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Strategies for Improving the Organizational Value of Training in a Corporate Setting

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IMPROVING THE ORGANIZATIONAL VALUE OF TRAINING

Strategies for Improving the Organizational Value of Training in a Corporate Setting

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Abstract

Training departments and the products and services they provide are often viewed by organizational leaders as expenses rather than investments. As organizations struggle to remain competitive and viable, the money and effort spent on training comes under increased critical examination. This Organization Improvement Plan (OIP) focuses on a training department, Corporate University (CU), operating within a specific organizational context at the Insurance Institute (II). The OIP examines the organization through various critical lenses including structural, human resource, technological, and symbolic perspectives to assess and propose practical actions the CU can take to demonstrate how the products and services they provide contribute evidence based organizational value.

The path-goal leadership theory, the prominent leadership approach practiced at II, will be leveraged as the leadership approach to lead the change management process. An authentic change model, Agile Broadband Change Model (ABCM), which is a hybrid of Kotter's Eight Stage Process (Kotter & Cohen, 2002) and Cawsey, Deszca, and Ingols (2016) Change Path Model, will be used to guide the change process.

The OIP recommends the adoption of the New World Kirkpatrick Model as an evaluation framework with the implementation of a standardized approach to training evaluation and reporting. The OIP could be adapted to fit the needs of other organizations struggling with challenges related to demonstrating the value of training and striving to align training outcomes to organizational goals.

Keywords: organizational value, path-goal leadership approach, evaluation framework, standardized approach to training evaluation, aligning training.

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Executive Summary

Canadian companies spend a significant amount of money on employee training and development. For financial sustainability and return on investment purposes, it is important that learning departments align training with organizational goals and demonstrate value in the products and services they provide. The purpose of this Organizational Improvement Plan (OIP) is to address expectations expressed by senior leaders in a specific organization, the Insurance Institute (II), for the Corporate University (CU) to provide training products that provide demonstrated organizational value. Organizational value in this context relates to contributing to the achievement of employee job performance expectations and organizational results.

Chapter 1 introduces the organizational problem and context. Specific areas of discussion are organizational context, corporate culture, the path-goal theory as the established leadership approach that will lead the change, and the Problem of Practice (PoP). The relevant gap between current state and desired future state is discussed and the PoP is examined using a PESTE analysis and Bolman and Deals (2013) Four Frame Model. Change priorities are identified and include; communication, partnership and collaboration, innovation, and driving the change. Organizational change readiness is examined by addressing factors that impact readiness, methodologies used to assess change readiness, and applying an instrument to assess change readiness. The information examined in Chapter 1 informs and aligns to actions and decisions in Chapter 2.

The elements involved in planning and development are described in Chapter 2 including how path-goal leadership is used to lead the change and integrate with the change model. The Agile Broadband Change Model (ABCM) is introduced as the hybrid change model that will authentically lead the change process and address internal and external factors potentially

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affecting the change plan. The evolution and explanation of the elements of the ABCM are described in detail. The hybrid change model emerges from base elements integrated from Kotter's Eight Stage Process (Kotter & Cohen, 2002) and Cawsey, Deszca, and Ingols' (2016) Change Path Model. A critical organizational analysis using Nadler and Tushman's Congruence Model (Nadler & Tushman, 1989), assists with the identification of needed changes to bridge the gap from present state to achieve desired future state. Using a rational decision making model (Langton, Robbins & Judge, 2010), four possible solutions are assessed with Solution #4 - adoption of an evaluation framework and standardized expectations chosen as the desired solution. Leadership and ethics are defined, examined from various perspectives, and applied to the OIP.

In Chapter 3, a change implementation plan, monitoring and evaluation methodology, and communication plan are outlined to guide the execution of the OIP. Change team member roles and a listing of implementation tasks and responsibilities are identified. Change process monitoring and evaluation is guided by the PDSA model, and the New World Kirkpatrick Model was chosen to evaluate training. These two models were aligned to the ABCM. Monitoring and evaluation activities were listed and aligned to implementation goals, priorities, and responsibilities. Once the OIP is approved by senior leaders, the implementation, monitoring, evaluation and communication plans will be revisited with change team members as a working group and all items will be confirmed and incorporated into a project plan. This will increase the opportunity for engagement in the change process and help satisfy the key OIP change priority of partnership and collaboration. Finally, a review of next steps and suggestions for further considerations are presented.

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Acknowledgments

I have enjoyed the learning and opportunity to apply research and theory to real world practical problems during this doctorate journey. Any feelings of pride or accomplishment require me to reflect and thank those who have contributed to this achievement.

I want to thank my professors for their dedication, expertise and contributions to my learning. In particular I am thankful for my OIP supervisor, Dr. Scott Lowrey, who provided constructive guidance, patience, humour and customized attention to help me shape and improve my OIP. Your availability and approach to helping all students on their learning path is inspirational. To my classmates, thank you for sharing your opinions, experiences, challenges and support.

My wife, Noelle, deserves a lot of recognition. You have encouraged me from the beginning and acted as my proof reader for the countless pages I have written throughout the pursuit of this degree. While the topic area was not as exciting as the work of Jane Austen, you continually made yourself available and spent hours to help refine my papers and the final product. The journey would have been more difficult without your help.

To my three sons Adam, Ben and Chris, I hope my pursuit of education and self-improvement serves as a role model and inspires you to work hard and accomplish your goals. Always chase your passion and dreams. Thank you for listening, supporting and inspiring me to be a better person.

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Glossary of Terms

Alignment: Making strategic decisions and choices to create a clear progressive connection between learning, job performance and organizational results (Pangarkar & Kirkwood, 2008).

Change Driver: The process, systems, actions, activities and behaviours that reinforce, monitor, encourage and reward desired behaviour and actions (Kirkpatrick & Kayser-Kirkpatrick, 2010).

Leadership: The purposeful selection and execution of actions and behaviours of individuals to influence and motivate others. Leadership is shaped by personal experience, agency and life-embedded experiences.

Leadership Ethics: The modelling of culturally and organizationally appropriate conduct demonstrated through personal actions and interactions with others ((Northouse, 2016: Dubrin, 2010; Colquitt et al., 2010).

Organizational Culture: “The pattern of shared values, beliefs, and assumptions considered to be the appropriate way to think and act within the organization” (Langton, Robbins & Judge, 2010. p.376).

Organizational Value: The actions and practices that contribute to improved employee behaviors and job performance and also contribute to organizational results when possible (Bhatti, Ali, Isa & Battour, 2014).

PESTE Factors: The political, economic, social, technological and ethical factors that describe the external factors and context that drive and influence the need for change (Cawsey, Deszca & Ingols, 2016)

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Project Management Plan: “A formal approved document that defines how the project is executed, monitored, and controlled” (Project Management Institute, 2008, p.443).

Training Products: All the products (e.g. job aids, courses, consultation, eLearning) created and provided by the Corporate University to develop management and staff at the Insurance Institute.

Systems Thinking: Attempting to “understand a complex and dynamic whole by understanding the relationship between its pieces” (Riel & Martin, 2018, p.115).

Chapter 1 – Introduction and Problem

Canadian employers spent on average \$889 per employee on learning and development in 2016-2017 (Conference Board of Canada, 2018). This is a significant amount of money when you consider that Statistics Canada reported that there were approximately 14.56 million full-time employees during this period (Statistics Canada, 2017). As organizations struggle to remain competitive, meet financial obligations, and look at the best ways to spend their money training and development is increasingly examined under a critical eye (Kirkpatrick & Kayser-Kirkpatrick, 2010). This Organizational Improvement Plan (OIP) considers strategies for providing training products that contribute organizational value with evidence-based support at one Canadian insurance organization.

Organizational Context

This section of the OIP introduces the context, in which The Insurance Institute (II) (a name that has been anonymized for confidentiality purposes) is situated, and the history, vision, mission, strategic priorities and predominant leadership approach of the organization. The organizational structure and the mission, mandate and function of The Corporate University (CU) (a name that has also been anonymized for confidentiality purposes) will be explained as it is the department of focus for the OIP. The context will intertwine a broad political, economic, social and cultural perspective demonstrated by examples of established approaches and practices. The goal of this section is to provide a foundational view of the organization and relevant components to allow a clear transition to outlining and addressing the Problem of Practice (PoP).

The II provides insurance products from over 15 locations across Canada. In Canada, not-for-profit organizations are described as being “concerned with generating enough revenue to provide support to their chosen community. Any money made by a not-for-profit ... goes back into the organization to further its aims and projects” (Canada Business Ontario, 2018, p. 1). From an economic standpoint, the II is not officially registered as a not-for-profit organization; its legislated mandate as an insurance provider for over a century operates on the same financial premise. Although it does not operate to generate a profit, a mandate of fiscal responsibility and economic sustainability is expected by the governing board of directors and various stakeholders made up of employer and worker groups. Operating funds are primarily collected from participating employers with health benefits and income protection coverage administered accordingly and provided to entitled clients as governed by industry rules and regulations (II, 2016).

Organizational structure is described as “the way an organization arranges people and jobs so that its work can be performed and its goals met” (Hill, 2018, p. 775). Additionally, functional departmentalization is demonstrated when jobs and leadership are grouped together because they require the same knowledge, skills and resources to allow them to be efficient and promote expertise (Hill, 2018). The II employs between 5000-7500 employees nation-wide in a variety of unionized and non-unionized positions which include management, account representatives, claims administrators, or call centre, various administrative positions and support functions. While there is some geographic governance, the II follows a functional departmentalization organizational structure with a board of directors, chair, and president overseeing the complete organization and vice president, directors, managers, and front-line staff completing work in segmented areas of expertise (II, 2018). Organizational direction and to

some extent operating practices are influenced by political government decisions, legislation changes and stakeholder groups. An example of this occurs when new legislation broadening benefit allowances is approved in a speedy fashion and the implementation and scope of the change requires the II to develop policy and procedures, hire and train staff and educate stakeholders.

Applying Bolman and Deal's (2013) Four-Frame Model the organization follows the structural frame noting the tenants of role specialization, functions and units by "putting people in the right roles and relationships" (p.45). Additionally, the predominant use of rules, policies and standards promote consistency in completing work and interactions. While management is expected to evaluate employee performance and coach staff to perform and deliver a consistent level of quality, this continues to remain an area for improvement.

The II exists to fulfil an economic and societal need for income replacement and health benefits for workers when they meet regulated requirements. The World Health Organization (2008) identifies that disease and injuries have a microeconomic effect on households, organizations and governments and macroeconomic effects on society as a whole. In Canada, 2014 statistics report that chronic diseases are major contributors to "reduced quality of life, loss of productivity, increased hospitalization and health care costs. Out of every 5 Canadians aged twenty years or older, 3 have a chronic disease and 4 are at risk of developing a chronic condition" (Government of Canada, 2014). It is important that insurance services are provided in an effective and efficient manner as the lack of money and health benefits have significant socio-economic impacts on individuals, organizations and society as a whole. The II recognizes this responsibility and can be described as politically and socially attentive in the way it operates.

Some of the II's foundational statements from the 2016-2019 Strategic Plan (II, 2016) are summarized as follows:

- Vision: To be the leading insurance carrier by working together to put the customer first.
- Values: Leading with trust, openness, and integrity.

The II must be accountable to stakeholders by demonstrating transparency in actions and providing excellent service.

- Value proposition: Providing clients with piece of mind and support when they need it.

The II is committed to providing timely, efficient and quality services that enable clients to get back on track by supporting them with quality products so they can return to their work and lives (II, 2016, p. 1).

The focus of the OIP is on the CU which is the internal training branch within The II. This internal training area has a centralized structure within the organization and consists of approximately sixty full-time management and unionized adult learning professionals with various areas of expertise in e-learning, instructional design, program development, evaluation and facilitation. The majority of organizational training is provided by this internal branch. Those employed in this branch possess both technical subject matter expertise for the various areas of the business and adult education qualifications. For example, staff who design and deliver training for account representatives have worked several years' in the role and possess adult education experience. There are several adult learning practitioners in geographic locations across Canada, but the vast majority of staff in the branch are located in head office. There has been some degree of change in departmental structure, reporting responsibility, scope and mandate; however, the CU is an established department for over two decades. The mission of the

CU is to apply business and learning expertise to deliver leading edge products that build and enhance the knowledge, skills and attitudes of the II's most valued asset, which is the staff. The mandate includes providing technical and job skill training and learning opportunities to support the business (II, 2016). All discipline specific onboarding training for the major service roles in the organization requires technical and job skill training. The members of the CU have years of II experience in various roles and adult education expertise to provide an informed and supportive learning experience.

While there is some cross functional collaboration, the culture that functionalist structures tend to produce is one where there is a lack of coordination and communication across functional lines (Neill & Jiang, 2017). In large organizations, each area may be more concerned with their own outcomes and viewpoints and communicate only within their areas and lose sight of the organizational goals (Colquitt, Lepine, Wesson & Gellatly, 2010). This is a concern as the CU provides service to various areas of the organization and a lack of coordination of effort can occur. A program on manager coaching for example, can be developed for one area and an organization wide coaching program is simultaneously launched, resulting in conflicting approaches and duplication of effort. This concern will be explored in the OIP. Figure 1 demonstrates the positioning of the CU within the wider organizational structure (II, 2018).

The II is an organization that operates under continuous change that is both anticipatory and reactive (Cawsey, Deszca & Ingols, 2016). Constant change can result in change fatigue and noting the various internal and external factors that can impact change at the II, a systems thinking approach to change that considers fatigue and the interrelated nature of the change may need to be considered (Talmaciu, 2014). Systems thinking is defined as attempting to “understand a complex and dynamic whole by understanding the relationship between its pieces”

(Riel & Martin, 2018, p. 115). Change is driven by internal factors such as organizational restructuring, continuous improvement initiatives and implementation of new technology. Change can also be driven by external factors such as political influence, new legislation, and economic climate. External factors with a high impact on organizational operation may impact organizational culture (Dark, Whiteford, Ashkanasy, Harvey, Harris, Crompton & Newman, 2017).

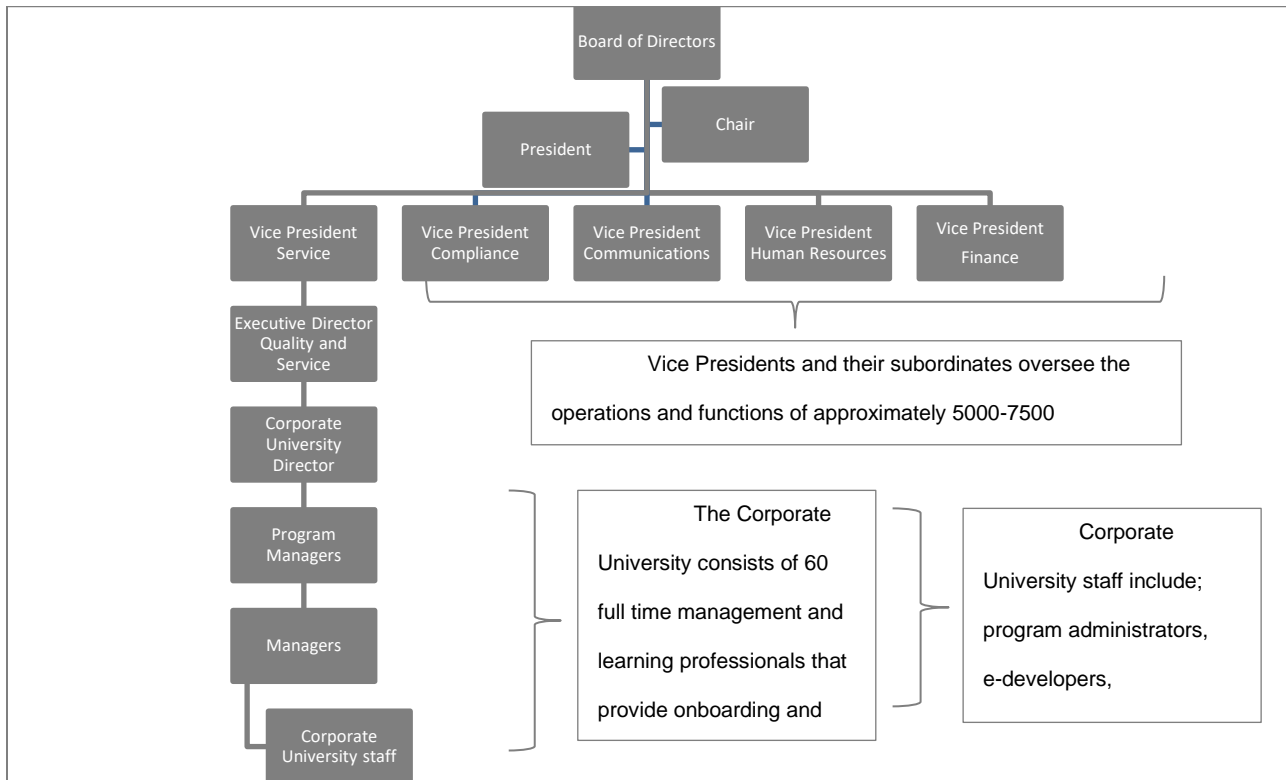


Figure 1. Positioning of the CU Within the Wider Organizational Structure adapted from the II Business Plan (2018).

The author is a long-term employee of the CU in the role of Internal Consultant (a title that has been changed for confidentiality purposes). This role requires researching, coaching, mentoring, leading improvement opportunities and proposing solutions to organizational problems. This role is also responsible for developing and leading best practices, improving quality, increasing competency of staff and management, and improving the effectiveness of the

CU. Addressing this PoP is aligned to the author's job duties, scope, and agency as an internal consultant.

This section introduced the II and the CU. The history, structure, strategic priorities, predominant leadership approach and various contexts were outlined to demonstrate organizational interactions and connections. Building on this foundational view, the next section will review the organization and key aspects using a leadership focus.

Leadership Position and Lens Statement

In this section, my personal position in terms of scope and agency, personal power and voice will be articulated as well as the theoretical lens through which he views and approaches leadership practice. This information will provide a more in-depth personal and organizational context of me and my values related to leadership.

What is in the DNA of a good leader? Leadership has long been studied, written about and applied in a variety of settings. Peter Drucker was an educator, writer and adviser of organizational leadership for over fifty years before his death in 2005. He explains that the lessons he learned from other leaders include: "1. Treat people differently, based on their strengths; 2. Set high standards, but give people the freedom and responsibility to do their jobs; 3. Performance review must be honest, exacting, and an integral part of the job." (Hesselbein & Cohen, 1999, p.4 - 5).

There are many definitions of leaders and leadership. "Leadership is the process of influencing others toward achieving group goals" (Hughes, Ginnett, Curphy, 2002, p. 20). A leader is the symbolic soul of a group and from the practicing the qualities of creativity, intelligence, organizing power and love great leaders emerge. (Chopra, 2010). Jim Fisher (2016)

offers a model of integrative leadership asserting that leaders must be managers that manage, direct and engage their followers. For the purpose of this PoP, leadership is defined as the purposeful selection and execution of actions and behaviours of individuals to influence and motivate others. Leadership is shaped by personal experience, agency and life-embedded experiences.

I focus my leadership lens as it relates to my position as Internal Consultant and arrive at my philosophy by reflecting on my personal experience as a leader, my experience with leaders who provide their experience and insight, and academic study. Self-reflection has offered a great opportunity to document the leadership behaviours that I value and strive to execute in my continuous growth as a leader. In my agency and scope as an Internal Consultant, I have had the opportunity to lead projects and corporate initiatives and to coach management and staff. My primary accountability is continuous improvement of the CU and the II by providing evidence-based advice and leadership to accomplish organizational goals. The leadership values expressed in Figure 2 will be expanded as they relate to my character, scope and agency as an Internal Consultant. My leadership philosophy explains the core beliefs I hold regarding my role as a leader. The philosophy is comprised of intrinsic principles and is articulated as five values, in the circle elements, which describe the type of leader I strive to become. The values include collaboration, integrity, clarity, personal development, and achievement. Additionally, there are five statements, in text boxes, related to leadership that I believe to be true and they are expressed as assumptions in Figure 2.

Work assignments are at times are accomplished by influencing and collaborating with senior leaders in decision making, however, collaboration has been primarily related to training content and product development. McDermott & Hall (2016) profess that “a collaborative leader

is a caring visionary who thinks win-win and who communicates in a way that inspires, informs and frames” (p.41). Lee Cockrell (2008), Former Executive Vice President, Operations, Walt Disney World Resort expresses that integrity requires a leader to model good character, morals, principles and values. He adds “one of the worst things a leader can do is lecture people about how important something is and then do the opposite” (p.250). Integrity is a value that is far reaching beyond just work assignments and I consider it to be a value that reflects heavily on who you are as a person.

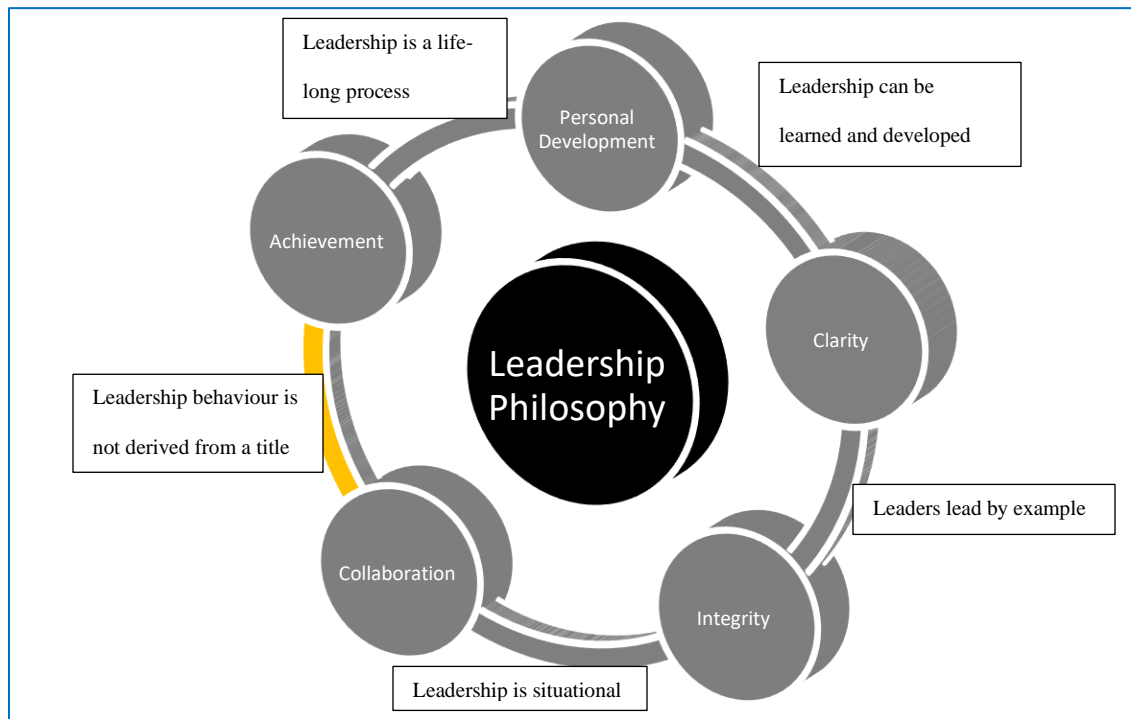


Figure 2. My Leadership Philosophy

Kouzes and Posner (2002) express that clarity allows a leader to define the common goal, chart the course, create pathways for success, and make work meaningful and purposeful for all involved. In my experience, leaders who have lacked clarity promoted chaos. Shared vision and a communicated strategic path are universal principles that help avoid chronic organizational

problems (Covey 1991). I strive to seek and communicate clarity of purpose and pathways to success in work assignments that I lead or participate in as a group member.

Dubrin (2010) expresses the importance for leaders to continuously improve their skills and embrace opportunities to reflect and grow from new and past experiences. In the past fifteen years I have been enrolled in post-secondary studies and sought out learning opportunities in the workplace to continue to grow as a leader. I embrace lifelong learning and the skills approach described by Northouse (2016) that professes leaders can become better problem solvers and more effective leaders with job experience and training. Lastly, the value of achievement allows for celebrating accomplishments, learning from mistakes, and setting new expansive goals. Celebrating achievement in an organizational context includes recognition for work done well and promotes a positive organizational culture (Parent & Lovelace, 2018). In my experience, celebrating success and learning from failure are important individual and group actions that act as motivating factors for future accomplishments. For example, I have learned in sports and academic settings that mistakes can lead to success when they are treated as learning moments accompanied with thoughtful analysis and self-reflection.

When considering the predominant leadership approach practiced at the II, many tenets of the path-goal theory appear to be demonstrated by leaders with various degrees of effectiveness. Some elements of transformational leadership are practiced by some organizational leaders in that they act as strong role models and provide individualized attention to follower needs while others practice transactional leadership displayed by providing active and passive corrective criticism, negative feedback and negative reinforcement (Northouse, 2016). While I profess that the path-goal theory is not a declared or prescribed leadership

approach at the II, the behaviours of leaders over the years demonstrate many of these tenets are present.

Yukl (1981) describes the path-goal theory created by Robert House in 1971 which roots in the expectancy theory in which a leader's behaviour affects subordinate motivation and satisfaction. The path-goal theory has four categories of leadership behaviour: directive, participative, achievement oriented and supportive. Considering situational factors, employee characteristics, and environmental factors, leaders chose to engage in behaviours from one or more categories to motivate staff to complete goals (Bickle, 2017).

The functional management approach to work includes the creation of branch targets that align to corporate goals. Front line staff complete their work under consistent and specific quality criteria and guidelines situated to contribute to branch targets. Work is evaluated by management and work reviews and coaching occur for continuous improvement. Northouse (2016) suggested by using the path-goal theory "the leader's job is to help followers reach their goals by directing, guiding and coaching them along the way" (p. 122). This type of leadership is demonstrated at the II as managers use the different style categories to achieve optimum results in a given situation. Dubrin (2010) acknowledges the flexibility of using the style that best increases motivation for the accomplishment of optimum results. At the II, staff who do not meet expectations are provided with further oversight and coaching.

Criticisms of the path-goal theory assert it is complex, lacks empirical study, and tends to be very leader centred rather than follower focused (Northouse, 2016). While prescribing a leadership approach for all leaders in the organization is not within the scope of this OIP or in my scope or agency as an Internal Consultant, actions and behaviours to address some of the

limitations of the path-goal theory can be promoted when implementing the OIP. The path-goal theory is a practical approach in that it requires leaders to clarify paths and remove, or help followers around, obstacles to achieve prescribed goals (House, 1996). At the II, working in this way is a core expectation for functional managers. To address some of the criticisms of the path-goal theory some tenets of transformational leadership, servant leadership and distributed leadership may be leveraged with suggested actions in the implementation of the OIP. This will be further explored and discussed in subsequent sections of the OIP.

This section described my personal position in terms of scope and agency, personal power and voice. The path-goal theory was discussed as the predominant leadership approach at the II. My leadership values and assumptions can operate within the path-goal theory with some minor adaptations. The information in this section provided an in-depth personal and organizational view of leadership. With the organizational context and leadership position outlined, the next section will introduce the PoP and the gap between the current and desired future state of affairs that will be the focus of the OIP.

Leadership Problem of Practice

This section of the OIP will outline the PoP and the clear and relevant gap between the current and desired state of affairs. The desired state of affairs will be supported by researched based best practices.

Senior organizational leaders at budgeting and planning meetings have expressed that training products provided by the CU must provide organizational value which must be demonstrated with evidence. The Problem of Practice (PoP) will address and improve the quality, alignment, and measurement of the CU's training products to ensure they contribute to the achievement of job performance expectations and organizational results. Simply stated, the

PoP requires the CU to provide training products that contribute demonstrated organizational value. Training products are defined as all the products (e.g. job aids, courses, consultation, eLearning) created and provided by the CU to develop management and staff at the II.

This OIP will analyze the PoP and explore strategies the CU can adopt to create and report on training products and services that align with and contribute to job performance and organizational results. For the purpose of this OIP, organizational value will be defined as the actions and practices that contribute to improved employee behaviors and job performance and also contribute to organizational results when possible (Bhatti, Ali, Isa & Battour, 2014). Additionally, for the purpose of this paper, alignment means making strategic decisions and choices to create a clear progressive connection between learning, job performance and organizational results (Pangarkar & Kirkwood, 2008).

Addressing this PoP with an OIP is important to the CU to improve and best serve the organization with learning solutions that align to their goals and demonstrate a return on training investment. This approach may also reduce the department's vulnerability to budget reductions, re-structuring and outsourcing. Saks & Haccoun (2010) explain that organizations that view training as an expense rather than an investment "tend to limit their training (dollars) to only what is required by law or necessary to survive." Lastly, the PoP is in direct alignment with the organizational goals to ensure skilled employees and fiscal responsibility.

Finally, the issue of achieving and measuring learning transfer to job performance and organizational results is an industry-wide concern. The Conference Board of Canada (Hall & Cotsman, 2015) reports that only about 50% of organizations surveyed measure transfer of learning to performance on the job and only about 33% evaluate the contribution of training to the achievement of organizational results, although organizations report that these evaluations

are important strategic learning goals. Training providers must ensure their efforts and practices contribute demonstrated organizational value when assessing training needs, designing training, implementing learning solutions, and evaluating training effectiveness (Kirkpatrick & Kayser Kirkpatrick, 2010). Phillips & Phillips (2016) suggest that the evaluation of training products must include the demonstration of a Return on Investment (ROI) as it is “the ultimate way to compare the benefits of a problem with the costs of the program” (p.15). This OIP will focus on the analysis, strategies, and solutions relating to the II and the CU; however, the approach, findings and recommendations may be beneficial for application in many organizations.

For the II to realize its vision and goals, employees must be trained and supported to perform high quality work. To critically analyze the problem and propose OIP solutions, the author will identify the current state, desired future state of affairs, and the gap related to the PoP.

For the purpose of this OIP, the definition of organizational culture is “the pattern of shared values, beliefs, and assumptions considered to be the appropriate way to think and act within the organization” (Langton, Robbins & Judge, 2010. p.376). The current organizational culture does not promote sustained partnership or collaboration with business areas to develop, implement and evaluate training or supporting activities to promote training transfer and improved job performance. Currently, training requests are assessed with some collaboration focusing on training content rather than job performance and results to be achieved. Training products are developed and implemented in somewhat of a silo, with little to no consistency or involvement of senior leaders, front-line managers, staff, or potential learning participants. Brinkerhoff and Montesano (1995) express that the trainee’s immediate supervisor, the characteristics of the individual learner, the training program, and the trainee environment are

listed as factors that impact training transfer. Kirkpatrick and Kayser Kirkpatrick (2010) promote that a partnership between key stakeholders and training professionals is needed and the training professionals must lead the way for meaningful action to align learning and job performance with organizational outcomes. The desired future state requires the CU to have a more consistent, collaborative, and performance/results-oriented approach to training needs assessment, development and implementation that is of a high level of quality.

The CU receives learner satisfaction ratings from anonymous post training surveys that have resulted in an 85% average for all training products (CU, 2016). Learning participants are engaged and seem to enjoy the training based on course surveys completed following the training. These results are reported to senior leaders along with the amount of training courses provided and the number of staff who attended training quarterly and annually. Currently, the CU does not consistently evaluate learning transfer or achievement of organizational results. The majority of completed training evaluations are not consistently pursued beyond the reaction and learning levels of Kirkpatrick's Four Levels of Evaluation. The accounting of benefit versus costs suggested by Phillips and Phillips (2016) has never been executed even on large, costly corporate-wide training programs. The desired future state requires the CU to adopt a clear and consistent approach to training evaluation that assesses training effectiveness including learner reaction, learning, adoption of learning on the job, and contribution to organizational results. Without a clear and consistent evaluation approach conducted at the highest levels, it cannot be determined if training has provided organizational value (Kirkpatrick & Kayser Kirkpatrick, 2010) or was worth the economic effort and expense (Phillips & Phillips, 2016). This OIP will analyze, explore and recommend researched based strategies, processes, and practices that will

bridge the gap and explore how evaluation reporting can demonstrate the desired outcomes with supporting evidence.

This section outlined the PoP as it related to the CU and its need to demonstrate that its training products are providing the II with training products that contribute organizational value.

Definitions were provided in this section that will be used frequently in the OIP. The current state and desired state of affairs were analyzed to provide a clear, specific and relevant gap.

Table 1 provides a summary of the current state, desired future state and the relevant PoP gap that the OIP will address.

Table 1

PoP Summary of Relevant Gap

Current State of Affairs	Relevant PoP Gap	Desired State of Affairs
<p>There is some collaboration with business partners during needs assessment but efforts concentrate on training content, design and delivery.</p> <p>The approach to needs assessment is inconsistent and varies depending on training personnel.</p>	<p>There is a lack of a consistent, comprehensive and collaborative approach to needs assessment that engages business partners to determine gaps in performance and desired organizational results.</p> <p>There is a lack of a prescribed approach or quality control related to needs assessments.</p>	<p>Needs assessment are consistently applied, use a collaborative approach, focused on performance and results with alignment during training design and implementation.</p> <p>Needs assessment are done with high quality and consistency.</p>
<p>Training evaluations are not consistently completed and on majority are not pursued beyond reactions and leaning levels. Reporting to senior leaders use low value metrics like number of course offerings and participant satisfaction</p>	<p>There is a lack of consistency in the timing and depth of training evaluations.</p> <p>Training reports lack meaningful metrics and demonstration of organizational value as they only provide low level metrics.</p>	<p>Training evaluations are consistently completed and reported.</p> <p>Training evaluation assess training effectiveness including learner reaction, learning, adoption of learning on the job, and when possible contribution to organizational results, and return on investment</p>

The next section expands on the PoP and organizational context by analyzing it in a broader context using relevant evidence-based theory and a variety of perspectives and considerations.

Framing the Problem of Practice

In this section a PESTE analysis will be used to examine the internal and external environment of the II in relation to political, economic, social, technological and ethical factors that may impact the PoP. Pauna (2011) states that “a PESTE analysis is a view over the external environment of a company, that plays an important part in the resource management and in a future decision-making process” (p. 34). Additionally, Bolman and Deal’s (2013) Four-Frame Model will be applied to view the internal environment of the organization and the PoP through the lenses of these four frames: structural, human resource, political and symbolic.

PESTE analysis

Political. When analyzing the II and the PoP through a political lens several factors emerge which have historically impacted organizational operations and change. While not a government entity, changes in federal and provincial government leadership have impacts on appointments and mandates of the II. Political parties and supporting stakeholders have been a catalyst to organizational scope change and the broadening or reduction in client entitlement to benefits and services. This is significant as it has previously led to organizational restructuring and shifting of operational goals and workflow. The industry is highly regulated and changes in policies and allowances, which can be done fairly quickly in a majority government, can require rapid organizational change that impact small and often large pockets of the business. Being a national company, labour laws and regulations may differ slightly across provinces and

territories causing the need to react to both federal and provincial government regulations and decision making. While the change in political landscape and regulations may not diminish the need to address the PoP, other organizational changes that flow from political factors may impact the implementation of the OIP due to a superseding change mandate. Galpin (1996) indicates that attempting too many changes at once can result in staff change behaviour becoming overwhelming, increasing resistance to change and resulting in change fatigue.

Economic. In the insurance industry, benefit premiums are collected from clients based on projections and the money collected is pooled together and drawn from when paying for claim costs (Insurance Bureau of Canada, 2018). Premiums are primarily paid by employers. In times of economic downturn and/or uncertainty, there are fewer employers paying premiums and this represents a loss in revenue compared to projections. Premium rates are partially set by considering injury and illness projections. These can vary over time resulting in fluctuations in revenue streams that impact operations. When employers' revenues are impacted by trade uncertainty, tariffs, NAFTA negotiations, automation, technology, global competition or other reasons for loss of revenue, this has a spinoff effect on employer willingness and ability to pay insurance premiums for their employees. The decisions made by the II are impacted by the revenue generated, the funds payed out to clients and operating costs. When fewer funds are available and organizational decisions need to be made, training areas and initiatives may be affected. This can impact training programming and strengthen the requirement for training to show economic value (Kirkpatrick & Kayser Kirkpatrick, 2010). This factor supports the need to pursue this PoP and implement the OIP so training can demonstrate true organizational value from an economic standpoint.

Social. As a national organization with 15 locations across Canada, service must adapt to the demographics of clients, population fluctuations and the methods used to interact. Canada has an aging population and the need for health care and associated benefits increase as people age (Jackson, T., Clemson, J. & Palacios, 2017). The need for greater service availability and interaction are required in areas that have dense population and high client usage. Additionally, there is an increased client demand for online and digital services which requires greater investment in technology and changes how we interact with our clients.

Technological. The II is offering more and more online services to clients to meet their demand for increased technology enabled and self-service options. The II has recently implemented two significant organization-wide changes in the form of a new computer system and automated phone system/queue to better serve clients and improve efficiencies. These initiatives were the largest organizational training projects undertaken by the CU. *Forbes* magazine reports that online learning is poised to become a \$325 billion industry by 2025 (McCue, 2014). The push for efficiency, online, and self-directed service is also experienced internally by the CU as management and staff want training products at their convenience. To address the PoP and demonstrate organizational value the CU will have to increase technology enabled learning products. Presently, participants experience CU training products in a traditional classroom (95%) and through e-learning (5%) (II, 2017). The OIP will need to include considerations for increasing the use of technology enabled methodologies that allow instant access to training and support people doing their jobs. For example, the creation of an online repository of learning modules and job aids that can be accessed on the job as needed.

Ethical. The II values are to “lead with trust, openness and integrity” (II, 2016). The five principles practiced by ethical leaders are: respect, service, justice, honesty, and community

(Northouse, 2016; Bickle, 2017; House, 1996). The II strives to operate in an ethical fashion in the decisions it makes and the service it provides. Clients have avenues to appeal II decisions, access records through the Freedom of Information and Protection of Privacy Act (FIPPA) and secure the support of a third-party advocate to address service complaints.

Saks and Haccoun (2010) provide ethical guidelines and standards for training professionals to guide interactions with key stakeholders and develop the OIP including voluntary consent, no discrimination, cost effectiveness, accuracy, competence, and promoting values. As the role of Internal Consultant requires research and enquiry, these principles should guide information collection and interactions with stakeholders. It is important to expand on these principles and guidelines throughout the creation of the OIP and to address how they apply to the author's role as a researcher and implementer of the OIP. This will be expanded on in Chapter 2 in the section Leadership Ethics and Organizational Change.

Bolman & Deals four-frame model

Bolman and Deal (2013) promote that by viewing an organization using the Four-Frame model each frame tells a different story, acts as a filter for sorting through data for problem solving and is an organized approach to address a problem. The structural, human resource, political and symbolic frames will be used to compliment the PESTE analysis and focus more closely on the internal environment of the II and specifically on the CU.

Structural frame. As previously mentioned in the organizational context section, the II practices various tenets of the structural frame by “putting people in the right roles and relationships” (Bolman & Deal, 2013, p.45). Several assumptions that are foundational to the structural frame and evident at the II relate to reporting relationships and work assignments. The

division of labour and allocation of tasks can be identified in the job titles and the segmentation of work into divisions, branches and teams. The majority of standards and benchmarks used to assess staff performance align to branch and organizational goals. The execution of standards, management oversight, and equity in work, however, is not consistent across teams and divisions. In response to operational problems and inefficiencies, there is frequent restructuring and reporting changes with increased specialization (Bolman & Deal, 2013). A recent example is the decision to change the responsibilities of a caseworker from overseeing all aspects of a claim to a more specialized queue which segments aspects of the case to different specialists. The current structure of the CU has staff positioned to serve segments of specialization in the organization. When addressing the PoP and proposing solutions, the structural lens needs to be used to consider the frequent change of structure, the specialization of roles, and division of work.

Human resource frame. There are several core human resource frame assumptions the author has observed as a long-term employee and through various interactions with staff across many areas of the organization. It is generally considered that employees are important to the II as they are needed to achieve organizational goals and serve customers. Bolman & Deal (2013) advise a good fit between organizations and people occurs when “individuals find meaningful and satisfying work, and the organizations get the talent and energy they need to succeed” (p.117). Currently, there is not an optimal fit between staff work satisfaction and organizational goal accomplishment. The most recent organization-wide employee engagement surveys scores reflect only approximately 45% of employees are engaged (II, 2016). Employees suggest improvements to approaches for managing performance, employee recognition, career opportunities and work tools and processes. Employees were most satisfied with benefits,

coworker relationships, and the sense of accomplishment. There are some initiatives underway to continue to address the areas of suggested improvement. An example of this is an improved employee recognition program.

The organization is also experiencing an aging staff with a large number of staff retirements over the next few years. An aging workforce and the entry of new, potentially younger employees impact the PoP and OIP. This changing demographic requires that, in order to provide training products with the most organizational value, they must include methodologies and support to engage a workforce ranging from millennials to baby boomers. Tolbize (2008) from the University of Minnesota suggests that managers and trainers should consider possible age-related preferences when teaching 'soft skills' but job related technical skills may not need consideration of learning preferences based on age. Korte (2007) advises that "social identity is a key input to or driver of learning and performance in organizations" (p. 166). When addressing the PoP, attention must be given to the demographics and dynamics of social interactions of staff participating in the CU training products in order to engage them and create an inclusive learning environment.

Political frame. The PESTE analysis discussed organization and external political influences. In this section the focus will be on the political frame within the organization. The II has a mixture of union and non-union positions, offices in different geographical areas and a segmented organization structure with areas of specialty that provide opportunity for power, conflict and coalition (Bolman & Deal, 2013). The organization follows a common vision, values, and strategic plan with the requirement that all areas align for collective achievement. There is some collaboration to achieve results and the reporting structure supports areas answering to a senior leader who can help resolve differences, but some conflicts arise due to a

lack of coordination and communication. A recent example occurred when there was a shortage of staff in one area due to an influx of work. Management in the affected area tried to mitigate staff concerns and meet targets by pulling staff from another area which caused conflict (Bolman & Deal, 2013). Another source of power is information and expertise held by those in specialized roles, and those who assist departments to achieve their goals. The CU is often seen as a resource to help employees fill skill gaps and assist with improving staff performance. Initiatives are often prioritized and resources within the CU are deployed to address unanticipated training needs. When addressing the PoP, any OIP solutions have to consider the internal political climate, the leadership dynamics and interactions, and be adaptable and responsive to unanticipated organizational requirements.

Symbolic frame. Bolman and Deal (2013) profess that “an organization’s culture is revealed and communicated through its symbols” (p.248) and they can take several forms such as myths, vision, values, rituals, ceremonies and stories. The II has a vision and values that are promoted by senior leaders and are familiar to all staff. Storytelling is often used by leaders at formal organizational meetings to make personal connections and connections with the organization and its history to inspire and engage audiences. While there is no symbol like the McDonaldsTM golden arches or the GEICOTM Gecko, the tone of stories, congratulatory messages and celebrated accomplishments supports that we are here to “serve people”. Conflicts over resourcing and process are often resolved by reflecting back to what is best for the customer. Bolman & Deal (2013) suggest “organizations are judged as much on appearance as outcomes” (p.300). This applies to this organization as public and stakeholder opinion often drive organizational change at the II. The II uses its website, open access to resources and strategic plans and reports to communicate a symbol of organizational wellness and efforts for

continuous improvement. When addressing the PoP, solutions must consider the impact and alignment with organizational symbols.

This section explored the PoP by completing a PESTE analysis that examined the internal and external environment of the II in relation to political, economic, social, technological and ethical factors. Additionally, Bolman and Deal's (2013) Four-Frame Model was used to examine the internal environment of the organization and the PoP through the lenses of the four frames: structural, human resource, political and symbolic. A summary of the PESTE analysis and Bolman & Deal's (2013) Four Frame Model as they relate to the organizational context and the PoP are provided in Figure 3. The next section will contemplate some guiding questions that emerge from the PoP.

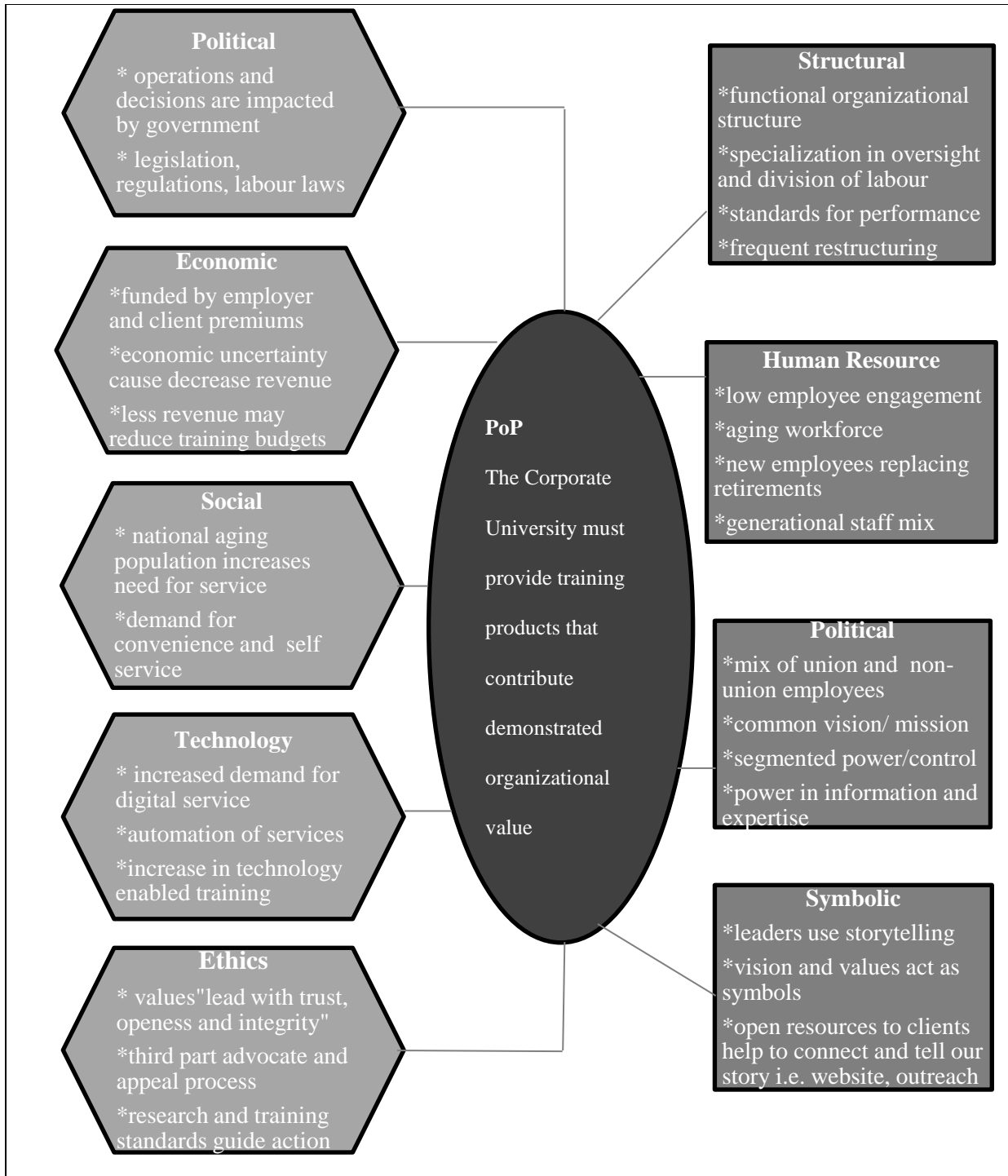


Figure 3 Summary of the PESTE analysis and Bolman & Deal's (2013) Four Frame Model as they relate to the organizational context and the PoP.

Questions Emerging from the Problem of Practice

Recognizing the internal and external factors relating to the PoP and the gap between the current state and the desired state of affairs, several questions emerge from this PoP. Five additional questions that require particular investigation for this PoP include:

- What business partnerships and processes are needed to strategically align training efforts and contribute to organizational goals and targets? Are new roles and/or responsibilities required?
- What leadership competencies and approaches should CU leaders employ to ensure their staff are creating, implementing, and evaluating training products that provide organizational value? What does the support and oversight look like?
- What training and evaluation structures, theories, and frameworks can the CU utilize to produce training products that provide organizational value and allow it to demonstrate, with evidence, that it has done so?
- What development do CU staff and others in the organizations require to successfully address this issue and support adoption of desired behaviours? Are new roles and/or responsibilities required?
- What are the most appropriate and efficient technologies, training mediums and approaches to deliver training that engage learners and are structures to improve job performance and results?

This change requires collaboration from members in the CU and all business areas it serves in the II. The OIP should address the PoP and questions emerging from the PoP using

an approach that considers the perspectives of key stakeholder groups. The next section articulates important components in establishing and executing the vision for change.

Leadership-focused Vision for Change

A vision for change is outlined in this section to identify the priorities for change and key change drivers that consider the needs of the II, its employees, and the clients served. To establish the vision for change it is important to reflect and “tell the story” regarding how the CU currently provides service and the desired change vision in order to help people make sense of the change, look at the possibilities and stimulate commitment (Brown, Gabriel & Gherardi, 2009).

The II is a service organization with a strategic plan, corporate vision, and mission that covets customer experience and service as a top priority. Achieving this mandate requires a skilled and competent workforce that produces quality work to attain performance and organizational goals. Currently, participants enjoy training products without the CU being able to demonstrate with confidence that any of the training has made an impact on employee job performance and/or organizational results (II, 2017). The CU staff have provided training products as requested by management and senior leaders via an order taking fashion. The approximately 60 training staff have been busy with the design and delivery of onboarding and developmental programs. These staff have been expressing success in terms of the number of programs delivered, the amount of training days, and the number of participants attending training. Senior leaders, who are the change initiators, have identified the need for change and are champions of the change (Cawsey, Deszca & Ingols, 2016). While this work has kept training staff busy, this has not entirely supported the organization to achieve the corporate

vision and mission and, in some ways, the day of reckoning has arrived and the need for change is clear. In their book *Training on Trial*, Kirkpatrick and Kayser-Kirkpatrick (2010) use the metaphor of a court trial with training departments being summoned to the offices of senior leaders to defend their value. The authors indicate training areas are under scrutiny, often without formal notice, and must be prepared to demonstrate how the benefits of training exceed the cost and efforts of learning. It is proposed that training areas should not wait to be summoned and be proactive by putting a plan together that gathers evidence and builds a case for organizational value. In essence, the CU has been summoned and has to change the way service is provided to the organization to be seen as a necessary department within the II.

The envisioned future state requires the CU to transform its role and the way work is carried out to better serve the II, employees and ultimately the clients served. With the acquired expertise in adult education practices, these skills and knowledge must be leveraged to help the organization improve what matters most, which is a skilled and qualified workforce who possess the behaviours to complete the work in a quality way for the achievement of organizational goals. The CU must work in a way which demonstrates that training products are an investment and not an expense by providing evidence that they contribute true organizational value (Basarab, 2011).

This change will require a cultural shift in the organization, particularly in the way staff and areas work together, and for successful change several priorities for change need to be considered which includes communication, partnership and collaboration, and innovation.

Communication. As previously stated, a functional departmentalization organizational structure like the II tends to lead to a lack of coordination and communication across functional lines (Colquitt, Lepine, Wesson & Gellatly, 2010). For successful change, communication must

be frequent, meaningful, use a variety of methodologies, and be inclusive by engaging the employees throughout the change process (Gilley, Gilley & McMillan, 2009).

Partnership and collaboration. Successful change will mean a change in organizational culture especially in CU interactions with their organizational clients when preparing for and delivering learning products and services. This change in the working dynamic moves the CU's scope of involvement from creating and delivering a training event to a more sustained and collaborative approach to improving performance. Senior leaders are supporting this change and business area managers are very open to assistance that will help with the development of their staff. The change will include the coordination and alignment of efforts to promote clarity of responsibility and involvement (Gagnon, Jansen & Michael, 2008). Communication and involvement of front line leaders will be required throughout the change initiative.

Innovation. The CU needs to improve its training approach and evaluation process. Many staff have been long-term employees of the CU and recognize that they are not keeping step with some processes and approaches that are considered organizational learning industry best practices (Institute for Performance and Learning, 2018). Frequent communication and involvement of staff with some acting as change facilitators who assist and resolve change issues will help ease the transition (Cawsey et al., 2016).

The way work is carried out in the CU will be impacted by this change and may include the training approach, departmental structure, roles, evaluation processes, technology and relationships. The change may require training for CU staff, the creation of new processes, and a quality program. This change may require staff to act more in the capacity of a performance consultant and coordinator adding to their current accountabilities as course designers and

facilitators. Many staff may welcome the added scope to the training role and this enthusiasm should be leveraged to enhance organizational readiness of peers (Shah & Shah, 2010). Change can often elicit differing reactions and acceptance. Cawsey et al. (2016) suggest “the effective use of formal communication, performance management, and reward systems can play useful roles in gaining acceptance and commitment” (p.172).

Driving the change. The need to innovate and serve the requirements of the organization drive the purpose for change from various perspectives. Without people buying into the change and working toward a desired future state successful change will not occur. Cawsey et al. (2016) profess that strong support for change is found when individuals perceive positive consequences for the organization and positive outcomes for the individual “if they see themselves and the organization benefiting from the change, they are more likely to embrace the change” (p.221). As a change agent the author will be leading aspects of the change and, as a change implementer, charting the path, supporting and assisting with resistance (Cawsey et al., 2016). A complete change framework and plan will be explored in subsequent sections of this OIP. To identify change drivers related to the OIP, Figure 4 adapts Whelan-Berry & Somerville’s (2010) recommended change drivers with the actions, activities, and behaviours that will promote the envisioned future state. For the purpose of this OIP a change driver is defined as the process, systems, actions, activities and behaviours that reinforce, monitor, encourage and reward desired behaviour and actions (Kirkpatrick & Kayser-Kirkpatrick, 2010). These change drivers and change priorities will act as guiding principles for the change plan and associated activities.

Change Driver	Summary Definition	OIP actions/activities/behaviours
<i>Accepted change vision</i>	Embracing the change vision as positive for employees, stakeholders and the organization	Senior leaders need to create and deliver a clear and compelling change vision that seeks to evoke emotional impact from all levels of the organization. Use the vision as a call to action and reflection during change.
<i>Leader change related actions</i>	Actions by organizational leaders that signal the importance of the change and support its implementation	Leaders throughout the Insurance Institute need to lead the change by communicating, modeling, and active involvement
<i>Change related communication</i>	Regular two-way communication about the change initiative, its implementation, related successes, challenges and their resolution	Change agents and leaders build employee understanding of the need for and commitment for change. Establishing channels and opportunities for two way communication and attending to resistance and challenges.
<i>Change related employee support</i>	Provides necessary skills, values, frameworks and support to a carry out the change	Creating pathways for change success by identifying employee needs and providing necessary tools, supports and training to achieve at the desired future state.
<i>Change related employee participation</i>	Involves employee in communication and tasks specific to the change initiative	Creating opportunities for employees to participate in the change initiative as facilitators, in focus groups, and completing tasks to promote adoption of change
<i>Aligned organizational structure, practices and processes</i>	Involves ensuring that the change initiative aligns to established structure, outcome measures, and vision	Engaging leaders and staff to ensure alignment of change initiative to the organization and/or make changes to the organization or the initiative to reduce obstacles to adoption.

Figure 4. Adaptation of Whelan-Berry & Somerville's (2010) Change Drivers and OIP Context.

Organizational Change Readiness

Armenakis and Fredenberger (1997), assert that preparing an organization for change requires the identification of the gap between current and desired state, people's confidence that the change is necessary and they can achieve it, support of key organizational members, and the question of the personal value of change is addressed. Cawsey et al. (2016) profess that "readiness for change is determined by previous change experiences; the flexibility and adaptability of the organizational culture, leadership involvement and member confidence in leadership." (p. 106). Additionally, reward systems, access to information and the alignment of the change to the organization influences change success. In this section, the change readiness of the CU and II will be examined by reviewing the factors that impact change readiness, methods to assess change readiness and the results of a readiness-for-change questionnaire.

A recent study found that readiness for change was influenced by leadership behaviour, organizational commitment and subjective career success. Subjective career success is defined as "the employee's evaluation of their career" (Al-Hussami, Hammad & Alsoeihat, 2018, p. 357). This is significant as it highlights the importance of leader action and individual involvement and feelings relating to the change. In *The Heart of Change*, Kotter & Cohen (2002) profess people need to see and feel to change. People need to see the change vision as achievable and feel the type of emotions that allow them to work toward the change and transform behaviour. To promote change readiness the OIP change plan must consider the actions needed by leaders and change agents to encourage employee understanding, engagement and employee emotions in connection to the change.

Management and employee change readiness can be informed by observing, interviewing, focus groups, and questionnaires (Armenakis & Fredenberger, 1997). Cawsey et al.

(2016) highlight that while change initiators and agents may understand the need for change and believe in it, other stakeholders must also recognize the importance of and believe in the change. Communicating and collecting data from employees and management informs change leaders regarding issues promoting or limiting change readiness. Cawsey et al. (2016) adapted a readiness-for-change questionnaire that highlights key readiness dimensions to help leaders assess and take action to improve organizational change readiness. This survey or other types of questionnaire could be administered to stakeholders in the organization and inform the efforts needed to improve change readiness. This method would be preferred at the CU as it is a large organization and surveys are efficient ways to collect information in large organizations. The Rate the Organization's Readiness for Change (Cawsey et al., 2016 p. 108) questionnaire, as presented in Appendix A, was completed by the author as a change agent to demonstrate the use of the instrument and provide the author's perspective on the change readiness of the CU in particular. The questionnaire has a number of readiness dimensions with varying values. The readiness dimensions include previous change experiences, executive support, credible leadership and change champions, openness to change, rewards for change and measures for change and accountability. The survey has been completed to provide a sample of how the instrument could be used and analyzed if more widely distributed to assess organizational readiness. The results are not intended for interpretation or to provide a comprehensive view of organizational readiness and are biased based on the author's experience and involvement in developing the OIP.

Based on the author's completion there is a total change readiness score of 27 out of a maximum 35 points which is a moderate to high readiness for change related to the OIP. While these results are subjective, based on one individual, and cannot be used to definitively suggest

readiness for change, this instrument could be deployed to others with results rolled up in a similar fashion for analysis and action. The questions may need to be adapted for organizational use, and in some cases revised depending on the organizational role, other organizational factors, and change PoP. Some perspective questions such as “Will the proposed change be viewed as needed by the senior leaders?” and “Does the organization have scanning mechanisms to monitor the environment?” may be difficult to answer if staff have little involvement with senior leadership and/or the language like “scanning mechanisms” cause the questions to clash or have different organizational meaning. Change readiness must be “consciously developed, aligned with supportive systems and structures” (Cawsey et al., 2016, p. 111). By methodically assessing change readiness and analyzing the results, action can be taken to boost organizational readiness and address areas considered to be lacking.

In this section organizational change readiness was examined by looking at factors that impact readiness, methodologies used to assess change readiness, and an instrument to assess change readiness. The Rate the Organization’s Readiness for Change (Cawsey et al., 2016, p. 108) questionnaire was discussed and completed for demonstration purposes. The next chapter will consider this information for change planning and development related to the Readiness for Change Results.

Chapter 1 Summary

Chapter 1 highlighted the organizational context, leadership culture and positioning, PoP context, and an analysis of internal and external factors impacting change. The variety of perspectives using Bolman and Deal (2016) four-frame model, identification of PoP change drivers, and organizational readiness provides a good foundation to discuss a change plan and possible OIP solutions in Chapter 2.

Chapter 2 Planning and Development

Chapter 2 will illustrate how the path-goal theory will be used to propel change, a change framework will be outlined to guide the change process, and a critical organizational analysis will assist in the selection of viable PoP solutions. Additionally, ethical leadership considerations and challenges will be discussed.

Leadership Approaches to Change

In this section the author will illustrate how the four behavioural categories of the path-goal theory leadership, specifically directive, participative, achievement oriented and supportive, will be used to propel change related to the PoP. As previously stated, in the Leadership Position and Lens section in Chapter 1, the path-goal theory appears to be the predominant approach to leadership in the organization and changing the organizational approach to leadership is not within the author's scope or agency. The author as a change agent and change implementer can effectively operate using the path-goal theory while exercising personal leadership values and assumptions to influence change with meaningful actions. To address some of the criticisms of the path-goal theory some tenets of transformational leadership, servant leadership and distributed leadership may be leveraged with suggested actions in the implementation of the OIP. Behaviours and actions from a change agent and organizational leadership perspective will be explored.

Leaders who use the path goal theory take the employee, task, and themselves into account before deciding what leadership style to employ for the purpose of motivating employees to the desired goal (Northouse, 2016). Figure 5 illustrates how leadership behaviours are related to follower and task characteristics. For example, if during the change process an

employee needs clarity (follower characteristic) on how they can contribute to implementing the change (task characteristic of ambiguity) the leader should use a participative (leadership behaviour) approach to help the employee work toward desired performance.

<i>Leadership Behaviour</i>	<i>Subordinate Characteristics</i>	<i>Task Characteristics</i>
<i>Directive</i> Provides guidance and psychological structure	Dogmatic Authoritarian	Ambiguous Unclear rules Complex
<i>Supportive</i> Provides nurturance	Unsatisfied Need affiliation Need human touch	Repetitive Unchallenging Mundane
<i>Participative</i> Provides involvement	Autonomous Need for control Need for clarity	Ambiguous Unclear Unstructured
<i>Achievement Oriented</i> Provides challenges	High expectations Need to excel	Ambiguous Challenging Complex

Figure 5. Adapted from Path-goal Theory: How It Works (Northouse, 2016, p.121)

Management and staff at the CU are required to work collaboratively to achieve the common vision of the desired future state which is to provide training products that contribute demonstrated organizational value. Bickle (2017) offers a compelling case for the use of the path-goal theory to develop leadership capacity in training consultants. He explains that path-goal leadership was chosen as it requires influence and motivation of team members to achieve situational goals as the leader guides tasks and removes obstacles to aid in member goal achievement. These leadership actions are similarly required by leaders to motivate followers to change related to the PoP. A coaching culture currently exists at the II. Leaders can use the various behavioural aspects of the path-goal theory for their one-on-one coaching of staff by taking each person into consideration along with their “needs for affiliation, preferences for structure, desires for control, and self-perceived level of task ability” (Northouse, 2016, p.119).

Leader behaviours that motivate staff are important when using the path-goal theory to improve performance (Dubrin, 2010). Knowing who they are as a leader and their own tendencies allows leaders to learn and adjust their approach (Paterson, Grenny, Macfield, McMillan & Switzler, 2008). A Path-Goal Leadership Questionnaire (Northouse, 2016) in Appendix B can be used by leaders to assist with their readiness to lead change, demonstrate their leadership tendencies and consciously adapt their approach in styles they do not most often use. For example, if the questionnaire shows that a manager has strong tendencies for a directive style of leadership, their awareness and reflection on this can assist in shifting to other styles when a directive approach is not the most appropriate to motivate their staff. In the next segment, specific leader action and influencing opportunities will be articulated and matched to the specific leadership styles of the path-goal theory and PoP change drivers.

Leaders and change agents can use the path-goal theory to motivate followers in one-on-one interactions and in the leadership behaviours and actions as part of the change management plan. In Figure 4 an adaptation of Whelan-Berry & Somerville's (2010) Change Drivers and OIP Context, change drivers and change priorities were outlined and provide some guiding principles and activities for the change plan. To carry out the actions/activities/behaviours needed to drive change, leaders employ tenets of the path-goal theory with groups and individuals during the change implementation. In Table 2 Path-Goal Theory in Action, specific OIP leadership actions and methodologies will be broken down to demonstrate the possible path-goal leadership behaviour and suggested tasks that can be used to motivate staff to the desired future state. The tasks outlined are not inclusive of all the leadership actions and tasks required to lead the change; however, the table provides a sampling of the tasks to demonstrate how the path-goal theory can be practiced as the foundational leadership approach to lead PoP change.

Table 2

Path-goal Theory in Action

Adaptation of Whelan-Berry & Somerville’s (2010) Change Drivers and OIP Context and Northouse (2016)

Change Driver	OIP actions/activities/behaviours	Path-goal theory leadership behaviour	Tasks aligned to OIP actions and path-goal leadership behaviour
<i>Accepted change vision</i>	Senior leaders need to create and deliver a clear and compelling change vision that seeks to evoke emotional impact from all levels of the organization. Use the vision as a call to action and reflection during change.	Directive Supportive	Create and deliver a compelling vision that provides rationale for the change, defines success, sets expectations, timelines. Consider using story-telling to create deep engagement (Riel, J. & Martin, R.L., 2017). Leverage transformational leadership factors that show desire for supporting staff to improve their performance and assist them to reach their fullest potential (Northouse, 2016).
<i>Leader change related actions</i>	Leaders throughout the Insurance Institute need to lead the change by communicating, modeling, and active involvement	Directive Participative	Leadership modeling in daily work and echoing of senior leader messaging. Create formal and informal opportunities for staff to participate in the change such as inviting suggestions, ideas and volunteers (Galpin, 1996).
<i>Change related communication</i>	Change agents and leaders build employee understanding of the need for and commitment to change. Establishing channels and opportunities for two way communication and attending to resistance and challenges.	Directive Supportive Participative	Manager coaching of individuals and groups. Frequent updates and opportunities for reinforcing change goals and for staff to express change progress and obstacles to change. Use a variety of methods for communication and gathering information such as focus groups, surveys, individual and group discussions (Northouse, 2016).
<i>Change related employee support</i>	Creating pathways for change success by identifying employee needs and providing necessary tools, supports and training to achieve at the desired future state.	Participative Supportive	Conduct an assessment of employees related to knowledge, skills and attitudes for successful change and provide training. Be friendly and approachable and respect their expertise and contributions. Leverage servant leadership by empowering staff and helping them grow and succeed in the adoption of the change (Northouse, 2016).
<i>Change related employee participation</i>	Creating opportunities for employees to participate in the change initiative as facilitators, in focus groups, and completing tasks to promote adoption of change	Participative Achievement Oriented	Leverage distributed leadership by providing opportunities for staff involvement such as leading change discussion meetings. Respect and appreciate achievement of milestones and challenge staff for continuous improvement toward desired state (Northouse, 2016).
<i>Aligned organizational structure, practices and processes</i>	Engaging leaders and staff to ensure alignment of change initiative to the organization and/or make changes to the organization or the initiative to reduce obstacles	Directive Supportive Participative Achievement Oriented	Provide staff opportunities to assist in the creation of new tools and processes. Manager one-on-one coaching to reinforce change vision, clear any obstacles, manage resistance, consult with staff on the impacts of change and improvements, challenge followers to adopt desired behaviours related to change (Northouse, 2016)

This section examined the path-goal theory and how this leadership approach will be used by leaders and change agents to motivate change. The next section will introduce a change framework that will guide the change.

Framework for Leading the Change Process

The change required in the context of the PoP will be examined by evaluating characteristics of the change with Nadler and Tushman's (1989) types of organizational change. This exercise will assist with both understanding the change and in framing the development of a change framework.

Nadler and Tushman (1989) advise there are two dimensions of change: scope of the change and positioning of the change as it relates to key external events. The scope of the PoP change is concerned with change of the subsystems of the organization versus the entire organization. The PoP relates to change that is needed by the CU as a subsystem of II. However, the CU provides services and expertise to the entire organization and successful PoP change will have positive effects on both CU and II. The focused scope of the change is on the CU as a subsystem of the II with involvement of key organizational partners and stakeholders.

When positioning the change as it relates to key external events, senior leaders demand for CU improvement is the predominant catalyst for PoP change. The consequences for CU in not changing may include reduced budget, re-structuring, and outsourcing. Additionally, as expressed in Chapter 1, the need for CU change is driven by the need to keep up with industry best practices, technology, and innovation. Lastly, the need for increased partnership and collaboration requires the CU to change. Nadler and Tushman (1989) divide the external event into anticipatory and reactive change. These change categories are further divided into four

classes with increasing levels of intensity and severity of change: tuning, adaptation, reorientation, and re-creation. Cawsey et al. (2016) explain these terms and express that tuning is an incremental change made to anticipate future events and not in response to an immediate problem. Adaption is made in response to an event but does not involve change for the entire organization. Reorientation is a strategic change, involves the entire organization, and has senior management creating a sense of urgency. Re-creation is a response to significant crisis, involves the whole organization and threatens the existence of the organization. Identifying the class of change for the PoP helps change agents with alignment and thinking systematically about the change (Cawsey et al., 2016).

The particular class of change associated with the PoP is adaptation with some reorientation elements. In the context of the PoP, the adaptation elements include departmental incremental change, change initiated by II senior leader request, the need for alignment with organizational goals and targets, and fundamental change is not required for the entire organization. Reorientation elements include the PoP as a strategic change and senior management has created a sense of urgency. The assessment of the type of change required in the context of the PoP is an adaption-reorientation change with the majority of involvement and change implementation occurring in the CU as a department in the II. This information helps to provide context for the framework to lead change which will be discussed in the next section.

OIP Change Framework

A hybrid change model called the Agile Broadband Change Model (ABCM) has been developed as the framework to lead change for this PoP. The ABCM, created by the author, evolved from critical analysis, comparison, and layering of the Change Path Model (CPM)

(Cawsey et al., 2016) and Kotter's Eight-Stage Process (Kotter & Cohen, 1992). The integration of the two models revealed areas of strengths and weakness in each model and, in the author's opinion, some areas that were not adequately addressed which prompted the creation of a comprehensive and authentic change framework for the OIP. This section will discuss the analysis of the CPM and Kotter's change model and the rationale and components of the ABCM.

Consideration for adopting the CPM and Kotter's model began by studying the components of each model, drawing comparisons between them and considering how they would lead change noting the particular organizational context, external and internal forces, and leadership to arrive at an authentic and comprehensive approach to the PoP. In Table 3 Layering the Change Path Model and Kotter's Eight-Stage Process each model is described, differences are identified and model components are integrated to create the change model integration elements used to inform the ABCM.

Model integration leverages assessment, change readiness, vision, engagement, communication, and driving adoption of change that are a strong focus in each model. A change approach would be strengthened by some similarities and by leveraging the different focus of each model. An example of beneficial change model integration is leveraging the steps for analyzing the need for change found in the CPM to strengthen the Kotter model which is silent on analysis. Change model integration elements highlight the benefits of CPM's descriptive gap analysis and the identification of the present and future states absent in Kotter's model. Incorporating CPM's focus on the knowledge, skills and abilities of change agents and employees during change not prevalent in Kotter's model, seeks to ensure the right change

Table 3

Layering the Change Path Model and Kotter’s Eight-Stage Process (Cawsey et al, 2016) (Kotter & Cohen, 2002)

Differences CPM	CPM components	Change Model Integration Elements	Kotter Components	Differences Kotter
Provides steps for analysis and need for change. Awakening steps (1) identify the need for change... and (2) articulate the gap in performance...	Mobilization step 3 communicate the need for change organization-wide	Creating readiness for change -comprehensive assessment used to motivate and justify change	Step 1 Establish a sense of urgency-	Assumes change is needed with no analysis steps. Create employee vulnerability and anxiety to motivate need for change
Creating a vision happens in first stage of the process	Awakening step 3 develop a powerful vision and Mobilization 1 ...leverage systems to reach change vision	Developing a vision and plan -leaders create vision based on assessment and leverage systems	Step 3 Develop a vision and strategy	Creating a vision is third in Kotter’s model. Integrated Model moves it up to second to focus leader led change on assessment
Focus on culture, reputation, relationships, personality and knowledge, skills and abilities (KSA) of change agents	Mobilization step 2...build coalitions and support and step 4 leverage change agents	Leveraging change agents -select based on culture, reputation, relationships, personality, KSA, reputation, authority and support their development	Step 2 Create a guiding coalition	Focus on those with authority, reputation, status, and knowledge
Focus on why change is needed and managing reactions to change	Awakening step 4 ...multiple channels of communication and Mobilization step 3 communicate the need for change	Communication -use multiple channels, manage reactions, motivate with clarity of purpose and capturing hearts and minds of employees	Step 4 Communicate	Focus is on capturing hearts and minds of employees
Includes the importance of development of new KSAs	Acceleration step 1 continue to reach out and engage	Seeking employee involvement -develop and support staff	Step 5 Empower employees	Focus on importance of employee buy-in
Focus on planned milestone wins to keep on track	Acceleration step 3 manage the transition	Celebrating milestones -encourage and motivate short term achievements	Step 6 Generate short-term wins	Focus on short term gains for motivation
Focus on monitoring and adjusting as needed	Institutionalization step 1 track the change and make modifications	Promoting sustainability -track, monitor and adjust aligning to the vision	Step 7 Consolidate gains and produce more change	Focus on pressing forward for long term goal
Focus is on structures, systems, process, KSAs	Institutionalization step 2 develop and deploy and bring stability	Securing stabilization -continue efforts until change embedded	Step 8 Anchor new approaches	Focus is on organizational culture

actions are being implemented and the right competency and supports are in place for those critical to the change (Cawsey, 2016).

The change model integration elements include the Kotter model's focus and importance of leader led change, employee buy-in and motivation, and communicating to capture the hearts and minds of employees to sustain the change. In Kotter's model, the late placement of creating the vision and the process of creating a sense of urgency purposefully promotes vulnerability and anxiety (Kotter & Cohen, 2002). The integration uses the CPM placement of the vision the use of the gap analysis and consideration of organizational factors to promote the vision, and change over the leader led burning platform approach that is used in Kotter's model. CPM appears to have a more positive message of running to something better rather than Kotter's model that produces anxiety and the sense of running away from something negative. Kotter's model is heavily reliant on leaders leading (Kotter, 1996); yet, in some situations they may not have the knowledge, skills, or abilities or seek support which may result in frustration and poor employee engagement. CPM has a more inclusive approach to change with less reliance on the leader to deliver employees to the future state.

While the integrated elements of the CPM and the Kotter model leverage the strengths of both models, there are still some elements of the layering that will not address specific organizational needs in the context of the PoP. The approach and implementation of change is more complex than following a structured set of linear steps found in Kotter's model (Pollack & Pollack 2014). The integrated change elements require some adaptation to create the ABCM hybrid change model. Some specific areas that need to be addressed for the organizational and PoP context include the need for an agile and iterative approach to change. The structured and linear approach in the CPM and Kotter model would not be effective when considering the

unanticipated external and internal factors that may affect the II, CU and the change plan. An agile approach to change would allow for adjustment and refinement of action along the way as organizational factors, business needs, and non-organizational factors change during the implementation of the change plan. The next section of this paper will outline ABCM as a hybrid change model that embeds the path-goal leadership theory and promotes an agile approach by allowing for monitoring, adjustment and change during the change process. In addition to explaining the new approach, the author will explain how this approach will authentically and practically address components of the PoP.

The Agile Broadband Change Model

The name and components of this model were chosen to reflect the intent of the hybrid model, differentiate it from other models, and allow for an authentic and practical approach to the PoP. The term agile in this context, is derived from agile project management principles which “support direct customer inclusion, adjustments, and even redirection utilizing a type of iterative approach that deals with the level of uncertainty encountered (White, 2018). The organization does not stand still as departmental change plans are being implemented. Cawsey et al. (2016) explain that there are internal and external forces and factors that impact change like an interconnected web making the implementation of change challenging. Despite this acknowledgement, linear models like Kotter’s and Cawsey et al.’s do not provide adequate clarity or instruction to monitor, adjust and revisit change plans with the multiple factors that can impact it during the change implementation. A reassessment of the change plan and components are required as the target for success and business priorities may have shifted.

The term broadband originates from radio, satellite and telecommunications and means receiving or responding to a wide band of frequencies. (Federal Communications Commission,

2014). A change practitioner must be constantly open to receiving and responding to multiple perspectives and influences. Being attentive to factors both inside and outside the change initiative will provide a holistic and comprehensive approach to monitor and adjust as needed. Like a broadband radio signal, information is received by change agents on multiple frequencies reducing the risk of tunnel vision which may lead to misaligned action.

The Agile Broadband Change Model (ABCM) shown in Figure 6 leverages the model, and path-goal leadership theory to evolve a hybrid change model that is agile and authentic to the organizational context of the PoP. At the centre or “heartbeat” of the model is the path-goal leadership theory. This drives all leader-follower action and represents “the way of being” for a leader when carrying out the change. By using the leadership behaviours and characteristics shown in Table 2 as a guide, this theory can be effective for leading PoP change. Table 4 Elements of the Agile Broadband Change Model describes the ABCM and the research used to support each element.

The outer ring of the ABCM represents the various internal and external factors that commonly impact change at the II. Figure 3 Summary of the PESTE analysis and Bolman and Deal’s (2013) Four Frame Model provide internal and external factors that serve as anchoring points that must be monitored and considered throughout the change process. The CU has been affected by change over the last few years due to unplanned resourcing demands, the demand for accelerated technology based learning development, new leadership, legislation, increased hiring and onboarding programs. Departmental plans and strategies required amendment because of unforeseen or new developments occurring inside and outside of the organization.

The various arrows and star in the ABCM tell a story. The thick arrows on the outer ring direct a clockwise flow for the model. There is a preferred sequential approach to the model

starting with the Assessment element marked by the star. To demonstrate that this is an agile model allowing for monitoring, adjustment and reassessment, there are various two faced arrows separating each element. These arrows represent the continuous need, a broadband approach, to examine external and internal factors to determine the impact on the change plan. Re-examination always requires a return to the orange star prompting assessment, review of impacted elements, and taking required action.

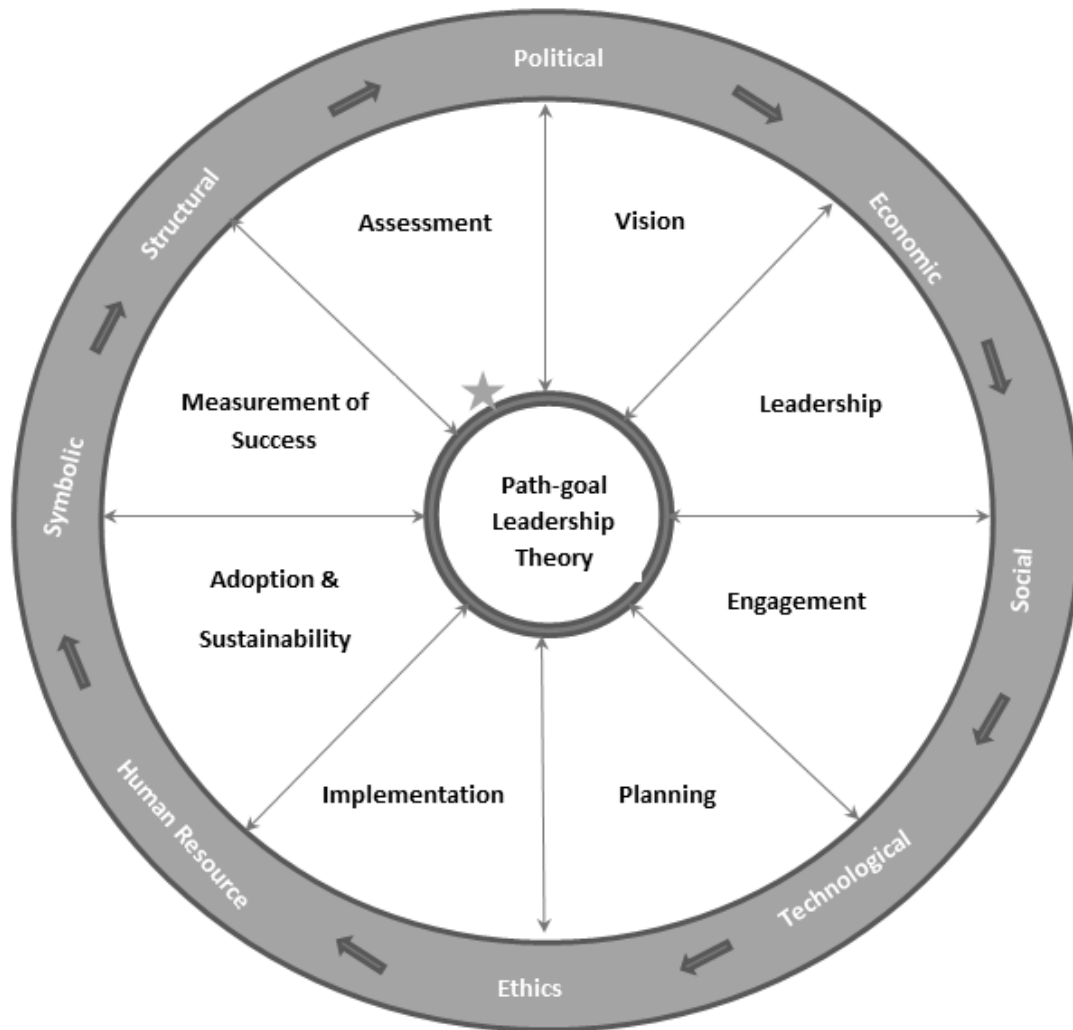


Figure 6 The Agile Broadband Change Model (ABCM)

The model leverages the CPM, Kotter model, and the path-goal leadership theory to evolve a new hybrid change model that is agile and authentic to the organizational context of the PoP. The arrows allow for multiple frequency reception, review, monitoring and adjustment in reaction to factors that may impact the PoP change during the process.

Table 4

Elements of the Agile Broadband Change Model

Elements	Description	Research basis and support
Assessment	Clear identification of the problem with analysis of present and future state and clear articulation of the gap. Analysis includes examining organizational context, leadership perspectives, factors, change readiness, and change drivers.	CPM Awakening step 1 and 2 (Cawsey et al., 2016) Western University. (2017). Doctor of Education (EdD) Organizational Improvement Plan (OIP): Culminating Research-Informed Document
Vision	Development of a clearly articulated change vision that describes future state and provides rationale, direction and motivation to move away from present state. Delivered by senior leaders, echoed by management, and embraced by all.	Kotter step 1 (Kotter & Cohen, 2002) CPM Awakening step 3 and Mobilization Step 1 (Cawsey et al., 2016)
Leadership	The identification and support of the competencies and practical actions required by leaders and agents to lead the change.	Path-goal theory (Northouse, 2016) (Cawsey et al., 2016)
Engagement	Involve management and staff in planning and implementing change as a way to motivate action, acceptance and adoption. Communicate change and use multiple channels and methods to manage change.	Mobilization step 2 and 4 and Acceleration step 1 (Cawsey et al., 2016) Kotter steps 2, 4, 5 (Kotter & Cohen, 2002)
Planning	Collaborative effort to define practical activities and tasks needed to close the gap. Develop a plan that is timer bound with accountabilities and responsibilities delineated.	Kotter step 2 and step 5 (Kotter & Cohen 2002) CPM Acceleration step 1 and 2 (Cawsey et al., 2016)
Implementation	Carry out planned activities. Revise and resource activities and tasks when needed to preserve outcomes.	CPM Acceleration step 3 and Institutionalization step 1 (Cawsey et al., 2016)
Adoption and Sustainability	Monitoring progress to desired future state. Make necessary adjustments to structure, process, and supports to boost adoption of new behaviours and processes	CPM Institutionalization step 1 and 2 (Cawsey et al., 2016) Kotter step 8 (Kotter & Cohen, 2002)
Measurement of Success	Assess and report on the achievement of the vision. Celebrate milestones and goal attainment. Assess if further needs or adjustments that arose from the change require action.	Measuring adoption of desired future state behaviour (Kirkpatrick & Kayser-Kirkpatrick, 2010) Research other approaches
Continuous attention and reaction to unanticipated PESTE and four –frame model factors to assess the impact of each element and make necessary adjustments throughout the change process.		

Critical Organizational Analysis

In this section, a critical analysis of the CU and II will be examined using Nadler and Tushman's Congruence Model (Nadler & Tushman, 1989) in the context of the PoP. This analysis will assist with the identification of needed changes to bridge the gap from present state and achieve desired future state.

When using Nadler and Tushman's model, congruence is required between the informal organization, work, people and the formal organization in order to move successfully from the present to desired state and realize desired performance. Additionally, alignment of these components is needed with organizational strategy and internal and external realities (Cawsey et al., 2016). The Congruence Model was chosen as it allows a systems approach which importantly provides a conceptual graphic depiction of various components that harmoniously align with the strategic objective (Mercer Delta, 2003). Figure 7 uses the Congruence Model in the context of the OIP and provides a visual depiction of change and the harmonies required during the transformational process to bridge inputs to desired outputs. This will act as a starting point that can help inform the possible solutions to address the PoP (Cawsey et al., 2016).

The environmental factors, culture, history, and resources have been previously discussed in the PESTE internal and external factors impacting the PoP, the organizational history, culture, context, resources and leadership. The strategy includes the organizational vision, mission and values, CU mission and mandate, the PoP change vision, change drivers and leadership lens discussed in prior sections. The outputs consider the desired future state from a client perspective, organizational perspective, departmental and staff perspective. In the next few paragraphs the author will focus on explaining the transformation process, outlined in Figure 7,

that considers the harmony and required changes and actions in the informal organization, formal organization, people and work to bridge the gap from inputs to desired outputs.

Informal Organization. The element of informal organization relates to informal relationships, the way things get done and the norms of groups in the organization (Cawsey et al., 2016). In order to remain effective, training areas must keep current and lead the organization in learning (Nilson, 2007). A learning culture as defined by van Breda-Verduijn & Heijboer (2016) is “a collective, dynamic system of basic assumptions, values and norms which direct the learning of people within an organization” (p. 124). These authors add that organizational context is important, there is no standard approach that applies to all organizations, and a learning culture is effective when it supports organizational objectives. The foundations for the concept of continuous learning and improvement are part of the current departmental culture. Approaching the change as part of continuous learning and improvement would be well received by CU staff as many pursue diplomas and degrees through post-secondary studies and attend workplace training in the field of adult education. Many CU staff members attend webinars and conferences hosted by the Institute for Performance and Learning or Association for Talent Development. Leveraging industry best practices from these organizations, scholarly material and industry experts will add credibility to proposed solutions and increase employee buy-in. By utilizing informal leaders, several staff members could act as change facilitators based on their informal influence, expertise, early adoption and/or positive attitude about the change (Cawsey et al., 2016).

Formal Organization. A change to the formal organization element focuses on the processes and systems that need to be in place for staff to work in a different way and align the quality of their work to the desired outputs (Cawsey et al., 2016). The strategic implementation

of a CU quality program is needed to improve performance with oversight of work that aids progression to meet expectations and standards aligned to contributing demonstrated organizational value (Nillson-Witwell, Antoni & Dahlgaard, 2005). This will be a change for management and staff as some of the autonomy of instructional design and evaluation will be lessened as work is standardized for quality and consistency. For example, a prescribed approach may need to be used by staff to articulate learning design rather than using an approach of their choice. New training approaches, models and an evaluation framework may need to be considered and aligned to the desired future state (Kirkpatrick & Kayser Kirkpatrick, 2010). Leadership endorsement and group engagement will be required to lead staff and promote change (Pollack & Pollack, 2014). An example of this could be through a leader led team meetings. Leaders express and support the vision and the desired future state performance goals and employees are invited to provide suggestions on how it could be achieved and any potential obstacles noting their roles, expertise and front-line experience.

People. With a formal expectation and structure in place the people element supports that the change will require different engagement and interaction to successfully adopt the change (Cawsey et al., 2016). CU management and staff will need training and support to adopt new knowledge, skills and attitudes to support the new way of working. Building on present knowledge and skills, staff may require job aids, resources, and formal training to perform desired behaviours and complete needed processes (Merriam, Caffarella & Baumgartner, 2007). The II management will be more involved in collaborating with the CU in the creation and delivery of learning solutions to improve staff performance and attainment of results. Collaboration is needed to understand the business needs, targets and goals to align training solutions (Kirkpatrick & Kayser-Kirkpatrick, 2010). This change in relationship will require

engagement sessions and education for leadership throughout the organization and the support of senior leadership. Additionally, training participants will experience new methodologies when they engage in learning. Innovation as a change priority will likely be a catalyst to new training frameworks, deeper organizational relationships, and a variety of new training approaches participants have not experienced in the past (Stanleigh, 2018; Smith, Sutherland & Gilbert, 2017).

Work. The work element in the transformation process focuses on the tasks that need to be accomplished by the CU and its staff to carry out the change vision (Cawsey et al., 2016). Staff will need to execute a more comprehensive evaluation of training products. The CU may be contributing value but who will know if training product evaluations are not planned, executed and reported? To work with business partners in a more collaborative way, service will need to shift from a training order taker and provider to that of a performance consultant (Kirkpatrick & Kayser-Kirkpatrick, 2010). Staff will need to be upskilled on performance consultant behaviours to successfully engage with business partners and CU managers will need to review work and coach their staff.

This section highlighted the importance of harmony, alignment and congruence using the four elements of the transformational process of Nadler & Tushman's Congruence Model to achieved desired results. Figure 7 provides a conceptual road map that takes in consideration inputs to realize desired outputs and allows the examination of organizational readiness and what it will take to bridge the gap from current state to desired future state. The PoP has been analyzed using a systems approach and proposed change involves the four elements of the transformational process of Nadler & Tushman's Congruence Model.

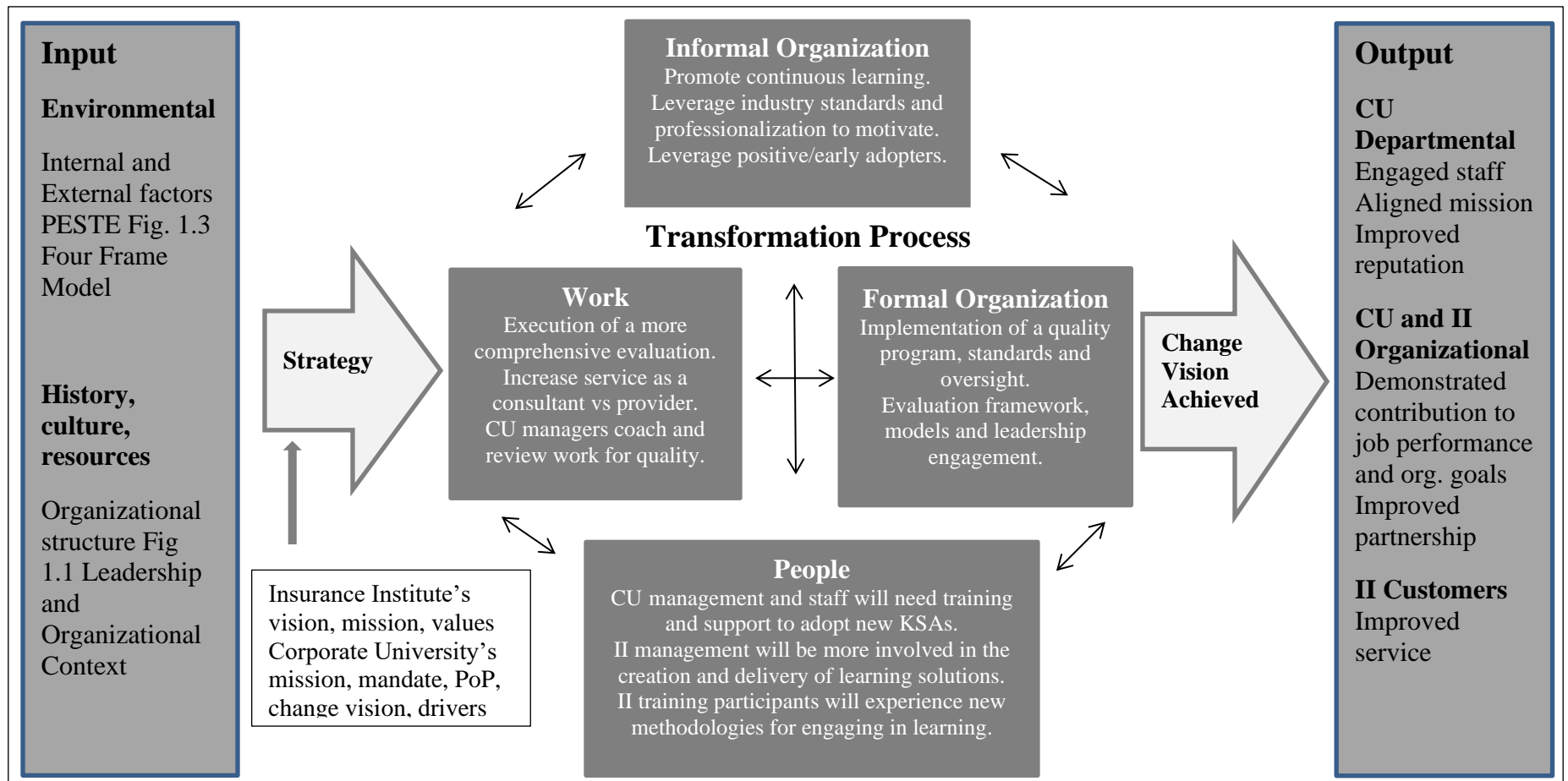


Figure 7 Adaptation of Nadler and Tushman's Congruence Model and the OIP context.

Possible Solutions to Address PoP

Noting the transformation process and outputs in Figure 7 Adaptation of Nadler and Tushman's Congruence Model and the OIP context, there are several different approaches and actions that could be taken to address the PoP. This section will outline four possible solutions that will allow the CU to provide training products that contribute demonstrated organizational value. The rationale decision-making process (Langton, Robbins & Judge, 2010) will be used to select the best PoP solution and each option will be assessed against weighted criteria. The possible solutions include the following: 1) disbanding the CU and restructure the training function; 2) continue with status quo; 3) increase business partnership and collaboration; and 4) adopt an evaluation framework and standardized expectations.

Rational decision-making process. Langton et al. (2010) express that the Rational-decision Making Model guides action to select an alternative that maximizes value within specified constraints. The rational-decision making model was chosen as it allows flexibility to address PoP specific elements and provides an objective methodology to critically assess proposed solutions. Figure 8 PoP Rational-decision Making Steps and Criteria, outlines the steps and criteria that will be used to assess and select the PoP solution(s) (Colquit et al.; 2010, Langton et al., 2010). Each option will be explored and assessed against equally weighted criteria and given a low, medium or high rating. The PoP solution selection criteria include: 1) potential for success noting PoP specific elements including organizational context, resource needs; and internal and external factors; 2) potential to fill the gap between current and desired state and 3) alignment with the II and CU's vision, mission and strategic goals (Cawsey et al., 2016). The selected option will be defended based on PoP specific criteria, evidence-based research and practice, comparing alternatives, and weighing the benefits and consequences of

each. The first two steps of PoP rational-decision making have occurred in prior parts of this OIP and this section of the OIP will concentrate on the remaining steps.

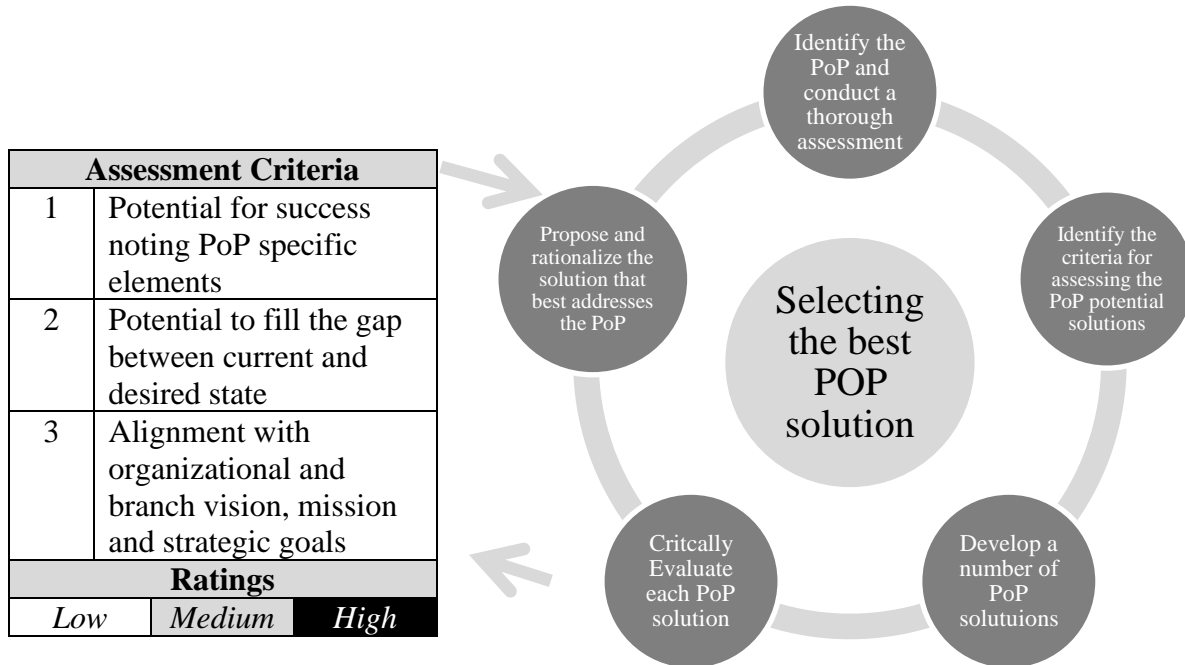


Figure 8 PoP Rational-decision Making Steps. Adapted from (Colquit et al., 2010, Langton et al., 2010)

Solution 1 Disbanding the CU and restructure training services. Currently the Corporate Training area is a central training branch responsible for all training at the II. Training needs for the organization are serviced based on employee needs and leader-driven priorities. The value of training products and, in essence, the service provided by the CU have been questioned as senior leaders are unable to see the demonstrated value. Radical restructuring possibilities could mean disbanding the training area and allocating the resources and oversight to individual business areas for more focused training service and attention. Additionally, restructuring could include bringing in external vendors to service the organization’s training needs and/or a change in leadership at the CU.

Assessing the potential for success with this possible solution noting PoP specific elements presents a number of problems that would make this a *low rating*. First, as previously mentioned, the functional structure of the II has created silos resulting in the lack of communication and resource sharing between departments (Bolman & Deal, 2013). Having each area responsible for, and overseeing, their training and development would amplify the solo effect and likely lead to a decreased collective effort to achieve organizational goals as areas protect their branch resources and goals (Bolman & Deal, 2013).

Second, the quality of training may be negatively impacted as oversight and authority may be given to business leaders lacking skills in adult education best practices. The lack of leadership understanding of adult education can lead to diminished pedagogical practices from assessment to evaluation and increased “order taking” types of training rather than strategic training that looks to improve work performance and organizational outcomes (Kirkpatrick & Kayser-Kirkpatrick, 2010). Additionally, from a human resource perspective, assigning specific training staff to designated areas will result in less flexibility to place staff in the organization as business needs change (Laird & Naquin, 2003). There are times of high need, for example, when there is a developmental or new hire training requirement in one area that demands more resources, and lower needs when training is not scheduled. Having staff in a centralized training area has allowed them to work on training from a variety of areas as needs are identified. This option may have union implications based on geographic changes in resourcing. The time needed to implement this change may be lengthy and make the formal and informal development of the training staff problematic as they would report to business areas that limit or direct the time and effort spent on collaborative development of training professionals.

With the second criteria, the potential to fill the gap between current and desired state, there may be some perceived organizational value. If training staff work in business units and are available when needed this may support the illusion of providing real organizational value as training would be part of the business teams and contributing on the front line. Applying the solution alone is reactionary and does not include a plan to assist with establishing how training products can contribute demonstrated organizational value with evidence. By splintering the training function, consistency in practice and evaluation will likely not occur. With a decentralized training area, training may lack consistency in the quality and practices of adult learning practices, cost more, and be more difficult to evaluate training effectiveness throughout the organization (Burley, 2018). A *low rating* is given to the potential for this solution to fill the PoP gap from current to future state.

The third criteria, alignment with the II and CU's vision, mission and strategic goals, is also given a *low rating*. The CU's mission and goals would be irrelevant if the department was disbanded. The movement of training staff to business areas would likely negatively impact the II's mission and values. There may be a period of chaos and uncertainty that would impact the development and continuous improvement opportunities for all staff. Without a central area overseeing the training function, the II's mission and goals may be lost in the effort to achieve departmental goals and less on a collaborative effort toward organizational goal achievement.

The solution to disbanding the CU and restructuring training has received a low rating in all three criteria categories. The organization and the participants currently have favourable reactions to the training products provided by the CU based on surveys and verbal feedback. A significant element missing in this solution is a deeper evaluation methodology and this will likely not happen consistently with this solution.

Solution 2 Continue with status quo. Continuing with status quo receives a *low rating* in all three criteria. The CU could continue to provide training products that engage participants and try to demonstrate value in the way business is currently conducted. Efforts could be made to defend the position that past products contribute organizational value by gathering artifacts and supportive data, however, this is very reactive. This solution is problematic because senior leaders in many cases have not appreciated the value of the current training products and reporting and defending it without a plan for improvement is a very passive approach to a real problem and not a viable option. There would be no change in financial, human, resource, time, or technological resources. The consequences of status quo likely would result in forced change, budgetary reduction, and restructuring including change in leadership (Kirkpatrick & Kayser-Kirkpatrick, 2010). Noting the rationale and low ratings, this is the least favourable solution.

Solution 3 Increase business partnership and collaboration. As described earlier, the business and training area interactions have primarily been an order taking exercise with collaboration primarily focused on shaping training product content, and training is treated as the primary learning event. Kirkpatrick & Kayser-Kirkpatrick (2010) support that broad collaboration with business area leaders is important to improve performance and realize organizational results, and training professionals need to lead the way in this interaction. A large body of research supports that planned collaborative action between training professionals, business leaders and their staff before, during and after training events results in improved job performance and organizational results (Brinkerhoff, R. & Montesino, M., 1995, Lipshitz, R., Friedman, V. J. & Popper, M., 2007, Kirkpatrick, J., 2013, Leimbach, M. P., 2014).

Additionally, The Institute for Performance and Learning (I4PL), largely seen as Canada's leader in the professionalization of workplace learning, provides certification, standards and

competencies for the organizational learning discipline and has recently changed its competency model. The major change places business partnerships in the centre of their model to “demonstrate familiarity with the organization, communicate effectively with stakeholders, develop agreement with clients, expand thinking about solutions, and manage changes throughout a project” (I4PL, 2018).

Assessing this option with the first criteria, specifically the potential for success noting PoP specific elements of organizational context, resource needs, and internal and external factors, it receives a *high rating*. The biggest impact of implementing this option likely relates to the human resource effort required to adopt a more collaborative approach to providing training products. Both training staff and business areas would need to change behaviours and effort to increase collaboration. Training staff would require training, standards, and coaching to move from facilitators and designers of training to attain the competencies of a performance consultant. Additionally, training manager upskilling and support would be essential for improving coaching capabilities to review work for quality and provide oversight. Business leaders would need be required to provide more time, accessibility and involvement in learning support before, during and after training (Lipshitz, R., Friedman, V. J. & Popper, M., 2007). Financial resources would likely remain the same or increase slightly if additional staff are needed noting the expanded interactions with business areas. Additional time may be needed for assessment, development, completing implementation and support of the training initiatives, but the investment should result in a clearer connection to improving performance and business results and eliminating unnecessary or misaligned training products. Technology resources may include the need for accessing project management software that currently exists in the organization to manage training initiative responsibilities and actions.

This option receives a *low rating* in relation to the second criteria which is the potential to fill the gap between current and desired state. Increased partnership between training and business areas from assessment to evaluation will likely result in improved learning products and organizational results (Leimbach, 2014). Training assessment and design will involve actions before, during and after training to support improved behaviour on the job aligned to business results (Saks & Haccoun, 2010). The low rating is assessed because the solution does not address the gap in evaluating and reporting learning products. The PoP gap requires that organizational value is demonstrated with evidence and increased business partnership and collaboration alone does not provide a complete solution to achieve the desired future state.

This option receives a *high rating* in relation to the third criteria of alignment with the II and CU's vision, mission and strategic goals. The CU mission is to apply business and learning expertise to deliver leading edge products that build and enhance the knowledge, skills and attitudes of staff. The mandate includes providing technical and job skill training and learning opportunities to support the business (II, 2016). This option aligns to and enhances efforts to achieve the mission and mandate of the CU. Additionally, the collaborated effort to build staff capacity in their jobs and align training to performance and organizational results supports the achievement of the II's vision "To be the leading insurance carrier by working together to put the customer first" (II, 2016, p.1).

Solution 4 Adoption of an evaluation framework and standardized expectations. The evaluation and reporting of training products have currently been primarily based on participant learning during training and the reactions to the training product. In order to measure whether training products contribute organizational value, an evaluation framework that directs planning, execution and reporting activities is required. Kirkpatrick (2011) provides a new dimension to the original Kirkpatrick evaluation model and is pictured in Figure 9 The New World Kirkpatrick Model. The significance of this model is the collaboration with business leaders to define critical behaviours and desired organizational outcomes and align training efforts before, during and after training to establish a reportable “chain of evidence” to achieve desired behaviour and results (Kirkpatrick & Kayser-Kirkpatrick, 2010). A criticism of this approach is that it focuses on “Return on Expectations” rather than a monetary cost-benefit analysis as seen in other evaluation frameworks (Pulliam- Phillips & Phillips, 2016).

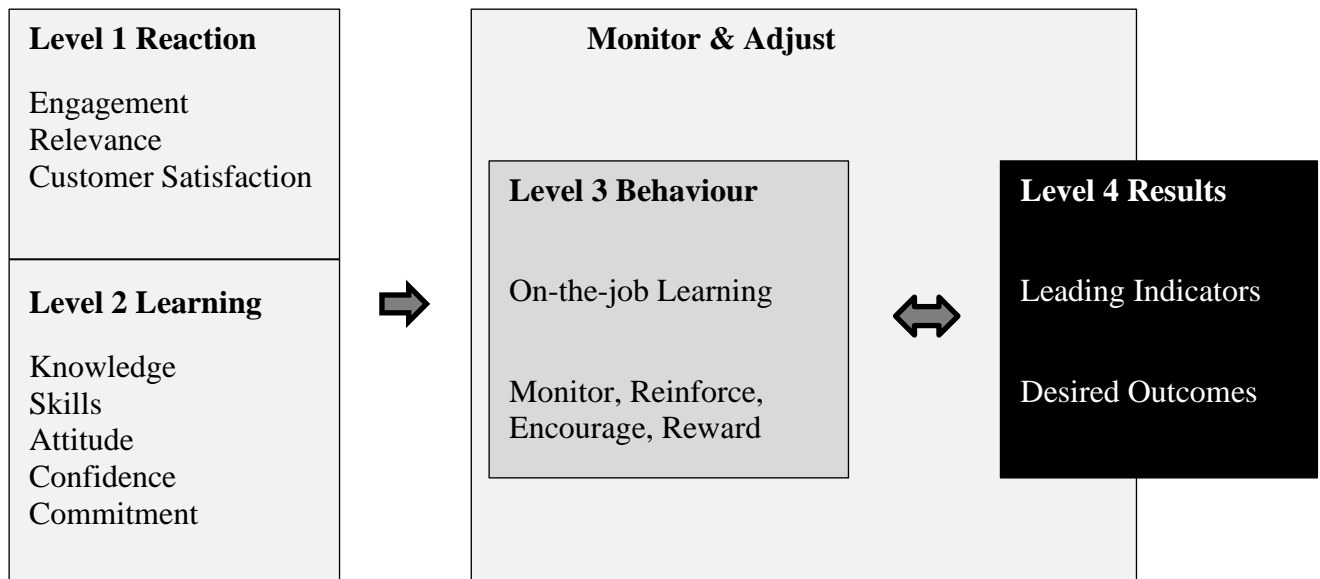


Figure 9. Adaptation of the New World Kirkpatrick Model. Kirkpatrick, J. (2011)

An alternative model to evaluate training initiative effectiveness is the Return on Investment (ROI) model promoted by Pullman-Phillips & Phillips (2016). The ROI methodology includes the Kirkpatrick four levels of evaluation and a fifth level that provides a cost benefit analysis. The ROI methodology strives to demonstrate economic contribution of the training product/initiative by dividing the program costs into net program benefits and multiplying this by one hundred (Pullman-Phillips & Phillips, 2016). Both methodologies support the importance of planning for the evaluation by ensuring collaborative discussions with business leaders, aligned training efforts to desired behaviors and results, executing the evaluation based on strategic milestones, and reporting results linked to desired behaviour adoption and achievement of organizational goals (Kirkpatrick & Kayser-Kirkpatrick, 2010, Pullman-Phillips & Phillips, 2016).

Assessing this option on the first criteria, specifically the potential for success noting PoP specific elements of organizational context, resource needs, and internal and external factors receives a *high rating*. The training and development staff evaluate training and a standardized and consistent evaluation framework would be achievable with current staff. From a human resource perspective, training staff would need training, job aids and management coaching and support. Training managers would need upskilling and support to improve their coaching capabilities, and to review work for quality and provide oversight. Senior leaders and the Internal Consultant would need to operationalize the evaluation framework, develop quality criteria, oversight guidelines, templates and job aids for completing evaluation work. Financial resources would likely remain the same or increase slightly if additional staff and/or time are needed noting the attention spent on evaluation planning, executing and reporting on training products.

Technology resources may include the need for accessing project management software that currently exists in the organization to manage evaluation activities, responsibilities and actions.

This option receives a *high rating* in relation to the second criteria of the potential to fill the gap between current and desired state. The practice of planning, executing and reporting training initiatives at the levels of adoption of on the job behaviours and achievement of organizational results will allow the CU to demonstrate with evidence that the training products provide demonstrable organizational value (Kirkpatrick & Kayser-Kirkpatrick, 2010, Bhatti et al., 2014). Lastly, this option receives a *high rating* in relation to the third criteria regarding the alignment with the II and CU's vision, mission and strategic goals. A robust and well executed evaluation plan supports the achievement of organizational and branch goals.

Proposed Solution

Table 5 Results of the Solution Assessment provides a summary of the ratings for each solution as they were assessed based on the established criteria. Solution 4 Adoption of an Evaluation Framework and Standardized Expectations was selected as it received the highest rating based on the criteria and contains the collaboration and partnership element found in the solution 3 the second ranking solution. This solution is in keeping with industry best practices, is evidence based and scored *high* in each rating element. This solution aligns with the many of the actions outlined in the transformation process in Figure 7 Adaptation of Nadler and Tushman's Congruence Model and the OIP context.

This section of the OIP outlined possible solutions and based on this analysis the best solution was selected. In the next section, leadership ethics and organizational change will be discussed.

Table 5

Results of the Solution Assessment

<i>Possible Solutions</i>	<i>Criteria and Ratings</i>		
	PoP specific elements which include the potential for success noting organizational context, resource needs, and internal and external factors	Potential to fill the gap between current and desired state	Alignment with the II and CU’s vision, mission and strategic goals
Solution 1 Disbanding the CU and restructure training	<i>LOW</i>	<i>LOW</i>	<i>LOW</i>
Solution 2 Continue with status quo	<i>LOW</i>	<i>LOW</i>	<i>LOW</i>
Solution 3 Increase Business Partnership and Collaboration	<i>HIGH</i>	<i>LOW</i>	<i>HIGH</i>
Solution 4 Adoption of an Evaluation Framework and Standardized Expectations	<i>HIGH</i>	<i>HIGH</i>	<i>HIGH</i>

Leadership Ethics and Organizational Change

In this section leadership ethics will be defined and examined from various perspectives. Additionally, ethical considerations and challenges will be discussed as they apply to the OIP and particularly to the path-goal leadership approach and the ABCM change model process.

Many literary definitions of ethics support a description that includes accepted values and a moral code of behaviour. Szilagyi (1984) defines managerial ethics as internal and external standards or codes used to govern behaviour. Colquitt et al. (2010) define ethics as “the degree to which the behaviour of an authority are in accordance with generally accepted moral norms” (p.162). Hughes, Ginett & Curphy (2002) provide a simplistic definition of ethics in the practicing of moral values and doing what is right. Northouse (2016) states leadership ethics are “concerned with what leaders do and who leaders are” (p.330). Dubrin (2010) advises that in order for leaders to be seen as ethical they must practice being “honest and trustworthy and have integrity in dealing with others” (p.170.). Noting these action oriented definitions and the strong presence of values and norms, for the purpose of this OIP, leadership ethics is defined as the modelling of culturally and organizationally appropriate conduct demonstrated through personal actions and interactions with others (Northouse, 2016; Dubrin, 2010; Colquitt et al., 2010).

The author’s activities as a researcher, scholar-practitioner, and change leader associated with this OIP are guided by the OIP leadership ethics definition and informed from various sources. First, the author’s personal leadership values described in Figure 2 includes integrity as a guiding behaviour and considered a core value that heavily reflects your personal character. Integrity includes honesty, trustworthiness and moral behaviour in several definitions and descriptions (Dubrin, 2010). Keeping this value at the forefront in the author’s actions and

interactions and reflecting for continuous improvement will assist in improving ethical leadership behaviour.

Second, the author's profession as a certified training and development professional is guided by a code of ethics that is professed by the Institute for Performance and Learning (I4PL). The *Member Code of Ethical Conduct* includes certified member ethical guidelines that relate to ethical responsibilities with learners, the profession, membership, other members, and internal and external clients (I4PL, 2018). The various stipulations relate to inclusivity, accommodation, professionalism, adherence to laws/copyright, personal and professional interactions, confidentiality, acting within scope and agency, and divulging potential conflict or bias. These values guide my actions as they relate to carrying out work and interactions in the profession as a nationally designated training and development professional and will be adhered to in the work related to this OIP.

Lastly, the II has an organizational code of ethics that all employees are required to adhere to. The II *Organizational Code of Ethics* includes core principles and policies that are meant to guide professional organization behaviour. Several of the principles overlap previously stated values, but, are organization specific and also a requirement of employment. These principles include respect, inclusivity, integrity, conflict of interest, and trust (II, 2018). All employees and management are obligated to adhere to the principles which can be relied on as a common foundation for interactions during OIP change activities.

As previously stated, the path-goal leadership theory will be used to lead the OIP change. Motivation of followers is a key component of the path-goal theory. Northouse (2016) professes "ethics is central to leadership because of the nature of the process of influence" (p.337). Burnes

(2009) suggests “instead of attempting to change behavior by imposition and coercion, what is required is an approach to change which promotes ethical behaviour and allows those concerned to change of their own free will” (p.361). These are significant considerations when using the path-goal theory to guide change. Leaders need to consider the employee, the situation, the environment and act in an ethical manor while motivating staff using the four categories of leadership behaviour. For example, a leader who has tendencies to be more directive to drive change when another category of leadership behaviour is needed runs the risk of working unethically and/or causing a lack of employee motivation. When using the path-goal theory to guide OIP change, leadership ethics must be practiced to avoid attempting to achieve organizational results at the cost of dishonoring employee wellness and organizational values.

Leadership ethical behaviour is required when carrying out the various elements and corresponding actions related to change as outlined in Figure 6 The Agile Broadband Change Model (ABCM). Kotter & Cohen (2002) profess that leaders should help the change team build trust and emotional commitment and ‘model in their actions what they need from others’ (p.180). Cawsey et al. (2016) warn that change agents have to carry out the change plan ethically or run the risk of losing trust, credibility and successful change. As a change agent, all elements and corresponding actions of the ABCM need to be carried out in an ethical manner. This would include being honest and not misrepresenting information related to the change. People may disagree with the decisions and direction but if employees feel they have been lied to this may permanently damage relationships and impact change success (Cawsey et al., 2016).

Chapter 2 Summary

This section concludes Chapter 2 – Planning and Development. This chapter discussed the ABCM as the change framework that will lead the OIP change. The path-goal theory and

internal and external factors were integrated into the ABCM as necessary influences and considerations during OIP change. Following a critical organizational analysis four possible solutions were proposed and analyzed. Solution 4 Adoption of an Evaluation Framework and Standardized Expectations was selected as the most appropriate solution to address the OIP. This selection was based on rational decision-making steps and in consideration of specific assessment criteria. In the final section of Chapter 2, leadership ethics was defined and examined from the perspective of the author's personal leadership approach, professional code of ethics, and organizational code of ethics. Lastly, the importance of leadership ethical behaviour was discussed when practicing the path-goal leadership theory and all element and actions of the ABCM. In the final OIP chapter a change implementation plan, monitoring and evaluation methodology and communication plan will be outlined to guide the execution of the OIP.

Chapter 3– Implementation, Evaluation, and Communication

Introduction

Cawsey et al. (2016) express “Great ideas don’t generate value until they are effectively executed” (p.298). Chapter three provides practical plans and strategies to accomplish goals of the OIP. The PoP stated succinctly is the CU must provide training products that contribute demonstrated organizational value. The chosen solution to address the PoP requires the adoption of an evaluation framework and standardized expectations. To assist in the achievement of these goals, chapter three provides an in-depth review of the plans for implementing, communicating, monitoring and evaluating the success of the change initiative.

At the II organizational change initiatives are managed using a project management plan, from the field of project management, and includes the elements of communication, implementation, monitoring and evaluation in one large plan. This OIP will use aspects of a project management plan but will breakdown plan elements into separate sections for detailed discussion and analysis. A project management plan is “a formal approved document that defines how the project is executed, monitored, and controlled” (Project Management Institute, 2008, p.443). Once this OIP is endorsed and a launch date has been set, a detailed project plan can be constructed with change team members. It will include time frames using the recommended actions, activities and components outlined in the OIP. The change implementation plan will connect with the PoP outlined in Chapter One, reflect on the organizational analysis in Chapter Two, summarize the goals and priorities of the planned change, and outline a plan for managing the transition to adopt the recommended OIP solution.

Change process monitoring and evaluation will be added to the implementation plan and will be clearly outlined with a Plan, Do, Study, Act (PDSA) model cycle and use elements of the New World Kirkpatrick Model. These plan elements will guide activities and recommend tools and resources to track progress and assess successful adoption of the change. Lastly, a communication plan will propose strategies for communicating the need for change and change process to persuasively build awareness and support of the needed change.

Change Implementation Plan

In this section, connections are made to the PoP by summarizing the OIP goals and implementation priorities that will serve as a beacon for the successful adoption and sustainability of the recommended solution. The implementation plan will incorporate Chapter Two organizational analysis findings, leverage key change drivers, align with the path-goal leadership approach, and be guided by the elements of the ABCM. A detailed implementation plan will articulate purposeful actions for successful adoption of the recommended solution. Theoretical and evidence-based rationale will assist with justifying the selection of practical and actionable methodologies, supports, resources, and the engagement and empowerment of others. Lastly, possible implementation issues, limitations and challenges will be discussed and, where possible, mitigations will be suggested.

OIP goals and implementation priorities. Figure 7 adapts Nadler and Tushman's Congruence Model, considers the OIP context, and supports that an achieved change vision will result in the following desired outputs at three levels: 1) Departmental- engaged staff, aligned mission, and improved reputation, 2) Organizational- demonstrated contribution to job performance and organizational goals and improved partnership, and 3) Customers- Improved service. The specific goals of the OIP are defined by the desired future state of affairs outlined in

Chapter One. The goals of this OIP require that the CU successfully adopt the New World Kirkpatrick Model and develop standards to 1) collaborate with business leaders to assess training needs and align training efforts before, during and after training to fill gaps in job performance and organizational results, and 2) consistently apply an evaluation framework of planning, execution and reporting to demonstrate the contribution of training products and services to job performance and organizational results.

Reflection on the organizational context and identified change drivers will consider the priorities for implementation. Table 2 Path-goal Theory in Action outlined key change drivers noting the organizational analysis and path-goal theory of leadership. The implementation plan adapts these change drivers into priorities which include accepted change vision, CU leader actions, CU employee support with aligned organizational practices and processes, CU employee participation, and II stakeholder participation and support. II stakeholders include senior leaders who have pushed the need for change and business leaders and staff who experience the different ways we may interact with them as a result of the change. II stakeholder participation and support is added as an important implementation priority to address previous concerns regarding a lack of coordination and communication across functional lines and to improve partnership and coordination by involving and informing other organizational areas and staff of changes in the CU. Additionally, this partnership and information sharing is required as a foundational principle under the ABCM as it helps the change team to remained informed of internal and external forces that may impact and cause adjustments to the change plan . The next section will identify organizational change team members and how they will assist with change implementation.

Assembling change team members. It is important to assemble people who can act as catalysts, serve as an intermediary between various groups, and assume responsibility for change at the micro-level as front-line employee engagement promotes successful change (Appelbaum, Ameron, Ensink, Hazarika, Attir, Ezzedine & Shekhar, 2017). “Employee-owned implementation plans allow employees to define success metrics, to-dos, obstacles, and changes to their network” (CEB Corporate Leadership Council, 2016, p. 43). The authors add that implementation is less effective as interactions move further away from where the work is done. These findings are significant as they strongly support the need to assemble a change team that spans organizational divisions and includes employees who perform the work. Additionally, this collaborative approach is in keeping with ABCM principles, participative and motivational elements of the path-goal leadership theory, and address prior employee concerns surrounding lack of involvement in the change process.

This section will explain the roles of organizational change team members, how they help to understand reactions to the change, and how they will assist during the implementation process. Cawsey et al. (2016) express that people in organizational change roles must help recipients of the change understand and feel part of the change. When people feel they have no input or involvement in the change process, this may result in dissatisfaction, frustration and alienation and cause resistance to change (Cawsey et al., 2016). Table 11 adapts organizational change roles outlined in Cawsey et al. (2016) and identifies the II management and employees needed to form the Change Management Team.

The change agent and change implementer will ask for volunteers and nominate change facilitators with varying skills, motivations, attitudes, and organizational positions. For inclusivity, selections will attempt to ensure the group is diverse and representative of the CU

recipients of the change and those who interact with CU when they participate in training initiatives. Change facilitators are keys to communicating and creating opportunities for collaboration and engagement with change recipients because they are intermediaries for people in their respective areas. These interactions will assist with the management of stakeholder reactions and resistance to change because of the close relationship they can build and the daily interactions the change facilitators have with recipients. The information collected in frequent interactions i.e. meetings, focus groups, surveys will help make necessary adjustments during the implementation process.

Table 11

Change Team Members

Roles	Role Description	Position
Change Agent	The person that charts the path and leads the change. Acts as an intermediary for all change team members and those impacted by the change	CU Internal Consultant
Change Implementer	The person who has responsibility for making certain the change happens, provides nurturing support, and helps to remove barriers. Acts as an intermediary to II Senior Leadership and CU management and staff	CU Director
Change Facilitators	Selected groups of management and front-line employees who assist the change agent, implementer, and recipients with the change process. A multi-disciplinary and organizationally diverse group that provides various perspectives. Act as intermediaries for people in their respective areas by providing support, alleviating resistance, and championing implementation	Various selected management and staff from CU and II
Change Recipients	The people that are affected by the change. The people that need to change their behaviours to ensure change is effective.	CU management and staff

Note: Adapted from Cawsey et al. (2016, p.25).

The next section will outline an implementation plan that will list specific tasks and potential responsibilities for each implementation priority and guide action during the change.

Implementation plan. The creation of the implementation plan occurs in the planning element of the ABCM and considers all the analysis and information from the previously executed elements of the model. The ABCM was developed for the purpose of this OIP because other change models were considered too linear in approach and not agile enough to revisit and adjust change plans in reaction to the multiple factors that can impact change implementation. To guide the change and appropriately react to relevant factors, the implementation plan has to ensure there are activities that promote the priorities, build in mechanisms to consider the impacts of internal and external factors, and adjust as needed. An example of this is using focus groups and surveys to collect relevant reactions to assess and adjust the change plan activities as required. Additionally, as identified in Chapter One, II employees report there has been a lack of collaboration and employee involvement in previous organizational change. To address these concerns, the implementation plan should promote collaboration, partnership and employee involvement by including employees in activities such as working groups, training development and peer mentoring. The collaboration and inclusive actions stemming from the implementation plan can serve as a model of how the organization can work together and realize collective success.

To guide the actions and responsibilities required to implement the successful adoption of the OIP solution, Cawsey et al. (2016) suggest using to-do lists, responsibility charting, project planning, critical path methods and several other approaches. Elements of these approaches will be incorporated into a project management approach which has been selected for this OIP to outline implementation tasks and responsibilities. In project management, a responsibility assignment matrix (RAM) is used to identify and illustrate the work activities and project team members. A RACI (responsible, accountable, consult, inform) chart can be used to show

activities and contributions of project team members (Project Management Institute, 2008). A modified version of a RACI chart will be used in Table 7 to plot planned implementation priorities, the associated implementation tasks and the individuals and groups responsible for carrying out the task. The tasks listed in Table 7 are not meant to be a finalized list of required tasks, but to serve as a starting point and sample of the many tasks that will be required for implementation. Assembling a change team with members that have key skills and attributes is an important task for change leaders (Cawsey et al., 2016, Vukotich, 2019). This is important as selecting change team members with specific skills and attributes may allow for individual change team member strengths to compensate for areas of weakness and create a synergy among the group. The authors add that change team member involvement heightens their commitment and support for the initiative and serve as important motivators of change for others impacted by the change. The implementation plan will be revisited with change team members as a working group and all project plan items will be confirmed. This will increase the opportunity for collaboration and engagement in the implementation process. Having change team members be part of creating and contributing to the plan creates a sense of team work and commitment to the plan (Kotter & Cohen, 2002).

Table 7

Implementation Plan- Adaptation of Whelan-Berry & Somerville’s (2010) Change Drivers and OIP Context

Implementation Priority	Change Team Implementation Tasks	Potential Responsibilities
<i>Accepted change vision</i>	<ul style="list-style-type: none"> - Review OIP and recommended solution for CU endorsement –revise as needed - Review OIP and recommended solutions for II endorsement- revise as needed - Senior leaders create and deliver a compelling change vision 	<ul style="list-style-type: none"> -Change Agent, CU Management -Change Agent, a CU Senior Leader and selected II Senior Management. -CU Senior Leader, Change Agent
<i>CU Leader actions</i>	<ul style="list-style-type: none"> - Attend training - Model desired behaviours in daily work - Provide team coaching - Provide one on one coaching - Conduct team meetings to boost adoption of change and address barriers - Seek out opportunities for staff to apply learning and continuous improvement - Attend periodic focus groups to gauge adoption of change and address barriers - Conduct work reviews - Provide work review samples for audit 	<ul style="list-style-type: none"> -CU Managers -CU Managers -CU Managers, CU Team Members -CU Managers, CU Team Members -CU Managers, CU Team Members -CU Managers --CU Managers, CU Team Members, some Change Recipients -CU Managers -Change Agent, CU Senior Leader
<i>CU employee support with aligned practices and processes</i>	<ul style="list-style-type: none"> - Develop standards and operationalized New World Kirkpatrick Model - Develop staff training, tools and supports - Review of approach, materials and content - Make revisions to approach, materials and content - Endorsement of approach, material and content - Schedule and deliver training to a pilot group of CU management and staff - Make revisions to training and/or materials - Provide summary of pilot sessions - Deliver training and post training support to all CU management and staff - Attend periodic focus groups to gauge adoption of change and address barriers 	<ul style="list-style-type: none"> -Change Agent, Change Facilitators, CU Senior Leader -Change Agent, Change Facilitator -CU Management, some Change Recipients -Change Agent, Change Facilitators -CU Senior Leader -Change Agent, Change Facilitators, pilot audience - Change Agent, Change Facilitators -Change Agent, a CU Senior Leader and selected II Senior Management - Change Agent, Change Facilitators -Change Agent, some Change Recipients
<i>CU employee participation</i>	<ul style="list-style-type: none"> - Assemble organizational (II) and departmental (CU) change facilitators - Peer mentoring - Develop and maintain an online suggestion box and newsletter/blog - Develop methodologies to recognize and appreciate achievement of milestones 	<ul style="list-style-type: none"> -Change Agent, CU Senior Leader -Change Facilitators -Change Facilitators, Change Agent -Change Facilitators, Change Agent
<i>II stakeholder participation and support</i>	<ul style="list-style-type: none"> - Develop an on-line newsletter and Sharepoint site - Schedule and Conduct kick off, information and focus group sessions 	<ul style="list-style-type: none"> -Change Agent, Change Facilitators -Change Agent, Change Facilitators

Supports and resources. One of the key requirements for successful change is the sustained support, messaging and modeling behaviour of senior leaders for the change (Al-Hussami, Hammad & Alsoleihat, 2018). The messaging and actions of II, and particularly of CU senior leaders, are vital supports for successful implementation. Research in strategy implementation demonstrates that even good strategies fail during implementation and leaders must build trust and influence employee commitment through leader commitment and actions (Gagnon, Jansen & Michael, 2008). Leaders can use the path-goal theory of leadership throughout implementation to motivate managers and staff, increase change readiness, set expectations, and work collaboratively to achieve the common vision of the desired future state. For example, the leadership behaviour of directive, participative, supportive and achievement oriented can be used during manager one-on-one coaching to reinforce the change vision, clear any obstacles, manage resistance, consult with staff on the impacts of change and improvements, and challenge followers to adopt desired behaviours related to change (Northouse, 2016).

Another critical support requirement for successful change is time. Historically, management at the II and CU has often expected change in short periods of time and change activities have been added to other work duties. The OIP time lines and resource commitments relating to staffing, particularly of the change team, must be adhered to and respected for successful implementation to occur (Cawsey, 2016). To accomplish planned targets, the change initiative should be provided with adequate human resource requirements and agreed upon timelines. The next section outlines some potential implementation issues and suggested actions for their mitigation.

Potential implementation issues and mitigations. One potential implementation issue is the reduction of employee and management motivation and commitment for the change. The CEB Corporate Leadership Council (2016) suggests that involving the right people at the right time and in the right way can lead to inclusive decision making and greater engagement. They suggest that instead of a top down approach to implementation, change leaders should provide parameters and move implementation responsibilities closer to the people who perform the work. For example, in this OIP staff who design and deliver training will be the main change recipients and should be provided with opportunities to be involved in the change team and be given implementation responsibilities. To improve and sustain motivation, change member team selection will include key employees and use strategic activities. Strategic activities will include focus groups and peer mentoring to motivate management and employees during the change.

Another possible implementation issue is the possibility that new standards and processes may be viewed by CU staff recipients as being more involved and difficult than current working practices. In the author's opinion as Internal Consultant, the adoption of the New World Kirkpatrick Model as a new evaluation framework with new standardized expectations is a change in the way people in the CU currently conduct their work. Staff members will have varying degrees of difficulty adopting the change due their experience levels and previous work assignments. Armenakis & Fredenberger (1997) profess that change leaders should "...identify opinion leaders and garner their support. These well-respected individuals can serve the role of horizontal change agents and can influence other target group members to buy-in" (p.151). Additionally, CU leaders and change team members must acknowledge staff efforts to change and ensure management and staff have adequate support and resources to assist them for

successful transition. Some of these supports and resources include training, job aids, manager coaching and peer mentoring. The change team needs to provide adequate communication and feedback loops with change recipients and their managers to respond and adjust to staff training and performance needs. This will be addressed in greater detail in the communication plan.

Examples of activities to clarify expectations and provide on-the-job support include focus groups, team meetings to work through application examples, on-line resources, and training booster sessions. The next section outlines some high level implementation goals that can serve as milestones and implementation benchmarks.

Build momentum –short, medium and long term implementation goals. It is anticipated that the change implementation plan will take twelve months from approval of the change initiative to full adoption. This section outlines some high level short-term, mid-term and long-term goals that will be refined in greater detail with the change team and the completion of the project plan. Table 8 Implementation Goals provides a visual alignment of the implementation priorities/drivers with high level view of the goals, timelines and benchmarks for implementation.

Table 8
Implementation Goals

Implementation Priorities/Drivers	Goal type	Performance Indicators	Time frame
Accepted change vision CU Leader actions CU employee support with aligned practices and processes CU employee participation II stakeholder participation and support	Short-term goal	<ul style="list-style-type: none"> - Change team members assembled - Finalize project plan - Change awareness activities completed i.e. Change vision communicated and change readiness activities - Standards and training materials and supports are developed 	From day of approval to 3 months
	Mid-term goal	<ul style="list-style-type: none"> - Manager and staff training sessions - Manager coaching - Start of on the job application following training with manager and peer support - Monitor progress and adjust support activities 	From 3 months to 6 months
	Long-term goal	<ul style="list-style-type: none"> - Full on-the-job application - Manager coaching with work reviews and feedback - Fully installed adoption of standards and New World Kirkpatrick Model - Evaluate full adoption and impact from senior leader perspective. 	From 6 months to 12 months

Limitations

There are several limitations in the implementation of this change initiative. Four limitations will be discussed in this section. The change initiative promotes collaboration and partnership particularly between functional areas; however; it may not have a profound influence on the

entire culture of the organization. If organizational structure and operating methods have created some siloing and it will take time and effort beyond this change initiative for widespread culture change. The change initiative will not address any present performance gaps in manager coaching or staff report writing skills. These areas, and perhaps others, may be identified as secondary needs and targeted training and support may be needed. The selection of the best change management team members may be impacted by management's willingness to allow availability of staff and some selections may be out of the change agent's authoritative control. Lastly, stakeholder reactions are important and the change team must make every attempt to clarify concerns regarding the change; however, time and resources may not be sufficient to manage individual unfounded negative reactions to change. These individual reactions can be mitigated with discussions between staff and their managers and/or change team members assigned to specific staff groups.

This next section makes connections between the ABCM model, Plan, Do, Study, Act (PDSA) model, the new World Kirkpatrick Model and the path-goal leadership approach to monitor and evaluate activities and tasks to track, gauge progress and assess change.

Change Process Monitoring and Evaluation

The implementation plan outlined goals, proposed actions, activities and responsibilities to execute the change. Monitoring and evaluation activities that track change, gauge progress, adjust as needed, and assess change actions will be identified and ultimately added to the change team's project plan. The next section will discuss an overview of a PDSA model cycle and elements of the New World Kirkpatrick Model and how they will serve as guiding approaches to the selection and execution of monitoring and evaluation activities.

PDSA the Deming Model. The PDSA model establishes and identifies actions to monitor and evaluate change. It is an appropriate approach for an OIP because it is applicable to all types of organizations, provides a framework for the application of improvement methods and tools, allows project plans to adapt as learning occurs, offers a simple way for people to empower themselves to take action, and facilitates the use of teamwork to make improvements (Henshall, 2017; Kazmi & Naarananoja, 2014; Moen & Norman, 2009). As a model for improvement it focuses on three main questions that drive each element of the model. These three main questions are: “What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement? (Langley, Moen, Nolan, Nolan, Norman & Provost, 2009, p. 24). The elements of the PDSA are listed in Figure 10 and include the types of action and consideration needed to monitor and evaluate change. The PDSA model will be used to guide the actions and activities to monitor and evaluate the change process.

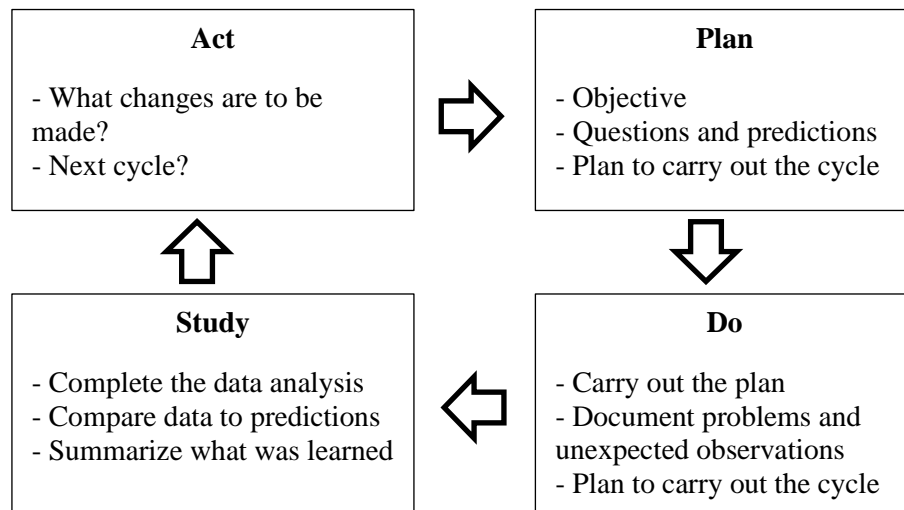


Figure 10 Adaptation of PDSA Cycle and Model for Improvement (Langley, Nolan & Nolan, 1994).

The New World Kirkpatrick Model. The New World Kirkpatrick Model is an evolution of the original four levels of evaluation developed by Don Kirkpatrick in 1959. The foundational levels measure success of learning and performance improvements in a sequential and purposeful way. Table 9 provides an explanation and timing for each of the four levels.

Table 9

Summary of the Kirkpatrick Four Levels of Evaluation (Kirkpatrick & Kirkpatrick, 2005)

Level	Purpose of Evaluation	Timing
1 Reaction	Measure the degree participants reacted favourably to the learning event.	Immediately following the learning event
2 Learning	Measure the extent that learning occurred	During and at the end of the learning event
3 Behaviour	Measure the extent that learning was transferred to improved performance on the job	From 6 weeks to 6 months
4 Results	Measure the degree targeted outcomes were impacted by the learning and subsequent job application	From 6 months to 1 year

The Kirkpatrick Four Levels of Evaluation have been used by training and development practitioners for decades to evaluate the effectiveness of training interventions. Jim Kirkpatrick in response to criticism that the model was not clear or comprehensive enough to address modern performance improvement initiatives refreshed the foundational model with the New World Kirkpatrick Model. The new model broadens the scope and use of the four levels as an evaluation method for business processes and systems, role-modeling, resource availability and other workplace issues (Kirkpatrick & Kayser-Kirkpatrick, 2010; Moureau, 2017; Gandomkar, 2018).

The New World Kirkpatrick Model promotes the planning, execution and reporting of the adoption of critical behaviours on the job and links purposeful actions to desired business results. Kirkpatrick (2011) advises that the contributions of training alone are minimal, people tend to

stay in comfortable and familiar behaviours, and any training knowledge and skills acquired are not likely to be sustained on the job if not applied, reinforced, and linked to measureable business results. The model concentrates on building a “chain of evidence” that supports the value (or lack of value) the training brings to business outcomes. The assessment of training needs, design, development, implementation and evaluation are embedded in the model with a focus on business results and achieving stakeholder expectations (Kirkpatrick, 2011). A critique or limitation of the New World Kirkpatrick Model is that it does not evaluate the training effectiveness into a monetary return-on-investment (Phillips & Phillips, 2016). Reflecting on the organizational context and the definition of organizational value in Chapter One there is no desire from senior leadership to have the value of training reported in a monetary manner. To address the PoP, what is needed and provided by the New World Kirkpatrick Model, is an evaluation framework that provides a standardized process and structure. This allows CU to be able to demonstrate a relationship between training and improved job performance and when applicable organizational results.

The New World Kirkpatrick Model will be used to monitor and evaluate the training components of the OIP solution. In concert with the PDSA model, actions and activities will be suggested to monitor and evaluate the change. The inclusion of The New World Kirkpatrick Model as an evaluation methodology will allow the opportunity to model the application of the OIP recommended solution. It will be used to support transfer of learning and evaluate the adoption of the critical behaviours needed by CU management and staff for successful change.

The New World Kirkpatrick requires the identification of critical behaviours that must be consistently performed in order to achieve results. The critical behaviours for the OIP solution are aligned to the desired state of affairs outlined in Chapter 2 and guide training design and

implementation. The critical behaviours can be stated as: 1. CU management and staff must use the New World Kirkpatrick Model to guide a collaborative approach to needs assessments that is focused and aligned to desired performance and results during training design and implementation. Needs assessments are done with high quality and consistency according to CU standards; 2. CU management and staff must use the New World Kirkpatrick Model to plan, execute and report training effectiveness. Evaluation activities are done with high quality and consistency according to CU standards.

Applying PDSA and New World Kirkpatrick Model to monitor and evaluate. The ABCM provides a comprehensive and holistic approach to authentically guide the change process. Figure 11 provides a visual depiction of the ways the models align and support each other throughout the change process. The PDSA and New World Kirkpatrick Model can be overlaid on the main elements of the ABCM to guide how the monitoring and evaluation of the change will occur. The path-goal theory remains as a central element of the ABCM and drives all leader-follower action as monitoring and evaluation activities are carried out. The figure shows the ABCM elements as the overarching change model guiding actions and considerations to be undertaken throughout the change process. The PDSA illustrates practical actions to plan, implement, monitor, evaluate, and communicate the change process. The PDSA actions are explicitly stated in the implementation and communication plans related to the change process of this OIP. The New World Kirkpatrick Model provides a practical approach to evaluate training initiatives to support successful change and are delineated in the implementation and communication plans.

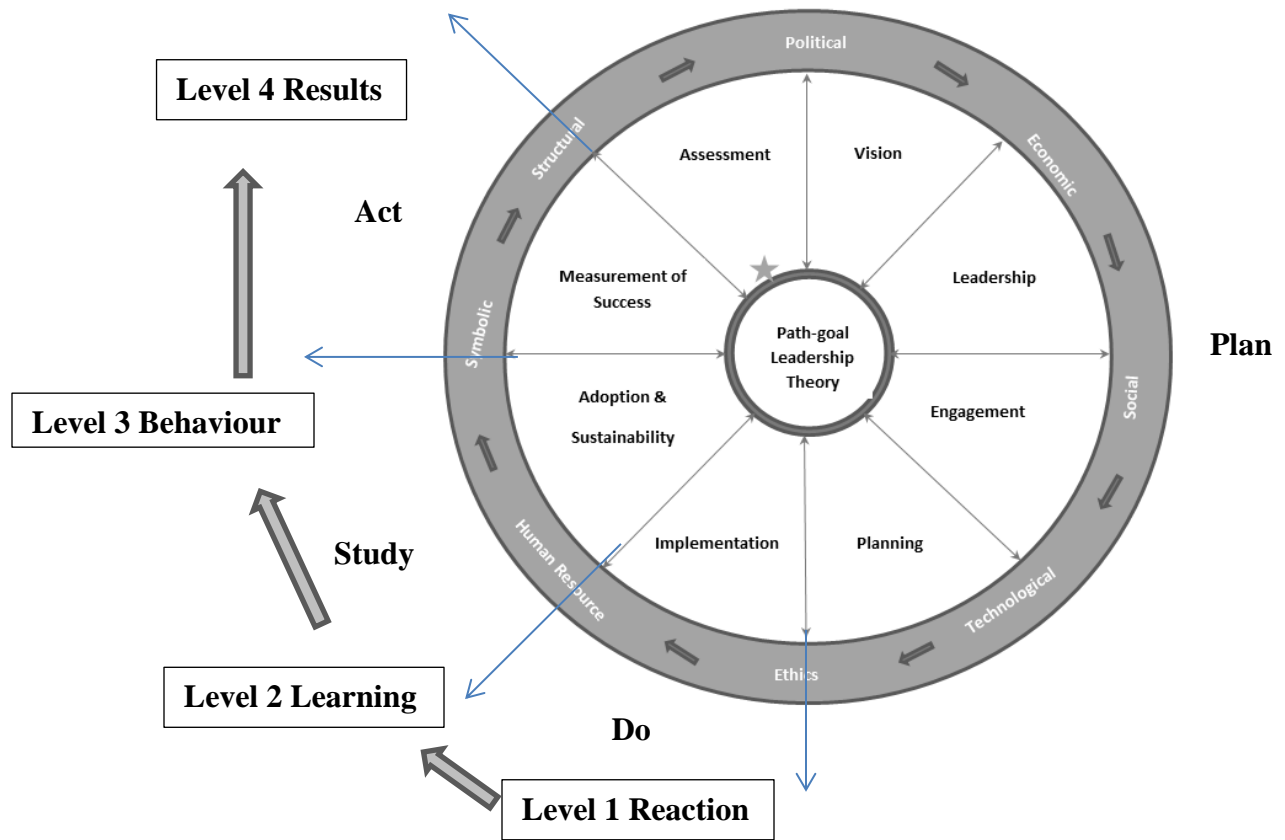


Figure 11 How PDSA and the New World Kirkpatrick Model align to the ABCM

The planning portion of the PDSA model has been undertaken in Chapter 1 and Chapter 2 of the OIP. The do, study, and act portion of the PDSA model will be completed with the creation of implementation and communication plans. In the next section, monitoring and evaluation tasks and responsibilities will be suggested for each of the implementation priorities outlined in Table 7. Like the implementation plan, there will be collaboration of tasks with the change team for the creation of a project plan following OIP approval and an established launch date.

Monitoring and evaluation activities. The change process will be monitored and evaluated throughout implementation using several methods including focus groups, surveys, interviews, observation, coaching, meetings, work reviews, and audits. Using various methods to collect information allows change teams to select the most efficient and effective methods to collect information and address needed areas and make appropriate adjustments (Cawsey et al., 2016). The variety also allows triangulation of data and helps combat response fatigue caused by overusing one method such as overusing surveys (Porter, Whitcomb, Weitzer, 2004).

Focus groups and interviews are effective means of obtaining management and employee perceptions as they typically provide more in-depth information than other methods, allow for a personal connection, allow the gathering of data from a representative sample, and are of low cost (Ross-Eft & Preskill, 2001). Focus groups and interviews will be used by change team members to collect information, assess how II employees are reacting to the change, and assess if there are any internal or external factors or barriers to change.

Surveys can be used to obtain information related to attitudes, opinions and experiences related to the change and training interventions. Surveys can often allow more candid and honest opinions as they can be completed anonymously (Cawsey et al. 2016). Surveys can be created on-line at low cost and rolled up to allow for detailed reporting. Surveys will be used strategically during the change and for the training intervention. Surveys are an effective and efficient method to gauge training participant reactions to training and their opinion on the adoption of knowledge and skills on the job (Saks & Haccoun, 2010, Kirkpatrick & Kirkpatrick, 2005).

Observation, work reviews and audits allow for a review of on-the-job performance and the opportunity for evidence-driven leaders to base decisions and gauge change progress. The Adoption and Sustainability phase of the ABCM directs that progress needs to be monitored and, if needed, adjustments made to achieve desired future performance. Using multiple methods such as these, require varying degrees of effort to plan and implement, can provide concrete data about employee performance tracking to the desired future state, and assist in the development of a comprehensive OIP (Kirkpatrick & Kayser-Kirkpatrick, 2010).

Coaching and meetings can allow a manager, change team member or peer mentor to reinforce expectations, gather information, offer support and provide feedback related to change and employee performance (Saks & Haccoun, 2010). Coaching can improve opportunities to use the desired skills, identify obstacles, acknowledge good work and seek commitment to action (Fournies, 2000). One-on-one coaching and team meetings will be conducted throughout the change to engage staff, identify obstacles and provide feedback and support for the adoption of change behaviours. Daniel Pink (2009), in his book, *Drive: The Surprising Truth About What Motivates Us*, advises that employees are driven by “the search for mastery, the urge to make progress, and get better at something that matters” (p. 219). Manager and change team members using the path-goal leadership approach could use coaching and employee interactions to assist employees with achieving mastery, motivating change, and adopting new knowledge and skills. Table 10 outlines suggested monitoring and evaluation activities that will be refined in consultation with the change management team and added to the project plan.

Table 10

Monitoring and Evaluation Activities- Adaptation of Whelan-Berry & Somerville’s (2010) Change Drivers and OIP Context

Implementation Short-term, Mid-term and Long-term Goals	Implementation Priorities/Drivers	Change Team Monitoring and Evaluation Tasks	Potential Responsibilities
	<i>Accepted change vision</i>	<ul style="list-style-type: none"> -Conduct early online survey to gauge if staff understand the need for the change and the change vision -Conduct an early manager team meeting to echo senior leader messaging, answer questions and promote positive change 	<ul style="list-style-type: none"> -Change Agent, CU Management -CU Management, Change Agent
	<i>CU Leader actions</i>	<ul style="list-style-type: none"> -Provide team coaching -Provide one on one coaching -Conduct team meetings to boost adoption of change and address barriers -Seek out opportunities for staff to apply learning and continuous improvement -Attend periodic focus groups to gauge adoption of change and address barriers -Provide work review samples for audit -Conduct work reviews 	<ul style="list-style-type: none"> -CU Managers -CU Managers -CU Managers, CU Team Members -CU Managers, CU Team Members -CU Managers -CU Managers
	<i>CU employee support with aligned practices and processes</i>	<ul style="list-style-type: none"> -Evaluate staff training Level 1 and 2 New World Kirkpatrick Model- using surveys, focus groups, in training application and testing -Conduct post training support sessions and meetings for all CU management and staff related to new knowledge, skills, and reactions to the change process -Facilitate periodic focus groups to gauge adoption of change and address barriers -Provide feedback on work reviews and audits -Evaluate the adoption of critical behaviours level 3 New World Kirkpatrick- using interviews, surveys and audits 	<ul style="list-style-type: none"> -Change Agent, Change Facilitators -CU Management, Change Recipients, Change Agent, Change Facilitators -CU Management, Change Agent, Change Facilitators - Change Agent, Change Facilitators -Change Agent, Change Team
	<i>CU employee participation</i>	<ul style="list-style-type: none"> -Provide peer mentoring to support adoption of new knowledge and skills and change process -Develop and maintain an online suggestion box and newsletter/blog -Recognize and appreciate achievement of milestones -Create and provide staff opportunities for providing feedback in focus groups, team meeting, one-on-one and anonymously using surveys 	<ul style="list-style-type: none"> -Peer mentors, Change Agent, CU Management -Change Facilitators -CU Senior Leader, CU Management, -CU Senior Leader, CU Management, Change Facilitators, Change Agent
	<i>II stakeholder participation and support</i>	<ul style="list-style-type: none"> -Provide updates to stakeholders via an on-line newsletter and Sharepoint site -Conduct periodic stakeholder information and focus group sessions -Conduct interviews, surveys and focus groups to collect information and evaluate impact of change on results –Level 4 New World Kirkpatrick 	<ul style="list-style-type: none"> -CU Senior Leader, Change Agent, Change Facilitators -CU Senior Leader, Change Agent, Change Facilitators -Change Agent, CU facilitators, CU Senior Leader

This section provided monitoring and evaluation activities that align to the implementation plan goals and priorities/drivers. The PDSA model was chosen as a guide to monitor and evaluate the change process. The New World Kirkpatrick model was chosen to monitor and evaluate the training portion of the change and allow the opportunity to model the application of the OIP recommended solution. The next section will provide a communication plan that builds awareness of the need for change and promotes clear and persuasive communication. The plan will ensure channels of communication are effective and adequately allow change team members to engage all stakeholders and be attentive to any internal and external forces that may affect the change initiative. This approach will satisfy a key component of the ABCM as it strives to be receptive, responsive, and adjust the change plan as needed.

Communicating the Need for Change and Change Process

The II and CU organizational context and change readiness was examined in Chapter 1 which led to the selection of the path-goal leadership approach, the ABCM, and a chosen solution to address the PoP outlined in Chapter 2. In order for any of these components to work and synergistically lead to successful change, communication is paramount. Communication has been central to decision making in the OIP to address specific organization concerns including siloing of information, external and internal factors that can impact change, and the need for improved collaboration, partnership and engagement. Communication is discussed as a main theme throughout this OIP. A communication change plan requires multiple approaches and varying levels of engagement. This section seeks to outline some practical ways organizational leaders and change team members will be attentive to organizational concerns, plan practical actions, and engage each stakeholder during the change process.

Communicating awareness of the change plan.

Communicating the change, creating awareness of the change plan and communication throughout the change process are key responsibilities of senior leaders, the change agent, management and the change team. This section will outline how these change leaders will interact with others to ensure the principles of collaboration, partnership and engagement are practiced during the change process.

Smith (2012) encourages leaders to use a storytelling approach to communicate change as it can inspire, be memorable, and appeal to all types of learners. Additionally, the leader's story helps staff recognize and accept the rationale for change and provides emotional motivation to prepare for change. Storytelling allows a personal connection and helps others to learn from your experience (Brown et al., 2009). "Leading change requires the use of a diverse set of communication techniques to deliver appropriate messages, solicit feedback, create readiness for change along with a sense of urgency, and motivate recipients to act" (Gilley et al., 2009). A key responsibility for senior leaders and the change agent will be to craft and deliver a compelling change vision and messaging to be delivered at the kick-off event that will serve as a foundation for future change activities. The change vision and leadership message is a significant declaration that will guide change team members and management as they echo it with staff and work toward it during the change process.

This OIP leverages the path-goal theory for leaders to communicate change with their employees. Managers are key stakeholders who can echo the change vision and leader's message, gauge readiness, manage resistance, gather feedback, and use various leadership behaviors to communicate change and motivate employees. Figure 5 highlights the four path-goal leadership behaviours which include directive, supportive, participative and achievement

oriented. These behaviours can be used by change leaders to motivate their staff and communicate change. Cawsey et al. (2016) advise that employees look to their managers for direction and guidance, making managers a valuable part of a communication plan. The relationship established between a manager and their staff often allows for honest and truthful feedback (Dubrin, 2010). This relationship fosters the opportunity to collect important feedback, assist with reducing rumors, and manage resistance to change (Cawsey et al., 2016). The actions of CU leaders are key drivers for change implementation. Managers will be engaged to help lead the change and act as important contributors to champion the change with their teams and will be given tasks and accountabilities to motivate and communicate with their staff throughout the change process. Managers will also be supported individually and as a group by their supervisors and the change team with strategic opportunities such as attending a pre-kick off meeting, focus groups, regularly scheduled meetings/coaching, and training.

Change team members have a vital role in communicating and maintaining change momentum. Kelley (2016) suggests that communicating change requires a diverse team that supports the change vision and possesses different backgrounds, perspectives, and an informed understanding of key organizational groups. This group is seen as informed influencers who can more easily move groups of people toward desired change outcomes. OIP change team members include front-line staff who will be provided with key opportunities to “check the pulse” of the stakeholders during the change. Change team members will be assigned to stakeholders and use a variety of methodologies including face-to-face focus groups/meetings, on-line surveys, and on-line blog. They will be supported by the change agent, CU Senior Leader and other change team members during change team meetings and daily interactions. The change team communication activities will allow targeted information sharing and influencing of specific

stakeholders (Cawsey et al., 2016). These activities will provide opportunities to gather feedback allowing the assessment of change progress and take needed action to address any internal or external factors or barriers that are affecting the change plan (Armenakis & Fredenberger, 1997). The communication activities will be explored in more detail in the next section.

Building stakeholder awareness and engagement.

Communication planning should be purposeful and created with a thoughtful and deliberate approach considering all stakeholders. This communication must establish and reinforce some key messages. For example, this change is required to allow CU to demonstrate organizational value. Stakeholders need to see the value of the change and be able to address the question of ‘what is in it for me’? Armenakis and Fredenberger (1997) express that change agents and leaders foster readiness by ensuring their stakeholders can feel that the change is needed, there is a sense of urgency and they have confidence in their leader and themselves to accomplish the change. Kotter & Cohen (2002) advise change leaders to communicate for buy in by addressing the heart rather than the mind as change happens when you make people feel differently. Engaging the heart seeks to promote intrinsic motivation. Using the path-goal theory of leadership relies on leaders changing their behaviour and approach to motivate their staff. Noting this, these authors assert that communication has to elicit personal meaning. The use of the path goal theory is appropriate as interactions are customized to the individual and, when paired with the deliberate communication activities, this may have positive motivating effects on staff. Table 11 outlines a preliminary communication plan that will be refined in consultation with the change management team and added to the project plan. The purpose of this communication plan is to engage, inform and collaborate with stakeholders throughout the

change process. All actions are aligned to implementation goals, implementation priorities and drivers, and stakeholder groups.

Table 11

Communication Plan to Engage Each Stakeholder

Implementation Short-term, Mid-term and Long-term Goals	Implementation Priorities / Drivers	Stakeholder	Communication Plan to Engage Each Stakeholder
		II Senior Leadership	<ul style="list-style-type: none"> -Participate in face-to-face presentation of OIP with narrative executive summary and provide approval for implementation -Deliver key change message at kick-off event -Review biweekly updates at directors meetings on change progress -Liaise and provide change team with potential impacts of internal and external factors on the change plan. -Provide commitment for resourcing of change team -Assist with delivering key messages and milestone celebrations at staff events throughout the change. -Access key change information and messaging via on-line Sharepoint site, on-line newsletter, email blasts and change team blog. Solicit feedback for change team response.
		II Key Business Partners	<p>As identified key business partners from each business area:</p> <ul style="list-style-type: none"> -Participate in a kick-off event and inform the rest of their staff and peers particulars related to the change. -Participate in monthly change meetings to cascade to their areas- solicit feedback from this group -Access key change information and messaging via on-line Sharepoint site, on-line newsletter, email blasts and change team blog. Solicit feedback for change team response.
		II Managers and Staff	<ul style="list-style-type: none"> -Participate in monthly updates with designated II key business partner -Access key change information and messaging via on-line Sharepoint site, on-line newsletter, email blasts and change team blog. Solicit feedback for change team response.
		CU Management	<ul style="list-style-type: none"> -Participate in pre-kick-off meeting with all CU management to provide a compelling and engaging case for change. Stress the importance of their role in leading change. -Participate in the kick-off meeting and be a change supporter -Participate in the face-to face (led by Senior Leaders and Change Agent) change kick off and request for change team member volunteers. Consider being a change team member. -Conduct early manager team meeting to echo senior leader messaging, answer questions and promote positive change -Participate in periodic focus groups to gauge adoption of change and address barriers -Participate as part of a working group in designing and implementing training and creating CU standards -Participate in training and be a change supporter -Provide one on one coaching to your staff -Conduct team meetings to boost adoption of change and address barriers and report issues to change team -Participate in post training support sessions and meetings for all CU management and staff related to new knowledge, skills, and reactions to the change process -Participate in periodic focus groups to gauge adoption of change and address barriers and report issues to change team

		<ul style="list-style-type: none"> -Access updates on the change through CU and II on-line Sharepoint site, on-line newsletter, email blasts and through designated change team member
	CU Staff (change recipients)	<ul style="list-style-type: none"> -Participate in kick-off meeting with all CU management and staff to hear a compelling and engaging case for change, the importance of their role in realizing change success, and consider being a change team member and/or peer mentor. -Participate in early manager team meeting. Ask questions, provide feedback and obstacles to adopting the change -Participate in early survey and/or periodic focus groups to gauge adoption of change, discuss change progress, address barriers, celebrate milestones, report issues to the change team representatives -Participate as part of a working group in designing and implementing training and creating CU standards -Participate in training and be a change supporter -Provide peer to peer mentoring -Participate in team meetings to boost adoption of change and address barriers and report issues to change team -Participate in post training support sessions and meetings for all CU management and staff related to new knowledge, skills, and reactions to the change process -Access updates on the change through CU and II on-line Sharepoint site, on-line newsletter, email blasts and through designated change team member -Provide feedback on training evaluation surveys
	Change Team Members	<ul style="list-style-type: none"> -Participate in change team tasks and activities in the project plan to implement, monitor, evaluate and communicate throughout the change process. -Provide updates to designated stakeholders via an on-line newsletter, Sharepoint site, surveys, face-to-face. -Collect, respond to and/or report to the change agent any internal and external factors that may impact the change plan. -Develop and maintain an online suggestion box and newsletter/blog -Participate in recognizing and appreciating the achievement of milestones -Conduct periodic stakeholder information and focus group sessions -Conduct interviews, surveys and focus groups to collect information and evaluate change progress -Meet weekly with entire change team -Meet weekly and more frequently when needed with change agent regarding assigned tasks and deliverables

The plan will be strengthened and refined by the change team in keeping with the change priorities outlined in Chapter 1 under the section Leadership-Focused Vision for Change which include; communication, partnership and collaboration, and innovation. The communication plan contains many practical ideas that will act as a springboard for the creation of a final project plan.

Chapter 3 Summary

This section concludes Chapter 3 – Implementation, Evaluation and Communication. This chapter discussed the change implementation plan which included the alignment of implementation priorities to OIP goals, identification of change team members, and a listing of implementation tasks and responsibilities. Supports, resources, and mitigations were discussed in order to achieve the stated implementation goals. Additionally, change process monitoring and evaluation will be guided by the PDSA model, and the New World Kirkpatrick Model was chosen to evaluate training. These two models were aligned to the ABCM and monitoring and evaluation activities were listed and aligned to implementation goals, priorities and responsibilities. Finally, a communication plan outlined how each stakeholder group will be made aware of the change and how they will be engaged throughout the change process. The communication plan leverages key change team members to strategically inform, engage, and obtain stakeholder feedback to allow for monitoring and adjustment as needed. The implementation, monitoring, evaluation and communication plans will be revisited with change team members as a working group and all project plan items will be confirmed. This will increase the opportunity for engagement in the change process and help satisfy a key OIP change priority of partnership and collaboration.

OIP Conclusion

In conclusion, this OIP presents new strategies for guiding the CU to provide quality training products that are measured and aligned with the achievement of job performance expectations and organizational results at the II. In Chapter 1 - Introduction and Problem, the organizational context, leadership culture and positioning, PoP context, and an analysis of internal and external factors impacting change were given careful consideration to identify a

relevant gap between current and desired future state. The path-goal theory of leadership was selected to lead this change after examining the criticisms, benefits, established prominence in the organization, author's scope and agency and practicality (House, 1996). A PESTE analysis and Bolman & Deal's (2016) four-frame model assisted with the examination of the PoP from a variety of perspectives leading to the identification of PoP change priorities and drivers. Lastly, organizational readiness was assessed by looking at factors, methodologies and an instrument to assess change readiness (Cawsey et al., 2016).

Chapter 2 - Planning and Development outlined how the path-goal theory will propel change, illustrated how the hybrid ABCM change framework will guide the change, selected a viable PoP solution and considered ethical issues related to leadership and the change process. After layering the Change Path Model and Kotter's Eight-Stage Process (Cawsey et al, 2016) (Kotter & Cohen, 2002), the beneficial features of each model were used to create a hybrid change model, the ABCM, allowing for an authentic and practical approach to the PoP. The path-goal theory and along with internal and external factors were integrated into the ABCM as necessary influences and considerations during OIP change. Following a critical organizational analysis, several possible solutions were proposed and analyzed. Solution 4 Adoption of an Evaluation Framework and Standardized Expectations was selected as the most appropriate solution to address the OIP. Lastly, the importance of leadership ethical behaviour was discussed when practicing the path-goal leadership theory and all elements and actions of the ABCM.

Chapter 3 - Implementation, Evaluation, and Communication gave consideration to the implementation plan, monitoring and evaluation tasks and activities as well as a communication plan. This chapter expressed the importance of change team members and their roles when supporting and leading activities and tasks during the change process. The ABCM was described

as the holistic and overarching approach to the change supported by the PDSA providing practical actions to plan, implement, monitor, evaluate, and communicate the change process and the New World Kirkpatrick Model used to evaluate training components during the change. The implementation, monitoring, evaluation and communication plans will be revisited with change team members as a working group and all project plan items will be confirmed. This will increase the opportunity for engagement in the change process and help satisfy a key OIP change priority of partnership and collaboration.

Next Steps

Three next steps will be discussed as a continuation of this OIP. These steps build on the change priorities outlined in Chapter 1 and include: partnership and collaboration, communication, innovation and continuous improvement.

One of the main themes of this OIP and the chosen solution is partnership and collaboration between business areas and within business units. The OIP proposal will be shared with senior leadership, and with their endorsement and partnership, a collaborative project plan will be constructed with key change team members. The purpose of the collaborative project plan is to provide a documented, trackable and accessible master change plan that guides change team actions. It will include elements of the implementation, communication, monitoring and evaluation actions outlined in the OIP and use existing organizational templates and software. Involving people in decision making and providing opportunities for teamwork and individual growth creates a capability for change (Cawsey et al., 2016).

For successful change, communication must be frequent, meaningful, use a variety of methodologies, and be inclusive by engaging the employees throughout the change process

(Gilley, Gilley & McMillan, 2009). Historically, in the author's opinion as a long term employee, II has been ineffective when communicating change. For example, in a recent process and organizational structure change last year, the change plan was revealed to managers by senior leaders but not entirely shared with staff fearing their reactions. This resulted in heightened staff anxiety because of inconsistent messaging from managers as some managers shared details with staff and others did not. Using a variety of communication channels during this change to engage stakeholders and employees while providing them with information and soliciting feedback will serve as a model for future change in the organization. Kotter & Cohen (2002) profess that communication is more than data transfer; keeping it simple, heartfelt and matching deeds with words leads to successful change. Ensuring change team members are representative of the entire organization and can speak to the hearts and minds of their constituents are important elements for an effective communication strategy. Communication has been a main theme of this OIP and the importance of two way communication must be sustained throughout the change.

The purpose of this OIP evolved from the need for innovation and continuous improvement. In the author's opinion, this is an aspiration that should never be fully achieved. When one need is satisfied celebrate milestones, and continue to sustain, refine, improve or look for new areas of innovation, improvement and growth. As Albert Einstein is quoted as saying "We cannot solve a problem by using the same kind of thinking we used when we created them."(Meier, 2019). For the author, this quote supports the need for innovation and expresses my aspiration to strive for continuous improvement by defining the next PoP and creating the next OIP.

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Appendix A

Rate the Organizations Readiness for Change

<i>Readiness Dimensions</i>	<i>Readiness Score (if yes)</i>	<i>Author's Rating</i>
Previous Change Experiences		
1. Has the organization had generally positive experiences with change?	+ 1	1
2. Has the organization had recent failure experiences with change?	- 1	-
3. What is the mood of the organization: upbeat and positive?	+ 1	-
4. What is the mood of the organization: negative and cynical?	- 1	-
5. Does the organization appear to be resting on its laurels?	- 1	-
Readiness Dimension Category Score		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 the executive success dependent on the change occurring?	+ 1	1
9. Has management ever demonstrated a lack of support?	- 1	-1
Readiness Dimension Category Score		3
Credible Leadership and Change Champions		
10. Are senior leaders in the organization trusted?	+ 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	-
13. Are the middle managers able to effectively link senior managers with the rest of the organization?	+ 1	1
14. Are senior leaders likely to view the proposed changes as generally appropriate for the organization?	+ 2	2
15. Will the proposed change be viewed as needed by senior leaders?	+ 2	2
Readiness Dimension Category Score		7
Openness to Change		
16. Does the organization have scanning mechanisms to monitor the environment?	+ 1	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 interdependence both inside and outside the organization's boundaries?	+ 1	1
<i>Readiness Dimensions</i>	<i>Readiness</i>	<i>Author's</i>

	<i>Score (if yes)</i>	<i>Rating</i>
19. Does “turf” protection exist in the organization?	- 1	- 1
20. Are the senior managers hidebound or locked into the use of past strategies, approaches, and solutions?	- 1	-
21. Are the employees able to constructively voice their concerns or support?	+ 1	1
22. Is conflict dealt with openly, with a focus on resolution?	+ 1	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 communication channels that work effectively in all directions?	+ 1	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 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
Readiness Dimension Category Score		12
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	-
Readiness Dimension Category Score		0
Measures 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 it collects?	+ 1	1
35. Does the organization measure and evaluate customer satisfaction?	+ 1	1
36. Is the organization able to carefully steward resources and successfully meet predetermined deadlines?	+1	1
Readiness Dimension Category Score		4
READINESS FOR CHANGE TOTAL SCORE		27

The scores can range from -10 to +35.
 If an organization scores below 10, it is not likely ready for change and change will be very difficult.
 The higher the score the more ready the organization is for change. Use the scores to focus your attention on areas that need strengthening in order to improve readiness.

Adapted from Cawsey et al. (2016) Organizational Change: An Action Oriented Toolkit p. 108-110

Appendix B

Path-Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path goal leadership. Indicate how often each statement is true of your own behavior.

Key:	1 = Never	2 = Hardly ever	3 = Seldom	4 = Occasionally	5 = Often
	6 = Usually	7 = Always			

1.	I let subordinates know what is expected of them.	1	2	3	4	5	6	7
2.	I maintain a friendly working relationship with subordinates.	1	2	3	4	5	6	7
3.	I consult with subordinates when facing a problem.	1	2	3	4	5	6	7
4.	I listen receptively to subordinates ideas and suggestions.	1	2	3	4	5	6	7
5.	I inform subordinates about what needs to be done and how it needs to be done.	1	2	3	4	5	6	7
6.	I let subordinates know that I expect them to perform at their highest level.	1	2	3	4	5	6	7
7.	I act without consulting my subordinates.	1	2	3	4	5	6	7
8.	I do little things to make it pleasant to be a member of the group.	1	2	3	4	5	6	7
9.	I ask subordinates to follow standard rules and regulations.	1	2	3	4	5	6	7
10.	I set goals for subordinates' performance that are quite challenging.	1	2	3	4	5	6	7
11.	I say things that hurt subordinates' personal feelings.	1	2	3	4	5	6	7
12.	I ask for suggestions from subordinates concerning how to carry out assignments.	1	2	3	4	5	6	7
13.	I encourage continual improvement in subordinates' performance.	1	2	3	4	5	6	7
14.	I explain the level of performance that is expected of subordinates.	1	2	3	4	5	6	7
15.	I help subordinates overcome problem that stop them from carrying out their tasks.	1	2	3	4	5	6	7
16.	I show that I have doubts about subordinates' ability to meet most objectives.	1	2	3	4	5	6	7
17.	I ask subordinates for suggestions on what assignments should be made.	1	2	3	4	5	6	7

18.	I give vague explanations of what is expected of subordinates on the job.	1	2	3	4	5	6	7
19.	I consistently set challenging goals for subordinates to attain.	1	2	3	4	5	6	7
20.	I behave in a manner that is thoughtful of subordinates' personal needs.	1	2	3	4	5	6	7

Scoring

1. Reverse the scores for items 7, 11, 16 and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18.
3. Supportive style: Sum of scores on Items 2, 8, 11, 15 and 20.
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17.
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19.

Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common scores is 19, scores above 24 are considered high, and scores below are considered low.

The scores you received on the path-goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

From Northouse, 2016 pp. 133-134