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Improving the Professional Capacity of Campus Administrators at a Multi-Campus College

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Abstract

The institutional knowledge gap for campus administrators (CAs) across a multi-campus college is the Problem of Practice (PoP) to be addressed in this Organizational Improvement Plan (OIP). A multi-campus college has initiated a new professional development review (PDR) for CAs to improve professional excellence across the organization. The PDR launched to identify professional development needs for college managers, to improve operational efficiency, and to help the college achieve its strategic goals. CAs shoulder the responsibility for the campus-level implementation of college policies and procedures which necessitates a firm understanding of college operations and effective leadership and management skills. When there are knowledge gaps, there is a risk of inconsistent application of college directives across the campuses. Creating learning opportunities for both new and current CAs would lead to strong PDR outcomes, improved professional capacity, equitable access to learning, and consistent campus operations. The principles of social network theory in conjunction with team and transformational leadership will guide the development of solutions to address this PoP. Developing both formal and informal learning opportunities can create an organization that supports and grows the professional capacity of CA team. Therefore, an onboarding program coupled with a networked learning community is proposed to increase professional development opportunities for CAs. The implementation of the change initiative at the college will be guided by the change path model and the plan-do-study-act cycle. The outcomes of this OIP can be extended to other college department managers and other multi-campus educational institutions.

Keywords: multi-campus, professional development review, professional capacity, team leadership, transformational leadership

Executive Summary

Campus administration is a complex responsibility as a great deal of work related to college operations is completed at this level. Those who serve as Campus Administrators (CAs) are tasked with faculty and staff management, student enrollment and orientation, program oversight, budgeting, facilities and equipment management, community engagement, and advocating for and representing their campus (Weaver et al., 2019). The situation can be further complicated with a multi-campus college that is challenged with maintaining a common vision, mission, and consistent administrative and educational outcomes (Groenwald, 2018). Expanding professional development opportunities to CAs can provide them with the skills and knowledge to engage equally in decision making and respond to the needs of their campus (Timberlake, 2004) while also aligning with the organization's strategic directives. Therefore, it is important to pay attention to the preparation of leaders so that the organization operates consistency without jeopardizing institutional effectiveness (Wolverton, Ackerman, & Holt, 2005). This Organizational Improvement Plan (OIP) proposes a solution to the problem of practice (PoP) that increases professional capacity in CAs in a multi-campus college.

Chapter 1 provides an overview of New East College (NEC, a pseudonym) a Canadian multi-campus institution. A detailed synopsis of the college's history, organizational structure, strategic initiatives is provided in Chapter 1 as well as the political, environmental, social, technological, economic, and legal contexts from which NEC operates. NEC's recent strategic direction is guided by the Lean Management System (LMS) as the college works to improve organizational efficiency while it strives for institutional excellence (NEC, 2019). One initiative is directed at developing professional excellence through an annual professional development review (PDR) for college management. Fairness in the availability and distribution of resources,

such as training opportunities, will provide the CA with the needed organizational support to improve performance (Rhoades & Eisenberger, 2002). I view this PoP from the perspective of a new CA who is working to establish connections with colleagues while learning about the organization and related operational procedures. In coordination with other CAs, I will have agency to address the PoP under the guidance of the Associate Vice President (AVP) of Campus Operations. I will utilize transformational and team leadership to build trust and collaborative connections that aid in the development of others so that individual needs are met and everyone is able to contribute to the organization. Strong connections between CAs will encourage a collaborative culture of learning based on mutual self-interest, trust and respect, and commitment (Duncombe & Armour, 2004). The chapter finishes with an analysis on the organizations' readiness for change at the micro, miso, and macro level.

Chapter 2 details the foundational concepts guiding the change initiative and aid in the selection of a solution to the PoP. To engage other CAs in organizational change, I intend to use the transformational leadership approach to create a clear vision that motivates others to actively engage in improvement efforts and that can help them their personal and professional goals (Northouse, 2019). This cannot be done in isolation. Using team leadership, I can build social relationships with other CAs to enable them to develop new knowledge together (Van den Bossche, Segers, & Kirschner, 2006). The proposed change model to help guide change is the change path model (Deszca et al, 2020) with the Nadler-Tushman congruence model (Nadler & Tushman, 1977) serving as a tool to conduct an organizational analysis to determine the gaps between the current state and the proposed vision for change. Based on the analysis, three solutions are devised to address the PoP. The chosen solution combined both formal and informal learning opportunities to help expand the professional development opportunities for

new and currently practicing CAs. The onboarding program provides the introduction to the organization and engage the employees in formalized training to ensure accuracy and consistent application of college policies. The networked learning community provides continuous informal learning opportunities specifically aimed at NEC operations. An ethical leader recognizes the unique needs of employees and works to provide learning opportunities that considers their personal choices and meets their individual needs (Starratt, 1991).

Chapter 3 provides an in-depth examination of the change implementation plan to develop a professional training program for CAs. Stakeholder reactions and responsibilities, human resources required, and a timeline are described in greater detailed using the phases of the change path model. The monitoring and evaluation efforts focuses on both tasks, processes, and people with PDSA (plan, do, study, act) being utilized to evaluate whether the new tasks and procedures will lead to organization improvement. DICE (duration, integrity, commitment, effort) factors will monitor the level of engagement, commitment, and effort from the CA team members and other stakeholders during the implementation process. A four-phase communication plan (Deszca et al., 2020) is described with a focus on building awareness among various audiences, outlining communication tactics, mobilizing knowledge, and responding to feedback. The chapter concludes with the next steps and future considerations, with the recognition that the outcomes could inform other departments at NEC and other multi-campus institutions.

Acknowledgements

I began my doctorate journey in a different job in another country. Changing careers and time zones came with challenges as I had to reframe my research from the first two years of the program and apply it to a new organization. Despite the disruptions and moments of panic, I am extremely happy in my new job and excited to start the implementation of my OIP in the workplace.

To stay the course, I drew heavily from the support from my peers in the international cohort and my instructors. My group leaned on each other during the rough patches and supplied the needed humour and support to get us all through to the next course. I loved hearing about everyone's work and life experiences, how it led them to the doctorate program, and how it formed their PoP. The insights and feedback I received from my peers over the program was greatly appreciated. I especially would like to thank Dr. Katie Maxwell for her professionalism and encouragement. She has always provided me with a compassionate ear and good advice. When I was ready to give up, Katie was there to put me back on course. I am extremely grateful to Katie for her guidance.

While I have only been with my current workplace for a year, I have received tremendous support from my fellow CAs, the faculty and staff at my campus, and NEC management. Notably, I would like to thank the AVP Campus Operations for providing me with mentorship, guidance, and kindness as I adjusted to my new position and life back in Canada.

Finally, this journey would not been possible without the love and support of my family and friends. My parents and brother Lloyd have been the best role models and cheerleaders I could ask for. I would also like to thank my niece Ellie for reminding me to relax, have fun, and be creative.

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List of Acronyms

AVP   (Associate Vice President)

CA   (Campus Administrator)

D2L   (Desire2Learn)

DICE   (Duration, Integrity, Commitment, Effort)

EDI   (Equity, Diversity, Inclusion)

LMS   (Lean Management System)

NEC   (New East College)

OIP   (Organizational Improvement Plan)

PDR   (Professional Development Review)

PDSA   (Plan-Do-Study-Act)

PoP   (Problem of Practice)

QBH   (Quality Board Huddle)

Definitions

Change Path Model: A four-stage model that concentrates on process issues to facilitate change through the following stages: awakening, mobilization, acceleration, and institutionalization (Deszca et al., 2020).

Constructivism: Social constructivism is concerned with how human knowledge is developed, transmitted, and maintained in social situations (Berger & Luckmann, 1966).

Evaluation: The planned and periodic tracking on the quality and value of a program to determine if stated goals and objectives are achieved (Markiewicz & Patrick, 2016).

Interpretivism: A theoretical framework that is concerned with understanding the world as is and tries to explain it through individuals' consciousness and subjectivity (Burrell & Morgan, 1979).

Lean Management System: A business process that strives for organizational efficiency by making needed changes in policy, resource usage, and management styles. (Antony et al., 2012; Dekier, 2012).

Monitoring: The planned and continuous tracking of program implementation including activities, processes, and outcomes to inform stakeholders of progress and to determine whether corrective action is needed (Markiewicz & Patrick, 2016).

Nadler and Tushman's Congruence Model: An organizational analysis model that examines the relationships between different elements of the organization and checks the levels of their alignment (Nadler & Tushman, 1989).

Quality Board Huddle: A designated visual tool in brief unit meetings for the sharing and tracking of new improvement ideas and improvements that are being implemented (Mannon, 2014).

PDSA: The plan-do-study-act cycle is a quality improvement model for change that provides a framework for improvement that is based in the scientific method (Reed & Card, 2016).

PESTEL: A PESTEL (political, economic, social, technological, and legal) analysis is a holistic tool used to collect details about the institution by describing the context in which it operates and identifying potential threats or opportunities faced by the organization (Hassanien, 2017).

Professional Capacity: A multi-dimensional concept that encompasses the knowledge, skills, dispositions and views of self that an employee embodies in the workplace (O'day, 1995).

Team Leadership: A type of leadership characterized by recurring cycles of mutually dependent interaction between team members (Morgeson et al., 2010).

Transformational Leadership: An approach to leadership where the leader presents a vision that is clear, attractive, and realistic where leaders and followers help each other to advance to a higher level of morale and motivation (Northouse, 2019; Burns, 1978).

Chapter One

Multi-campus educational institutions have the unique challenge of maintaining a common vision and mission, consistent administrative practices, and uniform educational outcomes across varied contexts (Groenwald, 2018). Multi-campus colleges have campuses that are geographically separated from each other and are combined in a single college system with each campus being a distinct community operating under a common management framework (Pinheiro & Berg, 2017). While diversity is natural between campuses with different geographical contexts and program offerings, there needs to be a balance between local needs and central administration. The collective commitment to and interaction with institutional structures and values creates stability, integration, and organizational competence (Manning, 2017). It is the responsibility of central administration to define the key elements of the institution's structure including mission, vision strategic goals, as well as the organizational framework, policies and procedures. Consistent application of those key elements is dependent on individual campus leaders who are tasked with translating them into words and actions that make sense within their own cultural and institutional framework (Schulte, 2018; Pinheiro & Berg, 2017). Typically, employees in this role often struggle to find time to participate in job-related learning opportunities that can prepare them to manage their multiple responsibilities (Weaver et al., 2019). For college campus administrators (CAs), the constant juggling of both institutional pressures and local on-campus needs requires immediate access to extensive repertoire of knowledge.

The goal of this organizational improvement plan (OIP) is to address the potential knowledge gaps that affect those that lead multi-campus colleges. It will examine how the multi-campus institutions can improve the skills and knowledge of CAs so that a culture of learning is

promoted that will, in turn, lead to consistent practices. Chapter 1 will provide details of the organizational context, the leadership position and lens, introduce and frame the problem of practice, describe the leadership-focused vision for change, and assess the organization's readiness for change.

Organizational Context

New East College (NEC, a pseudonym) has been in existence for over 50 years. This community technical college started as individual colleges distributed throughout an Atlantic Canadian province that were created to provide technical training for rural populations. Rural communities in this province do not have easy access to higher education, so these small technical colleges helped to provide vocational programs to those unable to travel to urban centers. The initial focus of the college was to provide short trades programs that would benefit the local community.

The college eventually amalgamated under one umbrella in 1997 with each individual campus run by a CA. Today, the college has campuses located in multiple sites across the province. There are larger campuses with over 1,000 students while the smallest campuses have 30-50 students. The college offers one-to-three-year diploma programs in areas such as business studies, health sciences, engineering, information technology, applied arts and science, and industrial trades.

Organizational Vision, Mission, Values, and Goals

The NEC vision is to be a strong, dynamic, and inclusive institution that delivers quality education and training. Its mission is to respond to the labour force, industry, and training needs of both the province and abroad through the development and delivery of educational programs. The college offers world-class education that meets industry needs, promotes continuing

education in the community, initiates research and development, and engages local and international stakeholders. The educational opportunities provided aim to allow graduates to find rewarding jobs in their area of training (NEC, 2022a).

To support NEC's vision, 5 key values are recognized and promoted in everyday operations and strategic directions at NEC: excellence in service and performance; inclusion of all individuals; integrity in all operations; respectful relationships; and open and truthful communication (NEC, 2022a). Overall, these values indicate that the college executive support behaviors that are ethically grounded (Ciulla & Forsyth, 2011). These values also support collaboration between college employees, students, and the local community as the college grows and evolves over time.

The college's 2020-2023 strategic plan outlines 4 goals for NEC. The goals include enhancing learning success; developing innovative and responsive programs to meet changing labour market trends and learner needs; creating more partnerships with institutions, industry, and communities; and adapting the Lean Management System (LMS) to improve organizational efficiency (NEC, 2020). These goals are a priority for the current NEC executive who have now implemented projects involving all members within the organizational structure using a distributed leadership approach to foster diversity in decision making.

A recent development is the launch of an equity, diversity and inclusion (EDI) strategy which involves all levels of the college community. The strategy includes educational seminars for college faculty on EDI in the classroom, regular events on various inclusivity topics such as pride, gender inclusive language, and indigenous issues. The college has hired a manager for EDI initiatives who will review college policies, activities, and curriculum to ensure that the college EDI is included within the framework of college operations.

Organizational Structure and Leadership Approach

The organizational structure at NEC is both vertical and complex in nature. This type of structure is described by Schminke et al. (2002) as possessing multiple levels of hierarchy between the executive and employees. The college has a board of governors which appoints a president (also CEO) with vice presidents and associate vice presidents reporting, including the Associate Vice President (AVP) of Campus Operations who supervisors those who perform the role of CA. A simplified version of the organizational structure at NEC can be found in Figure 1.

Figure 1

Overview of the Organizational Structure of NEC
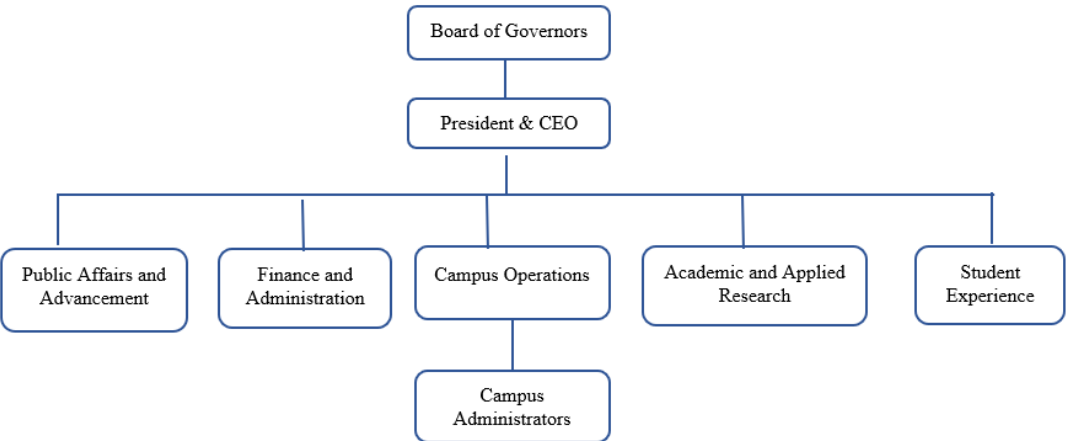
Note. The figure is a simplified NEC organizational structure to illustrate CA positionality.

The leadership approach at a multi-campus institution requires finding a balance between centralization of the institution while respecting the autonomy of individual campuses (Pinheiro & Berg, 2017). Centralization of the college's mission, vision, goals, policies, and procedures is critical to organizational effectiveness of multi-campus operations. If the values, goals, and leadership behaviors of central and campus level are misaligned, then inconsistencies may arise (Timberlake, 2004). One example of inconsistency is in academic quality. Our programs have been audited in the past by accreditation bodies and have found campuses with varied program

delivery procedures and resources. This is where leadership is vital in ensuring consistent practices, so students experience quality education across all campuses.

NEC has had multiple presidents in the last 10 years with different leadership styles. NEC has experienced presidents who demonstrated an authoritarian leadership approach and centralized decision making. Other presidents have shown autonomous leadership styles demonstrating a team approach to decision making and empowering CAs in their roles. Groenwald (2018) believed that educational leadership should support flexibility in decision making, promote an inclusive organizational culture, and ensure the consistent implementation of policies and practices throughout the institution. Today, the current leadership at NEC closely reflects Groenwald's suggested approach of supporting flexible decision with the emphasis that decisions correlate with the stated values and vision. This correlation contributes to organizational alignment (Timberlake, 2004).

CAs are expected to enact policy directives from the NEC executive while also developing collegial relationships with faculty. Therefore, they play a key role at the college when implementing change initiatives. However, geographical distances and different leadership styles can create campuses with different organization cultures. Amongst the campuses, there can be managers who are either collegial or bureaucratic, which can lead to practices that are inconsistent across an institution (Clegg & McAuley, 2005). Differences in traditions, disciplinary structure, and management style can result in campuses forming their own unique culture which can differ significantly from other campuses (Wu & Wu, 2013). There are CAs that have employee led committees engaged in planning wellness activities and campus improvement initiatives, while other CAs do not provide such opportunities to employees.

Evidence of inconsistency was discovered recently in a student survey. The college recently conducted a Student Satisfaction and Engagement Survey (NEC, 2022c), which is a collaborative initiative with the Atlantic Colleges Atlantique. This survey provides students with the opportunity to voice their satisfaction with college services and facilities. The results, which includes comparisons between NEC campuses, have been shared with the executive and CA team. One area of inconsistency was the provision of academic advising. Some students reported that they had been referred to an academic advisor at their campus, while others reported no such referral. This example illustrates the impact of campus administration on the provision of student services. The lack of academic advising can have an impact on student retention and success. It creates a supportive environment that helps students with the learning process, with decision making, and career planning (Drake, 2011). The results of this survey have motivated the college to review academic advising as an organizational improvement initiative.

Organizational Improvement Strategies

NEC improvement strategies are now guided by the Lean Management System (LMS). LMS is a business process improvement methodology that works to reduce or eliminate different forms of waste or unnecessary activities within an organization (Antony et al., 2012). This methodology it is used in various industries globally to reduce variation to achieve organizational efficiency (Cudney et al., 2020). LMS strives for organizational efficiency by making needed changes in policy, resource usage, and management styles. There is also a focus on professional training and shaping employee attitudes and perceptions (Dekier, 2012). While using LMS can help an organization achieve its strategic goals, it remains dependent on continued buy-in and promotion from executive leadership with emphasis on integrated process

thinking across the organization to ensure decisions are not made in isolation (Antony et al., 2012).

NEC has established a Lean Centre of Excellence which oversees LMS initiatives focused on improving organizational efficiency and achieving institutional excellence (NEC, 2019). Part of this approach requires the creation of opportunities for problem-solving and improvement within an organization through active engagement of employees to achieve excellence (Sunder & Antony, 2018). The college has invested in human resource development through coaching, training, and empowerment (NEC, 2019) so that participants are informed and prepared to lead these initiatives. As the collective capacities of people are increased, their ability to equally engage in administrative decisions is strengthened (Apple, 2006).

The college is using the Quality Board Huddle (QBH) methodology where employees identify an issue, problem-solve, create a plan, and work towards implementation. These are short fifteen-minute virtual meetings for college teams to meet during a common time added to their schedule. Allocating time and resources for college employees to engage in professional development and providing opportunities to participate in organizational problem-solving can work to create a "thicker democracy" (Apple, 2006, p. 25). Creating opportunities for collaboration is important for an educational institution, like NEC, that has multiple campuses that are geographically separated. Adopting LMS and QBHs provides a means to apply an ethic of justice to NEC operations; giving an opportunity to participate in decision making can bring fairness, equality and individual rights and voices (Ciulla & Forsyth, 2011). This act of inclusion can empower NEC employees to lead change both at the campus and college level.

To date, NEC has used LMS to improve processes in areas such as student admissions, micro-credentials, and contract training. One example of a successful LMS project is the

professional development review (PDR) process launched for college managers and CAs. This annual review occurs between CAs and their immediate supervisor (the AVP of Campus Operations). This review evaluates a CA's capacity in multiple categories including skills and competencies, interpersonal skills, personal skills, and adherence to NEC values (NEC, 2022b). If the CA and supervisor agree to deficiencies, the CA will develop a continuous learning plan that outlines professional development needs (NEC, 2022b). While identifying needs is important, having access to appropriate learning opportunities is required to substantiate the PDR process and support CAs as they fulfill their role as campus leaders.

Leadership Position and Lens Statement

My personal leadership philosophy is guided by my core beliefs and values in transparency, care, justice, fairness, empathy, and collaboration. I believe in creating collaborative working environments where there is co-creation of knowledge and solutions to problems. Encouraging teamwork enables all individuals to harness their competencies to achieve a common goal while simultaneously enhancing professional capacity and organizational socialization (Gantasala, 2015). My previous work experience as a college faculty member has shown me the significance of working with both colleagues and leadership to solve organizational issues as it contributes to both professional and personal growth.

Connecting with other members of the organization in my previous role helped prepare me for my current role as a CA. While dealing with issues, I typically seek out the expertise of the people that report to me, as well as fellow CAs or department managers instead of relying only on my supervisor. I feel that this approach helps me to form connections and strengthen relationships with colleagues while building my professional capacity. I see myself as a member of the larger NEC social network that is ripe with expertise and knowledge. Organizational

members of a social network that leverage the expertise of others become individually capable of doing more (Borgatti & Cross, 2003). Additionally, discussing my issues, concerns, and knowledge gaps can often be easier with colleagues. Hargreaves and Fullan (2012) described the safe feeling of a collaborative culture as being "not pressure cookers of guilt and perfectionism, but slow-boiling pots that allow vulnerabilities to be voiced and doubts to be articulated" (p. 114). While I am new to NEC, I do have years of experience in the college environment as a faculty member and as a department chair. Engaging in collective learning is not just an opportunity for me to learn, but also for my colleagues to learn from my previous experiences. For me, leaders should demonstrate behaviors that support collective learning and collaborative problem solving as a means of building professional capacity.

I consider my leadership philosophy to be centered in the interpretivist paradigm with a social constructivist lens. Interpretivism looks at the subjective experience and how people negotiate meaning and shape identity through the interactions with the world and with others (Briggs et al., 2012). Experiences for members of an organization are shaped by their subjective experiences. The learning that results from these interactions is influenced by contextual factors as well as individual feelings, beliefs, and motivations (Mlitwa & Van Belle, 2010). Further, it is important for a leader to operate with an ethic of care by being considerate of the individual experiences, value contributions, demonstrate compassion and understanding, and build trust (Wood & Hilton, 2012). As a leader, I try to be cognizant of the individual feelings, values, and needs of both my colleagues as I help them reach their professional goals. This approach resembles transformational leadership. Transformational leader use charisma and personal moral values to form connections with followers to raise motivation (Burns, 1978; Bass, 1985). A transformational leader is interested in engaging followers in decision-making processes, while

recognizing the different needs of each follower and assisting them as they develop their potential (Avolio, 1999).

Social constructivism is concerned with how human knowledge is developed, transmitted, and maintained in social situations (Berger & Luckmann, 1966). Reality is created through interactions and the interpretations of those interactions. Constructivism not only identifies the importance of collaborative and active learning, it also points to the benefits of making learning interactive. As argued by Vygotsky (1978), learning is more effective when the learner has the opportunity to interact with others and with their environment. Therefore, mentoring and collaboration between colleagues is mutually beneficial to collective learning (Duncombe & Armour, 2004). Connecting employees to create collective learning opportunities is characterized by an active participation by all in a collaborative culture taking responsibility for learning. Leaders operating from a duty of care ethic recognize the importance of establishing social ties and supporting collaborative learning environments (Woods & Hilton, 2012). As a leader, I have organized and engaged in research projects and seminars where networking and collaborating with others was pivotal to success and improved learning outcomes for colleagues and students. As a result, my leadership behaviours mirror the team leadership approach. Team leaders focus on building trusting and cooperative connections, creating a supportive environment that meets needs of team members and ensuring the team activities are aligned with the given task and context (Morgeson et al., 2010).

Preferred Leadership Approaches

Both the team and transformational leadership approaches have elements of systems theory (Kast & Rosenzweig, 1972) which views an organization with a holistic perspective in that there are interrelated parts working together to transform inputs into outputs. Systems

thinking considers the contributions of the collective, not just one individual. Leaders who use the systems thinking framework to engage all members systemically and guide change through participatory practices will be in a better position to successfully manage change within an organization (Davis et al., 2015). Similarly, social network theory is concerned with relational ties between members from which resources such as social capital can be developed (Liou et al., 2015). A lack of connections may inhibit the flow of information across the network; however, using team and transformational leadership behaviours can help build and maintain connections.

Team leadership works to set goals, monitor tasks, and to encourage collaboration between organizational members. Using transformational leadership behaviors can enhance connections by inspiring and motivating followers to achieve the shared vision and that enhance confidence among followers that the collective goals will be reached (Wang & Howell, 2010). Transformational leadership focuses on building trust which is acknowledged as one important factor that positively effects group outcomes (Chou et al., 2013). Both team and transformational leadership create an organizational climate that supports empowerment and participation (Masi & Cooke, 2000; Sivasubramaniam et al., 2002). Additionally, Guzzo, et al. (1993) argue that transformational leadership directly influences team efficiency by boosting the confidence of team members and developing in them the belief that together they will succeed. Therefore, being a part of that collective entity might inspire and challenge individual team members to superior performance (Sivasubramaniam et al., 2002).

Overall, both team and transformational leadership value strong connections and relationships that are built on trust between team members. Stronger social network ties have been associated with the flow of complex and timely information and practices exchanged between team members (Liou et al., 2015). As I settle into my new role as a CA at NEC, I rely

heavily on those network ties to build my professional capacity. Using team and transformational leadership can ensure the continued flow of information to improve the needed professional capacity of all CA team members. These approaches can create a collaborative organizational culture of learning based on mutual self-interest and common goals, mutual trust and respect, commitment, and shared knowledge and decision making (Duncombe & Armour, 2004).

Organizational culture is described by Azanza et al. (2013) as the compilation of key values, assumptions, understandings, and norms shared by members of an organization. Since one of my leadership goals is to move towards a culture of learning at my campus, I encourage my employees to communicate knowledge gaps, create learning plans, and seek out related professional development opportunities. An organization based on open communication, collaboration, and shared learning is aligned with NEC's core values of integrity, respect, and transparency.

My leadership approach is also ethically grounded. Not only do I adhere to the policies and procedures at NEC, but I also follow my own moral compass in decision making. I am comfortable with voicing concerns when issues arise that challenge ethical practice. Ethical leaders maintain strong moral beliefs and values that impact the way they conduct themselves. However, behaving in an ethical manner involves both demonstrating appropriate personal actions, interpersonal relations, and promoting such conduct to others through communication, reinforcement, and decision making (Brown, et al., 2005). I communicate openly with my colleagues and consider their feelings, thoughts, and perspectives when making decisions. However, privacy is pivotal so I keep conversations confidential as I reflect on shared information and perspectives. Ethical leaders also practice self-awareness, self-reflection, and self-critique in their daily activities and decision making (Bowen et al., 2006). I make a point to

review and analyze my conversations with colleagues and the outcomes of decisions so that I can learn from them.

As discussed earlier, ethics are key to both team and transformational leadership approaches. Team leadership behaviour is respectful of others and their ideas and contributions while transformational leadership motivates others through the sharing of values, goals and needs. Ultimately, these leadership behaviors contribute to achieving diversity, equity, and inclusion within the organization as different voices are valued and included, ideas and knowledge are shared, and all employees at various levels in the organization have the opportunity to make contributions to organizational improvement and achieve professional and personal growth. For educational institutions, supporting inclusion and equity can lead to increased opportunities and incentives for personal development of employees, which results in organizational effectiveness and efficiency (Bernstein et al., 2020). Furthermore, a more knowledgeable and effective CA can work to provide equitable and accessible education opportunities for students.

Leadership Agency

The leadership position I hold at NEC impacts my level of agency at initiating organizational changes. I serve as a CA who is involved in managerial tasks as well as program quality, faculty and staff hiring, performance evaluations, and facility maintenance (in coordination with the building owners). Additionally, CAs are expected to collaborate to work towards common goals as required by the institution. CAs work with multiple departments at NEC including finance, human resources, student services, program development, facilities management, and marketing. These relationships are collaborative in nature where knowledge and ideas are shared. The CA does have decision making authority in various areas including

resource and equipment purchasing, workload allocations and scheduling, employee recruitment and reviews, facility management, student academic progress, campus events, occupational health and safety management, and student and employee incident reports. As a CA, I have agency to identify and communicate issues related to associated departments and offer solutions from my perspective at the campus-level. This can be done directly with department managers or through the AVP of Campus Operations. Finally, the LMS initiative at the college provides me and other CAs the opportunity to initiate and facilitate improvement projects at the college. Any identified organizational problems can become a project for an LMS where I can lead a weekly QBH with other CAs and college management and determine solutions.

CAs are classified as managers as they are orientated towards maintenance of the organization (Hoff, 1999). However, the position also requires a set of leadership capabilities: communication skills, problem-solving skills, conflict-resolution skills, cultural management skills, coaching skills, and transition skills (Wolverton et al., 2005). These listed leadership attributes can be used to support students, faculty, staff, and other CAs. They can also be used to address organizational problems and collaborating to find solutions.

Fellow CAs have often identified knowledge gaps during weekly meetings with the AVP of Campus Operations, who is responsible for identifying professional development needs for CAs. This is an arduous task as the educational backgrounds and work experiences varies amongst CAs. As a CA, I have agency at NEC to communicate organizational problems (to the AVP of Campus Operations or deans) and collaborate with fellow CAs to address these problems. By initiating active communication, collaboration, and the practice of reflection, a team can learn from each other's past experiences (Wolverton et al., 2005) and search for solutions.

Leadership Problem of Practice

CAs need a solid understanding on college operations which includes human resources, finance, student services, and facilities. They also must understand the roles of government, the local economy, and accrediting bodies play with programs and campus activities and decision making. Therefore, building a strong knowledge base is a top priority for new and current CAs. When I began as CA, I was not engaged in any formal orientation. My supervisor, the AVP of Campus Operations, was readily available and has provided mentorship and training; however, there was no formal process involving vital operational processes. Finding professional development opportunities specifically on college operations can be challenging and ad-hoc in nature.

The PoP that will be addressed is the knowledge gaps in NEC CAs which limit their professional capacity and impact campus operations across the multi-campus college. As a CA, my role is critical for the implementation of change initiatives at the campus-level as the college pursues its organizational goals and strategic directives. The management of multi-campus educational institutions, like NEC, is challenged with maintaining consistency and equivalence across campuses (Hlengwa, 2014) due to the reliance on CAs to effectively implement college directives (Briggs, 2001). The CA role involves multi-tasking, management of operations, enacting policies and procedures, and providing leadership to both students and employees. This type of administrative role is a crucial part in the success, smooth operation, and improvement of individual campuses and the institution as a whole (Craig, 2005). The inconsistent provision of learning opportunities for CAs has led to varied interpretations of college policies. This can result in uneven organization practices (Kramer, 2014), and jeopardize institutional effectiveness (Wolverton et al., 2005). There are discrepancies in academic quality and varied reports of

student satisfaction based on local management of campus resources and support systems which were uncovered in the recent Student Satisfaction and Engagement survey (NEC, 2022c). Closing knowledge gaps in college operations ensures that all NEC employees operate under the same policies and procedures giving students the same quality educational experiences across the college campuses. How can a CA-driven solution empower us as college leaders to promote a culture of learning that closes knowledge gaps and improves professional capacity?

Framing the Problem of Practice

The administration of a multi-campus educational institutions, such as NEC, should aim at fostering diversity by supporting each campus with diverse contextual factors, enhancing individual campus specializations (i.e., program offerings), and coordinating administrative and academic resources (Pineherio & Berg, 2017). While this is ideal, the reality is that large multi-campus institutions have several challenges for both central and campus administration to maneuver. Managing distance, facilities, employees, students, and community needs are obvious challenges; however, there are also issues of power and autonomy, communication, and organizational culture (Groenwald, 2018).

A political, economic, socio-cultural, technological, environmental, and legal (PESTEL) analysis is a holistic tool used to collect details about the institution by describing the context in which it operates and identifying potential threats or opportunities faced by the organization (Hassanien, 2017). Like most organizations, NEC is an open system since it is dependent on the interactions with the environment (Burke, 2018). The factors in a PESTEL analysis are inputs from the external environment which can present both opportunities and challenges to an organization like NEC.

Political

Politics have considerable impacts on the college and its operations. Members of the provincial government push to keep campuses in their district open as closing them (and the resulting job loss) would negatively impact politically. Therefore, small campuses with less than 100 students remain open, even though it would be more economically realistic to close them and redistribute the operating funds elsewhere. As well, these small campuses have limited resources and struggle to keep up with the larger, more well-staffed campuses. Larger campuses often have multiple administrators on hand to serve as mentors for new employees and oversee student services.

Economic

NEC is a public college and dependent on funding from the provincial government. When budgets are tightened, programs may be closed, faculty positions eliminated, and leadership and administrative roles removed. There is pressure for educational institutions to be more economically efficient. The college utilizes the zero-based budgeting, which is a framework by management for planning, controlling, and executing educational finance. Budget decisions by CAs must be justified annually, relating all costs to system goals and objectives to avoid habitual spending (Ekanem. 2014). Going outside of the approved budget for training and new technology can be difficult when fiscal responsibility is mandated.

Socio-cultural

Campuses can differ in leadership and communication style and overall organizational culture. The degree of social interaction between campus employees internally and with other campuses can vary. From a social constructivist lens, the acquisition of values and beliefs, knowledge, and strategies for solving problems can arise through social interaction (Trif, 2015).

The lack of social interaction increases the likelihood of knowledge gaps and inconsistent practices. Dispersed employees may not feel part of one team leading to a climate of competition instead of collaboration, conflict between campuses and the central office, and/or inconsistent outcomes (Groenwald, 2018). There is also resistance at the college. For example, when new graduation ceremony guidelines reduced the number of invitations per student, several CAs and graduation organizers challenged the decision as it conflicted with campus traditions. Resistance can be expected when there is the imposition of change where people are forced into a new state of being or acting (Burke, 2018). Some campuses are willing to implement new practices and utilize available technology while others keep their routines (Groenwald, 2018). The pressure to change can be taken very personally and lead to resistance due to fear of incompetency or loss of identity (Buller, 2015). The connections between campuses, college executive, and the college vision and values can vary. This is why the role of the CA is so critical as they are key to maintaining those connections and promoting the college vision to employees on campus.

Technological

Resource availability is also an important factor as some campuses have limited faculty and staff to engage in college improvement activities. Conducting fair allocation of resources, including technology, can be challenging for institutions with multiple campuses (Wu & Wu, 2013). CAs may not equally have the needed technology, skills, or funding to implement proposed changes. Interestingly, the college has invested in technology and software, but the lack of training, motivation, or accountability means it goes unused. One example is PeopleSoft and its various functions. NEC campuses do not consistently use functions that could help campuses with student planning and scheduling. Therefore, some campuses, like my own, have to rely on outdated manual means of planning and scheduling.

Environmental

The environment in which the college is situated adds to the lack of social interaction with large distances in between campuses. Harsh weather can keep CAs from having frequent in-person meetings. Technology helps, but it makes it difficult to visit other campuses to see innovations or other styles of campus operations. Effective leadership is needed to meet needs of geographically separated campuses and overcome the challenges related to physical distance (Pinheiro & Berg, 2017). Finding ways to train CAs in remote environments is challenging and can potentially lead to unpreparedness for the role.

Legal

Policies created by an educational institution must be consistently implemented across the college. However, there are times when policies or decisions made by NEC executive can conflict with contextual factors at individual campuses (Groenwald, 2018). For example, there are cohort capacities that must be reached to offer a program. For larger campuses this is not an issue, but it affects smaller campuses that are not able to reach the capacity. This leads to program closures and disadvantaged students. Impacts like this give rise to uneven policy implementation as CAs contextualize policy mandates. Another issue is in relation to contract agreements. If proposed improvements or extra training falls outside of the contractual obligations for CAs, they may refuse to participate in any collaborative efforts and, instead, file grievances. For leadership, this will require careful consideration when pushing changes and assigning additional tasks to organizational members.

The results from the PESTEL analysis indicates that there are multiple factors contributing to the administration inconsistencies across NEC campuses. CAs working collaboratively can develop strategies to overcome the challenges these factors pose on the

operation of the college. Determining the most effective strategies will require input from all CAs across the institution.

Guiding Questions Emerging from the Problem of Practice

As I describe the PoP within the context of NEC, some guiding questions emerge that will be considered in the process of developing the proposed solution to address the stated organizational problem.

Impact of Knowledge Gaps

The new NEC PDR process is one way to address CA professional capacity. Professional reviews can engage employees, enhance leadership development, support transformational change, and improve organization performance (Mone, 2018). As well, early recognition of knowledge gaps can reduce frustration and confusion for a CA (Martin & Marion, 2005). However, the PDR is an individualized process that does not look at the collective knowledge gaps for the entire CA team. The PDR also fails to address the impacts of knowledge gaps to the campus community. A question that emerges is *what are the knowledge gaps for newly hired and currently practicing CAs and how do those gaps affect their professional capacity and campus community?* Common knowledge gaps include application of new technology and software, human resources procedures, budgeting, accreditation, and facilities management. Determining the needs of CAs is an essential step to addressing the knowledge gaps. CAs need to seek the input of NEC executive members and department managers, as they may identify knowledge gaps based on their holistic perspective of college operations or daily interactions with CAs.

Bridging Divides

When employers do not provide formal training, employees must supplement formal programs with non-formal learning (Manning, 2015) which can include connecting with others

on a regular basis to network, discuss, and learn from each other (Thornton, 2020). PDR helps

the individual but does not contribute to building relationships and a community of learning that

supports employees in their growth and development (Brooks et al., 2010). It is challenging to

form the connections needed for a collaborative learning environment. For a multi-campus

college, factors that negatively impact the ability to establish and maintain knowledge to a

dispersed workforce include the lack of interactions and communication between employees,

uneven distribution and access to information, and differences in the ability to analyze and

understand the information (Groenwald, 2018). Because of these challenges, an essential

question is *what is the best way to bridge the geographical and administrative divide to create a*

collaborative culture of CA learning at NEC?

Impact of Consistency

As previously mentioned, if consistent implementation of NEC policies and procedures is

a desired outcome of building the professional capacity of CAs*,* then *what is the perceived*

impact of consistent application of policies and procedure? From the NEC executive viewpoint,

consistency ensures conformity to the financial, legal, and social frameworks represented in

college policies and procedures. However, at the CA level the preference is for consideration of

the characteristics and contextual circumstances surrounding each of the individual campuses, in

addition to the relationships between them and central leadership and accompanying directives

(Pinheiro & Berg, 2017). Empowering CAs, through provision of learning opportunities, gives

them the ability to participate in decision making that relates to their local contexts. Therefore,

CAs want a degree of flexibility as they implement college policies and procedures so they can

consider contextual factors. To successfully lead a college with geographically disperse

campuses and workforce, central leadership must create a culture that supports communication,

collaboration, and inclusion (Groenwald, 2018). The recently launched EDI strategy is a

mechanism to create that culture; however, it requires appropriate professional development for

CAs to ensure successful implementation of new NEC EDI policies and procedures at the

campus level. Ideally, any learning opportunities should provide CAs with tools on how to adapt

EDI policies to local context as to satisfy the executive's need for consistency and the CAs desire

for flexibility.

The described guiding questions will help direct me, as the change agent, as I search for

solutions that address CA knowledge gaps, create collaborate connections to bridge divisions,

and algin with NEC policies and procedures. They will guide the leadership vision for change

and inform the change process and overall organizational improvement plan.

Leadership-Focused Vision for Change

This section will outline the vision for change at NEC as it relates to the given problem of

practice. My position as CA gives me agency to drive my vision and associated change initiative

both at the campus level and across campuses with the cooperation of other CAs and NEC

executive. Implementing measures at NEC that increase the professional capacity of CAs ensures

that operations are consistently in alignment with the organizational mission, vision, and goals.

My goal is to secure the commitment from my peers and executive members to analyze the

knowledge gaps and to encourage participation as solutions are explored.

Current Organizational State

Presently, CAs at NEC are learning on-the-job through connections with the AVP of

Campus Operations, and self-directed outreach to CAs and other departments for assistance with

emergent issues. Without readily available training opportunities, new CAs such as myself are,

effectively, onboarding themselves. Having little knowledge of the organization or the roles and

responsibilities of the new position, new employees will lack understanding of organizational issues, misdiagnose problems, and implement solutions that are contrary to management directives (Dai et al., 2011). Additionally, for seasoned CAs at NEC, opportunities to learn more about college operations usually arise when change initiatives are being implemented. There is not readily accessible professional development on operations that relate to the key functions of the CA role.

Future Organizational State

The leadership-focused vision for change proposed for NEC envisions a future state where improving CA professional capacity is viewed as transformative learning experience that is recognized for its valuable role in improving professional capacity, institutional consistency, and student and employee satisfaction. Without a college-wide approach effort to address knowledge gaps, the potential for uneven application of college operational policies will persist.

My vision involves moving from scarce professional development opportunities for CAs to multiple, and easily accessible venues, to improve CA leadership and management capacity. The purpose of leadership of a multi-campus educational institution is to provide resources equally to all locations including the development and provision of training to campus personnel, and to ensure consistent adherence to institutional policies (Groenwald, 2018). This need is amplified by the fact that a contributing factor to student success is the seamless integration of services and collaboration among faculty, staff, and administration in providing these services (Davis et al., 2015). Therefore, the need to close CAs knowledge gaps is key to ensuring effective management of services that lead to student success.

My leadership role for this change is to help an organization move from its current state to desired future state by communicating a vision and obtaining commitment. The goal is to achieve alignment between the change vision and the shared understanding, common orientation, common values, and shared priorities by those affected by the change initiative. During the change process, my task is to link the knowledge gaps to employee satisfaction, and student success which will motivate both CAs and the college executive towards the desired state. I believe using behaviors from team and transformational leadership (as previously described) can help support the CA team through the change process.

Priorities for Change

The college is currently in a change cycle as the new LMS initiative has initiated projects led by employees to enhance organizational effectiveness. Therefore, LMS will be key in helping me, as change agent, to address the identified PoP at NEC. There are several key priorities for the change initiative including (a) improve organizational coherence based on a shared vision and direction, (b) improve professional capacity of CAs, (c) improve connections between campuses and other college departments, and (d) create a culture of learning and support.

As noted above, contextual factors do contribute to inconsistent practices at NEC; campuses vary in size, programs, and funding. Campuses develop their own cultures and interpretation of policies, which can result in inconsistency in application of academic policies across locations (Groenwald, 2018). CAs should have some leeway in decision making regarding daily operations; however, there are some key supports that should be consistent where program quality, student enrollment, access, support, faculty workplace health and safety, and EDI policies are involved (Pinheiro & Berg, 2017). Working with other CAs, I intend to help expand

access to learning opportunities designed to ensure CAs are following current operational guidelines and procedures that support organizational goals and operational effectiveness.

CAs who recently joined NEC report uncertainty with their responsibilities and dissatisfaction with available help and training. When new employees are not provided effective orientation, external hires are more likely to fail than insiders promoted into such positions (Dai et al., 2011). The desired change would reduce that uncertainty and provide necessary training and support either through a mentorship, an established learning community, or a new employee orientation program. The core objectives of any development program are to raise awareness about the roles and to equip leaders with the necessary leadership skills and knowledge (Zulfqar et al., 2021). My own experience as a new CA can help other CAs and management understand challenges faced when there is a lack of orientation for new leaders. Team leadership encourages sharing individual knowledge and experiences for discussion and reflection at the team level (Kozlowski & Ilgen, 2006). My experiences can serve as a motivator for change.

Establishing an organizational social network can be an excellent tool for allowing employees to learn and receive clarification on concepts while they establish meaningful links and relationships (Eikenberry, 2012). The QBHs have served to enhance the social network at NEC and encourage knowledge sharing. The ability to transfer knowledge between organizational units is critical for quality process and performance outcomes, including problem-solving, creativity, and innovation (Tortoriello et al., 2012). Creating a culture that encourages CAs to transfer their knowledge will help to grow the professional capacity of all that fulfil that role. An organization with a culture of learning is viewed as one that has capacity for integrating people as it moves in the direction of continuous learning and change (Egan et al., 2004). As

change leader, I can draw on transformational leadership behaviors that work to integrate, empower, stimulate, influence, inspire, and motivate at the individual and collective level.

Change Drivers

Whelan-Berry and Somerville (2010) define change drivers as resources "which are intended to facilitate the implementation of the desired organizational change" (p. 176). As previously discussed, the NEC executive is promoting LMS to drive organizational growth and efficiency throughout the college. One goal of LMS is to reduce organizational process variation (Sunder & Antony, 2018). For NEC, it is hoped that the LMS methodology will reduce variation resulting in both students and employees having similar learning and working experiences across all college campuses. Creating an LMS project related to improving professional learning access to CAs is possible. Projects directed at institutional improvement have been created in the areas of registration, student retention, and faculty professional development. This can be done in coordination with various stakeholders including college executive, fellow CAs, and other related department leaders. This type of collaborative effort is similar to Kotter's (2012) concept of 'a guiding coalition' where skilled and knowledge team come together to work on organization problems. The QBH platform is a readily available process for the coalition to use to develop and implement a proposed solution to the PoP.

Another driver for change is recent results from surveys such as the recent Student Success and Engagement Survey (2022c) that indicated a need to improve equal access to student services. As the number of international students and students requiring special accommodations rise at NEC, the need for student support services increases. This creates pressure at the campus level to allocate resources to ensure student success. Having meaningful educational experiences are a student's right that helps them to secure academic, social, and

personal success. Therefore, the college needs to focus on creating institutional supports through targeted programs, support services, and funding demonstrating active commitments to EDI (Tamtik & Guenter, 2019). Doing this consistently across a multi-campus institution like NEC will require an investment in creating knowledgeable campus- level leadership.

The previously discussed new PDR process is also a driver as it is prioritizing professional development and individual growth of CAs and other managers. Demonstrating a high commitment to learning and development practices signifies the importance of an individual's growth in the organization and exhibits an investment in their career (Mone, 2018). Therefore, finding the means to create learning opportunities, both formal and informal, would be welcomed by college management as it supports the strategic direction of organizational improvement by keeping CA professional knowledge relevant and aligned with organizational strategies (Becker & Bish, 2017). The PDR process will also be a motivator for engagement of the CA team at NEC. The emphasis on individual growth and development is a demonstration of the ethic of care by the college. Fairness in the availability and distribution of resources, such as training opportunities, will increase an employees perceived organizational support (Rhoades & Eisenberger, 2002). However, the development of CAs is a complex undertaking as they must master a variety of tasks and possess a variety of administrative and leadership skills. This requires far more complex methods of development than typical formal management development programs (Becker & Bish, 2017). My focus as change agent is to create an organizational culture of learning that is based on relationships and sharing of knowledge to improve professional skills and contribute to individual CA growth and development. However, much of my efforts will be dependent on whether the various levels of the NEC organization are ready to participate in the change initiative.

Organizational Change Readiness

The purpose of this section in the OIP is to examine NEC's readiness to change. Success of the change initiative is dependent on organizational members' ability to understand the purpose of the change and the impact the change will have (Bridges, 2009). They must also understand their role in the process and be willing to commit to engage and implement the change initiative. Change readiness is considered one of the most important factors for the successful implementation of change initiatives. Two reasons that contribute to most change initiatives failing are related to change readiness, which are resistance to change and ill-preparedness to change (Rafferty et al., 2013). There are areas of readiness and unreadiness at NEC that will be presented in this section. The section will examine readiness for change at NEC at the micro-, miso-, and macro-level. The micro-level refers to the individual, which is the employee in the role of CA. The collective group of CAs represents the miso-level, while NEC as an organization is at the macro-level (Vakola, 2013). There are factors that enable and those that inhibit change readiness at the organizational, group, and individual level. These levels will now be explored in more detail. To help assess NEC's readiness for change, I will analyze each level using the Deszca et.al (2020) readiness for change questionnaire that scores readiness in multiple dimensions and levels within an organization. The full results of the organizational readiness analysis using this tool can be found in Appendix A.

Organization

Evidence of change readiness at NEC can be found in its recent manifestation of strategic change at NEC through the LMS process where projects aimed at reducing inconsistencies and improving organizational effectiveness are being launched. They are also promoting employee engagement through weekly QBHs, which are decided to solve organizational problems with

quick meetings that generate action plans with defined timelines. Additionally, there is currently

a project to develop a new faculty orientation program to help inform them on college

procedures and to prepare them for the classroom.

Based on the current environment, when I review the first of the readiness to change

dimensions, previous change experiences, from the Descsca et al. (2020) tool, I rate NEC a net

positive score. The college has had recent positive experiences with change since the launch of

LMS-based projects which has resulted in people having positive experiences with participating

in change initiatives. The second dimension in the readiness tool is executive support. The

executive at NEC actively requests new ideas for to bring change into the organization and will

accept ideas that are tied to the NEC vision and strategic direction. Therefore, I gave this section

a positive score indicating sufficient change readiness at the executive level.

Burke and Litwin (1992) identify organizational climate and culture as important

variables in organizational readiness. Culturally based factors include the norms, beliefs, and

values held by organizational members. Organizational climate is the state of the systems,

structure, management which can influence employee motivation and performance. Both of these

variables are impacted by daily transactions and the transformational factors such as leadership

approach, organizational mission and vision, and the external environment. To determine

organizational readiness, the existing mechanisms, processes, or policies that support change

such as organizational structure, culture, climate, and leadership commitment would have to be

reviewed (Vokola, 2013).

One of the values at NEC is excellence which is sustained by a culture of exceptional

performance (NEC, 2022a). To support the goal of exceptional performance, the college has a

continuous learning policy (with related operational procedure) that was created with the purpose

to support a learning culture that is committed to the continuous growth and development of employees (NEC, 2016). The policy's focus in not just on training for job-related tasks, but also supports employee's personal growth. The associated procedure document lays out the process to receive supervisor approval for formal professional development and how employees are assessed for continuous learning funding. Allocating resources to professional development to all employees indicates that they are highly valued and a vital part of the organization (Bernstein, et al., 2020). This is a means of introducing diversity (another NEC value) and inclusion within the fabric of the organizations mandate. It is a demonstration of diversity as the policy gives all employees, of various backgrounds and experiences, the ability to grow professionally and engage in decision making at the college during their career.

When revisiting the readiness for change tool, the college scores positively in the openness to change dimension which focuses on organizational culture. The current organizational culture, as evident by the college's support for professional development described above, indicates that the proposed change to address knowledge gaps will be viewed as appropriate and needed with necessary resources provided. NEC does have an institutional research department that scans internal and external environment and has considered results of those scans in its decision making. They scan both employee and student satisfaction on a regular basis. One area that did score negatively in this section was regarding middle and senior managers using aged solutions and do not utilize the technology on hand, such as PeopleSoft or MS Teams. Another low scoring area is communication. The executive does try to communicate college initiatives frequently; however, the overuse of email does not allow for interactive communication channels. The college has a reward system in the form of the annual excellence awards given to employees in different categories; however, they don't specifically target

innovation. Therefore, they have no score for this category but perhaps the excellence awards could be modified to recognize innovation and change initiatives in the future.

Therefore, the positive readiness score supported by current activities at NEC at the organization and executive level indicate a readiness to support the change initiative. I will now use the readiness tool to look at CAs as a group.

Group

The shared beliefs amongst a group can indicate change readiness. They have to agree that the change is needed, beneficial, and that, together, they are capable of managing the change. Having a future-oriented and positive orientation to organizational change is also an indicator of change readiness (Rafferty et al., 2013). The interpersonal relationship between group members is important. There must be a sense of trust and collective commitment to the work group fostered through open truthful communication, exchange of feedback, and open exchange of thoughts and ideas (Rafferty et al., 2013; Vakola, 2013).

Overall, the current team of CAs are committed to the organization, demonstrate values that are aligned with the institution, and have an abundance of knowledge to help inform the change plan. Attending weekly CA meetings (led by the AVP of Campus Operations) has fostered a sense of community and team commitment. Open discussions of college directives are encouraged and support between CAs is often communicated. The established relationship between CAs and openness to sharing knowledge and experience indicates readiness to participate in the change initiative.

The Deszca et al. (2020) readiness tool evaluates those in senior/middle management roles which is the level CAs operate. When scoring senior leaders in the credible leadership and change champions dimension in the readiness tool, I concluded that there is strong indication of

readiness at this level based on the recent interactions with fellow CAs and NEC department managers. Based on the current environment, CAs operate with a high level of trust with their CA peers, employees, and colleagues from other NEC departments. CAs regularly engage with employees both in person and on QBHs and often support ideas coming from those conversations. Most CAs are long-standing NEC employees who eagerly participate in NEC change initiatives and strategic planning. It is expected that they will view the proposed change initiative as a need that supports the CA team.

Individual

Holt et al. (2007) argue that the personalities of the employees and organizational culture were significant features of organizational readiness. In particular, the employees' beliefs about the appropriateness of the change initiative, the level of managerial support, the efficacy of the organization to manage change, their personal capabilities, and the benefits of the proposed change were indicators of organizational readiness. Furthermore, if individuals have certain characteristics, such as openness to change, self-esteem, self-efficacy, locus of control, and positive affectivity prior to the change event, then they are more likely to accept a change initiative (Vakola, 2013). There are also situational aspects that determine individual readiness such as the degree of trust, commitment to the organization, and the ability to participate in the change implementation (Vakola, 2013). Ultimately the individual has to believe that the change is needed and that the change will have a positive impact in their job (Rafferty et al., 2013).

CAs at NEC are on the front line of daily campus operations and are often responsible for implementing change initiatives from management. It is a dynamic position and subject to changes in responsibilities, tasks, and decision-making authority. CAs have often shared in meetings the need for training in multiple areas – even those who have worked in the role for

many years. A further incentive is the new PDR process recently launched at NEC. Having access to learning opportunities lead to improved professional capacity and, therefore, successful PDR outcomes and opportunities for career advancement at the institution. I can conclude that many individual CAs will see the proposed change as needed and will offer to engage in the development and implementation process.

However, having time to contribute to the change initiative may be a source of resistance for a CA. When creating a solution for the PoP, it is important that the professional learning is well organized, carefully structured, clearly focused, and purposefully directed so that all are able to find the time to participate (Guskey, 2009). Additionally, CAs do not all have the same experience and academic background; therefore, they may be ill-prepared to for new professional development initiatives. Therefore, the readiness of individual CAs may be dependent on their time and capacity to participate in change initiatives.

This section provided evidence, with the assistance of the Deszca et al. (2020) organization readiness tool, that NEC is ready to engage in the proposed change initiative at the individual, group, executive, and overall organization level. An organization is determined to be ready for change if the final score from the readiness tool is above ten. NEC scored 24 from my analysis. While the analysis shows strong organizational readiness, the final solution still needs to address any potential barriers that may prevent participation.

Conclusion

Chapter 1 provided an overview of NEC's organizational context and framed the issues and challenges regarding CA preparedness and its correlation to organizational coherence. Through a leadership lens, guided by the social network theory, the PoP is presented and framed by the contextual factors at the college. The presented vision for change prioritizes employee

preparedness, workplace connections, leadership support, and organizational coherence. The change readiness analysis, aided with an organizational readiness tool, demonstrated that the college is ready to support the change plan at multiple levels as it is undergoing organizational improvement initiatives in order to improve coherence and effectiveness. The information from this section will be used in Chapter 2 to inform the planning and development of the leadership framework for change, the proposed solutions for change, and the social and ethical leadership considerations for the change plan.

Chapter Two

This chapter explores foundational concepts that guide the organizational change initiative. The selected leadership approaches, team and transformational leadership, will be described including associated behaviors and the impacts to the members of the organization. This chapter will also introduce the change path model (Deszca et al., 2020) as the proposed framework to guide this OIP. Three possible solutions to address the PoP are explained with the preferred option revealed. The chapter concludes with the exploration of ethical, equity, and social justice considerations for the change initiative.

Leadership Approaches to Change

In Chapter 1, I stated that the majority of those serving as CAs are ready to collaborate and share knowledge and experience. Despite the differences in contextual factors between campuses, such as geography, resources, and administrative support, there are common challenges that CAs can address together. The selected leadership approaches and proposed solutions must encourage interaction, collaboration, team building, and knowledge sharing. It is those social interactions between interrelated parts working together that form a supportive network where learning can occur (Yang et al., 2010). The leadership approaches should reflect the social network theory and work to build connections between individuals and create a supportive environment to help increase capacity of others.

Transformational Leadership

To cultivate effective collaborative cultures, leaders need to build talent from within to grow professional capacity (Fullan & Quinn, 2016). Transformational leadership requires a vision that is clear, attractive, and realistic which motivates employees to actively engage in improvement efforts where both organizational and personal goals can be met (Bass, 1985). To

do this, transformational leaders gain commitment and change attitudes and beliefs to bring

change (Landrum et al., 2000). They create bonds that inspire followers to pursue the higher

levels of organizational needs, to reach their fullest potential, and to find meaning in their work

(Bass, 1985; Avolio, 1999). Transformational leaders act with trust, providing followers with

opportunities to participate in leadership. In this way, they are not just contributing to the growth

of the person, but to the organization as well by building professional capacity. The collaborative

nature of transformational leadership (Chou et al., 2013) creates valuable and positive changes

for members in the organization. As well, this approach encourages professional development

and works to improve performance at the individual and team level. Transformational leaders

facilitate team effectiveness through strong relationships and trust. This trust encourages

collective efficacy where the team believes they too are able to organize and complete tasks with

support of their leader (Chou et al., 2013). When a team believes that their unified efforts can

overcome challenges and produce effective results, collective efficacy is achieved (Donohoo et

al., 2018).

Kolb's (1984) incorporated experiential learning and feedback as part of his learning

cycle. When groups collectively follow the learning cycle, by developing ideals, describing facts,

and designing new ideas, it is called community development. This process can result in

transformational change (Brown & Lambert, 2012). The solution to address the PoP should

involve a collective learning process to achieve the desired transformational change.

Transformational leadership is the best fit for change initiatives at NEC as it supports and aligns

with the organization's vision. As stated before, a key value at NEC is excellence, which is a

high expectation. Transformational leadership can empower CAs to demonstrate that value,

through emphasizing a group identify, communicating a group vision associated with that value, and encouraging team building which will advance team performance (Wang & Howell, 2010).

Team Leadership

Team leadership is characterized by recurring cycles of mutually dependent interaction between team members (Morgeson et al, 2010). Team leadership is based on social interactions and sharing knowledge which is in line with the social network theory. As well, the team leadership approach supports the transformational leadership as teams can be used to support coaching and social learning initiatives leading to personal and professional growth collectively. Professionals can learn from each other as individual knowledge and experiences are being shared, discussed, and reflected on at the team level (Kozlowski & Ilgen, 2006; Van den Bossche et al., 2006). Team leadership helps to build social relationships which allows them to overcome feelings of insecurity in expressing opposing ideas. For teams to work, leaders using the team leadership approach require the ability to direct and coordinate members, assign tasks, develop team knowledge, assess performance, motivate team members, and establish a positive atmosphere (Salas et al, 2005). Team leadership is defined as "the process of influencing others to understand and agree what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Koeslag-Kreunen et al., 2018, pp. 477).

Leadership must create avenues that accommodate the sharing of innovative, creative, and forward-thinking from team members and instill teamwork (Eddy & Murphy, 1997). Much of NEC's recent organizational change efforts through the LMS has been focused on team decision making and problem-solving. It is believed that this approach results in faster adaptation to organizational changes due to the team-based problem-solving capability (Koeslag-Kreunen et

al., 2018; Northouse, 2019). When using this approach during the change initiative, I will endeavor to include the CA team in the process so that they all have the opportunity to provide a voice and influence decision making. The unique feature of the team leadership approach is the focus is not on the leader but more on the skills and abilities of employees. The CA team at NEC is ripe with years of organizational knowledge and experience. By incorporating team leadership in this change initiative, it will give all CAs the ability to equally contribute to the organization and voice for change.

As mentioned in Chapter 1, both team and transformational leadership have elements of systems theory where connections between individuals within an organization allow for knowledge sharing supporting collective growth and change (Kast & Rosenzweig, 1972). Both of these leadership approaches are compatible with the PoP, and NEC's organizational framework and strategic direction; however, they are dependent on the change leader who needs to be sensitive to needs of the team members and continuously work to build high-quality relationships (Wang et al., 2005). Emphasis on strong social relationships is needed to help team members overcome feeling insecure in expressing opposing ideas (Koeslag-Kreunen et al., 2018). Additionally, the team leader needs to actively engage members in the change process as their motivation may decline over time.

Framework for Leading the Change Process

To support the desired organizational change, there needs to be a comprehensive model to guide the process with a focus on achieving acceptance, engagement, and enactment of the proposed change plan. The selected framework to guide this OIP is the change path model (Deszca et al., 2020) which is a sequential method to assess the current organizational practices at NEC and determine how to change. It is both descriptive and prescriptive, giving the change

agent and other participants clear directions on how to proceed through change. The Nadler-Tushman congruence model (Nadler & Tushman, 1977) is embedded in the change path model to help determine what needs to be changed. There were other sequential change management models considered for this change initiative, such as Lewin's (1947) three-stage model of change "unfreeze-change-refreeze" and Kotter's (1996) 8-step model. Ultimately, they were rejected because they lack change monitoring which is needed to ensure that the change initiative is fully implemented.

My selected leadership approaches, combined with the change path model (Deszca et al., 2020) will frame and drive my proposed change initiative forward and provide the necessary support for the successful implementation of the chosen solution. The Nadler-Tushman congruence model will give me the tool to analyze the dynamics of the external and internal stakeholders and the role they play in the transformational process. The change path model and the Nadler-Tushman congruence model complement each other in that they are sequential frameworks that consider the tasks performed within an organization, which is vital when exploring what needs to be changed. As well, both models are aligned with the systems theory lens as all those involved organizational processes and their formal and informal interactions within the system are considered. A key component of team leadership is to foster both the informal and formal interactions as both prompt knowledge acquisition, learning, and behavior change in teammates (Kozlowski & Bell, 2007). Both guide change through dialogue, organizational thinking, and collaboration (Deszca et al., 2020) which are fundamental components of social network theory (Liou et al., 2015). They frame organizational processes and transformation through the lens of human resources where the capacity to change comes from the people of the organization. Both models are discussed below.

Change Path Model

The change path model is a guide to assess current organizational practices and develop a disciplined approach to change. The model provides a process to help the change agent to determine what, why and how to change in an organization in a disciplined and balanced approach (Deszca, 2020). One key feature of the change path model is its consideration of stakeholders as the change process is an intensely human activity requiring consideration of individual values, perceptions, and reactions (Deszca, 2020). There are four key steps in the change path model that pilots change leaders from generating interest to implementation: awakening, mobilization, acceleration, and institutionalization (Deszca et al., 2020).

The first step, awakening, involves the exploration of the external and internal dynamics of the organization, uncovers the performance gaps, and identifies the need for change. It is in the step that the challenges within the organization are explored and their impact to the organization understood through data collection (Deszca et al., 2020). The need stems primarily from the "organizational and environment need" (Cawsey et al., 2016, p. 99) and reflective of the feedback from members of the organization or from data sources (such as surveys). The stated PoP was based on several informal conversations with other CAs and managers who felt unprepared for their role when joining NEC and that there are few professional development opportunities to improve their professional capacity. More details on the conversations will be discussed in the critical organizational analysis section.

The next step in the change path model is mobilization. In this step, what specifically needs to be changed and the vision for change are determined (Deszca et al., 2020). The focus for the PoP will be on the stakeholders, tasks, and formal and informal interactions. The power and cultural dynamics of the organization are also explored. Creating more network connections

and the conditions that improve the professional capacity of those in the CA position is a
transformational change as it will require a shift in relationships, organizational culture, and
procedures. Because of this, the Nadler-Tushman congruence model (Nadler & Tushman, 1977)
is used to frame the organization, identify gaps, and determine what to change to improve CA
professional capacity. This model can be used to analyze how inputs and transformation
functions fail to work together cohesively to create gaps, as well as how gaps in the outputs can
point to problems in the inputs and transformation functions (Filipović et al., 2020). This model
is discussed in further detail in the next section.

      Acceleration is the third step in the change path model. This stage involves the
engagement of those impacted by the proposed change with the movement towards
implementation (Deszca et al., 2020). It is at this step when CAs will be involved in the planning
process and assisting with the transition and implementation. Strategies will be utilized to build
the teams' skills and knowledge to support the implementation of the change initiative. For this
PoP, the solutions may involve new technology or software to help build relationships and
communication between CAs.

      The final step in the change path model is institutionalization. At this stage the change
initiative is enacted throughout the institution with the impact of the change monitored and
feedback received (Deszca et al., 2020). It is hoped that the result of the change initiative will
have a positive impact on the organizational culture. However, the change path model provides a
guide to encourage participation in change initiatives, but it does not identify how to support
employees who are resistant to change (Nodeson et al., 2012). Team and transformational
leadership practices can help support people through change by connecting it to organizational
and personal improvements. Having a process in place to help improve the professional capacity

and workplace preparedness of CAs should result in positive feedback from CAs, the faculty,

staff and students reporting to the CA and the supervising AVP of Campus Operations.

Nadler-Tushman Congruence Model

The Nadler-Tushman congruence model is an open systems model that allows the change

leader to examine how the components of an organization work together including the associated

inputs and outputs (Deszca et al., 2020). One of the key exchanges in an organization is between

the strategic direction and encompassing policies and procedures, and those responsible for

implementing those directives. Together, the NEC strategic direction and organizational values

strive for institutional excellence both in operations and performance. This results in the

formation of policies and procedures to reach excellence such as the continuing learning policy

and the new PDR process. The change initiative outlined in this OIP can be described as an

adaptive change as it is in response to the shift in NEC's approach to professional development

of employees. Adaptive change is an incremental change that is made in response to an event

(Nadler & Tushman, 1989). Instead of professional development being driven by the individual,

it is driven by a new operational process. Therefore, ways to support professional development

needs to be created because of the operational shift.

The components of the NEC organization, which include people, work, and formal and

informal organization, are deeply interconnected and the success of the organization is dependent

on the interdependence and congruence of these components. However, those components and

the resulting outputs can be impacted by changes in the local environment, economy, technology,

relationships with other campuses, as well as the strategic directives from the NEC executive.

Using the Nadler-Tushman congruence model will help to keep the change strategy in sync with

the PESTEL factors, aligned with the organization's internal components with the change

strategy, and congruent with components of the organization as they produce desired outputs (Smits & Bowden, 2015).

At the CA level, the outputs include budget management, scheduled faculty workloads, faculty performance reviews, program reviews and accreditations, and students that graduate with all necessary skills and knowledge to enter the workplace. Using an organizational model will help the change leader to better understand inputs, connections, components, and outputs as the suitable action for change is determined (Deszca et al.,2020). The Nadler-Tushman congruence model can assist the change leader to identify the people, the tasks, and the level of skill and information needed to perform tasks (Burke, 2018). The model incorporates the whole transformation process approach which considers the formal and informal interactions between the organizational structure, the tasks, and job designs (Sabir, 2018). It is at this level that transformational change will occur.

To determine the professional capacity CAs, employees, and the campus outputs, there are key areas to assess and monitor. The people are the CAs, and the tasks are the various administrative outputs (such as scheduling, budgeting, and program management) they perform. The formal organizational components are the leadership directives, policies, and the campus reporting structure. The informal organization includes the relationships and daily interactions between employees within and between campuses. These relationships will be strengthened during the transformational change process using both the transformational and team leadership approaches.

Critical Organizational Analysis

This section provides a critical organizational analysis of NEC and describes the needed changes that will address the problem of practice. NEC (a public institution) has existed for over

60 years and many of its operational practices are historically, economically, and politically constructed. The PESTEL analysis presented in Chapter 1 describes an institution that has had multiple iterations over the years from separate colleges to one college with central leadership. Despite the move to centralized leadership, localized decision making still occurs at the campus level. The central figure for the daily operations of the college is the CA who requires a plethora of knowledge and skills related to ensuring the campus operates effectively, efficiently, and is congruent with the organization's values, mission, and policies.

The Nadler Tushman congruence model (Nadler & Tushman, 1977) is used to analyze the various levels of the NEC organization and the related inputs and outputs that relate to the NEC campuses and the CA role. This is a behavior orientated model that considers the interactions with others as part of understanding and learning which is part of the transformation process (Burke, 2008). This is in alignment with my leadership philosophy that is centered in the interpretivist paradigm with a social constructivist lens.

Appendix B contains an adaptation of the Nadler Tushman congruence model for NEC and the role of the CA with the encompassing inputs including history, resources, and environment. The inputs include the history, environment, and resources that set the organizational context for NEC and influences it strategic direction. Together they have a transformative impact on the function of organizational interacting components including the work, the employees, and the formal and informal aspects of NEC operations. The outputs that result can indicate the success of the transformative process. The stronger congruence between employees and the organization has a positive impact leading to higher organizational efficiency and effectiveness which in turn will lead to more successful organizational performance (Ismail, 2021).

Inputs

CAs are given the authority to make decisions at the local level, but the decisions must be in line with college policy and procedures. The historical differences and geographical distance between campuses and executive members of NEC can lead to an inconsistent demonstration of the college's culture or values. The brand of an educational institution is generated by culture precipitation, which can be formed by featured buildings, campus environment, facilities, and faculty teaching styles (Wu & Wu, 2013). With campuses spread across the province in various types of facilities with differing resources, programs, and faculty and staff the ability to have consistent culture precipitation is challenging for leadership at all levels.

Each NEC campus must be economically viable to remain open. This means campuses must have sustainable intake of students in programs or continuing education courses. The cost of transport commuting between campuses, the repeated purchasing of equipment and books in each campus, creating quality education activities, and the construction of facilities are large expenditures for a multi-campus college (Wu & Wu, 2013). Therefore, income generation and budget maintenance at the campuses is essential to ensure a consistent input of financial resources. Framing education as a business has led to increasing both student intakes and tuition costs for students (Saunders, 2007). NEC has recently increased its tuition making college more expensive for students in the province. Therefore, more students coming into the college may need access to financial assistance in the form of loans and bursaries. CAs should have a full understanding of the college's business and financial goals and have extensive training on budgeting and entrepreneurship which will all help to maintain economic viability of the campuses and aid students in need.

Another significant input to the college is the students and the needed supports they require to be successful. The population of students with disabilities has grown dramatically within the last 25 years putting a strain on education institutions to provided special accommodation services (Barnard-Brak et al., 2010). NEC has also experienced this trend requiring all campuses to coordinate to support all students requiring special accommodations. CAs should have a strong understanding on what those needs are and ensure that they work to provided services and budget for required resources.

Strategy

The strategy used by NEC are largely determined by the inputs and the organizations capabilities (Deszca et al., 2020). These directives are formed with consideration for the history, environment, and resource availability for the college overall. The strategic direction of NEC and its encompassing values, mission, policies, and procedures are directed by the executive and then communicated to the various departments. The success of an organizational strategy is due to acceptance of individual employees to commit to the strategy and adopt the necessary behaviours to accomplish the related objectives (Barton & Ambrosini, 2013).

For CAs, the main source of communication regarding NEC strategy is from the AVP of Campus Operations. The directions to help manage daily operations at campuses often come the AVP as they provide oversight to ensure consistency across the college, where possible. A challenge for this role is to provide guidance and support for CAs with differing experiences, skills, and knowledge. The AVP of Campus Operations is responsible for conducting the PDR process for CAs as part of the larger organizational strategy of excellence in employee performance. To gain acceptance of this strategy, the link between professional excellence, the PDR, and the individual employee's career needs to be established. Part of the PDR is for the

employee to list their career goals. Participating in professional development is a way of achieving that goal as well as building career resilience so that their increased professional capacity helps them overcome challenges in the workplace and makes them more valuable to the organization (Mone, 2018).

Transformational Process

Using the Nadler-Tushman congruence model, Figure 2 illustrates the transformational process of inputs (guided by the strategic direction) to outputs from the perspective of CAs. The transformational process involves taking "a strategy and implement it to produce effective performance in the organization, in the group/unit, and among individual employees" (Nadler & Tushman, 1980, p.40). The success of any NEC strategy will be dependent on the congruence and alignment of the four components including formal and informal organization, the work completed, and the people. The components will be further explained below.

Figure 2

Transformational Processes for Strategic Change at NEC
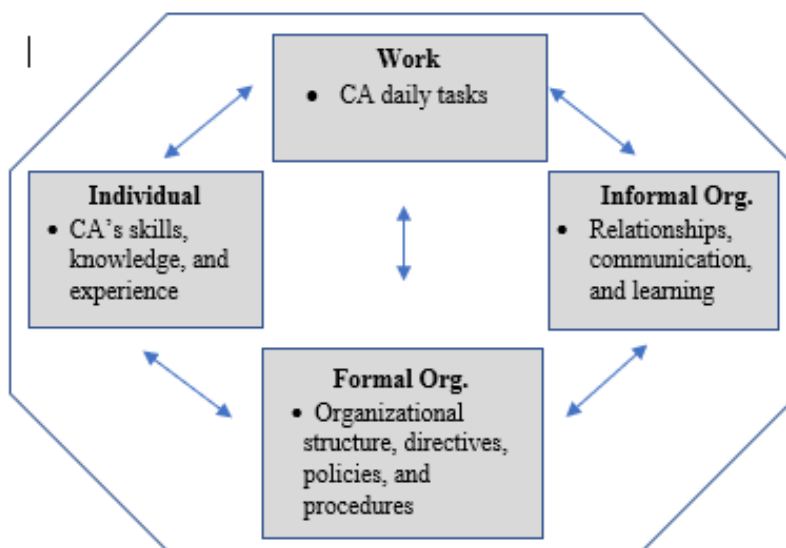
Note. The figure illustrates the components involved in transformational processes at NEC.

Work

The work assigned to CAs encompasses a variety of tasks from human resource management, to budgeting and purchasing, academic quality, student discipline, facilities management, campus promotion and program marketing, health and safety management, and campus communications. There are multiple challenges associated with the extensive number of responsibilities they must manage. One is the level of decision-making authority. The degree of autonomy depends on the organizational structure of the institution, and on the culture and processes of the organization (Groenwald, 2018). Often, CAs are faced with decisions that may or may not be within their agency and therefore, are required to check with other department managers, with the AVP of Campus Operations or other CAs. Misunderstanding where the decision-making authority lies is a knowledge gap that needs to be addressed as it can cause confusion and delayed responses to campus problems.

People

CAs come from a variety of backgrounds. Some have been instructors within NEC, some are from administrative positions outside the college. The uneven workplace experiences by the CAs contributes to differences in skills and knowledge of the organization and the related policies and procedures. Maintaining knowledge among dispersed workers can be impacted by the lack of communication among members, uneven distribution of information, differences in abilities to understand and interpret received information, and differences in experiences, skills, and knowledge (Groenwald, 2018). College executive leadership is responsible for preventing the loss of the knowledge and ensuring the overall competence of those in management positions. Various departments at NEC, such as student services, human resources, finance, and

academic planning, can help address those knowledge gaps for CAs who are critical to the implementation of college policies and procedures.

Consistency and competence are interlinked. Jurie (2000) believes that emphasis is needed on developing the individual and interpersonal competence of members which will in turn affect organizational competency. Jurie defines capacity as the ability of an individual to achieve their fullest potential. Focusing on individual capacity building can determine the motivation and work satisfaction of CAs. The result can be CAs who are self-motivated, able to contribute to decision making, and participate in the implementation of change initiatives in conjunction with other campuses.

Formal Organization

The dense NEC organizational structure, as seen in Figure 1 in Chapter 1, identifies the positions at the college and the roles of responsibilities of individuals as well as the reporting structure. The AVP of Campus Operations is part of the executive committee and reports directly to the president. The academic team that oversees programs includes the vice president, deans, and the director of academic programming. Other significant positions include AVP of Student Services, and VPs of Human Resources and Finance.

When a new CA begins, the orientation process begins with human resources and an assigned mentor introducing the employee to college policies and procedures. The key contact and for new CAs is the AVP of Campus Operations who is both the supervisor and mentor for new employees in this position who ensures the required learning is occurring. Organizational learning is a central process for innovation, which promotes the absorption and utilization of knowledge by allowing effective transfer and application of knowledge among organizational members (Sung & Choi, 2014). The college has formal training sessions for employees such as

occupational health and safety, LMS, and a respectful workplace program. CAs, as leaders, play a pivotal role in creating civil workplaces at the campus level as they are to demonstrate acceptable and respectful behavior during interactions with employees (Gulseren et al., 2019).

There are multiple formal channels a CA has to learn and navigate at NEC. For issues relating to faculty and staff positions, the first point of contact is often the AVP of Campus Operations; however, the human resources department is the main channel to manage such issues. Student services is available to assist with student recruitment, enrollment, and resources. The finance department guides the CA through budgets and purchasing as well as provide needed advice on budget management. For academic programs, the CA can reach out to the deans or the department for program quality to get guidance on delivery of program content.

In terms of professional development, CAs can avail of funding from the NEC human resource's continuous learning department to find formal opportunities. Seeking continuing education opportunities is voluntary in nature and CAs find it hard to fit training into their busy schedules or they are unable to find training specific to their role. Professional development is a mechanism to keep the management, such as CAs, capabilities relevant and aligned with strategies and objectives is critical not only for the individuals involved, but also for the organization (Becker & Bish, 2017). CAs act as leaders who often act as catalysts for change initiatives and are involved in employee development and retention. Therefore, they must be adequately prepared and equipped with the requisite skills and knowledge related to their role (Mohnot & Shaw, 2017). The low amount of readily available learning opportunities for new and current CAs creates a gap in professional capacity and preparedness.

Informal Organization

The informal portion of the organization includes the relationships between employees at the campus level and the college level. For CAs, it is important to build respectful connections and relationships with other employees in order to create effective teams and productive work environments. Recognizing informal connections incorporates systems thinking which views the workplace as a whole rather than individual components and allows one to see the interconnectedness and interdependencies of employees at the campus and college level (Davis et al., 2015). Instead of relying on a supervisor for information via formal channels, CAs can reach out to experienced employees for assistance. Moving away from traditional communication channels towards informal communication between employees within the network can help determine how the organization really works (Eisenberg et al., 2015).

Informal learning is a term typically used to describe learning that occurs outside the confines of a structured learning environment. When formal learning opportunities are not present, CAs can reach out to others with questions regarding procedures and operations as a means of enhancing their knowledge. Informal learning can improve practical and applied knowledge and intra- and inter-personal skills. The interactions from informal learning can also contribute to enhancing organizational cultural awareness (Becker & Bish, 2017). Encouraging informal learning opportunities can create a community of learning which is an important attribute for organizational culture. However, engaging in informal learning is currently dependent on individual initiative. Therefore, the lack of informal learning opportunities needs to be addressed as creating avenues would encourage CAs to seek out and share experiences and close potential knowledge gaps within the team.

Based on the organizational analysis, the possible solutions that address the CA knowledge gaps caused by the lack of access to professional development opportunities are now investigated. As mentioned in Chapter 1, my leadership philosophy is centered in the interpretivist paradigm with a social constructivist lens. From this perspective, knowledge is something that can be created and improved or found to have new uses in a knowledge building community (Simons & Laat, 2002). Therefore, the proposed solutions should support the building of a knowledge community that supports sharing and transformational change.

Solutions to Address the Problem of Practice

There are three solutions proposed for the stated problem of practice. Solution one involves the creation of a networked learning community between CAs and supporting departments. Solution two is the creation of a formal onboarding program for all college management with input from CAs. Solution three is the development of a micro-credential program for CAs which helps them to understand the organizational mandate and structure and college operational procedures. Each of the solutions help to establish interconnections between CAs and other college employees and improve professional capacity and workplace preparedness. Given that the PDR process is underway, the preferred solution should be implemented within one year so that CAs can start benefiting from developed program. These considerations and an evaluation of each of the solutions are explored in more detail below.

Solution 1: Networked Learning Community

Promoting a culture of learning can support the development of organizational strategies associated with systems-level approaches to learning (Egan et al., 2004). Networked learning communities involve professionals within a system networking to enhance the quality of professional learning and to strengthen capacity (Rodriguez-Gomez et al., 2019). These

networked learning communities are classified as informal learning methods where learning occurs outside the confines of a structured learning environment. Networks facilitate individual collaboration and leave it to the individuals to determine the content and form of knowledge sharing (Walton, 1999). Informal learning supports the improvement of competences and updated professional knowledge that directly relates to the work context while shifting professional values and building confidence (Rodriguez-Gomez et al., 2019). The people in a networked learning community participate voluntarily and have a great deal of personal freedom (Simons & Laat, 2002). Therefore, to create such conditions that support networked learning communities, NEC executive needs to encourage employees to move outside their typical contexts to engage with others in hopes to broaden their scope of ideas and possibilities (Katz & Earl, 2010). Support for these conditions can be found in Becker and Bish's (2017) survey on preferred learning approaches where managers indicated a preference for informal mentoring and coaching as a means of professional development.

In this solution, the current weekly CA meetings would be supplemented with the network learning community utilizing the existing MS Teams platform used by NEC. A team site for CAs has already been created by the AVP of Campus Operations. Instead of training needs being directed by management, the platform is designed for CAs to list their training needs and either experienced CAs or other knowledgeable college employees can conduct training sessions. Participants are more likely to engage in training if they perceived it as clearly relevant to work-related activities (Egan et al., 2004). Any prepared video session can be recorded and stored on the MS Teams site. Informal conversations can be planned amongst the CAs with "coffee time" informal chats. This format allows CAs to direct their own learning needs while also building relationships with colleagues. Additionally, these chats can be used to share real

time issues and determine how other campuses manage the situation. Therefore, staff and student issues are addressed consistently across the college. They can also help identify resources to meet student and staff needs.

There needs to a be a clear purpose of the learning community Katz and Earl (2010). For NEC, the purpose is to improve CA professional capacity to improve college operations. The learning community needs to be based on trust and strong relationships so that CAs share issues and ideas and aid others. Relationships form the 'connective tissue' of networked learning communities (Allen & Cherrey, 2000) and provide the social capital that allows people to work together. Another component is the need for inquiry where CAs question the validity of their practices and pose questions on how to do things better. Collaborative inquiry allows for the examination of explicit and tacit knowledge through multiple lenses that can challenge and pose alternative ideas (Katz & Earl, 2007). Leadership is required from the AVP of Campus Operations to support and encourage the learning network and the CAs team members as they share and contribute to the learning community. Formal leaders provide leadership by encouraging and motivating others; however, networked learning communities encourage a broad base of leadership across the network, with many people leading initiatives, participating in collaborative groups, and sharing their knowledge with others (Katz & Earl, 2007). Therefore, this networked learning community is not just isolated to CAs, it can include employees from supportive departments such as finance, human resources, and student services. The hope is that the networked learning community can improve the density of the relationships between various members of the organization. The more connections and stronger the relationships, the stronger the networked learning (Škerlavaj & Dimovski, 2006). This perspective is aligned with the socio-constructivist framework for this OIP.

Few resources are needed to implement this solution. The technology (software) platform for the networked learning community is already in place. Time is needed (approximately 1-5 hours a week for 8-10 months) to organize the MS Teams site to make it suitable for the new learning community which requires input from other CAs. The AVP of Campus Operations needs to be consulted and provide encouragement for all to participate. As change agent, I intend to modify and monitor the forum as the program is implemented. As the program is enacted, finding time to participate in the networked learning community may be a barrier for CAs. However, the readily available technology and established social connections makes this solution acceptable to stakeholders. Frequent updates and solicitation of ideas are needed to ensure continued operation of the program.

Solution 2: Onboarding Program

Academic leaders occupy a unique and complex management position who often begin their roles without significant leadership training, prior executive experience, or a clear understanding of the ambiguity and complexity of their roles (Gmelch, 2013). Becoming an expert takes time; therefore, it is important to have a formalized training program to help ensure their success. The focus of new employee onboarding should include an introduction on the college's policies and procedures, and other significant information regarding the workplace. This is referred to as socialization where the new employee is transformed into an organizational insider by acquiring the social knowledge and skills necessary to perform in their organizational role (Solinger et al., 2013). A successful onboarding creates a feeling of belongingness through learning the people, politics, language, values, and history of the organization (Dai et al., 2011) through socialization. By using this constructivist perspective for onboarding, an organization

recognizes the important effects of social construction of knowledge on the development of human resources at the individual and group level (Korte, 2010).

The content of the new employee onboarding program at NEC is coordinated between the AVP of Campus Operations, CAs, and a representative from human resources. A prepared checklist and accompanying timeline can be a guide for the onboarding process. Over the first month of employment, new employees partake in multiple training sessions with representatives from important NEC departments. Subjects range from scheduling, student special accommodations, conflict management, and budget maintenance to software applications. Sessions on NEC's mission, vision, and strategic direction can also be included.

There are a couple of important factors to consider when designing an onboarding program. It should be an integrated process when then ownership of certain onboarding tasks is clear with the supervisor and human resources (Dai et al., 2011) and practicing CAs. Currently, the responsibilities for onboarding managers at NEC are unclear and often left to the supervisor. Additionally, the onboarding program should not cram all information about the policies and procedures, organizational structure and culture, and colleagues (Dai et al., 2011) within a few days as it can overwhelm the new CA early in their employment.

This solution does not require investments in technology as the MS Teams platform or Skype can be used to support training meetings. Considerable time (5-15 hours per week for 8-10 months) is needed to develop the onboarding program and oversight to implement and monitor every time a new employee starts at NEC. Human resources can work with the CAs to identity key areas that new employees should be trained early in the job. Training session are scheduled with associated department representatives, based on those key areas. CAs can also be involved in the training of new employees in areas they have expertise. It has been found that newcomers

find interactions with peers and supervisor as more helpful during socialization than a formalized program (Bauer & Green, 1994). CAs have an established rapport from the weekly CA meetings and they frequently offer assistance to newcomers. Therefore, CAs would readily agree to this proposed solution.

Mentorships often accompany onboarding programs. The AVP of Campus Operations can assign the new CA to a mentor to answer any questions and aid in the socialization and orientation. An experienced CA from a campus with similar capacity or programs would best serve the new employee. This is a mutually beneficial arrangement as the new employee acquires new knowledge and skills, while the mentor experiences personal satisfaction from "engaging in apprenticeship and reciprocity with newcomers" (McLoughlin & Lee, 2010, p.20) which is part of leadership development. Embedding mentoring in the onboarding program has positive impact on retention, productivity, and the preservation of intellectual capital (Gusic et al., 2010). Right now, the AVP of Campus Operations serves as the main mentor for CAs which is problematic with a large multi-campus college. Providing mentorship as part of a larger onboarding/socialization program addresses the potential knowledge gaps for new employees can reduce uncertainty, speed up role mastery, and facilitate organizational commitment (Allen & Shanock, 2013). This solution can help build strong social connections between new and established CAs, but it requires allotting time to give adequate support to newly hired CAs.

Solution 3: Certificate Program

Formal learning is a standardized and centrally controlled approach to transmit knowledge through organized curriculum and provides the essential professional knowledge and skills employees need in their role (Bolt, 2010). Formal learning for employees is typically organized and structured with set learning objectives delivered as an in-person or online courses,

workshops, and seminars (Becker & Bish, 2017) and are designed by the administration in accordance with organizational policy (Rodriguez-Gomez et al., 2019). With this approach to formal knowledge management, NEC executive members can be assured that employees are learning about college procedures and can enact directives consistently. From a social constructivist perspective, learning is a process situated in practice in a relational, contextual, and dynamic way (Vera et al., 2012). A formalized learning approach would diverge from a constructivist approach to a more cognitive approach to learning which is more an individualized internal process focused on the acquisition of knowledge and internal mental structures (Bower & Hilgard, 1981).

Many management certifications, such as MBAs, are often designed to be flexible and modular in structure to provide advanced skills integrated with career development and work experience (Brundrett, 2001). Using this framework, a formalized certificate program can be developed specifically for NEC management focusing on organizational values, mission, policies and procedures, and strategic direction. Other topics can be human resources, budgeting, and student services. This certificate program is not limited to new employees, but to all existing managers and CAs at NEC. Current CAs can complete the certificate to add to their professional credentials to improve performance and career resilience. The certificate modules can be modified or expanded when new processes are put in place. Online learning for organizational training can work for multiple areas including career development, new employee orientation, new operational procedures, and general upgrading of work knowledge, competencies, and skills (Harun, 2002). This solution would be aligned with the college's LMS project on creating learning opportunities based on the micro-credential format. Micro-credentials are short units of learning that are credentialed, and they can count towards a higher qualification (Wheelahan &

Moodie, 2021). This provides an organization a mechanism to articulate competencies in both soft and core skills in a prepared program (Gauthier, 2019). One micro-credential under development is an instructor development program which has topics (such as student accommodations, coaching, as well as equity, diversity, and inclusion) that can be borrowed for a CA micro-credential certificate. CAs could access the micro-credential courses to address any learning needs identified in the PDR. Therefore, this solution would be readily accepted by college executive members and individual CAs.

NEC has the technology available to have a modularized certificate or micro-credential program. Desire2Learn (D2L) is used to support college courses by serving as a platform for learning materials, assessment, group participation, and instructor monitoring. A D2L shell can be created for CAs that has multiple modules that are completed either during or after hours. An advance to this approach is the flexibility in delivery. Once the modules are completed, the employee receives a certificate. This format is currently used to deliver the occupational health and safety training for new employees. The certificate is downloaded and sent to NEC's occupational health and safety department to add to the employee file. Therefore, CAs are already used to this type of training approach.

The technology (software) for the certificate or micro-credential program is in place; however, extensive human resources are needed to create the content for the program. The development work can be directed by the academic planning department and appoint an employee to collect the information and design the modules. As significant time is required (15-20 hours a week for 1-1.5 years), recruitment may be required for the development. The AVP of Campus Operations, CAs, and other college managers can contribute topics and content to ensure the program meets their needs. It is a living program that requires routine updates.

Therefore, a designated employee will be responsible for continuous updates and participant tracking.

Solution Comparison

While solution three can provide a formalized platform for continuous professional training for NEC, it requires considerable time and human resources to develop as compared to the other two proposed solutions. Additionally, solution three does not contain informal means of professional development where colleagues with more expertise can be a source of productive feedback, support, or advice for novice professionals (Eraut, 2004). Another drawback is that the formal nature of solution three is time consuming, isolating and may not meet the contextual needs for the employees (Rodriguez-Gomez et al., 2019), which is significant for a multi-campus college. As well, to benefit from formal training, employees need to be motivated, proactive, and sufficiently skilled to engage in the transfer of learning and quickly adapt the information to their workplace (Sparr et al., 2017). The remaining two solutions have some similarities as they incorporate both formal and informal training, can be implemented using existing technology and resources, and can be developed with one year. Additionally, solutions one and two would be developed and monitored primarily by the CAs themselves requiring team effort and shared leadership. This needs to be a learning and development process that allows for individuals to identify and determine what activity is required to meet their learning needs (Becker & Bish, 2017). A comparison of the three solutions based on human, time, and resource requirements is shown in Table 1.

Table 1

A Comparison of Proposed Solutions for CA Professional Development

Resources required	Proposed solutions		
	(1) Networked learning community	**(2) Onboarding program**	**(3) Certificate program**
Time	CAs require some time (>1hr) to modify MS Teams platforms, create topics, and upload of relevant documentation and training videos.	Moderate time (>5hrs) is required by CAs and human resources to create a checklist and schedule. There needs to be engagement from multiple departments during the onboarding period.	Significant time (>15hrs) is required to create the certificate content and monitor the implementation of the program. Moderate time is needed while the program is enacted if further development is needed.
Human	There is moderate human resource impact as CAs build the content of the networked learning community platform. There is some involvement of other departments as they may also provide content.	There is moderate human resource impact as CAs and other department representatives are engaged in the onboarding, but their contributions are reduced after the onboarding period is over.	Human resource requirements are significant to create the certificate content and monitor the implementation of the program. Recruitment may be needed for development
Fiscal	The financial impact would be insignificant as the technology to host the networked learning community is already in place.	The financial impact would be insignificant as the onboarding program can use existing technology and be planned within employee schedules	There is moderate fiscal needs for this program if recruitment is required to complete the program development

Note. The table compares the needed resources for the three proposed solutions to the identified PoP.

When analyzing the resource needs of the three proposed solutions, potential barriers are identified. Solutions two and three require the cooperation of other departments which may wane over time. Additionally, solution three needs a significant investment in time and resources

which may be met with resistance from CAs and other involved stakeholders. The ideal solution for the PoP should create a supportive team that results in improved professional capacity for both new CAs at the start of their career and seasoned members. Therefore, the preferred solution is a combination of solution one and two.

Preferred Solution

The combination of both the onboarding program and the networked learning community provides both formal and informal components of professional development. The formal onboarding program ensures all employees are appropriately trained on critical aspects of their role and are properly introduced to the organization's mission, vision, and culture. Having a formalized onboarding has been shown to help with employee retention (Gmelch, 2013). The informal approach of the networked learning community fits into the busy lives of practicing CAs at NEC. Informal learning opportunities has less interference on daily work as it is more self-directed in nature (Rodriguez-Gomez et al., 2019). CAs can use the platform and search for specific topics and solutions when they have the time.

These combined solutions help to address the three guiding questions introduced in Chapter 1. The onboarding and network learning community can be used to discover knowledge gaps amongst new and current CAs through formal and formal interactions between fellow CAs and other managerial employees from related departments. Peer learning and mentoring relationships can offer cognitive and professional growth to both mentor and mentee as they engage in dialogue and shared activities (McLoughlin, & Lee, 2010). The networked learning community engages and supports CAs across the college through meaningful collaborative interactions. In this community, learning is produced though the team, and not reproduced from disciplinary authority or a formalized learning program (Kemp, 2011). The impact of consistent

applications can be addressed during the formal onboarding as mentors can provide context to college policies and procedures to new employees and the resulting outcomes. Interactions between CAs and members from college departments within the networked learning community (such as Student Services or Academic Quality) can highlight the impacts of inconsistent practices within the college from their perspective. It is hard at the campus level to see how localized decision making impacts the college-wide community.

These combined solutions are also aligned with the socio-constructivist framework for learning as they both involved interacting with fellow CAs and other knowledgeable college employees through socialization. Learners construct knowledge through discourse with other members of the community, including, a mentor.

Combined, the two solutions can address the knowledge gaps. Figure 3 revisits Figure 1 and indicates which components of the Nadler-Tushman transformational stage the chosen solutions target. The onboarding component addresses the formal organization aspect of professional development while also providing individualized introductory orientation to new CAs. The networked learning community focuses on the informal aspects of the organization by building relationships though the collective effort to improve the professional capacity of CAs. By addressing the informal, formal, and individual, a supportive foundation is created for CAs to perform their work and improve the quality of administrative outputs. Another benefit of these solutions is that they remove the burden of CA training from the AVP of Campus Operations who often serves as mentor for CAs. With this solution, the team of CAs work together to onboard new members and create learning experiences that help them in their role. However, the AVP of Campus Operations will still need to review and approve the final solutions.

Figure 3

Proposed Solution and the Transformational Processes at NEC
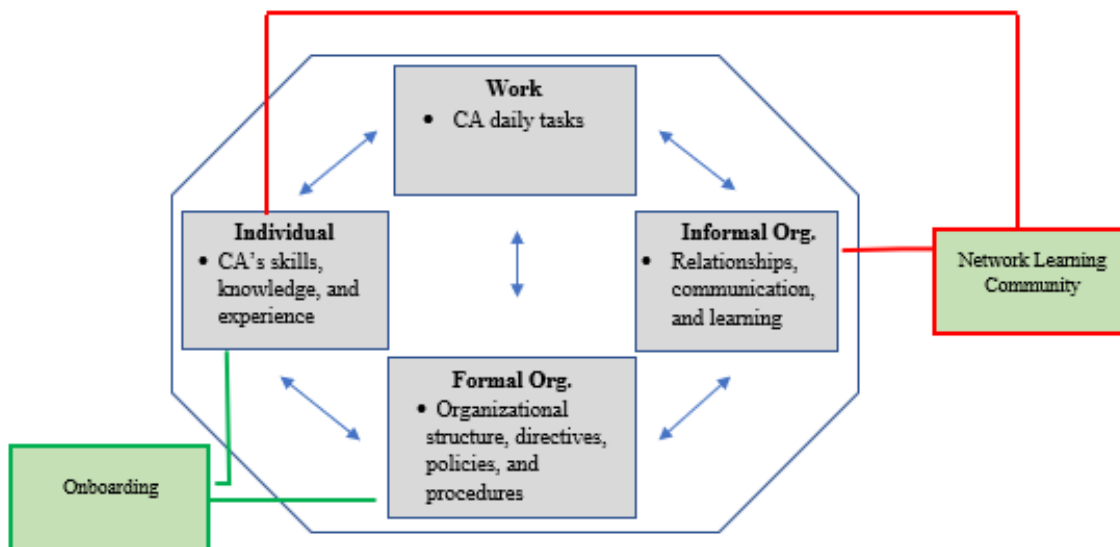
Note. This figure illustrates the connections between the proposed solution and the factors involved in transformational processes at NEC.

This section determined that an onboarding program linked to a networked learning community would effectively address the gap in CA professional capacity and role preparedness. The next section reviews the ethical considerations for leadership as the proposed solution is implemented.

Leadership Ethics, Equity, and Social Justice in Organizational Change

In times of organizational change, leaders must have a vision and mission that is ethically grounded and considerate of employees to heighten the chance of acceptance, adaption, and implementation (Bowen et al., 2006). When implementing the solution to address the gap in professional capacity for CAs, the larger implications of such a change initiative must also be considered. The goal is to promote a culture of learning that leads to professional growth of NEC CAs and improve operations across all campuses as the college strives towards organization

excellence. Creating opportunities that empower employees demonstrates an ethic of care where employees are valued and encouraged to meet their education and career goals (Wood & Hilton, 2012). In this section, leadership behaviors that demonstrate care and consideration during change is explored in this section as well as how the change initiative addresses equity and social justice.

Ethical Behavior and Organizational Change

Leaders demonstrate ethical decision making when they engage with employees to determine the right course of action while considering their best interests (Neubert et al., 2009). Lawton and Páez (2015) believe that ethical leaders are aware of how their decisions affect others and take ethical decision making seriously. Ethical decision making considers the input of others and is open to critique or alternative ideas. To have an ethical change process, participants need to be able to ask questions and challenge their leaders' initial assessments (Deszca et al., 2020). Therefore, collective decision making with other CAs is a key feature in the implementation plan. During the implementation period, I intend to use behaviors reflective of transformational and team leadership as I guide the CAs through the process.

Transformational leaders are moral uplifters who engage in the sharing and implementation of mutually rewarding visions. It is a reciprocal process where leaders who are more morally mature motivate others to display higher moral reasoning in return (Bass & Steidlmeier, 1999). For transformational change, leaders need to build trusting, warm relationships with others through honest and open engagement (Rubin et al., 2005). Building relationships is also a team leadership behavior where leaders recognize that team members have unique roles and capable of making critical contributions to collective action. As change leader, I need to assign roles and determine strategies, provide guidance, monitoring, and feedback, and

foster the productive collaboration needed for team success (Zaccaro et al., 2001). Therefore, engaging in ethical and collaborative decision-making initiates transformation change that benefits CAs collectively is in alignment with the chosen theoretical lens and leadership approaches for this OIP.

Equity

Equity is at the center of the PoP as the proposed change is to improve the professional capacity and preparedness of all CAs in that role. The solution for the PoP should recognize and meet the individual needs and circumstances of all CAs and not just find a one-size-fits-all solution. Workplaces that value and support employees from diverse backgrounds benefit from enhanced employee engagement and productivity (Hunt et al., 2015). This is a similar approach NEC takes for students requiring special accommodations; individual needs are identified with the appropriate mechanisms to support them in their learning established to increase success.

Providing the means for employees at multi-campuses to have access to the same level of training and support allows them to be effective in the workplace and meet management expectations (Groenwald, 2018). As the CAs start their position, the onboarding program introduces the important college process, procedures, and operations. The established networked learning community the new employee joins during the onboarding process adds to their training and experiential learning. Sharing insights and knowledge increases the professional capacity of all CAs regardless of education and past experiences. When professional capacity is improved, CAs become equal players in the organization and conduct daily operations in a consistent matter. Therefore, the implementation of college policies and procedures is done consistently across the college. This is critical for employees or students needing accommodations or for groups that can go unrepresented or unheard if EDI policies are not followed. Fairness is a part

of social justice where organizational policies, procedures and systems are put in place and enacted to ensure that all people are treated equally (Vogel, 2012).

However, the reality is that geographical challenges, campus funds, and other contextual factors can make it difficult to conduct a fair allocation of education resources at multiple campus institutions (Wu &Wu, 2013). Achieving equity is challenging in these conditions. As suggested by Wood and Hilton (2012), CAs need to address the inequalities or advantages certain campuses have over others and the impact to the organization. Perhaps it is in the networked learning community that ideas to address inequalities can be shared.

Social Justice

An organization that acts with an ethic of justice ensures that all employees have reasonably equal access to advantage (Wood & Hilton, 2012). Providing a formal onboarding program as part of the proposed solution provides all new CAs with the opportunity to learn and understand the college policies and procedures in the workplace. The networked learning community provides access to all practicing CAs to additional training that meets their individual needs. Having equal access to training is an application of fairness and social justice and shows that employee professional growth is valued (Hegarty & Moccia, 2018). Improving operational knowledge can work to ensure NEC policies and practices are consistently applied across all campuses. Following college directives ensures all students and employees work in an environment where they are safe from harm with their rights protected.

Wood and Hilton (2012) state that all leaders have a responsibility to adhere to the rules governing their profession. Therefore, NEC has a responsibility to both students and employees to provide the needed professional development so that CAs make decisions that reflect the values, goals, and mandate of the institution. A collaborative, knowledgeable team of CAs can

address the issues and implications of rules (or lack thereof) on employees and students. They can also address the fairness of existing college policies and possible inequalities or ethical dilemmas they create. To promote social equity and justice, educational organizations need to invite critique of structures that create barriers and unequal treatment which leads to positive outcomes for employees and students (Starratt, 1991). Employee satisfaction surveys, student course evaluations, and the Student Satisfaction and Engagement Survey (NEC, 2022c) can help CAs get feedback from employees and students to determine if the change initiative for the PoP results in equal access to services and college-wide consistency in the application of policies and procedures.

According to Wood and Hilton (2012), when leaders encounter ethical dilemmas, they may discuss and reflect on their experiences which may aid in constructing or considering alternative solutions. They have to reflect on existing professional and organizational codes of ethics with the intent to treat all personnel fairly, respectfully, and with integrity when proposing solutions (Wood & Hilton, 2012). When going through change, understanding how the new rules affect the experiences of college students and employees is an important consideration when implementing new programs. Ultimately, the goal of any change initiative is to improve the quality of life of all members of the college. If inequality results, then leaders must be open to feedback and reassess the change initiative. Inclusion can result in diverse contributions to thoughtful decision making that works to remove social injustices and supports organization equity (Bernsteain et al., 2020).

NEC has recently taken a large step to improve EDI within the organization. I feel this starts at the leadership level where learning is prioritized, and ethical decision making is practiced. Providing the means for CAs to grow professionally empowers them to create and lead

EDI focused initiatives that positively impact both students and employees at the individual campuses.

Chapter Summary

Chapter 2 examined the use of transformational and team leadership theory for leading the change initiative aimed at improving CA leadership and management capacity at NEC. Using the Nadler-Tushman congruence model, it was found that gaps existed in employee development and support at NEC. The proposed solution is comprised of informal and formal professional development approaches that addresses the CA knowledge gaps while creating strong learning networks and collaborative relationships. Ethical considerations were also presented which highlighted the role of leadership and the equity and social justice issues related to the change initiative. The change path model is expanded upon in Chapter 3 as well as the implementation, evaluation, and communication strategies for this change initiative.

Chapter Three

Chapter 2 identified the proposed solution to address CA operational knowledge gaps at NEC. Creating a formal onboarding program linked to an informal networked learning community would effectively address the PoP and enable a work environment where leaders connect, support, and learn from each other resulting in improvements in their collective efficacy and professional capacity. Any change implementation plan must fit within the existing organizational context, strategy, and structure. This implementation plan is focused on the existing NEC networks and technology that connect CAs on a daily basis. The change initiative also supports the new PDR process where CAs explore their professional learning needs with their supervisor. The proposed change initiative, when implemented, will be key in providing professional learning opportunities for CAs leading to stronger outcomes in performance reviews. Overtime, there improved performance can lead to more efficient campus operations and improved student and employee satisfaction. The next section will outline the goals and priorities of the change implementation plan, determine how to manage the implementation process, describe timelines and resources, and identify potential issues and limitations.

Goals and Priorities

Lack of preparedness amongst CAs reflects a common theme in post-secondary education where leaders lack sufficient training to manage the complexities of their role (Thornton, 2020). As discussed in Chapters 1 and 2, the impacts of knowledge gaps and lack of formal and informal training can lead to organizational inconsistencies which is significant for a multi-campus institution like NEC. As the college adopts LMS to improve organizational efficiency and a new professional development review process for managers, there needs to be a program in place to provide the needed training and support for all CAs. The change

implementation plan allows CAs to contribute to the creation of a support system using available formal and informal tools.

The change plan described OIP is aimed at creating a new onboarding program and network learning community to support the professional development of CAs in the vital role they play at NEC. There are short, medium, and long-term goals identified in this change plan, The short-term goals (set over a two-month period) are (a) obtain support from the AVP of Campus Operations to plan a seminar with CAs who are included in the plan implementation, (b) create a steering committee that consists of a few members of the CA team, and (c) coordinate with CAs and related department managers to identify the knowledge gaps in relation to new CA onboarding and currently practicing CAs. Medium-term goals (set over a seven-month period) include (a) determine training to include in onboarding and associated supports from other departments, and (b) documenting needed topics and content for the informal network learning community. The long-term goals for this change plan (set over a one-year period) are (a) to develop a CA onboarding program with support from human resources, CAs, and associated department managers, and (b) collect contributions from CAs to the network learning community that address professional development needs.

The change plan implementation process is planned to launch in Fall 2023 with the onboarding program finalized and delivered by Fall 2024. The networked learning community could be launched in Winter 2024. Performance indicators are focused on the contributions of the stakeholders and the resulting outcomes. Details can be found in Appendix C which organizes the stakeholders, benchmarks, and key indicators using the change path model implementation phases. The first phase is largely managed by me, the change agent, as I am tasked to introduce the PoP and identify performance gaps and impact to the organization. The

second phase expands to include other department members to devise how to address knowledge gaps. After agreements are made, strategies are finalized, and approvals sought from the related AVPs. The next phase involves the team of CAs completing the tasks for the change initiative.

As the stated goals are implemented, key priorities need to be addressed. First, there needs to be a strong effort to hear the voices of all contributors so that the change initiative is a collective team effort. Collaboration, using team leadership behaviours, can help build the relationships and needed trust to overcome insecurities and improve participation (Van den Bossche et al., 2006). Establishing the steering committee with members from the CA team is a behavior consistent with team leadership. All CAs (and associated department managers) can participate equally to address the PoP, implement the change initiative, and contribute to organizational development. CAs can grow and learn from each other, contributing to a strong social network. Additionally, the process may also identify training needs for CAs which can lead to a formal request for professional development funding. This allows for CAs to grow their professional knowledge, empowering them to be more efficient and confident in their management role. They can confidently identify problems and development solutions to the executive management team together.

Another priority is to ensure that the content of the onboarding program adheres to college policies and procedures and reflect NECs values of diversity, respect, and integrity. Both the AVP for Campus Operations and AVP for Human Resource can provide needed oversight. Coupling the onboarding program with the networked learning community enhances socialization for all CAs and lower the risk of isolation. It also provides an opportunity for new voices, experiences, and perspectives from those who may come from marginalized groups in society (Dennissen et al., 2019). I recently attended a Legacy Leadership seminar with other

college leaders including CAs, directors, and managers from across the college. It was clear that all who attended were eager to learn from others and share experiences and perspectives.

Supports and Resources

The success of this change plan depends on the available supports and resources at NEC. The proposed changes will fit within the current organizational structure and college policies and procedures. As identified in Chapter 2, there are moderate human and time resources allocated to create the onboarding program and contribute to the network learning community. Expertise will be needed from CAs, managers in supporting departments (such as information technology and finance), as well as the AVP of Campus Operations and AVP of Human Resources. Fortunately, there are little financial or technological resources required as the systems needed are already in place.

The CAs already meet on a weekly basis using the MS Teams platform to address college-wide issues. The same platform is used for the weekly QBHs to address organizational processes that need improvement. Therefore, this is the ideal technology to present, enact, monitor, and evaluate the change process as it is familiar to all stakeholders.

As this is a people-orientated change, human resources and time are the main requirements for this change initiative. Human resources required for implementation and expected time requirement is identified in Appendix D. The largest time commitments are from the CAs who may be engaged in implementation related activities 125-155 hours for the duration of the change initiative (which is between Fall 2023 and Fall 2024). The other human resource needs, including college executive and other department managers, are only be engaged for one to six hours in total (for the implementation period).

Given the dependency of human resources for this change initiative, there needs to be a willingness to commit to the shared vision and to the successful implementation of the proposed solution. The long-term benefits of the proposed solution will help establish an organizational culture of learning that is focused on supporting and preparing CAs in their role. A supportive culture of learning is linked with positive attitudes, motivation, job satisfaction, and organizational commitment (Egan et al., 2004). This concept is prominent in the next steps as the change leader focuses on building momentum for the change initiative.

Building Momentum

The details, including timelines, benchmarks, and performance indicators, of the change implementation plan follows the change path model (Deszca et al., 2020) described in Chapter 2. These details can be found in Appendix C. The timeline of change implementation plan will follow the 2023-2024 academic year and associated semesters. The phases of the change path model help build and sustain momentum during the change implementation process.

The awakening stage helps to engage CAs as the knowledge gaps are explored. It is at this stage where CAs share their experiences within the organizations at a seminar which can be planned during one of the regular weekly CA meetings. This sharing of experiences can generate an emotional connection to the change initiative and, hopefully, lead to supporting and engaging in the plan. The mobilization stage shifts the emotional connection to action as CAs determine the future state of professional development. As mentioned previously, the college has launched a new professional performance review which evaluates the knowledge gaps amongst managers. Therefore, the change initiative can empower CAs and managers as they create a support system to benefit themselves and future employees. During the acceleration stage, CAs design the draft onboarding plan during the QBH sessions to present for approval, allowing them to give a voice

in the orientation and training of CAs. Finally, the institutionalization process provides CAs with

the opportunity to collaborate and create content to share in the learning networked community.

A part of transformational leadership is encouraging others to try alternative approaches that

foster creativity and stimulate learning. This motivating endeavor can foster employee

engagement as they work towards the shared vision to improve performance capacity (Henker et

al., 2015).

Transition Management

As change leader, I have to be continuously engaged during the change implementation

stages to ensure that participants remain involved, that the change vision, purpose, and associated

goals is clearly communicated, and that all tasks are completed in the given time frame. It is an

ongoing process of utilizing transformational leadership to set and emphasize a compelling

vision, stimulate, and mobilize groups, and support individual needs as they examine their work

and to figure out how they can perform better (Podsakoff et al., 1990). As my peers share

experiences, challenges, and personal goals, I can connect them to the change vision allowing

them to see the opportunities it presents to each individual and the group. This is paired with

creating a team leadership environment which strives for effective communication among team

members across organizational lines, good team spirit, and mutual trust and respect (Thamhain,

2004). One way to emphasis the team approach is to create small working groups, from the

larger CA group, that is focused on a given specific task. As a change leader, I demonstrate team

leadership by trusting others, such as the steering committee, to lead portions of the change

initiative.

However, implementation issues are possible and there are potential limitations in the change plan that may impede successful implementation. Therefore, planning for stakeholder reactions and potential challenges will be critical.

Solution and Stakeholder Reaction

The proposed solution described in Chapter 2 to address the PoP is a collaborative process that will help to strengthen the social network ties between leaders at NEC's multiple campus sites. The team leadership approach is used to encourage participation and drive collaboration for the change implementation process as it fosters relationship building, shared understanding and accountability (Cohen & Bailey, 1997), and team-based problem solving (Koeslag-Kreunen et al., 2019). There are CAs with years of experience and insight on the complexities of the role. The goal of the change implementation plan is to create the needed avenues to accommodate sharing of experiences and innovative, creative, and forward-thinking ideas from the team (Eddy & Murphy, 1997). The proposed seminar with CAs focused on the knowledge gap, and subsequent planning meetings, are the avenues for team sharing. The discrepancy between the current organizational condition and the desired state needs to be clearly communicated as to generate belief that change is needed (Armenakis et al., 1993).

It is expected that many of the CAs will appreciate the proposed organizational change and be willing to offer their insights as the college has now implemented a new PDR. Many have mentioned the lack of professional development opportunities. As well, in our weekly CA meetings there are times that CAs share how they manage certain issues or a process they put into place that may be helpful to others. During the change implementation process, CAs can work together to develop several training items. For example, they can create short training videos on PeopleSoft functions, budgeting tips, and scheduling. They can also provide

information sheets on managing special accommodations for students, student incidents, and other student support services. The more information readily available for CAs, the better they can administer services at their campuses that support students, employees, and programs.

The desire for CAs to share knowledge is there, but an established platform to regularly share information outside of the meetings is not well established. To monitor this, the engagement, commitment, and effort from CAs will be tracked during planned meetings. The tool to aggregate and shared this information will be Microsoft (MS) Teams site. The conversations which contain valuable feedback (or mobilized knowledge) from the online presentations will be recorded and uploaded to the MS Teams site. The lack of attendance in the planned meetings and low level of engagement indicates that there is low interest, and possibly resistance to this change initiative.

 Some CAs may feel that this change initiative is not within their scope of practice and may not be willing to challenge status quo. Resistance can be expected when there is the imposition of change where people are forced into a new state of being or acting. They need to disengage from the past and focus on participating in the change and the future of the college (Burke, 2018). At any given time, a leader needs to assess the situation and determine sufficient actions to solve any problems. Therefore, routine monitoring, managing conflict, and addressing individual needs is necessary. Leaders can address these needs by "fostering adequate l team member motivation, promoting a sense of psychological safety, and managing the emotions and conflict that can occur within the team" (Morgenson et al., 2010, pp. 7). Unaddressed needs can make it difficult for a team to achieve the stated goals.

Similarly, transformational leadership behaviors will be useful to help manage stakeholder reactions. Building trust amongst stakeholders, especially executive members, in the

capability of employees in addressing the problem and contributing to organizational improvement is essential. Having and communicating a clear vision that connects to the collective interests of all CAs as well as stimulates their creative innovative thinking will endear them to the change plan (Northouse, 2018). As well, it is important to build the confidence and shared belief of all participating members that they can contribute to the project (Chou et al., 2013). Listening and treating the team members with respect will make them feel valued and positive about the change implementation plan (Northouse, 2019). Finally, it is important to be mindful of the time and effort to participate in such a project. Ensuring that all CAs understand the personal and organizational benefits that can be garnered from the resulting change outcomes.

As change leader, I need to prepare for all potential reactions to the solution and change plan. Therefore, I plan to form a small steering committee of three to four CAs to help plan the launch of the change initiate and determine the reactions of the larger CA team. This small group can assist in preparing and introducing the change to others, support the gathering and analyzing of feedback, and guide adjustments and shifts to the implementation plan (Deszca et al., 2020). They can question the stated values, benefits, and uncover areas where there is unfairness or social injustice (Starratt, 1991). This committee can help construct the messaging for the change, keep to planned timelines, and ensure communication is open and accepting to feedback (Hughes, 2015).

Keeping open two-way communication with executive members, CAs and other stakeholders involved in the change implementation plan is important. Frequent updates and discussions at the CA weekly meeting will help to gather support and further encourage all CAs to participate in the change process. This is an avenue outside of the QBHs for CAs to identify

issues to consider in the change solution. The steering committee can provide the AVP of

Campus Operations updates on the implementation progress and periodically attend executive

meetings to allow give them the opportunity to stay engaged in the process which helps to

maintain their continued support. If employees feel that they have the support of their leaders,

they are more likely to respond positively to the change plan (Deszca et al., 2020).

Implementation issues

There are potential issues that may arise during the various stages of the implementation

process. Currently, NEC is implementing the LMS methodology to improve organizational

efficacy. Many projects are currently in the works and managers are being deployed to those

projects. As these projects are considered priorities by the college executive, the change initiative

being proposed may not be seen as important. As well, the new professional development review

process may be seen as a solution to build professional capacity for CAs with no need of any

other programs. While it is a step in the right direction, the process is done in isolation and does

not strengthen the social network between CAs and campuses. As well, there may be

disagreements between the change plan and personnel from human resources who oversee

onboarding and professional development management. They may see the change plan as

stepping into their jurisdiction. The team leadership approach is beneficial here as the collective

team of CAs can negotiate with other departments for support and advocate for the change

initiative (Northouse, 2019). As mentioned in Chapter 2, the proposed solution (specifically, the

networked learning community) does not require many financial or technical resources and

supports the professional development review process. This change plan is a team effort where

all CAs can make contributions. This initiative can have a greater chance of success if supported

by those in formal leadership roles and by the provision of needed resources (Jones et al., 2012).

Another implementation issue is the multi-campus nature of NEC. CAs are spread out across the province in different contexts, with different needs, and different program offerings. Having regular meetings with meaningful and mutually beneficial outcomes might be challenging. As mentioned earlier, the goal is to have equal representation and voices so that all are engaged and empowered by the change implementation process. To ensure successful organizational change, communication between CAs must be an integral part of the change implementation strategy. There should be regular flows of information to help build bridges and healthy relationships which is essential in order to navigate change collectively as an organization (Ströh & Jaatinen, 2001)

Limitations

The proposed solution to an ongoing PoP at NEC provides the needed professional development support to new and existing CAs as they manage their complex role within the organization. However, the project requires cooperation and acceptance from various departments in order to be successful. Showing how the change initiative benefits their daily operations will be important for me as change leader. Seeking input from other department managers would be benefit for this change initiative as they interact with CAs regularly and they may have insights on how CA knowledge gaps impact them in their respective departments, such as human resources, finance, and student services. For instance, if an CA has training on purchasing requisitions and budgeting, there is less chance of less errors made and fewer interventions from the budget analyst. Therefore, communicating the vision and benefits that exist, besides improving the professional capacity of CAs, will be critical for success. As part of change implementation process, the change leader should identify gaps and related impacts but also how the proposed change will bolster the efficiency of all members and reduce any

discrepancy or inconsistencies in the organization (Armenakis et al., 1993). However, the communication is not just one way. As change agent, I will need to incorporate the experiences CAs from the other 16 campuses and what they see as gaps in their knowledge and associated impacts on their workplace performance.

Another limitation is time. As mentioned throughout this organizational improvement plan, the role of a CA is complex with multiple responsibilities. Balancing this daily is challenging and does not lead to spare time in the schedule. Some CAs manage larger campuses with added responsibilities, so it is possible they cannot contribute equally. The networked learning community may be a way for CAs to learn to work smarter and be more efficient at workplace tasks. Therefore, demonstrating the benefits to the proposed change can encourage participation. However, it is important for the change leader to be mindful of their time commitments and not over burden them to much in the process. Sharing the work can help reduce time commitments and reduce the chances of lost commitment. The concern is that The networked learning community may work initially, but commitment and enthusiasm may fall overtime. Regularly updating the program and engaging new CAs on the platform may help sustain momentum. One team leadership strategy is to rotate responsibility between members. This can give ownership to new members who can further enhance the platform with their ideas.

Key to identifying implementation issues and status of limiting factors in an effective monitoring and evaluation plan. A monitoring and evaluation plan routinely and systematically analyzes the change implementation process and identifies issues to be addressed.

Monitoring and Evaluating the Change Process

Monitoring and evaluation are both integral processes for organizational change initiatives as they increase the chances of results, support accountability, and help management

make informed decisions that lead to organization improvement (Markiewicz & Patrick, 2016).

A well-designed monitoring and evaluation framework has the potential to overcome potential

barriers and contribute to successful change implementation (Deszca et. al, 2020).

One potential barrier, as indicated in the previous section, is consistent quality

engagement by stakeholders due to time restraints. My goal is to provide an implementation plan

that doesn't add to an already heavy workload for CAs so that they are able to make meaningful

contributions. Incorporating monitoring in the implementation plan will allow track activity

completion and level of engagement (e.g. attendance to meetings and provision of feedback).

Adding evaluation process provides the means for the change agent, steering committee, and

stakeholders to review the quality of the outcomes and value of a program to determine if stated

goals and objectives are achieved (Markiewicz & Patrick, 2016). To be considered valuable and

high quality, the final onboarding and network learning community platform must encourage

engagement of all stakeholders (including CAs, department managers, and executive) and fulfill

the professional learning needs of the CAs.

Data driven decision making has now become a major factor as NEC moves through

organizational improvement initiatives using the LMS methodology. Additionally, LMS

promotes team-based projects that utilize frequent communication to track progress and gain

feedback (Sunder & Antony, 2018). Therefore, the monitoring and evaluation framework for

this change initiative will reflect the NEC values, LMS principles, as well as the previously

described systems theoretical lens and selected team and transformational leadership approaches

in this OIP. The following section provides details on the monitoring and evaluation plan

including the tools and measures used to determine the need for change, as well as track and

guide the change process and determine successful implementation.

Monitoring and Evaluation Framework

Systems theory is introduced in Chapter 1 as the theoretical lens used to frame this OIP. This lens views organizational change with a holistic perspective in that there are interrelated parts working together to transform inputs into outputs (Kast and Rosenzweig, 1972). Therefore, the change process requires monitoring the frequency and evaluating the quality of the contributions by the collective, not just one individual. To ensure effective team performance and collaboration, leaders need to assess the process, review results, and provide feedback, and acknowledge milestones and performance (Northouse, 2019). Transformational leaders not only need to communicate a vision, but continuously build trust and foster collaboration on an ongoing basis (Northouse, 2019).

A key feature in the monitoring and evaluation efforts is the engagement of other CAs. Participation in the measurement of goals has the potential to increase the understanding of what the change initiative will do and increase commitment to the plan implementation (Deszca et. al, 2020). From the ethic of justice perspective, every person engaged in or affected by change should be given treatment and equal access to decision making authority. Without their voice in the monitoring and evaluation process, the change process may result in inequality and injustice (Wood & Hilton, 2012). Additionally, ensuring equal opportunity to participate and contribute to the change initiative is in alignment with the college's stated values, specifically the values of transparency, integrity, respect, and diversity.

One of the principles of the LMS is that an organization must demonstrate commitment to continuous improvement of work outcomes (Toussaint & Berry, 2013). Continuous monitoring and evaluation of change process gives leaders feedback on how other members feel about the process, their level of contribution, and the quality of the outcomes which is pivotal to

the success of the change. Monitoring will be directed on the change progress, targets, and key

indictors (Markiewicz & Patrick, 2016) which is largely focused on team dynamics and resulting

outputs. For this change initiative, this means monitoring CA attendance to meetings (including

the QBHs), the number of contributions to the onboarding template and the networked learning

community platform, and the provision of feedback to help improve that shape the final

outcomes. The evaluation is systematic in the collection of data specifically obtained from

feedback by team members including other CAs and department managers, and senior college

executive which will help determine if the goals have been reached. Presenting the final

onboarding program and completed networked learning community platform will provide an

opportunity to gather feedback that indicates the quality of the final outcomes. The organized

steering committee will play a large role in helping me, the change agent, through the monitoring

and evaluation process (as seen in Table 2). The information gathered from monitoring and

evaluation can be used to identify issues and make corrections to ensure successful change

implementation (Markiewicz & Patrick, 2016).

The change path model was chosen to guide the change agent and steering committee

through the implementation of the proposed solution. As the change process moves through the

awakening, mobilization, acceleration and institutionalization stages, the specific dimensions to

be monitored and evaluated each stage are identified along and the preferred outcome (Deszca et

al, 2020). The results from monitoring and evaluation can indicate if a stage in the change path

model is completed, or if amendments are needed. To monitor and evaluate the solution through

the stages of the change path model, the change agent will need a framework to assess the

commitment and effort of those participating in the change initiative as well as the quality of the

change outcomes. The selected monitoring and evaluation frameworks(s) should be iterative in

nature so that the principle of continuous monitoring remains for the change initiative. As well, the framework(s) should monitor both the task and processes to be completed and the interactions of the people who are engaged in the change process in addition to evaluating the quality of the outcomes. PDSA (Plan-Do-Study-Act) is the selected framework to evaluate the change implementation outcomes while the DICE (duration, integrity, commitment, effort) model will provide a monitoring framework. MS Teams and QBHs are the primary tools used for the monitoring and evaluation of the change initiative as NEC employees are all familiar with this platform for team meetings, project management, and information storage.

The PDSA approach is a scientific framework applied to daily tasks and processes which tests a proposed hypothesis on how a process can be improved. If improvement occurs, the new tasks or process becomes standard work until such time as further improvement can be demonstrated (Toussaint & Berry, 2013). There are three areas of inquiry embedded in PDSA cycle: (a) determining what is to be accomplished, (b) determining if the proposed change can lead to improvement, and (c) determining indicators for improvement (Moen & Norman, 2009). The steps in the PDSA cycle are aligned with the change path model with the outcomes of each phase evaluated to determine if the change leads to improvements in the professional development access for CAs.

A people-focused model would help to determine the level of engagement, commitment, and effort in the change process. As mentioned previously, time availability and continuous engagement are limitations with the proposed networked learning community. Monitoring engagement and time devoted to the change initiative should be included in the monitoring process. Therefore, the DICE model was chosen as the tool for monitoring the interactions and engagement of the involved people in the change implementation process. The DICE factors

provide a measure of congruence. For this change initiative, the collaboration and engagement of CAs in the networked learning community and onboarding program (that is in alignment with NEC values and the LMS principles) will indicate congruency. Sirkin et al., (2005) referred to the DICE factors (duration, integrity, commitment, effort) that provides clear direction on what to monitor for effective change, supports the planned change directives, helps to identify successes. Success will result because of a motivated and cohesive team, support from management, and implementation by a skilled department of committed individuals (Sirkin et al., 2005).

Figure 4 shows the association of the two monitoring tools with the change path model phases. As the implementation plan moves from the awakening, mobilization, acceleration, and institutionalization phases, the PDSA and DICE models are utilized to track the status of the tasks to be completed the level of engagement of stakeholders. The DICE model is at the centre because it monitors engagement and connections of people involved, while the PDSA is outside of the change path model at it evaluates outcomes of the phases. As illustrated in Figure 4, the overall monitoring process is guided by the goals and priorities of the change initiative with attention to equity and empowerment of all stakeholders engaged in the implementation plan.

Figure 4

Monitoring and Evaluation Tools for OIP Implementation
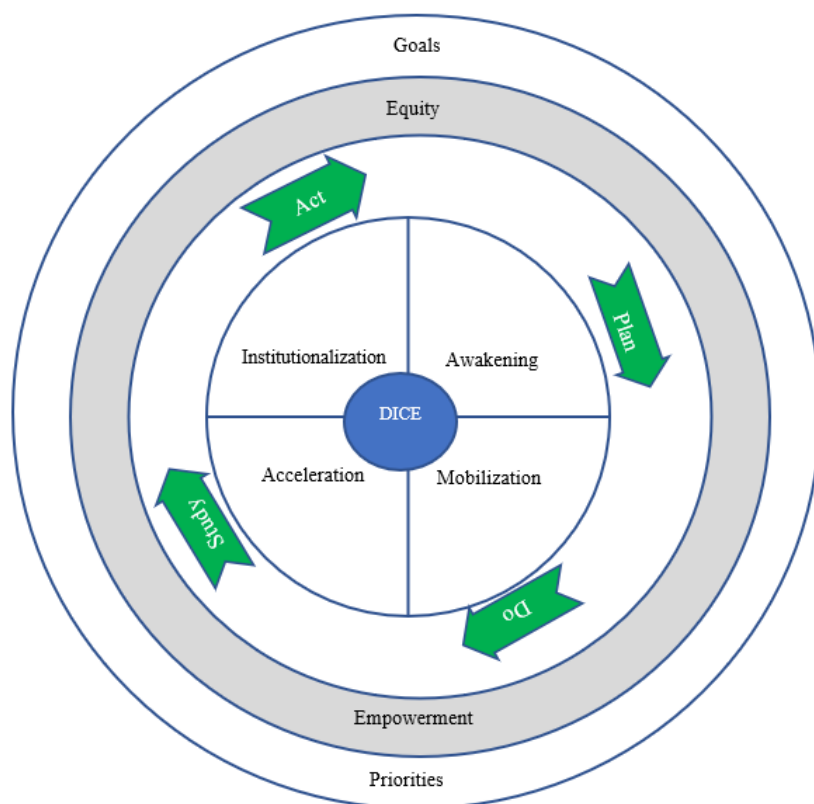
Note. This figure illustrates the integration of the PDSA stages, and the DICE factors which work towards stakeholder empowerment and equity.

PDSA

The "plan" stage of the PDSA aligns with the awakening phase of the change path model. At this stage the purpose of the change initiative is presented to the team of CAs to discuss the knowledge gaps and proposed change solution. The team discusses the impacts of the knowledge gaps and how they relate to college operations and organizational efficiency. Table 2 lists the measurement tools for monitoring the tasks and process, such as collection of feedback, completion of presentations, and collective agreement from all CAs on next steps.

The "do" stage is similar to the mobilization phase of the change path model where stakeholders determine the specific training needs and the means to obtain the necessary training. The process aligns with the new PDR process. The monitoring tools include a schedule of meetings, assignment of roles and responsibilities, a list of training needs, and a list of proposed trainers.

The next step is "study" which involves reviewing the collected documentation, feedback, and results from the DICE analysis to determine the status of the change implementation. In step with the acceleration phase of the change path model, the team works towards the creation of a professional development system for CAs. The steering committee will evaluate the quality of the prepared materials to assess its appropriateness for the CA position. It is important here to ensure the feedback is incorporated so that equal input is provided.

The "act" stage is aligned with the final phase of the change path model. However, the PDSA cycle requires outlining how the change initiative are monitored after implementation. The monitoring tools will focus on completion of the onboarding program and the establishment of the networked learning community. To ensure routine monitoring, a timeline to review of the change processes is created with scheduled updates to the CA team.

Table 2

Monitoring and Evaluation of Change Tasks and Procedures using PDSA

Change Path Model	PDSA	Tasks and Processes	Tools	Responsible agent
Awakening	Plan	Complete presentation for stakeholders Collect feedback focused on the actions needed to address POP Obtain agreement on the next steps in implementation steps and timelines Request members for steering committee	Schedule 30-minute meeting via MS Teams to communicate and receive feedback.	Change agent
Mobilization	Do	Schedule meetings with stakeholders to complete lists of identified training needs Identify departments/employees to help with training for onboarding and networked learning community	QBHs using MS Teams platform to communicate, document and store completed tasks such as lists.	Steering committee led by change agent
Acceleration	Study	Review data from DICE analysis and determine level of engagement. Review input and ensure program includes feedback from stakeholders. Review prepared materials for onboarding/networked learning community and conduct evaluation on quality with team.	QBHs using MS Teams platform to communicate, document attendance and feedback for DICE analysis, and to store and review quality of completed tasks such as training materials.	Steering committee led by change agent
Institutionalization	Act	Complete onboarding program and redesigned MS Teams site for the networked learning community. Timeline for program monitoring complete with roles of responsibilities. Regular updates at CA meetings.	Weekly CA meeting using MS Teams platform to communicate and document	Steering committee led by change agent

Note. This table aligns the change path model phases to the PDSA stages and identifies the

activities to be completed by the change leader, steering committee, and stakeholders.

DICE Model

The DICE model is applied during the change implementation plan to determine team willingness to commit to the change plan requirements. The responsible agents to conduct this monitoring will be the steering committee led by me, the change agent. The four factors of the DICE model will now be described with the focus on the interactions of stakeholders in the change implementation process. The DICE factors, as seen in Figure 4, is in the centre of the process as stakeholder engagement is key to successful implementation of the plan. The specific details are outlined in Appendix E.

Duration

Duration refers to the time until the change is completed or the frequency in which milestones are reviewed (Sirkin et al., 2005). This includes the scheduling and regular reviews of milestones such as concise reporting, progress of the initiative, and the length of time that the change requires for implementation (Sirkin et al., 2005). As the period between evaluations increases, so does the risk score which indicates failure (Deszca et al., 2020). During reviews, the involved CAs evaluate performance indicators which indicate the outputs, alignment to timeline, and amount of participation. The plan is for the steering committee to perform a DICE analysis every week during the QBH allocated for this specific change project. Regular and formalized reviews would provide necessary data to report to team members and prompt responses (Sirkin et al., 2005).

Integrity

Integrity indicates the team's ability to execute the change process successfully (Sirkin et al., 2005). The people involved with implementing the change initiative are crucial to its outcomes, encompassing their skills, experience, and motivation (Tahir, 2020). At the various

stages of the change implementation plan, members' roles, commitments, capacities, and accountability need to be clarified (Sirkin et al., 2005). Additionally, CAs have varied levels of experience which provides multiple perspectives during the change implementation process. For this change initiative, integrity can be measured at each stage of the implementation plan by evaluating the quality of work produced and the feedback received from other CAs and associated stakeholders. For example, the steering committee can request an operational budget specialist to review any material relating to approval of requisitions and budget items to make sure the training offered is valid.

Commitment

Another factor is commitment which looks at the level of support by college executive members and CAs. For change initiatives to be successful, there must be visible support from the most influential members or leaders of the organization and those that must deal with the new procedures resulting from the change (Sirkin et al., 2005). Organizational initiatives are difficult to implement without highly committed and motivated employees who would strive to contribute to organizational improvement goals (Azmi, 2008). CA commitment can be determined and tracked by the steering committee by documenting the number of attended QBHs, the timely completion of tasks, and received feedback. Executive members are also invited to QBHs to provide guidance and support. Neilson (2013) believes management behaviors during interventions are important to evaluate as their communications, attitude, and support can influence member participation in change initiatives.

Effort

The last factor in the DICE model is effort. This factor refers to the increased effort an employee must make to adhere to the change process. How much work team members have to

do beyond their existing responsibilities for the change implementation will have to be determined (Sirkin et al., 2005). The proposed change would require CAs to take on new tasks on top of their pre-existing workloads. The steering committee can determine effort by the number of QBH meetings attended, the amount of input given, the participation in development of the onboarding plan, and contributions to the learning networked community. It could also be measured in the received feedback from CAs when asked about the required time needed to complete assigned tasks associated with the change plan. The one factor that affects the level of effort from CAs is time. CAs have varied workloads as some campuses are larger than others and therefore, have more issues to contend with. Getting consistent effort from all CAs can be considered an area of medium risk for the change initiative.

A summary of the DICE Model as a measurement tool for monitoring and evaluating the engagement of stakeholders in proposed change initiative at NEC can be found in Appendix E. The table details what to measure and the measurement tools for each factor. The table also describes the indictors for low and high risk of change failure. The lack of consistent monitoring activities, poor attendance to planned meetings, negative feedback, and delays in completing tasks would create a high risk of value. This is why consistent communication of the monitoring and evaluation outcomes is key to create a low risk of failure, team accountability, and change sustainability. Organizational change can become stalled if there is under communication or inconsistent messages (Kotter, 2012). A part of that communication involves providing the opportunity for all stakeholders to analyze and synthesize data (Markiewicz & Patrick, 2016) so that they can draw conclusions an offer support to the change initiative.

Plan to Communicate the Need for Change and the Change Process

Change initiatives are at risk when there is not a clear change message to stakeholders to help build an understanding for the need of change (Armenakis & Harris, 2002). If stakeholders are uncertain, then the change is likely to fail (Kotter, 2012). Ströh and Jaatinen (2001) make several recommendations to include in a communication plan that helps to manage uncertainty and inform stakeholders. First, a communication plan should ensure free flow of information. The more access to information during times of change, the better the decision making. Secondly, the plan must focus on creating healthy relationships by building bridges between all stakeholders which is essential in order to navigate change collectively as an organization. The third recommendation is to use communication to empower and connect organizational members so that they can think about and question the proposed changes. Those involved need to be aware and understand the impact of the change on them (Deszca et al., 2020). Furthermore, the chosen communication strategy should approach communication from an ethic of critique and provide opportunities to hear voices from all involved parties as to not to perpetuate inequalities (Wood & Hilton, 2012). Therefore, the communication strategy should support participatory decision making to create ownership for all during the change process (Ströh & Jaatinen, 2001). Both the awakening and mobilization phases of the change path model involve communication where knowledge is shared between colleagues as they identify gaps and devise training to address the deficiencies.

Knowledge creation grows as a result of engagement and collaboration between networked teams as they try to solve organizational issues (Briggs et al., 2015, Kapucu & Hu, 2020). Knowledge mobilization occurs when stakeholders move to take the new knowledge, or research, and move it into action (Briscoe et al., 2015). Throughout the change implementation

plan, the scheduled LMS-based QBHs provide the means to create a platform for networking and documenting knowledge exchanges from participants. The success of projects using LMS is largely the result of effective communication allowing employees to be more collaborative and engaged in problem-solving scenarios (Antony et al., 2012). Additionally, the standardized QBH format can help establish alignment between the CA team members, the change vision, and NEC structures and processes to ensure the resulting research can be put into action to address the PoP.

A limitation to initiating meaningful change processes in organizations is institutionalized communication boundaries that prohibit the exchange of information between team members within a network (Brummel et al., 2012). The QBH breaks down institutionalized communication barriers as executive members are invited to the platform to engage discussion with employees, with unlike typical department meetings that are led by department managers, or CAs, and their teams. The DICE monitoring model and proposed communication strategy will prompt the change agent to maintain engagement and communication during the QBHs so that all stakeholders participate and contribute to decision making equally.

Communication Strategy

The important components of a communication strategy include: (a) the stakeholders, (b) the message of change, and (c) the communication methods that are used to deliver the message (Mei et al., 2004). Communication strategy should be a continual dynamic process to keep all members of an organization moving from being merely aware of the change to the stage of being committed to the organizational change (Mei et al., 2004). The communication plan should have a tailored message based on the audience and the appropriate communication vehicles. Hence, the communication strategy is based on a particular sequence (Mei et al., 2004). Therefore, a

phased approach is the chosen strategy for the communication plan where the tactics are based on the stage in the change path model.

The four-phase approach, as outlined in Deszca et al. (2020), has been chosen as the framework for the communications plan. This framework includes (a) pre-change approval, (b) developing the need for change, (c) midstream change and milestone communications, and (d) confirming/celebrating the change success.

Pre-change Approval Phase

This phase of the communication plan is focused on promoting the proposed change initiative (Deszca et al., 2020). I will have to clearly articulate the organizational problem and associated gap, the impacts of that problem, how the proposed solution minimizes those impacts, and the solution aligns with the organization's strategic direction, goals, values, policies and procedures. This step in the communication plan fits with the awakening stage of the change path model (Deszca et al., 2020) but is more directed at the college executive. Having a clear change message and vision can set the stage and create readiness and motivate top stakeholders to adopt and institutionalize the proposed change initiative (Armenakis & Harris, 2002). The first communication tactic is a presentation from me, the change agent, at a planned 30-minute seminar delivered via MS Teams. This will include a 15-minute presentation, 10 minutes of interactive discussion documenting feedback (as research) and a 5-minute presentation of next steps. Follow-up sessions with executive members can be done with email and face-to-face meetings when possible. Linking the project to the established LMS management system, strategic plan, and PDR, and the annual student satisfaction survey would also help to establish buy-in from the college executive members. A summary of the components of the pre-change phase is given in Table 3.

Table 3

Pre-Change Phase

Audience	Communication Plan	Communication Tools
Executive members	Present PoP Disseminate research related to the PoP and proposed solution Demonstrate alignment with strategic direction and organizational values Document research received from executive feedback	MS Teams online meeting Presentation to share In-person meetings when possible Email

Note. This table identifies the communication plan and tools needed to communicate the change plan to stakeholders at the pre-change phase.

Developing the Need for Change Phase

This phase in the communication plan aligns with the mobilization stage of the change path model where the need for change is communicated to those impacted by the change initiative (Deszca et al., 2020). The theoretical lens for this OIP is grounded in social network theory which looks at the people within a network and the role they play. It is through discussions with fellow CAs and department managers that the change initiative is further developed as they provide additional analysis as they participate in the process (Deszca et al., 2020). At this stage, the steering committee highlights the vision and benefits of the change initiative to the team of CAs and demonstrate how it can improve their professional capacity and organizational efficiency. The specific steps that need to be taken to implement the plan will be addressed as well as the opportunities for all participants to offer feedback and assist on tasks (Deszca et al., 2020). As change agent, I will utilize behaviors associated with team and

transformational leadership which can mobilize members to engage in the change process, give voice to the change plan, and provide assistance.

Communication should not only inform; it must also motivate and engage employees (Barrett, 2002) The communication at this level must consider the messaging context, underlying assumptions, values, and expectation to help others make sense of how the change initiative and how it affects them. (Johansson & Heide, 2008). The steering committee can also communicate the need for change (Kotter, 2012). They can help prepare the initial messaging to the audience which includes CAs and other department managers during the awakening stage. The communication should link the change initiative to the PDR is a strong motivator for CAs as it provides a supportive network where skills and knowledge is shared amongst the team leading to stronger outcomes in the review process. The PoP and proposed solution will be presented via MS Teams by the steering committee with the focus on identifying the knowledge gaps. Further communication to address questions and concerns can be done in video or face-to -face meetings or email. A summary of the components of the need for change phase is given in Table 4.

Table 4

Need for Change Phase

Audience	Communication Plan	Communication Tools
CAs Department Managers Personnel with frequent interaction with CAs (such as budget officers and human resource administration)	Present during seminar Disseminate research related to PoP and proposed solution Discuss knowledge gaps Document provided research from stakeholders	MS Teams online meeting Presentation to share In-person meetings when possible Email

Note. This table identifies the communication plan and tools needed to communicate the change plan to stakeholders at the need for change phase.

Midstream Change Phase

This phase is focused on listening to feedback, address any misconceptions and to communicate on the progress of the change implementation plan (Deszca et al., 2020). It is aligned with the acceleration stage in the change path model that specifically addresses what needs to be changed. This is when the development work begins requiring frequent communication between all members. The meetings (in the QBH format) and change implementation review will be weekly to allow the steering committee to provide frequent updates, receive feedback, and address any issues. Timely communication ensures that the change messages and vision are repeated and understand and reduce the chances misinformation can be spread (Deszca et al., 2020). Making sure all developed work is shared on MS Teams where all team members can review and provide insights and ideas is also important. Throughout the stages of the change, regular updates through presentations and meetings will be provided to share milestones and small wins (Kotter, 2012). In all communications, maintaining two-way communication is important to make certain the change efforts are successful as it allows for sharing of insights and providing opportunities to give clarifications (Kotter, 2012). It is at this phase where I can share the leadership role with the steering committee and other CAs to empower them and give them a sense of accountability and ownership. All stakeholders would be the target audience at this stage as they will need regular updates on the change implementation progress. The QBHs can provide updates to the CA team and research storage, but the CA weekly MS Teams meetings would be the medium for updates to the invited department managers and executive members. A standing item on the CA agenda would ensure that the updates are dutifully presented. Updates can also be delivered via email. A summary of the components of the need for change phase is given in Table 5.

Table 5

Midstream Change Phase

Audience	Communication Plan	Communication Tools
CAs	QBHs scheduled	MS Teams online meeting
Department Managers	Collaborate on tasks	MS Teams documentation
Executive members	Regular updates	CA meetings
	Document research	Email

Note. This table identifies the communication plan and tools needed to communicate the change plan to stakeholders at the midstream change phase.

Confirming the Change Phase

At this phase all contributors have completed the change plan and presented the work to all stakeholders. Acknowledging team members is done at this phase as they have given time and effort to the change initiative. Additionally, the change process should be reviewed to highlight what did and did not work to inform the next change initiative (Deszca et al., 2020). The final presentation should include the roles and responsibilities moving forward as the change initiative is implemented. The project is only successful if it is enacted by the appropriate stakeholders. The confirmation phase is aligned with the institutionalization stage where the new desired state is reached. At this stage communication should also be reflective; reviewing the initial state and looking forward to the impact the change will have on the organizational culture and future change initiatives (Deszca et al., 2020). A final presentation is conducted by the steering committee with the purpose of communicating the new onboarding program and framework for the networked learning community. All stakeholders are invited to attend the MS Teams-based meeting. The presentation and related documentation can be shared via email as well. A summary of the confirming the change phase is provided in Table 6.

Table 6

Confirming the Change Phase

Audience	Communication Plan	Communication Tools
CAs Department Managers Executive members	Present completed work Document research regarding change initiative shared	MS Teams online meeting Presentation/documentation to share Email In-person where possible

Note. This table identifies the communication plan and tools needed to communicate the change plan to stakeholders at the confirming the change phase.

Research

The four-phase communication plan (Deszca et al., 2020) provides guidance on how to effectively communicate the need for change to associated stakeholders at NEC regarding the knowledge gap in CAs, as well as the means to elicit research from those participating in the change implementation plan. The communication plan identified various stakeholders, and communication strategies and tools to disseminate the information. However, those most impacted by the change require the greatest persuasion to participate as they will sacrifice time and effort as they engage in the process. Bowen et al. (2006) state that ethical leaders consider the perspectives of others, and practice self-awareness, self-reflection, and self-critique in their daily activities and decision making. I alone cannot dictate the change, instead I need to be open and receptive to all gathered research, including feedback, and adjust the change implementation plan to meet the needs of all CAs. Research and feedback is documented during the QBH meetings, schedule CA meeting, and in email communications with team members. All research relating to the change process should be documented, reviewed and addressed by the change leader. To successfully engage in knowledge management, the change leader also needs to

maintain a continuous two-way flow of information with intentions of evaluating received research that will form a strategy for the next steps in the change implementation (Briscoe et al, 2015).

In times of organizational change, leadership that is ethically grounded and considerate of members of the organization could heighten the chance of acceptance, adaption, and implementation of the change initiative (Bowen et al., 2006). Therefore, it is important to create a well-defined communication strategy and knowledge mobilization that encourages active participation and sharing of ideas and perspectives, builds upon the college's efforts to improve organizational efficiency through the LMS, and supports the newly launched professional development review process.

Chapter Summary

The implementation, monitoring and evaluation, and communication strategy provides the means for the CA team to create organizational and professional learning opportunities for new and experienced CAs which can, in turn, improve capacity and outcomes in professional development reviews. The one-year implementation plan is guided by the change path model (Deszca et al., 2020) where progress at each stage will be evaluated and monitored using the PDSA cycle in conjunction with the DICE model, respectively. Through the practice of transformational and team leadership behaviors with an ethical lens, I will support the change plan and manage stakeholder reactions, encourage engagement, and incorporating feedback. Soliciting feedback increases the team's feelings of self-worth, build trust, and provide an opportunity to provide information useful for the change initiative (Gaubatz & Ensminger, 2017). The four-phased communications plan will be key to change implementation as it helps to build trust and strengthen social network ties, support knowledge mobilization, and create a

better understanding of the purpose of change. Tenkasi and Chesmore (2003) found that the strength of the network ties to the leader was not necessarily linked to successful implementation rather the members who are responsible for implementation.

Next Steps and Future Considerations

The next steps for this change initiative for NEC will be focused on creating a small steering committee with members who have demonstrated expertise, credibility, and leadership skills (Kotter, 2012). The first stage is the pre-change approval communication which is directed at all CAs as well as senior executive members. Given that the proposed solution to the PoP is low cost requiring only human resources, it is highly likely the executive members will approve. As well, supporting initiatives that improve professional capacity of management is a demonstration of the ethic of care. The ethic of care is concerned with the individual development of employees. College leaders that operate from the ethic of care perspective value mentoring, community building, and empowering organizational members (Wood & Hilton, 2012). The new PDR process for managers means that the college will support initiatives that work to improve professional capacity. Leadership that is transformational focuses on improving organizational qualities while also satisfying individual needs and engaging the full potential of all members to create a work environment that demonstrates liberty, justice, and equality (Bass, 1985).

Having highly skilled management is a necessity as the college moves towards organizational excellence and efficiency using LMS. This system brings the focus back to employee engagement through participation, teamwork, cooperation, and collaboration. For CAs to be fully engaged in LMS, they need to have strong hard and soft skills that allow them to make valued contributions (Cano et al., 2020). The onboarding program and associated

networked learning community can provide the means to grow those hard and soft skills. These support mechanisms can give access to other knowledgeable CAs who can assist in solving problems (Grissom & Harrington, 2010) and improve both individual campus and overall NEC performance. These positive outcomes can lead to better workplace experiences for employees and increased student satisfaction. Therefore, the pre-change communication has to build a strong connection between the change initiative and NEC's strategic direction, goals, values, and operational practices.

The concept of professional development to address knowledge gaps can be addressed in both formal and informal ways. The proposed solution is a combination of the formal onboarding plan and the informal networked learning community that provides the training opportunities. While the dual approach can help to provide learning opportunities on college operations and procedures, it remains dependent the organization encouraging a culture of learning that prioritizes continuous development and professional competencies (Rodriguez-Gomez et al., 2019). Building that culture of learning will be advanced by this change initiative and in future efforts.

The proposed solution to the PoP can be used to provide training in many aspects of the NEC's operations; however, there are some areas that require additional resources. One area in particular is leadership development. Once this proposed change plan is implemented, the next step is to locate formal professional development opportunities to help CAs improve their leadership skills that are appropriate to their context. Given the complex role of leaders in education, leader development is critical organizational operations and the people the leaders serve (Mohnot & Shaw, 2017). NEC is evolving and resulting changes can have systematic impacts to the multiple campuses and related departments. In such as complex environment,

leaders, like CAs, moving away from the traditional management and leadership models to more adaptive models that acknowledge the emerging changes within the college system (Davis et al., 2015). Knowing the right leadership behaviors that can support the campus and the employees can empower all CAs in their unique and essential role.

Narrative Epilogue

The campuses really are the heart of NEC. Each campus has its own identity that is not confined to buildings, programs, and equipment. The identity of each campus comes from the relationships and shared vision of students, faculty, staff, and administration. As leader of one of those campuses, I work daily to ensure a supportive and collaborative campus culture that is based on mutual respect and trust. While trying to create such an environment, I (and other CAs) must navigate multiple operational areas including finance, human resources, student services, academics, and facilities management. Obtaining training in these areas has been difficult to come by since I started a year ago at NEC. So, I learn as I go. The proposed solution to this PoP is for CAs to collaborate and create an onboarding plan for new CAs as well as a networked learning community to provide ongoing training opportunities.

The experience of writing this OIP has improved my understanding of leadership and how it can move organizations towards change. Using both transformational and team leadership approach, as well as consistent communication strategy, I can coordinate with CAs to implement the change initiative. I feel that the result will be a strengthened social network between campuses that encourages sharing of knowledge and skills and contributes to organizational efficacy and improvement. NEC is a great place to work, and I believe this OIP can contribute to furthering its goal of organizational excellence.

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Appendix A

Rating NEC's Organizational Readiness for Change

Readiness Dimensions	Readiness Score	NEC Score
Previous Change Experiences		
Has the organization had generally positive experiences with change?	Score 0 to +2	1
Has the organization had recent failure experiences with changes?	Score 0 to -2	0
What is the mood of the organization: upbeat and positive?	Score 0 to +2	1
What is the mood of the organization: negative and cynical?	Score 0 to -3	-1
Does the organization appear to be resting on its laurels?	Score 0 to -3	0
Executive Support		
Are senior managers directly involved in sponsoring the change?	Score 0 to +2	1
Is there a clear picture of the future?	Score 0 to +3	2
Is executive success dependent on the change occurring?	Score 0 to +2	1
Are some senior managers likely to demonstrate a lack of support?	Score 0 to -3	0
Credible Leadership and Change Champions		
Are senior leaders in the organization trusted?	Score 0 to +3	2
Are senior leaders able to credibly show others how to achieve their collective goals?	Score 0 to +1	1
Is the organization able to attract and retain capable and respected change champions?	Score 0 to +2	1
Are middle managers ale to effectively link senior managers with the rest of the organization?	Score 0 to +1	1
Are senior leaders likely to view the proposed change as generally appropriate for the organization?	Score 0 to +2	2
Will the proposed change be viewed as needed by the senior leaders?	Score 0 to +2	1
Openness to Change		
Does the organization have scanning mechanisms to monitor the internal and external environment?	Score 0 to +2	1
Is there a culture of scanning and paying attention to those scans?	Score 0 to +2	1
Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?	Score 0 to +2	0
Does "turf" protection exist in the organization that could affect the change?	Score 0 to -3	0
Are middle and/or senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	Score 0 to -4	-1
Are employees able to constructively voice their concerns or support?	Score 0 to +2	1
Is conflict suppressed and smoothed over?	Score 0 to +2	1
Does the organization have a culture that is innovative and encourages innovative activities?	Score 0 to +2	1
Does the organization have communications channels that work affectively in all directions?	Score 0 to +2	0
Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	Score 0 to +2	1

Will the proposed change be viewed as needed by those not in senior leadership roles?	Score 0 to +2	1
Do those who will be affected believe they have the energy needed to undertake the change?	Score 0 to +2	1
Do those who will be affected believe there will be access to sufficient resources to support the change?	Score 0 to +2	1
Rewards for Change		
Does the reward system value innovation and change?	Score 0 to +2	0
Does the reward system focus exclusively on short-term results?	Score 0 to -2	0
Are people censured for attempting change and failing?	Score 0 to -3	0
Measures for Change and Accountability		
Are there good measures available for assessing the need for change and tracking progress?	Score 0 to +1	0
Does the organization attend to the data that it collects?	Score 0 to +1	1
Does the organization measure and evaluate customer satisfaction?	Score 0 to +1	1
Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	Score 0 to +1	1
	Total Score*	**24**

*If the total score is below 10, then the organization is not likely ready for change at the present.

Note: Adapted from "Table 4.1 Rate the Organization's Readiness for Change", by G. Deszca, C. Ingols, and T. F. Cawsey, 2020, *Organizational change: An action-oriented toolkit* (4th ed.), pp. 113-115. Copyright 2015 by Sage Publications Inc.

Appendix B

Critical Organizational Analysis of NEC

Inputs

- History –Evolved from separate colleges to one multi-campus institution
- Environment– campuses with varied geographical contexts, program offerings, campus sizes, and economies
- Resources – varied funding, faculty and support staff, infrastructure, and technology between campuses

CAs allocated role and responsibility to implement college mandate

Strategy

Feedback

Tasks not suitable to campus

Resources not available for tasks

Transformation

Process

CAs perform work at their professional capacity within the formal and informal context of the college and individual campuses.

Work
- CA daily tasks

Individual
- CA's skills, knowledge, and experience

Informal Org.
- Relationships, communication and learning

Formal Org.
- Organizational structure, directives, policies, and procedures

Feedback

Outputs affect college reputation, college connection and resource allocation.

CAs perform tasks

Feedback

Inconsistent and incomplete work without coordination

- System functioning – CAs complete tasks are completed timely and consistently with success at the campus and college level
- Group behaviour – CAs work and learn as a team together and form effective teams on individual campuses
- Intergroup relations – CAs work with college executive and managers from other departments ensure effective and efficient campus operations
- Individual behavior and effect – CAs prepared and confident with tasks

Outputs

Note: Appendix B. Figure is adapted from " A Diagnostic Model for Organization Behavior," by D. A. Nadler and M. L. Tushman, 1977, in *Perspectives on Behavior in Organizations*, edited by J. R. Hackman, E. E. Lawler, and L. W. Porter, pp. 85 – 100, McGraw-Hill. (cited in Burke, 2018, pp. 211).

Appendix C

Implementation Timeline, Benchmarks, and Performance Indicators

Phase	Timeline	Benchmarks	Performance indicators
Awakening	September - October 2023	Change agent plans seminar to identify performance and knowledge gaps Steering committee identified	# of CAs attend seminar The amount of participation and nature of feedback given
Mobilization	November-December 2023	CAs determine what support and training is needed and from who in the organization. Input from related department managers on knowledge gaps based on identified errors or issues Topic areas for network learning community discussed	The # of training areas identified for onboarding and networked learning community identified # of topic areas identified for network learning community
Acceleration	February-April 2024	Strategies for the onboarding program and timeline drafted Organization of network community with roles assigned Seek input from AVP of Campus Operations and AVP Human Resources	Draft onboarding plan completed CAs agree to assigned roles and required contributions Approval gained from AVP of Campus Operations and Human Resources
Institutionalization	May-August 2024	CAs begin building networked learning community on assigned platform Submit final onboarding plan	Launch of network learning community in May 2024 Full launch of onboarding in Fall 2024

Note. This table describes the timeline, benchmarks and performance indicators for the application of the change path model. The phases are based on the change path model (Deszca et al., 2020)

Appendix D

Resource Allocation for the Change Implementation Plan

Human Resources	Purpose	Time Required
Steering Committee	Assist change agent in monitoring and evaluation of change implementation	2-3 hours a week from September – December 2023 2 hours a week from January -April 2024 3 hours a week from May – August 2024 3-5 hours a week in Fall 2024 if assigned to mentor
CAs	Identify knowledge gaps Identify areas of training for onboarding program (and associated personal to conduct training) Identify topics for network learning community Contribute to network learning community on designated platform	1-2 hours a week from September – December 2023 1 hour a week from January -April 2024 2 hours a week from May – August 2024 3-5 hours a week in Fall 2024 if assigned to mentor

Department Representatives
  Finance
  Human Resources
  Student Services
  Computer Support
  Teaching and Learning
  Legal
  Occupational Health and Safety
	Identify knowledge gaps based on errors and issues in the past
	Identify critical knowledge for administrator role
	Advise on college policies and procedures related to onboarding employees
	Identify areas for contribution
		1-2 hours from September – December 2023

Executive
  AVP of Campus Operations
  AVP of Human Resources
	Advise on college policies and procedures related to onboarding employees
	Approve onboarding plan and new networked learning community
		5-6 hours from September 2023– May 2024

Note. This table describes the human and time resources needed according to the proposed

change implementation plan

Appendix E

Change Implementation Using the DICE Model

Factor	What to Measure	Measurement Tools	Low Risk Success	High Risk Failure
Duration	Length of time between QBHs that will allow the review of milestones	Number of scheduled QBHs with strong team member attendance	Activities are monitored weekly	Monitoring is not consistent exceeding recommended minimum bimonthly reviews
Integrity	The capacity of team members to implement change initiative	Quality review of work Feedback – self reflection	High quality work Feedback indicates team members feel capable	Poor quality work Feedback indicates team members don't feel capable
Commitment College Executive	Participation in seminar and QBHs Feedback from updates Communications about change initiative Change in procedures relating to change initiative	Attendance to seminar and QBHs Meeting minutes Tracking email communications Tracking of directives relating to procedural changes relating to change initiative	Regular communication/ demonstrations of support Adopt procedures that align with initiative	Little to no communication indicating support Do not adapt procedures that align with initiative
Commitment CAs	Participation in seminar and QBHs Engaged in process Completion of tasks	Attendance to seminar and QBHs Meeting minutes Completion of tasks in relation to timeline	Good attendance Communicate and demonstrate interest complete tasks according to schedule	Low attendance Resistance Low interest Delays in completing tasks
Effort	Participation in seminar and QBHs Completion of tasks	Attendance to seminar and QBHs Meeting minutes Reported hours to complete tasks	Good attendance Tasks require low effort	Low attendance Tasks require high effort

Note. This table describes the measure tools and indicators of success for the application of the

DICE model in the change monitoring process.