Through the Eyes of a Consultant: Leadership Succession Planning in an International School Setting

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Abstract

Research has shown that school leadership significantly influences institutional success and student achievement. Yet, studies indicate that in many school systems around the world, there is an absence of thoughtful and methodical leadership succession planning. The problem of practice addressed in this Organizational Improvement Plan is the lack of an equitable, systematic, and transparent approach to leadership succession planning in an international school in Country A. Using this school as the basis for this study, systems theory (Senge, Hamilton & Kania, 2015) guides a “whole-system” discussion for developing and implementing an equitable, systematic, and transparent succession planning framework. Through the lens of systems theory (Senge et al., 2015) attention has been given to how teachers within the organization can be afforded the opportunities and structures needed to build their leadership capacities to fulfill a “grow your own” (Rothwell, 2002) philosophy, as well as the institutional standards and practices of the school, which would then transform the organization as a whole. Two change theories, the Change Path Model (Cawsey, Deszca, & Ingols, 2016) and Kotter’s Eight-Stage Process (Kotter, 1996), have been utilized in considering how to propel the school forward from its current position, which is lacking a coherent leadership succession planning framework, to an ideal future state, where through the employment of research, available data, and theory the implementation and application of a comprehensive leadership succession planning framework is institutionalized. The transformational and transformative leadership approaches have been adopted to help in understanding leadership’s role in creating the systems and structures necessary for teachers to develop their leadership capacities, as well as instituting an equitable and transparent appointment
structure within the school. This study offers a unique perspective, as it is researched and written by an external change agent, to be offered to the current school administration for enactment. The information presented in this Organizational Improvement Plan, although focusing on a single international school located in Country A, can have implications for all international schools, as it provides a tangible, research-informed, and thorough process by which an international school can develop a leadership succession framework and build a talent pool from within the staff to draw from when required.

**Keywords:** capacity building, Change Path Model, “grow your own”, Kotter’s Eight-Stage Process, succession planning, systems theory, transformational leadership, transformative leadership
SUCCESSION PLANNING IN AN INTERNATIONAL SCHOOL

Executive Summary

School leadership has been found to be critical to the development of excellent teaching and learning experiences (The Wallace Foundation, 2017). Studies have also shown that the effectiveness of a school can be disrupted when key individuals (often those in leadership roles) depart from it (or their role) (Wills, 2016; Miller, 2013). The problem of practice being addressed in this Organizational Improvement Plan is the lack of an equitable, systematic, and transparent approach to leadership succession planning at The International School (a pseudonym) in Country A. The International School, which currently does not have a formal succession planning framework in place, has witnessed gaps in leadership when there has been a change, impacting the environment of the school, and the quality of education provided.

In response to this problem, this Organizational Improvement Plan aims to offer a process by which an equitable, systematic, and transparent succession planning framework can be developed and implemented, with clear objectives, roles, lines of action, and “a comprehensive set of assessment and development practices that support the entire pipeline of talent across the organization” (Groves, 2007, p. 240).

Research indicates that changing one aspect of an organization is not enough to enact enduring change (Fullan, 2006), as such, using systems theory (Senge, Hamilton & Kania, 2015), the problem is considered from a holistic perspective, looking at the relationships and structures within the organization and the impact of the solution on these various elements, emphasizing development and growth in every aspect.

This document is organized into three chapters, each building on the previous one, with the aim of addressing the problem of practice and offering a practical solution for
implementation. As effective change processes are multi-layered and often complex, the reader is guided through the change process and key elements to be able to bring the proposed solution to fruition.

Chapter 1 provides the context of the problem and the organization, including the history of the organization, its structure, current functioning models, as well as its vision, and mission. It also offers a glimpse into the authors scope and agency. Transformational leadership (Leithwood & Sun, 2012) and transformative leadership (Shields, 2010) are introduced as the leadership models that will be utilized for leading the change process, and the following questions which emerge from the problem of practice are considered: 1) what is needed for The International School to implement a systematic, transparent, and equitable leadership succession planning framework that provides a range of staff with leadership opportunities and structures needed to build their skills and aspirations, in order to take on leadership positions; 2) what are the factors that facilitate leadership development; and 3) what capacity building strategies can be implemented into the school setting, that would assist with the creation of a “growing your own” (Rothwell, 2002) philosophy? Utilizing the Change Path Model (Cawsey et al., 2016) and Kotter’s Eight-Stage Process (Kotter, 1996), a framework for the change process is introduced.

Chapter 2 focuses on the planning and development of the change process and delves deeper into the leadership frameworks, and approaches for leading the change. In addition, an evaluation of the organization is carried out using Nadler and Tushman’s (1990) Congruence Model. Through this model, the areas of incongruence in the organization are identified and considered.
Ultimately, three possible solutions to the problem are reviewed and the Dynamic Leadership Succession Model (Peters-Hawkins, Reed, & Kingsberry, 2017) is found to be the most operational within the context and needs of The International School. This model offers a clear and dynamic process consisting of three cyclical steps, by which an organization can forecast upcoming openings, prepare a pipeline of qualified individuals, and sustain leaders in their roles through such tools as mentoring. It also provides a transparent process by which all staff can be made aware of upcoming vacancies, and transitions to leadership are systematic in order to diminish knowledge acquisition. An ethical framework to guide the change process is also contemplated.

Chapter 3 develops the plan for the change implementation, highlights key areas for communication, and offers a step-by-step guide to monitoring and evaluating the change process. The Change Path Model (Cawsey et al., 2016) and Kotter’s Eight-Stage Process (Kotter, 1996) are again brought to the forefront of the dialogue as priorities are developed in addressing the change implementation. A version of PDSA (Deming, 1993) which is currently in use at the school, is offered as the basis for the monitoring and evaluation work. Finally, some future considerations and next steps are discussed.

This Organizational Improvement Plan is unique in that it is researched and presented by an external change agent (the consultant), for implementation by an internal change agent (the Principal). Although each international school is unique and has its own features and characteristics, the processes considered in this paper can potentially be universally applied, especially for those who lack leadership succession planning approaches.
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I dedicate this accomplishment to my sister, Nousha, who I sadly lost to cancer, during this journey
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Glossary of Terms

**Capacity Building:** “Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively” (Retrieved from http://www.gdrc.org/uem/capacity-define.html).

**Change Path Model:** A four-stage model for change that focuses on the process (Cawsey, Descza & Ingols, 2016).

**Evaluation:** “Involves making judgments in relation to the program and also formulating conclusions and recommendations for the future…aims to inform policy and program development based on reflection and learning” (Markiewicz & Patrick, 2016, p. 12).

**Growing your own:** A process utilized in succession planning where staff, with an interest and potential for upper-level positions, are identified, gaps in knowledge acknowledged, and training and mentoring programs set up to train them so that they are ready to assume leadership positions in the near future (Nixon, 2008).

**International School:** Schools that generally follow a national or international curriculum different from the host country and which place an emphasis on international education (Nagrath, 2011).

**Kotter’s Eight-Step Process:** A change process model that provides “a highly structured finish-one-stage-before-the-next-stage approach to change” (Cawsey, Descza & Ingols, 2016, p. 37).

**Leadership:** “A process whereby an individual influences a group of individuals to achieve common goal” (Northouse, 2019, p. 3).
Learning Organization: Is one where employees are supported and rewarded for learning and innovating, and one that promotes experimentation, risk taking, and values the well-being of all employees (Gephart, Marsick, Van Buren & Spiro, 1996).

Monitoring: “Focuses on both what is being done in a program and how it is being done, serving as a means to identify any corrective action that is necessary” (Markiewicz & Patrick, 2016, p. 12).

Nadler and Tushman’s Congruence Model: “Provides a clear blueprint to help change agents focus on what to change…their model says: Change whatever is needed in order to (a) keep the organization’s strategy in sync with the political, economic, social, and technical (PEST) factors in its changing environment; (b) keep the organization’s internal components aligned with its strategy; and (c) achieve congruence among all components of the organization in order to meet desired outcomes efficiently and effectively” (Smits & Bowden, 2015, p. 17).

Replacement Planning: “The process of identifying short-term…emergency backups to fill critical positions or to take the place of critical people” (Rothwell, 2011, p. 88).

Succession Planning: “A deliberate process undertaken within the organization to ensure a smooth transition as leaders come and go” (Peters-Hawkins, Reed, & Kingsberry, 2017, p. 27).

Systems Theory: A “holistic approach . . . which can be used by any leader at any organizational level to optimize an organization (or part of it) to create sustainable high performance” (Coffey, 2010, p. 18)

Systems Thinking: It is a way to understand the whole and the interconnectedness of the parts within it (Rodriguez, 2013).
Transformational Leadership: A process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goal (Northouse, 2016).

Transformative Leadership: “Focuses on improving organizational qualities, dimensions, and effectiveness; and transformative educational leadership begins by challenging inappropriate uses of power and privilege that create and perpetuate inequity and injustice” (Shields, 2010, p. 564).
List of Acronyms

BoD (Board of Directors)
CASR (Consult, Act, Study, Reflect)
DLS (Dynamic Leadership Succession Framework)
HR (Human Resources Department)
IB (International Baccalaureate)
IBO (International Baccalaureate Organization)
IT (Informational Technology Department)
IGCSE (International General Certificate of Secondary Education)
LD (Leadership Development)
LGP (Leadership Growth Plan)
NGO (Non-Governmental Organization)
OCT (Ontario College of Teachers)
OIP (Organizational Improvement Plan)
PLC (Professional Learning Community)
TIS (The International School)
Chapter 1: Introduction and Problem

Schools are “complex, single systems made up of multiple interacting parts” (Ball, Maguire, Braun, & Hoskins, 2011, p. 637). They are unique organizations “characterized by the presence of structural and cultural working conditions and interpersonal relations, which interconnect all school actors with each other by means of formal and informal networks” (Struyve, Meredith, & Gielen, 2014, p. 225). Additionally, they are seen to possess a political dimension, clear hierarchical relationships, and a high degree of governance (Sattler, 2012).

In these complex organizations, composed of a wide variety of roles and responsibilities, research has shown that leadership is “pivotal to the development of excellent teaching, excellent school and ultimately, enhanced student achievement and well-being” (The Ontario Leadership Framework, 2013, p.3). Leadership has been attributed to being foundational in high performing school(s) (Wildy, Siguradottir, & Faulkner, 2014), essential in improving instruction, and raising student achievement rates (Grogan, 2013; Renihan, 2012; Hoy & Smith, 2007; Waters, Marzano & McNulty, 2003). Leithwood, Louis, Anderson, & Wahlstrom (2004) contend that it is second, only to teachers, as the most important factor affecting student achievement.

Despite its importance, it is difficult to define leadership (Leithwood & Riehl, 2005). A review of the literature produces numerous and varied definitions. Silva (2016) argues that “the correct definition … depends on the interest of the researcher and the type of problem or situation being studied” (Silva, 2016, p.1). For this Organizational Improvement Plan (OIP) a definition provided by Northouse (2019) has been chosen. Northouse (2019) defines leadership as “a process whereby an individual influences a
group of individuals to achieve a common goal” (p. 3). In viewing leadership as a process, it suggests that “leadership is not a characteristic or trait with which only a few, certain people are endowed with at birth” (Rowe, 2007, p. 1) but rather “a transactional event that happens between leaders and followers” (Rowe, 2007, p. 1). Northouse (2019) confirms that “as a process, leadership can … be learned” (p. 8). Since this OIP seeks to address how an international school can implement an equitable, systematic, and transparent succession planning framework which encourages teachers to develop their leadership capacities (commonly known as “growing your own” (Rothwell, 2002)), it is important to view leadership in these progressive terms: as a process whereby anyone interested in developing their skills and capacities in becoming a leader can do so, with the appropriate tools and supports in place.

While leadership succession planning has been a part of the business world for over 30 years (Neefe, 2009), educational institutions have been slow to adopt its models and practices (Riddick, 2009; Parfitt, 2017), leading to significant periods of regression as programs and initiatives implemented by school leaders disappeared with their departure (Fusarelli, Fusarelli, & Riddick, 2018). As with leadership, a literature review of succession planning produces a multitude of definitions. Although there is significant variance between these definitions, most agree that it is a systematic process which includes an element of developing individuals (Fancher, 2007). For the purposes of this OIP, succession planning is defined as a deliberate, systematic, and purposeful process within an organization to fill vacancies and ensure a smooth transition for key positions (Peters-Hawkins, Reed, & Kingsberry, 2017; Chavez, 2011).
There are many different types of international schools around the world. Each school is unique, often with their own special qualities, structures and practices. Hayden and Thompson (2008) describe international schools as “private institutions funded largely through student tuition fee income...[and] though they...conform to the law of the land in the host country, are run in their own particular way” (p. 66). Researchers have identified a few common traits among international schools: 1) they do not use the host countries curriculum, but have an internationally focused curriculum and are internationally accredited, 2) they have expatriates as well as local nationals as students and staff (faculty), and 3) they have a transient population (Nagrath, 2011). In addition, one distinguishing feature that differentiates international schools from other schools is that they are often independent and autonomous in nature. This allows them to have their own methods (or lack thereof) for planning leadership succession and filling vacancies.

Research in the field of leadership succession planning in international schools is limited. Therefore, this paper aims to serve a twofold purpose. First, as a guide to help facilitate the change required at The International School (TIS) (a pseudonym) to actualize an equitable, systematic, and transparent leadership succession planning framework, and second, to contribute to the discourse of how international schools can better plan for leadership succession, thereby maintaining momentum for school growth and development (Lee & Li, 2015) ultimately impacting student achievement.

This OIP is arranged into three chapters. This first chapter will provide a brief history of the school, consider the problem of practice, and the questions that arise from it. The change leader’s current agency and role, vision for change, and the school’s readiness for change are also contemplated.
Organizational Context

Organizational Overview

TIS is a private, not for profit, independent, international, day school located overseas, in Country A. Like many other international schools, it is composed of a culturally diverse and somewhat transient student and faculty population (Hayden & Thompson, 2011). TIS is accredited by the Cambridge International Examinations (CIE) and the International Baccalaureate Organization (IBO) and offers English language instruction in all subject areas.

Being a private institution, TIS has a great deal of autonomy with regards to decision-making authority over operations, the hiring and firing of staff, assessment of teachers, and pedagogical practices (Arcia, MacDonald, Patrinos, & Porta, 2011), and is not bound by the educational policies and procedures of the local Board of Education. However, as a demonstration of respect to its host country, the TIS school administration have chosen to adhere to the guidelines and policies set out by the Board of Education. For example, TIS follows the guidelines of the Board with regards to teacher-student contact hours, reporting practices, and requirements for extra-curricular activities. Choosing to maintain a positive relationship with the Board has been beneficial for TIS and has resulted in the ability to access various educational development subsidies.

Being one of only a handful of private, independent, and international schools in Country A, TIS is seen by the community as a community within itself, but also as a school “operating within a community; the school serving a community; the school creating a community; and the school interacting with a community” (Bunnell, 2005, p. 45). TIS’ premises (library and gymnasium) are open to the community before and after school hours, and the school hosts several community activities throughout the year (TIS
website). This has given TIS a positive reputation and image in the community, among the local politicians, and population at large. There are currently waiting lists for all grades, and no issues with recruiting staff, affirming its status in the community.

**History**

TIS was founded in the late 1980s by a group of expatriate families who wanted to offer English language studies to the local and expatriate community (TIS website). In its first year, TIS started with a handful of students, three teachers, and one Principal. To ensure that the programming and vision of the school were maintained, a slow, gradual, and organic plan for growth was implemented, whereby only one or two additional classes would be introduced each year (TIS website).

Today, TIS is located in a custom-built building with over 700 students from Kindergarten to Grade 12, over 100 local and foreign staff, numerous Subject Coordinators, six Vice-Principals, and one School Principal. Although research indicates that international school principals have an average tenure of only about 3 years (Benson, 2011), TIS has only seen four Principal changes throughout its history. There has however, been a greater turnover of Vice-Principals, and Coordinators, which can be attributed to professional advancement opportunities both in Country A and elsewhere, working conditions, and changes in personal circumstances (family, retirement, and feeling that it is time to move on) (Odland and Ruzicka, 2009).

**Organizational Structure**

TIS operates under a traditional hierarchical leadership model. It is owned by a non-governmental organization (NGO) and has a Board of Directors (BoD) who meet quarterly, and who are represented within the school by the Principal. The BoD, whose
membership is through appointment, consists of the original founders of the school, as well as various community members who have a variety of skill sets and professional backgrounds. Their responsibilities lie in developing and assessing the mission and vision of the school, as well as the fiduciary, legal, leadership, and policy aspects. The Principal, who also sits on the BoD, is then responsible for policy enforcement, student discipline, the recruitment/dismissal of staff, curriculum, program evaluation, and budget delivery.

The leadership model that can best describe the functioning of the BoD and the Principal is shared leadership. Pearce and Conger (2003) define shared leadership as “a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of the group or organizational goals or both” (p. 1). This is evident through the decision-making processes of the BoD and Principal with regards to the overall operations, vision, and functioning of the school. Figure 1 outlines the current organizational chart outlining the leadership structures at TIS.
The administrative team at TIS (comprising of the Principal and Vice- Principals) work closely to manage the day-to-day affairs, and deal with the organizational politics and relationships inherent in the culture of the school. There is an understanding that “successful school principalship is an interactive, reciprocal and evolving process involving many players” (Mulford and Silins, 2009, p. 2) and as such, the administrative team strives to function as a consultative body who have a shared commitment to the success of the organization, teachers, and students. Hewitt, Denny & Pijanowski (2011) describe this delineation of responsibilities as a “Co-Principal model” (p. 77); consisting of two principals (or in this case, the administrative team and the Principal), each taking responsibility for one aspect of the work, e.g. instructional leadership versus management.
activities. At TIS, there are no formal job descriptions for the leadership roles, however, there is a general understanding that the Principal is primarily responsible for the overall pedagogy, budgeting, staffing, and community relations, while the Vice- Principals oversee curriculum instruction, budgeting for their areas, and student discipline issues. Thus, the Principal and Vice- Principals work shoulder-to-shoulder to ensure the success of the organization.

As TIS has grown and evolved, many policies, procedures, and strategies have been created to assist with the governance of the institution. The most dramatic changes have been with regards to leadership distribution (Muijs & Harris, 2003; Rhodes & Brundett, 2006) which has resulted in an increase of leadership positions (i.e., the creation of subject coordinator roles). Although growth and change have been slow and steady, the operational and structural elements, such as a leadership succession planning framework, needed to support the continued development of the school have not been implemented. Currently most leadership appointments, including the Vice-Principal and Coordinator roles, come from within the school, without any formal processes or clarity around the available leadership roles, who is eligible to apply, what criteria is used to fill these positions, or why a candidate is or is not successful.

With the growth of the administrative team and overlap of work between the Vice- Principals and Coordinators, a more formal process for meetings and collaborations needed to be implemented. This need led the Administration to identify and implement a modified version of the Plan- Do- Study- Act (PDSA) model (Moen & Norman, 2010) which is described as “Consult- Act- Study- Reflect” (CASR) at TIS. This model serves as
a focal point for the agendas and work of the administrative team. Figure 2 outlines these two learning and improvement cycles.

Figure 2. The PDSA (Moen and Norman, 2010) and CASR (TIS) cycle models

School Vision and Mission

TIS’s vision and mission statements make it clear that its work is based on “the recognition that humankind is progressing towards a global civilization that is just, prosperous, peaceful and united” (TIS website) and the “school seeks to contribute to this process” (TIS website). The school administration does recognize that this “aspiration … is ambitious and there are few examples to follow” (TIS website), therefore, there is a need to “be willing to clarify objectives and questions and then experiment with, and learn from, different approaches” (TIS website). As such, there is encouragement for teachers to “continually seek to improve, [and] to pick up best practices elsewhere” (Kools & Stoll, 2016, p. 12). This has allowed for an environment where change is seen in a positive light and there is an understanding that to be able to grow and develop, change is a necessity. To be in a constant state of learning and change does require “a willingness to cope with ambiguity, to persevere and reflect, exercise[e] patience and forbearance” (TIS website).
It should, however, not be taken for granted that everyone at TIS is ready for change or engages in these practices wholeheartedly. Rather, the administration is learning how to best support the “staff to undertake cycles of planning, action, study and reflection” (TIS website) in their day-to-day work, in order to “be an organization that is constantly learning” (TIS website). It is by no means an easy process, with many displaying their discomfort with these practices and oftentimes voicing their opposition.

Senge (1995) describes a learning organization as one that has a reflective environment and a significant degree of safety where individuals are free to discover and rediscover. There are some essential characteristics which define learning organizations, including: shared vision; willingness to change; increased learning capacity (Coppietiers, 2007, p. 134). For those open to change, this is what TIS attempts to offer - “a safe, disciplined and friendly environment for learning” (TIS website).

**Current State**

Although studies have consistently demonstrated that organizations that prioritize leadership development are much more effective in meeting the expectations of their stakeholders (Kolzow, 2014), and research has shown that “leadership is critical to school and system effectiveness” (Renihan, 2012, p. 138), “succession planning in education is not handled well” (Hearne, 2019, p. 31). Fullan (2002) argues that in the field of education, “succession planning needs attention at all levels” (p. 7), and further states that there “is no more-neglected topic in research, policy, or practice” (p. 7).

Currently at TIS, there is a lack of attention to leadership development and no formal succession planning framework, leading to inconsistent and haphazard practices, policies, and procedures with regards to filling leadership positions (Vice-Principal and
Subject Coordinator roles). The absence of job descriptions, evaluation processes, training, and leadership development opportunities, has also created confusion, stress, and limited progress (Hunzicker, 2017) among the individuals assigned to the leadership roles.

As with most international schools, TIS has two different contracts for staff: one for local hires and another for foreigners (Mayberry, 2017). This typically has to do with airfare and housing benefits that are provided to foreign staff but not allotted to locals, creating a difference in the salary and benefits. In addition, there are cultural realities in Country A, that are important to consider, such as the fact that foreigners are generally given priority in society, which has translated into the local staff not being very vocal at staff meetings and seemingly taking a back seat in decision making arenas. At TIS, the local staff appear to give preference to the foreign staff, and never strongly vocalize their ideas or opinions. All of these factors combined, appear to have contributed to an environment where local staff are often overlooked for leadership roles.

With regards to change, conservatism is the dominant ideological approach used in the decision-making processes. Although the idea of change and learning are part of the school’s mission and vision, there is a sense of hesitation towards it. This hesitation can be attributed to the diversity of staff, “baggage” with which each individual arrives, past negative experiences, and habit (Zimmerman, 2006). Gross (2017) points out that “while people often actually want and see the need for change…change upsets us and threatens our sense of stability” (p. 1).

This OIP aims to provide the trajectory for TIS to reach the ideal state of introducing and implementing a succession planning framework that not only institutes
practices and policies related to effective succession planning, but considers “candidates for administrative positions … that reflect the diversity of the student population” (Institute of Educational Leadership, 2008, p. 10). Through this step, TIS would have a concrete element whereby it could identify as a learning organization, one that “facilitates learning for all its members and continually transforms itself (Coppieters, 2007, p. 134).

Having set the foundation for this OIP through the detailed description of the structure, vision, mission, and current state of TIS, our attention is now turned to the author’s leadership position regards to their role, scope and agency.

**Leadership Position and Lens Statement**

In this section, I describe my career journey which has influenced my conceptualization and approaches to leadership. I am an Ontario College of Teachers (OCT) certified teacher, with work experience in Ontario and overseas, in both the fields of education and human resources. In 2009, I decided to apply for international teaching positions and was hired by TIS for an initial term of two years. During my second year of teaching, I was identified for my leadership skills, asked to extend my contract, and move into the formal role of Primary School Vice-Principal. With plans to leave Country A, the incumbent had resigned from the position. It should be noted that there was no application process, or knowledge of the incumbent’s departure among the staff, highlighting the lack of transparency with regards to filling leadership roles.

Alvani, Souteh, Jandaghi & Inaloo (2016) argue that one of the aims of a comprehensive succession planning framework should be the effective transfer of knowledge possessed by key individuals before they leave an organization. Due to the lack of a succession planning framework at TIS, I was only able to meet with the
outgoing Vice-Principal a few times prior to her departure and kept in touch with her through email to gain further insight into the various aspects of the position and history regarding certain decisions. Far from ideal, this was the general method of bringing individuals into leadership roles.

Ultimately, I worked at TIS for a total of eight years, during a critical and significant time in its development and growth. During my tenure, with the addition of several new classes, the student body grew from 250 to 500 students, and many new staff members joined the faculty. It was during this same time that Subject Coordinator roles were introduced and implemented.

As a Vice-Principal, my leadership style could best be described as servant leadership. “Servant leadership takes place when leaders assume the position of servant in their relationships with fellow workers” (Russell & Stone, 2002, p. 145). I tried to continuously focus on the needs of the teachers and team members I was overseeing through teaching and mentoring. I would “acknowledge other people’s perspectives, give them the support they need[ed] to meet their work and personal goals, involve them in decision[s] where appropriate, and buil[d] a sense of community within [my] team” (Mind Tools, n.d.). This resulted in a team that was cohesive and focused on the needs of the whole rather than the individual.

Following the completion of my contract at TIS, I was requested to remain on until a suitable replacement could be identified and trained. Even though knowledge of the upcoming completion of my contract and plan to move on was well-known, the fact that there is a lack of a succession planning framework at TIS contributed to my remaining at the school for another year until a replacement was identified and trained.
Dresang (2017) describes this approach in these terms, “the usual response to a vacancy is to treat it individually and to try to find a replacement who is someone like the recent incumbent. The focus is typically on a position” (p. 122). Due to this experience, as well as my knowledge of the operations and functioning of TIS, the problem of practice – the lack of an equitable, systematic and transparent approach to leadership succession planning, was identified and in consultation with the Principal confirmed as an area that needed attention and action.

Since starting this Doctor of Education (EdD) program, I have returned to Canada and have kept my relationship with the school by working with them as a “consultant.” In this role, I work directly with the Principal and provide assistance as needed for all sections of the school. As a result of this shift, I utilize systems theory (Senge, Hamilton & Kania, 2015) to gain greater insight into the functioning of the school, from a holistic perspective, and utilize my understanding of the interrelated elements and relationships that impact change and decisions.

The literature on consultants suggests opposing thoughts regarding their roles. However, several highlight that consultants are perceived as agents of change (Argyris & Schon, 1996; Schein, 1988; McKinley & Scherer, 2000). Cawsey et al. (2016) state that “often organizations use external change agents or consultants to promote change, as they …provide a more objective external perspective on the change” (p. 58). Lunenburg (2010) concurs that external change agents “are able to bring a different perspective to the situation and challenge the status quo” (p. 1). On the other hand, external change agents are perceived to not “have a working knowledge and understanding of the company culture” (Lotich, 2018, p. 1) as well as a lack of familiarity with “the
organizational “norms”, beliefs, and accepted behaviours” (Lotich, 2018, p. 1). In my case, I am in an exceptional position, as I am no longer bound by the school’s culture, politics, and traditions, but have the benefit of having a strong understanding of its history, operating procedures and personnel (Lindegaard, 2011). As the role of a consultant does not make it a positional leader, the scope of practice becomes that of leading through influence. This puts me in a unique and distinctive position to be able to bring a different perspective to the school and offer processes by which the administration can guide and facilitate the change required. Figure 3 demonstrates my current scope and agency.

*Figure 3. Current Scope and Agency*

As can be noted from the diagram, leading change as a consultant is based on influence, rather than direct application. As such, I can be seen as 1) being a catalyst for the change (i.e., identifying the problem and establishing the process of the change plan) and 2) an enabler (i.e., providing the process by which to change to the Principal) (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). In this way, my role and responsibilities are distinct and clear.

The shift from Primary Vice-Principal to Consultant has impacted my leadership approach. In my current role, and due to the reality that I am now an indirect leader in
the change process, I espouse a combination of transformational leadership (Burns, 1978; Leithwood & Jantzi, 2006; Leithwood & Sun, 2012) and transformative leadership (Shields, 2018; Capper & Young, 2014, Theoharis, 2009; Capper, Theoharis, & Sebastian, 2006).

Although servant leadership and transformational leadership have clear differences, they can also be seen to be complementary, as both “emphasize the importance of appreciating and valuing people” (Stone, Russell, & Patterson, 2003, p. 354). Transformational leadership is considered today as one of the most effective styles of leadership (Belias & Koustelios, 2014) with a strong emphasis on “establishing structures and cultures …setting directions, … and (re)designing the organization” (Day, Gu, & Sammons, 2016, p. 224). My attention has now shifted from working directly with the teachers to redesigning structures within the organization that would benefit both the teachers, as well as the organization as a whole. Although both servant leadership and transformational leadership value human resources and support individual development, transformational leadership places greater emphasis on risk-taking and innovation, and strives to change the status quo. It is “best suited for changing environments…and creates an empowered, dynamic organizational culture” (Allen, Moore, Moser, Neill, Sambamoorthi & Bell, 2016, p. 5).

Transformational leadership, initially conceptualized by Burns (1978) and based on “a moral purpose larger than the self, a focus on reform, and social change” (Hewitt, Davis, & Lashley, 2014, p. 227), has evolved today into various models (Hewitt, Davis, & Lashley, 2014, p. 228) focusing on “increasing the commitment and effort of
organizational members toward the achievement of organizational goals” (Leithwood & Sun, 2012, p. 388).

Leithwood and his colleagues have adapted and modified transformational leadership “to better suit the leadership demands found in schools” (Leithwood & Sun; 2012, p. 388). Their model focuses on “transforming organizations from current dysfunctions toward greater efficiency and effectiveness” (Starratt, 2011, p. 132), and ultimately leading to “greater productivity” (Starratt, 2011, p. 132). As a consultant, utilizing transformational leadership, this model conceptualized by Leithwood & Sun (2012) best suits my work since I will need to challenge the current structures and processes and generate an innovative new system that can be implemented into the organization. Keeping in mind the organization as a whole, as well as the staff working there, I need to make a persuasive argument of why the structural changes are necessary and provide the tools at both the macro and micro levels for the change to be implemented. At the macro level, it will be about recommending the structures and procedures that are needed to have an equitable, transparent, and systematic succession planning framework, and at the micro level it is about suggesting the spaces and opportunities that teachers can utilize to develop their leadership capacities.

While transformational leadership will allow me to clearly outline the problem, set the direction, and redesign the organization (Hewitt, Davis & Lashley, 2014, p. 228), transformative leadership will allow me to “call attention to and disrupt systematic and structural inequities that oppress marginalized and disenfranchised groups” (Hewitt et al., 2014, p. 229) within the organization. Although sharing common roots, a clear distinction has been made between transformational leadership and transformative
leadership (Shields, 2013) with transformational leadership focusing on “improving organizational qualities, dimensions, and effectiveness” (Shields, 2010, p. 7) and transformative leadership focusing on “challenging inappropriate uses of power and privilege that create or perpetuate inequity and injustice” (Shields, 2010, p. 7).

As discussed earlier, the reality of international schools is that there is a diversity of staff and often local staff are treated differently (with different pay scales, contracts and salaries) (Yoshihara, 2018). Therefore, using the transformative leadership framework, allows me to begin with “questions of justice and democracy; it critiques inequitable practices and offers the promise not only of greater individual achievement but of a better life lived in common with others” (Shields, 2010, p. 559).

Although “not antithetical to one another” (Hewitt et al. 2014, p. 226) researchers will often point out the tensions between the transformational and transformative leadership frameworks. While “both theories of leadership – transformational and transformative – have at their heart the notion of transforming or changing something” (Shields, 2010, p. 564). Shields (2010) argues that transformative leadership, which revolves around understanding and addressing issues of equity, diversity, and social justice, is in contrast to transformational leadership, which is passive on these issues.

Since both models have strengths and deficiencies, this OIP aims to demonstrate how utilizing these theories together can assist in providing a stronger response to this structural problem of practice. Table 1 outlines the models of transformational and transformative leadership, aspects of which will be utilized in this OIP.
Table 1

Transformational and Transformative Leadership

<table>
<thead>
<tr>
<th>Transformational leadership (Sun &amp; Leithwood, 2012, pp. 428-429)</th>
<th>Transformative leadership (Shields, 2010, p. 562)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Developing a shared vision and building goal consensus; (b) holding high performance expectations; (c) providing individualized support; (d) providing intellectual stimulation; (e) modeling valued behaviors, beliefs, and values; (f) strengthening school culture; (g) building structures to enable collaboration; (h) engaging parents and the wider community; (i) focusing on instructional development; (j) using contingent rewards; and (k) managing by exception.</td>
<td>(a) Combination of both critique and promise; (b) attempts to effect both deep and equitable changes; (c) deconstruction and reconstruction of the knowledge frameworks that generate inequity; (d) acknowledgment of power and privilege; (e) emphasis on both individual achievement and the public good; (f) a focus on liberation, democracy, equity, and justice; and (g) evidence of moral courage and activism.</td>
</tr>
</tbody>
</table>


Challenges and Limitations

There appear to be three main challenges or limitations with regards to this OIP as they relate to my role and agency. First, due to my current role as a consultant, physical distance with TIS, and solely working with the Principal poses a challenge for the implementation of this OIP, as I am not there to participate in the execution of this plan, that would allow me to model and coach my peers through the process.

Second, and related to the first challenge, is that there could be a lack of administrative support and continued vision. This would be because I am solely sharing this OIP with the Principal, and the vision and goals could be misinterpreted or misconstrued.

Lastly, will be to understand my own worldview (English, 2008) and ensure that my presentation of this OIP is as objective as possible. Participating in this OIP journey with an organization that I was an integral part of for eight years may cloud my
judgement. As such, it is critical to understand the forces at work and be cognizant of my own deficient ideologies (Begley & Stefkovich, 2004).

The challenges as they relate to the writing of this OIP, seen inversely, can be opportunities for personal growth. In continuing my work as a consultant, understanding my role and agency will be critical in how I present my recommendations. With regards to the implementation of this OIP, I will need to ensure that the processes and recommendations are such that the purposes are clear, and the Principal can easily communicate its goals, and implementation strategies effectively. The proposed job descriptions, evaluation systems (Appendices A and B), and action plan (Appendix F) can assist with this. Ultimately, it will depend on him as to what approach he chooses to take with this Organizational Improvement Plan.

**Leadership Problem of Practice**

The problem of practice being addressed in this OIP is the lack of an equitable, systematic, and transparent approach to leadership succession planning at TIS. Although TIS is a well-established and recognized institution in Country A, it is lacking a succession planning framework which systematically provides staff with opportunities to grow as leaders and have equitable and transparent access to leadership opportunities as they become available.

**Transparency and Equity (Appointments versus Application)**

The current method of filling a leadership vacancy at TIS, is through replacements. Rothwell (2011) defines “replacements” as “the process of identifying short-term…emergency backups to fill critical positions or to take the place of critical people” (p. 88). This is in contrast to succession planning which is “a deliberate process
undertaken within the organization to ensure a smooth transition as leaders come and go” (Peters-Hawkins et al., 2017, p. 27).

At TIS, the Principal appoints individuals to leadership roles. Vice-Principals are appointed for indefinite terms and Coordinators for one-year terms, with positions being assigned to individuals who have already completed one year of work at the school. The appointments of Vice-Principals and Coordinators appear to be based on their educational backgrounds, experience, and vision of the future – which correlate with that of the Principal and BoD. These individuals are generally identified in the school community as having good working relationships with their peers, demonstrating leadership qualities, and contributing to the development of the school through informal leadership roles.

There is no application process or transparency with regards to appointments to leadership roles. This leads to issues with equity and justice. Who gets appointed? Who doesn’t? And why? What are the qualifications for these roles? Those who are not selected see this as a process of favouritism, lacking any formal oversight or accountability.

**Systematization (Lack of Leadership Development Opportunities, Job Descriptions, and Evaluations)**

There are many pathways by which teachers embark on a leadership journey. Two of the most popular occur when “educational administrators … ‘appoint and anoint’ teachers to leaders positions” (Smylie and Eckert, 2017, p. 556) and through “self-initiative” (Smylie & Eckert, 2017, p. 556). Researchers have found that “we cannot ask teachers to assume leadership roles without any preparation or coaching, simply because they appear to intuitively know how to work with their colleagues” (Katzenmeyer & Moller, 2009, p. 44). Despite this, one of the least pursued paths to leadership is “by
intentional, systematic, development of teachers’ capacity for leadership and teachers’ leadership practice” (Smylie & Eckert, 2017, p. 557). Hargreaves and Fink (2006) emphasize the importance of creating a culture of leadership development within a school, ensuring that there are leadership development opportunities to establish a pool of individuals that can be drawn upon when the need arises.

At TIS, once individuals are appointed to leadership positions, they are expected to perform, meeting job descriptions (which are still being revised), and productively contributing to the continued progress of the organization. Vice-Principals are evaluated by the Principal, and Coordinators are evaluated by both the Principal and Vice-Principal for their section, through an informal evaluation process.

The lack of a clear evaluation protocol for leadership roles, job descriptions which are non-existent or still being revised, and the absence of ongoing support mechanisms in place, has led to feelings of bias, unfairness, and injustice when individuals are not appointed or reappointed. Those in leadership roles have voiced concerns with regards to the ambiguity of the expectations of the roles. For those who are not reappointed there is also a feeling of demoralization defined as the “inability to access the moral rewards… it can lead to feeling depressed, discouraged, shameful, and hopeless” (Santoro, 2011, p. 19), resulting in many of them leaving the school at the end of the year, which sometimes coincides with the completion of their contracts. Various researchers have pointed out that “it is presumptuous to think that teachers intuitively know how to lead their colleagues or schools without any focused support” (Wenner & Campbell, 2017, p. 136). Without the tools to make them successful, clear lines of action or strategies based on support, TIS has seen a rotating door of appointments for these positions.
In summary, the current mode of operation of replacing individuals, which is used to “limit the chance of catastrophe stemming from the immediate … loss of key job incumbents” (Rothwell, 2005, p. 16) needs to be superseded by succession planning which is a “deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement” (Rothwell, 2011, p. 10). “If it’s done right – done scientifically – succession planning creates a pool of leadership talent that can drive an organization, engage employees, and increase shareholder value” (Beck, 2009, p. 1). The goal, therefore, is to create a pool of leadership talent from within the staff, of individuals who are interested in pursuing leadership opportunities and are given the opportunities to develop their skills to achieve their goals, and that of the school.

Therefore, this OIP aims to address the lack of an equitable, systematic and transparent leadership succession planning framework at TIS. In the next section, the problem of practice will be framed utilizing tools to provide a more robust explanation of the problem and situate it within the broader context of its surroundings.

**Framing the Problem of Practice**

**Historical Overview of the Problem of Practice**

TIS has a significant staff turnover rate, of about 20% yearly. Although transience is a well-documented trend in international schools (Hacohen, 2012; MacDonald, 2009), research indicates that the average annual turnover rates for most internationals teachers is 14.4% (Odland & Rozicka, 2009), making the 20% turnover at TIS high. While most of the staff leaving have completed their initial contracts, there is a significant number who leave without having fulfilled their obligations (due to ill health,
difficulty adjusting to life in Country A, or a lack of satisfaction with their work at the school). It is important to note that this turnover rate includes individuals in key leadership positions, which consequently leads to detrimental effects on the school environment, staff, and students.

Although research suggests principals who spend time evaluating and coaching teachers see larger achievement gains in their schools (Grissom, Loeb, & Master, 2013), there is currently no mentorship or training program available for Vice-Principals or Coordinators at TIS. “There are no programs operating to develop leadership skills in preparation for those moments, and no transparency in regards to how they made their choices.” (Cruickshank, 2018, p. 53). When individuals in leadership positions are replaced due to poor performance, understandably, there is a feeling of disappointment for them and a lack of leadership aspirations or motivation for other staff to develop their leadership capacities (Cruickshank, 2018, p. 53).

Meseret (2019) argues that “diversifying our leadership in all facets of education is necessary to ensure the equitable success of all students” (p. 1). At TIS, this is an area that needs attention as the current leaders are not “representative of the student body” (Meseret, 2019, p. 1). Ensuring that an equitable, transparent, and systematic succession planning framework is in place will be fundamental to the governance of TIS, as it strives to contribute to the development of a “prosperous, peaceful, and united world” (TIS website) and be identified as a learning organization. It entails scaffolding structures and routines across the organization that would allow all who are interested in leadership to develop their skills (Scanlan & Theoharis, 2015, p. 2) and be included in the pool of resources. To become socially just, attention will need to be given to “improving school
structures…[and] recentering and enhancing staff capacity” (Scanlan & Theoharis, 2015, p. 3).

Research has shown again and again that “an organization’s most effective leaders are not just acquired, they are grown” (Ontario Leadership Strategy – Leadership Succession Planning and Talent Development Expectations and Implementation Continuum, p. 2). The idea of “growing your own” (Rothwell, 2002) not only creates a talent pool from which leaders can be drawn, but also sends a positive message throughout the school. It allows teachers to see a career progression opportunity, boosts morale, and “is consistent with an empowerment philosophy that encourages people to take on responsibility, assume risk, measure outcomes and grow through their achievements” (Murray, 2007, p. 3). In Chapter 3, various instruments, strategies and structures will be proposed which can be implemented to assist with alleviating the stress that the teachers feel concerning these positions and hopefully instill a desire in them to pursue the leadership roles at TIS.

**Bolman and Deal’s Four Frames**

Bolman and Deal (2013) argue that looking at the issues of an organization through a set of four frames, allows us to be more effective in our understanding of the matters at play. The four frames cover the various aspects of the organization and can provide valuable insights into the change processes required. Bolman and Deal’s (2013) four frames are the Human Resources Frame (which considers the needs, skills and relationships); Structural Frame (based on the goals, policies and environment); Symbolic Frame (which considers the culture, meaning, and ceremony); and the Political Frame (which is based on power, conflict, and competition). Considering all of the
factors related to the four frames, two stand-out, due to their fit within the contexts of this OIP: The Human Resources Frame and the Structural Frame, which will now be further explored.

The Human Resources frame (Bolman & Deal, 2013) is critical as it stresses the importance of investing in people for organizational success. It highlights the importance of hiring the right people, retaining employees, rewarding staff for a job well done, and empowering employees to “encourage autonomy and participation… and infus[e] work with meaning” (Bolman & Deal, 2013, p. 141). This frame is particularly relevant in the context of this OIP where one of the goals is to provide teachers with opportunities to build their leadership capacity in order to enter a succession pipeline. This frame assists in planning for a robust leadership succession framework, by ensuring that a rigorous recruitment plan is created, followed up by a stimulating orientation program, and leadership development opportunities for the range of staff. It also asserts the need for a reward system, which can encourage the staff to advance professionally, or receive financial renumeration.

Hauserman and Stick (2013) state that “highly transformational principals helped to develop the leadership capacity of all staff members, and teachers were given opportunities to share their leadership skills” (p. 193). Research suggests that empowering teachers to develop leadership capacities “enhances teachers’ self-esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation” (Muijs & Harris, 2003, p. 442). In contrast, when principals and administrators do not empower teachers, this negatively affects their attitudes, retention, motivation, and school culture (Stander & Stander, 2016). As a consultant, I can
contribute to this frame by devising the process by which opportunities can be presented to the staff to be able to develop their leadership skills, and for current leaders to serve as mentors.

The Structural Frame (Bolman & Deal, 2013) focuses on the strategy, goals, tasks, and responsibilities, and looks at creating systems, procedures and structures. Bolman and Deal (2013) stress the importance of structural systems in an organization, and warn that without them, it weakens the organization.

The Structural Frame is based on six assumptions (Bolman & Deal, 2013): a) organizations exist to achieve established goals and objectives and devise strategies to reach those goals; 2) organizations increase efficiency and enhance performance through specialization and appropriate division of labour; 3) suitable forms of coordination and control ensure that diverse efforts of individuals and units mesh; 4) organizations work best when rationality prevails over personal agendas and extraneous pressures; 5) effective structure fits an organization’s current circumstances; and 6) when performance suffers from structural flaws, the remedy is problem solving and restructuring. Two of these assumptions will be discussed here. Namely, that “organizations exist to achieve established goals and objectives” (p. 45) and “organizational problems originate from inappropriate structures or inadequate systems and can be resolved through restructuring or developing new systems” (p. 47).

As stated previously, the goals and objectives of TIS are clearly delineated. They wish to be a “learning organization” characterized by their aspiration to contribute to a just, prosperous, peaceful and united world (TIS website). As there are not many educational models to follow, they need to “be willing to clarify objectives and questions
and then experiment with, and learn from, different approaches” (TIS website). In such an organization, processes and procedures need to be in place to be able to accurately record the learning, study, and analyze challenges to gain insights and/or change strategies, continually advance, and build on strengths.

Studies have shown that the effectiveness of a school can be disrupted with the departure of key individuals (Wills, 2016; Miller, 2013), as it causes a loss of continuity and interrupts the work of the organization. There is evidence of this at TIS, when individuals in leadership positions have either not been reappointed or departed, as there has been visible regression in the work that was done during the year or years prior. There is a period of adjustment and stagnation before the new appointee can start to make progress again. Understanding the important role that leadership plays in successful schools, is essential to “actively … develop leadership talent amongst their existing staff” (Cruickshank, 2018, p. 54). Linking succession-planning activities to the school’s strategic plan can ensure that a pool of skilled individuals can be developed for the continual progress of the school, therefore diminishing avoidable setbacks.

Ideally, the future of the school would see the deliberate, systematic, and proactive process of ensuring leadership continuity (Cruickshank, 2018; Rothwell, 2011), with current leaders working at “creating a pool of leaders prepared to step into critical leadership roles” (Peters-Hawkins et al., 2017, p. 28). The implementation of appropriate job descriptions and an evaluation system are also an important part of the structural elements of a school, not to mention an equitable and transparent application process for leadership roles. All of this would set the stage for staff to feel a greater sense of comfort
with regards to the leadership roles, a fair chance to access these positions, grow professionally, and gain new skill sets.

**Recent Theory/Literature on the Topic**

Countless studies have established that “succession planning and the building of staff capacities are essential elements” (Cruickshank, 2018, p. 54) of the same process. A review of the literature reveals that succession planning is a multi-step process. Although different models and frameworks showcase different numbers of steps, and emphasize different aspects of the process, there does appear to be some consensus of the critical elements of effective succession planning. The five common dimensions of succession planning are: 1) systematic attention to candidate identification, utilizing a cross-functional assessment of talent (Parfitt, 2017; Russell & Sabina, 2014); 2) focus on development of high-potential candidates through job-embedded activities (Parfitt, 2017; Chavez, 2011; Rothwell, 2005); 3) alignment of succession planning with operational goals and organizational culture (Parfitt, 2017; Russell & Sabina, 2014; Griffith; 2012); and 4) selecting the right individual for the job through a process of application and evaluation (Farashah, Nasehlfar, & Karahrudi, 2011) and continued skill development; and 5) periodic evaluation of the systems (Rothwell, 2005; Conger & Fulmer, 2003). This OIP will use these foundational elements on which to build the succession planning framework for TIS.

York-Barr and Duke (2004) present one of the most comprehensive literature reviews about teacher leadership (Wenner & Campbell, 2017). According to York-Barr and Duke’s work (2004), there are three inter-related conditions necessary to assist with
building teacher capacity for leadership: school culture, roles and relationships, and structures.

School Culture

Stringer (2013) emphasizes the importance of school culture in developing capacity by highlighting that “capacity building…is a situated activity, embedded in context” (p. 18). Copland (2003) also stresses, “establishing this kind of culture is easier said than done…it must be grown in the organization over time, and probably necessarily instigated by transformational, facilitative individual leaders” (p. 379). Fullan (1992) identified five types of organizational culture: 1) individualism (working in isolation); 2) collaborative cultures (looking to benefit from collective expertise); 3) balkanization (groups that are in competition, hoping to gain power, status or resources); 4) contrived collegiality (regulated by school administration, and therefore not voluntary collaboration); and 5) moving mosaic (based on shifting patterns of organizational culture).

Using Fullan’s (1992) descriptions, the current culture at TIS, can be described as collaborative. In this environment, “a quality succession plan includes measures for organizational leaders to identify candidates, provide targeted training and development, and retain the most promising employees” (Parfitt, 2017, p. 29). Griffith (2012) argues that only when organizational culture is considered in conjunction with the five elements of succession planning can a succession plan yield effective results.

Roles and Relationships

The Ontario Leadership Framework (OLF) emphasizes the importance of building relationships and developing individual capacity by stating that leaders have a
responsibility to “encourage staff to develop and review their own goals for professional growth” (p. 12). “Principals who are committed to building capacity in their staff will use strategies that are designed to invite participation, [and] embrace diversity” (Hadden, 2007/2008, p. 2). Considering this, what forums, spaces, and structures can be implemented into the current foundation of TIS to promote leadership development? How is this impacted by the current roles and relationships of the staff?

Hadden (2007/2008) addresses this by looking at “the importance of mentoring as a feature of building capacity in others” (p. 3). Blasé and Blasé (2006) point out that efforts to develop teacher leadership capacities are often hindered by teacher’s reluctance to consider themselves leaders and relate as equals to their administrators. Mentoring would assist teachers who may be reluctant to take on leadership roles by giving them the space to develop the skills needed to be successful. The idea of mentorship and its role in a succession planning framework will be further discussed in Chapters 2 and 3.

There is a large range of relationships at TIS. The Principal and Vice-Principals currently work very well together and have some teachers who work very closely with them (generally the ones appointed to leadership roles). Other teachers at the school do not have a strong relationship with the Principal and Vice-Principals but still perform their duties well. These individuals tend to leave after the completion of one year or their contract, and it is seldom that they will remain at the school for longer terms. Not having an equitable and transparent structure in place whereby teachers can develop their leadership capacities and apply for leadership positions could be one of the reasons that TIS has a high turnover rate and potentially loses out on individuals who could become great leaders, assume more and more responsibility, and assist in driving the growth of
the school from one stage of development to the next. This raises the following questions: how can a more just system be implemented? What is required for the Principal and Vice-Principals to look at their relationships and reflect on how this impacts the succession planning at the school? Issues of equity and social justice often permeate aspects of leadership, so what changes need to be made to the current structures to challenge the status quo and enable greater equitable practices?

Structures

School structures can be viewed in terms of structures of the organization that assist with an equitable, systematic, and transparent succession planning framework to be implemented, as well as time, space and the facilities needed to promote engagement and opportunities for capacity building. York-Barr and Duke (2004) stress that “structures that promote teachers learning and working together daily, with a focus on valued teaching practices, are more likely to result in teacher leadership flourishing” (p. 276). So, what structural changes will need to be implemented at TIS, to improve the ability of teachers to develop their leadership capacities, and be considered for leadership roles as they become available? And what structural changes are needed to implement an equitable, systematic and transparent succession planning framework?

The questions raised with regards to the roles, responsibilities, and structures will be further considered throughout this paper.

PESTE Analysis

Educational organizations are today influenced by a multitude of fast-evolving local and global factors, including economic policies and reforms, rapidly advancing technology, politics, and the changing needs of the industry. Educational institutions,
therefore, need to adapt, and continuously innovate if they are to keep pace with the demands of a rapidly changing global and local landscape. Using a PESTE analysis, assists us to ensure that due diligence is given to the external factors that would impact the success of this OIP. A PESTE analysis accomplishes this by allowing us to consider the political, social, economic, technological and environmental factors that affect the organization. Three of these factors (political, economic and social) will be outlined in order to offer greater depth and context to this OIP and set the stage upon which plausible solutions can be offered.

**Political** – Although TIS is a private, independent school, it does not function in isolation, and the external political setting can affect the internal operations of the organization. Having chosen to work closely and under the direction of the Board of Education, TIS is impacted by government policy changes. There are clear laws and legislation with regards to hours of work, lesson planning, and professional development which need to be considered when looking at how to improve the structure of the organization by implementing capacity building opportunities for teachers and implementing a succession planning framework. For example, although a plausible solution may include mentoring, consideration would need to be given to the hours that would be required for the mentor to work with the “mentee” and ensure that it falls within the regulations of teacher working hours or consider financial remuneration for this role. In addition, as there are no government requirements with regards to school employment policies, the senior administrators (Principal and Vice Principals) have predominantly been expatriate appointments.
**Economic** – Country A is thriving and is one of the few countries in the world that offers teacher subsidies in addition to the salary received from the school. The economic situation in Country A is strong and allows for families to be able to send their children to private tuition-based schools.

Although a not-for-profit school, TIS does have a yearly budget set aside for professional development and staff training (often subsidized by the Board of Education). The unspoken preference of the administration is to spend it in a way where trainers are brought over to train a number of the staff at TIS, rather than sending just one staff member for training. This often means that the trainings are more general in nature. The implications for this OIP is that consideration needs to be given to how to increase the in-house leadership trainings, incorporation of individualized development plans, and/or how to work with other schools in Country A to develop the leadership capacities of the staff. The allocation of funds for training related to succession planning will have long term implications, if distributed appropriately.

**Social** – The social forces that are required to drive the change will need to come from within the organization. Working in an international school setting is transient in nature, and it is common for teachers and administrators to move from location to location every few years. Generally, if they are content with their location and work, international teachers will complete their contracts. Some may even stay on for more than one completed contract, however, most move on with ease and take ownership of where they want to work and live. This is made possible by the general procedure in all international school settings, where staff can re-sign or resign after completing a contract.
Providing good professional/leadership development opportunities, as well as the prospect for advancement in their careers has been noted as reasons for teachers staying on beyond their contracts (Mulford, 2003). With the implementation of an effective succession planning framework at TIS, one that provides teachers with the prospect of advancing in their careers, teacher retention could be improved, which would also impact the education received by the students and the overall success of the school.

Although not obvious in the interactions of the staff at TIS, research has shown that there is often “hidden resentment towards overseas teachers by local members of staff, most commonly the result of differential pay scales and special benefits paid to teachers they saw doing equal jobs to themselves” (Hardman, 2001, p. 128).

Having considered the internal and external factors that contribute to the problem of practice, further questions stemming from the problem of practice will now be explored.

**Guiding Questions Emerging from the Problem of Practice**

Thompson, Vaillancourt, Keon, Crawford, Doctorow, & Wainville, in Succession Planning for Ontario Schools and School Boards (2008) state that “traditional succession planning reacts to leadership gaps, identifying one or two potential replacements as leadership positions become available” (p. 11). Research identifies this practice as “replacement planning” and finds it to be ineffective. Day (2007) states that “replacement planning denotes a minimal succession approach... there is little or no development of those successors other than ad-hoc on-the-job experience” (p. 6).

In order to move from a position of “replacement planning” to one of “succession planning”, the following three questions need to be considered:
1) What is needed for TIS to implement a systematic, transparent, and equitable leadership succession planning framework that also provides teachers with the opportunities and structures needed to build their leadership capacity, in order to take on leadership positions;

2) What are the factors that facilitate leadership development; and

3) What capacity building strategies can be implemented into the school setting, that would assist with the creation of a “growing your own” (Rothwell, 2002) philosophy?

These guiding questions will be kept in mind as solutions are considered Chapter 2 and the change implementation plan is discussed in Chapter 3.

**Leadership-Focused Vision for Change**

“Succession planning is vital for ensuring high-quality candidates are prepared to assume positions of greater responsibility at every level of an organization” (Parfitt, 2017, p. 33). With research clearly outlining the strengths of having an effective succession planning framework in place, the focus now shifts to the work that must be done to implement such a plan at TIS.

While the Principal and administrative team will be responsible for the implementation of this plan, my role is in clearly outlining the processes, creating the initial materials, and highlighting the structural changes that will need to be made to implement an equitable, systematic and transparent leadership succession planning framework at TIS.
Gap Between Present and Future State

An effective succession planning framework incorporates actions, activities, and interventions to ensure that capable, motivated and talented individuals are ready to assume leadership roles as they become available (Crosby & Shields, 2010). Effective succession planning can be described as a documented program which consists of a process continuum that starts with recruitment, moves into education and training, provides exposure to progressively more demanding experiences and responsibilities, allows for opportunities to develop and hone leadership skills (Ponti, 2009; Griffith, 2012), and ultimately results in appointment to a leadership role.

Studies have shown that “the single most effective way to identify potential candidates for succession training is by pinpointing the people who have sought leadership responsibilities that exceed their primary job descriptions” (Hanover Research, 2014, p. 15). Although this would imply that only those with inherent leadership qualities are chosen, it will fall on the Principal to use other criteria by which to identify talent, for example, those who excel in their teaching, or demonstrate qualities such as active listening and engagement skills. It is also critical that the door remain open for individuals who express interest and desire in building their leadership capacities.

Although it is important “to encourage career growth by identifying opportunities for emergent leaders to lead key priorities, sending out the message that school is a place where staff can develop their careers” (Hanover Research, 2014, p. 15), the current reality at TIS is that the processes and procedures related to teachers being provided with opportunities to lead are haphazard and disorganized.
Chavez (2011) considers succession planning through three human elements: 1) identification of the organization’s emerging leaders; 2) the engagement and development of employees through both traditional and non-traditional methods; and 3) the retention of top performers through a process of acknowledgement and reward.

With regards to these human elements, the current structure at TIS has a method of identifying emerging leaders, usually through the Vice-Principals, but does not conceive of leadership as a process, and appears to have elements of favouritism associated with it, making it seemingly unjust and inequitable.

TIS has a traditional culture, as mentioned earlier, with central authority figures and decision-making processes. Through its vision and mission, there is a desire to move towards non-traditional methods of engagement and employee development, however, the administration is still learning how to become more flexible and endeavouring to create an environment where greater engagement and development can occur. For example, there are regular Professional Learning Community spaces and times within the school schedule, but the topics of study are imposed by the administration.

Greater attention to staff development and engagement would also consider equal opportunities with regards to diversity of staff in leadership roles. It would also impact the retention of teachers, as there is currently no process of acknowledgement or reward.

Nadler and Tushman’s (1990) Congruence Model highlights four main areas in which the performance of an organization can be influenced: tasks, people, structures and culture. They stress that the higher the congruence between these four areas, the better the performance of the organization. There is currently an incongruence with regards to these four elements at TIS. A deeper organizational analysis will be discussed
in Chapter 2 using the Nadler and Tushman Congruence Model (1990) to bring to light the areas that need revisiting to bring the organization back to a congruent form.

**Priorities for Change**

As stated earlier, considering educational institutions are complex, and multi-layered, I feel that systems theory (Senge, 1990) can be utilized to understand the needs of the organization. “Understand[ing] that schools are complex interdependent social systems can move … organizations forwards” (Thornton, Shepperson & Canavero, 2007, p. 8). Senge (1990) argues that “we fail to see the organization as a dynamic process” (p. 3) and thereby apply simplistic frameworks to complex systems, thus giving greater focus to the parts rather than seeing the whole. Thornton, Shepperson & Canavero (2007) agree that “planned changes often address symptoms, not the underlying root causes of the problems” (p. 9).

Using systems thinking (Senge, 1995), has allowed me to move from studying only teacher capacity building to consider the deeper issues concerning the lack of a succession planning framework, by surfacing the underlying patterns and events at TIS. For example, the lack of diversity among the leaders, and absence of a transparent process of application and appointment. This has led me to understand that a greater change process is required in order to implement a systematic, transparent, and equitable leadership succession framework.

Transformative leadership challenges the power systems that exist in organizations (Shields, 2010). Shields (2010) refers to power as “a force that both implicitly and explicitly perpetuates hegemonic and dominating behaviors, cultures and structures” (p. 567). Shields (2010) uses transformative leadership theory to demonstrate
that the most important work of educational leaders is developing community “in which social, political, and cultural capital is enhanced in such a way as to provide equity of opportunity” (p. 572). These considerations are important as the processes and procedures of the succession planning framework are developed.

Shields (2014) argues that transformative leadership “does not begin with either leader or the organization but with an examination of the wider society and the material realities…that impinge upon the ability of individuals to succeed within the organization” (p. 326). Equity and social justice start from the assumption that the current system is not an even playing field, and certain members of the community are systematically left behind (Sagaria, 2002).

Frattura and Capper (2007) further argue that “leading for social justice requires transforming the structure of the school” (p. xv). In considering that there is currently no application process by which teachers can apply for leadership roles, speaks to the fact that there is a structural deficiency and that not everyone has a fair opportunity to be selected for a position.

Broadly speaking, Western teachers are more proactive and make themselves known early in the school year, while Eastern teachers are more passive and won’t distinguish themselves; which showcases attributes which each culture values. Although this is generalization, during my eight years at the school, the majority of those chosen for leadership roles primarily came from the foreign (Western) hires. Lambersky (2014) highlights that “some teachers seem to be selected for leadership without competition or credential over those more qualified” (p. 135). This requires some deep consideration to the appointment practices that have led to the exclusion of some members of staff. An
important challenge will be to disrupt the inequitable practices and work in transformative way that is inclusive and ensures socially-just practices for all (Shields, 2010).

Bush and Glover (2004) have identified a variety of valuable learning opportunities that schools can adopt in their leadership training approach: mentoring, coaching, school-based experiential learning, job rotation, shadowing, peer support, networking and formal leadership learning programs. TIS would benefit from choosing a few of these and implementing them as part of their succession planning framework, and talent development, which will be further discussed in Chapter 3. This would impact the culture of the school and bring it more in line with their “learning organization” state, as well as potentially address some of the practices currently deemed unjust.

**Change Drivers**

Whelan-Berry and Somerville (2010) define change drivers as “events, activities, or behaviors that facilitate the implementation of change” (p. 179). Through discussions with the Principal, it is evident that at TIS, there is an understanding that there is a need for change. The Principal is aware of the importance of the development of leaders in the organization, in order to have an effective succession planning framework in place, so that the development of the school does not stall or reverse if there is a change in management, at any level.

At the macro level, the “events, activities or behaviours that facilitate the implementation of change” (Whelan-Berry & Somerville, 2010, p. 179) will need to start at the top with support from the Board of Directors and the Principal. It will involve a critical analysis of the organization (Cawsey et al. 2016) that will lead to a change in
policies, procedures and processes, and could have implications on finances and recruitment strategies.

At this stage, Fullan (2011) highlights the importance of having the right drivers, “capacity building, group work, instruction, and systemic solutions – are effective because they work directly on changing the culture of school systems (values, norms, skills, practices, relationships)” (p. 11). He contrasts this with having the wrong drivers that could “alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform – and that is why they fail” (p. 11). Developing capacity, group work, and instruction will play a critical part in implementing and institutionalizing the change, as it will empower all stakeholders (the administrators and teachers) and give them the opportunity to contribute to the change which aligns with the mission and vision of the school to be a learning organization.

At the meso and micro levels, the change drivers will be the new opportunities presented to the teachers and their willingness to participate. The readiness of the school community for the implementation of this change initiative will need to be considered, as will the steps necessary to bring this OIP to fruition. Current leaders (Vice- Principals and Coordinators) play a critical role in offering candidates interested in leadership and those potentially identified, with developmental experiences. It will fall on them to utilize opportunities to build capacity and engage the teachers. They can coach and provide feedback during job-embedded capacity building activities and support the teachers through their capacity building initiatives. The other staff that play a critical role at the micro and meso levels are those representing the HR department, who are involved with recruitment, orientation, and have an awareness of the regulations of the Board of
Education and can ensure that the activities, events and structures being proposed and implemented fall within the parameters set by the Board. At this stage, Fullan (2011) highlights that the right drivers will “generate success and greater accountability” (p. 11).

Organizational Change Readiness

“Change is never “simple”, but when organizational factors supportive of change are in place, the task of the change agent is manageable” (Cawsey et al., 2016, p.110). In this section, I explore the readiness of TIS to be able to implement an equitable, systematic, and transparent succession planning framework. Since organizational change is often complex, difficult and uncertain (Bolman & Deal, 2013), it is helpful when “the process … is perceived to be continuous rather than just a movement from one state to another” (Blackman, O’Flynn, & Ugyel, 2013, p. 2).

As shared previously, TIS aims to be a learning organization and has the grounding for continuous change, growth, and development as outlined in its vision and mission statements. TIS aspires to “constantly learn from its past and present experiences and its contemplation of the future, and consciously uses these learnings to continuously change and adapt in such a way as to maximize its outcomes” (Voulalas & Sharpe, 2005, p. 196).

In order to assess TIS’s readiness for change as it relates to this OIP, Cawsey et al.’s (2016) Readiness for Change assessment tool was utilized as a starting point. The dimensions considered in the Change Assessment Tool included: a) previous change experiences; b) executive support; c) credible leadership and change champions; d) openness to change; e) readiness dimensions; f) rewards for change; and g) measures for change and accountability. This assessment has allowed me to ascertain where the school
is situated on a scale ranging from -10 to +35, relating to change readiness (Cawsey et al. 2016, p. 111). In completing the Readiness for Change assessment, TIS scored +27. Cawsey et al. (2016) state that “the higher the score, the more ready the organization is for change” (p. 110). Although +27 is a high score, highlighting the fact that TIS is ready for change, it is important to consider the areas with the low scores to understand how these could be remedied.

In the past, TIS has had both positive and negative experiences with change, and the overall rating in this category was satisfactory. The Principal is supportive of this change, endorsing it, and preparing to be the key player in rolling it out, demonstrating that there is definitely executive support. Surprisingly, the questions relating to openness of change and rewards for change scored the lowest.

Although there are open lines of communication for teachers to voice their concerns, and conflict is dealt with relatively openly, there is a lack of assessment mechanisms to keep abreast of the general school environment. There are no feasible and clear monitoring and evaluation tools, except an end of the year survey for staff. Although the Principal and Vice-Principals have an open-door policy and issues can be raised during staff meetings, there are no checkpoints or means by which the environment can be monitored. In addition, there is a lack of formal rewards to celebrate successes.

Napier, Amorski, & Pesek (2017) offer a model, revolving around four parameters which organizations can use to be able to assess their current state. As demonstrated in Figure 4, this model highlights four pillars, namely: cultural, technical, process, and people.
In relation to these four readiness pillars, there is evidence, through dialogue with the Principal, that the staff and administration are ready for a change with regards to the
implementation of a succession planning framework. In addition, TIS does have the resources to implement an effective succession planning framework as outlined in the process and technical readiness pillars. The human resources, information technology, and financial resources needed are available and need to be directed on how to make this a reality. Finally, in considering the cultural readiness of TIS, it is clear that there are aspects of the culture that will need to be analyzed further. For example, the practice of generally appointing mostly foreign staff to leadership positions will need to be considered and although uncomfortable, will need to be addressed.

Based on the various models discussed, TIS displays the qualities necessary for organizational change from the individuals, to the structure of the organization. In addition, based on my consultations with the Principal, it is clear that this is an area that the administration is interested in pursuing. As an external change agent, my role in this is to “identif[y] process and content change issues and help resolve these” (Cawsey et al., 2016, p. 26) while offering suggestions to the Principal on how to foster support and alleviate resistance.

Through the use of Bolman and Deal’s (2013) Four Frames, Napier, Amroski & Pesek’s (2017) Change Readiness Model, Cawsey et al.’s (2016) Readiness for Change Assessment, and the PESTE analysis, the gaps between the present state and the ideal have been highlighted. In Chapter 3, recommendations will be made on how to implement the change and communicate the change process to assist with members of the organization believing in the change process, as well as monitoring and evaluating the change process to ensure institutionalization of this change.
Chapter 1 Conclusion

Throughout this first chapter, a detailed description and background of TIS has been provided, including its vision, mission, organizational structure, and history. The authors relationship with the institution and leadership position were also discussed. In addition, a preliminary consideration was given to the transformational and transformative leadership frameworks, and their role in this change initiative. The problem of practice was introduced in light of the current state of the organization and using two of Bolman and Deal’s (2013) four frames, and a PESTE analysis, a greater understanding was achieved of the current state of the organization. This chapter also highlighted the leadership-focused vision for change, the change drivers, and the organization’s readiness for change.
Chapter 2: Planning and Development

Chapter 2 serves as a guide for the planning and development of this OIP. This chapter begins with a discussion of the adopted leadership approaches (transformational and transformative) and moves into considering the frameworks for leading the change, for which the Change Path Model (Cawsey et al., 2016) and Kotter’s Eight-Stage Process (1996) have been chosen. Next, a critical organizational analysis allows for the consideration of the aspects of change needed, and three possible solutions are shared. Finally, the ethical considerations related to the change process will be considered.

Leadership Approaches to Change

The problem of practice being studied in this OIP is the lack of an equitable, systematic, and transparent succession planning framework at TIS. Moving TIS from a reactive position to being proactive is imperative for the progression and continued success of the organization. Day (2007) argues that “a well-designed and rigorously implemented strategic management process is “mission critical” to achieving organizational goals” (p. 7). Lacey et al. (2008) further found that “the best succession planning practices … consist of systematic processes to identify and nurture pools of candidates who are evaluated on different perspectives and sources of information, not just the recommendations of superiors (p. 11). Ensuring that the instruments, strategies, and structures are in place for leadership development, will assist TIS in “maintaining momentum” (Parfitt, 2017, p. 26) and preserving its strong reputation in Country A.

The goal of this OIP is to provide TIS with a comprehensive, actionable, and methodical process by which to implement the tools and strategies necessary to first, implement an equitable, systematic and transparent succession planning framework
(through the lens of transformative leadership), and second, to offer strategies and lines of action that would support capacity building opportunities for teachers to develop their leadership skills (through the lens of transformational leadership).

**Transformative Leadership**

In order to create and implement an equitable and transparent succession planning framework, it is important to look at it through a transformative lens. “Transformative concepts and social justice are closely connected through the shared goal of identifying and restructuring frameworks that generate inequity and disadvantage” (Shields, 2010, p. 566). This leadership approach serves as a means by which to disrupt the status quo and elicit a process that is “well-communicated and fair, accessible and transparent” (Treasury Board of Canada Secretariat, 2012).

Succession planning frameworks have traditionally been cloaked in secrecy (Hirsch, 2000). This holds true at TIS, as there are no announcements about openings of leadership positions, and appointments are made behind closed doors. Research has shown that for leadership succession planning to be effective, “all employees should understand that … a process exists and how it works. Those covered by the process should have the opportunity to make an input about their own career aspirations, preferences and constraints” (Hirsch, 2000, p. 12). Therefore, leaders need to be willing to both identify a teacher’s potential and also work with them to achieve their goals. This assists with creating an environment where a more transparent process of succession planning facilitates open discussion around what skills are needed and leadership development plans are created for teachers to succeed. The lack of an open and transparent system creates the illusion of bias and favouritism.
The consequence of not having a clear succession planning framework in place is that “job incumbents tend to identify and groom successors who are remarkably like themselves in appearance, background, and values. They establish a ‘bureaucratic kinship system’ that is based on ‘homeosocial reproduction’” (Rothwell, 2011). Like all educational institutions, international schools have their own unique characteristics, strengths, and areas for improvement, but what makes them stand out is often the ethical and cultural diversity of the staff and students. Thus, in an international school setting, where diversity and multiculturalism are generally celebrated, “systematic efforts must be made to identify and groom the best successors for key positions, not just rely on managers to clone themselves” (Rothwell, 2011, p. 16).

Shields, Dollarhide & Young (2017) highlight eight tenets to guide the transformative leader beyond the status quo. Three of these tenets include “a mandate for deep and equitable change; the need to deconstruct knowledge frameworks that perpetuate inequity and injustice and to reconstruct them in more equitable ways; [and]…a focus on … equity and justice” (p. 3).

Moving from a reactive posture (by replacing individuals in leadership roles) to a proactive one (of creating a talent pool of skilled leaders) requires not just a change but a transformation. This requires a “deep and equitable change” (Shields, Dollarhide & Young, 2017, p.3) process that impacts the ways of thinking and ultimately the culture of the school. To do this, attention needs to be given to “deconstructing …frameworks that perpetuate inequity and injustice and reconstructing them in more equitable ways” (Shields, Dollarhide & Young, 2017, p. 4). And finally, the standards, guidelines, and structures of school will also need to be examined any biases that have not been taken
into account and would impact the creation of an inclusive, respectful and welcoming environment where professional opportunities are granted to all who seek them.

**Transformational Leadership**

Transformational leadership “is very close to being a change model, clearly viewing leadership and change as inextricably bound together” (Morrison, 2014, p. 7). Leithwood and Jantzi (2006) agree that transformational leadership appears to be the most suitable leadership framework during times of change, as it contributes towards the development of capacity, commitment, and motivation. While other leadership frameworks were considered for this OIP, the transformational model was ultimately chosen due to its multi-faceted approach, “human resource orientation” (Wallace, Foster & DaCosta, 2007, p. 183), and its emphasis on process – rather than a one-time achievement. Since succession planning is not a one-time event, and the process that will be introduced in this OIP will need to be implemented and carried forward by the Principal of TIS, transformational leadership is the best fit in terms of working concurrently with transformative leadership for this OIP.

The concept of transformational leadership initially conceived by Burns (1978) and later expanded upon by Bass (1985) aims to “foster capacity development and higher levels of personal commitment to organizational goals” (Leithwood & Jantzi, 1999, p. 4). Transformational leaders encourage teacher development (Hargreaves & Fink, 2006) and invest in continued professional development that is congruent with the organization’s needs (Dimmock & Walker, 2005). In the case of TIS, this would be a shift towards more leadership development.
All of the various models of transformational leadership developed by various scholars since Burns, appear to have this dimension of capacity development to varying degrees. In considering the various models of transformational leadership – I have chosen to utilize the model of leadership outlined by Leithwood and his colleagues (Leithwood & Jantzi, 1999; Leithwood, Tomlinson, & Genge, 1996; Leithwood and Jantzi, 2005). In their model, transformational leadership consists of four categories, namely: setting directions, developing people, redesigning the organization, and managing the instructional program. I will focus on three of these elements as they relate to this OIP. Table 2 identifies how each of these elements will be addressed by this OIP.

Table 2

<table>
<thead>
<tr>
<th>Transformational Leadership Element</th>
<th>Relation to OIP</th>
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<tr>
<td>Setting Directions</td>
<td>As part of setting the direction, it is important to clarify the future strategic direction of the school and ensure that the succession planning framework embraces the vision, mission, culture and emerging priorities of the school. To set the stage, the Principal needs to get the administration and staff on board by clarifying why the framework exists and what results they seek from it (Rothwell, 2002).</td>
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<tr>
<td>Redesigning the Organization</td>
<td>“Effective succession planning involves more than just a replacement planning process. It also includes a comprehensive employee development system” (Day, 2007, p. x). In order to develop the people, the desired competencies needed for each position, first need to be identified. Once clear job descriptions are available for each position, then the knowledge, expertise, skills, experiences, personal characteristics, and abilities can be identified as a way to set up competency profiles that would allow for leadership development plans to be created for all those who wish to follow a leadership track in their careers (Rothwell, 2002).</td>
</tr>
<tr>
<td>Developing People</td>
<td>In terms of redesigning the organization, the current opportunities for leadership preparation need to be evaluated and perhaps modified. As well, it is worthwhile to identify any possible disincentives that discourage staff from seeking leadership roles and putting in place the incentives needed to have more teachers pursue this as part of their career objectives.</td>
</tr>
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Burns’ (1978) stressed that “leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values and goals” (Stewart, 2006, p. 9). Northouse (2019) similarly views transformational leadership as a process that changes and transforms people. By viewing leadership as a process – it speaks to the importance of the structures and systems that I am looking at implementing at TIS by which to provide teachers with capacity building opportunities, as the current selection process only looks at individuals who already possess leadership qualities, and/or who have a good working relationship with the current administrative team.

Transformational leadership focuses on working with teachers to develop their skills within the school culture and building. Principals who adopt this leadership approach lead and inspire their staff by example, create a culture of intellectual stimulation, and strongly support the professional development of individual staff members (Shatzer, Caldarella, Hallam & Brown, 2014).

Building the leadership capacity of the teaching staff starts with developing their self-confidence (Lambert, 1998). This can be accomplished by providing opportunities for staff to voice their opinions and participate in decision-making opportunities. In addition, when assigning leadership roles, it is vital that the teachers be given the power and authority to make the decisions related to those roles without the interference of the Vice-Principals or Principal, as this instills a sense of confidence and self-assurance. In these situations, the Principal and Vice-Principals should act as mentors and assist with the development of the skills, offering advice, guidance, space for reflection, and support as needed.
It has been found that Principals in successful schools place a greater emphasis on teacher capacity building and support staff development inside and outside the school (Dinham, 2008; Bredeson, 2000). They encourage teachers to engage in professional development and bring experts into the school to run professional development activities. The current structure at TIS does promote professional development and provides funds for this to occur, as necessary. However, the focus is not on leadership development. For example, the previous professional development trainings have focused on classroom management, English Language Development and the use of Adlerian Psychology in understanding our own and other’s actions. “The fact that prospective leaders were not encouraged to attend PD that could facilitate them taking over leadership roles when required indicated that the school was focused on the present and did not appear to be thinking about succession planning” (Cruickshank, 2018, p. 51).

The staff who do undertake leadership development, based on their own volition, could potentially be provided with forums (i.e., staff meetings) to share their learning and inspire and encourage others to take on similar trainings. “Allocating time at staff meetings for teachers to share key messages from external PD events they attend might also positively contribute to the development of overall staff capacity” (Cruickshank, 2018, p. 52). Drawing on the work of Stoll & Louis (2007), Rhodes & Brundrett (2009) found that “the promotion of a positive learning environment for staff has previously been associated with the creation of professional learning communities in schools” (p. 384). Teachers could also be given opportunities to put their training into practice, by being asked to lead Professional Learning Community (PLC) sessions or take on informal leadership roles. Neither of these occurs at TIS, as the current structure does not promote
the idea of leadership advancement. Today, individualized leadership development plans are seen as a springboard for individuals to be able to personalize their growth and actively work towards achieving leadership roles (Pappas, 2020). The broader and more systematic implementation of these would assist in supporting an effective succession planning framework.

Although transformational and transformative leadership have been chosen as the most effective frameworks for leading this OIP, there are limitations that need to be considered, such as the fact that transformational leadership focuses on the big picture making it easy to overlook key components that affect the overall success of the change initiative. In addition, it is not centered on addressing specific social justice inequities, individual and public good, or activism (González, L., Jimenez, D., & Martínez-Lorente, A., 2019). As such, it is important to use a transformative leadership lens as well, to expand on transformational leadership practices.

Stemming from systems theory (Senge, 1990), systems thinking (Senge, 1995) is crucial as a means of creating systemic change, in addition to “managing unforeseen problems and ensuring as smooth a transition as possible” (DeRosa, 2019, p. 1). Systems thinking “aligns structures and processes to effectively and efficiently improve performance” (Garland, Layland, & Corbett, 2018, p. 9). Through systems thinking, the entire organization is considered, and the problem is contemplated by “lifting the roof off, exposing the floor plan, enabling all to see the entire pattern and operation. It allows us to see how a problem in one part of the educational process may contribute to problems in other parts” (Salisbury, 1996, p. 18). For example, considering the lack of teacher
capacity building opportunities at TIS is just one aspect of the larger problem identified as the lack of an equitable, systematic, and transparent succession planning framework.

Using systems thinking (Senge, 1990) along with transformational and transformative leadership, assists in understanding how to better address the problem of practice, and move from theory to action, using these frameworks as a guide for growth.

**Framework for Leading the Change Process**

To proceed with the changes necessary to address the problem of practice, one or more change frameworks are required. In this section, the change models chosen to lead this process are further elaborated upon.

Effective succession planning is a process by which current leaders work at determining and addressing talent management structures to develop the organization (McCauley & Wakefield, 2006). It is a critical process and needs a systematic method (LaForest & Kubica, 2010). Stoll and Temperley (2009) highlight that leadership development can occur at any career stage and “coupled with succession planning, it is seen as having the potential to help create a flow of talented successors from early career stages through middle leadership to senior leadership and headship” (Rhodes & Brundrett, 2009, p. 385).

This speaks to the strategy of “growing your own” (Rothwell, 2002) – where teachers from within the organization are provided with opportunities to learn and develop, in order to be able to take on leadership roles as they become available. In the context of international schools, research highlights the difficulties in finding and retaining qualified leaders (Mulford, 2003) often associated with relocating, visas, and
difficulty adjusting due to lack of knowledge with regards to culture and environment. This serves only to reinforce the importance of “growing your own” (Rothwell, 2002).

The process of “growing your own” (Rothwell, 200) can be described as “anticipatory”. Nadler and Tushman (1990) describe anticipatory change as “changes [that] are initiated, not in response to events but in anticipation of external events that may occur” (p. 196). In its current state, TIS is reactive, in that “organizational changes are made in direct response to some external event” (Nadler & Tushman, 1990, p. 79). This is what was described in Chapter 1 as “replacements” or “replacement planning”.

To make the shift from being reactive to being anticipatory, the Change Path Model (Cawsey et al., 2016) and Kotter’s (1996) Eight-Step Framework have been chosen to lead the change.

The Change Path Model “combines process and prescription” (Cawsey et al., 2016, p. 53) by offering direction to the change process. It consists of 4 distinct phases, namely: awakening, mobilization, acceleration and institutionalization (Figure 5).

![Figure 5. Change Path Model (Cawsey et al., 2016).](image)

Kotter’s Eight-Stage Process (1996), on the hand, is more detailed and allows for more in-depth analysis at certain points. Kotter’s Eight-Stage Process (1996) consists of: creating a sense of urgency; creating a guiding coalition; developing a vision and strategy; communication; empowering employees; short term wins; consolidating change; and anchoring new approaches (Figure 6).
These two models are complementary, and they can work together to strengthen the change process. Both models begin with a focus on preparing for the change, undergoing the change, and end with continuous evaluation and monitoring of the change. Both of these processes can be viewed as cyclical and fluid, allowing the organization to work through the steps and even go back if needed, to ensure that the change process is successful. As demonstrated in Figure 7, there is a clear correlation between The Change Path Model (Cawsey et al., 2016) and Kotter’s Eight-Stage Process (1996). They are complementary in their stages and can be blended to allow for us to delve more deeply into some stages, as outlined by Kotter (1996).

Kotter (1996) states that change fails when the foundation steps are poorly executed. Implementing a major shift in operations at TIS requires that Kotter’s foundational steps and clear change process be executed properly. The Change Path Model (Cawsey et al., 2016) on the other hand, provides greater flexibility, and space to be able to analyse the structures and relationships within the organization. By embedding Kotter’s (1996) eight stages into the Change Path Model (Cawsey et al., 2016), this OIP can move forward incrementally and achieve the change desired.

**Figure 6.** Kotter’s Eight-Stage Process (1996)
The Change Path Model

Kotter’s Eight-Stage Process

Figure 7. The correlation between Cawsey et al.’s (2016) Change Path Model and Kotter’s Eight-Stage Process (1996).

Systems thinking (Senge, 1990) is about analyzing an organization on three levels: events, patterns, and structures. Events are described as single events, patterns are multiple and repetitive, and structures exist to support and reinforce the events and patterns (Cawsey et al., 2016). Understanding an organization through systems thinking, “consists of seeing the interrelationship of structures and components rather than simple and linear cause-effect changes” (Senge, 1990). Using the Change Path Model (Cawsey et al., 2016) and Kotter’s Eight Stage Process (1996), various events, patterns, and structures are considered in the change process. The root issues related to the lack of a succession planning framework will be addressed rather than correcting only the surface-level symptoms (Cawsey et al., 2016).

To fundamentally alter the leadership succession approach at TIS, by empowering teachers, communicating transparently, and establishing a coherent and systematic strategy by which leadership succession planning can be implemented through transformative and transformational leadership, our attention can now turn to the specific stages of the change plans that can assist with moving the organization from its current state to the ideal.
In both, the Change Path Model (2016) and the Eight-Stage Process (1996), the first step is related to an “awakening” or “establishing a sense of urgency”. At this stage, there is a need “to upend complacency in order to communicate the need for change” (Cawsey et al. 2016, p. 59).

Here, a clear vision needs to be communicated to the teachers, to ensure that there is an understanding that the systems and processes that will be implemented are related to building leadership capacity, providing them with opportunities for career progression, and having an end goal of creating a talent pool that can be used for succession planning. It is imperative that the vision is clear and articulated in such a way that all the staff understand and buy in to the benefits that it will help the school as well as them, as professionals. Transparency is a key characteristic at this stage, since it will allow the administration and the staff to be on the same page in terms of planning and progress. It will also assist with buy-in and greater collaboration, as previously there has been a lack of transparency with regards to leadership appointments.

The second stage in both the Change Path Model (2016) and the Eight-Stage Process (1996) involves “mobilization” or “creating a guiding coalition”, respectively. In this stage, Kotter’s other elements of “developing a vision and strategy”, “communication”, and “empowering employees” can also be considered. It is critical that as many staff as possible are active participants in the change process and have a voice in it, as this will increase buy-in, and demonstrate inclusivity. Imparting the vision to the teachers, “capturing their hearts and minds by communicating” (Cawsey et al., 2016, p. 59) effectively and “helping employees embrace the vision and support necessary structural mechanisms” (Cawsey et al., 2016, p. 59) will be part of the role of
the Principal. This can be accomplished by having an initial introductory session about the new system that will be implemented in relation to building leadership capacity (i.e., the leadership development opportunities and new processes at the school). The staff can be asked for their input into the new system and ideas for professional development and leadership trainings. The application process, job descriptions, and evaluation system can also be reviewed with the staff and input sought in terms of improvement. The greater the level of communication, and opportunities to empower the staff to be a part of the change process, the greater will be the support to the process of implementation.

Using the Consult-Act-Study-Reflect (CASR) model highlighted in Chapter 1 will allow all stakeholders to feel that they are a part of this change and understand the “distance between the desired future state and the present state at which the system operates” (Cawsey et al., 2016, p. 60). The CASR process is currently in use at the Administrative level meetings, as well as the monthly staff and division meetings, making it a familiar process.

In the third stage of the process, Cawsey et al.’s (2016) Change Path Model focuses on “acceleration”. This is the stage where “plans are developed for bridging the gap between the current mode of operation and the desired future state and the means by which the transition will be managed. A key part of this stage includes action planning and implementation” (Cawsey et al., 2016, p. 60). In addition, there should be momentum built through the action plans to accelerate the change process. In Kotter’s Eight-Stage Process (1996), this has been linked to “short term wins”. As the change plan picks up speed, and the processes and steps are monitored for success, there is value in acknowledging and celebrating short term wins. This will keep motivation high and
encourage the process to move ahead. An example of celebrating short term wins would be to have small celebration held at the end of each cycle of change, as described in Chapter 3, commemorating the milestones achieved.

The final stage of the Change Path Model (2016) is “institutionalization”. This has been connected with the Eight-Stage Process’s (1996) “anchoring new approaches”. To immerse this new structure into the culture of the school would require changes to the internal processes from recruitment to off-boarding. Having a method whereby this system and structure is introduced to the staff (during orientation) and having a space and forum for feedback (regular monitoring and evaluation systems throughout the year, as well as when individuals leave the school) will allow this new system to slowly become engrained in the culture of the school.

In summary, by concurrently using the Change Path Model (2016) with the Eight-Stage Process (1996) to address the problem of practice, will provide the Principal with a step by step guide to the change implementation process, and allow TIS to benefit from an integrated approach of the strengths of each model.

**Critical Organizational Analysis**

“The critical first step in designing and leading successful large-scale change is to fully understand the dynamics and performance of the enterprise” (Naldoza, 2004, p. 1). To assist in better understanding the current versus ideal scenario, the Nadler and Tushman Congruence Model (1990) is utilized to articulate the gaps in the various aspects of the organization. There are seven elements noted in the original Congruence Model: school’s input, strategy, work, the formal organization, the informal organization, the people, and the outputs (Nadler and Tushman, 1990). Other representations have
been created since, which although slightly different in terms of the number of elements and their names of each element, all offer a dynamic opportunity to consider the organization as an interacting whole, as depicted in Figure 8. Congruence is clear when all of the elements: work, people, structure, and culture work together seamlessly.

As it is possible that the “diagnosis will change over time and with different concerns and objectives” (Cawsey et al., 2016, p. 66) this model allows for replication over and over again without having to bring in a new model. When there is a problem, the congruence model can assist in determining where the issue lies and upon remedying it, bring the organization back into equilibrium. The various elements will now be considered within the context of this OIP.

![Nadler and Tushman Congruence Model](https://www.mindtools.com/pages/article/newSTR_95.htm)

**Inputs**

Nadler and Tushman’s (1990) Congruence Model outlines three elements of an organization as sources of data to be considered as inputs: the environment, resources, and history.

In terms of environment, as discussed in Chapter 1, TIS is located in a developed country, and caters to local and expat students. It has a positive reputation within the community and the Board of Education. By instituting an effective succession planning
framework, the goal is to ensure its successes and help it along its trajectory of growth and development.

With regard to resources, TIS is financially stable and there are resources available to implement new approaches, and policies. Human resources are also available, and the budget has the flexibility to give attention to leadership development, whether in-house or off-site. With a shift in focus, the professional development that the school currently undertakes can shift towards more leadership development, and experts can be brought over to train the staff either in small groups, or as a whole school. As an IB World School, there are also numerous opportunities for teachers to participate in IB leadership certification trainings “that affirm the principles and practices associated with leading in the wider IB community as well as within an IB World School” (IB World website).

Finally, the history and culture of the school lends itself to change and growth, as is delineated in its vision and mission. Past experiences have demonstrated the importance of clear and well-thought out organizational improvement plans to change the status quo. As has been discussed, the Principal is open to change and innovation and will drive the implementation of this OIP.

Work
At TIS, the teachers carry out a number of jobs. First and foremost, their responsibility is to their classes and to their students, followed by involvement in the school community through extra-curricular activities and, finally their leadership roles within the organization as a whole (e.g. leading various special events, PLC’s or Subject Coordinators). Having job descriptions and clear expectations about their roles in the classroom, teachers are predominantly successfully able to navigate those responsibilities.
In contrast, the ambiguity surrounding leadership roles make for difficult to navigate, leading to staff not being reappointed to positions or struggling to fulfil their responsibilities. Teachers who have been appointed to leadership roles at TIS carry out their work in relation to the verbal expectations of their supervisors (Vice-Principals and Principal). The lack of job descriptions and a transparent evaluation system often impedes their work, as expectations can change.

From a transformative stance, the appointment process and how leaders carry out their work without job descriptions needs to be revisited and reconsidered. There is a significant lack of transparency, and variance, depending on which Vice-Principal is overseeing their work.

To carry out the change vision, coherent job descriptions will need to be established for each leadership position, as well as a comprehensive evaluation process. These will also need to be regularly reviewed and updated. In addition, leadership training and development opportunities need to be identified and staff who are interested need to be provided with an intensive individualized Leadership Growth Plan (LGP) that will allow them to gain the knowledge and skills needed to be included in a talent pool where they can enter a succession pipeline.

Without succession planning, job incumbents have generally resembled predecessors or the current administrators in appearance, background, and values. This practice has perpetuated the glass ceiling, and other forms of unfair practice.

**Structure**

Although the structure of TIS contains some elements of an “all-channel network” or “staff network” (Bolman & Deal, 2013) where there are connections between
colleagues, and opportunities to consult before decisions are taken, TIS still functions under a traditional hierarchy (Bolman & Deal, 2013) framework. As previously mentioned, the Principal makes leadership appointments, at times with input from the Vice-Principals, and there is no transparent application process associated with it. The structural elements required to be able to anticipate future needs and prepare for upcoming vacancies is not a current reality. There is no clear structure by which teachers can demonstrate interest in leadership development or pursue leadership capacity building opportunities within TIS, which is leads to them not being able to confidently carry out their duties, if appointed to leadership positions. This impacts the work element in the model that was discussed previously.

Successful leadership succession planning frameworks have been tied to organizational strategies and tailored to fit an organization’s unique needs. At TIS, significant changes need to be made to the structures to ensure that a fair, equitable and just system is in place. The change here would be to the formal processes and systems that would allow for a succession planning framework to run smoothly. New training approaches, models and evaluation frameworks need to be considered (Kirkpatrick & Kayser Kirkpatrick, 2010). Leadership and group engagement will be required to lead the staff and promote change (Pollack & Pollack, 2014). An example of this would be to have a clear framework by which teachers can pursue leadership opportunities, as well as the systems for the administration to know what positions are becoming vacant and the individuals who could potentially fill them.
People

This OIP focuses on the structures as well as the teachers inside TIS. Last year, the majority of teachers (85%) achieved proficient on the teacher’s evaluation summative assessments (there are four stages: unsatisfactory, needs improvement, proficient and exemplary). This demonstrates the capacity and confidence of the teachers to carry out their tasks in their teaching roles, as mentioned in the work element of this model. On the flip side, most of the Coordinators were not reappointed, as they were deemed to not fulfill their responsibilities satisfactorily. This is where the gap is glaring. What is evident at this stage is that there are clear pitfalls with regards to the leadership roles, including lack of clear directions, guidance, and support, which speaks to the structural element of this model. With the incongruencies in the structural element, the people (teachers) are not able to complete their work in leadership roles satisfactorily. This brings to light how the incongruencies in one element of this model deeply impact other elements and how a whole-system change is required.

Culture

The cultural element relates to the informal relationships and norms of the groups in the organization (Cawsey et al., 2016). In order to become effective in capacity building and succession planning, the learning culture will need to be brought to the forefront of daily activity. A learning culture is defined as “a collective, dynamic system of basic assumptions, values and norms which direct the learning of people within an organization” (Breda-Verdijin & Heijboer, 2016, p. 124). Although having a learning environment is part of the mission of the organization, it needs to become part of the everyday reality of the staff, with regards to leadership training. The use of informal
leaders in addition to the formal leadership in the change process may be helpful (Cawsey et al., 2016).

**Outputs**

The goal of this OIP is to develop a process by which TIS can implement an effective succession planning framework which is transparent, systematic and equitable. The output therefore would be to ensure that a rigorous system is implemented whereby the administration is looking at how to continuously develop leadership talent among the staff, in order to create and maintain a talent pool to utilize as part of a succession planning pipeline. It could also be introduced into the school’s long term and yearly strategic plans. In addition, identifying and effectively utilizing spaces in the organization where leadership development can happen, and encouraging and intentionally seeking out teachers to work with to develop their leadership skills, would assist with this. Ultimately there are also key tools (job descriptions, application forms, evaluation systems) that need to be developed to assist with the work being able to be carried out effectively.

In summary, it is evident that TIS currently does not have the equilibrium associated with all the of the elements – people, work, culture and structure - working together. Understanding the shortcomings in each of these areas can assist the administrative team see what exactly needs to be remedied to create an equilibrium, with the change elements that need to be implemented, as well as how this OIP can help remedy some of current deficiencies.
Possible Solutions to Address the Problem of Practice

This section explores three possible solutions to address the problem of practice outlined above: 1) The Dynamic Leadership Model (Peters-Hawkins et al., 2017); 2) Mentoring/Coaching Program (Shared Leadership), which is based on building teacher capacity, and 3) The Eight-Step Succession Planning Model. Each solution is introduced before outlining the resources needed to implement that specific solution, and its various pros and cons. Finally, one solution is recommended, which will be carried forward into Chapter 3, with regards to implementation, communication, monitoring, and evaluation.

**Proposed Solution 1: Dynamic Leadership Succession Plan (DLS)**

Effective succession planning efforts involve managing knowledge and experience, saving costs to the organization, reducing staff turnover, providing professional learning to employees, and keeping employees informed about opportunities (Fink & Brayman, 2006; Rothwell, 2011; Trepanier & Crenshaw, 2013).

Peters (2011) has used a synthesis of the literature on leadership succession planning to create a model entitled the Dynamic Leadership Succession Model (DLS) (Peters-Hawkins et al., 2017). The DLS model views leadership succession as cyclical and ongoing, as noted in Figure 9.
Through a three-year study, investigating the succession planning practices of five urban school districts in the United States, this model was utilized as a means by which to evaluate the various districts ability to build leadership capacity for succession planning. As noted earlier, all succession planning models have multiple elements. The DLS model has synthesized those elements into three cyclical and ongoing stages. These include, Forecasting; Sustaining; and Planning.

If this model were adopted by TIS, the organization would be committing to proactively working with the teachers to improve their leadership capabilities and preparing and maintaining a pool of well-trained and motivated individuals who could assume leadership positions when required. In the forecasting stage, there is a proactive endeavour to anticipate upcoming vacancies. At this stage, the upcoming leadership vacancies are anticipated and made known. The information is available to the administration and staff through the school intranet system. There is an understanding among the staff that vacancies are open to all and anyone can apply. Sustaining leadership “is a process of acknowledging effective leadership simultaneously preparing
for succession” (Peters-Hawkins et al., 2017, p. 32), which would include capacity building. A commitment to capacity building across the school is made, and there is investment in providing professional development opportunities to teachers interested in pursuing leadership opportunities. There are also opportunities for teachers to practice their leadership skills through various opportunities provided to them across the school. And lastly, planning, defined as “a transition plan that is inclusive of outgoing and incoming leadership, includes the faculty and is clear” (Peters-Hawkins et al., 2017, p. 32). At TIS, there would need to be time and space set aside in the administrative meetings for planning this change and maintaining these systems. “Succession planning is a challenging undertaking, and for it to be successful, a great deal of planning must take place” (Peters-Hawkins et al., 2017, p. 32). It would involve the Human Resource Department (HR) and Information Technology (IT) departments and include effective transitions between the outgoing and the incoming leaders, and opportunities for them to engage in dialogue with one another (Schechter & Tischler, 2007). As mentioned earlier, this would also reduce the loss of knowledge acquisition that is inherent with each change.

Resource and Financial The resource and financial implications related to the DLS model are associated to the forecasting and sustaining elements. In forecasting, the administration needs to be aware of and “develop ‘in-house’ talent and prepare them for anticipated leadership vacancies” (Peters-Hawkins et al., 2017, p. 32). This could mean leadership development opportunities, whether local or international and its associated costs. In terms of sustaining leadership, “this includes capacity building…investing in effective teacher leaders” (Peters-Hawkins et al., 2017, p. 32). Again, the monetary
considerations would need to be evaluated, as having an effective leader may outweigh the costs of bringing in someone new that could do damage to the reputation of the school.

**Time** Initially, there is a great deal of time that will need to be dedicated to this process from the administration to the teachers. The time needed by the administration for the forecasting, and planning of the changes, as well as the time needed to recruit and train the new individual. Having a talent pool from within the school would decrease some of this time – but still this demonstrates that if the task is important enough, the time will be devoted.

**Human resources** Planning and forecasting for succession planning would allow the use of an application system by which teachers would become aware of upcoming vacancies and have an opportunity to apply to them. The human resources would consist of the HR team being able to manage the applications and the Principal or Vice Principals conducting the interviews related to role.

In addition, the technological resources would be any professional training that could take place via the resources available, as well as the online application process. This would have to be overseen by the HR team.

**Pros and Cons** DLS offers a clear and dynamic process by which to forecast upcoming openings, prepare a pipeline of qualified individuals, and sustain leaders in their roles through providing support and mentoring. It also offers a transparent model by which teachers can be made aware of upcoming vacancies and transitions can be made with little impact to the department/organization. With the current lack of a system in place, DLS offers a simple formula by which a succession planning framework can be
introduced and further developed. The cons associated with this model are that more time will have to be devoted to this by the administrative team, to initially create and implement this system whereby it can take hold and become entwined with the culture of the school. The financial costs will also need to be considered, as setting up any new venture or process will initially require an investment.

**Proposed Solution 2: Mentoring/Coaching Program (Shared Leadership)**

In Succession Planning for Leadership in Ontario Schools (2009) there are a number of promising practices that highlight the importance of mentoring and coaching. These best practices are reported from around the world (including Australia, Canada, New Zealand, and the UK). The first is to “provide active support from top leadership” (p. 3). Second, is to identify talent from multiple levels of an organization in early careers, and finally to “address diversity, leadership capacity and retention” (p. 3.)

Implementing a mentoring/coaching program has long lasting benefits: it serves both to train future supervisors and to ease their transition into the new role. Mentoring/coaching can be looked at as shared leadership. Mentees benefit from “support in learning…opportunities for professional reflection to guide goal-setting, increased confidence in their work and achieve identified goals” (Ontario Leadership Strategy: Mentoring for Newly Appointed School Leaders, 2010, p. 5), while the mentors (usually experienced leaders) receive support with their workload and can continue to develop their own leadership competencies (Ontario Leadership Strategy: Mentoring for Newly Appointed School Leaders, 2010, p. 6).

Using the transformational leadership framework, the Principal and Vice-Principals can create a culture in which key stakeholders willingly take responsibility for
the leadership of their school community (Duignan & Bezzina, 2006). At TIS, this would mean the creation of a system where mentoring could take place. A mentorship committee/taskforce or head would need to be appointed to oversee the mentoring practices. The role of this agency or person would be to set up the mentor/mentee relationships and ensure that everyone who is interested in pursuing leadership opportunities is given an opportunity to work with a current leader (either in a formal or informal capacity). There would need to be regular check-ins and follow up to ensure that the program is effective.

**Time** The time needed to provide mentoring/coaching to teachers/leaders can impact the work of the Principal or Vice-Principals, since there are a multitude of tasks that need to be addressed each day. However, consideration can be given to creating a mentoring/coaching program in which other leaders around the school (those who have displayed exemplary leadership qualities, or are successful in their roles, can take on the role of mentor/coach), or work shadowing practices could be adopted. This would alleviate the pressure from the Principal and Vice-Principals and provide another forum for the teachers to practice their leadership skills.

**Pros and Cons** The pros of this solution lie in the fact that it is reinforcing the leadership opportunities around the school by providing another opportunity for teacher leaders to practice their leadership skills by coaching and mentoring others. The Principal and Vice Principals could also be involved but it would not take much of their time, if others assume these responsibilities. Although, mentoring/coaching (shared leadership) are highly commendable practices and would benefit the teachers at TIS, this solution does not address the problem of practice directly. It can become part of the
succession planning framework, but it is not a standalone solution to the current challenge of the lack of a succession planning framework.

**Proposed Solution 3: Eight-Step Succession Planning Model**

The Eight-Step Succession Planning framework which has been adapted from the document Ontario Developmental Services Human Resources Strategy by Simmons and Butella (2013) includes: 1) creating a visible commitment to succession planning and talent management throughout the organization; 2) develop the succession planning and talent management policies and procedures; 3) develop a communication plan to promote, inform, and sustain succession planning and talent management; 4) identify critical positions in the organization; 5) create a career progression model for the organization connected to talent management strategies; 6) conduct risk assessment for potential departures, vacancies, and related personnel changes; 7) identify potential candidates and solicit employee interest in leadership development; 8) create the succession map. This model is quite detailed and if fully implemented, responds to the five dimensions of a successful leadership succession framework that was described in Chapter 1.

**Time** With regards to time, there needs to be an initial planning meeting arranged by the Board of Directors and Principal to create the visible commitment to succession planning and talent management throughout the organization. This requires a significant period of time in planning how to introduce and incorporate this into the environment of the school. Once introduced, there will be additional time requirements at the administrative level meetings (Principal, Vice-Principals and HR) to develop the policies
and procedures around succession planning and talent management, as well as developing the career progression models, and maintaining the system.

**Resources** Both human and material resources will be required to assist with the creation of individual development plans for interested teachers, creating the pool of teachers who have completed trainings, and providing them with opportunities to practice their leadership skills. After an initial period of setting the foundation of this process in place, resources would not need to be as significant. But the initial processes would require substantial resources.

**Pros and Cons** The pros of this solution lie in the fact that it is a thorough and robust system by which a succession planning framework could be introduced and implemented at TIS. It contains all of the steps necessary to ensure an effective system, which takes into consideration issues of social justice and accessibility to all staff. The challenge is in its many steps which although precise and thorough, may be too much for TIS to take on as a starting point, since there is currently no system in place. It may, therefore, be preferable to start with something less intense, and allow the staff and administration to first become comfortable with such a process before moving on to a course requiring so much time, resources, and materials.

Appendix C offers a summary and analysis of the various solutions considered here, as well as if the status quo was maintained.

**Proposed Solution Moving Forward**

As discussed in Chapter 1, an effective succession planning framework consists of five dimensions: 1) Systematic attention to candidate identification, utilizing a cross-functional assessment of talent (Parfitt, 2017; Russell & Sabina, 2014); 2) Focus on
development of high-potential candidates through job-embedded activities (Parfitt, 2017; Chavez, 2011; Rothwell, 2005); 3) Alignment of succession planning with operational goals and organizational culture (Parfitt, 2017; Russell & Sabina, 2014; Griffith; 2012); and 4) Selecting the right individual for the job through a process of application and evaluation (Farashah, Nasehlfar, & Karahrudi, 2011); and 5) Periodic Evaluation of the systems (Rothwell, 2005; Fulmer and Conger, 2004).

In considering the various proposed solutions, and the current state of TIS, it appears that the best model with which to move forward with is the Dynamic Leadership Model (Peters-Hawkins et al., 2017). As there currently is no succession planning framework in place at TIS, starting by implementing the DLS model would put into place a system and structure by which the administrative body could give systematic attention to candidate identification (planning); focus on the development of candidates through job-embedded activities (planning); align succession planning with operational goals (forecasting); select the right people for the job through a process of application and evaluation (forecasting); and periodic evaluation of the system (sustaining).

The DLS model would also provide a forum by which a clear application process could be created to ensure equitable and just appointment practices. This model is in line with the transformational and transformative leadership frameworks, as it is people oriented, and the structures could be evaluated for inequities. It is readily available to be implemented using the Change Path Model (Cawsey et al., 2016) and Kotter’s Eight Stage Process (1996).

Rothwell (2010) indicates that systems, procedures, policies and individuals can all be considered component parts of the whole. Using the DLS model all of these
individual elements are accounted for. Systems theory (Senge et al., 2015) can help conceptualize both succession planning, which if implemented can greatly benefit the organization, and the organization itself, structurally. It can be utilized to understand the interrelated and dynamic processes that are needed to have a successful succession planning framework such as DLS. Systemic thought also helps to improve practices and build on relationships by analyzing and strengthening patterns of interaction.

**Plan, Do, Study, Act Model Cycle**

As shared in Chapter 1, the PDSA model (Moen & Norman, 2010) is already in use at TIS in a varied form entitled, Consult-Act-Study-Reflect (CASR). This model is used at both the Administrative level, at the staff meetings, and division meetings. This cycle assists the school to build on its strengths through a process of consultation and the use of data to learn about areas of improvement. The Principal, Vice-Principals, and teachers at the school are already well acquainted with this model and use it effectively in the processes of the school.

Throughout the change process it will be important to utilize this model to examine and address the concerns of the staff, allow them to be a part of the process, and reflect on its implementation, understanding what is working and what needs to change.

In summary, having considered a number of different avenues by which to remedy the problem of practice, a model was chosen that would allow TIS to start the process of succession planning through a distinct set of steps, and with a focus on leadership development from within the staff. This solution if implemented through the change process, that will be discussed in Chapter 3, has the potential of impacting the organization as a whole.
Leadership Ethics and Organizational Change

The problem of practice being considered in this OIP and the suggested steps put forward to remedy it, have significant ethical implications. These relate to understanding the problem, the proposed solutions, the change process, as well as my agency and role, and the location of the school.

Enrich, Harris, Klenowshi, Smeed, & Spina (2015) and Starratt (1991) break ethical leadership down into four main ideas: the ethics of justice, the ethics of critique, the ethics of care, and the ethics of the profession. Utilizing these four main ideas as the basis of this section, I hope to bring to light some of the issues that will need to be addressed in order to produce an ethically sound plan for implementation.

Ethics of Justice

The ethics of justice is concerned with the fair and equitable treatment of people (Enrich et al., 2015; Starratt, 1996). Here, consideration is given to the role of the individual in relation to the school, and the changes that are proposed. The transformative leadership (Shields, 2010) framework is closely related to this, ensuring the system that will be implemented will be one that serves all of the teachers equitably.

The first step, related to the planning stage of the DLS model (Peters-Hawkins et al., 2017), would be to have a means by which to identify, review, and assess teachers who demonstrate leadership qualities. It should be noted that this does not and should not eliminate those who are not “natural leaders” but are interested in developing their leadership qualities and potentially taking on additional responsibilities, whether in a formal or informal leadership role. At times it may be challenging to identify future leaders as their roles don’t offer a means by which potential can be easily noticed.
Therefore, equitable processes and systems need to be implemented to spot markers for potential that may manifest themselves in less obvious ways. Systems should also be in place where teachers who are eager to pursue this career path are provided with opportunities for growth and development.

The policies and procedures that are in place at TIS will need to be considered and teachers rights will need to be put at the center of the work, with consideration for the policies of the Board of Education. This will ultimately work for the good of the school, as the relationship with the Board will remain intact, but the focus will be on the teachers, their development and growth.

**Ethics of Critique**

The ethics of critique is “rooted in critical theory and emphasizes ethical behavior as that which addresses inequities among individuals and groups” (Vogel, 2012, p. 3). Starratt (1991) considers this as the questioning of institutional structural issues, including power, agency, history, and language, that advantage some over others.

Understanding that the current appointment system is inequitable and unjust is the first step in understanding how to change the structure of the school to make the system of leadership appointments more equitable. The ethic of critique questions “Who benefits from this arrangement?”; “Which group dominates this social arrangement?”; “Who defines the way things are structured here?”; and “Who defines what is valued and disvalued in this situation?” (Starratt, 1991, p. 189).

In looking at the current structure of TIS and noting that the majority of leadership roles are assigned to foreign nationals, it is evident that there are inequities in relation to voice and power. This could historically be attributed to the fact that there
were more foreign hired teachers (due to the language requisite or having all of the subjects taught in English) but due to the changing nature of the organization and environment, where more internationally trained locals have returned to Country A and make up about 30% of the teaching staff now, there should be greater diversity in the leadership team of the school.

**Ethics of Care**

The ethics of care, although focusing on the emotional and moral development of children, can be translated into the need for the Principal to be responsive to their relationship with the teachers. Starratt (1991) suggests that the ethics of care “requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, a loyalty to the relationship (p. 195).

This can be related to both the planning and sustaining stages of the DLS framework. By utilizing transformative leadership (Shields, 2010) based on social justice, it is understood that the history, culture and environment all play a significant part for each teacher at TIS. Since principals have “a great responsibility to manage the most valuable resource within the school building – teachers” (Eskew, 2016, p. 6), it falls on their shoulders to accept the differences among the staff, and provide an equitable and transparent system by which each staff member can take advantage of the opportunities to grow in their trade. The focus on should be “relational values such as trust, loyalty, belonging, self-worth, and self-efficacy” (Vogel, 2012, p. 3). This leads to the Principal being concerned with the welfare of the broader community.
Ethics of Profession

Introduced by Shapiro and Stefkovich (2005) the ethics of profession which “integrates the other three ethics, based on an educational leader’s examination of his or her own values and the ethical codes set forth by various professional organizations.” (Vogel, 2012, p. 3). In making decisions related to this OIP, I need to be aware that I, as a Canadian and an accredited OCT member, am making decisions for an international school located in Country A, which will impact the daily lives and work of the diverse staff. Foster (1986) highlights that “each administrative decision carries with it a restructuring of human life: that is why administration at its heart is a resolution of moral dilemmas” (p.33).

My ideas of the needed changes, the outcomes and methods of the changes, as well as who will benefit from such changes, although rooted in research and theory, are also based on values, beliefs, and ethical frameworks that are rooted in Western culture. As a member of the Ontario College of Teachers, I am bound by the Ethical Standards for Teaching Profession and am aware of my responsibilities in this regard. In addition, as a transformational and transformative leader, I need to be conscious of the history, culture and environment of the country and school in Country A.

Starratt (1991) suggests that “the three themes of ethics are not incompatible, but on the contrary, complement and enrich each other in a more complete ethic” (p. 198). I argue that with the addition of ethics of profession, it is a more complete overview of the ethical themes that need consideration for the implementation of this OIP. In addition, the consideration of these four ethics demonstrates our commitment to the teachers at
TIS, and that the work and change processes will be carried out with a high degree of integrity, fairness, respect, and relationship building.

**Chapter 2 Conclusion**

In Chapter 2, a greater exploration of the transformational and transformative leadership models was completed, and the Nadler and Tushman’s (1990) Congruence Model was used to understand the current versus the ideal state. The Change Path Model (Cawsey et al., 2016) and Kotter’s (1996) Eight Stage process were used to demonstrate the movement that is needed to create an environment whereby teachers are provided opportunities to build capacity in leadership skills. It became apparent that succession planning should be viewed as a process, and not as an event (Fusarelli et al., 2018), and therefore, the DLS model was chosen as the best solution to be implemented at TIS.

This brings us to Chapter Three, which will focus on the change implementation plan, monitoring and evaluation of the plan, the plan for communicating the change and finally final thoughts with relation to next steps and limitations.
Chapter 3: Implementation, Evaluation and Communication

Chapter 1 introduced and contextualized the problem of practice, which is the lack of an equitable, systematic, and transparent approach to ensuring leadership succession at TIS. Information was also shared about the history, structure, and the author's own context in relation to the school. In Chapter 2, two leadership frameworks and an organizational analysis for change were discussed, and three possible solutions presented. Ultimately, one solution was deemed to be the most suitable, as it best fit the criteria of being ethical, actionable, transparent, equitable, progressive, and a good starting point from which TIS is able to grow from. Chapter 3 will now address the change implementation plan in relation to the chosen solution, as well as the tools needed to aid in its monitoring and evaluation. The development of a communication plan to share the information of this OIP and the change process will also be considered. This chapter will conclude by considering some next steps and future considerations for the organization as well as myself.

Change Implementation Plan

Systems theory (Senge et al., 2015) emphasizes relationships and structures to enable a holistic perspective (Nadler & Tushman, 1990). It is interdisciplinary and stresses focusing on the interrelated parts of the intricate system that is a school, making it beneficial for organizational change (Cawsey et al., 2016; Senge, 2006). Aligning theory and practice (Fullan, 2006), systems theory (Senge et al., 2015) assists with the implementation stage of change.
As discussed in Chapter 1, succession planning can be described as a “complex social” (Hart, 1993, p. xi) “process of systematically identifying, developing, retaining, and promoting people with high potential to ensure leadership continuity” (Nugent, 2008, p. 33). Through the process of “growing your own” (Rothwell, 2002) or “promoting from within” (Russell & Sabina, 2014; Nugent, 2008; and Fullan, 2002) schools can “nurture, cultivate, and appoint successive leaders” (Fullan, 2002, p. 20) from within their own organizations. This has been “positively associate[d] with measures of organizational performance” (Greer & Virick, 2008, p. 353). The concept of capacity building is closely related with the idea of “growing your own” (Rothwell, 2002), as “employee development and training strategies that are aligned with building the competencies necessary” (Mind Tools, n.d.) among the staff to assume leadership roles will assist with creating a talent pool and establishing a strong base, that can be used for succession recruitment.

The benefits of continued teacher development and training are numerous and have been discussed previously. These benefits include teacher retention, improved recruitment, increased staff motivation, and a wider talent pool (Breaugh, 2009). The goal of this OIP is to delineate the structure and processes necessary for TIS to implement an equitable, systematic, and transparent succession planning framework, a part of which is to be able to “grow their own” (Rothwell, 2002) and build capacity in a larger group of teachers that can be drawn from as needed. Through achieving this goal, TIS can better identify itself as a learning organization, as it will have in place “people continually expand[ing] their capacity, …where new and expansive patterns of thinking [are] nurtured, where collective aspiration is set free” (Senge, 1990, p. 3).
As discussed in Chapter 1, learning and change are a part of the school’s philosophy and culture. Current approaches related to teaching and learning, “challenge everyone to regularly question the status quo and seek to improve existing practices as part of their ongoing activities” (Cawsey et al., 2016, p. 244). This is visible in many classrooms as teachers experiment with different teaching styles and curriculum resources, analyzing and evaluating results through both self-reflection and group learning with other staff members. This is also visible in the school administration, as a few days are set aside each March when administrators meet solely to review the strategic plan and re-evaluate goals for the coming year. Change is a constant at TIS, and each year staff can expect a level of change related to procedures, processes or structures. Therefore, change and learning are inherent in the current reality and culture of the school.

Jones and Webber (2001) found that “change … precipitates a complex social process that affects all individuals within a school community” (p. 6). They state that stakeholders often “experienced fear, detachment, expectation of change, enchantment, and disenchantment” (p. 7). Researchers have further recognized that there are challenges related to any change process, such as: letting go of previous practices (Wang, Maciejewski, Helfrich, & Weiner, 2017); and working with those who are resistant to change (Mabin, Forgeson, & Green, 2001). Cawsey et al. (2016) argue that followers’ understanding for the need for change lags behind that of change leaders. By definition, those leading change have diagnosed the need for change, mourned the loss of the old, understood and embraced the new vision, and moved to action. Those impacted by the change need to work through the same process – but are lagging behind their leaders and lack their direct involvement. As change leaders, we need to give them time to adapt and catch up! (p. 245).
This Change Implementation Plan, utilizing the Change Path Model (2016) and Kotter’s Eight-Stage Process (1996), aims to present a method by which the stakeholders worry, and concerns can be alleviated, and the impact of the change will be positive. As an external change agent, my role in this process is unique and will be further considered now.

**Role, Scope and Responsibilities in the Change Process**

As an external change agent (consultant), my role in the change process will be process-driven, with my attention being on unpacking the literature, in relation to the current state versus the future preferred state and providing the outline of steps necessary to successfully implement the proposed solution. It is, in reality, preparing a well-researched, reflective, and comprehensive OIP to pass on to the Principal. The Principal and the Vice- Principals will then be responsible for enacting the plan. Table 3 outlines the roles and responsibilities of the external change agent (myself), the Principal, and current Administrative Team.
Table 3

Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (Me)</td>
<td>- Researching, analyzing and synthesizing the information on succession planning, as has been done in this OIP</td>
</tr>
<tr>
<td></td>
<td>- Introducing the change plan and change process that has been planned and outlined in this OIP</td>
</tr>
<tr>
<td></td>
<td>- Considering the key stakeholders and the impact of the changes</td>
</tr>
<tr>
<td>Facilitator (Principal)</td>
<td>- Building commitment to the change by providing a strong vision to administrators and staff</td>
</tr>
<tr>
<td></td>
<td>- Ensuring networks and structures are in place to guide the change process</td>
</tr>
<tr>
<td>Implementer (Principal and Administration)</td>
<td>- Introducing and managing the change process for the staff</td>
</tr>
<tr>
<td></td>
<td>- Keeping people focused and motivated through the Change Path Model and Kotter’s Eight Stage process</td>
</tr>
<tr>
<td></td>
<td>- Implementing feedback mechanisms and evaluation tools provided to monitor progress and assess the environment</td>
</tr>
<tr>
<td></td>
<td>- Sustaining the desired change, with the continued implementation of the DLS framework</td>
</tr>
</tbody>
</table>

*Note.* Adapted from Warrick, 2009, p. 13

**Change Implementation Stages**

In considering how to implement the change process and introduce the DLS model at TIS, it has been decided to use a combination of the Change Path Model (Cawsey et al., 2016) and Kotter’s Eight-Stage Process (Kotter, 1996). As outlined in Chapter 2, the Change Path Model (2016) provides practical and actionable steps by which change can be implemented and institutionalized, while the Eight-Stage Process (1996) when used concurrently will provide the Principal with a more detailed step-by-step process for implementing the change.
Systems theory (Senge et al., 2015) facilitates an awareness of the points of alignment between the various change stages and tasks that need to be carried out to set the stage for the implementation of the DLS model. These connections highlight that changing only one aspect of the organization would not solve the problem, due to the interconnectedness of the various systems at the school. Systems theory encourages consideration of relationships, which is also helpful for enabling change (Fullan & Quinn, 2016).

Since TIS does not currently have a succession planning framework in place, and there is groundwork to be done, such as introducing new processes and procedures into the current structure of the school, in order to be able to fully implement the DLS model, there will be two distinct cycles of change. The initial cycle will consist of an introduction to the change processes, protocols, and implementation of the succession planning process. The second and all future cycles will follow the steps outlined in the Dynamic Leadership Succession Framework (DLS) (Peters-Hawkins et al., 2017). The time frames provided are for one academic year (10-month cycle) for cycle 1. Table 4 offers a summary of the Change Implementation Plan Stages.
Table 4

Summary of the Change Implementation Plan Stages

<table>
<thead>
<tr>
<th>Stages of the Change Implementation Plan</th>
<th>The Change Path Model</th>
<th>Kotter’s Eight-Stage Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One (2 months)</td>
<td>Awakening</td>
<td>Creating a Sense of Urgency</td>
</tr>
<tr>
<td>Stage Two (4 months)</td>
<td>Mobilization</td>
<td></td>
</tr>
<tr>
<td>Stage Three (2 months)</td>
<td>Acceleration</td>
<td>Generate short-term wins</td>
</tr>
<tr>
<td>Stage Four (2 months and into the summer)</td>
<td>Institutionalization</td>
<td></td>
</tr>
</tbody>
</table>

*Initial Cycle: Stage One (time frame – 2 months)*

Organizational change is generally a disruption to the status quo. Changes in routine and familiarity can create a sense of unease and uncertainty (Moyce, 2015); and therefore, it is important that the staff are given opportunities to engage with and respond to the change initiatives that are being implemented, to move the organization forward with a strong consensus among all team members. Kim and Mauborgne (2005) emphasize that it is essential to involve staff in the planned change at an early stage, providing sufficient information, explaining why the change is necessary or desirable.

The Principal and I have already worked through the *Awakening* stage of the Change Path Model (Cawsey et al., 2016), and the first step of Kotter’s Eight-Stage Process (Kotter, 1996) *Creating a Sense of Urgency*, in that we have identified the need for the change and developed the vision for the change. The development of a leadership succession framework for TIS, through the creation of this OIP, was approved by the Principal, highlighting his understanding of the urgency of this matter and his
commitment to its implementation. It will now fall on his shoulders to disseminate this “powerful vision for change” (Cawsey et al., 2016, p. 55) to the current staff at TIS.

Kotter (1996) stresses that “establishing a sense of urgency is crucial to gaining needed cooperation” (p. 36). Gesme and Wiseman (2010) highlight that “the key to transformational change or any change is to have leadership that is able to understand it, support it, explain it, and move the organization to commit to it” (p. 258). The Principal is well-aware of the deficiencies in the current system of “replacing” staff and is prepared to put in the effort and time required to change it. This understanding and drive now needs to be transferred to the staff at large.

Currently, the teachers at TIS appear to not show much interest in pursuing leadership positions, which is evident through the number of teachers who volunteer to take on additional roles throughout the school. This could be due to the lack of job descriptions and application opportunities, uncertainty about evaluations, high turnover rates of some roles, and unclear expectations. It could also be related to the cultural factors that were highlighted in Chapter 1. Initial formal and informal conversations, by the Principal with the Administrative team, current individuals in leadership roles and the staff at large, will need to occur to raise the awareness of this issue and discuss the benefits of remedying it.

Through a transformational lens, in developing a vision for change, the initial step has already been taken between the Principal and myself through our ongoing dialogue. Our unity of vision will now need to be presented by the Principal, to the Administrative team and the staff. The first step would be to introduce this new system to the Vice- Principals, and those currently in leadership roles. This could be done at the bi-weekly
Administrative meetings. Subsequently, the new process would need to be introduced to the entirety of the staff via a staff meeting. Following the initial introduction, the next meeting (a week later) would be an appropriate time to allow the staff to raise their concerns and feelings. In order to assist with buy-in, the following important questions could be addressed (whether raised by the staff or not):

1. What will be gained from this change?
2. What will end because of this change?
3. Who will gain from this change?
4. Who will lose what with this change?
5. How can we understand the proposed changes?
6. How can we accept this new reality, as a result of this change?
7. How will information be communicated during the change?
8. What plans are there for celebrating progress during this transition period?

(Adapted from Speck, 1996, p. 77)

By responding to these and other questions, the Principal is displaying his openness to this process and inviting buy-in from the staff, as this plan is beneficial to both the organization as a whole, as well as the teachers who are interested in pursuing career development in the arena of leadership. It will also help diminish resistance, as staff will have time to take in the information, digest it, and better understand their role(s) in the process.

TIS, as a private international organization, is currently in a strong market position. It has the backing and support of the Board of Education and many government officials, and has waiting lists for most, if not all, of its classes. An understanding that having a clear, and structured succession planning framework in place can only strengthen the organization will allow the staff to buy-in to these changes, as there are benefits to the schools continued growth and reputation, e.g. salary increases.

Table 5 offers a summary of the actions required in Stage 1 of the change process.
Table 5

*Initial Cycle: Stage 1 Summary*

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awakening</td>
<td>Creating a Sense of Urgency</td>
<td>- Consultant presents and hands over OIP to the Principal&lt;br&gt;- Principal arranges both formal and informal meetings/discussions with the Board of Directors, Vice- Principals, Coordinators, Staff to introduce the OIP plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stakeholder Responsible: Consultant and Principal Time Frame: 2 months</td>
</tr>
</tbody>
</table>

*Initial Cycle: Stage 2 (time frame – 4 months)*

Cawsey et al.’s (2016) *Mobilization Stage* is based on creating systems and structures, forming coalitions, and effectively communicating the need for the change. In Kotter’s Eight-Stage Process (1996), there are four stages that align with this step: *Creating a guiding coalition; Developing a vision and strategy; Communicate; and Empower employees.*

As discussed in Chapter 1, TIS scored +27 on the Readiness for Change assessment tool (Cawsey et al., 2016), which was a high score indicating the school’s inclination to a smooth change process. The areas with low scores revolved around the questions relating to openness of change and rewards for change.

In light of this finding, the focus at this stage should be on forming a group to assist the Principal to lead the change process (Kotter, 1996, p. 21). This can consist of members of the Human Resources (HR) department, the Vice-Principals, Subject Coordinators and general staff. The role of the HR department is crucial at this stage, as
mentioned in Chapter 1, due to the school’s decision to adhere to the guidelines set by the Board of Education, it is important that any changes to structure that would fall within the purview of the Board adhere to their policies. The size of the group will depend on three questions: 1) what is the team trying to accomplish; 2) how many specific and separate roles are necessary to complete the team goals; and 3) and is there a deadline for work completion? (Brady, 2018). Research shows that generally a group consisting of between five to nine members is the most effective (Klein, 2006).

Since currently foreign teachers occupy the majority of leadership roles, it is critical to ensure that the group has representatives from both the local population of staff as well as the foreign staff to ensure the transparency and equitableness of the system. This speaks to the importance of the transformative lens, where equity and justice are at the forefront of actions. The first task of the group (the Change Implementation Plan Committee) should be to work on the improvement of the job descriptions and evaluation system that are being proposed (see Appendices A and B). After having communicated the change initiatives to the staff, involving them in the processes will encourage them to embrace the changes, and take ownership of this change initiative. Gesme and Wiseman (2010) stress that “the resulting vision should be communicated to everyone … and continually reinforced to foster a culture that is ready for the changes needed to move toward the vision” (p. 257). Then, the message is that everyone can be a part of the new system, and their voices matter. Hargreaves and Fink (2006) highlight that good succession plans: “are the responsibility of many rather than the prerogative of lone leaders…. [and] are transparently linked to clearly defined leadership standards and competencies” (p. 72). Thus, the more individuals are involved with the process of
implementation and application, the greater will be the impact on both the individuals at
the school, and the organization as a whole.

Through continued formal and informal conversations, as well as the use of
emails, and message redundancy (Klein, 1996) the Principal and Vice-Principals need to
provide strategic direction to the change process. Making it clear that the success of the
change depends on everyone’s involvement which can help drive the change and
personalize it. Klein (1996) highlights that “personally relevant information is better
retained” (p. 36), thus, the importance of making it personal. Creating a further taskforce
composed of a cross-section of the staff (e.g., a group of teachers to provide feedback on
the materials, utilizing the staff in the Information Technology (IT) department to
formalize it into applications and working documents, and the HR department to see how
these can be instituted) will also further drive involvement and buy-in. The more
involved the staff are in the processes the greater the chance of support and commitment
from all stakeholders (Heathfield, 2019).

In addition, the Board of Directors, Principal, Administrative team, and HR
department need to devise a method or means by which they can forecast upcoming
openings, as delineated in the DLS model. Forecasting “is the proactive planning for
vacancies that are anticipated” (Lovely, 2004). A clear communication channel needs to
be devised by which the Principal, Vice-Principals, and HR department are all made
aware of upcoming vacancies. For example, having a space in the staff intranet profiles
(accessible to only the senior management and the HR department that allows for
information to be entered about upcoming departures, imminent leaves, etc.) would assist
with this. The IT and HR departments would need to work collaboratively in order to design, create, and implement this step.

The other aspect of work that needs to be introduced is the application form and process to fill upcoming vacancies. Although the administration can target “teachers or other educators who have already demonstrated strong leadership skills” (Hanover Research, 2014, p. 15), it is vital that, as discussed in Chapters 1 and 2, using concepts from the transformative leadership framework, a system be devised by which both local and foreign staff, interested in pursuing leadership positions, can be informed about and apply to upcoming positions. “Transformative leadership begins with questions of justice and democracy;…and offers the promise … of greater individual achievement” (Shields, 2010, p. 559).

Mitchell and Sackney (2009) through several research studies conducted over a ten-year period, developed a model that frames leadership capacity building. The model consists of three capacities that need to be built to frame the professional learning of school leaders: personal capacity, interpersonal capacity, and organizational capacity. Two of these will now be considered in light of the change implementation plan: 1) interpersonal capacity which “addresses the development of collegial relations and collective practices whereby ongoing professional learning becomes a highly-valued norm within a professional group” (Williamson, 2010, p. 5), and 2) organizational capacity which focuses on “building organizational structures and systems that support and value personal learning as well as facilitating and encouraging collective learning” (Williamson, 2010, p. 5).
In the context of this OIP, organizational capacity will need to revolve around the Leadership Development (LD) activities, Professional Learning Communities (PLC) and capacity building opportunities being provided to the staff. Since mechanisms will need to be put into place “for developing and nurturing … leadership pipelines” (Normore, 2007), establishing the parameters of teacher capacity building in leadership skills will be the foundation of developing a talent pool. Research has found that “a coherent and coordinated approach to leadership learning and development in individual schools, supported by incumbent senior leaders, is essential if succession planning is to be effective and the supply of able leaders entering the talent pool is to be increased” (Rhodes & Brundrett, 2009, p. 381), which also speaks to the interpersonal capacity of the current leaders.

Lacey (2003) found that schools that had deliberate plans to build leadership capacity had an increase in leadership aspirations amongst their teachers. Muijs and Harris (2003) also stress that for leadership to become truly transformative, “the literature indicates that structured programmes of collaboration or networking need to be set up to ensure that teacher leaders can fully develop their leadership potential” (p. 444). They further state that methods by which to develop leadership are through “mentoring, observation, peer coaching and mutual reflection” (p. 444) in addition to “leading groups and workshops, collaborative work, mentoring, teaching adults, action research, collaborating with others and writing bids” (p. 444). Greater incorporation of leadership development opportunities for teachers is also crucial. In these professional leadership development scenarios, there needs to be both an emphasis on individual development and school-based activities, such as partnerships and group development. Teachers can
engage in group processes as consensus building, vision building, conflict resolution, study groups where they are researching theories and strategies related to leadership in schools, and self-reflection (Alberta Teachers Association, 2020). The Board of Education in Country A offers some professional development opportunities for teachers seeking to transition to leadership roles, but due to the language barriers these are only available to the local staff. The school would have to arrange for the foreign staff to participate in programs such as the Emerging Leader Development Program (ELDP) offered the Ontario Principals’ Council, or Leadership Development International which provides leadership training for international school leaders.

Upon retirement or departure, leaders often take the unique skills, knowledge, experiences, and relationships with them (Burke & Ng, 2006). Transfer of knowledge to incoming leaders is vital to ensure continued progress. Burke and Ng (2006) noted that those organizations that effectively transfer knowledge are the most successful. Having a strategy to address the roles of LD, PLCs, and mentoring will assist with this challenge.

Kotter (1996) notes that we often underestimate the amount of communication that is required to develop a consistent understanding. Pfeifer, Schmitt, & Voigt (2005) have observed “in any company there is twice as much discussion about the weather than about new strategies” (p. 302). Ensuring that there are timelines for the changes, which are incorporated into the school yearly calendar, as well as spaces and forums for the meetings of the groups involved with the change processes, and consistent feedback to the school as a whole will assist with harnessing momentum during this process. Klein (1996) argues that “many difficulties often associated with significant change can be
more easily dealt with if there is strategic thinking about what and how to communicate” (p. 44). Table 6 provides a summary of Stage 2 of the initial cycle.

Table 6

*Initial Cycle: Stage 2 Summary*

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Actions</th>
<th>Stakeholder Responsible</th>
<th>Time Frame</th>
<th>Short/Medium/Long Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilization</td>
<td>Creating a Guiding Coalition</td>
<td>-Create Change Implementation Group</td>
<td>Principal and Vice Principals</td>
<td>4 months</td>
<td>Medium Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Redefine roles by updating job descriptions, updating evaluation systems</td>
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<tr>
<td></td>
<td></td>
<td>-Regularly communicate progress with staff seek feedback</td>
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<tr>
<td></td>
<td></td>
<td>-Create additional taskforces consisting of a cross-section of the staff to provide feedback on the materials</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>-Include the HR and IT departments to actualize materials</td>
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<tr>
<td></td>
<td></td>
<td>-Create equitable and just application processes</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>-Devise “forecasting” processes and methods</td>
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<tr>
<td></td>
<td></td>
<td>-Determine steps forward with Professional Learning Communities, Leadership Development and other capacity building opportunities (provide questionnaires to staff to gauge interest and opportunities)</td>
<td></td>
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<td></td>
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</tbody>
</table>
**Initial Cycle: Stage 3 (time frame – 2 months)**

Cawsey et al.'s (2016) *Acceleration Stage* consists of action planning and implementation, where appropriate tools are deployed to manage the plan, build momentum, and manage the transition. During this stage, reaching out to people occurs systematically, followed by engagement and empowerment to advance the change. New knowledge, skills, abilities, and ways of thinking are developed in others to support the change. Finally, as change is a process, it can be motivating and encouraging to see progress and success along the way. Small wins (or quick wins) are the achievement of milestones throughout the journey. This is in line with Kotter’s (1996) fifth stage of the 8-Stage process, which he refers to as *Short Term Wins*.

Short term wins help to demonstrate the viability of change and to build momentum. Kotter (1996) states that short term wins need to be visible; unambiguous; and connected to the change initiative. Although not all researchers consider short-term wins significant in all change programs (Ansari & Bell, 2009), short-term wins give the staff motivation and encouragement. In my experience, they also foster an environment where participants feel recognized and are able to move through possible temporary setbacks or challenges with greater confidence and ease. For this OIP, it will be important to celebrate the completion of the various tasks associated with development of a succession planning strategy, as well as introduction of the new elements of the plan. For example, sharing the materials that have been created at the staff meeting and having some refreshments afterwards. The celebrations do not need to be significant provide the staff with an opportunity to process the change and contribute to its development and
implementation. Having opportunities to celebrate together also encourages cohesion among the staff and breaks down barriers that may exist with the administration.

Having worked through the various elements needed in order to effectively implement a succession-planning framework, the working groups/task forces should now be prepared to unveil the final versions of the job descriptions, evaluation materials, and application process. Completion of these various tasks can be celebrated as milestones, which will boost morale, productivity, and keep the organization moving along the change process (build momentum). The Change Implementation Committee and individuals directly associated with this change process will need to keep the momentum going, to ensure that the change is implemented and can be institutionalized. The Principal will be the driver of the change plan, and with his myriad of other tasks may find it difficult to maintain momentum. “By implementing short-term wins that are clearly visible throughout the organization, and clearly related to the change effort, senior leadership and the guiding coalition maintain the momentum for change” (Tanner, 2019, p. 1). Table 7 provides a summary of Stage 3 of the initial cycle.

Table 7

*Initial Cycle: Stage 3 Summary*

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Actions</th>
<th>Stakeholder Responsible</th>
<th>Time Frame</th>
<th>Short/Medium/Long Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceleration</td>
<td>Short Term Wins</td>
<td>-Celebrate completion of the various steps through potluck lunches, outings, early afternoons, fun days, and team building activities.</td>
<td>Principal</td>
<td>2 months</td>
<td>Medium Term</td>
</tr>
</tbody>
</table>

Table 7
**Initial Cycle: Stage 4 – (time frame 2 months and into the summer for HR)**

Cawsey et al.’s (2016) *Institutionalization* stage aligns to Kotter’s (1996) *Consolidating Change* and *Anchoring New Approaches* stages. Having gained momentum in the last stage, now the Principal can ask the HR department to finalize and implement the job descriptions and evaluation systems (include them in all of the manuals, intranet, and have them available to the staff who are appointed to the positions). The application process should also become live on the intranet and be available to all staff. Now all possible communication channels should be used to celebrate the completion of the first full cycle of change and the implementation of these materials, which will assist the best candidates to be chosen for the leadership roles.

Table 8 provides a summary of Stage 4 of the initial cycle.

Table 8

**Initial Cycle: Stage 4 Summary**

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Actions</th>
<th>Stakeholder responsible</th>
<th>Time Frame</th>
<th>Short/Medium/Long Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutionalization</td>
<td>Consolidating Change</td>
<td>Implement the materials by having them become a part of the materials of the school, widely available and accessible to all staff.</td>
<td>HR and IT, overseen by the Principal</td>
<td>2 months (and ongoing)</td>
<td>Long Term</td>
</tr>
</tbody>
</table>

**Conclusion of Cycle 1**

Cycle 1 was dedicated to designing, creating and implementing the structures, tools, and supports necessary to fully be able to apply the DLS model as the succession planning framework at TIS. While the complete DLS model will not be introduced in the
first cycle, the strategies of how to effectively “forecast” and “plan” for upcoming vacancies will be considered in Stage 2.

**Beginning of Cycle 2 and all future cycles (beginning of 2021 academic year)**

The first step in the creation of a successful succession planning framework is to understand that “leadership is everyone’s business” (Day, 2007, p. 2) and as such, leadership cannot be identified in just a small number of people. Leadership development should be regarded as a process in which current leaders work to develop leadership talent amongst others in a systematic and continuous manner. Through the establishment of formal processes, providing leadership capacity building opportunities to staff who are interested, and creating a talent pool, a successful succession framework can be created where potential candidates can be called upon to fill vacancies of key positions as the need arises.

The new academic year will commence with the administration having in place the tools and structures for the planning of upcoming vacancies, and methods by which to fill these positions. Now the Dynamic Leadership Succession Framework (Peters-Hawkins et al., 2017) stages of Planning and Sustaining can be implemented more intentionally. Having in place work-shadowing opportunities, coaching, mentoring, and a network by which staff can build their leadership capacities is key to planning for upcoming vacancies which will methodically build as a talent pool. Ensuring that individuals interested in leadership can access leadership development opportunities and apply for vacancies is crucial. In addition, LD plans focused on developing leadership skills, knowledge, attitudes, and opportunities (School Leadership Development Plan, n.d.) need be implemented.
In understanding that TIS needs to ensure that a longer-term view of leadership requirements becomes part of the schools strategic thinking, the Board of Directors, Principal and Vice-Principals need to actively and purposefully support leadership development through the creation of a talent pool that encourages staff to take on new roles and to aspire to leadership positions (Brundett, Rhodes, Gkolia, 2006). This can be achieved through a more deliberate process of leadership development planning with teachers. For those interested in pursuing leadership opportunities, or building their skill sets, leadership development plans should be set in place, and consistently reviewed. Rothwell (2007) suggests that whenever a vacancy occurs, the organization should have many qualified candidates internally that may be considered for the position. Ensuring that the capacity building opportunities exist at TIS will assist to accomplish this goal.

The implementation of this change process puts a strong emphasis on the leadership structures “which encourage or require all staff to take on active leadership roles, and thereby develop skills in decision-making and allied leadership skills (Brundett, Rhodes, & Gkolia, 2006, p. 264).

In summary, the first full academic year would be delineated to ensuring that the structures, tools, supports, and methods of this change process are in place. The following cycles would be using the DLS model (Peters-Hawkins et al., 2017), which consists of planning, forecasting, and sustaining to maintain and further develop the succession planning framework. The continuation of this process would consist of the administration dedicating time in their meetings to anticipating any upcoming vacancies, and developing and nurturing their leadership pipelines (Normore, 2007).
The capacity building systems across the school would also need to be continuously monitored and improved. For example, individuals who are on a leadership trajectory should be provided with a rotating opportunity to practice their leadership skills in a wide range of occasions. This requires planning on the part of the administration, and an ability to stay the course, constantly, and systematically improving the implementation plan. Finally, it is evident that significant planning is required to institute an effective succession planning framework. In this regard, there needs to be clear pathways to administration, outlining lines of action, and check points where goals can be checked and evaluated. Appendix F offers a guideline for TIS on the various steps necessary to create and implement a succession planning framework.

Limitations and Conclusion

Although the implementation of a succession-planning framework can greatly benefit the work of TIS and its continued progress, there are some limitations that need to also be considered. Cawsey et al. (2016) state “people need to devote time and effort to absorb the change and the implications that will unfold with the change” (p. 240). The greatest limitation is with regards to my role and agency. As I am not there to drive the change process, the implementation will need to be driven by the Principal and current Vice-Principals. The implementation of this change, therefore, will have to be continuously managed and guided by individuals who have not been a part of the creation process of the plan.

The senior management (Board of Directors, Principal and Vice-Principals) need to be aware of the narrow focus that succession planning can have on their work. In identifying individuals who they would like to encourage to participate in the leadership
capacity building opportunities, they will be required to ensure that they are not only choosing individuals who are like themselves, but open to providing the opportunities to all staff, thereby promoting “social justice, equity, and inclusivity” (Shields, 2010, p. 583).

In addition, the processes and procedures need to be reviewed regularly and updated, in light of the learning gained at each stage. The working group will need to be reappointed yearly and the materials and protocols further assessed. New leadership roles may arise, and additional materials may need to be created. Understanding that this new process requires on-going attention is important because effective succession planning is a process that needs to be systematically pursued.

Change can bring about positive energy or create confusion and challenges (Bolman & Deal, 2013). In order for this OIP to be successful, the focus will need to be on the processes that are being implemented as well as the needs of the individuals in the school. Since one of the foundations of this OIP is transformative leadership, and one of the goals is to ensure an equitable system is in place, it is important that the various stages receive adequate attention during the appropriate time in the execution of the plan.

Fundamentally, this will eventually cause a change in the culture of the school, one where each member of the team is aware that capacity building, and leadership, are ultimately everyone’s responsibility. Formal channels will be created for those who wish to pursue learning new leadership skills, resulting in an environment where the group as a whole is advancing, and the organization will continuously have a greater pool of capable members from which to draw upon when a vacancy in leadership arises. This will eliminate gaps in succession and thereby serve all protagonists: the organization; the
Principal and Vice- Principals, the teachers, and ultimately the students. Appendix E features a complete table highlighting key aspects of the change implementation plan. This is a more detailed outline of what steps need to be taken and can be utilized by the Principal in his implementation of the Plan.

The change process monitoring and evaluation, as well as the communication strategies will now be discussed. In ensuring these are in place, will diminish the limitations of this change implementation plan.

**Change Process Monitoring and Evaluation**

Monitoring and evaluation are essential components of a change process which can be said to “underpin the planning cycle” (NCCARF, 2018). Although evaluating change initiatives and determining outcomes can be challenging, Cawsey et al. (2016) stress that measurement and control mechanisms increase the likelihood of successful change. To ensure the success of this OIP, it is necessary to consider the tools that will gauge progress and assess the change, in order for the implementation plan and chosen solution can be adjusted as per the needs of the school.

Although monitoring and evaluation are unified processes used to answer a common set of questions (Markiewicz & Patrick, 2016), the “role and function of monitoring and evaluation are distinct” (Markiewicz & Patrick, 2016, p. 11). Monitoring can be defined as the process of measuring the implementation of steps within the change process to ensure integrity (Markiewicz & Patrick, 2016), while evaluation, is the overall assessment of the change processes, a comparison of the present state versus the ideal. Monitoring tools provide information regarding program implementation, helping to ensure that program changes are applied accurately according to the plan, and are
meeting outcome goals (Markiewicz & Patrick, 2016). Evaluation tools can be formative or summative and can be “carried out at different stages of a program’s life cycle, depending on the context and need for specific types of information” (Markiewicz & Patrick, 2016, p. 13).

How would TIS know if the succession planning strategy is successful? What metrics will identify an effective succession planning strategy has been developed and implemented? What tweaks and adjustments need to be made to ensure success? To answer these and other questions, it is important that the correct metrics be established at the onset to monitor the intended change process and measure succession planning and the different layers beneath it (including capacity building, and the philosophy of “growing your own”). These metrics can then be measured throughout the change process (and later, annually at a minimum) to determine success, or change course as required. Equally important is presenting tangible proof of success to the staff, which will encourage the continued work beyond the initial stages. Finally, it is also crucial to carefully choose measures that not only “enhance ownership of change” (Cawsey et al., 2016, p. 361), but also celebrate achievements, whether large or small.

As discussed previously, a varied form of the PDSA model (see Figure 10) is currently in use at TIS which can be further used for the purposes of monitoring and evaluating this change process. The PDSA is a four-stage cyclic process that allows individuals to plan, do, study, and act on the change process, and change course if and when necessary. The model in place at TIS is very similar, in the sense that it starts with planning (consulting), then doing (acting), studying the results, and finally acting (reflection) on the actions to determine next steps.
The Planning (Consult) Stage

In the planning stage, the Principal will be presented with the OIP proposal. This will be done via a Zoom or Skype meeting, where I will review the objectives of this OIP, as well as the proposed change implementation plan. The Principal will then be responsible for calling initial meetings with the Board of Directors, Vice-Principals, Coordinators and introducing the OIP to them. This aligns with the first stages of the Change Path Model (Awakening) and Eight-Stage Process (Creating a Sense of Urgency). In this stage, it is critical to present the problem of practice, the gap analysis, and the proposed solution, as outlined in this document and seek feedback on the change implementation plan. This will assist the Principal to gain the trust of the Vice-Principals and Coordinators before presenting it to the other staff. “It is important to consider predictions, i.e., what do you expect to see and why? What likely consequences and
impacts will there be within the system” (Donnelly & Kirk, 2015, p. 1), in approaching the topic as a consultation rather than a directive will help disseminate the vision and set the tone for the change process.

**The Act and Study Stages**

The Act and Study Stages of the model are intertwined and should proceed concurrently, as the steps of the process are discussed and carried out, evaluation should be integrated as an inherent part of the plan. As discussed in Chapter 1, through the Readiness for Change Assessment tool (Cawsey et al., 2016) it became evident that TIS was missing a regular monitoring and evaluation strategy, except for the end of the year staff survey. By working through these steps concurrently, attention can be given to monitoring each step to ensure a successful transition to succession planning. For example, having both formal and informal check-ins with the Coordinators and teams of staff, and a way that staff can raise their concerns anonymously, will assist with them feeling heard and taking ownership of the process, as well as monitoring the general climate of the school. This can be done through a mid-year survey, informal discussions, and the one-to-one conversations that the Administrators have with the staff.

This aligns with the *Mobilization* stage of the Change Path Model (Cawsey et al., 2016) and four stages of Kotter’s 8-Stage process, namely: *Creating a Guiding Coalition, Developing a Vision, Communicating,* and *Empowering Employees.* In the Act/Study Stage the objectives would be to create the task force of individuals who would be leading the change. As mentioned in the change implementation plan, this should consist of staff who are currently in leadership roles as well as teachers, ensuring that there is a diversity of foreign and local staff represented in the group.
The mandate of this task force would be to first ensure that the job descriptions are updated and create a comprehensive, clear, transparent, and measurable evaluation system, ensuring that it is equitable and effective, that the goals are simple and the process easily understandable. In addition, they need to work closely with the HR and IT departments to actualize the materials needed and ensure that the systems and processes are in place. Finally, they need to look at creating and promoting an equitable application process.

Involving key stakeholders as part of the monitoring and evaluation process will assist to move this process forward. The stakeholders, including the Principal, Vice- Principals, Coordinators and staff at large should all be involved at various stages of the process and continuously working towards putting the structures and policies in place that will assist with the succession planning framework to become a reality. Furthermore, continuously evaluating the materials developed and seeking feedback from a cross-section of the staff will ensure that the materials are effective and improved over time. The ultimate goal at this stage would be to develop the materials and structures needed in order to put the succession-planning framework into place.

The Reflection Stage

This stage aligns with the Institutionalization stage of the Change Path Model (Cawsey et al., 2016) and the Consolidating Change and Anchoring New Approaches stages of Kotter’s Eight-Stage Process (Kotter, 1996). At this point, conversations will need to revolve around successes and what needs to be adapted to ensure continued growth and the start of the second cycle. During this critical stage, questions that can be considered are as follows: What needs to be modified to continue the progress? How has
the change process been so far? Is there a clear path forward? Is the organization ready for continued change along this path? (Donnelly & Kirk, 2015).

The following is a list of some metrics by which success of the process can be evaluated against. These are suggested metrics, and the Principal and staff can determine additional metrics throughout the process, based on their insights and experiences.

Recommended metrics for success include the following: involving as many stakeholders in the process as possible; ensuring the succession planning framework and capacity building initiatives are clearly understood by the stakeholders; the new materials and processes are integrated with other policies and procedures at the School; and there is a clear diversity of staff involved in the processes, and later identified for the talent pools. Table 9 provides a synthesis of recommended metrics that will be used during each stage of the change process.

Table 9

Monitoring and Evaluation Recommended Metrics

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Consult/Act/Study/Reflect</th>
<th>Actions</th>
<th>Monitoring/Evaluation Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awakening</td>
<td>Creating a Sense of Urgency</td>
<td>Consult</td>
<td>-Consultant presents and hands over OIP to the Principal -Principal arranges both formal and informal meetings/discussions with the Board of Directors, Vice- Principals, Coordinators, Staff to introduce the OIP plan</td>
<td>-All stakeholders are on board with the changes and there is interest by a large number of staff to participate in the change process. ** This can be monitored through meeting agendas and minutes, and feedback from the administrative team</td>
</tr>
<tr>
<td>Mobilization</td>
<td>Creating a Guiding Coalition</td>
<td>Act</td>
<td>-Create “Change Lead” Group</td>
<td>-Development plans are in place and being monitored by the</td>
</tr>
</tbody>
</table>
| Developing a Vision and Strategy | - Redefine roles by updating job descriptions, updating evaluation systems  
- Regularly communicate progress with staff  
- Create additional working groups to provide feedback on the materials  
- Include the HR and IT departments to actualize materials  
- Create equitable and just application processes  
- Devising forecasting processes and methods  
- Determine steps forward with PLCs, leadership development and other capacity building opportunities (provide questionnaires to staff to gauge interest and opportunities)  
- Taskforce responsible for ensuring quality control  
- Perceived fairness in the processes being implemented  
- User-friendly processes and tools  
**Tools for monitoring and evaluation include minutes of meetings, feedback from staff and committee members, reports to admin and staff, questionnaire to the staff about the materials, anonymous online survey requesting feedback |
| Communicate |  |
| Empower Employees |  |

| Acceleration | Short Term Wins | Study | - Celebrate completion of the various steps through potluck lunches, outings, early afternoons, fun days, and team building activities.  
- Review of process and steps indicates movement forward and quality of information is more significant  
**This stage can be evaluated by the development of materials and minutes of meetings, as well as reports from committee and admin |
<table>
<thead>
<tr>
<th>Institutionalization</th>
<th>Consolidating Change/Anchorin New Approaches</th>
<th>Reflect Plan for Cycle 2</th>
<th>Planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Implement and sustain professional learning communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Provide work shadowing opportunities for individuals interested in leadership roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Create a succession pipeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sustaining: Identify coaching opportunities for individuals appointed to leadership roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Put into place mentoring practices for more experienced leaders to mentor newly appointed leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Evaluating what worked, what didn’t and what to do next. **</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This stage can be evaluated through a final report from the committee members, feedback from the staff, anonymous questionnaires and surveys to ensure that various avenues of feedback are open</td>
</tr>
</tbody>
</table>

**Plan to Communicate the Need for Change and the Change Process**

Klein (1996) argues that “to maximize the success of the change and minimize its associated problems” (p. 36) ensuring an effective communication plan is key. Cawsey et al. (2016) further stress that having a clear communication plan can help with 1) infusing the need for change throughout the organization; 2) enabling individuals to understand the impact the change will have on them; 3) communicating any structural changes that will influence how things are done; 4) keeping people informed along the way; 5) identifying misconceptions and rumours that need to be resolved; 6) mobilizing support for the change; 7) sustaining enthusiasm and commitment; 8) explaining the issues and clear rationale for the change; 9) providing specific information about the future plans,
and 10) obtaining feedback and celebrate success. As such, the purpose of this section is to outline the communication plan for this change process.

Klein (1996) offers “several empirically founded communications principles that taken together can constitute a communications strategy” (p. 34). These are: 1) Message redundancy; 2) Multi-media; 3) Face-to-Face; 4) Line Hierarchy; 5) Direct Supervision; 6) Opinion Leaders; and 7) Personal Relevant Information. Using a variety and mixture of these principles throughout the change process “can be most helpful in easing the way to a more effective process” (Klein, 1996, p. 44).

Cawsey et al. (2016) put forward a four-phase approach to communicating a change plan that can help to “minimize the effects of rumors, to mobilize support for the change, and to sustain enthusiasm and commitment” (p. 320). The four phases are: 1) Prechange Phase; 2) Developing the Need for Change Phase; 3) Midstream Change and Milestone Communication Phase; and 4) Confirming/Celebrating the Change Success.

This OIP will utilize Cawsey et al.’s (2016) four-phase approach as the foundation of the change communication process and highlight Klein’s (1996) communication principles as needed to ensure a clear and effective communication approach.

**Pre-Change Approval Stage**

In this stage, “change agents need to convince top management and others that the change is needed” (Cawsey et al., 2016, p. 320). For this OIP, communication has already occurred with the Principal, who is aware and onboard with this change. It is now important for the Principal to present this OIP to the other key stakeholders (Board of Directors, and school administrators), to obtain their buy-in for incorporating a succession planning framework that is “not a periodic event triggered by” (Building
Leadership Capacity: Reframing the Succession Challenge, 2011, p.1) the departure of a person in a leadership role, but “a proactive and systematic investment in building a pipeline of leaders within the organization, so that when transitions are necessary, leaders at all levels are ready to act” (Building Leadership Capacity: Reframing the Succession Challenge, 2011, p.1).

Armenakis and Harris’ (2002) argue that the process of organizational change unfolds in three phases: Readiness, Adoption, and Institutionalization. In the Readiness phase, which aligns with Prechange Approval Stage, the message that needs to be conveyed is about discrepancy. Discrepancy “addresses the sentiment regarding whether change is needed and is typically demonstrated by clarifying how an organization’s current performance differs from some desired end-state” (Armenakis & Harris, 2002, p. 170).

Therefore, the objective is to share information about to where TIS is currently and what needs to change and why. Here, the gap analysis can be shared, and the ideal scenario discussed. This will be conducted through face-to-face meetings between the Principal and the Board of Directors, the Vice Principals and current Subject Coordinators. This will allow for dialogue and initial concerns, questions and suggestions to be addressed directly. Following this up with email communication (Klein, 2002) will provide the current school leaders an opportunity to internalize this change and gain better clarity of the path forward. Table 1 offers a summary of the Pre-Change Approval Stage.
PreChange Approval Stage

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Plan/Act/Study/Reflect</th>
<th>Actions</th>
<th>Communication</th>
</tr>
</thead>
</table>
| Awakening         | Creating a Sense of Urgency | Plan | - Consultant presents and hands over OIP to the Principal  
- Principal arranges both formal and informal meetings/discussions with the Board of Directors, Vice-Principals, Coordinators, Staff to introduce the OIP plan | Initial face-to-face meetings  
Follow up emails, minutes of meetings to reinforce face-to-face discussions |

Developing the Need for the Change Phase

“Communication programs need to explain the issues and provide clear, compelling rationale for the change. If a strong and credible sense of urgency and enthusiasm for the initiative is not conveyed, the initiative will not move forward” (Cawsey et al., 2016, p. 321). Having shared this OIP with the senior leaders at the school, the Principal will subsequently need to create an awareness of the need for the change among the entire staff and convey the vision for the change. This can be accomplished by clearly articulating with specific steps for how the plan will be implemented and how and when they will be involved in the change (Cawsey et al., 2016). “Senior leaders need to own the initiative and general expressions of commitment are rarely enough. They must actively dedicate time and resources to the effort” (Building Leadership Capacity: Reframing the Succession Challenge, 2011, p. 2). Within the context of this OIP, at this stage, with the change taskforce having been appointed and the various departments involved (HR and IT) being brought into the conversation, it is
important that “sentiments regarding confidence in one’s ability to succeed” (Armenakis & Harris, 2002, p. 170) be reinforced. Armenakis and Harris (2002) stress that “individuals will only be motivated to attempt a change to the extent that they have confidence that they can succeed” (p. 170).

Resistance to this change is to be expected, however, it does not always need to be seen as negative, as it could lead to constructive feedback of the change process or result in a proposal of other means to overcome the challenges. For this OIP, the resistance may come from the administrative team who feel that they already have more than sufficient demands on their time to assist with the implementation of a succession planning framework, or it could come in the form of suggestions on how to make the system better from the staff. Viewing the feedback from a place that presupposes that the “actions are supporting the organization’s goals rather than resistance” (Snyder, 2017, p. 3) will assist with taking the feedback in a positive light and using the information to improve the system.

The Principal’s role at this point requires clarification. Using Armenakis and Harris’ message domain of Principal Support, he can ensure that the staff are aware that the resources and commitment needed to see this change through to institutionalization are present. The lines of communication that should be applied at this stage include face-to-face meetings, emails to follow up and direct supervision. Redundancy is important here to quell rumours and misconceptions. “What if scenarios…with mini-studies designed to illustrate the need for succession planning” (Ibarra, 2005, p. 23) can reinforce the idea of why change is necessary. Review and discussion of the benefits of systematic succession planning and of the components necessary to implement it will help bring
everyone to the same page and increase understanding, thereby creating strong consensus. The outcome of the first meeting should lead to a strong agreement about the urgent need to implement a succession planning framework that revolves around the philosophy of “growing our own”. Table 11 offers a summary of the developing the Need for Change Phase.

Table 11

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Plan/Act/Study/Reflect</th>
<th>Actions</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilization</td>
<td>Creating a Guiding Coalition</td>
<td>Act</td>
<td>- Principal arranges both formal and informal meetings/discussions with staff to introduce the OIP - Set up and address the Change Lead TaskForce</td>
<td>- Face to Face - Email - Redundancy of message is important to ensure everyone is aware of the proposed change plan to quell the possibility of rumours</td>
</tr>
<tr>
<td></td>
<td>Developing a Vision and Strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empower Employees</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Midstream Change Phase

At various stages throughout the change process, communication is required to “inform people of the progress and to obtain feedback on attitudes and issues, to challenge any misconceptions, and to clarify new organizational roles, structures, and systems” (Cawsey et al., 2016, p. 320). The focus here is to train the staff and current leaders on the new systems being put into place and adjust the reporting processes. Cawsey et al. (2016) stress that “creating a sense of fairness, trust, and confidence in the leadership, and interest and enthusiasm for the initiative is important to the success of the change initiatives” (p. 324). As such, continual communication is critical, and various
techniques utilized will produce the greatest impact. Table 12 offers a summary of the Midstream Change Phase.

Table 12

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Plan/Act/Study/Reflect Actions</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceleration</td>
<td>Short Term Wins</td>
<td>Study</td>
<td>- Face to face (sharing information in staff meetings, and at department meetings (through “direct supervisors” (Klein, 1996) seeking feedback)</td>
</tr>
</tbody>
</table>

**Midstream Change Phase**

The final phase of the communication plan focuses on informing all stakeholders of the success of the change and celebrating the process as a whole. As well, this time can also be used for setting the stage for the next iteration of the change cycle, which is the full implementation of the DLS model (Peters-Hawkins et al., 2017). “Celebrations are needed along the way to mark progress, reinforce commitment, and reduce stress” (Cawsey et al., 2016, p. 322). Achievement of the various milestones should be
celebrated and communicated to all, reinforcing the sense of ownership and celebrating the achievements of the team. Table 14 offers a summary of the Milestone Communication Phase.

The second iteration of the process will revolve around the full implementation of the DLS model (Peters-Hawkins et al., 2017), which will consist of all the various stages working in harmony.

Table 13

*Milestone Communication*

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Plan/Act/Study/Reflect</th>
<th>Actions</th>
<th>Communication</th>
</tr>
</thead>
</table>
| Institutionalization | Consolidating Change | Reflect/Plan for Cycle 2 | - Reporting on all successes and learnings  
 - Ensuring continued dialogue with all stakeholders to keep change alive and address concerns  
 - Establish next steps for the full implementation of the Dynamic Leadership Framework | Face to face  
 Email  
 Updating all orientation materials and information on the intranet | |
| Anchoring New Approaches | | | | |

Chapter 3 Conclusion

Chapter 3 has focused on how TIS can implement a successful succession planning framework through a process of two cycles of change. Attention has also been given to how the change process can be monitored and evaluated. A comprehensive
communication plan has also been outlined, by which the Principal can ensure engagement from all stakeholders, reduce the likelihood of resistance, and increase the chances of success during implementation. Providing this roadmap, it is hoped that the Principal can utilize these ideas and tools to effectively bring about this required change.

**Next Steps and Future Considerations**

This Organizational Improvement Plan (OIP) began with the recognition of the lack of opportunities for teachers to develop their leadership capacities at the International School. This led to teachers being unable to successfully navigate leadership positions when they were assigned to them, as evidenced through the high turnover rates. Through conversations with my professors, the Principal, and delving into the research, this OIP has evolved from looking at teacher capacity building to implementing a succession planning framework, with a focus on teacher leadership development.

Through the creation of this OIP, conversations have already occurred between myself (an external change agent, with a history at this school) and the current Principal about this problem of practice. Upon completion of this document, it will be presented to the Principal for implementation. In considering the emerging questions from Chapter 1, TIS would greatly benefit from the implementation of the DLS model as a formula on which to build their succession planning framework, as it will enhance the leadership development at the school and allow for a transparent and equitable system to be implemented, creating a wide talent pool from which resources can be drawn when required, and establishing a solid system of development for the teachers, who would benefit in their careers, whether or not they remain at the organization.
In terms of next steps for TIS, I would recommend that further consideration be given to the types of leadership development opportunities offered to the staff, and that funds be put aside for staff to apply for in order to attend external leadership development conferences and activities. In addition, I would recommend that, following the completion of a few cycles of the DLS model, a more thorough succession-planning model be adopted, such as the 8-Step model, which has a greater emphasis on teacher capacity building, through development plans.

In terms of next steps for myself, this doctoral journey and OIP process has increased my desire to delve more deeply into the change theories and processes that are needed for effective change. As an educational consultant, I’ve found my interest piqued, and I would like to pursue this speciality in my work, offering to other international schools the opportunity to work together through a change process.

It would be interesting to consider this document as a tool that can be utilized by other international schools, to implement a successful succession planning framework and i- would be worthwhile to see if the reality in Country A could be replicated in other parts of the world, and at other international schools.

Finally, the implementation of the process described throughout this OIP would fundamentally change the culture of the organization, providing a space where every member of the team is encouraged to pursue opportunities to develop their leadership skills in an environment that is positive, supportive, and equitable and that upholds the standards of social justice. Such an environment would ultimately produce an administrative team that sees the success of the teachers as their ultimate goal, and that is focused on helping to raise up a new generation of teachers who feel empowered,
engaged, and who strive for excellence and are committed to continual learning. Because “leadership has very significant effects on the quality of the school organization and on student learning” (Leithwood, 2007, p. 46), the change in the environment at TIS, would not only impact the teachers, but also the students, who would be surrounded by leaders.
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Appendix A: Sample Job Descriptions

The following sample job descriptions have been created after careful consideration to other international school job descriptions, as well as based on the authors experience at the International School.

For the Vice Principals

Vice Principals report directly to the Principal. Overall, they assist with the formulation of policies, organizational plans, goals and objectives in order to develop and maintain an educationally effective school of excellence.

Specific Duties

Include but are not limited to:

- Meet with the Principal to discuss the implementation of school policies and programs.
- Assist the Principal in supervising and evaluating departmental staff.
- Assign teachers to special duties, i.e. cafeteria duty, hall duty, etc.
- Assume responsibility of attendance and discipline.
- Assist in the supervision of student activities, as needed.
- Assume responsibility for the documentation needed for IB/IGCSE related programs.
- Arrange for class coverage in case of teacher absence.
- Assume the responsibility of student scheduling at the direction of the Principal.
- Assist the Principal in interpreting school programs to the community.
- Work with non-school agencies on student personnel issues.
- Meet with teachers, students, parents/guardians as needed.
- Conduct orientation for incoming students.
- Coordinate student/teacher and student/observer assignments.
- Assist the Principal in identifying areas related to the functioning of the school which can be modified and improved.
• Work on reviewing new textbooks with Subject Coordinators.

• Be knowledgeable about new educational trends and of the school goals and programs.

• Maintain an effective, positive working relationship with staff.

• Assist the Principal in arranging in-service professional development for staff.

• Prepare and submit all reports, as requested by Principal

• Portray an effective role model for staff, students, parents/guardians, community members.

• Assist teachers and Coordinators in writing Professional Growth Plans.

Appendix B: Sample Job Description for Subject Coordinators

Subject Coordinators report directly to the Vice-Principal(s)

Specific Duties

- Write or review subject matter policy documents
- Produce or modify schemes of work
- Make decisions about purchasing items
- Be responsible for equipment and materials
- Talk to parents about the subject
- Offer colleagues advice
- Support colleagues in their classrooms
- Monitor teachers' plans
- Monitor classroom learning
- Deal with concerns related to pupils with SEN
- Deal with assessment, recording and reporting
- Organize school-based in-service activities
- Produce resources for colleagues to use (as needed)

## Appendix C: Sample Preliminary Leadership Evaluation Tool and Rudimentary Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Question</th>
<th>Score (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications and Attitude</td>
<td>Does he/she gain the trust and respect of the other staff?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she realize his/her responsibilities and duties in their role as a leader?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she understand and embrace other’s opinions and different perspectives?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she demonstrate integrity?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she identify and solve problem appropriately?</td>
<td></td>
</tr>
<tr>
<td>Management and Support</td>
<td>Is his/her pedagogical consideration of educational activities appropriate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she assign duties and provide support depending on teachers’ qualifications, capabilities, and experiences?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she efficiently initiate and support teachers training and development?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does he/she exercise their leadership role and serve as a role model?</td>
<td></td>
</tr>
<tr>
<td>QUALIFICATIONS AND ATTITUDES</td>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Does he/she gain the trust and respect of the other staff?</td>
<td>Has a high level of interaction with the staff and gets strong staff commitment</td>
<td>Has a good level of interaction with the staff and gets some staff commitment</td>
</tr>
<tr>
<td>Does he/she realize his/her responsibilities and duties in their role as a leader?</td>
<td>Has a strong understanding of their responsibilities and carries them out exceptionally</td>
<td>Has a good understanding of their responsibilities and is working at carrying them out</td>
</tr>
<tr>
<td>Does he/she understand and embrace other’s opinions and different perspectives?</td>
<td>Successfully engages in processes of requesting and working with different staff members</td>
<td>Occasionally asks staff for feedback and is open to some more than others</td>
</tr>
<tr>
<td>Does he/she demonstrate integrity?</td>
<td>There is a consistent display of integrity and fairness within their role</td>
<td>There is a high degree of integrity and fairness with regards to the role</td>
</tr>
<tr>
<td>Does he/she identify and solve problem appropriately?</td>
<td>There is a strong commitment to resolving conflicts quickly and trying to address underlying issues as well</td>
<td>The leader successfully resolves problems as they arise</td>
</tr>
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</table>

<p>| MANAGEMENT AND SUPPORT                                                                           |                                                                                 |                                                                          |                                                                                        |                                                                                        |
| Is his/her pedagogical consideration of educational activities appropriate?                     | Educational philosophy reflects sound research and is manifested in             | Is able to articulate the pedagogical consideration and foster             | Is working on pedagogical consideration and how to implement them in                  | His/her pedagogical consideration of educational activities is not sound               |</p>
<table>
<thead>
<tr>
<th>Does he/she assign duties and provide support depending on teachers’ qualifications, capabilities, and experiences?</th>
<th>Effectively assigns duties and provides support</th>
<th>Frequently assigns duties appropriately and provides support when requested</th>
<th>Is learning how to assign appropriate duties and support teachers as needed</th>
<th>Does not assign duties and is unable to support teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he/she efficiently initiate and support teachers training and development?</td>
<td>Has a system by which to initiate training and development</td>
<td>Staff members are utilized to support each other</td>
<td>There is no formal system in place to initiate training but will support teachers as required</td>
<td>There is no formal training processes in place and is unable to support teachers</td>
</tr>
<tr>
<td>Does he/she exercise their leadership role and serve as a role model?</td>
<td>Excels in serving as a role model</td>
<td>Is effective as a role model</td>
<td>Struggles to serve as a role model</td>
<td>Is unable to serve as a role model</td>
</tr>
</tbody>
</table>

## Appendix D: Possible Solutions Summary

<table>
<thead>
<tr>
<th>Resource Need</th>
<th>Solution 1: Maintaining the Status Quo</th>
<th>Solution 2: Dynamic Leadership Succession Plan</th>
<th>Solution 3: Mentoring/Coaching (Shared Leadership)</th>
<th>Solution 4: 8-Step Succession Planning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Potential “on the job” training for the new appointee</td>
<td>Time associated with the administration setting into place a forecasting plan</td>
<td>This solution is time consuming, as there would need to be regular meetings, visits, and discussions between the mentors and the mentees. As with any of the new suggestions, this would become engrained in the culture of the school, but would eat into the schedules of the current Vice-Principals and Coordinators.</td>
<td>The administrative team needs to create a space and time (a one day meeting, like they do to set the strategic plan for the year) to contemplate and create a succession plan.</td>
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<tr>
<td></td>
<td>Time taken away from Principal/Vice Principals to train the new appointee</td>
<td>Time associated with putting into place professional development opportunities</td>
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<td></td>
<td>Time to adjust to new role and start to perform duties satisfactorily</td>
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<tr>
<td>Human</td>
<td>Relies heavily on the Principal/Vice-Principals to get the new appointee up to where they need to be, taking time away from them taking care of other responsibilities</td>
<td>Setting up an equitable application process would take human effort from the HR department – it would be seen as a significant step in the development of the school and would assist with recruiting and maintaining quality staff</td>
<td>A variety of human resources are needed for this option, as first the mentors/coaches would have to be identified. These could be the current Vice-Principals and Coordinators or other individuals in the school who demonstrate leadership qualities. Then the individuals who express an interest or are identified by the Administrators as having leadership qualities to further develop would need to be selected and connected with a mentor.</td>
<td>Create leadership development plans for interested individuals. Create a pool of individuals, who have completed the trainings, to be able to apply to the leadership roles, as they become available.</td>
</tr>
<tr>
<td></td>
<td>Position would be filled internally – may relieve some work from HR</td>
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<tr>
<td>Fiscal</td>
<td>Pay increase for the person appointed. Costs associated with training of the individual.</td>
<td>A concerted effort to offer professional development opportunities to staff. The financial responsibilities of the school to plan for upcoming vacancies and train staff for taking over the positions.</td>
<td>The costs associated with implementing this solution would be with the training aspect of the work, whether it be “in house” or “external”. This could be alleviated by having a policy where trained individuals are asked to remain at the school for a period of time or if they leave early, then to repay the cost of the training.</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Information</td>
<td>Nothing else would be required from the Administration to maintain the status quo – therefore they may see this as a positive.</td>
<td>Significant time and effort would need to be dedicated to learning about the DLS model and implementing it.</td>
<td>No additional information would need to be sought to set up this program. The administrative team would have to understand this system and be willing to share the vision and process with the staff. It would require a paradigm shift in how the staff work and the systems in place to not only build capacity but identify a pool of leaders from which successors could be called from.</td>
<td></td>
</tr>
<tr>
<td>Technological</td>
<td>No significant technological implications.</td>
<td>The technological requirements would be related to the online application process that would need to be created by the IT team and maintained by the HR department. As well as any online training that the Administration wants to implement as part of the capacity building opportunities.</td>
<td>The individualized leadership development plans and systemic application process would benefit from having a technological component. This would have to be created by the IT department and implemented by the HR department.</td>
<td></td>
</tr>
<tr>
<td>Final Thoughts</td>
<td>Implementing the DLS model at TIS would initially require a commitment of time, human/financial and technological resources. It would also require the Administrative team to find time to forecast, plan and train staff. Although initially the work associated with this model may seem extreme, the results would fulfil a significant gap that currently exists with regards to succession planning and capacity building, addressing the PoP.</td>
<td>Mentoring/Coaching has a lot of benefits, not only with regards to leadership and succession planning, but also in relation to the work of a teacher in their classroom. Being teamed up with an individual who is more skilled in a certain area can have a positive impact on the work of a teacher. This would be a better solution for the capacity building arm of the succession planning framework then the solution.</td>
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</table>

Although I would be keen to move ahead with this solution due to its emphasis on capacity building leading into succession planning, it is a very severe a process to start with. There are too many significant steps that if taken appropriately would ensure an effective system.
Appendix E: Change Implementation Summary

<table>
<thead>
<tr>
<th>Change Path Model</th>
<th>Kotter’s 8-Stage Process</th>
<th>Actions</th>
<th>Time Frame</th>
<th>Short/Medium/Long Goals</th>
</tr>
</thead>
</table>
| Awakening         | Creating a Sense of Urgency | *Consultant presents and hands over OIP to the Principal  
*Principal arranges both formal and informal meetings/discussions with the Board of Directors, Vice- Principals, Coordinators, Staff to introduce the OIP plan | 2 months   | Short Term              |
|                    |                          | **Mobilization**  
Creating a Guiding Coalition  
Developing a Vision and Strategy  
Communicate  
Empower Employees | 4 months   | Medium Term             |
|                    |                          | *Create Change Leading Group  
*Redefine roles by updating job descriptions, updating evaluation systems  
*Regularly communicate progress with staff  
*Create additional working groups to provide feedback on the materials  
*Include the HR and IT departments to actualize materials  
*Create equitable and just application processes  
*Devising Forecasting processes and methods  
*Determine steps forward with Professional |
<table>
<thead>
<tr>
<th>Acceleration</th>
<th>Short Term Wins</th>
<th>*Celebrate completion of the various steps through potluck lunches, outings, early afternoons, fun days, and team building activities.</th>
<th>2 months</th>
<th>Medium Term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Institutionalization</th>
<th>Consolidating Change</th>
<th>Planning: *Implement and sustain professional learning communities *Provide work shadowing opportunities for individuals interested in leadership roles *Create a succession pipeline Sustaining: Identify coaching opportunities for individuals appointed to leadership roles *Put into place mentoring practices for more experienced leaders to mentor newly appointed leaders</th>
<th>2 months (and ongoing)</th>
<th>Long Term</th>
</tr>
</thead>
</table>
Appendix F

Guideline for Creating and Implementing a Succession Planning Framework

<table>
<thead>
<tr>
<th>To initially create and implement these essential succession planning process tools, the Principal will set up a Change Implementation Taskforce to assist with the creation, review and institutionalization of these materials. This will be done in collaboration with the HR and IT departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Descriptions and Evaluation System</strong></td>
</tr>
<tr>
<td><strong>Application Process</strong></td>
</tr>
<tr>
<td><strong>Forecasting</strong></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td><strong>Sustaining</strong></td>
</tr>
</tbody>
</table>
to become familiar with the conditions and protocols of the position in a timely manner (Principal/HR)
- Define systems by which knowledge acquisition can be passed on i.e. through the school intranet system (Principal/HR)