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Adopting a new service delivery model to respond to student holistic needs within an Ontario University setting

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Abstract

Post-secondary institutions are constantly working to improve their students' on-campus experience. In this Organizational Improvement Plan (OIP), I address the registrar office's service operations of an Ontario University's opportunity to adopt a new service delivery model to improve the student experience. Many other Ontario universities, including John State University (JSU; a pseudonym), are facing an increasingly competitive landscape. Delivering a high-quality student experience through service is a strategy to distinguish the institution from its competitors as well as respond to performance metrics that the Ministry of Colleges and Universities reviews. The registrar's office is implementing a new service delivery model, within its Student Support and Advising office as part of the institution's overarching effort to improve the student experience. This OIP is created by a senior leadership team member in the Office of the Registrar and employs a servant and transformational leadership approach. This plan uses Kotter's (2012) 8-step plan and Bridges' (2009) transition model to lead the change process, as well as Rockwell and Bennett's (2004) Targeting Outcome Program and Deming's (1994) Plan-Do-Act-Study (PDSA) evaluation models to determine the impact on operations, staff, and students. To support the change efforts presented in this OIP, a communication plan and guiding questions are also provided.

Keywords: registrar, student services, advising, education, universities, service delivery.

Executive Summary

Student services offices in higher education offer an array of advisory and support services that impact the student experience. These offices contribute to supporting students to achieve both academic and personal success. Student service portfolios are presented with challenging dilemmas today (Heida, 2006). Among these are new system technologies, demands for greater accountability, new and differing political views, concerns for financial access to post-secondary studies, and student service-related functions' effectiveness. Social and political issues, such as multiculturalism, personal responsibility, and equal opportunity, have an impact on postsecondary institutions, raising concerns about the student success experience.

T. Fishman et al. (2017) reminded us that sound student service practices must be considered within the context of issues that influence higher education and its goals. Institutional and political agendas and societal concerns and needs shape the parameters of how student services should work. These conditions emphasize the need for improved service models to student services to be informed by research addressing the most pressing issues confronting our students and their families today. Investigating these contexts within post-secondary institutions helps reshape departmental and institutional expectations, missions, and goals of student services.

Chapter 1 begins by introducing the organizational context in which this Organizational Improvement Plan (OIP) is focused: John Smith University (JSU; a pseudonym), a publicly funded university within Ontario. The past and present operations of the Office of the University Registrar (OUR) as they relate to its client services department are presented, Student Support and Advising Services (SSA) are discussed, and the gap in the current SSA service delivery model is explored. The goal of this OIP is to address the PoP, which is the gap between the

student experience and what OUR's SSA aims to deliver. This chapter also describes both personal and organizational leadership approaches, using various perspectives, while providing an overview of human resource structures and institutional and departmental strategic priorities. Also, the change plan's drivers are identified, while the preparedness of OUR's SSA for change is assessed and addressed, including elements that influence the change process.

Chapter 2 looks at a blended leadership approach and how it can help leaders make the transition. The change plan is implemented using Kotter's (2012) 8-step change process and Bridges' (2009) Transitions model. In terms of solutions to this PoP, an external review identifies areas of concern as well as areas or processes that need to be improved. When options for how to best respond to the PoP are presented, the optimal approach is determined. Three potential solutions are presented in this OIP, with one chosen as the most effective way to address the gap in the student service delivery model. The final section of Chapter 2 examines leadership ethics and the importance of approaching change in an ethical manner.

Chapter 3 outlines a change implementation strategy as well as a communication strategy. A monitoring and evaluation strategy, including indicators and questions, is also described, based on Rockwell and Bennett's (2004) Targeting of Outcomes model (TOP) and Deming's (1994) Plan-Do-Study-Act (PDSA) model for implementation. The chapter also describes how the intended change will be measured and tracked as it occurs, as well as how the outcomes and implications will be evaluated at the conclusion. While the critical role of more formal communication in transformation is emphasized in this OIP, as specified in the communication plan, the complicated and diverse role of communication at different levels is also emphasized. The chapter ends with an acknowledgement of the OIP's limits as a starting point for the next steps and considerations of the plan.

Acknowledgement

I began my educational journey in the year 2000 in college, graduating from International Business Administration, then promised myself and my future children that I would achieve my bachelor's, master's, and doctorate so they knew that they could achieve anything they wanted to. The journey was not easy, but I stayed committed to my goals to reinforce that my mother's sacrifice of raising four children on her own was not in vain.

You see, we faced poverty, cancer, racism, and many other challenges that would have seen many give up and forget about their dreams. However, my mother showed us strength, sacrifice, love, humility, and how our family values and personal ethics played a role in our future. She always did without so we could be more, and for that, this milestone in my life is dedicated to her.

With that being said, this journey could not be achieved independently. To my sister, I love you and am so proud of your accomplishments. Even though you are the youngest, I always look up to you and your success, and you have always motivated me to be better.

Kim, when we first met, we didn't know that our paths would lead to marriage and now raising our two sons to be the best human beings they can be. You always believed in my goals and that I could achieve them. To help support our family and me to accomplish this goal, you have carried more on your shoulders than many may not know. I am thankful to you in many ways and love you forever and always. Always remember, everything we speak about, and you got this!

To my in-laws, Shairon and Carlyle, I can't thank you enough for your support in helping with Preston and now Jackson. You don't know how invaluable your support is. You

have also been part of my journey, and I owe you so much for the dinners, pickups, evenings, and all you do to support my family.

Drs. Myers, Glube, Courtney, and Edwards, your advice, knowledge, support, understanding, and patience must be recognized not only from an administrative standpoint, but also from a leadership perspective. Your leadership as a doctoral mentor enabled students like me to keep pushing and going when I wanted to give up many times. Thank you for believing in me and being authentic in your approach to student success.

Finally, Preston and Jackson, my two sons, I adore you and love you. I want you to know that you have been blessed with unique abilities, and I want you to find your strengths and capitalize on them. Achieving my EdD was a goal I set for myself 20 years ago. I faced many hurdles, roadblocks, financial challenges, and rifts along the way that made me want to give up. I knew that giving up was not the answer, but finding the solution, no matter how difficult it may be, leads to success. Education will not be the same by the time you look to enter college or university, and you may not even need a formal education to be successful. However, know that you can be anything you want and always research any subject item broadly and deeply before moving forward. I also want to leave you with some life pointers. Financial literacy is imperative to your future from a young age, so learn how to be financially savvy first, and save and invest intelligently. Always take care of your mom, each other, and your grandparents. Do not trust anyone except yourself. Listen to your inner voice and your gut feeling. Always get at least three quotes and three different lenses of advice. Believe in your own opinions and stand behind your values and beliefs. Do not be influenced by others or social media and the internet. Focus on you and how to be better. Keep your life, goals, and plans private. Failures are learning and growth opportunities. Finally, pray to God every day and be thankful for life and your blessings.

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Acronyms

CIP (Change Implementation Plan)

DLE (Diverse Learning Environments)

HEI (Higher Educational Institutions)

IT (Information Technology)

JSU (John Smith University)

KASA (Knowledge, Attitude, Skills, and Aspirational)

MCU (Ontario Ministry of Colleges and Universities)

OUR (Office of the University Registrar)

PDSA (Plan, Do, Study, Act model)

PESTE (Political, Economic, Social, Technological, and Environmental)

SSA (Student Support and Advising)

TMT (Transition Monitoring Team: A Guiding Coalition)

Definitions

Appreciative Advising. Appreciative advising embodies student-centredness and is “the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential” (Appreciative Advising, n.d., para. 2).

Change Constraints. “The aspects of the immediate work environment that inhibit the translation of motivation and abilities into effective performance” (Peters & O’Connor, 1980, as cited in Pindek et al., 2019, p. 79).

Change Implementation Plan. A change management plan is a process an organization follows to implement changes across the organization. Change implementation plans are typically used for significant or complex organizational changes that require a more strategic approach because of their impact on its operations and people.

Communication Plan. A communication plan is an outline of how you’re going to communicate important ongoing project information to key stakeholders and the broader parts of the organization (Gronn, 2000; Lumby, 2013).

Director of Student Support and Advising. A member of the Office of the University Registrar team (OUR) who is responsible for front-line student services.

Division of Students. The reporting structure of this division flows to the Office of the University Registrar, to whom Student Support and Advising reports.

Division of Students Strategic Plan. This plan supports the overall division's direction over five years to how it will advance JSU's mission by providing services, programs, and facilities that foster academic success, student development, and an engaged community.

DLE Model. An acronym for the diverse learning environments model that supports the review of how themes of diversity and equity link to educational practices, such as service practice and academic learning outcomes in the 21st century, which engages people to explore equity and social justice and their relation to student success to gain a deeper academic understanding of these subjects.

Executive Sponsor. This individual sits in a position of authority that can provide the resources needed for change and has ultimate responsibility for the program or project, building commitment for the change across the organization, particularly at the senior management level.

Equity Theory. This theory evaluates how individuals interact socially and exchange information using factors such as student experiences, educational outcomes, and their interactions within their institution (Cosier & Dalton, 1983). It also focuses on how fair resources are distributed amongst its communities and partners and refers to fairness in education, representing all varying factors that impact a student's access to education (Parveen & Awan, 2019).

Functionalist Theory. This theory is mostly based on the assumption that every society has a concrete, real existence and a systemic character, which are oriented to produce an ordered and regulated state of affairs (Morgan, 1980).

Guiding Coalition: This coalition is made up of two teams, a project management team that consists of the executive sponsor, the University Registrar and sustaining sponsors, who are responsible for sponsoring and executing the change, Director, Student Support and Advising; Director, Strategy, Planning and Projects; Director, Student Financial Services; Director, Marketing and Communications; and Human Resources Business Partner. The other team, Transition Monitoring Team (TMT) will encompass roles that cascade down the hierarchy of the OUR and Division of Students, which is further detailed in Chapter 2.

IT Services. A department that provides the university with a foundation of reliable, efficient, and secure common services and technologies, including networking, telecommunication, and server and database management.

JSU Academic Plan. This plan outlines JSU's overall academic goals and how those goals will be met. This plan identifies long-term and short-term objectives to match the mission and vision of JSU's priorities and incorporates lenses of its institutional partners such as the Division of Students and how they can support student experience objectives.

JSU Strategic Plan. This plan represents JSU's process for defining its strategy and direction and it assists leadership in making decisions about allocating resources to achieve strategic goals. It also extends to various parts of the institution to guide strategy implementation. This plan also helps JSU stay true to its values and mission. This strategic plan influences divisional strategic plans, which in turn influence department plans.

Knowledge Mobilization Plan. A planning guide that outlines steps to how knowledge and, in this case, communication will be shared to inform decision-making, garner participation, and achieve buy-in from all stakeholders across the institution

OIP. Acronym for Organizational Improvement Plan, the focus of which is finding a workable solution to a problem of practice identified in the workplace.

OUR. Office of the University Registrar is often referred to as the student administration hub of a post-secondary institution, often under the umbrella of the Division of Student Services.

OUR External Review: This review took place over six months of the OUR operations. The review provided the department with an opportunity to reflect on its operations, service areas, and performance (OUR, JSU, 2020). This review obtained external advice from sector leaders across Ontario to help guide improvement recommendations and set new accountability measures for the department, which includes specific recommendations for Student Support and Advising.

OUR Strategic Plan: This strategic plan is an extension of the Division of Students' strategic plan. The values, lenses, and commitments articulated in the Divisional Plan are shared by OUR and are a critical foundation of OUR's aspirational goals. This plan also builds on the work OUR has engaged in over the past several years to review the way they work, re-imagine their future, and identify opportunities for improvement. This includes the work of the OUR External Review (OUR, JSU, 2020), which resulted in 41 recommendations to improve its processes and services.

PESTE Analysis. PESTE analysis outlines political, economic, social, technological, and environmental constraints facing an organization. In considering the confluence of these factors

that will affect how students access services, JSU must identify the different challenges students face to ensure that they can widen student access by responding to student needs

Servant Leadership. It is based on relationship theory and focuses on how leaders play a role in building up others to succeed (Greenleaf Center for Servant Leadership, 2016). Servant leadership has the follower as its main focus, where they grow as persons and are more likely to reach the organization's goals (Drury, 2005).

Service Culture. A service culture model intended to encourage JSU personnel to embrace a student-centric approach in carrying out their jobs' tasks and responsibilities.

Service Delivery Model. A service delivery model specifies the service to be offered as well as the infrastructure and leadership model required to manage and maintain the infrastructure in order to provide service to students.

Sustaining Sponsor. Typically, an individual within a leadership position with direct or indirect contact to the executive sponsor, who engages with stakeholders to legitimize the change with mid-level managers to support seeking buy-in for the change process across the institution.

Systems Theory. This theory uses a perspective that analyzes how subsystems interact and collectively contribute to the organization's success, which is influenced by its environment (Von Bertalanffy, 1968). Systems theory can also support strategies to advance both diversity and social change.

Transactional Leadership. The transactional style of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981. This style is most often used by managers. It focuses on the basic management process of controlling, organizing, and short-term planning.

Transformational Leadership. Focuses on the theoretical framework that plans and executes changes once the status quo is interrupted within an organization, and there is a need to evolve to remain relevant (Bass, 1995). Transformational leadership encourages, inspires, and motivates employees to be innovative and act as change-makers within an organization, which supports the aim and scope of this OIP (Knudsen & Tsoukas, 2005).

Transition Monitoring Team. This team is equipped to provide solutions, offer guidance, and support the overall transition. The purpose of this team will be to solicit feedback about the change and what effect it is having on the staff.

Chapter 1: Introduction and Problem

Student service delivery functions and student advising models are key issues within many Higher Educational Institutions (HEIs) today. The Office of the University Registrar (OUR) is often referred to as the student administration hub of a post-secondary institution, often under the umbrella of student services (Lauren, 2006). Many challenging dilemmas, specifically in student service portfolios, affect the student experience. Some of these challenges include the lack of new system technologies, outdated practices and policies, political and cultural views, concerns to adopt different student theory models to personalize a student journey, and the effectiveness of student service-related functions (Finnie et al., 2014). Many HEIs, such as John Smith University (JSU), have identified opportunities to improve and respond to their service delivery models, which will assist in building a new service culture in OUR (Herget, 2018).

Most OUR departments are siloed, requiring students to access service through multiple offices, which should often be resolved at the first point of contact. Audin et al. (2003) suggested that as students' needs and demands continue to develop in building personal connections to their post-secondary educational journey, it is becoming more challenging to manage the numerous aspects of the student experience due to the diverse aspects of student life as well as the unique needs and shifts in technological advances. To this effect, leadership at JSU will investigate a transparent, holistic, and intentional service model that personalizes the student journey, enhancing the student experience.

This chapter introduces the problem of practice (PoP), provides a brief historical background of the organization and its structure, and examines the leadership position and lens through which the PoP is addressed.

Organizational Context

In Ontario, publicly funded post-secondary institutions consist of over 23 universities and 24 colleges (Ontario Ministry of Colleges and Universities [MCU], 2022). John Smith University (JSU) is one of the 23 publicly funded universities that face challenges in responding to a rapid shift in learning and service structures (Weaver, 2016). JSU is over 50 years old and currently looking ahead to define its future by leading the way in education. JSU is structured as a not-for-profit higher education institution (HEI) that prepares students for a world of opportunity by equipping them with the tools, education, and applied training to succeed. They offer post-secondary education where students can graduate with a degree, diploma, certificate, or micro-credential. Not only do they offer academic programs, but they also offer student supports, which span from health and wellness to diversity and inclusion initiatives. Their full-time student body holds a population of over 55,000, consisting of domestic and international students from across the globe who study at various JSU campuses. Their campuses offer both in-person and virtual locations, with three main campuses in the Greater Toronto Area and six other satellite campuses in Ontario and South America.

Demographically, the institution's faculty and staff range in age and tenure, with early-, mid-, and late-career professionals among them, with many having begun their careers there. This relative diversity has proven to be beneficial throughout the university's history, allowing it to change as needed to meet the ever-changing needs of students and labour markets.

Broader Context

Politically, JSU consistently works with industry leaders from both the private and public sectors to advise and learn about relevant policies, practices, trends, and education norms relevant to the nature of their business. JSU also works directly with MCU to strategize about

future educational practices and offerings and develop joint strategic mandate agreements (SMAs) that are a key component of JSU's accountability toward Ontario's post-secondary education system (MCU, 2021).

Economically, JSU plays a positive role in impacting the local, provincial, and national economies. As we push through the COVID-19 pandemic and the changes to educational deliveries and curriculum, JSU will be responsible for building future education models that will shape the province's future. They will continue to advance research that fosters technological and social innovation, leading to sector improvements in education delivery. Beyond monetary economic impacts, JSU will continue to train a future workforce that increases human capital, productivity, and employer profits. JSU's business and research activities are integral to the growth and economic development of the province and country (Brain, 2017).

Culturally, JSU promotes a fair, equitable, and accessible environment. Employees are encouraged to participate in leadership training programs and given opportunities to cross-train and develop practical, business, and interpersonal skills to further their growth. There was a shift in dynamics and culture within the university registrar's office with the hiring of a new university registrar and additional new hires within the OUR leadership team. The OUR leadership team is currently working with all levels of staff, both within OUR and other areas of the JSU community, to shift the culture to being shared, accepted, and inclusive. One of the new hires in the OUR leadership team is my position, Director, Student Support and Advising (SSA), which is shown in Appendix A. This position was formed to rethink and destroy existing siloes that exist within its current structure and build a framework that "reflects the exceptional and important behind the scenes work to execute on business processes, transactional requests that remain key to a positive,

student-centred student experience” (JSU, 2020b, p. 3). In the past, it has been focused on hierarchy, purpose, and authority (JSU, 2017).

Theoretical Frameworks and Visioning

JSU is a hierarchical institution that understands transformational leadership’s core tenants and they are promoted across its leadership teams. JSU’s (2020a) academic plan outlines its commitment to advancing engagement and promoting knowledge growth for the future while working in partnership to create a positive impact for its students and broader communities.

Transformational leadership has been defined as establishing a vision for the future among the members of an organization that considers individual differences and opinions while serving as a liaison stimulant to organizational goal achievement and objectives (Yammarino & Bass, 1990). Transformational leaders are competent in encouraging their followers to look beyond their interests and guide their behaviour toward common goals (Burns, 2012). This leadership style is visible across JSU, especially within OUR and SSA, as the leadership team engages staff at all levels to influence, inspire, and consider the needs and wants of JSU’s community members. The OUR strategic plan reinforces its commitment to fostering a highly collaborative, inclusive, and supportive work environment while prioritizing care, ongoing learning, and accountability in its work as a team and with its institutional partners (OUR, JSU, 2021). It also outlines many goals that champion a work environment that encourages and prioritizes professional growth, ongoing learning, engagement, and support to align with individual needs. Understanding the core tenants of transformational leadership, such as empowerment, vision, adaptability, and motivation, is critical for those seeking to embrace the system and operational change to foster positive engagement with its communities (Burns, 2012).

Specifically, as transformational leadership applies to the student community, the OUR strategic plan details its aspirational goal to “promote leadership and innovation in student and stakeholder-centred service delivery through high-quality virtual and self-service opportunities in addition to in-person options” (OUR, JSU, 2021, p. 2). Also, JSU’s overarching academic plan outlines one of its six priorities: “Devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potential” (JSU, 2020a, p. 1). Following and incorporating the goals of both plans, which will renew in 2025, will support JSU students and the broader community in improving the student experience while also investing in the needs of staff.

Connections to Context and Theory

In Canadian universities and colleges, student services continue to evolve. JSU’s (2019) mission focuses on defined goals and strategic priorities, such as developing a distinctive, personalized, engaging, and sustainable student experience. Student services remains a portfolio focused on the financials, access, accessibility and support of students (Gross & Greenstein, 2021).

The broader contexts of JSU’s strategic plan (2021c), academic plan (2020a), and the hierarchical transformational leadership approach promoted by the institution will continue to support the university’s broader mission (JSU, 2019), by exercising its duties in an increasingly changing world, where institutional barriers are becoming less rigid and innovations on how we support students are becoming the norm. Therefore, it remains a priority of leadership to continue to ensure that they align their operations with the overall strategic plans of the institution and set goals, improvement plans, and accountability performance measures to set its operations up for success (JSU, 2021c).

As JSU continues to evolve and change to meet domestic and global demands, it must identify, address, and improve performance, operational, and service gaps to remain ahead of its institutional competitors. As the Director of SSA, I must ensure that I understand the goals and vision of the institutional strategic plans (JSU, 2021c; OUR, JSU, 2021) and how external demands and priorities intersect with the operations to assess and improve the student experience. To ensure that I build on JSU's commitment to enhancing the student experience, I must consider subsets of the community, administrative staff, faculty, and unions and how internal and external economic, political, social, and broader context pressures will impact improvements. Building partnerships and improving communication will be imperative, as it will promote and strengthen cross-institutional understanding of various service and academic areas and create opportunities for various staff members, students, and the SSA department to be more connected to better support students.

Through a transformational leadership approach, JSU formalizes its vision and mission. I intend to share the institution's transformational process by retaining a transparent and ethical outlook to be more consistent, integrated, and equitable. Simultaneously, I will combine a blended leadership approach with Wood and Hilton's (2012) five ethical paradigm model, which is discussed in Chapter 2. The multi-paradigm approach, according to Shapiro and Stefkovich (2011), allows leaders to explore all problem scenarios to find the best solution. The multi-paradigms perspective encourages leaders to be reflective and deliberate in their decision-making in complex situations. This paradigm also puts educational leaders' ethical values and belief systems to the test, guiding them toward fair and just decisions.

These operational leadership approaches will help foster change by incorporating the perspectives of others and their commitment to evaluating the student experience. Tenants

of equity theory and transformational leadership, relationships, empowerment, and motivation can be used to implement change at the point of a student service delivery review and to ensure that student service supports are carefully designed to nurture meaningful change.

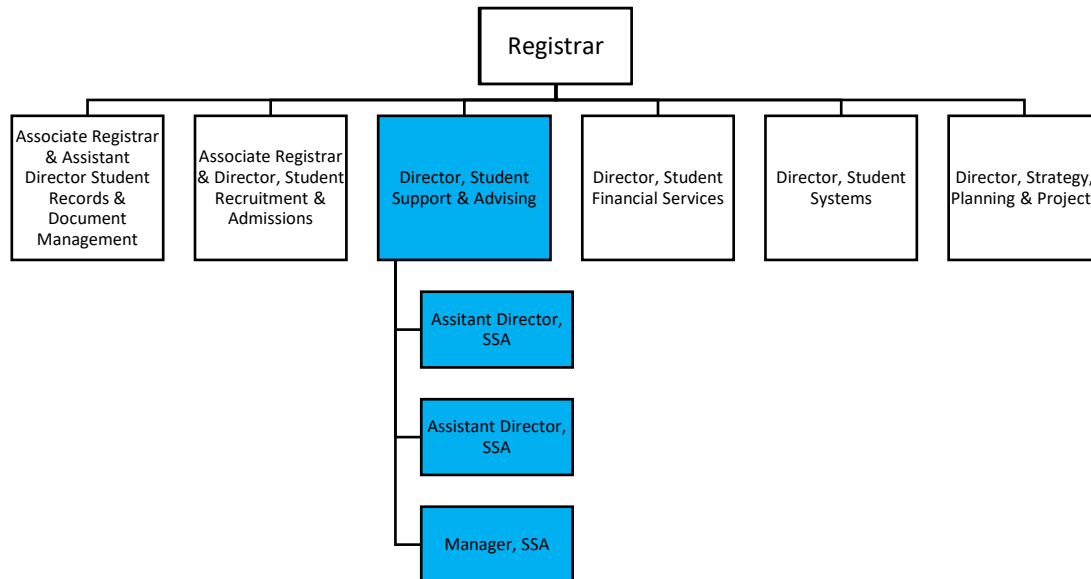
Organizational Structure

JSU's organizational structure is vertical, as are most post-secondary institutions today, with a President, Board of Governors, Senate, and executive staff using a vertical hierarchy rather than horizontal. Although many HEIs have the same generic vertical hierarchy, they can differ depending on the culture of the organization (Pusser & Loss, 2020).

Universities within the Province of Ontario are funded with public funds. They are held to accountability measures and directives signed in SMAs that promote transparency and accountability measures (MCU, 2021). Therefore, HEI structures are critical to an institution's success, as they not only support governance but also the direction for organizational success. At JSU, the Provost and VP Academic; VP, Equity, People and Culture; VP, Finance and Administration; VP, Research and Innovation; and the VP, Advancement; and VP and Provost, Students report directly to the President. The university registrar's office reports to the Vice-Provost, Students, and my position as the Director of Student Support and Advising Services (SSA) reports to the Registrar, and two Assistant Directors and a Manager report to me, with responsibility for three portfolios: Financial Aid, Admissions, and Registrarial Services. A visual representation of the university's registrar hierarchy is depicted in Figure 1, with my portfolio highlighted in blue.

Figure 1

Office of the University Registrar Organizational Structure at John Smith University



JSU's OUR leaders act in traditional roles, such as associate registrars, assistant registrars, directors, assistant directors, and managers, whose positions are supported by front-line staff (Lauren, 2006). Within post-secondary institutions, registrar offices typically offer the same services such as enrollment, financial aid, and admissions, among many more. My position, Director of SSA, among others in OUR, must lead by responding, developing, and being sustainable to effectively mitigate concerns that can impact the student experience.

Leadership Position and Lens Statement

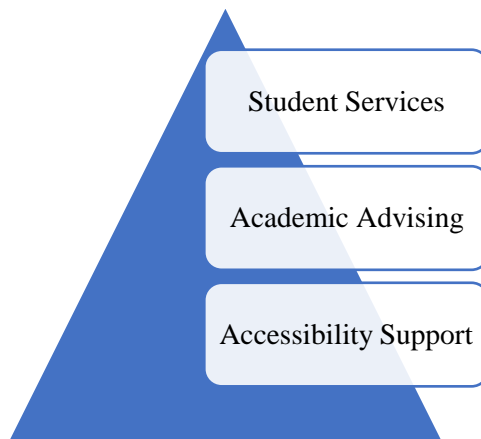
This section describes my leadership position, including positionality, personal agency, and my role in the change process. I also discuss how transformational and servant leadership are ingrained in my leadership style and will be applied throughout this OIP. Finally, I will provide more context for my role's responsibilities and how they relate to the overall change plan.

Personal Leadership Position

As the Director of SSA, I am considered a senior non-academic management leader at JSU; my position reports to OUR in the Division of Student Affairs. This position is responsible for advancing the service delivery model by identifying service gaps, initiating change, and providing effective planning and administrative and technological solutions for all student service-related matters within the main campus. While I am responsible for service-related improvements, my portfolio intersects with many departments such as academic and accessibility affairs, which do not report to SSA. Academic advisors and accessibility advisors at JSU work within various consolidated, distributed, and collective models. I will explore shared service practices that potentially can better enhance the student experience, by staff working together within a holistic administrative model as illustrated in Figure 2.

Figure 2

Shared Practice Model at John Smith University



As shown in Figure 2 and explained further in this OIP, the SSA department is collaborating with other departments with which it frequently collaborates to review its gap in service delivery and work toward incorporating institutional and divisional values and a

commitment to “find connections in three spaces: (a) to services-to students and between units; (b) to relationships-with students and among peers; and (c) to the student experience-with all elements of a student’s journey” (JSU, 2021a, p. 4).

Recent changes to the OUR leadership team have placed me in a strong position as a sustaining sponsor to review and implement a solution that will improve the student experience. I am responsible for initiating and successfully guiding the change process throughout the institution (Kavanagh & Ashkanasy, 2006). According to my initial observations during my first six months on the job, many SSA front-line service representatives are dissatisfied and distrust leadership as a result of the registrar position’s high turnover over the last 10 years. Employees have been misled, overpromised, and misdirected, resulting in employee burnout and dissatisfaction (OUR, JSU, 2020). As a result, I will have to work hard to reestablish staff trust by cultivating a work-team culture and transparent change plan that demonstrates commitment, support, empowerment, trust, confidence, and consistency in behavior and direction, as evidenced by my character, competence, and transformational and servant leadership styles (Wang et al., 2011).

Role in the Change Process

Most of my professional career has been focused on student affairs, and I have served in various roles: support staff, management, senior management, and executive leadership. My direction and path are like many other student affairs professionals across the post-secondary sector, supporting students to achieve their academic and personal goals while preparing them to be job-ready upon graduation (Chamorro-Premuzic & Frankiewicz, 2019). Many student affairs departments review how they provide services to students by examining various strategies to improve the student experience (T. Fishman et al., 2017). As JSU’s SSA leader, I am responsible

for ensuring that any new service models implemented have a positive impact on the student experience. My position as Director, SSA, will support and guide this change and shape the department and interconnecting processes related to student services. However, I will still need to fulfill the responsibilities of my role in providing ongoing strategic leadership and direction in student-centred services and advising, including delivering excellent service to prospective and current students. I will need to maintain operations with the identification, development, and planning of student enrollment service initiatives; establish standards and metrics, ensuring student voices are heard; facilitate policy development, planning, and business processes improvements; and employ and embed student development theory in SSA's service delivery.

It will be my responsibility to implement a change management plan in response to an external review completed for OUR in 2019 (OUR, JSU, 2020) and to carry out all subsequent processes in accordance with the review's recommendations. Administrative gaps identified by the external review that impact the student experience include (a) long wait times, (b) insufficient staff to respond to student inquiries, and (c) lengthy turnaround times for document review, all of which will need to be addressed within my position and the OIP.

Personal Leadership Lens

To initiate change as a leader at JSU and in higher education, I must balance my beliefs, values, and leadership style with the institutional culture. Organizational leadership is frequently observed at all levels, but it is one of the least understood (Burns, 2012). To demonstrate the purpose of how and why a department such as SSA functions, it will be critical to lead with communication and transparency. My objectives are to promote positive change by educating staff and students about the change processes that will support this OIP (Bolman & Deal, 2017).

The theoretical approaches that shape my leadership practice are both servant and transformational, which I will refer to later in Chapter 2 as a blended leadership approach. I chose servant leadership because it is based on relationship theory and focuses on how leaders help others succeed (Greenleaf Center for Servant Leadership, 2016). Transformational leadership, on the other hand, focuses on the theoretical framework that plans and executes changes once the status quo is disrupted within an organization and there is a need to evolve in order to remain relevant (Bass, 1995).

Servant and transformational leadership have characteristics that guide and inspire people through these changes. Servant leadership is concerned with supporting and developing individuals within an organization, whereas transformational leadership is concerned with inspiring followers to work together toward a common goal. Both leadership styles relate to me, as I am a leader who interacts with staff and colleagues at all levels to promote and prioritize the growth and well-being of others first. I enjoy focusing on the training and development components of change that support organizational growth and individual growth. Characteristics of servant leadership include community, empathy, listening, and foresight (Greenleaf Center for Servant Leadership, 2016). Therefore, to meet JSU's students' diverse needs, servant leadership will be a practical approach to developing, implementing, and sustaining operations while forming a new change plan.

Transformational leadership encourages, inspires, and motivates employees to be innovative and act as change-makers, and the practice of servant leadership within a post-secondary community fosters a respectful and supportive environment that encourages a growth mindset, supporting the aim and scope of the OIP (Crossman et al., 2019; Knudsen & Tsoukas, 2005). Burns (1978) first introduced the concept of transformational leadership as an approach in

the political arena, but since then, the concept has evolved and is currently used to study organizations. Leaders are considered transformational when they empower others and support them to ensure that the organizational goals are met, and this is exactly what this plan aims to achieve. The transformational aspects of leadership consider intellectual stimulation, idealized influence, and inspirational motivation (Lo et al., 2010). These three elements stimulate creativity and ideas from followers to ensure a safe environment in institutions. They also inspire and motivate followers to meet the objectives and goals of the organization.

Servant leadership emphasizes the importance of leaders being attentive to their followers' concerns, empathizing with them, nurturing them, empowering them, and assisting them in developing one's capacities (Northouse, 2019). The servant leader also sets an example by providing their followers with all the tools they need to succeed (Greenleaf Center for Servant Leadership, 2016). Using these leadership styles, I can see the bigger picture in the organization and support staff to receive information as it relates to their responsibilities. Both transformational and servant leadership characteristics underpin my leadership planning and approach to the current and future state of the student service delivery model at JSU.

Leadership Problem of Practice

In Canadian universities and colleges, the student services portfolio continues to evolve. It remains a department focused on the student experience, financials, access, general support, and retention of students (Seifert et al., 2011). As stated in the recent OUR's strategic plan, SSA will need to focus on defined goals and strategic priorities to develop a distinctive, personalized, engaging, and sustainable student experience to address student service gaps (OUR, JSU, 2021). JSU lacks service supports through technology, human resources, training, motivated staff, advising models, and inconsistent leadership, which leads to inequitable service practices

negatively impacting the student experience. Moreover, though SSA attempts to respond to thousands of service inquiries each academic year, as it exists today, it cannot support students' needs holistically or effectively.

OUR's leadership has been unstable from a university registrar position perspective. This position has changed four times within the last 10 years, with the current university registrar leading OUR for three years. However, the current university registrar has accomplished more than any other registrar in the past by undertaking a formal external review of OUR that reviewed its technology, service supports, staff competencies, processes, and procedures (OUR, JSU, 2020). The current university registrar has also made significant updates to outdated policies, led the development and execution of a strategic plan that aligns with the broader Division of Student Affairs and academic plans, and hired a new senior leadership team, including my role that reports directly to the university registrar. These changes to OUR have brought transparency to JSU's community regarding how SSA supports and is the first point of contact for most students, influencing their experience.

To continue with service transparency with the JSU community, SSA will need to prioritize creating collaborative cross-institutional partnerships, actively support and steer enrollment management with their academic partners, qualify and quantify retention strategies through service advising practices, oversee significant student-related institutional responsibilities and related accountabilities through the advancement of integrated technology systems, and develop policies and procedures that serve to benefit the institution and students.

Problem of Practice Statement

The need to review the outcome of the student service delivery model external review (OUR, JSU, 2020) is addressed in this OIP, as it revealed a service gap in its service model that

negatively influences the student experience. Advising students through service and influencing the student experience have always been essential and challenging tasks in higher education. Therefore, HEIs must explore student service models that support the student experience (Bloom et al., 2008). HEIs that prioritize student service delivery advising models may influence addressing negative student service concerns that affect the student experience (T. Fishman et al., 2017). Students connect to HEIs differently; creating a cohesive, holistic, and seamless student service culture will improve the student experience (Colwell, 2006). According to Flanagan (2006), examining student needs is essential to strengthening their academic and social connection to their institution. Yet, with the increasing shifts and additions to program and service delivery functions, many HEIs, including JSU, have not reviewed or assessed their student support structures (Kezar, 2018). JSU's SSA office is relied on to respond to students' concerns, and they need to find new ways to support the student experience better, as student needs continue to change (T. Fishman et al., 2017). The goal of the OIP is to close the gap in the student experience provided by SSA, highlighting the need to review and adopt a service model that recognizes students' unique individual concerns and promotes service practices that support students' overall growth and success (Rudge, 2014).

Framing the Problem of Practice

A current state of the organization is provided, and then the organizational theories, models, and frameworks that help frame the PoP are outlined in this section. The political, economic, social, and technological factors are explained and how they contribute to this PoP. The section concludes with a brief review of relevant internal and external data related to the proposed OIP.

Current State of the Organization

Many post-secondary institutions' OUR offices have traditionally structured their student service departments to work in silos, forcing students to retell their stories to multiple staff members when seeking assistance (Gardner, 2016). Traditional OUR models are hierarchical and frequently divided into functional areas (Lauren, 2006). JSU's OUR office, for example, has six different departments that all work in the same building but are divided into subdepartments and provide services to students in a fragmented manner. Given this inefficient method of assisting students, they are bounced from department to department.

The current SSA office provides services to students in the areas of admission client services, financial aid, and registrarial services. Students must still speak with multiple advisors to resolve their issues, which is administratively complex and not student-centred. Recently, integrated service models, such as one-stop shops, have been introduced to improve the student experience (Kramer, 2003; Walters, 2003). With their offices physically close to one another, these service models focused on offering complementary services and creating administrative efficiencies for students and staff. Herget (2018), on the other hand, suggested that locating offices close to each other is insufficient and that effective service must be realized through collaboration, restructuring, and technology.

Organizational Frame

JSU's ethos in student services is to ensure students' academic success and experience are supported by varying supports, such as SSA, and other student service departments like health and well-being, counselling services, and student financial services (OUR, JSU, 2021). Theories and frameworks focusing on systems, social justice, and equity-related frameworks reinforce this ethos. SSA strives to serve students from diverse backgrounds understanding that

each student is different and has unique needs. Currently, the SSA service model does not meet student expectations regarding the service they expect to receive, negatively affecting the student experience (JSU, 2021b).

By focusing on systems theory at JSU, student service stakeholders can ensure that systems improvements become a priority when developing new student service models. This theory uses a perspective that analyzes how subsystems interact and collectively contribute to the organization's success, influenced by its environment (Von Bertalanffy, 1968). It also uses various approaches and methods to advance its investigation (Biggs, 1993). As systems theory offers a new development and conceptualization of how we understand systems in a modern age, it is best positioned to identify systematic relationships and interconnections within a large-scale organization such as JSU, as it shares the similar concern of other frameworks based on equity and social justice in which individuals, systems, and social structure are evaluated to identify cause and effect within both its internal and external environments. Systems theory can also support strategies to advance both diversity and social change. Moreover, the predicted long-term undesirable impacts of the fragmented student service model are arrived at by considering it in the light of systems theory. In considering JSU as a system, there must be greater coordination between JSU's goals and purposes and the needs of society if SSA is to regain the trust of its students. Finally, creating buy-in for change through partnership can promote greater institutional understanding, establish collaborative environments for student and staff development, and generate other opportunities for innovation.

Recent Literature on Student Affairs Offices

Research on student affairs has shown numerous areas for improvement, including relationships between academic and administrative partners, technology, institutional structures,

and systems, along with policy and procedures (Commodore et al., 2018). This research focus has also challenged theory and highlighted the need for systemic change (Silverman & Little, 2021). I also investigated how to bridge the relationship between academic and student affairs offices and challenge the bureaucratic structures that registrar offices sometimes face (Sternberg, 2015). It is recognized that many students become lost in navigating academic and administrative institutional systems, which in turn can create mental health issues that impact the student experience (Ambrose et al., 2021). Therefore, JSU must “move from designing organizational units to meet our needs and redesign to focus on the students to serve them where they are at, and not have them learn how we operate to receive service” (JSU, 2021b, p. 3).

Furthermore, as post-secondary institutions continue to evolve, it is becoming more challenging to meet the current needs of students, especially in the changing environment of the COVID-19 pandemic. As technology demands continue to increase and as HEIs continue to create hybrid ways of working and learning, not only do student service offices have to meet the needs of a modern post-secondary institution, but they must also continue to evolve, change, and adapt to a new way of how they offer service to better serve students (Henry, 2021). Through various working groups, students at JSU have expressed that they want to connect with SSA using technology that is used frequently, such as Zoom and live chat platforms, moving away from in-person and email (OUR, JSU, 2021).

The COVID-19 pandemic has affected many different communities in different ways. Still, it has furthered the margins of inequities of access for Black, Indigenous, and People of Colour communities, marginalized students, and people with disabilities (Dorn et al., 2020; JSU, 2021c). Therefore, as JSU reviews its service model to improve the student experience, it also provides an opportunity to define its future student service model using a social justice lens,

creating a genuinely inclusive student experience. Students attempting to complete post-secondary education in the 21st century face more challenges than previous generations. They tend to have more questions and need more assistance navigating their student journey (Michalski et al., 2017). Thus, JSU students must continue working to explore, create, and refine service options that meet multiple needs, using a single point of contact to provide a holistic experience (Gardner, 2016).

PESTE Analysis

This PESTE analysis discussion provides a detailed look at how it surrounds and influences the PoP. It discusses the effects of political, economic, social, technological, and environmental (PESTE) pressures on the implementation of this OIP.

Political

The current provincial government engages directly with HEIs through SMAs that include the government's accountability and transparency objectives and HEIs' defined priorities (MCU, 2021). SMAs are a fundamental component of the accountability framework for post-secondary institutions. These agreements act as contracts between MCU and each publicly assisted college and university within Ontario. They include performance metrics aligned with government priorities, where these metrics should reflect institution individual strengths and their role in their local communities and economies (MCU, 2021). These performance metrics include skills and job outcomes, such as graduation rates, experiential learning and the student experience, graduate employment earnings, and economic and community impact metrics, including economic and local impact on the student population (MCU, 2021).

Until 2020-2021, universities were funded based on student enrolment rather than the performance metrics under the new SMAs, expiring in 2025. Bolman and Deal's (2017) political

frame considers that organizations' internal resources are usually scarce, and most institutions operate with a top-down hierarchical structure, which JSU does. Therefore, internal performance metrics at JSU, such as student success, access, and experience, will need to be prioritized to ensure that funding from MCU is not impacted in the future. Human capital and the availability of resources must be considered in advance to plan for future changes to meet these performance metrics. If it does not, reduced provincial funding will ensue due to the SMA, and institutional leaders will have to compete for internal resources to execute their operational plans; some may take precedence over others, further impacting the student experience (Deszca et al., 2020).

Economic

Although the Ontario government's financial support for post-secondary institutions through SMAs has shifted, there are always competing administrative and financial interests within an institution, and improving the student experience is not always a priority (Beckett et al., 2018). When funding is unavailable or directed from the SMA agreements, student unions and student ancillary fees are frequently relied on to fund many student services that directly impact the student experience (Nagata, 2019). Students enrolled at public universities and colleges across Canada have expressed concern that service and financial barriers prevent them from receiving the assistance and experience they seek (Council of Ministers of Education & Canada Millennium Scholarship Foundation, 2009).

Without targeted support for student services, internal economic factors such as student enrollment will be impacted by student withdrawals, which will not only have significant consequences for a student's future but will also contribute to ongoing domestic economic burdens and reinforce financial distress for many students, especially given that more than 70% of the JSU student population receives financial assistance (JSU, 2020b; Ontario Ministry of Education,

2014). As a result, JSU must provide funding for SSA to investigate new ways to provide services that enhance the student experience. While economic factors may determine which institutional priority takes precedence over another, I will continue to advocate for funding to be allocated outside of the academic learning priorities outlined in the academic plan (JSU, 2020a).

Social

Many factors influence a student's academic journey, including social and institutional connections, as well as personal characteristics. These factors have an impact on the experience and support structures available to students (Kezar, 2018). Because JSU educates a large number of students, its student demographic is inherently shaped by the metropolitan and surrounding areas in which it operates. More than 70% of JSU's student population is non-White and receives student financial aid (JSU, 2020b). JSU must consider how students access their services and how they can best respond to demographic groups represented in their population, such as first-generation, Indigenous, and marginalized students. JSU must consider students' needs and dismantle internal barriers to better serve their community and improve the student service delivery model in order to create better access points and to enhance the student experience.

Technological

Technological advancements continue to accelerate, and institutions can now connect with students more closely than ever before. Online learning is on the rise, and the COVID-19 pandemic revealed that students can learn using both fully remote and hybrid learning approaches (Li & Lalani, 2020). With the rise of online learning and access, student service departments will be required to serve students in person, remotely, and online. To better connect with online students, post-secondary institutions will need to analyze and interpret their behaviour using various forms of communication such as live chat, Zoom appointments, and

advising connection apps (Lederman, 2020). They will also need to consider how online offerings contribute to equity gaps, as not all students have access to digital devices.

Environmental

Considering the confluence of environmental factors that will affect how students access services, JSU must identify the different challenges students face to ensure that they can widen student access by responding to student needs. They will also need to rethink how they offer services to influence the student experience positively (JSU, 2020b).

Universities across Ontario participate in the National Survey of Student Engagement (NSSE) that the Indiana University Center administers for post-secondary research to undergraduate students in their first and graduating years at their respective institutions. These surveys are offered every four years and collect information to assess how students engage in academics and other educational campus experiences, such as their interactions with student services (Dwyer, 2018). For example, a question posed to students about their quality of interaction with JSU in 2017, which assessed if students have a positive experience with student services staff, scored 34.4%, with the NSSE average being 41.3%; therefore identifying a gap in the student service experience. External quantitative data about global student experiences are minimal, as JSU does not participate in international student experience surveys that compare their services against other institutions. However, other student surveys such as *Maclean's* Canada University rankings, internal institutional data, performance metrics and desired outcomes of SMAs, and qualitative research can be used to address the systemic, structural, and service issues that JSU faces. Other institutional and supportive research data have been requested from the research and data office at JSU to support this OIP.

JSU is well-positioned to address the gap in service delivery provided for students. The PESTE analysis and JSU's organizational readiness support a further comprehensive review, and questions that will guide this PoP will be proposed in the next section.

Guiding Questions from the PoP

There is a shared vision with the provincial government for post-secondary institutions regarding the importance of providing adequate service delivery for students across Ontario (Ontario Ministry of Education, 2014). With JSU being required to meet Ministry-influenced performance metrics and its commitment to improving the student experience, JSU can close the gap in its student service delivery model by being prepared to address the challenges identified in the OUR external review (OUR, JSU, 2020). Two questions have arisen as I consider the PoP.

1. How can service advising be improved by working with other institutional departments to improve the student experience?

The external review outlined that service delivery in SSA is a shared accountability across all units in OUR and the JSU community and is not the sole responsibility of SSA (OUR, JSU, 2020). To inform how SSA can better deliver service, a business process review will be undertaken to collect data based on issue type, response times to students, student interaction points, referrals, abandon rates according to service types, and student withdrawal rates due to lack of service. Using these data to inform the business process review will effectively identify areas for improvement and support the adoption of a service delivery model that will enhance the student experience. This approach further supports the framing of the problem, as the review will provide information about the connections and disconnections of the current student service experience across campus. It will also support JSU internal stakeholders in better understanding the existing processes and systems to promote collaboration.

2. How can models of service, structures, and systems be changed or developed to promote student success through engagement and research?

Successful educational institutions have a clear vision for student success, typically measured by career readiness standards. Many schools can articulate success indicators for the student experience and measures of success for the staff performance required to meet those student indicators. Successful institutions can articulate a change theory or model that drives their change effort to reduce the gap between their present state and their future desired state or vision (Seifert et al., 2011).

Provincial and national institutions work through professional development organizations to review, discuss, and promote best practices essential to the student experience (Council for the Advancement of Standards in Higher Education, 2017). By sharing institutional practices, research, ideas, and visions of the future, institutions can identify what other institutions are doing to enhance the student experience and differentiate their approach to ensure that it supports their student demographic.

Using the learning outcomes from the external review, literature, and dialogue through professional development organizations, research, and theory, this OIP will help to bridge the perceived gap in student services by outlining how a service delivery change plan can manifest within SSA, offering support to students, staff, and faculty to build stronger administrative collaborations. I intend to help all those impacted by the change plan to understand the “why” and “how” of change to stimulate more deliberative thought in the change process.

Further to the guiding questions that help frame the problem, other potential lines of inquiry can be reviewed: (a) How do SSA employees perceive their roles within the organization, and how do they align with the student experience, and (b) What is JSU’s

institutional capacity for change in vision and facilitation? These lines of inquiry will support the OUR leadership and project management team in working together to address service change.

Leadership-Focused Vision for Change

Effective planning, policy and administrative decisions, and team coordination are required for effective organizational change in post-secondary education. Leaders must have a strong vision of their change plan to ensure these elements are in place. Understanding the current state of the OUR's SSA office in relation to a holistic service model is an important first step on the path to change. The creation of a clear change implementation plan increases the likelihood of implementing and maintaining effective change and supporting the vision.

Current State

In recent years, higher education has faced numerous challenges, including increased government scrutiny, increased global competition, and rapid advancements in communication and technology tools that make education more accessible (Mintz, 2021). As technology improves access to education, competition between private institutions grows fiercer, while government-funded institutions are slow to adapt to students' changing needs (Bariso, 2020). To keep up with this paradigm shift in how education is accessed and delivered, post-secondary institutions must also ensure that their ancillary services, including student services, can meet current student needs while also reimagining the future in order to maintain enrolment and meet student experience expectations.

According to Kotter (2012), institutions must have a clear change vision that is supported by quality planning, change management practices, and strategic thinking. As a result, SSA's student services model will be investigated in this OIP in order to reimagine how services are delivered. To do so, I will need to understand JSU's current operational and cultural state in

order to evaluate a future service model. In a traditional student office setting, SSA is the primary point of contact for all students. The current team assists students during the prospective stage of the student continuum, responds to the majority of registrar's office inquiries, and refers students to other departments as needed. Since the current service model does not provide comprehensive student support, student inquiries to this service unit frequently necessitate managerial intervention. OUR operations continue to operate in departmental silos, creating an opportunity for the SSA department to redesign and align the number of service units into a single team, with skilled professionals on the front lines to provide holistic, dedicated student support that serves them fairly and uniquely (OUR, JSU, 2021).

Vision for Change

An external review of OUR and the student service department revealed a gap between its current state of operations and the student experience and its need to adopt a service model that could promote holistic advising practices and better support the student experience. The external review revealed that:

The traditional Registrar office (RO) structure leans on service delivery models that silo services based on the specialty of work. Students bring complexity to their day-to-day, so instead of treating the first student in the same way as the second, we must acknowledge the difference, embrace it, and approach our work and practice that supports difference and recognize for us to treat people fairly, we must not treat people the same way. (JSU, 2021b, p. 3)

The executive leadership at JSU has a focused vision for change to address this gap by redesigning how the student service department responds to students. Their vision is to create a strong service culture that supports all areas of the OUR and reorganizes the structure of the

student service office to make a shared purpose that is more holistic and supports complexity (Porterfield et al., 2011). If changes are not made systematically in a timely fashion, the current static environment can quickly antique the departments involved. Therefore, change is a constant and necessary requirement for JSU to remain competitive and respond to shifts in student service.

The COVID-19 pandemic forced the shift for post-secondary institutions to offer services online, some thought that technology would support the building of processes and relationships that would dismantle these silos (JSU, 2021b). Yet, most of JSU's services continue to work in a siloed approach, including SSA. From a support staff standpoint, many do not see the current structure as an issue and are resistant to change (JSU, 2021b). However, leadership and management have consistently been open in their communication and have always engaged staff and students to support change planning. The OUR administration has made steps by completing an external review (OUR, JSU, 2020) and, more recently, a five-year strategic plan (JSU, 2021c), outlining the vision and measurable goals to adopt a new service delivery model. As they work toward creating a strategy for organizational change, this will assist in streamlining the business processes and eliminate redundant practices and applications between departments. However, it can also have negative managerial implications if not executed precisely. I will need to plan accordingly, using a defined framework to strategically achieve success through employee performance, morale, and involvement to minimize the potential for error. The overall change process will be led using a transformational leadership style to encourage participation throughout OUR, as well as servant leadership to ensure that organizational change is prioritized over personal needs to honour and support staff during this transition, rather than engaging in politics, which could limit the change's success (Lo et al., 2010; Spears, 2010).

Future State of John Smith University

The future state of JSU's student service delivery model is an extension of both the Division of Students and OUR strategic plans, which build "on the work the OUR has engaged in over the past several years to review the way we work, re-imagine our future, and identify opportunities for improvement" (JSU, 2021c, p. 2). The future will be grounded in the core values of access, well-being, and learning, among many more.

JSU's approach to improving the student experience will be ambitious. It will include initiatives to ensure that student services evolve to become more efficient, effective, and inclusive. Creating a new service culture will entail consolidating services by eliminating organizational silos and empowering staff to make decisions and support students holistically. It will also provide an opportunity for advisors to participate in professional development that will improve their skill set to better case manage students' unique needs and build a service culture that promotes autonomy in decision-making for staff, transparency for students, consistency in practice, and an overall culture that empowers both students and advisors to create a path where decisions do not have to be made by the administration.

To shift culture and create change, strategic frameworks must be developed and adopted at all levels of leadership, including mid-level management, as they play an integral role in both the planning and implementation stages (Sherer & Spillane, 2011). Their influence on the change management process is integral to the future, as they will be able to inspire and respond to the varying growth stages of uncertainty, disruption, and growth, and they will act as the key change agents to bring about the needed change (Kavanagh & Ashkanasy, 2006).

Drivers for Change

We live in a world where the tips of our fingers connect us through technology (Anderson et al., 2021). This creates competitive environments and the need to adapt at the pace of technology, which is considered a driver for change (Siregar & Sihombing, 2021). Student advising models and institutional strategic plans are also drivers that HEIs need to be concerned with, as many students are turned away from colleges and universities every year, not because of their admission scores but due to the lack of resources available to support a larger student body; therefore, added efforts need to focus on how institutions will create goals that are measurable to improve the student experience (Finnie et al., 2014). Other external factors, such as the political landscape within the Province of Ontario, are also factors when considering change drivers for this OIP. Colleges and universities have recently signed funding framework agreements from 2020 to 2025 with the Province. They encourage HEIs to embrace a new vision that is “modern, forward-thinking, leading to the high-quality jobs that Ontario’s graduates deserve. That is why we are ensuring funding for Ontario’s colleges and universities will now be more dependent on student outcomes” (MCU, 2020, para. 4). Graduation rates, economic impact, skills, and competencies are some of the metrics included in this framework. Internal driving factors such as JSU’s (2021c) institutional strategic plan, increases in student enrollment, leadership changes, shifting organizational culture, and the execution of OUR’s strategic plan will promote the department and institutional values, which will drive collaboration, interest, and solutions to support students in their post-secondary experience.

The Role of Equity and Social Justice

Social, cultural, and economic inequalities are ethical challenges often imposed on students and employees from non-inclusive hierarchies and organizations, which entail an

uneven distribution of power, resources, and privilege. These challenges need to be considered, as social injustice is at the forefront today. Institutional leaders must work towards effecting change by repositioning the goal of social injustice to be a leading focus of institutional planning. (Freebody et al., 2020). A lens that incorporates social justice is critical. It will provide an opportunity to promote fairness and equity practices across many aspects of the institution and create equal opportunities for staff, students, and their communities (Arar, 2013).

In summary, the future state of the proposed student service delivery model would be holistic and address the silos that exist within the current organizational structure. By collaborating with leadership, internal and external partners such as MCU, staff, and students, JSU will create a new service culture that includes its core values while meeting its purpose to become more student-centered. This must be a priority for JSU because, like any post-secondary institution, we must continue to improve, evolve, and ensure that we respond to the changing needs of our students, not just from an experience standpoint, but also from a public service perspective.

Organizational Change Readiness

When an organization attempts to initiate change, its leaders are often called on to rethink its strategy and direction (Deszca et al., 2020). This drives management to contemplate structure, their teams' processes and procedures, and task management with a different lens. However, change readiness is sometimes confused with change capacity, and it is imperative to differentiate between both. Buono and Kerber (2010) outlined that change readiness is the recognition of the need to change, and change capacity is the ability of an organization to create change.

In developing a strategy for a change, it is essential to have measurable tools and goals to assess change readiness. Deszca et al. (2020) outlined two types of analysis that can be used to evaluate JSU change readiness: (a) a force field analysis and (b) a stakeholder analysis. The force field analysis is a process that identifies and analyzes force fields impacting the organizational change process while also considering paths to how to respond and change competing forces to create change. Deszca et al. outlined those forces are comprised of driving and restraining forces, as outlined in Figure 3.

Figure 3

Force Field Analysis for Change in Student Services Delivery Model

| Driving Forces → | ← Restraining Forces |
|--|--|
| Federal and Provincial funding to address changes in student needs (SMA) | COVID-19 fatigue |
| Increased student enrolment | Staff resistance |
| Changing student demographic and needs | Staff believe that any changes will be a waste of time |
| Executive leadership and student-driven | Limited belief in vision or mission |
| Social media and department ratings below acceptable standards | Financial resources |
| Need to create a dynamic and collaborative working environment | Unionized environment, changes limited by collective agreement |
| Shift in institutional culture | Heavy burden on the Student Services department and OUR |
| OUR strategic plan | Antiquated technology systems |
| Division of Students' strategic plan | Siloed departmental structures |
| | Government policies |

JSU is an extremely large and dynamic institution, so JSU must produce a clear plan to adopt and create a new student service delivery model in terms of internal and external factors. They must also devote resources and attention to the technological shifts, competition, change in culture due to the COVID-19 pandemic, and the basic needs of its students and staff.

Following the completion of the force field analysis in assessing change readiness, the establishment of a stakeholder analysis will aid me in understanding who inside the institution has the ability to influence the desired change. This assessment will uncover organizational ties, internal and external partner connections, and the systems and structures that enable stakeholder management (Coghlan & Brydon-Miller, 2014). This analysis will also include a detailed examination of all major stakeholders' roles, motivations, and positional power in relation to the change (Chapleo & Simms, 2010).

As a senior leader at JSU, I am well-positioned to create a formal agency and influence adopting a new service model for SSA. In identifying relationships and connections pertinent to the success of the change management process, I will continue to ensure that staff and students work together and with me as a lead change agent to “make them more positive to the notion of change” (Deszca et al., 2020, p. 209). The analysis is divided into two parts: (a) create a visual stakeholder map that outlines relationships and (b) facilitate an agency aligned with their connection to change. As outlined by Deszca et al. (2020), these people are the ones who influence the organization to stop and go; the critical role players are known as the central connector, boundary spanner, information broker, and peripheral specialists. This review will assist me in creating a connector map that will facilitate a productive change process conducive to success. It will allow me to develop informed and collaborative relationships that will lead the rest of the department to transformative change.

The second step in the stakeholder analysis is to group and prioritize critical stakeholders that outlines their change readiness and how much of a key influencer they may be to the change continuum. This part of the analysis essentially groups individuals into power and interest groups, where essential stakeholders should be prioritized in communication and involvement

throughout the project. Others of lower priority are kept informed periodically but not frequently (Deszca et al., 2020). Key leaders at JSU who have been identified as change agents or supportive leaders ready to promote change and initiate action are the entire Division of Students' executive team, University Registrar, Provost and VP Academic, and the OUR leadership team. While there have been significant staff changes in the OUR leadership team, most members already have established relationships across campus with other key stakeholders. All leaders desire a shared vision and intense focus on restructuring the existing student client services team and building a capacity to offer a holistic and cross-institutional collaborative model that supports students.

Chapter 1 Summary

The first chapter described the current state and setup of the OUR and SSA department operations, as well as the problem: There is a disconnect between student experience and SSA service expectations. A broad organizational context overview was also presented, which included various contexts that influence JSU's operations and culture. The problem was further examined through the critical lenses of servant and transformational leadership frameworks. Guiding questions, personal and organizational leadership approaches, and the PESTE analysis serve as a foundation for the possible solutions presented in Chapter 2, which investigate challenges, frameworks, and the planning and development of the change plan. Finally, the leadership-focused vision for change has been clearly communicated, and OUR's preparedness to take on that change has been assessed to identify areas that need to be addressed in order for SSA to best position itself to take the next step in the change process. In Chapter 2, I will look at leadership approaches to change, two frameworks for leading change, and potential solutions to the PoP.

Chapter 2: Planning and Development

Chapter 1 outlined the PoP, which identified the need for JSU to adopt a new student service model because the current model does not meet students' needs in terms of delivering a holistic student experience. Chapter 2 builds on this need by identifying leadership approaches to support the change process and selecting appropriate frameworks and solutions to advance change. Solutions to address the PoP are provided, how responsibilities will be considered, and how ethics and social justice underpin the organization's commitments conclude this chapter.

Leadership Approach to Change

Leadership plays an instrumental role in organizational success. As leadership can be defined in various forms, a shared universal definition may not be achieved (Kouzes & Posner, 2017). Northouse (2019) outlined that "leadership is a complex process having multiple dimensions" (p. 1). I agree with Northouse that to facilitate change effectively, leadership, at times, uses multiple approaches to achieve success. Therefore, being flexible in leadership approaches is integral in transforming the student experience by promoting student learning and development. Also, in considering the type of leadership approach I will use to lead change, I need first to assess the extent of change that needs to take place within OUR (Medland, 2014).

People in leadership in higher education often view their roles as transformational when leading the front lines and developmental in supporting all aspects of the student's continuum (Kruse & Al-Khaldi, 2017). Their roles are of crucial importance. They are responsible for academic success and providing functioning service systems and various student supports that impact the student journey (Hill et al., 2003). There is value in providing a leadership-focused solution to address the PoP for this OIP, which will investigate transformational leadership and servant leadership through the use of a blended leadership approach.

Transformational Leadership

Using a transformational leadership approach supports positive changes as it encompasses an inspirational style that instills positivity in those who follow (Lo et al., 2010). Burns (1978) outlined that transformational leadership promotes a process whereby leaders work with their colleagues or staff to encourage one another, boosting morale and motivation. In JSU's case, this would support staff and all levels of management (Balwant, 2016). According to Bass and Riggio (2006):

Transformational leaders . . . are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their leadership capacity.

Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. (p. 3)

Applying transformational leadership will support staff trust, increase collegiality, and promote inspiration. Using this approach blended with servant leadership would create an organizational environment where employees will be empowered to contribute to change, which will form trust, leading to higher levels of performance and satisfaction than other types of leadership styles (Wang et al., 2011).

While there has always been a trend toward online learning, the COVID-19 pandemic has required institutions to adapt to remote access, both in academics and in service, in order to support students (Shahzad et al., 2020). Remote access to learning and service, on the other hand, contributes to increased competition among institutions for student enrollment. Not only does the current state and vision of OUR necessitate a transformational approach to change, but this leadership style is also thought to be appropriate for organizations facing challenges as a result of

globalization fueled by user demands (Barlett & Chase, 2013). Not only can this leadership approach increase change awareness among staff and the JSU community, but it can also increase trust, obedience, loyalty, and, most importantly, gain the respect of the team, which will motivate them to contribute positively to organizational change. Furthermore, transformational leadership will help employees feel ownership of the goal and desired outcomes by encouraging them to buy into OUR's vision and mission. This process encourages OUR to strive for continuous quality improvement. When power and responsibility are delegated to others, a synergistic process is created (Al-Husseini & Elbeltagi, 2014).

Servant Leadership

Greenleaf (1970) believed that servant leadership was responsible for addressing inclusion initiatives by ensuring that all who were not privileged had a way for new foundations to be built, supported by leaders employing a constructive mindset and approach to address systemic issues. Values such as honouring others before yourself, choosing ethics over profit, and creating access are similar values that I share with servant leadership (Spears, 2010). Characteristics of servant leadership also include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Young et al., 2008). Drury (2005) further stated:

Servant leadership has the follower as its main focus, where they grow as persons and are more likely to reach the organization's goals. In a university context, this means students learn how to learn what the leader [teacher] envisions for the group. (p. 6)

A servant leader who shares these characteristics focused on their followers, such as staff and students, will create an environment conducive to collaboration, which is needed to foster positivity in OUR followers and its change agents (Jit et al., 2017). Servant leadership also has

the potential to improve the educational environment in a variety of ways. Improved student achievement, student-centred approaches, and community building are among the benefits (Wheeler, 2012). Using a servant leadership approach also aligns with higher education professionals who focus on student engagement and success, whose purpose is to “inspire their followers to do their best” (Scardino, 2013, p. 18).

Blending Leadership Approaches

Using both a servant and transformational leadership approach will support me in providing guidance and inspiration throughout the change process. Servant leadership will lead the professional development of staff. Blending transformational leadership will support the OUR team, both followers and change agents, in working towards the common goal of adopting a new student service delivery model. Briggs (2021) stated, “Transformational leadership will propel the change process forward because it encourages, inspires, and motivates followers to perform in ways that create meaningful change” (p. 34). While still achieving organizational goals, servant leadership will promote positive employee engagement and respect for others’ emotions (Slack et al., 2019). Using the two approaches to guide the change commitment to empowering employees will also support my growth by developing a personal leadership style capable of effectively addressing systemic and administrative challenges in OUR. These leadership approaches can also have a positive impact on how I can successfully implement this OIP and substantiate key theories and frameworks that will help students in the future.

Framework for Leading the Change Process

Leading change begins by determining how to efficiently utilize change management, which is one of the first steps in managing change (Higgs & Rowland, 2005). Change is different in various organizations, and the process to address the change is usually not the same. Projects

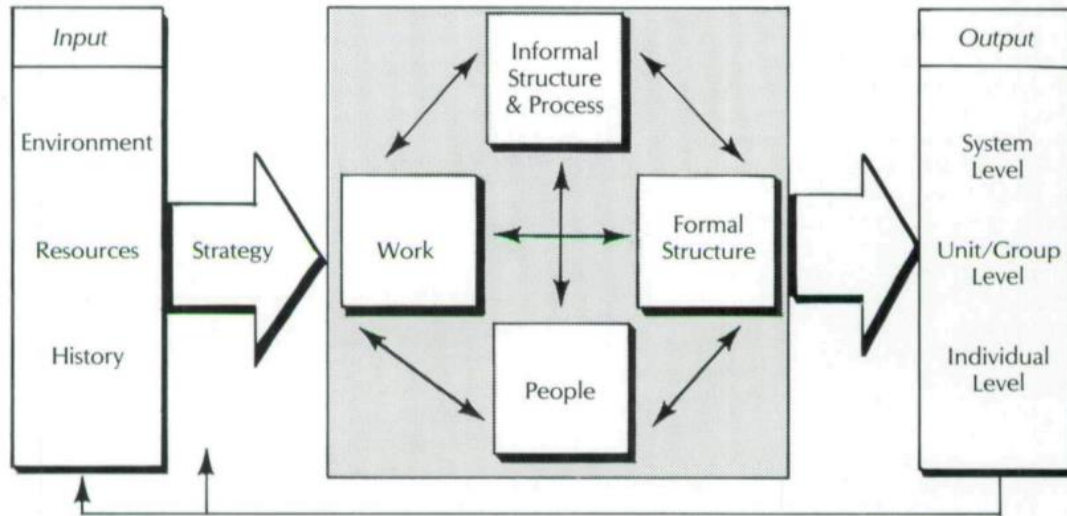
and change management often coincide or overlap when they involve multiple and competing departments and subject matter experts (Deszca et al., 2020). In this context, with JSU being one of the largest universities in Canada, their priorities, commitments, and projects continue to occur simultaneously. They evolve as global, national, and provincial commitments shift, making seamless project management challenging. A review of potential frameworks to explore the change process is imperative in determining how JSU will address change systematically and administratively with its affected communities. Bridges' (2009) managing transitions model and Kotter's (2012) 8-step model were reviewed, using a hybrid approach, also referred to as a blended change framework, to ensure that implementation and transition aspects of change can be captured.

Potential Change Model

A framework for guiding SSA toward adopting a new student service delivery model to improve the student experience could be defined using a variety of frameworks and types of organizational change. For example, The Nadler-Tushman Congruence Model (Nadler & Tushman, 1989), also named organization model outlined in Figure 4, is a model used to identify performance issues and how to begin addressing them to improve performance. Its concept is based on the idea that an organization will only be productive if all its components align and work congruently (Cawsey et al., 2016). This model also aids in the identification of appropriate organizational change, as it is based on the principle that an organization's performance is derived from four fundamental elements, which are presented in the centre of Figure 4.

Figure 4

Nadler and Tushman's Organization Model (1989)



Note. From “Organizational frame bending: Principles for managing reorientation,” by D. A. Nadler & M. L. Tushman, 1989, *The Academic of Management Executive (1987-1989)*, 3(3), p. 195. Copyright 1989 by The Academy of Management EXECUTIVE.

The four fundamental elements of Nadler and Tushman’s (1989) organization model include (a) work, (b) people, (c) formal organization, and (d) informal organization. Within the *work element*, the operations of a company and how they are carried out are examined. Every process step is reviewed, from its input as an organization or department to its output. For SSA, this would entail reviewing how services are delivered and what technology is used to support students. The second element is *people*, within which the various individuals who contribute to the work are addressed, ranging from the senior leadership team to external stakeholders such as MCU. Also included is everything from knowledge and skills to determination and loyalty, which is referred to as *formal organization*. The organization’s structure and processes are investigated as part of this element. How the organization is structured to function is defined and

includes a review of the management levels, the overall organizational chart, and how information flows between these various units. Finally, as part of the informal organization element, the organization's policies are examined, which can be described as culture, and the core values of the business are considered and how the work is accomplished daily is reviewed. How teams interact with each other and within themselves while considering the behaviours and actions of their leaders are also reviewed as part of this element.

The input stage outlined in Figure 4, outside of the four elements, examines how the "history of an organization provides insights into how it evolved its mission, culture, strategy and approach to how it organizes and manages itself" (Cawsey et al., 2016, p. 68). While the output stage reviews the organization's desired outcomes, in SSA's case, this would be a positive experience that SSA hopes to realize, supported by its staff, leadership team, and students.

Applying the Nadler and Tushman (1989) congruence model, I can think about change systematically; however, it does have its limitations. It can help identify the problems that SSA faces, but it will not provide solutions. It is also heavily based on internal factors affecting performance, but SSA faces both internal and external factors that are driving the change process. The congruence model is the best fit for an organization when all elements are congruent with one another; however, when these elements are not in alignment, it causes friction, which decreases performance (Cawsey et al., 2016). As a result, because this model focuses mostly on internal factors, I will use this model instead to support the monitoring and evaluation of the change plan discussed in Chapter 3.

Selected Change Model: Kotter's 8-Step Change Model

Kotter's (2012) 8-step change process is a well-known and commonly used organizational change model. Kotter introduced an 8-stage step-by-step framework that supports

leaders in the change process to avoid common errors when leading change. According to Kotter, the highly structured and linear sequence should be followed in chronological order, with each stage lasting a significant amount of time. Kotter referred to the framework as a dual operating system because it combines two different components: (a) a management-driven hierarchy and (b) a strategy network. The strategy network is concerned with celebrating wins and defining vision and actionable results, whereas the management-driven hierarchy is concerned with finances, organizational process reviews, and management priorities. Appelbaum et al. (2012) described Kotter's change framework as one that supports filling knowledge gaps, leadership support in initiating change initiatives, and increases the success of change management within an organization. Also, the framework allows leadership to assess their organization's climate and address internal and external factors that often affect change outcomes (Appelbaum et al., 2012).

The limitations of this model are that it is a top-down model, so I may overlook potential opportunities because not everyone has been involved in the vision's co-creation since OUR's external review (OUR, JSU, 2020). If I do not consider emotional reactions to significant change, it can lead to employee resistance and resentment. While the model is excellent for initiating change, it does not support long-term change; thus, I have decided to use Bridges' (2009) transition model to respond to these gaps.

Since the OUR team will face change and transition challenges as it develops its change plan to implement the OIP, change agents at JSU should use Kotter's 8-step change framework to implement change (Appelbaum et al., 2012). This framework is frequently used in higher education when addressing change, which increases familiarity and allows stakeholders to use an easy-to-follow model that will be beneficial for soliciting engagement throughout the change process (Buller, 2015). It will also ensure check-in and evaluation points at each stage of the

implementation process, encouraging reflection and revision (Belyh, 2019). Kotter's (2012) eight steps to change are discussed next.

Create a Sense of Urgency

Creating a sense of urgency within OUR will prepare all stakeholders at JSU for change and provide an opportunity to explain why JSU needs to transform the student services delivery model, recognizing the current gap in the student experience. This is the first step in involving all those who will be involved in the change implementation plan. The executive sponsor for this project, the University Registrar, will be responsible for establishing the sense of urgency to affected stakeholders by promoting the need for change and explaining why it is critical for the growth of the department and the organization (Appelbaum et al., 2012). This model's initial phase has already occurred, with the sharing of the results of the external review, reinforcing the need to improve the student experience and the urgency required to initiate change to maintain its growth (JSU, 2021b).

Build a Guiding Coalition

Understanding the roles that I and others play in a change initiative is critical to success. Forming a powerful guiding coalition requires identifying who the key change agents and leaders will be to coordinate, communicate initiatives, and create energy (Kotter, 2012). The guiding coalition creates two teams. First, a Transition Monitoring Team (TMT) will be a necessary component of the change management plan to ensure that the change is managed well. This team will have roles that cascade down the hierarchy of the OUR and Division of Students. Key roles identified to support this team are the Director, SSA; Director, Strategy Planning and Projects; Human Resources Business Partner; Learning Strategist; Assistant Directors; Student Support and Advising; Manager, SSA; Director, Academic Advising; Director, Student Financial Services;

Director, Student Accessibility Services; Student Support Advisors; Student Financial Processing Assistants and Manager; and Student Financial Processing. The objective of this group is to form a coalition powerful enough with the formal agency to guide and build the change together (Kotter, 2012). On the other hand, the second group, the project management team, will include the executive sponsor, the University Registrar, and sustaining sponsors, who are responsible for sponsoring and executing the change; Director, SSA; Director, Strategy, Planning, and Projects; Director, Student Financial Services; and Human Resources Business Partner. To ensure the OIP's success, the project team contributes to the overall project goals and requirements by planning and setting project activities and executing assigned tasks throughout the change implementation plan.

Develop a Strategic Vision and Initiatives

Creating a strategic vision is the third step in Kotter's (2012) model. Here, I will be required to generate and articulate the differences in the current service model against any proposed model for the future. Creating new visions or strategic plans in higher education is familiar work that most administrative and senior leadership are accustomed to (Buller, 2015). However, Kezar (2011) suggested that forming a shared vision can notably be difficult in working in a multifaceted organization. Therefore, it will be imperative to formulate a clear, concise, and informed change management plan that will allow the TMT to find alignment to proposed changes and see how their departments, roles, and responsibilities can support its success (Deszca et al., 2020).

Communicate the Vision

Communicating the vision ensures that the plan's mission and vision are communicated through various organizational channels for internal and external stakeholders, including students. This step will use all available mediums to ensure that all affected communities have

the chance to review the proposed changes, believe in the urgency, and believe in the new opportunity for change (Kotter, 2012). Using executive and sustaining sponsors and change agents to communicate this change through professional development workshops, community listservs, and standard communication channels will build gradual understanding and guidance needed to facilitate work within the OUR team to achieve its desired change (B. J. Fishman et al., 2013).

Empower Employees by Removing Barriers

Throughout this step, I will continue to encourage all stakeholders involved to challenge themselves through risk and personal bias and to think out of the box to ensure that the change vision is not affected by obstacles presented by those who are risk averse. By understanding how administrative structures work in higher education, I will be able to anticipate the barriers before they occur and provide recommendations on how to remove them when they do occur (Kezar, 2011). During this stage, I will set out a clear roadmap that anticipates the concerns of staff and students, allowing the OIP to maximize on its opportunity.

Generate Short-Term Wins

Even through open participation, communication, and intentional efforts to promote the urgency of change needed for the student service delivery model, there will still be skeptics and those who will not align with the vision. Therefore, it is imperative to create short-term wins to outline progress, maintain momentum, and promote the project's successes (Deszca et al., 2020). Sharing these successes throughout the stages functions as an emotional reward (Kotter & Cohen, 2002), which can encourage broader and continued participation in higher education. Through this stage, as in all eight steps, it is imperative to be transparent in both successes and

failures. If not, the change management process may be disrupted. Therefore, I will ensure this transparency continues through the change process (OUR, JSU, 2020).

Sustain Acceleration

During this stage, Kotter (2012) has suggested that stakeholders and change agents should be developed and promoted according to the pursued change. Performance metrics outlined by MCU and goals for the change implementation plan will ensure that the depth of change required is successful through administrative processes and the newly forming organizational culture (Deszca et al., 2020). It is also essential to recognize the short-term wins and accelerate their implementation in the change process according to the norms, systems, and policies of JSU.

Institute Change

Kotter (2012) outlined that when instituting and adopting new changes, this step must make explicit the links between the new behaviours and organizational success and ensure that they continue until they are strong enough to replace old habits, which supports the formation of a new culture. OUR has well positioned itself to successfully create change and link where new behaviours need to be formed while maintaining a connection to staff, students, and various stakeholders, which will continue to improve the student experience, which was identified as a gap by an external review (OUR, JSU, 2020). This change initiative is a priority for JSU because it has received executive sponsorship, support, and buy-in from all levels of the institution.

Bridge's Transition Model

While Kotter's (2012) 8-step model outlines a broad framework to change, it does not reflect the human connection or emotion to change. Bridges' (2009) transition model focuses on the transition due to change and not change itself. While change can affect and influence policy,

procedure, and organizational culture, it also affects people, which for this OIP is JSU's staff, students, and other parts of their community. Bridges and Bridges (2016) outlined that change happens quickly, whether people are on board with the change initiative or not. In contrast, transition usually occurs more slowly and affects people's emotions. The transition model focuses on three main stages: (a) the ending phase, (b) neutral zone, and (c) new beginnings.

Ending Phase

Individuals can experience a range of emotions during the ending phase, and leaders are frequently met with resistance and emotional pushback. This is usually because people are comfortable in their roles and ways of doing things, and change makes them uncomfortable (Miller, 2017). As a change leader, it is critical to accept resistance and acknowledge staff's and students' genuine feelings about the change. Many people will require time to digest and reflect on the change that must be implemented, as well as how the change will affect them individually. People, in my experience, often fear the unknown. As a result, implementing a hybrid change management strategy that focuses on communication will provide forums for learning and open conversations about how OUR and SSA will support their skill sets and future plans (McRoy & Gibbs, 2009).

Neutral Zone

The people who are directly impacted by the change may become uncertain, skeptical, and often perplexed as to why this change is occurring. People are frequently stuck in the old-to-new in-between zone during this stage, and they are frequently overworked to adapt to recent changes (Buller, 2015). As the SSA departmental leader, I will need to be extremely sympathetic and understanding. Many people will experience anxiety about their roles during this time, which will make them feel uneasy. Staff may be skeptical of the change initiative due to concerns about

the sincerity of the proposed change. Meeting with staff on a regular basis to provide feedback, support, and encouragement are some of the guiding principles of this stage, which seeks to improve motivation and perception of the change initiative (McRoy & Gibbs, 2009).

New Beginnings

This is the final stage of Bridges' (2009) transition model. During this stage, people begin to accept the change they have been confronted with and see how improving their skills will help them in their efforts to change. While many people will remain befuddled by the change, many will express their eagerness to learn and reinforce their commitment to their team, organization, and individual role (Bridges & Bridges, 2016). As people begin to embrace the change, I will be responsible for supporting and motivating employees through the use of change techniques that promote long-term growth.

Both Bridges' (2009) and Kotter's (2012) change and transition models emphasize distinct components of servant and transformational leadership, which complement the change framework and critical organizational analysis. This mixed leadership style encourages power sharing, prioritizes employee needs, and assists individuals in developing and performing to their full potential (Collinson & Collinson, 2009). As a result, aligning how my leadership approach would effectively help stakeholders at various phases of the transformation process will be crucial.

Blended Change Framework

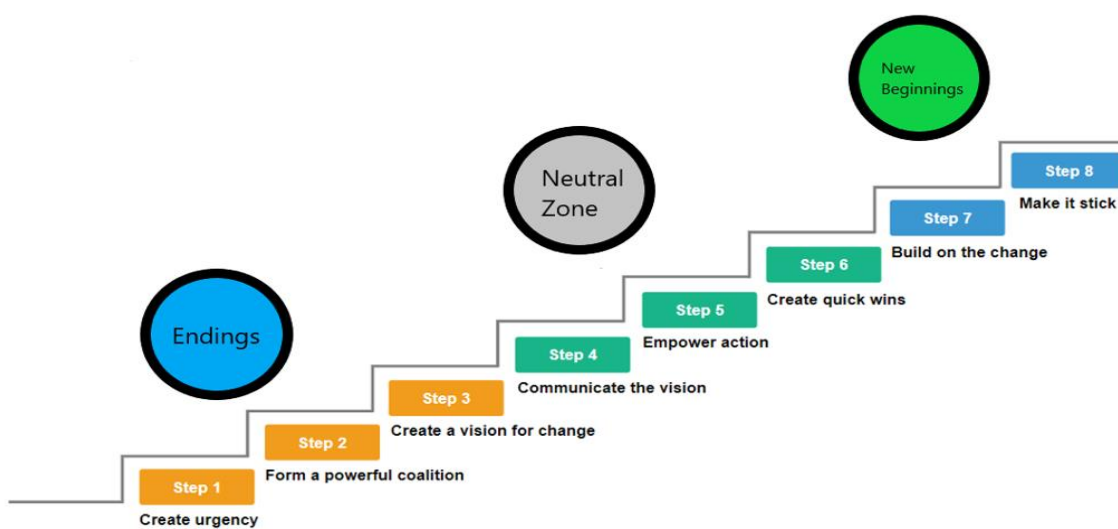
A variety of organizational change models can be used by organizations to provide advice, goals, and strategic steps to successfully execute initiatives. Transformational and servant leadership can be effectively integrated into organizational change using a hybrid strategy to ensure that the desired organizational change is beneficial to OUR and the SSA team.

Furthermore, employing a strategy for applying change models to organizational projects can be extremely beneficial to my role as SSA Director. It is recommended that the concepts of Bridges (2009) and Kotter (2012) be combined into a blended change framework to achieve successful organizational change.

Bridges' (2009) and Kotter's (2012) systems hold similar perspectives on leadership effectiveness. The human and process components of transformation are critical first and foremost. Second, urgency must unsettle or awaken the need for change. Third, people want to be a part of the change process. Kotter's and Bridge's models overlap to understand how they interact at various stages, as depicted in Figure 5.

Figure 5

Kotter's and Bridges' Change Model Framework Overlap



The recommended blended approach to change in this framework is valuable since it matches my level of competency and experience in applying various leadership styles to lead change in my past professional jobs prior to working for JSU. Most importantly, it gives alternatives based on the department's needs and the desired modification.

Critical Organizational Analysis

As stated in Chapter 1, the OUR seeks to improve its service delivery model led by SSA. To ensure that stakeholders within the institution are engaged in developing creative approaches to service delivery that improve the student experience, JSU will need to integrate new changes based on its organizational change readiness and the frameworks for leading change. A recent external review (OUR, JSU, 2020), which serves as the critical analysis for this change, has aided in the development of a case for the proposed organizational change for SSA. Since this analysis has already been completed, it will be my responsibility to assist in the leadership of the change effort at JSU.

What to Change?

My focus in this OIP is on the student service delivery model offered at JSU and its impact on the student experience. The processes put forward in this OIP are meant to engage all stakeholders, internal and external, to define and propose solutions to the student service that OUR aims to deliver. As students navigate their journey through post-secondary, they also advocate for their personal service needs. If they are faced with negative experiences, such as a lack of access due to technology or customer service, they become irritated and share their experiences through multiple communication mediums (Solomon, 2013). As JSU has identified that change is needed through service delivery, it will have to address how to lead effective change and what to change (Deszca et al., 2020). An external review of OUR and its department operations had already completed a critical analysis exercise prior to my arrival at JSU. The external review exercise acted as the main analysis. This analysis took two months to complete and included over 100 participants from OUR, representing 40% of its department's staff (OUR, JSU, 2020). It also polled other specific stakeholders, such as student accessibility services and

academic advising offices as well as JSU students. The external reviewers analyzed the qualitative and quantitative data received through their critical analysis and made both overall and high-level recommendations in six areas: (a) strategy; (b) strategic enrolment management; (c) service; (d) systems, processes, and structures; (e) communications; and (f) talent and impact (OUR, JSU, 2020, p. 12).

While the external review recognized that OUR, SSA, and some of its stakeholders are committed to providing exceptional service to students, it was discovered that there is no clear documentation, practice, or method for initiating, maintaining, or executing service excellence, resulting in significant gaps (OUR, JSU, 2020). It also stated that the *service* recommendation provides opportunities for improvement in how SSA currently provides services to students, which is an important area to investigate given that the OIP's focus is on service improvement and the student experience. Under the high-level recommendation, it went on to detail that OUR should determine which SSA tasks require in-person versus self-service support, and for the service tasks that require in-person response, it should evaluate which tasks can be efficiently and holistically supported by front-line staff and clarify the process and timelines by which referrals will occur when other subject matter expertise is required (OUR, JSU, 2020).

Apart from academic instruction, the services available to post-secondary students can have a significant impact on their success throughout their academic careers and can negatively impact their experience (Kuh et al., 2006). These services can take many forms, including financial aid counseling, enrolment assistance, personal counseling, admission counseling, and others. SSA oversees providing financial aid assistance, enrolment assistance, and admission advising to students and support services, but they are not integrated (OUR, JSU, 2021).

Students on post-secondary campuses seek improved integration of service supports and resources to improve communication, reduce multiple department visits, and gain access to peer and community support (Dietsche, 2012). However, engaging students on post-secondary campuses in novel ways can be difficult as students often feel disconnected and struggle to find ways to remain engaged (Linden, 2021). Nonetheless, as direct service users at most institutions, students must participate in the provision of support and services (Dietsche, 2012). Students will understand that by engaging in service redesign activities related to addressing the external review recommendations at JSU, they can support the creation, delivery, and resource availability of the supports they require to be student-focused on improving the student experience.

On the contrary, as outlined in Chapter 1, support staff do not see the current service structure as an issue and have been resistant to change. Through the external review process, emotions, fear, and transitioning from the old to new, all parts noted in Bridges' (2009) transition model, are visible through employee performance, detachment, and consistent pushback towards leadership as they work towards improving the student experience.

The completion of this analysis prior to my arrival at JSU has allowed me to constructively discuss the rationale for change with various stakeholders, staff, students, and external partners through the lens of the sustaining sponsor. It also helped to lay a solid foundation for the ongoing change management conversations that are taking place as the organization transitions to a new service delivery model, as discussed next.

Solutions to Address the Problem of Practice

The service delivery issues that OUR and the SSA department are currently dealing with are old and have never been addressed before. To put it simply, OUR does not have a formal student

service delivery plan that responds well to students. Therefore, improving service standards, the student experience, and adopting a new holistic service delivery model must be formally implemented, which is the purpose of this OIP. Three possible solutions to address the gap between the student experience and the service OUR aims to deliver are outlined in this section.

As an organizational analysis and external review of the offered services has already been completed (OUR, JSU, 2020), the proposed solutions will consider varying business components, such as human resource constraints, fiscal policies, and driving factors such as the government and its directives. With these being considered, the proposed solutions must consider how the result will enhance the student experience while promoting staff development and shifting the culture. These proposed solutions are presented in this section.

Solution 1: Maintain the Status Quo

The university registrar announced the introduction of a Director of SSA in July 2021 and a plan to restructure its service model to address the gap in the student experience. I accepted an opportunity to become the next director at JSU; however, the position only recently began during my OIP writing journey. The introduction of the Director post and anticipated structural changes have caused confusion and worry inside the service unit, as the planned changes would have a considerable influence on their duties and positions.

As noted throughout this OIP, SSA's current operations are fragmented under its one-stop-shop service model. Over the past decade, attempts have been made to improve the student service environment by creating a one-stop-shop model. This type of service model focuses on interrelated services and co-location. However, the departments functioning in this model still work in siloes, and no processes, procedures, or effective change management plans were achieved to effectively investigate and manage change (OUR, JSU, 2021). Though this is not the

ideal solution in addressing the gaps in service and the student experience, maintaining the status quo is a solution considered for this OIP. Using a human resources lens, maintaining the status quo would not necessitate the recruitment of new service advisors or any additional human resources. There would be approximately 30 service advisors and two leadership roles to minimize any efforts to engage in change through human resources. Additionally, maintaining the status quo would incur no additional costs to the department's operations. On the other hand, it would do little to address JSU's accountability measures to the Ministry, strategic plan objectives and goals, the student experience, or service model, which could be disastrous for the institution's long-term financial stability. In terms of time, no additional resources would be needed as my role would continue to support the current operations.

Maintaining the status quo would benefit from maintaining relative unity within the student service unit. Through the external review, which included feedback from the current team, they expressed a need for JSU to review their service delivery model but showed resistance to disrupting staff positions to do so. Thus, maintaining the status quo could align with Bolman and Deal's (2017) human resources frame, which states that leaders of organizations should serve human needs rather than organizational needs. The service unit's employees will be relieved to learn that there will be no changes. This would also mean that students would not have to navigate a new service model and would be able to continue interacting with SSA as they currently do.

None of the potential repercussions of Solution 1 is more evident than the failure to bridge the student experience and service gap. Due to unfavourable experiences, JSU is in danger of losing students through attrition, which negatively influences the institution's bottom line (JSU, 2020a). A new SMA with MCU has recently been signed. Increased government pressure

to achieve improved student experience results will only worsen the problem. Finally, in my new role as Director of the SSA, I will be in a formal leadership position to drive the adjustments identified in the external review (OUR, JSU, 2020). Maintaining the status quo outside of my newly appointed post's objective would leave me vulnerable. Failure to deliver and establish key initiatives such as a new service model could limit the impact on the student experience, which was a key driver in establishing my position when it was created. Therefore, we have decided not to move forward in maintaining the status quo.

Solution 2: Develop and Implement a Departmental Strategic Strategy

Given the current dynamic of the operations, it may be helpful to establish a strategy that aligns with the OUR strategic plan (OUR, JSU, 2021) and JSU's (2021c) strategic plan that outlines its future strategy. In the present COVID-19 pandemic context, strategic planning in higher education is at the top of many institution's priorities, as the sector continues to face declining enrolment numbers, demands for accountability, a push for reduced tuition to match online program delivery, and a more significant push for online and self-service options (Restrepo & Turner, 2021).

Due to shifting demands as we continue to push through the global pandemic, it is essential to strategize how service has changed and repositioned from the existing gaps identified through the external review (OUR, JSU, 2020). Student behaviour and interaction with SSA has changed from traditional to primarily virtual, which has altered OUR's service delivery options, affected financial resources, and shifted institutional and departmental priorities. Therefore, developing a strategy that responds to the needs of the SSA department while aligning to the strategic priorities of OUR and JSU will serve as a foundation that will contain several

components, such as core values, objectives, strategies, and its mission and vision, to cascade a powerful strategy presently and into the future.

This proposed solution's human resources will include staff from many communities within JSU. This solution will require support from the University Registrar, and the Vice Provost, Students. Together, this group will develop the strategic strategy and action plan for SSA. An output of this process could be to explore becoming a member of the National Academic Advising Association (NACADA) community to increase knowledge of best practices and service advising considerations in JSU's future considerations.

This solution will review historical data; determine their strategic position; prioritize objectives; execute, manage, review, and revise the plan; and create visioning and engagement opportunities for staff while ensuring that this solution's focus aligns with both JSU's (JSU, 2021c) and OUR's (OUR, JSU, 2021) strategic plans. However, the unpredictability of the COVID-19 pandemic may limit the number of resources available to work on developing the strategic plan due to financial constraints. Financially, this approach will necessitate additional resources and approval from the senior leadership team. To establish such a strategy, both support staff and leadership members will need to join a small task force, which may include taking time off from their regular duties to focus entirely on developing this strategy, which will be implemented in the future. This solution is timely because it will enable JSU to demonstrate its commitment to improving student access and experience as indicated in the Ministry-driven SMA (MCU, 2021). Once the strategy has been developed, an implementation plan would still need to be constructed, adding to the length of time to implement this solution.

This solution provides a pan-institutional approach to the OIP focus and ensures senior leadership commitment to the initiative. This strategy ensures that the effort receives buy-in and

support from all institution levels. It will result in the integration of student service advising throughout all JSU student-facing divisions, generating momentum for organizational transformation. However, this solution also has the disadvantage of requiring buy-in and support from different departments within the institution.

The scope of this solution is significant, and to achieve the goals put forward will require JSU to invest in both human and financial resources during a period of economic uncertainty. Because of the scale and scope of this solution, a phased-in implementation plan may be necessary. Finally, in addition to the factors mentioned above, achieving such an endeavour will take a long time, months even years, which muddles the notion and urgency to address it.

Solution 3: Strategic Adoption of a New Service Delivery Model

As outlined in Solution 1, SSA was intentionally designed to function as a one-stop-shop model for all students' primary point of contact. Interactions with this team, whether virtual, in-person, or over the phone, tend to deal with escalations or referrals to other departments within the university, such as Academic Advising, Graduate Studies, and other student affairs departments (OUR, JSU, 2021). The existing one-stop-shop model only co-locates the front-line services, and students often must speak with multiple representatives to resolve their inquiry, which negatively impacts their experience (JSU, 2021b). Often, "tenets of appreciative advising are applied in the approach in the faculties, to ensure continuity of experience for students" (OUR, JSU, 2021, p. 5). As a result, to promote and enable a consistent approach across campus, SSA must take an appreciative advising approach to service. "Appreciative advising is the intentional, collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential" (Appreciative Advising, n.d., para. 2).

The SSA department contributes to the quality of students' learning experiences, contributing to their academic success. Appreciative advising is an approach found in many academic advising units across HEIs. It is based on appreciative inquiry, which David Cooperrider created at Case Western Reserve University in the 1980s (Cooperrider et al., 2008). Howell (2010) explained that "appreciative advising is fully student-centred and shows great promise in helping students from a wide variety of backgrounds achieve academic success" (p. 3).

Understanding that student services support academic achievement to address the gap in the student experience in service, I must be able to lead a plan that allows for creating a new efficient, intentional, and holistic model. The model must provide the necessary support to stimulate tenets of student development and the academic activity that happens across campus. It also must be focused on current and future issues that SSA faces. My goal is to continue supporting and enhancing the student experience throughout the student continuum, from their first point of contact to graduation and beyond.

Students face an enormous amount of challenges in the 21st century. SSA's role in supporting these challenges will be influenced by its future strategy's values, beliefs, and vision. Adopting a new service model that can acquire buy-in, understanding, and familiarity will support appreciative advising. Specific examples of what the new service culture hopes to achieve, as outlined in OUR's strategic plan (OUR, JSU, 2021), include: (a) consolidate service, (b) skilled professionals on the front-line, (c) skilled professionals behind the scenes, (d) case management, and (e) cross-organization approach. JSU's registrar (as cited in JSU, 2021b) believes that:

A strong service culture is important not just with those who are working face-to-face with students but through all elements of the process. Building up a strong service culture

across all areas of the OUR will be important as service delivery does not rest in one unit alone. (p. 8)

The registrar has also noted, “Service is inclusive and exists across multiple units, so building a service culture is not just changing the first point-of-contact team, but ultimately all the teams in the OUR” (JSU, 2021b, p. 5). Appreciative advising reinforces these beliefs and contributes directly to OUR’s future vision. While appreciative advising is most found in academic settings, its six stages of advising are: (a) disarm, (b) discover, (c) dream, (d) design, (e) deliver, and (f) don’t settle, which are presented in Table 1 (Bloom et al., 2008).

Table 1

Six Stages of Appreciative Advising

| Stage | Description |
|--------------|--|
| Disarm | Make a positive first impression with students to build rapport and create a safe and welcoming environment |
| Discover | Ask generative, open-ended questions that help advisors learn about students’ strengths, skills and abilities |
| Dream | Inquire about students’ hopes and dreams for the future |
| Design | Students and advisors co-create a plan for making students dream a reality |
| Deliver | Students deliver on the plan co-created during the design phase, and advisors are available to encourage and support their students. |
| Don’t settle | Students and advisors set their own internal bars of expectations high |

Note: Adapted from Appreciative Advising (n.d.)

Using this model and applying it to service delivery can harness “the power of the organizational development theory of Appreciative Inquiry and the positive psychology literature to provide a framework for increasing advisor and student success” because it allows agents to

use an enhanced form of problem-solving and promotes a phased approach using these six phases (Appreciative Advising, n.d., para. 1). This model will assist in supporting students, as it uses a meaningful and phased approach that would be led by newly created positions: student support advisors. Advisors would be engaged in meaningful conversations with students to assist them in realizing their needs and developing a service course of action to accomplish their higher-ed goals. Appreciative advising is student-centred and has supported students from diverse backgrounds. It “offers a complete package. It contains theory, practical tools for implementing it, and evidence that it works,” offered through the appreciative advising course at Florida Atlantic University (Bloom et al., 2008, p. 5). Finally, this solution can be used in moving towards the direction of using appreciative advising for its service model. The current SSA team will shift from “having a single source team that emphasizes a continuum of advising—from prospective student, financial and general campus—within the OUR, and out to advising offices in the faculties and among other colleagues at the University” (OUR, JSU, 2021, p. 5), supporting the holistic continuum of advising the university aims to achieve.

Summary of Possible Solutions

While all solutions have value, some are not practical, and some will require additional buy-in support from across the institution and resources that may not be available at this time. The type of effort and resources needed for each solution are presented in Table 2.

I have chosen to move forward with Solution 3 for several reasons. It is already in practice with the academic faculty offices across campus and has been successful. Developing a new service model that operationalizes a new service culture is one of the primary goals of the OUR strategic plan (OUR, JSU, 2021). This solution directly supports the outcome required to accomplish this goal. Adopting this model requires immense and immediate changes to all

resources; however, a shift in how we offer service will create opportunities for change and growth for staff, students, and the department. Adopting a new service delivery model allows us to rethink how we do things, become more responsive to students, and provide broader and intentional support before referring students to other departments. By theory, the proposed solution engages staff and student affairs professionals to think beyond what a student presents and to immediately adapt to the work of change, which responds to the gaps identified in the external review (OUR, JSU, 2020; see also Table 2).

Table 2

Summary of Evaluation of Possible OIP Solutions

| Resources Required | Solution 1: Maintain Status Quo | Solution 2: Develop a Departmental Strategic Strategy | Solution 3: Strategic Adoption of a New Service Delivery Model |
|--|------------------------------------|--|---|
| Human | XX | XXX | XXXX |
| Financial | X | XX | XXXX |
| Time | XXXX | XXXX | XXXX |
| Technological | X | XX | XXX |
| My confidence to implement solution | YY | YYY | YYYY |
| Impact on student experience gaps | Y | YY | YYYY |
| Ranking to address PoP | 3 | 2 | 1 |

Note: Resource Costs: Low (X) to High (XXXX)

Student support gaps in service: Moderately (Y) to Extremely (YYYY)

Transformational and servant leadership are important in influencing change by altering employee attitudes, behaviors, and assumptions in order to encourage their commitment to

change and entice them to reach the goals and objectives of the change plan. The leadership team must model the tenets of the blended leadership attributes in order to proactively engage, train, develop, and put people in advising roles throughout campus, allowing the service advising structure to evolve to better serve the student experience..

While this solution will address the student experience gap, it will also result in significant financial and human resource changes, such as job re-evaluation and compensation review processes, as well as a review of the department reporting structure. The resources required will not be a barrier to adoption of this approach, as JSU has committed to providing the financial resources needed to restructure SSA. The anticipated human resource changes and proposed department structures will be outlined in Chapter 3.

Leadership Ethics, Equity, and Social Justice in Organizational Change

When making improvements or changes to processes that affect the student community, we as institutional leaders must be ethically consistent. As a result, an appropriate ethical framework that addresses the concerns and issues raised in the OIP is required. Wood and Hilton's (2012) five ethical paradigms model: (a) justice, (b) care, (c) profession, (d) critique, and (e) local community is used to analyze the complexities of the OIP and consider potential consequences of the change initiative. Additional topics discussed in this section include embracing ethics in leadership, social justice context, and the challenges of equity and social justice.

Ethic of Justice

The ethics of justice is a moral perspective in which ethical decisions are made impartially and verifiably based on universal principles and rules to ensure that all people are treated fairly and equally (Wood & Hilton, 2012). The justice ethic will ensure that we address

fair and consistent service delivery policies across OUR to ensure that all students and staff are treated equally (Kivunja & Kuyini, 2017). JSU's highly formalized structure and culture allow for a wide range of policies, such as OUR's hiring policy, which prioritizes hiring racialized, marginalized, and Indigenous people. These policies promote fairness because everyone is treated equally (JSU, 2020a). I will enact this policy by hiring new staff to SSA and continue encouraging the expected behaviours of the institution's staff and students.

Ethic of Care

The ethics of care is an ethical approach in which involvement, harmonious relationships, and the needs of others all play a role in ethical decision-making in any ethical situation (Shapiro & Stefkovich, 2010). This step will also ensure that ethical quandaries, such as how to build effective relationships with students, JSU's commitment to reconciliation, and emphasis on the delivery of quality education, are addressed in a trustworthy manner while displaying values of concern, care, and relationship to our students (JSU, 2020a). The ethic of care is central to the OUR vision, with a focus on meeting students' needs and improving the student experience; thus, the priority to adopt a service delivery model that focuses on a holistic delivery that makes one feel at ease.

Ethic of Profession

According to Shapiro and Stefkovich (2010), ethical decisions are formed by personal values combined with the ability to align personal values with the institution's needs. Educational leaders' personal and professional ethical and moral values can affect how decisions are made for the organization. For this and other reasons, educational leaders must ensure that their professional and personal codes of ethics are consistent. A personal code of ethics consists of values, self-governance ideologies, and moral compasses that aid educational leaders in their

careers. As I expect to be confronted with difficult situations, such as staff layoffs and attending to grievances served by the union, my code of ethics must first serve as a foundation to guide the project management team to ask questions to what we can do to best serve the student population. The increasing use of both institutional and personal codes of ethics is recognized in literature discussing the effectiveness of the practice (Schwartz & Tumblin, 2002). Everyone already has a personal code of ethics, and they will need to distinguish between what is right and wrong, not just for themselves, but also in comparison to the organization's expected ethics (Brydon-Miller & Coghlan, 2018). I will review my code of ethics on a regular basis and compare it to my professional practice at JSU. I will collaborate with my mentor to review and improve my code of ethics to benefit students, the institutional community, and my personal and professional practice.

Ethic of Critique

The critique ethic is responsible for keeping educational leaders aware of inequities in the post-secondary community such as social class, disability, gender, and other differences (Nevarez & Wood, 2014). When basing service delivery restructuring decisions on this perspective, I will have to keep in mind: Who establishes the policies internally, such as the division of students, senate, board of directors, and the executive leadership team? Who stands to gain from them, such as our staff and students? Who has the authority to implement new policies or structures? Finally, how can I ensure I am able to reach those who have not been able to speak out through the process? These are all questions that will be used to help guide the change management process. As the sustaining sponsor, my role will be to challenge the status quo and determine who benefited from previous inequitable policies, all while demonstrating sensitivity to the identified inequities. I will continue to promote the ethic of critique by reviewing the

above questions on a regular basis, following meetings with the project management team and other internal committees that allow for feedback, discussion, and minutes.

Ethic of Local Community

In addition to the individual ethical paradigms discussed thus far, Wood and Hilton (2012) recommended that higher education leaders employ the concept of local community ethics. This fifth concept arose from the widely accepted notion that higher education institutions, including JSU, have obligations to serve the needs of their local and domestic communities. According to the SMAs, post-secondary institutions must adhere to an accountability framework that outlines the government's accountability and transparency objectives, which include achieving positive economic outcomes that benefit the community (MCU, 2020).

JSU has an existing academic advisor and service professional community of practice that helps shape service delivery paths and academic curriculum. Given the various interacting departments associated with this change, I will ensure that the JSU community, as a whole, is involved in the change initiative so that their voices are heard and their interests are incorporated into the future vision.

Embracing Ethics in Leadership

The ethical considerations for this OIP are multifaceted. To better meet the needs of students, it necessitates the implementation of a new student service advising model as well as the selection of a leadership framework that promotes a downward shift in responsibility throughout the organization (Lichtenstein et al., 2006). The focus of ethics will be critical in determining whether ethical leadership adheres to concerns in the interests of others or whether self-interest conflicts exist. Northouse (2019) defined ethics as “the values and morals that an

individual or society considers appropriate” (p. 330), which is concerned with the virtues and motivations of one’s actions. As a result, when implementing organizational change, executive sponsors, sustaining sponsors, and change agents must demonstrate strong leadership and ethics to those around them, using Wood and Hilton’s (2012) five ethical paradigm model as a guide.

Social Justice Context

Gair and Baglow (2018) suggested that social justice concepts such as human rights, equity, and fairness have historically been deeply embedded within our society, impacting how organizations engage in social change. Specifically, many institutions are concerned with widening access and addressing systemic barriers that impede a student’s success in higher education. In the context of social justice, for this OIP, I will attempt to create and facilitate a fair service environment that meets the needs of a diverse student body and broadens university access and supports for students who can, in turn, contribute to a more just society. JSU has a transparent commitment to diversity, accessible learning, social justice, and innovation as supported in its mission statement (JSU, 2019). According to van den Bos (2003), social justice is fostered by the idea that people must be treated fairly and obtain a fair and equitable distribution of power regardless of religion, sexual orientation, gender, race, or ethnicity. Using social justice within student affairs can be challenging for many, as this is a concept that leaders must understand and breathe in their everyday work.

SSA is confronted with diversity issues, such as the lack of racialized staff within the institution (JSU, 2020a). Students of all races can benefit from intellectual engagement, self-motivation, and cultural engagement by being able to interact with diverse peers outside of the classroom, which benefits students directly, making them better scholars and individuals (Brown, 2020). I will have to define social justice related to the change process and incorporate a social

justice lens in the service areas of the student support and advising portfolio through job responsibility and policy. In defining how social justice plays a role in the change process, I will also consider the continuous and rapid shift in student populations and existing policies and procedures that exclude various people from access and reflect upon JSU's existing programs to see if they represent the student populations (Meredith, 2020).

Challenges of Equity and Social Justice

For this OIP's change planning, equity, social, cultural, and economic inequalities will be taken into account. JSU continues to address equity issues, including the barriers that students from marginalized backgrounds face, such as a lack of funding and resources, inconsistent academic support, and a lack of social safety (JSU, 2020a). These challenges are frequently imposed on students and employees by non-inclusive hierarchies and organizations with unequal power, resources, and privilege. It is our responsibility as leaders to affect change by repositioning social injustice to be at the forefront of institutional planning (Freebody et al., 2020). It is critical to use a lens that incorporates social justice. It will provide an opportunity to promote fairness and equity practices throughout the institution as well as to create equal opportunities for staff, students, and their communities (Arar, 2013). Furthermore, because Kotter's (2012) model is concerned with organizational change, I will frame it through the lens of social justice, using examples from Wood and Hilton's (2012) five ethical paradigm model. I will incorporate the five ethical paradigms into my practices, strategies, and communication in the hopes of increasing participation and building trust across campus and in our communities.

Chapter 2 Summary

The focus of this chapter was on the planning and development stages of addressing service gaps. A blended leadership approach relevant to implementing a new student service

model at JSU was also discussed. The operations as a division, department, and unit were critically analyzed to discuss the needed past, current, and future changes. Existing strategic reviews that outlined specific gaps to respond to by adopting possible solutions were identified. Three solutions were provided for consideration. One solution was selected to assist the SSA unit in addressing the gap in the student experience and the service they wish to deliver. Finally, ethical considerations were discussed to ensure that both ethics and social justice elements are used to guide the change management process for the proposed solution. Following the planning and development stages, formal change and communication plans must be developed, which are further outlined in the next chapter.

Chapter 3: Implementation, Evaluation, and Communication

Chapter 3 focuses on developing a plan for evaluation, implementation, and communicating the organizational process, referred to as the change implementation plan (CIP). It also speaks to both the reaction and resistance to change, outlines resource change process models, and identifies goals that JSU seeks to achieve. A communication plan is also described that validates the need for change and its process. The recommended approach to change for JSU uses Kotter's (2012) 8-step change model and Bridges' (2009) transition model, which will support the emotional response to change that the SSA department is expected to experience. This chapter builds on the previous chapters by putting the identified solution into practice, detailed in the CIP. Finally, future considerations that should be considered beyond the implementation phase of this OIP are discussed.

Change Implementation Plan

The CIP details my framework for leading the change process, as described in Chapter 2. It employs a blended change framework that combines Kotter's (2012) 8-step and Bridges' (2009) transition models. In comparison to other frameworks, such as Nadler and Tushman's Organization Model (1989), discussed in Chapter 2, Kotter's 8-step model is more comprehensive because it addresses both internal and external factors. Furthermore, as stated throughout the OIP, the SSA department intends to effect change by implementing a new service model that responds holistically to students' needs using an appreciative advising model, as defined in OUR's strategic plan (OUR, JSU, 2021) and as proposed by the external evaluation (OUR, JSU, 2020). The goals for change, as discussed in Chapter 2, such as a review of institutional data, performing a PESTE analysis, creating a communication plan, and formalizing new structures for the SSA department, will reinforce the importance of understanding that SSA

needs to redesign its service environment that is easily accessible to “move from designing organizational units to meet our needs and redesign to focus on the students to serve them where they are at, and not have them learn how we operate to receive service” (JSU, 2021b, p. 7).

Kotter’s 8-Step Process

Included in this chapter is a detailed change plan (Appendix B) that specifies a step-by-step application of Kotter’s 8-step process, as well as a narrative to provide a formal explanation of my approach: to provide depth and knowledge of the change process.

Create a Sense of Urgency

The first stage in implementing Kotter’s (2012) phases is to create a sense of urgency. During this step, the university registrar and I will use a blended leadership approach to instill a sense of urgency by emphasizing the significance of SSA’s new path. The need for change will be presented by emphasizing the outcome of the external review (OUR, JSU, 2020). We will review current operations, institutional data, run environmental scans, and speak with staff and students to generate feedback and involvement by collaborating with internal partners such as the Director, Strategy Planning & Projects and the Director, Marketing and Communications to develop feedback mechanisms. During this stage, we will share our findings with all potentially impacted employees via a virtual town hall meeting. We will then provide formal written communication outlining the reason and purpose for the change plan as well as provide quick links to human resources, compensation, and the union for further follow up.

Build a Guiding Coalition

Building a guiding coalition is the second step in Kotter’s (2012) model. We will accomplish this by identifying internal and external stakeholders who share a desire for change, identify change agents who can help persuade others of the importance of change, and answer

questions while aligning stakeholders' positions and responsibilities with the new vision and mission. The guiding coalition will be composed of two separate teams: (a) the project management team, which will make project-related decisions and provide direction; and (b) the transition monitoring team, which will guide conversations during this time in a strategic, purposeful, and focused manner to generate discussion, ideas, and engagement to support all affected staff and students.

Develop a Strategic Vision and Initiatives

This stage defines a vision and strategy, directing coalition-building teams to take the lead by mobilizing the OUR and SSA teams. They will instill a sense of urgency for the necessary change (Kotter, 2012). The project management team will analyze institutional data and share the findings to inform the vision and strategy. Working with staff and students, the transition monitoring team will put change ideas to the test by collecting process, outcome, and balancing measures. A blended leadership style will be necessary at this point to assist how the change will be addressed and received, therefore supporting both the vision and emotions of the change. In responding to community inquiries, I will employ a blended approach to help stakeholders in aligning their positions and duties with the new vision and purpose. The learning outcomes of the external review (OUR, JSU, 2020) and the OUR strategic plan (OUR, JSU, 2021) will be reflected in the strategic vision.

Communicate the Vision

The fourth stage of this model is communicating the vision, which includes the plan's progress, goals, and shared interests. It will be two-way, not top-down, because stakeholders will need to be convinced that the need to adopt a new service delivery plan using appreciative advising is a better future than the present (Sittrop & Crosthwaite, 2021). Many stakeholders,

such as staff and students, may be skeptical of change during this time, so it will be critical to communicate through both guiding-coalition teams that the institution is committed to seeing the change happen, with opportunities for staff and students to be active contributors to the change efforts (Kotter, 2012). As a sustaining sponsor I will ensure that a plan is created for effectively communicating the results of our review as well as a communication strategy that promotes the change initiative and helps people understand the change and how it affects them. This process will occur in collaboration with both the project management team and the transition monitoring team. To facilitate communication, emails, focus groups, institutional learning platforms, and administrative networks will be used. Using these communication channels will help achieve the common goal of obtaining the necessary contribution from internal and external stakeholders in the strategic planning process (Shannon, 2018).

Empower Employees by Removing Barriers

This stage focuses on the common interests and involvement of participants while working toward JSU, OUR, and SSA goals. It also addresses the need for change, identifies and confirms barriers, and evaluates alternatives to remove the barriers with people involved, improving structures, and diversifying skills while leading with compassion and empathy throughout the change process (Kotter, 2012). Employees will be encouraged to participate in the shift and transition to the new service model by the project management and transition monitoring teams. Throughout the change process, the guiding coalition teams will continue to assess behaviour and any unexpected changes to adapt and contribute to the change plan's implementation. They will build training and development programs that serve in the best interests of staff to collectively support and develop individual skill sets so that they, too, who

may be resistant to change, can be set up for success in their personal development through team-building exercises, regular communication, and opportunities that will arise.

Generate Short-Term Wins

Since major changes, such as the desired change of using the appreciative advising model to improve service delivery, will take a long time to implement, Kotter's (2012) emphasis on demonstrating that change efforts are working by establishing short-term wins is critical. The guiding coalition teams will identify feasible project efforts that meet the three criteria defined by Kotter (2012): (a) its success must be clear and unambiguous, (b) it must be visible throughout the organization, and (c) many people can see the results themselves. The first short-term win will be providing staff with focused training and development programs to help them learn and engage with appreciative advising within the first six months. Staff enrollment and engagement rates will be shared with the guiding coalition teams as well as everyone involved in the change.

To ensure that participants in the change process feel valued, it is critical to highlight the authenticity of short-term wins throughout the organization and to external stakeholders (Kang et al., 2020) If the victories appear unauthentic, the guiding coalition teams may struggle to maintain buy-in, which can easily derail the necessary change progress (Calegari et al., 2015). These short-term victories are typically celebrated between six and eighteen months, which corresponds to the intermediate timelines in Appendix B.

Sustain Acceleration

The guiding coalition would have progressed through stages 1-6 at this point. During this stage, change initiatives such as hiring new staff, formal training of SSA operations, and policy and procedure development should be implemented, barriers for internal and external stakeholders should be removed, and short-term wins should be celebrated. The goal in this phase is to maintain that momentum as the change process progresses. To maintain alignment

during this stage, Kotter (2012) suggests that the guiding coalition, comprised of executive and sustaining sponsors, ensure that all policies, procedures, and processes, whether administrative or system-related, are in line with the overall change vision. If inconsistencies exist that do not align with the change vision, the project management team will address them as soon as possible.

Furthermore, the guiding coalition will deliberate and draft strategies to re-energize the change process with new initiatives, add new members to the guiding coalition teams, and develop initiatives that will sustain and accelerate the change vision. Sustaining Acceleration expands on the previous six steps, which are summarized in Appendix B beginning at the long-term goal 24-month mark.

Institute Change

The goal of this model's final phase is to ensure that change initiatives, such as the adoption of a new service delivery model based on appreciative advising, as well as its systems, processes, and procedures, and environments, fully support the change vision. The stronger the support system, engagement, and communication with stakeholders, the more likely the desired change, which is the new way of providing service to students, will be implemented (Kotter, 2012). SSA will need to examine its primary and secondary data, such as staff engagement levels, service response time reductions, the ability to engage with students using various systems, and how this data solidifies the desired state by implementing a new service delivery model.

To implement the change, tools such as improving internal student information systems, ongoing training and development, and communication via feedback surveys and in-person focus groups allow the guiding coalition teams to communicate about the new institutional behaviors and change successes that are relevant to the institutional change's long-term buy-in. Given that

instituting change, which includes shifting culture, typically occurs at the end of the eight-stage process rather than at step one, more emphasis must be placed at this stage to ensure the success of the organizational behaviour shift (Kotter, 2012).

To address the PoP, the CIP calls for a strategic approach to change management. As described in Chapter 2, blending Kotter's (2012) 8-step framework and Bridges' (2009) transition model as well as leading with a blended leadership style, structures and benefits all stakeholders. As SSA moves through the change management process, it will be critical to develop and implement a communications and monitoring and evaluation plan, discussed later in this chapter, to measure the effects of change and ensure that it is progressing through the eight stages discussed above to adopt the new service delivery model.

Change in the Context of Equity and Social Justice

Today, most postsecondary institutions and organizations prioritize equity and social justice (Clayton, 2021). Access to resources is spread across JSU's campuses—from human resources to student affairs, to OUR, to academic matters. However, simply providing resources is insufficient to enhance the current state of its operations and thus improve the student experience. While JSU has a strong network of services to foster success, skill development, and engagement, it is still OUR's responsibility to participate in continuous improvement to ensure that services continue to be delivered and developed in an equitable and integrated fashion that meets people's needs now and in the future (Astin & Astin, 2015). When leading the strategic direction of the change management plan, the project management team will outline key priorities and define how social justice relates to the change process during the first 6–12 months when engaging in stages one and two of the CIP.

The future of SSA will be built through broad consultation led by the guiding coalition, drawing on students, staff, faculty, and community input supported by using the multi-contextual model for diverse learning environments, also referred to as the DLE model (M. W. Peterson & Spencer, 1990). This model supports the review of how themes of diversity and equity link to educational practices, such as service practice and academic learning outcomes in the 21st century. Emerging in the late 1990s, this model recognizes the need to assist institutions:

In addressing the needs and advancing the success of a diverse student population to implement practices that will not only increase degree attainments but also prepare their students for leadership in creating a more just society that is increasingly complex and diverse. (Hurtado & Guillermo-Wann, 2013, p. 1)

This model also complements the appreciative advising approach that SSA plans to incorporate into its service delivery model to better support students. Appreciative advising, like DLE, strives to create equitable learning environments that value ideals such as diversity, equity, inclusion, and social justice for all students, regardless of their diverse backgrounds (Ryan, 2012). As JSU attempts to diversify and expand their student population (JSU, 2020a), the need to diversify their student support services grows. Appreciative advising, with its six phases Disarm, Discover, Dream, Design, Deliver, and Don't Settle, is a powerful framework for delivering diversity training to educators and service administrators like SSA (Bloom et al., 2012). Connecting DLE and appreciative advising approaches and anchoring them to the intellectual core of SSA will drive social and cultural change. The DLE model encourages people to investigate equity and social justice in relation to student success to gain a deeper academic understanding of these topics. This model, when used effectively, will broaden previous conceptualizations of the student experience, and align with various multi-contextual

frameworks. To achieve alignment of both models and determine how they will apply to the OIP, the project management team will engage in a mapping exercise by conducting a primary analysis of how both DLE and appreciative advising correspond, or conflict, and identify common themes where equity and social justice practices are already embedded in their service model, as well as identify gaps that can influence future service practices that engage staff and students in furthering a diverse learning environment.

Managing the Transition and Understanding Stakeholder Reactions

Successful change often relies on changing the mindsets of various stakeholders and understanding that their emotions can alter at varying stages of the change management process. As detailed in Chapter 2, Bridges' (2009) transition model provides a solution to support the OUR and SSA leadership teams transitioning from their current state to future state. This model includes three stages (a) endings, (b) neutral zone, and (c) new beginnings that will be used in parallel to Kotter's (2012) 8-step change model. These models will be used to improve the experience and success of adopting a new service model by enhancing the change management strategy.

To ensure a smooth transition, the University Registrar, who is the executive sponsor of this OIP, sustaining sponsors such as myself, and the guiding coalition must collaborate to develop a shared understanding and transparent change implementation plan that outlines the stages of change and the transition effects associated with each stage of implementation, in accordance with Kotter (2012). They must focus on the planning element of the transitional change plan by anticipating and understanding that change will impact the staff and students. They will concentrate on addressing various considerations at each stage of Bridges' transition model and ensuring that the approach is not too top-down to reduce the likelihood of failure

(Miller, 2017). The focus of the ending phase will be on assisting people in identifying what they are losing because of the ending phase, which is the loss of the previous service model that supports students and staff positions. The guiding coalition will respond at this stage by identifying strategies and timelines, assessing culture dynamics, and proposing solutions that offer guidance and support, in advance of change communications to the JSU community, to support staff during the transition and help them deal with their tangible and intangible losses. The ending phase occurs during the change process's short-term timelines, as detailed in Appendix B.

In the second stage, the neutral zone, critical psychological realignments, and repatternings occur. In simpler terms this means assisting participants who are feeling uncertain about change and encouraging them to become involved as by taking part in the process (Miller, 2017). During this stage, many emotions are in flux, including anxiety, resistance, innovation, and creativity (Bridges, 2009). This stage occurs during the CIP's intermediate timelines. Throughout this step, the guiding coalition will assist staff and students in transitioning from the old way of doing things to learning about how they can become future innovators and leaders. They will support them by encouraging impacted staff in applying and transitioning into the new positions by delivering training and development that is focused on the new service model. For students, at this stage, using communication methods such as departmental surveys and focus group opportunities will help in gaining essential feedback to continue improving the change process.

The third stage, new beginnings, assists impacted staff who have successfully transitioned into new positions in developing their new identity. During this time, employees will feel renewed energy and a sense of purpose, as they will understand their role and how they will

effectively contribute to the new service model (Bridges, 2009). During this stage, reactions may include relief, confusion, uncertainty, and commitment to the transformation process. This stage also aligns with Kotter's (2012) two final steps in sustaining acceleration and instituting change, in which we will track change progress on a regular basis and use staff satisfaction rates, student experience feedback, and engagement levels measured by staff participation to gauge our progress as we work toward realizing the new service delivery model. Staff and students will feel reoriented, renewed, and begin to exemplify new energies that will lead SSA in the right direction if these transitions are well managed (Bridges, 2009).

To ensure that this transition model is well-facilitated, the guiding coalition will meet biweekly to address questions such as (a) Is communication getting through and being believed; (b) Are there any policies, practices, or structures impeding transition; and (c) Are groups resistant to change and not adopting new approaches? (Bridges, 2009). The ability to ask these types of questions will aid in the collection of both qualitative and quantitative data necessary for the change implementation plan, using feedback and surveys through focus groups and online questionnaires.

Empowering the Community

Collinson and Collinson (2009) state that the blended approach to teaching in higher education is particularly effective in the context of organizational renewal and cultural changes and is best used in large post-secondary institutions. Furthermore, they argue that the blended leadership approach can enable employees in various hierarchical positions to participate in the change process. The guiding coalition must serve as effective change agents, who promote and support the change process by using strong communication and listening skills and ensuring two-way communication between staff, students, and its teams (Northouse, 2019). To truly be

effective as a change agent, one must understand who they are as a person, as this is a similar characteristic for the servant leader and the transformational leader as well (Kezar et al., 2006). The guiding coalition must also use empathy to understand the feelings and perspectives of staff and students, as this will help them understand cultural differences (Smith et al., 2004). A potential challenge in the change process is that different cultures view and interact with work relationships differently. Therefore, training and development opportunities, that promote empowerment, may need to be adapted to culture-specific standards, and communications might need to be customized for different cultural settings (Smith et al., 2004).

Staff and students in the JSU community will be empowered within their roles by participating on subject matter-related committees such as (a) financial aid and access committee, where the Director, SSA, Manager, Financial Aid, SSA support staff, and students review process and access procedures while striving to advocate, support, and collaborate for students; (b) admissions process committee, made up of admission assessors, SSA support staff, Assistant Director of Admissions, and the Assistant Directors of SSA; and (c) enrollment services committee, made up of Assistant Directors of SSA, SSA support staff, and students, where both committees review student concerns, student complaints, and communication and service standard improvements. These internal committees serve as learning and professional development opportunities for staff and students to become subject matter experts in various areas of service, and they directly contribute to the success of the envisioned future state as it relates to service and improving the student experience.

The guiding coalition will have to maintain strong leadership and provide visible support to maintain change momentum and empowerment (Kotter, 2012). Developing momentum will need to begin from the first stage of Kotter's 8-step model, create a sense of urgency by trying to

get buy-in of the need for change, and then celebrate short-term wins along the change process, which will help stakeholders to feel empowered to contribute and accomplish more (Deszca et al., 2020).

Supports and Resources

Chapter 2 discussed briefly what supports and resources would be required to implement potential solutions for this OIP. In terms of finances, the project management team will collaborate with the Finance department to plan for SSA's future service model based on JSU's (2021a) existing approved budget model for 2022-2023 and plan for any financial gaps for the 2023-2024 academic year. Since the SSA's technology gaps have already been identified and managed through a separate business transformation process supported by the centralized OUR technology budget, the change planning for any technology resources for the SSA department restructure is unaffected (JSU, 2021a). From a human resources perspective, a training and development guide to support staff who are successful in transitioning into the service model has already been created to respond to future changes that will be used to support learning and skill development. As a result, no budgetary resources will be required to support this process through specialized or external consultation.

All current employees who will receive advance termination notice in 2022 will be relied on to support the change plan during this transition, in the hopes that they will successfully transition from their old roles to the new SSA roles. The project management team has allocated funds to provide staff with a one-year advance working notice so that when they receive their termination notice, they will have time to plan and continue to work for up to a year, which will support service operations and provide more time to train and develop staff with the new skillsets required to be successful with the transition to the new service delivery model. As a result,

human resources will not be a major concern during the CIP plan's short-term timelines, allowing the guiding coalition team to focus on the change process and the development of staff and students.

Implementation Issues and Limitations

Peters and O'Connor (1980) were one of the first authors to define change constraints within an organization as limitations. They described change constraints as "the aspects of the immediate work environment that inhibit the translation of motivation and abilities into effective performance" (as cited in Pindek et al., 2019, p. 79). Limitations within an organization are known to limit the potential success in change management. Therefore, issues and limitations to the change management plan should be identified early in the process.

The OIP assumes that the university registrar will continue to support the recommendation to adopt a new service delivery model and incorporate parts of financial aid, student accounts, admissions, and registrarial service functions under my portfolio, SSA. I will not only have to ensure that my vision is clear and aligns with both OUR and the JSU, Division of Students' (2020) mandate, but I will also have to achieve buy-in from other department leaders where these functions may overlap. Therefore, using Kotter's (2012) approach to change, I will develop scenarios that speak to future processes and create a vision for change that helps everyone understand why they are involved to gain their support to implement change.

Other potential implementation issues that may occur are changes to the human resources framework and its impacts on the collective agreements. If there are going to be changes to the responsibilities of incumbents' roles, this may trigger a re-evaluation of the pay band, therefore impacting the budget. It may also influence job positions to be eliminated, creating job loss, and losing the momentum for stakeholders' willingness to participate in the change process actively.

The guiding coalition must anticipate stakeholder resistance to change and ensure that the blended leadership approaches support the resistance because they are more participative in nature, ensure that employees feel involved and safe, and affect change by fostering and nurturing engaging relationships (Kelloway & Barling, 2000). According to Siegelaub (2005), stakeholder engagement, involvement, and acceptance are required throughout the change process for it to be successful; thus, a well-defined change management plan that provides clear recommendations with action plans to address potential issues that may arise will be critical for the OIP's success.

Goal Setting

Setting goals helps to trigger new behaviours and guides focus, so we as higher education leaders must continue to develop strategies that address the needs of our stakeholders and communities. The project management team will set transparent and achievable goals, aligning them against Kotter's (2012) 8-stage change model detailed in Appendix B. The plans will include all stakeholders throughout the strategic planning process and provide direction for engagement and momentum. Goals that spread through achievable timelines, short to medium to long-term, should be included in the strategic planning process (Jasti et al., 2018).

Setting short-term, medium-term, and long-term goals will help me gain knowledge, especially as a new leader at JSU. Setting goals will help with time management, goal orientation, resource management, and budgeting activities, as well as driving the priorities required for change. Goals will be set not only by me but also by others in collaboration with the guiding coalition and students. These change priorities are critical in guiding the change process, as discussed further in the monitoring and evaluation section below.

Change Process Monitoring and Evaluation

JSU's need for a strategic approach to address the gap in its service delivery has been previously outlined within this OIP. To address this gap, the change process in this plan draws upon the discussed blended change framework, Rockwell and Bennett's (2004) TOP model and the PDSA model (Deming, 1994). These frameworks and models address problem-solving measures and areas of resistance and collaboration when implementing, monitoring, and evaluating change (Zafar & Naveed, 2014).

As posited by Morand et al. (2014), monitoring and evaluating change are key components of the change plan:

Monitoring refers to the ongoing, systematic collection of data on pre-defined indicators, and enables the change leader to check whether an initiative is on track in achieving set objectives and allows them to identify and assess potential problems and successes. . . .

Evaluation enables an understanding of the effectiveness of measures taken over time, as well as the strengths and weaknesses of project or program design. (pp. 10–11)

OUR must incorporate tools and processes that monitor and evaluate the change efforts executed in response to implementing the new service delivery model in SSA. To monitor and evaluate the desired outcomes, tools such as performance indicators, formal surveys, participatory methods, and impact evaluations will assist the guiding coalition in monitoring this plan's progress (Deszca et al., 2020). Factors that drive change, such as leadership styles, are linked to performance (Sirkin et al., 2015). Leadership approaches must influence organizational performance to monitor and evaluate change properly.

Using a blended leadership approach, both styles will aid in the change process by strengthening social relationships among its followers, which are its staff and students (Wang et

al., 2011). This combined approach not only strengthens the emotional bond between followers and gives them the confidence to go above and beyond. This approach has also demonstrated that when more than one approach is used concurrently, leaders can positively influence specific performance measures established by an organization (Samad, 2012). As a result, I will need to employ measurement tools and frameworks that are compatible with both the CIP and staff development.

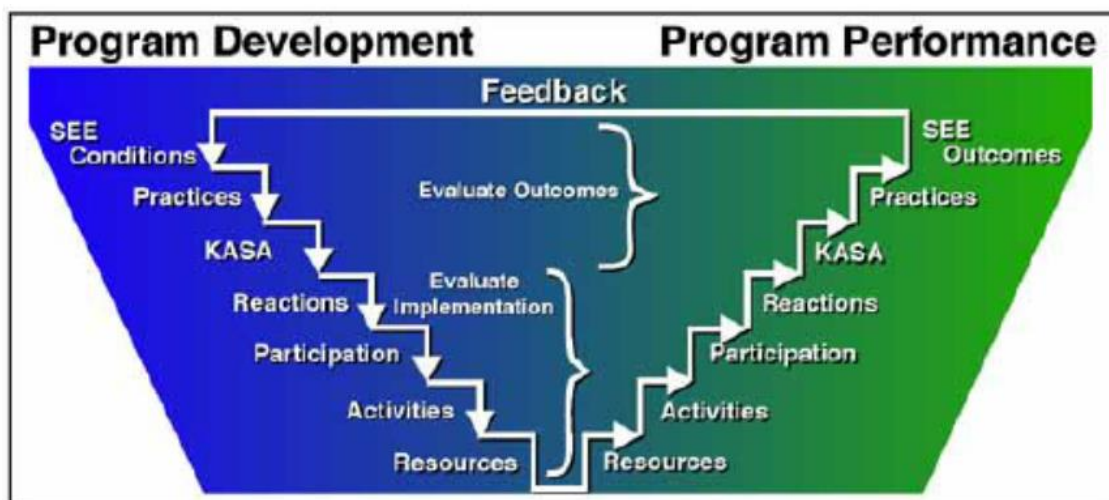
Rockwell and Bennett's Targeting of Outcomes Program

I chose Rockwell and Bennett's (2004) most recent program evaluation framework, Targeting Outcomes of Program (TOP), which is based on Bennett's (1975) well-known model hierarchy of evaluation, to evaluate the measurable goals and outcome objectives of this OIP. This TOP model encourages program planners, such as the project implementation team and me, to consider CIP development and performance indicators at each stage of the planning process; thus, the model's program development and performance sides mirror each other (see Figure 6).

Rockwell and Bennett's (2004) TOP model uses a foundation of seven levels that help plan for a program's success, which are (a) Resources, which include human capital, money, and time; (b) Activities, such as training and development workshops, feedback sessions, or other forms of consultation; (c) Participation, which reviews the involvement of staff and students; (d) Reactions, analyzing and reviewing satisfaction and engagement; (e) KASA, which looks at the knowledge, attitudes, skills, and aspirations of participants; (f) Practices, what are the behaviours of the participants; and (g) SEE conditions, which include social, economic, and environmental conditions, such as local demographics, health, and pollution levels (Rockwell & Bennett, 2004; see Figure 6).

Figure 6

The Targeting Outcomes of Program (TOP) Model



Note: Adapted from Targeting Outcomes of Programs: A Hierarchy for Targeting Outcomes and Evaluating Their Achievement, by K. Rockwell & C. Bennett, 2004, Faculty Publications: Agricultural Leadership, Education & Communication Department, Article 48 (p. 1).

<https://digitalcommons.unl.edu/aglcfacpub/48>

Within the TOP model, two types of evaluation are used to assess program effectiveness. The process evaluation examines the resources used, the activities held, participation from staff and students, and the reactions of the participants (Rockwell & Bennett, 2004). These levels are typically the simplest parts of a program to evaluate. The results of a process evaluation provide critical feedback on how to improve a program's effectiveness, which will aid the adoption of a new service delivery model. On the other hand, changes in the KASA stage; participant behaviour; and social, environmental, and economic outcomes are all measured in the outcome's evaluation (Rockwell & Bennett, 2004). As a result, the outcomes evaluation will occur during the medium- to long-term stages of the CIP to review the benefits of the new service delivery

model and its impact on students and staff, which can be measured against the SMA (MCU, 2020) evaluation indicators as discussed in Chapter 1. As the adoption of the new service delivery plan spans over five years, evaluating outcomes and developing performance indicators will be critical during the CIP planning stages that align with the OIP's goal, which is accomplished by combining Deming's (1994) PDSA model with Rockwell and Bennett's (2004) TOP model.

TOP's "programming staircase" on the model's right-hand side (see Figure 6) is typically used to evaluate program performance. Process evaluation, outcome evaluation, and impact evaluation can all be included in program performance evaluation. One or more of the seven levels can be used to evaluate SSA's service delivery performance. Process, sometimes referred to as implementation evaluation, is typically performed at the four lower levels: resources, activities, participation, and reactions. Process evaluations as it relates to the new service delivery model will determine whether it is working as intended. This process will evaluate the service strategy as well as specific program activities, whereas TOP's upper three levels are associated with outcomes: KASA, Practices, and SEE. When outcomes are considered in this way, they reflect what happens in people's lives or communities that leads to a better way of life, both personally and societally. Feedback at the lower four levels can reveal programming changes that are needed as well as potential changes in KASA and practices. Feedback on changes in people's KASA and the use of desired practices reveals potential changes in social, economic, or environmental conditions, which are reflected in the outcome goals and performance indicators outlined in the SMA (MCU, 2020). Such feedback will assist the guiding coalition in determining the level of progress toward the desired outcomes.

Ascending the hierarchy poses a series of questions that the guiding coalition can use to evaluate and develop the change process presented in Appendix C. The TOP model can be used by the university registrar, and project management team to create an evaluation plan that thoroughly examines the change process and service model outcomes. The evaluation and development outcomes obtained from the TOP model, combined with PDSA, can be used for service improvement as well as meet the requirements for reporting and accountability.

Application of the PDSA Cycle

Within this OIP, I will use the PDSA model developed by W. Edwards Deming (1994) to track changes, gauge progress, and assess change appropriately. PDSA aims to collect valuable data and learning feedback to assist leaders in presenting solutions to move their organizations forward. Through the various stages, the PDSA model offers questions of evaluation that are suggestive of the OIP's inquiry (Deming, 1994). For example:

1. Plan: How do you know if the change will create improvements? (Test and analyze what is wrong);
2. Do: Implement changes in small steps (Allow for the opportunity for testing);
3. Study: Did the outcomes match project predictions? (What worked? Why did it work?); and
4. Act: Implement recommended changes.

Using this approach in combination with Rockwell and Bennett's (2004) TOP model to monitor and evaluate changes will assist in collecting data to support the OIP's aim of fostering continuous improvement. This analysis can help anticipate gaps in future practice and predict future outcomes, reinforcing how leadership will influence change, which is critical to success (Northouse, 2019). The TOP model is essential to the monitoring plan. It supports participants in

the change process by making sense of the data examined to support the change in the service delivery model. Some reflections may incorporate adjusting short-term and medium-term to long-term timelines and creating new measurement criteria to support the validity of the change process.

Moen and Norman (2009) stated that the PDSA model “provides a simple way for people to empower themselves to take action that leads to useful results in the pragmatic tradition of learning” (p. 10), which directly aligns with this OIP’s blended leadership approach, where people are encouraged to participate in change while supporting others in the change process (Northouse, 2019). As JSU continues to garner collective support for its vision, using various teams and communications methods promotes a collaborative environment that “facilitates the use of teamwork to improve” (Moen & Norman, 2009, p. 10). Moreover, the PDSA model will promote collaboration, stewardship, and build a community, which will further assist the guiding coalition in meeting goals and indicators at the various levels and stages (Donnelly & Kirk, 2015), which are detailed in Appendices B and C. As a sustaining sponsor who will use the blended leadership approach discussed in Chapter 2 throughout the change process, I must include monitoring and evaluation frameworks in this plan. This blended leadership approach aligns with the PDSA and monitoring and evaluation review of this OIP because the frameworks and leadership styles reviewed both aim to create a vision and set goals and objectives for the process and stakeholders, while also increasing engagement, trust, and building better team relationships, all of which are foundational to both transformational and servant leadership styles (Kulak & Li, 2017).

The PDSA model (Deming, 1994; Tichnor-Wagner et al., 2017) is embedded in the CIP, which corresponds well with Kotter’s (2012) 8-step model of organizational change and Bridges’ (2009) transition framework, both of which are detailed in Appendix B. The Plan, Do, and Study

phases of PDSA essentially align with Kotter's first five steps of leading change, as well as Bridges' endings and neutral zone phases, which are where creating a sense of urgency, defining organizational problems, and scanning of both internal and external environments occur to confirm the problem while mapping out all actions that will be required to execute the CIP.

The Act phase then promotes a new process where project objectives should be completed while monitoring and evaluating outcomes through feedback mechanisms to overcome and address the gap in the student experience. The Act phase also corresponds to the final two steps of Kotter's (2012) 8-step plan and Bridges' (2009) new beginning stage. Aligning and engaging with Kotter's and Bridge's models not only aids in monitoring and evaluating but also guides the CIP progress and is directly related to the CIP's success or failure. How the PDSA model aligns with the CIP and how my participation contributes to the completion of each stage are shown in Table 3.

As the PDSA model and the CIP move forward through the initial stages, as per the timelines and first two phases in the PDSA model, the service change initiative builds momentum, requiring additional monitoring (see Table 3). While PDSA is a framework that supports tracking the change process of this OIP, Rockwell and Bennett's (2004) TOP frameworks can be jointly linked to strengthening the CIP monitoring and evaluation plan. Kotter's (2012) 8-step change model supports the implementation aspects of change and can also monitor progress. Each stage outlines exactly what needs to be done to keep the change project on track, further explained in Appendix B. Furthermore, as the guiding coalition moves through Kotter's 8-step model, they can identify opportunities to celebrate milestones and continue building momentum towards adopting a new service delivery model at JSU.

Table 3*PDSA Model and the Change Implementation Plan*

| PDSA | Implementation Plan |
|-------|---|
| Plan | Phase 1: In this phase, the change process is initiated, and the Director, SSA, and change leaders must begin to document and monitor progress through staff engagement initiatives, focus groups, questionnaires, and 1:1 meetings. |
| Do | Phase 2: Director, SSA, leads the change initiative with the project management and TMT to maintain progress and evaluate project objectives for success, identify gaps through survey responses and questionnaires, and advise of changes to direction between 6–24 months within the CIP timelines. |
| Study | Phase 3: Director, SSA, continues to engage change agents' internal and external communities to gather feedback. The TMT and project management team will evaluate the collected input using the qualitative design in the intermediate timeline of the CIP. |
| Act | Phase 4: The change implementation plan enters its final stages at this stage, and all project objectives will be completed. The continuous improvement cycle will continue as an ongoing effort to improve service, staff engagement, and community. |

Note. Adapted from “Use the PDSA Model for Effective Change Management,” by P. Donnelly & P. Kirk, 2015, *Education for Primary Care*, 26(4), p. 279.

The monitoring and evaluation change process ensure that the guiding coalition and executive sponsor can meet their goals and objectives. Based on the frameworks outlined in this chapter, the CIP will support the foundation of the change plan and progress to further enhance the service model that JSU hopes to achieve. The knowledge, feedback, successes, and identification of gaps will influence the change plan's success and recognize the community's efforts, promoting positive change.

Staff Readiness for Participation

The readiness of an organization is critical for implementing evidence-based interventions such as this OIP. Throughout the mobilization and acceleration stages, a comprehensive, valid, reliable, and pragmatic measure of organizational preparedness can be used. In developing the surveys to inquire about staff readiness, I will create a readiness measures matrix based on the two dimensions of readiness as outlined by J. B. Peterson (2013): (a) willingness and (b) capacity. Multiple contextual factors influence an individual's or organization's willingness and ability to change, including beliefs and attitudes, social systems and connections, current and persistent pressures, and personal or organizational traits. These are referred to as "factors impacting preparedness" as a group (Snow, 2006, p. 11). These can then be quantified or qualitatively measured using a variety of quantitative or qualitative indicators, such as surveys, focus groups, and questionnaires. The university registrar decided to use a qualitative study design in collaboration with the project management team because this type of measurement is especially well suited for developing a comprehensive description of stakeholder attitudes toward a specific subject. Qualitative data analysis and interpretation stay close to the data, and participant perceptions are thought to be accurate and truthful reflections of the subject's reality: in this case, service change delivery (Tseung et al., 2020).

Create Monitoring and Evaluation Questions

With this change plan, SSA can anticipate desired outcomes, and many of its goals, challenges, and milestones will be addressed or achieved over time. However, in collaboration with the project management team and TMT, we will create questions to guide the progress of the change plan and to aid in the evaluation of various stages (Markiewicz & Patrick, 2016). The evaluation questions will centre on whether the OIP made sufficient changes to departmental

methods for assessing staff and student readiness for change, allowing for decisions on whether to move forward with the change plan. “Did the Appreciative Advising training and development engagement session help staff better understand the need for change?” is an example of an evaluation question. Another question is: “Is stakeholder buy-in increasing as a result of communications (email, intranet, and newsletters) and staff meetings (virtual and in-person)?”. Since the answers to these questions will be anonymous, if we receive “no” responses, the guiding coalition will need to change the format of the scheduled activities and either work one-on-one with staff to support their understanding and transition or encourage them to meet with their direct leader or a member of the TMT to ask questions that will help them transition through this change. Also, if the results of surveys measuring evaluation and participant behaviour are unfavourable, the guiding coalition will need to reconsider their approach before proceeding to the next stage of change. Other questions for evaluation that will be considered are: Will the adoption of the appreciative advising service delivery model positively impact the student experience? Will the restructured SSA team improve staff morale, cohesion, and consistency?

In addition, as shown in Appendix C, Rockwell and Bennett’s (2004) TOP model, based on Bennett’s (1975) “Up the Hierarchy,” draws on various stages of the OIP, which identifies multiple measurement questions that will be used to report on progress through the multiple stages of the blended change framework and PDSA. The features of this model will allow the guiding coalition to identify evaluation levels required to support the change plan as people progresses through the levels. Progress will be benchmarked using internal participant data from focus groups and data collection questionnaires as well as external data collected from various student experience surveys, such as the National Survey of Student Engagement (2007), and

institutional performance metrics reported to MCU through SMAs. These various comparative resources for data will help compare evaluation criteria to assess the OIP in its relevance, effectiveness, efficiency, and impact.

Finally, Rockwell and Bennett's (1995) TOP model and the PDSA model provide a combined framework for identifying target areas for monitoring and evaluation of this change plan. Monitoring and evaluation are time-consuming activities that require expertise, effort, and dedication. They work best when carried out at the neutral zone transition of a change plan, as will be done for this OIP (refer to the stages listed in Appendix B).

Plan to Communicate the Need for Change and the Change Process

JSU's need to adopt a new service delivery model was prompted not only by the external review undertaken by OUR (OUR, JSU, 2020) but also by the need to reinvent its service model to provide holistic service to students. Focusing on its shared values, OUR hopes to develop an accommodating culture designed to learn and grow (JSU, Division of Students Services, 2020). Thus, building a thorough communication plan is essential to ensure that all stakeholders, internally and externally, remain positive and informed in order to be successful with its implementation (DuFrene & Lehman, 2014).

In post-secondary, academic and service delivery success often relies on the relationships built within the institution's structures, which depends on communication with a broad range of stakeholders, such as students, the Ministry, Senate, Board of Directors, academic staff, support staff, and the Union (Borden & Holthaus, 2018). Therefore, to be efficient in communicating the need for change in this OIP, all stakeholders must be included in the change implementation plan and supportive leadership styles applied, using the blended approach, to ensure success. Transformational leaders use communication as part of their change process to positively

influence the goals and priorities of the project. They tend to be more personal in their communication as a technique to engage with actors of the organization (Men, 2014). As servant leaders are known to be great listeners in serving their organization, they are also known to be effective in persuasion, so both leadership styles will positively support various aspects of the communication plan, which will help in building awareness of the need for change (Schwartz & Tumblin, 2002).

Build Awareness of the Need for Change

To build awareness, a communication strategy must be developed in the planning stages of this OIP to bring awareness of the change that will be executed in SSA. Many stakeholders are already aware of the need to adopt a new service delivery model, which has become part of many of JSU's organizational goals. As noted throughout this OIP, the need for this change has been identified through the external review of OUR (OUR, JSU, 2020) and its strategic plan (OUR, JSU, 2021). Most employees and other stakeholders have also participated in these business objectives, making them aware of the need for change. Klein (1996) suggested that through change, participants in the change process may have developed attitudes that differ from those expected during the planning process.

The SSA team has encountered a range of reactions to the need for change, some positive and some negative, mostly as expected but some unexpected. Because the change plan has been in the works for some time, it is believed that some attitudes may have been formed prematurely before engaging in change-focused training and development, causing staff to go on sick leave without having the opportunity to learn how the guiding coalition would support them. Therefore, it is imperative to continue communicating frequently and transparently to ensure that organizational actors and change champions are aware of the progress of the change

implementation plan to avoid project derailment (Jamal & Bakar, 2017). As the departmental leader and working with the project management team, we will ensure that our messaging remains positive and transparent while providing an opportunity for employee engagement and participation. For the communication plan to be effective, it must consider all stakeholders, the blended leadership approach, and monitoring and evaluation frameworks to ensure that others are informed and then mobilize their efforts towards the change (Gronn, 2000; Lumby, 2013).

The communications plan outlined in Appendix E considers JSU's departmental structures and the need to address various stakeholders as identified previously. Deszca et al. (2020) outlined that communication plans have four specific goals for engaging varying stakeholders of an organization: (a) pre-change approval, (b) developing the need for change, (c) midstream change and milestone communication, and (d) confirming and celebrating change success. These objectives will ensure that all affected stakeholders can participate in and contribute to the change process. Following these specific goals, the communication strategy will centre its messaging on transparency at all levels, ensuring that the goals and purpose of implementing a new service delivery model are easily understood. The complexity of this change implementation plan spans many stakeholders at JSU, including staff, students, and various leadership teams, as well as external community partners like MCU. When planning and executing communications to these groups, the sender(s) must ensure that the message and presentations are appropriately targeted to ensure that stakeholder groups remain engaged.

Executive and Senior Leadership Team Communications

According to Lauren (2016), post-secondary institutions tend to work in hierarchical structures and are bureaucratic. JSU's registrar's office is aligned with this statement, as its current form is hierarchal. As noted in Chapter 1 and throughout this OIP, OUR's departments

work in silos, which does not provide an opportunity to create seamless processes and procedures for students. As the sustaining sponsor of this change plan, it will be imperative for me to consider the executive and senior leadership structures of JSU (Morgan, 2006) to develop an informative communication plan that can gain buy-in, especially from the executive level, to continue to make changes in response to this OIP, which will require resources approved by these teams. Communication will continue to be formal when communicating with executive and senior leadership (i.e., academic council, president executive team, division of students' executive team, OUR leadership team, faculty deans, and executive directors). Communication will include formal emails; formal presentations at the Senate, Board of Governors, and division of student's leadership team; and virtually, as the world continues to live through the COVID-19 pandemic. These communications will happen at the forefront of this OIP, leading into the short-term timeframe identified in the CIP. Where possible, as we begin to return to work in person, our project management team will deliver our communications in person at regular standing meetings as appropriate. Setting our communications around staff culture, current and future finances, and strategy will allow us to successfully anticipate questions from our staff, students, and other stakeholders and respond to them appropriately.

Staff Communications

Communication amongst OUR staff members has been consistent since the external review and the strategic plan development. Therefore, constant, transparent communication from the project management team will continue to use informal and formal methods, such as email, virtual and in-person team meetings, one-on-one meetings, staff town halls, and monthly newsletters, to communicate these change efforts. Communications at the staff level will continue from the beginning of this project through to next steps and beyond. While we must

deliver the right message correctly, our team must allow staff to feel that their thoughts, ideas, and voices are reflected in our present and future planning. Through change comes fear, and we must be able to communicate, be direct, and respond to staff concerns more often, as those actors with “vested interest in the organization need frequent assurances that change is under control” (DuFrene & Lehman, 2014, p. 444). Due to this, the project management team must acknowledge that change planning is complex, especially communication, as staff are often worried or stressed. Therefore, “timely and sensitive messages delivered in a sincere personal manner can go far in assuaging fears and building a sense of optimism” (p. 444). Many questions are anticipated from the staff. Provided in Appendix D is an overview of expected questions from staff and simple responses developed by JSU’s project management team. It speaks to the service change, impact on the current structure, staff transition supports, and an overview of the new organizational structure.

Student Communications

According to Buller (2015), students are one of the primary stakeholders within any change initiative within a post-secondary institution. As per this change initiative, the primary purpose is to respond to student needs and redesign the siloed administrative systems to better support students. The project management team will work with various student groups across campus. It will develop a student experience working group to contribute to the new service delivery model by identifying student needs, wants, and gaps in service. Working with these broad groups, the team will aim to maintain consistent messaging to students, using various communication platforms supported by the Marketing and Communications team, to ensure that all students know of the changes and know how to access SSA services and submit questions for a response. Gardner (2016) suggested using a combination of communication efforts: traditional

(i.e., email and signage) and more targeted approaches using social media and online ads.

Working together with students through working groups and responding to student questions through various communication channels will assist in supporting the change effort to move forward positively (J. Bowser, 2017).

Knowledge Mobilization Plan

Knowledge mobilization (KMb) is a process that links academic research to organizational action by communicating clearly and persuasively to appropriate audiences (Lavis et al., 2003). It is a relationship-building process that can be initiated by the researcher, such as the executive sponsor or the project management team who will be impacted by the research. By engaging in critical analysis, KMb enables the outcome of this OIP to transfer knowledge learned during the design process that can be mobilized to internal and external stakeholders who are impacted by this change (Phipps et al., 2016). Researchers have traditionally produced valuable information and innovative works that have been shared among other academics in similar disciplines, either through peer-reviewed journals or at provincial, national, and global conferences focused on a specific scholarly area of study. As a result of facilitating this OIP, I aim to contribute to research that is available to the higher education sector to support policy change and advance social innovation through engaged scholarship (Dal Mas et al., 2021). Phipps et al. (2016) described a four-step process of KMb, outlined in Appendix F, transitioning from (a) dissemination, (b) uptake, (c) implementation, to (d) impact. In Appendix F, I briefly describe the goal, explain what can occur at each stage, and describe how it relates to the blended change framework.

What is learned, developed, and implemented during these stages will be used to help develop the new service delivery model as well as new and revised policies and procedures. The

KMb will aid in decision-making by connecting other departments, students, and staff, as well as external communities such as MCU to learn more about how this change project will affect JSU students and staff. It will promote opportunities for communication, feedback, suggestions, and input between the guiding coalition and contributing stakeholders. Furthermore, as key participants are identified and additional information to support this OIP is gathered during the design stage, the guiding coalition will need to communicate clearly and persuasively, beginning with dissemination, to build trust in the knowledge mobilization process (Wilson et al., 2010).

Next Steps and Future Considerations

As JSU continues to implement the first phase of the CIP, the guiding coalition must continue to document and evaluate change processes and how this may impact future change phases. In presenting this OIP, I have outlined the need for JSU to implement a new service delivery model based on appreciative advising principles to respond to students' needs (Appreciative Advising, n.d.). As the SSA and other OUR departments work within OUR's siloed structure, they must strive to build processes, procedures, and relationships that improve the student experience and respond to students holistically (Lauren, 2006). As the SSA implements its change plan, it will need to concentrate on how to streamline its processes to advance its student service delivery model, such as technology and the acquisition of a new customer relationship management system and student information system to support both staff and students in providing fair, equitable, and accessible service.

Following the implementation of this OIP, it is recommended that JSU expand its current advising community of practice (CoP). Although this CoP is not currently extended to JSU's service teams, I believe that the diversity of skills, knowledge, and shared accountability for our students is not spread widely enough. We should aim to expand the CoP to include other student

support departments, such as financial aid, student support and advising, student awards, accessibility services, and student counselling, in collaboration with the current CoP, university registrar, and other leaders across JSU. The CoP can act as a conduit for mentorship and creativity as well as collaborate on programs that help students succeed. Bringing together the various service departments that assist students can also keep everyone informed of any new or recurring student issues. As a result, we can modify our student success strategy to ensure that our services are tailored to the challenges at hand. While this recommendation is more realistic following the execution of this OIP, another option to consider in the future is acquiring technology that supports the student journey at JSU. Currently, OUR and SSA lack advanced technology tools that can enhance the student experience through a personalized approach. As the COVID-19 pandemic and technological advancements have disrupted the way we used to support students, we must investigate various technology options that can support our current and future student service volumes while also developing our student support and advising practices. According to Duklas (2014), the registrar's office is evolving; thus, future frameworks must consider students' immediate and developmental needs, staff development, faculty, technological advancement, and opportunities, among other things, to better serve students. However, according to Kalamkarian et al. (2018), using technology alone has not resulted in significant improvements in student achievement. As a result, more investigation and research into technological advancements are recommended. JSU should keep figuring out how to structure and provide service advising in the future in a way that takes advantage of technology's capabilities to assist students (Kalamkarian et al., 2018). Furthermore, the current COVID-19 pandemic has prompted a shift toward global remote learning and service delivery (Fried &

McDaniel, 2020). This includes investing in the technological infrastructure needed to improve the student experience while remaining efficient and accessible from a distance.

Chapter 3 Summary

Chapter 3 discusses and outlines the change implementation plan, goals, objectives, timetables, and priorities. The conclusion section of the chapter describes how the proposed change will be monitored and evaluated as well as the tools and techniques that will be used. As a result, accountability is assured, informed decision-making is possible, and the change process is guided. The TOP and PDSA models are emphasized as tools for monitoring and assessment, as well as ongoing continuous development. This chapter also looks at the communication strategy and plan to help the OIP achieve its goals. This chapter concludes with a recommended next step and a discussion of a future consideration that will assist JSU in improving and transforming its service delivery model.

Conclusion

To summarize, for the continued development of this OIP to be successful, leadership will need to achieve advancement through employee trust, communication, morale, and engagement to minimize potential negative impacts. Seeing as current and future students will make transformative contributions to their local and global communities, institutional leaders must create an environment that recognizes the importance of providing advanced access to students by examining JSU's structures and responding appropriately. To encourage participation throughout the life of the plan, the overall change process must be transformational.

This CIP addresses the concern that JSU, like many other post-secondary institutions, must reinvent how they provide services to students and respond to inquiries in a holistic and empathetic manner (Ludeman et al., 2020). To meet the ever-changing needs of students,

registrar and student service offices are constantly evolving (Darling, 2021). As a result, with JSU being one of the few institutions in Canada to adopt a new service delivery model based on appreciative advising principles to better respond to student needs (JSU, 2021a), I believe this model will serve as a valuable knowledge transfer opportunity using KMB for other institutions to follow in the future as the higher education sector, globally, becomes increasingly competitive. Finally, we are committed to continuing to find ways to better serve our students while promoting our institutional values of equity, diversity and inclusion, access, well-being, and learning by using a blended leadership approach with the guiding coalition throughout the next steps of this OIP.

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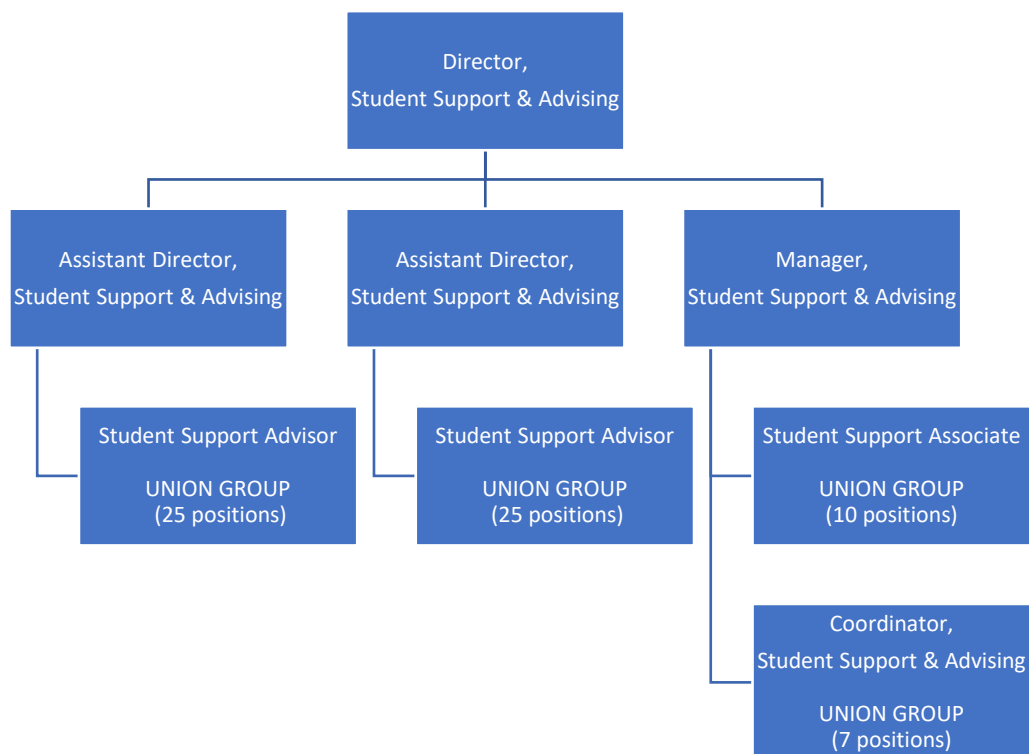
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Appendix A: New Student Services Model—Student Support & Advising Unit (SSA)**Organizational Chart**

Appendix B: Change Implementation Plan¹

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|--|--|--|---|---|
| Short-term (0 to 6 months) | Phase 1: Endings 1) Continuous scanning of both internal and external environments to confirm the problem/gap (critical organizational analysis) | Create a sense of urgency | Plan Define the problem and establish objectives | 1) Review current operations and institutional data (student experience surveys, service centre statistics, response times, NSSE, etc.): <ul style="list-style-type: none"> • Review existing and past strategic plans and academic plans • Complete environmental scans (internal/external) • Consult for feedback from institutional staff and students | Director, Student Support & Advising |
| Short-term (0 to 6 months) | 2) Articulate the gap in performance between the present and the envisioned future state and spread awareness of the data and the gap | Create a sense of urgency | Define the problem and establish objectives | 2) Engage with a PESTE analysis to create change variables: <ul style="list-style-type: none"> • Work with Marketing and Communications team to develop change announcement and | Director, Student Support & Advising Manager, Communications and Marketing |

¹ Adapted from *Organizational Change: An Action-Oriented Toolkit* (pp. 48–60), by T. Cawsey, G. Deszca, & C. Ingols, 2016. Sage.

| Timelines: Short-term Intermediate Long-term | Bridges Transition Model | Implementation Plan Correlation (Kotter's 8-Stage Change Process) | Implementation Plan Correlation (PDSA) | Implementation Actions | Role Responsible for Change |
|---|--|--|---|--|--|
| | throughout the organization | | | communicate to all internal and external stakeholders <ul style="list-style-type: none"> • Work with learning strategist and project leadership team to promote new goals and future outcomes desired through the change plan • Finalize the examination of relevant data to outline the gap in the student experience and service model and communicate this broadly across the institution | Learning Strategist, OUR Director, Strategy, Planning & Projects |
| Short-term (6 months to 1 year) | 3) Assess power and culture dynamics and build coalitions to support the realization of change | Build a guiding coalition | Identify strategies and timelines | 3) Identify/recruit change agents who help convince others of the need for change, from the top of the organization to the frontline staff: <ul style="list-style-type: none"> • Launch the project management team who can also act as the transition management team (TMT), who will provide solutions, | University Registrar Director, Student Support & Advising OUR Leadership Team JSU Community |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|---|--|---|--|--|
| Intermediate (12 to 18 months) | <p>Phase 2: The Neutral Zone</p> <p>4) Communicate the need to change organization-wide and to stakeholders as they react to and move the change forward</p> | Build a guiding coalition | Identify strategies and timelines | <p>offer guidance, and support the transition processes</p> <p>4) Formal change strategy and communication plan with engagement opportunities is created:</p> <ul style="list-style-type: none"> • Project management team/TMT provides support during this stage in responding to community questions and assisting others in aligning their positions/ responsibilities toward the new vision and mission • Deliver frequent communications during this time to respond to change resistors and fear • Launch of OUR strategic plan and timelines of execution in response to external review | TMT / Project Team |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter’s 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|--|--|---|---|--|
| Intermediate (12 to 18 months) | 5) Leverage change agent personality, knowledge, skills, and abilities, and related assets for the benefit of the change vision and its implementation | Build a guiding coalition | Identify strategies and timelines | 5) Following the launch of the OUR strategic plan, we will draft and evaluate new job descriptions for new staff positions, both frontline and leadership, to support the new vision of change: <ul style="list-style-type: none"> • Review new organizational structures and create job descriptions that align with the change vision • Have job descriptions evaluated by compensation team and begin to work with staff union to discuss changes to union roles | Director, Student Support and Advising Director, Strategy, Planning, and Projects Human Resources Consultant Compensation Team University Registrar Staff Union |
| Short-term (6 months to 1 year) | 6) Develop a powerful vision for change | Develop a vision and strategy | Do Identify strategies and timelines | 6) Continue to collectively examine data to inform future improvements: <ul style="list-style-type: none"> • Test change ideas through the collection of process, outcome, and balancing measures • Articulate the gap in performance between the | Director, Student Support & Advising Manager, Communications and Marketing Learning Strategist, OUR |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|--|--|---|--|--|
| | | | | present and the envisioned future | Director, Strategy, Planning & Projects |
| Short-term (6 months to 1 year) | 7) Disseminate the vision for the change and why it is needed through multiple communication channels | Communicate the change vision | Identify strategies and timelines | 7) Communicate and spread awareness of change through all communication channels: <ul style="list-style-type: none"> • Work with the project management team to devise a plan on how to effectively communicate the results of the review • Create a communication strategy that promotes the project and helps others understand the change and how it affects them | Director, Student Support & Advising Manager, Communications and Marketing Learning Strategist, OUR Director, Strategy, Planning & Projects Human Resources Consultant |
| Short-term (6 months to 1 year) | 8) Make sense of the change through formal systems and structures, leveraging systems to reach the change vision | Communicate the change vision | Identify strategies and timelines | 8) Be able to understand how all formal structures work within the institution to support the vision for change (academic, student service, staff union, government, student union, etc.): | University Registrar Director, Student Support & Advising Learning Strategist, OUR |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|---|--|---|---|--|
| | | | | <ul style="list-style-type: none"> • Review current policies and procedures of the department and institution • Evaluate staff strengths and weaknesses through discussions concerning what needs to change and nurture participation through the change process • Define outreach plan for staff recruitment to act as change agents within the change plan | Director, Strategy, Planning & Projects |
| Intermediate (12 to 18 months) | <p>Acceleration</p> <p>9) Systematically reach out to engage and empower others in support, planning, and implementation of the change</p> | Empower employees by removing barriers | Implementation of the initiative(s) | <p>9) Engage with staff and internal communities to execute the change and create professional development opportunities for existing staff to be successful in the new staff models:</p> <ul style="list-style-type: none"> • Discuss the need for change, the gap analysis, and the vision for change with involved staff to develop a consensus | <p>Director, Student Support and Advising</p> <p>Director, Strategy, Planning, and Projects</p> <p>Human Resources Consultant</p> <p>Compensation Team</p> <p>University Registrar</p> |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter’s 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|--|--|---|--|--|
| | | | | <ul style="list-style-type: none"> • In agreement with the staff union, OUR leadership will provide advance notice of job closures in response to new service delivery model • Work with the Talent and Development team to create professional development opportunities for staff to assist them in being successful in applying to new staff roles • Continue working with staff one-on-one to promote opportunities to engage in the change and transition into the new service model | Staff Union |
| Intermediate (12 to 24 months) | 10) Use tools and techniques to build momentum, accelerate, and consolidate progress | Empower employees by removing barriers | Study Investigate and analyze the data | 10) Following the hiring of new staff and executing the service change delivery model, we will examine internal KPIs, performance metrics, and employee/student responses to surveys to observe if there was an increase in satisfaction: | Director, Student Support and Advising Assistant Directors, Student Support and Advising Manager, Student Support and Advising |

| <p><i>Timelines:</i> Short-term Intermediate Long-term</p> | <p><i>Bridges Transition Model</i></p> | <p><i>Implementation Plan Correlation (Kotter’s 8-Stage Change Process)</i></p> | <p><i>Implementation Plan Correlation (PDSA)</i></p> | <p><i>Implementation Actions</i></p> | <p><i>Role Responsible for Change</i></p> |
|---|---|---|--|---|--|
| | | | | <ul style="list-style-type: none"> Continue to assess behaviours and any unanticipated changes during the change process to adapt accordingly by contributing toward the desired outcome | <p>Director, Strategy, Planning and Projects</p> |
| <p>Intermediate (12 to 24 months)</p> | <p>11) Manage the transition and celebrate small wins and the achievement of milestones along the larger, more difficult path of change</p> | <p>Generate short-term wins</p> | <p>Investigate and analyze the data</p> | <p>11) Project management team/TMT continues to reinforce positivity through the change plan by celebrating wins frequently and transparently:</p> <ul style="list-style-type: none"> Continue to assess behaviours and any unanticipated changes during the change process to adapt accordingly by contributing toward the desired outcome: a new student service delivery model Have official recognition of wins celebrated by senior leadership teams across multiple communication | <p>Director, Student Support and Advising</p> <p>Assistant Directors, Student Support and Advising</p> <p>Manager, Student Support and Advising</p> <p>Director, Strategy, Planning and Projects</p> <p>TMT / Project Team</p> |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|---|--|---|---|---|
| Long-term (24 to 60 months) | Phase 3: New Beginnings 12) Track the change periodically and through multiple measures to assess what is needed, gauge progress toward the goal, make modifications, and mitigate risks | Sustain acceleration and institute change | Act (Determine the Next Steps) Integrate all the learning throughout the process and modify implementation tools or processes | channels 12) Project team/TMT continues to announce successful conclusion to the transition to the desired new state: <ul style="list-style-type: none"> • Continue to monitor progress along the way and include assessment tools that measure the success of the new service delivery model • Consolidate gains and produce more change | Director, Student Support and Advising Assistant Directors, Student Support and Advising Manager, Student Support and Advising Director, Strategy, Planning, and Projects TMT / Project Team |
| Long-term (24 to 60 months) | 13) Develop and deploy new structures, systems, processes, and knowledge, skills, and abilities, as needed, to bring life to the change and new stability to the | Sustain acceleration and Institute change | Integrate all the learning throughout the process and modify implementation tools or processes | 13) Formalize new policies and procedures: <ul style="list-style-type: none"> • Review overall project and identify opportunities for future improvement • Assess and plan for future change | Director, Student Support and Advising Assistant Directors, Student Support and Advising Manager, Student Support and Advising |

| <i>Timelines: Short-term Intermediate Long-term</i> | <i>Bridges Transition Model</i> | <i>Implementation Plan Correlation (Kotter's 8-Stage Change Process)</i> | <i>Implementation Plan Correlation (PDSA)</i> | <i>Implementation Actions</i> | <i>Role Responsible for Change</i> |
|---|-------------------------------------|--|---|-------------------------------|---|
| | transformed organization | | | | Director, Strategy, Planning and Projects TMT / Project Team |

Appendix C: Rockwell and Bennett's TOP's Evaluation and Development Questions

| TOP's Seven Levels | Program <i>Evaluation</i> Questions |
|--------------------|--|
| SEE | <ul style="list-style-type: none"> • Have targeted and/or other social, economic, and environmental conditions improved through targeted changes in service delivery practices? • How has external stakeholders and the public been affected by this change? |
| Practices | <ul style="list-style-type: none"> • Have staff/students changed patterns of behavior consistent with the appreciative advising service model knowledge, attitudes, skills, or aspirations and how? |
| KASA | <ul style="list-style-type: none"> • <i>Knowledge</i>: Staff who were successful in the transition to the new positions and engaged in the training and development program, did it help increase awareness, understanding, and/or problem-solving ability as targeted? In what areas? • <i>Attitudes</i>: Did staff/students change outlooks, perspectives, or viewpoints as intended with the new service model and in which areas? • <i>Skills</i>: Did staff/students develop new skills or improve performance as targeted? In what areas? (<i>i.e.</i>, <i>appreciative advising</i>, <i>customer service</i>, <i>academic knowledge</i>) • <i>Aspirations</i>: Did staff/students alter ambitions, hopes, or behaviours as intended? In what areas? |
| Reactions | <ul style="list-style-type: none"> • Did staff react to the restructuring announcement and revised service delivery processes/activities as intended? • How did staff and students rate the activities? (<i>i.e.</i>, <i>informative</i>, <i>supportive</i>, <i>negative</i>) • Did they perceive any immediate benefits? Do they anticipate potential benefits? |
| Participation | <ul style="list-style-type: none"> • Is there a need to increase efforts to promote organizational teamwork to achieve the goal of improving the student experience? • Who should participate on newly formed SSA teams and guiding coalition? • What is the likelihood that effective teams can be formed? |
| Activities | <ul style="list-style-type: none"> • What educational strategies and activities will the guiding coalition use to transfer knowledge to all affected individuals? • Who needs to participate in developing these educational strategies to ensure success? • What role or responsibility will each person assume, dependent on their level of participation? |
| Resources | <ul style="list-style-type: none"> • How many human resources are currently available or likely to be available? • How long will human resources be needed? • What financial resources are needed? |

| TOP's Seven Levels | Program Development Questions |
|--------------------|--|
| SEE | <ul style="list-style-type: none"> • What social, economic, and/or environmental condition will the service delivery model help correct or improve for individuals? families? groups/communities? agencies or organizations? broad groups or regions? <i>(This will align to JSU's strategic/academic plans and Strategic Mandate Agreement)</i> • What is our vision of the corrected/improved situation? |
| Practices | <ul style="list-style-type: none"> • What current behaviour (or lack of it) contributes to the SEE issues? • What behaviours/practices do we expect among staff/students and other stakeholders, and by when should these practices be achieved? |
| KASA | <ul style="list-style-type: none"> • For individuals, families, communities, broader groups, and/or organizations to adopt targeted practices or behaviours, what KASAs are needed, and by when should they be achieved? • What new knowledge is needed? What attitudes towards the change need to be altered? • What skills need to be developed or improved? |
| Reactions | <ul style="list-style-type: none"> • Did staff react to the restructuring announcement and revised service delivery processes/activities as intended? • How did staff and students rate the activities? <i>(i.e., informative, supportive, negative)</i> • Did they perceive any immediate benefits? Do they anticipate potential benefits? |
| Participation | <ul style="list-style-type: none"> • How many staff/students became involved in the contributing towards the change announcement? • To what extent was their involvement? <i>(i.e., help in training, communications, development of training guides)</i> |
| Activities | <ul style="list-style-type: none"> • Were the service delivery activities implemented? • What communication strategies worked or failed? • Did the communication delivery methods work or fail? |
| Resources | <ul style="list-style-type: none"> • Were resources expended on the service delivery restructure as planned? <i>(actual vs. planned)</i> |

Appendix D: Office of the University Registrar (OUR) Service Change

Questions and Answers²

What is changing?

The Office of the University Registrar (OUR) is changing the way student services are provided to be more responsive to student needs. This new model will include new positions in the Student Support and Advising (SSA) unit that will allow for more efficient and holistic student service delivery.

Why is the service change happening?

The OUR has the unique opportunity to provide student-centred services from a students' first interaction with the University through every step to graduation. OUR services are integral in shaping the student experience at JSU and can play a critical role in supporting all aspects of student success.

The OUR's recent self-study and external review process emphasized the need for greater focus on these areas, as highlighted by stakeholders within and outside the OUR, including (and most importantly) by JSU students.

What is the new student service model?

The new student service model will involve the creation of new Student Support Advisor positions with the decision-making responsibility to resolve most student issues (including financial questions) immediately, and to coordinate a resolution where needed. Student Support

Impact on Current Structure

How will the service change impact my position?

The change to a new service model will require closing all existing staff positions in the Registrarial Services, Admission Client Services and Financial Aid teams in the SSA unit, as well as all existing staff positions in the Student Accounts Team in the SFS unit.

How many positions will be closed and how many new positions will be created?

The change to a new service model will require closing all existing Union Group staff positions in the SSA unit, as well as all existing Union Group staff positions in the Student Accounts Team in the SFS unit.

² Service change questions and answers are adapted from the communications section of JSU's (2021a) *Budget Model*.

When is the transition to a new service model taking place?

Staff are being provided with “advanced notice” of job closures until all current staff members have an opportunity to apply for the new Union Group positions. There will be no changes to job tasks or daily responsibilities during the “advanced notice” period.

| Notice Period | Activity | Dates (Subject to Change) |
|-----------------|--|---------------------------|
| Advanced Notice | All current staff have an opportunity to engage in professional learning to help prepare for the job application and competition process | TBD |
| | All current staff have an opportunity to apply for new Union Group positions | TBD |
| Formal Notice | All eligible staff are provided with “Formal Notice” of job closures as outlined under Article 15 in the Collective Agreement. Full-time continuing Union Group staff are provided with the option to exercise their rights under Article 15 of the Collective Agreement. | TBD |
| | Following job closure notice, all eligible staff who receive “Formal Notice” will be placed on “working notice” with no change to job tasks or responsibilities, based on entitlements under the Collective Agreement. | TBD |
| | All staff who remain on “working notice” will be placed on “non-working notice” until their Notice Period has ended. | TBD |

Adapted from (JSU, 2021a) communications section.

Why are new positions being posted as opposed to re-evaluating current positions?

There is a significant difference in job responsibilities, qualifications, and band levels between the current and new positions.

Will the current Student Support Advisor (SSA) unit remain following the service change?

The current SSA unit, including their current reporting structure, will remain following the service change.

What is the structure of the new service model, and what are the job titles and bands for the new positions?

Staff Transition Supports

Are there any supports for me as I prepare to apply for the new positions?

All OUR staff will be provided with opportunities to engage in professional learning to support them in preparing for the job application and competition process

Will priority be provided to current staff within SSA and SFS to apply for the new positions?

All job competitions will follow JSU University's normal processes together with those prescribed in the Union Group Collective Agreement for consideration of existing Union Group staff before external applicants.

If there are staff currently in the priority placement pool, can they get access to these jobs before they are posted?

All job competitions will follow JSU University's normal processes together with those prescribed in the Union Group Collective Agreement, including those related to priority placement.

Will staff on LTD or other leave have the same timelines to apply for the new positions?

All staff, including staff on LTD or other leave, will have the same timelines to apply for the new positions (see question #6 above for a timeline).

What happens if I choose not to apply or am not successful in my application?

Options under Article 56 of the current Union Group Collective Agreement are available to eligible staff who choose not to apply or who are not successful in obtaining a position.

Who can I reach out to if I have additional questions?

As always, please feel free to reach out to your Director or Union Representatives for any questions regarding the service change.

Appendix E: Communications Plan

| CIP Timelines | Communication Mechanism | Sender <i>(Combined in one message)</i> | Recipient/ Participant | Purpose & Goal(s) |
|--|--|--|--|--|
| Short to intermediate (6 to 18 months) | Focus groups, in-person and through virtual zoom meetings | <ul style="list-style-type: none"> • TMT • Director, SSA | <ul style="list-style-type: none"> • OUR leadership team • OUR management team • Strategy, Planning, and Projects • Support Staff • Executive and Leadership team | <p><i>Goals: Pre-change approval & developing the need for change</i></p> <ul style="list-style-type: none"> • Introduce the change plan • Review future proposed SSA model • Present questions that respond to the evaluation process • Collect feedback from participants • Build up support for change plan |
| Short-term (6 months to 1 year) | OUR Student Support & Advising website and social media channels | <ul style="list-style-type: none"> • Marketing and Communications • Director, SSA • Project Management Team | <ul style="list-style-type: none"> • Internal and external communities | <ul style="list-style-type: none"> • Provide background and purpose • High-level timelines Major project milestones of the change plan |
| Short to intermediate (6 to 18 months) | Individual meetings in-person or through zoom virtual meetings | <ul style="list-style-type: none"> • University Registrar • Guiding Coalition • Director, SSA | <ul style="list-style-type: none"> • Marketing and Communications • Academic leadership team • Division of Students leadership team • Student experience and focus groups • Executive and Leadership team | <p><i>Goals: Pre-change approval & developing the need for change</i></p> <ul style="list-style-type: none"> • Introduce the change plan • Review future proposed SSA model • Present questions that respond to the evaluation process • Collect feedback from participants • Gain approval and support for the change plan |

| CIP Timelines | Communication Mechanism | Sender <i>(Combined in one message)</i> | Recipient/ Participant | Purpose & Goal(s) |
|---|--|---|---|---|
| Intermediate (12 to 18 months) | Group work, presentation, and discussion sessions <i>(virtual or in-person)</i> | <ul style="list-style-type: none"> • Director, Strategy, Planning, and Projects • Director, SSA | <ul style="list-style-type: none"> • Project Management Team and TMT | <p><i>Goals: Mid-stream change and milestone communication</i></p> <ul style="list-style-type: none"> • Review rationale for the change in more depth • Review the change plan that includes future learning and development confidential processes and timelines • Provide information for staff • Collect feedback through the questionnaire (online) |
| Short-term to long-term (6 to 60 months) | Monthly OUR team meetings | <ul style="list-style-type: none"> • University Registrar • Director, Strategy, Planning, and Projects • Director, SSA | <ul style="list-style-type: none"> • Project Management Team and TMT | <p><i>Goals: Mid-stream change and milestone communication and confirming and celebrating change</i></p> <ul style="list-style-type: none"> • Discuss and review progress of the change plan • Celebrate milestones • Provide updates to support and learning mechanisms to support the change process |

| CIP Timelines | Communication Mechanism | Sender <i>(Combined in one message)</i> | Recipient/ Participant | Purpose & Goal(s) |
|---|---|---|--|---|
| Short-term to long-term (6 to 60 months) | Quarterly meeting updates | <ul style="list-style-type: none"> • University Registrar • Director, Strategy, Planning, and Projects • Director, SSA | <ul style="list-style-type: none"> • Support staff • OUR leadership team • Senior Management team (DoS) | <p><i>Goals: Mid-stream change and milestone communication and confirming and celebrating change</i></p> <ul style="list-style-type: none"> • Discuss and review the progress of the change plan • Celebrate milestones |
| Short-term to long-term (6 to 60 months) | Electronic communications (<i>i.e., emails, newsletters, intranet, formal electronic reports</i>) | <ul style="list-style-type: none"> • Marketing and Communications • Director, SSA • Project Management Team | <ul style="list-style-type: none"> • Internal and external communities • Executive and Leadership team | <p><i>Goals: Pre-change approval, developing the need for change, (mid-stream change, milestone communication, and confirming and celebrating change</i></p> <ul style="list-style-type: none"> • A series of targeted communications to informal and formal stakeholders • Discussion of updates to change plan progress |
| Intermediate to long-term (12 to 60 months) | Final Report | <ul style="list-style-type: none"> • University Registrar • Director, Strategy, Planning, and Projects • Director, SSA | <ul style="list-style-type: none"> • OUR leadership team • OUR management team • Strategy, Planning, and Projects • Support Staff Marketing and Communications • Academic leadership team | <p><i>Goal: Confirming and celebrating change</i></p> <ul style="list-style-type: none"> • Presentation of change implementation plan successes and or failures • Discussion of next steps and future considerations • Newly reviewed GAP/SWOT analysis based on post-implementation of new service model |

| CIP Timelines | Communication Mechanism | Sender <i>(Combined in one message)</i> | Recipient/ Participant | Purpose & Goal(s) |
|--------------------------|------------------------------------|---|--|------------------------------|
| | | | <ul style="list-style-type: none">• Division of Students leadership team• Student experience and focus groups• Executive and Leadership team | |

Appendix F: Knowledge Mobilization Four-Step Process

| Steps in KMb | Goal and Activity of KMb Stage according to Phillips et al. (2016) |
|-----------------------|--|
| Dissemination | <p><i>Goal: to move research out of the academic setting and into practice to begin improving the student experience</i></p> <ul style="list-style-type: none"> • Promote change process activities using internal and external announcement boards, departmental summaries such as the external review, as well as more iterative tools such as social media to educate students and external stakeholders about the change • Also offer virtual and in-person townhall meetings to promote engagement with the service change • Aligns with Bridges' (2009) Endings phase and Kotter's (2012) Create a Sense of Urgency stage |
| Uptake | <p><i>Goal: determine whether the research from the dissemination stage (external review) is useful for informing decisions about policy, professional practice, and organizational changes</i></p> <ul style="list-style-type: none"> • Outcomes from the external review will be presented by the guiding coalition through staff meetings and staff announcements, comparing the purpose for change through comparative change initiatives and literature that speaks to existing practice across higher education • Aligns with Bridges' (2009) Endings phase and Kotter's (2012) Form a Strategic Vision and Initiatives stage |
| Implementation | <p><i>Goal: ensure that the external review and the purpose of change are taken up and passed through internal and external stakeholders</i></p> <ul style="list-style-type: none"> • Research from both the external review and the internal <i>Project Connected</i> report will be used to develop new policies, processes, and administrative structures. • The research will be used to inform organizational decisions that will be assessed and executed • Communications will be led by the guiding coalition who will facilitate forums for staff and external engagement • Aligns with Bridges' (2009) Neutral zone and Kotter's (2012) Empower Employees by Removing Barriers stage |
| Impact | <p><i>Goal: to measure the effect of the adoption of the new service delivery model</i></p> <ul style="list-style-type: none"> • Measure impact of executed change through policies and processes as well as the impact to end users (i.e., staff and students) • Measure broader impacts, societal and environmental, according to SMA indicators/performance goals • Aligns with Bridges' (2009) New Beginnings phase and Kotter's (2012) Institute Change stage |