8-25-2019

Learning to Succeed: Supporting, Tracking and Engaging Education in the Workplace

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Learning to Succeed: Supporting, Tracking and Engaging Education in the Workplace

by

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An Organizational Improvement Plan

Submitted to The School of Graduate and Postdoctoral Studies

In Partial Fulfillment of The Requirements for The

Degree of Doctor of Education

London, Ontario

April 1, 2019

Abstract

This Organizational Improvement Plan (OIP) identifies a need to support, track, and engage employees pursuing post-secondary education in a large-sized police service. The organization's current investment in post-secondary education support is relatively small compared to the costs that learners face, and this figure has not increased in over a decade. Moreover, though education is tracked upon entering the workforce, due to technological changes these records are not easily obtainable, and any additional educational achievements are not recorded once an employee has started working. Expanding this focus on supporting education will reinforce the recognition of the value that additional education brings not only to the employee, but also to the organization itself. Studies have long established the value continuing education brings to the workplace. The goal of this OIP is to provide a strategy based on the principles of the servant and transformational leadership styles whereby the organization increases the financial support provided for post-secondary education as well as implements new tools to better track this education, with the ultimate goal of better engaging workers based on their educational attainments.

Keywords: education support, tracking education, servant leadership, transformational leadership

Executive Summary

The history of policing in Canada spans roughly 400 years, with the earliest historical record of policing dating to the 1600s, when police constables were appointed in Quebec City (Griffiths, Parent, & Whitelaw, 2001). Modern Canadian policing is complex, and comprises the largest component of the Canadian criminal justice system. In Canada in 2016, there were roughly 68,773 police officers, supplemented by 28,422 civilian personnel, in roughly 200 police services (Greenland & Alam, 2016). The organization that is the focus of this Organizational Improvement Plan (OIP), Service A, is a large-sized municipal police service in Ontario with a combined staff comprising police officers and civilian members exceeding one thousand persons.

The Problem of Practice (PoP) addressed in this paper is the lack of support for continuing education for employees in a large-sized police service in Ontario. Beyond a relatively small tuition reimbursement program, continued education and professional development programs are provided mainly to employees based on rank, thus favouring employees that are senior in the organization. Studies have indicated that weakened investment in education ultimately results in both businesses and employees being less competitive and less able to tackle new challenges (Munro 2014). Within this organization, such inequality has led to an increase in a negative workplace culture as well as decreased productivity.

Change, knowledge-orientation, and openness continue to lead the way as police services strive to improve how they operate. There is a willingness to bridge policing and academia and to increase efforts to transform police services into learning organizations in order to remain effective in a rapidly changing society (Fillstad & Gottschalk, 2011). Thus, now is the time for the organization to initiate new projects and programs aimed at increasing organizational efficiency.

To support my organization, through my position and rank and as a leader whose style is a fusion of servant and transformational leadership, I seek change by supporting employees, which will ultimately benefit the organization. This support comprises increasing the tuition reimbursement fund to assist learners pursuing post-secondary education, as well as developing a new framework for capturing the education possessed by the employees of the organization.

To achieve success, careful organizational analysis must take place in order to ensure the development and implementation of this project. Similarly, a well-constructed communication plan needs to be developed to engage specific stakeholders within the organization whose support is needed. Through this OIP, employees will be better supported in attaining more education. Further, through by having an accurate record of this education, the organization can better engage employees in projects and initiatives where their education can be beneficial. Once successfully implemented, the results of this initiative as well as the particulars will be shared with other, similar organizations in hopes of establishing some best practices in employee support initiatives.

Acknowledgments

To properly thank each and every one who has helped me in reaching this goal would likely take longer than this OIP, and thus I will be brief.

I would like to extend my gratitude to the professors, who have shaped my views and guided me, and also to the friends I have made in this program; the frustrations were few, and the laughs were many.

Lastly, and certainly most importantly, my utmost gratitude is, as always, reserved for my family.

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Glossary of Terms & Acronyms

Executive Leadership/Section: Composed of the Chief, Deputy Chief, and civilian Director General

CMP: Change Management Process

CPM: Change Path Model

HR: Human Resources: Section responsible for hiring all members, both police and civilian

Investigative Section: This is a section within a police service that is tasked with investigating criminal activity. While some sections are specialized according to particular offences (e.g., drugs, homicide, fraud), there are also general investigative sections.

PDC: Professional Development Centre. Section within Service A responsible for work-related learning through courses and seminars, and that provides all the required training to maintain provincially established standards for police officers

PM: Performance Management Section. A subsection of HR which tracks annual performance reviews and assists managers in addressing performance issues. It acts as a bridge from managers to the labour relations advisors and lawyers within the organization.

Police Services Act (PSA): Ontario law that governs police agencies and the conduct of officers

PoP: Problem of Practice

Rank: Policing in Ontario is based on the following rank structure, from lowest to highest: Recruit, Constable (4th Class to 1st Class), Sergeant, Staff Sergeant, Inspector, Superintendent, Deputy Chief, Chief Senior Officer / Management. Under the PSA, senior officers are police officers of the rank of Inspector, Superintendent, Deputy Chief and Chief. Their civilian counterparts are Directors and Directors General.

SMART: Specific, Measurable, Attainable, Realistic, Time-bound

Chapter 1: Introduction and Problem

This Organizational Improvement Plan (OIP) seeks to address the development of better support, tracking, and engagement mechanisms for members of a large-sized Ontario police service who are upgrading their post-secondary education, i.e., Service A, which is composed of employees that are both police officers and civilian personnel. Please note that pseudonyms are used throughout this paper.

History

The history of policing in Canada spans roughly 400 years, with the earliest historical record of policing dating to the 1600s, when police constables were appointed in Quebec City (Griffiths, Parent, & Whitelaw, 2001). The current format of police services as we know it today, however, started in the 1800s, emulating the system created by Britain's Sir Robert Peel in 1829. In Ontario, in 1835, the City of Toronto hired its first 6 constables, and nationally, in 1873, the Parliament of Canada established the North-West Mounted Police (NWMP) to serve as a central police force, which in 1920 was renamed the Royal Canadian Mounted Police (RCMP). Gradually, municipal and provincial police services were enacted, including the Ontario Provincial Police (OPP), the Sûreté du Québec (SQ), and the Royal Newfoundland Constabulary, among others (Griffiths et al., 2001).

Modern Canadian policing is complex, and comprises the largest component of the Canadian criminal justice system. With a foundation and rank structure borrowed from the military, policing is a conservative institution. Further, its functions and structures are overseen in part by three levels of government: municipal, provincial, and federal. Moreover, it has to contend with a wide range of geography in which provide its services (Griffiths, 2016; Nancoo, 2000).

Residents of Ontario and Quebec are policed by either municipal or provincial police services, while residents of western and maritime Canada are policed either by municipal police or the Royal Canadian Mounted Police (RCMP). Newfoundland and Labrador are policed by a combination of the Royal Newfoundland Constabulary (RNC) and the RCMP (Greenland & Alam, 2016). In addition, Indigenous communities have their own municipal policing, as established by the First Nations Policing Policy (Kiedrowski, Petrunik, & Ruddell, 2016).

This range of jurisdictional structures has resulted in a system of shared policing services augmented by other provincial services and the RCMP (Kiedrowski et al., 2016). In Canada, in 2016, there were roughly 68,773 police officers, supplemented by 28,422 civilian personnel, in roughly 200 police services (Greenland & Alam, 2016). Of these services, nearly 75% were comprised of municipal police services that served defined cities and regions (Greenland & Alam, 2016).

Educational requirements to enter policing differ among police services. The Police Services Act of Ontario requires that applicants to the OPP and municipal services such as Service A only have a high school diploma as the entry level educational requirement (OPP, 2018; RCMP, 2014), while applicants to the SQ must possess a college diploma (SQ, 2018). Current considerations in Ontario are underway to raise the minimum educational standard to enter policing to a college diploma.

The 2014 Police Administration Survey provides information on educational attainment at the national, provincial and territorial, and municipal levels, and across Canada, information on the highest level of education completed at the time of hiring at that time is available for 37,654 officers (55% of all officers). Information was more often available for recruit graduates (62%) than for experienced police officers (55%) (Statistics Canada, 2015).

In Ontario, policing governance is set out through the Police Services Act (PSA). This legislation provides the guidelines for regulating police conduct as well as providing the framework for the structure of police services, the ranks within, and the services they are to provide to the community. Further, through various regulations, police standards and oversight are established (PSA, 1990).

The organization that is the focus of this OIP, Service A, is a large-sized municipal police service in Ontario with a combined staff comprising police officers and civilian members exceeding one thousand persons. As per various acts and regulations, it provides policing services to a large combined urban and rural municipality with a population exceeding one million persons (Service A, 2012). Service A was started similarly to other such institutions in the mid-1800s, as a series of smaller, previously named police forces were eventually amalgamated into one service. An executive cadre headed by a Police Chief oversees Service A's daily functions.

The structure of the organization is hierarchical, as dictated by the PSA, with ranks for all police members as well as supervisors and managers and the directors of civilian personnel (Service A, 2012). The distinction between ranks for the majority of the employees of Service A is further reinforced through the uniforms worn, which as per the PSA bear visual rank distinctions. A centralized decision-making structure oversees the operations, which is supported by an extensive administrative cadre. Service A, as required by the PSA, provides a mission, vision, and values statement which is intended to serve as a roadmap for the future, and within this it seeks to be a trusted community partner who promises dedication to the community and its members. Service A's formalized command structure and work practices are akin to a machine, and according to Mintzberg (1979), this organization would be defined as a machine bureaucracy based on both highly specialized and routine operating tasks, extensive rules and regulations, and formalized systems of command and communications. Similarly, Morgan's (1986) criteria would liken this organization to a machine as per his 8 organizational metaphors used to describe the types of organizations. Employees in Service A adhere to specific disciplined roles, and the rank structure, uniforms, standardised equipment, and top-down command and communications structure seeks to ensure uniformity throughout the organization. In my experience, through its standardized regulations, equipment, and clearly defined systems and training, Service A seeks to create an environment that is predictable, stable, and efficient.

With few exceptions, police services continue to be among the most conservative institutions in Canada (Bikos, 2017), and accordingly, Service A is influenced greatly by the conservative ideology that is pervasive in policing. Its rigid command structure and bureaucracy ensure the continuity of the established leadership models. This makes change rather difficult to undertake, particularly if it differs significantly from how the organization has previously operated. The leadership style most easily recognized in the current workplace is directive leadership. This form of leadership primarily relies on positional power and formal authority, which at times has been referred to as legitimate power (French & Raven, 1959). According to Bell (2014), directive leadership is provided by guiding subordinates in taking decisions and actions that support the leadership's goals. In directive leadership, leaders generally control discussions, dominate interactions, and are task-oriented. As Northouse (2016) stated, through this style, a leader:

> gives followers instructions about their task, including what is expected of them, how it is to be done and the timeline for when it is to be completed. A directive leader sets clear standards of performance and makes the rules and the

regulations clear to followers. (p. 117)

While this is not the only style of leadership, it is the one most imprinted on the membership in this case, and the one that sustains the conservative ideology of the workplace. This has increasingly posed challenges given the rapid changes faced by the organization. This includes, for example, developments in mobile communication technology which permeate and are dependent on by the entire organization. In my organization, I can readily observe this style of leadership based on the formalized rank and command structures in the organization.

Meeting new organizational challenges is vital, as King (2009) noted, in order to understand how an organization's past influences its present and future operations Organizations are better understood when research, whether qualitative or quantitative, accounts for time, history, and process (King, 2009). This need not be for the entire duration that the organization has existed, but merely for the area that is being researched for study or change. Goman (2004) notes that leaders must further undertake an inward reflection to ascertain their understanding of the required changes as they lead companies through change.

King (2009) further noted that to study policing, one needs to look at the foundation upon which policing is built, and how the current structure is maintained. Adherents of the traditional policing model tend to be resistant to changes in the model (King, 2009), and this is therefore an important issue to be aware of for anyone seeking to understand the forces that will oppose change.

Leadership Position and Lens Statement

Moving forward, in order to successfully lead change within the workplace, several forms of leadership are required, and some have been implemented within organizations with varying degrees of success, namely transformational leadership (TL) and servant leadership (SL) (Greenleaf, 1977; Burns, 1978). These complementary forms of leadership within the organization would provide the guidance and support needed for the successful implementation of the proposed solutions. The need for multiple forms of leadership arises out of the scale and complexity of the organization. Comprised of thousands of employees scattered across various sections, further separated by geography, no one style of leadership would likely be sufficient. Moreover, elements of various styles of leadership, when combined in the past, have produced successful results.

Introduced by Burns (1978) and refined by others (Bass, 1985; Bass & Avolio 2002), TL has been extensively studied over the years, with a general positive consensus regarding the utility of the theory and its applicability across organizational and cultural contexts (Keeley, 1995; Yukl, 1998). Studies indicate that transformational leadership has been a very influential leadership theory of the last two decades (Judge & Piccolo, 2004; Burnes 2004).

TL comprises four interrelated components: (a) charisma; (b) inspirational motivation; (c), intellectual stimulation; and (d) individualized consideration (Avolio & Bass, 2002; Avolio et al., 2009; Hallinger, 2003). Leaders are expected to initiate and carry out organizational changes with the followers' needs considered. Northouse (2016) stated that TL:

> is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers' motives satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. (p. 161)

Leadership is an interplay between leaders and followers, with a strong emphasis on the followers' needs, values, and morals (Avolio & Bass, 2002; Avolio et al., 2009; Burns, 1978), and within Service A, TL is required throughout the organization if change is to occur, and from executive members through to the rank and file, such leadership and its vision are needed to see changes that serve the common good. Research indicates that transformational leadership is an asset to organisations, and that organisations with transformational leadership cultures tend to be more effective; for example, by being better able to adapt to change (Bass & Riggio, 2005).

Perhaps more importantly, studies have shown that transformational leadership can be taught, benefitting both the people and the organization (Rigio, 2009; Parry & Sinha, 2005; Kelloway & Barling, 2000) . Leaders who have experienced leadership coaching are more likely to provide their followers with individualized consideration. Consequently, when leaders provide their followers with individualized consideration, they enhance the followers' ability to acquire additional knowledge and skills, thereby having a positive impact on the organization overall (Anthony, 2017).

As a leader within this organization, I try to uphold the characteristics of both TL and SL. Both servant and transformational leadership empower followers, resulting in better performance and a more inclusive, open, and communicative workplace (Choudhary et al., 2013). I pay attention to the needs and values of the teams that report to me, and I try to model and instil a common vision of the behaviours that I hope them to emulate. Whenever possible, I support team members in increasing their knowledge, skills, and abilities by encouraging them to attend seminars, courses, and conferences. I have high expectations of myself as well as my team, and I always ensure that I model the behaviour I want to see from them. One such example is absenteeism. Within Service A, when an employee has a year-long record of attendance with fewer than 4 sick days, they receive a congratulatory note from senior management, and I have received such notes every year for the past 19 years since starting with the organization. Moreover, whenever a member of my team receives one of these notes, I ensure that it is a noteworthy occasion to be celebrated. Another example is education. I always encourage members to pursue further education, and I provide them with flexibility in their schedules so that they can balance work, family, and school.

Critics of TL have argued that as a result of the four components being highly interrelated, this can lead to difficulties in practice (Tracey & Hirkin, 1998). Nonetheless, given its increasing popularity, TL has a general positive consensus as to the potential and utility of the theory and its applicability across organizational and cultural contexts (Keeley, 1995; Yukl, 1998; Avolio et al., 2009).

Originating in the seminal work of Greenleaf (1970), the focus of Servant Leadership requires that leaders place the needs of their followers ahead of their own, thereby 'serving' them. By placing their followers' needs first, servant leaders strive to help their followers reach their true potential, which is ultimately beneficial not only for the followers but also for the organization (Greenleaf, 1977; Northouse, 2016). Servant leadership is connected to ethics, morality, and virtue (Irving & Longbotham, 2007), and this type of leader, through altruistic actions, ultimately demonstrates strong ethical behaviours to their followers, organizations, and other stakeholders (Erhart, 2004). Although not as extensive as those on TL, theoretical and empirical studies on SL have been growing (Avolio et al., 2009; Laub, 2004).

Within Service A, the SL role, though needed at all levels of management, is crucial in middle management. This level of management has contact with the greatest number of employees on a daily basis, and accordingly, servant leaders in these types of positions can yield great influence and thereby command respect within the organization. Winston and Fields (2015) noted that servant leaders practice what they preach, and by being genuinely being interested in the well-being of the people that report to them, servant leaders seek to instil a sense of caring and inclusivity in the workplace that yields greater employee satisfaction, sense of belonging, and ultimately better performance.

As a servant leader, I care about the officers and civilian members that report to me, and in turn I hope to be an example of a transformational leader for the rest of the organization. Putting the theory into practice, I seek training and development opportunities for the members of the organization that report to me, and encourage them to attend courses, workshops, and seminars that enhance their knowledge and skills. While my position does not afford me the power to set policy unilaterally, I can nonetheless exert influence through involvement within the organization in various initiatives as well as through coalitions I can build to advance my ideas on improving the workplace. According to Northouse (2016), in order for transformational leaders to positively impact the social architecture within their environments, they need to:

> make clear the emerging values and norms of the organization. They involve themselves in the culture of the organization and help shape its meaning. People need to know their roles and understand how they contribute to the greater purposes of the organization. (p. 176)

Involving myself in various advisory boards, committees, and initiatives has broadened my perspective on how changes can impact the organization. Zimmerman (2004) reasoned that for change leaders to be successful, they must be systems thinkers, i.e., they must consider the impacts any changes may bring. My leadership style and practice is a fusion of both TL and SL, and is based on an overlap between the attributes of the two theories. Putting these theories into practice, in my daily work, particularly as a supervisor, I try to instil a sense of vision and foster support within my team through mutual respect and trust. I model the behaviours I seek from my team members, understanding that my actions in my unit can yield influence not only within it but also outside of it, as the persons reporting to me regularly work with other sections in the organization.

Kotter (2012) noted that environmental pressures and movements will increase, as will the need for organizations to change themselves. Successful change need not be driven by a single individual, but can be from an individual or small group that purposefully works towards creating change within their spheres of activity (Kotter, 2012, p. 33). In this regard, in order to be successful in bringing about change, my strengths can be leveraged in sharing a vision and building coalitions to support it to ensure support for my OIP, and subsequent organizational change (Kotter, 2012, p. 33). As a leader, as stated by Cawsey, Deszca, and Ingols (2016, p. 26), I "need to take calculated actions and be prepared to undertake the work needed to create and support the powerful coalitions to effect change in organizations." The changes I seek are not large, but they can lead to beneficial changes within the workplace. Heffernan (2015) stated that small, consistent changes made within a workplace can lead to significant impacts in changing organizational culture and structure. Schein (2016) defined culture as "a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaption and internal integration" (p. 17). Such changes may be less intimidating to the workers, and easier to adopt versus radical, large-scale changes.

Although both SL and TL are required to lead change, and while these forms of leadership are complementary due to some overlap, I would be remiss if I did not address some conflict points between them. A transformational leader's focus is primarily directed toward the organization, and through their actions they are able to secure their followers' commitments toward organizational objectives. Conversely, a servant leader's primary focus is on their followers, and the achievement of organizational goals and objectives becomes a secondary outcome of their successful follower development. Accordingly, from my experience, this is an area where these two leadership styles do not cleanly overlap.

Through promotions and transfers among various units over the years, I have realized that to be successful across a broad range of departments, I need a variety of leadership skills to take on new challenges. In my workplace, rapid change based on environmental pressures is increasingly becoming the organizational norm, and to be successful in a dynamic environment, as McCormick (2001) noted, leaders must not only be confident in their abilities, but also have a healthy sense of personal effectiveness in their leadership (p. 31). By combining elements of TL and SL, allows me to be more flexible as a leader and further provides me with more avenues to tackle the challenges I face. From my experience, I have never relied solely on one form of leadership exclusively; rather I adopted the style that allowed me to maximize the results I sought. A further benefit of flexibility in leadership has been is that it has allowed me to consider the opinions and ideas of my team members as well as others, thus giving me insights into new solutions. Although at time it can be challenging for new members of a team, they must carry the expectations of the general format of the organization, and thus it may take time for them to acclimatize to their new levels of autonomy in the decision-making process.

Problem of Practice

The problem of practice addressed in this paper is the lack of support for continuing education for employees in a large-sized police service in Ontario. Beyond a relatively small tuition reimbursement program, continued education and professional development programs are provided mainly to employees based on rank, thus favouring employees that are senior in the organization. Within this organization, such inequality has led to an increase of a negative workplace culture as well as decreased productivity (Service A, 2015). Conversely, supporting the acquisition of new knowledge can reduce the likelihood that a company's human capital will become outdated, thus enabling relevant skills and knowledge to remain dynamic and improving organizational performance (García-Morales et al., 2012).

Studies have indicated that weakened investment in education ultimately results in both businesses and employees being less competitive and able to tackle new challenges (Munro, 2014). For policing, this is critical, based on the problems that police must now tackle with increasing frequency. From terrorism investigations, mental health interventions, complicated drug investigations, and the ever-expanding field of cybercrime, police officers need to be supported so that their skills remain relevant to be able to address the challenges they face. So, what alternatives can the executive leadership implement to support a vision of change aimed at meaningfully supporting employees to pursue continuing education?

Framing the POP

Using Cicchelli's (2016) criteria, the Service A workplace can be described by using conflict theory. Within Service A, it is apparent that there is a clash between two competing ideologies: namely, liberal and conservative. Conservative traditional practices and systems within the organization are maintained by senior management through a hierarchical management process. This is to be expected, since as Gutek (1997) stated, one influence of conservative ideology is that "every society should be governed by the elite" (p. 199) and those in power have a:

> tendency to preserve the *status quo* and social stasis rests on the view that society,

> a product of long historical evolution, embodies the accumulated wisdom of the past. Such an inheritance should not be jeopardized by rapid or untested innovation. (p. 202)

Ultimately, the end result of this conservative approach will be, as further stated by Gutek (1997), that "individualism will lead to an atomistic society in which people will act on their self-interests without regard to historically evolved cultural traditions" (p. 203).

Increasingly, however, liberal-inspired changes are starting to occur. Raven (2005) addressed this by suggesting increased training and development of all employees, not just those in positions of power, including an increased focus on staff development and consultation for major projects. Raven (2005) noted that liberal-inspired change in a workplace is not to be interpreted as an open-market, free-for-all process, but rather an evolution through an open, inclusive, and experimental process where respect and input is extended to all participants. The membership does not seek to replace the current system of leadership, and it has "a respect for the past and engulf[s] all in a single community deeply rooted in a sense of identity, membership and duty" (Gutek, 1997, p. 200). At times, a project leader may be selected based on their attributes as a person, as opposed to simply their rank or position in the organization. This employee-centered approach is further reflected in the mission, vision, and values statement of an organization that espouses its employees as its most valuable resource (Service A, 2012). Under this focus, employees are to be supported, engaged, and developed throughout their careers (Mbakulo, 2016).

Liberal ideology places significant value on critical thinking and the open-ended pursuit of knowledge, which facilitates the development of individuals and the organizations in which they participate. In turn, this directly prepares the individual for leadership within the organization, and benefits both the individual and the organization (Gary, 2006). Change, knowledge-orientation, and openness continue to lead the way as police services strive to improve how they operate. There is willingness to bridge policing and academia, and to increase efforts to transform police services into learning organizations in order to remain effective in a rapidly changing society (Fillstad & Gottschalk, 2011). As Sears and Crain (2010) noted, inequality that leads to conflict can be a good vehicle for social change, whereby challenging the status quo can ultimately lead to meaningful social transformations within organizations.

Changes and conflict are not local to this organization; rather, they follow a national trend where a heightened investment into staff development is sought (PSC, 2014). This is partly based on the increasing complexity in policing, and more calls for educational support from employees of such organizations. In 2013, representatives of Canadian police services, both federal and provincial, and academic institutions asserted that the future direction in policing must take into account not only the training provided to members as part of their duties, but also the value of post-secondary education for serving members. This is reflected, for example, through new and emerging support for education and minimum post-secondary requirements for promotion within various agencies (PSC, 2014).

Similar to other police services, Service A is experiencing change, and the complexity of our society dictates that the pace of change becomes ever more rapid. The increase in online investigations, including terrorism investigations, as well as investigations into international fraud, are but a few examples of new demands the organization is now facing that it did not face a few years ago. Having worked as an investigative section head, I have witnesssed the rapid rise of internet investigations, which were not common previously. Due to the volume of new work, this has placed additonal stressors not only on police organizations, but also on the persons in them. Organizations that manage change efficiently thrive, while those that do not cope with change may struggle to survive (Weston, Ferris, & Finkelstein, 2017). Organizations are dependent on people for their ideas, energy, and work capacity, and in turn, people need organizations to provide them with pay, incentives, and opportunities to grow and develop. A good fit will result in a satisfied, productive workforce that contributes to an organization they believe meets their needs, with productivity increasing as the workforce's needs are satisfied.

As Maslow (1954) noted, needs that are increasingly met will ultimately result in self-actualization, and conversely, when the fit is not right, both the individual and the organization suffer. If a workforce becomes demotivated, frustrated, and angry, productivity declines. The 2015 internal survey in Service A quantified the increasing levels of employee dissatisfaction and disengagement. Compared to previous surveys, the future outlook for the organization reflected a decrease in optimism. Further, the majority of responses indicated that employees did not believe that professional growth was supported (Mbakulo, 2016).

Costley (2010) noted that when organizations invest in learning, it provides benefits both on a personal and professional level for the learners. They were able to make changes within their workplaces, and on a personal level, through the knowledge gained; they exhibited greater confidence and better synthesized diverse knowledge, and also gained the confidence of their peers. Kenner and Weinerman (2011) argued that generally, adult learners come with a measure of success outside the academic field and will seek to replicate this in the school environment, and in turn they carry this positive engagement and accomplishment to their work. Additionally, for Service A, as the majority of its members are employed as police officers, the benefit of attaining higher levels of education, as Meese (1993) argued, promotes increased professionalism, discipline, and motivation.

Four Frames

A sound platform for any organizational change, as Gallos (2006) stated, rests on good organizational development practices that are based upon sound theory and understanding. The four-frame model established by Bolman and Deal (2013) attempts to make sense of the complex world around us and establish a core of organizational development and change, and institutions rely on theory to set the groundwork for organizational change. Through this work, Bolman and Deal (2013) created a tool that can be utilized to diagnose and provide for organizational interventions. Other theories including Critical Success Factory Theory (Rockhart, 1979) and Modernization Theory (Mayhew, 1985), were looked at to provide perspective on organizations and how they function not only in their operations, but as part of the rapidly changing world around them.

In this paper, focusing on Bolman and Deal's four frames provides the best lens through which the organization can be viewed and understood. The Human Resources Frame allows for the organization to be understood as regards the skills, needs, and relationships that exist within an organization. Service A, as with any organization of its kind, is a collection of people with widely varied roles and expectations, and to understand how the organization functions, it is crucial to understand the interplay between the various individuals and sections that comprise it. This frame can be used to interpret the state of conflict that currently exists as well as predict future conflicts (Bolman & Deal, 2013). Examining the problem through the various lenses allows for the exploration of the different dynamics at play, revealing just how complex change management can be.

In general, Bolman and Deal (2013) noted that the Human Resources frame interprets an organization as a family existing within a symbiotic relationship. Overall, as previously mentioned, organizations are dependent on people for their ideas, energy, and work capacity, and in turn, people need organizations to provide them with pay, incentives, and opportunities to grow and develop. A good fit will result in a satisfied, productive workforce that positively contributes to the organization, and as Maslow (1954) noted, needs that are increasingly met will ultimately result in self-actualization. Within the Service A workplace, the human resources lens explains the growing level of dissatisfaction and disengagement from the workforce, and through this frame, the current climate of the organization can be used as a barometer of the organization's health.

The Political Frame allows one to better understand struggles for power, as it highlights how various persons and sections in the organization compete for resources, particularly when they are limited. It perceives organisations as "complex systems of individuals and coalitions, each having its own interests, beliefs, values, preferences, perspectives, and perceptions" (Shafritz & Ott, 2014, p. 245). This frame's central concepts revolve around power, conflict, and competition for resources by various persons within an organization. Within organizations, coalitions are formed and maintained based on hierarchies, departments, or other identifiable markers. These coalitions may come into conflict over resources and/or to establish, maintain, or increase their power (Bolman & Deal, 2013). This frame can be used to accurately assess the organizational structure of Service A, and how internal structures can lead to conflict. As a hierarchy-based institution with clearly defined departments, its workplace conflicts can be accurately interpreted through this frame (Bolman & Deal, 2013). The organization's distribution of resources is aligned with its political frame, and when seen through this lens, its resources are distributed on the basis of power and hierarchy. As such, senior management is afforded increased resources based on their standing within the organization.

The Structural Frame outlines that an organization that is properly structured, with the right people in the right roles, will promote organizational development and efficiency as well as personal growth. The frame sees organizations as machines, which through proper strategy, clarified tasks, and responsibilities will ultimately produce results that can be validated through metrics. Properly designed structures within organizations must also take into consideration the organization's circumstances. Further, any problems that arise within the organization can be solved through careful analysis and restructuring (Bolman & Deal, 2013).

The Symbolic Frame addresses people's needs for a sense of purpose. By focusing on providing employees with meaning through rituals, ceremonies, and other symbols of organizational identity, organizations actively focus on shaping the culture. Through this, they hope to shape a common motivating vision for employees which is ultimately reflected in a common organizational culture (Bolman & Deal, 2013).

The importance of looking at the four frames in combination for the purposes of addressing this OIP is that it is an effective tool through its ability to make one analyze an organization from different angles. Through this exercise, one is forced to consider new ideas as they step away from a singular interpretation. Thus, they should arrive at a better understanding of the organizational needs, and provide for a more balanced approached in tackling challenges they face. To be successful, this OIP requires a wider approach to the problem faced, as the organization is a large combination of interconnected systems. Accordingly, to be successful, a variety of factors and perspectives need to be addressed, which the four frame model is able to provide.

My Lens

As a leader, I view my organization through a social justice lens. Social justice, broadly defined, is the fair and equitable distribution of resources, privileges, and obligations in society to all people (van den Bos, 2003). In a workplace, fairness and meritocracy will encourage democratic principles of equality, opportunity, and mobility (Ornstein, 2017). I also feel that frameworks should exist to support employees through a commitment to provide fair chances for everyone to develop their abilities and talents and to succeed. My lens allows me to incorporate facets of both transformational and servant leadership into my daily tasks as I work towards providing members of the organization with better support and access to resources. This is not to say equal distribution, as training needs for executives are obviously different than those of employees just starting out. For example, a recruit just starting her or his career will have different training needs than a senior officer tasked with a multi-million-dollar project. However, both should benefit throughout their careers from accessing an education fund which is more equitably distributed.

For organizational change to be successful, as previously mentioned, an understanding of the organization's culture, structure, and systems is vital. To address this, Cawsey et al. (2015) considered the impacts changes may bring to an organization from political, economic, socio-cultural, and technological (PEST) perspectives. PEST is a method to analyze the Political, Economic, Social, and Technological factors in an organization, and to make sense of their impact the organization in its daily operations. Focusing on the PEST dimension allows me to see the larger picture with greater clarity, and to better understand how proposed changes to the organization can both benefit or undermine its operations. To determine how PEST may impact

Service A, Table 1.1 defines several factors that need to be considered before changes may be implemented.

Table 1.1.
PEST considerations for Service A

Political Factors	• Increased pressure for additional training. This includes not only the funding, but also who will benefit from this. Will it be influenced by the person's position within the organization? • Benefits, including education investments, become part of contracts, and are thus subject to periodic reviews and negotiations. • Tension over potential sharing of resources not only between parts of the organizations but also individuals in various sections. • How people's knowledge, skills, and abilities will be leveraged by the senior management
Economic Factors	• What is the impact on an organizational budget if funds are increased? • What supports can members expect when pursuing education? • Will education support funds be subject to increase/decrease based on organizational budget net growth or decrease? • Can these additional skills be used to offset other costs, such as for consultants?
Social Factors	• Expectations that education will be used for the benefit of the organization. • What are the attitudes to be considered among the employees? Will they differ based on, e.g., position or age? • Will attitudes toward members pursuing education shift if jobs are impacted? • How will budgets be affected, and how will this be received by the impacted individuals and sections?
Technological Factors	• How will education be tracked? • Will there be a need to significantly alter current methods of data capture? Will there be a need for new investments in technology? • Will there be a need for new training and support should new technology be implemented? • What changes will be made to infrastructure to meet changing workplace expectations and skills? • How will current technology be impacted by change? • How will best practices be shared? Internally/externally?

Guiding Questions Emerging from POP

Any change to an institution should be questioned, particularly if it seeks to alter significant components of an organization. This is to ensure that changes brought to the organization lead to positive outcomes. For Service A, the creation of new mechanisms to encourage, support, and engage employees with post-secondary education alters the way those resources have been traditionally allocated. This involves a change in a corporate culture which has traditionally seen resources allocated on the basis of rank. Schein (2016) noted that this process is a difficult one, as cultures take organizations many years to develop, and only a few elements are likely to be easily identifiable. These include credos, espoused values, slogans, and formal announcements. Schein (2016) noted that culture is difficult to decipher, as it is embedded in routines, and even within organizations culture is not likely to be highly integrated, with subcultures permeating throughout. For this to occur, change leaders need to challenge their status quos, but also be challenged in their approaches, e.g.: How will this impact the organization? Will this create more bureaucracy and/or more layers of administration? How will this impact the culture?

Recognizing, supporting, and engaging education in the workplace requires a new approach, and who will be involved in charting this approach will significantly impact those changes. Accordingly, whose voices be listened to and engaged? Whose perspectives will matter? Consideration is needed for how this process will impact decision-making; for example, how will this process influence a senior-ranking officer when a suggestion contrary to theirs is made by a lower-ranked, albeit better educated officer? Positive change will be created when learners feel supported and engaged in the workplace.

Leadership-focused Vision for Change

Over the past ten years, Service A has not seen any increases in tuition reimbursement. Additionally, the education and skillsets of all members of the organization have not been captured. These problems exist in part due to the traditional lack of support for education outside of the workplace, as well as the lack of recognition of the talent within the organization. It should be noted that member support is at the forefront of the organization, as evidenced through its publications (Service A, 2015). In drafting the 2016-2018 business plan for Service A, senior management stated that:

> Our members represent our most valued resource and, as such, they must be engaged, developed and supported throughout their careers. Through leadership development, performance management, succession planning, training and development, we strive to have a well-rounded, highly capable membership that has opportunities for growth, while balancing the needs of the organization with those of the individual members. We will also use training and education to ensure that our members have the appropriate skills to meet the changing nature of policing in our diverse community. (Service A, 2016)

Through an active process involving focusing on transformational leadership and support for education, Service A should be successful in recognizing and engaging employees based on their knowledge, skill and abilities. Within the organization, I will directly support the employees that report to me, and wherever possible, I will provide flexibility for their schedules and work locations in order to allow them to pursue further education. Further, as part of their annual development plans, I can provide them time to study, complete assignments, and prepare for tests. As noted earlier in the Problem of Practice, by not investing in education, an employee becomes less effective, and this affects the organization. Conversely, when an employee is supported in pursuing their educational goals, the benefits are not only to them, but to the organization as well.

Within the organization, there are several ways I can advocate for change. Currently I am in a section that oversees resourcing, including hiring and training, and within this section I have advocated for tracking the education levels within the organization as well as for increasing the funding for education, and I have received encouraging feedback from senior management. To pursue this further, I will seek to develop a community of practice with key persons within the organization in order to support my initiatives, as they will cross into other sections of the organization. This community will comprise peers as well as others who can assist with such changes.

Organizational Change Readiness

Change management theory has been analyzed and utilized by numerous organizations which have recognized the need to respond quickly and efficiently to new opportunities and to adapt themselves in a world of continuous change (Franklin, 2014). Cawsey et al. (2016) argued that organizational change will not occur if the perception within an organization is that change is not needed. Moreover, change-management programs may fail because there is confusion and disagreement over why there is a need for change and what needs changing. Within Service A, surveys have indicated that change is necessary to stem the negative impacts the organization is experiencing as a result of diminishing morale and employee disengagement (Service A, 2015). To be successful, change leaders must understand the power structures, informal networks, and influencers within their organizations, as well as have a good grasp of the organizational culture. They must further acknowledge that while the change may be resisted, this can be harnessed in a positive way (Cawsey et al., 2016).

Further, to build a successful change management approach, change leaders must proactively engage in programs aimed at changing the leadership mentality as it pertains to the proposed changes and how they will positively influence the organization (Syed & Kramar, 2009). For Service A, change leaders must demonstrate to management the value of investing in education by providing them with supporting facts. Pantouvakis and Bouranta (2013) stated that an organizational culture that seeks and promotes learning for its employees derives a benefit in higher rates of customer satisfaction, and that moreover, its employees are more likely to report higher levels of job satisfaction. As human resource departments seek avenues toward increasing worker satisfaction, active support employee learning yields positive results.

Pantouvakis and Bouranta's (2013) research provided evidence that a positive employee learning culture directly fosters positive organizational performance and psychological outcomes for employees. Through individual learning and development, employees are able to develop a competitive advantage through superior analysis, problem-solving, and decision-making skills. These skills, of course, are vital in police officers as they carry out their duties. Pantouvakis and Bouranta (2013) further noted that their findings were reflected across several different types of firms, thereby affirming this is not an industry-specific finding and is applicable to all employees, regardless of their position in the hierarchy of the organization. Pantouvakis and Bouranta's (2013) study further recommends that a successful training plan should be at the forefront of any company's vision plan.

According to Cawsey et al. (2016), change agents usually know what needs to be done during the change process, but leaders sometimes have a difficult time determining the sequence of the activities and solutions that need to be completed during that process. Cawsey et al. (2016) further noted that another impediment to successfully enacting change is that leaders may lack organizational data when assessing the need for change. Moreover, they may further fail to accurately grasp their own attitudes, values, beliefs, and motivations when receiving and interpreting information and subsequently making decisions.

Tools may also be deployed to ascertain an organization's readiness for change. Holt (2002) developed a scale aimed at providing change leaders with measurement of an organization's readiness for change based on the beliefs of employees within an organization. These are: the experiences of the members with change, flexibility and adaptability of the organization's culture, leadership characteristics, and confidence in the leaders.

Judge and Douglas (2009) determined an organization's readiness for change by identifying eight dimensions related to readiness, i.e., trustworthy leadership, trusting followers, capable champions, involved middle management, innovative culture, a culture of accountability, effective communications, and effective systems thinking. Change leaders must also think beyond the organization, as outside forces can have significant influences on a policy. This is particularly the case with public service agencies, which are reliant upon various governments to provide funding and legislative guidance. Accordingly, for Service A, change is largely impacted by outside influences from politics and the local economy. Police budgets are determined by the municipalities in which they are located, or provincially as in the case of the OPP (Government of Ontario, 1990). During depressed economic times, when pressures are exerted on various police executives to reduce budgets, some of the items first targeted for reduction are items which are not vital to operations. Education funding would likely be identified as such, and thus any programs requiring funding for education would be imperilled. The factors supporting this include politics, but increasingly, the increasing complexity that policing faces requires additional education. In turn, this is supported by various policing, political, and educational bodies nationally (Public Safety Canada, 2014).

Conclusion

Chapter 1 has presented the historical and social contexts for an identified problem within the organization. Continuing education remains underfunded, and resources within the organization are inequitably distributed on the basis of rank and position. Moreover, there are no mechanisms within the organization to accurately track or record the educational achievements of its employees. The problem of practice is used to determine what the executive leadership can implement to support a vision of change that includes meaningfully supporting employees pursuing continuing education. The chapter further focused on the organizations' readiness for change, as well as the leadership focused vision for change. Chapter 2 will focus on providing proposed solutions to the POP, focusing on organizational frameworks for change and the best methods for leaders to use to implement the solution

Chapter 2: Planning and Development

Introduction

In Chapter 1, I introduced the problem of practice that existed within Service A, i.e., decreasing morale levels, employee engagement, and overall productivity. In Chapter 2, I will examine what to change and how such change can be effectively undertaken, and specifically, proposed solutions based on Leadership Theory and supported by Change Management Theory will be presented. Change Management Theory has been analyzed and utilized by a number of organizations that have recognized the need to respond quickly and efficiently to new opportunities and to adapt in a world of continuous change (Franklin, 2014).

To support change within the organization, the OIP will utilize Cawsey et al.'s (2016) Change Path Model and Beckhard and Harris' (1987) Change Management Process as frameworks for leading the process of change. In addition to these two models, Bolman and Deal's (2013) Framing Theories will also be considered in the implementation of this OIP, providing a critical organizational analysis.

Leadership Approaches to Change

As the proposed changes to this problem of practice seek not only to redistribute resources but also to bring about a shift in organizational culture, Transformational Leadership (TL) and Servant Leadership (SL) were selected as the mechanisms through which I will pursue the change management process. Both TL and SL align with my leadership values of support, engagement, and motivation, and as a leader, I believe that fostering positive relationships as well as acting with integrity and authenticity will motivate others to strive for their best. I further recognize that beyond my efforts, the organization itself must also demonstrate its commitment to supporting employees. This is particularly needed during times of organizational change. As Moran and Brightman (2000) stated, change management is a continual process that seeks to renew an organization as well as the relationships it has with those who deal with or within the organization. Those authors noted that effective change management is increasingly needed due to the increasing rates of change confronting organizations, and that to be best prepared for change, an organization must focus on addressing the needs of its members and provide them with the necessary personal and professional resources to be successful.

As previously noted, both SL and TL were selected to advance the OIP, as SL and TL each seek in various ways to enhance and foster organizations to have a positive influence on their members. Foremost, as described by Northouse (2016), TL:

> is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers' motives satisfying their needs, and treating them as full human beings. TL involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. (p.161)

TL, as noted in Chapter 1, is composed of four interrelated components: (a) charisma; (b) inspirational motivation; (c) intellectual stimulation; and (d) individualized consideration (Avolio & Bass, 2002; Avolio et al., 2009; Northouse, 2016). Transformational leaders rely upon charisma, inspirational motivation, intellectual stimulation and individual consideration to engage, persuade and influence followers (Avolio & Bass, 2002). Similarly, Fitzgerald and Schutte (2010) noted that transformational leaders present a clear organizational vision and inspire employees to work this vision through the establishment of personal connections, understanding their needs, and helping them reach their potential. This is one goal of TL, to increase followers' standards, hopefully resulting in the followers acting not just in their own interests, but also for the good of the organization (Burns, 1978).

TL, as applied to this OIP, supports the leadership of Service A adopting a vision that will support motivational and influential pursuits such as promoting employee education outside of the workplace. Through the allocation of additional funds and the encouragement of management to provide flexibility and individual support for members pursuing education, organizational leaders could demonstrate their commitment to helping employees reach their full potential. As a TL, I have already adopted this approach, and within my section, I strive to foster a culture of motivation and support for members pursuing education, and whenever possible I seek to provide a flexible schedule and work environment for those individuals. Though I cannot effect change throughout the organization, I nonetheless try to bring a positive impact within the section or sections that are within my sphere of influence. Through my actions I hope to demonstrate to the employees working in my section my commitment to their support and development. In turn, my expectation is that they will contribute to a positive and engaged work environment. It is not surprising that given its increasing popularity, there is a generally positive consensus about TL for its potential and its applicability across various organizational and cultural contexts (Keeley, 1995; Yukl, 1998; Avolio et al., 2009).

With respect to SL, Spears (1995, 1998) identified the main traits of Servant Leaders (SLs) as including a high degree of awareness of their followers' needs, as well as a commitment to the growth of people and to the building of a sense of community. While both SL and TL empower followers to reach better performance levels, SL places a greater focus on the psychological needs of followers (van Dierendonck et al., 2014).

While SLs require that the needs of their followers be placed ahead of their own, they are also dependent on their followers being receptive to their visions and ideas. To accomplish their goals, they foster trusting and genuine relationships which serve as the foundations of a supportive and positive work environment (Wong & Davey, 2007). Accordingly, SLs strive to help their followers reach their true potential, which ultimately creates and supports change and, in turn, brings value, being beneficial not only to the followers but also the organization itself (Greenleaf, 1977; Spears, 1995,1998).

My interpretation of SL within my workplace, and within the context of the stated problem of practice of employee disenfranchisement, means that I must maintain a focus on the wellbeing of the employees that report to me and on the development of a positive work climate. My current focus, as with other sections I have worked with in the past, is to support employees both on a personal and professional level, and I do so through fostering trusting relationships where I demonstrate my respect for them personally and that I value their opinions. I hold weekly roundtable discussions for section issues, where everyone is encouraged to participate and their voices are equally heard. Suggestions are listened to and implemented where appropriate, with credit attributed to the person responsible.

From my previous experience, the workplaces I liked the most were the ones in which I felt that my supervisors respected me and tried to support me as best they could. Thus, I try to do the same for others. For some, it might involve changing their hours of work to meet childcare needs, while for others it can mean involving them more in work projects where they want to provide input. As the organization undergoes structural changes, staff should be provided with timely updates and be involved wherever possible, in light of employees having expressed that their feelings of stress are decreased the more they feel included in the process.

Change in any organization can be a difficult process, and more so for organizations that are resistant to change based on their traditions, histories, and/or hierarchically entrenched structures (Griffiths et al., 2006; Bikos, 2017). SL and TL therefore provide two leadership models that can help change organizations through positive interplay and the modeling of behaviours and actions between leaders and followers. Throughout this process, however, as Northouse (2016) stated, people seek trustworthiness in their leaders and “long for bona fide leadership they can trust and for leaders who are honest and good” (p. 195).

It should be noted that both the SL and TL models do not come without criticisms, as Allen et al. (2016) pointed out. For example, SLs may not be as effective when business environments are extremely competitive, experience rapid change, require risk-taking, or require a careful balancing of employee and organizational goals that may be at odds. In addition, the TL criticism has noted that its model of leadership may result in leaders who focus on the change process within an organization at the cost of focusing on employees, resulting in a lack of support. Moreover, as TL relies upon a leader's charisma, a leader lacking this trait may not be perceived as effective.

Within Service A, I have in the past worked with managers who lacked charisma and who, regardless of their knowledge skills and abilities, failed to connect with their staff. Often, their influence and ability were diminished, with the result being that when staff members were not inspired, they did not reach beyond the minimum required. As Choudhary and Akhtar (2011) stated, transformational leaders use the values and motives of their followers to articulate and inspire a vision and new goals, and by employing such personal consideration, leaders ensure that their followers achieve a greater measure of personal commitment to the vision and goals. For this OIP, and considering the problem of practice, as well as my own management style, I have chosen to adopt various facets of TL and SL rather than working with one exclusively. I believe that through a more diverse contribution a better solution can be crafted, thus elements of both TL and SL can be relied on at various times to provide a more balanced approach.

Change Path Model

Once a style of leadership is identified, deciding on a plan for organizational change poses another vital consideration in the overall success of the change. Though crucial to organizational change, vision alone cannot successfully bring about change (Appelbaum et al., 2012), and leaders must also effectively communicate the vision and provide a path to achieve it

(Kotter, 2012). As noted earlier, the lens through which I view my organization is one of social justice, with a focus on assisting the members of the organization develop. Through my work within middle management, I also work closely with senior management within the Resources Section to bring about any change sought by them while also interacting daily and being aware of the needs of the front-line staff, thus providing a bridge between the two levels. The challenge that I have is that while I generally see and understand the challenges faced by the organization, particularly the front-line staff, I do not have a clear path to bring about change. To help be bring about change two models were selected, the Change Path Model (CPM) and Change Management Process (CMP). Other models considered were Lewin's Change Management Model and Kotter's Theory.

According to Cawsey et al. (2016), leaders usually know what needs to be done during the change process, yet they may experience difficulty determining the sequence of the activities and solutions that need to be completed during the change process. To facilitate the transition, leaders employ a series of steps to help them plan out the process. CPM first requires a comprehensive understanding of the organization from a structural perspective, as well as an understanding of how the existing processes and structure support the company's overall mission. One of the key strengths of the CPM is that it is both descriptive and prescriptive (Cawsey et al., 2016). The CPM details the different steps of how to bring about the various stages, including seeing the initiative through to a successful outcome.

Successful change management requires attention to both process and content (Fisher, 2016). Thus, for this OIP, the primary benefit that the CPM brings is in detailing the steps of how to bring about change, from the initiative through to a successful outcome. Within Service A, a further benefit of the CPM includes that it mitigates other factors that may interfere with the change initiative. One in particular is the relatively frequent transfer of personnel between sections. Within the context of my PoP, such frequent changes may cause initiatives and supports offered by different managers to fall by the wayside, leaving employees without supports and thereby contributing to employees having negative sentiments within the workplace and towards the organization.

By having a process laid out from the CPM, it is easier for subsequent managers to follow an established process and to avoid errors and omissions. By way of a personal example, within the past five years I have worked in three different sections. In each one, when I arrived, the previous manager had transferred or retired, and because the changes they had planned had been largely unwritten, therefore it was left to me to sort through things with the staff, resulting each time in a process that was inevitably chaotic.

The first step in the CPM process is “Awakening”, which addresses the reason for the change and is concerned with drawing to the attention of the organization the data, facts and forces that generated the need for change in the first place. During this stage, leaders scan the environment to understand the forces supporting and opposing change (Cawsey et al., 2016).

The second step is “Mobilization”, which involves the determination of what needs to change and the vision to facilitate it, bridging the gap between the current versus the desired future state (Cawsey et al., 2016). The focus is on how to communicate the change and on what formal and informal structures and stakeholders are involved. Effective transformational leaders who can recognize and work to bridge gaps can leverage diverse talents to the benefit of the organization.

The third step is “Acceleration”, which involves action planning and implementing the strategy. In this stage, people within the organization are engaged and the leadership seeks to sustain the momentum of the process through continual management of the transition (Cawsey et al., 2016).

The fourth and last step is "Institutionalization", which results in the successful conclusion of the transition to the desired new organizational state. In this final stage, new structures, systems and processes are put in place to stabilize the organization and to consolidate change, while the successes are also acknowledged (Cawsey et al., 2016). This particular model supports the needs of this OIP, as the CPM combines the process and prescription.

Change Management Process

Once the need for change is identified, management would be well served to consider alternative models for implementing the change. Within Service A, as a relatively complex organization, it is unlikely that any one process would be successful in bringing about change, and as such, a complementary model to the CPM should be considered. Accordingly, Beckhard and Harris' (1987) prescriptive Change Management Process (CMP) suggests five crucial steps for successful organizational change: internal organization analysis; why change; gap analysis; action planning; and managing the transition. These steps map out a process that involves establishing the primary need for change (e.g., supporting and engaging employees) and analyzing the current organizational state (e.g., growing levels of dissatisfaction and disengagement), and ultimately comparing it to a desired state. Subsequently, an action plan (e.g., new policies and support mechanisms) is then formulated to achieve the desired state for the organization (Beckhard & Harris, 1987; Cawsey et al., 2016).

The CMP model begins by analyzing the current organization. Different from Cawsey et al.'s (2016) model, there is no indication of a need to create any organizational buy-in at this stage. Following the organizational analysis, a gap analysis is completed. It is not until the model proceeds to the final stages of implementation that it moves to the need for involvement beyond the change agents. At this point, additional roles are assigned to assist the change moving through the next phases of the process (James et al., 2017).

Engaging and enabling the workforce is at the heart of strengthening the organizational culture to achieve positive business outcomes. This is a critical component of change management practices, often one of the most significant challenges. Beckhard and Harris (1987), however, provide an elaboration of how the change process occurs, as their framework posits an equation that considers factors such as stakeholder dissatisfaction and resistance to change (Beckhard & Harris, 1987).

A noted limitation of this process, and Beckhard and Harris' (1987) approach, as noted by Beerel (2009), is that it looks at change management as a linear process, and fails to sufficiently account for the complexities and nuances associated with an ever-changing institutional environment. Service A, as a police service, is is frequently in the midst of change brought on by a variety of environmental and social factors. For example, with changing or municipal governments, changes in legislation or governing bodies brings about changes in how the organization is funded or governed. New initiatives are placed upon the organization based on the political views prevalent at the time, or through budgetary allocations. Further, the influence of media and other societal factors further have an effect on the organization.

An important consideration that Beckhard and Harris (1987) failed to sufficiently emphasize relates to the actual implementation and action phase, especially as it compares to Cawsey et al.'s (2016) model.

To remedy such shortcomings, an integrative model of change is proposed wherein elements of the CMP and CPM are combined. Layering the two models allows one to examine the organizational change more holistically and understand how the organization can cope with the change, given that successful change management requires attention to both process and content. My PoP is based on a relatively large and complex organization where it would be unlikely that any one process could effectively tackle the challenges faced. These two models of change were selected for their ability to complement each other and prescribe a series of steps that would allow a path for leaders to accomplish change.

Moreover, this prescriptive process ensures that positive change, once started, can continue even if the leadership changes. This is important within Service A, where management changes occur every few years. The positive changes, it should be noted, are reactive in this case, since the organization is dealing with the after-effects of failing to support and develop its membership. Nonetheless, a process to address this, if properly developed and implemented, would go some way towards addressing the problems. Management would also undertake this process incrementally, and the changes would not occur simultaneously, as various parts of the organization will need to adopt new methodologies or shift resources. As previously mentioned, however, even positive systemic change may bring about some unintended negative consequences due to the interconnectivity of many parts of the organization.

Critical Organizational Analysis

This section examines the organization through a critical lens to identify the gaps between the current state of Service A, as evidenced in the PoP, and the future desired state. While selecting a process for change is important, leaders must also possess a good understanding of how this process will affect all parts of the organization. As noted by Zimmerman (2004), leaders must also be systems thinkers. Within Service A, being a large organization with many interconnected parts, change in one section often brings about change and consequences in other parts of the organization. This OIP identifies a possible process to assist such an organization in developing new tools to support and engage its employees in an attempt to stem the increasing levels of workplace disengagement and decreasing morale. As Gallos (2006) stated, good organizational development practices are based upon sound theory and understanding, as institutions rely on theory to set the groundwork for organizational change. The four-frame model established by Bolman and Deal (2013) attempts to make sense of the complex world around us and establish the core of organizational development and change. Through their work, Bolman and Deal (2013) created a tool that can be utilized to diagnose and provide for organizational interventions.

Structural Framework

The structural framework, with its image of organization as machines, interprets organizations as rational systems. In order for such organizations to be successful, their structural forms should align with an organization's vision, structures and goals. Cohesion, unity, and support should be some of the hallmarks of such an organization (Galbraith, 2001).

Within Service A, all training and education is provided for and recorded by several sections; however, this information is not shared or captured centrally. The Human Resources (HR) section, upon an employee being hired, simply records the person's education as part of their application package and stores it in their files. Recent changes in software within Service A have not allowed for this information to be readily accessible, and only some of it is catalogued in hardcopy or softcopy within the HR office itself. As employees go back to school, this information is not captured by the organization, nor are their HR records updated when a member completes a diploma or degree.

The Tuition Reimbursement Program that is provided by the organization is managed by the Professional Development Centre (PDC), which provides nearly all in-house training and development for the organization. When an employee successfully completes a course in a calendar year, they can apply for reimbursement of up to 50%, to a maximum of $1,250. However, what the employee has studied is only captured as part of this section's accountability process, as the organization overall does not keep track of the employee's outside education. Furthermore, the PDC does not communicate or follow-up with HR as to the status of each employee's education pursuits.

The Performance Management Section (PMS) governs annual employee performance reviews within the organization. The PMS captures membership performance during a calendar year, and may record what each person has achieved as part of an employee's annual review. Within the current annual reviews that employees of Service A are subject to, no provisions are made to capture education achieved outside the workplace or to record this within the organization. This information, too, remains compartmentalized within the PMS and is not shared with other sections. This lack of coordination and communication among the various units does not lend itself to a cohesive organizational structure wherein various sections collaborate and work in unison.

Within Service A, in spite of wishes for greater measures of cooperation, the PDC, PMS, and HR have not able to share and access the same information, and also often have incompatible software.

Symbolic Framework

Within Service A, there has recently been a growing focus on acknowledging positive performance and behaviour, together with a series of written commendations that employees can receive when they perform above and beyond, whether as police officers or civilian members.

Also, efforts are being made by the organization to develop a better culture of professionalism and achievement, and supervisors in all sections are encouraged to acknowledge positive behaviour and track it by placing notations in an employee's performance review tracking log. In addition, when an employee's actions are deemed to be well above expectations, a series of written commendations are available to the supervisors, ranging from receiving a written commendation from a worker's immediate or second-level supervisor up to a Chief's Commendation. Also, employees have increasingly been asked to join advisory bodies for large-scale projects in order that input is received from all aspects of the organization. This is also part of a new culture of inclusion and sharing of information that Service A is attempting to move towards. Traditionally, the organization has experienced top-down directions and compartmentalized communication.

One challenge that employees in Service A experience is a hesitancy to participate in groups, such as steering committees, because of a widespread belief that their ideas will not truly be listened to and that such groups are merely symbolic attempts by the executive management to legitimize and validate management decisions. As previously noted, as the morale within the organization continues to decline, the likelihood of members participating meaningfully within organizational initiatives diminishes further.

Human Resources Framework

The employees of Service A are acknowledged through Service A's own internal and external literature and publications as being the section's most valuable resource. This is reflected in the organization's budget, where over 85% of the operating budget is allotted to employee compensation (Service A, 2016). Despite this, a 2015 internal survey indicated growing levels of dissatisfaction and disengagement among the membership. The survey results showed that compared to previous surveys, the membership's future outlook for the organization was decreasing in optimism, as was the belief that the organization was supporting the members' development. Further, the majority of members did not believe that their professional growth was supported. In one of their findings, the responding employees to this survey state the organization is in high need for improvement and must seek opportunities to facilitate this (Service A, 2015).

Moreover, throughout the organization, sick time is increasing and non-productivity and disengagement are rising. Workplace accommodations for stress have increased significantly within the past 5 years, and as a manager working in the organization across several sections during this time, I am acutely aware of the impact this has on staffing levels. These negative changes, in turn, significantly impact morale and the organizational culture.

Political Framework

Within Service A, individuals and sections are often at odds over the distribution of resources such as staffing and finances. As the organization's budget is closely scrutinized yearly, with efficiencies and reductions being sought, items such as the Tuition Reimbursement Program have increasingly been viewed as superfluous, and the funds for this program have not increased in over 10 years. Currently, the provided funds for this program are .0097% of the operating budget (Service A, 2016). A further result of this constraint has been increased friction amongst various parts of the organization, including sections and individuals, as they compete for resources. In addition, as members of senior management have traditionally been afforded a disproportionate share of resources based on their ranks and positions within the organization, they have sought to retain some of these benefits, resulting in further tension within the organization. As outlined by Gutek (1997), those in power have a:

> tendency to preserve the *status quo* and social stasis rests on the view that society, a product of long historical evolution, embodies the accumulated wisdom of the past. Such an inheritance should not be jeopardized by rapid or untested innovation. (p. 202)

The decision-makers within the organization have historically afforded themselves a greater share of resources, in proportion to their rank and status within the organization. Increasingly, however, rank and file personnel are challenging long-held views, and are demanding a more equitable distribution (Service A, 2015).

Though Service A can be viewed through the four lenses, my POP can be interpreted as a conflict between how the organization and employees view and interpret how resources should be allocated. The organization would view itself through a political lens, where resources such as the Tuition Reimbursement Program fund need not be increased when faced with budget pressures. Moreover, as senior managers have access to additional funds for their professional development, they are not necessarily impacted by the lack of increased funds for tuition reimbursement. Thus, the people making the decisions may not appreciate the full impact that their actions and relative failure to support and engage the membership will have.

Conversely, my view of the problem is through the human resources lens. By working closely with front-line personnel from year to year, I have become intimately aware of their complaints and feelings that management does not support them enough. I therefore view the problem as the organization distributing resources disproportionately and failing to acknowledge and engage the talent that exists within the workplace. Working within this paradigm, making the changes to address my PoP will require a shift in resources. This does not require a complete or fundamental shift in the organization's structure, its culture, or its resource allocation, but would only require a more equitable resource distribution to facilitate the support of a greater number of employees. By tackling these seemingly opposing belief systems, I hope to provide greater support for employees while also demonstrating to management that the costs associated with this would not pose an undue hardship on the organization and that investing in this human capital would increase organizational performance.

Proposed Solutions to Address the Problem of Practice

Based on the Critical Organizational Analysis, I will introduce three solutions to address the PoP. These solutions propose changes to the way the organization currently operates and address if and how the organization can change to deal with the current challenges. Organizations that manage change efficiently will thrive, while those that fail to cope with change may struggle to survive (Weston et al., 2017).

Based on the gaps previously listed, several changes should be enacted to aid the organization in developing a more positive culture and achieving better outcomes. As part of the leadership team in the section that has control over some of these resources, I am in a position to advocate for changes that challenge the status quo. These changes will result in developing better systems that can engage, support and track employees who are continuing their education. Organizations are dependent on people for their ideas, energy and work capacity. In turn, people need organizations to provide them with pay, incentives and opportunities to grow and develop (Bolman & Deal, 2013). As Heffernan (2015) stated, when employees receive attention, recognition and support, they will outperform those who do not. Heffernan (2015) further noted that for large-scale projects to work, the seeds of success lie in the small supports an organization affords its members. According to Zaenger (2013), when employees believe they are valued within their workplace, it will result in a satisfied, productive workforce that contributes to an organization they believe supports them. As a result, to ensure that solutions are effective at bringing about positive organizational change, they must be SMART (i.e., specific, measurable, attainable, relevant and time-bound) (Cawsey et al., 2016).

Solution 1: Maintain the Status Quo

The first solution proposed is a continuation of the current systems and practices. To accomplish this, the organization would not require any additional resources, nor need to seek any changes from the current state. Maintaining the status quo would have the least impact on the organization as it currently operates. In addition to not requiring additional resources, it would not shift the current culture within the organization. The benefit of this solution is it is the least disruptive option the organization would face, since it does not rely on organizational change. That said, consequences of this can be inferred from the 2015 organizational survey (Service A, 2016). By not changing how it operates and how it treats its workforce, the organization will continue to experience decreasing morale and productivity. Thus, Solution 1 would not achieve SMART status given that it is merely a continuation of the current state.

Solution 2: Only Increase Professional Development (PD) Funding

While formal education has seen a large growth in Canada during the past four decades, the net upgrading of skills required for various jobs has not experienced parallel growth. This education-job gap has been largely beneficial to employers who derive the benefit of a highly trained and developed workforce without incurring additional costs for such education (Livingstone, 2004). As mentioned in Chapter 1, Service A has not increased its funding for education for the past ten years. Instead, as of 2016, the Tuition Reimbursement Program still only provides benefits from the same approximate .0097% of the total organizational operating budget (Service A, 2016). This weak investment in education ultimately results in both businesses and employees being less competitive and less suited to tackle new challenges (Munro 2014).

To remedy this situation, this solution would focus on increasing the funds available for the tuition reimbursement program. The organization could allocate additional funds through a review of current organizational spending practices, as well as future budgetary considerations. Providing more funds would allow more members of the workforce to pursue their educational goals, which in turn would promote and support more employees of Service A to pursue and further their education. This solution could be managed within the current set-up in Service A and would not impact other sections, and if more funds were available the Professional Development Centre of Service A could simply allocate the funds as needed.

Applying SMART to Solution 2 can occur through an analysis of the available funds. These can be observed from year to year, measured not only by how much funding is available but also by the demand for the funding. This solution is attainable within the organization through a planning process that would see funding allocated yearly. Increasing the tuition reimbursement funding is key, particularly given the rising cost of education. Further, increasing the funding demonstrates to the organization that the management is committed to supporting the membership.

Solution 3: Increasing PD Funding and Developing a New Framework for Support and Engagement

As discussed by Schein (2016), the organization's leadership team would be well served by including the ideas of people with experience of the difficulties faced in different parts of the organization. This solution requires the augmentation of current practices within Service A in order to facilitate a greater measure of support and to demonstrate the value of members pursuing further education. Currently within Service A, the tracking of education is primarily done through two separate sections. As previously mentioned, HR tracks an incoming employee's education and the Professional Development Centre manages the Tuition Reimbursement Program, however neither section updates an employee's records as regards education outside of the workplace. As a result, the organization lacks any accurate record of the educational levels of its employees. At times, senior management within Service A will ask either individually or through mass emails for participation in steering committees, but there are no specific mechanisms to seek out employees for such projects based on their education.

This solution would see HR become the final repository of information pertaining to employee education. It would require HR to record all educational achievements. Within Service A, both HR and the Professional Development Centre are housed within a common division, which may encompass several sections. The Performance Management Section is also housed within the same part of the Service A as HR and the Professional Development Centre. This section is responsible for conducting the yearly performance reviews. As part of this review, a new question can be added asking if the employee has taken any courses outside the organization in the past year. As these forms are electronic, they can also be linked to HR, thereby populating the education database.

Another component of this would be increasing the funds allocated to the Tuition Reimbursement Program, which would serve to reinforce to the organization the value of education, as well as provide valuable assistance for members wanting to complete their education.

Finally, the third component to Solution 3 is that senior management would be encouraged to communicate opportunities and to access the education database when seeking members to participate and to offer input for various projects and committees. Rather than sending mass emails seeking assistance, efforts could then be focused on engaging specific members with the education and interests directly related and beneficial to the projects at hand. Beyond the benefits of engaging those whose education is relevant, this would also demonstrate the value the organization places on education and professional development.

This aspect of the solution is the one that will be most challenging, as it requires a shift away from the way members are currently engaged. It would first require a shift in the workplace culture, which would likely be very challenging. Nevertheless, this aspect of the solution, i.e., the proactive measures of engaging and supporting the membership carry the greatest potential to address the challenges faced.

Overall, for this solution to be successful, consideration must be given to ensuring its longevity and that it not merely be relegated to an afterthought or simply another database. As Kotter (2012) noted, for changes to be successful, they need to be positioned within the organization in a manner that allows them to continue past the tenure of the current management, thus surviving into future management practices (p. 14). For Service A, the new generations of leaders should be encouraged to utilize change and engage with the membership in projects and committees where this would be beneficial. Thus, the institutionalized changes will become part of the new organizational culture.

As illustrated in Figure2.1, which is a visual representation of Solution 3's life-cycle, organizational leadership would ideally conduct an organizational scan to ascertain the issues faced. Once this scan is completed, the leadership would mobilize resources to address change. This could be an allocation of funds for future projects, movement of personnel, or shifting of responsibilities within existing work structures. Once this part is completed, the leadership would move to the planning and implementing strategy.

These changes should be institutionalized. This could include the creation of a new database, guaranteeing funding to support education, and active efforts to encourage education in the workplace. Eventually, such changes will become part of the new organizational culture.

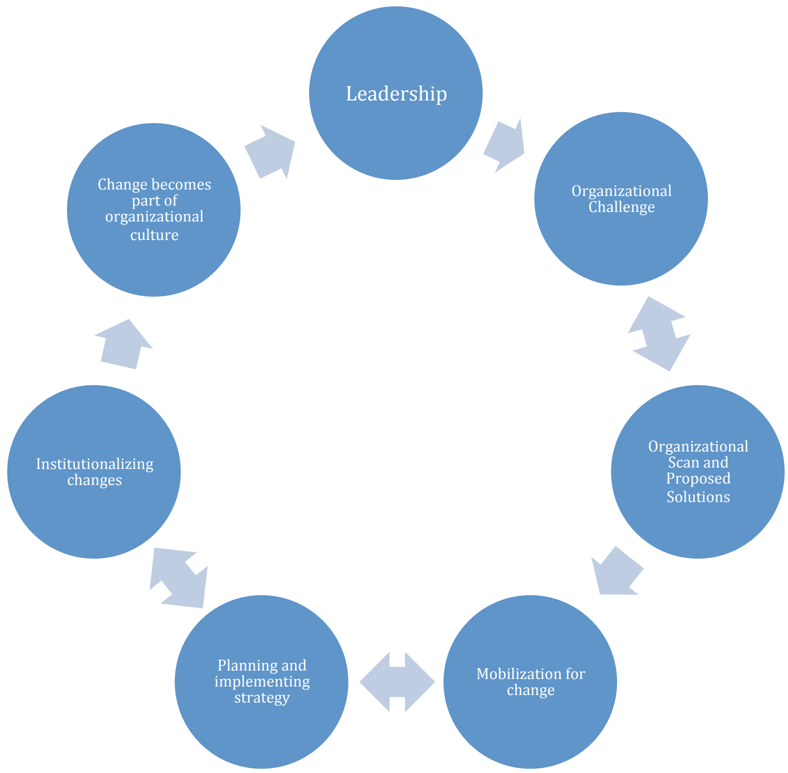

Figure 2.1.

Solution 3. Lifecycle: Path to Move the Organization Forward

Leadership Ethics and Organizational Change Issues

Service A, similar to other organizations, purports to hold its members as its most valued resource. As one example, the organization stated,

> Our members represent our most valued resource and, as such, they must be engaged, developed and supported throughout their careers. Through leadership

> development, performance management, succession planning, training and development, we strive to have a well-rounded, highly capable membership that has opportunities for growth, while balancing the needs of the organization with those of the individual members. (Service A, 2016)

Through this statement, the organization made a commitment to ensure the support and engagement of its membership, and in turn, the ethical commitments within the organization require all levels of leadership to support programs and endeavours aimed at attaining these stated goals. In 2011, Service A began developing its ethics program. Robust initially, it involved one member being assigned temporarily to the program, which resulted in the publication of the service's first manual on ethical standards and expectations. The organizational commitment to ethics grew to encompass training for members as well as a commitment to organizational publications aimed at achieving the highest ethical standards. The manual produced as a result of this project was distributed in hard copy, as well as being available online to all members.

Subsequently, the organization provided ethics training to all members, and the expectations of adherence to ethical and moral principles were presented. Further, the service required all members to demonstrate moral courage when confronting difficult situations and to demonstrate strength of character when their actions were questioned. The final core value taught to members during this period was a dedication to service. This is not new to policing, as the idea of serving the community is one of the cornerstones of modern-day Canadian policing. More so, the members of the service were expected to demonstrate the organizational values of respect and professionalism in all their actions and transactions. Currently, the organization requires all members to adhere to ethical and moral principles which are formally reflected in the organization's mission statement. Each member of the organization:

> is duty-bound to consistently set a positive, ethical example that contributes to the success of individual missions and the overall OPS mandate. Our members set this example by subscribing to the following 10 principles: *leadership, honesty, integrity, professionalism, duty, respect, compassion, fairness, loyalty, and responsibility*. (Service A, 2015)

In 2019, the service further demonstrated its commitment to ethics through the creation of a full-time office staffed by two members, with the possibility of a third member to join later.

As previously stated, through this OIP I seek a greater measure of support for members' development as well as their participation within the workplace. This embodies the common principles of ethics. Huffman (2003) noted that this type of inclusive, holistic approach to incorporating the community within the professional development sphere, with the support and engagement of visionary leadership, creates strong relationships between all stakeholders and is the best indicators of future success. Though beneficial for all, I do expect to face some resistance in deploying this initiative within the organization.

One challenge I expect is that some leaders may disagree with such changes because of how they may be impacted; e.g., if a leader thinks that resources are to be transferred from their section to another, or if additional workload may fall upon them, then resistance may result. As the service has been under budgetary constraints for the past several years, any programs that require additional capital investment are closely scrutinized. Further, some leaders within the organization have an aversion to the implementation of new programs, as their previous budgets may have been curtailed to pay for such.

To address this, a careful analysis of how the changes would impact sections within the organization should be done. As a leader, I will address these issues by establishing a community of practice among my peers to support my vision and goals as I strive for organizational change. This will include recognizing key stakeholders who can assist me in meeting the goals. These stakeholders include both managers with decision-making capabilities as well as the members of the sections tasked with developing and implementing the changes.

Conclusion

In this chapter, an exploration of leadership approaches has been shown, and the combined TL and SL leadership styles have been presented as representing my own leadership style. I have explored how these styles will help me in advocating for and enacting change in my workplace. Further, the CPM and CMP have been presented as the frameworks for leading the change process. These two frameworks were introduced not as stand-alone items, but rather as a blended process incorporating their best features.

Bolman's and Deal's (2013) Four Frame Model should be used as a tool to provide organizational analyses of the current state and the desired future state. Solutions to the PoP have been proposed, with one being chosen based on the likelihood that it would have the greatest positive impact within the organization. Further, the chapter provided a visual interpretation of how the solution will be implemented in the organization. Through this image of Solution 3's life-cycle, the organizational leadership is better able to visualize the process through which this solution is implemented.

In Chapter 3, how the selected solution will be planned, communicated, and implemented will be introduced, and specific details will be provided. Further, it will provide the expected outcomes across various stakeholders within the organization. The chapter will conclude with a reflection stemming from this process and what the future may hold for this initiative.

Chapter 3 – Implementation, Evaluation, & Communication

Introduction

Chapter 2 of this Organizational Improvement Plan identified 3 possible solutions to my Problem of Practice. Of these, one was chosen as a viable option. Figure 2.1 provided a visual representation of how this solution is to be carried out by the leadership. The chosen solution, i.e., Solution 3, seeks to increase the education funding and tracking within the organization as well as encourage management to make better use of employee education in projects where this could bring added value. Chapter 3 will focus on introducing this solution to the organization. To achieve this, an effective change implementation plan will be presented, as well as a communication plan to support it. In addition, this chapter will also present change monitoring and evaluation guidelines. Lastly, the chapter will conclude by reflecting on the OIP and what future considerations may arise that could possibly provide for other avenues to address the issues noted in the problem of practice.

Change Implementation Plan

Developing a change implementation plan is necessary to ensure a successful outcome for this organizational initiative. This plan will serve as the roadmap for the executive leadership of the organizations in addressing how to best support employees pursuing continuing education. This begins with providing a set of goals and priorities that provide both focus and urgency. One of the critical first steps for me as a leader in the implementation of my proposed solution is to develop a strategy to implement it within my organization. In developing this strategy, the proposed changes will follow a five-part process, as follows: (1) Establish Goals and Priorities;

(2) Identify and Engage Stakeholders; (3) Secure Resources; (4) Manage Transitional Period; and (5) Conduct Review.

Establish goals and priorities. Following the selection of the solution for this OIP, three priorities and goals have been developed for this solution to be implemented and ultimately bear positive impacts on the organization. Accordingly, the three priorities are: building a coalition of support within the organization, securing funding for the project, and entrenching the changes within the organization. Of these, the first and most important task in developing an effective plan for change is to build a coalition of support. In building such support, Zatzick and Iverson (2011) asserted that employee involvement is a critical component for organizational success.

Once the coalition of support is established, securing funding and then entrenching the changes in the organization comprise the next set of priorities. Approximately $100,000 will be needed in funding, to be allocated to the tuition reimbursement fund as well as to cover the cost of the software to support the initiative. As visualized in Table 1 below, this is a linear process, with each step requiring the successful completion of the previous one. Without organizational support, funding cannot be secured to implement the solution, resulting in the organization not changing any components from the current state. Once the three priorities have been established and work has begun towards implementing the OIP, the goals can be achieved.

The goals of this OIP can be separated into three phases: short-, medium-, and long-term. The short-term goal is to increase the tuition reimbursement funding to support employees pursuing post-secondary education. This was selected as the short-term goal since it requires the least amount of resources and consideration from the organization, and can be implemented and communicated within a short amount of time. Kotter (1996) noted that seeking and celebrating small wins will result in an additional focus towards a leader's plan and a boosting of morale. In turn, such actions will hopefully generate momentum for this OIP. Following this step, the medium-term goal is to establish a new database to capture the education levels and fields of study throughout the workplace. The final, long-term goal is to encourage managers to better engage employees in projects where their education can be beneficial.

As mentioned in Chapter 2, in order for goals to be successfully implemented and for solutions to be effective in bringing about positive organizational change, they need to be SMART (Cawsey et al., 2016). Table 3.1 illustrates how the chosen solution's goals for this OIP meet the SMART requirements.

Table 3.1.

SMART System

SMART	**PROPOSED SOLUTION**
SPECIFIC	• Increase the tuition reimbursement funding by $ 30 000. • Create a database tracking the education of employees. • Provide ongoing yearly recording of the educational achievements of employees through the annual review process.
MEASURABLE	• The Human Resources section will work towards establishing a database to track education. $70,000 will be allocated in funding to procure the software required. • The Professional Development section will provide the numbers for students accessing the Tuition Reimbursement Fund. • The Information Technology department will be involved in the procurement process, as the organization is currently undergoing a review of its technology. • The Human Resources section's leadership will be involved in the decision-making process and identify what other stakeholders may be affected.

ATTAINABLE	• The organization has pledged support for employees and increased investment in their development. • The Tuition Reimbursement Fund has not been increased over the past 10 years. It is due to be updated in light of increased tuition costs. • Funding for this project has been allocated for new technologies to assist the Human Resources and Professional Development Sections. At this time, approximately $46 million has been designated to support new organizational initiatives, of which some remain to be identified. Accordingly, the sums required for this initiative can be drawn from existing reserves allocated for organizational development.
RESULTS	• The Tuition Reimbursement Fund will be increased. • New software will be deployed to capture the education levels across the organization, as well as the specific fields of study. • The annual review will be changed to better capture the educational information.
TIME-BOUND	• By the end of March 2020, stakeholders will be identified and engaged. • By September 2020, the Superintendent of the Resourcing Section, in combination with the Information Technology Section manager, will advocate the proposed goals to the Executive Section. • By December 2020, the Executive Section will allocate additional funds for the Tuition Reimbursement Fund. • By December 2020, the Resourcing Section, along with the Information Technology Section, will identify the software package for tracking. • Beginning January 2021, the Professional Development Section will begin distributing additional tuition reimbursement funds. • By December 2021, new software will be implemented within the organization to track the members' education.

Identify and engage stakeholders. In order to meet the SMART requirements and ensure the successful implementation of this plan, foremost is the building of coalition support, as identified above. This will initially present a challenge for my plan, since it will require the co-operation of several different sections within an organization where many sections are not under one chain of command. Working around this challenge is vital to my OIP, as I do not have the positional authority to enact sectional changes within the organization to support the OIP. Accordingly, I am particularly mindful of the need to develop a coalition of support to assist me in my efforts. Kotter (1996) noted that this is one of the crucial first stages in leading change. To facilitate this, stakeholders with significant authority within the organization must be identified and engaged to support this initiative and form a coalition to advocate and assist in developing the initiative.

As Freeman (1984) stated, a stakeholder group includes "any group or individual who can affect or is affected by the achievement of the organization's objectives" (p. 46). Moreover, to increase the effectiveness of the stakeholders, they and their specific areas of influence need to be identified early in order to maximize their potential impact on the organization (Bourne, 2016). In addition, it is important to understand the motivations and reservations of these parties and develop a plan to address their concerns, thus balancing conflicting needs and expectations while maintaining productive relationships (Bourne, 2016).

The stakeholders identified to assist this OIP work in three sections that will be affected by the proposed changes. They are people who possess the positional authority to enact the changes within their sections and who can lobby for support to the Executive Office. The sections identified are: Human Resource, Professional Development, and Information Technology, and the identified stakeholders are the command staff of those departments.

As a leader, one of the critical first steps for me in the implementation of my proposed solution is to engage these stakeholders. Through them I plan to acquire the needed resources and develop a strategy that will mitigate any foreseeable limitations. This approach is in line with Karlsen's (2008) consideration that identifying and analyzing the stakeholders are the two most important stages in stakeholder management. Further, Young (2006) outlined how gathering information about stakeholders is the most important stage.

As a transformational leader, my ability to influence the organization will be dependent on how I achieve buy-in and support from others to support my vision of change. Highlighting the growing rates of employee dissatisfaction and disengagement, I will propose to all stakeholders how this OIP can address some of the employees' concerns. Further, I will address the stakeholders regarding the relative importance of developing employee skills. As previously noted, policing is facing ever-increasing investigations and interventions, not only numerically but also in scope. From terrorism investigations that were not a concern a decade ago, through to the newly emerging field of cybercrime, as well as other items of concern within the digital domain, police officers' knowledge, skills, and abilities must not only be enhanced, but also periodically refressed to remain effective vis-à-vis the challenges they face. My communication plan for them will further stress the timing of this initiative. As the organization is currently developing its new business plan, this is an opportune time to introduce new initiatives that may benefit the organization.

In addition, I will provide an avenue for each stakeholder, as leaders within their sections, to demonstrate their commitment to the employees. As transformational leaders themselves, I will note their ability to foster a vision of increased employee support and engagement as a result of their beliefs and behaviours being disseminated through the organization. As Tucke and Russell (2014) noted, leaders are able to provide powerful and meaningful influence within the organization as they lead it through the change. By providing for increased education, regardless of rank or position, the stakeholders will further highlight their commitment to ethics, which is another key organizational value. As explained by Northouse (2016), ethical leadership pertains to what leaders do and who they are in their behaviour.

The early identification of stakeholders serves to mitigate potential risks to this initiative. Having the necessary persons onboard who have direct responsibility for employees as well as the fiscal resources to bring these changes to the organization will prevent this project from being delayed or stalled altogether. The stakeholders will serve as champions for the changes flowing up the chain of command. The stakeholders, once identified, will be engaged not only as individuals but will also form part of a team, as team structures in organizations are based on the idea that organizations can improve performance through teamwork (Wheelan & Furbur, 2006). The stakeholders will be asked to attend meetings that will highlight the status of the project, seek to develop best practices, and present which goals have been achieved and what still remains to be done.

Initially, I will meet with the stakeholders individually to address their specific concerns. This will allow me to further discuss with them how the process will unfold and what their specific roles will be within the program. It will also allow me to address any potential conflicts or barriers which may arise. I am confident in securing their support in light of the organization’s commitment to helping the employees develop as well as the funding already set aside for future such projects. Moreover, in presenting the stakeholders with an outline of their involvement, it is hoped they will see that this project will not consume excessive time or resources from them or their sections, thus allaying any concerns they may have.

Among the stakeholders, the most important person to be engaged for this project is the Superintendent of Human Resources and Professional Development. This person is the highest rank outside of the Executive and has direct fiscal authority to increase the Tuition Reimbursement Fund, as well as approve funding for other organizational development projects tied to this OIP. Further identified parties include the Inspector of Human Resources and the Inspector of Professional Development. These two senior officers are the unit leaders of areas where the proposed changes to the organization will take place. Their support is key to ensuring the follow-through of this plan as well as ensuring that this initiative is included within the organizational Business Plan presented for approval and implementation by the Executive Office. The Business Plan serves as a road map for the organization for the next three years, and by including these proposals within the plan, the initiative will be guaranteed to proceed over at least the next 3 years, allowing the potential benefits to be observed.

For the final stakeholder, I have identified the manager of the Information Technology Section. This person is responsible for the acquisition and implementation of new technology, including any new software deployed within the organization. Their support is vital to ensure the acquisition of a database that can meet the scope of my project. This would ensure that the software is, for example, backwards-compatible with our current software and can be readily integrated within our organizational technology. The goal is for smooth integration within the current systems and/or to enhance the current technology.

Secure resources. While it is important to acknowledge which stakeholders I need to engage, it is also important to note the resources I have available to assist me. The resources I have available for this plan include a staffing complement within Human Resources (HR), where I currently work. The staffing required for the second part of my OIP, i.e., the establishment of an educational database, requires a person to perform the data entry and to maintain the database. Currently within my HR section there is an administrative clerk who could perform this function, and so there would not be any additional costs associated with this step.

To secure funding for this initiative, I require the support of my supervisor, who is a senior officer with the rank of Inspector. This person controls the budget for several sections and has the ability to request funds from the executive office for additional workplace projects. Also, this person has the ability to realign priorities, which can include identifying and authorizing funding from the current budget if new funding cannot be allocated. Through this person, I will advocate for additional funds to be added to the Tuition Reimbursement Fund. Additional resources that will require funding are technological, in the form of a software program that can complement our current employee database. This need not be a stand-alone system, but merely an enhanced function of our current database. In either circumstance, additional funding would be required, as would be consultation with our IT department, which oversees all software purchases and deployment. As previously mentioned, consulting the manager of the IT section would provide me with the guidance as to which solution would best fit my needs.

Further, I will require human resources to assist with the development of the education database. As previously noted, education is not tracked within one database, and employees hired at various times have had this information captured by various databases, and those hired prior to 15 years ago had their information entered in hardcopy and stored in a vault. To accurately collect this information, I would require a person for a predetermined period to manually enter the data from the hardcopies into the database. This function is not time-sensitive, though it should have some degree of urgency. To this end, a creative solution such as using a summer student employee or co-op student can be employed.

Funding allocation will be the largest stakeholder concern that I anticipate I need to address. In an era of budget-tightening, allocating funds for additional projects that do not support operations is challenging. To address these legitimate concerns, I will meet with the stakeholders individually as well as in a group to address their specific concerns. Ultimately, I wish to show these stakeholders how supporting the development of new knowledge within the organization enables the skills and knowledge of employees to remain dynamic, and ultimately improves organizational performance (García-Morales et al., 2012). Moreover, by supporting such initiatives, they are directly supporting the organization's stated values, in which it is espoused that supporting its members is a core belief. I will address with each stakeholder how there is a need for them as leaders to continually assess their strategic positions and align the organization's idealistic purposes with the organization's overall mission, goals, and objectives in order for the organization to enjoy continued success (Cameron & Quinn, 2006).

Lastly, I will reach out to other comparable organizations across the province and will provide the stakeholders comparable figures of what is being spent by them. Through personal communications, I have learned that other organizations spend greater sums, both as a percentage of the budget, as well as total funds.

Manage transitional period. Once the goals of this OIP receive organizational permission and funding, the change plan will commence by contacting the affected sections and deploying the right technology to create and maintain the proposed database. It is important for the transitional period as well as the rest of the OIP to be time-bound to ensure that it remains focused. This transitional phase, from idea to mobilization to implementation, will start as of January 2020, and this will occur with the engagement of the identified stakeholders through April 2020. Meetings will be coordinated with the section heads, during which the proposed changes will be presented, and these will occur in the first 6 months of 2020. It will be important to record the stakeholders' concerns and reactions. Follow-up meetings will also be proposed to keep the dialogue open, for information to be exchanged, and for any concerns to be addressed.

Further, each section will have a periodic check-in to ascertain if anything within their particular sphere of influence needs attending to. This may require the coordination of work across several sections. For example, IT may require additional information about the software used in HR's Performance Management Section, or information about how any proposed software may be integrated. Similarly, HR personnel may be required to test any software proposed by IT. These periodic check-in meetings will be recorded in order to ensure that the project remains on track; as well, accurate records will be kept of decisions and dates. These check-in meetings will also serve as course-correction and brainstorming sessions to address any new challenges that may arise. This will provide me with stakeholder input, thus allowing for adjustments to the implementation.

From these meetings, a business proposal will be drafted by the HR Section by the end of June 2020 which will be endorsed by the three aforementioned sections and will be presented to the Executive Office by the Superintendent of HR. It is anticipated that once approval is granted, these will be incorporated and drafted into the 2021 Business Plan, which will be completed from June to September 2020.

Conduct review. The final part of this change plan consists of a review. It is anticipated that by January 2021 the final part of the plan will be implemented, which involves the new educational database software. Following this, a periodic semi-annual review will take place among the sections to ascertain how the project is proceeding and if any additional work needs to done. The reviews will consist of meetings as well as surveys sent to the stakeholders. I will be the facilitator of the meetings and will compile the results of the surveys. Successes are to be highlighted and celebrated, and any challenges noted and addressed. Table 3.2 below compares the proposed solutions against the SMART factors.

Table 3.2.

SMART Solutions Comparison

	Solution 1	Solution 2	Solution 3
Specific	Maintains status quo.	Provides an improvement.	Provides an improvement.
Measurable	Yes	Yes – Through budget analysis.	Yes – Through budget analysis.
Attainable	Yes	Yes	Yes
Relevant	No	Yes – limited to only employees pursuing education.	Yes – provides greater supports and benefits to both employees and the organization over a longer period of time.
Time Bound	No	Yes	Yes

Limitations

Within context of this OIP, I lack the positional authority to unilaterally implement the changes I seek within the organization. Within my hierarchical organization, my ability to influence is further reduced by the need to involve several sections beyond those over which I exercise any control. I will, therefore, require the assistance of other members within the organization who have the necessary positional authority to enact this change, and foremost, I require the support of the Superintendent in charge of HR and Professional Development. As an informal leader, being able to leverage any influence is dependent on how open others are during discussions about and in response to the presentation of this OIP. Thus far, I have approached my leadership on several initiatives to which they have been receptive. I believe that this initiative too will receive support, as it is line with the direction the organization is going. For example, the executive leadership has openly pledged their support in developing new initiatives aimed at directly supporting members both in their personal and professional lives.

A further limitation I face consists of budget constraints. As previously indicated, the proposed total funding required to support this initiative will be $100,000. Thirty thousand of this will be allocated to the tuition reimbursement fund, and $70,000 to technology development. Regardless of the buy-in from leaders within the organization, ultimately this OIP will be influenced by the amount of money that can be allocated to the Tuition Reimbursement Fund as well as for the software to be deployed in tracking education across the organization. I am confident that this proposal has a very good chance of being approved and implemented either in whole or in part. It falls within the vision of the organization, and currently the organization is exploring new avenues of supporting its employees as well as developing new technologies.

Plan Do Study Act (PDSA) Model

Moen and Norman (2006) noted that the PDSA cycle is based on Edward Deming's quality management tool, which seeks continuous improvement. This cyclical model is separated into four steps, which guide the process from inception to implementation and revisions. The following paragraphs will highlight how this cycle will be adopted through the CMP and CPM processes as they address improvement in the organization. Figure 3.1 below presents a visual representation of this cycle.

Figure 3.1.

Plan Do Study Act (PDSA) Model, Adapted from Moen and Norman (2006)

The first step in this model, i.e., "Plan", establishes an objective, formulates predictions, and develops a plan to carry out the cycle by detailing the "who, what, where, and when" of the plan. The second step, "Do", involves carrying out the plan and documenting the results. Next, the "Study" step completes the data analysis. Lastly, the "Act" portion determines if the cycle is to be repeated and what, if any, changes are warranted (Moen & Norman, 2009). The purpose of the PDSA model closely aligns with the principles of both transformational and servant leadership.

As noted by Allen et al. (2016), servant leadership seeks to unite and align followers around collective goals that promote a collaborative approach to problem-solving and resource management. This form of leadership seeks to promote continual process improvement through innovation and a willingness to abandon inefficiency. Servant leadership emphasizes trust and empowerment within workplace relationships, promoting a shared governance, and the PDSA cycle, through its continual engagement with stakeholders to continue development, promotes a culture of collaboration and shared governance.

The PDSA cycle connects with Cawsey et al.'s (2016) Change Path Model (CPM) and Beckhard and Harris' (1987) Change Management Process (CMP) model, which were previously selected as avenues through which the change process will proceed. The CPM, to review, includes 1) Awakening, 2) Mobilization, 3) Acceleration, and 4) Institutionalization, while the CMP suggests five steps for successful organizational change, i.e., 1) Internal Organizational Analysis, 2) Why Change?, 3) Gap Analysis, 4) Action Planning, and 5) Managing the Transition. Table 3.2 below shows the steps between the plans.

Table 3.3.
Managing the Transition

Change Path Model	PDSA	Change Management Process	PDSA
"Awakening", which addresses the reason for the change and is concerned with drawing to the attention of the organization the data, facts, and forces that generated the need for change in the first place.	Plan	Conduct an internal organizational analysis and establishing the current organizational situation.	Plan
"Mobilization", which involves the determination of what needs to change and the vision to facilitate it.	Plan	Determine why change and what the vision for change is.	Plan
"Acceleration", which involves action planning and implementing the strategy. In this stage, people within the	Do	Conduct a gap analysis with the scope of defining the current state	DO

organization are engaged and the leadership seeks to sustain the momentum of the process through continual management of the transition.		versus a future desired state.	
"Institutionalization", which results in the successful conclusion of the transition to the desired new organizational state. In this final stage, new structures, systems, and processes are put in place to stabilize the organization and to consolidate the change, and the successes are acknowledged.	Study / Act	Action plan by establishing the work to be done to bridge the present and future state.	Do
		Manage the transition during which the change is implemented.	Study / Act

PDSA begins with the planning stage, as outlined in Figure 3.1, where change agents identify the improvements they are trying to make, how they will bring about change, and determine the impact of proposed changes. Within the context of this OIP, during this stage I determine what improvements I seek within Service A. Further, during this stage I will gather my research data, such as budget figures from other police services highlighting how much they invest in education, as well as research demonstrating the positive impacts that education has in the workplace. This stage also requires me to familiarize myself with the command structures of the various sections that I will need to involve, as well as to research the costing of items such as any software needed. Additional resourcing costs, including existing employee time, will need to be factored in, following which these data will be compiled as part of my proposal.

In the "Do" stage, the plan is then carried out and the changes are documented. This component involves reaching out to the identified stakeholders, meeting with them, and providing them with the research to support my OIP. Once their support is secured, the plan is pushed forward, and the stakeholders work to implement it across their sections and the organization as a whole. Following this, the "Study" stage gathers and analyzes the results. Depending on this analysis, a decision is made to repeat, modify, or abandon the change in the "Act" stage. The cycle is then repeated, as is demonstrated in Figure 3.1

Monitoring and Evaluation

Principal amongst the benefits of monitoring and evaluation is the ability to frame the need for change, guide the change, course-correct throughout the process, and iterate the process following an initial change cycle (Cawsey et al., 2016). Evaluation looks at all aspects of the plan as well as actions and personal performance (Bolman & Deal, 2013). Through this, the success or failure of the short-, medium-, and long-term goals can be established. The plan can be evaluated through both quantitative and qualitative means. This plan will also evaluate how the structure, politics, human resources and symbolic culture of the organization may have changed (Bolman & Deal, 2013).

Specific to this OIP, quantitative measures deployed for this plan will consist of collecting the budget data as well as the funding data for the Tuition Reimbursement Plan. The total approximated budget for this inititative is $100,000. Through this, it can be established if the funding has increased and if so by what percentage, as well as the percentage of the total organizational budget it comprises.

These data will be collected annually. In addition to the quantitative measures, the qualitative measures will consist of meetings with the involved stakeholders as well as other members of the organization who have used the education database. Through conversations, their experiences will be recorded and analyzed to determine improvements that can be made to the plan.

Table 3.4.
Project Goals

Goal Type	Method of Data Collection	Frequency of Data Collection	Responsible Party
Short-term – Increased Funding	Quantitative review of the Tuition Reimbursement Fund and organizational budget.	Once yearly – Data will be collected through the Professional Development Centre as well as the Finance Office. The data will indicate the funding allocated for education as well as how many employees are accessing the funding and the type of education.	The Professional Development Centre Inspector will compile the data received to produce a report.
Medium-term – Enhance education tracking within the organization	A quantitative summary of the capture of employee education data will be determined via surveys.	Quarterly – Data will be collected through a survey distributed to the Human Resources and Information Technology sections to determine updates pertaining to tracking education levels within the	The Human Resources Inspector will compile a review of the data.

		workplace. A yearly request will be made to the Human Resources Section to provide the response rates in employee annual reviews that track education.	
Long-term	Engaging employees within the organization whose education may be beneficial to specific work projects.	Quarterly – Semi-annually a short survey can be sent from the office of the Superintendent to all senior officers who have undertaken projects to determine if they have engaged employees within the organization based on specific education backgrounds. Further, the Human Resources Section will provide a list of managers that have accessed the education database. The OIP author will seek further qualitative reviews and follow these up with meetings.	Offices of the Superintendent of Human Resources and Professional Development, and the OIP author.

As noted in Table 3.3, the goals for this inititative are separeated into three categories, short-, medium-, and long-term. For each category each goal has its methods of data collection listed, and each unique criteria. The easiest goal to track and measure is the Tuition

Reimbursement Fund. The quantitative measure for this will be determining any funding increase. This will be reflected in the organization's operational budget. This can be understood in several ways, including assessing the amount of funds allocated in previous years or by using the percentage of the current organizational budget. Progress for the medium- and long-term goals will require other measures. An analysis of the HR education database will indicate whether this goal was met, the degree to which it has captured the breadth and levels of existing education that employees of Service A possess, and if the measures to capture future educational achievements have been implemented. In addition, this will show if the current database survey of the previously identified stakeholders has adequately measured if the current plan needs to be refined and/or what challenges may have arisen that must be addressed.

The long-term goal of engaging members based on their education will require consultation with HR in order to determine which managers have accessed the education database. From here, discussions or surveys can be used to determine their opinions and receive suggestions on how their experiences can be improved. This will serve the function of refining the implementation plan should improvements be noted. Although planning and measuring are critical components in this OIP, vitally important is also how this will be communicated to the organization, and in particular to those who possess the authority to make it a reality.

Communication Plan

For this OIP to be successful a well-planned communications strategy is required. Given that the OIP requires the support of several stakeholders across various sections within the organization, careful consideration must be given to how this OIP and what is required from the stakeholders will be communicated. As previously noted, my ability to influence does not come from my positional authority, but rather from my ability to communicate and obtain buy-in from others. Accordingly, my communications with the stakeholder group are crucial to the change plan.

An important consideration in a communication plan is to determine the key message to be communicated, as a clear message will positively impact how stakeholders accept the change (Cawsey et al., 2016). Striving for the successful implementation of this OIP requires effective communication management (ECM), which refers to systematic initiatives directed towards planning, monitoring, and controlling all communication channels within an organization. This may include developing effective internal and external organizational communication strategies and managing the flow of information (Johnson, 2012).

ECM involves a process in which multiple types of communication are delivered in such a way that the objective for which the communication is released is achieved to the maximum extent. In a project context, as noted by Kerzner (1987), the definition of effective communication includes an exchange of information, an act or instance of transmitting information, a technique for expressing ideas effectively, and a process by which meanings are exchanged between individuals through a common system. The communication plan of this OIP will have four specific phases in the change process. Table 3.4 below outlines the phases and the communication actions required in each phase.

Table 3.5.
Communication Needs for Different Phases in the Change Process

Initiation Phase	Developing the Need for Change Phase	Midstream Change Phase	Confirming the Change Phase
- Identify a need for change. - Identify stakeholders. - Establish procedures and responsibilities.	- Explain the need for change. - Engage stakeholders and detail what is required of them. - Start the plan.	- Obtain feedback from Stakeholders. - Address issues as they arise. - Provide clarification where needed.	- Advise Stakeholders of outcomes, and recognize their efforts. - Continue to support the organizational improvement.

Adapted from Klein (1996). A Management Communication Strategy for Change. *Journal of*

Organizational Change, 9(2), found on page 321 in *Organizational Change: An Action Oriented Toolkit* by Cawsey et al. (2016)

To support the communication plan for this OIP, specific strategies need to be implemented to ensure clear and effective messaging. Accordingly, Klein's (1996) six principles of communication strategy will be used as a guide. Through this strategy I hope to secure the support of the stakeholders as well as others in the organization that may be affected by the change plan. The six principles are as follows:

1. Message and media redundancy
2. Communicate in person.
3. Line authority – involve chain of command
4. Involve immediate supervisors in change communications
5. Use opinions of others – informal leaders tapped into
6. Use personally relevant information

Applying these principles to the OIP requires that messages are delivered through more than one method. This will consist of meetings with stakeholders while also delivering messages through email communications. As the main advocate for this OIP within the organization, I will be the one responsible for meeting the stakeholders. Following identification of the stakeholders, it will be important to meet with them, present them with the OIP, and detail how it is beneficial to them, their sections, and ultimately the organization as a whole. This will provide for the immediate clarification of any issues through ongoing personal communications and interactions (Gioia & Sims, 1986). Also, I will email correspondence to them by detailing what is proposed.

The involved stakeholders will all be officers or civilian members in positions of authority, as their positions bring practical and symbolic benefits. They are not only able to make decisions that can impact the organization, they also control resources that are required within this OIP. Once the OIP has been approved and is ready to be implemented, information will be disseminated through the sections and delivered to the involved members by their immediate supervisors, as Klein (1996) noted that people are more receptive when messages come from their immediate supervisors. The practical reason for this relates to the large sections involved, within which it is difficult for any one person to ensure that all affected persons are individually informed. In turn, it is important to acknowledge that when presenting this OIP to the various stakeholders and sections, not only must the formal leaders be informed, so too must other interested parties be informed and engaged.

Therefore, when presenting information to a section, conversations and data should be shared with all members. This approach also captures the reality that informal leaders, while lacking positions of authority, nonetheless hold significant sway over employees (Pielstick, 2000), and by tapping into them, new support systems can be leveraged in the deployment of this OIP. Lastly, when conducting meetings for this OIP, careful consideration must be given to using information that is personally relevant to the party receiving it. Though providing the overall concept, the data most relevant to each individual section need to be highlighted, as this allows for each particular section to accurately engage in discussion about the matters that impact them. Through an effective communication plan, as discussed, stakeholders will be engaged to provide their support for this initiative, which ultimately seeks a better future state for the organization. Once achieved, or even on the way, consideration can also be given to how this plan may also benefit other, similar organizations. This will be discussed in the following section.

Next Steps and Future Considerations

Chapter 1 framed the problem of practice and envisioned a future state. This included greater support for post-secondary education and better tracking of employee educational levels, which would ultimately lead to engaging employees in projects where their education would be beneficial. By investing in human capital, this OIP seeks to stem some of the increasing rates of employee dissatisfaction and disengagement faced by employees in Service A. Further, it will hopefully lead to increased organizational performance levels. These issues are not unique to Service A, and successful implementation of this OIP could see it presented to other police services as a best practice.

Section leaders across Canada often communicate via formal and informal networks, sharing best practices as they undertake various projects. Thus, it stands to reason that successful programs can be replicated across other services. This is of particular importance in light of the increasing organizational pressures that agencies face such as increasing demands to enhance efficiency and address sagging morale levels.

I am not alone within my organization when it comes to developing ideas for organizational improvement. In light of this, there are some mechanisms in place to send ideas for improvements up through the chain of command; however, the mechanisms across the organization vary widely. It is both daunting and disheartening to have an idea and yet lack a clear understanding of how to implement it or where to seek support. By virtue of my position within HR, I have access to influential persons within the organization as well as a clearer understanding of how the organization functions, but the same cannot be said for other employees in more specialized and isolated sections. Therefore, I envision the possibility of a more formalized process whereby others who have ideas to improve the organization can also receive guidance and support in their projects. These ideas can be shared, as noted previously, with other services seeking best practices. These need not only include projects with a successful outcome, but also projects which have failed, as these too can be valuable in preventing others from repeating similar outcomes.

Further, through my position I have developed connections to similarly placed individuals in other policing organizations through cooperating on various projects or meeting during events to share best practices. Following the successful deployment of this OIP in my organization, I will share it with them in hopes of supporting their organizations as well. At first this will be done locally in Ontario, as I am already in contact with peers in other organizations through various provincial committees, and following this, I can share the project with other interested services nationally through the Canadian Police College (CPC). During my research I had the opportunity to attend the college. It is the closest organization that exists in Canada to a national research facility for policing.

Canada does not have a national police research and study centre, and research on policing is virtually absent at the national level. Given that the cost of policing in Canada is in excess of $ 13 billion annually, this is remarkable (Griffiths, 2014). Policing-related research is done either at the request of individual police services, by governments dealing with specific issues, or by academics at various institutions, and there is currently no effort to either coordinate research on policing or to increase police services' research capacities. With a few exceptions, academia and police seldom cooperate in any long-lasting and meaningful fashion. This status quo is not sustainable. As policing is becoming increasingly becoming more complex, with multinational crime, terrorism, and increased service demands, it is apparent that current methods, policies, and organizational structures will not be sufficient to address future demands. Accordingly, the college has begun a process of collecting police specific research materials to augment their library, and I have been asked to contribute my OIP to their collection upon its completion.

Conclusion

Chapter 1 of this paper presented the historical and social contexts for an identified problem within Service A, which highlighted how continuing education remains underfunded and that resources within the organization are inequitably distributed on the basis of rank and position. Moreover, there are no mechanisms within the organization to accurately track or record the educational achievements of its employees. This has contributed to employees feeling unsupported and has further led to decrease in performance levels within the organization. The problem of practice seeks to determine what the executive leadership can implement to support employees pursuing continuing education.

Chapter 2 detailed what to change and how such change can be effectively undertaken, and specifically, proposed solutions based on Leadership Theory and supported by Change Management Theory were presented. These solutions were selected because they have been previously utilized by organizations to respond quickly and efficiently to new opportunities and to adapt in a world of continuous change (Franklin, 2014).

To support change within the organization, the Organizational Improvement Plan (OIP) utilized Cawsey et al.'s (2016) Change Path Model and Beckhard and Harris' (1987) Change Management Process as frameworks for leading the process of change. In addition to these two models, Bolman and Deal's (2013) Framing Theories were considered in the implementation of this OIP, by providing a critical organizational analysis.

Chapter 2 further identified 3 possible solutions to the Problem of Practice. Of these, one was chosen as a viable option. This solution sought to increase the education funding, improve tracking education tracking within the organization, as well as encourage management to make better use of an employee's education in projects where this could bring added value.

Chapter 3 focused on introducing the selected solution to the organization. This consisted of an effective change implementation plan, a communication plan aimed at engaging appropriate stakeholders, and change monitoring and evaluation guidelines. The chapter concluded by reflecting on the OIP and what future considerations whereby new ideas for organizational improvements were considered, as was the possibility of sharing this OIP with other similar organizations through my network of contacts.

The central driving idea of this OIP is the value which education brings, both to individual as well as the organization. To remain effective, policing, similar to other industries, must focus on developing their human capital, and I hope I have demonstrated a path to achieve some of this through this OIP.

Chapter 3 also focused on implementing, communicating, and evaluating the proposed changes within the organization. These changes involve increased tuition funding within the organization, establishing a database tracking employee education, and lastly, encouraging management to seek assistance on projects from employees whose education is relevant to the task at hand. This chapter has provided concrete steps on how to achieve these goals and has presented a communication strategy on how the stakeholders may be engaged in order to maximize efficiency. Building on the foundations of the two previous chapters, this chapter has further detailed how the changes proposed will continue to support my interpretations of transformational and servant leadership. The chapter concluded with next steps and future considerations.

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