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Autonomy and Empowerment to be Creative and Engaged in a Collaborative Culture

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Abstract

This document is an Organizational Improvement Plan (OIP). The purpose of the OIP is to address a specific problem of practice (PoP) at a private career college in Ontario (the College). The PoP at the College is the need for instructors to have autonomy and empowerment to be creative and engaged in a collaborative culture. An organizational analysis at the College determined that the present functionalist theoretical organizational framework and its hierarchical structure inhibit collaboration. After a comprehensive review of scholarly literature, this OIP recommends that a postmodernist theoretical organizational framework and a follower-centric approach to leadership using the transformational and authentic leadership theories be implemented. To substantiate the robustness of the recommendation, peer-reviewed articles and published books on educational leadership are chosen as they are established literature; over 200 references are used. A 3-pronged solution comprising defined autonomy, a collaborative council, and a community of practice is suggested. Kotter's (1996) change process, congruent with postmodernism as well as the transformational and authentic leadership approaches, will guide the implementation of the change intervention. An implementation plan is developed and monitoring and evaluation strategies are advanced. Face-to-face meetings including one-on-one interviews, considered rich media, along with surveys and focus groups, are utilized to ensure optimal stakeholder engagement. This OIP then presents a communication plan that will inform and raise the awareness of stakeholders of the need for change while actively engaging them in bringing the change to fruition.

Keywords: leadership, autonomy, empowerment, collaboration, functionalism, postmodernism

Executive Summary

This document is an Organizational Improvement Plan (OIP). It addresses a problem of practice at a private career college in Ontario (the College) where instructors articulated the need for autonomy and empowerment to be creative and engaged in a collaborative culture. The purpose of this OIP is to explore a solution to the problem of practice and recommend a change intervention to the CEO of the College.

The College, with 125 employees and 90 instructors, provides education on behalf of the industry regulatory body and has been doing so for over 60 years. As the sole education provider, it has been financially successful and is considered a major community influencer within the industry. The College, then, has not considered any change until now. The instructors' need is shocking to the CEO and other senior leaders. After all, the vision of the College is to provide participatory learning for all students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. Indeed, Kotter et al. (2021) argued that leaders often assume that the link to the vision is discernible and so, they do not invest time to connect the vision with the people. Accordingly, the CEO wants to re-establish transparency of the corporate vision and directs an exploration into change.

While the College and its faculty want change, such change must ultimately benefit all stakeholders while sustaining the College as a leader in its field. The Executive Director, after consultation with the CEO, assigned me, a Director at the College, as change leader to analyze the problem of practice and develop a change plan for implementation. The exploration into change and the change process constitutes this OIP which consists of three chapters.

Chapter 1 provides an insight into the problem of practice at the College. It explicates why there is a need for change and how ready the College is for this change. First, the OIP

describes the organizational context to provide an understanding of the present state at the College. This state is juxtaposed with my leadership position and lens statement. This chapter also delves into the questions emerging from the problem of practice. It then explores the vision for change and investigates the organization's readiness for change. A vision for change is developed in collaboration with the leadership team and stakeholders including managers, instructors, employees and key external stakeholders such as the regulatory body and industry leaders. This vision is shared with stakeholders across the College to bolster organizational change readiness. As well, the recent successful change initiative at the College will reinforce the organizational change readiness. The Kotter (1996) 8-Stage change process model is adopted to execute the proposed change because it has a proven record of change successes in hierarchical organizations (Cameron & Green, 2009).

Chapter 2 probes deeper into issues raised in Chapter 1 and provides justification for the choice of leadership approaches and change models. It discusses two change models for leading change and further explores needed changes at the College through an organizational analysis. This analysis reveals that the College operates within a theoretical organizational framework, referred to as functionalism, which was hugely successful in the 1960s. This framework supports hierarchies characterized by top-down leadership and a strong attachment to status quo. It is, however, antithetical to autonomy and empowerment and stifles collaboration (Kroll, 1987). With the influx of employees from diverse backgrounds and with the need for innovation, a milieu that fosters divergent thinking in a collaborative culture is necessary. Through robust research of scholarly literature, postmodernism was uncovered as the vehicle to create such a milieu. Postmodernism embraces diversity and promotes creativity and divergent thinking, two antecedents for innovation (Amabile, 1996; Tsoukas & Knudsen, 2003).

The analysis further reveals that a follower-centric approach to leadership will be best suited to address the problem of practice and is congruent with the postmodernist framework. Research findings have identified two follower-centric leadership approaches: transformational and authentic. These leadership theories are conducive to a more effective leader-and-follower relationship that will foster collaboration (Luthans & Avolio, 2003). Subsequently, this chapter identifies and examines four possible solutions for remedying the problem of practice and recommends a fifth as the best possible solution—a 3-pronged solution. Chapter 2 also discusses leadership ethics relevant to the problem of practice and the anticipated organizational change.

Chapter 3 reconnects with the organizational analysis and the best possible solution, examined in Chapter 2, to explain how the change will be implemented. It explicates the implementation plan devised to complete the change in eighteen months. It also discusses how the plan will be monitored and evaluated and advances strategies and tools to accomplish this. With ongoing monitoring throughout the 18-month period, the change will be evaluated at the juncture where all stakeholders have begun practising the change as it will be imperative for leadership to understand how the change is being internalized—a condition Kotter (1996) described as institutionalizing the change. Furthermore, Chapter 3 explores a communication plan formulated to heighten stakeholder awareness of the need for change and the change process. The communication plan considers key messages that will be disseminated during the pre-change, developing the need for change, mid-stream change, and confirming the change phases of the change. The chapter then explores possible next steps and future considerations after which, I conclude this OIP.

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Acronyms

CBAM (Concerns-Based Adoption Model)

HRD (Human Resources Department)

M & E (Monitoring and Evaluation)

OIP (Organizational Improvement Plan)

PDSA (Plan, Do, Study, Act)

PoP (Problem of Practice)

Definitions

Assessment and Evaluation

Assessment and evaluation are often used synonymously but they are not as the former is employed when emphasizing clients of a program while the latter is utilized when judging the program (Alkin, 2011).

Authentic Leadership

Authentic leadership is a follower-centric approach to leadership (Luthans & Avolio, 2003) where leaders and followers collaborate on organizational issues (Walumbwa et al., 2008). It can incorporate transformational leadership and is capable of transforming organizations (Avolio & Gardner, 2005).

Autonomy

Autonomy is the amount of independence and freedom that followers have over their work (Hackman & Oldham, 1975).

Empowerment

Empowerment is assigning people power to exercise agency and having influence (Hodges & Gill, 2015).

Engagement

Engagement is defined it as a favourable state of work-related welfare that exhibits enthusiasm and dedication (Bakker et al., 2008).

Functionalism

Functionalism is a theoretical organizational framework where status quo and hierarchy are core components (Durkheim, 1961; Sarros et al., 2002).

Organizational Improvement Plan

An Organizational Improvement Plan is a major persuasive research paper that provides evidence-based pathways to address organizational problems (CPED, 2019).

Postmodernism

Postmodernism is a theoretical organizational framework that espouses diversity, inclusion and collaboration (Kroll, 1987; Parker, 1992; Tsoukas & Knudsen, 2003).

Problem of Practice

A Problem of Practice (PoP) is a significant workplace problem or challenge that exists in one's place of work (CPED, 2019).

Transformational Leadership

Transformational leadership is a follower-centric approach to leadership (Burns, 1978) where the core component is charisma (Bryman, 1992). It is compatible with authentic leadership (Avolio & Gardner, 2005).

Chapter 1 – Introduction and Problem

My perspective on leadership and in particular, educational leadership, is that it must be collaborative. Collaboration needs cooperation at all levels of an organization. But sometimes, the organizational structure and governance unknowingly contribute to factors that hinder cooperation. This OIP aims to explore such factors and addresses the impediments to a collaborative organizational culture. Chapter 1 of this OIP provides an insight into the problem of practice at the College. It explicates why there is a need for change and how ready the College is for this change. First, the organizational context provides an understanding of the present state at the College. This state is then juxtaposed with my leadership position and lens statement. This chapter thereafter delves into the problem of practice and questions emerging from this problem. It then explores the leadership-focused vision for change and investigates the College readiness for change.

Organizational Context

To fully understand the problem of practice and hence the need for this OIP, the organizational context is useful. This section, then, frames the organizational context at the College. The history and vision, along with the institutional purpose and goals, organizational structure, established leadership approaches and practices, and a brief history are presented to provide a well-rounded understanding of the College.

Introduction and Contexts

This private career college is structured as a not-for-profit organization and administers industry-specific education to fee-paying adult students. As a director at the College, I oversee curriculum development and faculty training across Ontario. Prior to formally registering as a

college under the Private Career Colleges Act in the early 2000s, the organization has been offering such education as an unregistered education provider for over 50 years. The College offers 5- and 10-day courses throughout the year across Ontario via online asynchronous e-learning, correspondence courses, and face-to-face classrooms. The latter has been suspended due to COVID-19. The College has 125 employees and 90 independent contractors who are industry practitioners and serve as instructors across Ontario. Recently, several instructors informed me that they needed more freedom and authority to be creative and engaged in the classroom while underscoring the absence of collaborative leadership. This information was striking because it reflects a departure from the vision of the College.

Politically, the College actively lobbies the Provincial government on industry-related issues. It advises the provincial politicians on policies and practices relevant to the industry. It also engages the Ministry of Training, Colleges and Universities on issues pertaining to the Private Career Colleges Act. These activities confer a unique social status on the College with provincial politicians and education officials occasionally attending Board meetings with Press coverage. Accordingly, the College enjoys an enviable level of social distinction as industry leaders and clients see it as an essential institution for promoting professionalism within the industry.

Culturally, the College maintains a fairly collegial work culture. At the employee level, there is an air of friendliness. The aura of protectiveness at the manager level is indicative of managers' close relationship with their director. At the director level, there is a feeling of competitiveness as they rival each other to gain the attention of the Executive Director. At the executive level, there is a stark absence of gender parity in a male-dominated hierarchy where strategies are crafted and major decisions are made.

On the economic front, the College has been a going-concern for the past 60 years. As a not-for-profit organization, it spends lavishly on perks for the faculty. For example, there is an annual 3-day symposium at a meticulously selected exclusive resort where leadership experts are invited to share their expertise over delightful meals, fun activities and expensive gifts. As well, with over 11,000 students served annually, the College is profitable and financially sound and engages in generous financial contributions to the community's charitable causes.

History of the Organization

In the 1920s, a few people banded together to create an organization that focused on raising the level of education for people seeking to enter the industry. The organization started offering education courses in the 1950s. It then convinced the industry leaders in the 1960s to introduce a mandatory course that, when completed, will denote the graduate's readiness to work in the industry. The organization later introduced mandatory continuing education in the 1980s and then registered under the Ontario Private Career Colleges Act in the early 2000s. A Human Resources department was added three years later. The College is presently in a state of flux triggered by a faculty conflict within their work environment. This conflict undermines the collegial relationships necessary for collaboration at the College.

Vision, Mission, Values, Purpose and Goals

The vision of the College is to provide participatory learning for all students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. The situation raised by the faculty, then, is antithetic to this vision. The mission is to enhance the professionalism of its graduates entering the industry. The College requires that graduates exhibit high ethical standards as articulated in the industry's Professional Conduct handbook as they enter the workforce. Furthermore, in striving for professionalism, the

College values transparency, honesty, and integrity as graduates manage large sums of money when dealing with their clients. The purpose of the College is to produce practice-ready graduates to operate in the industry with little supervision, if any. Its goal is to provide hiring employers with graduates equipped with the skills and competencies to efficiently engage with clients. The hiring employers constitute an important cadre of community stakeholders and provide feedback on graduates' performance—a key performance indicator for the College.

Organizational Structure

The College is governed by a Board of Directors who manage their own full-time business corporations and thus rely on the CEO for organizational leadership. The CEO, an experienced corporate leader, depends on the Executive Director to manage the day-to-day operations. The Executive Director has charge for three directors. As one of those directors, I oversee a staff that ensures that the curriculum remains current through research and active liaison with practitioners, legislators, and instructors. I am also responsible for the training and development of faculty across Ontario. Appendix A showcases the organizational structure of the College which is strongly hierarchical with established leadership approaches and practices.

Established Leadership Approaches and Practices

The CEO and the Executive Director are charismatic in their leadership approach. Bass (1985) posited that charisma is the core driver of transformational leadership. Burns (1978), who first introduced the theory, postulated that it motivates followers to achieve and exceed their performance levels; exemplary in both leaders. But Tourish (2013) argued that "theories of transformational leadership have been scrutinized for their apparent absence of morality" (p. 257). As a transformational leader turned authentic leader, I aim to gradually introduce both

leaders to authentic leadership, a leadership approach that can transform organizations (Avolio & Gardner, 2005).

My leadership approach encourages active stakeholder participation which empowers people. Hodges and Gill (2015) explained empowerment as influencing people to exercise agency. This power-sharing, according to Johns and Saks (2017), is integral to organizational effectiveness. In an attempt to inspire an empowered work culture, my leadership behaviours, based on an analysis of the results of Northouse's (2019) Authentic Leadership Questionnaire, are consistent with characteristics inherent in authentic leadership.

Before this, though, I was a transformational leader much like the CEO and the Executive Director. But, Tourish (2013) asserted that "authentic leadership [has] gain[ed] traction as a powerful alternative to transformational leadership" (p. 257). Furthermore, the "authentic leader… gives priority to developing associates to be leaders" (Luthans & Avolio, 2003, p. 243). I argue that developing followers will enhance participation and thus promote follower engagement. As well, I favour sharing power with followers as leadership constitutes both leaders and followers (Baker, 2007). This organizational behaviour, I contend, should be visible in leadership practices.

A leadership practice at the College is the CEO's monthly *Town Hall* meetings with all stakeholders, comprising employees, instructors, and external clients, wherein he emphasizes the need to collaborate with one another to achieve common goals. Another practice is the *Education Day*, held every three months, where the CEO invites an external subject matter expert to conduct an all-day workshop on leadership issues. Yet another leadership practice is the monthly *Leaders Huddle* where the CEO is apprised on the state of every department. This activity also

includes a brainstorming exercise on key challenges being encountered by managers. These practices are conducive to reinforcing the College vision of collaborative leadership.

Section Summary

This section detailed the history, structure, and vision, along with the key leaders and their leadership philosophy at the College. It also offered a glimpse into the problem of practice that is addressed in this OIP. Since I will be in charge of addressing this problem, expounding on my leadership position and lens statement is pertinent.

Leadership Position and Lens Statement

I was hired in 2013 as a manager charged with managing curriculum and faculty training across Ontario. In terms of curriculum, relevant changes are identified, validated and updated in the course textbooks. I introduced an electronic system to immediately notify students of such curricular changes. In terms of training, I observe classroom instructional sessions across Ontario and then discuss my observations one-on-one with the instructor. One common observation was the use of the lecture methodology as the dominant instructional delivery in a classroom attended by mainly millennials. I discussed this with the Executive Director who, in 2014, decided that the lecture-only instructional delivery was unsuitable for the emerging student demographic. The planning and development of an interactive curriculum, premised on the Socratic teaching methodology with the extensive use of case studies, afforded me the opportunity to interact with leaders and followers across the College. The successful implementation of the interactive curriculum resulted in my appointment as a Director. This appointment changed the leadership dynamics at the College; my former manager became my peer and my former peers became my direct reports. In this assigned position my positional power was both real and perceived, as the CEO and Executive Director frequently visit my office for discussions and social drop-ins.

My leadership approach espouses the authentic leadership approach and reflects a robust collaborative style. This collaborative style engages follower—something I value in leadership. It was this approach that immensely contributed to the recent successful organizational change at the College. Perhaps, my leadership perspective is influenced by my experience within a non-autonomous work environment where follower-engagement was diminished. Accordingly, in my leadership, I use the insight gained from the experience while bracketing my personal biases. In fact, I work with all stakeholders through the lens of the ethics of care (Branson, 2010).

My leadership philosophy is best described as postmodernist. My worldview espouses follower-development and inspires a follower-centric leadership perspective. Postmodernism is a philosophical branch of critical theory (Mack, 2010) which pursues "the emancipation of individuals and groups" (Cohen et al., 2007, p. 26). Mack suggested that critical theory has been "criticized for its elitism" (p. 10) for its assumption that everyone wants to be emancipated. Similarly, I often ponder whether some followers may prefer to be just that—followers. In terms of leadership, I contend that no one leadership approach addresses all organizational situations and so, it is prudent for leaders to have various leadership competencies in their repertoire. The leadership approach I employ at any given time emphasizes a collective effort as it produces synergistic results.

I see leadership as a jazz band where every musician is an expert. Each musician alone though, produces no symphony. Indeed, this symphony can only be accomplished when all the musicians collaboratively contribute their expertise. Similarly, in leadership, synergy is achieved when leaders and followers pool their resources in pursuit of common goals—characteristic of a postmodernist environment. Kroll (1987) theorized that postmodernism espouses diversity and further, that "diversity encourages creativity" (p. 29). Diversity, ever growing in today's highly

globalized workforce, impels leaders to become relationally competent with followers from diverse cultures and the creativity it inspires bolsters innovation. The College has a need to align its theoretical organizational framework with one that fosters collaboration thereby capitalizing on diversity to enhance creativity and innovation.

As a leader, I thrive in an environment where my interactions with followers inspire transformative learning. My belief is that learning should impel change and in turn, change should translate into praxis. In my worldview, a leader is "interpersonally competent [and] must be able to develop the trust and respect of others" (Kouzes & Posner, 2007, p. 345). In my role, I have agency to influence such behaviours. I view followership as critical to effective leadership and opine, from my experience, that followers have been left behind in the field of organizational development and power has not been shared with them. Typically, they are the task workers and leaders are the thinkers and initiators. Indeed, Baker (2007) argued that "power was not shared with followers" (p. 53). Power sharing across the College is necessary and can be facilitated through the flattening of the hierarchical structure. Power impacts change communication (McClellan, 2011) and shared power will, therefore, influence wider participation and hence, greater buy-in into change. As change leader, I aim to facilitate the conversion to a horizontal organizational structure through follower-centric leadership. I argue that this leadership approach is key to establishing a workplace where autonomy and empowerment in a collaborative culture will flourish—the crux of this OIP.

My view of reality—my ontology, and my view of how one acquires knowledge—my epistemology, inform my methodology. I posit that social reality is defined by people's "behaviours in society" while knowledge is "socially constructed through institutions and society" (Mack, 2010, p. 9). My methodology is collaboration and facilitation which are inherent

in follower-centric leadership. A collaborative culture promotes autonomy and empowerment (Avolio & Gardner, 2005) and so, my leadership practice embraces two follower-centric leadership theories—authentic and transformational.

While my leadership practice has an affinity for collaborative experiences, I have relied on other approaches to leadership as well. My immense interest in leadership and my practice as a fair and fearless leader inspired the Executive Director to sponsor my enrolment in a Master of Education degree in 2015. Two years later, this new-found knowledge in educational leadership along with my practitioner experience, garnered me significant power as a leader—referent and expert power along with the positional power conferred by the CEO. Indeed, when three of the managers, former peers now reporting to me, were reluctant to complete certain tasks, I could have deferred to transactional leadership and directed them to perform those tasks. But, my conviction in the principles of collaborative leadership constrained me. Gersick (1994) argued that transactional leadership (Burns, 1978) sustains the status quo and I am determined to flatten the existing hierarchical structure driven by the status quo.

As previously mentioned, prior to espousing authentic leadership values, I was a keen transformational leader and practitioner. I would inspire followers to perform their tasks in a manner that exceeds their expectation and ability (Burns, 1978). Additionally, Holten and Brenner (2015) posited that "transformational leadership is an appropriate leadership style when dealing with organizational change" (p. 4). I aim to combine the collaborative and participative elements of transformational and authentic leadership in my leadership repertoire.

Furthermore, Bakker et al. (2008) contended that when managers engage followers, they convey their enacted values of change. And when they practice transformational leadership, they exhibit their espoused values of change. Together, the enacted and the espoused values constitute

leader behavioural integrity (Simons, 1999; 2002)—an essential leadership quality for successful change (Bakker et al., 2008). Moreover, Holten and Brenner (2015) hypothesized that "the more managers involve followers, the more positively followers will appraise the change" (p. 5). Indeed, Yukl (1989) postulated that transformational leadership inspires attitudinal change in followers that enhances organizational commitment, an important antecedent to organizational change. Such qualities of transformational leadership would make it challenging for me to reject its practice by the CEO and the Executive Director.

However, I have some concerns with transformational leadership. According to Tomkins and Simpson (2015), laissez-faire is a vulnerability of transformational leadership. Northouse (2010) defined laissez-faire as "hands-off" leadership (p. 182). Furthermore, Schyns and Schilling (2013) declared laissez-faire as "ineffective leadership" (p. 141) and then proceeded to rule it as "non-leadership" (p. 142). This is not to say that the two senior leaders practise laissez-faire but that it is inherent in transformational leadership, is concerning. Moreover, according to Bass (1985), who wrote extensively on Burns' (1978) transformational leadership, charisma is at the heart of transformational leadership. But charisma, argued Solomon (2013), is a non-essential factor in leadership. Additionally, Northouse (2016) posited that transformational leadership can be "directive" and "authoritative" (p. 179), often, undesirable leadership behaviours.

While I am careful not to be confrontational with transformational leaders, my concerns about transformational leadership impelled me to adopt a leadership approach that "incorporates transformational leadership" (Avolio & Gardner, 2005, p. 329). It is called authentic leadership. Authentic leadership does not rely on charisma (George, 2003). In fact, Avolio and Gardner (2005) asserted that authentic leadership can make a fundamental difference in organizations by

engaging people and Walumbwa et al. (2008) have "empirically linked authentic leadership behaviours to important follower behaviours and performance" (p. 89).

Section Summary

My leadership practice, my advanced degree in leadership, and frequent meetings with the CEO and the Executive Director have positioned me as a powerful leader and garnered me favour and influence at the College. The leaders, my peers, colleagues, and external stakeholders have come to respect and admire my leadership for its knowledge and industry experience. This milieu affords me the opportunity to gradually inject my authentic leadership philosophies with a fair degree of ease, moral suasion, and professionalism. This situation will bode well for me as the College shifts focus to the leadership problem of practice.

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Leadership Problem of Practice

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The problem of practice that is addressed in this OIP is the need for instructor autonomy and empowerment to be creative and engaged in a collaborative culture. Instructors, who are older with immense industry experience, wield expert and referent power as curriculum experts. Their managers who are younger with a college or university degree wield assigned positional power. The difference in power has created conflict and inhibited teamwork leaving instructors feeling constrained in their ability to collaborate. Instructors choosing to dialogue with me in preference to their managers evidences this constraint. But "collaboration is critical for high performance" (Kouzes & Posner, 2007, p. 224).

This lack of collaboration is a barrier to autonomy and a hindrance to empowerment and prevents instructors from being creative and engaged in the classroom. Hodges and Gill (2015) defined empowerment as assigning people power to exercise agency and having influence.

Indeed, Johns and Saks (2017) claimed that "people who are empowered have a strong self-efficacy" (p. 436). Furthermore, Sarros et al. (2002) postulated that empowerment enhances self-efficacy and Bandura (2012) asserted that people with stronger self-efficacy perform better. Moreover, Hedges (2018) posited that engagement increases innovation and that "87 percent of executives believe that innovation is a strategic priority for their organization" (p. 5).

This problem of practice could negatively impact the influence of the College and its role as education provider for the industry regulatory body. To maintain its leadership position in the field, all stakeholders must be involved and this requires trusting relationships across the College—a social justice issue. In fact, "social justice is a major concern for many contemporary educational scholars and practitioners" (Furman, 2012, p. 192). Social justice conjures up a variety of terms such as trust, equity, equality, inequality, equal opportunity, and more (Blackmore, 2009) and will be discussed in Chapter 2 of this OIP. As the director in charge of faculty, addressing this problem of practice falls within the purview of my responsibilities and I have agency to restore the corporate vision of the College.

The organizational vision at the College is to provide participatory learning for all students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. The problem of practice, therefore, signals a gap between the existing work culture and the espoused one. In fact, the existing workplace climate is antithetic to the organizational vision. It is my expectation that the CEO will demonstrate great impetus to urgently address the problem of practice as it represents a departure from the vision of the College. I also expect stakeholders across the College to be ready to cooperate in resolving the problem of practice as doing so would enable them to manage their work tasks with a fair level of independence or autonomy resulting in empowerment. Johns and Saks (2017) contended

that empowerment enhances "job satisfaction, organizational commitment, and high performance" (p. 437).

Conversely, I see follower disempowerment as leader domination and oppression of powerless people. Such powerlessness, posited Sarros et al. (2002), occurs in the absence of "job autonomy and participation" (p. 287). This malady, I argue, can be remedied through active follower engagement. Indeed, Wheatley (2006) declared that "great things are possible when we increase participation" (p. 40). Furthermore, Liu et al. (2010) asserted that an autonomous work environment positively impacts follower commitment to work and such commitment is a crucial antecedent for organizational change. I foresee fostering such an environment through targeted education via professional development workshops, or webinars under the present COVID-19 situation; Freire (1982) asserted that education sparks empowerment. Moreover, findings from previous scholars, along with my own work experience, aptly demonstrate that follower-centric leadership is key to promoting empowerment and fostering an autonomous work environment.

Section Summary

This problem of practice is not insurmountable. It will require careful and sensitive planning, mindful that some managers, and even followers, may resist changes to the status quo. Going forward, then, will require persuasive communication and targeted education. The aim would be to enable leaders and followers to buy-in to the prospect that addressing the problem of practice will produce a future organizational state that will benefit both the organization and the people who constitute it. But such a milieu will require careful and accurate framing of the problem of practice.

Framing the Problem of Practice

In this section, I explicate why change is compelling. I do so by situating the problem of practice in the broader contextual forces shaping the practices that form the problem. For this, I use four strategies: historical overview of the problem of practice, key theoretical organizational frameworks and lens, recent literature, and the PESTE factor analysis.

Historical Overview of the Problem of Practice

The organization was established in the 1960s to offer industry-specific education. Its founding hierarchical governance, with power concentrated at the top and communications flowing downward, perpetuated hierarchy when the organization registered in the early 2000s as a college under the Private Career Colleges Act. When I joined the College in 2013, one of my first observations was the use of the instructor-led lecture methodology as the only classroom instructional delivery, reflective of the one-way communication and power residing at the top. This was remedied in 2014 with the successful implementation of an interactive curriculum premised on student-centric learning and the Socratic teaching methodology. For this change initiative, followers across the organization were consulted. Feedback on the process revealed an increased sense of follower organizational belongingness. The CEO, in 2015, subsequently introduced monthly townhall meetings as a platform to further engage followers. Enthused by the power dynamics that the new curriculum inspired in the classroom between the instructor and students, instructors questioned the power-sharing relationship with their managers. In 2017, the instructors formally expressed a need for more autonomy and empowerment to be creative and engaged in a collaborative culture. The need for more collaboration at the College became top of mind when collegial relationships weakened. Wheatley (2006) posited that an organization's

power is derived from "the capacity generated by relationships" (p. 39). Collaboration is mired in the present theoretical organizational framework; a paradigmatic shift has become imminent.

Key Organizational Frameworks and Lens

Presently, the College operates within a functionalist environment. This modus operandi was historically appropriate as the dominant organizational paradigm of the 1960s was functionalism. While I do not think that leaders consciously decided to adopt functionalism as their theoretical organizational framework, hierarchy and status quo, pervasive at the College, are salient components of functionalism (Sarros et al., 2002). While this framework did not hinder the profitability of the College, the present diversity of human resources, the need for autonomy and empowerment to be creative and engaged in a collaborative culture, and the perpetual competitiveness of the industry challenge the usefulness of functionalism.

Functionalism

Durkheim (1961), considered one of the founding theorists of functionalism, in stressing the importance of status quo in his seminal work, emphasized the importance of entity over its parts. In other words, the affairs of the organization take priority over the people who execute those affairs. My leadership perspective places priority on people for an organization is only as good as its people. Brown (2013) critiqued Durkheim's work for his unwavering support of the status quo. In my experience, when an organization prioritizes stakeholder interest as primary, there is reciprocal improved organizational perception and this enhances follower organizational commitment. Additionally, social conflict, driven by the resistance to status quo, is ubiquitous at the College and this organizational behaviour is not addressed by functionalism (Munch, 2015). In fact, according to Coser (1956), functionalism is inadequate for understanding social conflict. Furthermore, power dynamics, pervasive at the College, is not addressed by functionalism

(Brown, 2013). Brown argued that functionalism's "lack of theorizing about power… left little room for individual autonomy" (p. 31).

I argue, therefore, that to remain loyal to the status quo within a functionalist theoretical organizational framework at the College is to compromise the work atmosphere essential for establishing a collaborative culture to promote instructor autonomy and empowerment to be creative and engaged. I conclude, then, that functionalism has contributed to the problem of practice. Furthermore, the absence of collaboration in functionalism makes it incongruent with the follower-centric leadership approaches advanced in this OIP. A paradigm shift, therefore, is imperative. This OIP proposes the adoption of a postmodernist theoretical organizational framework.

Postmodernism

Postmodernism, first used in the 1950s, became well-known in the 1960s (Fischer & Graham, 2014). Fischer and Graham stated that postmodernism is credited to early philosophers Jean-Francois Lyotard, Michel Foucault, and Jean Baudrillard. Postmodernism espouses diversity and "diversity encourages creativity" (Kroll, 1987, p. 29). Diversity, increasing at the College, impels leaders to become relationally competent. Such competency will encourage divergent thinking and promote creativity, a reality stifled by functionalism. Kilduff and Mehra (1997) surmised that postmodernism emphasizes social science. This is distinct from the natural science inherent in functionalism (Green, 2009). Wheatley (2006) asserted that work is mainly fixed in the natural sciences. But science has changed, she argued, and if organizations persist in seeking guidance from science, then it should at least choose the relevant science. The College must therefore align its theoretical organizational framework along the appropriate science.

Furthermore, postmodernism seeks inclusion rather than exclusion and aims to connect with followers across the organization (Kilduff & Mehra, 1997). Accordingly, an inclusionary policy at the College will engage followers. Moreover, Parker (1992) argued that "differences are celebrated" in postmodernism (p. 14). I posit that these characteristics will help foster a culture of collaboration and contend, therefore, that postmodernism is better suited to address the problem of practice. In my experience, collaboration promotes an engaged and autonomous work environment. This milieu will undoubtedly counter the rigidity of hierarchies. In fact, Parker (1992) argued that postmodernism eliminates hierarchies.

Dismantling the hierarchy will disseminate power across the College and a flatter organizational structure will promote follower engagement and strengthen collaboration. Fleming (2009) asserted that a horizontal organizational structure encourages a more open workplace thus enabling a collaborative work culture. Moreover, postmodernism, "a call for celebrating diversity and plurality" (Tsoukas & Knudsen, 2003, p. 124), breeds politics and when people function differently, organizational politics becomes ubiquitous (Morgan, 2006). So, the political lens, then, is most suitable to view the problem of practice. As well, power and social conflict issues, pervasive at the College, are best viewed through the political lens.

Political Lens

The political lens depicts individuals and groups interacting in an atmosphere of power and conflict (Bolman & Deal, 2017). Furthermore, Manning (2017) argued that competition is political. I see conflict and competition as desirable for organizational change. They inspire divergent thinking which encourages creativity that could lead to innovative practices. In fact, Bolman and Deal opined that "conflict challenges the status quo… and encourages new ideas, stimulating innovation" (p. 201). Challenging the status quo and becoming innovative are

anticipated outcomes of this OIP. Furthermore, I see strategic competition as promoting power sharing which would expedite the collapse of hierarchy at the College. This collapse will inspire an environment conducive to fostering a more collaborative culture that will promote instructor autonomy and empowerment to be creative and engaged—the aim of this OIP.

Recent Literature

My leadership worldview supports a strong leader-follower relationship where followers contribute to effective leadership and hence, governance. First, Avolio and Walumbwa (2014) coined the expression "authentic followership" (p. 12) to emphasize the importance of active follower engagement. In my work experience, I witness engaged followers discovering latent problems within the mechanics of their tasks and finding the solutions as well. The follower-centric leadership approaches proposed in this OIP inherently embrace follower-engagement.

Second, Belle (2016) argued that participation induces a sense of belonging. Belle asserted that participation is crucial for inclusiveness which is inherent in postmodernism and emphasized that participation needs to be planned for it to be meaningful. Furthermore, the author posited that good governance espouses "democratic values such as inclusivity and participation" (p. 335). An engaged followership is fundamental to my leadership practice and crucial to addressing the problem of practice.

PESTE Factors

External happenings drive change (Cawsey et al., 2016). Factors determining change can be "political, economic, social, technological, and environmental" (p. 23). It is important to consider these factors as they could impact the CEO's decision to implement change.

Political

The College is the sole education provider for the regulatory body which has been keenly transitioning classroom elective courses into an online continuing education program offered inexpensively to industry registrants. Indeed, the regulatory body has been engaged in policy changes impacting education for the past two years. These changes have translated into reduced revenue of the College. In 2020, the regulatory body removed the requirement for the education provider to be a member of the Private Career College thereby encouraging Ontario universities and community colleges to contend for the role. It is important for leaders to be able to interpret what prognosis might be implied from these external changes.

Economic

The College services in excess of 11,000 students annually assuring its economic viability. It has increased its corporate social responsibility thus enhancing its community presence with a potential to boost enrolment. But the regulatory body has reduced the number of face-to-face courses offered by the College by administering them online. This will negatively impact the College's revenue and would undoubtedly adversely affect the 90-instructor faculty.

Sociological

The "social, cultural, and economic environment [can] be dramatically impacted by demography" (Cawsey et al., 2016, p. 23). For instance, the millennial students, uninspired by the lecture-only teaching methodology at the College, forced a major technological change to accommodate the new interactive curriculum. The College, enjoying decades of success with its status quo, did not foresee the changing student demographic.

Technological

The demographic shift in the student population impelled the College to develop and implement a new curriculum that engaged students with technology. The interactive curriculum enables students to use their smartphones and other smart devices in the instructional delivery process. Engaging the students in their learning will enhance their ability to transfer classroom knowledge into effective field work. But improved technology will create a need for retraining as the majority of instructors are not technology-savvy.

Environmental

The regulatory body increasingly converting courses offered in the face-to-face format by the College to the online format will change the education landscape across Ontario. As well, private organizations are soliciting students registered at the College for private tutoring thus creating competition for training. Increased competition, as more educational establishments qualify to bid for the education provider role, will certainly impact the College's sustainability.

Section Summary

The problem of practice, triggered by a non-collaborative work culture, can be resolved by replacing functionalism with postmodernism. The lack of collaboration is causing relational issues impacting both individual and organizational effectiveness. Postmodernism espouses diversity and plurality—antecedents for follower engagement. Competition, pervasive at the College, is political and so, addressing the problem of practice through a political lens is apt. There are other factors, however, impacting the problem of practice as discovered from questions emerging from the problem of practice.

Guiding Questions Emerging from the Problem of Practice

Several questions emerge from the problem of practice: the need for instructor autonomy and empowerment to be creative and engaged in a collaborative culture. The primary question is: What strategies might address inequalities in power to promote instructor autonomy and empowerment? The use of directive leadership would make faculty feel micromanaged as they are told what to do and how to do. Faculty members are experts in the curriculum and as subject matter experts, "directive leadership can be excessively controlling when followers feel competent" (Northouse, 2016, p. 119). After all, literature extols scholars' agreement that leadership is a process wherein a group of people is influenced by one individual to achieve a common goal. And so, to encourage leader-follower partnerships in leadership would augment the leader's sphere of influence. Another strategy would be a paradigm shift from the present functionalism to postmodernism. Functionalism may have been appropriate at a certain time, but times have changed and leaders need to "challenge the process" for the overall good of the College (Kouzes & Posner, 2007, p. 18). Such a shift will cultivate a milieu of respect for diversity and inclusion and create an environment conducive to autonomy, empowerment, and collaboration.

A second question is: How can formal leaders empower followers? Empowered followers would perform better when they collaborate with each other to achieve common goals. Indeed, leaders can select employees to be primed for leadership roles to assure organizational continuity and strengthen organizational effectiveness. While this may seem too top-down and thus, contrary to the essence of the PoP, the severity of the importance of succession and sustainability issues will inherently be leader-influenced to ensure the best candidate is recruited to lead the College. I would argue that the best candidate will be the one who has been molded in the culture

of the College. But in promoting principles of equity and diversity, I will engage HRD to ensure that candidates are selected fairly and in a respectful manner while valuing their differences and considering their merit. Johns and Saks (2017) argued that empowered people have heightened self-efficacy. Furthermore, Johns and Saks asserted that "empowerment fosters job satisfaction, organizational commitment, organizational citizenship behaviours, and high performance" (p. 437). Moreover, Hedges (2018) posited that micromanagement—the antithesis of empowerment—decreases engagement and innovation. This is concerning when "87 percent of executives believe that innovation is a strategic priority for their organization" (p. 5).

A third question is: What can leaders do to enhance workplace autonomy? Followers are provided a degree of control over decision-making in an autonomous work environment thus creating a work culture where everyone determines organizational success. Zhou and Ren (2012) argued that unnecessary instructing from leaders diminishes follower creativity. According to Amabile (1996), creativity inspires innovation. The capacity to innovate will singularly position the College as a competitive viable entity. In fact, senior leaders are responsible for modeling behaviours inherent in autonomous work spaces to encourage others to emulate. Schyns and Schilling (2013) suggested that higher-level leaders' behaviours are embraced by lower-level leaders. Northouse (2016) argued that "too much leadership and authority can be debilitating, decrease people's confidence… and suppress their creative capacities" (p. 270). Fostering leadership by giving people control over decision-making places everyone in charge of protecting and nurturing the organization's future; there should be no more looking to one person for solutions.

Addressing these questions will inspire a work environment that fosters a culture of collaboration. People working across departments can often, synergistically, solve problems that

people working in silos may not even understand. The outcome of collective work reinforces the need for the theoretical organizational framework to shift from functionalism to postmodernism. This framework embraces diversity which in turn will promote the collaborative culture required by instructors at the College. I will encourage managers to adopt an ask-rather-than-tell mental model (Schein, 2013) as asking will embolden discourses thereby inducing engagement. Engagement inspires a sense of belonging which positively impacts organizational commitment and reduces resistance to change (Armenakis et al., 1993). Such a workplace environment will help to assuage the problem of practice.

Section Summary

These questions highlight some of the potential challenges that could be encountered in addressing the problem of practice. Indeed, the first major challenge would be to convince the CEO and the Executive Director that authentic leadership can fundamentally transform the College (Avolio & Gardner, 2005). The second major challenge would be to dismantle the status quo and flatten the hierarchy through a paradigm shift from functionalism to postmodernism where the former stifles collaboration and the latter values diversity and promotes collaboration. Collaborative employees can support each other, challenge issues, identify opportunities, and come up with better solutions. Engaging stakeholders across the College to address these questions and challenges will require a strong leadership-focused vision for change.

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Leadership-focused Vision for Change

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A vision for change is the "desired state" that stakeholders perceive the organization to be after the change (Whelan-Berry & Somerville, 2010, p. 178). It is the state that the organization envisions as the outcome of the change (Hodges & Gill, 2015). Furthermore, the vision must be congruent with the expectations of the stakeholders with emphasis on stakeholder empowerment.

In fact, "the best leaders have employees whom they empower" (p. 69). Hence, transformational leaders leading and managing change is significant because they encourage exceptional follower performance by transforming follower attitudes, beliefs, and values (Burns, 1978). Moreover, leadership of change and management of change are each essential for successful change and transformation (Hodges & Gill, 2015). Additionally, while top leadership support is crucial for any change vision (Kotter & Heskett, 1992), "leadership support from leaders across the organization is [also] critical to successful change implementation" (Whelan-Berry & Somerville, 2010, p. 180). But such a landscape is constricted due to an existing gap.

Gap between Present and Future States

The gap between the present and the future states is the absence of collaboration at both the follower and manager levels. This currently reflects a stark departure from the vision of the College. This departure has triggered a one-way communication where managers tell their direct reports what and how to do with no room for dialogic communication. In fact, many leaders fear losing control and so, resist collaboration (Kotter et al., 2021). This atmosphere constrains instructor autonomy and empowerment to be creative and engaged. Indeed, "collaboration is a critical competency for achieving and sustaining high performance" (Kouzes & Posner, 2007, p. 224). In the future state, collaboration will be cultivated within the proposed postmodernist theoretical organizational framework that embraces diversity. Diversity encourages divergent thinking which augments creativity. Such a culture will inspire autonomy and enhance follower empowerment whereby followers become engaged and creative. Johns and Saks (2017) posited that "only one-third of workers are engaged, and yet, engaged workers have more positive work attitudes and higher job performance" (p. 23). Johns and Saks further asserted that employee engagement significantly impacts innovation which is key to an organization's competitiveness.

In my experience, leaders who engage followers display a level of trust essential for effective leadership as a leader's impact diminishes without trust (Kutsyuruba & Walker, 2015). Kutsyuruba and Walker theorized that "[t]rust acts as an anti-toxin, a health-giving ingredient for fostering excellent working conditions and enhanced learning experiences" (p. 107). I argue that trust is an antecedent for autonomy. Furthermore, Kutsyuruba and Walker contended that trust has a direct relationship with innovation—the stronger the trust, the greater the innovation. When trust is present, stakeholders accept leaders' influence (Kutsyuruba & Walker, 2015) and will thus more readily accept the vision for change.

Priorities for Change

As a follower-centric leader, my first priority would be to engage all stakeholders in the creation of the vision for change. Cawsey et al. (2016) called this "bottom-up visioning" and described it as an "employee-centric approach" (p. 115). This approach will align followers' vision with organizational vision thereby balancing stakeholder and organizational interest, albeit a time-consuming and difficult approach (Cawsey et al., 2016). With this in mind, I am guided by Schein's (2010) suggestion that "attempting to study an entire culture in all of its facets is not only impractical but also usually inappropriate." (p. 316). It will be impossible, then, to engage everyone and so, enabling a representative sample from across the College to participate will be a practical approach. Supervisors will select two incumbents from their departments and collaborate with their managers to discuss the incumbents' strengths and weaknesses. In fact, engaging followers from various departments will reinforce stakeholders' perception in leaders' commitment to enhance follower engagement. Moreover, Cawsey et al. (2016) posited that diversity in employees necessitates a bottom-up approach which will align and motivate followers for change. This method of sampling will not only underpin leadership's commitment

to engage stakeholders but it will also increase buy-in on the change.

A second priority would be to develop an effective change vision. According to Jick (1993), a change vision should be clear and specific; easy to remember; challenging and yet, inspirational; focused on excellence; robust yet, flexible; tangible and implementable. I assert that engaging all stakeholders in creating the change vision will inspire them to take ownership of the vision which, in turn, will enhance follower commitment to the change.

A third priority would be to communicate the vision such that it becomes internalized. Followers, by internalizing the change vision, will be psychologically ready for active engagement once the change process begins (Cawsey et al., 2016). In communicating the vision, Cawsey et al. encouraged "compelling messages that appeal to the particular groups of people critical to the change initiative" (p. 120). This is addressed in Chapter 3 of the OIP.

A fourth priority would be the shift of the theoretical organizational framework from functionalism to postmodernism aimed at flattening the hierarchical structure and embracing diversity. In fact, Galpin (1996) declared that change in the organizational structure is an antecedent for successful organizational change. Moreover, such a change signals to followers that "change is real, potentially reducing resistance" (Whelan-Berry & Somerville, 2010, p. 187). Indeed, Whelan-Berry and Somerville stated that "changes in organizational structure" (p. 176) is an important change driver. Furthermore, the authors argued that vision and communicating the vision along with leadership and training are essential change drivers.

Change Drivers

A change driver is "a catalyst for recognizing the need for a change to be initiated" and can be internal or external to the organization (Hodges & Gill, 2015, p. 113). One change driver

at the College is the change leader who is charged with "creating a compelling vision of the change and what life will look like after it is implemented" (Cawsey et al., 2016, p. 96). Such a vision must create momentum sufficient to get all stakeholders on board with the change. Other change drivers include sponsor, implementer, change agent, and advocate (Cameron & Green, 2009). The CEO at the College would be the sponsor who has the power to authorize change. The Executive Director would be the implementer who protects the sponsor from having a too narrow outlook and enables objectivity in perspectives. A change agent gathers data and informs the change leader. Proponents of the change can also be used as change agents engaging more stakeholders across the College thus positively impacting the level of resistance. The advocate is the one with the idea for change and must convince the sponsor of the importance to approve it (Cameron & Green, 2009). Since faculty, who initiated the change idea, will be engaged in instructional delivery, the advocate at the College will be the change leader who must convince the sponsor that change is urgently required.

A second change driver at the College is the faculty. The instructors, practitioners rich in the nuances of the industry, lack formal higher education in contrast to their managers, but possess expert and referent power—absent in their managers. In the future state, stakeholders will consider input from everyone regardless of their power as postmodernism values inclusion. Furthermore, positional power should not undermine expert or referent power; in a collaborative culture, all powers merge to achieve exceptional performance for the good of all.

A third change driver is the Human Resources Department (HRD) along with the administrative structure (Leavitt, 1964). HRD, according to Hughes (2006), must be proactive in determining followers' skills, abilities, attitudes, values, and beliefs to determine how they can contribute to change. Ulrich (1998) argued that "HRD professionals must be held accountable for

ensuring that employees are engaged—that they feel committed to the organization and contribute fully" (p. 127). In terms of the administrative structure, Hughes (2006) implored HRD to examine the organizational structure for consequences arising from leadership, authority and communication. Indeed, Ulrich (1998) asserted that "HRD executives should impel and guide serious discussion on how the company should be organized to carry out its strategy" (p. 126). The administrative structure along with the history and culture of the organization are significantly interconnected as they greatly influence one another.

Section Summary

It is vital that the leadership-focused vision for change clearly conveys the new direction. Stakeholders must be able to see how the new administrative structure will inspire a level of co-operation wherein power is shared across the organization and communication flows upward, downward, and horizontal. Such a culture will foster an autonomous work environment where followers can feel empowered to engage and be creative in a collaborative culture.

<div align="center">Organizational Change Readiness</div>

Organizational change readiness refers to "organizational members beliefs, attitudes and intentions regarding the extent to which changes are needed and the organization's capacity to successfully make those changes" (Armenakis et al., 1993, p. 681). Herscovitch and Meyer (2002) argued that organizations are human systems and the success of any change intervention lies in the people who are tasked with implementing such changes. As such, Herscovitch and Meyer emphasized the value of leaders getting followers committed to the change. According to Santhidran et al. (2013), change readiness influences commitment to change whereas leadership influences both change readiness and commitment to change.

Furthermore, Walker et al. (2007) posited that trust in leaders and knowing that they support the change are antecedents to successful change. Collaborating with followers in the development of the change vision will demonstrate leaders' commitment to engaging followers in the change. Also, the recent successful change initiative at the College will enhance organizational change readiness as it validates organizational capacity and leadership support for change. Cawsey et al. (2016) stated that "previous change experience" is a strong determinant of change readiness (p. 103).

Moreover, Cawsey et al. (2016) contended that leadership commitment and involvement along with the organizational structure are important criteria for organizational change readiness. These criteria are fulfilled by the follower-centric leadership approaches and the postmodernist theoretical organizational framework proposed in this OIP. Additionally, in the recent change initiative, the College established its resource-readiness for change. Lehman et al. (2002) suggested that when necessary resources are present, stakeholders become motivated for change. This motivation, argued Bandura (2012), positively influences people's self-efficacy.

Additionally, in my experience, when stakeholders are motivated for change, they display a sense of ownership for the change and become more involved. In fact, Madsen et al. (2005) asserted that the change readiness is more pronounced when stakeholders engage in the change process. Bakker et al. (2008) opined that change requires engagement. Furthermore, change readiness eliminates resistance to change when followers are engaged (Armenakis et al., 1993). Moreover, Santhidran et al. (2013) argued that while leadership commitment is vital to change, the degree of stakeholders' trust in leaders also influences the level of change readiness.

The CEO of the College is committed to promoting exceptional follower engagement and empowerment against the backdrop of collaborative leadership—it is the vision of the College.

He articulates this consistently at monthly townhall meetings for, "without effective employee communication, change is impossible and change management fails" (Hodges & Gill, 2015, p. 275). After all, "readiness encompasses the extent to which employees have positive views about the need for change and believe that these changes have positive implications for themselves and the wider organization" (p. 164). Indeed, visible support from senior leaders will encourage others to be on board with the change (Cawsey et al., 2016). Also, stakeholder dissatisfaction with the status quo increases change readiness and can be an important construct in any change readiness assessment tool (Cawsey et al., 2016).

Tools to Assess Change Readiness

Assessing change readiness is the crucial first step in initiating any change initiative (Burke, 1994). Armenakis et al. (1999) identified five factors for readying an organization for change. First, the gap between the current state and the future state must be identified; the College has done this. Second, the people must believe that the proposed change is appropriate; the change at the College is follower-driven. Third, everyone must feel confident that they can accomplish the change; the recent successful change at the College attests to this. Fourth, leader support for the change must be evident; present leadership practices reflect this. And finally, stakeholders must see the value of the change; this is evident as the change is follower-driven.

Two organizational change readiness assessment tools were considered to determine the change readiness at the College: Holt's (2007) Readiness Scale and Judge and Douglas' (2009) 8-Dimension Tool. The former is based on four beliefs among employees that: the change is appropriate, it is needed, the leaders are committed, and the change is doable. The latter is a robust approach identifying eight dimensions related to change readiness. The eight dimensions are: credible leadership, committed followers, adept employees, engaged managers, creative

culture, adequate resources, effective communication, and systems thinking. Judge and Douglas combined their dimensions tool with similar work done by Stewart (1994) and included Holt's (2007) readiness scale to develop a change readiness questionnaire.

This questionnaire, shown in Appendix B, displays the score on each construct as it applies to the College, with a total score of +25 out of a possible +35. A score of 10 signifies weak change readiness and the higher the score, the greater the level of change readiness. While this questionnaire contains robust constructs, I examined Question 6 which asks: Are senior managers directly involved in sponsoring the change? To score this question, the responder adds two points if the answer is yes and subtract two if the answer is no. At the College, though, the sponsor, the one who "has the authority to make the change happen" (Cameron & Green, 2009, p. 156), has not yet authorized the change as the approach to this change intervention is bottom-up (Cawsey et al., 2016) to emphasize a follower-driven change and not leader-driven. However, both the CEO the Executive Director are aware of the change campaign. Furthermore, according to Higgs and Rowland (2005), the success of a change intervention does not require it to be CEO-driven. Moreover, Harris and Ogbonna (2002) presented empirical evidence demonstrating the failure of top-down change.

Finally, it is worth noting that questions 19, and 21 through 25 in the questionnaire, where the negative points reduced the change readiness rating score, pertain to the existence of conflict, followers not having a voice, lack of communication, and innovation. These constructs are adversely impacted by functionalism and the hierarchy at the College, thus reinforcing the need for a paradigm shift from functionalism to postmodernism, as previously explicated.

Competing Internal and External Forces that Shape Change

In addition to factors required for organizational change readiness, there are competing internal and external forces that shape change. Hodges and Gill (2015) suggested that "change is triggered by internal or external forces" (p. 9).

Internal Forces that Shape Change

Internally, the CEO's support along with structural forces shape change. The CEO's support is crucial to accomplish stakeholder buy-in on the change. While the CEO is strongly committed to the leadership-focused vision for change, competing demands such as political and environmental changes could delay any organizational change. Structurally, followers are seeing an increase in strategic hiring and technology upgrade designed to strengthen the College's potential to strengthen its role in providing industry-specific education in the 21st Century thus inspiring a positive attitude to change.

External Forces that Shape Change

Externally, political and economic forces shape change. Politically, the regulatory body has issued an internal policy bulletin requiring the College to enhance online learning which has already begun. The regulatory body, however, has removed its requirement of membership with the Private Career College for educational establishments to participate in the bidding process to become the education service provider. This action makes Ontario universities and community colleges eligible to compete and reinforces the need for the College to implement change.

In terms of economic forces, the College has invested heavily in technology and human capital to meet the regulatory body's vision. Additionally, the College serves over 11,000 students annually making it very profitable. To sustain such profitability, senior leaders would

not delay change for two reasons. One, the change is driven by followers across the College urging leaders to be cognizant of the urgency. Two, they will be impelled to implement any reasonable change that will enhance the College's capacity to successfully compete with community colleges and universities who control superior infrastructure and influence.

Section Summary

The success of any change intervention lies in the people who are tasked with implementing such a change. The people's will is reflected in the organizational change readiness questionnaire which elucidates strengths and weaknesses at the College. Based on the guideline that the higher the score the more the readiness for change (Holt, 2007; Judge & Douglas, 2009; Stewart, 1994), the score of +25 out of a possible +35 at the College signifies a high level of change readiness. As well, the capacity to improve this score through a shift from functionalism to postmodernism, as recommended in this OIP, makes organizational change readiness at the College robust.

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Chapter 1 Summary

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Chapter 1 examined the College under analysis in this OIP. It deconstructed the problem of practice and described the author's leadership perspective. On the basis of this examination, it was concluded that two follower-centric leadership approaches, transformational and authentic leadership, will best guide the change process and will be discussed in more detail in Chapter 2. Furthermore, Chapter 1 emphasized postmodernism as the theoretical organizational framework to champion the follower-centric leadership approaches to address the problem of practice where there is a need for autonomy and empowerment to be creative and engaged in a collaborative culture. In the next chapter, Planning and Development, I investigate the leadership approaches, the framework for leading change, and what to change.

Chapter 2 – Planning and Development

Chapter 2 probes deeper into issues raised in Chapter 1 and provides justification for the choice of leadership approaches and change models. It discusses two change models for leading change and further explores needed changes through an organizational analysis. Subsequently, this chapter identifies and examines four possible solutions for remedying the problem of practice and recommends a fifth as the best possible solution. Finally, Chapter 2 discusses leadership ethics and organizational change.

Leadership Approaches to Change

The problem of practice has created a state of disequilibrium at the College. It reflects a departure from the organizational vision to provide participatory learning to students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. I argue that this disequilibrium can be remedied through a follower-centric approach to leadership. Higgs and Rowland (2005) emphasized the importance of leadership during change and argued that leadership behaviour accounts for most change failures. Accordingly, this OIP recommends transformational leadership, my previous leadership practice, and authentic leadership, my present leadership practice.

Transformational Leadership Theory

Literature has extolled the virtues of transformational leadership introduced by Burns (1978). Northouse (2019) contended that Burns' seminal work was extended by Bass (1985). Northouse further asserted that Weber's (1947) and House's (1976) robust work on charisma influenced Bass' seminal work on transformational leadership. Bass stated that transformational

leadership is premised on four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized influence, or charisma, is the core of transformational leadership (Bryman, 1992). Yukl (1999) reported that transformational leadership accentuates follower satisfaction, motivation and performance. These are critical antecedents to achieve the new vision projected in this OIP. Inspirational motivation refers to leaders inspiring followers by motivating them to perform better. In fact, Ng and Sears (2011) postulated that "transformational leaders motivate followers by appealing to higher ideals and moral values" (p. 42). Intellectual stimulation refers to activating followers' desire to become "creative and innovative" (Northouse, 2019, p. 171). This desire is similar to Belle's (2016) view that participation induces a sense of belonging, as described in Chapter 1. Individualized consideration refers to leaders recognizing differences in followers and then coaching them according to their needs. In fact, Bass (1985) asserted that transformational leadership enhances leader and follower interactions. The four dimensions of transformational leadership underscore the importance of collegial interactions to promote organizational commitment essential to addressing the problem of practice explored in this OIP.

Additionally, Kouzes and Posner (2007) conceptualized transformational leadership as "challenging the process… enabling others to act [and] modeling the way" (p. 14). Such leaders challenge the status quo (Bass, 1985), an action essential to flatten the hierarchy inherent in functionalism (Parker, 1992). A flatter organizational structure focuses on supporting and developing employees while promoting innovation (Azanza et al., 2013). Furthermore, Bolman and Deal (2017) argued that "challenging the status quo stimulates curiosity" (p. 201) and curiosity is a precursor to creativity (Amabile, 1996). Moreover, transformational leadership empowers followers (Northouse, 2019), an integral component of the problem of practice.

As an experienced transformational leader, I understand the follower-centric leadership practices espoused by transformational leadership and practised by the CEO and the Executive Director. For example, Burns (1978) posited that transformational leaders motivate their followers to achieve and exceed their performance levels—much like the concept of authentic followership (Avolio & Walumbwa, 2014) described in Chapter 1. Such organizational behaviour will be essential to implement the change recommended in this OIP towards achieving the new vision. Additionally, the characteristics inherent in transformational leadership demonstrate congruence between this leadership approach and the proposed theoretical organizational framework, postmodernism. Accordingly, I am confident that the problem of practice can be effectively addressed through transformational leadership in conjunction with my approach to leadership, authentic leadership.

Authentic Leadership Theory

Authentic leadership is an emerging leadership theory (Yammarino et al., 2008) and is credited for transforming organizations (Avolio & Gardner, 2005); transforming the College is the objective of this OIP. Like transformational leadership, authentic leadership has the potential to facilitate the need for instructor autonomy and empowerment to be creative and engaged in a collaborative culture, as articulated in the problem of practice. Authentic leadership emerged at a time when leaders made unethical corporate decisions in response to tremendous pressures from stakeholders thus prompting researchers to explore an alternative leadership approach premised on authenticity (Luthans & Avolio, 2003).

While authentic leadership practitioner, Bill George, popularized authentic leadership in 2003, the first theoretical model was proposed the same year by Luthans and Avolio. Scholars characterized authentic leadership as displaying authenticity (Bhindi & Duignan, 1997), ethical

leadership (Begley, 2001), and authentic followership (Avolio & Walumbwa, 2014; Walumbwa et al., 2008). Furthermore, Luthans and Avolio (2003) posited that authentic leadership is premised on four dimensions: self-awareness, internalized moral perspective, balanced processing, and relational transparency.

Self-awareness refers to "the personal insights of the leader" (Northouse, 2019, p. 203) suggesting the leaders' awareness of how their strengths and weaknesses can impact followers. Internalized moral perspective refers to the leaders' resolute belief in their values suggesting that their behaviour is unaffected by external tensions to influence them as integrity is associated with authentic leadership (Sosik, 2006). Further, Zhu et al. (2011) posited that authentic leadership contains the moral aspect of ethical leadership which is the core of leadership (Langlois, 2011).

Balanced processing refers to leaders meticulously analyzing information and making objective decisions. This practice, according to Ribeiro et al. (2018), has a positive impact on organizational citizenship behaviours. Relational transparency refers to leaders' awareness of their positive and negative attributes (Northouse, 2019) enabling authentic leaders to be "open and transparent" (Avolio & Gardner, 2005, p. 317). These four dimensions underpin the essence of leader and follower interactions and complement the four dimensions of transformational leadership previously described.

Additionally, authentic leadership stimulates the interests of employees and empowers them to excel beyond their capabilities (Avolio & Gardner, 2005). Empowered followers exhibit heightened self-efficacy while empowerment cultivates followers who display job satisfaction, organizational commitment, and high performance (Johns & Saks, 2017). These are antecedents to achieving the new vision outlined in this OIP. As well, authentic leadership fosters an

organizational culture that supports employee job satisfaction and promotes follower job

performance (Azanza et al., 2013; Gardner et al., 2005; Walumbwa et al., 2008).

Furthermore, Chaudhary and Panda (2018) claimed that authentic leaders enhance

employee creativity through work engagement and Demerouti et al. (2015) reported a definite

relationship between creativity and work engagement among employees. Additional research

shows significant association between authentic leadership and creativity (Cerne et al., 2013;

Rego et al., 2013). Creativity could produce cutting-edge products and services that will propel

the College to the forefront of the competition. This leadership approach also demonstrates its

congruency to the proposed theoretical organizational framework, postmodernism.

Section Summary

That authentic leadership is an extension of transformational leadership (Bass &

Steidlmeier, 1999; Joo & Nimon, 2013) emphasizes the efficacy of teaming these two leadership

approaches to propel change forward at the College. In fact, Joo and Nimon (2013) posited that

"the two leadership behaviours are not substitutable, but complementary" (p. 582). With up to

70% of change initiatives failing due to leadership behaviours (Higgs & Rowland, 2005), the

leadership practices ascribed to these two follower-centric leadership approaches will mitigate

leadership behaviours that derail change initiatives. Such leadership approaches, however, are

incongruent with the present theoretical organizational framework. Therefore, the College must

change its theoretical organizational framework from functionalism to postmodernism as

proposed in this OIP. With postmodernism and follower-centric approaches to leadership in

place, the focus shifts to finding a framework for leading change that is compatible with them.

Framework for Leading the Change Process

The framework selected for leading change at the College must be compatible with the proposed postmodernism and the follower-centric approaches to leadership. Such a framework would engage followers and inspire transformative learning. It would champion leaders' participation and demonstrate their support. But before delving into the framework for change, I discuss types of organizational change next.

Types of Organizational Change

Nadler and Tushman (1989) posited that there are four types of organizational changes occurring under two dimensions. Nadler and Tushman described the two dimensions as "the scope of the change" and "the positioning of the change" (p. 196). The authors explained that the first dimension addresses the unit components of the organization, referred to as "incremental" changes, and the entire organization, referred to as "strategic" changes (p. 196). An example of incremental change at the College would be replacing existing furniture with ergonomic ones for the customer service representatives. A strategic change would be changes to the information technology department since it would impact the entire College. It also follows that the proposed change at the College is strategic because it affects the entire organization.

The second dimension, the positioning of the change, is driven by events outside of the organization and, according to Nadler and Tushman (1989), can be "relative" or "anticipatory" (p. 196). They explained that relative changes are organizational responses to an external event while anticipatory changes are organizational responses in anticipation of the happening of an external event. The authors further elucidated that the two dimensions are interrelated through four categories of change namely, "tuning, adapting, reorienting, and recreating" (p. 196) as demonstrated in Table 1.

Table 1

Nadler and Tushman's Types of Organizational Change

Types of Organizational Change Applied to the College		
	Incremental	Strategic
Anticipatory	Tuning The College created a pilot project for an interactive student-centred curriculum using technology in anticipation of the regulatory body mandating it.	Reorienting The College created an instructor and student handbook along with a training guide for the new interactive curriculum for instructors across the organization in anticipation of the regulatory body changing direction from instructor-led classes to student-centred teaching and learning.
Relative	Adapting The College implemented the interactive curriculum after the regulatory body announced its decision to increase students' participation in the classroom.	Recreating The College was forced into upgrading information technology and redesigning the physical classrooms to accommodate the augmented use of technology across the organization after the regulatory body finalized its drastically altered education format.

Note. Application of Nadler & Tushman types of organizational changes to the College. Adapted from Nadler, D., & Tushman M. (1989). Organizational frame bending: Principles for managing reorientation. *The Academy of Management Executive, 3*(3), 196.

Nadler and Tushman (1989) described tuning and adapting as incremental changes and reorienting and recreating as strategic changes. Extrapolating from the above, then, tuning is an incremental change made when a future event in expected whereas adapting is an incremental change in reaction to an external event that already happened. Furthermore, reorienting is a strategic change that is made from having expected the external event while recreating is a strategic change that is forced by an external event that already happened. The Nadler and

Tushman types of organizational change aptly underscores the changes occurring at the College. While such changes may appear linear, they are indeed complex and could conceivably occur simultaneously. Stacey (1996) argued that change is seldom linear; I concur. I will now delve into the framework for leading change.

Cameron and Green (2009) suggested the Lewin (1947) 3-Step model as a framework suitable for leading change in hierarchical organizations. And since hierarchical power is political (Morgan, 2006), Cameron and Green recommended Kotter's (1996) 8-Stage model. Accordingly, these two models make a good fit for leading change at the College which is both hierarchical and political.

Lewin's 3-Step Framework for Leading Change

Literature suggests that Kurt Lewin (1947), regarded as the founding theorist of change (Schein, 1988), has influenced the work of many other change theorists. Lewin posited that in examining the status quo, leaders can identify forces that affect behaviour. He reasoned that if "one could identify, plot and establish the potency of these forces," then individual and group behaviour can be understood (Burnes, 2004, p. 981). Burnes reported that Lewin's work on behaviours led him to explore "group dynamics" and "field theory" (p. 982) through which he developed the 3-Step model for leading change. The three steps are unfreezing, moving, and refreezing. 'Unfreezing' is assessing the present state and preparing for change. 'Moving' is follower commitment to engaging in activities that move them to the change and 'refreezing' is solidifying the new behaviours.

Sarayreh et al. (2013), however, argued that Lewin's "3-Step model has become unfashionable in the last two decades" (p. 627) for having "an overly-simplistic view of organizations and change" (p. 628). In fact, Bartunek and Woodman (2015) criticized the model

for the absence of leader-follower relational dynamics. Burnes (2004), however, postulated that such criticisms are "based on a narrow interpretation" of Lewin's work (p. 997). Other scholars, though, have asserted that Lewin's 3-Step change model has become outdated because of its simplistic linear view (Dawson, 1994; Elrod & Tippett, 2002; Hatch, 1997; Kanter et al., 1992). Stacey (1996) actually challenged this linearity view and argued that change is more complex.

While I concur with Burnes (2004) that Lewin's "contribution to our understanding of individual and group behaviour… was enormous and is still relevant" (p. 978), I agree with Stacey (1996) that change is a complex process and so, Lewin's 3-Step framework for leading change at the College will be unsuitable.

Kotter's 8-Stage Framework for Leading Change

Kotter's (1996) stages, shown in Table 2, are more directive than Lewin's (1947) steps and allude to leader-follower interaction and engagement making it more applicable.

Table 2

Kotter's 8-Stage Change Model

Stage	Purpose
Stage 1	Initiate a sense of urgency.
Stage 2	Form a managing coalition.
Stage 3	Create a vision.
These three stages, Kotter argued, create the climate necessary for change.	
Stage 4	Communicate the vision.
Stage 5	Empower everyone.
Stage 6	Produce and celebrate short-term wins.
These three stages, Kotter asserted, engage all leaders and followers.	
Stage 7	Merge all gains and produce more change.
Stage 8	Cement the future state—the outcome of the change.
These final two stages, Kotter contended, execute and maintain the change initiative.	

Comparison between the Lewin and Kotter Frameworks

Figure 1 illustrates Lewin's three steps compared with Kotter's eight stages.

Figure 1

Comparison of Lewin and Kotter's Change Models

Lewin's 3-Step Model

Lewin's Step 3: Freeze

Lewin's Step 2: Change

Lewin's Step 1: Unfreeze

Kotter's 8-Stage Model

Empower action

Implementing and sustaining change at the College

Engaging and enabling the whole College

Creating a climate for change in the College

Establish Urgency	Form a Guiding Team	Develop the Vision	Communicate the Vision	Empower Followers	Celebrate Small Wins	Add to Momentum	Anchor Future State
1	2	3	4	5	6	7	8

Create short-term wins

Note. Application of the Kotter 8-Stage Change Model to the College. Adapted from Kotter, J. (1996). *Leading Change.* Harvard Business School Press.

The comparison emphasizes the importance of empowering stakeholders by creating short-term wins in Kotter's (1996) change model. It also demonstrates the robustness of the model as it creates the climate for change, engages all stakeholders, and sustains change after implementation. In comparison, Lewin's Step 1 integrates Kotter's Stages 1 through 4; Step 2 includes Stages 5 through 7; and Step 3 is similar to Stage 8. While Kotter's model is principled on Lewin's ground-breaking work on change, the former is more illustrative. I value this feature considering that over 70% of change initiatives fail (Cawsey et al., 2016). It is interesting to note that Kotter's final stage, anchoring the change, is similar to Lewin's final step, refreezing. This reinforces my perspective that it would be prudent for change leaders to have a working knowledge of a few models on how to effect change.

Specific Approach for Leading the Change Process

After considering the two models, I chose Kotter's (1996) framework for leading change at the College. Cawsey et al. (2016) posited that while leaders may know what they want, they do not necessarily know how to get there. Thus, Kotter's specific stages will offer more guidance. While my collaborative leadership philosophy conflicts with Kotter's top-down change model (Pollack & Pollack, 2014), I selected it for three reasons. First, previous change managers indicated the presence of collaboration as they needed to meet with different levels of leadership across the organization during implementation (Pollack & Pollack, 2014). Second, Mento et al. (2002) declared it to be "one of the most well-known approaches to organizational transformation" (p. 45). And third, Phelan (2005) considered it "the most compelling formula for success in change management" (p. 47). In fact, Kotter's model directs managers on what to do, when they should address explicit tasks, how they should discern when to move forward, and

how to plan that move (Cawsey et al., 2016). This model, then, is more detailed than Lewin's

(1947) 3-Step change model and would more likely assure success in the change process.

Section Summary

Over 70% of organizational change fail (Cawsey et al., 2016; Higgs & Rowland, 2005). It

is critical, then, to know how to execute change. I do not view any one approach to leading

change as best and so, it is pertinent to understand the dynamics of a few frameworks for leading

change. In addition to the two described herein, I am also impressed with some aspects of the

Change Path Model designed by Cawsey et al. (2016). Knowing the dynamics, though, of the

inter-relations among governance, people, tasks and the environment at the College, I predict that

Kotter's (1996) model would resonate more with the leaders and followers. It is essential to

secure buy-in from stakeholders in any change initiative and doing so at the College will be

influenced by the collaborative nature of Kotter's framework for leading change. Now that I

know how to change, as the change leader, I also need to know what to change—the function of

a critical organizational analysis.

Critical Organizational Analysis

The College has been a successful entity for over 60 years. Over time, however, systems

change and so too, do people. Sometimes, complacency encroaches and organizational

behaviours change often right under the watch of skillful leaders. The College has acknowledged

that change is required as the problem of practice identifies the need for instructor autonomy and

empowerment to be creative and engaged in a collaborative culture. But what needs to change to

facilitate this milieu must be ascertained. Accordingly, Cawsey et al. (2016) suggested that

organizations "need to know what to change" (p. 70). A glimpse of what needs to be changed

was observed in determining organizational change readiness in Chapter 1 with the completion

of Judge and Douglas' (2009) questionnaire wherein the responses to seven questions reduced the change readiness rating score.

The responses to these constructs reveal a gap between the present and future states at the College and this gap enables the determination of what needs to be changed (Armenakis et al., 1993). In fact, questions 19, and 21 through 25 elucidate this gap. Question 19 indicates the existence of turf protection. In an organizational climate where there is collaboration, advanced by follower-centric leadership within a postmodernist paradigm, cooperation among the leaders and followers will diminish the need to be protective of one's area of responsibility.

Furthermore, questions 21 through 23 reveal the absence of followers' voice and a model for managing conflict. In an organizational climate where leadership espouses divergent thinking, expression of thought is encouraged. Moreover, question 24 reveals the absence of an innovative culture which is essential in a highly competitive industry. Finally, question 25 indicates a lack of open communications.

I argue that the focus on turf protection, suppressing the voice of the followers and evading the existence of conflict along with organizational hierarchy have contributed to an environment leading to the problem of practice. It is noteworthy that a more appropriate theoretical organizational framework like postmodernism, would have fostered a workforce reflecting a stronger degree of change readiness. This underpins the need for change in the College's theoretical organizational framework from functionalism to postmodernism. This framework along with the follower-centric leadership approaches, recommended in the OIP, will foster a collaborative culture wherein followers can interact with one another thereby mitigating the negative effects of the work environment reflected in the responses to these constructs. The constructs from the questionnaire are shown in Table 3.

Table 3

Constructs from Questionnaire on Change Readiness

19. Does "turf" protection exist in the organization?	Yes (-1)
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	No (+1)
21. Are employees able to constructively voice their concerns or support?	No (-1)
22. Is conflict dealt with openly, with a focus on resolution?	No (-1)
23. Is conflict suppressed and smoothed over?	Yes (-1)
24. Does the organization have a culture that is innovative and encourages innovative activities?	No (-1)
25. Does the organization have communications channels that work effectively in all directions?	No (-1)

Note. Adapted from Stewart, T. (1994). Rate your readiness to change. *Fortune.* 106-110. Holt, D. (2007). Readiness for organizational change: The development of a scale. *Organization Development Abstracts*. Judge, W., & Douglas, T. (2009). Organizational change capacity: The systematic development of a scale. *Journal of Organizational Change Management, 22*(6), 635-649.

It is important, therefore, for leaders to be aware of what shapes organizational environment to quickly identify what needs to be changed. Cawsey et al. (2016) postulated that "organizations interact with their environments" (p. 71) and so, organizations can become misaligned in their operations due to misinterpreting environmental factors. To determine the cause of the misalignment and hence what needs to be changed, a critical organizational analysis is required. Cawsey et al. (2016) recommends the Nadler and Tushman Congruence Model as an effective tool for this purpose.

Nadler and Tushman Congruence Model

Nadler and Tushman's (1989) Congruence Model is oriented for "open systems [which] link environmental input factors to the organization's components and outputs" (Cawsey et al., 2016, p. 72). In other words, inputs determine organizational performance which produces outputs. Nadler and Tushman (1989) posited that the organization's performance is the sum of "four fundamental elements: task, people, formal structures, and informal structures" (p. 194). The authors argued that organizational effectiveness is optimum when an organization's strategy is harmonious with environmental conditions and there is a fit among the four fundamental elements. Figure 2 illustrates Nadler and Tushman's Congruence Model.

Figure 2

Nadler and Tushman's Congruence Model
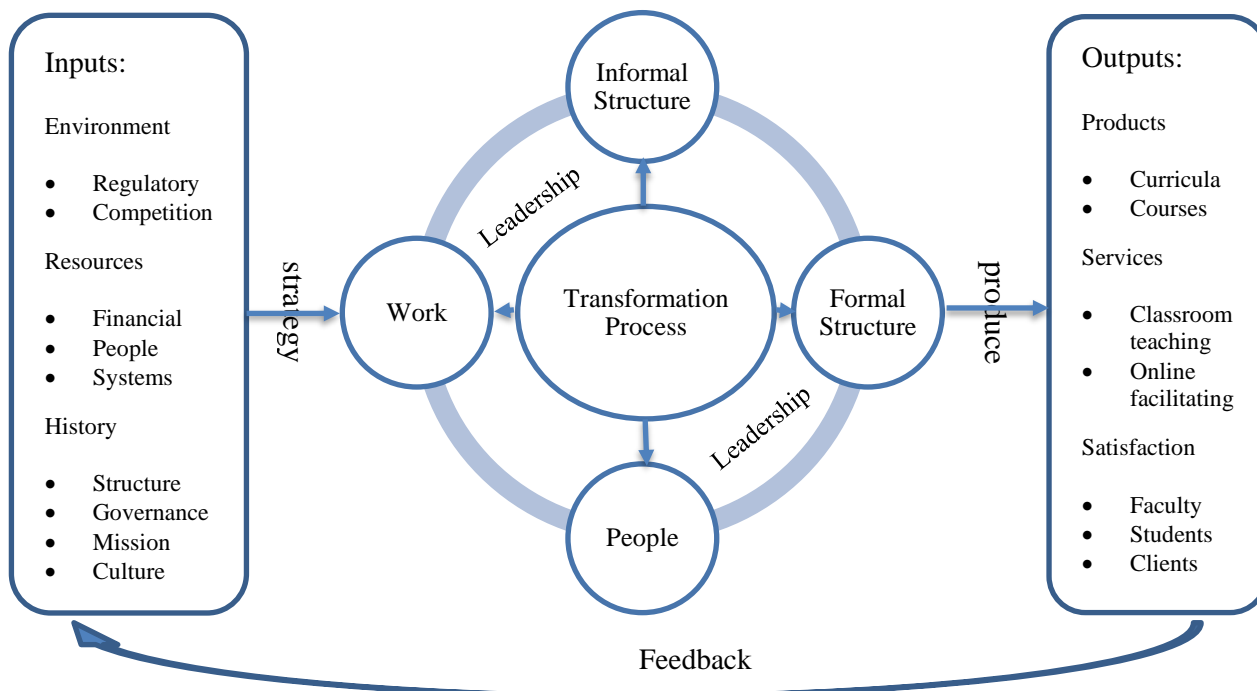
Note. Application of the Congruence Model to the College. Adapted from Nadler, D., & Tushman, M. (1989). Organizational frame bending: Principles for managing reorientation. *Academy of Management Executive, 3*(3), 194-204.

So, if there is consistency between the inputs and the strategy but conflict among the four fundamental elements, then the task, people, formal and informal structures have become misaligned resulting in incongruence. In the Nadler and Tushman (1989) Model, the authors emphasized that "there is no one best way to organize" (p. 194). They suggested, though, that the organization's strategy and the four elements determine the most effective way to organize. The strategy at the College is to foster a collaborative work culture but the problem of practice indicates a need for autonomy and empowerment in a collaborative culture. The College must, therefore, determine what caused this need and therefore what triggered the incongruence between the strategy and the four elements.

In the Congruence Model, "inputs are transformed [in]to outputs, and the feedback links make the model dynamic and the components highly interdependent" (Cawsey et al., 2016, p. 72). In other words, the input factors enable governance to formulate the strategy which informs the elements in the transformation process and outputs are produced. So, if all the factors and elements are in sync or congruent, then the process will be productive leading to profitable outputs. The challenge, however, as postulated by Nadler and Tushman (1989), is how to maintain congruence between the strategy and the transformation process while change is occurring. Misalignment can take place within the inputs, the strategy, the transformation process, and even in the feedback loop from outputs to inputs if leaders misinterpret the effect of external environment (Cawsey et al., 2016).

Inputs

At the College, inputs include three components. First is the environment. This consists of the regulatory body and the competition. The regulatory body determines the industry education policies and the College implements them. Competition has become an environmental

factor because the regulatory body has removed the requirement for its education provider to be a member of the Private Career College Act. This means that Ontario education institutions such as universities and community colleges can compete for the education-provider role.

Second are the resources. These include finance, people, and systems. The College is financially secure, its people are subject matter experts, and its systems are current. Third is the history. This represents the structure, governance, vision, and culture. The structure is a robust hierarchy and the governance is top-down. The vision of the College requires collaboration and the culture is silent compliance to managers and is thus, diametrically opposed to being collaborative. The CEO, the Executive Director, and I want this resolved expeditiously.

These inputs are examined by governance who then formulates the strategy for the transformation process elements to produce results, the outputs. So, the strategy informs the transformation process which includes the tasks to be completed, who will be responsible for which task, how will people interact with tasks within the organizational culture and existing procedures to produce outputs. I argue that within the transformation process, leadership is crucial in supporting the people to perform the tasks efficiently to produce exceptional results.

Outputs

Outputs at the College are three-fold. First are the products: up-to-date curriculum, relevant courses and textbooks. Second are the services: classroom teaching and online facilitating. And finally, customer satisfaction which includes the faculty, followers, students, and clients. When the inputs, strategy, and transformation process elements of the organization are in equilibrium, there is a high degree of congruence and no change is required. In the case of a low level of congruence, there is misalignment and what is misaligned needs to be determined.

Nadler and Tushman's (1989) Congruence Model reveals a gap between the organizational structure and the strategy as well as between the strategy and the transformation process. Under inputs, the organizational hierarchical structure inhibits collaboration which negatively impacts the strategy designed for collaboration among the four elements within the transformation process. Indeed, Costas and Fleming (2009) asserted that a flatter organizational structure promotes collaboration. In the transformation process, then, the managers require collaborative leadership to influence the people to perform the tasks. Since the people are subject matter experts, directive leadership is not the most appropriate leadership approach. In fact, Zhou and Ren (2012) posited that unnecessary leaders' controlling direction diminishes followers' creativity. This adversely impacts the strategy to foster an environment of autonomy and empowerment against a backdrop of collaborative leadership.

Thus, I have added a leadership component in the transformation process of the model because firstly, it connects the people doing the work with the managers facilitating the strategy. Secondly, it connects governance with the people in achieving the strategy. Indeed, the analysis highlights the incongruence between the managers and their people in performing the tasks. A change, therefore, to follower-centric leadership, as recommended in this OIP, will realign the tasks and the people within the transformation process and so, autonomy and empowerment within a collaborative culture can become a reality. As well, a change to a postmodernist theoretical organizational paradigm, which embraces collaboration, will realign governance with its strategy. This OIP champions these changes to reintroduce congruence between governance and strategy as well as between strategy and the transformation process. The analysis, therefore, informs incongruencies within governance and the transformation process and thus identifies the organizational structure and the approach to leadership as the 'what' that needs to be changed.

Section Summary

A successful change leader needs to understand what to change (Cawsey et al., 2016). The Congruence Model is an effective tool to perform a gap analysis at the College to inform the change leader what to change while the Kotter (1996) model guides on how to change. Kotter emphasized that the change process evolves over stages and further, that mistakes could occur intra- and inter-stage that could prolong the process thus making the Congruence Model indispensable throughout the change process. Now that we know what to change and how to change, possible solutions to address the problem of practice are examined.

Possible Solutions to Address the Problem of Practice

The problem of practice articulated in this OIP is the need for instructor autonomy and empowerment to be creative and engaged in a collaborative culture. Autonomy, according to Gagne and Bhave (2011), is a much-researched organizational phenomenon and was mentioned in early scholarly writings including Parker-Follett (1926), May (1933), and Barnard (1938). Neave (1988) posited that the meaning of autonomy changes over time because it "is contextually and politically defined" (p. 31). However, Hackman and Oldham (1976) defined it as the "substantial freedom, independence and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out" (p. 258). The College instructors claim that the lack of autonomy has constrained their ability to perform optimally and scholars agree that job autonomy and empowerment are required for organizational success (Breaugh, 1985; Shaw, 1997b; Spreitzer, 1995; Staples, 1990).

Empowerment refers to employee engagement (Gagne & Bhave, 2011). In my work experience, employee engagement fuels autonomy. Brown (1996) showed in a meta-analysis that employee engagement fosters job autonomy. Further, Lashley (1999) asserted that empowerment

provides the employees with autonomy over their work. Moreover, empowerment positively impacts work satisfaction and effectiveness (Spreitzer et al., 1997). As significant organizational needs, then, it is understandable that instructors at the College want more autonomy and empowerment to be creative and engaged in a collaborative culture. How can the College fulfill this need?

The College can mandate autonomy and empowerment into being. After all, it has the authority to do so and since it is the sole education provider in the industry, it would be imprudent for instructors to leave the College. Mandating autonomy and empowerment, however, would be antithetical to the collaborative atmosphere espoused in the vision of the College. In fact, Gaubatz and Ensminger (2015) argued that using "authoritative power to force change" rarely succeeds (p. 143). Guided by this argument, four solutions are advanced. First is maintaining the status quo; second is offering a defined autonomy; third is providing a collaborative council; and fourth is cultivating a community of practice.

Possible Solution 1: Status Quo

The first possible solution is for the College to maintain the status quo. After all, it has been enormously successful over the past 60 years. In this scenario, it continues to rely on its long history of success; it pays no attention to the ongoing environmental changes and how they might impact its operations; and it perpetuates its present hierarchical organizational culture underpinned by functionalism. After all, output is profitable, expenses are met, and followers are grateful to be gainfully employed. While this seems feasible, it is not sustainable because changing environmental factors do impact the future of the College. The College cannot ignore the formidable competition posed by other established educational institutions and for this singular reason, the College cannot continue to operate status quo. In the next possible solution, I

consider a trade-off between the exchange of some autonomy for some accountability (Finnigan, 2017).

Possible Solution 2: Defined Autonomy

The second possible solution is for the College to offer the instructors defined autonomy, a concept common in the public-school system (Waters & Marzano, 2006). The authors observed that "superintendents provide principals with defined autonomy [where] they may set clear, non-negotiable goals for learning and instruction, yet provide school leadership teams with the responsibility and authority for determining how to meet those goals" (p. 4). In parallel, then, the College will set the strategic goals and faculty will develop their own path towards reaching these goals. This is plausible and represents a win-win situation for the College and the faculty because the latter has pedagogical freedom in the classroom while still being accountable to the College. This solution, though, will conflict with the functionalist organizational culture at the College where a pronounced hierarchy with top-down management reigns.

In contrast, Lund (2003) suggested that people working within a flexible organizational culture experience higher job satisfaction level and research shows that a flexibility-oriented organizational culture cultivates authentic leadership (Avolio & Gardner, 2005; Luthans & Avolio, 2003). Such organizational culture is also associated with job satisfaction, employee retention, and organizational effectiveness (Gregory et al., 2009; Macintosh & Doherty, 2010). Requisite to such change, however, would be a paradigm shift from functionalism to postmodernism, as explicated in Chapter 1 of this OIP. This solution features a diminished hierarchy that will promote a collaborative culture conducive to addressing the problem of practice. One limitation, however, is that faculty could simply overlook curriculum content they feel uncomfortable teaching. This will jeopardize graduates' preparedness to optimally service

their clients while adversely affecting the stellar reputation of the College thus rendering this solution, redundant.

Possible Solution 3: Collaborative Council

The third possible solution to the problem of practice is the use of a collaborative council. A collaborative council at the College would be a panel of experts comprised of senior leaders, managers, instructors, along with members of the student body and industry practitioners. Collectively, they will determine the curriculum, pedagogical content and instructional delivery methodologies along with monitoring and evaluation of faculty and students. Instructors would have some autonomy with the value-added guidance of the panel of experts. Also, the inclusion of student representation will reinforce their importance at the College. In fact, Redmond et al. (2018) stated that student engagement influences student outcomes. This solution emphasizes that the ultimate responsibility for learning rests with the students (Coates, 2006). This solution will provide a collaborative atmosphere wherein relevant issues that are of common interest to all stakeholders can be objectively discussed. A limitation to this solution, however, would be panel members attempting to forge their own agenda.

Possible Solution 4: Community of Practice

The fourth possible solution is establishing a community of practice where instructors can exchange ideas, discuss lesson plan strategies, consider emerging trends, debate instructional delivery techniques, share teaching and learning tools, and the like. Preece (2004) contended that "people come together to learn from each other by sharing in a community of practice" (p. 294). My experience with such meetings is that most participants are content to be polite and speak only about nice things. But Katz et al. (2018) emphasized the need for participants to be "critical friends" (p. 128). Katz et al. posited that such friends offer feedback that is "honest and

challenging, yet supportive and with an eye toward improvement" (p. 129). I value such

feedback and practise being a critical friend with instructors at the College. While COVID-19

will preclude face-to-face meetings, participants can utilize Zoom, a videotelephony software,

for online meetings. A limitation of this solution is the development of groupthink where

extrovert instructors could influence the direction of meetings. These four solutions contain

unique resources and trade-offs and are illustrated in Table 4.

Table 4

Summary of Possible Solutions: Resources and Trade-offs

	Possible Solutions			
	Solution 1	Solution 2	Solution 3	Solution 4
Summary:	This solution proposes maintaining the status quo.	This solution offers defined autonomy where all parties are empowered.	This solution champions a high level of collaboration within a panel of varied experts.	This solution promotes a Community of Practice as a forum for faculty discussion and development.
Resources:	Existing personnel	Requires significant resources such as time and people including senior leaders and HRD.	Requires significant time, resources from senior leaders, instructors, industry experts, and graduating students.	Requires significant resources including technology, time, and faculty plus information technology staff.
Trade-offs:	People tolerate present environment and the problem of practice perpetuates.	Less leadership overview for increased faculty participation in determining success.	More time investment for increased stakeholder engagement for possibly greater success for the College.	Time spent in planning and development may be lost if community members are unable to meet either face-to-face or online.

It is noteworthy that Solutions 2, 3, and 4 directly address the problem of practice because of

common elements such as autonomy, empowerment and collaboration. One instantly notices the

minimal investment required to maintain the status quo in Solution 1 compared to significant

resources necessary to engage in the other three solutions. The minimal leadership and enhanced

instructor involvement also stands out in Solution 2 with defined autonomy.

Considering the benefits and consequences of these solutions will also enable the change

leader to establish the best possible solution and are depicted in Table 5.

Table 5

Summary of Possible Solutions: Benefits and Consequences

	Possible Solutions			
	Solution 1	Solution 2	Solution 3	Solution 4
Benefits	Existing benefits remain constant.	Faculty becomes increasingly engaged in their work towards readying students for the world of work.	Faculty, students and industry practitioners benefit from the divergent thinking and discussion of a multi-expert panel.	Faculty share and learn from one another.
Consequences	Organizational disequilibrium perpetuates, people continue to be dissatisfied, and retention of human capital is threatened.	Faculty may demand more independence. Conflict over accountability may occur. Faculty performance may decrease.	Panelists may have their own agenda propelling forced individual gains rather than collective gains.	Extrovert instructors may influence groupthink that could result in introvert instructors abandoning the community of practice.

Again, it is worthy to observe that Solutions 2, 3, and 4 exhibit benefits that are conducive to addressing the problem of practice. While there are noticeable consequences to these solutions, the advantages can be combined to develop the best possible solution.

Best Possible Solution: Solution 5

The best possible solution for the problem of practice, Solution 5, would be a 3-pronged approach consisting of defined autonomy, collaborative council, and community of practice. This solution would be robust and viable as it champions autonomy and empowerment to foster creative thinking within a collaborative culture required by the instructors. It would offer the value-added feature of developing a collaborative environment where instructors, management, industry leaders and students can interact in a cordial manner in the interest of all stakeholders. As well, this solution will further individual and collective accountability in a participative environment.

Additionally, this solution would provide instructors with the freedom and independence essential to be creative and innovative in the classroom while furthering the goals of the College. Lubienski (2003) posited that increased autonomy enhances innovation. Furthermore, Spector (1986) demonstrated in a meta-analysis that work autonomy is positively associated with job performance, organizational commitment, and job satisfaction. In fact, Gagne and Bhave (2011) postulated that self-determination theory espouses three psychological needs and one of them is autonomy. Likewise, Parker et al. (2006) argued that job autonomy promotes problem-solving and innovative work behaviours. Also, within defined autonomy, "principals are encouraged to assume responsibility for school success" (Marzano & Waters, 2009, p. 8). Similarly, instructors will be encouraged to be partners with the College in the pursuit of success.

Furthermore, this solution would generate synergy as leaders, instructors, students, and industry practitioners collaborate to find solutions to best serve the College and its clients. This is certainly a win-win situation for the College and the faculty along with stakeholders supporting pedagogical development. The panel of experts will offer objective guidance that is informed from a practitioner perspective enabling instructors and students to engage in teaching and learning in a wholistic manner. Critical issues facing stakeholders can be discussed within a community of practice where ideas can be brought to the fore and expounded upon. This is supported by Amabile (1996) who postulated in her componential theory of creativity that autonomy improves creativity.

Zhou (1998) also showed that tasks afforded high autonomy promote the flow of creative ideas. In fact, self-determination theory substantiates these findings that employees are more creative in work environments with greater autonomy (Ryan & Deci, 2000). Moreover, autonomy is at the heart of empowerment (Thomas & Velthouse, 1990). This clearly emphasizes the inter-relationship between autonomy and empowerment, significant components of the problem of practice. The merit of this solution must be monitored throughout the implementation process to study its effectiveness and the Deming (1983) Plan, Do, Study, Act, Cycle is an effective change management model to do so (Cawsey et al., 2016).

PDSA Cycle—Plan, Do, Study, Act

Deming (1983) asserted that the key to enhancing the effectiveness of the PDSA Cycle is to repeatedly perform the plan, do, study, and act functions. In other words, if planning points to a specific solution as plausible, then it is implemented. The outcome of the implemented solution is then carefully studied and adjusted accordingly. The adjusted solution is then implemented. The outcome of the adjusted solution is again studied, modified if necessary, and then put into

action again and so, the cycle becomes perpetual. Figure 3 illustrates Deming's PDSA Cycle

applied to the College.

Figure 3

Deming's PDSA Cycle

- Act
  - Make changes to the solution
  - Implement modified solution
  - Repeat the cycle

- Plan
  - Formulate solutions to the problem
  - Determine the best solution
  - Plan to perform all parts of the cycle

A   P

S   D

- Study
  - Analyze the outcome of the solution
  - Document what was learned

- Do
  - Execute the plan
  - Implement the best solution
  - Document any issues
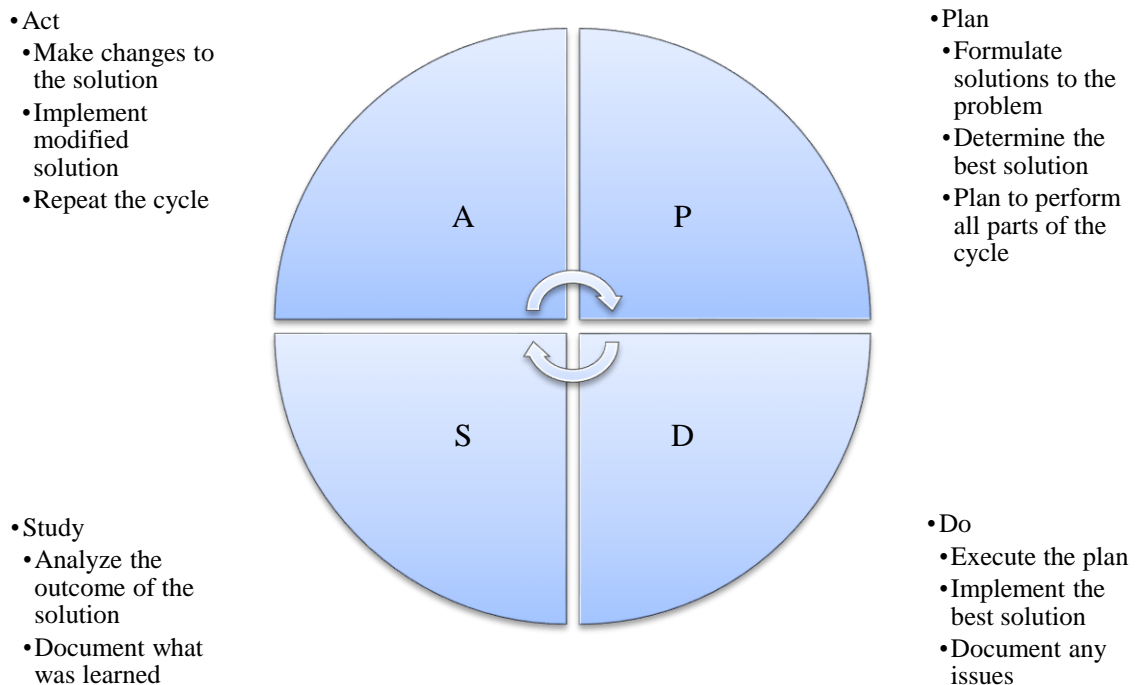
Note. Adapted from Deming, W. (1983). Out of the crisis. *Massachusetts Institute of Technology Centre for Advanced Engineering Study*, p. 507.

This plan, do, study, act change management strategy can also indicate that the chosen solution is

not feasible and should therefore be rejected. In this case, the cycle begins afresh where the new

planning considers what was learned and therefore, what can be done differently the next time.

There is always the option to build on the solution or discard it in preference for a different

solution. Deming's plan, do, study, and act cycle is then applied to this new solution and the

cycle is repeated in perpetuity. Key to the PDSA Cycle is its engagement of stakeholders as the

change leader solicits their feedback in every step of the Cycle as monitoring is an ongoing activity. The PDSA Cycle is further explicated in Chapter 3 as it will be used to monitor the change process. In keeping with the solution, a key consideration in using this tool is its emphasis on feedback. Feedback can be solicited for every step of the Cycle to ensure that stakeholders actively participate in the change process and also, that the change outcome is materializing.

Section Summary

Rescinding the status quo enables the College to foster relationships such that power flows across the organization (Wheatley, 2006). This milieu cultivates a collaborative culture where autonomy and empowerment become the norm rather than the anomaly thus permitting faculty to be creative and engaged. Furthermore, Ward (1997) asserted that autonomous teams embrace organizational change through increased organizational commitment and trust in leadership. Moreover, Gagne and Bhave (2011) emphasized that "autonomy is a crucial element of employee motivation and engagement" (p. 177). Such a work environment reflects leadership that respects followers and seeks to do that which is good and right for them, a characteristic of ethical leadership.

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Leadership Ethics and Organizational Change

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Leadership matters because it "has the potential to greatly benefit or harm the well-being of people" (Ciulla et al., 2018, p. 1). In organizational change, followers trust their leaders to implement change that benefits everyone. Where does this trust come from? To answer this question, I revisit what leadership and ethics mean. Leadership is a process whereby one person influences others to accomplish mutual goals (Northouse, 2019) and ethics is derived from the Greek word ethos which translates to conduct or character. So, leadership mediated with ethics is

the process of influencing others through one's conduct and character. In fact, Preston (2007) asserted that ethics is about relationships with people. This is entirely consistent with Ehrich et al. (2014) who stated that ethical leaders "promote values such as inclusion, collaboration and social justice" when working with people (p. 199). Accordingly, I concur with Niesche and Haase (2010) who argued that ethics is a dynamic activity rather than compliance to a set of codes established in a policy. Leaders engaged in ethical values heighten Stage 1 of Kotter's (1996) change process where establishing a sense of urgency to get everyone on board with the organizational change is crucial. Care for followers drives ethical leaders and is considered to be paramount among values within the discipline of educational leadership (Beck, 1992).

Leadership ethics and ethical leadership prevail when leaders act and behave in ways that are right and good for followers (Burnes, 2009). Northouse (2016) declared that ethics concerns being an upstanding person and asserted that it is vital to leadership. Furthermore, Langlois (2011) postulated that "ethics is a course of action in which the individual is perceived not as a means or an end but rather as a human being deserving of respect for his or her own humanity" (p. 61). Moreover, Northouse posited that leaders have a duty to manage followers with regard as individuals with distinctive personalities. Such qualities reflect Starratt's (1994) ethics of justice, critique and care, described in Appendix C, and promotes inclusivity in Kotter's Stage 2 of building a coalition to manage the change process. My capacity to influence, through positional power, is strengthened by my expert power which has garnered me referent power. The CEO and the Executive Director support my sphere of influence and will thus enable my facilitating the change proposed in the OIP. After all, the ability to influence is determined by the power in relationships (Wheatley, 2006). It is hoped that my collegial relationship with followers will earn their support. Such support will serve well as I propose follower-centric leadership approaches.

The two follower-centric leadership approaches to lead organizational change at the College are transformational leadership and authentic leadership. Even though transformational leadership "fail[s] to capture the complexity of leadership processes in modern organization" (Yukl & Mahsud, 2010, p. 83), it would be imprudent for me to disregard the leadership approach practised by the CEO and Executive Director. Instead, I will accentuate its features that are conducive to ethical change while gradually introducing the practices of authentic leadership. Luthans and Avolio (2003) juxtaposed authentic leadership with ethical leadership. This is further substantiated by Zhu et al. (2011) who posited that authentic leadership encompasses the moral facet of ethical leadership which, according to Langlois (2011) is the core of leadership. In fact, Sosik (2006) asserted that "moral courage and integrity are associated with authentic leadership" (p. 805). Ethical leadership, though, requires collective effort.

Tuana (2014) posited that "it is not possible for one person, no matter how ethical or how effective a leader, to make a community ethical… an ethical community exists because the commitment to ethical leadership permeates the entire community" (p. 153). In addition, Ciulla et al. (2018) claimed that "we fail in our ethical commitment if we refuse to do our due diligence on what is happening around us" (p. 9). Due diligence will enable the creation of a dynamic vision for the change as well as insight into communicating the vision in Stages 3 and 4 of Kotter's change model. Furthermore, Collinson and Tourish (2015) asserted that in spite of a leader's brilliance, nothing can be achieved without the unwavering help from others. So, in promoting change, I recognize the importance of strengthening my influence and favour with followers for while relationships have always been essential in education, they are even more so, today (Manning, 2017). Further, creating superior corporate relationships with all stakeholders will be a requirement for success in a competitive business milieu (Tsoukas & Knudsen, 2003).

My postmodernist worldview recognizes engagement of stakeholders; it values fairness and respect. I see fairness and respect for followers as leadership for social justice. Theoharis (2007) asserted that "social justice supports a process built on respect, care, and empathy" (p. 223). My leadership perspective mirrors these values and this social justice orientation is embodied in authentic leadership as it fosters a caring and respectful leader and follower orientation (Luthans & Avolio, 2003). Bernerth et al. (2007) posited that when leaders fail to show justice to followers, commitment to change is compromised. Bernerth et al. defined justice as fairness. I value and practise introspection to deliberate on justice to followers; it defines my authentic leadership approach. In fact, Begley (2006) declared that effective authentic leaders know themselves as well as those around them.

Additionally, Langlois (2011) posited that ethics is central to leadership. Since leadership is relational, it follows that ethical leadership is also relational. Furthermore, since relational is a common theme in the proposed leadership theories, it follows that both leadership approaches have an ethical dimension. Moreover, Langlois and Lapointe (2014) portrayed ethical leadership as the norm for future leadership. Such leadership would be mindful of followers' needs during the change process. Also, Langlois and Lapointe suggested that ethical leadership requires autonomy. Autonomy is a need articulated in the problem of practice that will be fulfilled in a follower-centric leadership environment which fosters autonomy and embraces empowerment.

As well, Langlois (2011) asserted that leaders' ethical mindfulness is important in leadership. I consider it essential for leaders to be mindful of the influence their words and actions can have on followers and particularly so during organizational change. Furthermore, Tuana (2014) posited that leaders must raise their awareness of "ethical sensitivity" described as knowing how their actions affect followers (p. 158). It is imperative that leaders' words and

actions be congruent to promote trust among leaders and followers. Sharif and Scandura (2014) juxtaposed ethics with trust among leaders and followers. They suggested that leaders are apt to compromise their moral values in times of change due to increased stress. I will closely monitor such behaviour as relationships thrive on trust and when trust is absent or broken, the impact on productivity can be catastrophic and could even derail the change initiative (Dudar et al., 2017). In fact, "trust is the lubricant in an organization to bring about transformational change" (Kutsyuruba & Walker, 2015, p. 108). Moreover, when leaders are perceived as trusting, it becomes easy to celebrate short-term wins, encourage momentum and cement the outcome of the change process in Kotter's Stages 6, 7, and 8, respectively.

Finally, ethical leadership "results in both increased job satisfaction and well-being of followers" and enhances "organizational commitment among employees" (Levine & Boaks, 2013, p. 235). As previously mentioned, these outcomes are characteristic of an autonomous environment which espouses a high level of empowerment. Such an environment empowers stakeholders—the goal of Kotter's Stage 5: empower others. Autonomy and empowerment constitute an ethical milieu and can be nurtured through three actions:

1. Educate. Freire (1970) asserted that education leads to empowerment.
2. Explicate. Explain how authentic leadership embodies ethical leadership (Tuana, 2014).
3. Convince. Persuade the CEO and Executive Director of the transformative effects of authentic leadership (Avolio & Gardner, 2005). After all, George and Bennis (2008) asserted that "even CEOs are encouraged to practice authentic leadership" (p. 46).

I contend that the educate, explicate, and convince approach can foster an environment wherein ethical leadership will prevail.

Section Summary

Transformational leadership transforms followers (Bass & Steidlmeier, 1999) and authentic leadership transforms organizations (Avolio & Gardner, 2005). Together, they represent a formidable leadership strategy for leading ethical organizational change. Furthermore, Avolio and Gardner claimed that authentic leadership raises the moral identity and moral emotions of followers. While it is hopeful that the outcome of organizational change is the targeted outcome, the result could be unintended and even negative. For this reason, it is critical for ethical leadership to oversee organizational change because such leadership is guided by what is good and right (Burnes, 2009) for all stakeholders without fear or favour. Leaders who care and value characteristics such as respect, honesty, equity, diversity, and inclusivity are well on their way to leading change ethically. In striving to become a stronger ethical leader, I will look to scholars for guidance in educating myself and other leaders at the College. Starratt (1994), for instance, suggested ethics of justice, critique, and care in his approach to educational leadership as illustrated in Appendix C. Starratt (1994) raised the issue of moral integrity among leaders. I view moral integrity as a leader's readiness to stand up against oppressive practices to followers—a quality I would strive for.

Chapter 2 Summary

Chapter 2 examined the leadership approaches for propelling change, deconstructed the framework for leading change, and described the organizational analysis to determine what to change. Four solutions were developed and Solution 5 was formulated and identified as the best possible solution. Leadership ethics was also discussed relative to leading through organizational change. In terms of ethical leadership, it is noted that Bass (1985), who has written extensively on transformational leadership, and Avolio (2003), who has written

profusely on authentic leadership, have collaborated with Steidlmeier (Bass & Steidlmeier, 1999) to develop the authentic transformational leadership which accentuates leading ethically (Zhu et al., 2011). This interests me as a transformational turned authentic leader and will be investigated post implementation which is addressed in Chapter 3. In addition to outlining the strategy for implementing change, Chapter 3 also proposes tools to monitor and evaluate the change, and discuss effective ways to communicate the need for change. Thereafter, I will venture into next steps and future considerations before concluding the OIP.

Chapter 3 – Implementation, Evaluation, and Communication

In Chapter 1 of this OIP, I described my workplace environment at the College and its problem of practice. I also examined the existing functionalist theoretical organizational framework and then explored the postmodernist organizational framework as a replacement. In Chapter 2, I explicated the planning and development of the change initiative to address the problem of practice. I also investigated transformational and authentic leadership theories as two follower-centric approaches to leadership. In Chapter 3, the final chapter, I reconnect with the organizational analysis and the best possible solution, examined in Chapter 2, to explain how the change will be implemented. This chapter also delves into strategies and tools on how the change initiative will be monitored and evaluated. It then outlines a plan to communicate the need for change and the change process after which it explores possible next steps before venturing into future considerations. Thereafter, I conclude the OIP.

Change Implementation Plan

An implementation plan for change needs to be grounded in a robust awareness of how the organization works and what needs to be changed (Cawsey et al., 2016). In fact, "the success of a change is enhanced when people understand what it entails, why it is undertaken, what the consequences of success and failure are, and why their help is needed and valued" (p. 250). This implementation plan is designed to engage all stakeholders as successful change implementation is the outcome of engaging everyone and building commitment (Higgs & Rowland, 2000). It is imperative that all stakeholders participate in the change implementation process to provide a vigorous source of feedback and also to augment their buy-in. Collaboration, a robust component of the best possible solution—Solution 5, has been emphasized throughout this OIP and is an outcome of the organizational analysis.

Connecting with Organizational Analysis

The organizational analysis, discussed in Chapter 2, revealed that the organizational hierarchical structure inhibits collaboration and that an incongruence exists between the leaders and their followers in performing tasks. To remedy this, the OIP recommends a departure from the present functionalist theoretical organizational framework at the College and the top-down leadership among its directors and managers. The OIP suggests the adoption of postmodernism and a follower-centric approach to leadership. The former will realign governance with its organizational strategy and the latter with managers and followers to foster an environment that espouses autonomy, empowerment and collaboration. These changes will reignite the vision of the College to provide participatory learning for all students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. The postmodernist paradigm and the follower-centric approach to leadership embrace a collaborative culture, value diversity and inclusion and are receptive to the best possible solution—Solution 5.

Connecting with Solution 5

The common denominator of the possible solutions for the problem of practice explored in Chapter 2 is collaboration, except for Solution 1. It is prominent in the recommended solution, Solution 5, consisting of three distinct elements: defined autonomy, collaborative council, and community of practice. In implementing this 3-pronged solution, the change leader emphasizes collaboration and empowerment while demonstrating transparency to underscore the integrity of the change. The implementation plan, detailed in Appendix D, consists of four phases and aligns with Kotter's (1996) 8-Stage change process. The tasks in the implementation plan are practical and achievable representing small wins that will encourage stakeholders to move forward in the

change process. Kotter (2014b) emphasized the importance of small wins to maintain the credibility of the change initiative.

Implementation Plan, Phase 1

Phase 1 of the implementation plan will begin in March and is scheduled to achieve its goal by August. This is a crucial stage of the plan where stakeholders across the College will be engaged in deep learning about the culture change to be induced by this OIP. Cawsey et al. (2016) indicated that scholars have not been able to agree on a universal definition of culture, but Schein (2010) presented culture as a pattern of shared assumptions that is learned by a group to solve its problems and one that could be taught to others. Schein argued that culture, a complex concept, can be analyzed at three levels. First, through the use of the organization's artifacts. Second, through its espoused beliefs and values expressed in the corporate vision. And third, its basic underlying assumptions. Cawsey et al. (2016) asserted that most change leaders introduce change by analyzing the second level, as I did—the vision. The vision of the College is to provide participatory learning for all students while promoting exceptional employee engagement and empowerment against a backdrop of collaborative leadership. This vision when juxtaposed with the problem of practice demonstrates a stark deviation from the collaborative spirit of the operational culture at the College; this collaborative spirit must be restored.

Further, Cawsey et al. (2016) promulgated that "the more dissatisfied people are, the more they as individuals will be willing to change" (p. 169). Furthermore, that change leaders ought to focus on proving stakeholders' dissatisfaction with the status quo. But stakeholders at the College are not dissatisfied with the status quo. In fact, the CEO and the Executive Director inherited the status quo from their predecessors. Change at the College is driven by the need for a return to collaboration at all levels of operations as evident in the problem of practice. Hence, the

paradigm shift from functionalism to postmodernism and the introduction of follower-centric

approaches to leadership—significant organizational changes. In this phase 1 stage, then, I will

invest about six months in educating stakeholders about the concepts of postmodernism and

follower-centric leadership and what the new organizational behaviours will look like. The goal

is to demonstrate how this new milieu will transform the current state at the College to the

envisioned state where collaboration will not be an anomaly, but embedded in the DNA of the

operations at the College. Assigned change agents will facilitate discussions through seminars,

workshops, and webinars to mobilize and build knowledge across stakeholders. In collaborating

with individuals and groups across the College, I will remind stakeholders of the urgent need to

change for the College to remain sustainable.

Implementation Plan, Phase 2

Phase 2 of the implementation plan is scheduled to begin in September with goals

accomplished by December. It will address the first three stages of Kotter's (1996) change

process: establish a sense of urgency, develop a guiding coalition, and create a vision. I will

identify an urgency team whose role would be to keep the future state fresh in the minds of

stakeholders both at the individual and group levels (Kotter, 2014b). This urgency team of five

employees will be facilitated by the Executive Director who is a respected change champion

across the College. The four other members will be from among the assigned change agents who

have been demonstrated change protagonists. Developing a guiding coalition provides

opportunities for distributed leadership to accelerate stakeholder involvement (Gunter et al.,

2013). "Engaging many people in leadership activity is at the core of distributed leadership"

(Harris, 2004, p. 14) and so, it complements the follower-centric approach embedded in the

transformational and authentic leadership proposed in this OIP. This coalition will consist of

stakeholders perceived to be proponents of the change and are capable of persuasive rhetoric to secure buy-in across the College. I envision a collaborative effort with maximum stakeholder engagement in creating the vision. This vision will be crafted in easy-to-understand terms to secure optimal buy-in. Collaboration will be the bedrock of this plan and so, in this phase, the collaborative council and defined autonomy elements of the proposed solution will be applied to complete the implementation tasks. These tasks include the change leader meeting with the CEO and the executive team, and creating an implementation committee to develop the professional development workshops. Phase 2 reflects leadership's preparedness for an inclusive collaborative culture where followers engage to shape their work environment that includes the desired autonomy and empowerment.

Implementation Plan, Phase 3

Phase 3 of the implementation plan will commence around January and conclude by April. It will focus on the second three stages of Kotter's (1996) change process: communicate the vision, empower stakeholders, and create short-term wins. The implementation tasks for this phase will include conducting professional development workshops, starting the pilot, and announcing the successful completion of various tasks. Change agents will be assigned to lead each of the tasks and will apprise me with progress updates necessary to define further direction. To accomplish these tasks, all elements of the recommended solution: defined autonomy, collaborative council, and community of practice, will be applied. Again, small wins will be created as the implementation tasks are pragmatic and doable which will reinforce the capacity of the College to succeed as the change process continues.

The transparency of such capacity is vital to excite and engage stakeholders into active participation to move the change towards completion. Such excitement and engagement will

serve to garner stakeholder buy-in. I concur with scholars that when stakeholders buy in to the

change, they take ownership of it which enhances their desire for completing it. The professional

development workshops will inform stakeholders of the theory and practice surrounding the

proposed organizational behaviours and prepare them for the pilot. The pilot, using case studies,

will offer stakeholders hands-on participation in the change process. The short-term wins will

encourage and motivate stakeholders to remain focused on the change and see it to fruition. Such

wins will be celebrated in ways to promote the change and encourage active participation.

Implementation Plan, Phase 4

Phase 4 of the implementation plan will begin around May and remain active until

change has been anchored across the College, scheduled for August. It will address the final two

stages of Kotter's (1996) change process: consolidating improvements and institutionalizing the

change. The implementation tasks will be debriefing members of the implementation committee

and representative stakeholders, the full-scale rollout of the change, and announcing the start of

full roll-out as a win. Each task will be headed by a different change agent reporting to me. As

change leader, not being directly involved in every activity provides me the opportunity to learn,

objectively analyze information, and monitor the goings-on. All the elements of the proposed

solution: defined autonomy, collaborative council, and community of practice, will be utilized to

accomplish the tasks. It is important to debrief with all stakeholders to discuss lessons learned

and what can be done differently going forward. According to Kotter (1996), it is also critical to

formally close the change process and announce the perpetual endeavour of monitoring the

change initiative. This phase will remind stakeholders that change is an ongoing process where

the plan, do, study and act steps of Deming's (1983) PDSA Cycle remain relevant. Managers

across the College will monitor their direct reports for compliance with the new organizational

behaviours as reverting to the previous ones will diminish the purpose of the change initiative.

Understanding Stakeholder Reaction to Change

Cawsey et al. (2016) posited that any implementation plan must consider the inner

workings of the organization. Mintzberg and Westley (2001) suggested a doing-first strategy

whereby the change is discussed with stakeholders and feedback is sought. Mintzberg and

Westley's strategy is similar to Nohria's (1993) emergent change strategy for changes where a

level of uncertainty exists, as is the case at the College. Indeed, Higgs and Rowland (2005)

asserted that the emergent change strategy is the most effective change approach. Engaging

stakeholders in the change implementation will demonstrate leadership's readiness to partner

with them as follower-centric leaders within postmodernism. This will reduce stakeholder

resistance to the change and avoid lost opportunities for invaluable input (Cawsey et al., 2016).

To further understand stakeholder reaction to change, I will utilize surveys to solicit

feedback on the change (Cawsey et al., 2016). In fact, Armenakis and Harris (2009) suggested

that "assessments at various stages of change efforts are important because change agents must

attempt to get some feedback regarding whether or not the change sentiments are supportive of

change" (p. 136). I will also engage stakeholders who are change protagonists to act as change

agents to propel the change forward. Additionally, I will use the "commitment analysis charts

and the adoption continuum tools [which] are helpful when planning actions related to

stakeholders" (Cawsey et al., 2016, p. 257).

The commitment analysis chart will gauge the strength of stakeholders' commitment. It

will identify those who are resistant to change and help determine ways to encourage them in the

change process. The purpose is to move them along the adoption continuum so they become

aligned with the change and minimize resistance (Cawsey et al., 2016). The adoption continuum focuses on awareness, interest, desire, and action (Cawsey et al., 2016). The change leader must first initiate an awareness of change among the stakeholders, then get them interested to the point where they desire the change and then embolden them to take ownership of the change by adopting it. Kang (2015) asserted that the implementation process must consider "people's adoption of change, reducing resistance to change, taking care of people's concerns regarding a specific change, and communicating with all affected people" (p. 29).

Stakeholder Resistance. I consider stakeholder resistance as unfulfilled needs and thus, a form of feedback. As such, I will listen carefully to determine the source of the resistance and attempt to respectfully show how the future state will benefit everyone. I will try to consider all stakeholder-concerns and amend the implementation plan accordingly. Piderit (2000) defined resistance as "a restraining force moving in the direction of maintaining the status quo" (p. 784). There are many stakeholders at the College whose lived work experience knows only status quo. Kotter and Schlesinger (2008) argued that change is often feared as it disturbs the status quo. They posited that participation and involvement cause stakeholders to take ownership of change and suggested that education is key to stakeholders understanding what is required and why.

Personnel to Engage and Empower Stakeholders

To aid in the implementation of Solution 5, I will propose two initiatives to engage and empower stakeholders. The first is a network improvement community that will consist of three existing employees whose function will be to keep abreast of innovation through active research and corporate networking. The second is a professional learning community where learning will take place collaboratively to ensure stakeholders understand the difference between the present

and future organizational states. Both initiatives have a "do it" orientation which is the capacity

to learn and adapt from "the missteps and failures along the way" (Cawsey, 2016, p. 262).

Network Improvement Community. The network improvement community (Kotter,

2014a) will add to the existing operating system at the College thereby introducing a twofold

operating system. The network system will be instrumental in identifying relevant internal and

external changes and apprising leadership. According to Kotter, such a system will eliminate

knowledge hoarders working in silos and enable information to flow with greater speed and

accuracy. Kotter opined that the dual operating system will require heightened learning. This will

be achieved through collaborative learning in the professional learning community.

Professional Learning Community. The professional learning community, consisting of

in-house subject matter experts as well as external consultants, will be responsible for collective

learning among stakeholders and collaborating with Human Resources in determining training

needs discerned through needs assessments. Indeed, "understanding motivations to support

organizational changes or not provides very practical insights into how best to lead change"

(Armenakis & Harris, 2009, p. 128). Collaborating with stakeholders, then, will be the

cornerstone of this implementation plan. I concur with Armenakis and Harris (2009) that

stakeholder involvement in organizational change is a pivotal component of change efforts. In

fact, the authors argued that active participation enhances valence by stakeholders to support

change where valence is the acceptance that change is useful.

Supports and Resources for Change

A leadership competency associated with successful change implementation is ensuring

that the change is premised on a robust understanding of the issues and supported with a

consistent set of tools and processes (Higgs & Rowland, 2000). Dudar et al. (2017) stated that

"many authors in the change literature emphasize the importance of effective leadership going so far as to identify that without good leadership change will flounder and fail" (p. 72). My leadership abilities, honed by the expanded knowledge gleaned through my doctoral journey, will be enhanced by the leadership acumen of the CEO, Executive Director, and my fellow Directors, and will offer substantive support for change.

In terms of resources, the College has rich financial capital with a steady flow of revenue, and human capital with several subject matter experts. The 90 instructors making up the teaching cadre are respected for their practitioner knowledge. Also, the College has a modern Information Technology department and its Intranet will provide copious information on implementation. Furthermore, the dynamic HRD is competent at conducting required training. Moreover, the recent successful change initiative at the College demonstrates the stakeholders' readiness for change and reflects the capacity of the College to design and implement change.

Potential Change Implementation Issues

In my experience, even the most carefully crafted plan can encounter roadblocks. My first concern is the possible existence of internal forces ready to oppose change. For example, one colleague, perceived to be close to the CEO and suspicious of the Executive Director's reason for hiring me, might resist the process. While my past performance leading a curriculum change initiative strengthens my position as a change leader, I will listen judiciously to all concerns raised as I am convinced that change is best implemented when everyone is on board.

I am also cautious of unforeseen external forces that may delay or hinder the process. This can arise through policy change by the regulatory body, a change in the economy, or even a departure of key stakeholders. In addressing such changes, I will not hesitate to consult with my more experienced colleagues. Another concern, from my experience with community of practice,

is the potential conflicts that could surface through collaboration. Achinstein (2002) argued that collaboration can be challenging due to the potential for conflict arising from divergent points of view. I will manage this by reminding stakeholders of the overarching goal and encouraging them to stay focused to avoid derailing the change effort (Dudar et al., 2017).

Building Momentum for Change

Armenakis et al. (1993) asserted that increased participation by stakeholders enhances empowerment and sparks excitement. The change recommended in this OIP promotes autonomy, collaboration, and empowerment. This, in and of itself, will build momentum as the problem of practice expresses a need for empowerment and autonomy in a collaborative environment. Also, the Executive Director, a strong change champion for this change, will visit various departments and email encouraging messages to all stakeholders. Gladwell (2002) suggested that even minor actions can have significant results if done on a timely basis thereby creating momentum and eventually reaching a tipping point, "the point where a critical level of support is reached, the change becomes more firmly rooted, and the rate of acceptance accelerates" (Cawsey et al., 2016, p. 259). Further, the CEO will update stakeholders on the progress of the change through monthly townhall meetings. Finally, to increase momentum, HRD will determine how best to celebrate milestones and achieved short-, medium- and long-term goals indicated in Appendix E.

Goals need to be specific, measurable, assignable, realistic and time-related and are referred to as SMART goals (Doran, 1981). According to Doran, 'specific' refers to a precise area for improvement; 'measurable' refers to a quantity that suggests an indication of progress; 'assignable' refers to who will do it; 'realistic' refers to the practicality of it being achieved; and 'time-related' specifies when results can be expected. Short-term goals include meeting key stakeholders, securing the CEO's approval, sharing results of the needs analysis, selecting

stakeholders to be change agents, and seeking commitment to change. These goals will address Kotter's (1996) Stages 1, 2, and 3 of establishing a sense of urgency, forming a guiding coalition, and creating a vision. Medium-term goals such as raising the awareness of change, strengthening education, and conducting pilot of the proposed change will address Kotter's Stages 4, 5, and 6 of communicating the vision, empowering stakeholders, and creating short-term wins. Long-term goals such as listening to and analyzing continuous feedback, being transparent to stakeholders, and conducting training workshops will address Kotter's Stages 7 and 8. Also, "celebrations provide the motivation, reinforcement to continue with improvement efforts, and foster collective efficacy" and will contribute to building momentum (Dudar et al., 2017, p. 72).

Limitations of the Plan

First, this plan, premised on Kotter's (1996) change process, is characterized as linear. While the change at the College is complex, I have selected Kotter's change process for reasons provided in Chapter 2—one being that collaboration has been proven to be an intrinsic element in Kotter's change process (Pollack & Pollack, 2014). Second, the plan assumes that operational culture can be changed. While I am cognizant that many long-serving stakeholders may have a strong affiliation with the status quo, I aim to be transparent throughout the process as I will rely on their understanding the why of the change and counting on their support. Third, this plan assumes that environmental factors, discussed in Chapter 1, will remain favourable to secure the CEO's attention, support and approval among emerging competing priorities. To mitigate the effects of these limitations, I have premised the plan on the doing-first strategy (Mintzberg & Westley, 2001) whereby change is openly discussed with stakeholders and ongoing feedback is sought through meaningful collaboration.

Section Summary

While organizational change is necessary as environmental factors are rarely constant, most fail (Cawsey et al., 2016; Dudar et al., 2017; Higgs & Rowland, 2005). My philosophy on organizational change failures is that failure is a "temporary defeat" (Armenakis & Harris, 2009, p. 136). On a failed plan, Armenakis and Harris asserted that what is required is to thoroughly analyze the situation, revise the change process, and continue the change—much like the Deming's (1983) PDSA Cycle, furthered in the next section. This implementation plan espouses collaboration to ensure that all stakeholders are involved and while organizational change is required to achieve and sustain organizational effectiveness, the implementation plan must be strategically monitored and evaluated. This is addressed next.

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Change Process Monitoring and Evaluation

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This OIP introduces change to the theoretical organizational framework and leadership approach at the College. In the previous section, I described how the proposed solution, Solution 5, will be implemented to accomplish the change. In this section, I delve into the strategy and tools that will be used to monitor and evaluate the implementation plan. Monitoring focuses on what is being done and how. For this, I will use Deming's (1983) Plan, Do, Study, Act (PDSA) Cycle which will be "ongoing and frequent" (Hodges & Gill, 2015, p. 384). Evaluation aims to determine whether the outcomes of the change initiative are being met, thus making a judgment on whether the initiative should be continued, modified, or disbanded. Evaluations are expected to be "organizationally, politically, and financially feasible" (Alkin, 2011, p. 227). As such, I will employ the Concerns-Based Adoption Model (Hord et al., 1987).

Connecting to Leadership Approaches to Change

This OIP recommends the adoption of the transformational and authentic approaches to leadership. These follower-centric leadership approaches will restore the vision of the College by fostering a collaborative culture that espouses empowerment and autonomy. This environment is essential to engage stakeholders during the change process and especially through the monitoring and evaluation phases of the change. Cameron and Green (2009) argued that successful change requires flexible leadership. As monitoring will consist of iterative cycles of planning, doing, studying and acting (Deming, 1983), flexibility, inherent in follower-centric leadership, will be pivotal. Follower-centric leadership will not only improve staff morale, a good measure of empowerment (Houkes et al., 2001), but it will also sustain change by offering support and flexibility (Lam & Pang, 2003). It is within the transformational and authentic leadership frameworks that monitoring of the implementation plan will be conducted.

Monitoring the Implementation Plan

Monitoring is critical to any change implementation to ensure that stated outcomes are being met. The purpose of monitoring is to provide leadership with feedback that can improve the change being implemented (Owen, 2007). Furthermore, such feedback will be instrumental for leaders to amend or develop current and relevant operational policies. Cawsey et al. (2016) cautioned that "monitor[ing] at the different stages of the change process is a complex issue" and beyond the expertise of the ordinary change leader (p. 280)—thus, my reliance on Deming's (1983) PDSA Cycle. I will create a monitoring and evaluation team (M & E) consisting of two change agents, two stakeholders, and one manager.

The M & E team, working with the PDSA Cycle, will "follow the prescribed four-stage cyclic learning approaches to adapt changes aimed at improvement" (Taylor et al., 2014, p. 291).

In this iterative cycle, Taylor et al. (2014) explained that the 'plan' stage identifies the change aimed at improvement; the 'do' stage tests the change; the 'study' stage gauges the progress of the change; and the 'act' stage determines modifications and next steps to inform a new cycle. The M & E team will follow this guideline and discuss any variation with me. The need to perform the plan, do, study, and act steps of the PDSA Cycle in perpetuity makes it robust for monitoring the change implementation plan at the College.

Monitoring will begin at the commencement of the implementation plan in March to ensure that the plan is meeting its goals in each of the first six stages of Kotter's (1996) change model. The PDSA Cycle will engage stakeholders throughout the implementation with emphasis on soliciting stakeholders' feedback to validate the plan as it unfolds and will impact every stage of Kotter's (1996) change model. The 'Plan' step of the PDSA Cycle is carried out in Stages 1, 2, and 3. Its aim is to answer the question: What are we trying to accomplish? This question specifies the purpose of the change (Langley et al., 2009). The 'Do' step of the cycle occurs in Stages 4 and 5. The 'Study' step is conducted in Stages 6 and 7. Its aim is to answer the question: How will we know that a change is an improvement? Langley et al. (2009) contended that this question gauges the change process. The 'Act' step is performed in Stage 8 where the change becomes institutionalized across the College. Its aim is to answer the question: What change can we make that will result in change improvement? According to Langley et al., this question considers possible changes. As for its integrity, Moen and Norman (2009) opined that the PDSA Cycle can be adapted to any organization, or group or level within the organization. Moen and Norman asserted that the cycle encourages a culture of empowerment and teamwork. The foregoing is illustrated in the PDSA Cycle Model for Improvement in Figure 4 adapted from Langley et al. (2009).

Figure 4

PDSA Cycle Model for Improvement
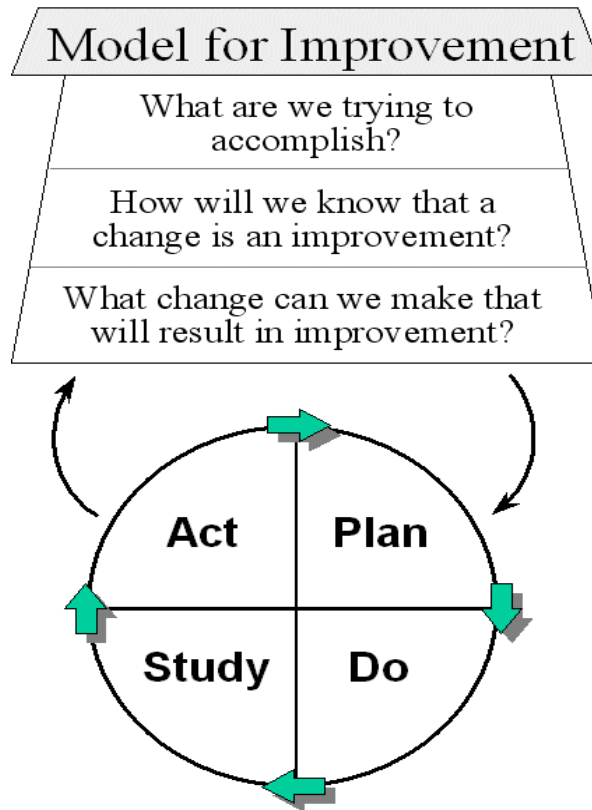
Note. Adapted from Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., & Provost, L. (2009). *The Improvement Guide,* p. 24. (2nd ed.). Jossey-Bass.

Such culture is espoused in postmodernism, in the follower-centric leadership approaches of transformational leadership and authentic leadership as well as in Kotter's change model, explained in Chapter 2—reflecting congruency among these utilities.

The M & E team will shadow every task in the implementation plan to ensure that each task is actually performed and that stated outcomes are achieved, or not. They will ensure that a sense of urgency has been established across the College by conducting face-to-face meetings with the urgency team as well as representative stakeholders to manage feedback immediately

while also interpreting body language to gauge for level of comfort with the plan. They will also monitor that discussions are being facilitated and that individual and group level engagements are being collaborative.

In September through November, the M & E team will ensure that the implementation committee has been created and is functioning and that a wide cross section of stakeholders has been engaged to create the vision. Stakeholders will be engaged in providing feedback to gauge progress of the plan through focus group discussions. In December, the M & E team will confirm that the start dates of workshops have been established and that the workshops are indeed engaging the stakeholders in the proposed change.

In January, the M & E team will conduct one-on-one sessions and focus group discussions to solicit feedback to measure the success of the pilot. Surveys will also be used to encourage anonymity of employee responses to solicit candid feedback. The results from these data-gathering tools will be studied to capture a sense of how the change is progressing and how it is being perceived. The M & E team will apprise me of their findings and I will meet with directors and managers along with their direct reports to discuss concerns of resistors with the aim of moving them along the adoption continuum. Getting them closer to adopting the change would be an example of creating short-term wins which will be promoted throughout the change process; a successful pilot would be another example of a short-term win. Such wins will be celebrated across the College to add to the change momentum. The M & E team, after studying their findings, will determine adjustments to the plan, as the PDSA steps continue in perpetuity. Ongoing and frequent monitoring will ensure that the implementation plan is on track and that all outcomes are being met in each of the six stages of Kotter's (1996) change model. The foregoing is summarized in Table 6.

Table 6

Summary of Monitoring Plan

Kotter Change Process	Implementation Tasks	Strategy and Tools	Monitor	Timeline
Establish urgency	Change leader meets with CEO and senior leadership	Strategy: Effect the 'Plan' and 'Do' of the PDSA Cycle Tools: Face-to-face meetings, multi-media presentation	Meeting took place and all leaders were present	March
Create a guiding coalition	Change leader creates an implementation committee		Committee created	September and October
Create a vision	Committee determines dates for professional development workshops	Strategy: Effect 'Plan' and 'Do' of the PDSA Cycle Tools: Face-to-face meetings	Dates for professional workshops arranged	October and November
Communicate the vision	Professional development workshops begin	Strategy: Effect Plan, Do and Study of the PDSA Cycle Tools: Multimedia presentation, presentation handout, questionnaire, Intranet, emails, FAQ list, newsletter	Professional workshops started	December
Empower stakeholders	Conduct pilot of proposed change	Strategy: Plan, Do and Study of the PDSA Cycle Tools: One-on-one interviews, focus group interviews, surveys, Intranet, emails, training, pilot	Pilot started; interviews completed; surveys collected; emails opened	January
Create short-term wins				Throughout the change

Cawsey et al. (2016) posited that data collected enable change leaders to monitor the change, gauge the process, make revisions, and execute successful change all while being transparent to stakeholders. In fact, Keeton and Mengistu (1992) asserted that when stakeholders accept such data, work stress reduces and job performance improves. Moreover, Armenakis and Harris (2009) suggested that "assessments at various stages of change efforts are important because change agents must attempt to get some feedback regarding whether or not the change sentiments are supportive of change" (p. 136). This feedback is critical to involving stakeholders and encouraging them to take ownership of the change and will be applied consistently throughout the implementation plan with ongoing adjustments until a saturation point is reached where no more adjustments are required. At this juncture, the change will be evaluated.

Evaluation of the Implementation Plan

After the change initiative has been implemented and is in use across the College, it is time to evaluate the initiative. In July, month 17 of the implementation plan, the evaluation process will be developed and presented to senior leadership and key stakeholders on an informational basis to generate discussion. As an authentic leader driven by collaboration, I prefer to use the term assessment instead of evaluation. My leadership practice favours 2-way assessments and therefore, while change agents will be actively involved, the evaluation plan will enable stakeholders to have an active voice in providing feedback. In fact, as users of the change, stakeholders' input is pivotal. This approach will not only empower stakeholders but it will also crystallize the transparency necessary to reach a uniform understanding of the evaluation plan (Peltokorpi et al., 2008). While the evaluation process is open for discussion, the assessment made after the evaluation will be independent and not influenced by any stakeholder or group as it must be, and perceived to be, fair, impartial and bias-free—important ethical

aspects of evaluation (Gopichandran et al., 2013). In fact, implementing change is not easy and "it is more important than ever that we collaborate in learning more about leading, facilitating, studying and evaluating change efforts" (Hall, 2013, p. 285).

As change leader, I need to ascertain if the change is working and so, Stages 7 and 8 of Kotter's (1996) change process are addressed in the evaluation plan. I will debrief with members of the implementation committee and assigned change agents will then meet with representative stakeholders, conduct focus group interviews, and disseminate surveys across the College. The aim is to understand how stakeholders feel about the change; how they are coping, or not; what help might be required, or even if further modification is necessary. I will engage stakeholders in townhall meetings and liaise with department heads in consolidating improvements.

Change agents will discuss their findings with me at scheduled intervals in May, June and July—months 15, 16 and 17 of the implementation plan. As well, I will encourage feedback directly to me through email, one-on-one sessions and anonymously, through surveys. This approach will reinforce transparency and promote engagement of stakeholders as espoused by the follower-centric leadership and the postmodernist theoretical organizational framework proposed in this OIP.

In May, after 15 months into the change process, the College will be ready for a full-scale rollout of the change. Multi-media messages like Change is Here, will flash on electronic notice boards on every floor at the College, announced on Intranet and celebrated through senior leaders visiting various departments to congratulate and encourage continued effort. The evaluation plan is illustrated in Table 7.

Table 7

Summary of the Evaluation Plan

Kotter Change Process	Implementation Tasks	Strategy and Tools	Evaluation	Timeline
Consolidate improvements	Debrief with the members of the implementation committee and all stakeholders	Strategy: CBAM Tools: Townhall meetings, liaising with departments, email, Intranet, newsletter, focus groups, surveys	Meet with stakeholders and representative stakeholders. Arrange focus group sessions and disseminate surveys. Collect and tabulate quantitative and qualitative data.	May to July
Institutionalize change initiative	Full scale rollout on proposed change in May	Strategy: CBAM Tools: Multimedia on Intranet; newsletter and blog	Determine level of change internalized	August

Change agents will begin meeting with stakeholders in July, month 17, to determine how much of the change has been internalized. Determining the level of use of the change, that is, adopting the new organizational behaviours will reveal the success, or not, of the change. Hord et al. outlined the seven stages of concern with questions that typify each stage. This evaluation model engages stakeholders thus promoting buy-in through seeking their assessment on the implementation plan as well. Hord et al. (1987) asserted that the Concerns-Based Adoption Model (CBAM) is not meant to improve the change initiative. Rather, it gauges the progress of the change and assesses it. Hall and Hord (1987) posited that the CBAM is premised on three assumptions: change is a process, not an event; change is dependent on individuals and is implemented by them; and the individual's change is personal and is experienced differently.

The change, then, will be evaluated using the Stages of Concern component of the Concerns-Based Adoption Model (Hord et al., 1987) depicted in Figure 5.

Figure 5

Concerns-Based Adoption Model: Stages of Concern
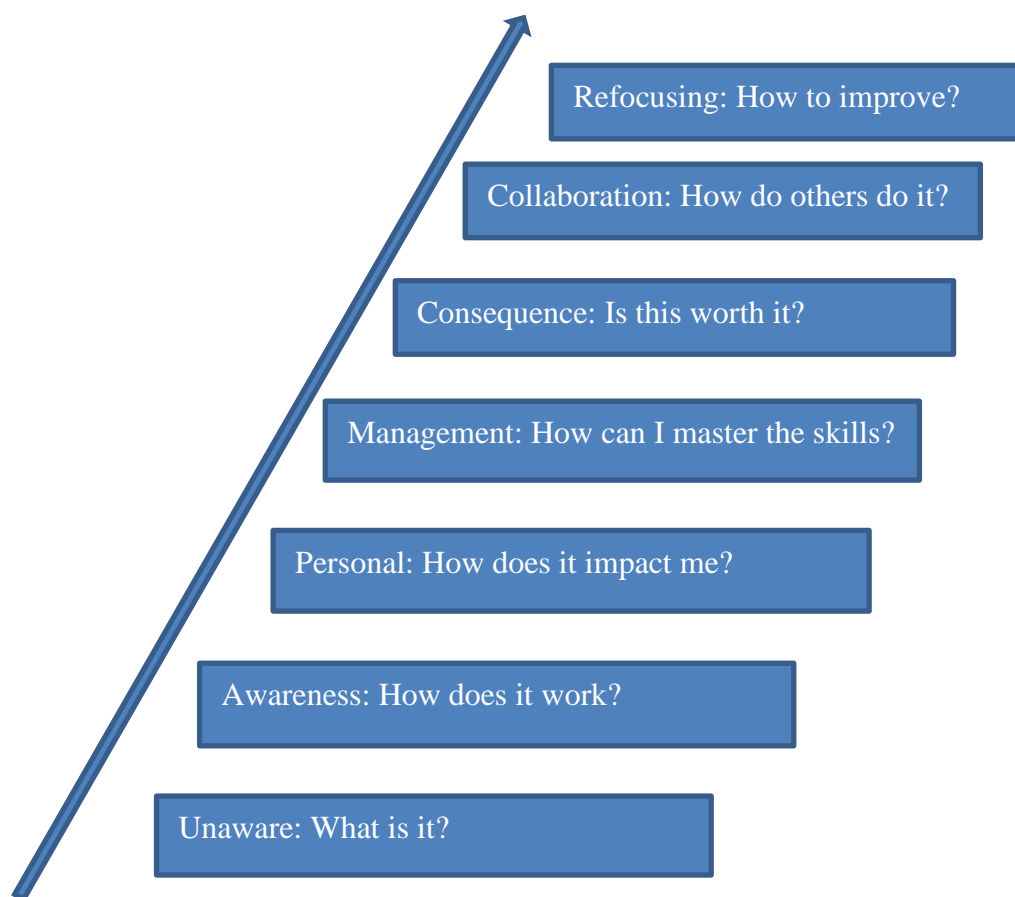
Note. Adapted from Hord, S., Rutherford, W., Huling-Austin, L., & Hall, G. (1987). *Taking charge of change.* Association for Supervision and Curriculum Development, University of Texas.

Change agents will meet, one-on-one, with representative stakeholders and discern their position within the seven categories before apprising me of their findings. This enables me, as change leader, to understand the stakeholder's stage of concern and determine the extent to which the change is being used. After determining the extent of employee-internalization and

hence change institutionalization as per Kotter's Stage 8, I will be able to make an informed assessment on the efficacy of the change which prepares me to intelligently discuss with the CEO. My meeting with the CEO will discuss the findings from the 2-way assessments cognizant of confidentiality issues to preserve the integrity of stakeholders' feedback while disclosing sufficiently to enable the CEO to make informed decisions.

In August, month 18, change agents will utilize the second component of the CBAM model, known as the Level of Use, in evaluating the change. Change agents will work-shadow representative stakeholders to determine their level of use. By assessing stakeholders' level of use of the change initiative, sound assessments on what level the stakeholder is at based on Decision Points A to F, as illustrated in Appendix F, can be made. Findings will be analyzed to ascertain whether the change is reaching the target population; whether the change is meeting its goals; or whether it may require some more analysis using the PDSA Cycle. Evaluation of the change enables senior leadership to develop policy statements that will govern operations at the College in the desired future state. I am optimistic that since monitoring was an ongoing practice from the onset of change, an unfavourable evaluation after 18 months would be unwarranted. I will remain flexible, however, and consider any unexpected findings through continued use of the PDSA Cycle to fine-tune any required adjustments. This will ensure that change is being internalized by all stakeholders in an engaging way and confirm that stakeholders do not revert back to the previous organizational behaviours.

Section Summary

Monitoring and evaluation are not only crucial measuring processes after the change initiative has been implemented, but they are central throughout the change process. These measuring processes ensure that the change initiative is appropriate, that it is meeting its goals,

and that it has successfully transitioned stakeholders into the new organizational behaviours.

Furthermore, the findings from the monitoring and evaluation processes must be shared with all

stakeholders because to "meet marketplace demands, companies must become more transparent"

(Austin & Harkins, 2008, p.105). In demonstrating transparency, characteristic of the proposed

theoretical organizational framework and leadership approaches, Galloway (2007) stated that

change management requires communication strategies that mitigate people's fears about change

thereby increasing their acceptance and compliance. These strategies are explicated next.

Plan to Communicate the Need for Change and the Change Process

Communicating the need for change and the change process is an essential part of the

organizational change process. In fact, Cameron and Green (2009) asserted that "communication

in any change is absolutely essential" (p. 205). It lessens uncertainty, reduces ambiguity and

influences stakeholders' responses to organizational change (Bordia et al., 2004; Nelissen & van

Selm, 2008). Change management requires communication that is transparent; stakeholders

should be able to interrogate the change and make informed decisions about buy-in to the change

based on full appreciation of the need for change (Galloway, 2007). In this section, I explicate

the plan for building awareness of the need for change and then examine two strategies to

communicate this change clearly and persuasively.

Plan for Building Awareness of the Need for Change

The plan for building awareness of the need for change will incorporate the follower-

centric leadership and Kotter's (1996) 8-Stage change model, described in Chapter 2. Leadership

is emphasized in organizational change and leaders who act as coaches in change are more

successful than those who dwell on stakeholder resistance (Armenakis et al., 1993). Indeed,

effective leaders enable employees to understand the change efforts and provide support so they

are ready to accept the change (Eisenbach et al., 1999; Podsakoff et al., 1996). Furthermore, follower-centric leaders facilitate behavioural change in employees that is necessary for change and encourage stakeholders to institutionalize the change initiative (Manz & Sims, 2001; Tichy & Devanan, 1990).

But, follower-centric leadership is not congruent with functionalism, the present theoretical organizational framework at the College, as explained in Chapter 1. This framework, therefore, must change, as recommended in this OIP. Indeed, scholars argued that the theoretical organizational framework of the organization often needs to change for change initiatives to be successful (Galpin, 1996; Hall et al., 1993; Kim et al., 1995; Porras & Hoffer, 1996). Change readiness is amplified in postmodernism because stakeholders know that leaders are supportive of the change initiative (Walker et al., 2007). Further, change readiness influences commitment to change which is enhanced through transparent communication inherent in postmodernism. (Armenakis et al., 1993; Eisenbach et al., 1999; Podsakoff et al., 1996; Walker et al., 2007).

The communication plan for change at the College will accentuate collaboration—a key theme throughout this OIP—as it emphasizes stakeholder engagement and empowerment. Not only will they be afforded the opportunity to participate in the change process, they will also be given autonomy in the decision-making process in moving the change to fruition. The plan for building awareness of the need for change will consist of four phases: pre-change, developing the need for change, mid-stream change, and confirming the change (Cawsey et al., 2016).

Pre-change Phase

Cawsey et al. (2016) argued that communication in this phase solicits approval and support from the CEO and top executives. A business multi-media presentation will be used for this meeting as it offers rich face-to-face interaction. Gaining top leadership's support will

encourage followers to accept change and enhance successful change. Cameron and Green (2009) asserted that stakeholders are more inclined to align with change when they see their leaders' commitment. This will be facilitated through senior leaders liaising with departments and explaining the rationale for change with the various stakeholders throughout the College. Being able to see and talk with leaders will alleviate anxiety stakeholders may have regarding the change (Cawsey et al., 2016). Meetings, where dialogues are encouraged, enable stakeholders to provide feedback that becomes crucial as implementation unfolds. This phase, scheduled to begin in March, will address the first two stages of Kotter's (1996) change process: establish a sense of urgency and a create a guiding coalition. For this, I will prioritize the face-to-face communication tool in one-on-one sessions, focus group discussions, and town hall meetings.

Developing the Need for Change Phase

In this phase, communication is intended to explain the need for change, reassure stakeholders, and clarify the stages of the change process (Cawsey et al., 2016). In fact, many stakeholders may simply be focused on what will happen to their jobs (Carey, 2000). They will be assured that the change is not a reorganization and so, there will be no changes to job functions. To avoid misinformation through office rumours, "it is important that communication is timely, and reaches each of the chosen communities at the agreed time" (Cameron & Green, 2009, p. 207). Cameron and Green posited that effective communication is ongoing and targeted. While change agents will continue to communicate the urgency of the change and focus on securing stakeholders' buy-in for the change (Kotter, 1996), this phase, primarily addresses the next three stages of Kotter's change process: create a vision, communicate the vision, and empower stakeholders. This phase will occur in June through December and will utilize tools such as townhall meetings, emails, questionnaires, and Intranet.

Mid-stream Change Phase

Cawsey et al. (2016) suggested that communication in this phase apprises stakeholders of the progress in the change process and solicits feedback. Rogers (2003) emphasized addressing followers' concerns fully and asserted that communication is more meaningful when they believe that the change agent's values about change are similar to theirs. Keeping stakeholders informed and seeking their input will demonstrate leadership's genuine intention to be follower-centric where stakeholders' participation is encouraged and valued. This phase will span January through April and will address the sixth stage of Kotter's (1996) change process: generating short-term wins. Communication tools used here will be one-on-one interviews, focus group conferences, and surveys. Short-term wins are important to communicate the integrity of the change process (Kotter, 2014b).

Confirming the Change Phase

In this phase, communication is celebratory and conveys success of the change implementation. Change agents will set up a support structure to sustain the change as suggested by Massey and Williams (2006). This structure will consist of mentoring and training services. HRD and in-house subject matter experts will deliver scheduled workshops, seminars and webinars to targeted stakeholders across the College. As recommended by Massey and Williams, the tools employed in this phase will include newsletters, seminars, informal meetings, web sites, conferences, and seminars. Further, Buchanan et al. (2005) posited that in this phase, training should be pronounced to establish competence and commitment. Moreover, Buchanan et al. asserted that new ideas are generated in this phase that change agents must be able to recognize.

This phase will commence in May and continues into August and onward until change has been anchored across the College. It will address the final two stages of Kotter's (1996)

change process: consolidate improvements and institutionalize the change. In this phase, I will utilize communication tools such as townhall meetings, focus groups, surveys, emails, monthly newsletters, and Intranet. As well, the communication plan will continue to optimize the use of face-to-face meetings in townhall meetings, focus group discussions, and one-on-one sessions.

The communication plan addresses the leadership level as well as individuals and groups. Whelan-Berry and Sommerville (2010) suggested that while organizational change affects all levels of the organization, change at the individual level is crucial. Indeed, individuals' behaviours determine their work for the organization (Katz & Kahn, 1978; Marshak, 1993; Sullivan et al., 2002). Furthermore, individuals need to change their attitudes and behaviors for organizational change to be successful (Cameron & Quinn, 1999).

Further, Whelan-Berry and Sommerville (2010) asserted that engaging individuals in the change initiative promotes the change vision to the group level. Commitment at all levels across the College will be a crucial antecedent for successful change. This plan harnesses collaboration and takes into consideration changing environmental factors. Thus, it has the flexibility to accommodate emergent issues. Whelan (1997) found that engaging stakeholders in pilots positively influences their behaviours, enhances understanding and commitment to change, and amplifies employee buy-in. For these reasons, communicating the need for change must be ongoing and done clearly and persuasively. Table 8 shows the plan designed to communicate the need for change and the change process.

Table 8

Plan to Communicate the Need for Change

Kotter Change Process	Phases of Plan	Communication Tools	Audience	Timeline
Establish a sense of urgency		Face-to-face meeting, multi-media presentation	Executive leadership	March to May
	Pre-change			
Create a guiding coalition		Face-to-face meeting	Directors and managers	
Create a vision		Townhall meetings, multimedia presentation, presentation handout, questionnaire, Intranet, emails, compiling a FAQ list, internal newsletter, corporate blog	Leadership, instructors, managers, and employees	June to December
Communicate the vision	Developing the need for change			
Empower stakeholders				
Generate short-term wins	Mid-stream change	One-on-one interviews, focus group interviews, surveys, Intranet, emails, training, pilot	Leadership, instructors, managers, and employees	January to April
Consolidate improvements		Townhall meeting, liaising with departments, email, Intranet, newsletter, focus groups, surveys	Leadership, instructors, managers, and employees	May to August
	Confirming the change			
Institutionalize change				May to August

Strategy to Communicate Clearly and Persuasively

The purpose of the communication plan is four-fold (Cawsey et al., 2016). First, it conveys the need for change. Second, it explains the impact of change. Third, it elaborates on how change may or may not influence jobs. Finally, it apprises stakeholders of change progress along the way. The challenge for the change leader is how to communicate change clearly and

persuasively. Armenakis et al. (1993), concurring with Katz and Kahn (1978), argued that persuasive communication and active participation are two strategies to accomplish this.

Persuasive Communication

Persuasive communication is explicit information regarding "discrepancy" defined as the stakeholder belief that change is needed because the envisioned state is more desirable than the present state (Armenakis et al., 1993, p. 685). Table 9 contrasts the present and envisioned states.

Table 9

Discrepancy between Present State and Envisioned State

Present State	Envisioned State
A milieu dominated with top-down hierarchical conditions; instructors feel they lack the autonomy and empowerment to be creative and engaged in a collaborative culture.	A milieu with follower-centric leadership within a postmodernist organizational framework fostering a collaborative culture where faculty enjoys autonomy and feels empowered to be creative and engaged.

Creating such a belief is best done by showing how performance will optimize under a desired end-state (Katz & Kahn, 1978). Focusing on Kotter's Stage 1 to establish urgency and Stage 4 to communicate the vision, will reinforce stakeholders' commitment to the future state—a state crucial to the change process (Bennis & Nanus, 1985).

Furthermore, persuasive communication involves direct, explicit message transmission through meetings, speeches, and other forms of personal presentation (Barreit & Cammann, 1984). Accordingly, as recommended by Cameron and Green (2009), I will use multi-media presentations, emails, newsletters, and electronic noticeboards. Additionally, I will install a dedicated confidential helpline for stakeholders to discuss their concerns and offer suggestions. I will also compile a Q & A summary of pertinent change information for stakeholder distribution

and posting to the Intranet. Cawsey et al. (2016) encouraged using "executive staff briefings, team meetings, task force meetings, advisory groups, video, newsletters, hotlines, and the creative use of the intranet, blogs, surveys, and emails in helping people learn about and adapt to change" (p. 206). These forms of persuasive communication would be used in the "pre-launch, launch, and post-launch" communiques to stakeholders (Rucchin, 2021).

The pre-launch communique to stakeholders, illustrated in Appendix G, will be used in the 'pre-change' and 'developing the need for change' phases previously described. It will use a variety of communication tools such as emails, e-newsletters, and Intranet to inform stakeholders at all levels across the College and to raise their awareness that change is coming. It is important that messages are simple and clear and not vague and ambiguous; transparency is vital. The messages to be communicated will include: Change will improve leader and follower relationships; Change will strengthen innovation; and Change will reinforce jobs. The metrics used for measurement will include an 'open rate' which refers to the percentage of stakeholders opening the various emails and the 'click through rate' denoting the percentage of stakeholders scrolling through the newsletter and the Intranet pages.

The launch communique to stakeholders, described in Appendix H, will be used in the 'mid-stream phase' expressed earlier. It will use different communication tools such as emails, Intranet, and townhall meetings. Emails will be used to target the various audience at all levels of stakeholders across the College to remind them that change is here. Additional messages will include: Change will improve leader and follower inter-relationship, Change will strengthen innovation, and Change will reinforce jobs. Rich face-to-face communication tools will be employed where two-way communication immediately addresses feedback, as in townhall meetings. The Intranet will also be utilized to post relevant information on a timely basis for

stakeholders to access. The metrics that will be used for measurement include an 'open rate' which refers to the percentage of stakeholders opening the various emails and 'attendance' where the number of stakeholders attending the townhall meetings will be noted.

Likewise, the post-launch communique to stakeholders, illustrated in Appendix I, will be used during the 'confirming the change phase' explicated earlier. Again, it will also use different communication tools such as emails, surveys, and townhall meetings. Emails will be used to congratulate stakeholders on successful change implementation. Other messages will focus on encouragement to enhance performance and stakeholders will be encouraged to ask questions as they work within the new organizational behaviours. The post-launch communique formally closes the change process where face-to-face meetings will discuss what was learned, and what could have been done differently. The metrics used for measurement will include an 'open rate' which refers to the percentage of stakeholders opening the various emails and the 'completed rate' denoting the number of stakeholders completing the surveys. The messages in the pre-launch, launch and post-launch communiques will incorporate rich communications media.

In assessing rich communications media, Lengel and Daft (1988) concluded that in-person is the richest medium because it establishes a personal focus and garners immediate feedback. O'Connor (1990) postulated that face-to-face communication optimizes feedback immediately which mitigates the concern Kotter (1996) raised that "unaddressed inconsistencies undermine the credibility of all communication" (p. 90). Eden and Kinnar (1991) also opined that in-person communications are rated high in richness. Further, Kotter (1996) asserted that two-way communication is more effective than one-way communication. Moreover, Klein (1996) added that two-way communication promotes stakeholder engagement, reduces misunderstandings and enhances the chances of everyone connecting with each other. Klein

further asserted that stakeholders' perception of the change can be increased through repeated dissemination of the message through several media. This leads to message retention which supports Kotter's (1996) suggestion to constantly build stakeholders' awareness and excitement with frequent change messages as repetition advances understanding.

In my leadership practice, I employ face-to-face communication as the two-way communication offers immediate feedback and also demonstrates my open-door policy (Cawsey et al., 2016). Persuasive communication used with transparency and authenticity, espoused by the follower-centric leadership approaches recommended in this OIP, will enhance stakeholders' adoption of the change and promote their active participation. This is supported by Lewis (2011) who emphasized the need for "wide participation in change communication avoiding withholding information or deceiving stakeholders" (p. 55). Transparency in communicating with stakeholders is also characteristic of a postmodernist theoretical organizational framework recommended in this OIP. The second strategy to communicate clearly and persuasively is active participation.

Active Participation

While persuasive communication emphasizes the direct communication of readiness messages, active participation creates opportunities for stakeholders to learn through engaging in various activities (Armenakis et al., 1993). Cameron and Green (2009) asserted that "top managers need to employ all sorts of methods of communication to enhance relationships, establish trust, [and] get people to think and innovate together" (p. 230). One form of active participation is immersing stakeholders in activities that determine the existence of a discrepancy between the present state and the envisioned state (Armenakis et al., 1993). Indeed, Cawsey et al. (2016) contended that change initiative succeeds when stakeholders understand what it is, why it

is being done, and why their participation is required. Another form of active participation is vicarious learning which occurs when stakeholders learn through observing intended behaviours of the change initiative from others (Armenakis et al., 1993). Vicarious learning enhances stakeholders' confidence in adopting the change initiative (Gist et al., 1989). In fact, followers' adoption of change is enabled when leaders persuade them to become engaged in it and actively manage their negative emotions and resistance (Recardo, 1995; Strebel, 1996).

Section Summary

Communicating change is a social process for which astute communications skills are paramount. This section summarized a plan for building awareness of the need for change at the College. It offered strategies and tools to clearly and persuasively communicate the change to target audience. But while communicating the need for change is critical to implementing change, Lewis (2011) cautioned that "communication, even if exceptionally good as judged by all stakeholders, cannot necessarily overcome lack of resources, commitment, or a poorly designed change" (p. 56). The College, skilled with a recent successful change, has demonstrated its capacity to manage change. While this communication plan will be another step toward addressing the problem of practice and the incongruencies identified in the organizational analysis, as change leader, I will be mindful of emergent environmental factors that may require flexibility in the plan—a quality espoused by follower-centric leadership.

<div align="center">Chapter 3 Summary</div>

Chapter 3, the final chapter of this OIP, detailed the change implementation plan by connecting to the organizational analysis and possible solution explicated in Chapter 2. It also described strategies and tools that would be used to monitor and evaluate the plan; the former is ongoing and adaptive while the latter informs leadership and determines operational policy. It

further deconstructed the how and what of communicating change to stakeholders and examined

a communication plan that espouses rich communications media such as face-to-face interactions

emphasizing two-way communications that are optimal for deep learning. Furthermore, Chapter

3 emphasized the strategies and tools that will be used to communicate clearly and persuasively

to all stakeholders. So where do we go from here?

Next Steps and Future Considerations

Next steps and future considerations revolve around the regulatory body enabling Ontario

community colleges and universities to bid for the education-provider role that was solely the

College's for over 60 years. For the College to be competitive, the instructors need autonomy

and empowerment to be creative and engaged in a collaborative culture. A change initiative to

address this problem of practice is advanced in this OIP. The next step, then, is to anchor the

change throughout the College so that it becomes institutionalized (Kotter, 1996). This will entail

continued teaching and learning to provide stakeholders with competencies relevant to the

postmodernist theoretical organizational framework and the follower-centric approaches to

leadership—requisite antecedents to successful change. But such change will require relationship

building. I argue throughout this OIP that collaboration is key to addressing the problem of

practice. Collaboration, however, will materialize only when the social justice issues described in

Chapter 2 are addressed. In fact, collaboration has been reframed to mean co-laboring where

leaders become responsible not only for their own learning but also for the learning of each

other, thus fostering a sense of mutual interdependence (Sharratt & Planche, 2018). Such is the

milieu that this OIP aims to cultivate at the College.

As competencies improve, continued monitoring and adjusting using the PDSA Cycle

will ensure keeping the change on course. I would like to see change becoming an integral part

of the DNA of the College so that future change will not be seen as an anomaly but as a natural occurrence in the course of doing business. After all, "organizational change is normal and a requirement to achieve and sustain organizational effectiveness" (Armenakis & Harris, 2009, p. 139). I am concerned, however, about the potential failure of the change initiative since as much as 70% of change initiatives fail (Balogun & Hope-Hailey, 2004; Cawsey et al., 2016; Hammer & Champny, 1993; Higgs & Rowland, 2000; Kotter, 1990; Smith, 2002). To mitigate this concern, I investigated the reasons for organizational change failure.

Meaney and Pung (2008) opined that insufficient change readiness is key to failed change initiatives. Further, a major reason for organizational change failure is inadequate planning (Schein, 1979). Another, is the lack of leadership (Dudar et al., 2017; Higgs & Rowland, 2005; Kang, 2015). Indeed, Higgs and Rowland (2005) asserted that leadership behaviours determine the success or failure of a change initiative. Other scholars (Shaw, 1997a; Stacey, 1996; Wheatley, 1993) argued that change is a complex process that cannot be implemented in a top-down basis. This was empirically proven by Harris and Ogbonna (2002). I then interrogated how these reasons might fare at the College.

The first reason for failure is insufficient change readiness. This was explored in Chapter 1 and findings showed that the College is optimally ready for change. As well, the prior success with change at the College will heighten readiness for change. The second reason is inadequate planning. This was investigated in Chapter 2 and the OIP's 18-month change initiative reflects prudent planning. The third reason is the lack of leadership which was examined in Chapter 2 and the conclusion was that the recommended follower-centric approaches will position leaders for effective leadership. The final reason is top-down change. Top-down change is discouraged throughout this OIP with emphasis on collaboration through active stakeholder participation.

Also, postmodernism and follower-centric leadership, advanced in this OIP, embrace diversity, encourage inclusion, and foster a collaborative culture. These characteristics are significant antecedents for successful change. This is all good news heading into the future.

I am concerned, though, about possible emergent competing priorities. Will the OIP be shelved for something more urgent? I am optimistic from prior discourses with the Executive Director that the urgency of this change is top of mind. After all, the proposed leadership approaches position leaders to listen to the stakeholders, to embolden them to become involved, and to inspire them to accomplish more (Bass, 1985; Luthans & Avolio, 2003). So, I am excited about the future of the College as stakeholders become empowered in their autonomous work spaces to be engaged and creative in a collaborative work culture. As stakeholders' work become more meaningful and productive, I look forward to monitoring the performance of the follower-centric leadership in a postmodernist theoretical organizational framework.

OIP Conclusion

In 2018, when 11 of the 90 instructors at the College requested to meet with me, I was apprehensive; I had only been on the job for a month after being promoted by the CEO. The meeting revealed a need for instructor autonomy and empowerment to be creative and engaged in a collaborative environment. I was perplexed. After all, the corporate vision embodied this need. At first, I was uncertain on how to approach this problem. One thing I knew with certainty was that the instructors were my direct reports and they would be counting on me to address the situation. As I searched for the most effective solution to the problem, I was fortunate to ride on the shoulders of scholars who have contributed immensely and profoundly to the field of educational leadership. Furthermore, I had the distinct opportunity to interact with professors who selflessly shared their knowledge and experience in guiding me along this journey. Moreover, exposure to the intricacies of the diverse vocations of my cohort members over the past three years enabled a rich perspective. As the College, hopefully, benefits from this OIP, it is my wish that it will contribute to a richer, more informed private career college industry.

With over 1,300 private career colleges in Ontario serving over 170,000 students annually, instructors abound. It is my hope that other colleges can use this OIP as a resource for guidance on how to address issues facing their instructors. I further trust that this OIP can be a pathway for other colleges to explore further and build upon. As this OIP influences the College to raise its bar on employee empowerment and autonomous work environment, my aspiration is that faculty at the College and across the private career college industry will be able to empower all their students to become creative and engaged in a collaborative culture. Finally, I wish that this OIP can influence the private career colleges to pursue an educational milieu wherein theory melds with practice to produce graduates who become more informed practitioners.

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Appendix A: Organizational Structure of the College

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                          ┌──────────┐
                          │   CEO    │
                          └────┬─────┘
                               │
                      ┌────────┴────────┐
                      │    Executive    │
                      │    Director     │
                      └────────┬────────┘
          ┌────────────────────┼────────────────────┐
   ┌──────┴──────┐      ┌───────┴──────┐      ┌───────┴──────┐
   │  Director   │      │  Director    │      │  Director    │
   │ (Curriculum │      │ (Exams &     │      │ (Client      │
   │ & Faculty)  │      │ Students)    │      │ Services)    │
   └──────┬──────┘      └───────┬──────┘      └───────┬──────┘
    ┌─────┴─────┐               │                     │
┌───┴────┐ ┌────┴─────┐  ┌──────┴──────┐      ┌───────┴──────┐
│Managers│ │Instructors│ │ Manager (1) │      │ Manager (1)  │
│  (5)   │ │   (90)    │ └─────────────┘      └──────────────┘
└────────┘ └───────────┘
```
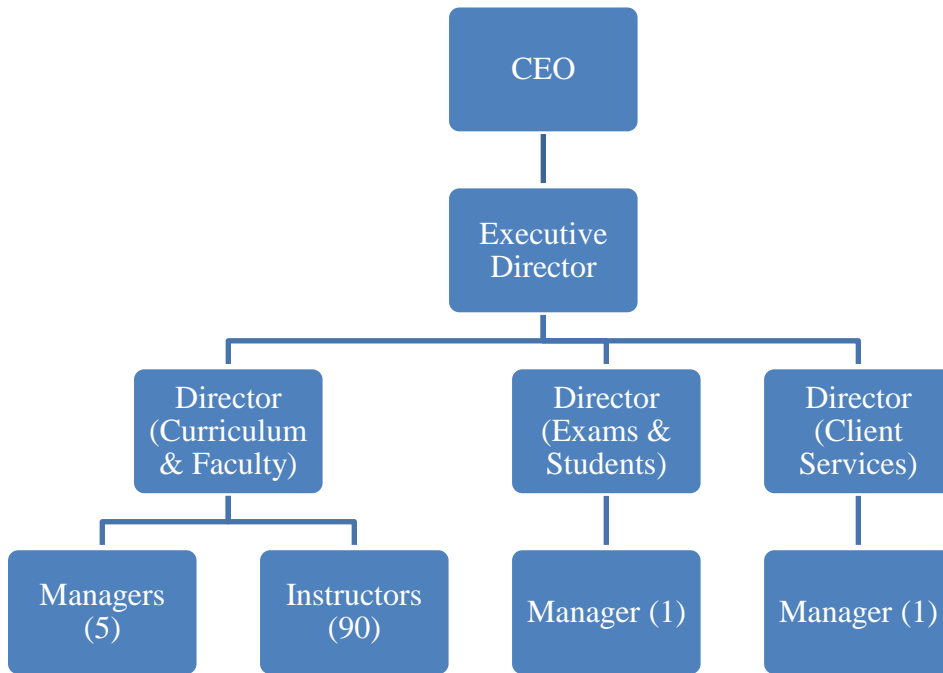
Appendix B: Change Readiness Rating at the College

Readiness Dimensions	Readiness Score
Previous Change Experiences	
1. Has the organization had generally positive experiences with change?	Yes (+1)
2. Has the organization had recent failure experiences with change	No (+1)
3. What is the mood of the organization: upbeat and positive?	Yes (+1)
4. What is the mood of the organization: negative and cynical?	No (+2)
5. Does the organization appear to be resting on its laurels?	No (+1)
Executive Support	
6. Are senior managers directly involved in sponsoring the change?	No (-2)
7. Is there a clear picture of the future?	Yes (+1)
8. Is executive success dependent on the change occurring?	Yes (+1)
9. Has management ever demonstrated a lack of support?	No (+1)
Credible Leadership and Change Champions	
10. Are senior leaders in the organization trusted?	Yes (+1)
11. Are senior leaders able to credibly show others how to achieve their collective goals?	Yes (+1)
12. Is the organization able to attract and retain capable and respected change champions?	Yes (+2)
13. Are middle managers able to effectively link senior managers with the rest of the organization?	No (-1)
14. Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Yes (+2)
15. Will the proposed change be viewed as needed by the senior leaders?	Yes (+2)

Readiness Dimensions	Readiness Score
Openness to Change	
16. Does the organization have scanning mechanisms to monitor the environment?	Yes (+1)
17. Is there a culture of scanning and paying attention to scans?	Yes (+1)
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside of the organization's boundaries?	Yes (+1)
19. Does "turf" protection exist in the organization?	Yes (-1)
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	No (+1)
21. Are employees able to constructively voice their concerns or support?	No (-1)
22. Is conflict dealt with openly, with a focus on resolution?	No (-1)
23. Is conflict suppressed and smoothed over?	Yes (-1)
24. Does the organization have a culture that is innovative and encourages innovative activities?	No (-1)
25. Does the organization have communications channels that work effectively in all directions?	No (-1)
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Yes (+2)
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	Yes (+2)
Readiness Dimensions	
28. Do those who will be affected believe they have the energy needed to undertake the change?	Yes (+2)
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	Yes (+2)
Rewards for Change	
30. Does the reward system value innovation and change?	Yes (+1)
31. Does the reward system focus exclusively on short-term results?	No (+1)
32. Are people censured for attempting change and failing?	No (+1)

Readiness Dimensions	Readiness Score
Measures for Change and Accountability	
33. Are there good measures available for assessing the need for change and tracking progress?	No (-1)
34. Does the organization attend to the data that it collects?	Yes (+1)
35. Does the organization measure and evaluate customer satisfaction?	Yes (+1)
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	Yes (+1)
Total Score	**+25**
+25 equates to a 70% readiness for change	
The scores can range from -10 to +35. • If the organization scores below 10, it is not likely ready for change and change will be very difficult. • The higher the score, the greater the organization change readiness. • Use the scores to focus your attention on areas that need strengthening in order to improve readiness. Change is never "simple," but when organizational factors supportive of change are in place, the task of the change agent is manageable.	

Note. Adapted from Stewart, T. (1994). Rate your readiness to change. *Fortune.* 106-110. Holt, D. (2002). Readiness for change: The development of a scale. *Organization Development Abstracts*. Judge, W., & Douglas, T. (2009). Organizational change capacity: The systematic development of a scale. *Journal of Organizational Change Management, 22*(6), 635-649.

Appendix C: Types of Leadership Ethics

Types of ethics	The ethic of justice (Starratt, 1994)	The ethic of critique (Starratt, 1994)	The ethic of care (Starratt, 1994)	The ethic of profession (Shapiro and Stefkovitch, 2005)	The ethic of personal moral integrity (Branson, 2007)
Description	Focuses on rights, law and policies	Focuses on power, culture and social justice	Focuses on the dominant patriarchal ethic of justice	Focuses on the students and places them at the centre of the decision-making process	Focuses on the fact that leaders still have to make a choice after considering the impact of all other ethics
Influence on leadership	Impacts fairness and equality at the College	Impacts equality, diversity and inclusion	Impacts the consequences of decisions and actions	Impacts best interests of students and the personal and professional codes of the educational leader	Impacts the final decision of the leader in so far as an ethical decision is made. Under this ethic the leader always automatically does what is right and good for the followers without fear or favour.

Note. Adapted from Branson, C. (2010). Ethical decision making: Is personal moral integrity the missing link? *Journal of Authentic Leadership in Education, 1*(1), 1-8.

Appendix D: Change Implementation Plan

Kotter's (1996) Change Process	Implementation Task	Solution Element	Timeframe
Phase 1 Stage 1: • Establish a sense of urgency	Educate stakeholders in related culture change • Goal: Compare present and future states and demonstrate benefits of the latter • Priority: Explicate postmodernism and follower-centric leadership theories	Collaborative council Community of Practice	March to August
Phase 2 Stage 1: • Establish a sense of urgency	Meet with CEO, Executive Director, Directors and Managers • Goal: Influence key stakeholders on need for change and secure CEO's approval for implementation • Priority: Share results of the needs analysis with emphasis on the problem of practice	Collaborative council	September to December
Stage 2: • Form a guiding coalition	Create an implementation committee • Goal: Move the implementation process along • Priority: Select stakeholders supportive of the proposed change and designate them as change champions	Collaborative council	
Stage 3: • Create a vision	Determine dates for professional development workshops • Goal: Educate stakeholders on change recommended in this OIP • Priority: Seek commitment to change	Defined autonomy	

Kotter's (1996) Change Process	Implementation Task	Solution Element	Timeframe
Phase 3	Commence professional development workshops on leadership approaches and organizational frameworks • Goal: Raise stakeholders' awareness of proposed change • Priority: Educate stakeholders on leadership approaches and organizational framework	Defined autonomy; Collaborative council	January to April
Stage 4: • Communicate the vision	Excite stakeholders about the change via townhall meetings and Intranet	Community of Practice	
Stages 5 and 6: • Empower others to act • Create short-term wins	Conduct pilot of proposed change with change agents • Goal: Start the change implementation process • Priority: Assess efficacy of workshop training	Defined autonomy; Collaborative council	
Phase 4	Debrief with the members of the implementation committee • Goal: Listen to feedback from participants • Priority: Analyze feedback from the pilot run and apply changes to the plan	Defined autonomy	May to August
Stage 7: • Consolidate improvements	Meet with CEO, Executive Director, Directors and Managers • Goal: Seek CEO's approval for full scale implementation	Collaborative council	

Kotter's (1996) Change Process	Implementation Task	Solution Element	Timeframe
	• Priority: Ensure transparency from pilot practice-run		
Stage 8: • Institutionalize change	Conduct training workshops by in-house trainers and external leadership consultants • Full scale rollout on proposed change • All stakeholders engaged	Collaborative council	
	Analyze feedback from surveys on implementation to determine change progress and adjust plan as necessary	Defined autonomy; Collaborative council	
	Meet with CEO, Executive Director, Directors and Managers • Goal: Acknowledge implementation success • Priority: Share reflections on organization-wide implementation	Collaborative council; Defined autonomy	
	Monitor implementation plan		Ongoing
	Conduct evaluation of change		August (Month 18)

Appendix E: Short-, Medium-, and Long-term Goals

	SMART Goals
Short-term Kotter's Stage 1: Establish a sense of urgency	• Meet key stakeholders on need for change • Secure CEO's approval for implementation • Share results of the needs analysis with emphasis on the problem of practice
Kotter's Stage 2: Form a guiding coalition	• Move the implementation process along • Select stakeholders supportive of the proposed change and designate them as change agents
Kotter's Stage 3: Create a vision	• Educate stakeholders on change recommended in this OIP • Seek commitment to change
Medium-term Kotter's Stage 4: Communicate the vision	• Raise stakeholders' awareness of proposed change • Educate stakeholders on leadership approaches and organizational framework • Excite stakeholders about the change via townhall meetings and Intranet
Kotter's Stage 5: Empower stakeholders	• Conduct pilot of proposed change with change agents • Start the change implementation process
Kotter's Stage 6: Create short-term wins	• Assess efficacy of workshop training
Long-term Kotter's Stage 7: Consolidate improvements	• Listen to feedback from participants • Analyze feedback from the pilot run and apply changes to the plan
Kotter's Stage 8: Institutionalize the change	• Meet with CEO and senior management • Seek CEO's approval for full scale implementation • Ensure transparency from pilot practice-run • Conduct training workshops.

Appendix F: Concerns-Based Adoption Model – Levels of Use

Level 0	Non-use	The individual has little or no knowledge of the innovation, no involvement with it, and is doing nothing toward becoming involved.
Decision Point A		Individual takes action to learn more detailed information about the innovation.
Level 1	Orientation	The individual has or is acquiring information about the innovation and/or has explored its value orientation and what it will require.
Decision Point B		The individual decides to use the innovation by establishing a time to begin.
Level 2	Preparation	The individual is preparing for the first use of the innovation.
Decision Point C		Begins first use of the innovation.
Level 3	Mechanical Use	The individual focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Effort is primarily directed toward mastering tasks required to use the innovation. Use is often disjointed and superficial.
Decision Point D-1		Routine pattern of use is established.
Level 4A	Routine	Use of the innovation is stabilized. Few, if any, changes are being made in ongoing use. Minimal efforts and thoughts to improve innovation use or its consequences.
Decision Point D-2		Changes use of the innovation based on formal or informal evaluation to improve expected benefits.
Level 4B	Refinement	The innovator varies the use of the innovation to increase the expected benefits within the immediate sphere of influence. Variations are based on knowledge of both short and long-term consequences and benefits.
Decision Point E		Initiates changes in the use of the innovation based on input from and in coordination with colleagues to improve expected benefits.
Level 5	Integration	The innovator is combining own efforts with related activities of colleagues to achieve a collective impact within the collective spheres of influence.
Decision Point F		Begins exploring alternatives or major modifications to the innovation presently in use.
Level 6	Renewal	The user re-evaluates the quality of use of the innovation, present innovation to achieve increased impact, examines new developments in the field, and explores new goals for self and the larger community.

Note. Adapted from Hord, S., Rutherford, W., Huling-Austin, L., & Hall, G. (1987). *Taking charge of change.* Association for Supervision and Curriculum Development, University of Texas.

Appendix G: Pre-launch Communique to Stakeholders

Tools	Date	Audience	Key Message	Measurement
Leadership email: Change is Coming	September	CEO, Executive Director, Directors, Managers, Board of Directors, Regulatory Body	Change will improve leader/follower dynamics. Change will strengthen innovation.	Open rate – xx%
Stakeholders' email: Change is Coming		Stakeholders (internal and external)	Change will reinforce jobs.	Open rate – xx%
e-Newsletter		All staff	All of the above	Open rate – xx% Click through rate – xx%
Intranet hyperlink		All staff	All of the above	Open rate – xx% Click through rate – xx%

Note. Adapted from Rucchin, G. (2021). *Organizational improvements using strategic communications.* Webinar, Western University.

Appendix H: Launch Communique to Stakeholders

Tools	Date	Audience	Key Message	Measurement
Leadership email: Change is Here	October, November and December	CEO, Executive Director, Directors, Managers, Board of Directors, Regulatory Body	Change will improve leader/follower dynamics. Change will strengthen innovation.	Open rate – xx%
Employee email: Change is Here		Employees, Senior leaders, Managers	Change will reinforce jobs.	Open rate – xx%
Intranet hyperlink		All staff	All above	Open rate – xx%
Townhall meetings		All staff	All above	Attendance – xx people

Note. Adapted from Rucchin, G. (2021). *Organizational improvements using strategic communications.* Webinar, Western University.

Appendix I: Post-launch Communique to Stakeholders

Tools	Date	Audience	Key Message	Measurement
Leadership email: Reminder	January, February and March	CEO, Directors, Managers, Board of Directors, Regulatory Body	Meet, congratulate and support staff on change.	Open rate – xx%
Stakeholder email: Reminder		Stakeholders	Enhance production	Open rate – xx%
Employee email: Reminder		Employees	Ask questions	Open rate – xx%
Survey Survey email		CEO, Directors, Managers, Employees	Gauging use and solving challenges	Completed rate Open rate – xx%
Post Mortem: • Townhall • Debrief		All staff All staff	Congratulatory • Formal closure of initiative • Identify successes • Lessons learned • Next steps	

Note. Adapted from Rucchin, G. (2021). *Organizational improvements using strategic communications.* Webinar, Western University.