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Building a Culture of Equity, Diversity, Inclusion and Social Justice at a Community College

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Abstract

Over the past number of years, it has become apparent that Canada is facing a significant skilled labour shortage. As the world emerges from the Covid-19 pandemic, the pressure to train and hire skilled trades workers has only increased; in order to fill the growing labour gap, intentional measures are needed to attract and retain a more diverse group of students. This organizational improvement plan aims to capitalize on a recent strategic plan and its central commitment to equity, diversity, inclusion and social justice. Through a case study focused on balanced enrolment by gender in trades training, this document considers a number of potential solutions before focusing on policies and practices related to recruitment, application, and admission of women into two trades programs. Principles of transformational leadership and transformative leadership theory are entwined with a change roadmap and a change process of appreciative inquiry to create a matrix for change at College on the Water (a pseudonym). A project community map is created and key responsibilities are outlined, as are the critical elements of a communication plan. Lessons learned from this case study can be applied to other programs that are inequitable in representation, whether by gender, socioeconomic status, race, or other differentiation. The immediate goal is to ameliorate an imbalance in student enrolment, and the larger goal is to help the institution's social justice focus and responsibilities progress. To this end, a global benchmarking tool will be used to measure the institution's current state and to set a pathway for a better future.

Keywords: equity, diversity, inclusion, trades, women, social justice

Executive Summary

College on the Water (a pseudonym) recently underwent a change in leadership, followed shortly thereafter with the development and subsequent launch of a new strategic plan. Dictated by the Board's direction, steered by the President's transformational leadership style, and informed by numerous consultations with members of the college community and other interested and impacted parties, this strategic plan holds at its core principles of equity, diversity, inclusion, and social justice (EDISJ).

Meanwhile, the national labour shortage continues to threaten economic and social security as there are more tradespeople leaving the workforce through attrition and retirement than are entering it. Trades training institutions, including COTW, are charged with finding new ways to increase the labour pool through increased enrolment and training of equity-seeking groups, such as youth, Indigenous persons, immigrants, and women. This Organizational Improvement Plan (OIP) seeks to honour the EDISJ focus of my institution through a case study focused on creating conditions for a more equitable enrolment of women into trades training at COTW.

The first chapter of this OIP presents a brief history and description of COTW. Its political, social, and economic contexts and organizational structure are explored before the leadership position is defined for the reader. My positionality, voice, and agency are explained, with a focus on the pan-institutional roles that have positioned me as a change champion and leader. I acknowledge that my perspective and leadership philosophy are influenced by critical theory, with its recognition of the importance of both language and power. Two similar leadership theories, in both name and approach, influence the scope of work. Transformational leadership and transformative leadership theory (TLT) have much in common, but differ in reform versus revolution, amongst other key differences. An exploration of these leadership styles continues into the second chapter.

I briefly outline the results of a political, economic, social, technological, legal, environmental, and external data factors (PESTLE) analysis, which helps to identify potential strengths and weaknesses in order to progress COTW's commitment to EDISJ. Using Bolman and Deal's (2017) four frames model, I identify guiding questions related to structural, human relations, political, symbolic frames, arguing along with Kezar (2008) that a multi-frame approach will create a more complex and richer approach. Throughout this OIP, I reference the Global Diversity Equity Inclusion Benchmarks (GDEIB), which allows organizations to place themselves on a

graduated scale in a number of categories. For the purposes of this OIP, I limit the scope of the GDEIB to three foundational areas, recognizing that COTW is at the nascence of a social justice transformation. Using the first three of Whelan-Berry and Sommerville's (2010) five stages of institutional change, I complete the first chapter by foreshadowing the later use of a change roadmap as a model.

The second chapter begins with a more fulsome exploration of transformational leadership and transformative leadership theory. I then contrast and compare three potential change frameworks, deciding in the end to adopt Ackerman-Anderson and Anderson's (2010b) Change Leader's Roadmap (CLR). This change process has nine phases within three distinct stages: upstream, midstream, and downstream. I contend that the work done to form and launch the EDISJ-focused strategic plan forms much of the necessary upstream work. The Problem of Practice is situated throughout the CLR, with the bulk of described activities located in the three midstream phases: design, analyze, and plan for implementation. The organization's readiness for change is examined, and data around women in trades is presented for consideration before the consideration of four possible solutions.

These four solutions, which include the maintenance of status quo, changes to recruitment, application, and admission policies and practices, development and execution of professional development activities, and changes to curriculum designed, all have potential benefits and drawbacks. Consideration is given to the management of time, human resources, and financial resources. Additionally, each potential solution is viewed through a series of questions that will elicit an understanding of the solution's connection to the institution's EDISJ's goals. The second chapter concludes with a discussion on the ethics of leadership; a key consideration when suggesting the cultural change involved in the selected solution: changes to policies and practices in recruitment, application and admissions for women in trades training.

The third and final chapter moves from theory to practical, with the development of a change implementation plan, a monitoring and evaluation plan, and a communication plan. A project community is mapped out, with greater attention given to the composition and responsibilities of the change leader and the members of the Working Group. Using an accountability model, the change leader is tasked with monitoring collective and individual interactions and behaviours. The term "stakeholder" is intentionally absent from this

document, with an acknowledgement of the colonial undertones of this particular phrase; instead, the term "interested and impacted parties" is used.

A monitoring and evaluation matrix is presented that incorporates key elements from appreciative inquiry, the change leader's roadmap, and the Global benchmarking. This matrix can be populated from various starting points, and then reports or queries can be run to identify areas for further evaluation, inclusion in the communication plan, and/or course correction. A comprehensive communication plan is presented, with strategies from pre-launch to post-launch. The OIP concludes with possible next steps and future considerations.

Acknowledgements

For Brent, who is the keeper of my heart and my biggest champion. Thank you for your steadfast belief, love, and encouragement as I followed this long-held dream to pursue a doctoral degree. For Ali, Jace, and Jordyn – the three of you gave me the best title of all in September 2006. Being your Mom is the greatest honour of my life; thank you all for cheering me on. (And yes, you do have to call me Dr. Mom, at least once.) For Fallyn, Willow, and Archer – how blessed I am to be your Grandma. I hope you always follow your dreams in life. Of course, I have to give a huge thank you to my fellow students and professors who have walked beside me on this educational journey.

And, without doubt, for my parents, Mike and Marie Berg, who encouraged me to define true success not by my bank account but by the positive impact I had on others' lives, who taught me to give more than I received, and who believed deeply that education makes a difference. Thank you for all these lessons, and more, that follow me throughout my life.

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take you to that item.

List of Acronyms

2SLGBTQIA+	Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual
AEST	Ministry of Advanced Education, Skills and Training
AI	Appreciative Inquiry
BC	British Columbia
BCATTA	British Columbia Association of Trades and Technology Administrators
CAF-FCA	Canadian Apprenticeship Forum- Forum Canadien sur l'apprentissage
COTW	College on the Water (pseudonym)
EDISJ	Equity, Diversity, Inclusion and Social Justice
GDEIB	Global Diversity, Equity, and Inclusion Benchmarks
ITA	Industry Training Authority
NSERC	Natural Sciences and Engineering Research Council
OIP	Organizational Improvement Plan
PA	Public Affairs
PD	Professional Development
PoP	Problem of Practice
PPE	Personal protective equipment
PSI(s)	Post-secondary Institute(s) or Institution(s)
SISTERS	Success in Skilled Trades Entrance & Recruitment Strategies
SME	Subject Matter Expert(s)
TLT	Transformative Leadership Theory
WITT	Women in Trades Training

Definitions

Diversity: both the similarities and differences amongst individuals or groups in reference to race, ethnicity, and gender, age, national origin, religion, dis/ability, sexual orientation, pregnancy, socioeconomic status, education, marital status, language, parental status, job role, and/or physical appearance (GDEIB, 2020; Kapila et al., 2016).

Equity: "Equity takes into account the effects of discrimination and aims for an equal outcome" (Soken-Huberty, n.d.). Equity is achieved through the identification and elimination of barriers such as policies and practices that have prevented full and complete participation for everyone (GDEIB, 2020; Kapila et al., 2016).

Gender: the roles, activities, attributes and behaviours that society constructs or considers appropriate for "men" and "women" (Government of Canada, 2021). **Gender expression** refers to the ways that people express their **gender identity**, which is an "internal and deeply felt sense of being a man or a woman, both or neither" (Government of Canada, 2021). **Cisgender** is a person who identifies with their birth-assigned sex, while **transgender** is a person whose gender identity differs from their birth-assigned sex (Government of Canada, 2021).

Inclusion: the creation of "environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate" (Kapila et al., 2016, para. 6). GDEIB (2020) defines inclusion as a "dynamic state of feeling, belonging, and operating in which diversity is leveraged and valued to create a fair, healthy, and high-performing organization or community" (p. 5).

Sex (or birth-assigned sex): refers to one's physiological and biological characteristics and is usually designated at birth (Government of Canada, 2021).

Social Justice: "Fairness as it manifests itself in society" (Soken-Huberty, n.d.). There are four goals or principles that are essential to social justice: human rights, access, participation, and equity (Soken-Huberty, n.d.)

Chapter 1: Introduction and Problem

Chapter 1 of this Organizational Improvement Plan (OIP) will examine a Problem of Practice (PoP) related to the creation, introduction, implementation, and integration of a new strategic plan with a central commitment of social justice, equity, diversity, and inclusivity. To begin this conversation, this first chapter will examine the organizational context of the college as well as relevant organizational change and leadership theories. The PoP, including questions for further consideration, will be examined, as will my own leadership agency, role, and positionality. The overall goal will be to develop and implement an organizational improvement plan that will lead to a more socially just, equitable, diverse, and inclusive institution, which in turn, will create positive societal change.

Organizational Context

College on the Water (COTW) is the pseudonym for a medium-sized, multi-campus college established in British Columbia (BC) during the 1960s. Like many other community colleges established in that era, COTW began by offering vocational training as a response to the economic and social realities of the time, including a population boom due to both increased immigration and domestic birth rates, a healthy economy, and a societal "shift in focus from an elitist system towards one of mass access" (Hogan & Trotter, 2013, p. 69).

COTW has undergone several intentional, focused, and planned organizational changes, including additions and modifications to both the physical and organizational structures since its inception. COTW has been, in turn, a vocational school, a college, a university college, and is once again a college with all iterations having been designed and implemented through government action.

Serving several communities within its region, COTW has approximately 20,000 registrants annually in almost 130 certificate, diploma, and degree programs. COTW is one of two public post-secondary institutions in the region; the other is a degree-granting university into which some of COTW's programs scaffold or are granted preferential admission opportunities.

Political Context

COTW is "for all its purposes an agent of the government" (*Colleges and Institutes Act*, RSBC 1996, Part 6). The Ministry of Advanced Education, Skills and Training (AEST) and the Industry Training Authority (ITA), which is a Crown Corporation under the auspices of AEST, are responsible for funding and program oversight of different program areas within the institution. The Minister of Finance is the fiscal agent of all public post-secondary institutions in BC.

In 1995, changes to BC's *Colleges and Institutes Act,* RSBC, 1996, Chapter 52, legislated that a bicameral governance model of a Board of Governors (the Board) and an Education Council be implemented at all BC Colleges. At COTW, two-thirds of the Board members are appointed by the Lieutenant Governor, with the remaining seats filled through faculty election, student election, and standing appointments of the Chair of Education Council and COTW's President. The Board is responsible for the hiring and supervision of the President, as well as for oversight and formal approval of the College's strategic plan, annual budgets, and all credentials.

Similarly, the 20-member Education Council is also comprised of elected and appointed members. The main purpose of the Council is to review and recommend as appropriate for formal Board approval academic matters including curriculum and student-related policies and procedures. The President is a non-voting ex-oficio member of the Council, and COTW's Registrar is the Official Secretary to Education Council.

Organizational Structure

As shown in Figure 1, COTW has a hierarchical structure for its executive and leadership teams. All deans and associate deans are members of Deans Forum, a consensus-model group led by the provost/vice-president academic that meets regularly to discuss institutional matters pertaining primarily to academic programming.

The executive team at COTW was stable for many years, with the president and two of the three vice-presidents each in their respective roles for over 15 years. However, there has been a significant turn-over of leadership and executive staff in the past two years, with the retirement or resignations of almost

half of the Leadership Team, including the long-serving president. Combined with the uncertainties of the current pandemic, the numerous and ongoing changes to COTW's leadership personnel have created an atmosphere of both optimism and uncertainty. Where once was stability, perhaps stagnation, now there is the opportunity for, and risk of, change.

Figure 1

COTW Leadership Organizational Chart
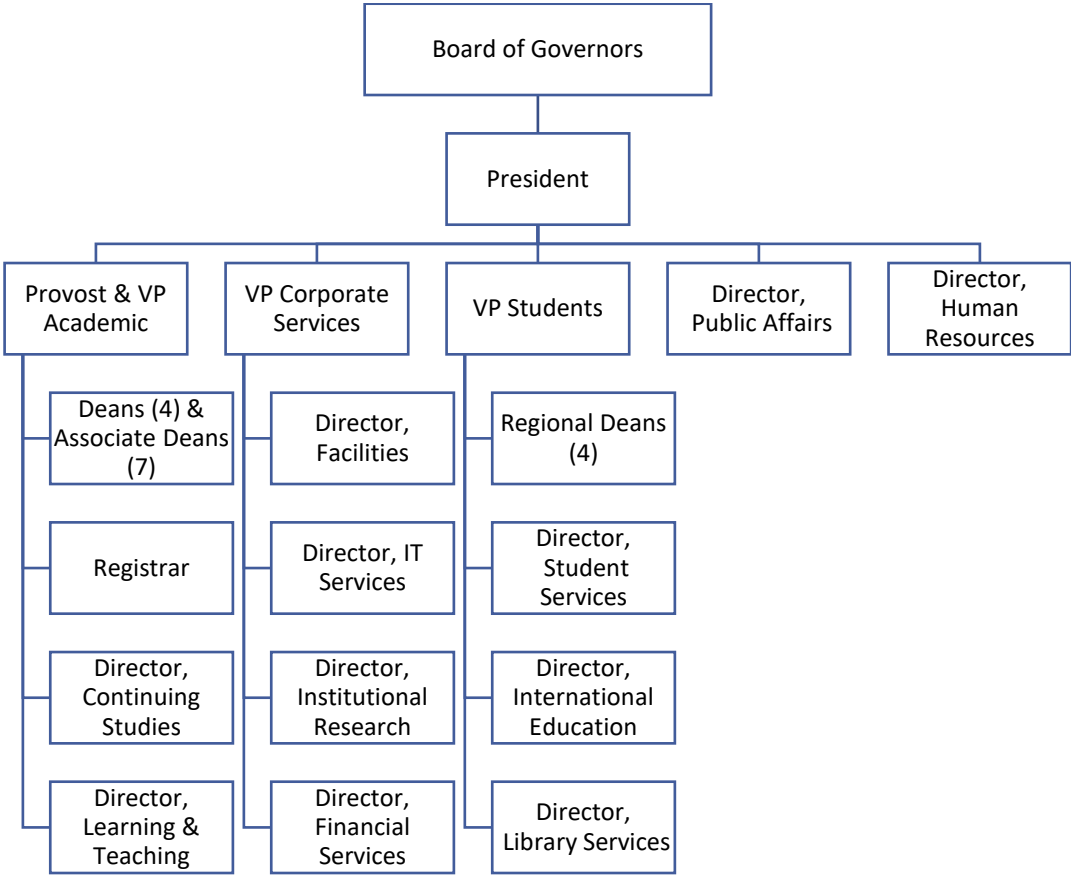
Note. Adapted from COTW Organizational Chart (2022) with modifications for anonymization purposes

Economic Context

COTW receives the majority of its annual $120 million income through government grants (51.5 percent) and tuition (36 percent). The remaining $15 million in revenue comes from ancillary revenue such as bookstore sales, parking fees, and student technology fees; contract services; investment income;

and administration fees. The two largest expense groups are salaries and benefits (70 percent) and supplies and service (22 percent). The remaining expenses are amortization, interest on long-term debt, and capital loss (College on the Water, 2021a).

With a freeze in government funding over the past number of years, and the domestic tuition increases capped at 2 percent per year, COTW, like many other post-secondary institutes (PSIs) in Canada, has turned to revenue from international student tuition to balance its budget. The precariousness of this reliance on international tuition was highlighted with the loss of student revenue due to Covid-19. By law, colleges and institutes in BC are not allowed to operate at a deficit. However, with the unprecedented fiscal impact of Covid-19, the BC Legislature granted an exemption to this ruling for the 2019-2020 and 2020-2021 fiscal years (Fletcher, 2021).

COTW's geographic region is a desirable place to live, with a four-season lifestyle and previously affordable housing market, and, as such, has seen a significant population boom in recent years. The housing market throughout the College region has experienced unprecedented growth since March 2020, with the median house price in the largest center increasing 14 percent. Rental vacancy rates in the four main centers are currently between 1 and 3 percent. In recent consultations, many COTW employees expressed a deep concern that students and graduates would not be able find affordable, sustainable housing, which would force many individuals and families to leave the area.

Social and Cultural Context

The various campuses of COTW stand on the traditional and unceded lands of many First Nations communities. In the past number of years, there has been a growing recognition of the College's responsibility to reconciliation and Indigenization. Since 2019, each campus flies the appropriate Indigenous flag for its region alongside the Canadian and provincial flags. All formal meetings and public gatherings begin with land acknowledgements; all campuses have Indigenous gathering spaces and Education Advisors; and an Indigenization Task Force has been in place for several years to direct and advise. Almost 10 percent of domestic students at COTW identify as having Indigenous ancestry, which

is a significant increase from 2005, when only 3 percent did. No data is currently available for the percentage of employees who self-identify as Indigenous.

COTW serves a region of approximately 370,000 people, with almost half situated in one city, which is also the location of the largest COTW campus and the largest school district. This campus houses the majority of programs as well as most administrative and ancillary divisions of the college. There are three other smaller cities within the region, each of which is led by a "Regional Dean" responsible for the campus operations. Regional and academic deans work together to determine program offerings, taking into consideration demand, budget, and resources. Having four distinct regions of varying size and cultural composition does create challenges when planning for an equitable distribution of programs, supports, and resources. Regional Deans are also the primary contact people with Indigenous leaders in their regions.

Leadership Position and Lens Statement

The new president began his term in the spring of 2021 and was directed by the Board to lead COTW in a strategic plan renewal process with a firm January 2022 implementation deadline. I represented COTW's leadership team on the four-member Strategic Plan Working Group that met regularly with the president to provide feedback, suggestions, and recommendations. In mid-2021, a first round of community consultations was held, and the draft Plan was presented to the Board for a first review at the end of September 2021. In October 2021, the draft Plan was published and a second round of community conversations was held, followed by the formal adoption of the new Strategic Plan in early 2022. The new president's commitment to EDISJ was clear throughout the consultation and editing stages, and the new Plan is now underpinned with a social justice focus that will help move the institution's goals forward.

The previous mission statement spoke of the transformative power of education as a central tenet of COTW's mandate. Although the wording changed slightly for the new Plan, the core message remains the same. When I held an instructional role at COTW, this declaration of transformational education was

meaningful on a day-to-day, student-by-student level. I saw the changes that students made in their lives, and often, the lives of their families, through vocational education. Since moving into administration and leadership, I now view this mission statement as a declaration of both opportunity and intent. As a leader at COTW, I see my role as varied and multi-faceted, with inclusivity at the core of my personal decision-making process.

While there is little doubt that COTW transforms individual lives, it is less clear that it transforms communities, or at least not all communities. In alignment with Kezar (2020), we are simply not as inclusive as we think we are, and acknowledging this may shake the foundation upon which COTW has stood for several years. The fact remains, however, that not all individuals or communities within COTW's region have the same access to transformational educational opportunities as others.

Agency and Voice

I have been an associate dean at COTW for over five years, working in two different portfolios in that time. The president's invitation to represent the leadership group on the Strategic Plan Working Group provided me the opportunity to increase my agency at a table charged with making macro-leadership level recommendations and decisions. Together with the rest of the Working Group, I brought both vision and strategy to various activities including observing community consultations; recording and synthesizing information; and reviewing and consulting on draft versions of the new strategic plan. Since the conclusion and implementation of the new Plan, I have also been invited to join the institution's charter equity, diversity, inclusion, and social justice (EDISJ) Group, championed by one of the vice-presidents. While the majority of my positional power and agency once rested at the micro level, my collaborative, pan-institutional work has created numerous opportunities for impactful influence and engagement.

Associate deans at COTW are recruited from the professorial or instructional pool within the institution through an internal hiring process, and are therefore considered to be seconded from the bargaining unit for a period. This view of associate dean as a seconded position has the potential to limit

the opportunity for participation in activities that may be viewed as a conflict of interest; in particular, those associated with talent management and collective bargaining. As an associate dean myself, I once believed the scope and impact of my agency, power, and voice to be somewhat limited. I now acknowledge that while the majority of my direct impact may be at a portfolio level, there is an increasing opportunity for influence across the institution, as my experience and expertise in the areas of EDISJ becomes more well-known. I identify myself as mainly a *change facilitator* with influence; I will also be called upon to be a *change implementer* at times (Cawsey et al., 2016), but these times will be assigned or delegated. And, as an employee at an institution currently undergoing *redirecting or reorienting change* (Cawsey et al., 2016, p. 21), I will also be a *change participant* and *change recipient.*

I also have the capacity to become a *change leader*, as I often seek out opportunities to improve myself and my institution through the trifecta of "self-discovery, discipline, and reflection" (Cawsey et al., 2016, p. 266). Appreciative inquiry will be explored as a solution-related reflection process in the next chapter; however, incorporating this into my own professional practice will help me to build resilience through reflection, hope, and grace (McArthur-Blair & Cockell, 2018).

Positionality

It is critical that I declare the boundaries and positionality of my own work within the change process (Jafar, 2018), as "personal transformation is a non-negotiable requirement of organizational transformation" (Ackerman-Anderson & Anderson, 2010b, p.16). My understanding of the world is influenced by my own values and views, and as such, needs to be identified as an element that will impact the work I am proposing (Sanchez, as cited by Warf 2010). Therefore, I acknowledge that I have privilege in this conversation: I am a white, heterosexual, well-educated, employed, able-bodied, cis-gendered woman living in an affluent area of a developed country. I consider myself an ally to many equity-seeking groups, especially those to which my family members claim connection, but I do not have their lived experiences to draw upon, other than those related to gender. When I speak of EDISJ, often I am referring to equitable gendered access to education, but I recognize that my personal definition is limited to my

own life experiences. As such, my own identity formation (Capper, 2019) will require reflection, acknowledgement and expansion of my experiences and intersectionality. Being the first female associate dean in a predominantly male portfolio does lend credibility and perspective to the EDISJ conversation from a gender perspective.

Approaches to Leadership

COTW's president successfully navigated the strategic renewal process as a transformational leader. He articulated a clear and compelling vision and led by example while also expressing his confidence in the team's abilities to make changes happen (Yukl, 2010, as cited in Morton, 2012). The leadership seen to date has been reform-minded but not revolutionary, which further identifies it as transformational (Hewitt et al., 2014). A reform-minded (or transformational) educational leader looks to make their school or institution more effective, while a transformative leader seeks to "problematize" how school is done to create profound and lasting change (Hewitt et al., 2014, p. 226).

Organizational theories that are grounded in critical theory (Capper, 2019) are a potential tool for equity-based leadership. Theoharis' (2007) assertion that "the world is complex, influenced by power relations, and not necessarily empirically knowable" (p. 224) resonates deeply with me as does his belief that a researcher's background, including sexuality, race, and class will influence his/her work. My own background and privilege, as identified earlier, cause me to be removed from informed conversations centered on diversity, inclusion, or social justice. To step into these challenging, often emotionally charged conversations, I will need to develop tools to suspend judgement and embrace truths from different perspectives than my own.

Transformative leadership theory (TLT) is grounded in Freire's call for "critical awareness or conscientization, critical reflection, critical analysis, and finally for activism or critical action against the injustices of which one has become aware" (Shields, 2013, p. 11). TLT examines social structures that are taken for granted by an organization in hopes of disrupting them (Hewitt et al., 2014). Often considered a student-focused leadership theory (Nevarez et al., 2013; Shields, 2010), the theoretical underpinnings of

TLT align well with institutional goals of decolonization, equity, diversity and inclusivity for both students and employees. Critical appreciative inquiry (McArthur-Blair & Cockell, 2018) will be a tool to be incorporated into this OIP as it brings dark corners of an institution into the light regarding diversity and discriminatory processes.

Shields (2020) argues that an activist reform strategy is required in order to "dislodge the inequities firmly entrenched by a long history of overt discrimination combined with often unacknowledged implicit bias and privilege" (p. 7). Nevarez et al. (2013) state that the purpose of TLT is to break down or deconstruct old sociological realities and build new, liberating realities. Community engagement and inclusive collaboration are key elements of TLT; these elements have already been manifested through the early phases of our strategic plan renewal (Nevarez et al., 2013).

While I lean towards critical leadership theories, I also appreciate that the complexities of change require more than one approach. Bolman and Deal (2017) have developed four organizational frames: structural, human resource, political, and symbolic. Kezar's multi-frame leadership approach, combines elements of these Bolman and Deal's four frames with aspects of change leadership, will also be woven throughout the 'critical action' stage of the transformative work.

As the new EDISJ-focused strategic plan is adopted after critical examination and discussions, COTW now has the opportunity to construct a new, purposeful reality with principles of equity, social justice, democracy, transformation, liberation, and emancipation and advocacy at the core (Nevarez et al. 2013; Shields, 2020; Woods, 2013). COTW has announced the formal adoption of the Global Diversity, Equity, & Inclusion Benchmarks (GDEIB) as a tool for identifying and dismantling inequity, racism, and discrimination at the institution. Later in this chapter, I will identify the current level of progress towards best practices in three of GDEIB's categories.

Lowery (2019) emphasizes that deep, social change requires courageous leaders; her framework for the development of courage in social justice leaders will be a useful tool for reflection and implementation (Figure 2). Using reflective questions, such as with Appreciative Inquiry (AI), leaders have the opportunity to work towards a deeper understanding of social issues and their roles in mitigating

inequities and injustices. By identifying one's own purpose and alignment with the values of one's organization, leaders can act with intention and vision.

Figure 2

Framework for the Development of Courage for Social Justice Leaders
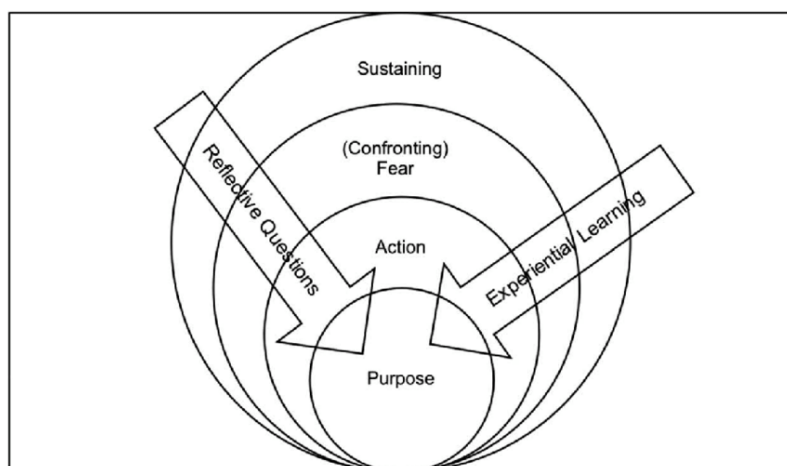
Note. Adapted from *What are you willing to do? The development of courage in social justice leaders,* Lowery, K., November 2019

Capper et al.'s (2006) framework for developing educational leaders for social justice emphasizes that emotional safety, or the ability to risk being vulnerable in personal or professional situations, as well as critical consciousness, knowledge, and skill, are all required for leaders to take risks. These two frameworks will help me to develop a shared understanding using empathy and skill to create a pathway to organizational change at a departmental and institutional level.

Leadership that is highly skilled and aware will be critical to this change. Therefore, roadmaps and models such as Ackerman-Anderson and Anderson's (2010b) *Change Leader's Roadmap* (CLR) will be examined as potential change leadership models. As Conner (2010) states, change leadership includes not just the predictable and unpredictable and unstable elements of change, but also areas "where creativity and intuitive judgment are applied to unique circumstances" (as cited in Ackerman-Anderson & Anderson, 2010b, p. xxv).

Cawsey et al. (2019) assert that managers need to be able to manage change as well as people. As

a mid-level manager/leader, part of my formal and desired role will be to help manage change in order to create a more socially just institution. My daily work is often transactional, but I wish to also be a transformational and inspirational leader; therefore, I am heartened by both the language in the new strategic plan and the concrete actions taken to date. I believe this to be an opportune time for me as a leader to participate in an institutional level of change. My aspiration is to help communicate the Board's vision to my departmental level and create the opportunities for my colleagues to embrace, accept, and implement changes that will eventually lead to a sustained, positive institutional change (Whelan-Berry & Sommerville, 2010).

Leadership Problem of Practice

Well-educated people are generally happier, healthier, more prosperous, and more engaged in civic pursuits (OECD, 2013, as cited in Tamtik and Guenter, 2019, p. 42). With this information, it then becomes important for educators and leaders to have a clear understanding of what may hold people back from higher education. In 2021, de Bie et al. identified that marginalized groups and individuals continue to face significant inequities and barriers to access in post-secondary education. The University of British Columbia's *Anti-Racism and Inclusive Excellence Task Force* (2022) calls out the "blatant racial inequities" (p.10) on and off campus. Addressing inequities and removing systemic barriers to education widens the demographic student base, thereby increasing diversity of the well-educated. This, in turn, means society will benefit as a greater number and greater diversity of people become successful.

Minimal visible language or evidence of action centered around core social justice values is present at COTW, as will be identified later in this chapter, and this gap threatens to leave COTW behind as society progresses. As a long-time advocate for equity, diversity and inclusion, I feel the time is right for a significant cultural change at COTW; moreover, failing to adopt a vibrant and robust EDISJ agenda will limit or stall COTW's potential growth and evolution as a learning organization. Future research opportunities will be missed, as most funding bodies including Natural Sciences and Engineering Research Council (NSERC) currently mandate that institutions have EDISJ language embedded in their

institutional documents. Without direct and conscious action, COTW's future students and employees will look elsewhere for a more diverse and welcoming environment.

This Problem of Practice (PoP) addresses how a change process can address the gap that is evident in terms of gender imbalance in specific pathways such as the number of women and men who enter construction trades. In investigating the PoP, how the application of targeted recruitment and enrolment helps to move COTW towards a more ideal future that removes barriers, embraces diversity and inclusion, and creates more equitable outcomes for all its students is also addressed. Ultimately, this query involves a large-scale institutional change. However, potential solutions to address the gap of systemic imbalance which are discussed in Chapter 2 will focus on addressing gender of student enrolment in Trades programs as a pilot project for a more systemic, structural cultural, anti-racist change.

As COTW's new president has stated unequivocally, an institutional commitment to social justice is simply non-negotiable. It is an exciting time to be an active participant in this cultural shift at COTW and to participate in an organizational change process that so closely aligns with my personal values. The new strategic plan has specific language targeted to create a more socially just institution, including two new sections entitled "Cultural Foundations" and "Strategic Focus" (College on the Water, 2021), as described below.

Cultural Foundations

Cultural Foundations are aspirational values to which COTW is committed that will require significant intention, attention, and action for them to become core elements of the culture (College on the Water, 2021). In brief, these five cultural foundations are (1) Indigenization, (2) equity, diversity, inclusion, and social justice, (3) sustainability, (4) employee well-being, and (5) overall effectiveness and efficiency (College on the Water, 2021). These Cultural Foundations will be key underpinnings to this OIP, as they will provide strategic direction in support of critical examination and change.

As COTW has been in existence for 60 years, it must be assumed that cultural foundations already exist, both formal and informal. Lewin (1947) coined the term "unfreeze" to describe the creation

of destabilization or disequilibrium that a system must experience in order to force change (as cited in Schien, 2017, p. 323). From this perspective, the first step to changing a cultural foundation at COTW is to unfreeze the system enough that those within the institution have the motivation to change. Simply creating a strategic plan with values and goals will not be enough to create this disequilibrium; part of this OIP will identify the college's readiness to change or shift these foundations. One of the challenges here is that a statement that "COTW will become a socially just institution" may infer that it is not socially just currently, and this may create divisions within the college that are not easily mended. Kezar (2020) notes that the lack of buy-in or understanding is a significant barrier to change implementation, as is a lack of data collection, resources and champions or leaders.

Strategic Focus

The Strategic Focus section will differentiate COTW from other institutions, regionally and beyond (College on the Water,2021). With a well-known university situated within the college's geographic region, the strategic focus speaks not only to the competitive nature of public education but also to the inferiority complex to which many in the community consultations alluded. The areas of differentiation can also be what sets COTW apart on the world stage, as it attempts to attract more international students for diversity and financial benefit.

The Strategic Focus section outlines three ways in which our transformational aspirations will be achieved: through inclusive and equitable access to education, through personalized educational partnerships, and through emphasis on regional strengths and opportunities. Diversity is often identified as an institutional priority at many PSIs; one must question why is seems to be so difficult to achieve (Kezar et al., 2008).

Creating Shared Pathways

As the strategic planning process unfolded, a strategic roadmap was also developed that will be shared with the institution. This top-down document identifies primary outcomes for the next five years with benchmarks and timelines associated with the main aspirations of the strategic plan highlighted. This

will be the guiding operational document for institutional and departmental decisions. As Whelan-Berry and Sommerville (2010) identify, most change processes move through a number of common steps: vision development and communication, group adoption, individual adoption, sustained momentum, and institutional change. My PoP is best situated in the second and third phases of this change process, as it implements second order or lasting change at the unit level and creates future opportunities for individual adoption. However, before those steps can be taken, it will be important to determine which unit or department is open to participating in sense-making activities (Kezar, 2020). Although I have used the word "step" to describe some initial activities, institutional change will not be accomplished through a lock-step process. I concur with Kezar (2020) that a strategic plan on its own does not lead to change and that a multi-faceted approach will be required.

This OIP is part of a long-range institutional change process that will change as champions and detractors join and leave COTW. By incorporating elements of critical theory to examine the power dynamics and weaving in elements of a multi-frame approach to leadership, I hope to do my part in a shared leadership drive to build momentum and create opportunities for sustained, social justice change.

Framing the Problem of Practice

Let us start with the basic question: why change? If COTW has existed for almost sixty years without an EDISJ focus, why implement one now? PSIs are complex, mature institutions with their own set of norms, values, traditions, culture, and ingrained ways of being and doing (Manning, 2018). Colleges, universities, and other higher learning organizations are often expected to herald and champion social change, but instead are often ponderous and bureaucratic in their responses. Social movements currently at play in North America are a complicated mix of activism, conservatism, and liberalism, with political viewpoints at opposites. It's my opinion that the global COVID-19 pandemic further exposed or exaggerated existing chasms of inequity within institutions and society at large.

Although most people would state that EDISJ is a "good" thing, systemic racism still occurs within the walls of academia, and not all students have fair and just access to the same level of education.

International students, even as they are courted and welcomed for their financial contributions, are often left on their own to figure out the complexities of life in Canada. COTW has programs, such as office administration, nursing, and many trades programs, that remain dominated by a single gender. Students with mental health concerns or visible disabilities are treated differently than other neurotypical students, but are often expected to meet the same educational outcomes. These are just a few examples of the ways in which some groups of students experience post-secondary life differently than others.

In the face of change, educational leaders are challenged to be courageous, yet cautious; innovative, yet traditional; flexible, yet strong. Vision, and the ability to communicate that vision, becomes a crucial element of a strategic change roadmap, providing direction for all parties at COTW to use in policy and procedure development, deep learning conversations, and cultural change. Creating an inclusive culture means everyone at COTW will feel valued, heard, and seen with respect and equity, with a goal of helping contribute to a better world for all (GDEIB, 2020). Before COTW attempts a seismic culture shift, it is important to analyze the current political, economic, social, technological, legal, and environmental (PESTLE) sources for change in order to understand the risk and opportunities.

PESTLE Analysis

As Sammut-Bonnici and Balea (2015) explain, conducting a PESTLE analysis will allow organizations to identify how their positions within a particular sector could be impacted by external factors. Once identified, strategists can target potential weaknesses and strengths strategically to create a more adaptable, flexible, or competitive organization.

Political Factors

As mentioned earlier, COTW is considered an agent of the provincial government. Kenno et al. (2021) note that enrolments are increasing but public funding for post-secondary institutions is decreasing, making budgeting and strategic planning more complex and relevant. Busch (2017) argues that the ascent of neoliberalism demands that educational institutions such COTW be separated from government subsidies and re-created as efficient, stand-alone markets valued only for their ability to

supply individuals with a future income stream. From a neoliberal point of view, this PoP would be absolutely rejected as an illusion, whether as a concept impacting individuals or a set of policies impacting organizations (Busch, 2017). As choice is a key element of neoliberalism (Lawrence, 2005), any policy or practice that limits the free choice of any individual to attend a particular program by creating structures for equitable participation would be seen as state interference.

Power is often a political consideration, and one that may impact institutional change as interest groups react and negotiate how, why, and when and if COTW will undergo a cultural transformation (Lewis, 2019). Some may use silence as a power play, and by doing so, indicate their disapproval of the proposed changes without appearing to be against equity or diversity.

COTW's day-to-day operations are impacted by government decisions and directions, such as the 2018 decision by the provincial government to use *Gender-Based Analysis Plus* GBA+ as a tool to help advance gender equity at all stages of policy and budget development (Government of British Columbia, 2018). Applying an equity-based lens, such as the GBA+, will allow COTW to access funding, promote its commitment to the new strategic plan, and demonstrate to its employees and students that there is an objective tool with which to examine questions of EDISJ, including those within this PoP. Additional economic factors will now be examined.

Economic Factors

Higher education continues to be under economic pressures, with static or shrinking government funding, increased human resource costs, and the ongoing requirement to maintain or replace aging buildings and expensive capital equipment. Prior to the global shutdown on travel, COTW's international students composed 15 percent in 2018-2019 and 18 percent in 2019-2020 before falling to 14 percent for the 2020-2021 academic year (College on the Water, 2021). That decrease in student numbers (approximately 400 full-time international students) resulted in a loss of approximately $5.7 million in international tuition in the 2020-2021 year. As international travel resumes to a degree, it remains to be seen whether international students will once again come to COTW in pre-pandemic numbers. Questions

around equitable access for international students may become part of this OIP or next steps in recognition that the new trend is education for immigration. A question that should be asked is whether COTW is creating or preserving barriers to education for these global citizens who add to the diversity of the academy.

Social Factors

COTW's organizational structure is complex and multi-faceted, including decision-making patterns, policies, and hierarchies, communication patterns, and reward opportunities (Lewis, 2019). Buller (2015) contends that people fear loss, not change, which I believe to be true. Employees at COTW are likely to view the new strategic plan, with its challenging and ambitious language, as issues that will affect them personally. Many of us define ourselves by the position we hold, and those who have helped to build the current culture at COTW may be personally offended that their work is no longer valued. They may overestimate its quality, as they had a part in its creation (Buller, 2015). As an example, a white, male instructor or chairperson may feel that his worth is being negated or undervalued should there be a new emphasis on diverse hiring practices. It is important that current employees and students see EDISJ practices as enhancements, rather than threats, to historic practices.

Technological Factors

Modern society is tied to technology, and higher education is no exception. With Prime Minister Trudeau's (2020) announcement of equitable access to high-speed Internet for all Canadians, the government highlighted the inequitable access for many individuals. During the early days of the pandemic, students without home Internet access would park in their cars at some of the campuses and access COTW's wi-fi through their cell phones. This is just one example of the multitude of barriers that students experience when trying to access post-secondary education, including Trades training. Other barriers experienced by some women who wish to pursue a Trade include access to reliable and affordable transportation, child care and funding. Being aware of the types of barriers that students experience, COTW leaders can design or re-design policies and practices to remove these barriers and

provide a more socially just and equitable access to education.

The March 2020 shut-down of all campus operations, from registration to instruction, provided technological challenges and opportunities. As an example, COTW is currently rolling out a pilot Work from Home (WFH) project (College on the Water, 2021) in response to employees' desire to have a hybrid work experience, which is in itself another social factor to consider. Students may need to navigate Zoom or Teams meetings in order to access relevant student supports from COTW, including counselling, accessibility, and financial aid services as the employees in each of these areas choose to take advantage of the WFM project.

Legal Factors

Tamtik and Guenter (2019) state that Canadian higher education policies for diversity and inclusion are grounded in federal and provincial legislation. The *Canadian Human Rights Act* (1985) declares that "all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices." As this OIP has at its core the inherent equal value of all people, the Act is the lodestone upon which decisions should be considered.

Environmental Factors

According to college lore, several years ago, COTW's leadership was challenged by a student to build new structures to a LEED Gold standard. Since then, all buildings have met or exceeded this challenge to become certified by LEED – Leadership in Energy and Environmental Design – for green buildings. There are now discussions about becoming certified as *Healthy Campuses*, which has several categories including mental health, physical activity, gender equity, and social responsibility. The gender-equity component of this PoP ties in directly into the *Healthy Campus* initiative, which could prove to positively impact the reputation of the institution.

External Data Factors

Women make up less than 6 percent of apprentices in construction and plumbing provincially, which includes apprentices in all four levels of their technical training (see Table 11 in Chapter 3). This inequitable participation rate is much lower than national post-secondary rates for women, and is a core element of this PoP.

According to Statistics Canada (2021), there were significantly more female post-secondary students (56.1 percent) than male students (43.9 percent) in 2016, the most recent year on record. The number of women who graduated that same year was 51.6 percent, while male graduates were 48.4 percent. Once employed, women appear to be hired, paid and promoted less than men. Men outnumber women in the employment arena (52.9 percent to 47 percent respectively). In 2020, the average hourly rate for men was $31.23 while for women, it was $27.71 (Statistics Canada, 2021). And, with managerial (35.9 percent female) or board positions (18.3 percent), the gap widens even further. These notes are provided to indicate that the inequities seen in trades training are also seen in other sectors of society.

Guiding Questions from the Problem of Practice

How will the EDISJ focus, as identified in the new strategic plan, become an institutionalized change? There are several challenges facing COTW as the strategic plan is rolled out to employees and community members. These challenges can be grouped into Bolman and Deal's (2017) four frames; understanding that working across all four frames will produce a richer, more complex approach. With all the following queries, it will be important to identify data to be collected, analyzed, and evaluated for efficiency and efficacy.

Structural Frame

Viewing change from a structural frame lens as identified in **Table *1*** will be important as COTW works to develop its organization in relation to EDISJ, as well as to increase legal compliance. As these changes are being directed and orchestrated by the Board and COTW's leadership, the changes are viewed as top-down. An early focus should be how to create and maintain momentum. Critical questions

include: What are some of the first policies that will need to be examined and changed in order to resource and operationalize the new EDISJ focus of the institution? What foundational work needs to be done at a unit or institutional level to prepare for change?

Human Relations Frame

People are at the heart of this OIP, and so, the Human Relations frame is critical to the successful change design and implementation. The current labour shortage may impact COTW's ability to proceed with its desired changes. As the PSI landscape shifts in Canada to include more roles/positions partially or fully dedicated to equity and diversity, the competition to hire qualified EDISJ individuals will heat up. It will be important to identify whether COTW has current employees with the lived experience and relevant education to fill these vital EDISJ positions. Beyond the environmental HR scan, there are key questions regarding human relations to be answered. For example, are there key positions, councils, employee resource groups (Bach, 2020), offices or departments that will need to be created and then filled? What leadership and general employee professional development will be critical?

If creating an inclusive culture attracts, promotes, and retains diverse talent (GDEIB, 2020), what needs to be done to deconstruct barriers or bias, construct shared understandings, collegiality and purpose moving forward?

Political Frame

COTW's three unions' collective agreements will expire in April 2022; thus, the institution, along with others in BC, is about to begin another bargaining cycle. It remains to be seen how a mandated EDISJ focus will impact the bargaining cycle, in particular in regards to human resource management. As an example, should COTW choose to intentionally diversify the employee population through targeting hiring practices, this may be seen as a challenge to seniority-based advancement practices. Care and attention need to be given to coalition-building and the formalization of several grassroots movements within the institution. A key question from a political point of view is, "What role will power play in institutionalizing change?" Additionally, one needs to consider how implementing this change journey

will help to mitigate risk and manage legal requirements.

Symbolic Frame

The president is the leader who is plunging "into the fray" (Bolman & Deal, 2017, p. 354), and as he does so, he is creating a narrative for others to follow. COTW's mission, vision, cultural foundations, and strategic focus are all symbolic, and so the idea of story-telling becomes an essential element of the change process. It will be important to create visual representations of the future state, so that employees can embrace the symbols, the process, and the strategic goals. A vital element will be the decolonization of stories that have been told previously as well as those stories still to be told. How does COTW ensure that the symbols truly represent the path and the destination? It will be critical to authentically weave Indigenous ways of knowing and being into the narrative. Additionally, care must be taken to ensure that language used allows each employee to see him/her/themselves as part of the vision.

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Leadership-Focused Vision for Change

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My vision for change is that, in the future, when people talk about colleges in Canada that "do" EDISJ right, COTW is the first college that comes to mind. I envision a leadership team that is courageous and bold and that leverages the power of the institution to call out and breakdown systemic barriers. As educational leaders, we have an obligation to actively embrace decolonization and anti-racism and lead a diverse group of employees who are passionate about equitable education for all.

Global Diversity Equity Inclusion Benchmarks

As mentioned earlier, COTW will be using GDEIB as a tool for its EDISJ change journey. This tool has five key approaches (see Figure 3) that may be applicable at various times and in different situations. These five approaches can overlap and one or more may provide potential directions for this OIP as COTW moves forward to create a socially just institution. I will propose in Chapter 3 that the primary approach for the planned change should be *Advocating for Social Justice*, which focuses on the achieving equity and fairness at local and global levels. As COTW achieves its aspirational EDISJ goals, it will move from current compliance levels and attitudes towards social justice.

Figure 3

GDEIB Five Approaches to the Work

Note. Adapted from *Global Diversity, Equity, and Inclusion Benchmarks*, 2021, p. 13

       I have chosen to connect each approach in to one of Bolman and Deal's (2017) frames in order to examine the guiding questions more fully from the PoP (see **Table *1***). With this information and the short assessment that follows, I have identified that the Structural and Human Relations frames are likely to be the first frames used for change.

Table 1

Relationship between GDEIB and Bolman and Deal's Four Frames

GDEIB Approaches	Bolman and Deal's Frame
Advocating for Social Justice	Political Frame
Building Competence	Human Relations Frame
Honouring Dignity	Symbolic Frame & Human Relations Frame
Developing the Organization	Structural Frame
Compliance	Structural Frame

Individual and Institutional Alignment

One of the tools provided by GDEIB is a short assessment that allows individuals to order the five approaches in order of importance to both themselves and the organization. The tool's main purpose is to help individuals determine their alignment, or lack thereof, with an organization. I have completed this assessment in **Table** *2*; and in viewing the results, I recognize that my personal approach and my perception of COTW's institutional approach, differ significantly. I wonder how these differing perspectives will play out through the operationalization of this OIP.

Table 2

Individual and Organizational Rankings of GDEIB Approaches

GDEIB Approaches	Personal Approach	Institutional Approach
	(Ranked 1-5 with 1 being least important)	
Advocating for Social Justice	3	1
Building Competence	5	3
Honouring Dignity	4	2
Developing the Organization	2	5
Compliance	1	4

GDEIB Model

The GDEIB model is an equilateral triangle that symbolizes equality and strength, as seen in Figure 4. The three "Foundation" categories at the base of the triangle are meant to drive the strategy for one's organization: vision, leadership, and structure, and as such, will be the focus of this OIP. COTW is at the nascence of a cultural change regarding EDISJ, which speaks to the institutional rank of "Developing the Organization" as the most important approach currently.

All categories in the GDEIB model are further divided into five levels or benchmarks: Level 1 (Inactive); Level 2 (Reactive); Level 3 (Proactive); Level 4 (Progressive); Level 5 (Best Practice). As this is the tool that COTW will be using as it conducts EDISJ conversations with student and employee groups, I have chosen to use it to assess COTW's current state and identify some characteristics of COTW's future ideal state as well.

Figure 4

Global Diversity Equity Inclusion Benchmark Model
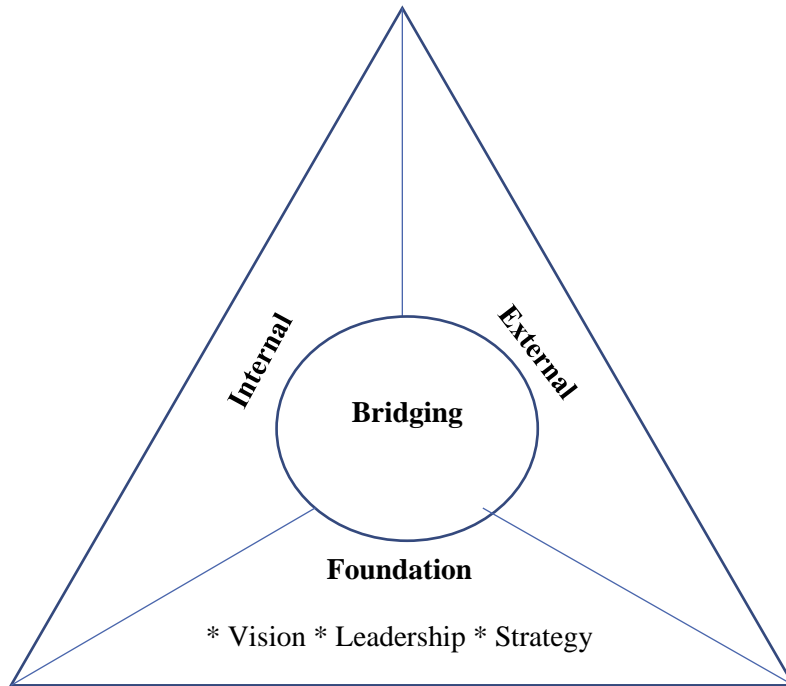
Note. Adapted from Global Diversity, Equity, and Inclusion Benchmarks, 2021, p.15.

Current State

COTW's current benchmarks are primarily Level 1 (Inactive) or Level 2 (Reactive), as is shown in **Table** *3*. Although there are a few benchmarks that reach Level 3 (Proactive), the majority do not. These benchmarks highlight the absence of language, policy, or institutional action.

Within the Trades portfolio, in particular regarding women in trades training, there is a wide range of attitude and activity. However, I would align its benchmarks to that of the greater organization, indicating that growth and change will be needed throughout many areas of the institution.

Table 3

GDEIB Foundation Group Categories – Current State (COTW and Trades)

Foundation	Current Level	Benchmarks
1. Vision, strategy, and business impact	Level 2 - Reactive	• A basic EDISJ vision, mission, and strategy have been developed and communicated to all employees • EDISJ is defined broadly to include some dimensions beyond gender, race, and ethnicity • Compliance with basic legislation is in place
2. Leadership and Accountability	Level 2 – Reactive	• COTW's leaders are unfamiliar or uncomfortable with EDISJ • Any EDISJ focus is on complying with regulations • Leaders defer regularly to HR or Legal when concerns regarding EDISJ are observed or reported
3. EDISJ Structure and Implementation	Level 1 – Inactive	• COTW has no organizational structure, policy, or budget for EDISJ • No one has formal responsibility for EDISJ

Future State

Molefi et al. (2021) assert that Level 3 (Proactive) GDEIB benchmarks are the minimal place for

an institution to be in order to achieve EDISJ results. I have chosen to aim for Level 5 (Best Practice), as

shown in Appendix B: Best Practices from GDEIB Foundation Categories, but I recognize that Level 5 is

an ambitious goal and will take years to fully achieve. Whether there is political or institutional will to

aim for Level 5 remains a question to be examined as this discussion turns to review the change readiness

of COTW.

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Organizational Change Readiness

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Whelan-Berry and Somerville (2010) note that the change process is both complex and knowable

or "map-able" (p. 176). They identify five typical stages in an institutional change, noting that these are

not necessarily linear. For a cultural shift, such as the one COTW is embarking upon, implementation will likely take between five and seven years (Jick, as cited in Whelan-Berry & Sommerville, 2010, p. 179). This aligns with COTW's stated implementation timeline of seven to ten years.

This OIP will review the first three steps as defined by Whelan-Berry and Sommerville (2010): vision creation, adoption by groups, and adoption by individuals. I will not examine the final two, which are sustaining momentum and institutionalizing change, as these will be aspects beyond the parameters of this OIP. It should be noted, however, that elements of planning for these two steps may fall within the timelines to be presented later.

Creating the Vision

The development of an appealing, easily understood vision by a change leader or visionary is a necessary first step in a transformational change process. Kotter (2012) notes that this is part of leadership, not management, as a leader sees and creates the future. Kezar et al. (2008) assign higher education presidents the primary responsibility for advancing institutional diversity.

COTW's president has created a vision to embed EDISJ throughout the strategic plan and the college's culture. He has also crafted the language to communicate this vision to COTW's key interested parties: employees, students, Board members, and community members, as will be necessary for the next step.

Using the first two categories of Kezar's *Readiness Survey* (see Appendix A: Kezar's Change Readiness Survey), which are "Planning" and "People/Leadership," I have identified that this first step of the change process is well underway. The strategic plan has been created, for the most part, by the president, and is being championed by the president, members of the executive, and the Strategic Plan Working Group. The vision and pathways have been created and are being shared with key members of the institution, as part of the next step in the change process. As excitement builds, a sense of urgency (Kotter, 2012) necessary for deep, transformational change is being created at the unit and individual levels.

Moving the Vision to the Group

To co-create a new institutional culture, with EDISJ as center core values, the change vision will need to be expanded beyond COTW's leadership across all campuses and throughout all departments and service units (Whelan-Berry & Somerville, 2010). Bringing the vision to life may be more difficult in some units than others, and it may be important to personalize the approach and/or rationale for different areas of the college.

I have tied this second stage to "Politics" and "Culture" within Kezar's *Readiness Survey*, especially items 24 (buy-in from key interested parties) and 32 (creating a narrative to capture and articulate the change). This is one of the focus points of this OIP, as early-adopting units or departments will need to be identified, encouraged, mentored, and celebrated. Kotter's (2012) assertion that group transformation cannot be coerced rings true here. If I were to assess departments individually with the *Readiness Survey*, I would have a sliding scale of results. Overall, I believe many departments to be ready for a cultural shift. Over the development of this OIP, I have noted an increase in EDISJ-related topics and discussions throughout the institution, such as one recent research proposal (College on the Water, 2021e) which guaranteed to train both academic researchers and student research assistants to have a minimum of 12 hours of EDISJ training.

Although group and individual adoption are described as separate steps by Whelan-Berry and Sommerville (2010), they are both simultaneous and separate, depending on the circumstance and the frame from which these changes are viewed. Developing separate yet equal opportunities for group and individual change will be a potential pathway in this OIP.

Changing Individuals

Individual adoption of the change will require employees to change their own behaviours, attitudes, and values (Cameron & Quinn, 1999), which will be easier for some than others. Cameron and Quinn (1999) also state that individual employees will be more engaged when they see wholehearted adoption by leadership. The concept of "buy-in" is important on an individual as well as a group level,

and is one of the areas in the *Readiness Survey*. As well, Kezar's (2013) "sensemaking" focus is useful here, as it . As word of the impending, and some would say, overdue, cultural shift spreads through the college, individuals will determine for themselves whether to embrace or reject the new direction. Champions will emerge, as individuals are ready, and so is the institution.

Chapter 1: Conclusion

In this first chapter, I have explored the current reality at College on the Water in regards to equity, diversity, inclusion, and social justice. As the institution is currently undergoing a radical cultural shift driven by the new president's mandate and the Board's imperative for an EDISJ-focused strategic plan, the time is right to create opportunities for critical reflection and leadership. Using Bolman and Deal's four frames, influenced by Kezar's multi-frame leadership approach, change will be examined from a few different perspectives. As "courage" is one of the aspirational value statements in COTW's new strategic plan, and one to which I aspire personally, transformative leadership theory will align itself well with the upcoming change process. Using the *Global Equity, Diversity, and Inclusion Benchmarks* as a tool to measure current and future states, it is apparent that there is a definitive gap between COTW's present climate and aspirational goals. A pilot project based on inequitable enrollment by gender will provide a roadmap for a more widespread cultural change.

In the next chapter, this OIP will examine the leadership theory which will underpin efforts to address the PoP, allowing COTW leaders to propose solutions and opportunities to move from readiness to reality. COTW has fallen behind other institutions and time is right to embrace the vision and move forward towards a more equitable and diverse future.

Chapter 2: Planning and Development

In the first chapter, I introduced the organizational context of COTW and identified a gap in the social justice landscape in terms of equal male and female representation in trades education. It should be noted that I am using "male" and "female" as binary representation of genders; the emerging understanding that gender identify may differ from assigned-at-birth gender is assumed throughout this OIP. "Women" and "female" include those who are both cis-gender and transgender women.

The new strategic plan has a focus on EDISJ, which will impact operational decisions at all levels of the institution. As outlined in the Problem of Practice, there is a historical gender gap in trades training at COTW. Addressing this gender bias will provide an opportunity for COTW to improve its benchmarked status in three foundational categories of EDISJ; namely, Vision, Leadership, and Structure. As a senior administrator in the Trades portfolio, I have the positional power, institutional longevity, and agency to use my critical and transformative leadership approaches to create momentum in this area and move COTW towards best practices regarding EDISJ. I have been identified within the institution as a leader who has knowledge of EDISJ practices as well as expressed allyship for those with structural disadvantages.

Most trades have a deep, ingrained gender bias (Gyarmati et al., 2017; Hulme, 2006) that perpetuates itself both on the job site and in the classroom. Most Trades workers still active "on the tools" as well as those who have transitioned to teaching are able-bodied, urban, straight, cis-gendered white men (Smith, 2013, Gyarmati et al., 2017). Even the physical attributes deemed necessary to be successful are viewed as masculine, (Smith, 2013); this view in turn perpetuates the myth that Trades should continue to be a male-dominated industry. Additional factors that may result in the continuation of unequal gender participation in the trades include bullying and harassment, health and safety concerns, lack of mentors, discriminatory hiring and advancement practices, and inflexible workplace practices or policies (Gyarmati et al., 2017; Rhymes, 2017). As will be shown in the data analysis section of this chapter, this gender bias continues to impact application, enrolment, and progression for women.

In this second chapter, I will examine the reasoning and rationale for social justice change

beginning with addressing the area of female participation in the trades at COTW. A more balanced gender enrolment in this portfolio will be a significant cultural shift; although women have participated in the Trades for several years, participation has never reached critical mass. As there are other gender-dominated professions and areas of studies, finding and creating solutions to balance participation by gender in Trades can then be expanded beyond the shop doors. Opening educational and employment opportunities for all, regardless of gender or gender identify, will create more socially just and inclusive institution and workplaces.

In 2021, de Bie et al. used the term *violence* to represent the actions of individuals and institutions carried out specifically to continue privilege and dominant structures; they also use the term *harm* to name such experienced violence by an equity-seeking group or individual. With these definitions, de Bie et al (2021) then identify *injustice* as the phenomenon of violence and harm together. Acknowledging and identifying the systemic barriers and discriminatory actions, and then creating actions to ameliorate them, will be an important, yet challenging, step towards equity and justice.

Critical and transformative leadership theories will be explored in more detail and with more connection to the proposed change process. As well, I will critically evaluate three potential frameworks for their connection to leadership and organizational fit and will identify one as the most appropriate to use in order to mobilize change at my institution. This chapter will also provide an analysis of the organization, in particular, a more in-depth examination of the reasoning behind the need for change, specifically in Trades training for women. Four possible solutions will be presented and evaluated on their own merits. To conclude this second chapter, I will examine COTW's responsibility for ethical leadership, which will signal the greater need to ensure balanced opportunities for men and women to follow whichever educational pathways they so choose, regardless of historic precedents.

Leadership Approaches to Change

Educational leaders are required to manage both the reality of the current institution and the aspirations of the future institution (Hewitt et al., 2014). The tension created by this dual focus may be

alleviated by combining *transformational* and *transformative* leadership styles. Transformational

leadership acknowledges the need for efficiency and effectiveness, as does COTW's new strategic plan.

As Canada slowly emerges from a pandemic, economic and social realities will necessitate clear,

transparent leadership to navigate multiple challenges.

Both these leadership approaches are focused on reform for the greater good, although

transformational leadership stops at critical, disruptive inquiry or action, while transformative leadership

embraces and seeks disruption (Shields, 2020). As Burns (1998, cited in Hewitt et al., 2014) noted,

change is at the very center of leadership, and so it is fitting for the leader of a PSI to embrace leadership

for change for the better. Both transformation and transformative leadership theories are values-based and

include the emotional elements of leading followers (Morton, 2012).

I contend that narrowing the differential in gender enrollment within Trades training, as an

example of an EDISJ gap at COTW, will require both types of leadership approaches, as well as

significant buy-in at all levels of the institution. The leaders will influence the followers, and the

followers will influence the leaders (Burns, 1998, as cited in Hewitt et al, 2014; Morton, 2012) in order to

co-create a more diverse and equitable institution for current and future students as well as employees.

Deep, authentic inquiry and action by COTW's leaders will be needed for the institution to evolve

towards its full potential (Palmer & Zajonc, 2010).

Transformational Leadership

I have included transformational leadership in this section, as this is the type of leadership being

enacted by COTW's president as the new strategic plan is unveiled and manifested throughout the

institution. As noted in Chapter 1, the president has a key role in piloting a cultural change to a more

social justice-focused institution. He has created a narrative of courage, emphasizing that implementing

the new strategic plan will transform COTW into a community college known for equity and diversity. As

addressing issues of equity depends on strong leadership from all levels of the institution, I acknowledge

that the president's willingness to lead by example (Morton, 2012), indicates that his transformational

leadership style will be a key component to cultural reform.

One of the limitations of transformational leadership is that it is often associated with charismatic leadership (Morton, 2012). There is an element of charisma required to create an effective, widely implemented improvement process, as the president and all those tasked with creating this change will need to create momentum to overcome status quo inertia. This is likely especially true for those that have not experienced any career or educational setbacks due to a deviation from the norm. That is, if one does not have the lived experience of being "othered" or compared to the normative category of sexual orientation, race, or gender, for example, it may not seem to be necessary to change one's attitude, behaviours, language or perspective. To have a cis-gendered person include pronouns in an email signature, for example, is a cultural shift that must be driven either by precedent, choice, or direction. When a charismatic, likeable leader states their/her/his pronouns, it makes it more acceptable for others in the organization to do so as well, whether to align themselves with the likeable leader or because permission has been tacitly or overtly granted.

As noted in Tamtik and Guenter (2019), post-secondary policies in Canada that are focused on EDISJ are "grounded in constitutional values and legal frameworks" (p. 43). As such, COTW has a duty to move towards compliance, which is benchmarked at Level 2 for *Vision, Strategy and Business Impact* using the GDEIB. Moving past compliance into an institutional culture with EDISJ embedded as a core value will take more than transformational leadership's focus on quality improvement; it will take critical or radical social change.

Transformative Leadership Theory (TLT)

Shields (2010) states that transformative leadership starts by "challenging inappropriate use of power and privilege that create or perpetuate inequity and injustice" (p. 564). The deliberate "deconstruction and reconstruction" (Shields, 2010, p. 566) of social frameworks, especially those that create disadvantages, elevates the degree of change beyond making the status quo more functional (transformational). Social justice is closely tied to the methodology and philosophy of TLT (Shields,

2010).

Quantz et al. (1991, as cited in Shields, 2010) argued that colleges are political structures that both recreate and perpetuate inequities seen in the larger society. Therefore, as an educational institution, COTW can create opportunities for critical reflection and action for social justice. To do so, transformative leaders and educators must create the environment and necessary mechanisms to start difficult conversations around "issues of emancipation and domination" (Quantz et al., 1991, p. 112, as cited in Shields, 2010, p. 569). These conversations may start with a simple query such as whether one sees oneself reflected or represented at COTW but must then delve into deeper issues if students or staff are to believe the real, lasting change will be possible.

The concepts of critique and possibility, merged with the individual and collective impact of transformative leadership, create the opportunity for COTW to delve more deeply into questions of power, social justice, equity, and belonging from a student or employee perspective. These concepts also allow for reflection and action on the systemic barriers that may exist throughout departments and units of the institution. TLT requires voice and action, which in a large institution may also require courage to stand alone. For real change to occur, there will need to be assurances that critical conversations are welcomed and encouraged by the college's administration. This includes a willingness to critically examine long-held beliefs and long-established political structures within the institution (Weiner, 2003; Shields, 2010). Without safety, assurances, and demonstrated actions, the new EDISJ focus and conversations will appear to be simply lip-service or tokenism.

Transformative leaders, especially those with positional power, will need to acknowledge and utilize their own political power and privilege to effect social change. Aligning myself as a change leader within this group of transformative leaders, I acknowledge that we will need to "take risks, form strategic alliances, learn and unlearn their own power, and reach … toward a concrete vision of … equality, liberty, and democratic struggle" (Weiner, 2003, p. 102). Language will be a powerful tool that can be used with care and intent by transformative leaders. Using the language of anti-racism, Kendi (2019) argues that to create an equitable, just, and antiracist world, we need to focus on action, power, and policy

to liberate, not save or separate, groups of people. With this understanding of the depth of work to be done, this OIP will now examine frameworks for merging transformational and transformative leadership approaches with the identified social justice gap at COTW.

<div align="center">**Framework for Leading the Change Process**</div>

In this section, three change frameworks will be examined as potential models to move change forward: Purokuru and Nauheimer's *Change Journey* (2009), Peters and Waterman's *McKinsey 7S Model* (1982), and Ackerman-Anderson and Anderson's *Change Leader's Roadmap* (2010b). As creating social change requires a significant organizational culture shift, a key deciding factor will be whether the framework can allow for the complexities of a cultural change.

When selecting potential frameworks, I looked for models that were flexible and adaptable. I was less interested in frameworks that reflected a scientific model, and more interested in ones that would allow leaders and institutions to create or modify their own pathways. I was hopeful that I could find a model that would allow for scalability or repetition, yet not be so rigid as to disallow each unit in the College to fine-tune elements of their own change processes. I examined each framework for organizational fit, alignment with my chosen leadership theories, and alignment with the benchmarking tool to which COTW has committed. I also looked to see if I could identify the role of the change leader and change facilitators in the framework. My examination will start with what I believe is the most unusual of the three models: Purokuru and Nauheimer's *Change Journey* (2009).

Change Journey

Of the three models reviewed, Purokuru and Nauheimer's (2010) framework, as seen in Figure 5 seems to be the most organic and furthest from a scientific process. They describe change as a metaphoric journey and include many of the components of travelling in the framework itself. It may be somewhat of a stretch to call the *Change Journey* a framework, but they have grouped four types of activities together in the four stages: Preparation, Starting the Change Journey, Living the Change Journey, and Creating Skills for Working in Constant Change.

Figure 5

Change Journey Model (2010)
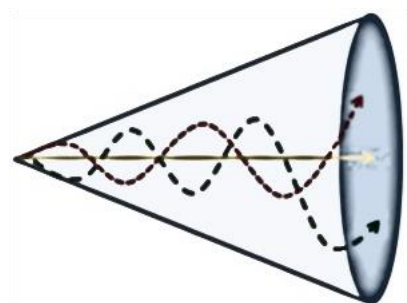
Note. Adapted from *Introducing the change journey,* Nauheimer, H., 2010

      While travelling along the journey, one may start in a certain direction but then must adjust and change course. Much of the focus of Nauheimer's (2009) writing is about the work to be done in preparation for the journey, which would work well as COTW prepares to make significant strides in Trades enrolment for women. Ironically, this preparatory stage includes actually choosing a change model for the journey. In fact, in a later article, Nauheimer (2010) also states that the map is inclusive and, as such, can incorporate all tools and maps that one already uses.

      Nauheimer (2009) states that the *Change Journey* is appropriate for complex change processes within organizations that accept change is unending. However, I do not see enough complexity or detail in this framework to accept Nauheimer's premise. A strength of this framework is that it stresses that change *leaders* are more appropriately change *facilitators*. Organizations that are led by these facilitators are empowered to find commonalities through deep dialogue with a goal of transformative change (Vannest, 2010). These identified practices and principles do intrigue me as an educator and proponent of TLT. Although Nauheimer (2009) asserts that people and processes will need to be trusted, there are no defined roles or clear direction, so I cannot clearly articulate the roles and responsibilities of the leader(s) nor the applicability of the GDEIB benchmarking tool.

      If change from this perspective is a journey, it is one where an organization follows the whims of the explorer day by day, without a clear goal in mind. And, while I acknowledge that change is an

evolving process and may be as unpredictable as Buller (2015) states, for this PoP, it would be advantageous to have a more defined, less chaotic, model on which to frame the strategic goals and processes. I found very few articles about this framework beyond a brief mention in Buller (2015) and some self-published blog posts. For all these reasons, I have chosen to set aside Purokuru and Nauheimer's *Change Journey* (2009) and move onto a long-established model from Peters and Wiseman: the *McKinsey 7S Model* (1982).

McKinsey 7S Model

Peters and Waterman (1982) sought to identify the essential elements of successful American organizations as a response to the widespread adoption of the then-current Japanese processes. They noted that the cultural differences between the USA and Japan, which were "much wider than even the vast expanse of the Pacific" (Peters & Waterman, 1982, p. 5), were simply being ignored as American managers sought a way to revitalize stagnant companies. Their research led them to create a framework as seen in Figure 6 with seven interdependent and mandatory structural elements, with values as the center of the "happy atom" (Peters & Waterman, 1982, p. 11). Implementing this model would allow COTW to build success based on structural features of other successful organizations.

Figure 6

McKinsey 7S Model (1982)
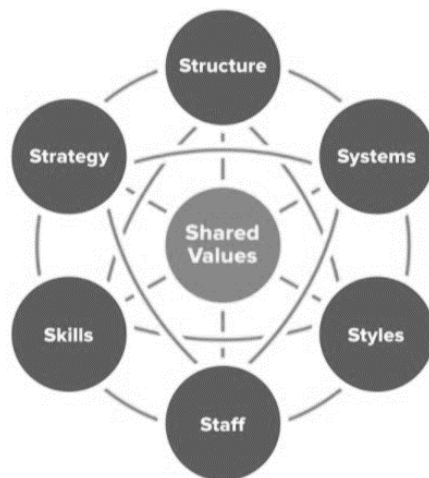
Note. Adapted from Peters & Waterman, 1982.

This value-centered, customer-first model identifies that there are both hard and soft organizational elements that need to be addressed, which fits well with COTW as it strives to be a student-first institution. It is possible to see the role of both the leader and the employees in this model, as well as the overall culture.

Strategy and structure are considered the "hard" elements in this model. COTW has a public-facing strategic plan, developed through consultation and co-creation. Approved by the Board, this strategic plan acts as the touchpoint for the various unit planning and budgeting activities throughout the institution. COTW has a defined structure, which although not static, is slow to change. Most change would be considered careful and deliberate. There is a clear reporting structure throughout the institution, as each job description notes both the supervisor and direct reports by position number. Although the Board of Governors has the ultimate say in both strategic and operational decisions, the bulk of work is done by the more than 1500 employees. This model could successfully capture the hard elements of COTW as it works towards a cultural change.

The remaining five factors – style, systems, staff, skills, and shared values – are considered the software of the organization (Peters & Waterman, 1982). COTW's management style varies depending on the level of management and the composition of employees within the unit (i.e. faculty and non-faculty employees). There is a mechanism for Deans and Associate Deans across the portfolios to meet for discussion and information dissemination, and decision-making in this body is designed to be by consensus. COTW's president is clearly the face of the institution to the public, and the top leader to the employees. He directed the recent strategic plan process and current implementation, in particular the key areas of Indigenization, EDISJ, and fiscal responsibility. This model has enough structure to allow for several types and levels of management, as well as a wide variety of skills and expertise.

If this model were to be implemented, it could be used to increase enrolment by women in Trades as well as influence change in other areas of the college. Policies and procedures around admissions, professional development, or even hiring practices could be examined and modified using this model. One of the largest employers in the region, COTW is typically viewed as a desirable place to work. Most

Trades instructors are men, so it is difficult for a female student to see herself reflected within the

instructional staff. The strengths or skills of the institution are directly determined by its people (staff).

Success is often measured by the success of its customers (students), including enrolment numbers,

graduation percentages, and alumni stories. Additionally, there is a growing drive for applied research,

which contributes to the skill development of employees and students and may also positively impact the

finances of the institution.

The shared values factor at the centre of this model draws my attention the most. COTW has built

a culture from its long history of providing vocational and academic education in the region. There are

employee events that celebrate the manifestation of story and symbol throughout the college's annual

calendar. Seen as a transformative institution, COTW strives to place the student at the centre of all it

does. There are also public statements about the strength of the employee groups and the positive

relationships between the different unions and associations.

McGrath and Bates (2013) have connected this model with transformative leadership for staff

motivation and development. They suggest that Peters and Waterman have created a "state of mind

model" (McGrath & Bates, 2013, Ch. 9) rather than a particular theory, and they direct those considering

it to examine organizational culture closely prior to adoption. Changing one element may impact other

variables; however, there is no clearly defined roadmap or blueprint for leading such change. In

conclusion, I have determined this model is not ideal for the cultural change I envision. Therefore, I have

put it aside and now consider the *Change Leader's Roadmap* (2010b).

Change Leader's Roadmap

As Ackerman-Anderson and Anderson (2010b) acknowledge, profound change goes beyond

change or project management into a deeper, broader understanding of the human and process elements of

change. Their *Change Leader's Roadmap* (CLR) illustrates that change is more complex now than it was

even when Peters and Waterman (1982) created their model.

One of the elements that first drew me to this model was the clear requirement of the "*conscious*

change leader" to be the accountable creator of the "capabilities, infrastructures, mindsets, and behaviours" (Ackerman-Anderson & Anderson, 2010b, p. 3) needed for deep and meaningful change. There are clear connections between TLT and this framework; in fact, the CLR is focused on three key areas of transformative change: content (what must change), people, and process.

The CLR is more process-focused than the two other frameworks examined above, allowing for a structured approach to elicit a wide range of potential future states involving cultural change, which takes time to develop (Ackerman-Anderson & Anderson, 2010b). The CLR is a process model that the creators state "pays attention to the past, the current reality, and the future" (Ackerman-Anderson & Anderson, 2010b, p. 22). This model has three main categories (streams) with three phases in each; altogether there are nine phases that represent the usual stages of change in all organizations. The problem being addressed in this OIP is primarily situated in the Midstream or Design sector of the roadmap; however, there are activities and tasks that fall within the other two streams as well. In particular, the institutional consultations and subsequent development of the new strategic plan are firmly situated in the early phases of this change.

The CLR combines the metaphorical journey of Purokuru and Nauheimer's (2010) *Change Journey* with the structure of Peters and Waterman's (1982) *McKinsey 7S Model*. It allows for some flexibility, but still guides the change leader through typical steps of transformation. I can clearly trace the strategic actions that have moved COTW from "Upstream" (setting the foundation) to the current "Midstream" or design activities. The three main phases that apply to the PoP are outlined in blue on Figure 7: designing the desired state, analyzing the impact, and planning for implementation. Although represented as a circular cycle, the CLR is more appropriately represented as a spiral (Ackerman-Anderson & Anderson, 2010b) as each cycle of change leads to a more ideal future, from which the process can begin again, moving ever upwards.

Beyond a connection between this framework and my envisioned change management and improvement goals, I also appreciate the additional materials provided by the authors. Each phase is further broken down in to activities, tasks, and work steps, making this a practical tool for transformative

change. One can look at the desired transformative change from a high level by designing only the three streams, or one can drill down to actual work that will need to be done to shift COTW into an organization that is "change-ready, change-capable, and change-healthy" (Ackerman-Anderson & Anderson, 2010b, p. 33). There are deliverables for each activity, which will make the CLR more attractive to COTW's leadership team and will build accountability within the potential solutions to be examined later in this chapter. First, however, I will critically analyze the changes that are needed, using this selected framework as a guide.

Figure 7

Change Leader's Roadmap (2010)
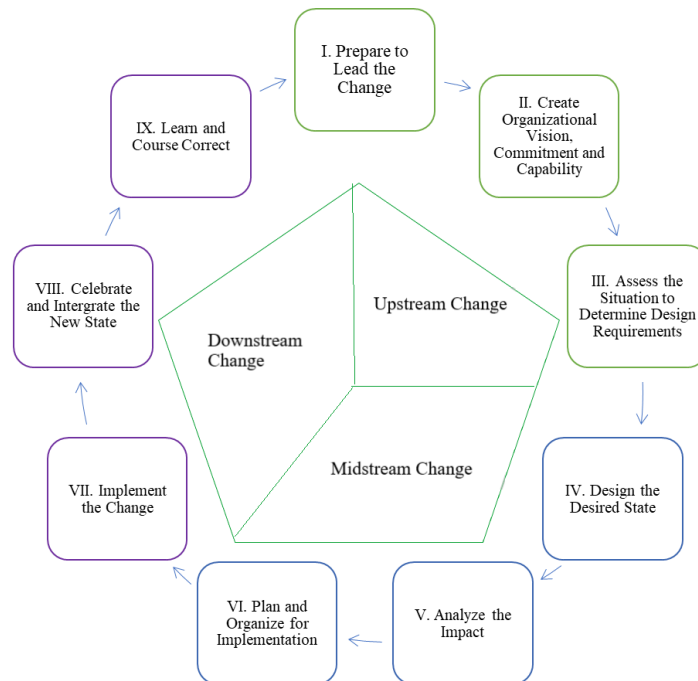
Note. Adapted from Ackerman-Anderson & Anderson, 2010b, p. 23

Critical Organizational Analysis

Earlier in this chapter, I identified *how* to lead change through both transformational and transformative leadership approaches, following the framework of Ackerman-Anderson and Anderson's (2010b) *Change Leader's Roadmap.* In this section, I will explore *what* needs to change at COTW in order to address the cultural gap as identified in the PoP. To do so, it is important to identify *where* in the

change process this OIP is situated. Using Whelan-Berry and Sommerville's (2010) change process stages, I contend that COTW has recently progressed through the first stage, which was the creation and sharing of the vision. This aligns with the "Upstream" phase of the CLR, as seen in Figure 7, which focuses on setting the foundation for change success.

The two critical stages for this change process are the second (adoption by groups) and third stage (adoption by individuals), again using Whelan-Berry and Sommerville's (2010) change process terms. Although identified as unique stages, I believe that group and individual adoption will occur at times simultaneously, and at other times, consecutively. Whelan-Berry and Sommerville (2010) state that creating significant cultural change will take between five and seven years. Recognizing that this period is a significant one, it is necessary to delineate the parameters possible within the change management process as outlined by the CLR. In other words, given my agency, positional power, and the organizational context, what first steps are both reasonable and possible? If the change process to improve the issue of women in the Trades is co-created amongst a small group of interested parties, there will be a ripple effect outward, creating lasting, social change throughout all levels, and in all units, of the College.

As noted in Appendix A: Kezar's Change Readiness Survey, COTW appears ready to tackle a complex institutional change with planning, political structure, and cultural readiness in place. It is important to determine whether COTW's leaders have both the capacity and ability to lead a cultural transformation, as they must model the desired change before compelling others to take up the challenge (Ackerman-Anderson & Anderson, 2010b). I have identified some key individuals for this change process: The Registrar and/or Associate Registrar, the Trades Management Team (which is comprised of the Dean and Associate Dean, the Manager of Trades Programs, the Manager of Trades Finance, and the Coordinator of Trades Supports), as well as the Women in Trades Training Team.

The envisioned change process is situated firmly within CLR's "Midstream Change" which has three phases: designing the desired state, analyzing the impact, and planning for implementation (again, see Figure 7). Each phase has specific tasks and activities to be completed, as will be outlined below and examined in greater detail in Chapter 3.

CLR Phase IV: Design the Desired State

The strategic plan or vision is, according to Ackerman-Anderson and Anderson (2010b), an inspirational quest that motivates and galvanizes the institution. Designing the desired state is a more concrete conjecture of what actual changes will be needed to shift from vision to reality. Once the possible solution has been selected in the next section, decisions will need to be made to address changes to systems, structures, cultural norms, policies, processes, technology, workload and capacity, power, relationships, and more (Ackerman-Anderson & Anderson, 2010b). With the three elements of a significant cultural change (content, people, and process) in mind, there are several design questions provided by Ackerman-Anderson and Anderson (2010b) that will be examined by the Working Group. Once these design details have been fully explored, the next phase of the roadmap will focus on an analysis of the impact should the design be implemented and the desired state become real.

CLR Phase V: Analyze the Impact

The danger of implementing the design created in Phase IV without this step, argue Ackerman-Anderson and Anderson (2010b), is that leaders force reaction and are seen as uncaring. Phase V is seen as the turning point between design and action, and if done correctly, can deepen the transformative possibilities. Areas of impact to consider are (1) the structure i.e. COTW and its processes, management and leadership systems, units, departments and portfolios, and students; (2) the cultural and human elements including behaviours, connections, and relationships; and (3) interactions between or amongst any of the factors from either of these two areas (Ackerman-Anderson & Anderson, 2010b). The goal is to find any barriers or roadblocks to success.

To analyze the impact of the yet-to-be determined solution design, there are several recommended steps. These include a determination of who will be involved and what logistics will need to be identified. It will be critical to identify and understand what barriers could potentially block COTW from reaching its desired state, which is the enrolment of an equitable number of men and women in Trades. Communication is a key element of this Phase, as it is vital to hear from both supporters and

detractors. Ackerman-Anderson and Anderson (2010b) use a four-level rating system to identify the magnitude of the impact: Show Stopper, High, Medium, and Low. Once potential impacts have been collected, they will need to categorized into groupings such as HR, cultural, stakeholder, and bargaining issues. At COTW, we use a similar document during the annual planning cycle called a Risk Register, so it will be a natural extension to modify that Register to assess the impacts and the work required to implement the plans moving forward. As well, it will be important to keep in mind the political implications of changing the current state.

CLR Phase VI: Plan and Organize for Implementation

The planning phase will be developed more fully in the next chapter. Suffice it to say now that once the design and impact have been fully developed and examined, the next natural step is to plan the roll-out. Ackerman-Anderson and Anderson (2010b) label the organization's guide *The Implementation Master Plan*. This is the actual roadmap for transformation, including activities, task, checkpoints, and milestones towards completion.

In addition to creating this implementation plan, I will need to prepare the Trades portfolio for this transformative change. Elements such as those used to examine potential solutions in the next section will need to be provided, including the limitations of time, human resources, and financial resources. Furthermore, action plans will need to be developed. With this significant shopping lists of tasks, it is important to determine whether COTW is ready to commit the resources needed to significantly change the number of women in Trades training. The team tasked with making the changes necessary to fulfill this challenge will need to be prepared to answer difficult questions about preferential treatment from the historically privileged male Trade student(s). As well, it would be wise to have the backing of the President; to do so, persuasive conversations aligning this change process with his strategic goal of EDISJ will be essential.

Organizational Preparedness

Ackerman-Anderson and Anderson (2010b) present a list of six typical leadership roles for

change management: sponsor, executive team, change leadership team, change process leader, change initiative lead, change project team, and change consultant.

Leadership for an EDISJ cultural change at COTW is clear: there are *sponsors* (the Board and the president) that are publicly driving the change and the *executive team* appears to be fully committed, although less vocally. On an institutional level, I situate myself within the *change project team*, which has both a core group and a fluid number of interested allies who model the behaviours and mindset behind significant, successful change. The recently created pan-institutional group of EDISJ Ambassadors will likely be a core group of allies moving forward.

As part of the preparation stages for change, Ackerman-Anderson and Anderson (2010b) also stress the importance of assessing an organization's readiness (emotional and psychological state of employees) and capacity (adequate time, attention and resources for current workloads and the additional demands placed on employees during change) at an early phase in the change process. The strains of the pandemic and natural disasters that have struck the province in the past two years have certainly worn away at the overall resilience of COTW's employee team. Additionally, there have been some key positions left vacant for months at a time or held by "acting" employees holding more than one role. Although many people are passionate about co-creating social change, it remains to be seen if there is truly capacity within their lives to act on this desire.

Data Analysis: Women in Trades

According to Statistics Canada (2021), the four Red Seal trades with the most registered female apprentices in 2019 were hairstyling (56.5%), industrial electrician (50.0%), welder (44.7%) and construction electrician (40.4%). Women account for 5% of all Red Seal tradespersons in Canada; in British Columbia that number drops to 4.1% according to Gyarmati et al. (2017).

For Fall 2020, COTW's Institutional Research (IR) department reported 8% female enrolment of all apprentices, which matches the provincial total percentage for the same period (see **Table *4***). This is a small, but representative, sample. It should be noted, however, that the provincial numbers only include

women in the Trades programs that COTW offers.

Foundation or pre-apprenticeship numbers at COTW are typically about 17% female. These programs feed into apprenticeship training, which raises questions about what is happening systemically after the Foundation training. i.e. why are women starting, but not continuing, their Trades training? Are women being offered apprenticeship opportunities? Are there barriers in the workplace that COTW can address to increase the number of women who progress through their training from pre-apprenticeship to apprenticeship to journeyperson? Nationally, provincially, and locally, there have been several initiatives targeted at increasing the number of women in the trades. To date, these initiatives have not created enough momentum for a critical mass to occur (Gyarmati et al., 2017).

Table 4

Fall 2020 Percentage of Female Apprentices at COTW and Provincially

	COTW Fall 2020			*Provincial Fall 2020*		
	Students	**Female**	**%**	**Students**	**Female**	**%**
Aircraft Maintenance	11	0	0%	46	6	13%
Automotive Service Tech	62	6	10%	2298	91	4%
Automotive Painter	10	4	40%	52	11	21%
Carpenter	95	3	3%	5323	354	7%
Cook	16	3	19%	2229	809	36%
Domestic Gasfitter	6	0	0%	414	14	3%
Electrician	122	11	9%	7461	536	7%
Heavy Mechanical	62	2	3%	1653	48	3%
Plumber	65	2	3%	3663	139	4%
RACM	46	2	4%	1275	40	3%
RV Service	16	4	25%	79	8	10%
Sheet Metal	31	6	19%	887	49	6%
Steamfitter	6	1	17%	450	35	8%
Total	548	44	8%	25830	2140	8%

Note. Adapted from College on the Water (2021c)

Data Analysis: Trades Instructors

Although the majority of the Trades administrative positions are staffed by women, the same cannot be said of the instructional staff. There are approximately 100 permanent, full-time instructors in

the Trades portfolio at COTW; only 3 of these are women. There are also seven casual instructors, three of whom are in the Culinary Arts and Pastry Arts Department. Moving from casual to permanent can be a long journey, which is typically dependent on either (1) a retirement, or (2) accumulation of seniority hours. There is no identified language in any of COTW's HR policies or procedures to allow for targeting hiring in any way. The CLR will allow for a critical examination of and creation of up-to-date HR language as part of the scope of change. As Ackerman-Anderson and Anderson (2010b) assert, Phase IV (Design) allows the architects of cultural change to ensure that the changes create the results but also serve those who are needed to make the change work.

One of the suggested tasks within the CLR is the performance of an "organization-wide scan of all change initiatives that may impact [the] current transformation" (Ackerman-Anderson & Anderson, 2010b, p. 201). Whether the solution focuses on direct access to training, professional development, or HR policies, it will be important to identify what, if any, other initiatives are being proposed and/or implemented at COTW.

Solutions to Address the Problem of Practice

The overarching goal is to co-create an equitable, diverse, and socially just institution that allows each student to see her/him/themselves. Moving beyond the catch phrase of "safe space," I wish to lead and co-create the idea of Trades as a positive, open, welcoming space for all. Students who are "othered" should not need to put themselves into a small room in the corner of the college in order to feel welcomed; inclusion to me means that all areas of the institution are available to all. The PoP addresses the historic gender imbalance in Trades student enrolment, and the solutions to be presented below will focus on rectifying this balance as a step towards improved EDISJ at COTW.

Selection Criteria

Four solutions are examined: (1) maintaining status quo, (2) changing application and enrolment policy and practices, (3) developing professional development for Trades instructors, and (4) changing Trades' curriculum design. These four solutions are then compared for their use of time, human resources,

and financial resources.

Recognizing that resource management is but one essential element, each solution will also be examined through a series of questions designed to elicit alignment to the strategic plan as well as potential benefit and consequences. The questions ask whether or to what degree each proposed solution (1) aligns to COTW's strategic plan, (2) allows for transformational change, (3) allows for transformative change, (4) tackles questions of privilege, (5) allows for scalability to other academic portfolios at COTW, (6) allows for scalability to the non-academic units, and (7) would positively impact the Trades & Apprenticeship portfolio's reputation (and COTW's reputation as well).

As a deeper look into the seventh question regarding reputation, each solution's impact on the Trades' portfolio's benchmarked position using the GDEIB index will also be considered prior to the final selection. Specifically, the PoP addresses the gap between the current 'inactive' or 'reactive' benchmark for three categories: Vision, Strategy, and Business Impact; Leadership and Accountability; and EDISJ Structure and Implementation. The following potential solutions will address the need to move from inactivity to best practices in each of these three categories. They are all inter-connected and act as the foundational categories for the GDEIB.

Once the preferred solution has been teased out through the above series of analyses, an appreciative inquiry (AI) cycle for implementation and evaluation will be outlined. AI is a strengths-based narrative, iterative listening and speaking method that, done with hope and grace, can move leaders' focus away from problems and towards solutions (Cooperrider, 2013; McArthur-Blair & Cockell, 2018). As this OIP works to foster an equitable student balance in one portfolio using questioning and reflection, it will also hopefully manifest the highest potential of AI, which is the co-creation of a new, better reality (Cooperrider, 2013).

Solution I: Maintaining the Status Quo

There may be some individuals or groups within Trades who benefit from the status quo, particularly from a point of privilege, and so these people may be averse to change that threatens to

disrupt these benefits. They may attempt to subvert the cultural change that minimizes their access to power, wealth, or status. On a more systemic level, "the institutional status quo is designed to long outlast those who are tasked with maintaining it" (Welton et al., 2018, p. 1). But, even though there may be structural and interpersonal forces working to maintain cultural norms, a successful attempt to maintain the status quo is not feasible at this critical juncture in COTW's development as a socially just institution. TLT is designed to disrupt the status quo (Watson & Rivera-McCutchen, 2016), so it would be counter-productive to move this solution forward. In 2016, Cawsey et al. emphasized that continuing to do the same thing over and over cannot be considered an organizational change, and I concur.

As mentioned in the previous section, COTW's leadership has created and shared its vision of a courageous institution, focused on changing society for the better through its EDISJ-related actions and statements. To propose that Trades remain where it is now would be working against the momentum that is already building throughout the institution and would not be received favourably. However, to ensure that this potential solution is analyzed on an equal footing as the other four solutions, the same criteria and questions will be examined.

Solution I: Resource Management

It is challenging to measure just how one maintains solid footing when the tide is moving, or in this case, how to measure the time and effort that would be required to work against the political and social will of the institution. In the current economic climate, when restraint and cutbacks are words that are being used on a regular basis, one could make the argument that maintaining the status quo could be a fiscally responsible decision.

Solution I: Benefits and Consequence Questions

Maintaining a status quo is in direct opposition to the new strategic plan as it does not allow for either transformation or transformative change. Difficult topics such as questions of privilege are not addressed at all. It could be argued that the lack of movement is scalable throughout the institution, as a lack of movement in one area may inhibit movement elsewhere in COTW, including academic and

service units. Actively and consciously allowing the status quo attitudes and actions around EDISJ would negatively impact the portfolio's reputation, both internally and externally. For a visual representation of these considerations, please see Figure 8.

Solution I Impact on Benchmarks

With a status quo solution, the institution would be able to predict with a fair degree of accuracy that the benchmarks for vision, leadership, and structure would likely remain at the current, low, or inactive levels (see Figure 9 for a visual representation of this null movement).

The remaining solutions will be viewed as stand-alone possibilities for the change process related to women in trades training; however, if the college wishes to create lasting, transformational change, one solution on its own will not be enough. Change will need to be addressed at all levels of scale: structural, interpersonal, and individual (Welton et al., 2018). The development of COTW as a socially just institution will be a "process of mutuality" (Capper, 2019, p. 219) amongst all interested parties, including leaders, staff, and students.

Solution II: Recruitment, Application, and Enrolment Practices

Policies and practices centered on recruitment, application, and admission are determined at an institutional level. However, as COTW's Trades portfolio has its own admissions staff for apprenticeship programs, there is a significant opportunity to widen the pipeline of female Trades students by examining and changing our internal practices. Critical questions to be considered include: (1) Where are we recruiting our students? (2) What do our recruitment materials look like? (3) What are the requirements for application or prerequisites? (4) Who is reading applications, and what are their implicit biases? Welton et al. (2018) would recommend that we critically examine and remove any application criteria and/or process that impede women from applying for Trades programs.

Clear data is required here, including an examination of the college's history of recruiting, admitting, and graduating women in Trades programs. If possible, it would be worthwhile to gather disaggregated data so gender can be cross-referenced with other categories such as first-generation

college attendee, region, and age. As well, there may be value in looking down the recruitment pipeline to the children's camps and high school trades programs that have been offered for several years. Success stories highlighting well-paid female Red Seal tradespersons will also attract new female students, so such publicity could also be captured under this solution category.

Currently, there are priority seats reserved for dual-credit high school students and Indigenous learners in all Trades programs. Reserving additional seats for women, at least until 90 days from the program start, would be a positive, transformational change, but not one without controversy. Even more likely to be controversial would be differential or waived tuition for female students; however, this could be accomplished by the development of bursaries and scholarships.

This solution's category is quite wide and has the greatest potential for structural change. It is unclear, however, what (if any) impact on actual applications and registrations these changes would have. It would be helpful to benchmark our admission policies and procedures to others in the province and across the country, as suggested by Welton et al. (2018).

Solution II: Resource Management

There are no shortcuts to significant policy and practice changes, and so, any change related to application and admissions will have a cost in all three categories. However, the Trades portfolio has the skilled talent necessary to craft the necessary language and work with the institution's Registrar and other personnel to design and implement new policy and practice. Financial costs will be related to time spent by staff members for design and implementation. There is a fiscal risk associated with reserving seats for a specific group; if those seats are not filled, COTW will lose the related tuition. On the other hand, there are many federally funded grants currently available for institutions looking to provide training to members of equity-seeking groups, so the financial risk could be mitigated by obtaining funds in this way.

Solution II: Benefits and Consequence Questions

Changes to application and admissions policies will create more access to a historically under-

enrolled student population, which creates alignment to COTW's strategic plan. Assuming these changes increase the number of women accessing Trades programs, the institution will witness transformational change and transformative change. I have often been asked, "Where is the "Men in Trades Training" program, which indicates to me that there are questions of privilege that will be need to be examined throughout this program. This may positively or negatively impact the portfolio's and institution's reputation, depending how these questions and challenges are handled.

There are a few other programs at COTW that are as heavily weighted towards one gender such as health care, early childhood education, and office administration. Should these changes to policy and practice result in greater gender equity in Trades, there is the opportunity to extend the lessons learned to other programs.

Solution II Impact on Benchmarks

Any attention at all to the gender inequities in Trades program will have a positive impact on the EDISJ benchmarks, as represented in Figure 9. The institution's vision, which is moving towards group and individual adoption, will be strengthened when the difficult questions are examined critically through several lenses. Looking at structural and systemic changes that can ameliorate the lives of students as ethical actions create mutual benefits and invite "reciprocal generosity that can appear in unexpected ways" (Palmer, 2010, p. 99).

Solution III: Professional Development

For instructors to break down the barriers that deter women from participating fully in Trades education (and occupation), they must be given the tools and time to challenge their assumptions and beliefs about EDISJ. And, once these assumptions have been identified and de-constructed, opportunities for social justice-focused professional development (PD) must be offered and accessed. As noted by Bell et al. (1997 in Brown, 2004) the majority of college instructors have not been provided PD opportunities that will help them teach in a socially just way. Educational opportunities for instructors may include curriculum design (as in Solution IV: Curriculum Design), implicit bias training, or structured, critical

conversations about questions (Welton et al., 2018) such as what makes a 'good' trades student.

The PD opportunities may be related to reframing one's language to include gender-neutral or gender-inclusive language ("team" instead of "you guys"), or it may be training that addresses systemic issues such as violence against women. Using Gorski's (2016) equity literacy framework, one could design a PD program that helps Trades instructors to (1) recognize, (2) respond to, and (3) redress gender-based inequity in their shops and classrooms, and then (4) sustain their efforts towards equity.

The above is just a small sampling of potential PD opportunities that could be designed or accessed by Trades instructors. There would also need to be direction or consultation regarding voluntary or mandatory access to these types of equity-focused training opportunities. New COTW employees are mandated to take human rights training, so there is precedent at the institution that could be explored.

Solution III: Resource Management

Realistically, the development and implementation of an impactful professional development program designed will have significant resource management costs in all three areas. In fact, all three categories – time, human resources, and financial resources – are inextricably linked for this potential solution. It will take time and money for people to do the work of developing and accessing the PD opportunities. Contractually, full-time instructional staff have more than three weeks' PD time available per calendar year, which will be a benefit. As mentioned above, there are few mandatory requirements for PD at COTW beyond the initial human rights training. Free, short, easily accessed training opportunities may prove to be popular with instructors, but whether these types of training will impact this PoP is debatable.

Solution III: Benefits and Consequence Questions

COTW prides itself on transforming the lives of its students, and language related to this transformational intent is woven through the strategic plan. Done correctly, professional development will result in transformative and transformational change. As Gorski (2016) asserts, the development of equity-related skills is foundational to social justice. This would be an excellent opportunity for Trades

employees to de-construct their own perspectives on challenging topics such as privilege. It is more likely that this solution could be scaled to other academic units than non-academic (or service) units, but both are possible. A dynamic professional development regime that challenges and encourages employees will have a positive impact on the institution's reputation. See Figure 9 for a visual representation of the benefits and consequences.

Solution III Impact on Benchmarks

Foucault (2000) spoke of the value of first changing one's own ways of thinking and then using one's influence to resist and refuse (as cited in Lumby, 2012). As represented in Figure 7, the roll-out of exceptional PD opportunities will positively impact COTW's benchmark in all three areas (Vision, Leadership, and Structure). For example, EDISJ will be seen as embedded within Trades' culture as a "means to belonging, sustainability, and success" (GDEIB, 2021, p. 27). The portfolio's leadership and possibly the instructors' union will be seen as engaged and supportive of the instructors' EDISJ efforts.

Solution IV: Curriculum Design

Critical theory examines the "educational ideas, policies, and practices that serve the interests of the dominant class while simultaneously silencing and dehumanizing others" (Brown, 2004, p. 78). A critical examination and redesign of Trades curriculum that addresses challenging questions of gender-based power and privilege is presented here as the fourth possible solution to the PoP. Effective curriculum changes would help to remove barriers for or bias against women in Trades. If done correctly, these changes would also do the same for other non-dominant groups in Trades (i.e. Indigenous, international, 2SLGBTQI+, and/or disabled students) across disciplines.

Equity-focused design elements include delivery and assessment methodologies (Chaplin, 2019) and the question of inclusive language. Walk through any Trades shop, and one will still hear comments such as, "Okay, guys, let's get ready to work on this house/car/project" regardless of the gender composition of the program. The same bias towards male Trades students and apprentices can be seen in marketing materials, textbooks, and assessment materials or options (Chaplin, 2019).

COTW has a long-established and well-known *Women in Trades Training* (WITT) program, for which I hold personnel and fiscal responsibility. This quasi-department provides financial support for qualified women, but also provides mentorship and social networking opportunities for any Trades student who identifies as female. Even with the strength and longevity of this funded program, there have been few inroads into the de-construction and examination of curriculum materials in any of the institution's many Trades programs.

The skilled labour shortage is significant in Canada, and the need for workers will continue to grow as the population ages. With a shrinking birth rate and reduced immigration rates due to Covid-19, women will have many educational and career choices. Making a deliberate choice to welcome and include women into Trades will benefit not only the students, but also our society.

Solution IV: Resource Management

COTW has a small Learning and Teaching Resource (LTR) unit that can provide expertise and guidance for those instructors who wish to modify or update their curricular content, philosophy, or delivery method. Although the learning outcomes are set for all Trades programs by the ITA, the design of the curriculum is not. Whether or not there is a will and desire to make curriculum or teaching materials more inclusive and representative would need to be explored. If time and money could be dedicated to an instructor to develop inclusive curriculum materials instead of (not in addition to) her/his teaching workload, there would be greater buy-in. I am confident in the skills and abilities of some of the instructors as well as the curriculum designers in the LRT unit. I am also confident with my own agency to lead change in this area as a long-time educator; however, it is unlikely I would have the time within my current workload to manage a large curriculum review or redesign.

Solution IV: Benefits and Consequence Questions

Like the closely-related professional development solution above, inclusive, and equitable curriculum design will positively impact the institution's reputation, especially for those historically underrepresented Trades demographics. As COTW pledges to be inclusive and open to all who wish to

attend, it is fitting that the leadership and the instructors ensure that all students can form critical connections through well-designed materials and courses. The development and use of such materials are more likely to create transformational rather than transformative change, but if questions of power, privilege, and inequity are wrapped through careful design, then long-range transformative change is possible. Choosing curriculum design as the case study solution would be scalable to other academic portfolios, especially those that also identify as "vocational education." It is unlikely that curriculum design would be scalable to non-teaching units at all.

Solution IV Impact on Benchmarks

The successful implementation of this solution will positively impact all three benchmarking categories, especially vision and structure. The allocation of financial resources alone will move the structural category to a "proactive" level, at the very least, as it will demonstrate an institutional commitment to EDISJ.

Evaluation and Comparison of Solutions

Through the above critical examination of each solution, it has become clear that, other than the status quo suggestion, all the possibilities will require a commitment of finances, time, and talent. This is to be expected and desired, as providing "visible, dedicated support and structure with authority and budget" (GDEIB, 2021, p. 30) to implement EDISJ effectively is a key action for change. Decision-making and change are deeply entwined with leadership (Buller, 2015; Capper, 2019). Setting aside status quo, the remaining three possible solutions all hold possibility for change as signposted on both Figure 8 and Figure 9.

Solutions II, III, and IV have the potential to positively impact students and instructors in different ways. From a change leadership perspective, the second solution provides the most opportunity for me to effect transformative change, as I have the most direct influence and opportunity to create, review, and advocate for policy and practice change. As an educator, I also believe in the power of both professional development and curriculum design and will expect to co-create EDISJ-focused

opportunities outside of this OIP as time goes by. But, for the purposes of this change process, I will focus on Solution II: Recruitment, Application, and Enrolment Practices as the first step.

Figure 8
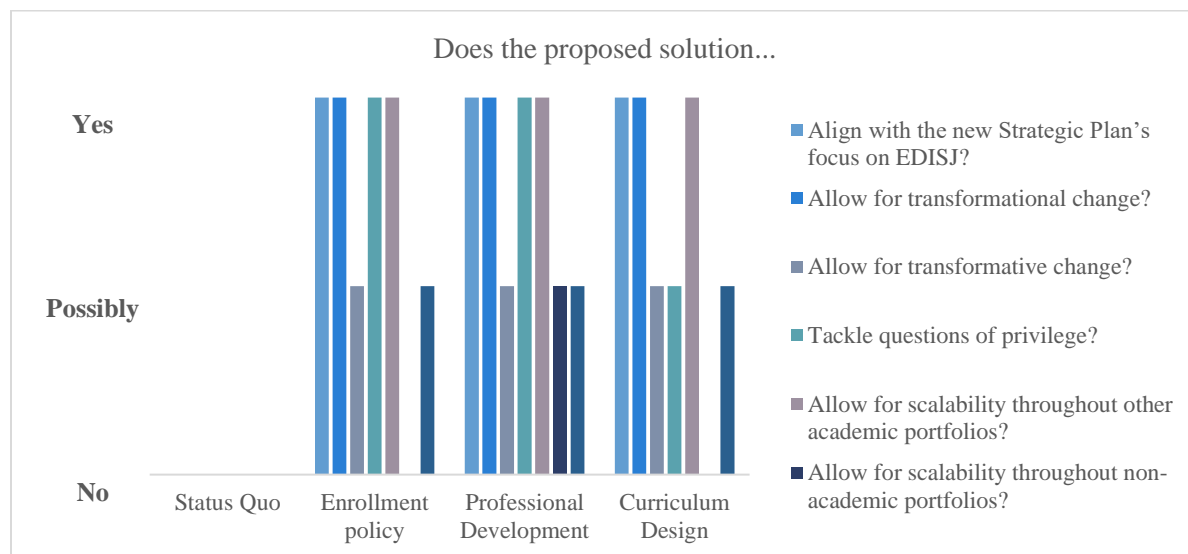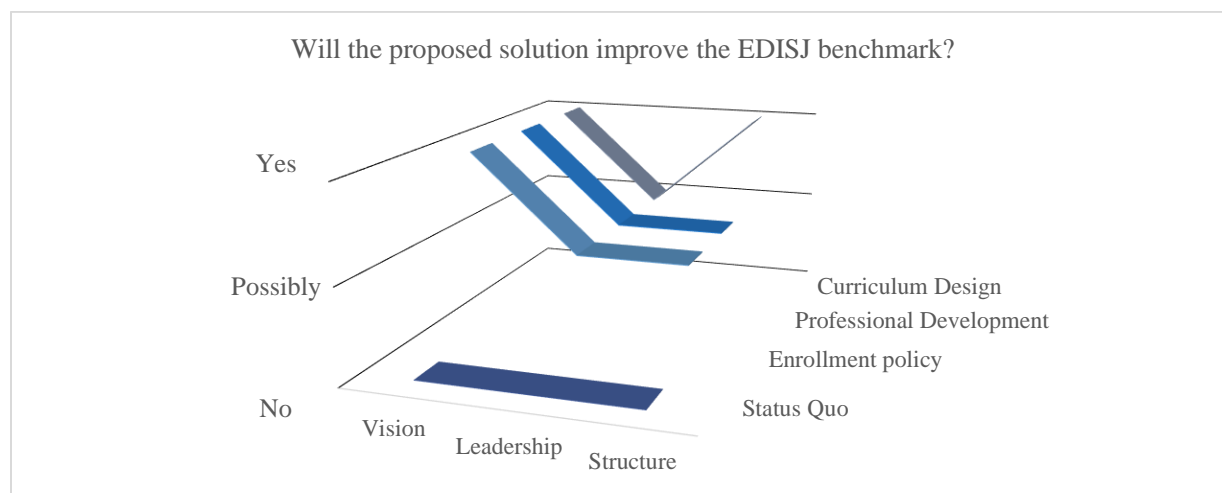
Comparison of Potential Solutions

Figure 9

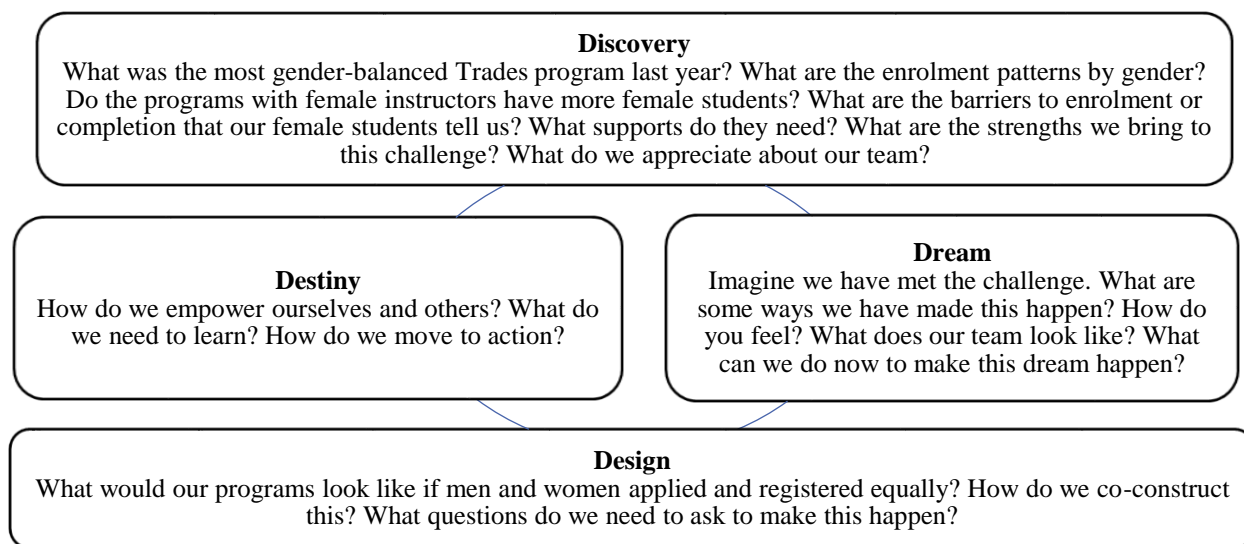*Probable Impact on GDEIB Benchmarks*

Appreciative Inquiry

Cooperrider (2013) stated that at the heart of the method, Appreciative Inquiry (AI) seeks

to discover what is the lifeforce of a system such as a group or organization. AI's 4D framework will guide the inquiries for the implementation and evaluation phase of this OIP: discovery, dream, design, and destiny. There are several options for incorporating AI into the various phases of the CLR, starting with Phase IV (Design). Lambert (2016) identified an AI session as a positive meeting that focuses on all the elements that are working in order to continue building on past success.

Being intentional with the AI process in Phase IV (Design) will set the tone for an inclusive double-loop learning opportunity that can then flow through the subsequent stages of the change framework. Selecting the most appropriate interested parties to participate will be a key design consideration. For the sample AI process in Figure 10, I have pulled together a proposed group of WITT staff, Trades administrative staff, and other key admissions people such as the Registrar. It would also be helpful to have a WITT mentor, student and Red Seal journeyperson involved in the AI sessions.

Figure 10

Appreciative Inquiry 4D Sample Questions

Discovery
What was the most gender-balanced Trades program last year? What are the enrolment patterns by gender? Do the programs with female instructors have more female students? What are the barriers to enrolment or completion that our female students tell us? What supports do they need? What are the strengths we bring to this challenge? What do we appreciate about our team?

Destiny
How do we empower ourselves and others? What do we need to learn? How do we move to action?

Dream
Imagine we have met the challenge. What are some ways we have made this happen? How do you feel? What does our team look like? What can we do now to make this dream happen?

Design
What would our programs look like if men and women applied and registered equally? How do we co-construct this? What questions do we need to ask to make this happen?

Once the working group has been introduced to the process and rationale for appreciative inquiry, this model can be followed through the change management process, as imagined in Figure 11. In this

conceptual drawing, the four steps of AI are woven throughout all the change framework stages, creating a rich opportunity for creation, implementation, reflection, and adjustment.

Figure 11

Change Leader's Roadmap and Appreciative Inquiry
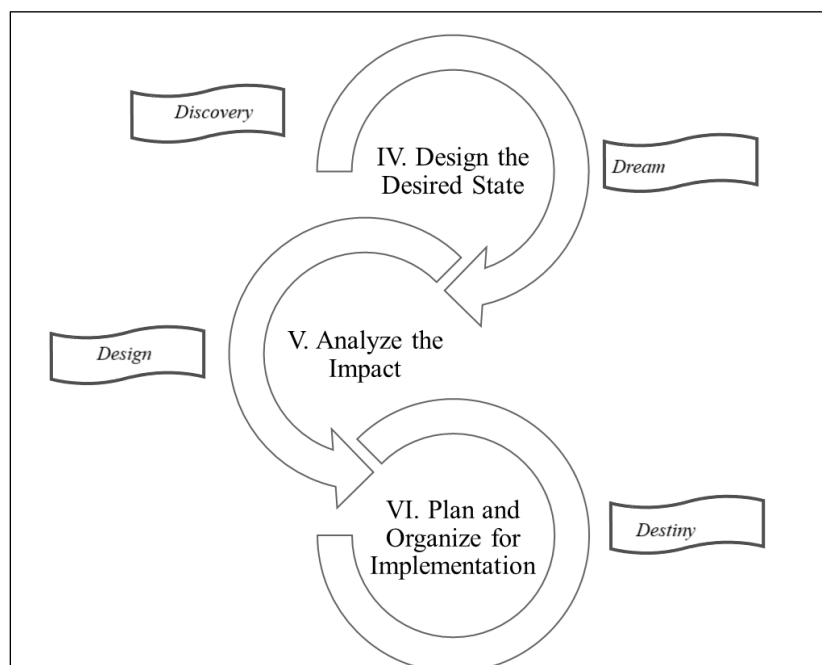
Note. Adapted from Ackerman-Anderson & Anderson, 2010b, p. 23 and Appreciative Inquiry process

Leadership Ethics and EDISJ Challenges in Organizational Change

COTW is on a journey towards reconciliation and greater social justice (College on the Water,2021d). These two aspirations are woven together and have many intersections, even within this OIP. I have chosen to focus on one area of the College as a model for advancing EDISJ. Although I am viewing this through a gender lens, I need to acknowledge that there may be additional ethical considerations to move the needle for Indigenous women who wish to enter Trades.

There is an inherent tension in my role as Associate Dean. I actively pursue opportunities to provide Trades education to members of equity-seeking groups by addressing and removing barriers to enrolment whenever possible. However, those same individuals often experience barriers during their studies, and these barriers may lead to spotty attendance. Trades has a mandatory attendance policy, and it

often falls to me to act as a disciplinarian to those same people I encouraged to enter a program. In this section, I will explore the tenets of ethical leadership and EDISJ as they relate to my PoP and to COTW's responsibilities as an organization. The question of ethics and responsibility lie at the very core of this OIP and my own personal values.

Leadership

Often considered an element of both transformational and charismatic leadership, ethical leadership has been seen as more difficult to quantify (Brown et al., 2005). Treviño et al. (2003) state that ethical leaders overlap more with transactional leaders, as they also implement structured, standardized procedures for goal setting, employee evaluations and advancements.

Acting with honesty and treating employees and students with respect and fairness are key components, but on their own do not constitute ethical leadership (Brown et al., 2005). Other characteristics, as listed by Brown et al. (2005), are from the point of view of the followers: their perception of the leader's effectiveness, their own job satisfaction and dedication to the work or organization, and their readiness to report any work-related problems to the management team.

COTW's leaders hold positional power, control of financial resources, and are key decision makers on questions that will impact the lives of employees and students. There is a fine line that leaders need to walk between directing and leading, and in these problematic times, that line is often blurred. The issue of power will be a central one for this OIP, as one is either an "oppressor or a member of an oppressed group" (Capper, 1998, p. 356) from a critical perspective. As transformative leadership theory (TLT) allows for difficult questions to be brought forward, power can be disrupted with free, open-ended dialogue between these two groups (Capper, 2019).

If we hold true to the statement "Nothing about us, without us," then COTW's leadership, including me, will need to include actively and purposefully those who will be directly impacted with this social change into these dialogues and potential solutions. "The power of deeply listening to stories of the same event from different perspectives cannot be underestimated", (McArthur-Blair & Cockell, 2018, p.

27). It is important to acknowledge that some, perhaps many, individuals will find it difficult to believe that COTW wants to create meaningful, lasting change and innovation (Cawsey et al., 2016). Although the identified solution may seem to be simply process-driven, its actions need to be supported by a commitment to dialogue and reflection. Otherwise, any resulting change could be seen as tokenism, window-dressing, or simply a top-down edict that does not meet the needs of the oppressed.

Roadmaps and Ethics/EDISJ

Strategy maps, such as Ackerman-Anderson and Anderson's *Change Leader's Roadmap* (CLR) can be an excellent tool for organization and communication (Cawsey et al., 2016). Laid out visually, all individuals can examine each major step. From an ethical, social justice perspective, creating and providing transparency will align the facts of the proposed change with the underlying values (Capper, 2018). A public strategy map will invite more participants and interested parties to the metaphorical table, will identify potential barriers or obstacles, and will also provide opportunities for evaluation and course-correction during the change cycle.

Figure 12 is an example of a strategy map that combines Phases IV, V, and VI of the CLR and Armitage and Scholey's generic strategy map (found in Cawsey et al., 2016, p. 354). This map identifies elements to be taken into consideration in Chapter 3. Part of the process will be to provide this map for examination and critique. Questions to be considered include the following:

- Does this map reflect COTW's mission and vision? Why or why not? What should be included or removed?

- What is the goal of this change process? Do you see it outlined or described on this map? How will we know if we have met the goal? Are there evaluation steps indicated on the map? Are they in the right place?

- Do we have all the necessary elements included? What information would you need to follow this map?

- If this process is successful, how will it change the practice and/or reputation of the institution?

- Are there any areas that you felt were "off-limits" when reviewing or discussing this map?

- Do you see yourself reflected in this change process? If not, how could we change that? If so, can you identify where and how?

- What is one change you would make to this map today? Is it fair and equitable? Does it promote EDISJ? If not, what needs to be changed, added, or removed? Whose voice is not being heard?

Figure 12

Strategy Map

	CLR Phases and Descriptions → Descriptions ↓	Phase IV Design the Desired State	Phase V Analyze the Impact	Phase VI Plan and Organize for Implementation
Impacted and Interested Parties' Perspectives	Prospective and Current Students, Alumni, Employees, Tradespeople, Board of Governors	Equal participation by gender in all Trades programs at COTW	Increase in enrolment Reputation EDISJ	Who are our targets? How to reach them? What is the first step? Appreciative inquiry
Financial Perspective	Revenue growth strategy Government funding	Increase in tuition Funded seats	Potential loss of tuition Potential increase in expenses per student	Budget and forecasting FAST system FOAPALs
Internal Processes	Strategic enrolment management (SEM) Innovation Examination of redundancies EdCo/Board policies	New processes (to be identified as part of the selection solution)	Positive and negative impacts	Enrolment practices and policies – data review Registrar's office Education Council
Learning and Growth	Human capital (staff development) Technology EDISJ	Staff are trained; systems roll out; barriers are removed	Significant allocation of time, financial and human resources to reach goal	Consultations Dialogue Opportunity for examination and reflection

Note. This strategy map contains elements of the *Change Leader's Roadmap* (Ackerman-Anderson & Anderson, 2010b, p. 209) and the *Generic Strategy Map* (Cawsey et al., 2016, p. 254).

Shefer (2020) proposes that ethics of care can be used to recreate academics, in particular from a feminist point of view. As Trades become more committed to addressing questions of privilege and opening educational opportunities, COTW becomes an institution for all. This requires "a wide range of attentive, responsible, competent and responsive engagements" (Shefer, 2020, p. 109), which are essential elements of a political ethics of care. Through ethical and transformational leadership, I believe that layering the CLR change framework over the problem of undersubscription by gender in trades education will help us to understand that care is the heart of ethics so that we can find the "capacity, born of hope, to try to bring change in modest yet profound ways" (Tronto (2020, p 158).

Chapter 2: Conclusion

In this second chapter, I have examined the rationale for a social justice-focused change at COTW. The PoP has been situated in a "midstream" of a change cycle, as it involves the design and organization for change to be rolled out to both groups and individuals. Four solutions were examined, with the selected solution to be explored in Chapter 3 focused on recruitment, application, and admission policies and practices. Data was presented that showed that there is a real need for change both institutionally and provincially. Increasing the number of women in Trades education will have a positive impact on the EDISJ benchmarking of both the Trades portfolio and the wider institution and will be a positive social change. To that end, sample questions around equity and ethics were provided, as was a potential strategy map. The ethics of care, in particular from a feminist perspective, have been introduced to create healing and social change. Incorporating key elements of transformative leadership theory will allow for respectful yet challenging dialogue that will lead to the disruption of established norms, systems, and expectations. These systemic changes will improve the access to Trades training for members of equity-deserving groups, which will be a case study for continued change in other areas of COTW.

In the next chapter, the change implementation plan will be explored more fully. Communication and monitoring strategies and next steps will be also be presented for consideration.

Chapter 3: Implementation, Evaluation, and Communication

The overarching Problem of Practice (PoP) identified earlier is focused on removing systemic barriers for students and creating an equitable, diverse, inclusive, and socially just institution. In Chapter 1, I identified that the selected GDEIB approach to the work would be *Advocating for Social Justice*. As described in Chapter 2, this OIP is recommending a review of and subsequent changes to recruitment, application, and admission policies and procedures in order to move towards a more gender-balanced student enrolment in Trades. This potential solution is offered as a pilot project, with the hopes that the developed processes can then be extended to other programs that are also heavily weighted towards one gender. This concluding chapter details a change implementation plan, change process monitoring and evaluation, and communication plans. Chapter 3 concludes with considerations for future opportunities for COTW to further enact its strategic goal of equity, diversity, inclusion, and social justice throughout the institution.

In 2021, de Bie et al. stated that moving towards a state of equity and justice would require the intentional naming of inequities and injustices and the "equally intentional" creation, monitoring, evaluation, and revision of opportunities (p. 3). This multi-layered, iterative process will be identified as part of the change framework and will include the use of appreciative inquiry.

It has been recognized for many years that trades remains male-dominated (Braundy, 2011; Gyarmati et al., 2017). There have been multiple attempts to change this culture within the institution, the province, and across the country with varying degrees of success (Braundy, 2011; Gyarmati, 2017). Whether or not there will be the institutional or political will to move forward with a change implementation plan remains to be seen. This chapter will explore the necessary elements to effectively plan, communicate, implement, monitor, and evaluate the solution identified in Chapter 2.

Change Implementation Plan

As first discussed in Chapter 1, the Global Diversity, Equity, and Inclusion Benchmarks (GDEIB) used by many organizations around the world, including COTW, outline five main approaches to EDISJ

work (see Figure 3). I have placed this pilot project within the "Advocating for Social Justice" approach, as it focuses on "achieving fairness and equity locally and globally" (Molefi et al., 2021, p. 13). This approach is aligned with both the type of change and the type of leadership that will be required to challenge traditional patterns of language and behaviour, and to overcome the usual objections expressed when members of one identified group have access to "preferential" or different treatment than typical, often privileged, group members.

While the focus of this OIP is located in the "midstream" phase of the CLR, it must be acknowledged that the "upstream" phases must be in place for implementation to occur (see **Table 5**). With the recent change in college leadership and the formalization of a new strategic plan, I contend that many of these tasks are now completed. The possibility of including EDISJ language in institutional goals, where once a conversation held amongst only a few, has now become an expectation. There is an EDISJ Project Team, of which I am a member, and the Phase I-III tasks are now either completed or underway.

As illustrated in Figure 11, this change management plan will require design, analysis, planning, and organizing prior to implementation. Bright and Cooperrider's (2013) elements of appreciative inquiry (discovery, dream, design, and destiny) will be woven throughout this "midstream phase" of the project.

Continuing to use the CLR terminology, the next phase will be the "downstream" phase, in which the change is implemented, celebrated, and integrated, and then course-corrected as required and seen in Figure 7. The following sections will explore how this project fits within COTW's strategic direction and will include logistical information such as the composition of the Project Community, key responsibilities, timelines, required resources, and limitations or challenges.

Table 5

Change Leader's Roadmap Critical Path

STAGE	PHASES AND ACTIVITIES	EXAMPLES OF TASKS
UPSTREAM CHANGE	**Phase I: Prepare to Lead the Change** • Start up and staff change effort • Create case for change • Determine initial desired outcomes • Assess and build organizational readiness • Build leadership capability to lead change • Clarify change strategy • Build infrastructure to support change efforts	• Clarify leadership roles • Identify project community • Assess change drivers • Clarify type of change • Define values and guiding principles • Define governance/decision making • Design communication plan • Create conditions for success
	Phase II: Create Organizational Vision, Commitment, and Capability	• Build organization's change knowledge and skills
	Phase III: Determine Design Requirements	• Write statement of design requirements
MIDSTREAM CHANGE	**Phase IV: Design the Desired State**	• Create process and structure to design the desired state
	Phase V: Analyze the Impact	• Design process analysis
	Phase VI: Plan and Organize for Implementation • Develop implementation master plan • Prepare organization to support implementation	• Identify impact solutions and action plans • Support people through implementation
DOWNSTREAM CHANGE	**Phase VII: Implement the Change**	• Monitor and course correct
	Phase VIII: Celebrate and Integrate the New State	• Support whole system to integrate and master new state
	Phase IX: Learn and Course Correct	• Build system to continuously improve new state

Note. Adapted from Ackerman-Anderson & Anderson, 2010b, pp. 294-295

Organizational Strategy for Change

COTW is intentionally positioning itself as a champion for diversity, inclusion, equity, and social justice through specific language in its strategic plan as well as mandated direction to all leadership members. Identifying and dismantling existing barriers to equitable participation in any one program supports this institutional direction. While acknowledging that power relationships do exist, as befits a process informed by critical theory (Capper, 2019), it is equally important to recognize that resistance to

change is likely to be more than power-based. A common cultural norm at COTW is that the institution itself is slow to change, as are most higher education institutions (Palmer & Zajonc, 2010). Lewis (2019) notes that individuals, used to how things have been over prolonged time periods, will see the historic stagnation as reason enough to avoid change.

The identified test solution is part of a larger conversation about increasing the number of women working in traditionally male-dominated industries and educational pursuits. Lessons learned from this pilot project may be applied to other fields of study within COTW. And, the inverse may also be true as there are still some programs of study that have significantly more female than male students.

The proposed solution from Chapter 2 identifies processes within COTW that can be dismantled or redesigned in order to increase the number of female applicants to Trades programs. Changes to these processes will require buy-in or approval from many sections of the institution. There will be structural, human, and technological resources that will need to be properly identified, and difficult questions that will need to be addressed. Recruitment, application, and admission processes have been identified as likely areas of restructuring; however, there may be other areas, as yet unknown. Possible structural requirements may include financial or child care supports, the need for hard-to-find personal protective equipment (PPE) designed for women, mental health support, and training on bullying and harassment policies. Elements of the other proposed solutions from Chapter 2 may be woven into this pilot project, such as the opportunities for professional development.

Should this project be successfully implemented with a positive net result of a more gender-balanced enrolment in Trades, it will have a positive impact on the visibility of EDISJ at COTW. Using the GDEIB benchmarking tool before and after the project will provide markers or key indicators of success that can be shared with members of the Leadership Council and throughout the institution. There are other departments with inequitable gender participation. Lessons learned can be shared and successes celebrated. But, before celebrations can start, the work must begin.

Roles and Responsibilities

To decolonize my language, I have deliberately chosen to use the terms "interested parties" and "interested and impacted parties" in place of "stakeholders" to acknowledge that Indigenous people are "rights and title holders" (Joseph, 2016).

Change Leader Responsibilities

Ackerman-Anderson and Anderson (2010a) use the term "conscious change leader" to explain the fulsome responsibility that this individual holds to the successful implementation of a change management strategy. This term is in alignment with transformational leadership theory (TLT) as described in Chapter 1, as a conscious change leader also identifies and facilitates disequilibrium, disruption, and systematic change. Note. When I refer to "change leaders," I am encapsulating the responsibilities, if not the title, of the "conscious change leader."

Ackerman-Anderson and Anderson's *Conscious Change Leader Accountability Model* identifies that it is critical for the change leader to intentionally monitor the dynamics of individual (mindset and behaviours) and collective (culture and systems) realities throughout the change process; monitoring all types of interactions between and amongst people (see **Table *6***).

Table 6

Change Leader Accountability Model

Internal	Individual		External	Each quadrant to be monitored for all types of interactions:
	Mindset (values, beliefs, emotions, ways of knowing & being)	**Behaviour** (skills, actions, work styles)		• Individual • With others (relationships) • Within teams/groups • Within the organization • Within society
	Culture (norms, collective ways of being and working)	**Systems** (strategies, policies, processes, technology)		
	Collective			

Note. Adapted from Ackerman-Anderson and Anderson's *Conscious Change Leader Accountability Model*, 2010b, p. 15

Individual interactions – or interactions with oneself – may be difficult to monitor and will rely

on self-reporting such as "I am feeling encouraged by this particular change" or "Having such change imposed is really upsetting me." This will require a level of trust between the leader and the members of the change team.

An early responsibility of a change leader is to determine whose voices need to be heard throughout both the planning and execution of the implementation strategy. This includes those who are seeking access (Braundy, 2011) as well as change makers, champions, and communicators. A sample Project Community has been mapped in Figure 13, identifying relationships between and amongst interested and impacted parties. For the purposes of this OIP, I have positioned myself in this community as the Change Leader. As a member of both the Working Group and the Change Leadership Team, the Change Leader is a pivotal liaison. In collaboration with key members of the Working Group, the Change Leader's responsibilities will include:

- designing processes to minimize resistance (perceived threat to core human needs such as security, inclusion, power, control, justice). Schein (2017) identified this resistance as *learning anxiety* related to threats to psychological safety and stressed that these threats must be minimized by careful design for a cultural change to be successfully implemented.

- intentionally creating a Working Group with representation from interested and impacted sectors (equity-seeking groups, industry, management, registration & admissions). Some of the members of this Working Group may volunteer, but recruitment should also be targeted so that representation is as inclusive and diverse as possible.

- monitoring interactions of all levels as illustrated in Table 6

- ensuring that each activity related to the change process is both integrated and purposeful and builds towards the next activity, creating momentum

- monitoring progress, timelines, level of engagement, and obstacles

- creating measuring and reporting mechanisms

- benchmarking EDISJ progress by using the GDEIB tool (see Figure 4)

- recording and charting change with Admissions data provided by Institutional Research

- liaising with the Sponsor and the Change Management Team regularly to update

- working with the Communication Lead to regularly inform interested and impacted parties via platforms such as website, press releases, and social media posts

Figure 13

Project Community Map
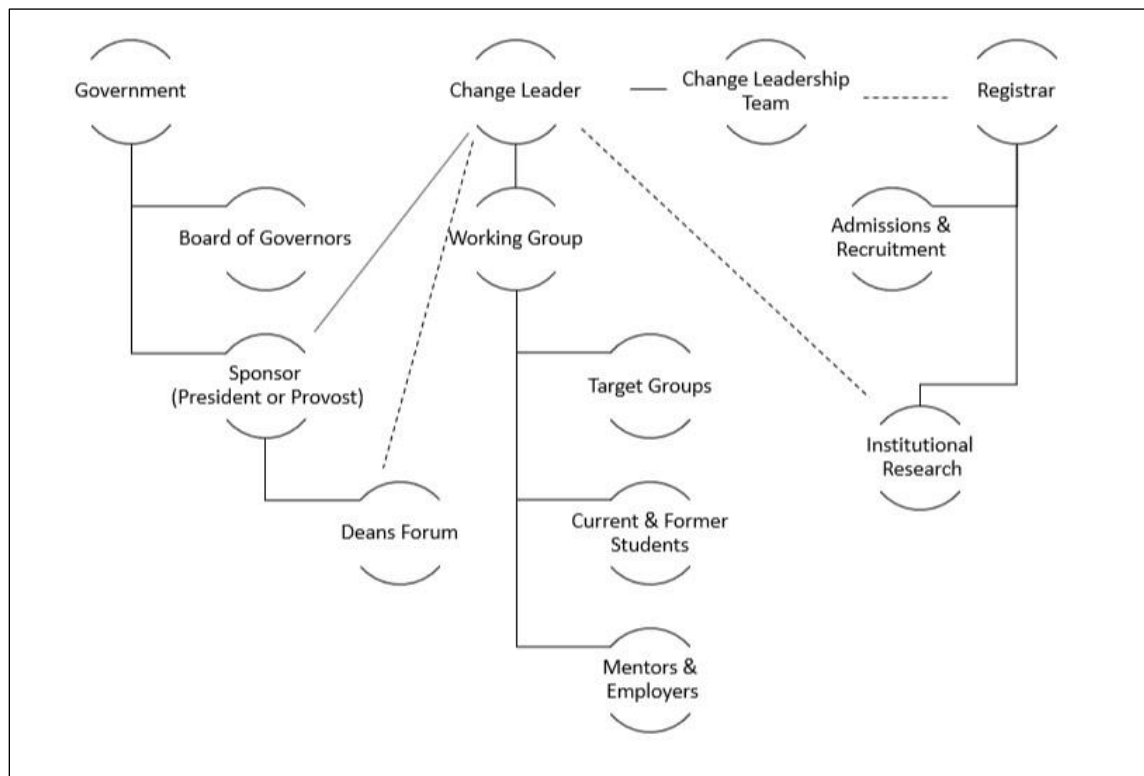
Note. A solid line represents a direct or reporting relationship, whereas a dashed line indicates an indirect relationship or pan-institutional relationship.

Roles, Responsibilities, and Resources

Figure 14 identifies the participants in the Working Group; however, we will need to be flexible enough to expand or contract as the implementation plan proceeds. The tasks and structure of the change team (Working Group) will depend on its composition and purpose. Cawsey et al. (2016) advocate that the team be self-managed if it is highly committed, properly resourced, and authorized to do the work.

The members' skills, personalities and personal beliefs in the change process and outcomes are all key factors for success. As Ackerman-Anderson and Anderson (2010) caution, it is important to avoid over-bureaucratization of the Working Group structure. Structures and processes should make the change process easier, not more difficult.

Figure 14

Working Group Members
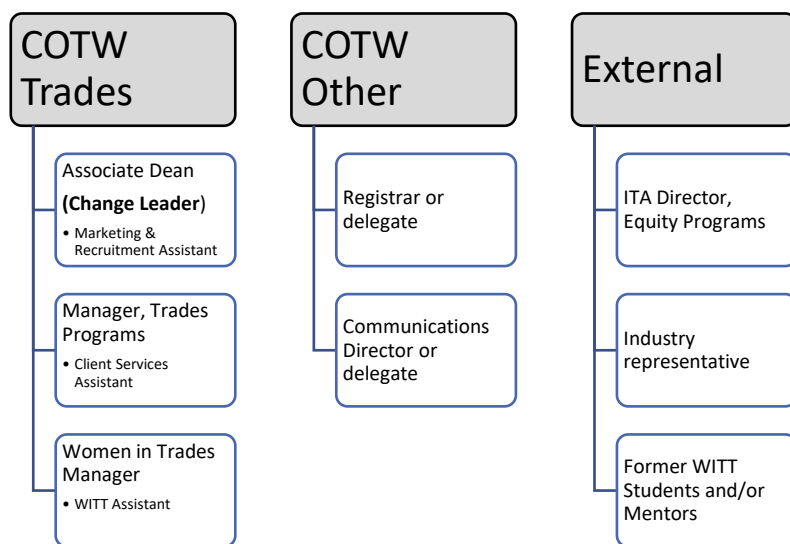
Once the Working Group has been formed, we will need to spend time identifying our governance structure: the collective and individual boundaries, authority, roles, and tasks, also known as "BART" (Green & Molencamp, 2005). These decisions will need to be recorded and archived in minutes and then reviewed during the subsequent meetings as part of the monitoring process. Examples of these decisions and directions are provided below.

Identifying and adhering to clear *boundaries* will be key to the success of this pilot project. Green and Molenkamp (2005) include time, tasks, resources, and territory as examples. As the Working Group will be comprised of individuals passionate about creating positive change for women in trades, determining the actual scope of this project may be a challenge, but is an important boundary issue (Bach, 2020). Currently, I propose starting with two programs that historically have the lowest number of women successfully admitted: Carpentry (Construction) and Plumbing, but we will finalize the pilot programs as

a group. Other important boundaries will relate to the time to be allocated to this project, both on a daily/weekly basis, but also in terms of the interim and end goal dates. Regular weekly meetings will be scheduled for the first three months; it is likely these will be reduced to bi-weekly as the project progresses. The Sponsor of this project (either COTW's President or Provost) will expect regular reports on the progress and successes of this pilot, and this expectation will inform the time boundaries. More detailed information is found below in the *Timelines* section.

As identified in Chapter 2, there are resource risks attached to this pilot project. Assuming that the Working Group determines that a preferred or reserved pathway for admission for women is desired, there is a potential loss of tuition revenue if the project is unsuccessful or slow to catch on. The Working Group will require a significant amount of time to meet, plan, communicate, implement, and assess its final strategies. There will be some minor financial considerations for the Group's meetings such as nutrition and presentation supplies. A more substantial fiscal contribution may be required for marketing and promotion, travel throughout the region, and possible social events to attract students or gather students together once admitted. Other resources, as listed by Lewis (2019) that may need to be obtained or allocated for this project include physical (such as PPE that fits women properly), emotional (such as patience, problem solving), and political (having a supportive sponsor will make all the difference). **Table 7** summarizes the potential resources and supports required for this change implementation plan.

Table 7

Summary of Resources and Supports

Resources	Description/Purposes	Estimated Amount Per Year
Human	Project lead (.25 release time) Working group members Student members (honoraria)	In-kind contribution In-kind contribution $2,000
Recruitment & Marketing	Paid media Brochures, banners, rack cards Meetings – snacks, coffee, etc. Formal announcements Recruiting events	$15,000
Lost revenue	Waived entrance fees ($30/applicant)	$600

Resources	Description/Purposes	Estimated Amount Per Year
	Waived assessment fees ($30/applicant)	
PPE	Steel-toed boots Hi-visibility vests, toolbelts, etc. (Budget $500/participant)	$5,000
Other	Mileage Cell phones, etc.	$1,000
TOTAL (to be obtained through grants if possible)		$23,600

I have identified myself as the Change Leader as I am at once advocate, ally, accomplice, and leader. I also acknowledge that the Group may determine that there is someone with more formal or delegated *authority* or lived experience as a woman in the trades who could share leadership. Authority refers to the leadership position, but also to assigned or delegated tasks. It will be critical to confirm with the institution's Senior Leadership an individual who will speak on behalf of the institution as a change champion.

The Working Group's *roles* are two-fold: the individual role that each person holds at COTW and the responsibilities within that which need to be massaged to make room for this project, and the role within the Group itself. Roles include Communications Officer, Recorder, Archivist, Researcher, Chair, Member-at-Large. It will be beneficial for the Group to develop clear descriptions of the responsibilities of each role, whether formal or informal. We will do this together.

And finally, the Group will dedicate time to identifying the primary and survival *tasks*. The primary task is the focus of the pilot project: to identify and mitigate barriers to unequal participation by gender in Carpentry and Plumbing Foundation programs by examining and modifying recruitment, application, and admission processes. The survival task is secondary, but is also important, as it speaks to the need to keep the Working Group alive and well, avoiding stagnation or overwork. As identified in **Table *6***, one of the Change Leader's responsibilities is to provide accountability to the group and to the work by monitoring internal and external relationships and activities with AI utilizing personal check-ins throughout the project's duration. Identifying and celebrating wins, either small or large, will also help move the primary task forward as it ensures the ongoing survival of the Working Group.

Timelines

I envision this pilot project as having a time boundary of 12-18 months from the formation of the

Working Group to the implementation of the Group's primary tasks, including monitoring and adjusting.

Ideally, the pilot will have a significant positive result on the number of women applying for and being

admitted into trades programs, and the implemented processes and practices can become formalized.

(Potential next steps will be discussed at the end of this chapter.) **Table *8*** presents a draft timeline for the

pilot project that can be presented for consideration to the Sponsor and Working Group, following the

phases of the Change Leader's Roadmap. It should be noted that this timeline will become more defined

through consultation and collaboration with the other members of the Working Group.

Table 8

Change Implementation Timeline

Phase/Timelines	Main Activities	Sample Milestones
I – III	See **Table 5**	Completed prior to August 2022
IV. Design the Desired State *August 2022 – December 2022*	• Confirm sponsor & identfy main tasks and responsibilities • Create Working Group • Clarify strategy and focus; timelines; target groups/scope • Quantify objective (number or percentage increase) • Conduct collective visioning strategy • Develop Working Group BART • Research relevant best practices • Finalize change strategy: content, people, process • Communicate desired state	• Group has formed successfully, with representation from interested and impacted parties, communicators, change champions, and subject matter experts (SMEs); BART are discussed, agreed upon, and adjered to • Best practices at other institutions across Canada are researched and presented to the Working Group • Group finalizes strategies, timelines • Change leader works with Public Affairs (PA) to build internal and external communication strategy; presents to the Group for final decisions • Government (ITA) is involved or consulted
V. Analyze the Impact VI. Plan and Organize for Implentation *January 2023 – April 2023*	• Identify magnitude of change • Identify impact on COTW - culture and people (workload) • Create impact solutions and action plans; integrate into Implementation Plan • Re-examine logistics (resources needed; timeline, etc.) • Finalize Implementation Plan • Communicate Implementation Plan	• Scope and impact are determined and communicated • Graphics and promotional materials are developed according to COTW Style Guide • Logistics are reviewed • Group check-ins are consistently held and a safe space is held for conflicts or concerns to be brought forward and resolved • Implementation Plan is finalized and communicated through internal and external (including social media) channels

Phase/Timelines	Main Activities	Sample Milestones
VII.Implement the Change *May 2023 – December 2024*	• Implement all components of the pilot project • Change Leader: monitoring & course correction • Working Group: • Communication	• Recruitment, application, and admission strategies are implemented for two test programs for at least 12 months • Data is collected and analysed • SMEs are consulted about impact of pilot project on students and instructors • Women admitted because of this project are surveyed about their experience and recommendations • Course corrections are done, if possible, as the pilot proceeds

Potential Challenges and Mitigation Strategies

Changing enrolment policies and practices to attract and benefit a specific group of people delineated by a specific characteristic such as age, gender, socioeconomic status, race, or immigration status, will be a cultural change requiring structural changes as well. As such, this specific solution will be challenging to design and implement (Cawsey et al., 2016). Cultural change impacts content, process, and people (Ackerman-Anderson & Anderson, 2010), and plans to mitigate challenges need to be drafted prior to implementation and then adjusted accordingly during implementation.

There is likely to be some negative commentary about an identified group receiving "preferential" treatment. With the EDISJ focus of the new strategic plan, however, these comments can be addressed directly both informally and through the communication plan, which is described in greater detail below. Should individuals feel that their own livelihood or educational opportunities are at risk, they may experience anxiety or fear for their own successes. Solutions must be crafted and delivered in a respectful manner so as not to alienate anyone further. Schein (2017) states that it important to avoid placing one position or cultural assumption above the other or labelling either as wrong or right.

The bureaucratic nature of a post-secondary institution does not lend itself easily to structural or systems changes. For the proposed solution, there will be a number of systemic changes to be crafted and implemented, and many of these changes will involve more than one department and/or supervisor. Creating and distributing recruitment materials that highlight equity-seeking groups will be done easily,

as the Marketing Assistant reports directly to my position, and we have been working on this task for a number of years. However, COTW has little control over the application and admission process, as all PSIs in the province now use a common application portal. It remains to be seen if COTW can modify its own application process to indicate that the potential student is a woman. However, this project will require a separate, paper-based, application system, potentially making it more difficult to collect data. To have accurate information, data collection systems or processes will need to be closely examined, in consultation with IT, Institutional Research, and the Registrar's office. Reporting and approval structures will be difficult to navigate unless clearly delineated and adhered to throughout the project. Reviewing the efficacy of these decisions will be one of the areas requiring monitoring, as will others to be discussed in the next section.

<div align="center">**Change Process Monitoring and Evaluation**</div>

The purpose of this section is to describe how COTW's change plan for balancing gender enrolment in trades programs will be monitored and evaluated for growth, challenges, and degree of change. This OIP uses Markiewicz and Patrick's (2016) Monitoring and Evaluation Framework in addition to Ackerman-Anderson and Anderson's (2010b) Conscious Change Leader Accountability Model. It also applies appreciative inquiry (AI) principles in conjunction with Ackerman-Anderson and Anderson's (2010b) Change Leader's Roadmap, which is the change process model used throughout this project's lifecycle.

Before examining Markiewicz and Patrick's (2016) Monitoring and Evaluation Framework, and its role in this OIP, it will be helpful to distinguish between monitoring and evaluation as processes. Although connected and complementary, these two processes have distinct roles and functions. Whereas monitoring asks whether we are doing things right, evaluation asks if we did the right things (Adhikari, 2017). *Monitoring* starts at the beginning of a project and is a continuous, typically internal process that "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…and is primarily used to support management and accountability

purposes" (Markiewicz & Patrick, 2016, p. 12). *Evaluation* is a periodic process that uses the information gathered from the monitoring activities to focus on benchmarks and objectives, and, therefore, is often used to make judgements and recommendations (Markiewicz & Patrick, 2016). Evaluation identifies successes and failures, and the reasons for such, as well as learning that can be obtained from both. As well, evaluation, which is often conducted retrospectively (Markiewicz & Patrick, 2016), has a "decisive role in helping organizations foster faith, belief, and confidence among constituents" (Bolman & Deal, 2017, p. 290). To avoid the disconnection that can happen with these two processes, I propose to follow Markiewicz and Patrick's (2016) "integrative complementarity" (p. 17) by designing or identifying a set of common tools, methods, and questions prior to the start of the project to explore its appropriateness, effectiveness, efficiency, impact, and/or sustainability. These terms are selected in the fifth field of the Input Form in Figure 15.

Such a Monitoring and Evaluation Framework will allow for evaluation and monitoring results to inform one another, providing a more holistic view of the ongoing progress and challenges as well as the end results. The final report should be a culmination of all the interim reports rather than a surprise ending.

Developing a Monitoring and Evaluation Matrix

Markiewicz and Patrick's (2016) Monitoring and Evaluation Framework includes a number of major development areas including an introduction, development of both program theory and program logic which then leads to the creation of questions and plans. Additionally, data collection and analysis and communication plans need to be developed. These stages have formed the spine of my Monitoring and Evaluation Matrix (see Figure 15 and Appendices C and D), which I have then expanded on to include elements of the Change Leader Accountability Model and Appreciative Inquiry's questions and perspectives.

A conscious change leader needs to pay attention to and value both internal human dynamics and external organizational factors by taking a whole systems approach (Ackerman-Anderson & Anderson,

2010b). Many of the tasks identified in Markiewicz and Patrick's (2016) Monitoring and Evaluation Framework would be classified by Ackerman-Anderson and Anderson (2010b) as "external reality" (p. 13) or organizational factors. Incorporating elements of the Change Leader Accountability Model (**Table 6**) will ensure that "internal reality" (Ackerman-Anderson & Anderson, 2010b, p. 13) aspects of the change process are also monitored and evaluated. These internal realities include individual mindset and the collective culture, while the external realities include individual behaviour and collective systems. An effective leader will be mindful of the "four quadrants of change leader accountability" (Ackerman-Anderson & Anderson, 2010b, p. 15). This mindfulness will be an important element of a successful evaluation practice, as will be ownership of processes and purposes, sufficient resourcing, and capacity building (Markiewicz & Patrick, 2016).

As the desired change is both cultural and transformational, the Working Group must ensure that all activities are intentional and integrated. Moving towards a desired, but as yet unknown, future state is impossible to achieve through simply a series of random or isolated events (Ackerman-Anderson & Anderson, 2010a). Appreciative inquiry (AI) was developed by Cooperrider and Srivastva (1987) as an iterative, generative learning process that begins with a positive frame of reference and then builds upon successes (Ridley-Duff & Graham, 2015). Using the 4D questioning model of AI (discovery, dream, design, and destiny) will allow the Working Group to start with an audit of what is working and dream about and design what is possible. Figure 11 illustrates my concept of AI questions wrapped around the main phases of the CLR being used in this OIP.

Using Microsoft Access, I have created a Monitoring and Evaluation Matrix that incorporates key design elements and principles of AI, Ackerman-Anderson and Anderson's (2010b) Change Leaders' Roadmap, Markiewicz and Patrick's (2016) Monitoring and Evaluation Framework, and all 15 GDEIB benchmarking categories (although I have limited this OIP's use to the first three categories, as noted earlier).

While using this Matrix to design systematic change, the user(s) can identify the types of questions, sources, targets, outcomes, as well as identify timelines and key personnel. Information can be

entered on an input form, the design of which is found in Appendix C: Database Input Form (Design

View) and a completed example which is illustrated in Figure 15. Sections which are able to be completed

and then reported upon are indicated by red, bolded text. The database will be shared in Microsoft Teams

with all Working Group members. Data can then be queried and analyzed, making this Matrix a

beginning-to-end tool for monitoring and evaluation, and one that can now be used or modified for other

change processes at COTW.

Figure 15

Monitoring and Evaluation Matrix Data Input Form Example

Monitoring and Evaluation Input Form

| CLR Phases	AI Category	
Implementation	**Dream**	
Appreciative Inquiry Questions		
What might it look like if women were actively recruited for trades training?		
Change Leader Roadmap Quadrants	Question category (from Markiewicz and Patrick)	
Collective Systems	**Appropriateness**	
Framework questions (see Table 9)		
To what extent did the target audiences engage with social media?		
Monitoring or Evaluation	GDEIB Category	Focus
Both monitoring and evaluation	**Structure and Implementation**	**Recruitment materials**
Indicators	Sources	Targets
Gender balance in marketing materi	**Social and paid media**	**25% increase in social media engagement**
Key personnel	Timelines and deadlines	
Marketing & Recruiting	**Monthly reports**	
Notes		
Data analytics from Facebook ads, Instagram posts, Google ads (engagement and click-throughs)		

Note. Author-created database using Access software

       This Matrix also allows for some flexibility in one's approach to monitoring and evaluation

design, as there are multiple starting points from which one can start this process, whether from an

appreciative inquiry perspective, a change process or accountability perspective, or an EDISJ perspective.

Figure 16 shows the relationships between all the different elements of this Matrix, illustrating my wish to have an interconnected, flexible framework with which I could design monitoring and evaluating. As Markiewicz and Patrick (2016) note, tools for monitoring and evaluation need to be user-friendly; although the Matrix looks complex and did take a fair amount of time to construct, it is easy enough to enter data. Creating and analyzing queries and reports will take more time and attention, but that will be part of my role and responsibility if there are no others in the Working Group with the training to perform these tasks. For example, I would need to explain that the "Accountability Quadrant" in the top left of the "Relationship" map in Figure 16 refers to the four quadrants found in the Change Leader Accountability Model in Table 6: Individual/Mindset; Individual/Behaviour; Collective/Mindset; and Collective/Behaviour. Further, "ID" is a database mechanism that eliminates duplication of data when enacted. These terms as well as how to enter and report on data will need to be explained to those inputting and collating data.

Figure 16

Monitoring and Evaluation Matrix Relationships
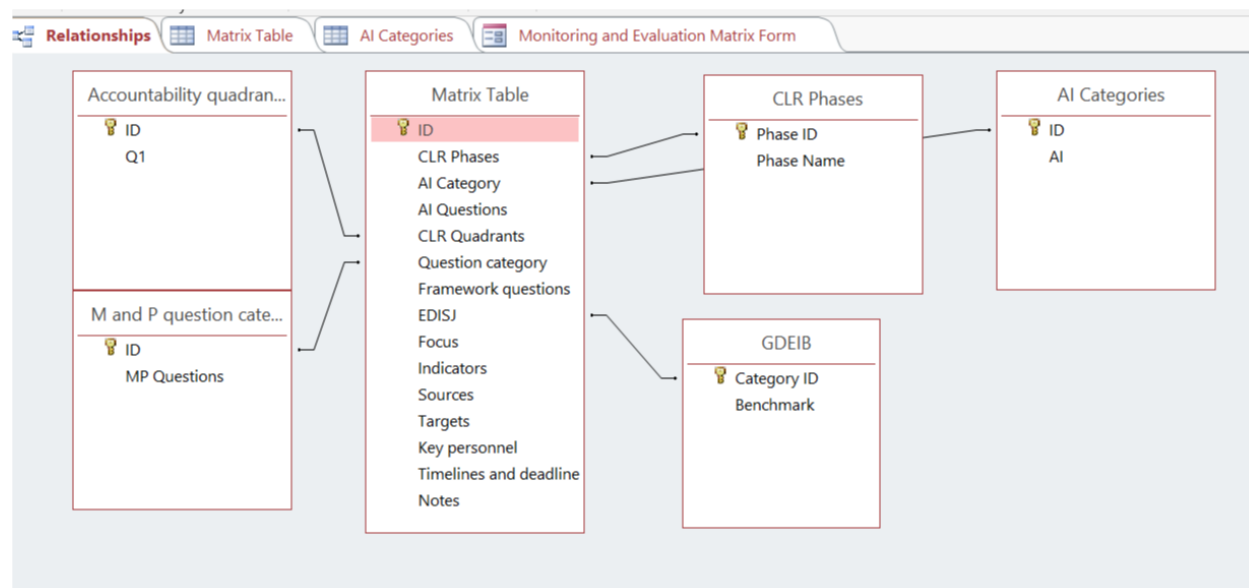
Note. Author-created database using Access software

Using the Monitoring and Evaluation Matrix

I chose to build the monitoring and evaluation framework for this pilot project using the five

question categories from Markiewicz and Patrick (2016) as my starting point: appropriateness,

effectiveness, efficiency, impact, and sustainability. For each category, I then reflected on where in the

change process each would best fit, acknowledging that there would be cross-overs and duplications

moving through. Rather than force a fit, I chose to leave categories blank at times, recognizing that the

Matrix was malleable enough to return with more information especially once the other members of the

Working Group are able to work on this together. Completing the work of this matrix will be a

collaborative task; therefore, these early design decisions will need group consensus prior to

implementation and formalization.

As EDISJ is central to the core values of this project and OIP, I chose to identify a GDEIB

benchmark within which each category or question could be placed, acknowledging that a key objective

to the institution is to evolve in this area and move "up" the benchmarking scale. It was helpful to have

the positive influence of AI as a touchstone, as this kept the process from becoming a series of complaints

or concerns, but instead refocused each category as a positive opportunity. Not all categories merged

seamlessly, but having this multi-pronged tool was useful. The ability to enter data and then create queries

and reports is also helpful, as users can extrapolate categories as needed. Having moved through this

process once, I can see that the matrix will be useful in my day-to-day work life, as I can apply it to

different strategic questions over which I have authority.

Once questions for both monitoring and evaluation are created and categorized, it is then possible
to create spreadsheet reports such as the report in

Appendix D: Monitoring and Evaluation Matrix Report Sample. A snapshot of that full Excel

report is shown below in **Table *9***.

Once gathered and collated, information can be used as a part of the Communication Plan, which

will be discussed in the next section. Both formal and informal documents can be created with this Matrix

providing the backbone of the information. Having one centralized clearinghouse for data will also help to

reduce errors when monitoring, evaluating, and reporting. So as to hold true to the EDISJ principles of this project, it will be important to review and explore elements of the monitoring and evaluation framework with interested and impacted parties. There may be colonial or other biases that are not apparent to the Working Group, but which may be illuminated with consultation and collaboration.

Table 9

Sample Monitoring and Evaluation Report

Question category	Framework questions	Focus	Indicators	Sources
Appropriateness	To what extent did the target audiences engage with social media? To incoming or existing students: what influence did social media posts have on your decision to explore Trades training?	Recruitment materials	Gender balance in marketing materials	Social and paid media Survey of Gateway students
Effectiveness	To what extent did recruitment materials lead directly to the Apply Now webpage? How many applied? How many reached out for more information?	Recruitment Materials	Number of applications	Website; data analytics
Efficiency	Were the recruitment materials produced and distributed within budget?	Budgets	Cost per successful application	Admissions; data analytics
Impact	How many more women applied and were admitted to trades programs year over year?	Admissions	Class lists	Admissions, IR
Sustainability	Is there evidence that this project's goals and objectives can be extended to additional trades programs? Other programs beyond the Trades Portfolio?	Develop plans	Interest from Department Chairs; students	Surveys

Note. Question categories are adapted from Markiewicz and Patrick (2016)

Measuring Results

The Canadian Apprenticeship Forum (CFA-FCA) is a non-profit organization focused on increasing the number and diversity of apprentices across the country. As noted by CFA-FCA, the overall

number of male and female apprentices in the three key areas of construction, manufacturing, and transportation has decreased significantly between 2014 and 2018 (see **Table *10***). These dramatic deceases are a concern for many educational institutions such as COTW and employers.

Table 10

Total Number of Apprentices in Construction, Manufacturing and Transportation Sectors (Nationally)

Trades Sector	2014	2018	Difference (numeric)	Difference (percentage)
Construction	242,256	226,350	-15,906	-6.6%
Manufacturing	47,256	36,783	-10,473	-22.2%
Transportation	58,311	51,354	-6,957	-11.9%

Note. Source: Statistics Canada (2020, Sept. 29)

Provincially, there has been an increase in overall and female percentages for both the trades selected for this pilot (carpentry and plumbing). However, as **Table *11*** clearly identifies, male apprentices continue to outnumber female apprentices in both trades by a significant margin. And, as noted by Canadian Apprenticeship Forum- Forum Canadien sur l'apprentissage (CAF-FCA), these numbers cannot be extrapolated to show how many women enter trades training and then fail to convert to registration as apprentices. In general, the percentages are lower than for men. There is room for improvement, and the slow progress can be frustrating indeed.

Table 11

Female Apprentices in Carpentry and Plumbing (Provincially)

Trade	2014 Total	2014 Female (#)	2014 Female (%)	2018 Total	2018 Female (#)	2018 Female (%)		
Carpentry	6201	255	4.1	7230	375	5.2		
Plumbing	5529	159	2.9	6641	213	3.3		

Note. Source: Statistics Canada (2020, Sept. 29)

As a snapshot of the institution's enrolment and registration of apprentices, in the Fall 2020 term, there were only 3 female carpentry apprentices (out of a total 95) registered in technical training at

COTW. Representing 3 percent overall, this is significantly lower than the 8 percent of female apprentices in carpentry provincially. And, similarly, the plumbing program for the same period had just 2 female apprentices out a total of 65. While COTW's 8 percent overall of female apprentices matches that of the province, it is clear from the data previously presented in **Table *4*** that there are some trades that skew this number upwards. At COTW, approximately 17 percent of Foundation (pre-apprenticeship) students are female. If these Foundation students converted to registered apprentices, that would be a positive result. Although this is outside the parameters of the pilot project, it would be worthwhile to explore the reasons behind the low conversion rate.

Data collection methods for the evaluation processes will be both qualitative and quantitative, which will help to provide a more holistic view and "offset the limitations of using either data set on its own (Markiewicz & Patrick, 2016, p. 166). As this pilot project has three distinct foci (recruitment, application, and admission), the methods and data instruments will likewise need to be clearly delineated. As the Working Group will have a role to play in determining the actual implementation plans, the methods suggested below will require discussion and consensus. However, it is reasonable to assume that most, if not all, of these methods will be used to determine the degree and scope of the pilot project's success.

Current recruitment materials such as banners, rack cards, images, and text on the COTW website and social media platforms will be reviewed for gender balance (how many men and women in the photos and text) pre- and post-project. Intersectionality should also be measured here, as having strictly white women portrayed as current or future tradespersons is exclusionary. Recruiting materials themselves, including those discussed later in the Communication Plan, may tell a story either through graphics, narrative, or a combination of both. It may be appropriate to survey a WITT Gateway (pre-Foundation) class with questions such as, "Did you see yourself in any of the recruiting materials?" "What do you see when you look at these posters, banners, and brochures?" These female students, who have already invested their time in exploring trades as a potential educational choice, are an excellent audience for a

longer-term qualitative study. Focus groups, case studies and/or semi-structured interviews would all be worth exploring (with the appropriate permissions in place).

Should the Working Group determine that application fees should be waived for female students wishing to enter Carpentry or Plumbing Foundation programs for the duration of pilot project, then there will be some pre- and post-tracking opportunities. Qualitatively, it would be worthwhile evaluating whether either the application fee or the process itself is a barrier for female students wishing to study trades. This information may be best gathered through an anonymous survey or a one-time questionnaire.

COTW's internal data indicates that women are applying for trades programs, including Carpentry and Plumbing. However, with 6 seats out of every class of 16 Foundation students reserved for high school students in the dual-credit stream, there are only 10 seats available to the non-high school student. As COTW is a first applied/first admitted institution for trades programs, many women who do apply fall outside of those 10 available seats. It may be illuminating to examine how many women would be offered admission should some or all the dual-credit reserved seats be removed from the admission processes. The Working Group may determine that this is outside the purview of the pilot project, or it may recommend that unused dual credit seats be offered to women or those who identify as women.

An analysis of interested and impacted parties, including members of the Working Group, may provide rich information for evaluation. Narratives and stories of change may strengthen the messaging of the Communication Plan.

Plan to Communicate the Need for Change and Change Process

The Communication Plan is structured to inform interested and impacted parties as opposed to the colonial term "stakeholders." The term "interested and impacted parties" acknowledges that there are those who are interested and want to know, as well as those who may not be interested but still need to know because the change impacts them either directly or indirectly. Candid, frequent, and accurate communication will help this change process succeed (Ackerman-Anderson & Anderson, 2010b). The Working Group will either include a Public Affairs team member or will build a strong liaison for

communication purposes. We will create mechanisms to record, track, and disseminate information, whether internally to the Group members or other COTW employees, or externally to any of the interested and impacted parties. The target audience(s) will change depending on the nature and timing of the communication. Careful, clear communication is essential to creating the "critical mass of support" (Ackerman-Anderson & Anderson, 2010b, p. 139) amongst influencers within the institution. By being aware of potential negative political dynamics, and by designing key messages to deal with these concerns, the Working Group will be prepared for challenges, negative messaging, and outright dismissal of the pilot project's goals and objectives. As interested and impacted parties recognize that their concerns and needs are being considered through the planning and implementation of this cultural change, they are more likely to support the project.

In 2010, Ackerman-Anderson and Anderson identified that there are two critical information requirements: (1) creating new information that will form the project's desired outcomes, and (2) effectively managing project information throughout the project's life. An effective communication plan will help set realistic and achievable expectations and objectives early in the change process (Dietrich, 2020), while Lewis (2019) cautions that poor communication such as the presentation of disorganized, excessive, or contradictory information, is often blamed for organizational change failures. The Working Group's communication tasks and needs will evolve prior to, during, and after the launch of the tentatively namely Success in Skilled Trades Entrance & Recruitment Strategies (SISTERS) project, as discussed below.

Pre-Launch Communication

"Information generation is critical to conscious change leadership" (Ackerman-Anderson & Anderson, 2010b, p. 143). Using the CLR nomenclature, the "Pre-Launch" includes both the "upstream" and "midstream" changes (see Figure 7 for reference). As an early communication activity, the change leader will issue a call for members of the Working Group. Once the Group has come together, we will spend time developing a common vocabulary as a way of developing a shared understanding of the

project and its objectives and goals (Bryson, 2011). Having this shared understanding, supplemented by terms, phrases, and key messages will allow the communication plan to stay focused, even as the change process moves through its cycle. Prior to or during Phases IV (Design the Desired State) to VI (Plan and Organize for Implementation), a Communications Subgroup will draft and present the communication plan to the larger Working Group; the Group will then conduct an AI cycle, aiming for innovation, clarity, and strategic alignment. This plan for the project's formal communications will include processes, objectives, goals, strategies, timelines, challenges, key messages or positioning statements, costs, tactics, and metrics (Dietrich, 2020).

A feedback mechanism should be determined or designed during the pre-launch to provide employees and other interested parties the opportunity to express their concerns or support. People will need time to understand and absorb, hopefully accept, or embrace, the changes to the organization; therefore, creating opportunities for engagement and critique is key to successful change management within a learning culture (Buller, 2015; Cawsey et al., 2016).

The main objective of any communication plan is to increase conversions (Dietrich, 2020); in this case, to increase the number of girls or women who are attracted by appropriate recruiting materials who then apply for Trades programs and are then converted from applied to admitted students. Whether the Working Group determines that the pilot project be a female-only cohort or consist of a direct pathway into reserved seats, the methods and measurements or metrics need to be clear enough to inform future projects. As part of the consensus model of leadership at COTW, significant projects that may impact other portfolios' operational decisions must be brought to the common table for discussion prior to start. This pre-launch presentation will include information about budgets, benefits, timelines, and the composition of the Working Group.

There are a number of **key messages** to be developed for the launch of the SISTERS project; some will be designed to alleviate the resistance, anxiety, or barriers that change proposals create (Bowes, 2021). As this project focuses on providing one equity-seeking group increased access to a program, there may be detractors who either worry about their own access to the same program, or those who do not

understand why such a pathway is even required. A direct connection to the EDISJ focus of COTW's new strategic plan must be consistently identified, to position the project with the institutional strategy. Other positioning statements will be designed to reach specific target audiences, including potential students and/or their main influencers, family members, teachers, or employment counsellors.

Current messaging provincially and nationally focuses on opening skilled trades to more women to alleviate the current and future skilled labour shortages. The construction sector alone is estimated to be facing a shortfall of more than 250,000 worker by 2027 nationally (Gyarmati et al., 2017). Even with alarming statistics such as these, it will be important to avoid the commodification of students as customers or future workers (Austin & Jones, 2016). There is a long-standing perception of vocational education as training for employment, but the key messages will need to be crafted to include the benefits of EDISJ in the institution. As Bach (2020) states, creating opportunities for equity and diversity through a creativity and innovation model can help to connect the project's goals for success to individual and institutional success. By aiming for institutionalization of this project's goals, and by communicating this goal from pre-launch to post-launch, the EDISJ objectives and goals are more likely to become part of COTW's culture.

Key messages or positioning statements will need to be crafted to alleviate concerns, promote benefits, and attract a wider range of potential student. Part of the Working Group's responsibility will be to examine current recruitment materials for inclusion and diversity. The Group may decide to create appropriate recruiting messages, and if so determined, must ensure these do not have subtexts or microaggressions such as having a photo or video of a white female student change the brakes on a car while a female student of colour stands by and observes. Microaggressions are typically phrases that appear to be neutral, or even positive, but which have deeper historical or cultural meanings for some racial or social groups who hear or read them (Bowes, 2021).

As a **tactical** decision, the Working Group will use Spin Suck's (2020) PESO Model as seen in Appendix E: PESO Model to determine which paid, earned, shared (social) media channels will be combined with owned media (content) to provide impact and information throughout the project's

lifecycle. In this pre-launch phase, the Communications Team may develop content (owned media) focusing on the opportunities for high school girls, then publish this on the appropriate social media channel(s) such as TikTok or Snap Chat. To amplify the shared media's reach, we may pay for advertising on Instagram, Google, or Facebook. If the shared or paid media captures attention, we may be approached by traditional media (newspaper or radio, for example) to legitimatize the content. By planning the media cycle using this model, the Communications Team can identify costs, challenges, and potential target audiences. To maintain ownership of the content, we will follow Dietrich's (2022) recommendation and post content first on our own website, which we will develop in coordination with our Public Affairs department.

Measuring success will require **metrics** such as hard data from social media, emails to a specific email address set up for this project, clicks on Google ads, engagement with social media posts, and attendance numbers from information sessions, and application and enrolment statistics before, during, and after the launch of the project. As well, positioning on the three GDEIB categories mentioned in Chapter 1 will be identified at each stage of the project: (1) Vision, Strategy, and Business Impact, (2) Leadership and Accountability, and (3) EDISJ Structure and Implementation. Category (9) EDISJ Communications will also be benchmarked by the Communications Subgroup throughout the change cycle of the project. Growth or evolution in all GDEIB categories will be highlighted on a website or social media account dedicated to this project as well as reported regularly to the sponsor and the Board.

Launch Communication

As the project moves forward to CLR's Phase VII, *Implement the Change¸* also known as the launch phase, press kits and other materials will be developed and formal announcement events will be scheduled in consultation with the funding branches of government (the ITA and AEST), which may require a press embargo or delay until specific release conditions, including date and time, are met. Other details will evolve as the project moves to a public-facing launch, but it will be important for all launch communications to include quotes from a high-ranking person in COTW to indicate institutional support

(Wallace Foundation, n.d.). The key purposes of the launch phases are to communicate the need for change, including the ideal future state, and to acknowledge, welcome, and manage resistance (Burke, 2013).

Lewis (2019) posits three key processes for communicating during organizational change: information dissemination, input solicitation, and socialization. While formal communication opportunities such as press releases, public announcements, surveys, celebrations, and recruitment material will need to be created and aligned to the goals and objectives of the project and COTW's strategic plan, attention will also need to be paid to the informal communication opportunities. Lewis (2019) argues that informal communications, or those created and dispersed without formal authority, have the potential to influence or direct the outcome of the project.

The sample communication plan (Table 12) identifies the Working Group's objectives and goals for the launch phase, including educating and informing the target audiences about the project, its benefits, and the opportunities for participation. The goals need to be specific and measurable and support the identified objectives. To support diversity in recruiting materials, a goal may be to ensure that fifty percent of all images used for recruiting purposes be of women in PPE, on the tools, or otherwise actively engaged in a trades shop or classroom. A goal may be to obtain federal funding to offer a tuition-free carpentry class with an equitable gender balance, or to reserve and fill a specific number of seats in two different classes with women who have completed an entry-level Women in Trades Training (WITT) program. Goals need to be tied closely to objectives, and their joint presentation needs to be done strategically and intentionally.

COTW's positioning as a well-known trades trainer for women can be celebrated through storytelling of personal triumph or transformation. A well-constructed, believable narrative can resonate with audiences, contribute to democracy or civil society, and influence how people see the world (Kent, 2015). Citing Burke (1966), Kent (2015) argues that form (structure) and identification (content) merged into the classic beginning-middle-end of a story will help the audience remember the message and the storyteller. Facts and figures are important, but if just strung together without sequence or context, they

become meaningless and are unlikely to be remembered. But, wrap those same facts in and around the correct form like song, art, theatre, or, as in this case, a personal story of metamorphosis, and the narrative takes and holds shape (Kent, 2015). Changing recruiting, application, and admission policies and practices to increase the number of women in trades becomes about a woman who was able to leave the streets and rent an apartment, or about a woman who was able to break a cycle of addiction and find steady employment (as examples). During the launch, we will draw on past students to share their stories; as we move into the post-launch phase, we will continue to profile participants and share their stories. As momentum grows, we may decide to partner with secondary schools for "try-a-trade" events.

The British Columbia Association of Trades and Technology Administrators (BCATTA) is a strong collation of Deans, Associate Deans, and Directors that meets four times per year. We may wish to approach the BCATTA members for intentional partnerships and/or events promoting the inclusion of women in trades.

To hold true to critical theory, the launch communications need to go beyond story to identify and challenge power relationships that currently exist (Capper, 2019). When discussing gender inequality, power and privilege must be made explicit. This can be done through open dialogue, small group conversations, or formal language that asks people to consider benefits with these changes, and who benefits from the status quo (Capper, 2019).

Social media is a deinstitutionalized, dynamic, two-way method of sharing user-generated content (Stoycheff et al., 2017), and as such, carries potential for promotion but also harm. Negative comments on a social media post need a direct, reframing response; discriminatory or racist comments need to be removed. Younger generations are moving towards social media platforms that allow for anonymity, "which may influence the underlying processes that explain how individuals communicate, create, and share information" (Stoycheff et al., 2017, p. 974).

As communication plans are developed, evaluation and monitoring processes must also be developed and then enacted. Are the messages reaching their target audiences as intended? Are they persuasive, informative, or educational? Are the goals and objectives being met? And, if the answers to

any of the above questions are negative, why and what can be done? As we move through the Launch

phase, crafting and delivering key messages to meet our goals and objectives, we will also need to plan

for the Post-Launch phase.

Table 12

Sample Communication Outline (Launch)

Project:	COTW Women in Trades Pathway Project **SISTERS** – Success in Skilled Trades Entrance & Recruitment Strategies	
Launch Date:	May 1, 2023	
Project Community	Sponsor, Change Leadership Team, Change Leader, Working Group, Registrar, Admission & Recruitment, Institutional Research	
Project Goals	1. To diversify recruiting materials and target markets to broaden appeal and interest in trades training for all. All materials must have equal representation by women. 2. To identify and remove barriers to application and admission for equity-seeking groups into trades. Increase by ten percent. 3. To increase by 10 percent year-over-year the number of women completing trades training and transitioning to industry	
Communication Plan Objective	To create communications that: • Inform Sponsor and COTW Leadership about project, including budget, benefits, timelines, and reporting structure • Inform interested and impacted parties about the project, including information about shortages • Educate parents, teachers, counsellors/advisers, and high school students (both genders) about the positive elements of choosing to become a tradesperson • Inform interested and impacted parties about goals, milestones, achievements, and next steps • Celebrate successes and achievements (storytelling)	
Target Audiences	• ITA & AEST • Canadian Apprenticeship Forum • Employment Officers • Economic Development Offices • Friendship Centers • High Schools & School District Offices • COTW Board of Governors	• COTW Leadership & Deans • Other COTW employees • Potential & current students • Alumni & mentors • Parents • Interested and impacted parties
Message Type examples (PESO Model)	• Formal announcement • Event in carpentry shop with local radio and newspaper invited Instagram Reels or TikTok • Twitter, LinkedIn (paid/free)	• Facebook and Google (paid) • Hashtags • Website with short URL • Highway signs

Post-Launch Communications

Once our project has been launched, the communications strategy will consist of monitoring and analyzing contacts, expanding into possible new markets, and, most importantly, repeating the vision story over and over to convince interested and impacted parties (Burke, 2013). If there are some early direct or indirect successes in the project (such as a successful application of funding for a female-only Carpentry cohort), these milestones provide natural opportunities to reiterate and strengthen the message. Building on the success of the current WITT mentorship program, it will be valuable to connect interested and current students with industry mentors.

Once the pilot has been launched, discussions about next steps need to be scheduled and decisions need to be communicated. There will be a number of key decisions to be made, as outlined in the following section, which will then need to be reported upon. Regardless of the outcome, the project's sponsor, interested and impacted parties, and Working Group members will want to be informed of both the qualitative and quantitative results of the project. Should there be policy changes to be made, the proper reporting and application will need to be submitted to Education Council and the Board of Governors for their review and consideration.

There are currently a number of organizations that have resources devoted to increasing the visibility and number of women in traditionally male-dominated trades. While these are typically focused on the work in industry, there are communication opportunities for the training portion. For example, CAF-FCA has recently created a "National Strategy to Support Women in the Trades" (2020a). Part of this strategy includes a toolbox for elementary, high school, and post-secondary educators. There have been three national *Supporting Women in the Trades* (SWiT) conferences held since 2019, all of which I have attended. Future SWiT conferences will provide me with additional opportunities to discuss COTW's pilot and its trajectory. Aligning this project as well as future iterations to existing websites and social media posts will help to broaden our reach moving forward.

As both formal and informal communication products are released throughout all the phases of this project, they will be monitored carefully to determine appropriateness of the messages and media for

the targeted audiences and to ensure that there are opportunities provided for feedback (Markiewicz &

Patrick, 2016). Schein (2017) has identified a "commitment to full and open task-relevant communication

(p.347)" as key to the potential success of an organizational change. Although the Project Community

(Figure 13) illustrates, in part, a hierarchical structure, when all the community's members are

encouraged to interact with one another on project-related items, trust will be established, leading to a

greater opportunity for success (Schein, 2017), which will then create greater opportunities to move the

project's higher objectives forward.

Next Steps and Future Considerations

Realistically, mitigation strategies such as targeted recruitment, streamlined applications, waived

application fees and/or preferential (reserved) seats on their own will not create gender equality in trades

training (Meri Crespo et al., 2021). De Bie et al. (2021) recommend creating pedagogical partnerships so

that those seeking equity and social justice can be seen, heard, and acknowledged as "knowers" (p.27).

These partnerships will become an essential component of a true equitable future for women in trades.

It is well-known now that skilled labour shortage cannot be alleviated without care, attention, and

financial backing. The aging workforce, along with the "Great Resignation" prompted by the Covid-19

pandemic, is not being fully replaced by the historical apprentice (young, white males). Provincial and

federal governments have recently begun to call for funding proposals targeting women, youth,

immigrant, and Indigenous peoples who may be interested in trades. An appropriate next step for the

Working Group will be to evaluate how successful this initiative was and to determine whether it can be

scaled to other programs within the institution.

Contingent upon the results of this project, reasonable next steps include expanding the relevant

recruitment, application, and admission processes to all other Trades programs at COTW that have

historically imbalanced enrolment rates for men and women. This may include applying the same

practices to the historically female-dominated Pastry Arts program to actively recruit male students for

reserved or preferential seats.

A potential structural change that may benefit future students and apprentices is to evolve the WITT-focused group of employees into an actual department focused on serving equity-seeking groups with the budget and responsibilities that departmental status would accord. As noted above, there are significant funding opportunities for institutions that can create and offer employment-preparation Trades programs for women, youth, immigrants, and Indigenous peoples.

As identified in the Limitations section above, this pilot project cannot address all the systemic barriers that have historically limited the number or percentage of women entering trades education and employment. And, as Figure 17 illustrates, future projects could be focused at different intervention points along a continuum. These could include pre-recruitment activities such as camps, discovery days, or skills competitions targeted at elementary and/or secondary students and their parents, which could counteract the "under-promotion of and under-exposure to" trades as a viable future for girls and young women (Gyarmati, 2017, p. 40).

Future projects could expand to different trades programs, as noted above. The responsibility to equity-seeking groups once admitted into a program does not end with the first day of class, or even after the last day. Opportunities for networking will provide a sense of greater community amongst the students; these networking events are also a chance to connect students to mentor, potential employers, job coaches, and allies.

Figure 17

Opportunities for Full Inclusion
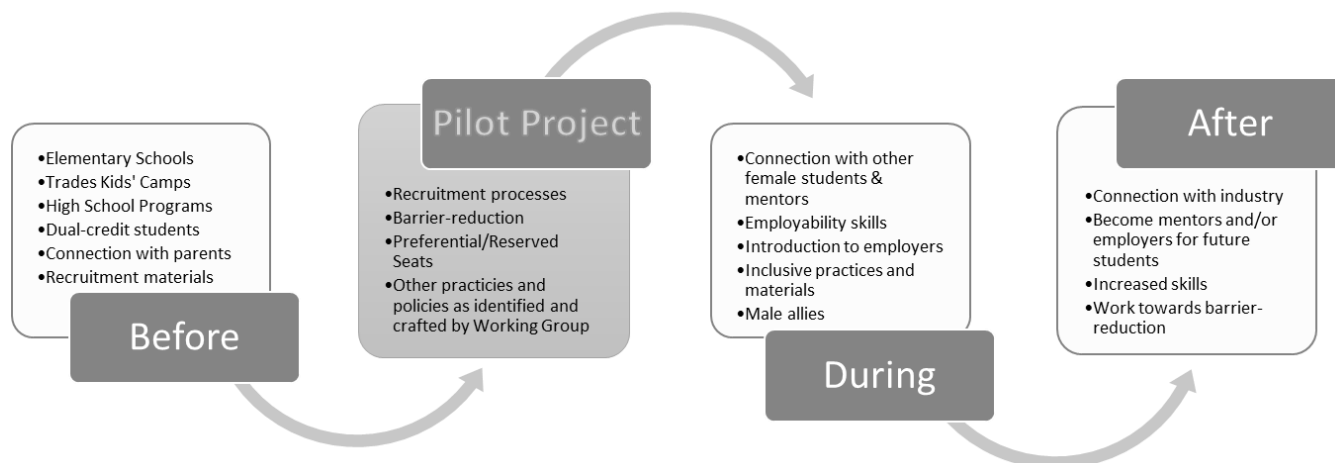
Note. The Pilot Project opportunities are highlighted in this cyclical graphic

By keeping the principles of social justice – human rights, full participation, access, and equity – at the centre of future projects, COTW's strategic direction to become an EDISJ champion may be more fully realized for students in one historically male-dominated area of the institution. An additional ideal future outcome will be to eventually have men and women equally represented in both administrative and instructional staff. With a desired outcome of equity, areas of potential discrimination can be identified and mitigated throughout the institution. If successful, this pilot project will improve the institution's ranking on the benchmarking tool; identifying it as a lighthouse for positive change and social justice.

Leadership for transformative change will require courage, vision, and attention. By applying elements of appreciative inquiry to future projects and integrating those with the Change Leader's Roadmap, we will be able use practice to inform equity-and justice-based policy. To go beyond tokenism, it is important that we work to dismantle structures of oppression, violence, or harm (de Bie et al., 2021) in order to move towards a critical mass of women learning and working in skilled labour (Gyarmati, 2017). Although the unequal gender balance in trades training has been obvious for many years, it seems as if the time may be right to propose and enact bold, yet simple, strategies for positive change. By

starting with two programs at one institution, and then sharing the lessons learned with other programs or

institutions, a clearly defined pathway for women will be identified, supported, and celebrated.

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Appendix A: Kezar's Change Readiness Survey

READINESS FACTOR	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Planning					
1. The team has a clearly articulated, motivating, and shared vision for the project		X			
2. Our vision is linked to key systemic and/or institutional priorities.		X			
3. We have scanned the campus for other related projects, programs, and initiatives that already exist to which the new project might connect to or leverage.			X		
4. We have created a project plan with identified actions, milestones, and an achievable timeline. The plan might involve a pilot project that will allow for initial testing and experimentation before scale-up.		X			
5. We have identified possible pitfalls and roadblocks.		X			
6. We have a plan for helping interested parties (e.g. faculty, students) understand what is happening, the purpose and desired outcomes (e.g. forums, town–gown meetings, communications plan, professional development).		X			
7. We have an assessment plan and the capacity (including needed expertise in institutional research offices) to measure and analyze results.			X		
8. Our assessment plan is linked to project outcomes and leverages existing data sources.			X		
9. We have identified appropriate resources and facilities required to carry out the project.			X		
10. We have created a project budget.			X		
11. We have identified sources of support, both internal and external (e.g. grants, gifts, in-kind donations).			X		
12. We have inventoried key policies (e.g. promotion) that may impact implementation of the change and have plans for adjusting them.		X			
People/Leadership					
13. We have a team comprised of the appropriate administrators, faculty, and staff with needed expertise. There is multilevel and shared leadership.		X			
14. Leaders at different levels understand the role they need to play to move the change forward.		x			

READINESS FACTOR	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
(If not, we have a plan for educating leaders about their roles.)					
15. We have senior administrative support for resources, rewards, and other key motivational and policy issues.	X				
16. The project has several leaders/champions. It is not reliant on one person.		X			
17. We have identified and hired a project manager who has the time and expertise required.					X
18. People involved in the project have the time, incentives, motivation, and expertise to successfully carry out project objectives.			X		
19. If additional professional development or training is required, we have identified what is needed and have a plan for providing it to project faculty, staff, and students.			X		
20. We have identified external experts required to help campus leaders, faculty, and staff build plans, develop needed expertise, and/or evaluate results.			X		
21. We have identified and informed key interested parties both on- and off-campus. (Off-campus parties may include K-12 educational, community, and/or industry partners.)		X			
Politics					
22. The project has the support of the president, provost, deans, and other key administrators.	X				
23. We have identified the political issues we might encounter, including relevant policies or procedures, committee/departmental approval processes, incentives and rewards, and allocation of resources and space.			X		
24. We have buy-in from key interested parties on-campus		X			
25. We have strategies for addressing the identified political issues.			X		
26. We have leveraged external messages to create urgency for the change.		X			
Culture					
27. We have examined the underlying values of the proposed change and identified the degree of difference from current values to understand dissonance.	X				
28. We have conducted a survey (or held extensive conversations) to understand resistance, understanding, and values related to the	X				

READINESS FACTOR	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
proposed change.					
29. We have developed documents that clearly articulate the proposed change to inform interested parties and ensured they have been reviewed and read.		X			
30. We have attempted to connect the proposed change to existing values on campus.	X				
31. We have examined ways to create new symbols, stories, or rituals to embed the change.		X			
32. We have created a narrative or story to capture and articulate the change to interested parties.	X				
33. We have a plan for how we will communicate and celebrate project results. The plan should include both on- and off-campus sources as well as dissemination opportunities (e.g. published papers, conference presentations).			X		
Sensemaking and learning 34. We understand how interested parties view the proposed change.		X			
35. We have a plan for ways we can help bridge the gap between current knowledge and needed knowledge		X			
36. We have a plan to get appropriate data to different groups that need to engage in learning.			X		
37. We have developed our data capacity and knowledge management systems to support the change.			X		
38. We have training and support around data use and interpretation so data can be used to inform decisions needed around the changes			x		

Note. Adapted from Kezar, A. (2018). How colleges change: Understanding, leading, and enacting

change.

Appendix B: Best Practices from GDEIB Foundation Categories

Foundation Drive the Strategy	Selected Benchmarks for Level 5 (Best Practice)
1. Vision, strategy, and business impact	• EDISJ strategy is an integral part of the overall organizational strategy and is reflected in vision, values, policies, and practices • EDISJ is embedded in organizational culture as a core value • COTW is frequently acknowledged, cited, and benchmarked by others for its EDISJ accomplishments • COTW is proactive and responsive to EDISJ challenges that are faced by society, including but not limited to political and economic trends, • COTW continues to strive for excellence and is known for its pioneering EDISJ initiatives that help change the patterns which perpetuate systemic oppression • COTW's strategy includes numerical goals resulting in equitable representation of underrepresented groups across functions and levels
2. Leadership and Accountability	• COTW's leaders are change agents and role models for EDISJ. They inspire others to take individual responsibility and become role models themselves • A large majority of COTW's employees across a wide array of diversity dimensions rate their leaders as trustworthy, citing equitable and inclusive treatment • Leaders and board members publicly support EDISJ-related initiatives, • Leaders ensure that EDISJ is systemic and sustainable • Leaders take accountability for EDISJ, help create both a psychologically and physically safe workplace, and accept consequences for their actions
3. EDISJ Structure and Implementation	• The most senior person responsible for EDISJ is an equal and influential partner on COTW's senior leadership team • EDISJ is integrated into core organizational structure, policies, systems, and practices • Diversity is represented equitably in all levels and functions • Inclusive/universal design of buildings, products, services, and emerging technologies helps ensure accessibility for all • COTW's governance structure is supported by inclusive practices to mitigate concentrations of power and dominance • COTW ensures that structure for elected positions (i.e. union positions) are fair and equitable

Appendix C: Database Input Form (Design View)

Appendix D: Monitoring and Evaluation Matrix Report Sample

Question category	Appropriateness	Effectiveness	Efficiency	Impact	Sustainability
Framework questions	To what extent did the target audiences engage with social media?	To what extent did recruitment materials lead directly to the Apply Now webpage? How many actually applied? How many reached out for more information?	Were the recruitment materials produced and distributed within budget?	How many more women applied and were admitted to trades programs year over year?	Is there evidence that this project's goals and objectives can be extended to additional trades programs? Other programs beyond the Trades Portfolio?
CLR Phases	Implementation	Implementation	Implementation	Implementation	Learn and Course-correct
AI Category	Dream	Design		Destiny	Dream
AI Questions	What might it look like if women were actively recruited for trades training?	How can recruitment materials direct interested parties to apply for a program or reach out for more information?		What will be the ideal gender-balance of any trades class?	How can we build a trades culture where all programs have a balanced student population (by gender)?
CLR Quadrants	Collective Systems	Collective Systems	Collective Systems	Collective Culture	Collective Systems
Monitoring or Evaluation	Both monitoring and evaluation	Both monitoring and evaluation	Both monitoring and evaluation	Evaluation only	Evaluation only
EDISJ	Structure and Implementation	Recruitment	Marketing and customer service	Assessment, measurement, research	EDISJ and sustainability
Focus	Recruitment materials	Recruitment Materials	Budgets	Admissions	Develop future plans
Indicators	Gender balance in marketing materials	Number of applications	Cost per successful application	Class lists	Interest from Department Chairs; students
Sources	Social and paid media	Website; data analytics	Admissions; data analytics	Admissions, IR	Surveys

Question category	Appropriateness	Effectiveness	Efficiency	Impact	Sustainability
Targets	25% increase in social media engagement	10% conversion from view to apply	Less than 10% variance	10% increase	No target
Key personnel	Marketing & Recruiting	Marketing & Recruiting	Marketing & Recruiting	Admissions clerks; Trades Manager	Management team; Chairs
Timelines and deadlines	Monthly reports	Monthly	Monthly	Monthly reporting	Post-launch
Notes	Data analytics from Facebook ads, Instagram posts, Google ads (engagement and click-throughs)				Will need baseline information as well as ongoing reporting

Appendix E: PESO Model

REPUTATION
CREDIBILITY
TRUST
THOUGHT LEADERSHIP
AUTHORITY

MARKETING COMMUNICATIONS
INFLUENCER MARKETING
EXPERIENTIAL MARKETING
EVENT MARKETING

PAID MEDIA
SOCIAL MEDIA ADS
BOOSTED CONTENT
FAN ACQUISITION
LEAD GENERATION
SPONSORED CONTENT
PAID PUBLISHING

LEAD GENERATION
EMAIL MARKETING
AFFILIATE MARKETING
INBOUND MARKETING
CONTESTS, QUIZZES

OWNED MEDIA
CONTENT MARKETING
VIDEOS, WEBINARS
VISUAL CONTENT
AUDIO, PODCASTS
BRAND JOURNALISM
EMPLOYEE STORIES
CUSTOMER STORIES

SPINSUCKS

EARNED MEDIA

PAID MEDIA

SHARED MEDIA

OWNED MEDIA

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SEARCH ENGINE OPTIMIZATION
SERPS   E-A-T
VOICE SEARCH   DOMAIN AUTHORITY

EARNED MEDIA
MEDIA RELATIONS
INFLUENCER RELATIONS
INVESTOR RELATIONS
BLOGGER RELATIONS
LINK BUILDING
WORD-OF-MOUTH

COMMUNITY
COMMUNITY BUILDING
ENGAGEMENT
DETRACTORS
LOYALISTS
ADVOCATES
BRAND AMBASSADORS
USER-GENERATED CONTENT

PARTNERSHIPS
CHARITY TIE-INS
COMMUNITY SERVICE
CSR
CO-BRANDING

SHARED MEDIA
ORGANIC SOCIAL
REVIEWS
SOCIAL FORUMS
SOCIAL MONITORING
PRIVATE SOCIAL
MEDIA SHARING SITES

DISTRIBUTION AND PROMOTION
CONTENT DISTRIBUTION
CONTENT CURATION
PUBLISHING PLATFORMS

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