messages: recalling the story-making process at the first townhall; celebrating the process and the effort of the pilot team; and, focusing on lessons learned. I will invite pilot team members to share their stories and key learning experiences in a variety of mediums, including, but not limited to, an oral presentation at the town hall, or an anonymous reflection. Given the small size of the Collaborative, it is feasible for me to facilitate a collective reflective practice that connects all employees to the experiences of the pilot team members.

The communication plan provides the social and emotional backbone of the implementation process, ensuring that all stakeholders are engaged in a story-making process that frames the change initiative in the larger context of the Collaborative (Lewis, 2019). I adopt an approach to communication that focuses on soliciting input and socializing the change through stakeholder participation (Lewis, 2019). This strategy is critical to a pluralist political organization like the Collaborative where informal and formal networks of power are active and need to be considered (Bolman & Deal, 2017). This discussion of a communication strategy that will accompany the planned change effort marks the end of the final chapter of this organizational improvement plan. In the next section, I reflect on next steps for the Collaborative and key considerations for the future of the organization and my personal leadership role.

### **Next Steps and Future Considerations**

In this final section of the OIP, I reflect on potential next steps for the Collaborative following the completion of the implementation, evaluation, and communication plans as proposed. Future considerations regarding sharing and knowledge mobilization across the larger nonprofit leadership landscape are also discussed.

#### **After the Pilot**

After the contextual ambidexterity pilot at the Collaborative is complete, my next steps as a leader will be to carefully consider the results of the evaluation in an effort to operationalize change in a postlaunch phase (Burke, 2018). If the results demonstrate a positive experience of contextual ambidexterity approaches for a diverse group of employees, the next step will be to seek agreement to replicate the process at scale across the Collaborative with a larger group of employees. In recognition of the fact that pilot projects often fail to scale effectively (van Winden & van den Buuse, 2017; Woltering et al., 2019), I would focus on critical components of up-scaling such as knowledge transfer between pilot team and other organizational actors and commitment from senior leaders (van Winden

& van den Buuse, 2017). It is assumed that a successful initial pilot would generate senior leadership support for operationalization of contextual ambidexterity approaches that was not present at the outset of this OIP. Regardless of the success of up-scaling, I will continue to return to the results of the original pilot to uncover learning processes and tacit knowledge that can be transferred from project to project (van Winden & van den Buuse, 2017).

If the evaluation results of the pilot signal a negative experience with contextual ambidexterity approaches, or success only for a particular type of employee, the next step would be to return to the alternative solutions proposed in Chapter 2 and explore ambidexterity leadership training as the next available option. Ambidextrous leadership training could improve knowledge, skills, and abilities related to opening and closing leadership behaviours that are required for ambidexterity (Alghamdi, 2018; Kauppila & Tempelaar, 2016; Raisch & Birkinshaw, 2008). If the training does not exist or is difficult to obtain, the pilot team at the Collaborative may choose to create the materials internally, which may lead to greater learning and likelihood of the transfer of skills and behaviours to the environment (Lacerenza et al., 2017). In the development of the training materials, the team would be able to draw heavily on the learning experience captured in the pilot project and the results of the SCM evaluation. Regardless of the approach selected, it is critical that any future efforts towards increasing confidence in leadership within the Collaborative must directly involve both employees and senior leaders and must use a nondirective, collaborative, learning-oriented approach that works within, and not against, the postmodern and political conditions of the environment.

### **Knowledge Mobilization**

There are many potential points of learning that may result from the execution of this OIP. Any change initiative in the Collaborative towards increasing confidence in leadership will be relevant to other nonprofit organizations struggling to balance precarious funding, complex stakeholder relationships, and a dual focus on mission and viability (Besharov et al., 2019; Lam, 2020). This

orientation to the larger context of leadership in Canadian nonprofits is of critical importance given the significant role the nonprofit sector plays in the Canadian economy: in 2017, nonprofits generated \$169.2 billion in economic activity, representing 8.5% of Canada's gross domestic product (Statistics Canada, 2019). Statistics Canada (2019) found that 72.9% of nonprofit income came from government funding in 2017, confirming the resource-dependent conditions found in the Collaborative are common across the Canadian nonprofit sector.

When combined, these factors suggest that the problem of practice identified in the Collaborative is likely relevant to, if not replicated in, nonprofit organizations across Canada. Common economic, political, and social factors present an opportunity to explore effective organizational models and practices, such as ambidexterity, which mitigate risk and safeguard the important social and economic contributions of Canadian nonprofit organizations. As a leader in a nonprofit organization, I am committed to facilitating this sharing of information through formal and informal knowledge mobilization processes.

### **Summary of Chapter 3**

Chapter 3 provided the actionable elements of the organizational improvement plan towards executing the chosen solution of a contextual ambidexterity pilot in detail. Keeping the problem of practice of a loss of confidence in leadership at the centre of all activities, Chapter 3 provided the core elements of planning for the change initiative, including implementation, evaluation, and communication components. All decisions regarding adopted tools, processes, and approaches were guided by the recognition of the political and postmodern environment in which the change takes place. This environment is characterized by complex, nonlinear, and pluralist forces that influence my decision making regarding the best path for change. Chapter 3 included a strong and recurring focus on stakeholder needs and reactions, which is particular to my collaborative leadership approach. Strategies for cocreation and participation were leveraged throughout the planning process to encourage both

individual and organizational learning. The application and delivery of these approaches are grounded in my collaborative leadership lens and the conceptual framework for leadership in an ambidextrous organization, which was first introduced in Chapter 2. The chapter closed with a reflection on next steps and future considerations for the Collaborative and the larger conversation about the impact of resource dependency and a lack of confidence in leadership across the nonprofit sector.

## Conclusion

This organizational improvement plan (OIP) presents a path to ambidexterity for nonprofit leaders seeking to ensure the dual purpose of a social mission and financial viability in an organization like the Collaborative. The path to ambidexterity for the Collaborative was arrived at through thoughtful examination of resource dependency, particularly the relationship between the complex economic, social, and organizational factors and the perception of confidence in leadership. The gap of confidence in leadership in the Collaborative was described as the perception that leaders are ineffective, lack shared values, and are out of touch with the needs and concerns of the individuals they serve (Rosenthal et al., 2009).

Using a collaborative leadership approach grounded in principles of coactive power, care, and co-construction, I articulate a vision for change that restores confidence in leadership by proposing an ambidextrous approach to leading and learning that embraces the fluidity of the postmodern environment. The pilot project solution selected takes an important step towards addressing the problem of practice by realigning values of collaboration and leveraging leadership approaches that elevate people and support learning and adaptation in complex environments.

The Canadian nonprofit sector is rich with talent and motivation to make the world a better place. The opportunity for nonprofit leaders is to translate that dedication into high-value public services that continually adapt to shifts in the political, economic, social, and technological fabric of our nation. The ambidextrous learning organization represents a vision of the future in which organizational actors are positively oriented towards both managerial efficiency and emergent exploration. The pilot approach to change described in this OIP is designed to fit seamlessly into the organization, providing a low-barrier and low-risk approach to change. Although the solution is designed specifically for the Collaborative, evidence suggests that the external conditions in which the problem of practice originates are shared across the nonprofit sector in Canada.

It is critical that nonprofit leaders in these organizations understand how the circumstances in which they operate influence the perception of their leadership. This OIP provides a roadmap for an ambidextrous organizational model and leadership approach that works within, rather than against, those circumstances, to empower individuals towards a new way of working that embraces the full power of a collaborative mindset in a dynamic environment.

## References

- Adamovic, M. (2020). Taking a deeper look inside autonomous and interdependent teams: Why, how, and when does informational dissimilarity elicit dysfunctional versus beneficial effects. *European Journal of Work and Organizational Psychology, 29*(5), 650–663.  
<https://doi.org/10.1080/1359432X.2020.1763957>
- Akingbola, K. (2004). Staffing, retention, and government funding: A case study. *Nonprofit Management and Leadership, 14*(4), 453–465. <https://doi.org/10.1002/nml.46>
- Akingbola, K. (2006). Strategy and HRM in nonprofit organizations: Evidence from Canada. *The International Journal of Human Resource Management, 17*(10), 1707–1725.  
<https://doi.org/10.1080/09585190600964350>
- Akingbola, K., & van den Berg, H. (2019). Antecedents, consequences, and context of employee engagement in nonprofit organizations. *Review of Public Personnel Administration, 39*(1), 46–74.  
<https://doi.org/10.1177/0734371X16684910>
- Alghamdi, F. (2018). Ambidextrous leadership, ambidextrous employee, and the interaction between ambidextrous leadership and employee innovative performance. *Journal of Innovation and Entrepreneurship, 7*(1), 1–14. <https://doi.org/10.1186/s13731-018-0081-8>
- Arena, M., Cross, R., Sims, J., & Uhl-Bien, M. (2017). How to catalyze innovation in your organization. *MIT Sloan Management Review, 58*(4), 39–47. <http://mitsmr.com/2rrgvqM>
- Argyris, C., & Schön, D. A. (1978). *Organizational learning: A theory of action perspective*. Addison-Wesley.
- Asseburg, J., & Homberg, F. (2018). Public service motivation or sector rewards? Two studies on the determinants of sector attraction. *Review of Public Personnel Administration, 40*(1), 82–111.  
<https://doi.org/10.1177/0734371X18778334>



- Bareil, C. (2013). Two paradigms about resistance to change. *Organization Development Journal*, 31(3), 59–71. <https://www.proquest.com/openview/5d682d6e1f0856146d360521b396c733/1?pq-origsite=gscholarcbl=36482>
- Barker, L., McKeown, T., Cox, J. W., & Bryant, M. (2018). More of the same? A dual case study approach to examining change momentum in the public sector. *Australian Journal of Public Administration*, 77(2), 253–271. <https://doi.org/10.1111/1467-8500.12306>
- Barton, M. A., & Kahn, W. A. (2019). Group resilience: The place and meaning of relational pauses. *Organization Studies*, 40(9), 1409–1429. <https://doi.org/doi:10.1177/0170840618782294>
- Berman, J., & Smyth, R. (2015). Conceptual frameworks in the doctoral research process: A pedagogical model. *Innovations in Education & Teaching International*, 52(2), 125–136. <https://doi.org/10.1080/14703297.2013.809011>
- Besharov, M., Smith, W. K., & Tushman, M. L. (2019, January 4). How companies can balance social impact and financial goals. *Harvard Business Review*. <https://hbr.org/2019/01/how-companies-can-balance-social-impact-and-financial-goals>
- Bhatti, M. A., Ali, S., Isa, M. F. M., & Battour, M. M. (2014). Training transfer and transfer motivation: The influence of individual, environmental, situational, training design, and affective reaction factors. *Performance Improvement Quarterly*, 27(1), 51–82. <https://doi.org/10.1002/piq.21165>
- Boak, G., & Crabbe, S. (2019). Experiences that develop leadership capabilities. *Leadership & Organizational Development Journal*, 41(1), 97–106. <https://doi.org/10.1108/LODJ-07-2018-0254>
- Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). John Wiley & Sons. <https://doi.org/10.1002/9781119281856>

- Borzaga, C., & Tortia, E. (2006). Worker motivations, job satisfaction, and loyalty in public and nonprofit social services. *Nonprofit and Voluntary Sector Quarterly*, 35(2), 225–248.  
<https://doi.org/10.1177/0899764006287207>
- Bouckenooghe, D., Schwarz, G., Hastings, B., & Lukacs de Pereny, S. (2019). Facilitating change through groups: Formation of collective attitudes toward change. In A. B. Shani & D. A. Noumair (Eds.), *Research in organizational change and development* (Vol. 27, pp. 143–165). Emerald Publishing.  
<https://doi.org/10.1108/S0897-301620190000027009>
- Boydell, T., Pedler, M., & Burgoyne, J. (2019). The future of the learning organization. In A. Örtenblad (Ed.), *Oxford handbook of the learning organization* (pp. 461–475). Oxford University Press.  
<https://doi.org/10.1093/oxfordhb/9780198832355.001.0001>
- Brinkerhoff, R. O. (2003). *The success case method: Find out quickly what's working and what's not*. Berrett-Koehler.
- Brinkerhoff, R. O. (2005). The success case method: A strategic evaluation approach to increasing the value and effect of training. *Advances in Developing Human Resources*, 7(1), 86–101.  
<https://doi.org/10.1177/1523422304272172>
- Buchanan, D. A., & Badham, R. J. (2008). *Power, politics and organizational change: Winning the turf game* (2nd ed.). Sage. <https://doi.org/10.4135/9781446280300.n7>
- Burke W. W. (2018). *Organization change: Theory and practice* (5th ed.). Sage.
- Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of Management*, 18(3), 523–545. <https://doi.org/10.1177/014920639201800306>
- Burnes, B. (2004). Kurt Lewin and complexity theories: Back to the future? *Journal of Change Management*, 4(4), 309–325. <https://doi.org/10.1080/1469701042000303811>
- Burnes, B. (2009). Reflections: Ethics and organizational change—time for a return to Lewinian values. *Journal of Change Management*, 9(4), 359–381. <https://doi.org/10.1080/14697010903360558>

- Burns, T., & Stalker, G. (1961). *The management of innovation*. Tavistock Publications.
- Butcher, D., & Clarke, M. (2008). *Smart management: Using politics in organizations* (2nd ed.). Palgrave Macmillan.
- Butler, J., Scott, F., & Edwards, J. (2003). Evaluating organizational change: The role of ontology and epistemology. *Journal of Critical Postmodern Organization Science*, 2(2), 55–67.  
<http://tamarajournal.com/index.php/tamara/article/view/195>
- Canadian Digital Learning Research Association (2017). *Tracking online and distance education in Canadian universities and colleges*. <https://onlinelearningsurveycanada.ca/publications-2017/>
- Canadian Digital Learning Research Association (2019). *Tracking online education in Canadian universities and colleges: National survey of online and digital learning*.  
<https://onlinelearningsurveycanada.ca/publications-2019/>
- Carlsen, A., Clegg, S. R., Pitsis, T. S., & Mortensen, T. F. (2020). From ideas of power to the powering of ideas in organizations: Reflections from Follett and Foucault. *European Management Journal*. Advance online publication. <https://doi.org/10.1016/j.emj.2020.03.006>
- Chia, R. (2005). Organization theory as postmodern science. In H. Tsoukas & C. Knudsen (Eds.), *Oxford handbook of organization theory: Meta-theoretical perspectives* (pp. 113–140). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199275250.001.0001>
- Chia, R. (2019). Becoming a learning organization: A process-philosophical perspective. In A. Örtenblad (Ed.), *Oxford handbook of the learning organization* (pp. 393–404). Oxford University Press.  
<https://doi.org/10.1093/oxfordhb/9780198832355.001.0001>
- Child, J. (2005). *Organization: Contemporary Principles and Practice*. Blackwell.
- Chiu, C.-Y., Balkundi, P., & Weinberg, F. J. (2017). When managers become leaders: The role of manager network centralities, social power, and followers' perception of leadership. *The Leadership Quarterly*, 28(2), 334–348. <https://doi.org/10.1016/j.leaqua.2016.05.004>

- Ciulla, J. B. (2009). Leadership and the ethics of care. *Journal of Business Ethics, 88*(1), 3–4.  
<https://doi.org/10.1007/s10551-009-0105-1>
- Clark, T. R. (2020). *The 4 stages of psychological safety: Defining the path to inclusion and innovation*. Berrett-Koehler.
- Cole, G. (2015). Hopes and fears: Factors which shape response to organizational change. *Development and Learning in Organizations: An International Journal, 29*(3), 27–29.  
<https://doi.org/10.1108/DLO-03-2015-0020>
- The Collaborative. (2018). Governance Practice and Policies Manual. [Citation information withheld for anonymization purposes.]
- The Collaborative. (2020a). Annual Report. [Citation information withheld for anonymization purposes.]
- The Collaborative. (2020b). Internal Staff Survey. [Citation information withheld for anonymization purposes.]
- Contu, A. (2019). Conflict and organizational studies. *Organization Studies, 40*(10), 1445–1462.  
<https://doi.org/10.1177/0170840617747916>
- Coryn, C. L. S., Schröter, D., & Hanssen, C. (2009). Adding a time-series design element to the success case method to improve methodological rigor: An application for nonprofit program evaluation. *American Journal of Evaluation, 30*(1), 80–92. <https://doi.org/10.1177/1098214008326557>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Dawson, P. (2003). *Reshaping change: A processual perspective*. Routledge.
- De Cooman, R., De Gieter, S., Pepermans, R., & Jegers, M. (2011). A cross-sector comparison of motivation-related concepts in for-profit and not-for-profit service organizations. *Nonprofit and Voluntary Sector Quarterly, 40*(2), 296–317. <https://doi.org/10.1177/0899764009342897>

- Donnelly, P., & Kirk, P. (2015). How to use the PDSA model for effective change management. *Education for Primary Care, 26*(4), 279–281. <https://doi.org/10.1080/14739879.2015.11494356>
- Dutton, J. E., Ashford, S. J., O’Neill, R. M., & Lawrence, K. A. (2001). Moves that matter: Issue selling and organizational change. *The Academy of Management Journal, 44*(4), 716–736. <https://doi.org/10.5465/3069412>
- Engelbrecht, A. S., Heine, G., & Mahembe, B. (2017). Integrity, ethical leadership, trust and work engagement. *Leadership & Organization Development Journal, 38*(3), 368–379. <https://doi.org/10.1108/LODJ-11-2015-0237>
- Ernst, C., & Chrobot-Mason, D. (2011). *Boundary spanning leadership*. McGraw-Hill.
- Euchner, J. (2015). The challenges of ambidextrous leadership: An interview with Michael Tushman. *Research-Technology Management, 58*(3), 16–21. <https://www.hbs.edu/faculty/Pages/item.aspx?num=49184>
- Flood, R. L., & Finnestrand, H. (2019). A mighty step: Critical systemic interpretation of the learning organization. In A. Örtenblad (Ed.), *Oxford handbook of the learning organization* (pp. 197–213). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198832355.001.0001>
- Follett, M. P. (1951). *Creative experience*. Smith. (Original work published 1924)
- Ford, J. D., & Ford, L. W. (2009). Decoding resistance to change. *Harvard Business Review, 87*(4), 99–104. <https://hbr.org/2009/04/decoding-resistance-to-change>
- Foucault, M. (1970). *The order of things: An archeology of the human science*. Routledge. (Original work published 1966)
- Froelich, K. A. (1999). Diversification of revenue strategies: Evolving resource dependence in nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly, 28*(3), 246–268. <https://doi.org/10.1177/0899764099283002>

Gentile, M. (2014). Giving voice to values: An action-oriented approach to values-driven leadership. *SAM Advanced Management Journal*, 79(4), 42–50.

<https://link.gale.com/apps/doc/A398523880/AONE?u=lond95336&sid=AONE&xid=d273c088>

Gibson, C. B., & Birkinshaw, J. (2004). The antecedents, consequences, and mediating role of organizational ambidexterity. *The Academy of Management Journal*, 47(2), 209–226.

<https://www.jstor.org/stable/20159573>

Government of Canada. (2018). *TCPS 2 (2018) – Chapter 2: Scope and approach*.

[https://ethics.gc.ca/eng/tcps2-eptc2\\_2018\\_chapter2-chapitre2.html](https://ethics.gc.ca/eng/tcps2-eptc2_2018_chapter2-chapitre2.html)

Griffin, D., & Stacey, R. (2005). *Complexity and the experience of leading organizations*. Routledge.

<https://doi.org/10.4324/9780203019627>.

Güttel, W. H., & Konlechner, S. W. (2009). Continuously hanging by a thread: Managing contextually ambidextrous organizations. *Schmalenbach Business Review*, 61(2), 150–172.

<https://doi.org/10.1007/BF03396782>

Hall, M. H., Andrukow, A., Barr, C., Brock, K., de Wit, M., Embuldeniya, D., Jolin, L., Lasby, D., Lévesque, B., Malinsky, E., Stowe, S., & Vaillancourt, Y. (2003). *The capacity to serve: A qualitative study of the challenges facing Canada's nonprofit and voluntary organizations*. Canadian Centre for Philanthropy.

[http://sectorsource.ca/sites/default/files/resources/files/capacity\\_to\\_serve\\_english.pdf](http://sectorsource.ca/sites/default/files/resources/files/capacity_to_serve_english.pdf)

Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(2), 31–34.

<https://doi.org/10.1177/0892020607085623>

Harvey, T. R., & Broyles, E. A. (2010). *Resistance to change: A guide to harnessing its positive power*. R&L Education.

Heifetz, R. A. (1994). *Leadership without easy answers*. Harvard University Press.

- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard University Press.
- Heimovics, R. D., Herman, R. D., & Coughlin, C. L. J. (1993). Executive leadership and resource dependence in nonprofit organizations: A frame analysis. *Public Administration Review*, 53(5), 419–427.
- Hodges, J. (2019). *Employee engagement for organizational change*. Routledge.  
<https://doi.org/10.4324/9780429447419-4>
- Jack, G., Westwood, R., Srinivas, N., & Sardar, Z. (2011). Deepening, broadening and re-asserting a postcolonial interrogative space in organization studies. *Organization*, 18(3), 275–302.  
<https://doi.org/10.1177/1350508411398996>
- Jacobs, G., & Keegan, A. (2018). Ethical considerations and change recipients' reactions: "It's not all about me." *Journal of Business Ethics*, 152(1), 73–90. <https://doi.org/10.1007/s10551-016-3311-7>
- Jansen, J. J. P., Vera, D., & Crossan, M. (2009). Strategic leadership for exploration and exploitation: The moderating role of environmental dynamism. *The Leadership Quarterly*, 20(1), 5–18.  
<https://doi.org/10.1016/j.leaqua.2008.11.008>
- Jansen, K. J. (2004). From persistence to pursuit: A longitudinal examination of momentum during the early stages of strategic change. *Organization Science*, 15(3), 276–295.
- Kauppila, O.-P. (2018). How does it feel and how does it look? The role of employee motivation in organizational learning type. *Journal of Organizational Behavior*, 39(8), 941–955.  
<https://doi.org/10.1002/job.2270>
- Kauppila, O.-P., & Tempelaar, M. P. (2016). The social-cognitive underpinnings of employees' ambidextrous behaviour and the supportive role of group managers' leadership. *Journal of Management Studies*, 53(6), 1019–1044.

<https://doi.org/10.1111/joms.12192>

Kempster, S., Higgs, M., & Wuerz, T. (2014). Pilots for change: Exploring organizational change through distributed leadership. *Leadership & Organization Development Journal*, 35(2), 152–167.

<https://doi.org/10.1108/LODJ-04-2012-0055>

Kerry, M. J., & DeSimone, J. A. (2019). Learning organizational ambidexterity: A joint-variance synthesis of exploration-exploitation modes on performance. *The Learning Organization*, 26(4), 352–380.

<https://doi.org/10.1108/TLO-04-2018-0051>

Koeslag-Kreunen, M., Van den Bossche, P., Hoven, M., Van der Klink, M., & Gijssels, W. (2018). When leadership powers team learning: A meta-analysis. *Small Group Research*, 49(4), 475–513.

<https://doi.org/10.1177/1046496418764824>

Kolb, D. G. (2002). Continuity, not change: The next organizational challenge. *University of Auckland Business Review*, 4(2), 1-11.

[https://www.academia.edu/26497937/Continuity\\_not\\_change\\_The\\_next\\_organisational\\_challenge](https://www.academia.edu/26497937/Continuity_not_change_The_next_organisational_challenge)

Korac, S., Lindenmeier, J., & Saliterer, I. (2020). Attractiveness of public sector employment at the pre-entry level – a hierarchical model approach and analysis of gender effects. *Public Management Review*, 22(2), 206–233. <https://doi.org/10.1080/14719037.2019.1582688>

Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96–103. <https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail>

Kramer, M. W., & Crespy, D. A. (2011). Communicating collaborative leadership. *The Leadership Quarterly*, 22(5), 1024–1037. <https://doi.org/10.1016/j.leaqua.2011.07.021>

Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of Applied Psychology*, 102(12), 1686–1718. <https://doi.org/10.1037/apl0000241>



- Lam, A. (2019). Ambidextrous learning organizations. In A. Örttenblad (Ed.), *Oxford handbook of the learning organization* (pp. 163–180). Oxford University Press.  
<https://doi.org/10.1093/oxfordhb/9780198832355.001.0001>
- Lam, M. (2020). Public leadership under resource constraints: An examination of the U.S. nonprofit sector. *Journal of Leadership Studies*, 14(1), 89–95. <https://doi.org/10.1002/jls.21686>
- Leroux, K., & Goerdel, H. T. (2009). Political advocacy by nonprofit organizations: A strategic management explanation. *Public Performance & Management Review*, 32(4), 514–536.
- Lewis, L. (2019). *Organizational change: Creating change through strategic communication* (2nd ed.). John Wiley and Sons. <https://doi.org/10.1002/9781119431503>
- March, J. G. (1991). Exploration and exploitation in organizational learning. *Organization Science*, 2(1), 71–87.
- McKenzie, J., & Varney, S. (2018). Energizing middle managers' practice in organizational learning. *The Learning Organization*, 25(6), 383–398. <https://doi.org/10.1108/TLO-06-2018-0106>
- Mendenhall, M. E., & Marsh, W. J. (2010). Voices from the past: Mary Parker Follett and Joseph Smith on collaborative leadership. *Journal of Management Inquiry*, 19(4), 284–303.  
<https://doi.org/10.1177/1056492610371511>
- Meyer, C. B., & Stensaker, I. G. (2006). Developing capacity for change. *Journal of Change Management*, 6(2), 217–231. <https://doi.org/10.1080/14697010600693731>
- Morgan, G. (2006). *Images of organization*. Sage. (Original work published 1986)
- Myers, P., Hulks, S., & Wiggins, L. (2012). *Organizational change: Perspectives on theory and practice*. Oxford University Press. <https://global.oup.com/ushe/product/organizational-change-9780199573783>
- Olson, C. A., Shershneva, M. B., & Brownstein, M. H. (2011). Peering inside the clock: Using success case method to determine how and why practice-based educational interventions succeed. *Journal*

*of Continuing Education in the Health Professions*, 31(S1), S50–S59.

<https://doi.org/10.1002/chp.20148>

O'Reilly, C. A., III., & Tushman, M. L. (2016). *Lead and disrupt: How to solve the innovator's dilemma*.

Stanford Business Books. <https://www.gsb.stanford.edu/faculty-research/books/lead-disrupt-how-solve-innovators-dilemma>

Ouedraogo, N., & Ouakouak, M. L. (2020). Antecedents and outcome of employee change fatigue and change cynicism. *Journal of Organizational Change Management*, 34(1), 158–179.

<https://doi.org/10.1108/JOCM-05-2019-0141>

Pasmore, W., Winby, S., Mohrman, S. A., & Vanasse, R. (2019). Reflections: Sociotechnical systems design and organization change. *Journal of Change Management*, 19(2), 67–85.

<https://doi.org/10.1080/14697017.2018.1553761>

Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press. <https://bit.ly/3zNqBFX>

Perkins, D. D., Bess, K. D., Cooper, D. G., Jones, D. L., Armstead, T., & Speer, P. W. (2007). Community organizational learning: Case studies illustrating a three-dimensional model of levels and orders of change. *Journal of Community Psychology*, 35(3), 303–328.

<https://doi.org/10.1002/jcop.20150>

Perry, J., & Wise, L. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367–373. <https://doi.org/10.2307/976618>

Pfeffer, J., & Salancik, G. R. (2003). *The external control of organizations: A resource dependence perspective*. Stanford Business Books. (Original work published 1978)

Prieto, L. C., Norman, M. V., Phipps, S. T. A., & Chenault, E. B. S. (2016). Tackling microaggressions in organizations: A broken windows approach. *Journal of Leadership, Accountability and Ethics*, 13(3), 36–49. <https://www.articlegateway.com/index.php/JLAE/article/view/1906>

- Raelin, J. (2006). Does action learning promote collaborative leadership? *Academy of Management Learning & Education*, 5(2), 152–168. <https://doi.org/10.5465/AMLE.2006.21253780>
- Raisch, S., & Birkinshaw, J. (2008). Organizational ambidexterity: Antecedents, outcomes, and moderators. *Journal of Management*, 34(3), 375–409. <https://doi.org/10.1177/0149206308316058>
- Randel, A. E., Jaussi, K. S., & Wu, A. (2019). Observed issue selling: The effects of role models, willingness to issue sell, and inclusion in decision making. *The Journal of Applied Behavioral Science*, 55(3), 352–368. <https://doi.org/10.1177/0021886319838629>
- Richard, E. M. (2020). Developing employee resilience: The role of leader-facilitated emotion management. *Advances in Developing Human Resources*, 22(4), 387–403. <https://doi.org/10.1177/1523422320949143>
- Ronquillo, J. C., Miller, A., & Drury, I. (2017). Trends in nonprofit employment. In J. K. A. Word & J. E. Sowa (Eds.), *The Nonprofit human resource management handbook: From theory to practice* (1st ed., pp. 29–43). Routledge. <https://doi.org/10.4324/9781315181585>
- Rosenthal, S. A., Moore, S., Montoya, R. M., & Maruskin, L. A. (2009). *National leadership index 2009: A national study of confidence in leadership*. Center for Public Leadership, Harvard Kennedy School. [http://www.learninc.net/binout/3663\\_Harvard\\_Leadership.pdf](http://www.learninc.net/binout/3663_Harvard_Leadership.pdf)
- Rosing, K., Frese, M., & Bausch, A. (2011). Explaining the heterogeneity of the leadership-innovation relationship: Ambidextrous leadership. *The Leadership Quarterly*, 22(5), 956–974. <https://doi.org/10.1016/j.leaqua.2011.07.014>
- Rothschild, J., & Milofsky, C. (2006). The centrality of values, passions, and ethics in the nonprofit sector. *Nonprofit Management and Leadership*, 17(2), 137–143. <https://doi.org/10.1002/nml.139>
- Rothwell, W. J., Sullivan, R. L., Kim, T., Park, J. G., & Donahue, W. E. (2016). Change process and models. In W. J. Rothwell, J. M. Stavros, & R. L. Sullivan (Eds.), *Practicing organization development:*

*Leading transformation and change* (4th ed., pp. 42–59). Wiley.

<https://doi.org/10.1002/9781119176626>

Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). Wiley.

<https://www.wiley.com/en-ca/Organizational+Culture+and+Leadership%2C+5th+Edition-p-9781119212041>

Scholes, K. (1998). Stakeholder mapping: A practical tool for managers. In V. Ambrosini, G. Johnson, & K.

Scholes (Eds.), *Exploring techniques of analysis and evaluation in strategic management* (pp. 152–168). Prentice Hall.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Currency.

(Original work published 1990)

Sminia, H., & Van Nistelrooij, A. (2006). Strategic management and organization development: Planned

change in a public sector organization. *Journal of Change Management*, 6(1), 99–113.

<https://doi.org/10.1080/14697010500523392>

Spanyi, A. (2010). *Operational leadership*. Business Expert Press.

<https://doi.org/10.4128/9781606491133>

Spillane, J. (2006). *Distributed leadership*. Jossey-Bass.

Statistics Canada. (2019, March 5). Nonprofit institutions and volunteering: Economic contribution, 2007

to 2017. *The Daily*. <https://www150.statcan.gc.ca/n1/daily-quotidien/190305/dq190305a-eng.pdf>.

Taylor, M. J., McNicholas, C., Nicolay, C., Darzi, A., Bell, D., & Reed, J. E. (2014). Systematic review of the

application of the plan–do–study–act method to improve quality in healthcare. *BMJ Quality & Safety*, 23(4), 290–298. <https://doi.org/10.1136/bmjqs-2013-001862>

Tomkins, L., & Simpson, P. (2015). Caring leadership: A Heideggerian perspective. *Organization Studies*,

36(8), 1013–1031. <https://doi.org/10.1177/0170840615580008>

- Tushman, M. L., & O'Reilly, C. A., III. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review*, 38(4), 8–30.
- Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*, 29(1), 89–104.  
<https://doi.org/10.1016/j.leaqua.2017.12.009>
- van Winden, W., & van den Buuse, D. (2017). Smart city pilot projects: Exploring the dimensions and conditions of scaling up. *Journal of Urban Technology*, 24(4), 51–72.  
<https://doi.org/10.1080/10630732.2017.1348884>
- Verschuere, B., & De Corte, J. (2014). The impact of public resource dependence on the autonomy of NPOs in their strategic decision making. *Nonprofit and Voluntary Sector Quarterly*, 43(2), 293–313. <https://doi.org/10.1177/0899764012462072>
- Voyer, B. G., & McIntosh, B. (2013). The psychological consequences of power on self-perception: Implications for leadership. *Leadership & Organization Development Journal*, 34(7), 639–660.  
<https://doi.org/10.1108/LODJ-10-2011-0104>
- Weiner, B. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(67), 1–9.  
<https://doi.org/10.1186/1748-5908-4-67>
- Woltering, L., Fehlenberg, K., Gerard, B., Ubels, J., & Cooley, L. (2019). Scaling – from “reaching many” to sustainable systems change at scale: A critical shift in mindset. *Agricultural Systems*, 176, 1–9.  
<https://doi.org/10.1016/j.agsy.2019.102652>
- Young, I. M. (2004). Responsibility and global labor justice. *Journal of Political Philosophy*, 12(4), 365–388. <https://doi.org/10.1111/j.1467-9760.2004.00205.x>
- Yu, M.-C., Mai, Q., Tsai, S.-B., & Dai, Y. (2018). An empirical study on the organizational trust, employee-organization relationship and innovative behavior from the integrated perspective of social

exchange and organizational sustainability. *Sustainability*, 10(3), 1–14.

<https://doi.org/10.3390/su10030864>

Yukl, G. (2009). Leading organizational learning: Reflections on theory and research. *The Leadership Quarterly*, 20(1), 49–53. <https://doi.org/10.1016/j.leaqua.2008.11.006>

Yurkofsky, M. M., Peterson, A. J., Mehta, J. D., Horwitz-Willis, R., & Frumin, K. M. (2020). Research on continuous improvement: Exploring the complexities of managing educational change. *Review of Research in Education*, 44(1), 403–433. <https://doi.org/10.3102/0091732X20907363>

**Appendix: Sample Information Form in the REB-Exempt Process**

- A. Project information and team members
- B. Statement of REB exemption
- C. What are we hoping to achieve? Why is this important?
- D. Why are we asking you to participate?
- E. What can you expect to happen?
- F. Where will we collect information?
- G. What web-based software will we use?
- H. What are the potential benefits?
- I. What are the potential risks/discomforts?
- J. Do you have to participate?
- K. Can you stop or pause?
- L. How will we ensure your identity and information is protected?
- M. Will you be compensated for your time?
- N. What if you have questions, comments, or concerns?