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Addressing the Need for an Appropriate Adult Learning Environment to Increase Student Retention and Success

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Abstract

This Organizational Improvement Plan (OIP) aims to transform a learning environment for adult learners who have faced trauma and have had negative educational experiences. The OIP seeks to identify barriers to learning and well-being for this group and develop effective strategies to create a supportive and inclusive environment that promotes learner retention, engagement, and empowerment. Through the lens of transformational and servant leadership, the OIP incorporates actionable steps, including the development of trauma-informed andragogy into daily practices and interactions with adult learners, the provision of training and support for faculty and staff to understand the needs of this group of learners, and the establishment of support systems to promote learner well-being and engagement. Ideas and information gathered from experts, and existing literature will inform the OIP. These ideas include promoting a positive learning environment, providing support systems, and developing trauma-informed policies and practices. By implementing strategies based on appreciative inquiry, the OIP aims to enhance the organization's overall effectiveness and promote learner success. The success of the OIP will be evaluated through ongoing feedback mechanisms, including surveys and focus groups, using an empowerment evaluation approach that focuses on outcomes, processes, and participation. Additionally, retention rates, learner engagement, and learner empowerment will be tracked to assess the impact of the plan. Overall, this OIP seeks to create a more supportive and inclusive learning environment that fosters transformation, empowerment, growth, well-being, retention, and engagement for adult learners who have faced trauma.

Keywords: andragogy, adult learners, negative-educational-experiences, trauma-informed practice, learner-retention

Executive Summary

This OIP addresses a Problem of Practice (PoP) at an adult high school that has struggled to effectively meet adult learners' diverse needs. The educational organization discussed in the OIP has been anonymized and given the pseudonym Laszlo Adult High School (Laszlo). Laszlo is an Ontario Ministry of Education-funded high school under the purview of the Memorial Board of Education (anonymized).

The OIP is underpinned by a synthesis of theoretical and empirical research to inform practice. In particular, the theoretical framework of relativism (Mosteller, 2008) is adopted to acknowledge and embrace the complexity of the organizational context, recognizing the presence of multiple perspectives and truths that must be considered when designing a change plan. Furthermore, critical theory is utilized to scrutinize the underlying assumptions and power dynamics underpinning the identified problem (Capper, 2019), acknowledging the possible existence of implicit or concealed factors contributing to the issue.

The OIP presents a leadership approach combining servant and transformational styles. Servant leadership is grounded upon the leader's obligation to support stakeholders and members, empowering them to contribute towards the organization's overall success (Greenleaf, 1977). Transformational leadership centres around a leader's ability to inspire and motivate organizational members to reach their potential and work toward a shared vision (Bass, 1999). This combined leadership approach is grounded in empathy, active listening, humility, innovation, creativity, and fostering a culture of learning and development.

Furthermore, the plan recognizes the potential impact of trauma on adult learners, emphasizing the need for a trauma-informed approach. Trauma-informed practice acknowledges the prevalence of trauma and its impact on individuals, promoting a safe and welcoming

environment for learners and ensuring that the organization is equipped to respond to the needs of individuals who have experienced trauma (Sweeney et al, 2018). The plan also draws upon the assumptions of the adult learner, incorporating strategies based on andragogy (Knowles, 1975a). This approach emphasizes the importance of adult learning principles, including the relevance of the learner's lived experience. By leveraging these principles, the plan seeks to effectively address the identified PoP while prioritizing the needs and experiences of the adult learners at the organization's centre.

Appreciative inquiry (AI) is incorporated as a strategy for implementing change, emphasizing the identification and amplification of the positive aspects and strengths of the organization rather than solely focusing on potential problems (Cooperrider & Whitney, 2005). By adopting this approach, organizational members will be empowered to contribute to the change process and cultivate a culture of collaboration and positivity. The OIP includes empowerment evaluation (EE) as a framework for evaluating the effectiveness of the change process. EE emphasizes involving organizational members in the evaluation process, promoting accountability, ensuring that the change process aligns with their needs and experiences, and supporting ongoing learning and development (Fetterman, 2015). Overall, the incorporation of AI and EE within the OIP represents a commitment to evidence-based and participatory approaches that prioritize the needs and experiences of the organizational members. By leveraging these frameworks, the OIP seeks to create a culture of collaboration and positivity while promoting transparency and accountability in the change process.

The OIP is structured into three comprehensive chapters. The first chapter describes a PoP that severely limits the effectiveness of educational practices at Laszlo. The PoP has led to poor student retention and goal completion. This section situates the PoP within the

organizational context, considering the current state of the adult learning environment, organizational goals, and ethos. Based on these perspectives, four questions are posed that will guide the OIP in developing an effective change plan.

The second chapter of the OIP outlines the leadership approach to change, the framework for understanding change, and an analysis of organizational change to select an informed change plan. This section presents four potential strategies as solutions to the identified PoP, followed by selecting the most effective strategy.

The third chapter of the OIP outlines the implementation plan for improving the organization, including the strategies for communicating as well as monitoring and evaluating the change process. This section provides a comprehensive plan that includes specific steps to be taken and the resources required to effect meaningful change within the organization.

Overall, the OIP is structured to enable a clear understanding of the problem, the selection of an informed change strategy, and a comprehensive plan for implementation, monitoring, and evaluation. The three chapters collectively provide a detailed and rigorous roadmap for the improvement of the organization.

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I want to acknowledge the program council at Laszlo, who have given me the agency to pursue solutions to the school's struggles with learner retention. Also, a sincere thank you to the faculty and staff at Laszlo who have been open to the opportunity to investigate and change practices at the organization. Their continued participation in the process will be invaluable for a successful change initiative.

I would like to sincerely acknowledge the many diverse adult learners I have worked with throughout my years in the educational field. Every one of them has inspired me to be a better educational leader. I hope that the OIP I have devised will help promote a positive learning environment for the adult learners I will work with in the future.

I am truly indebted to my family and friends for their unconditional love, kindness and support. Thank you to my partner, RGB, for being my steadfast supporter and for always being on call to remedy inevitable IT issues. Thank you also to my two dear children, CEMB and WAMB, who sacrificed much time and attention so that I could achieve this goal.

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Acronyms

AI	Appreciative Inquiry
AQ	Additional Qualifications
EE	Empowerment Evaluation
KPI	Key Performance Indicator
MoE	(Ontario) Ministry of Education
OIP	Organizational Improvement Plan
OSSD	Ontario Secondary School Diploma
OCT	Ontario College of Teachers (Certification)
PDCA	Plan Do Check Act
PLC	Professional Learning Community
PoP	Problem of Practice
SDT	Self-Determination Theory
SIEPSA	School Improvement and Equity Plan for Student Achievement
SSC	Secondary School Credit
TIA	Trauma Informed Andragogy

Chapter 1: Problem Posing

Chapter one presents background information on the organization through the pseudonyms Laszlo Adult Highschool (Laszlo) and Memorial School Board (Memorial). The chapter examines the context of Laszlo as an organization and identifies the leadership problem of practice (PoP) to be addressed. My role in the change process is noted through a discussion of my leadership position and lens, as well as my positional agency, personal power and purposes. Additionally, the chapter considers initial analysis and assessment leading to the organizational improvement plan (OIP). A framing of the PoP is presented later in the chapter. Guiding questions emerging from the PoP are presented for further consideration in the OIP process. The organization's current and desired future states are articulated, and gaps between the two states are identified.

Positionality and Lens Statement

This section examines my leadership voice and identity. I will also reflect on my leadership agency and positionality concerning the OIP. This section also examines my leadership lens, personal leadership approach and my agency at Laszlo.

Role and Responsibilities in the Organization

I am a program manager for adult education at Laszlo, an adult high school located in Ontario. This role involves overseeing three programs that support adults in the learning environment: self-directed learning, academic upgrading, and tutoring. I work daily with learners who have faced and continue to face significant challenges that have, for various reasons, led to the need to complete their secondary education in adulthood. The programs help learners identify a goal and design an action plan that guides them to the next step in their educational journey.

I work with staff and faculty to design appropriate, relevant, and individualized learning materials. We use a variety of modalities to assist adult learners in being successful in their transitions toward their expressed goals. Learner goals can include post-secondary education, apprenticeship, and employment. As program manager, I often help learners prepare for the secondary school credit (SSC) courses available at Laszlo. These courses are typically required for completing an Ontario Secondary School Diploma (OSSD). Another major component of my work is collaborating with staff to identify resources within the community to provide learners with referrals to resources that can help them overcome barriers to learning and goal completion.

As a school leader, I am a member of Laszlo's program council. The program council comprises principals, program managers, department heads and other administrative members of the school organization. The program council members have designated me to lead an investigation into and implement strategies to improve learner engagement and retention, specifically in the SSC program. I have also recently been appointed the role of planning and developing training, professional development, and learning opportunities for all faculty and staff within the school. I am fortunate to have the agency to identify and implement positive and relevant changes within school practices to improve learner engagement and retention.

In Alcoff's (1992) seminal work *The Problem of Speaking for Others*, the author relays that privileged persons often attempt to speak on behalf of those less privileged which may perpetuate the oppression of those they wish to help. In this case, as an educational leader, I must acknowledge my privilege and ensure that the voices of the learners with whom I work are heard. I acknowledge that my position at Laszlo involves a significant amount of power. As a school leader, I can influence outcomes for both faculty and students. I feel it is my responsibility to use this power I am privileged to possess as a place from which I can empower

others. From my viewpoint, I can identify areas of inequality, oppression, and marginalization. My role as an educational leader is one where I can graciously influence teachers to be better informed about appropriate practices when working with adults. I can also guide adult learners to think critically and challenge authority and oppression in the school and the community.

I have a strong voice in the adult education community locally and provincially. I believe that andragogy, which Knowles (1975a) described as the art and science of teaching adults, is a significant intervention for adult learners. I have been a proponent of andragogy and an adult learning practitioner for over seventeen years. This experience is the lens through which I view the PoP. In my time in the adult education field, I have participated as a volunteer tutor, classroom instructor, program coordinator for both rural and urban centres, and program manager. I also have experience as an instructor of teachers in an adult educator graduate certificate program, an adult learning curriculum writer, and a project evaluator for adult learning programs. In all these roles, I have utilized the lens of andragogy to guide my praxis as an educator and an educational leader.

Theoretical Approach

I recognize that my identification and interpretation of the PoP that will be explored in this OIP exists in my reality and may not be evident in the realities of others. My identity as a Canadian-born, cis-gendered, heterosexual woman with a disability frames my views. I have also experienced learning as an adult in an andragogical environment. My perceptions are subjective and are "based on the author's values, standpoints, and positions" (Daly, 2007, p. 33). Thus, I will present my discoveries as best as possible with the caveat that mine is only one of many possible interpretations of the problem.

My ontological stance is relativist as I assume that the situations in which we exist have multiple realities and that human interactions are the way to explore and make meaning of those various realities (Baghramian, 2004). My background working in the field of andragogy has influenced my practices, values and beliefs. In my practice, I draw upon the assumptions of adult learners articulated by Knowles (1975a). Having worked with adult learners for over seventeen years, I understand that every individual has their perspective and story about their experiences in the educational system.

My epistemological stance is informed by critical theory, specifically the work of Freire (1970/2005) and the essence of his critical pedagogy. Just as Freire emphasized the transformative power of education, I recognize that educational experiences can encompass both oppressive and emancipatory dimensions. I am acutely aware that educational systems and practices often perpetuate social oppression, perpetuating power imbalances and unequal social relations. However, like Freire, I firmly believe that education holds the potential for liberation. I have seen that educational experiences can lead to oppression in some but ultimately to the emancipation of individuals facing social oppression. I emphasize critical reflection, dialogue, and action in challenging and transforming oppressive conditions. I acknowledge the agency of individuals facing social oppression and emphasize their active engagement in the process of understanding, resisting, and ultimately dismantling oppressive systems. By adopting this critical perspective, my theoretical lens aligns with Freire's vision of education as a pathway to emancipation and social change.

I find that relativism greatly informs my engagement with critical theory. Relativism highlights the notion that knowledge is contingent, and reality is socially constructed (Mosteller,2008), and I resonate with this perspective. It suggests that there is no singular,

objective truth, and our grasp of reality is shaped by our subjective experiences, cultural backgrounds, and historical contexts. This resonates strongly with the emphasis that critical theory places on power dynamics and social context in shaping knowledge and truth claims (Capper, 2019).

Epistemologically, the combination of relativism and critical theory leads me to adopt a standpoint that challenges traditional notions of objectivity. Instead of seeking absolute and universal truths, I value the recognition of multiple perspectives and the acknowledgment of how power relations influence the production of knowledge. I am inclined to engage in a critical examination of dominant discourses, aiming to uncover the underlying power structures and biases that perpetuate societal inequalities. Moreover, I am eager to explore and amplify marginalized voices and experiences, as they offer valuable insights into alternative perspectives often overlooked in mainstream narratives.

Unfortunately, suffering and oppression are present within Laszlo. These negative states are often the result of power structures within the educational system that proliferates from elementary to secondary schooling and continues into the adult learning environment. In my role as an educational leader, I am intentional about bringing the focus back to the learner, which is the critical lens I will use to examine the PoP. I am looking for ways to transfer power from a structural-functional system, one that is designed to socialize children and youth into shared norms and values, to one that recognizes the needs of Laszlo's adult learners. That is, I strive for educational change as well as social change.

Personal Leadership Lens

My leadership approach is to build relationships with faculty, staff, and students to ensure a positive experience for the organization and its members. Ciulla (2014) states that leadership

"consists of more than a position or a person – it is a complex moral relationship between people, based on trust, obligation, emotion, and some shared vision of the good" (p. xv). As such, my leadership lens comprises servant and transformational approaches reflecting positive, caring, and transformational leadership driven by relationships and professional growth. I endeavour to approach new initiatives with collaboration and do not use a compliance-oriented approach.

Kouzes and Posner (2017) have explained that one of the most important attributes of a leader is to listen to both the aspirations and concerns of organizational members and find ways to respond using a collaborative approach. In my everyday interactions with members of the faculty and staff I work with I strive to make their jobs easier so they can focus on instruction and positive student interactions.

My leadership approach helps build strong, respectful, trusting relationships with members. It is grounded in an ethic of care emphasizing the importance of empathetic and nurturing relationships as the foundation for ethical and effective leadership (Noddings, 2013). Eddy and Kirby (2020) impart that leaders need to develop relationships with members to ensure the acceptance of change initiatives. For me, these relationships are built through servant leadership, reflecting my deep-seated motivation and interest in helping others (Northouse, 2022). Greenleaf (1977) presented servant leadership as a way to improve individual, organizational, and societal outcomes. This leadership style aids my transformational approach as I build teams focusing on developing individual members and leading through inspiration and vision (Leithwood et al., 2020). As a leader, I care about the well-being of organizational members as well as their professional and educational experiences. I believe it is my responsibility as a leader to develop trust and respect by being transparent and open to the ideas, views and opinions of others (Tschannen-Moran, 2001). This approach is beneficial as it will aid

in my work of influencing organizational members to innovate and learn together and ultimately transform their practices when appropriate (Bass, 1999).

My stance on leadership and education is grounded in equity, diversity, inclusion, and accessibility. In this OIP, I seek to develop fair processes and, ultimately, fair outcomes for students at Laszlo. Many adults who attend Laszlo have faced disadvantages in their educational journey and are often members of systematically excluded, underrepresented or marginalized groups. Most significantly, by providing access to education and ensuring it meets their individual needs, students can draw upon their diverse, unique, and valuable experiences, allowing them to participate using their tacit skills.

Organizational Context

This section will examine the contextual forces that shape the current practices at Laszlo, which are multi-faceted and entrenched. They include historic systems, funding mandates from the Ontario Ministry of Education (MoE), teacher training and certification in Ontario and the perspective of the board of education in which the school exists.

Social Context of the Organization

Laszlo is an Ontario high school serving adult learners. The school's stated mission promotes, "Opportunity, Hope and Success for all" (Laszlo, 2019). The school offers programming funded by MoE intended to help adults complete their OSSD requirements, including SSC courses. Laszlo has the capacity to serve approximately 4,000 adult SSC students over six terms in a school year.

Providing educational opportunities for adults at a secondary level is vital for individuals who left secondary school early and now want to complete their diploma. Many individuals leave high school early because they have experienced difficult life circumstances and were or

are in vulnerable positions (Youmans et al., 2017). For example, a student's education can be interrupted due to a variety of experiences, including having a family that regularly moved, going through a pregnancy, living with mental health issues, facing domestic violence, struggling with undiagnosed learning disabilities, having a chronic health issue, or being incarcerated (Godden & Youmans, 2020). As of August 31, 2019, Ontario's average grade 12 graduation rate was 81.4 percent for four-year completion and 87.2 percent for five-year completion (Ministry of Education, 2021). Approximately 13 percent of Ontarians over 18 do not have an OSSD.

Adult education at the secondary level has often been stigmatized as a place for failures who cannot complete their diploma requirements (Godden & Youmans, 2020). In actuality, adult high schools such as Laszlo play a significant role in helping adults who have struggled for innumerable reasons with education in the past to live successful lives (Godden & Youmans, 2020). For example, the unemployment rate for individuals who did not complete high school is 12.3 per cent, compared to 5.3 per cent for high school graduates (Deloitte, 2011). Statistics Canada reports that 55 percent of early-school leavers between the ages of 26 and 28 return to secondary education to obtain their high school diploma. Of those, 33 percent carry on to postsecondary education (Statistics Canada, 2010).

Organizational Structure

Laszlo is situated within a structural-functional organization. Structural functionalism is an authoritarian organizational structure focusing on efficiency and is often mired in bureaucracy to maintain social order and stability (Capper, 2019). Capper explains that this focus on efficiency often leads to an organization clinging to historic systems which may lead to structures of oppression. History and policy at Memorial have resulted in neglecting to design Laszlo, an adult high school, as a proper adult learning environment. Of the fifty-three schools

under the purview of Memorial, only Laszlo is specifically an adult high school. Therefore, most systems within the board's organization are based on structures, policies and practices relevant to elementary and secondary schools and their pedagogical practices.

Funding for Laszlo comes from MoE, so the school must adhere to Ministry requirements. MoE funding is closely connected to course attendance, average daily enrollments, and course completions (Ministry of Education, 2022). Minimum enrollments are required to run or continue running classes, so Laszlo must maintain student enrollment to sustain funding levels.

The Ontario College of Teachers (OCT) and its policies significantly influence the systems at Laszlo, specifically mandating the criteria for the certification of teachers. The OCT's impact merges with the influence of the teachers' unions, as much of the collective agreement reflects the requirement for OCT-certified teachers. However, these entities do not necessarily acknowledge the complex system of an adult high school. The teachers' unions are likely more concerned about working conditions than the overall function of the adult education programs at this board. Their policies do not reflect the specific educational needs of adult learners when they dictate the criteria for teaching staff.

The MoE mandates that all SSC courses must be taught by certified OCT members (Ministry of Education, 2022). Although OCT does offer additional qualifications (AQ) in adult learning (Queen's, N.D.) OCT-certified teachers are not required to have training in adult education practices. The structure of education and teaching imposed by OCT accreditation does not provide for educating teachers on appropriate instruction of adults within an adult learning environment. No current SSC teachers with assignments at Laszlo have additional adult education qualifications.

Teacher education programs recognized by OCT must focus on Primary/Junior divisions: Kindergarten to Grade 6, Junior/Intermediate divisions: Grades 4 to 10, or Intermediate/Senior divisions: Grades 7 to 12 (Ontario College of Teachers, N.D.). Much of the teacher training for these divisions influences teachers' assumptions about how students should learn and behave in the classroom. When teachers expect students to act like children and youth, conduct classroom management the way they would with children and youth, and do not understand alternative practices for teaching adults, they may not understand the reasons behind any perceived student non-compliance (Spencer & Lange, 2014).

Attitudinally, the instruction of children and youth known as pedagogy perceives younger learners as inexperienced and dependent on the teacher, potentially casting adult learners as less capable. The instruction of adults, coined andragogy by adult learning theorist Malcolm Knowles (Knowles, 1970a), in contrast, recognizes adults' life experiences and autonomy, viewing them as active participants in their learning process. Structurally, pedagogy follows structured schedules, standardized curricula, and institutional rules, while andragogy offers flexibility to accommodate diverse adult responsibilities and encourages self-directed learning (Knowles, 1975b). Hashimoto (1985) explained that teachers of adults must choose methods of instruction that are relevant to the learner's goals and allow them to assess their progress. Instructionally, pedagogy is often didactic and teacher-centered, relying on lectures and textbooks, while andragogy adopts a learner-centered approach, emphasizing interactive methods and practical application of knowledge (Friere, 1970/2005; Knowles, 2005). These differences highlight the distinct perspectives and methodologies between pedagogy and andragogy, tailored for younger learners and adult learners respectively.

When teachers of adults draw upon traditional pedagogical assumptions, and the learners in the classroom do not reflect a presumed learner profile, the individual performance of learners can be negatively impacted because it negatively impacts the teacher's expectations; this phenomenon has been explained as the Pygmalion effect (Kaplan & Owings, 2013) in which teacher's expectations, positive or negative, affect student outcomes. Opportunities for students may be hindered partly due to deficit thinking—the implicit stereotypes and misunderstanding of social identities educators may possess and use to guide their assumptions about students—and prejudice regarding adult learners' social and marginalized identities (Shields, 2004; Valencia, 1997).

In a structural-functional environment such as this, there is an intrinsic understanding that positions such as those of teachers must be filled by those presumably most qualified, leading to pedagogical teaching certification only to identify these individuals (Spencer & Lange, 2014). At Laszlo, teachers with junior qualifications, trained to teach grades 4-6 and have no experience teaching adults, have been teaching university-level SSC courses because the certification system has deemed them the most qualified. The structures and bureaucracy put in place assume that a certified teacher can teach anyone; however, adult learning theory (Caffarella & Daffron, 2013; Mackeracher, 2004; Merriam et al., 2007; Merriam & Bierema, 2014) and the articulated assumptions of adult learners (Knowles et al., 2005) have shown that this is not the case. The potential to introduce an appropriate environment for adult learners is hampered by the structural-functional aspects of the board of education and Laszlo that have not addressed the unique needs of adult learners within their educational sphere.

Currently, the leadership at Laszlo leans towards an autocratic decision-making approach. The principal holds the authority to make final decisions, indicating a top-down system where

input from other stakeholders may be limited. However, a consultation process with the school's superintendent promotes collaboration and incorporates broader perspectives into decision-making. While the autocratic approach allows for efficient decision-making and streamlined implementation, it may overlook valuable insights and diverse ideas from the program council and organizational members. Engaging the program council and other organizational members can foster a sense of ownership, empower them to contribute, and ensure accountability. By incorporating multiple perspectives while maintaining effective leadership and clear accountability structures, the school can enhance its operational dynamics and align decisions with broader educational objectives, ultimately benefiting Laszlo's community.

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Leadership Problem of Practice

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This section discusses and articulates the leadership PoP and frames the PoP by examining broader contextual forces. This section will also look at the profile of the learners who attend Laszlo to understand further the context of the problem being examined.

The Problem of Practice

Adult learners who attend Laszlo come from diverse backgrounds. Returning to school often comes from extrinsic needs such as obtaining an OSSD for employment or post-secondary education (Youmans et al., 2017). Others return because of intrinsic motivation; they are doing it because they feel something is missing in their lives, and completing high school may lead to a sense of completion (Merriam et al., 2007). Either motivation is valid and robust, but it can be difficult for students to persist in the educational environment after many years (Quigley & Uhland, 2000).

One of Laszlo's most prevalent learner profiles is learners with past negative educational experiences and, ultimately, a history of interrupted education. In his qualitative study on early

school influences on adult students, Quigley (1992) spoke directly with learners from sociological and psychological viewpoints about their early years. In this study, the researcher found that the long-term psychological impacts of school are more profound than formerly appreciated in previous literature.

One of the challenges of Laszlo is the absence of addressing the reasons adult learners initially left school in their early educational experiences. Adult learners often have intersectional backgrounds. The profile of an adult learner is as varied as the number of learners who attend the school; however, these profiles often include mental health challenges, visible or invisible disabilities (including undiagnosed learning disabilities), racialized identities, neurodivergence, 2SLGBTQ+ identities, and Indigenous identities. Additionally, the past educational experience of adult learners is often negative, including negative social situations, course failure, distaste for various subjects, poor instruction, and experiencing trauma including, secondary, historical, or vicarious trauma (Perry, 2006). The past educational experience of adult learners is often in pedagogical environments, as this is the method of teaching that educators generally use in elementary and secondary school. Therefore, learners' negative feelings about the educational experience are typically rooted in their experiences with pedagogy.

There is a significant problem with learner engagement and retention at this adult high school. The school is the only in-person adult high school within a large service area. As the only option for adults seeking SSC courses and OSSD completion, it should have a strong adult-centred environment where learners feel welcome and can succeed at reaching their goals. Although Laszlo is meant to help adults succeed, high learner attrition rates have been reported at the school. There is also a significant lack of persistence and course completion, and learners leave the environment before completing the requirements for graduation. The problem of

practice that will be investigated is that despite Laszlo being positioned as an adult high school, there continues to be a lack of engagement and success for adult learners in this setting as it does not accommodate the diverse needs of adult learners.

Framing the Problem of Practice

Considering Laszlo's educational environment is designed around the educational needs of children and youth, adult learners may find themselves in an environment that triggers past trauma (Perry, 2006). Quigley (1992) found that memories of early learning experiences were influential factors in adults deciding not to persist in education. The researcher discovered that early schooling experience was a demotivating factor for many participants, with some subjects expressing that they are haunted by the memories of their past educational experiences.

Perry (2006) explained that around thirty percent of adults returning to education bring histories of neglect, abuse, violence, and developmental chaos, and these experiences affect their ability to learn and often lead to fear. The author described this effect, especially for those who faced educational failure due to these experiences, as "cumulative educational trauma" (p. 21), leading to fear. Fear changes how an individual processes information, making concentrating difficult, increasing anxiety, and rendering one hyper-sensitive to non-verbal cues. The effects of fear ultimately devastate an adult learner's capacity to learn. Grain (2022) relays that learning environments can exacerbate psychological defence systems. Perry (2006) explains how our instinctual response to fear is fight or flight. The flight response manifests as the inability to persist in the learning environment, ultimately perceived as a threat.

In his transformational theory of adult learning, Mezirow (1997) explains that circumstances in early education, such as those expressed by Perry (2006) and Quigley (1992), could become habits of mind and frames of reference for adults returning to education. These

habits of mind could significantly impact the learning experience and Mezirow (1997) expounds that adult learners need interventions to help them redefine their past educational experience from a different perspective. The current structure of Laszlo does not involve acknowledging the trauma that many of its learners may be encountering and does not provide interventions that assist learners in coping with trauma.

Laszlo is under the purview of Memorial. From my experience at Laszlo, it does not appear that the board recognizes the unique needs of adult learners within its educational sphere. Therefore, Laszlo does not receive the resources and support it needs to be an appropriate adult learning environment.

Memorial's organizational mission and vision state that it "educates and nurtures hope in all learners to realize their full potential to transform the world" (Memorial, 2018). Also, the schools within Memorial are promoted as "the heart of their communities, providing success for each and a place for all" (Memorial, 2018). Although the mission and vision expresses inclusion and success for all, Memorial's strategic plan illustrates a problematic turn when considering the existence of an adult high school within the organization. The board's strategic plan states: "We maximize the potential of each child when we welcome all students, believe in all students and instill hope in all students" (Memorial, 2019a). The board's strategic plan, centred around maximizing the potential of each child, inadvertently excludes adult learners from its target demographic, reflecting a traditional mindset focused on pedagogy.

The study of adult learning theories has garnered significant attention from researchers such as Knowles et al. (2005), Mackeracher (2004), and Merriam and Bierema (2014), who emphasize the distinct characteristics of adult learners. Their work underscores that adults exhibit self-directedness, motivation driven by relevance, and a preference for practical

application of knowledge. Neglecting these principles poses a considerable limitation to fostering inclusive and effective education within the community, denying adults the opportunity to engage in transformative learning experiences and impeding their lifelong growth.

Andragogy, as a comprehensive field of research, delves into the intricacies of how and why adults learn. According to Knowles et al. (2005), the optimal learning environment for adults is non-authoritarian, fostering an atmosphere of learner initiative, creativity, and the development of confidence, reliance, enterprise, and independence. Contrary to traditional pedagogical practices, adults thrive in environments that grant them control over their learning process (Draves, 2007; Freire, 1970/2005; Knowles et al., 2005). Additionally, Quigley (1992) emphasizes the importance of incorporating learner input into the content and structure of adult learning programs.

A growing body of evidence suggests that adult learners resist conventional pedagogical approaches as they do not align with their specific learning needs (Chan, 2010). The disparity in learning styles between adults and younger learners necessitates the adoption of andragogical practices, as noted by Minter (2011). Teachers and educators working with adult learners must, therefore, transition away from teacher-centered pedagogical methods and embrace andragogical principles for the best interest of their adult students, as advocated by Chan (2010) in a study on appropriate approaches with adult learners. Ultimately, integrating andragogy into educational practices will better serve the distinct learning requirements of adults and optimize their educational outcomes.

It is implied in the board's strategic plan that the word child is the target demographic for the board and, ultimately, its schools and is therefore exclusionary to adult learners. The word child in the strategic plan's statement is not only a poor word choice but also emblematic of the

larger problem that shows that although the mission and vision of the organization evoke a culture of encouraging success for all participants, the strategic plan excludes adult learners as participants. Since adult learners are often individuals who have historically been excluded from involvement in education and may continue to face other barriers to participation, the board is excluding many marginalized individuals in its strategic plan.

The PoP for Laszlo stems from Memorial's strategic plan, which focuses on each child as all students. There is no mention of adult learners within the board's strategic plan. There is a gap in the organization which has likely led to high adult student attrition rates. The entrenched belief that education at Memorial is exclusively tailored for children persists within the structural-functional frame, permeating from macro to micro levels. This is notably evident in its leadership framework, which upholds traditional pedagogical models with limited flexibility, hindering the incorporation of more progressive and learner-centered approaches.

Recently, Laszlo embarked on its first-ever school improvement plan. Publicly available data analysis has shown that despite the school having the highest graduation rate within Memorial, its SSC offerings have high attrition. In the 2018-2019 school year, 4,000 adults registered for SSCs. Of those students, forty-one percent dropped out of their courses before completion (Memorial, 2019b). Low retention rates lead to a larger issue of accessibility for other learners who are attempting to complete their secondary education. Course dropouts often result in course cancellations due to low enrolment, and, ultimately, other enrolled adult students cannot complete the courses they need to graduate within their anticipated timelines. In turn, the cancellation of classes can lead to a loss of motivation for students.

Laszlo has a significant opportunity to attract and retain adult learners by offering a divergent approach to learner interactions and instruction that reflects how differently adults

learn. Additionally, there is potential for this different school experience to begin to repair the harm adult learners have encountered in their past educational experiences and provide them with a positive learning environment to reach their goals successfully.

Guiding Questions

The preceding discussion has examined the PoP within broader contextual forces: historic systems, organizational frameworks and leadership practices that have ultimately shaped the problem. Four questions have emerged after reviewing the existing structures and frameworks that provide context to the PoP. These are guiding questions addressing what needs to change in the organization and how the change will come about (Cawsey et al., 2016). These questions will guide my process as a change leader to help the organization improve adult learner engagement and retention at Laszlo and inform Memorial about the need to recognize the diverse needs of adults within its educational sphere.

The first question will require the engagement of a variety of stakeholders, those who will be influenced by the change process within the organization. Considering the multi-faceted structures influencing the educational (pedagogical) practices at Laszlo, what are the best strategies for communicating the need for change and what resources might be needed to support this messaging?

The second question that will guide this investigation will examine the experiences of the adults who come to Laszlo: As many adult learners come to this adult high school having endured negative experiences in their past educational history, what andragogical strategies and practices can be implemented to promote a positive and accessible experience for adult learners?

The third question draws upon the context of the organization. Memorial and Laszlo are not currently positioned to change Ontario teachers' certification requirements or the academic

investigation of adult education; this evokes the need to identify relevant strategies for adult learning and the engagement of adults in the educational environment. Additionally, there will be a need to develop a plan for disseminating this information to the faculty and staff at the school. As such, the question emerges: What processes could be explored and implemented to ensure administrators, teachers and staff at Laszlo understand and utilize educational strategies and promote an educational environment appropriate for adults at this adult high school?

The fourth question that emerges involves the system in which Laszlo is situated and the lack of representation of adult learners, often marginalized individuals, from their strategic planning. As a system, Memorial has not included the success of adult learners within its strategic plan. The question is: What strategies could be used to inform the educational leaders within the school board of the existence of adult learners and their unique needs, which could lead to a more equitable educational sphere that includes all student voices?

Leadership-Focused Vision for Change

This section will articulate the vision for change at Laszlo. It will differentiate between the organization's current and envisioned future states relating to the PoP. It will also examine the priorities for change. Finally, this section will examine the impact of the vision for change on various leadership stakeholders, including those at the organization's macro, meso and micro levels. AnNee-Benham and Napier (2002) remind us that inspiring a shared vision involves looking at past and current practices and instilling a passion for change to keep an organization rooted in its past while moving forward to new possibilities. It is about giving individuals the opportunity to be involved in the process and honouring the perspectives of all who will be affected by the change.

The Current State

At Laszlo, adult learners encounter a learning environment that educationalist Ken Robinson (2010) termed an industrialized education design. This design reflects schools modelled on factory lines and standardization. For example, at Laszlo, students must adhere to strict timetables and obtain late slips if their arrival at school has been delayed. Teachers start classes by taking attendance, and students must stand and listen to daily announcements that generally reiterate the school's rules of behaviour for its students. Classroom desks are set up in rows, with the teacher's desk at the front of the room. Students must ask permission and obtain a hall pass to leave for the washroom. Buzzers signal the beginning and end of classes, and students must be dismissed by their teacher before leaving at the end of the day. If a student is late or absent for more than two classes, they must be sent to the principal's office, where they will be lectured about attendance requirements. Students may be suspended or even removed from a class for regular tardiness.

There is an absence of personalized learning paths, collaborative experiences, recognition of prior knowledge, and a culture of lifelong learning. Without these essential elements, the learning environment does not fully empower adult learners to reach their potential and foster a sense of motivation and belonging (Merriam et al., 2007) within the educational community.

This current model for Laszlo's educational environment stems from strict adherence to a learning environment designed for children and youth, not adults. In a way, this model infantilizes the adult learners who attend Laszlo as it strips them of their autonomy and assumes they need to be controlled by an authority to participate in the learning environment. Hase (2016) has suggested that educational spheres often do not trust human agency. Laszlo is a prime

example of this mistrust as a system that reflects that students, even adult students, must be closely monitored and cannot be trusted to act independently. Adults have vast experience and the freedom to act independently outside the school environment. The design of Laszlo does not recognize the agency of its adult students and has resulted in learners losing control of their learning. In some cases, adult learners who have come to Laszlo after an interrupted education, often caused by oppression by authority, may continue to feel oppressed by an educational authority in the current learning environment.

In addition to the educational environment being unsuitable for adult learning, the teaching and instruction in the classrooms are a pedagogical model more appropriate for children and youth. The present modes of instruction at Laszlo, where students passively receive knowledge while sitting quietly in rows, reflect Freire's (1970/2005) negative appraisal of pedagogical practices used with adults. Freire equates the pedagogical model of instruction to learners being treated like passive vessels into which the teacher pours knowledge. The issue is that this type of teaching often involves exposure to arbitrary knowledge with no relevance to adult learners' lives, experiences, and goals.

Adult learners in a traditional pedagogical environment may not be successful in their learning. In his seminal work on the assumptions of adult learners, Knowles (1975a) provided a critical proviso when he spoke about adult learners' experiences, "Any experience that they perceive as putting them in the position of being treated as children is bound to interfere with their learning" (p. 45). In its current state, the implicit message Laszlo sends out to potential adult learners could be interpreted as: we will teach you the same way you were taught during your past negative school experiences.

The Envisioned Future State

The envisioned future state at Laszlo is a learning environment transformed into a nurturing and empowering space that recognizes the unique characteristics and needs of adult learners. Laszlo would be an educational environment designed for adult learners that would improve learner motivation, persistence, and attitudes toward learning.

The future state would be a departure from authoritarian teaching methods that fail to cater to the diverse experiences and learning needs of adults. Instead, the focus will be on embracing andragogical strategies that foster confidence, self-reliance, and independence. Strategies such as self-directed learning, as advocated by Knowles et al. (2005), can empower adult learners to take ownership of their educational journey. Experiential learning, reflecting Mackeracher's (2004) emphasis, can allow learners to connect new information with their prior experiences. Problem-centred approaches, in alignment with Merriam et al.'s (2014) perspective, foster critical thinking and collaborative skills. Encouraging reflection and recognizing prior learning further enhances self-regulation and learner confidence (Kolb, 2014). Empirical studies have shown that by incorporating these adult learning strategies educators can create effective and satisfying learning experiences for adult learners, acknowledging their unique characteristics, and promoting a culture of lifelong learning (Hagen & Park, 2016; Hasan & Fraser, 2015; Reason, 2009).

Faculty and staff will also fully grasp the importance of trauma-informed practice, acknowledging the profound impact that past educational experiences can have on adult learners. This approach places a strong emphasis on promoting healing, resilience, and lifelong learning. The ultimate goal is to create effective and satisfying learning experiences that empower adult

learners to take ownership of their educational journey, redefining their past experiences and unlocking their full potential.

Vision for Change

As an educational leader, I want to see the organization's practices reflect its ethos, the fundamental values, beliefs, and principles that guide the culture of the organization (Sinek, 2009). The perceived ethos is stated in the school's vision to provide "Opportunity, Hope and Success for all" (Laszlo, 2019), but it is not reflected in its current practices. Kouzes and Posner (2017) explain that "Exemplary leaders don't impose their visions of the future on people; they liberate the vision that's already stirring in the constituents" (p. 120). This liberation will require a shift in the organization's culture from understanding itself as an educational sphere for children and youth to truly being an adult education sphere.

My leadership vision for change is to provide a learning environment appropriate for adult learners by acknowledging the different ways adults learn and interact with learning experiences. This change will involve exploring and adopting promising practices from the adult education field. Additionally, the environment will offer a safe space for adults that is different from their past educational experiences. In turn, learners can persist and succeed as they are unburdened by past negative experiences.

The Gap between Present and the Envisioned Future State

Laszlo's mission statement is to provide "Opportunity, Hope, and Success for all" (Laszlo, 2019) referring to the learners who attend the school. While the organization's ethos acknowledges the hopes and dreams of adult learners, current practices act as barriers to fulfilling this intention. As Grain (2022) explains, "for most folks, hope is anything but straightforward, and an attempt to peddle a message of simplistic hope is devoid of one very necessary component: grappling." (p. 98). Without appropriate

training to address the complexity of adult learners' daily challenges, the educational sphere at Laszlo currently falls short, offering empty hope.

To truly embody its mission statement, the leadership at Laszlo must ensure teachers perceive adult learners as unique and capable, recognizing their diverse experiences and abilities. Structures need to be in place to make the school more adult-safe and inclusive, considering the responsibilities and commitments adult learners have outside the educational setting. Additionally, promoting andragogical forms of instruction and assessment will empower adult learners to take an active role in their education through interactive discussions, problem-solving activities, and self-directed learning. The leadership vision for Laszlo seeks to transform this landscape by fostering a culture of continuous growth and development among staff and faculty, translating the organizational ethos of hope into critical action. To bridge the gap between the current and envisioned future state, Laszlo will need to provide a different learning experience, empowering adult learners to grapple with their aspirations and persist, flourish, and succeed. By incorporating these approaches, Laszlo can move closer to fulfilling its mission of providing "Opportunity, Hope, and Success for all" in a meaningful and inclusive way.

Improvements in the Future State

Laszlo has had difficulty recruiting certified OCT members as potential teaching candidates in recent years. Potential candidates are reluctant to work in an adult high school. This situation can be related to the previously mentioned misconception that adult learning environments exist for failures (Godden & Youmans, 2020). This viewpoint is not helped by the high student attrition rates at the school. From an organizational standpoint, when the school practices reflect its ethos of hope, students could be more successful, and therefore, the school will be more successful (Grain, 2022). Inequities exist within the organization as students are excluded because of their experience and the inability to move beyond trauma in an environment that does not address individual circumstances. In the organization's future state, adult learners

will be better served by organizational members with the skills and abilities to address the unique needs of adult learners.

Portelli et al.'s (2007) examination of the reasons students leave or are forced out of schools provides valuable insights into understanding the potential trauma experienced by returning students. Factors such as unsupportive learning environments, rigid educational systems, and negative social experiences identified in the research could contribute to the challenges faced by returning students. The historical trauma of past academic setbacks or feeling unsupported in traditional educational settings might shape their perception of returning to education, leading to apprehension and self-doubt.

However, while past experiences may have been difficult, applying andragogical principles, creating supportive learning environments, and employing transformational leadership can foster a more successful experience for returning students. By shifting from a pedagogical to an andragogical approach, Laszlo can emphasize building on strengths, promoting reflective learning, and cultivating a growth mindset. Nurturing hope and possibility, Laszlo can encourage returning students to persist and flourish in their educational journey, fostering positive outcomes and supporting their growth.

Priorities for Change

As a transformational and servant leader with a positive approach to leadership (Northouse, 2022; Quinn & Cameron, 2019), my role is to catalyze, cultivate, and execute this organizational change. A priority for this change will be encouraging open dialogue and embracing relativism's appreciation for differing viewpoints. The leadership process will tap into the collective wisdom of faculty, staff, and learners. This approach fosters an inclusive environment where diverse voices are valued, enriching the process of reflective visioning and

professional development. As relativism encourages adaptability and responsiveness, I, as a leader, will ensure that the organizational changes resonate with the dynamic needs and contexts of the adult learners.

A priority for integrating the change will be enlisting others to make the vision a reality, a group that Kotter (2012) has termed a guiding coalition. The Carnegie Foundation (2020) explains that using networked communities to move towards a vision is important. The Foundation's sixth Core Principle states: "Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone" (p. 1). Following this advice, one of the change priorities will be installing a guiding coalition at Laszlo. Forming a guiding coalition, a team that drives the change and maintains momentum, is crucial for successful change management (Kotter, 2014).

Another priority for change will be the inclusion of adult learner voices during the change process to provide organization members with ongoing feedback and insight into learners' experiences at Laszlo. This engagement of learners is a top priority for the change as it is intended to amplify the voices of adult learners who may be marginalized, particularly in their past educational environments.

Considerations for Levels of Leadership

The organizational structure at Laszlo is influenced by a structural-functional organizational model focusing on efficiency and maintaining the status quo. The existing macro-leadership is hierarchical and multifaceted. However, there is significant room for change within Laszlo as an exceptional educational micro-entity within the bureaucratic board structure.

Macro Level of Leadership

The board of education, the director of education and the executive leadership team at Memorial are significant stakeholders for Laszlo from a macro level. This board interprets and implements blanket MoE policy throughout its schools. However, the stakeholders at this level have a myopic view of its student population as they often fail to consider adult learners when messaging the community.

The vision for change at Laszlo will require reforming some approaches that govern the board. Namely, there will need to be alterations made to Memorial's aims/ends policy and future strategic plans that currently reflect an educational policy relevant to children and youth in their educational system and omits the diverse group of adult learners who attend Laszlo.

Meso Level of Leadership

The superintendent of Laszlo's school family and the school's principal work closely to interpret board policy specifically for Laszlo. The principal has significant influence as it is their role to implement policy, including professional development and training. However, as educators certified by OCT, neither of these stakeholders has the experience or training relevant to the education of adults. As these stakeholders institute changes to alter the learning environment to reflect its mission, they will need to develop an awareness of adult education training to help shape the vision for change.

Micro Level of Leadership

The overall leadership at Laszlo has been defined as a program council. This group includes the school principal, two vice-principals, program managers, department heads, a human resources officer and a business manager who work together to plan and design programs. These organizational members defined the school's mission as "Opportunity, Hope

and Success for all" (Laszlo, 2019). This micro-level leadership group will have the most influence in articulating and adopting the vision for change. Like the meso-level leadership, however, these actors will also need to participate in reflexive practices and training to recognize the gaps in the current and future states of the school and how to accomplish the vision for change and truly be a place of opportunity, hope and success for its students.

Chapter 1 Summary

Chapter one examined my leadership style and approaches, my agency within the organization and my leadership lens. Four guiding questions that emerged were posed to inform the OIP. The chapter also presented the organizational context of Laszlo, explaining that it is the only adult high school within a much larger structural-functional organization. A clear PoP was articulated, noting the inappropriateness of the current state as an educational environment for adult learners. The chapter examined internal and external forces that affect the organization and influence the SSC program. A vision for change was expressed after examining Laszlo's current and anticipated future state. In the next chapter, I will discuss the leadership approach to change, identify a framework for leading the change process, examine the organization's readiness for change and discuss possible solutions for the PoP.

Chapter 2: Planning and Development

The previous chapter discussed what needs to change at Laszlo, the goals and priorities and the intended organizational and ultimate cultural change at the school. The need for change is reflected in both the physical environment of the school as well as the day-to-day interactions between staff and faculty with students. Currently, Laszlo is not an appropriate environment for adult learners. The current state of the school is more appropriate for children or youth.

Having established the pressing need for change at Laszlo in the previous chapter, which highlighted the misalignment between the school's current state and the requirements of adult learners, it is now important to explore the leadership approach necessary to drive this transformational process. Chapter two identifies the leadership approach and examines its relevance in organizational change. A framework for leading the change process will also be presented. The chapter will report on the results of a tool that was used to gauge the organization's readiness for change. Four possible strategies to address the Problem of Practice (PoP) at Laszlo will be proposed. Finally, the most effective strategy to address the PoP will be presented and explained.

Leadership Approaches to Change

The leadership approach for this change initiative reflects servant leadership (Greenleaf, 1977) and transformational leadership (Burns, 1978) principles. The following section will examine these leadership approaches and how they will intersect and how this hybridized approach will be of benefit during a time of organizational change.

The combination of transformational and servant leadership approaches is necessary to harness the full potential of faculty and staff and achieve meaningful outcomes at Laszlo.

Integrating these two styles, illustrated in Appendix A, creates a powerful synergy that inspires innovation, empowers individuals, and fosters a collaborative and supportive culture.

Transformational leadership provides the vision, motivation, and resources for faculty and staff to embrace new practices and adapt to the diverse needs of adult learners. Servant leadership, on the other hand, ensures that the voices and needs of faculty and staff are heard, creating a nurturing environment that promotes open communication, collaboration, and professional growth. The outcome of this integration will be a transformed faculty and staff body that is highly motivated, engaged, and equipped with the necessary tools and support to implement effective adult education practices. As a result, the problem of high learner attrition rates, lack of persistence, and incomplete course completion can be effectively addressed, leading to improved learner outcomes, increased graduation rates, and overall success in the adult high school environment.

Servant Leadership

My leadership development has been from a serve-first rather than a leader-first stance, so serving is an intrinsic leadership approach for me (Greenleaf, 1977). Taking this approach to leadership means that I make sure that the organizational members I serve have the autonomy to reach their potential by providing them with what they need to be successful in their roles.

Additionally, servant leadership encapsulates my commitment to the ethic of care. In relationships which involve ethical caring, the carer does not seek anything in return other than the joy and happiness that ultimately comes from caring for another, which includes seeing the cared-for grow in some way (Noddings, 2013). Indeed, Greenleaf (1977) remarks that the difference between servant-leadership and other leadership models is the care that is taken by the servant-leader to ensure that the priorities and needs of followers are served for them to be able

to grow as people. Russell and Stone (2002) have suggested that individual members benefit from a servant leadership approach because it leads to positive interpersonal work relations. Likewise, van Dierendonck (2011) explains that a servant approach to leadership leads to strong relationships within the organization. Greenleaf (1977) imparts that providing individuals with what they need can often involve providing inspiration, certainty, and purpose when they would otherwise have difficulty achieving a goal independently. This approach will be especially important during this change endeavour to ensure that members are willing to participate fully in change activities because they trust their leader. Through these activities, they can achieve their full potential as educators (Northouse, 2022).

Transformational Leadership

My leadership style also reflects a transformational model. The transformational leadership approach demonstrates authenticity with the intention that members will emulate what the leader has demonstrated (Burns, 1978). In his seminal work *Leadership*, Burns (1978) explains that it is the transformational leader's responsibility to "make conscious what lies unconscious among followers" (p. 40). As a transformational leader, I take the time to listen to followers, even if they have different viewpoints. This focus on listening and understanding leads to a spirit of cooperation and helps to foster collaboration and build trust (Northouse, 2022). This leadership approach to change will be especially relevant as the vision for change intends to truly reflect the organization's ethos in the daily practices of the faculty and staff.

Bass (1985) identified four main characteristics of transformational leadership. The first is the idealized influence which suggests that the most important aspect of a transformational leader is to lead by example. Members look upon a transformational leader as a role model. Being a role model requires leading authentically and inspiring others through trust,

transparency, and respect. The second element of transformational leadership is intellectual

stimulation. This element pushes individual members to create change and overcome the status

quo by encouraging innovation. With a transformational leader, members have the autonomy to

explore new ideas and can introduce innovation into the organization. Inspirational motivation is

the third element of transformational leadership which involves the leader encouraging the

members to feel committed to the organization's vision. This approach emphasizes motivating

through a sense of purpose rather than coercion. The final element of transformational leadership

is individual consideration. This element acknowledges that individual members need to have a

sense of autonomy and ownership over the organization's goals. This need is bolstered by

coaching and mentorship to help members reach not only the goals of the organization but also

their personal goals.

Integrating Transformational and Servant Leadership

The hybrid approach to leadership during the change endeavour at Laszlo combines the

principles of transformational and servant leadership. By aligning the four priorities of

transformational leadership (idealized influence, intellectual stimulation, inspirational

motivation, and individual consideration) with the key contributions of servant leadership

(serving others, ethical caring, and providing what individuals need to grow), I intend to utilize a

cohesive and effective leadership model.

Emphasizing the synergy between idealized influence and serving others, inspired by

Greenleaf's (1977) servant leadership principles, I will authentically lead by example, inspiring a

culture of empathy and support within the organization. Leveraging Blanchard and Broadwell's

(2013) concepts of servant leadership, I will encourage intellectual stimulation while providing

personalized support, empowering faculty, and staff to explore innovative ideas and reach their

full potential. I will also incorporate Wheatley's (2017) ideas of ethical caring, reinforcing the connection between inspirational motivation and ethical practices, motivating faculty and staff to align with the organization's vision and values.

Moreover, influenced by Bass's (1999) transformational leadership theory, I will demonstrate inspirational motivation by articulating a compelling vision for change and empowering faculty and staff to commit to the organization's vision and values. I will harmonize individual consideration and individualized support, providing personalized attention through coaching and mentorship to help individuals fulfill both personal and organizational goals.

By integrating the principles of these transformational and servant leadership approaches, I aim to use a leadership model that empowers stakeholders to drive meaningful change, fosters a culture of collaboration and innovation, and prioritizes the well-being and development of individuals.

Leading in Times of Change

As a change leader, my power is relational, derived from building positive and caring relationships with organizational members (Ciulla, 2020). The hybrid leadership model, combining transformational and servant leadership, enables me to influence and empower stakeholders effectively, fostering a culture of open communication, inclusivity, and positive change at Laszlo. Understanding individual needs and perspectives is crucial to relate with members and maintain relational integrity (Cunliffe & Eriksen, 2020; Eddy & Kirby, 2020). In the context of Laszlo, dealing with resistance to change becomes an important aspect of leadership during times of transformation and it will be crucial to understand the challenges in influencing individuals to embrace change and overcome resistance.

According to Cogley (2014), resistance and anger toward change may stem from perceived wrongdoing or injustice, lack of interest, or poor communication about the reasons and implementation of the change. As highlighted by Cawsey et al. (2016), a change leader must work with members to

understand their reactions to change and how these reactions can evolve over time. To address resistance to change, I will employ transformational leadership strategies, encouraging innovative thinking and inspirational motivation (Bass, 1985). Concurrently, I will apply servant leadership principles, focusing on building trust, understanding, and empathy, and actively involving members in the change process (Kouzes & Posner, 2017; Town, 2021). By engaging all members in visioning activities, I aim to foster a shared understanding and mission, creating a culture of collaboration and resilience that addresses the PoP and supports adult learners' success.

Framework for Leading the Change Process

As a leader, my role will be to gather ideas from organizational members and facilitate the development and implementation of an organizational vision, as outlined by Kouzes and Posner (2017). By incorporating servant and transformational leadership elements, I will create a framework that values the growth and perspectives of staff and faculty. This approach will establish an environment where members feel heard, their viewpoints are acknowledged, and their contributions are valued. This collaborative leadership approach will guide the change process through leaders' and members' collective insights and experiences, ensuring a meaningful and successful organizational transformation.

Whitney (1998) relays that for a successful organizational change, all members interested in the change must be involved throughout the process. An important element of the change plan, and a previously mentioned priority for the change, will be enlisting others to make the vision a reality. Enlisting others will begin with forming a change coalition, which is suggested by Kotter (2014). This coalition will include staff and faculty with experience practicing in adult learning environments and members interested in participating in the change. These coalition members will guide professional development opportunities and drive continued motivation for the change.

When selecting members for the guiding coalition, I will consider various factors, including relevant skills and experience, ability to influence others, willingness to embrace change, involvement and interest in the change initiative, and diversity. The coalition will be better equipped to lead and facilitate organizational change by selecting individuals with these characteristics. Furthermore, empowering the change agents by providing them with resources, support, and autonomy will be crucial for their success. The change coalition will include adult learners to provide members with ongoing feedback and insight into their experiences in the learning environment. This engagement of past and present learners is significant as the change initiative is intended to amplify the voices of adult learners who may be marginalized, particularly in their past educational environments.

The framework for leading the change process presented here begins by coming together as a group for opportunities to learn about adult learning principles. Eddy et al. (2019) have suggested that asking faculty to question their teaching praxis requires them to learn that there are other methods and participate in critical reflection about their current practices. Gardiner (2020) imparts that "leadership functions best when it arises out of individuals working together. When individuals find a common cause, they discover the strength that emerges from collective action" (p. 181). Additionally, the group will participate in "double-loop learning" (Tagg, 2007), which involves activities to think strategically about the current way things are done, how existing mental modes may be shifted and exploring what Chesterton describes as "The things we see every day (which) are the things we never see at all" (cited in Tagg, 2007, p. 38). These activities will undoubtedly lead to understanding the need for a new vision that reflects a change in the system and its culture.

Building relationships between leaders and members is essential in times of change. Quinn and Cameron (2019) suggest that, albeit unconventional, relationships drive the change process. Eddy and Kirby (2020) impart that leaders need to develop relationships with members to ensure the acceptance of change initiatives. Clegg et al. (2021) relay that "leadership is a collective accomplishment that emerges in relations and interactions among complex actor networks" (p.4). As illustrated in Figure 1 below, the framework for leading change reflects a caring approach in which social interactions are developed and sustained in everyday exchanges, emphasizing the connections and relationships between myself as a leader and members (Cunliffe & Eriksen, 2011). For this change endeavour, vital leadership activities will include gathering members together, building relationships and seeking a commitment to change from all (Eddy & Kirby, 2020). The change framework will reflect caring through the servant and transformational leadership approaches driven by relationships and professional growth.

Figure 1

Leading the Change Process
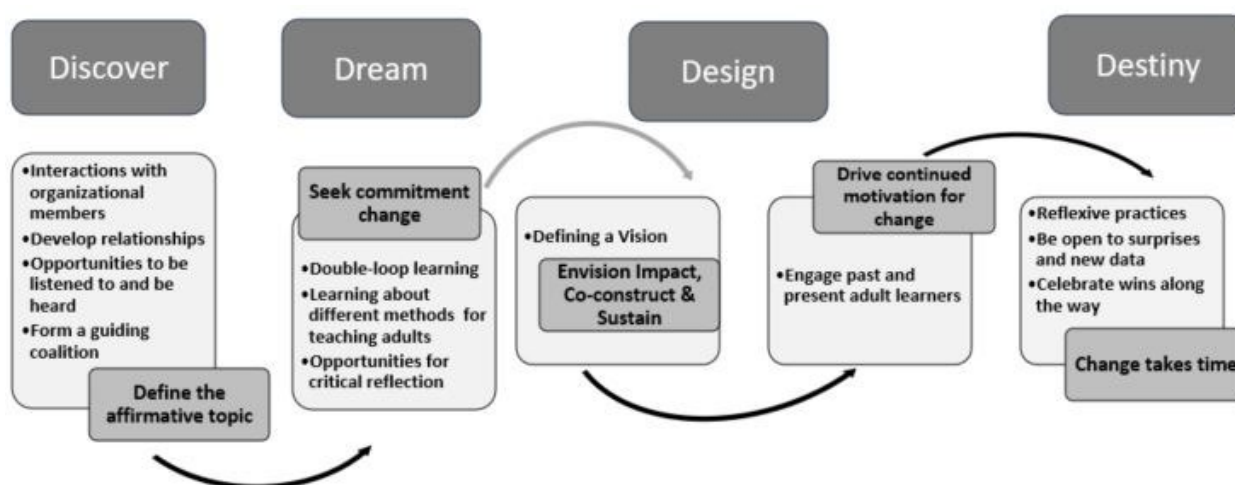
Note: The 4 dimensions of Appreciative Inquiry are shown here, along with proposed relationship-building interactions and activities. Adapted from Cooperrider and Whitney's (2005) Appreciative Inquiry 4-D cycle.

Appreciative Inquiry

The central component of the framework for leading change will draw upon the concept of Appreciative Inquiry (AI) (Cooperrider & Whitney, 2005). AI aligns well with servant and transformational leadership and its foundations are found in the transformational approach articulated by Armstrong et al. (2020), which posits the importance of inspiring and empowering individuals to effect positive change.

One salient component of AI that connects with the servant and transformational leadership approaches is that AI allows people to be listened to and heard during times of change (Cooperrider, 1996). Indeed, through AI, individual member stories of success are shared throughout the organization and can become new standards of practice for the organization (Whitney, 1998). Cooperrider and Whitney (2005) impart that the strengths of AI do more than perform; they ultimately transform. Furthermore, the authors suggest that AI can help organizations achieve their potential as a "service to the world" (p. 3).

AI is an asset-based (McKnight, 2005) approach to implementing organizational change. An asset-based approach looks at the organization's existing resources and strengths rather than what it does not have. Rather than reviewing what the organization is doing incorrectly, AI allows members to reflect on what they are doing right and build upon those strengths to enact change toward a common vision. As Cooperrider and Whitney (2005) explain, AI is "approaching problems from the other side" (p. 3).

AI will allow the organization and its members to unleash their potential and become a learning organization through inquiry and dialogue (Whitney, 1998). Using AI is especially effective in culture change (Cooperrider & Whitney, 2005). In the case of Laszlo, the faculty and staff have the cultural perception of being an educational sphere for adults. Yet, the school

mirrors a regular school designed for children or youth. Conducting AI with members at Laszlo will take a narrative approach to enact positive change and lead to a positive cultural shift. All members can reflect on the organization's strengths, resources and capabilities and contribute to the plan for change.

The 4-D Cycle of Appreciative Inquiry

The first step in the AI 4-D cycle is identifying an affirmative topic choice (Carter et al., 2007), and in the context of Laszlo's OIP, the PoP serves as the topic for the discovery phase of the AI process. During initial discussions with the members, the affirmative topic of the PoP will be identified to set the strategic direction of the organization.

AI as a model for leading change does not have a prescribed process; instead, the organization can use the 4-D cycle to meet its own challenges. The 4-D cycle involves four phases. The first is discovery, where the entire organization identifies "the best of what has been and what is" (Cooperrider & Whitney, 2005, p. 16). The discovery phase aims to assess the problem through data analysis, exploring the complexities and difficulties within the organization, and building a guiding coalition/group to effectively address the identified challenges and drive positive change (Carter et al., 2007).

The second phase involves dreaming, where the organization creates a results-oriented vision from what it has discovered in the discovery phase. The dreaming phase asks, "What is the world calling us to become?" (Cooperrider & Whitney, p. 16). The design phase draws upon the dream to create possible articulations of the ideal organization. This phase allows members to draw upon the organization's strengths to realize the expressed dream. Finally, the destiny phase allows members to build hope and sustain momentum for positive change—a change they have identified and articulated in the first three phases.

Following the 4-D model will allow members of Laszlo to identify their strengths as educators and recognize their ethos of helping adults to be successful could be strengthened and, indeed, become the true culture of the organization by drawing upon their assets, strengths, and abilities.

Celebrating Change

Throughout the change plan, opportunities to celebrate progress and small wins will be prioritized to mitigate potential setbacks (Kotter, 2014). Effective leadership involves thoughtful management and remaining open to surprises or new data that may influence further actions (Fullan, 2011). To ensure the change's success over time, ongoing evaluation will be integrated into the change plan, recognizing that sustained engagement and reflexive practice with members are essential for long-term transformation (Kotter, 2014).

This section outlined the elements of leading change at Laszlo, including collaboration, reflective practice, and AI. The change framework encompasses a change coalition and ongoing evaluation. The next section will focus on organizational readiness for change and delineate various members' responsibilities.

<center>**Organizational Change Readiness**</center>

Ryan (2016) reminds us that in times of change, educational leaders "cannot blindly rush ahead armed with their passion, energy and resources into complex situations" (p. 91). As I address this PoP, it is tempting to implement change quickly and unilaterally. However, sudden change or persuasion to change may lead to individuals reacting with resistance to protect their egos (Bruckman, 2008). An important step in organizational change is to assess the organization's readiness for change. Through this assessment, the change leader can identify possible barriers to the change initiative and organizational strengths during change. I will use an organization readiness tool in this section to examine and assess Laszlo's readiness for change.

Examining organization readiness provides a glimpse into an organization's current state and potential for successfully going through a change initiative. Cawsey et al. (2016) explain that gauging an organization's readiness is necessary to determine its future direction. It also leads to an understanding of potential obstacles that, when identified, can be addressed throughout the change process (Hustus & Owens, 2018). Weiner et al. (2018), in their examination of change readiness in educational environments, suggest that there is an intersection of readiness at the individual and community levels. In schools, individual-level readiness is vital as change implementation will often require that to support learners better, teachers will need to change how they function. However, individual change occurs within organizational change; therefore, gauging the individual readiness of organizational actors may not be sufficient to gauge organizational readiness. Hutus and Owens (2018) explain that gauging readiness for change in an organization requires looking at the community as a collective, and gauging the community's readiness gives a more accurate picture of the organization's willingness to step away from the status quo.

Cawsey et al.'s tool offers a valuable and straightforward approach to reflect on the current state of the organization, providing a structured framework for assessment. It allows for a systematic examination of various aspects of the organization, aiding in identifying strengths and areas for improvement. I have the privilege of having trusting and open conversations with faculty, staff and other school leaders daily. I have drawn upon these regular discussions with various organizational members to complete Cawsey et al.'s (2016) tool for scoring readiness dimensions. Through these interactions with organization members, I have collected various perspectives and perceptions of the organizational status quo (Hustus & Owens, 2018). I have been entrusted with the authority to initiate changes and drive the change initiative towards

success. Given this role and responsibility, it is reasonable to believe that the members would accept my responses as accurate interpretations of the organization's current state. However, it is essential to remain mindful of the potential biases and limitations that subjectivity can introduce into the assessment process. Indeed, all reflections and responses are rooted in our individual experiences, perspectives, and understanding, making them inherently subjective. I believe that by engaging in open dialogue with organizational members, seeking diverse viewpoints, and actively involving organizational members in the reflection process I have helped mitigate the impact of subjectivity.

Results from the Readiness for Change Survey

Cawsey et al.'s (2016) tool for rating organizational readiness for change is adapted from several existing change readiness tools and examines six readiness dimensions. A change leader can look at the questionnaire results to address areas needing development for change and acknowledge the strengths the organization already possesses to help in times of change. Rating these dimensions will help the organization consider what elements may motivate or impede change readiness (Appendix B). According to Cawsey et al. (2016), readiness for change is reflected in the organization's openness, commitment, flexibility, and adaptability, as well as the past experiences members have had with change. An organization ready for change will also provide members access to pertinent information and have measurement resources and systems in place.

The first survey dimension examines previous change experiences and reveals that Laszlo has had no negative experiences with change in recent history. However, Laszlo has not had negative change experiences because it has not experienced significant change. Cawsey et al.'s (2016) survey has revealed that Laszlo is in a current state of stasis, or what the survey designers

term "resting on its laurels" (p. 108). Stasis, or accepting the status quo, can be a defensive wall against change (Rosenau, 2001). Weiner (2009) tells us that effective change requires a commitment by the organization to implementing the change and confidence in the organization's collective abilities. The AI activities in the framework for leading the change process have been designed to allow members to recognize the need to move beyond the status quo and begin to build organizational confidence in the need for change. These activities will lead to improvements in this dimension of readiness.

The second dimension of readiness is executive support. According to Kotter's (1995) change management model, one of the critical steps in successful change implementation is securing leadership buy-in and support. The engagement of the executive members in the change process fosters a sense of urgency and commitment among all members, enhancing the likelihood of change adoption and sustainability. Furthermore, the support and involvement of top-level executives serve as a powerful signal to the entire organization, indicating the importance and significance of the change initiative. Additionally, the theory of transformational leadership, as described by Bass (1985), highlights the significance of visionary and proactive leadership in driving change. Through multiple discussions with executive members, it is evident that there is significant support from various leadership levels for the proposed change. The organization's executives, namely the superintendent and principal of Laszlo, have recognized the low retention rates at the school as a problem that needs to be addressed. Indeed, they have initiated the exploration of the problem and have requested that I identify a change strategy and develop and implement a change plan for the organization.

The third readiness dimension focuses on the credibility of leadership and change champions, drawing on principles of authentic leadership (Avolio & Gardner, 2005) and

transformational leadership (Bass, 1985). Authentic leaders, through building trust and credibility among staff and faculty, effectively lead change and inspire active engagement in the change process. Change champions, in alignment with transformational leadership, play a pivotal role in driving organizational change by advocating for the change vision, fostering collaboration, and acting as positive role models. Trust within the leadership team is emphasized as vital for establishing a positive change culture, as highlighted by Cummings and Worley (2014). Trust facilitates open communication, risk-taking, and collaboration, ultimately boosting engagement and commitment among organizational members. The organization is currently seen as capable of attracting and retaining change champions, with senior leaders expressing trust in the appropriateness and necessity of the change plan. Recognizing the importance of addressing low student retention rates, staff and faculty demonstrate trust in the leadership team's actions to address the issue effectively.

The fourth readiness dimension pertains to openness to change and involves the identification of barriers to change, such as the presence of turf protection within the organization. Turf protection refers to the tendency of different departments or individuals to safeguard their own interests and resources, leading to isolated roles and limited inter-departmental communication (Schein, 2010). This phenomenon can impede collaboration, innovation, and the organization's ability to effectively respond to change initiatives. In discussions with members, a pattern of siloing roles and responsibilities and a lack of communication between departments have been acknowledged. To address this issue and foster a culture of openness to change, the AI framework for the change process, previously described in this chapter, assumes a critical role. AI emphasizes the cultivation of a positive and collaborative organizational culture that centers on strengths and collective success (Cooperrider & Whitney,

2005). Engaging all members in AI activities allows them to unite around common goals, recognize the unique strengths of each department, and understand how collaboration can significantly enhance learner success.

The readiness tool also indicates that senior leaders have shown stagnation in their understanding of how adult educational environments should be designed; they may have difficulty moving away from past strategies toward presented solutions or strategies for change. Another identified barrier is that the organizational culture has not been presented as innovative in the past. This issue concerns the organization's tendency to stick to the status quo. The lack of leadership's promotion or encouragement of innovation has inevitably led to stagnation.

Cawsey et al. (2016) identify that organizations may fear innovation because it may lead to losing their cultural artifacts—those rituals and practices that shape the organization's identity. This concern is valid; Kouzes and Posner (2017) explain that the desire to hold onto the past is not necessarily negative. The authors tell us that to move forward organizations must also look backward, review their history, and look for themes, patterns and beliefs to hold onto and carry forward to the future state. The change plan will address this process of looking for cultural artifacts through AI activities. These cultural artifacts could be the organizational strengths that can be built upon to effect a positive change. The most important task will be acknowledging that there is a need to move beyond the status quo while also confirming that the existing strengths of the organization and its members will not be lost in the process.

The fifth change dimension examined in the questionnaire is the availability of rewards for change. For this change endeavour, there are no tangible rewards; however, there is the potential for intrinsic rewards for the faculty and staff. The concept of intrinsic rewards and the focus on student success align with the principles of self-determination theory (SDT) proposed

by Deci and Ryan (1985). According to SDT, individuals are intrinsically motivated when they feel a sense of autonomy, competence, and relatedness in their work. In the context of the change endeavor at Laszlo, faculty and staff who are intrinsically motivated may derive satisfaction from the positive impact their efforts have on adult learners' success and well-being. Deci and Ryan (1985) argue that when individuals experience intrinsic motivation, they are more likely to engage in activities willingly and persistently, even in the absence of external rewards. As the change leader, recognizing and celebrating the progress and positive impact on adult learners can further enhance the sense of fulfillment and purpose, reinforcing intrinsic motivation for faculty and staff.

The final measure assessed through the survey was having tools available to measure change and accountability. All schools that receive funding from MoE, which includes Laszlo, must prepare a school improvement and equity plan for student achievement (SIEPSA) annually (Ministry of Education, 2013). In its 35 years of running as an adult high school, Laszlo had never compiled a SIEPSA until the 2022-2023 school year. The leadership at the school has now recognized that to improve student success, they will need to begin identifying what needs to change in the school.

In recent months, Laszlo developed and conducted a learner survey to collect data to understand why learners were not completing their courses. This data was very helpful for understanding the need for change to address learner retention. This activity shows that Laszlo has begun to attend to the data it collects by moving forward on a change initiative to address the survey results. In the past, Laszlo has not measured and evaluated student satisfaction, only course drop rates, so the recent effort to understand a problem shows that the organization is ready to make changes to address that problem.

Score from Readiness for Change Survey

The completed change questionnaire for Laszlo rated the organization's readiness for change at positive (+) 27. Cawsey et al.'s (2016) score range is minus (-) 10 to positive (+) 35. An organization that rates below positive (+) 10 is likely not ready for change. The results from using the readiness tool (Table 1) show that Laszlo is in a state of readiness for change with the caveat that strengthening Laszlo's readiness will require certain interventions before and during the change process. Those interventions include helping members to recognize the need to move beyond the status quo. Enhancing organizational readiness will also require the implementation of opportunities for members to look backward to move forward, identifying current strengths while promoting innovation. AI activities will provide opportunities for staff and faculty to work collaboratively to recognize each other's strengths rather than continuing an environment of turf protection or siloing. Another important initiative will be recognizing the value of intangible rewards of the change process, namely celebrating the success of the school's students. Finally, Laszlo will need to continue to prepare tools to collect feedback and attend to data to track the effectiveness of the change initiative.

Table 1

Readiness Dimensions Score:

Readiness Dimensions	Score
Previous Change Experiences	1 / 2
Executive Support	4 / 4
Readiness Dimensions	**Score**
Credible Leadership & Change Champions	9 / 9
Openness to Change	10 / 15
Rewards for Change	0 / 1
Measure for Change and Accountability	3 / 4
Total Score	27/35

Note.1Scored using Cawsey et al. (2016, p. 108-110). Rate the Organization's Readiness for Change. 2The fully completed survey is available as Appendix B.

The next section will present a number of strategies/solutions to address the PoP. In addition, after assessing the possibilities using various criteria, I will ascertain and present the most effective strategy/solution.

Strategies/Solutions to Address the PoP

Having identified the necessary leadership approach and framework to address the PoP at Laszlo, as well as determining the organization's readiness for change using a readiness assessment tool, it is evident that the next step is to implement a comprehensive plan for organizational transformation. As discussed earlier, the combination of servant and transformational leadership styles will provide the guidance and support needed to inspire faculty and staff, foster a culture of innovation and collaboration, and address the high learner attrition rates, lack of persistence, and incomplete courses. By leveraging the insights gained from the readiness assessment tool, the change process can be tailored to the specific needs and circumstances of the organization, ensuring a smoother and more effective transition toward the desired outcomes.

The status quo is not an option for Laszlo as the current state has led to low learner retention rates and, therefore, low student success. This section will identify four possible strategies to address the PoP. Each potential strategy will be assessed on capacity requirements, including the time it would take to implement; the need for members to participate; the possible cost, and the potential impact the strategy could have on student success, student engagement, and retention rate improvement. Furthermore, each strategy will be assessed based on four ethical decision-making criteria proposed by Shapiro and Stefkovich (2016). As illustrated in Appendix C, each strategy's use of the ethic of care, encouraging collaborative efforts between

faculty, staff and students; the ethic of critique, making known the voices of students; the ethic of profession, serving the best interests of the students; and the ethic of justice, using fairness and equity (Shapiro & Stefkovicch, 2016) will be examined and rated to inform an ethical decision about the most appropriate solution..

Strategy One: Add Adult Learners to Strategic Plan and Change the Physical Environment

The first proposed strategy to address the PoP is to alter the strategic plan for Memorial to include adult learners and renovate the physical environment of Laszlo. As mentioned in chapter one, the school board's current strategic plan refers to all its students as children, and the physical environment of Laszlo is that of a school designed for children and youth. The board's strategic plan and the school environment are intrinsically connected as they need to be addressed and implemented from a macro level, namely by Memorial, the Board of Education.

This approach aims to foster recognition among stakeholders of the necessity for an adult-friendly environment at the high school, acknowledging that not all students are children. The renovation would entail designated spaces for individual study and reflection (Brookfield, 2015), technology integration to accommodate tech-savvy learners (Maddux et al., 2015), and areas for social interaction to align with adult learning principles of autonomy, collaboration, and acknowledging learners' experiences (Knowles et al, 2005). These architectural enhancements would create a conducive learning environment, enhancing the success and retention of adult learners at Laszlo.

This strategy exemplifies the ethic of critique by challenging prevailing norms and structures that exclude adult learners from the educational sphere. By questioning and examining existing practices, it addresses the deficiency in the current educational space, recognizing how the current language and physical design of the school acts as barriers to adult learners'

educational rights and opportunities. Furthermore, the strategy aligns with the ethic of justice, advocating for fairness and equity in the system by highlighting the systemic nature of the issue and involving the Board of Education for higher-level intervention. The ethic of care is evident in the approach's focus on creating a supportive and nurturing environment that addresses the potential trauma and negative experiences adult learners may have faced in traditional educational settings. Lastly, the ethic of the profession is reflected in the strategy's intention to align with the principles of adult learning, enhancing instructional approaches that promote engagement, autonomy, and self-directed learning to facilitate adult learners' educational journey effectively.

As the designated change leader for Laszlo, I do have the agency to work with the school principal and superintendent to petition the board to make identified changes. However, as a school within a publicly funded school board, a strategy that includes changing the physical environment would require navigating a substantial amount of government-level bureaucracy before such environmental changes could happen. In addition, a significant amount of time and money would be required for such an endeavour.

The issue of the wording of the strategic plan and the physical environment at Laszlo may be more a symptom of the PoP rather than the cause. As such, changing the wording of the strategic plan could have a greater impact as part of the larger communication plan for organizational change. Changing the environment can be done over time to reflect changes in practices rather than influencing changes in practice. Changes in the environment that happen organically as the education sphere changes could be examined as outcomes in the longitudinal evaluation of the change initiative.

Strategy Two: Require Additional Qualifications in Adult Learning

The second possible strategy to address the PoP is a change in credential requirements for faculty. As a school leader, I have the agency to collaborate with Memorial's human resources department and consult with the teacher's union to have Laszlo require additional qualifications (AQ) in adult learning in its job description for its teachers of adults. Queen's University runs an AQ course to provide candidates with the skills and resources to engage and empower adult learners (Queen's, N.D.). Such a requirement would ensure that the faculty at the school have the knowledge, skills, and abilities to effectively work with adult learners.

This strategy strongly upholds the ethic of the profession, as educators demonstrate their professional responsibility and dedication to fostering a supportive learning environment for adult learners, promoting growth and empowerment. The ethic of critique is also evident, challenging existing teaching practices and advocating for a more inclusive, learner-centered approach that values the diverse experiences of adult learners. Moreover, the strategy aligns with the ethic of justice by addressing the disparity in teaching qualifications and aiming to equip faculty with specialized skills through AQ in adult learning, ensuring fairness and equity in educational opportunities. Lastly, the ethic of care is reflected in the strategy's emphasis on understanding and responding to the unique needs of adult learners, creating a nurturing culture that acknowledges their past experiences and fosters their well-being and success.

There would be little time or cost requirements for the school. However, candidates would need to pay for and participate in the AQ course before applying for a role at Laszlo. This strategy could limit the candidacy of OCT-certified teachers. Individuals may choose not to apply for teaching roles if they already have the required credentials for other positions within

the school board without investing further in their training and education. As such, requiring an AQ for a position may become a barrier to recruitment and lead to staffing challenges.

This strategy places a greater emphasis on individual teacher achievements rather than the collective growth of the school. This individual-centric approach may lead to a fragmented environment where faculty are more concerned with meeting personal requirements than collaborating for the school's overall advancement. Consequently, opportunities to come together and review promising teaching practices may be diminished, as educators prioritize meeting the mandated qualifications over engaging in collective, innovative efforts to enhance teaching methodologies. In addition, the requirement does not ensure that other staff members who interact with learners, such as administrators, guidance counsellors and support staff, have the competencies to work with adult learners.

Strategy Three: Implement Andragogy into Staff and Faculty Practice

A third strategy that could address the PoP would be the implementation of andragogy as a whole school approach at Laszlo. As the change leader and the designated training director for the school, I have the agency to work with faculty and staff to transform the approach to interactions and instruction at the school. As discussed in chapter one, adult learners must be recognized as adults who have come to the learning environment with valuable opinions and rich experiences to convince them to persist in the adult learning environment. Embracing adult learning principles would lead to a more diverse, relevant, and empowering educational environment for all learners. Ultimately, implementing andragogical elements into the adult learning environment can lead to the ability for learners to experience education differently and allow them to persist.

Integrating andragogical assumptions into the learning process at Laszlo represents a profound transformation for educators, emphasizing the ethic of the profession by empowering faculty and staff with specialized training to become more effective teachers of adults. The strategy's ethic of care is evident through its focus on creating an inclusive and supportive environment that adapts to the unique needs of adult learners, valuing their experiences and fostering a positive learning journey. Additionally, drawing on the ethic of critique, andragogy empowers adult learners by giving them a voice and actively involving them in shaping their educational experiences. By adopting andragogical elements, Laszlo cultivates a learner-centered environment that emphasizes autonomy and agency. Lastly, the strategy aligns with the ethic of justice, recognizing the autonomy and contributions of adult learners and seeking to rectify potential inequalities that may have resulted from traditional, youth-centric educational approaches (Freire, 1970/2005).

As change often does (Kotter, 2014), it will take time for staff and faculty to learn about andragogy, devise strategies for implementation, implement, and participate in continuous reflexive practice. This strategy would cost staff and faculty time, with a potential need to participate in professional development activities and learning communities. In addition, such a strategy will involve a change in approach for many faculty and staff. However, the faculty and staff will have identified a need for a change in approach during their AI activities, and there will be an understanding that approaches to instruction and interactions (Eddy et al., 2019) are one of the major changes that can be made to promote learner retention.

Strategy Four: Implement Trauma-Informed Practice

The fourth potential strategy to address the PoP involves the implementation of trauma-informed practice for faculty and staff at Laszlo. As the change leader and designated training

director, I possess the agency to collaborate with the school's educators in transforming their approach to learner interactions. Currently, the school lacks acknowledgment of the trauma that many learners may have experienced or be experiencing, with insufficient interventions to support their coping. The existing pedagogical practices may even exacerbate trauma (Perry, 2006). Trauma-informed practice recognizes the prevalence and impact of trauma on individuals' lives, fostering trust, empowerment, healing, and resilience (Davidson, N.D.). By creating a safe and supportive learning environment that considers learners' specific needs and sensitivities, this approach seeks to avoid re-traumatization and reduce stress (Buchanan et al., 2000; Poole, 2017). The shift from deficit thinking to a compassionate understanding of individual experiences (Sweeney et al., 2018) empowers educators to provide personalized support and enable the potential for success in all adult learners at Laszlo.

This strategy demonstrates an approach closely tied to the ethic of care, as it prioritizes creating a compassionate and supportive learning environment that considers the unique needs of individuals with trauma histories. By adopting trauma-informed practices, Laszlo fosters care, empathy, and collaboration among staff and faculty, recognizing the potential impact of past trauma on adult learners' educational experiences. The ethic of profession is evident as faculty and staff commit to enhancing their professional expertise to better serve learners, aligning with the goals of trauma-informed practice to prioritize learners' well-being and growth. Furthermore, the strategy aligns with the ethic of critique, as it critically examines and addresses the current deficiencies in addressing trauma, promoting a more just and equitable learning environment. It embraces Mezirow's transformational theory by actively removing structural barriers and giving learners a voice to express their fears and hopes, fostering collaboration with staff to ease the learning process. Finally, the ethic of justice is evident as the strategy seeks to rectify systemic

inequities and traumas faced by learners, transforming instructional practices to create a more supportive, healing, and resilient educational sphere at Laszlo.

Implementing trauma-informed practice would have associated costs and requirements for faculty and staff to complete training. In addition, implementing such a change in approach would take time and need to be evaluated regularly to ensure the approach effectively influences learner retention and success.

The Most Effective Strategy to Address the PoP

The most effective strategy for addressing the PoP at Laszlo involves implementing a combined trauma-informed andragogical practice as a whole school approach. By integrating trauma-informed and andragogical practices, the school can synergistically create a safe and supportive learning environment for adult learners. This cultural shift to trauma-informed andragogy (TIA) is geared towards fostering human flourishing through post-secondary education, improved employment prospects, and enhanced confidence in learners' independence.

This intervention can be accomplished by providing learners with a safe learning environment that focuses on their state of mind (Perry, 2006). Knowles' andragogical assumptions have been shown by Hagen & Park (2016) to be a positive intervention for adults by using the parts of the brain that are connected to memory and cognition. TIA recognizes the impact of trauma on individuals and empowers educators to adopt learner-centered instructional approaches, enabling the building of new knowledge and supporting learners' goals. With a focus on healing, trust, and academic success, TIA addresses learners' unique needs, providing interventions to overcome barriers to learning and preventing re-traumatization. By adopting TIA, Laszlo can create a transformative and inclusive learning environment that promotes

resilience, growth, and meaningful engagement, reflecting a commitment to ethical decision-making and fostering a culture of care and support for all adult learners.

By adopting a combined trauma-informed andragogical practice, Laszlo acknowledges trauma's impact on learners, addresses systemic issues, and empowers both learners and faculty. This comprehensive approach fosters critical hope (Grain, 2022) within the organization, as all members work together to provide necessary resources for learners to flourish in a transformative and inclusive educational environment, enabling adult learners to thrive in their pursuit of knowledge and growth.

Chapter 2 Summary

In this chapter, I addressed the why of the OIP by exploring servant and transformational leadership styles and their relevance in addressing the PoP. Additionally, I discussed how AI serves as a framework for leading change at Laszlo, aligning with combined leadership approaches. Using Cawsey et al.'s change readiness tool, I assessed Laszlo's readiness for change and presented four strategies to address the PoP. Among these strategies, TIA emerged as the most effective, given its potential for positive outcomes with adult learners. The next chapter will delve into the how of the OIP, detailing the change implementation plan, communication with stakeholders, and strategies for monitoring and evaluating success, all contributing to future considerations.

Chapter 3: Implementation, Communication and Evaluation

Building upon the foundation laid by the previous two chapters, which explored the concepts of problem posing and planning and development, this chapter delves into the practical implementation of the transition to trauma-informed andragogy (TIA) at Laszlo. This third chapter will examine how the appreciative inquiry (AI) framework will be employed, leveraging its strengths to bring about change within the organization. Furthermore, Cawsey et al.'s (2016) four-phase strategy for communicating change will be presented, providing a structured approach to effectively disseminate information and garner support throughout the transition.

Emphasizing the significance of continuous improvement, the chapter will outline a comprehensive plan for monitoring and evaluating the change using empowerment evaluation methodologies. By incorporating feedback and actively involving all members of the Laszlo community, the evaluation process aims to empower individuals and enhance the sustainability of the implemented changes. As the chapter concludes, it will address the next steps and future considerations for the Organizational Improvement Plan (OIP), outlining the path forward for Laszlo as it continues to advance its commitment to creating a trauma-informed andragogical learning environment.

Change Implementation Plan

This section presents the plan for implementing change at Laszlo. It will focus on the use of AI as a tool for implementing change. It begins by outlining the implementation goals and explaining how they are connected to equity and social justice. The section will outline the four specific phases of the implementation plan incorporating the AI framework. The section then explores potential reactions to change that may arise among members and presents a plan for

mitigating these reactions. Finally, the section examines how the implementation plan reflects the leadership approaches to address the change.

Research has shown that a significant percentage of change initiatives fail to meet their objectives due to a deficit-based approach to change that leads to resistance, negativity, and disengagement from members (Campbell et al., 2009). To address these challenges, this implementation plan will leverage the strengths-based approach of AI to implement the transition to TIA at Laszlo. Using AI, this implementation plan aims to create a positive and collaborative atmosphere that encourages members to share their stories and ideas to build a better future for the organization and its adult students. By focusing on what is working well and what is possible, the AI framework can inspire and motivate individuals to embrace the desired future state (Cooperrider & Whitney, 2005). This implementation plan seeks to create a culture of positivity and collaboration, enabling Laszlo to achieve its change objectives and promote a culture of equity, social justice, and continuous learning and improvement.

Connecting the Leadership Approach to the Change Model Process

In the first chapter of this OIP, I identified my leadership style as one that combines aspects of transformational and servant leadership. Transformational and servant leadership are both leadership styles that share similarities with the philosophy and approach of AI.

Transformational leadership inspires and motivates organizational members to achieve their full potential (Burns, 2018; Quinn, 2015). It is characterized by identifying and building on an organization's strengths, leading with vision and enthusiasm and the leader's ability to inspire trust and commitment to members. As a transformational leader, I focus on creating a shared vision and a sense of purpose and working to empower followers to be their best selves. Servant leadership can be used to create a culture that prioritizes the needs of the team and organization.

It prioritizes the well-being of members and places their needs above the leader's (Blanchard & Broadwell, 2013; Greenleaf, 1997; Spears, 2010). As a servant leader, I strive to serve my followers and help them achieve their goals, and I consider myself a steward of the organization's resources. I focus on developing organizational members professionally and creating a culture of trust and collaboration. My transformational and servant leadership style aligns well with the philosophy of AI, which focuses on building on an organization's strengths and successes and creating a vision for the future. My leadership style is crucial to creating a culture where continuous improvement is a shared value, providing the necessary vision, inspiration, trust and empowerment to facilitate implementing the change to educational practices at Laszlo.

Connecting the Implementation Plan to Equity and Social Justice

One key aspect of this implementation is addressing and mitigating the impact of historical traumas and institutionalized discrimination on marginalized communities. This approach aligns with the principles of social justice theory, particularly the work of critical race theorists such as hooks (1994) and Crenshaw (1989). These authors argue for the importance of understanding and addressing how systems of oppression intersect and impact marginalized communities. Additionally, the focus on creating a safe and supportive environment for individuals who have experienced trauma aligns with Bloom's (2017) principles of trauma-informed care. This emphasis includes creating a safe and non-re-traumatizing environment, recognizing the signs and symptoms of trauma in individuals and the organization, and responding by integrating knowledge about trauma into policies, procedures, and practices. Another crucial element of this implementation is integrating educational practices specifically geared toward adult learning. This approach is consistent with the tenets of adult learning theory,

particularly the seminal work of Knowles (1975a), who posits that it is essential to consider adult learners' distinct characteristics and requirements in designing and implementing educational programs for adults. Prioritizing the needs of adult learners and addressing any specific challenges or barriers they may face aligns with the overarching goal of the OIP, which is to create a more equitable and inclusive learning environment for adult learners.

Implementing this change requires acknowledging that adopting these practices is a complex and ongoing process that demands the active participation and sustained commitment of members to acquire the necessary knowledge, skills, and relationships to establish trauma-informed and andragogical environments. As Freire (1970/2005) put forth, providing the community with a sense of ownership and agency in the change process is essential. This approach can facilitate the consideration of the perspectives and needs of marginalized communities and ensure that the change initiative is inclusive and equitable.

Goals for Implementation

The goal of this implementation plan is to create, within two years, a trauma-informed adult learning environment that supports the unique needs of adult learners. This implementation will be achieved by providing training and development opportunities for all staff and faculty on trauma-informed and andragogical practices and principles, integrating these practices into daily student interactions, and fully implementing a trauma-informed andragogical environment.

The short-term goal completed at the end of the the eight month is to collaborate on designing TIA practices and principles and defining what TIA will look like in daily student interactions, including guidance services, curriculum, and instructional design. The mid-term goal for implementing change in the sixteen months is to have a training action plan in place and initiated for all staff and faculty on trauma-informed and andragogical practices and principles.

This goal will be measured by the key performance indicator (KPI) of 90% faculty and staff having an action plan in place to participate in training opportunities within one year of the start of implementation. The long-term goal is to fully implement a trauma-informed adult learning environment where all aspects of the organization support the unique needs of adult learners within two years. This goal will be measured by the KPI of 100% of staff and faculty practicing TIA and all new staff being trained on TIA during onboarding We will also strive for 100% of students expressing a sense of safety and support in the educational environment. However, the reality of the adult learner profile is that some students may never feel safe. We will consider 90% of students expressing safety and support to be a successful KPI at the end of year two.

The implementation plan, visualized in Figure 2, below, will be led by myself as the change leader, with input and influence from the change coalition and the school leadership.

Figure 2

Appreciative Inquiry Implementation Plan
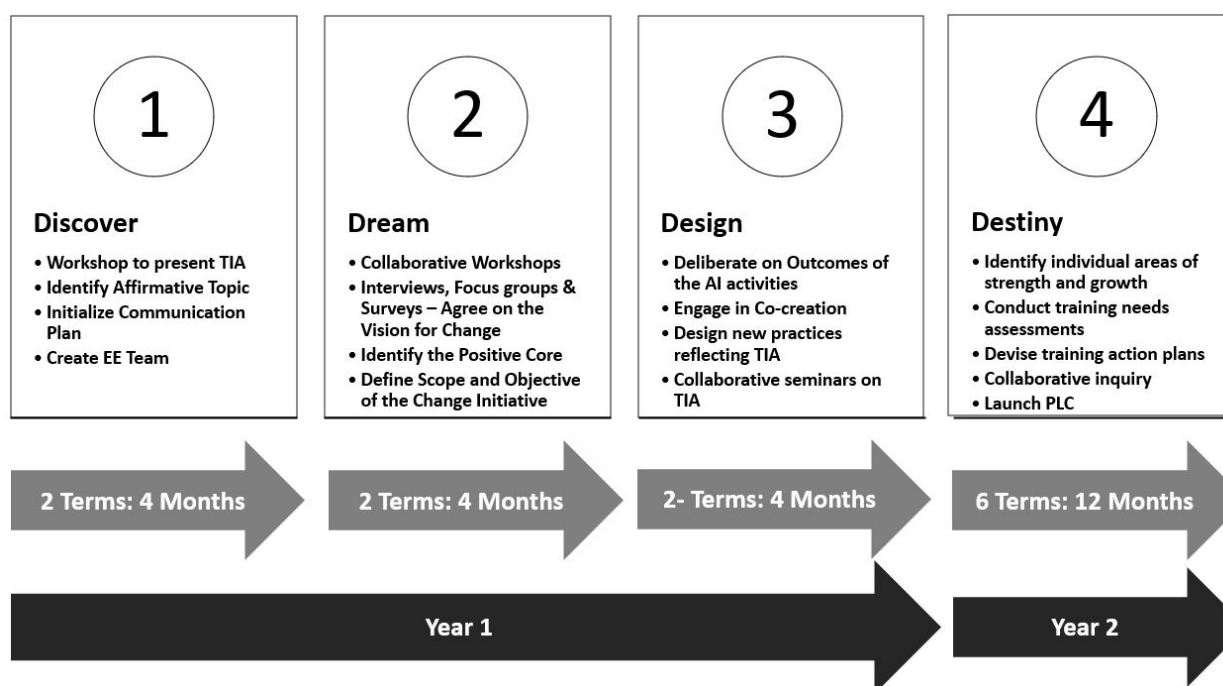
Note: Adapted from Cooperrider and Whitney's (2005) Appreciative Inquiry 4-D cycle.

Implementation Phase One: Discovery

The first step in the AI change implementation is the discovery phase. This phase will take place over the first two school terms in year one of the implementation plan, which is approximately four months. The first step in this phase is identifying an affirmative topic, a solution-focused question around which the inquiry process is centred (Cooperrider & Whitney, 2005). This identification activity will be achieved through a workshop with members to present the concept of TIA and its benefits. By focusing on the strengths, successes, and positive experiences of an organization or system, the affirmative topic will help to identify the factors that have contributed to success in the past. Defining the affirmative topic as a group of members will help generate enthusiasm and buy-in for the change by framing it positively. Collaboration on the affirmative topic will be a powerful driver for successful implementation, as people are more likely to be invested in initiatives they believe in and are excited about (Cameron & Quinn, 2011). After defining the affirmative topic, I will carefully craft and share a final version.

At this point, the communication plan for the change will be officially initialized, ensuring members remain up-to-date on the progress of the change implementation and any adjustments that may be made along the way. In addition, the evaluation plan will begin with the creation of the empowerment evaluation team. These two plans will be elaborated on more extensively later in this chapter.

Implementation Phase Two: Dream

The next step in AI implementation is the dream phase involving significant organizational member engagement. This phase will take place over two school terms, approximately four months. This phase will utilize collaborative workshops, interviews, focus groups, and surveys with faculty, staff, administrators and students. The aim is to agree on a

shared vision for the future and to identify the organization's positive core (Cooperrider, 1996).

The positive core refers to the strengths, assets, and successes of the organization that can be

leveraged and built upon to achieve the desired future state. Focusing on the positive core will

help generate energy and enthusiasm and foster a sense of possibility and optimism among

members (Cooperrider,1996). The scope and objectives of the change initiative to TIA will be

defined by the members with my guidance as the change leader.

Implementation Phase Three: Design

The third phase of the AI implementation plan, the design phase, will take place over two

school terms, approximately four months and will complete the first year of the implementation

plan. This phase will commence with workshops for members to deliberate on the outcomes of

the AI discovery and dream exercises and ways to operationalize these findings. Members will

be able to collaborate on what the practice of TIA will look like and integrate these practices into

organizational processes and procedures through co-creation. Co-creation extends the AI 4-D

cycle into implementing change; it emphasizes the collaborative and inclusive approach that will

be taken to complete the organizational change successfully (Cooperrider & Whitney, 2005). The

co-creation activity will involve further engaging members in the change process by involving

them in designing and implementing the new practice of TIA.

This participatory strategy fostering ownership in the change process will allow members

to identify new processes and procedures and make them their own rather than having the

changes imposed upon them (Dalziel & Schoonover, 1988). This activity will be informed with

collaborative seminars facilitated by experts in trauma-informed care and andragogy to assist the

members in understanding where improvements can be made and how new practices can be

articulated. This co-creation will ensure not only that members have a say in the development of

the new practices, but they will be able to take ownership of the practice so that it can be passed along to future members.

Implementation Phase Four: Destiny

The final phase of the AI implementation process, the destiny phase, will take place over the final year, year two of the implementation plan. This phase will begin with identifying areas for growth and development for faculty and staff and designing and carrying out training plans to address those areas (Dalziel & Schoonover, 1988). This stage in the implementation will focus on how members can improve their work or skills and achieve their personal goals of using TIA in their educational practice.

Subsequently, as the change leader, I will work with individual faculty and staff members to conduct training needs assessments and devise action plans for training and development. The training needs assessment is a significant component of implementing change. It will mirror AI activities as the organizational member will identify their strengths and then identify training opportunities for themselves to practice TIA effectively. During the development of the action plans, the individual staff and faculty members will identify times for regular self-reflection, peer-feedback opportunities, and progress reports to allow them to monitor their achievement toward the desired change to TIA practice.

This phase of the AI implementation will be informed by Donohoo and Katz's (2020) theories for high-quality implementation of new practices. The authors stress the importance of mastery of skills rather than performance and the significance of collaborative inquiry and member engagement, which is especially relevant in this context. To ensure members have the opportunity to master their skills for the practice of TIA, training and development opportunities will continue with bi-weekly lunch-and-learn sessions and professional development days during

each school term. Guest speakers and experts on andragogy and trauma-informed practice will be invited to facilitate training on their respective topics at these sessions. Additionally, more intensive training, for example, the AQ course in adult learning and continuing education courses in trauma-informed work offered at local colleges and universities, will be made available to faculty and staff using professional development funds.

Implementing a Professional Learning Community

A significant component of implementing TIA at Laszlo will be ongoing collaboration, identification of promising practices and continuous training, development and improvement. Donohoo and Katz (2020) stress the importance of collective efficacy which shares similarities with Zimmerman's (1995) notion of empowerment on an individual basis. Where Zimmerman emphasizes individual empowerment, Donohoo and Katz's concept of collective efficacy focuses on empowering the group and fostering the belief among group members to collectively achieve desired outcomes. The authors define collective efficacy as the belief held by group members that they can collectively produce desired outcomes. This concept focuses on providing meaningful learning opportunities for members that can lead the implementation of significant change. Collective efficacy will be achieved by building strong relationships among staff members. When staff members feel connected to one another, they are more likely to collaborate and work together to achieve shared goals (Donohoo and Katz, 2020).

Building these relationships will be accomplished by implementing a professional learning community (PLC). As presented by Katz et al. (2009) and revisited by DuFour et al. (2021), PLCs are groups of educators who come together regularly, focusing on improving their teaching practice and student learning outcomes. At the beginning of this initiative, the schedules and agendas for the PLC will be defined by the change coalition. In the final stages of the

implementation, the change coalition will transition to a PLC, with all organizational members being invited and encouraged to participate. The PLC at Laszlo will use AI practices to confirm the strengths gained in trauma-informed andragogical practices through training and development endeavours. The PLC will also provide opportunities for staff to build a sense of community, which is important for their well-being, motivation, and commitment to work and change. In this case, the PLC will ensure the implementation of practices that reflect TIA.

Throughout the change implementation, Laszlo will ensure inclusivity and equity. Representatives from different groups within the organization, such as staff members from various departments, levels, and backgrounds, will be invited to join the change coalition and the PLC. This inclusion will ensure that the perspectives and needs of diverse groups are considered when carrying out the change initiative.

At the end of the destiny phase, the full implementation of TIA will be complete, with all faculty and staff successfully integrating the practices into their daily interactions with adult learners. This will be validated through the evaluation plan presented later in this chapter. At this point in the implementation, I will also develop a training program for new faculty and staff members to provide them with the knowledge, skills and abilities to use TIA in their teaching practice.

Addressing Stakeholder Reactions to Change

Change can be a challenging and sometimes emotional process for members (Bridges & Bridges, 2016). The success of any change initiative depends largely on how well these members respond to the proposed changes. Some of the common reactions to change include fear, uncertainty, and resistance (Kotter, 2012). Members may fear the unknown, be uncertain about the implications of the proposed changes, or they may resist the change because they feel that it

threatens their status quo or sense of control. Resistance can also arise due to a lack of clarity or communication about the proposed changes, perceived loss of job security, or concerns about workload or resources (Town, 2021).

As Kotter (2012) posits, it is essential to take the time to evaluate the interests, influence, and power of members concerning the proposed change. This process will involve, identifying all the individuals and groups directly or indirectly impacted by the proposed change. Once these members have been identified, I will prioritize their needs based on their interests and influence in the proposed change. I will determine the members' interests and how they might be affected by the proposed change. This will be done through pulse surveys and one-to-one conversations during the first phase of the implementation plan. This process will provide valuable insights into potential sources of negative reactions and the underlying reasons, thereby allowing for the implementation of strategies to mitigate negative reactions through the AI process.

The AI process emphasizes positive communication and collaboration, involving all members in the change process, and seeking input and feedback from members. As organization members participate in the AI process, they will be provided with clarity and transparency, encouraging participation, and reducing any fear, uncertainty or resistance about the change.

Managing the Transition

Managing the transition and change will involve a holistic approach (Kotter, 2014) that considers all aspects of the organization, including culture, communication, leadership, and the impact on faculty and staff. In their research on quality implementation, Donohoo and Katz (2020) highlight the importance of a systematic approach towards quality implementation, focusing on all members, continuously monitoring, and adapting to achieve lasting improvement. The authors define quality implementation as "a process through which the evidence-based

promises of improvement-oriented interventions are realized in practice" (Donohoo & Katz, 2020, p. 5). Therefore, quality implementation for Laszlo will be reflected in a critical mass of faculty and staff understanding and adapting to TIA.

The implementation of the change initiative will center on fostering collaboration, as shared decision-making is essential for the collective efficacy that can lead to the successful implementation of change. This collaboration will be promoted through AI with all members, providing opportunities for faculty and staff input into and ownership of the change and ensuring positive and constructive dialogue about shared visions and goals.

Limitations, Challenges, and Priorities

When implementing TIA into the learning environment, several limitations, challenges, and priorities must be considered. The process faces challenges, such as a lack of knowledge and understanding among staff and educators. In addition, challenges such as difficulty measuring the impact on student outcomes, resistance to change, historical and institutional discrimination, and lack of cultural competency may exist.

A holistic approach is necessary to overcome these challenges, focusing on staff and educator training for integrating trauma-informed practices and adult learning principles into the curriculum and everyday interactions with students, building supportive relationships, and creating inclusive environments. The initiative will prioritize building a culture of understanding and empathy, providing resources and support for students, addressing the needs of marginalized communities, and continuously monitoring and evaluating the initiative's effectiveness.

Implementation Plan Summary

This section has described the implementation plan to transition to a trauma-informed andragogical learning environment at Laszlo. A plan for implementation utilizing the AI

framework incorporating co-creation, collective efficacy and a PLC, were presented. The next section of this chapter will examine the planned strategy for communicating the change at Laszlo to ensure faculty, staff, students, and other stakeholder are well-informed about the change initiative.

Communication Plan

Laszlo's forthcoming shift towards incorporating trauma-informed and andragogical practices in its interactions with students reflects its commitment to embody the school's ethos and fulfill its vision of becoming a positive adult learning environment. Following the recommendations of DuFrene and Lehman (2014), establishing a comprehensive communication plan will be crucial for facilitating a smooth transition, ensuring that all members are adequately informed and remain supportive and supported throughout the change process.

Cawsey et al. (2016) suggest that "good communication programs are essential to minimize the effects of rumours, to mobilize support for change, and to sustain enthusiasm and commitment" (p. 302). This next section aims to outline a communication strategy for the successful transition in addressing the Problem of Practice (PoP). The proposal integrates the theories of change management and AI to provide a comprehensive approach to communicating organizational change.

Connecting the Communication Plan to the Leadership Approach

Brown (2018) notes that change necessitates cultural, belief, and behavioural shifts and that effective communication by leaders who embody empathy, transparency, and a concern for employee well-being is crucial. The combination of two leadership styles will positively influence the perception of the need for change and increase its recognition. As a transformational leader, I will utilize communication to implement change and align the change

initiative's goals and objectives. Additionally, my transformational leadership approach will motivate through a shared vision, promote collaboration, and highlight the benefits of change (Wheatley, 2006). My communication approach will also be personalized to engage key members (Men, 2014). As a servant leader, I will leverage my active listening and clear communication skills to develop an inclusive communication plan that acknowledges the requirements of all members involved. This plan will ensure effective engagement and participation of all relevant parties, fostering a sense of collaboration and shared purpose toward successfully implementing the change initiative.

Communication Strategy

Leaders possess big-picture views of the change initiative during times of change; however, members may only have had brief glimpses into the change (Beatty, 2016). Cawsey et al. (2016) remind us that for members, not being informed on reasons for, steps towards, and the progress of a change initiative can lead to ambivalence and resistance. Therefore, the communication plan for Laszlo's change initiative will include the change agents, myself as the change leader, the program council, the school principals and the change coalition, having regular conversations with members about the change. These conversations will be both informal and formal. These conversations will occur weekly at the beginning of the change implementation; as the change progresses, they will happen less frequently depending on the members' needs. These conversations with members will ensure transparency, fairness, trust and confidence in the change leadership (Cawsey et al., 2016; Massey & Williams, 2006). Issues will be framed in a relevant and meaningful way for each audience. This framing will involve considering organizational member level of understanding, the language they use, and the challenges they face. Anticipated questions and responses will be addressed in advance through

regular check-ins and two-way communication channels, ensuring that everyone is well-informed and engaged in the change process. Communication throughout the plan will be transparent and include information from the change agents, approached with positive energy and an emphasis on honesty and avoiding deceptive practices (Cawsey et al., 2016; Lewis, 2019; Nelissen & van Selm, 2008).

The communication plan for Laszlo will be divided into four phases. This plan, represented in Figure 3, below, follows Cawsey et al.'s (2016) 4-phase approach and reflects the 4-D elements of Cooperrider and Whitney's four dimensions of AI.

Figure 3

Communication Plan

Phase 1:
Awareness

Pre-change /
Appreciating
Appreciative Inquiry Discovery
Stage

Convince stakeholders that
change is needed

Utilize research reports and
student retention data

One-on-one and small groups
dialogue

Phase 2:
Interest

Promotion/ Envisioning
Results
Appreciative Inquiry Dream
Stage

Present strong, convincing
reasons for the change
initiative

Create a "change website."

Formal and informal
conversations

Phase 3:
Motivation

Midstream Change/
Co-constructing
Appreciative Inquiry Design
Stage

Knowledge mobilization

Peer-to-peer learning

Regular updates to "change
website."

Peer-to-peer learning

Constant Contact email blasts

Influence next strategic plan

Phase 4:
Celebration

Confirming the Change/
Sustaining
Appreciative Inquiry Destiny
Stage

Share evaluation report with
all stakeholders

Sustain enthusiasm through
Constant Contact emails and
"change website."

Year 1   Year 2

Note. Adapted from Cawsey et al.'s (2016) Change communication model and Cooperrider and Whitney's (2005) Appreciative Inquiry 4-D cycle.

The 4 phases for communicating change (Cawsey et al.,2016) are pre-change approval, promotion, midstream change/milestone communication, and confirming/celebrating success.

This plan moves members from awareness to interest and then to the motivation to act in the change process. The plan also aligns with servant and transformational leadership principles and AI, emphasizing members' needs and creating opportunities for participatory activities and two-way communication, fostering trust and support. As the change leader appointed by Laszlo's school leaders, I will ensure all phases of the communication plan are attended to by ensuring that various change agents, including the principals, program council and the change coalition, follow the plan by providing change updates and reporting action items at monthly program council meetings. Furthermore, I will lead any adjustments that may need to be made to the communication plan in response to feedback gathered through formal and informal conversations with members.

Pre-approval

During this first phase of the communication plan, change agents will engage in participatory activities and dialogue with members, including individual interactions and group sessions, to gather feedback and promote mutual sense-making. During this preapproval phase, reports on student engagement and attrition will be shared during staff and department meetings to show members that there is a need for change in the organization to foster student success. Members will also participate in the discovery phase of appreciative inquiry, which aligns very well with allowing members to discover why change is needed while focusing on strength and positivity.

Promotion

The promotion phase is a crucial step in the communication plan as this is when the vision for change will be communicated to members. This phase aligns with the appreciative approach as it focuses on the organization's strengths and positive experiences, highlighting past

achievements and connecting them to future success (Johansson & Heide, 2008; Kouzes & Posner, 2017; Lewis, 2007). By highlighting the positive aspects of the organization and its growth potential, the change agents can build momentum and create a sense of excitement and anticipation around the change initiative. By communicating with members through meaningful dialogue, including informal face-to-face interactions and more formal small-group sessions, the change agents can build buy-in, foster a sense of ownership, and increase the likelihood of successful implementation (Kotter, 2012). This approach will also be tailored to the needs and preferences of each organizational member. It will involve active listening and the creation of a safe and supportive environment for open communication (Johansson & Heide, 2008).

Elving (2005) highlights the dual role of communication in providing information and creating community during a change initiative. Creating a state of readiness through dialogue and shared meanings enables members to come together as a cohesive community (Neilissen & van Selm, 2008). I will create a change website utilizing Google Sites to promote dialogue and meaning at this phase. This site will be in addition to other regular in-person interactions with members. This website will be a platform where we can post the vision for change so members can refer to it regularly. The website will also have an integrated feedback form where organization members can anonymously ask questions or leave comments about the progress of the change. The website will be the central communications hub for the change advocating a growth mentality that fosters and supports future success. The website is also where pulse surveys will be posted for regular and anonymous check-ins with faculty and staff.

Change theorists emphasize that repetition of the change message is vital (Elving, 2005; Lewis, 2019) for successful communication. Klein (1996) suggests that members must hear messages up to twenty times to understand and believe what they hear especially when they find

the message difficult to accept. Lewis (2019) advises that communication processes involve interaction, discourse, and interpretation in times of change. Repeating information about the substance of the change initiative will allow trust-building and remove uncertainty and resistance (Johansson & Heide, 2008; Lewis, 2019, Salem, 2008). This constant communication will be achieved through the previously mentioned regularly scheduled conversations, the change website and an emailing system called Constant Contact. The latter tool will allow me to send regularly scheduled reminders to members about the change and links to new website content and pulse surveys.

Midway Point and Post-Confirmation of Success.

The midway point of the communication constitutes a pivotal phase in the four-phase communication plan articulated by Cawsey et al. (2016). During this stage, the change initiative manifests itself and is realized within the organizational context. The change team will assess progress and make any necessary alterations to ensure the initiative's goals are on track. The mode of communication also evolves during this phase, transitioning from individual and small group interactions to more strategic dissemination of information and frequent updates (Klein, 1996; Lewis, 2019). The focus of communication at this point will be directed towards highlighting the accomplishments and challenges encountered and overcome thus far while concurrently reinforcing the change message and the underlying motivations for the change. Such an approach will aid in maintaining momentum and sustaining member engagement.

Knowledge mobilization is a significant component of the communication phases at this point. Knowledge mobilization refers to converting evidence-based research into practical applications and widespread use. This communication component, a visual of which can be seen in Appendix D, is crucial during this change initiative to bridge the gap between research into

trauma-informed practice and andragogy and daily practices at Laszlo. Lavis et al. (2003) emphasize the importance of collaboration and partnerships between researchers, decision-makers, and practitioners in the knowledge mobilization process to ensure that research evidence is used effectively and efficiently. This process involves not only the dissemination of research findings but also the co-creation of knowledge and the engagement of members in the implementation process.

The message of the knowledge mobilization will be that trauma-informed care and andragogical practices can work synergistically to build a safe and appropriate environment for adult learners. This knowledge will be transferred by myself and the change coalition, who will be planning training and development programming for faculty and staff. Tools for knowledge mobilization will include the change-focused website, peer-to-peer learning, training opportunities and the professional learning community.

Plans for evaluating the newly implemented practices will also be communicated during this phase, including sharing monitoring reports with all members to ensure transparency and celebrate success. Additionally, at this point in the communication plan, Laszlo's leadership team will begin to work with stakeholders at Memorial, the board of education, to debrief on the promising practices being implemented at Laszlo and to ensure that the school and its relevance to adult learners are articulated in the Board of Education's next strategic plan.

Post-Confirmation of Success

The final phase in the communication plan represents the culminant stage of the change plan, where the change has been completely executed, and its efficacy can be evaluated. During this phase, the change agents' attention will be directed toward integrating the change into the organization's routine operations and ensuring that the change has been firmly instilled in the

organizational culture and practices. Communication at this phase will emphasize commemorating the achievements and advantages brought about by the change and sharing lessons gleaned and promising practices for subsequent change initiatives through the evaluation report. These activities will contribute to the durability of the change and enhance the organization's preparedness for future change endeavours.

This plan outlines a comprehensive strategy for communicating the implementation of changes in educational practices at Laszlo. The proposal integrates change management theories, appreciative inquiry, and servant and transformational leadership to provide a positive and participatory approach to change communication. By prioritizing accessible, transparent, empathetic, and positive communication, the change agents will foster trust and support among members, leading to a successful transition to trauma-informed andragogical practices.

The following section will highlight the significance of monitoring and evaluation as a crucial component of the change implementation plan. It will detail the specific activities that will be carried out to assess and measure the ongoing progress and success of the change initiative at Laszlo.

Change Process Monitoring and Evaluating

Aligned with Kotter's (2014) perspective on change as a time-dependent process requiring sustained member engagement, the monitoring and evaluation plan presented in this section continues to engage members through the reflective practice of empowerment evaluation. By actively engaging members in this reflective process, it fosters ownership and empowerment, allowing them to contribute to the continuous improvement of the change initiative at Laszlo. Additionally, serving as a progress tracker, the plan provides a structured framework to measure the achievement of goals, allowing members to assess the extent of desired outcomes. Regular

feedback loops and data-driven insights embedded in the evaluation plan will enable timely adjustments, aligning the change effort with the organization's vision and objectives.

Framework for Monitoring and Evaluating Change

The plan for evaluating the transition to a trauma-informed andragogical practice at Laszlo will take an appreciative approach that prioritizes stakeholder involvement. The framework that will be used for this phase of the organizational changes is empowerment evaluation (EE) which has been articulated by Fetterman (2015) and is grounded in Zimmerman's (1995) theory of empowerment in which individuals can become empowered by developing a sense of personal control and taking action to influence their environment.

Empowerment Evaluation

EE aims to engage members in the evaluation process, ensuring that their perspectives are considered, and they have a sense of ownership of the evaluation (Fetterman et al., 2015). This approach will be integrated into the monitoring and evaluation plan by involving faculty, staff, and learners in the evaluation process and empowering them to provide, gather and analyze feedback on the change initiative.

EE is based on empowering members to evaluate their organizational change with the support and guidance of the evaluator. In EE, the evaluator takes a supportive role, stepping back to allow members to be the key drivers of the evaluation process. The evaluator's guiding role is one that Fetterman et al. (2015) have termed a critical friend and is someone who has a strong interest in the change initiative's success and therefore scrutinizes it more closely. As the change leader with a strong interest in the success of the implementation of TIA at Laszlo, I will be taking on the role of the critical friend. The critical friend's role is to harness the lived experiences of those participating in the change. Using EE will ensure shifting the balance of

power to those who otherwise may not have a strong voice in evaluation efforts. The faculty and staff will be key drivers and arrive at collaborative judgements about the change initiative. Furthermore, by giving back knowledge to the members, EE supports cultural renewal by encouraging members to take an active role in understanding and improving the change initiative, which will create a sense of ownership and pride in the change, leading to increased engagement and investment in its success.

Incorporating the principles of AI, transformational leadership, and servant leadership into EE will empower members to evaluate the changes at Laszlo. AI focuses on identifying and building upon strengths rather than solely focusing on weaknesses. By combining AI into EE, members can be encouraged to identify and celebrate the organization's successes creating a more positive and collaborative environment for evaluation. This approach will help members feel more invested in the evaluation process and be more willing to engage in a meaningful dialogue about the change initiative.

My transformational leadership style compliments EE. As the change leader and critical friend, I will work alongside members to identify ways to improve practices while encouraging members to take ownership of the evaluation process. This approach will help create a shared vision for the evaluation and inspire members to work collaboratively to achieve that vision. My servant leadership approach also works in the context of EE; I will focus on supporting members and providing guidance and resources that allow them to take ownership of the evaluation process. This approach will create a sense of trust and partnership between myself as the evaluation guide and the members, leading to more meaningful and productive evaluation outcomes. Figure 4, below, is a visual representation of the monitoring and evaluation activities that will take place during Laszlo's change initiative.

Figure 4

Monitoring and Evaluation Plan for Laszlo's Change Initiative
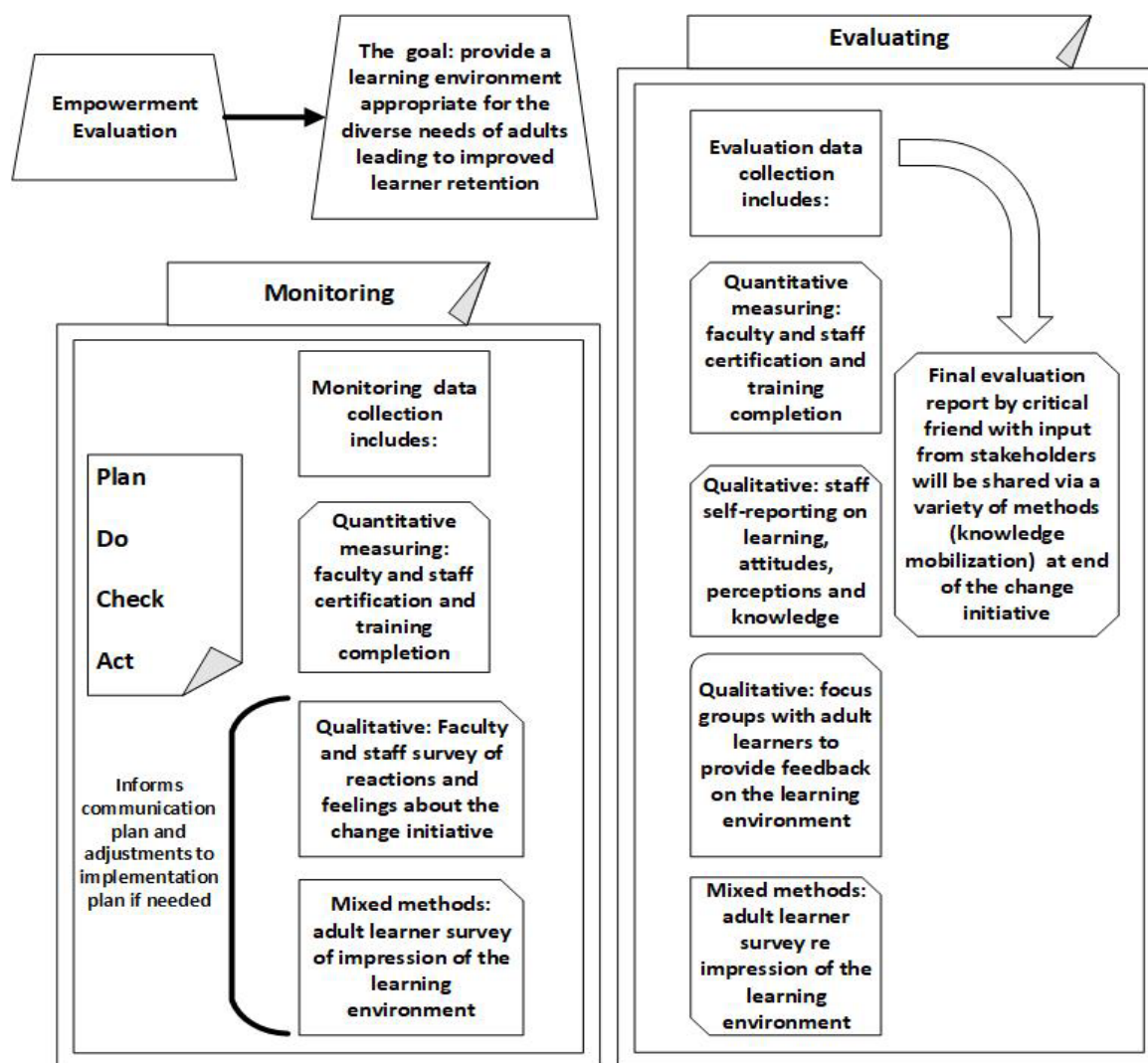
Conducting Empowerment Evaluation

Conducting EE involves three core components: establishing a mission, assessing the current

organizational context and status, and planning a future phase (Fetterman, 2015). The first stage

entails gathering members together to define the evaluation's primary goals and objectives and to

determine the evaluation's purpose. The members of this EE team will be recruited during the

first phase of the implementation plan as it will draw upon members of the change coalition and

other members who express an interest in participating in the evaluation process. Another

element of EE is for members to collect data to determine the organization's strengths and weaknesses and identify areas for improvement. This activity aligns with the principles of AI as it encourages members to focus on strengths and what is working well rather than solely on weaknesses. The final element of EE involves making collaborative judgments based on collected data. This element aligns with AI as it empowers members to design a future state by taking ownership of the evaluation process and making informed decisions about the future direction.

Monitoring Change

Monitoring change involves a focus on tracking progress and adjusting in real-time (Kotter, 2014; Lewin, 1947). This phase in the monitoring and evaluation plan will allow for possible new iterations of the change plan to react to strengths and weaknesses that may be uncovered as the change is implemented. Continuous monitoring will also allow for redefining the initiatives' timelines if necessary.

The monitoring phase will incorporate Pietrzak and Paliszkiewicz's (2015) plan-do-check-act (PDCA) cycle for monitoring organizational learning. Using the PDCA cycle for monitoring the changes in practice at Laszlo allows members to continuously evaluate the effectiveness of their change efforts and make data-driven decisions to improve performance and achieve better outcomes. This iterative process can help ensure that the change is successful and sustainable in the long term.

The plan stage of PDCA aligns with the EE's goal of establishing a mission, taking stock of the current context and planning for the future. At this stage, EE members, guided by the critical friend, will identify the specific goals and objectives to devise a plan to monitor those

elements. These goals and objectives will be documented by the critical friend and referred to throughout the monitoring phase.

The change is implemented in the second stage— the do stage—according to the plan. As the implementation plan mentions, this phase will entail faculty and staff attending training and development sessions to build their knowledge and begin practicing trauma-informed andragogy.

The third phase of the PDCA cycle is the check phase, in which the evaluation team monitors the effects of the change by measuring performance and collecting data. This stage aims to evaluate whether the change is achieving the desired outcomes and to identify areas where further improvements may be needed. The phase aligns with the EE framework as an important step in EE is to collect and analyze data and make judgements based on that data. Following EE's principles, members will make judgements with the guidance of the critical friend.

Monitoring at this point will also measure the number of faculty who have completed an OCT-accredited AQ course in adult learning and how many staff and faculty members have attended professional development sessions in adult learning principles and trauma–informed practice. These faculty and staff activities are essential to developing an appropriate adult learning environment. Faculty and staff will be surveyed to ask about their learning. The survey will utilize a qualitative approach asking about how they feel they have (or have not) enhanced their attitudes, perceptions, and knowledge regarding adult learning and trauma–informed practice. This phase will inform whether priorities should be adjusted to ensure more focus on achieving the goals of the change. At this stage, the members, with the guidance of the critical friend, will track progress and document any challenges or successes.

The last stage for monitoring using PDCA is the act phase. In this phase, the team acts based on the data collected in the check stage. This stage aligns with EE, emphasizing the importance of empowering members to act based on the evaluation findings. This phase will require organizational leadership to provide members with the resources and support they need to implement changes based on the monitoring findings. For example, faculty and staff could be provided with further professional development opportunities to enhance their adult learning practices or attend additional workshops on trauma-informed practices. This phase can also involve adjusting the change implementation, revising the goals and objectives, or introducing new strategies to address gaps or weaknesses. The team will then return to the plan stage to refine the change implementation and continue the improvement cycle.

Evaluating Change

The evaluation of the change initiative will take a broader perspective compared to the monitoring phase. It will consider the overall impact of the change initiative on the organization and its members. This evaluation plan will use EE as a framework to assess whether the initiative has achieved its intended outcomes. The evaluation will also identify any unintended consequences or unintended outcomes. The evaluation will help Laszlo to determine whether the change to trauma-informed andragogical practice was successful and to identify areas for improvement in future change initiatives.

Faculty and staff will complete a summative survey in which they are again asked about their learning. The survey will utilize a qualitative approach asking if they have enhanced their attitudes, perceptions, and knowledge regarding adult learning and trauma–informed practice. Additionally, the survey will inquire if and how they have applied their learning and used new skills. Finally, the faculty and staff will be asked to reflect on the effectiveness of their practice

at the end of the change initiative and whether their new knowledge has improved their performance as adult educators.

Further Evaluation using Adult Learner Voice

EE recognizes the importance of including the voices and perspectives of all members in the evaluation process. At Laszlo, adult learners are critical members of the change initiative, as the change aims to develop a learning environment appropriate for their diverse needs. As such, their voices are essential in the evaluation process.

Various strategies will be employed to ensure that adult learners are involved in the evaluation process. Firstly, learners will be invited to attend focus group discussions near the end of each school term during the change initiative so they can provide feedback on their experiences at the school. These discussions will be structured around the indicators addressing the PoP, including learner engagement, course completion rates, and student retention.

Low learner engagement and retention was the main indicator of problems in the practices at Laszlo. Therefore, the evaluation plan will include quantitative analysis of pre–and post–change initiative learner retention numbers and course completion rates to discern if there is a correlation between the introduction of TIA and improvement in these metrics.

One of the realities at Laszlo is that students who have left without completing their learning sometimes return to try again. Learners with this profile are important informants for evaluation. These learners can be identified through Laszlo's student management system and will be invited to be interviewed to provide feedback on the changes in the learning environment. This approach will be critical in capturing the experiences of adult learners who have participated in the old and new learning environments at Laszlo. This vital data will also help gauge whether the changes in practices at Laszlo are making a difference for participants.

Finally, all current learners will be asked to complete a short, mixed-methods survey focusing on areas addressed in the change initiative to see if these changes have positively influenced learner engagement. The survey will provide space for qualitative feedback, allowing learners to share their experiences in their own words.

Evaluation Report

An evaluation report will be created to share the promising practices implemented through the change initiative and their outcomes. All the data collected and analyzed by the critical friend with EE member input will be compiled into an evaluation report that will be shared through multiple communication channels with organization members. The report will also be shared with community partners and other adult learning organizations. Finally, the school leadership will share the report at a board meeting with the board of trustees and the public. The intention of sharing with the board is to ensure these stakeholders are aware of the success of the change implementation, anticipating that the success will be incorporated into future strategic planning.

Next Steps & Future Considerations of the OIP

After evaluating the change implementation, Laszlo may continue with the TIA model, make additional improvements, or potentially revert to the previous pedagogical model. The decision will depend on the evaluation's specific outcomes and whether the goals of the change initiative, improved learner engagement and retention rates, have been met. Using the EE framework, decisions about future considerations will come from organizational members with the guidance of the critical friend and feedback from school leadership. Ultimately, it will be within the agency of school leadership to review the evaluation report to make decisions about the next steps.

If the evaluation results were to indicate that the TIA model has not fully achieved its intended goals, the organization should perceive this as an opportunity for further growth and improvement. Recognizing the need for change would be a significant step forward in itself. With an open and adaptive mindset, the organization should aim to modify and refine the model or consider alternative approaches. This proactive approach would underscore the organization's commitment to better meet the needs of learners and create an optimal learning environment for their success.

Assuming positive evaluation results revealing improved student outcomes and enhanced faculty and staff interactions with adult learners under the TIA model, the organization should opt to sustain the model and potentially share successful practices with other adult learning centres in and beyond Ontario. This knowledge mobilization could influence similar change initiatives in other adult learning organizations. Concurrently, Laszlo's experiences, particularly regarding learning differences and trauma among adult students, could prompt introspection and re-evaluation of educational practices, driving systemic improvements. Embracing a nurturing and inclusive educational environment, the organization will wholeheartedly commit to continuous growth and development for all learners.

Regardless of the outcome, Laszlo must continue to persistently engage in self-assessment and enhancement. This will entail reevaluating the organization's objectives and vision, gathering member input, and refining practices to better suit the organization's current requirements, and the needs of the adult learners who attend the school.

Chapter 3 Summary

This final chapter examined the how of the OIP. The implementation of the plan using AI was articulated. A plan for transparent communication that will ensure members are aware of steps along the change initiative was shared. A plan for monitoring and evaluating the change initiative using empowerment evaluation was presented. All these chapter elements were blended with transformational and servant leadership to ensure collaboration, transparency, and

acceptance of the change initiative. The chapter also examined the next steps for Laszlo after the

implementation of the change as well as future considerations of the OIP.

Epilogue

As I engage in a reflective analysis of the OIP I have designed for Laszlo, I am filled with a sense of accomplishment and satisfaction. Through extensive research to inform the OIP, I have arrived at the resolute conclusion that this plan has immense potential for enriching the learning experiences of adult learners at Laszlo, especially those who have endured trauma and possess unique learning needs due to their life experiences.

Creating this plan has been a challenging yet gratifying undertaking. My reflections on the principles of trauma-informed practice and andragogy have highlighted their instrumental role in supporting adult learners in achieving their educational goals. Furthermore, I have gained a profound insight into the indispensable significance of cultivating a secure and supportive learning environment for all learners, with TIA playing a crucial role in this process.

One of the most noteworthy aspects of my work has been the recognition of the importance of fostering a collaborative and communicative environment during the implementation of this plan. The active participation of all members, including administrators, faculty, staff, and learners, is indispensable to ensure that the change process is constructive and productive and aligns with the learning requirements of adult learners in the school.

Developing this OIP for Laszlo has been an invaluable learning experience for me. I firmly believe that this plan can revolutionize adult learners' learning experiences in the adult learning environment. I am eager to witness the positive impact that this plan will have at Laszlo and the invaluable benefits that it will bring to its adult learners.

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Appendix A: Transformational and Servant Leadership
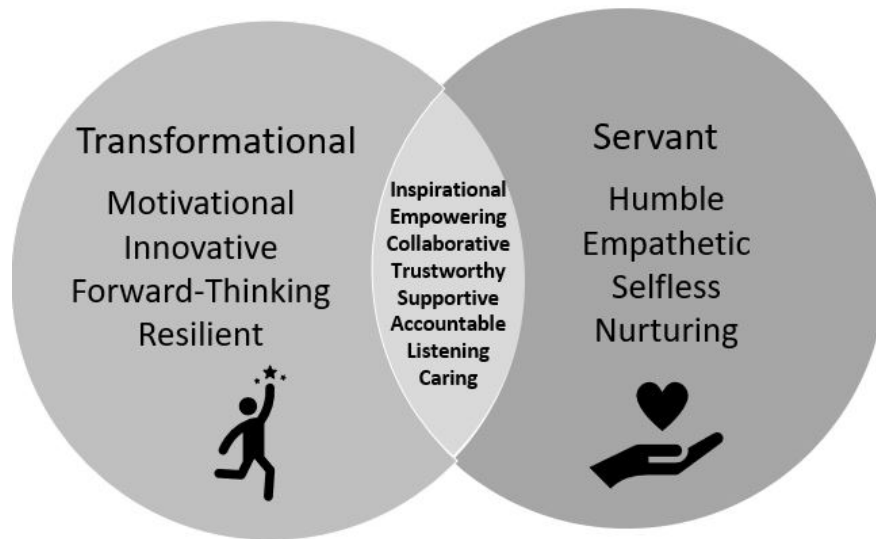
Appendix A. The intersections of leadership models to address the PoP.

Appendix B: Completed Change Readiness Score for Laszlo

Readiness Dimensions			
Previous Change Experiences	score		
1. Has the organization had generally positive experiences with change?		1	1
2. Has the organization had recent failure experience with change?		-1	
3. What is the mood of the organization: upbeat and positive?		1	1
4. What is the mood of the organization: negative and cynical?		-2	
5. Does the organization appear to be resting on its laurels?		-1	-1
Executive Support			
6. Are senior managers directly involved in sponsoring the change		2	2
7. Is there a clear picture of the future?		1	1
8. Is executive success dependent on the change occurring?		1	1
9. Has management ever demonstrated a lack of support?		-1	
Credible Leadership and change Champions			
10. Are senior leaders in the organization trusted?	1	1	1
11. Are senior leaders able to credibly show others how to achieve their collective goals?		1	1
12. Is the organization able to attract and retain capable and respected change champions		2	2
13. Are middle managers able to effectively link senior managers with the rest of the organization?		1	1
14. Are senor leaders likely to view the proposed change as generally appropriate for the organization?		2	2
15. Will the proposed change be viewed as needed by the senior leaders?		2	2
Openness to Change			
16. Does the organization have scanning mechanisms to monitor the environment?		1	
17. Is there a culture of scanning and paying attention to those scans		1	
18. Does the organization have the ability to focus on root causes and recognize interdependencies both inside and outside the organization's boundaries?		1	
19. Does "turf" protection exist in the organization?	-1	-1	-1

20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	-1	-1
21.Are employees able to constructively voice their concerns or support?	1	1
22. Is conflict dealt with openly, with a focus on resolution?	1	
23. Is conflict suppressed and smoothed over?	-1	
24. Does the organization have a culture that is innovative and encourages innovative activities?	1	
25. Does the organization have communications channels that work effectively in all directions?	1	
26. Will the proposed change be viewed as generally appropriate for the organization by those not in senior leadership roles?	2	2
27. Will the proposed change be viewed as needed by those not in senior leadership roles?	2	2
28. Do those who will be affected believe they have the energy needed to undertake the change?	2	2
29. Do those who will be affected believe there will be access to sufficient resources to support the change?	2	2
Rewards for Change		
30. Does the reward system value innovation and change?	1	
31. Does the reward system focus exclusively on short-term results	-1	
32. Are people censured for attempting change and failing?	1	
Measure for Change and Accountability		
33. Are there good measures available for assessing the need for change and tracking progress?	1	1
34. Does the organization attend to the data that it collects?	1	1
35. Does the organization measure and evaluate customer satisfaction?	1	
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	1	1

Appendix C: Strategy Alignment to Ethical Decision-Making Measures

	Ethic of Critique	Ethic of Care	Ethic of Justice	Ethic of Profession
Change Strategic plan and environment	⟷	⟷	⟷	⬇
Require AQ	⬇	⬇	⟷	⬆
Implement Andragogy	⬆	⟷	⬆	⬆
Implement Trauma Informed Practice	⬆	⬆	⬆	⬆
Alignment Rating:	⬆ High	⟷ Medium	⬇ Low	

Appendix C.. Rated using Shapiro and Stefkovich, 2016, Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas.

Appendix D: Knowledge Mobilization Plan for Laszlo