

Western University

Scholarship@Western

The Organizational Improvement Plan at
Western University

Education Faculty

8-14-2023

A Shift Towards Culturally Responsive Teaching Practices in Workplace Education

Nancy M. Thompson

Western University, nthomp53@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Adult and Continuing Education Commons](#), [Adult and Continuing Education and Teaching Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), and the [Online and Distance Education Commons](#)

Recommended Citation

Thompson, N. M. (2023). A Shift Towards Culturally Responsive Teaching Practices in Workplace Education. *The Organizational Improvement Plan at Western University*, 363. Retrieved from <https://ir.lib.uwo.ca/oip/363>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Abstract

This Organizational Improvement Plan (OIP) focuses on a nonprofit organization resolving a problem of practice (PoP) that was identified following the withdrawal of its funder's support. The problem is an absence of culturally responsive teaching practices (CRTP) in the pedagogy knowledge of subject matter experts (SMEs) who are hired to instruct capacity-building programs within community partner organizations. These organizations are working to instill a culture of equity, diversity, inclusion, and decolonization. This OIP unpacks this PoP and creates a pathway forward to implement a change initiative based on a triad model solution: policy, beliefs, and practice. This multifaceted approach results in establishing policy that influences SMEs to participate in CRTP professional development that can shift their beliefs and pedagogical practices. The triad model solution prevents learners from being excluded in today's diverse workplace education classrooms, online and in class. To implement this triad solution and realize lasting change, leaders must adopt a critical theory lens and lead with transformative leadership. The exclusion of learners is a problem that exists in other adult education learning environments, such as corporate settings. Therefore, this triad solution may prove to be effective in reforming adult education practices in other organizational learning environments.

Keywords: culturally responsive teaching practices, adult education, workplace education, critical theory, exclusion of learners, transformative leadership

Executive Summary

At the height of the COVID-19 pandemic, the funder of a nonprofit organization (the Association) withdrew its financial support. The action of the funder was viewed as an episodic event, as it left the Association in a state of crisis. However, the leadership, chief executive officer (CEO), and board of directors (BoD) realized that even though the withdrawal was viewed as a crisis situation and consequences were felt, it was also an opportunity to reframe the Association. Stakeholders could now take the lead regarding its future, one that held the chance to develop new ways to work with community partners given that they were no longer under the power of the former funder.

As the leaders of the Association strategized, they realized there was a lack of policy to influence the desired cultural beliefs, values, and teaching practices that would be required of subject matter experts (SMEs) who are hired to deliver programs in community partners' organizations. This situation presented the potential risk that SMEs could be demonstrating socially unjust teaching practices that would lead to excluding learners in today's diverse workplace classroom settings. With a goal to demonstrate the values and beliefs of a culture that embraces equity, diversity, inclusion, and decolonization (EDID), the leaders determined that this situation presented a problem of practice (PoP).

When SMEs interact with learners in workplace educational settings, whether online or in class, they bring their own identity, such as their age, gender, and political affiliation. For this reason, the leadership needs to consider how the individual identities of SMEs inform the development and evolution of the culture within the Association (Capper, 2019). This situation is challenging to mitigate, especially where the Association lacks formal policy to describe the EDID standards that SMEs are to meet; specifically, standards that align with the values and

beliefs of community partners and society. The leaders of the Association are looking to ensure that SMEs' beliefs and pedagogy practices demonstrate EDID. As well, SMEs must understand their status as an educator and how their own positionality intersects with learners of different races, genders, and ethnicities.

Chapter 1 explores this leadership challenge. It presents the role of the leaders, the CEO and BoD, and the factors that govern the practices of the leadership, in addition to their power of authority. It reflects on how the Association can shift from being a structural functional organization to one that adopts a postmodernism approach, integrating a critical theory lens. In relation to the PoP, it identifies the reasons for change from macro, meso, and micro perspectives to discover what lies below the waterline, which is fundamental to change.

Chapter 2 presents three leadership styles, transformative, adaptive, and transformational, that are required to forge a path for stakeholders to follow so they can contribute to the reframing of the Association. Adaptive and transformational leadership are applied to support a transformative leadership approach. Transformative leadership will be the primary leadership style that will deconstruct old educational knowledge frameworks to eliminate the exclusion of learners (Shields, 2010). The chapter also explains how these leadership approaches work within various change model frameworks to guide leaders through the intricacies of the change process. The change model frameworks used in this case—the three-phase change theory (Lewin, 1951; Weick & Quinn, 1999), Beer et al.'s (2011) six-step change process, and Novelli et al.'s (1995) types of justice framework—have an interconnectedness with transformative leadership as they hold critical theory accords. These change model frameworks are used as the mechanisms to understand, explain, implement, and evaluate the change process.

Chapter 2 includes an examination of organizational stakeholders' change readiness through two frameworks. One of the frameworks is SOAR—strengths, opportunities, aspirations, and results (Stavros, 2011)—a strength-based analysis that leads to creating a pathway out from a crisis situation, towards the discovery of proposed solutions to resolve its PoP. The second framework is based on the work of James (2015); it identifies the key factors that need to be present to ensure an organization and stakeholders are ready to take up the change process following the aftermath of an episodic event. A key factor within this framework requires stakeholders to demonstrate the ability to be agile and adapt to new opportunities as they prepare to support the change process.

Through the employment of Lewin's (1951) three-phase change model, Chapter 3 presents the implementation of the chosen solution to resolve the PoP: a triad solution of policy, beliefs, and practice. This chapter demonstrates the actions that are required to achieve the organizational goal through the use of various frameworks, such as Beer et al.'s (2011) six-step change model. As well, it reviews the process to monitor and evaluate the change process to ensure that the activities that support the solution meet with the intended outcomes.

I present how community partners, who represent leaders and groups of people of different races, languages, culture, realities, circumstances, and genders, will work in a united way to implement the solution to resolve the PoP. The solution will be communicated to all stakeholder groups, so that everyone is aware of what is required to meet the EDID goals as defined within the Association's newly formed policy, cultural beliefs, and professional practices. This Organizational Improvement Plan is a valuable document to provide the leaders with an analysis and pathway forward to resolve the PoP.

Acknowledgements

The first week in pursuit of my doctorate, my mom passed away. Her passing became the catalyst that kept me going. She was a strong woman, with a great sense of humour, who often told me stories about how she wanted to further her education so that she could become a teacher. The opportunity to pursue her dream never materialized. Her dream became my dream, as it has been a lifelong goal of mine to obtain a doctorate. There were times I wondered if the day to submit my OIP would ever come—it has, because I have completed this journey “on the wings of an angel”—my mom.

There are others in my life I need to be thankful for. One special person is Troy, my life partner, as he always made sure I had what I needed throughout this journey. Thank you for taking this journey with me. I love you.

I have always said that I have been blessed with an abundance of friends. I am grateful for these friends and neighbours who have cheered me on. You are all very special: Lindsay, Joanie, Keri Joy, Elke, Tami, Liz, Helen, Leigh, Shane, and so many others.

There is another person I want to thank, and that person is Samantha (Sam). She and I have walked side by side, moving forward the change process described within this document. We have taken the academic knowledge I have gained and placed it into the real world of work. We have created a special bond that will remain in place forever.

A special note to my son, Nic, who is a gift from God, and it is God’s gift that has given me the strength and courage to be here. Love you!

Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgements	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xii
List of Acronyms	xiii
Glossary of Terms	xiv
Chapter 1: Problem Posing	1
Positionality and Lens Statement.....	2
Lens Statement	4
Social Justice Lens	4
Critical Race Theory Lens.....	5
Role of the Leader	7
Shared Dual Leadership	9
Organizational Context	10
Organizational History and Culture	11
Role of Subject Matter Experts	12
Role of Community Partners	13
The Relational Role of Stakeholders	14
Desired Organizational Future State	14
Leadership Problem of Practice	15

Framing the Problem of Practice	16
Macro, Meso, and Micro Perspectives	16
Power and Influence	20
Risk Assessment.....	21
Guiding Questions Emerging From the Problem of Practice	23
Leadership-Focused Vision for Change.....	24
Gap Between the Current and Future State	26
Priorities for Change	27
Chapter Summary	27
Chapter 2: Planning and Development	29
Leadership Approach to Change.....	29
Transformative Leadership Theory to Lead Change.....	30
Adaptive Leadership	31
Transformational Leadership	33
Framework for Leading the Change Process	35
Frameworks in Leading Change.....	36
Change Model Theory Frameworks.....	37
Organizational Change Readiness	42
Solutions to Address the Problem of Practice.....	45
Proposed Solution 1: Alternative Funder	46
Proposed Solution 2: Program Intervention	48
Proposed Solution 3: A Triad Model Approach of Policy, Beliefs, and Practice	51
Policy and Professional Standards.....	51

Provision of Professional Development: Beliefs and Practice	53
Ethical Leadership	55
Chapter Summary	57
Chapter 3: Implementation, Communication, and Evaluation.....	58
Change Implementation Plan.....	58
Unfreeze Phase (0–2 months)	59
Transition Phase (2–16 months).....	61
Policy Implementation	63
Professional Standards and Development Implementation	65
Refreeze Phase (16–18 months).....	66
Plan to Communicate the Need for Change and the Change Process.....	68
Soliciting Input to Ensure Inclusion.....	70
Knowledge Mobilization Involving the Dissemination of Information.....	72
Removing Uncertainty and Creating a Shared Vision	73
Dissemination of Information	74
Socialization and Resocialization.....	75
Change Process Monitoring and Evaluation.....	76
Monitoring.....	77
Evaluation.....	77
Implementing Monitoring and Evaluation	78
Monitoring and Evaluation of Change Process and Interventions	79
Barriers	83
Next Steps and Future Considerations	84

References	86
Appendix A: Critical Race Theory Tenets Definition	104
Appendix B: Organizational Structure.....	105
Appendix C: What Lies Below the Waterline of the SMES Instructional Practices	106
Appendix D: Distinct Role of Transformational and Transformative	107
Appendix E: Analysis of Proposed Solution—Securing a New Funder	108
Appendix F: Analysis of Proposed Solution—Implementation of Learning Style Analysis	109
Appendix G: Proposed Solution 3—A Triad Model Approach.....	110
Appendix H: Change Process	111
Appendix I: Communication and Mobilization of Knowledge Plan	114
Appendix J: Activity: Removal of Uncertainties (0–2 months)	118
Appendix K: Activity: Call to Action Forming of the Working Group (2–3 months)	119
Appendix L: Activity: Implementation Newly Formed Policy (9–11 Months)	120
Appendix M: Activity: Implementation of Professional Development (12–16 months)	121

List of Tables

Table 1: Shared Dual Leadership Styles	10
Table 2: Comparison of Episodic and Continuous Change	38
Table 3: SOAR: Analysis of the Association’s Change Readiness from Stakeholders’ Perspectives.....	44
Table 4: Elements of Policy Implementation to Ensure Success.....	64

List of Figures

Figure 1: Integration of the Three Frameworks	41
---	----

List of Acronyms

AI	Appreciative Inquiry
BoD	Board of Directors
CEO	Chief Executive Officer
CRT	Critical Race Theory
CRTP	Culturally Responsive Teaching Practices
EDID	Equity, Diversity, Inclusion, and Decolonization
M&E	Monitoring and Evaluation
OIP	Organizational Improvement Plan
PD	Professional Development
PoP	Problem of Practice
SMEs	Subject Matter Experts
SOAR	Strengths, Opportunities, Aspirations, Results

Glossary of Terms

Community of Practice: A group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals (Wenger et al., 2002).

Learner: A person who is learning a subject or skill.

Learning Styles: An individual's preferred way to absorb, process, comprehend and retain information (Kaya, 2014).

Marketplace: The activity of buying and selling products or services.

Pedagogical Practices: The methods and theory of teaching.

Resocialization: The process of learning new attitudes and norms required for a new social role (Lewis, 2011).

Revenue Streams: The various sources from which a business earns money from the sale of goods or the provision of service.

Socialization: The process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (Lewis, 2011).

Working Group: A group of experts working together to achieve specified goals.

Chapter 1: Problem Posing

When leading a nonprofit organization, leaders need to accept the risk that, at any time, funders can withdraw their financial support (Sontag-Padilla et al., 2012). In this case, the leaders, board of directors (BoD), and chief executive officer (CEO) of a nonprofit association (the Association) have been repeatedly faced with the risk of losing funding, as funding was only approved on an annual basis. Where the leaders were aware of the risk, they continually strategizing as to how they would reframe their organization if the need ever presented itself, which it inevitably did. At the height of the COVID-19 pandemic, the funder of the Association terminated its financial support after more than 20 years. The action taken by the funder left the leaders of the Association having to resolve its own situation. In addition, it hastened the need for the leaders to bring forward a strategy to reframe itself in a way that would be of value to the community partners it served.

The leaders of the Association saw the withdrawal of the funder as an opportunity, a gift, to move out from under the funder's power and restraints. Restraints that were imposed through the contractual and financial hold the funder had on the Association and on the subject matter experts (SMEs) who were hired to teach, as the funder influenced the awarding of SMEs' contracts to deliver programs. These restraints prevented the Association's leaders, members, and community partners from having a voice as to the adult education programs that were delivered (subject, content, duration, and modality), and from establishing relevant professional development (PD) programs to support SMEs who were hired to develop and teach the programs.

The withdrawal of the funder was a chance for the Association to begin anew and envision things through multiple lenses and perspectives. Bolman and Deal (2017) explained that

“reframing is a powerful tool for gaining clarity, regaining balance, generating new questions and finding options that make a difference” (p. 23). For the leaders of the Association, this describes moving towards a defined purpose and reimagining itself with the values and beliefs that all stakeholders—employees, SMEs, and their community partners—could embrace (Burnes et al., 2018): a culturally responsive adult teaching and learning institute. This collective vision was realized through the efforts of a strategic planning process that involved all stakeholders. It was a process that spanned over 3 months and opened up conversations with leaders, individuals and groups of different races, languages, culture, realities, circumstances, and genders. It gave the leaders of the Association an opportunity to listen and correlate data through an appreciative inquiry (AI) model, which engages internal and external stakeholders to imagine what the Association could be and what it could mean to the community it serves. The AI model is defined and expanded on in Chapter 2.

This Organizational Improvement Plan (OIP) adds to the strategic planning process. It is, in fact, a valuable document to provide the leaders with an analysis of the inequities and social injustice practices taking place within the Association. Social injustice practices that may revolve around a problem of practice (PoP) in relation to the pedagogical practices of SMEs, who are hired to teach capacity building programs within community partners’ organizations. This OIP unpacks the PoP, identifying the underpinnings associated with it, the potential solutions, and the barriers that may prevent solutions from being implemented to resolve it.

Positionality and Lens Statement

As an Anglo-Saxon woman having white privilege, with a business background, and an entrepreneurial (risk-taker) spirit, who is focused on gaining academic knowledge in leadership, I hold the leadership role of CEO. This situation is not unique in Canada, as women hold three-

quarters of the jobs in the nonprofit sector, with 33.8% of the overall workforce in nonprofits holding a university degree (Statistics Canada, 2021). What is unique, however, are the multiple dimensions of my life experiences, professional and personal, which I bring forward as a leader (Kezar & Lester, 2010). Real-life experiences I have had, such as witnessing over 40 years of effective and ineffective leadership practices within the organizations I have worked; and growing up, attending a K–12 school in a multicultural, low-income-housing neighbourhood that was disparagingly referred to as “the hood.” These multidimensional experiences have formed my sensitivities and beliefs about leadership (Kezar & Lester, 2010). They have led me to approach leadership with a participatory, relational, and interpersonal style. I define my leadership from a feminist’s perspective; I strive to empower others to move towards actions that achieve an agreed upon collective goal that benefits not only themselves but others (Kezar & Lester, 2010).

Where the Association I lead has now moved out from under the hierarchy of the funder and their directive leadership practices, I have the agency to shape the conditions in which employees, SMEs, community partners, and the BoD work. Coming out from under this hierarchy rule provides an opportunity to lead in a way that aligns with the intrinsic values and beliefs that I demonstrate daily.

I believe to be a successful leader means making space for others to lead, allowing stakeholders to take ownership of the work they do, while helping them realize their potential by providing them with what they need to reach their goals (Bryk, 2015; Kouzes & Posner, 2017). It is an approach I refer to as my predominant leadership style, allowing me to be genuine and authentic (Daft, 2011; Kutsyruba & Walker, 2015). It can be described as servant leadership, as it reflects my beliefs and values, personally and as a leader. Moreover, I advocate for others who

do not necessarily have the ability to advocate for themselves, and I am committed to ensuring no harm will come to others (Greenleaf & Spears, 2002).

Lens Statement

Where workplace populations are becoming more diverse and with the increasing number of new immigrants in this country (Thevenot, 2021), adult educational institutes need to change the way they deliver, respond to, and prepare for learners' cultural differences (M.-Y. Lee & Sheared, 2002). Educational institutions need to respect the individuality of each learner in the workplace classroom (Sheared & Sissel, 2001).

There is need for the Association to act, when over 450 CEOs in Canada signed the BlackNorth initiative, making a promise to include hiring more Black people in leadership positions and to promote education on combating microaggressions in the workplace (Boynton, 2021). This commitment demonstrated by corporate leaders dictates the need of the Association to be morally aligned with community partners. For these reasons—and others which I bring forward within the context of this document—my personal goal as a leader is to embed equity, diversity, inclusion, and decolonization (EDID) at the heart of the Association. I accept responsibility for ensuring stakeholders are held accountable in their actions (Thorne et al., 2011) to promote inclusion, respect diversity, as well as develop and execute fairer and more equitable processes and policies (Capper & Young, 2014).

Social Justice Lens

To move towards embedding EDID within the Association requires examining over 20 years of institutional practices to ensure that actions are taken to support reconciliation and to eliminate racism, microaggressions, and the exclusion of individuals and groups (Capper & Young, 2014; Gay, 2018). Now that the Association has been released from its funder's

agreement, the leaders have an opportunity to promote and bring together diverse groups to cultivate inclusion and diversity within the field of adult education practices, to broaden the perspectives of SMEs employers, learners, and community partners, and to create learning and development programs with new approaches that make space for all.

Critical Race Theory Lens

Having the Association shift away from a structural functionalist epistemology, my impulse as the leader of the Association, is to shift towards an interpretivist epistemology, to seek collaboration among all stakeholders to establish a professional learning community and advocate to establish a caring working and learning environment. However, Capper (2019) brought to my attention that an interpretivist epistemology does not ensure that an educational institute is practicing and acting as a socially responsive teaching and learning institute. Even though an interpretivist epistemology has led to educational practices such as universal design for learning and learner-centered classrooms, Capper (2019) pointed out that these practices do not address inequity, nor do they address acts of oppression. In fact, Capper (2019) concluded that these practices perpetuate inequality and oppression, because when holding an interpretivist epistemology, there fails to be concern with power, privilege, and equity.

To remove inequities and to prevent the exclusion of learners in the educational workplace classroom settings, the Association needs to shift towards a critical oriented epistemology, because this view can bring forward radical change (Capper, 2019). Within educational institutions, critical oriented epistemology seeks to confront social injustice and inequities, which is the foundation the Association is looking to stand on. This will require bringing forward adult education reform through the continuous application of critical oriented epistemology, which includes the broad spectrum of lenses to include theories such as critical

race theory, LatCrit, queer theory, Black Crit, disability studies theory, and feminist theories (Capper, 2019; Dumas & ross, 2016). It is through these lenses that the Association's organizational context, actions, policies, programs, and pedagogical practices need to be viewed and examined. As an educational leader, I need to shift towards critical oriented epistemology through the application of these critical lenses, then I can critically analyze situations and be able to lead the Association towards adult education reform.

To lead with a social justice agenda to influence change in respect to SMEs' beliefs, attitudes, behaviours, and pedagogical practices through the exchange of cultural relationship experiences that are equitable and inclusive, I will rely on the central tenets of critical race theory (CRT). Relying on CRT can act as a bridge to incorporate other critical orientated theories as there are commonalities between them (Capper, 2019; Dumas & ross, 2016). Capper (2015) presented six key tenets of CRT: (a) permanence of racism, (b) Whiteness as property, (c) counter storytelling and majoritarian narratives, (d) interest convergence, (e) critique of liberalism, and (f) intersectionality. These CRT tenets are defined in Appendix A as each tenet serves a unique purpose. For this reason, a leader needs to take action to apply each of them, to move towards working to eliminate inequities and injustice practices within an educational environment (Capper, 2015).

What is of great value to a leader who is only beginning to embark on a quest to remove oppressive actions and create educational reform is that Capper (2015) correlated a CRT inventory for leading the elimination of racism for each of the six tenets. Examples of the questions to be posed by a leader in relation to the tenets are interest convergence (e.g., While we acknowledge positive results from incremental racial equity work, do we ensure that incremental change is not the only way for successful, enduring change to occur?) and critique of liberalism:

e.g., Have we analyzed and critiqued the equity change or new policy or practice to determine if or how it could perpetuate racism in its implementation? (Capper, 2015, p. 824). The CRT inventory tool will aid in critically analyzing situations and direct change in policy, beliefs, and practice to ensure that inequities and exclusion do not take place.

Role of the Leader

The responsibility to bring the Association's goals and vision to fruition is that of the CEO (Daft, 2011; Thorne et al., 2011). As a leader there is a commitment to accomplish the goals through the creation, implementation, and execution of strategies (Daft, 2011; A. Smith & Sutherland, 2011; Thorne et al., 2011). These strategies not only come from the hierarchy (BoD and CEO), but also are developed by persons at all levels of the Association—a democratic approach, that includes external community partners (Burnes et al., 2018; Fullan, 2011).

Leaders need to enable others to act, to give purpose to their role (Kouzes & Posner, 2017). Leaders need to ask, “What do employees and others, such as the BoD, need in order to do their jobs well or better, so that we can learn how to invest in them?” If employees and board members are willing to increase their knowledge collectively, they can contribute to the goals of an organization and benefit from their own personal and professional growth (Kouzes & Posner, 2017).

To lead in a collaborative manner, to bring forward organizational improvements through the reframing process, and to reimagine what the Association can become requires one to be transparent, act with integrity, and strive to create a balanced culture (Bolman & Deal, 2017; Bryk, 2015; Kouzes & Posner, 2017). This means that a leader must create a place where stakeholders have fair and equitable opportunities to express their thoughts and ideals and be given access to develop their own knowledge and skills. To accomplish this balance, the CEO is

required to act as the moral agent of the Association (Smylie et al., 2020). This requires leaders to be brave enough to choose courage over comfort, step into the arena (Brown, 2018), and do what is right (Shapiro & Stefkovich, 2016). With the goal of creating a culture that holds EDID at the heart of the Association, I need to enact not only the key tenets of CRT, but also uphold the six key tenets of critical theory: (a) acknowledge and relieve suffering oppression, (b) critique education's perpetuation and disruption of power, (c) reunite facts with values with a goal of social justice praxis, (d) power between the oppressor and oppressed, (e) power disrupted via communication from equal participation, and (f) leadership is political (Capper, 2019).

I need to be genuine in my leadership as to who I am and where I want to be (Smylie et al., 2020). By knowing who I am, where I want to be, and where the Association needs to be, I will allow all stakeholders to collectively move towards an ideal state: the removal and exclusion of individuals and groups, inequalities, and racism that exists (Goleman et al., 2013). In failing to provide this leadership, there is a greater chance of cultivating a toxic environment, which would lead to inhibit the organizational goals (Kutsyruba & Walker, 2015).

Steering the Association in the right direction requires having emotional intelligence (EI): self-awareness, self-management, social-awareness, and relationship management (Goleman et al., 2013). Each of these leadership competencies are necessary to be an effective leader and to change the organizational culture, systems, and processes (Goleman et al., 2013). These EI competencies have been described as the tenets of an authentic leader, a leader who exhibits self-regulation, transparency, emotional expression and influence and savvy (Miao et al., 2018). Goleman et al. (2013) pointed out that change requires these tenets, as well as "courageous leadership, stamina and unswerving commitment" (p. 227). Undoubtedly, I will be faced with resistance and conflict amongst the members of the BoD themselves, between the BoD and the

CEO, and between SMEs and community partners (Kotter, 1995). To reduce resistance and conflict, the leaders of the Association need to be united, focusing on the needs of stakeholders who play an integrate role in reframing an organization (Shapiro & Stefkovich, 2016).

Shared Dual Leadership

As the CEO, I report directly to the BoD, yet I lead the overall strategic and operational activities that include programs, expansion, and the implementation of its business plans, which align with the Association's vision and mission. I have the autonomy to act in the best interest of all those who the Association serves, making day-to-day decisions, including the hiring and managing of employees. It is important to note that it is required to seek the approval and support from the BoD to implement policies that govern the activities and actions of staff, of SMEs and of the BoD itself. In effect, the relationship between the BoD and CEO is one that works in tandem; it is a shared dual leadership, ensuring the organizational objectives are achieved (Goleman et al., 2013). The primary leadership styles required within this relationship are shown in Table 1.

The BoD plays a pivotal role in the future direction of the Association (Thorne et al., 2011). Being a member of the board is an opportunity to apply one's diverse skills, experiences, and perspectives (Thorne et al., 2011) by acting in an advisory capacity to the CEO. The members of the BoD come from various disciplines, with diverse backgrounds, who represent new immigrants, Indigenous individuals, and Black communities. It is normally required that board members are nominated and voted in to sit on the board by fellow stakeholders. The role of the CEO and the BoD is to prioritize their actions and decisions for the betterment of the community it serves and not to use their position for self-promotion or advancement (Thorne et al., 2011).

Table 1*Shared Dual Leadership Styles*

Leadership style	Characteristics
Democratic/participative leadership	This leadership ability secures the buy-in from each other when it is required to move forward.
Affiliative leadership	This style is paramount as it creates a harmonious atmosphere when working through stressful conditions and circumstances.
Pacesetter leadership	It is required to demonstrate the ability to style epitomizes of a high-performance team, competence in their ability to self-develop and help others.
Coaching leadership	It is necessary to work to support the CEO, each other, and staff, act as an advisory group in assisting with putting ideas into action and helping to facilitate growth and development.

Note. If the BoD and the CEO can demonstrate these leadership styles, then collectively they will be able to work towards their common purpose and goals (Goleman et al., 2013).

Organizational Context

The Association is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. It is a registered nonprofit society governed under its bylaws (Nova Scotia Registry of Joint Stocks, n.d.) registered in the province within which it operates. Bylaws provide information to its members and the community at large as to the requirements the Association needs to operate. Specifically, bylaws relate to an organizational structure and the authoritative power that the BoD and CEO have in managing the nonprofit (Nova Scotia Registry of Joint Stocks, n.d.).

The role of the BoD is that of governance and for this reason the board is policy driven (Thorne et al., 2011). Appendix B illustrates the organizational structure that is established, with the BoD being at the top of the hierarchy of the Association. They are elected by the members of

the Association. Members include SMEs and community partner organizations. The BoD consists of the chair (who has no voting rights), vice chair, treasurer, secretary, and six additional board members (who hold voting rights). The BoD are required to vote (quorum required) to accept or deny any new policy (Thorne et al., 2011); they set the strategic objectives of the Association and hire the CEO. There are three ad hoc subcommittees, each consisting of two board members and the CEO: Finance, Human Resources, and Governance Committee. It may be expected that the primary executive officers of the board have the most influence over others, but it is these ad hoc subcommittees that influence the decisions of the board (Thorne et al., 2011).

The Association employs four staff members, who report directly to the CEO. The number of staff members can fluctuate depending on the volume of projects the Association takes on. The staff's area of responsibility is to aid in the operations of the organization, manage projects, and support the administration of programs.

Organizational History and Culture

For over 20 years, the Association managed and oversaw the administration of the funder's programs. The relationship was that of a structural functionalism epistemology with a modernist rule (Capper, 2019). This structural functionalism epistemology required the leadership of the Association to follow suit; therefore, the status quo of the programs prevailed. There was little autonomy given to the Association's leadership, employees, SMEs, and community partners of the Association to provide feedback, input, or to collaborate on decisions around policy and structure of the programs; neither were opportunities given to implement the diversity of the world within the context of the SMEs instructional practices, the content of the programs, and the policies that surround the programs. The funder's methodology in approaching

educational pedagogy practices was based on old educational frameworks, in contrast to the nuanced educational frameworks the Association is now actively implementing.

Senge's (2006) learning organization theory reveals aspects that accurately describe the Association's cultural environment. As I became reacquainted with Senge's work through the review of Evans et al. (2012), it ignited a "This is Us, Now!" rant. Senge's book, *The Fifth Discipline*, has become a reference that I retain on my office bookshelf. The work of Senge describes the key attributes of a team that can produce extraordinary results. First, we are a team that functions well as we trust each other. This state is required to facilitate a culture where employees think deeply about the complex issues that face an organization (Senge, 2006). In this case, complex issues surround developing a pathway forward to reestablish financial suitability, retain the community partners support, and inform SMEs of the change that is required with respect to newly formed policy. Second, we have a shared vision and common goal that is greater than one's own (Senge, 2006): to create a teaching and learning institute that embeds EDID within the work it does. Third, the team complements one another's strengths and compensates for limitations, as we leverage one another's talents to move the Association forward. Fourth, we work to produce positive systemic change and have a willingness to learn. Thus, the employees, the BoD, and I have created this way of working whereby we have mirrored what Senge referred to as a learning organization (Senge, 2006).

Role of Subject Matter Experts

SMEs are free agents as they are independent business owners, competing against other SMEs for contracts with the Association. SMEs secure a professional relationship in hopes that the relationship will lead to their own revenue generating opportunities, through contracts to develop and deliver professional capacity building programs. These SMEs are "career changers"

for varying motives; for example, they believe they have knowledge and skills that are valuable to others; they are retirees looking to subsidize pensions (Watters & Diezmanann, 2015). Watters and Diezmanann (2015) confirmed that SMEs make career changes to begin teaching, as they are motivated by their own beliefs regarding their teaching ability. These career changers have a willingness to share their knowledge and experience with others, although often they do not have a background in the field of adult education (Watters & Diezmanann, 2015). In particular they lack adult education with respect to andragogy practices, an approach to teaching adults that is highly participatory, with a focus on hands-on learning experiences (Knowles et al., 2005).

Where often SMEs lack knowledge and skill in the theory and practice of adult education, the Association is committed to ensuring they develop instructional knowledge and skill by providing PD in this area, for a fee. Without knowledge in teaching, “the advanced content is likely to be of limited value” (Watters & Diezmanann, 2015, p. 3) in a classroom. Therefore, SMEs play a strategic role in contributing to the performance level of the learners and the success of the Association.

Role of Community Partners

The relationship between the Association and the community partners is complex. Often community partners give their time as volunteers, but as well, the relationship is transactional since community partners hire SMEs to deliver programs and pay a fee to the Association. Community partners engage the Association to find qualified SMEs to enhance the knowledge and skills of their workforce. It is common practice for corporations to engage SMEs to teach based on their area of expertise, not on their ability to teach.

Where the Association has had a long-term relationship with corporate and nonprofit leaders, these community partners are often eager to help steer the future of the organization by

participating in collaborative ways, such as volunteering to establish and form working groups to create new policy—policy that may govern the actions of themselves.

The Relational Role of Stakeholders

My responsibility to stakeholders is to secure their confidence and maintain trust in the leadership of the Association (Kutsyuruba & Walker, 2015). It is required to bring forward a collaborative relationship between all stakeholders (Bryk et al., 2011). However, where policy no longer exists, as a result of the withdrawal of the funder, I have no means to direct and guide the actions and behaviours of stakeholders (Thorne et al., 2011).

Policy intertwines the values of an organization, the profession, and government legislations (Daft, 2011; Thorne et al., 2011). Therefore, policy needs to be established to reflect the core values of an organization and the profession it leads (Daft, 2011; Thorne et al., 2011). Without formal policy, stakeholders are left to establish their own criteria to describe EDID and apply their own values and beliefs (Shapiro & Stefkovich, 2016). The Association leads a professional group, as the role of the teacher is professional; therefore, professional standards are required (Maxwell et al., 2018). These professional standards can act to create and sustain environments that demonstrate EDID (Holmes, 2019). Examples of actions that demonstrate respectful professional classroom practices are being considerate of the use of pronouns (e.g., she/her, they/them; Holmes, 2019) and acknowledging the local Indigenous community, as this acknowledgement is said to be a starting place for change (Powwowtimes, 2020).

Desired Organizational Future State

When an organization has been freed from hegemony, it allows leaders to create an organization where individuals respect the knowledge, ideas, experiences, and backgrounds of others who are involved, internally and externally (Capper, 2019; Capper & Jamieson, 1993; M.-

Y. Lee & Sheared, 2002; Sheared & Sissel, 2001). In this case, the desired state for the future is to have an organization that takes a postmodernist approach, integrating critical oriented theory. As the leaders begin to apply theoretical frameworks to aid in demonstrating this philosophy through the engagement of multiple group perspectives (Capper, 2019; Capper & Jamieson, 1993), the Association can embrace the vast possibilities of its future potential state: a socially conscious global leader in professional capacity building, embedding EDID within its work and culture.

Leadership Problem of Practice

With the Association no longer operating under the requirements of its former funder, the Association has been given the opportunity to align its values and goals with community partners, specifically within the context of EDID. To ensure that an alignment is achieved, a broad critique of structure, culture, and pedagogical practices is required to uncover potential acts of social injustice practices that impact an individual's or group's experience with the Association. Considering that the primary activity of the Association is the hiring of SMEs to teach professional capacity building programs, there is a need to apply a critique through the lens of CRT. Capper (2019) and Gay (2018) pointed to CRT as a key critical lens when interrogating policies, professional standard, pedagogical, andragogical, and heutagogical practices that surround educational activities.

In addition, the leadership needs to address adult educational PD programs that SMEs attend, as Barnes (2006), Gay (2018) and Kaya (2014) pointed out, these programs may be based on old knowledge frameworks and do not ensure that SMEs are prepared to develop curriculum or teach in a multicultural educational setting. Capper (2019) and Kaya (2014) concluded that many types of old knowledge frameworks directed at preparing adult educators to teach do not

rid racism. Expanding on this, Kaya (2014) stated that adult educators need to develop a sense of self, their own cultural views of the adult learners' cultural backgrounds. In failing to do so, inequities and social unjust practices will remain present within the pedagogical practices of SMEs who take up the role of educator. If these situations remain, then barriers exist, preventing the Association from reaching its desired goal (Daft, 2011; Thorne et al., 2011): to embed EDID within the heart of the Association. Where the leaders acknowledge there is a risk of social injustice practices taking place within the Association, the leaders place the following stated PoP at the centre of the OIP: A lack of policy, professional standards and supports exist to align SMEs' pedagogical practices with the equity, diversity, inclusion, and decolonization goals of the Association and its community partners.

Framing the Problem of Practice

In this section the PoP is framed in three ways. First, I examine it through macro, meso, and micro perspectives. I then explore power and influence, followed by a risk assessment.

Macro, Meso, and Micro Perspectives

From a macro level perspective, the leadership's drive to reframe the Association as a socially conscious organization is a force that comes from societal pressures. Saffer et al. (2019) stated that today there are networks of conversations that form groups of activism. Within our democratic society it is these groups that create social movements and place political pressure on corporations to act and value the beliefs of society (Saffer et al., 2019). As an illustration, George Floyd's murder raised the voices of societies around the world, demanding that corporations commit to justice (Winston, 2020). Agencies in Canada put out renewed calls to take action, such as adopting the Truth and Reconciliation Commission of Canada's (2015) call to action #92 and enacting laws that legally bind leaders to act, such as the Canadian Human Rights Act (1985).

At the meso level, leaders need to reflect on evidence-based research that is being presented by scholars, such as Sheared and Sissel (2001), who have identified through their critique of adult education practices that adult education as a field of practice can marginalize individuals based on their “ethnicity, race, gender, class, language, age, or sexual orientation” (p. 3). This idea is also supported by the work of M.-Y. Lee and Sheared (2002), who stated that the teaching and learning environments can exclude learners, leaving learners feeling isolated.

The work of Gay (as cited in University of South Dakota School of Education, 2016) brings attention to an emerging concept of culturally responsive teaching practices (CRTP) within professional fields, businesses, and nonprofit teaching and learning environments. Gay (2018) stated that five principles of CRTP need to be enacted by all professional teachers: (a) cultural diverse knowledge, (b) cultural communication in the classroom/school, (c) teacher attitudes and expectations, (d) cultural congruence, and (e) cultural diverse content in the curriculum. Gay (2018) also stated that when educators are not practicing within the five principles of CRTP teaching perspectives, actions, instructional techniques, and behaviours, there is a high risk that acts of inequities and oppression will take place.

Viewing the PoP at the micro level reveals practices about hiring SMEs. For example, hiring SMEs who have no formal training or educational background in the field of adult education to teach is not new, nor is it exclusive to the workplace educational settings. It is a common practice in many adult educational institutes, including corporate, community organizations, vocational colleges, and universities (Chisholm, 2015). In postsecondary institutions, subject matter expertise is a criterion for the hiring of faculty, prioritizing subject matter expertise over other criteria, such as teaching experience and instructional knowledge (Chisholm, 2015; S. W. Lee & Mamerow, 2019; Macpherson, 2011; Morrison, 1985). It is

important to note the work of S. W. Lee and Mamerow (2019), who confirmed there is a benefit to prioritizing the criteria of hiring based on subject-specific knowledge of the teacher as it results with significantly enhancing a learner's level of learning. This confirms the value SMEs bring to workplace education. Yet, Gay (2018; see also University of South Dakota School of Education, 2016) and S. W. Lee and Mamerow (2019) concluded that systems need to be fairer and more equitable for the learners, and instructors need to be free of bias.

The iceberg analogy (Stroh, 2015) aids in visualizing what has been determined as common practice for hiring and rewarding SMEs positions as educators (see Appendix C). Above the waterline (stated/confirmed on resumé) educational institutes see SMEs field of expertise, time spent in the teaching profession, and level of the degrees they hold. Yet, as noted by Gay (as cited in University of South Dakota School of Education, 2016) and S. W. Lee and Mamerow (2019), consideration needs to be given to what lies below the waterline to discover the deeper practices of SMEs, such as biases and actions that demonstrate inequities and social injustice within their instructional and behavioural teaching practices (Chisholm, 2015; Choi & Lee, 2020; S. W. Lee & Lee, 2020; S. W. Lee & Mamerow, 2019; Sheared & Sissel, 2001). The qualities that lie below the surface are what may be more of a concern and a detriment to the holistic approach towards resolving inequities and oppressive acts taking place within educational institutes (Amiot et al., 2020; Bryk et al., 2011; S. W. Lee & Mamerow, 2019).

SMEs working in organizational or institutional educational settings often are not prepared with the knowledge and skill to create curriculum or deliver instructional practices that are free from biases. As a result, inequities and social injustices take place (Chisholm, 2015; Gay, 2018). Allowing SMEs to enter into a learning environment without having been given an opportunity to explore their own biases or receive PD in areas of CRTP can potentially cause

oppression, leaving learners to feel isolated, and causing lifelong damage (Gay, 2018). M.-Y. Lee and Sheared (2002) provided an example, through one author's own storytelling of a lived micro-aggressive experience. As a student, Lee, whose first language was not English, was publicly questioned: "Why do you hardly say anything in the class?" (M.-Y. Lee & Sheared, 2002, p. 28). Lee noted that the class fell silent immediately following this questioning, but only for seconds. As the class resumed, Lee described that the situation left a feeling of isolation, not only for that moment, but throughout the author's educational experience (M.-Y. Lee & Sheared, 2002). Having learned of the lived experience of M.-Y. Lee, and in reviewing the works of scholars such as Choi and S. W. Lee (2020), who concluded that instructors often teach according to their own cultural biases, there is cause to be concerned as to what biases SMEs hold that may lead to learners being excluded within today's workplace classroom settings.

It is important to bring forward the online pedagogical practices of SMEs. The work of Bista et al. (2021) concurs with Muilenburga and Bergeb's (2005) earlier work, stating that online learners experience prejudicial treatment often due to learners' cultural backgrounds, disabilities, or other personal characteristics such as marginalized populations with low computer literacy skills, or language barriers (Muilenburga & Bergeb, 2005). Even though educational institutes have learned from their experience in reaction to the COVID-19 pandemic, there is a need to reassess educators teaching and learning knowledge and skills, as racism exists within an online learning environment and the exclusion of learners remains an issue (Bista et al., 2021; Hopson, 2014). Hopson (2014) noted areas where racism is more visible: through learning management systems threaded discussions, face-to-face meetings with the instructor, and within the curriculum. In considering the unparalleled speed with which online learning has risen as a result of COVID-19 pandemic, the readiness of instructors to effectively teach comes into

question. Anoba and Cahapy (2020) responded to this query. Though their study was limited to a specific geographical educational district, they concluded that educators should be provided with responsive, appropriate, and relevant PD opportunities to prepare them to deliver online or in a blended learning environment.

There is work to be done to develop sustainable inclusive practices and programs to support the growing diversity of online learning and in person classroom settings (Bista et al., 2021; Hopson, 2014). Therefore, the quest to ensure EDID is integrated into the philosophy and methodology of SMEs' curriculum development and instructional practices for online and in person classroom settings is relevant.

Power and Influence

SMEs need to be aware of the power and influence they have and can take on, when placed in a role of an authoritative figure (Awbrey, 2005; Evans et al., 2012; Inaninska et al., n.d.). They need to understand their status as educator and how their own positionality intersects with others, particularly, with learners of different race, gender, and ethnicity. If instructors fail to recognize how their own positionality intersects with their learners, then there is a high risk that instructors' actions will be oppressive (Inaninska et al., n.d.; Ray, 2019).

When working towards making space for all learners, educators need to include the Indigenous perspective as well. As Pidgeon (2012) noted, the absence of indigeneity is not conducive to providing a holistic educational experience. Richardson and Blanchet-Cohen (2000) stated, "Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning" (p. 6). Therefore, educators need to become informed and accept that change in their teaching methods is required to make space for all learners.

Risk Assessment

Leaders of nonprofit organizations are challenged to establish and maintain a continuum of financial streams to create a sustainable future for their organization; therefore, strategic movements must be taken (Sontag-Padilla et al., 2012). When embarking on an OIP, a risk assessment needs to be done to prevent or minimize any unintended consequences, and to identify opportunities to move forward (Bryk, 2015; Thorne et al., 2011). A risk assessment reduces any potential harm an organization, individuals or groups could face. It also helps to support and confirm opportunities that may lead to achieving the organizational goal.

With the quest to be a self-reliant, independent nonprofit organization needs to explore what opportunities may exist with respect to obtaining a steady financial stream into the organization (Sontag-Padilla et al., 2012). Based on my astute business and entrepreneurial knowledge and experience spanning over 30 years, there are strong market indicators that the Association can compete in the open marketplace and realize new revenue streams:

- Per employee, \$500 and \$1,000 was spent on PD in 2018 (Benefits Canada, 2018).
- Two-thirds of human resource managers have increased their budget for learning and development in 2022 (Perna, 2022).
- The Canadian government invests annually \$722 million in partnership with provincial governments, offering grants to organizations to support training in workforce development (Employment and Social Development Canada, 2023).

Where there is evidence of increased learning and development investment intended by corporations (Weikle, 2019) and the offering of government incentive programs, there is potential for the Association to gain new revenue streams by competing in the open marketplace.

To be economically viable in the marketplace, the Association needs to attract the attention of corporate community partners (Daft, 2011; Thorne et al., 2011). To do this, the Association needs to align its priorities with those of its corporate community partners; specifically, values and beliefs as they relate to EDID. For this reason, EDID needs to be demonstrated in policy that establishes the expected behaviours of staff, SMEs, and other partners with whom it interacts. When organizations fail to establish an alignment in policy with that of society, harm may fall on the learners who participate in training (Sheared & Sissel, 2001; C. Smith & Gillespie, 2007). This result would have an adverse effect on the Association's reputation, resulting in economic consequences and reduced revenue-generating opportunities (Thorne et al., 2011).

If the Association attempts to lead with no policies, then individuals are free to apply their own values and codes, which may vary between individuals and groups (Shapiro & Stefkovich, 2016). Where the Association is without policy and professional codes of conduct that encompass ethics, there can be motivation or rationalization to perform acts of social injustice unintentionally and potentially intentionally, by individuals and groups (Giorgini et al., 2015; Thorne et al., 2011). Moving forward, with no formal policy to describe the desired behaviour of SMEs, there is no means to influence professional standards, codes of practice, and ethics (Jordon et al., 2013; Thorne et al., 2011).

Policies provide moral guidance (Maxwell et al., 2018), establish the expected actions and behaviours of individuals and groups, and often bring a holistic approach to gaining a balanced culture (Byrk, 2015). Whereas leaders of educational institutions must take responsibility to act to prevent inequalities and social injustice acts, they also need to behave with a conscience. Given that leaders must do what is right for the world around them (Shapiro

& Stefkovich, 2016; Thorne et al., 2011), there is relevance in the pursuit of instilling EDID within the teaching practices of EDID. Where the Association represents a group who belong to a profession and are striving to be leaders in adult education theory and practice, there may be a sense of urgency to develop and establish policy. If the Association does not, then there is a risk it will encounter negative consequences to its reputation and take an economic loss (Thorne et al., 2011).

Guiding Questions Emerging From the Problem of Practice

As noted through the work of Shapiro and Stefkovich (2016), SMEs bring their own values and beliefs to the classroom. They have the perspective that the way they teach is, in essence, “the correct way to teach,” and that they hold no bias or prejudice within their teaching practices (Chen & Yang, 2017). Where the Association is without policy to guide and direct the practice and behaviours of SMEs, then several factors need consideration, leading to the first guiding question: In recognizing an absence of policy, what strategies and supports will be required to ensure SMEs will follow to act in relation to policy?

When considering policy as a strategy to direct and guide the actions of SMEs to realize that change is required, then leaders need to consider how policy should be developed and who should be involved in the development so that SMEs who have a desire to teach will value and align with the policy. This consideration leads to the second guiding question: Are there key tenets within professional standards of practice that relate directly to EDID that SMEs instructors can demonstrate to ensure exclusion does not take place?

To ask SMEs to change the way they teach, leaders then need to create a pathway for SMEs to discover the purpose and benefits of the change being required of them (Burnes et al., 2018; Kouzes & Posner, 2017). SMEs who are hired or awarded the role of educator need to be

provided with the tools, concepts, and strategies for the specific instructional practices and actions that demonstrate EDID in their field of practice (Burnes et al., 2018; Kouzes & Posner, 2017). This idea leads to the third guiding question: How do leaders engage SMEs to consider how their own positionality and behaviours interconnect with learners, with respect to pedagogical practices? Within this complex environment, SMEs need to be introduced to how their teaching practices impact learners.

With a global movement by corporations moving to ensure that EDID is present within their organizations (Saffer et al., 2019; Thorne et al., 2011), change is required. These guiding questions lead to unpacking the PoP. They also help to identify barriers, opportunities, and pathways to potential solutions that will resolve the PoP (Bryk et al., 2011; Thorne et al., 2011).

Leadership-Focused Vision for Change

During the time the Association received funding, its processes, programs, and services were designed and controlled by its funder. The focus of the Association's staff was to facilitate specific tasks and maintain the status quo as described by the funder. The relationship between the funder and the Association created a condition of subservience. This relationship, as Bourgeois (2011) explained, can foster harm because when individuals or groups claim authority over others whom they deem as inferior, it results in perpetuating exclusion and oppression.

When leaders give directives on how "things will be done," they create an environment whereby employees become faceless individuals who are required to do their job based on what they are told to do (Bourgeois, 2011). This structural–functional leadership practice often prevents an organization from growing, leaving it to remain flat with no innovation or collective vision (Bolman & Deal, 2017). Structural functionalism often leads to the stifling of an organization's growth, wherein leaders lose sight of the organization's purpose (Bourgeois,

2011). Scholars such as Capper (2019) and Bourgeois (2011) have concluded that organizations that lead by structural functional order leave little space for equity. Knowing this, the leaders of the Association have an overarching organizational desire to move towards a postmodernism approach to support a critical theorist led organization and apply the CRT framework as a guide to bring forward radical change (Capper, 2019). As the leader of the Association, I look to reform adult education, by establishing the practice of EDID within its profession. This can be established by creating an organization that has a relational leadership approach and allows for a collaborative, networked organization (Bryk et al., 2011; Capper & Young, 2014). When an organization can be recognized as one where all persons are valued and respected, where employees and professionals can share knowledge, ideas, and solutions, a community of practice can be formed (Bryk et al., 2011; Wenger et al., 2002).

What needs to be realized by the leader and stakeholders is that, to achieve equity and embody social justice, all stakeholders need to apply a CRT lens to the specific work that they do (Capper, 2019). This is the leadership challenge (Bourgeois, 2011; Capper & Young, 2014; Kouzes & Posner, 1987; Theoharis & Scanlan, 2015) given that each person who interacts with the Association brings their own identity, such as their age, gender, and political affiliation. These individual identities ultimately inform the development and evolution of the culture within the Association (Capper, 2019). If I, as a leader, can provide direction to inspire each person to actively apply a CRT lens to the work they do and to become consciously aware of their own racial practices, then collectively we will be taking deliberate action to reduce inequities and oppression. If this takes place, then all persons take a leadership role and actively participate in creating a professional, democratic culture of inclusion (Ehrich et al., 2015).

Gap Between the Current and Future State

Measures taken by corporate leaders who are working to establish and imbed guiding principles of EDID within their organization have clearly defined guiding principles for EDID that are unique to their organizations. An example of this is the 2020–2024 strategic plan of the Canadian Parks Council, which represents all federal, provincial, and territorial park agencies, who have worked to establish seven guiding principles of EDID (Canadian Parks, Protected, and Conserved Areas Leadership Collective, n.d.). Those principles include reconciliation, respect, and inclusiveness. These forms of EDID principles aim to guide all persons within its own institution. They are notable, need to be valued, and need to be placed into action by all people within the organization. Principles that have been created to be unique and personal to an organization do not always reflect the EDID actions and behaviours that may be needed by other institutes (Bolman & Deal, 2017; Bryk, 2015).

To be a leader in the field of adult education, responding to the diverse populations of today's classroom settings means to take on a transformative leadership role, a role to work collaboratively with others to remove oppression, so that educational environments are inclusive and socially just. SMEs may have to take a different path, require unique support, and be approached differently to ensure EDID is embedded within their work to bring forward a balanced educational culture (Bryk et al., 2011). This may require establishing unique EDID principles for the Association and the adult education profession it supports. This gives cause for leaders to have an organizational vision, whereby SMEs realize that they can be benefactors through change, change that is unique to the EDID actions necessary for today's classrooms (Bolman & Deal, 2017; Bryk, 2015). To be distinct, the Association needs to move from its current state of chaos to a new state where stakeholders work collectively to establish guiding

EDID principles to ensure the exclusion of learners no longer takes place within workplace teaching and learning environments, online, or in class.

Priorities for Change

First, what is paramount is the securing of a consensus from all stakeholders that they value the collective action of an interpretivist epistemology and hold a willingness to apply an individual critical lens to the unique work they do (Gay, 2018; Sheared & Sissel, 2001). Second, there needs to be a holistic approach whereby all stakeholders work together to identify and agree on potential solutions to resolve the PoP and establish shared goals in relation to the desired measurable outcomes (Mabey, 2012). Third, there needs to be an interconnective relationship between all stakeholders—to hold a collective vision to act to remove exclusion from workplace classroom settings (Bourgeois, 2011; Gay, 2018).

Chapter Summary

Exploring the placement of the PoP at the macro and meso levels, leaders can reflect on the external forces and evidence-based research to influence and support change. At the micro level, leaders can recognize the system processes that have established the criteria for hiring SMEs and the potential gaps within these processes that contribute to the PoP. The iceberg analogy (Stroh, 2015) helps leaders to recognize and confirm that a gap exists with respect to the knowledge and skill of SMEs' ability to teach in today's diverse workplace classroom settings, and the impact hidden cultural differences, such as values and beliefs, have on learners.

In establishing the priorities to reframing the Association and why change is focused on the alignment of SMEs EDID values with those of its community partners, I can begin to form leadership approaches to support change and the quest to find solutions to resolve its PoP. The

challenge is that even if the leadership of commits to act in ways that are beneficial to society, it does not guarantee the commitment of SMEs who are hired to take on the role of educator.

Chapter 2 presents strategic leadership approaches to move the change process forward and gain the commitment of SMEs. Failing to lead strategically will allow SMEs to continue to apply their own values and codes of practice to their work, which allows them to behave and act as they decide (Shapiro & Stefkovich, 2016). Chapter 2 also proposed discovery solutions to effectively resolve this situation so that positive change can take place.

Chapter 2: Planning and Development

Chapter 1 described how my positionality informs my natural servant leadership beliefs and approach. In Chapter 2, I present the three leadership approaches I require to lead the change initiative to resolve the PoP: transformative, adaptive, and transformational. This chapter also assesses the readiness of the Association and stakeholders to ensure they can take on the challenge of moving the Association towards its intended goals. I then demonstrate the change process to be navigated through the use of Lewin's (1951) three-phase change model, Beer et al.'s (2011) six-step change process, and Novelli et al.'s (1995) social justice framework. Reflecting on the guiding question presented in Chapter 1, I propose three potential solutions to resolve the PoP and then analyze them to determine the appropriate solution to implement.

Leadership Approach to Change

Leadership is often associated with traditional industrial and structural approaches such as the hierarchical top-down approach (Komives & Dugan, 2010). These leader-centric, performance-driven approaches are no longer valued, especially where society is influencing leaders to form organizations that demonstrate inclusive cultures. Today, leadership theories that are considered essential are those that were previously viewed as enacting "social activism," such as social constructivism, postmodernism, and feminism (Komives & Dugan, 2010). When leaders apply these approaches, they enact the means to emancipate "marginalized populations, capture the complexities of social interactions and address power dynamics" (Komives & Dugan, 2010, p. 112). Therefore, in this case, a transformative leader is required, as this leadership style continually applies a critical theory lens, working to eliminate inequities and social injustice practices that remain present in today's educational settings (Shields, 2010).

Transformative Leadership Theory to Lead Change

Where transformative leadership is only recently emerging, it is important to note the distinction between transformative and transformational leadership: “transformational leadership focuses on improving organizational qualities, dimensions, and effectiveness; and transformative educational leadership begins by challenging inappropriate uses of power and privilege that perpetuate inequity and injustice” (Shields, 2010, p. 564). Appendix D distinguishes the unique roles of each of these leaderships: transformative and transformational. Even though these leadership styles share some commonalities, wherein each holds the intention to transform or change something, the transformative leadership focuses on redirecting individuals’ knowledge and beliefs (Shields, 2010), which directly relates to the PoP.

Educational organizations serve diverse populations and often do not demonstrate inclusive instructional practices (Bista et al., 2021; Gay, 2010; Shields, 2010); as are the corporate learning environments, diverse (Subramaniam, 2022) which also fail to demonstrate inclusion instructional practices within their learning environments (Gay, as cited in University of South Dakota School of Education, 2016; Sheared & Sissel, 2001). Bista et al. (2021) reported a heightened importance to develop inclusive teaching practices within educational institutions, as 2021 has seen an increase in international student applications to study in the United States. For example, a New York university received a 22% increase in foreign student applications for its online learning programs (Bista et al., 2021). With respect to Canada’s corporate entities, immigrants represent 27.7% of the workforce; in cities such as Toronto and Vancouver, immigrants make up half of the core-aged (25 to 54) workforce (Subramaniam, 2022). Therefore, leaders within these complex environments need to demonstrate the principles of transformative leadership whereby they continually apply a critical orientated lens and work to redirect

individuals' beliefs and actions towards creating a social just learning environment.

Transformative leaders act to deconstruct social-cultural knowledge frameworks that generate inequity and work to reconstruct more equitable and liberating organizations (Shields, 2010).

Leaders who apply these principles have proven successful in bringing about change, wherein teachers enact practices and behaviours that demonstrate inclusion. Transformative leaders create an opportunity for all teachers to examine their own teaching practices that may be based on old knowledge frameworks (Shields, 2010).

With the PoP centered around the lack of, or nonexistence of, EDID pedagogical practices by SMEs, transformative leadership needs to remain the primary leadership approach. However, in this case, there is still a need for a transformative leader to be agile when working to bring forward change (Bolman & Deal, 2017). As Shields (2010) concluded, transformative leadership is not an exclusive approach to leadership, confirming that leaders need to incorporate other leadership approaches, diversifying their leadership style as they find themselves, and others, in varying situations. Bolman and Deal (2017), Daft (2011), and Komives and Dugan (2010) concurred with Shields, noting that leaders need to apply varying leadership styles as they work to redirect the culture of an organization. Knowing I naturally lead with a servant leadership approach, there is the essential need to become disciplined and lead with transformative leadership. However, as a strategy, there may be times to intertwine adaptive and transformational leadership within a transformative leader's approach to achieve the desired goals of the Association.

Adaptive Leadership

The withdrawal of the funder left the Association in a crisis state: employees and SMEs were faced with losing their jobs, the BoD had financial concerns, and community partners were

losing programs. These are *adaptive* challenges, as there are no immediate solutions or off-the-shelf resources to resolve them (Hayashi & Soo, 2012). They are crisis situations, with stakeholders looking to the leader to solve, yet it is the stakeholders who need to find solutions.

As stakeholders grapple with the reality that there is no returning to how things were, taking on an adaptive leadership approach will aid stakeholders to come to terms with the crisis (Heifetz, as cited in How to Dialogue, n.d.). Undertaking an adaptive leadership approach will guide stakeholders towards a pathway to learn, grow, and change as they work to resolve problems (Heifetz, as cited in How to Dialogue, n.d.). As Heifetz et al. (2009) explained, leaders need to act quickly to mobilize people as they face immediate adaptive challenges. This type of leadership leads with the intent to foster new norms, so people are ready to take on the new opportunities that shape the future of an organization.

Applying an adaptive leadership approach will enable stakeholders to thrive rather than perish, to set a goal to redefine their own and the organization's purpose (Heifetz et al., 2009). Adaptive leadership helps stakeholders hold onto what is valuable from the work they did in the past, so that they can bring these valuable assets forward as they experiment, innovate, and work to broaden their knowledge and skills so that the current state can be resolved. It is about encouraging adaptation to move stakeholders forward while allowing the organization to evolve into something new (Heifetz et al., 2009).

Adaptive leadership aligns with a postmodernist approach—a social reality that is “chaotic and fluid without any real patterns or master plan” (Bourgeois, 2011, p. 375). This is an approach that allows the Association to evolve, with the potential to broaden its economic operations. This expectation is derived through the development of new educational programs and new ways of teaching that demonstrate EDID.

Heifetz et al. (2009) pointed out that an adaptive leader's purpose is not about leading to meet the organizational goals that are established by a leader's authority. It is a leadership style that can be dangerous, as it requires telling stakeholders what is real, not what they expect to hear, while moving them continually through the change process. An adaptive leader steps into uncertainty, continuing to challenge stakeholders to be innovative and discover a new role, while the organization is in a state of unbalance, until stability is established (Heifetz et al., 2009).

Transformational Leadership

Because the actions of a transformative leader lead the pathway forward to create change with respect to embedding EDID at the heart of the Association, there is a responsibility to ensure the organization reaches its obligatory financial and administrative targets. For this reason, I will integrate a transformational leadership approach to manage the complexities of this unique organizational improvement undertaking, within the context of the change process.

As transformational leadership focuses on advancing organizational qualities, dimensions, and effectiveness (Shields, 2010), it leans toward the social change model of leadership development (Komives & Dugan, 2010), as it is a holistic leadership approach, making it complimentary to transformative leadership. Hewitt et al. (2014) revealed that a “transformational leader is reform-minded but not a revolutionary, whereas the transformative leader interrogates and seeks to disrupt” (p. 5), in reference to the uses of power and privilege that perpetuate inequity and injustice (Hewitt et al., 2014; Shields, 2010).

Transformational leadership can have a positive effect on stakeholders' readiness to change (Hariadi & Muafi, 2022). As Hariadi and Muafi (2022) explained, a transformational leader can be characterized by a style that actively and persistently supports change, motivating stakeholders to work to achieve the desired change. It gives stakeholders an opportunity to

participate in their own future (Agbim, 2013), as it works to provide each stakeholder with an opportunity to choose to make a difference and commit personally to the goal of an organization (Komives & Dugan, 2010). Transformational leaders can transition stakeholders from a crisis state into the change process (Daft, 2011); therefore, transformational leadership is purposeful, and collaborative, contributing to the change process that is required following the withdrawal of a funder.

As the leader of the Association, I need to ensure the performance level of a person or group is working to achieve the desired change to establish EDID within their work as a standard (Hariadi & Muafi, 2022). I also need to ensure that stakeholders' resistance is minimized, that they understand the reasons for change, are change ready and support the change. According to Hariadi and Muafi, (2022), this level of readiness can be accomplished through the efforts of a transformational leadership approach.

Heifetz et al. (2009) stated that the most common cause of failure in leadership is to try and resolve a problem by utilizing the wrong leadership approach. An adaptive leadership example of theirs is that leaders may treat an adaptive challenge as if it were a technical problem. The difference between adaptive challenge and technical challenge is that a technical problem can be resolved using current knowledge or know-how, whereas adaptive challenges can only be resolved by mobilizing discovery or generating stakeholders' capacity to thrive anew. Each leadership approach has a purpose (Bolman & Deal, 2017; Heifetz et al., 2009; Shields, 2020). In this case, I have concluded that the three leadership approaches that will serve me well to resolve this PoP are transformative, adaptive, and transformational. I will need to be effective in distinguishing the purpose of each leadership approach to resolve each unique situation that will arise during the change process. As I embark on the change process initiative, I look to utilize

these three leadership approaches that relate to situations and specific desired goals: transformative leadership to combat social injustice within an educational environment to achieve societal change (Shields, 2020); adaptive leadership to bring forward new ways of working (Heifetz et al., 2009); and transformational leadership to ensure organizational effectiveness is achieved (Shields, 2020).

Framework for Leading the Change Process

All too often, leaders work to stay out of harm's way of their funders to retain their relationship (Sontag-Padilla et al., 2012). However, when funders take unexpected actions that threaten the existence of an organization, leaders need to view these crisis situations from opposing vantage points. In this case, the leaders viewed the loss of the funder as an opportunity, an opportunity to reframe the Association and establish new pathways forward. As leaders work to move towards new opportunities, it is necessary for the leader to stay grounded in the fact that some stakeholders will not be willing to take part in the change process (Sara, 2017). When this situation takes place, then the leader may have to act with "pushiness" as they attempt to move people and goals forward (Sara, 2017).

It is also important to note that when abrupt change takes place, the impact can be emotional, so individuals' coping abilities may not be as strong as required to overcome fear, anxiety, and stress. Often, stakeholders want things to remain as they are or to regress back to the way things were, to what is perceived as a safe environment (Kouzes & Posner, 1987). As a leader works to recover from a crisis situation, looking to regain stability through a change initiative, what is essential is the need to recognize that change is challenging, for stakeholders and, at times, for themselves, as the leader (Sirkin et al, 2005).

Frameworks in Leading Change

To resolve the complexities of organizational change, leaders can apply change model frameworks as a tool to guide their actions and inform them of differing factors that may occur throughout the change process (Marshall, 2008). Where every organization is unique, leaders may need to apply unconventional change processes (Quinn & Cameron, 2019). Thus, leaders need to select change frameworks that consider the uniqueness of their organization and the individuals, groups, and the environment in which they work (Marshall, 2008). Because the process of change is complex, scholars suggest that leaders not rely on one change model but consider varying change model frameworks when approaching resolving a PoP (Fullan, 2011; Marshall, 2008; Wentworth et al., 2018).

When selecting change frameworks, consideration needs to be given to the purpose of change such as policy, structure, or vision drive, in addition to the force behind the change; is it episodic or continuous? When reviewing change frameworks to identify an alignment with the unique problem the Association has experienced and faces, to ensure the desired change of the adoption of EDID takes place, three change frameworks have been chosen to interconnect with each other: Lewin's (1951) three-phase change theory, as presented in the work of Weick and Quinn (1999) in relation to an episodic event; Beer et al.'s (2011) six-step process to change; and Novelli et al.'s (1995) types of justice framework. These change model frameworks have been selected as they all hold critical theory accords and each one serves a specific purpose to support the change process. In addition, they serve in guiding me as the leader, as these frameworks act as mechanisms to understand, explain, implement, and evaluate the change process.

Change Model Theory Frameworks

Weick and Quinn's (1999) work on organizational change and development examines two forms of change: (a) change that is brought on by an external episodic event, which often requires a short run adaption; and (b) continuous change, which is often an internal self-organizing long run adaptation that can be related to social or process change. Weick and Quinn described the variances of the three phases between the two forms of change, through the use of Lewin's (1951) three-phase change model, intentional change stemming from an episodic event denotes the use of unfreeze-transition-refreeze, and continuous change, that is often redirection, follows the change process of freeze-rebalance-refreeze. Table 2 defines the variances between episodic and continuous change utilizing Lewin's model.

In considering these two forms of change and knowing the velocity at which change took place for the Association, I have selected Weick and Quinn's (1999) presentation of Lewin's (1951) unfreeze-transition-refreeze change model as a framework that can support the Association's change process that is required following the impact of the funder's financial support. From my leadership perspective and based on my real-world experience as CEO, I believe Weick and Quinn accurately described an organization that has been struck by an episodic event—it is an organization that is on the edge of chaos yet is capable of stability and instability. It is an organization that can struggle when confronting a problem, while it experiments with solutions as it shifts towards revolutionary change following an episodic event. Therefore, this gives cause to utilize Lewin's three-phase change model.

Weick and Quinn's (1999) application of the Lewin (1951) model in response to change following an episodic event consists of three phases: *unfreeze*, the behavioral thaw, which takes place upon the onset of the episodic event causing the destabilization of stakeholders and an

organization; *transition*, the period to work towards cognitive restructuring, semantic redefinitions, reconceptualizing the future, realizing the need for new standards, and gaining new perspectives; and *refreeze*, the recrystallization of behaviours, establishing new social norms and institutionalizing the change. Utilizing this model provides a leader with the opportunity to view the changes that are required following an episodic event—through to a renewed state of stability (Weick & Quinn, 1999), a chronological, time-bound approach to change.

Table 2

Comparison of Episodic and Continuous Change

Type of change	Description	Phase of change model		
		Unfreeze	Transition	Refreeze
Episodic	The necessary change is created by intention. Change is Lewinian: inertial, linear, progressive, goal seeking, motivated by disequilibrium, and requires outsider intervention.	Disconfirmation of expectations, learning anxiety, provision of psychological safety.	Cognitive restructuring, semantic redefinition, conceptual enlargement, new standards of judgment.	Create supportive social norms, make change congruent with personality.
Continuous	The change is a redirection of what is already under way. Change is Confucian: cyclical, processional, without an end state, equilibrium seeking, eternal	Make sequences visible and show patterns through maps, schemas, and stories.	Reinterpret, relabel, resequencing the patterns to reduce blocks. Use logic of attraction	Resume improvisation, translation, and learning in ways that are more mindful

Note. Adapted from “Organizational Change and Development,” by K. E. Weick and R. E.

Quinn, 1999, *Annual Review of Psychology*, 50, 366

(<https://doi.org/10.1146/annurev.psych.50.1.361>). Copyright 1999 by Annual Reviews.

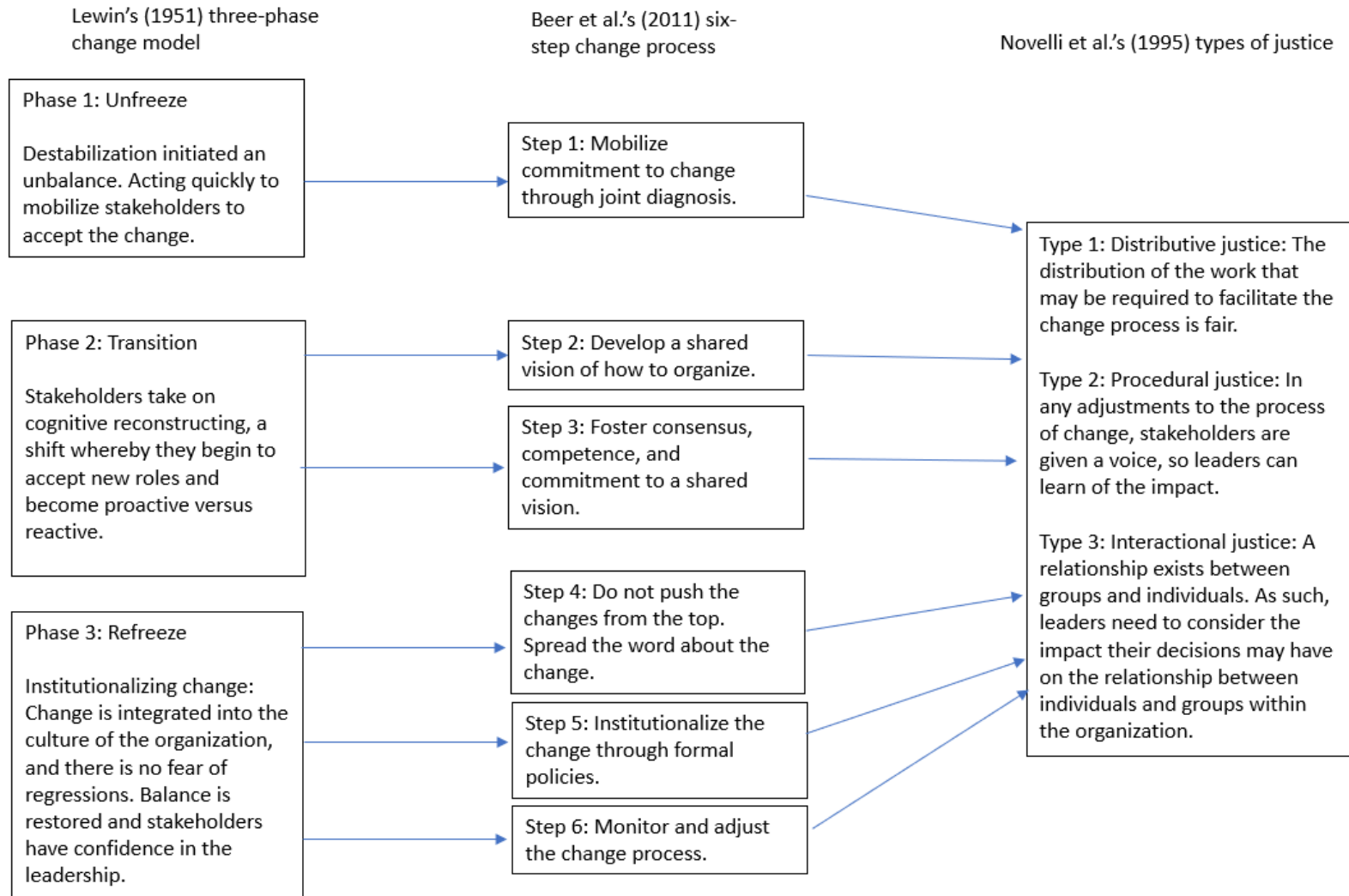
Another benefit of Lewin's (1951) three-phase change model, identified by Novelli et al. (1995) and Weick and Quinn (1999), is that the model gives leaders flexibility to integrate various theoretical frameworks. To that end, I will be integrating Beer et al.'s (2011) six-step change process, as it was derived from Lewin's model (Novelli et al., 1995). It also aids leaders in providing concrete steps to help with establishing a pathway forward. Beer et al.'s six-step change process consists of (a) mobilize commitment to change through joint diagnosis; (b) develop a shared vision of how to organize; (c) foster consensus, competence, and commitment to a shared vision; (d) do not push the changes from the top—spread the word about the change; (e) institutionalize the change through formal policies; and (f) monitor and adjust the change process. Integrating the Beer et al. six-step change process provides the means to define the actionable items in the change process on a deeper level within each of Lewin's three phases.

The frameworks of Lewin (1951) and Beer et al. (2011) align with the transformative leadership approach (critical race theory lens). As Burnes (2004) confirmed, Lewin, a known social activist in his time, originally created the three-phase model as a means to resolve social conflict; specifically, racism. Lewin's three-phase change model has become a respected, well-developed change theory framework that can be utilized to guide the complexities of change within today's organizations. Burnes noted that Lewin's model is intended to be a democratic and inclusive approach to change, one where all individuals participate on an equal basis and commit to a shared responsibility to achieve the desired goals.

Ensuring a social justice approach to change takes place, the Beer et al. (2011) six-step process as a framework allows for the integration of a social justice perspective, referred to as types of justice framework: distributive, procedural, and interactional (Novelli et al., 1995). The types of justice framework allows leaders the opportunity to assess the perceived social justice

individuals and groups have as they participate in the change process. The types of justice framework flips the perspective of leaders; it brings leaders to realize that individuals and groups are executing an evaluation of the leaders' behaviours and actions and an evaluation of the change process. Lewis (2007) stated that leaders can utilize the Novelli et al. (1995) framework as a communication process between the leader and the stakeholders, as leaders can make inquiries as to what the perspectives are of the stakeholders. Examples of this practice are that employees will evaluate the fairness of three types of justice: (a) *distributive*, the distribution of the work that may be required to facilitate the change process is fair; (b) *procedural*, that any adjustments to the process of change, a voice is given to the stakeholders, so leaders can learn of the impact; and (c) *interactional*, being, there exists a relationship between groups and individuals, leaders need to consider the impact their decisions may have on the relationship between individuals and groups within the organization (Novelli et al., 1995).

The use of Novelli et al.'s (1995) types of justice may lead to addressing social justice issues and bring forward blind areas that I, as a transformative leader, may not see or have considered. It will also ensure that leaders demonstrate an inclusive process. Figure 1 illustrates how the components of the three chosen models interrelate (Beer et al. 2011; Lewin, 1951; Novelli et al., 1995). Some scholars have referred to Lewin's (1951) framework as being too simplistic and mechanistic; however, Burnes (2004) stated that these criticisms are derived based on the misinterpretation of Lewin's preserved view of stability and change, being fixed and stable, and unidimensional. Burnes's presentation of Lewin's work contrasts this idea, stating that Lewin's view of change was one where change is unpredictable and, therefore, is always fluid.

Figure 1*Integration of the Three Frameworks*

This, from my leadership perspective, reinforces its use, as an episodic event can impact an organization to a state where their future is one that is unpredictable, requiring the change process to be fluid. In terms of a simplistic form, the use of Lewin's model has value because the users do not need to be highly advanced academically to understand or interpret its use (Hussain et al., 2018; Weick & Quinn, 1999). This permits the leader with an opportunity to explain the change process to stakeholders so they can formulate the pathway forward.

Organizational Change Readiness

A strategy is needed to determine organizational and stakeholders' readiness to pursue change, even when change is imposed. Within the nonprofit sector the withdrawal of funders has become all too common, and, unfortunately, most do not survive such a crisis (Sontag-Padilla et al., 2012). Often this is due to the lack of opportunity to build up a financial reserve fund. Reserve funds allow nonprofits the financial means to allow time to strategize and transition towards implementing corrective action to establish new financial resources and regain stability. In this case, the Association is able to withstand the blow of losing its funding, as it held a financial reserve fund, giving it a foundation of financial readiness to pursue its future. However, Sontag-Padilla et al. (2012) stated that in evaluating organizational readiness, the analysis does not only include financial concerns, but also brand, partnerships, and the ability to demonstrate value to engage community stakeholders. Being prepared in these key operational areas allows for a certain level of equilibrium to be in place for an organization to pursue change (Sontag-Padilla et al., 2012; Thorne et al., 2011).

These operational areas are not necessarily a holistic readiness analysis of what would indicate the Association is ready to take on the long-term change process required to bring about sustainable organizational and adult education reform. Even though these areas of readiness are

relevant, James (2015) recommended that leaders need to ensure that key factors are evident: stakeholders are agile and can adapt to new opportunities; there is an organizational growth strategy; and there is a willingness to develop and transfer knowledge; and increase skill levels of employees, so they become experts in their potential new role.

To determine the readiness of stakeholders and the Association to pursue change (James, 2015), an analysis strengths-based framework was executed, SOAR: strengths, opportunities, aspirations, and results (Stavros, 2011). SOAR is built on the philosophy platform of AI (Stavros, 2020). AI's philosophy extends the opportunity to engage all stakeholders, taking them through a process referred to as the 4-D cycle: discovery, dream, design, and destiny (Cooperrider et al., 2008). As Cooperrider et al. (2008) described, AI's 4-D cycle begins through a discovery methodology to recognize the best of an organization, encompassing human resources, services, and programs. It then leads stakeholders to dream as to what an organization might become, moving them towards the chance to co-construct the future design of an organization. The AI process looks to establish a destiny whereby the future of the organization is one that will secure a better existence, which is purposeful and achievable (Cooperrider et al., 2008). The AI 4-D cycle initiates positive action, action that is manifested through the collective voice of the stakeholders and results in strengthening the commitment, sense-making, and the opportunity to customize change (Cooperrider et al., 2008).

The implementation of a SOAR analysis can bring value to an organization that is in a state of crisis, because SOAR is built on the foundation of an AI approach, which shifts stakeholders' attention away from crisis to focusing on growth opportunities, sharing knowledge, and new ideals (Stavros, 2011; Zarestky & Cole, 2017). The SOAR 5-I approach—initiate, inquire, imagine, innovate, and implement (Stavros, 2011)—is a process facilitated through

igniting conversations, by asking strategic questions. An example of the questions that surround the four key components of a SOAR analysis are Strengths—what are we great at? Opportunities—what are the possibilities? Aspirations—what are our dreams or wishes? Results—what are meaningful outcomes? (Stavros, 2020). Table 3 provides an overview of the SOAR analysis and how the outcomes align with James’s (2015) key factors to determine organizational readiness.

Table 3

SOAR: Analysis of the Association’s Change Readiness from Stakeholders’ Perspectives

SOAR defined analysis	Key factors to determine readiness	Collective stakeholders’ perspectives
S = Strengths: An organization’s best capabilities to focus on a stronger competitive advantage and more sustainable future.	Increase skill levels of employees so they become experts.	The Association has internal knowledge in the field of adult education and can build capacity through knowledge sharing and academic pursuit. It has access to external knowledge to support change.
O = Opportunities: Moves into the realm of location and positive enhancement of potentially unexplored endeavors and innovations.	Agile and adapt to new opportunities.	The agility to withstand the loss of funding and regain a sense of balance. The ability to adapt to create a collective vision to prepare to align with community partners values and beliefs to secure new opportunities.
A = Aspirations: Expands and gives voice to the desires of those focusing on the future of the organization.	A willingness to develop and transfer knowledge.	To create a community of practice so that knowledge sharing takes place and individuals can continue to learn and participate in a positive teaching and learning environment that holds EDID.
R = Results: Reinforces and activates the motivation, resources, and commitment of those involved in attaining the desired outcomes.	There is a growth strategy.	The knowledge and ability exist to resolve the PoP in a collective way to demonstrate inclusion within the pedagogy practices and curriculum in which it designs and delivers. Resocialization of past SMEs.

The SOAR process serves to discover a contextual pathway that can lead an organization towards a sustainable future (Zarestky & Cole, 2017). The SOAR process explicitly describes what the Association needs to achieve (Stavros, 2011): eliminate social unjust practices within workplace classroom settings. In referring to James's (2015) four factors from the stakeholders' perspectives (see Table 3), there is confirmation that the Association is ready and committed to take on the change process. The analysis concludes that the ability to increase the skills of employees exists, as they have access to external knowledge (the BoD and community partners). There is also the willingness of the BoD and community partners to transfer knowledge to employees. The stakeholders have demonstrated they are agile, as they have withstood the loss of the funder. They are prepared to execute a growth strategy that will activate the momentum to resolve the current state and work to achieve sustainable growth.

Solutions to Address the Problem of Practice

The leadership of the Association needs to consider what actions will direct the Association towards its goal, with respect to aligning SMEs pedagogical practices with the EDID goals of community partners. When considering which actions and system processes may produce such an alignment, there needs to be evidence to show that the actions taken will lead to sustainable solutions (Thorne et al., 2011). In this case, the solution needs to have these three features: a mechanism to articulate the Association's expectations as to the standard of practice that SMEs are to teach—an instructional EDID practice; a process to support SMEs to learn new educational knowledge frameworks; and an outcome whereby SMEs shift their beliefs, behaviour, and perspective towards valuing the importance of adopting EDID within their professional work. Solutions need to resolve the PoP: the lack of support to influence and align SMEs pedagogical practices with the EDID goals of community partners. In considering the

PoP, solutions being proposed are case studies of organizations that have had a similar PoP.

These solutions have been rated against criteria that have been drawn from the guiding questions in relation to the PoP in Chapter 1. The key attributes of the solution must meet the following criteria to have merits in being selected as a solution to resolve the Association's PoP.

1. Will the solution act to influence SMEs to participate in a new way of teaching that demonstrates EDID?
2. Is there a means to support SMEs to develop the knowledge and skills to apply EDID practices in the classroom settings?
3. Is there evidence that the solution will align the beliefs and values of the SMEs with that of community partners?
4. Is it a sustainable solution in preventing the exclusion of learners?

Proposed Solution 1: Alternative Funder

At the onset of the funder's withdrawal, stakeholders raised questions as to the possibilities of reestablishing a potential new funder. This suggestion is valid, as each day I could respond to calls for proposals from private and public funders, at local, regional, national, and international levels that relate to the work of the Association. Wright (2015) highlighted that Canada has the second largest nonprofit economy globally; it is a sector that employs over two million people and has an annual income of \$176 billion.

The nonprofit sector has demonstrated how it reliably supports Canadians, many of whom are marginalized populations (Wright, 2015). However, the nonprofit sector has its own challenges that can impede growth, sustainability, and the continuity of offering programs to the community it serves. As Sontag-Padilla et al. (2012) pointed out, funders often extend support on short-term bases, for the life of a project, which could be from months to years. This short-term

funding continually leaves nonprofits to operate in a fragile economic state. In addition to nonprofit leaders operating under short-term financial commitments, the application and approval process to secure funding can extend beyond a year. With over 170,000 nonprofit organizations in Canada (Wright, 2015) vying for funding, seeking the support of a new funder is extremely competitive.

The quest to pursue a new funder, to continue the work of the Association, could be seen as a means to avoid change. As Kouzes and Posner (1987) stated, people often want to remain where they were, as it “feels safe”. It is what they know and have grown accustomed to.

When considering the goals of the Association, in relation to the PoP, securing a new funder as a potential solution fails to meet the requirement to bring about the change leaders are seeking. In part, this is due to the complexity of the funding requirements and lengthy process to obtain approval (Sontag-Padilla et al., 2012). In addition, the leaders also recognize a risk that the Association may end up in a situation similar to that of the previous funder, a situation whereby there is no alignment of values or beliefs, and the funder holds a dominant role over individuals and the programs it offers (Bolman & Deal, 2017). Appendix E provides an overview of the analysis to seek a new funder as a solution to offer a resolution to the PoP. The analysis of this solution against the four criteria reveals that there is a lack of evidence to pursue this direction. Specifically, there is no assurance SMEs will adopt new EDID pedagogical practices. There are also no assurances that new funders will provide the financial means to support the opportunity for SMEs to learn new educational knowledge frameworks. Also, the leadership of the Association cannot rely on new funders to influence the SMEs in adopting new ways of teaching. In an effort to find a long-term solution and the ambiguity of today’s economic stability

for nonprofits to retain a funder's support, this is not a long-term solution to ensure sustainability.

Proposed Solution 2: Program Intervention

Varying approaches have been taken to bring forward the opportunity for educators to approach modifying curriculum and inform instructional methods to create an inclusive learning environment. An approach taken by the Academic Senate for California Community (Educational Policies Committee and the Affirmative Action/Cultural Diversity Committee, 1995), supported by Kaya (2014), offers the solution whereby a learner-centered approach has merit for creating an inclusive teaching and learning environment. However, the means allowing an instructor to provide a learner-centred approach to resolve the exclusion of learners requires that the instructors execute a learning styles analysis for each student. A learning style analysis informs the instructor of the cultural environment learners may have experienced as a young adult, which has become the norm for the young adults. The learning style analysis allows the instructor to adapt and accommodate the learner, by adjusting curriculum and teaching approaches to the needs of the learner, which leads to enhancing the learner's experience and outcome.

In considering a learning styles approach to teaching, when learners of diverse backgrounds enter a workplace classroom setting, and the instructor has not had the opportunity to gain insight into the varying learning styles of the learners, learners can experience a feeling of exclusion, discomfort, and isolation. Heredia (1999) explained:

American students seem to require a higher degree of structure than other groups. They prefer to work alone more than African American students, but less than Caucasian

students. Nor are they as auditory and visual as Caucasians and African Americans.

Hispanic . . . students are more field-dependent than Anglo students. (p. 2)

By executing a learning style approach, instructors have the means to adapt, organize, analyze content, then classify, assimilate, and synthesize information that relates to the learners (Kaya, 2014). Being aware of the learning styles allows for the opportunity to create a socialized process and sociocultural cohesiveness being formed within the classroom environment. It also allows learners to ecologically adapt to the environment (Educational Policies Committee and the Affirmative Action/Cultural Diversity Committee, 1995). It results in creating a learning culture that is relevant to the needs of the cultural backgrounds of each learner, essentially providing a shared and meaningful experience within the group of learners (Kaya, 2014). Creating such an environment often establishes cultural norms through learners and instructors working collaboratively, encouraging reflective and discussion activities, while using varying learner style approaches: visual, aural, interactive, print, kinesthetic, haptic, and olfactory (Educational Policies Committee and the Affirmative Action/Cultural Diversity Committee, 1995; Kaya, 2014). This approach also lends to transforming curriculum in a way that integrates the diverse cultural background and experiences represented in classroom settings. Transforming content and environment are intended to eradicate the exclusion of learners, based on the student's gender, race, or disabilities (Kaya, 2014).

Implementing a learning styles analysis may have been successful within the Academic Senate for California Community and other educational institutional models, but as a solution for the Association, barriers exist. These barriers are associated with the fact that SMEs are usually hired to facilitate one- or two-day sessions, and corporations often do not provide learners'

contact information. This inability to reach the learners prior to entering the classroom prevents this solution from being implemented.

Kaya (2014) pointed out that even knowing the cultural backgrounds of the learners does not prevent the monocultural adult educators from misinterpreting the learners' attitudes and actions. This requires adult educators to reflect on their own values, beliefs, behaviours, and attitudes, to fully understand what is required to integrate into the curriculum, to create an inclusive learning environment.

Therefore, considering the barriers, and the risk of misinterpreting learners' learning styles, I do not position this approach as a solution to pursue, as it fails to bring forward change in the beliefs, behaviours, and attitude of the educator, thereby leaving space for bias and prejudice within the work they do. Appendix F presents the analysis of this solution as a means to offer a resolution to the PoP. Based on the four criteria stated, there are aspects of the implementation that may resolve to the PoP; however, it does not present a holistic approach to the solution to resolve the four required criteria. Therefore, there is a lack of evidence to pursue the direction of adopting a learning styles approach.

While SMEs may adopt this approach for its ease of implementation and simplicity, this solution does not produce the means to influence the adoption of new EDID pedagogical practices. As Kaya (2014) noted, providing educators with knowledge of the cultural backgrounds of the learners does not prevent acts of social injustice from taking place. In addition, this option lacks additional supports, such as multicultural teaching PD, which would be required to bring forward stability to establish new educational knowledge frameworks to eradicate exclusion of learners.

Proposed Solution 3: A Triad Model Approach of Policy, Beliefs, and Practice

The foundation of this solution is found in a case study in the research of Postan-Aizik and Shdaimah (2022). It is a triad model solution approach that connects pedagogy and action for social change through policy development. In reviewing Postan-Aizik and Shdaimah's case study, there appears to be an opportunity to present a triad model solution that connects policy, beliefs, and practice in relation to resolving this PoP. It is a holistic approach towards resolving a PoP (Postan-Aizik & Shdaimah, 2022). It is one that begins with engaging stakeholders to recognize that a problem exists, and then works to involve stakeholders in developing a *policy* that outlines a collective agreement to define professional standards of SMEs who are hired to deliver educational programs. It establishes a pathway forward, integrating the opportunity for SMEs to reflect on their own *beliefs* through their own cultural lenses—implicit racial attitudes that affect learners (Gay, 2010), through the provision of CRTP PD. It is a solution that develops the necessary knowledge and skills to shift SMEs' pedagogy practices towards new educational knowledge frameworks. This solution also has the merits to be sustainable.

Policy and Professional Standards

A solution that is often posed to achieve organizational goals is the development and implementation of policy (Ball, 2006), even though policy can fail in executing the desired change that leaders were intending to achieve (C. Smith & Gillespie, 2007; Viennet & Pont, 2017). If policy is to be influential and successful, it is important to approach it in a way that allows for transparency and gives value to those that it is intended to influence. Policy discourse and implementation complexities need to be addressed, and varying groups' perspectives need to be included in the development of policy and professional standards. Otherwise, policy will

marginalize others and allow only the past hegemonic practices to manifest within the context of the policy (Darling-Hammond & McLaughlin 1995; Sheared & Sissel, 2001).

Positive change has been realized by institutes who have implemented policy and professional standards (Sheared & Sissel, 2001). If policy and professional standards are to be used as textual interventions, then mechanisms need to be put in place to ensure that policy is developed with integrity (Thorne et al., 2011). Integrity permits dialogue with the individuals and groups that make up the diverse community population in which an organization serves. Therefore, the voices of people of different races, languages, culture, realities, circumstances, and gender are required to steer the direction of policy to retain its integrity (Sheared & Sissel, 2001). This democratic approach increases the likelihood of a wider spread of change through the adoption of a policy (C. Smith & Gillespie, 2007) and removes the chance of creating inequities, impacting other individuals or groups (Sheared & Sissel, 2001).

In this case, policy is intended to ensure that instructional, professional standards are aligned with the standards of community partners or are of a superior level to the professional standards of the community partners. In failing to meet or exceed the expectations of the community partners standards, inequitable teaching practices may continue, and economic consequences may result (Sheared & Sissel, 2001; C. Smith & Gillespie, 2007; Thorne et al., 2011). The use of policy can act as a regulated quality assurance method to uphold organizational instructional standards (UKEssays, 2015). Therefore, in this case, policy as an intervention may influence SMEs, providing that the intervention is transparent and an inclusive process. When transparency exists and SMEs are given a voice and participate in the development of policy, they will value and support the policy and professional standards they had an opportunity to create (Ball, 2006). For these reasons, frameworks need to be employed as

a process to determine the discourse of the policy to form the professional standards that are required to instill change (Postan-Aizik & Shdaimah, 2022).

To deepen the opportunity for successful design and to minimize adverse effects of policy and professional standard development, the utilization of frameworks such as the four-dimensional framework, presented by Viennet and Pont (2017), can be applied to ensure effectiveness and sustainability of the policy. This framework aids users in thinking through the design and analysis of policy. It upholds an inclusive stakeholders' process, and if applied to educational policy development, results can be effective and meet with lasting success (Viennet & Pont, 2017). Fourth, policy becomes coherent and operational.

Provision of Professional Development: Beliefs and Practice

When policy intent is to guide the behaviours of SMEs, then there needs to be the provision for SMEs to gain knowledge and skill to support policy. Without this provision, there may be no opportunity for SMEs to learn new ways of teaching (Sheared & Sissel, 2001). Therefore, the Association needs to provide access to PD to support SMEs in the change process.

Research suggests that standards-based PD contributes to instructional changes when instructors apply what they have learned through PD programs, especially, when instructors are supported through the provision of PD that focuses on the enhancement of instructional performance and eliminating instructional behaviour that marginalizes individuals in classroom settings (Sheared & Sissel, 2001; C. Smith & Gillespie, 2007). However, there remains the inquiry to identify what PD will bring forward the desired change in beliefs and behaviours and to develop the competencies that demonstrate EDID teaching practices to resolve the PoP.

As noted in Chapter 1, Gay (University of South Dakota School of Education, 2016) in an interview stated that CRTP is an emerging trend within professional fields. It has proven to be

a PD program for individuals within the teaching profession that influences their ideas, leading them to consider foregoing their former beliefs and teach in a new way, regardless of whether they are entering a classroom for the first time (Brown-Jeffery & Cooper, 2011; Chen & Yang, 2017; Edwards & Kuhlman, 2007; Gay, 2018; Johnson et al., 2019; University of South Dakota School of Education, 2016). Providing access to CRTP PD may result in SMEs accepting that change begins with them (Edwards & Kuhlman, 2007; Gay, 2018).

Bradshaw et al. (2018) pointed out that instructors who attend CRTP PD gain knowledge in their profession to demonstrate inclusive practices, such as linkages to culture strategies and practices to integrate the cultural backgrounds and experiences of learners; images reflecting cultural values; learning activities that reflect culture and backgrounds; and text material such as case studies, magazines, and other related reading material to bring the learners' culture into the classroom. These strategies and lesson materials build relationships of trust between the learner and instructor, which then creates a classroom of inclusion and gives the learners permission to bring their culture into the classroom (Bradshaw et al., 2018).

It is important to reflect on Chen and Yang's (2017) statement: "It is probably safe to say, in fact, that no improvement effort in the history of education has ever succeeded without thoughtfully planned and well-implemented PD activities designed to enhance educators' knowledge and skills" (p. 226). This notion refers to the opportunity to put forward a starting point by offering a CRTP PD program that connects to the five principles that Gay (2018) has established to guide educators, as noted in Chapter 1.

The triad model solution approach to resolving the PoP is one that would establish a policy to enact change. It would create a collective agreement regarding the professional standards of practice upon which the SMEs need to adhere to. The solution of policy would

outline the required competencies SMEs require to enable them to effectively do their work well. Through the provision of CRTP SMEs would have access to a new educational knowledge framework; a proven PD program that will serve to remove inequities and oppressive behaviour that leads to excluding learners.

With respect to the analysis of the triad solution to resolve the PoP, based on the four criteria stated, there is evidence that, if this three-system processes can be implemented, then change can take place to resolve the PoP. Appendix G provides an overview of the analysis in relation to the criteria to support this triad intervention. As the analysis of the criteria shows, this solution holds a strategy to influence educators to adopt new EDID pedagogical practices through the means of creating policy. Policy provides direction and guidance to educators as to how they should act in accordance with a professional standard. In addition, this solution actively engages the contribution of the SMEs to help in establishing the professional standards that they will be called upon to enact.

This solution also provides the means to which the SMEs can participate in specific CRTP PD to learn new ways of teaching that prevent the exclusion of learners. There is also an opportunity to bring forward change in SME's beliefs and values, by having them participate in the CRTP program, as CRTP includes an opportunity for SMEs to reflect and to recognize and address their own bias (Gay, 2010). In addition, there is evidence that this three-tier approach will provide a long-term solution that has sustainability, as each component works to address the complexities of the PoP.

Ethical Leadership

Developing policy that incorporates professional standards and guiding SMEs to participate in CRTP PD is also an opportunity to provide a platform for stakeholders to

contribute. However, the realization is that not all contributors will have their ideals or desires fulfilled within the system process for change. Leaders need to face the challenges that stakeholders may react in varying ways toward the outcome of the established, newly formed policy to define the required standards they need to accept and act on. This requires leaders to take the time to listen, ensure policies are fair, and make certain that those who do participate act with integrity and in the best interests of the Association and society (Ehrich et al., 2015). This means that leaders need to set an ethical tone through communication and use their influence to find the balance within the competing issues and demands of the stakeholders (Thorne et al., 2011). Leaders are, therefore, required to demonstrate ethics of care, professionalism, justice, and critique (Ehrich et al. 2015). By doing so, the leaders will inaugurate a trusting relationship with all stakeholders (Brown, 2018; Daft, 2011; Goleman et al., 2013; Thorne et al., 2011). This can be established by working collaboratively to develop a “strong ethics program . . . care in the delegation of authority, formal ethics training, auditing, monitoring, enforcement, and revision of program standards” (Thorne et. Al., 2011, p. 204).

Embedding a professional code of ethics, potentially through an agreed-upon charter agreement or other documented method, provides assurance that decisions are made in the best interest of all stakeholders involved (Shapiro & Stefkovich, 2016). Examples of such an assurance are working to overcome barriers that prevent SMEs from participating in CRTP PD, designing solutions that create opportunities allowing SMEs to pay through installments, or developing criteria to recognize prior adult educational certificates/diplomas that are relevant to the goals of the Association. Reducing barriers and facilitating a pathway forward for SMEs to attend CRTP PD allows them to align with and enact the context of the policy, thereby

establishing trust between the leaders and stakeholders, uniting them to be effective agents of change (Lunenburg, 2010).

Chapter Summary

The leadership styles that are required to lead this OIP initiative have been presented: transformative, adaptive, and transformational. By integrating these leadership approaches, I will be successful in motivating stakeholders, inspiring them to lead alongside me to design a new organization. Through the use of the analytical framework SOAR (Stavros, 2011), I can identify their readiness to collaborate to advance the change process. In addition, through the utilization of two change frameworks, Lewin's (1951) three-phase change model and Beer et al.'s (2011) six-step process, I can navigate stakeholders successfully through the change process.

This chapter provided a triad model solution: policy, beliefs, and practice. It is a solution intended to shift adult education towards reform—reform that integrates EDID within SMEs' practices. This chapter also outlined the ethical considerations I need to be aware of to retain a professional, ethical stance within the work I do. As this OIP continues, Chapter 3 demonstrates the necessary communication, monitoring, and evaluation that will be required to ensure successful implementation of the change process.

Chapter 3: Implementation, Communication, and Evaluation

Through the employment of the three-phase change model (Lewin, 1951; Weick & Quinn, 1999), this chapter presents the implementation, communication, monitoring, and evaluation (M&E) of the change process to move forward the triad model intervention to resolve the PoP. The intervention strategy encompasses policy that can act to define and influence the pedagogy practices of SMEs, through the provision of CRTP PD. The CRTP PD incorporates the opportunity for SMEs to reflect on their own beliefs (resolving social conflict, specifically racism). This chapter also describes the varying applications of leadership styles that move the change process forward, such as transformative and adaptive. I demonstrate how these leadership approaches integrate within the change model frameworks to achieve the desired actions of stakeholders, actions that are required to attain the organizational goal.

Change Implementation Plan

As stated in Chapter 2, Lewin's (1951) three-phase change model aids a leader in compartmentalizing events, especially following a crisis of an episodic nature through to a renewed state of positive organizational change (Weick & Quinn, 1999). In addition, as several scholars including Novelli et al. (1995) and Weick and Quinn (1999) have found, Lewin's framework provides flexibility. This flexibility allows for the implementation of varying theoretical frameworks, such as Beer et al.'s (2011) six-step change process and Novelli et al.'s (1995) types of justice framework. Integrating and utilizing these frameworks, and others, will serve unique purposes, acting as mechanisms to explain, implement, and evaluate the change process.

I am committed to leading the overall change process through a transformative leadership approach, continually applying a critical theory lens throughout each phase of Lewin's (1951)

model, and with each step I take within Beer et al.'s (2011) six-step change process. This commitment will ensure that my work will lead to eliminating inequities and social injustice practices in relation to the Association's PoP: to shift the beliefs of SMEs and remove pedagogical practices that result in excluding learners (Shields, 2010).

As a transformative leader, I will present how community partners, individuals, and leaders of groups of different races, languages, culture, realities, circumstances, and gender will become engaged in meaningful ways, such as by forming of a working group to assist the Association in its goal. I will also describe how this working group will help other stakeholders to come to understand the purpose for change (Darling-Hammond & McLaughlin 1995). As a change agent, I will demonstrate how I will lead with transformative leadership and integrate adaptive and transformational leadership styles as unique situations arise that I need to act upon and respond to.

Unfreeze Phase (0–2 months)

During Lewin's (1951) unfreeze phase, most leaders have to put strategies in place to destabilize employee behaviour before they can begin to implement strategies to establish new beliefs and behaviours (Burnes, 2004; Weick & Quinn, 1999). In this case, however, the withdrawal of the funder was the destabilizer. The destabilization of the Association initiated an imbalance, wherein stakeholders were in shock and disbelief that the foundation Association stood upon was no longer in place.

It is often following an episodic event that leaders prioritize their own actions for change, trying to regain control of the structural aspects of an organization, neglecting the affective domain of stakeholders and their emotive responses (Golden-Biddle & Mao, 2011; Huy, 2012). Whereas I am committed to establishing a social justice organization to align with the goals of

society, I cannot ignore the highly emotional state of the stakeholders, especially employees and the BoD. It is at the onset of the destabilization that a leader is required to prioritize the first step of Beer et al.'s (2011) change model: mobilize commitment to change through joint diagnosis of the business problem. In fact, this step is an urgent, immediate short-term goal. When quick action is needed to help stakeholders come to terms with the crisis and to prepare them for the changes to come (Northouse, 2019), changes that need to be agreed upon (Beer et al., 2011). Therefore, as the leader, I need to act quickly to mobilize employees and the BoD to accept the change, because employees are the internal human resources that I require to move the change initiative forward, along with the volunteer BoD. In addition, with the onset of such disruption, there is the potential threat of losing members of the BoD; if they chose to resign their position, it would remove the governance that is required to remain a registered nonprofit society (Nova Scotia Registry of Joint Stocks, n.d.).

To achieve the first step of Beer et al.'s (2011) change model, an adaptive leadership approach is required because an adaptive leader triggers stakeholders' thoughts of potential replacements and substitutes for what stakeholders' have lost (Northouse, 2019). Triggering new thoughts that places people in a revised organizational context (Beer et al., 2011). This new perspective provides stakeholders with confirmation that there is no going back and that a future exists. In an adaptive environment, employees and the BoD will become aware of what is required of them (Beer et al., 2011). By knowing what is required, they will have a perception of being safe and a sense that stability can be regained (Burnes, 2004), but in different ways (Golden-Biddle & Mao, 2011), such as through the creation of innovative programs and system processes. Achieving a new state of equilibrium will strengthen their resilience, as an adaptive leader leads to increase the capacity of stakeholders (Heifetz et al., 2009). This may be by

stakeholders having to take action to learn and adapt to new roles and take on responsibilities to further stabilize the Association (Golden-Biddle & Mao, 2011).

It is through the unfreeze phase that adaptive leadership needs to calculate the effect the withdrawal of the funder had on stakeholders (Heifetz et al., 2009). By the leader listening to and learning of stakeholders' stories with respect to the impact the situation had on them, information can be gathered to understand through a consultation process the level of willingness that stakeholders have, to commit to the change process (Heifetz et al., 2009). The adaptive leadership role is to ask how stakeholders can take a lead in creating their own future. This consultation between the leader and stakeholders will build trust and may also be a way to learn of barriers that exist, barriers that are unknown to the leader.

As indicated in Chapter 2, Novelli et al.'s (1995) types of justice are demonstrated within each of Beer et al.'s (2011) six-step change process. During the first step of Beer et al.'s process, a transformative leader will act to ensure distributive justice, where stakeholders perceived that the leader's diagnosis that there was no going back to secure funding and that a future existed for the Association was fair and free of bias; procedural justice, where the diagnostic process was equitable, by giving voice to all; and interactional justice, where an opportunity was given to stakeholders to ask questions and discover how they could contribute, and the leader listened to their opinions.

Transition Phase (2–16 months)

In the transition phase, Lewin (1951) stated that stakeholders take on cognitive restructuring, a shift whereby stakeholders begin to accept new roles and become proactive versus reactive (Burnes, 2004; Weick & Quinn, 1999). It is this phase where stakeholders have a desire to provide input with respect to their roles and responsibilities (Hussain et al., 2018). It is

in this transition phase when financial and human resources can be allocated to secure or develop the knowledge and skills needed to create change. As a result of offering support within this transitioning phase, resistance is lowered, and trust is strengthened.

It is this transition phase that Beer et al.'s (2011) second and third steps take place which are to develop a shared vision of how to organize and foster a consensus, competence, and commitment to a shared vision. It is when the change momentum builds, and leaders need to take action to align stakeholders' vision and the commitment to work to resolve the current state and to move forward to resolve the PoP. It is when leaders need to apply transformational leadership to set renewed values, ethics, and standards (Daft, 2011). This is a point in the change process that transformational leaders need to have stakeholders focusing on advancing organizational qualities, dimensions, and effectiveness (Shields, 2010).

It is during this transition phase that the execution of SOAR (Stavros, 2011), the AI strength-based process, takes place. It is a process stakeholders are invited to participate in—to discover a contextual pathway that could lead an organization out from a crisis situation to a successful transformation, whereby a sustainable future is realized (Zarestky & Cole, 2017). By enacting a transformational leadership approach through the transition phase, the leader will have a positive effect on navigating stakeholders to reach a consensus of the vision (Kaiser et al., 2021) and to establish a readiness to change (Hariadi & Muafi, 2022). This result confirms stakeholders' commitment to move the goals of the Association forward.

During the transition phase, external stakeholders (community partners & SMEs) play a strategic role in the Association's change process, specifically in a volunteer capacity to share their knowledge and expertise, which is often facilitated through the development of working groups. Working groups are often formed through the efforts of the leadership's ability to

persuade individuals to take on the role of “steward” and share in the power of decision-making (Anderson, 2008). These working groups can serve transformative leaders of nonprofits in varying ways, such as directing the research to define the CRTP competencies SMEs require. As well, working groups take on the role of change agents, working to influence other stakeholders to understand the reason for change.

Leaders can also commission working groups to execute an intersectionality-based policy analysis framework to advance equity (Hankivsky et al., 2014). In approaching intersectionality-based policy analysis, the working group can dissect policy through varying components: *structural innovation*, such as the use of diverse sources of information and knowledge to learn of any underpinnings of policy, and framing of social issues; *transformative effects*, such as insights on policy issues and affected populations, addressing power and inequity concerns. The working group identifies any barriers that will prevent the intended audience of the policy from being able to fulfill its mandate. Discovering obstacles will aid to minimize and remove barriers, which may uncover pathways for stakeholders to become advocates (Hankivsky et al., 2014).

Moving through the two steps of Beer et al.’s (2011) six-step change process, a mid-way point is taken. This is where transformational leadership can foster the independence of stakeholders, resulting in stakeholders taking ownership of their own future and committing to the process of change to implement the solutions to resolve the PoP (Hewitt et al., 2014). As well, when the working group, which represents all stakeholders, takes on the leadership role to implement an agreed-upon policy, it defines the professional standards in relation to the CRTP competencies that SMEs are required to demonstrate.

Policy Implementation. Designing and implementing policy that defines professional standards and encompass CRTP practices is the next step in strategy to execute the

implementation of the policy. Policy implementation strategies are to be both action-oriented and flexible. Table 4 presents the five elements of policy implementation (Viennet & Pont, 2017) and the action each of these elements is to generate to ensure successful implementation. In essence, the implementation strategy of Viennet and Pont (2017) lends to shaping policy and explains how to make policy happen, specifically in relation to task allocation, objectives, tools, communication, and stakeholder engagement. To support the successful outcome of policy implementation, these five key actions are required.

Table 4

Elements of Policy Implementation to Ensure Success

Elements of implementation	Action
Task allocation and accountability mechanisms	Identify who does what, who is responsible for implementing and inform the stakeholders of the policy. If issues arise due to the policy discourse or process, to whom and how can feedback be reported?
Objectives of policy	Clearly defined goals to assess the outcomes: Is there evidence teaching behaviours and practices did change? Was exclusion eliminated?
Policy tools	Leveraging legislative laws or governing by-laws to influence the use of policy; financial incentives or an opportunity to participate in pilots of the PD, especially if there is reluctance by the SMEs to participate, as they can attest to the impact.
Communication	Holding information sessions to educate stakeholders as to the purpose of policy and the meaning of language, and clarifying complexed areas of policy
Engagement	A process to secure feedback before, during, and after the release of new policy; to recognize barriers that prevent the policy from being implemented and adopted

The five key elements outline specific actions required to ensure that successful implementation takes place: *task allocation*, identifying key stakeholders and their corresponding responsibility; *objectives of policy*, defining the priorities and targets that are to be achieved by policy; *tools*, capacity building opportunities for the intended policy audience; *communication*, reducing barriers such as language and comprehension; and *engagement*, creating opportunity for stakeholders' dialogues. These are intended to be purposeful (Viennet & Pont, 2017) in that they are to bring forward change in the methodologies of the SMEs' approach to their teaching. Leaders need to ensure these elements of policy are implemented within the process of change to build trust in the policy so that stakeholders embrace it (Hankivsky et al., 2014).

Professional Standards and Development Implementation. C. Smith and Gillespie (2007) indicated that PD imposed through policy does influence the instructional performance of instructors. Even so, the implementation of CRTP PD policy does not mean all SMEs will have a willingness to participate, as they are not employees. As a fair and equitable approach, Chung and Kim (2010) suggested that to promote agency of change, through policy that establishes professional standards should begin by holding discussions that encourage critical thinking about teaching. They also express a valuable strategy is to create a common understanding as to what defines "standards." Chung and Kim stated that an approach to establish a common understanding of the newly professional standards is to allow time for instructors to connect new concepts with their current practices; to provide the provision of time to learn outside of formal PD. These are reflective opportunities that can be provided through a community of practice: a place where learning is encouraged and a sense of belonging emerges (Wenger et al., 2002). To encourage the acceptance of policy, Chung and Kim presented the following strategies: have clear communication clarifying that these are not regulatory standards; identify if participation

offers licensure or certification; reduce difficult jargon and apply common language; and clearly define how instructors are to demonstrate their abilities to meet the standards.

It is during this transition phase that people become agentic, creating new resources and growth, regaining purpose, and demonstrating readiness to move to the final phase of the change process (Golden-Biddle & Mao, 2011). To transition through this phase to the next, transformative leaders must ensure stakeholders perceive the types of justice (Novelli et al., 1995) are present: distributive, the vision was created through the provision of an equitable opportunity for all stakeholders; procedural, there was a fair process to determine what programs would support the change in professional practices; and interactional, empathy and resources were extended to those who were not able to withstand the stress to navigate the change process.

Refreeze Phase (16–18 months)

In this final phase of Lewin's (1951) three-phase change model, the change is integrated into the Association's culture, and there is no fear of regression (Burnes, 2004; Weick & Quinn, 1999), as balance is restored, and stakeholders have confidence in the leadership. It is in this phase the fourth and fifth steps of Beer et al.'s (2011) six-step change process are made. The fourth step is taken to spread revitalization to all departments without pushing it from the top; this is when success is recognized. It is when the interventions (policy and CRTP PD), are being accepted and SMEs begin to participate in CRTP PD. It is during the refreeze phase that stakeholders need to celebrate by sharing the success of their efforts (Kouzes & Posner, 2017).

The fifth step of Beer et al.'s (2011) change process, to institutionalize the change through formal policies, systems and structures, occurs when new social norms, programs, and policies become institutionalized and can be overseen and managed by the employees. It is at this time that the leader's expectation is that SMEs are to take hold of their own educative work.

As a transformative leader, I need to provide encouragement by asking in what ways I can assist SMEs to meet the newly formed policy, so they can take action to support policy (King & Lawler, 2003). In consideration of this, it may be useful to ask SMEs to undergo a CRTP self-assessment, so that they are given a chance to reflect on their current (old) knowledge framework to compare it to the new knowledge framework that is being required. These insights may increase their self-awareness with respect to their own bias and the chance to consider their repertoire in communication skills to serve the diversity of learners. By creating open dialogue, a leader can institutionalize the policy to establish new norms in teaching (King & Lawler, 2003).

The institutionalizing of policy ensures there is the continuous application of CRTP, creating continuity while stability is gained. These results are often achieved by extending small acts of “sustaining cultural continuity”, acts that are positive, allowing stakeholders to bring their best work, knowledge, and skills forward. By a leader encouraging this, they create a renewed passion for the work of the stakeholders (Golden-Biddle & Mao, 2011).

The sixth step of Beer et al.’s (2011) change process, monitor and adjust strategies to problems in the revitalization process, is when continuous improvement moves beyond the change process and the organization adapts to what lies before it. The sixth step of Beer et al., change process is described later in this chapter. It is a critical step in the change process as it prevents barriers from impeding the success of the interventions.

To be successful in transitioning through the final phase of Lewin’s (1951) three-phase change model, refreeze, stakeholders must perceive the process to develop and execute the solutions that the types of justice (Novelli et al., 1995) acts are present: distributive, solutions are fair and equitable solutions for all stakeholders; procedural, stakeholders will remain to have a voice in future potential changes that may be needed to perfect the solutions; interactional, they

will continue to be consulted and informed as to reasonings behind processes that will potential be altered or initialized.

Appendix H presents an overview of the change process through Lewin's (1951) three-phase change model—unfreeze, transition, refreeze—positioning a transformative leadership style as the primary influence to remove and prevent exclusion of learners. In addition, it illustrates as to the how Beer et al.'s (2011) six-step change process establishes concrete actions required within each of Lewin's phases. Appendix H also informs as to the strategies applied to motivate stakeholders to act and the results that are achieved through each of Lewin's three phases.

Plan to Communicate the Need for Change and the Change Process

As the leader, I recognize the importance of stakeholders contributing to the development and implementation of policy and professional standards. It is for this reason that, when leading change, effective communication is required. Communication connects the leader with each of the distinct stakeholder groups (BoD, employees, SMEs, and community partners), who represent the diverse community we live and work in, people of different races, languages, culture, realities, circumstances, and gender. Each of these stakeholder groups will look to the leader for clarity of the vision, direction, and inspiration (Daft 2011; Lewis, 2011; Thorne et al., 2011). Failing to provide clarity and direction could risk that stakeholders will turn to each other for clarity and direction. Consequently, this situation would be problematic, leading to miscommunication among stakeholders (Lewis, 2011).

To prevent miscommunication, it requires that I become a communication champion by establishing credibility, building goals on common ground, and making my position compelling to others (Daft, 2011). In addition, I would need to connect emotionally, using discernment to

detect any problems or hidden emotions that may hinder the change process (Daft, 2011; Djordjevic, 2010; Goleman et al., 2013). This means that I will listen to the voices of the stakeholders, and use my voice, words, concepts, stories, and visuals to persuade and influence them to be advocates and follow me, so that we can collectively work to remove inequities within workplace classroom settings. This change initiative requires me to have meaningful conversations with individuals and groups through communication channels that provide two-way dialogue (Daft, 2011; Lewis, 2011; Thorne et al., 2011). By implementing two-way communication channels, a network of voices is created, bringing forward information, problems, questions, ideas, and solutions (Daft, 2011; Lewis, 2011; Thorne et al., 2011), a continuous conversation with no barriers (Daft, 2011). These conversations permit sense-giving and sensemaking (Lewis, 2011), which aid all stakeholders and leaders to make informed decisions in relation to the quest for change.

Providing two-way dialogue allows individuals and groups to confirm what they have heard and how they can contribute to the goals of the Association, which in turn gives stakeholders purpose (Goleman et al., 2013). Many scholars recognize two-way communication as open communication, a key tenet to successfully bringing forward the desired outcome of the change process (Daft, 2011; Lewis, 2011; Thorne et al., 2011). Creating open communication combines the use of formal and informal communication strategies within all communication channels. Formal communication utilizes official announcements through documents such as memos and notifications that may contain information surrounding the details of the change initiative or specifics regarding roles of the individuals and groups involved. Informal communication plays a larger role, as it is the informal interactions between individuals and groups that can be less strategic and often exclude the involvement of the leader/change agent(s).

The exclusion of the leader in communication is, in part, a result of an adaptive leadership approach, since an adaptive leader empowers stakeholders with the autonomy to be innovative in making decisions in an effort to reinvent their roles, programs, and system process that will benefit an organization (Lewis, 2011).

Communication activities, both formal and informal, that are intertwined within the change process need to be strategic; messaging needs to be well-prepared; and the tools and modalities to deliver these messages need to provide two-way dialogue (Javernick-Will, 2009; Lavis et al., 2003). Equally, communication needs to effectively disseminate information and solicitate input, and it needs to provide stakeholders to envision themselves playing a role in the change process—socialization or resocialization. The strategic use of these communication processes within the implementation of change will create a smooth transition (Lavis et al., 2003; Lewis, 2011).

Soliciting Input to Ensure Inclusion

Throughout this OIP, I have stated that the input of stakeholders is required—their voices need to be heard—to ensure that an inclusive process is achieved. Inviting stakeholders to provide their perspective is not intended to be an offering just to sit at the table and speak, it is an invitation to actively engage and establish a two-way communication process. This process allows the leadership to access the knowledge of stakeholders so that they become a valued resource, having input and “impact on the context of policy, manner, rate, timing” (Lewis, 2011, p. 68) in developing and implementing change to resolve a PoP. Specifically, in this case the BoD, who represent the diversity of the community we serve, are a key resource and a valued advisory group, lending their expertise and knowledge to me as identified in Chapter 1.

However, it is not as easy as it sounds (Lewis, 2011), especially when trying to engage external community partners and SMEs (independent business owners) in the development of the policy and professional standards. To generate a high level of active communication so that each group is represented, and so that all voices are integrated within the context of the policy and professional standards, Lewis (2011) recommended that leaders seek the opinions and guidance of stakeholders from the onset of the change. It is an opportunity to identify stakeholders who hold an alignment of values and beliefs on the importance of developing and implementing policy and professional standards to resolve the exclusion of learners in the workplace classroom settings. This could take place through a call to action, asking stakeholders to give of their time, knowledge, and experience to participate in the change initiative that will eliminate the exclusion of learners. This approach could ensure there is a broad representation of stakeholders that hold diverse knowledge in the areas of equity, diversity, inclusion, decolonization, and policy development, thereby contributing to the goals of the Association, and, more important, gathering stakeholders who have knowledge about the barriers that may be unique to their group and to others. Thus, these stakeholders can play a strategic role and become an alliance and advocate for change (Daft, 2011; Javernick-Will, 2009; Lavis et al., 2003; Lewis, 2011).

In this case, the participation of diverse groups has taken place, including an Indigenous knowledge keeper, who is willing to deliver sessions on the reasons and importance of working to bring forward workplace education environments that practice and represent the learning and teaching outcomes of the Indigenous community. This Indigenous knowledge keeper has become a voice, advocating for change with respect to adult education teaching practices, alongside the leaders of the Association and other community groups.

Knowledge Mobilization Involving the Dissemination of Information

A priority for the leadership is to progressively create an environment where the dissemination of information enables stakeholders to share and retrieve knowledge (Lewis, 2011), as the Indigenous knowledge keeper has done. In essence, by soliciting the input of diverse groups and leaders, knowledge networks are created (Lewis, 2011). These knowledge networks aid leaders in approaching a knowledge transfer strategy within a communication strategy described as knowledge mobilization (Lavis et al., 2003). By mobilizing the knowledge held within knowledge networks, other individuals and groups are given an opportunity to learn, be informed, and make decisions. The dissemination of information within these knowledge networks that hold research (knowledge) and rationale (knowing) for the newly formed policy that defines the professional standards is critical to the success of this change process. Lavis et al. (2003) suggested that three steps are required to effectively transfer knowledge: first, identify who can act on the knowledge; second, “who can influence those who can act” (p. 225); and third, which audience can have the most success.

To mobilize the transfer of knowledge, the leadership needs to ensure that the knowledge comes from a credible source (Lavis et al., 2003; Lewis, 2011). In this case, it is the leader alongside the individuals that form the working group who responded to the call to action, individuals that are engaged as a paid consultant or volunteer to develop and implement policy and professional standards to resolve the PoP. This working group can act on the knowledge they gained through academic and lived experiences. They are empowered by the Association to be change agents, as they represent society and can be instrumental in mobilizing the transfer of knowledge to individuals and other groups who are the intended audience. This audience of stakeholders may be resistant, as some may have a lack of understanding and awareness as to the

harm that is being created through their own and others' instructional practices. These instructional pedagogical practices have become the norm, but continually exclude learners who may be marginalized because of different races, languages, culture, realities, circumstances, and gender. This audience can be challenging, as even though many may hold knowledge in the area of EDID, they fail to recognize the requirement of culturally responsive and Indigenous learning instructional competencies to ensure the inclusion of learners (Gay, 2018). Knowledge transfer through the dissemination of information with respect to communicating the value and purpose of change and the development of policy and professional standards happens throughout the three-phase change model (Lewin, 1951; Weick & Quinn, 1999).

Removing Uncertainty and Creating a Shared Vision

The impact of an event, such as the withdrawal of a funder, can cause stakeholders to feel uncertain about the stability of an organization (Lewis, 2011). For this reason, stakeholders look to receive information pertaining to an organization's financial stability, steps leaders have or plan to take to resolve the current state, and how jobs are affected, as this is often information leaders hold. The dissemination of this information at the onset of an event that perpetuates a state of crisis reduces fear and anxiety (Lewis, 2011). During Lewin's (1951) unfreeze phase, stakeholders are looking to be informed so that they can form their own conclusions through discussions with others and make decisions, a joint diagnosis of the business problem (Beer et al., 2011). However, leaders need to act quickly, ethically, and with transparency to respond to stakeholders' queries to reduce the feelings of uncertainty, as the information that stakeholders seek is an urgent matter to them, and, therefore, should be for the leader as well (Lewis, 2011).

Other areas of organizational knowledge that need to be transferred to ensure a successful change process from the onset of the process are regulative, normative, and cultural-cognitive

elements. *Regulative* elements are knowledge, governance, by-laws, legislative rules, sanctions, and incentives (Javernick-Will, 2009). These factors aid stakeholders in understanding the boundaries and processes that employees, the BoD, and leaders need to work under, with respect to system processes. *Normative* elements focus on expectations of evaluative and obligatory areas of the social life within an organization: history, logistics, relationships, and industry knowledge. *Culturally cognitive* elements include beliefs, concepts and meaning; in this case the value and purpose of the culturally responsive instructional shifts that will be established within the context of the newly formed policy.

Dissemination of Information

Scholars have confirmed that the dissemination of information (at the right time, in the right amount, in the right way) is a productive means to remove uncertainties and to gain stakeholders' confidence and support (Daft, 2011; Javernick-Will, 2009; Lavis et al., 2003; Lewis, 2011). Because sharing information is a means to retain allies and gain the fellowship of other stakeholders, leaders need to use the appropriate communication tools, carefully consider the messaging, who delivers it, and how feedback can be received and recorded (Lavis et al., 2003; Lewis, 2011), from the unfreezing through to the refreeze phase. Scholars have recommended that stakeholders continually receive facts, clarification, notices, details, rationale for modifications to the change initiative, and to their roles and responsibilities (Daft, 2011; Javernick-Will, 2009; Lavis et al., 2003; Lewis, 2011).

Open communication within the transition phase is extremely complex. It is where the leader is to forge a collective vision and gain a commitment to a shared vision (Beer et al., 2011) with internal and external stakeholder groups who may potentially have their own agenda (Kouzes & Posner, 2017). As a leader, this is when I need to rely on the influence of my allies

who hold the knowledge and can deliver information, such as research and the rationale for change to other stakeholders, as a means to persuade them to align their goals with that of the Association. This knowledge sharing can take place through varying modalities such as written documents, webinars, social media, community forums, and experts' presentations at conferences (Daft, 2011; Javernick-Will, 2009; Lavis et al., 2003; Lewis, 2011).

When disseminating information with the intent to share knowledge, there are varying methods, such as electronic newsletters and direct emails (sending, receiving, responding). Public open forums (two-way) may be more effective in reaching external stakeholders, especially when presenting relevant research and the rationale for change or to inform stakeholders of the context of the newly formed policy (Daft, 2011; Lewis, 20011). Internal stakeholders tend to utilize emails (sending, receiving, responding) and both regular group meetings and individual meetings. Meetings may update the leader on information surrounding the change process, M&E of change activities, and report on feedback from stakeholders regarding the performance outcome of the interventions (Daft, 2011; Lewis, 20011). Measuring the impact of knowledge transfer can be assessed through reporting back on the conversations that take place (minutes to meetings and live recordings), through electronic surveys and polling, data analysis reports of SMEs pursuing CRTTP PD, and through observation of actions and change behaviours and teaching practices (Javernick-Will, 2009; Lavis et al., 2003; Lewis, 2011).

Socialization and Resocialization

Stakeholders may feel that, through the advancement of the change process, they were unfairly treated, as their relationship has been altered as a result of the enactment of new policy and professional standards. This requires a role adjustment from within themselves (Lewis,

2011). In this area, communication must be facilitated in an effort to collectively work to resolve any areas of tension, as these are barriers for stakeholders' socialization and resocialization within the newly formed cultural environment. These are situations that need to be handled with respect and dignity. They often require other stakeholders to act as advocates, to speak to the knowledge they gained and to the change that took place for themselves in adapting to the new policies and in participating in the CRTP PD, specifically, how this new knowledge impacted their perspectives and pedagogical practices. This knowledge sharing is placed within the refreeze phase because change has become institutionalized (Beer et al., 2011). It is the lived experience of all stakeholders, personal stories/testimonies, that will contribute to and bring forward the change the Association intends to accomplish.

Appendix I provides an overview of the planned communication strategy mentioned throughout each stage of the three-phase change model (Lewin, 1951; Weick & Quinn, 1999), as well as its intended purpose of the communication at each of Beer et al.'s (2011) six-step change process. By using the elements of communication, the purpose of the message, the consideration of the audience it is intended for, key messengers, goals and impact the mobilization of knowledge by the leaders of the Association will move stakeholders through the change process so that they themselves become a part of the knowledge network the Association holds.

Change Process Monitoring and Evaluation

Neumann et al. (2018) stated that when implementing interventions to bring forward effective change, formal M&E within the process of change are required. M&E are the mechanisms that can be used to assess the effectiveness of interventions. M&E are interdependent—one cannot take place without the other (Clarke, 1999; Jones & Rothwell, 2017;

Neumann et al., 2018; Raven, 2016; Woodman, 2014). However, it is important to distinguish monitoring from evaluation (Clarke, 1999).

Monitoring

Monitoring is an activity that has no judgement or conclusion (Clarke, 1999). It is a collection of data, of information produced through varying methods of collection. Monitoring intersects at various points of the change process (Clarke, 1999). It is a requirement to evaluate change and the effectiveness of specific interventions at differing stages, with different actors, and with different tools. This confirms Neumann et al.'s (2018) perspective that monitoring and evaluation are synonymous with each other.

Monitoring can be techniques like inspections and audits; it can take place through face-to-face meetings, performance reporting, or information gathering, such as document reviews of feedback through polling and surveys. Monitoring can be facilitated regarding the measuring personnel competencies, compliance with standards, and success in meeting organizational goals (Neumann et al., 2018; Rutherford, 2014). Monitoring provides assessment against pre-defined indicators, as well as against unplanned issues that may take place. Monitoring may have a specific beginning, yet it often extends throughout the life of the intervention existence within the organization (Neumann et al., 2018; Rutherford, 2014).

Evaluation

When implementing evaluation strategies, either formative or summative, it is necessary to establish and include the criteria based on the outcome an intervention is to achieve (Neumann et al., 2018). Evaluation needs to demonstrate the success of an intervention and offer valuable feedback about it (Jones & Rothwell, 2017; Neumann et al., 2018). Implementing an evaluation process assists leaders in assessing what changes have been accomplished, but more important, it

assesses how the intervention is affecting the change process at specific stages. The evaluation process is an action that informs leaders, so they can make decisions that can lead to further improvement, put corrective action in place if negative issues are occurring, and identify consequences that may arise as a result of an intervention. In many cases, evaluation can determine the readiness of stakeholders to move onto the next step of the change process. It is a process that should be systematically integrated within the change process (Jones & Rothwell, 2017; Neumann et al., 2018). This places monitoring, the documentation of key aspects that take place or occur within the change process (such as activities), as an integral part of the evaluation process (Neumann et al., 2018).

Implementing Monitoring and Evaluation

To demonstrate the M&E of the change implementation process through Lewin's (1951) three-phase change model, I have chosen to utilize a M&E framework described "as a formative learning cycle" (Raven, 2016, p. 370). Raven's (2016) formative learning cycle framework for evaluation integrates Kirkpatrick's four levels of evaluation (utilized to assess training outcomes): reaction, short-term, mid-term, and long-term impact of interventions. In reviewing Raven's evaluation framework, I believe it can be utilized for the M&E of the change process associated with the triad solution: policy, beliefs, and practice. It is an M&E process that begins at the destabilizing of an organization through to the successful implementation of its interventions (Jones & Rothwell, 2017; Neumann et al., 2018).

The M&E of the activities that are intended to effectively create change to resolve this PoP is the final step of Beer et al.'s (2011) six-step change process—monitor and adjust where necessary—which takes place within Lewin's (1951) refreeze phase. The formative learning cycle evaluation framework (Raven, 2016) to be utilized at this point in the change process

encompasses targets (objectives) of interventions or events such as the withdrawal of funders.

The M&E process is established at four key points of an intervention: the (a) delivery (reaction level), (b) immediate impact, (c) medium-term, (d) longer term impact. These accumulated M&E areas are correlated to facilitate (e) a review. The review allows for the evaluation to confirm that the overarching goal of the intervention was successful. I have eliminated a tracking element from Raven's (2016) evaluation framework as it serves no immediate relevance in this M&E process.

Monitoring and Evaluation of Change Process and Interventions

In this case, evaluation within this change process took place immediately following the destabilizing of the Association (unfreeze). This evaluation was able to be facilitated due to the continual monitoring that had been a normal operational process prior to the withdrawal of the funder, a process that was a condition by the funder for over 20 years. It was this instilled process of M&E of the Association's administrative, financial, and legal obligations that assisted in restoring a sense of equilibrium for stakeholders, as the unprecedented speed that the funder took in removing their support had left stakeholders in a state of uncertainty about the Association's ability to withstand the financial blow it received.

With access to data, stakeholders were provided with an evaluation report regarding the Association's ability to survive the withdrawal of the funder's financial support. This evaluation reporting also provided stakeholders with the knowledge to make an informed decision to work towards reframing the Association. This resulted in providing them with a sense of equilibrium.

Neumann et al. (2018) confirmed that a benefit of M&E is that it assists leaders with bringing information forward to assist stakeholders in making informed decisions that can lead to removing uncertainties, which can reestablish a sense of stability. Achieving this outcome

determines the readiness of stakeholders to advance in the change process (Clarke, 1999; Jones, & Rothwell, 2017; Neumann et al., 2018; Raven, 2016; Woodman, 2014). In this case, even though the financial and legal obligations monitoring was not planned for what became its purposeful use, the result from the evaluation exponentially moved the change process forward to the first step of Beer et al.'s (2011) six-step change process, mobilize a commitment to change through a joint diagnosis of a business problem.

Appendix J demonstrates the use of Raven's (2016) evaluation framework with respect to the impact the withdrawal of the funder's support had on stakeholders, from a state of uncertainty to a state whereby they regain a sense of stability that transpires during the unfreeze phase of the change process. The four key targets (objectives) areas of M&E were (a) impact of withdrawal of funder; (b) state of organization financially, operationally, and legally; (c) stakeholders' willingness to advance the change process; and (d) stakeholders' willingness to establish a collective vision. The monitoring was executed through varying means such as observations, reviewing of documents, and consultation with stakeholders. The overall review of the correlated monitoring systems leads to (e) the conclusion that stakeholders are ready to step into the transition phase of the change process (Lewin, 1951).

M&E of the policy intervention aspects of the triad solution is required as stakeholders move through to Lewin's (1951) transition phase, and as I work to establish Beer et al.'s (2011) second and third steps in the change process: secure a shared vision to organize and foster a consensus, competence, and a shared vision of what the organization can become. Where this leadership approach to policy development is inclusive, intending to secure the engagement of stakeholders who have the expertise and are knowledge keepers to develop and implement policy

that define professional standards, M&E begins with the implementation of the call to action to ensure that an inclusive process is facilitated (Hanberger, 2001).

The monitoring that surrounds the call to action activity allows for an evaluation of key targets (objectives): (a) determine the level of interest stakeholders have with respect to eliminating the exclusion of learners in workplace classroom settings, and as well gain insight into (b) determining the level of knowledge and expertise stakeholders have in policy development and implementation to form a working group. There is also the requirement to ensure (c) the selection process of the persons that form the working group is a fair and equitable process, and (d) to determine the level of willingness to contribute and aid in the pursuit to establish EDID values and beliefs with community partners. Through the use of Raven's (2016) evaluation framework, these objectives can be monitored through varying means, such as electronic polling or survey, document review of minutes of meetings, recordings, and a review of the application forms from interested stakeholders to participate in the working group is executed. By the leader obtaining the data at a critical time within the four stages of Raven's evaluation framework, evaluation of the human side and system process impact can be facilitated. This accumulative data evaluation methodology allows for an opportunity to modify the change process, if necessary, to ensure that the overall desired outcome will be reached, which is (e) allowing for the change process to move through the policy development stage into policy implementation. Appendix K provides an overview of the call to action analysis through the four stages of Raven's evaluation framework to confirm the overarching desired outcome is reached whereby the development of policy was fair and equitable and the methods to implement policy reached their intended goal.

As stakeholders continue in the transition phase (Lewin, 1951; Weick & Quinn, 1999) and are actively engaged in the fourth step of revitalization, without it coming from the top (Beer et al., 2011). It is during these intermediate steps, following policy development and prior to officially implementing the policy, that an evaluation is executed surrounding the strategy to implement the newly formed policy, commencing with determining if any conflicts exist—contextual or practical—within the policy itself. As Chung and Kim (2010) recommended, to ensure acceptance of policy that defines professional standards, an opportunity to provide clarity to stakeholders needs to be facilitated.

It is important to understand that stakeholders entered and exited at varying points of the development stages of the policy; therefore, stakeholders could have viewed one of multiple drafts of the policy prior to the final draft version. This may result in stakeholders not having full knowledge of the content in the final draft version of the policy (Hanberger, 2001). As well, Chung and Kim (2010) expressed that one of the most valuable implementation strategies is to create b) a common understanding as to the level of professional standards that are defined within policy. In addition, leaders need to determine if stakeholders can (c) obtain the level of standard as defined within the policy. They also need to confirm what barrier(s) may be present preventing SMEs from (d) reaching the newly established professional standards within policy. Appendix L highlights the M&E of these key objectives within the four key stages of Raven's (2016) evaluation framework. It provides a review that concludes (e) the strategy to implement the newly formed policy is successful. If there are areas of concern along this M&E pathway, then the leaders have the change to put corrective action in place.

When a leader takes on an initiative to bring about change and implement an intervention that encompasses a triad solution: policy, beliefs, and practice, there are several activities that

need to be monitored and evaluated. Appendix M demonstrates the key components that need to be monitored and evaluated with respect to the implementation of CRTP PD (12–16 months). It is this intervention that is expected to reform the ways SMEs teach and to allow for the opportunity through a reflective process to influence their beliefs and values. It is at this point within the change process that the interventions become the norm and are institutionalized (Beer et al., 2011), which takes place in the refreeze phase of Lewin's (1951) change model. There are four key objectives to be evaluated, such as, was there an alignment of SMEs values and beliefs with community partners who participated in CRTP PD? The monitoring tactics for this final activity are varied to ensure the evaluation confirms the overall objective is reached: SMEs value, adopt, and apply new knowledge frameworks to prevent the exclusions of learners. If the association can achieve the intended outcome of these primary activities, then positive change can take place, change that enacts the opportunity for people to learn in an environment that not only demonstrates EDID, but has been placed within the heart of the Association.

Barriers

Neumann et al. (2018) argued that effective evaluation can take place only if there are no barriers. Barriers that may impede an evaluation include internal politics and competing agendas. For these reasons, in order for the evaluation to be valuable, the execution of the evaluation process needs to address an ethical approach with respect to accountability, impartiality, and transparency. This calls for the evaluation process to be diligent in preventing bias (Neumann et al., 2018). To illustrate, Neumann et al. provided an overview of biases and perceptions that can interfere with the evaluation process: credibility of the evaluator, unilateral decisions to the interventions and change process during the evaluation, and preference for informal evaluation rather than formal evaluation. The presence of these types of barriers has serious implications in

bringing forward conclusions that are wrong (Woodman, 2014). The quality of the evaluation process is critical since it needs to bring forward the effectiveness of the intervention, as leaders make decisions based on the outcomes of them. If an evaluation is biased, insufficient corrections may lead to consequences (Woodman, 2014).

Next Steps and Future Considerations

As the visionary, strategist, and change agent, I am to ensure my actions influence SMEs, community partners and employees to accept the vision and actively participate in achieving the organizational goal (Burnes et al., 2018; Daft, 2011; Thorne et al., 2011). Where the goal of the Association is to work to remove inequities from workplace classroom settings, through the implementation triad model—policy, belief, and practice—to resolve the PoP, I need to ensure stakeholders actively pursue this goal alongside the leadership of the Association.

Having the support of stakeholders, I believe the next step in the change process is to execute the communication plan. It is through the execution of the communication plan that stakeholders will become informed regarding the PoP that exists—the exclusion of learners in workplace classroom settings. By activating strategies such as the call to action as outlined in the communication plan and calling on knowledge keepers to share their knowledge and their stories, I will be able to broaden stakeholders' awareness of the inequities taking place and gain their fellowship. By activating the communication plan, I will be demonstrating transformative leadership, working to engage a wider society to eliminate social injustice behaviours within the workplace classroom settings (Shields, 2010). I believe “leadership occurs in relations and interaction of actor networks operating in time and place” (Clegg et al., 2021, p. 6) by activating the communication plan, I will be cascading (Thorne et al., 2011) the vision and goal of the Association throughout all four unique stakeholder groups. In addition, I will be bringing

forward the role the Association has taken on as a forerunner in the movement to bring forward change in workplace classrooms throughout other organizations, corporations, nonprofits, and government agencies, as this problem of practices is not unique (Sheared & Sissel, 2001).

As stakeholders become more aware of the injustice that is taking place in a workplace learning environment, I will work to encourage them to apply a CRT lens to their teaching and learning practices (Shields, 2010). Through their application of CRT lens, stakeholders will become transformative leaders and work alongside me to ensure the movement to eliminate the exclusion of learners in workplace education classroom settings takes place.

As I work to implement the interventions to resolve the PoP, I need to continue to monitor and evaluate the impact that may occur using the frameworks that have been put forth within this OIP. My rationale for this is that a recurring theme in several of the scholars works appeared, frameworks are not carved in stone, so I would be wise to be ready to adapt these frameworks to unique situations that may arise within the change process, situations that may have been unforeseen (Wentworth et al., 2018).

As the change agent and leader of the Association, I need to ensure that all stakeholders that is required of them, as we make space for the inclusion of all persons in our teaching and learning practices. It is for this reason, I need to continue to engage community partners to review and guide the policy, as future changes may be required. More important, I need to form a community of practice that optimizes the learning potential. A community of practice will be the means to continue to mobilize the transferring of knowledge between individuals and groups. It permits an opportunity to achieve success, by optimizing and boosting the engagement of social learning (Wenger et al., 2002).

References

- Agbim, K. (2013). The impact of organizational structure and leadership styles on innovation. *Journal of Business and Management*, 6(6), 56–63. <http://www.iosrjournals.org/iosr-jbm/papers/Vol6-issue6/G0665663.pdf>
- Amiot, N., Mayer-Glenn, J., & Parker, L. (2020). Applied critical race theory: Educational leadership actions for student equity. *Race, Ethnicity and Education*, 23(2), 200–220. <https://doi.org/10.1080/13613324.2019.1599342>
- Anderson, J. (2008, May). *The writings of Robert K. Greenleaf: An interpretive analysis and the future of servant leadership* [Paper presentation]. Servant Leadership Research Roundtable, School of Global Leadership & Entrepreneurship, Regent University. <https://static1.squarespace.com/static/595d00f91b10e30e62194be0/t/59f7932527ef2d4ad323b193/1509397285460/Greenleaf+Analysis.pdf>
- Anoba, J. L., & Cahapay, M.B. (2020). The readiness of teachers on blended learning transition for post COVID-19 period: An assessment using parallel mixed method. *International Journal of Teaching, Education and Learning*, 4(2), 295–316. <https://doi.org/10.20319/pijtel.2020.42.295316>
- Awbrey, S. M. (2005). General education reform as organizational change: The importance of integrating cultural and structural change. *The Journal of General Education*, 54(1), 1–21. <https://doi.org/10.1353/jge.2005.0012>
- Ball, S. (2006). *Education policy and social class: The selected works of Stephen J. Ball* (1st ed.). Routledge. <https://doi.org/10.4324/9780203015179-9>
- Barnes, C. J. (2006). Preparing preservice teachers to teach in a culturally responsive way. *The Negro Educational Review*, 57(1-2), 85–100.

- Beer, M., Eisenstt, R. A., & Spector B. (2011). Why change programs don't produce change. In Harvard Business Review (Ed.), *HBR's 10 must reads on change management* (pp. 177–198). Harvard Business Review Press.
- Benefits Canada. (2018, April 6). *Canadian employers investing more in employee training: Survey*. <https://www.benefitscanada.com/news/bencan/canadian-employers-investing-more-in-employee-training-survey/>
- Bista, K., Allen, R. M., & Chan, R. Y. (Eds.). (2021). *Impacts of COVID-19 on international students and the future of student mobility: International perspectives and experiences* (1st ed.). Routledge. <https://doi.org/10.4324/9781003138402>
- Bolman, L. C., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass.
- Bourgeois, N. (2011). An epistemology of leadership perspective: Examining the fit for a critical pragmatic approach. *Scholar-Practitioner Quarterly*, 5(4), 371–384.
<https://files.eric.ed.gov/fulltext/EJ974360.pdf>
- Boynton, S. (2021, February 27). *How corporate Canada is addressing anti-Black racism 8 months after protests*. Global News. <https://globalnews.ca/news/7644810/black-businesses-racism-canada/>
- Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting culturally responsiveness and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118–134. <https://doi.org/10.17105/SPR-2017-0119.V47-2>
- Brown, B. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. Random House.

- Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38(1), 65–84.
- Bryk, A. S. (2015). 2014 AERA distinguished lecture: Accelerating how we learn to improve. *Educational Research*, 44(9), 467–477. <https://doi.org/10.3102/0013189X156215>
- Bryk, A. S., Gomez, L. M., & Grunow, A. (2011, July). *Getting ideas into action: Building networked improvement communities in education*. Carnegie Foundation for the Advancement of Teaching.
- <https://www.carnegiefoundation.org/resources/publications/getting-ideas-action-building-networked-improvement-communities-education/>
- Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 41(6), 977–1002. <https://doi.org/10.1111/j.1467-6486.2004.00463.x>
- Burnes, B., Hughes, M., & By, R. T. (2018). Reimagining organisational change leadership. *Leadership*, 14(2), 141–158. <https://doi.org/10.1177/1742715016662188>
- Canadian Human Rights Act, R.S.C., 1985, c. H-6. <https://laws-lois.justice.gc.ca/eng/acts/h-6/FullText.html>
- Canadian Parks, Protected, and Conserved Areas Leadership Collective. (n.d.). *Equity, diversity, inclusion, & decolonization (EDID) research project*. <https://cpcil.ca/edid-research-project/>
- Capper, C. A. (2015). The 20th-year anniversary of critical race theory in education: Implications for leading to eliminate racism. *Educational Administration Quarterly*, 51(5), 791–833. <https://doi.org/10.1177/0013161X15607616>

- Capper, C. A. (2019). *Organizational theory for equity and diversity*. Routledge.
<https://doi.org/10.4324/9781315818610>
- Capper, C. A., & Jamison, M. T. (1993). Outcomes-based education re-examined: From structural functionalism to poststructuralism. *Educational Policy*, 7(4), 427–446.
<https://doi.org/10.1177/0895904893007004002>
- Capper, C. A., & Young, M. (2014). Ironies and limitations of educational leadership for social justice: A call to social justice educators. *Theory Into Practice*, 53(2), 158–164.
<https://doi.org/10.1080/00405841.2014.885814>
- Chen, D., & Yang, X. (2017). Improving active classroom participation of ESL students: Applying culturally responsive teaching strategies. *Theory and Practice in Language Studies*, 7(1), 79–86. <https://doi.org/10.17507/tpls.0701.10>
- Chisholm, M. (2015, March 6–7). *Developing counter-hegemonic pedagogy in adult & higher education* [Paper presentation]. Adult Education Research Conference, Reno, NV, United States. <https://newprairiepress.org/aerc/2015/papers/12>
- Choi, S., & Lee, S. W. (2020). Enhancing teacher self-efficacy in multicultural classrooms and school climate: The role of professional development in multicultural education in the United States and South Korea. *American Educational Research Association*, 6(4).
<https://doi.org/10.1177/2332858420973574>
- Chung, H., & Kim, H. (2010). Implementing professional standards in teacher preparation programs in the United States: Preservice teachers' understanding of teaching standards. *KEDI Journal of Educational Policy*, 7(2), 355–377.
- Clarke, A. (1999). *Evaluation research*. SAGE Publications.
<https://doi.org/10.4135/9781849209113>

- Clegg, S., Crevani, L., Uhl-Bien, M., & By, R. T. (2021). Changing leadership in changing times. *Journal of Change Management*, 21(1), 1–13.
<https://doi.org/10.1080/14697017.2021.1880092>
- Cooperrider, D. L., Stavros, J. M., & Whitney, D. (2008). *The appreciative inquiry handbook: For leaders of change*. Berrett-Koehler.
- Daft, R. L. (2011). *The leadership experience* (5th ed.). Cengage Learning.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597–604.
<https://www.jstor.org/stable/20405410>
- Djordjevic, E. M. (2010, March 17–18). *Leadership communication* [Conference presentation]. International Scientific Conference, Krusevac, Serbia.
https://meste.org/konf/Arhiva/Man_2010/pdf/1_MenadzmentProces/DjordjevicB.pdf
- Dumas, M. J., & ross, m. k. (2016). “Be real black for me”: Imagining BlackCrit in education. *Urban Education*, 51(4), 415–442. <https://doi.org/10.1177/0042085916628611>
- Educational Policies Committee and the Affirmative Action/Cultural Diversity Committee. (1995, Spring). *An integrated approach to multicultural education*. Academic Senate for California Community Colleges.
https://www.asccc.org/sites/default/files/publications/Integrated_0.pdf
- Edwards, S., & Kuhlman, W. (2007). Culturally responsive teaching: Do we walk our talk? (Promising Practices). *Multicultural Education*, 14(4), 45–49.
- Ehrich, L. C., Harris, J., Klenowski, V., Smeed, J., & Spina, N. (2015). The centrality of ethical leadership. *Journal of Educational Administration*, 53(2), 197–214.
<https://doi.org/10.1108/JEA-10-2013-0110>

- Employment and Social Development Canada. (2023, March). *About the Workforce Development Agreements program*. Government of Canada.
<https://www.canada.ca/en/employment-social-development/programs/training-agreements/workforce-development-agreements.html>
- Evans, L., Thornton, B., & Usinger, J. (2012). Theoretical frameworks to guide school improvement. *NASSP Bulletin*, 96(2), 154–171.
<https://doi.org/10.1177/0192636512444714>
- Fullan, M. (2011). *Six secrets of change: What the best leaders do to help their organizations survive and thrive*. Wiley ProQuest Ebook Central.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Giorgini, V., Mecca, J. T., Gibson, C., Medeiros, K., Mumford, M. D., Connelly, S., & Devenport, L. D. (2015). Researcher perceptions of ethical guidelines and codes of conduct. *Accountability in Research*, 22(3), 123–138.
<https://doi.org/10.1080/08989621.2014.955607>
- Golden-Biddle, K., & Mao, J. (2011). What makes an organizational change process positive? In K. S. Cameron, & G. M. Spreitzer (Eds.), *Oxford handbook of positive organizational scholarship* (pp. 763–772). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199734610.013.0058>
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Review Press.

- Greenleaf, R. K., & Spears, L. C. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness* (25th anniversary ed.). Paulist Press.
- Hanberger, A. (2001). What is the policy problem? Methodological challenges in policy evaluation. *Evaluation*, 7(1), 45–62. <https://doi.org/10.1177/13563890122209513>
- Hankivsky, O., Grace, D., Hunting, G., Giesbrecht., M., Fridkin, A., Rudrum, S., Ferlatte, O., & Clark., N. (2014) An intersectionality-based policy analysis framework: Critical reflections on a methodology for advancing equity. *International Journal for Equity in Health*, 13(119), 1–16. <https://doi.org/10.1186/s12939-014-0119-x>
- Hariadi, A. R., & Muafi, M. (2022). The effect of transformational leadership on employee performance mediated by readiness to change & work motivation: A survey of PT. *International Journal of Research in Business and Social Science*, 11(6), 252–263. <https://doi.org/10.20525/ijrbs.v11i6.1945>
- Hayashi, C., & Soo, A. (2012). Adaptive leadership in times of crisis. *Prism*, 4(1), 79–86. https://ciaotest.cc.columbia.edu/journals/prism%20/v4i1/f_0026898_21988.pdf
- Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Review Press.
- Heredia, A. (1999). Text 1: Cultural learning styles. In F. Pichette (Ed.), *LIN 4015: Second language learning and bilingualism* (Module 4.2.3). Université Téluq. https://www.telug.quebec.ca/lin4015/modules/m4/m4_2_3_t1.pdf
- Hewitt, K. K., Davis, A., & Lashley, C. (2014). Transformational and transformative leadership in an innovative partnership-based leadership preparation program. *Journal of Research on Leadership Education*, 9(3), 225–253. <https://doi.org/10.1177/1942775114552329>

- Holmes, O., IV. (2019). *The antecedents and outcomes of heteronormativity in organizations*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190224851.013.57>
- Hopson, A. C. (2014). *Does racism exist in the online classroom learning environment? Perceptions of online undergraduate students* (Order No. 3616809) [Doctoral dissertation, Capella University]. ProQuest Dissertations Publishing.
- How to Dialogue. (n.d.). *Adaptive leadership in 12 minutes—Ron Heifetz* [video]. YouTube. <https://www.youtube.com/watch?v=9kVxxfknu4>
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123–127. <https://doi.org/10.1016/j.jik.2016.07.002>
- Huy, Q. N. (2012). Emotions and strategic change. In K. S. Cameron & G. M. Spreitzer (Eds.), *The Oxford handbook of positive organizational scholarship* (pp. 812–824). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199734610.013.0062>
- Ianinska, S., Wright, U., & Rocco, T., S. (n.d.). *Critical race theory and adult education: Critique of the literature in adult education quarterly*. Florida International University. <https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1034&context=sferc>
- James, M. (2015). Strategic readiness. In R. L. Heath & W. Johansen (Eds.), *The international encyclopedia of strategic communication*. John Wiley & Sons. <https://doi.org/10.1002/9781119010722.iesc0178>

- Javernick-Will, A. N. (2009). *Mobilizing institutional knowledge for international projects: The relative importance, acquisition and transfer of institutional knowledge for international firms* (Publication No. 305000755) [Doctoral dissertation, Stanford University]. ProQuest Dissertations & Theses Global.
- Johnson, V., Carpenter, J., Richards, C., & Kathleen, B. V. (2019). Culturally responsive practices for teacher candidates: A neighborhood treasure hunt. *Journal for Multicultural Education*, 13(1), 19–32. <https://doi.org/10.1108/JME-07-2017-0042>
- Jones, M., & Rothwell, W. J. (Eds). (2017). *Evaluating organization development: How to ensure and sustain the successful transformation* (1st ed.). CRC Press.
<https://doi.org/10.1201/b21877>
- Jordon, J., Brown, M. E., Treviño, L. K., & Finkelstein, S. (2013). Someone to look up to: Executive-follower ethical reasoning and perceptions of ethical leadership. *Journal of Management*, 39(3), 660–683. <https://doi.org/10.1177/0149206311398136>
- Kaiser, A., Fahrenbach, F., & Martinez, H. (2021). *Creating shared visions in organizations—taking an organizational learning and knowledge management perspective*. Proceedings of the 54th Hawaii International Conference on System Sciences 2021, Hawaii, United States. <https://doi.org/10.24251/HICSS.2021.632>
- Kaya, E. H. (2014). The road ahead: Multicultural adult education. *International Journal of Humanities and Social Science*, 4(8), 164–168.
<https://epale.ec.europa.eu/sites/default/files/17.pdf>
- Kezar, A., & Lester, J. (2010). Breaking the barriers of essentialism in leadership research: Positionality as a promising approach. *Feminist Formations*, 22(1), 163–185.
<https://doi.org/10.1353/nwsa.0.0121>

- King, K., & Lawler, P. A. (2003). Trends and issues in the professional development of teachers of adults. *New Directions for Adult and Continuing Education*, 2003(98), 5–14.
<https://doi.org/10.1002/ace.94>
- Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Elsevier.
- Komives, S., & Dugan, J. (2010). Contemporary leadership theories. In R. A. Couto (Ed.), *Political and civic leadership: A reference handbook* (pp. 111–120). SAGE Publications.
<https://www.doi.org/10.4135/9781412979337.n14>
- Kotter, J. P. (1995, May-June). Leading change, why transformation efforts fail. *Harvard Business Review*. <https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>
- Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed). John Wiley & Sons.
- Kutsyruba, B., & Walker, K. (2015). The lifecycle of trust in educational leadership: An ecological perspective. *International Journal of Leadership in Education*, 18(1), 106–121. <https://doi.org/10.1080/13603124.2014.915061>
- Lavis, J. N., Robertson, D., Woodside, J. M., McLeod, C. B., & Abelson, J. (2003). How can research organizations more effectively transfer research knowledge to decision makers? *The Milbank Quarterly*, 81(2), 221–248. <https://doi.org/10.1111/1468-0009.t01-1-00052>

- Lee, M.-Y., & Sheared, V. (2002). Socialization and immigrant students' learning in adult education programs. *New Directions for Adult and Continuing Education*, 2002(96), 27–36. <https://doi.org/10.1002/ace.76>
- Lee, S. W., & Lee, E. A. (2020). Teacher qualification matters: The association between cumulative teacher qualification and students' educational attainment. *International Journal of Educational Development*, 77(102218), 1–10. <https://doi.org/10.1016/j.ijedudev.2020.102218>
- Lee, S. W., & Mamerow, G. (2019). Understanding the role cumulative exposure to highly qualified science teachers plays in students' educational pathways. *Journal of Research in Science Teaching*, 56(10), 1362–1383. <https://doi.org/10.1002/tea.21558>
- Lewin, K. (1951). *Field theory in social science: selected theoretical papers*. Harper.
- Lewis, L. (2007). An organizational stakeholder model of change implementation communication. *Communication Theory*, 17(2), 176–204. <https://doi.org/10.1111/j.1468-2885.2007.00291.x>
- Lewis, L. (2011). *Organizational change: Creating change through strategic communication*. John Wiley & Sons.
- Lunenburg, F., C. (2010). Managing change: The role of the change agent. *International Journal of Management, Business, and Administration*, 13(1), 1–6. https://www.mlsu.ac.in/econtents/1081_Managing%20Change%20The%20Role%20of%20Change%20Agent%20Unit-3.pdf
- Mabey, C. (2012). Leadership development in organizations: Multiple discourses and diverse practice. *International Journal of Management Reviews*, 15(4), 359–380. <https://doi.org/10.1111/j.1468-2370.2012.00344.x>

- Macpherson, A. (2011). *The instructional skills workshop as a transformative learning process* [Doctoral dissertation]. Simon Fraser University.
<https://wiki.ubc.ca/images/1/17/ISWasTransformativeThesis111117.pdf>
- Marshall, S. (2008, Fall). Leading change. *In Conversation*, 1(1), 1–8.
https://drive.google.com/file/d/1-tiEkYjHw_3QeCELcDrk3QjI3rEUyZM0/view
- Maxwell, B., Tanchuk, N., & Scramstad, C. (Eds.). (2018). *Professional ethics education and law for Canadian teachers*. The Canadian Association for Teacher Education.
- Miao, C., Humphrey, R. H., & Qian, S. (2018). Emotional intelligence and authentic leadership: A meta-analysis. *Leadership & Organization Development Journal*, 39(5), 679–690.
<https://doi.org/10.1108/LODJ-02-2018-0066>
- Morrison, D. (1985). *The instructional skills workshop program: An inter-institutional approach*. Professional and Organizational Development Network in Higher Education.
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1080&context=podimproveacad>
- Muilenburga, L. Y., & Bergeb, Z. L. (2005). Student barriers to online learning: A factor analytic. *Distance Education*, 26(1) 29–48. <https://doi.org/10.1080/01587910500081269>
- Neumann, J., Robson, A., & Sloan, D. (2018). Monitoring and evaluation of strategic change programme implementation—Lessons from a case analysis. *Evaluation and Program Planning*, 66, 120–132. <https://doi.org/10.1016/j.evalprogplan.2017.09.012>
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publishing.
- Nova Scotia Registry of Joint Stocks. (n.d.) *Society: Registry of Joint Stock Companies requirements*. Government of Nove Scotia. <https://beta.novascotia.ca/society-registry-joint-stock-companies-requirements>

- Novelli, L., Jr., Kirkman, B. L., & Shapiro, D. L. (1995). Effective implementation of organizational change: An organizational justice perspective. In C. L. Cooper & D. M. Rousseau (Eds.), *Trends in organizational behavior* (Vol 2, pp. 15–37). Wiley.
- Perna, M. C. (2022, April 12). Why learning and development is now a competitive differentiator. *Forbes*. <https://www.forbes.com/sites/markcperna/2022/04/12/why-learning--development-is-now-a-competitive-differentiator-and-how-to-get-on-board/?sh=74ac5db130ff>
- Pidgeon, M. (2012). Transformation and Indigenous interconnections: Indigeneity, leadership, and higher education. In C. Kenny & T. N. Fraser (Eds.), *Living indigenous leadership: Native narratives on building strong communities* (pp. 136–148). UBC Press.
- Postan-Aizik, D., & Shdaimah, C. S. (2022). A triad model of engaged social work pedagogy: Connecting research, education, and action. *Social Work Education*, 1–18. <https://doi.org/10.1080/02615479.2022.2096213>
- Powwowtimes. (2020, May 14). *What are land acknowledgements and why do they matter?* <https://powwowtimes.ca/what-are-land-acknowledgments-and-why-do-they-matter/>
- Quinn, R. E., & Cameron, K. S. (2019). Positive organizational scholarship and agents of change. *Research in Organizational Change and Development*, 27, 31–57. <https://doi.org/10.1108/S0897-301620190000027004>
- Raven, N. (2016). Making evidence work: A framework for monitoring, tracking, and evaluating widening participation activity across the student lifecycle. *Research in Post-Compulsory Education*, 21(4), 360–375. <https://doi.org/10.1080/13596748.2016.1226587>

- Ray, S. (2019). Teaching case—Applications of culturally relevant pedagogy in a community college classroom. *New Horizons in Adult Education & Human Resource Development*, 31(4), 65–69. <https://doi.org/10.1002/nha3.20267>
- Richardson, C., & Blanchet-Cohen, N. (2000). *Adult education and Indigenous peoples in Canada*. Unit for Children's Rights and First Nations Partnership Program, UNESCO Institute for Education. <https://unesdoc.unesco.org/ark:/48223/pf0000198907>
- Rutherford, A. (2014). Organizational turnaround and educational performance: The impact of performance-based monitoring analysis systems. *American Review of Public Administration*, 44(4), 440–458. <https://doi.org/10.1177/0275074012470022>
- Saffer, A. J., Yang, A., & Qu, Y. (2019). Talking politics and engaging in activism: The influence of publics' social networks on corporations in the public sphere. *Journal of Broadcasting & Electronic Media*, 63(3), 534–565. <https://doi.org/10.1080/08838151.2019.1660130>
- Sara, A. (2017). *Living a feminist life*. Duke University Press.
- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. Doubleday.
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (4th ed.). Routledge.
- Sheared, V., & Sissel, P. A. (Eds.). (2001). *Making space: Merging theory and practice in adult education*. Bergen & Garvey.
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558–589. <https://doi.org/10.1177/0013161X10375609>

- Sirkin, H. L., & Keenan, P., Jackson, A. (2005, October). The hard side of change management. *Harvard Business Review*. <https://hbr.org/2005/10/the-hard-side-of-change-management>
- Smith, A. C. T., & Sutherland, F. M. (2011). Philosophies of organizational change: ‘Changing context.’ In *Philosophies of organizational change* (pp. 1–25). Edward Elgar Publishing. <https://doi.org/10.4337/9780857932891.00004>
- Smith, C., & Gillespie, M. (2007, February 2). Research for professional development and teacher change: Implications for adult basic education. *Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice*, 7(7), 205–244. http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf
- Smylie, M. A., Murphy, J. F., & Lewis, K. S. (2020). *Caring school leadership*. Corwin. <https://doi.org/10.4135/9781071872741>
- Sontag-Padilla, L. M., Morganti, K. G., & Staplefoote, L. (2012). *Financial sustainability for nonprofit organizations: A review of the literature*. RAND Corporation.
- Spaulding, D. T. (2014). *Program evaluation in practice: Core concepts and examples for discussion and analysis* (2nd ed.). Jossey-Bass.
- Statistics Canada. (2021, April). *Non-profit organizations and volunteering*. <https://www150.statcan.gc.ca/n1/daily-quotidien/210430/dq210430d-eng.htm>
- Stavros, J. M. (2011). Positive strategy: Creating and sustaining strengths-based strategy that SOARs and performs. In G. M. Spreitzer & K. S. Cameron (Eds.), *The Oxford Handbook of positive organizational scholarship* (pp. 826–840). Oxford Library of Psychology. <https://doi.org/10.1093/oxfordhb/9780199734610.013.0063>

- Stavros, J. M. (2020). SOAR 2020 and beyond: Strategy, systems innovation and stakeholder engagement. *AI Practitioner*, 22(2), 70–91. <https://doi.org/10.12781/978-1-907549-43-4-11>
- Stroh, D. P. (2015). *Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results*. Chelsea Green Publishing.
- Subramaniam, V. (2022, November 30). Canada's jobs are changing as the work force gets more educated, diverse: Statscan. *The Globe and Mail*.
<https://www.theglobeandmail.com/canada/article-canada-workforce-eductated-diverse-statscan/>
- Theoharis, G., & Scanlan, M. (Eds.). (2015). Introduction: Intersectionality in educational leadership. In *Leadership for increasingly diverse schools* (2nd ed., pp. 1–11). Routledge.
<https://doi.org/10.4324/9781315767574>
- Thevenot, S. (2021, February 26). *Canada on track to meet 2021 immigration targets*. CIC News. <https://www.cicnews.com/2021/02/canada-on-track-to-meet-2021-immigration-targets-bloomberg-reports-0217300.html#gs.wutyro>
- Thorne, D. M., Ferrell, O. C., & Ferrell, L. (2011). *Business & society: A strategic approach to social responsibility and ethics* (4th ed.). South-Western Cengage Learning.
- Topno, H. (2012). Evaluation of training and development: An analysis of various models. *Journal of Business and Management*, 5(2), 16–22. <https://iosrjournals.org/iosr-jbm/papers/Vol5-issue2/B0521622.pdf>

- Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to action*. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf
- UKEssays. (2015, January 1). *The importance of professional standards* [Blog]. <https://www.ukessays.com/essays/education/the-importance-of-professional-standards-education-essay.php>
- University of South Dakota School of Education. (2016, June 17). *Dr. Gay interview on culturally responsive teaching* [Video]. YouTube. https://www.youtube.com/watch?v=KBIGSwx_qvw
- Viennet, R., & Pont, B. (2017). *Education policy implementation: A literature review and proposed framework* (OECD Education Working Papers, No. 162). OECD Publishing. <https://doi.org/10.1787/fc467a64-en>
- Watters, J. J., & Diezmanann, C. M. (2015). Challenges confronting career-changing beginning teachers: A qualitative study of professional scientists becoming science teachers. *Journal of Science Teacher Education*, 26(2), 163–192. <https://doi.org/10.1007/s10972-014-9413-0>
- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review of Psychology*, 50, 361–386. <https://doi.org/10.1146/annurev.psych.50.1.361>
- Weikle, B. (2019, June 19). *The priorities have shifted: Nearly half of Canadian firms plan to spend on employee training, satisfaction*. CBC News. <https://www.cbc.ca/news/business/canadian-companies-spend-employee-training-satisfaction-1.5189093>

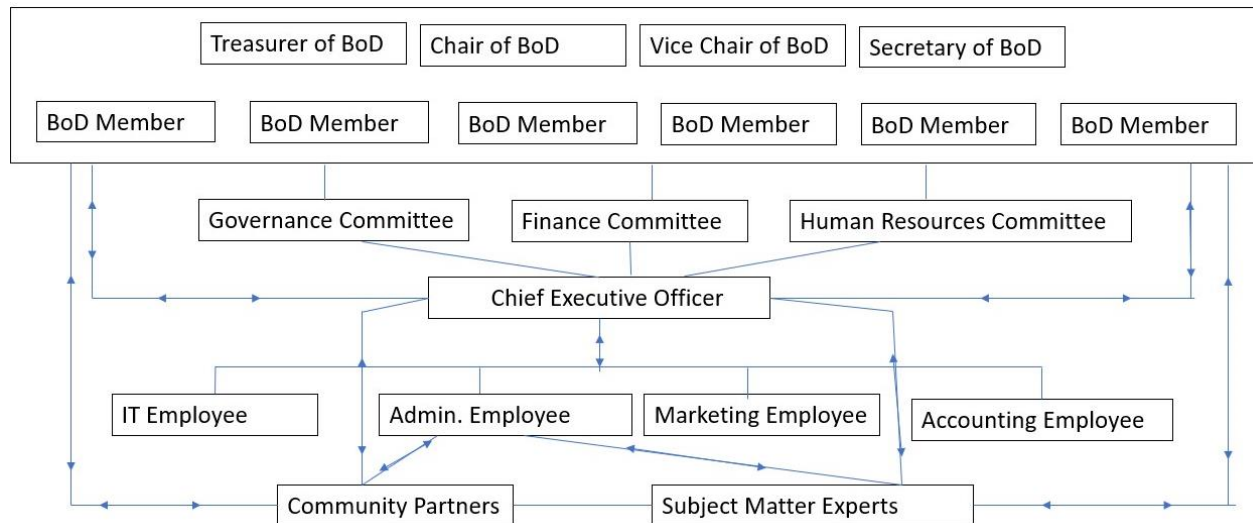
- Wenger, E., McDermott, R., Snyder, W. M., & Lakomski, G. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business School Publishing.
- Wentworth, D. K., Behson, S. J., & Kelley, C. L. (2018). Implementing a new student evaluation of teaching system using the Kotter change model. *Studies in Higher Education*, 45(3), 511–523. <https://doi.org/10.1080/03075079.2018.1544234>
- Winston, A. (2020, December 29). How did business's role in society change in 2020? *Harvard Business Review*. <https://hbr.org/2020/12/how-did-businesss-role-in-society-change-in-2020>
- Woodman, R. W. (2014). The science of organizational change and the art of changing organizations. *The Journal of Applied Behavioral Science*, 50(4), 463–477. <https://doi.org/10.1177/0021886314550575>
- Wright, A. (2015). *Challenges in achieving non-profit sustainability: A study of the social service non-profit sector in the Central Okanagan*. Scotiabank Centre for Non-Profit Excellence. https://www.okanagan.bc.ca/sites/default/files/2020-08/npc_2015-gap_analysis.pdf
- Zarestky, J., & Cole, C. S. (2017, January 30). Strengths, opportunities, aspirations, and results: An emerging approach to organization development. *New Horizons in Adult Education & Human Resource Development*, 29(1), 5–19. <https://doi.org/10.1002/nha3.20166>

Appendix A: Critical Race Theory Tenets Definition

CRT tenet	Definition
Permanence of racism	Racism, both conscious and unconscious is a permanent component of American life
Whiteness as property	Because of the history of race and racism in the United States and the role U.S. jurisprudence has played in reifying conceptions of race, the notion of Whiteness can be considered a property interest
Counter storytelling and majoritarian narratives	A method of telling a story that aims to cast doubt on the validity of accepted premises or myths especially ones held by the majority; majoritarian narratives are also recognized as stories and not assumed to be facts or the truth
Interest convergence	Significant progress for Blacks is achieved only when the goals of Blacks are consistent with the needs of Whites
Critique of liberalism	Critique of basic notions embraced by liberal ideology to include color blindness, meritocracy, and neutrality of the law
Intersectionality	Considers race across races and the intersection of race with other identities and differences

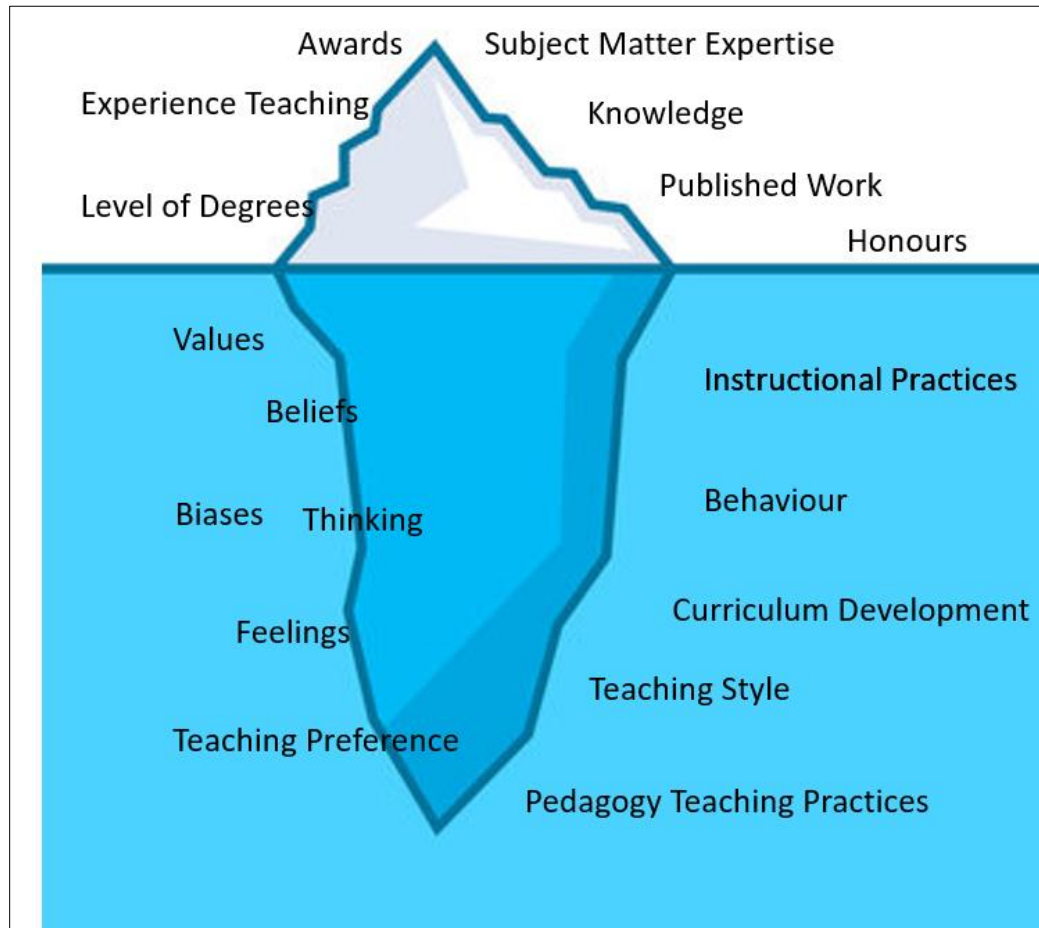
Note. This table defines the six tenets a leader should primarily be applying when executing a CRT analysis, as they move towards working to eliminate inequities and injustice practices within an educational environment. Adapted from “The 20th-Year Anniversary of Critical Race Theory in Education: Implications for Leading to Eliminate Racism,” by C. A. Capper, 2015, *Educational Administration Quarterly*, 51(5), p. 795 (<https://doi.org/10.1177/0013161X15607616>). Copyright 2015 by Sage.

Appendix B: Organizational Structure



Note. The organizational structure places the hierarchy of the BoD, chair, vice chair, treasure, secretary, and six other members of the board area at the top of the hierarchy of the Association. The CEO reports to the BoD and both BoD and CEO play an active role in ad-committees such as finance. The employees report directly to the CEO. Community partners and SMEs have access to all BoD members, the CEO, and employees. Community partners and SMEs play no role in the decision-making of the organization, other than the voting of BoD members to sit on the board.

Appendix C: What Lies Below the Waterline of the SMES Instructional Practices



Note. With respect to the teaching approaches SMEs take when instructing, leaders need to be concerned about what lies below the waterline.

Appendix D: Distinct Role of Transformational and Transformative

Areas of comparison	Transformational leadership	Transformative leadership
Starting point	Need for the organization to run smoothly and efficiently	Material realities and disparities outside the organization that impinge of the success of individuals, groups, and organization as a whole
Foundation	Meet the needs of complex and diverse systems	Critique and promise
Emphasis	Organization	Deep and equitable change in social conditions
Processes	Understanding of organizational culture; setting directions, developing people, redesigning, the organization, and managing the instructional program	Deconstruction and reconstruction of sociocultural knowledge frameworks that generate inequity; acknowledgement of power and privilege; dialectic between individual and social
Key values	Liberty, justice, equality	Liberation, emancipation, democracy, equity, justice
Goal	Organizational change; effectiveness	Individual, organizational, and societal transformation
Power	Inspirational	Positional, hegemonic tool for oppression as well as for action
Leader	Looks for motive, develops common purpose, focuses on organizational goals	Lives with tension and challenge; requires moral courage, activism
Related theories	School effectiveness, school reform, school improvement, instructional leadership	Critical theories (race, gender), cultural and social reproduction, leadership for social justice

Note. Adapted from “Transformative Leadership: Working for Equity in Diverse Contexts,” by

C. Shields, 2010, *Educational Administration Quarterly*, 46(4), p. 563

(<https://doi.org/10.1177/0013161X10375609>). Copyright 2010 by The University Council for Educational Administration.

Appendix E: Analysis of Proposed Solution—Securing a New Funder

Criteria	Rationale to support	Rationale not to support
Influences SME instructors to adopt new EDID teaching and learning practices.	No evidence to support.	There is no assurance that new funders will act to influence SMEs to adopt an EDID approach
There are supports to assist SMEs with learning new knowledge frameworks.	No evidence to support.	There is no assurance new funders will provide financial supports to learn new knowledge frameworks that include EDID practices.
There is evidence that SMEs will shift their beliefs and values to align with community partners	No evidence to support.	There is no evidence that new funders could provide the means to shift the SMEs' beliefs and values to align with community partners.
There is evidence of a long-term, sustainable solution.	No evidence to support.	There is no evidence of a long-term, sustainable solution.

Note. There is a lack of evidence to pursue the direction to seek a new funder as a means to offer a resolution to the PoP based on the four criteria stated. In addition to the stated above rationale not to support this proposed solution, it holds the risk that the Association will revert to its previous operational state under a new funder. As well, there is the inability to determine the timeline to secure an approval for funding from a new funder, which is problematic.

Appendix F: Analysis of Proposed Solution—Implementation of Learning Style Analysis

Criteria	Rationale to support	Rationale not to support
Influences SMEs to adopt new EDID teaching and learning practices.	The simplicity of implementing a learning style analysis could influence the teachers to adopt the practice and modify their programs.	No evidence to support.
There are supports to assist SMEs with learning new knowledge frameworks.	No evidence to support.	There are no informal or formal supports to assist instructor with gaining new knowledge.
There is evidence that SMEs will shift their beliefs and values to align with community partners	No evidence to support.	There is no evidence that through the implementation of a learning styles assessment instructors will shift their beliefs and values to align with community partners.
There is evidence of a long-term, sustainable solution.	Though the application of learning style analysis there is evidence a long-term solution could be implemented to remove the exclusion of learners.	No evidence to support.

Note. The proposed solution to implement learning styles analysis does not meet the four criteria stated. There are aspects of the implementation that may resolve the PoP; however, it does not present a holistic approach to the solution to resolve the four required criteria. Therefore, there is a lack of evidence to pursue the direction of adopting a learning styles approach. Specifically, due to there being barriers in executing the learning styles analysis by SMEs, with respect to gaining prior access to learners to enabling SMEs to prepare curriculum in advance of the delivery of the program.

Appendix G: Proposed Solution 3—A Triad Model Approach

Criteria	Rationale to support	Rationale not to support
Influences SMES instructors to adopt new EDID teaching and learning practices.	The formation of a working group that is intended to have representation of the SMES instructors include their voice may be of influence to accept policy.	There is no real evidence that policy alone will influence instructors.
There are supports to assist SMES with learning new knowledge frameworks.	There are supports to provide the SMES instructors with supports such as the CRTP PD.	No evidence to support.
There is evidence that SMES will shift their beliefs and values to align with community partners	There is potential to have evidence that instructors shift their beliefs as a result of participating in CRTP PD.	No evidence to support.
There is evidence of a long-term, sustainable solution.	There is evidence that the three-tier solution may result in a long-term solution if it is implemented correctly.	No evidence to support.

Note. With respect to the analysis of the triad solution: policy, belief, and practice, as a means to offer a resolution to the PoP, based on the four criteria stated, there is evidence that, if this three-system processes can be implemented, change in policy, beliefs, and practice, then change can take place to resolve the PoP. Specifically, this triad solution fulfills the ability to influence SMEs and provides the means to bring forward change beliefs and pedagogical practices to support SMEs through CRTP PD.

Appendix H: Change Process

Continuous leadership application	Lewin (1951) change model	Beer et al. (2011) change process	Organizational state / situation	Leadership approach required	Action required. by stakeholders	Strategy to create. stakeholder action	Impact and results achieved
Unfreeze Phase							
Transformative: critical theory lens, eliminate actions that perpetuate inequity and injustice, critique inequitable practices and address them (Shields, 2010).	Takes place from the onset of the episodic event, destabilizes the Association. Short-term, 0–3 months.	Mobilize commitment to change through joint diagnosis of the business problem.	An imbalance takes place, people are in shock, anxious, fearful, and in disbelief.	Adaptive, help people come to terms with the crisis, prepare them for changes to come.	People need to adapt, triggering replacements and substitutes from what was, to realize a new sense of equilibrium, a sense of future, and feelings of safety.	Dedicate resources to alleviate suffering, leader gives their time one on one to learn personal impact and willingness to commit to change process.	Minimize emotional suffering, build resilience, and move towards the change process.
			Uncertainties exist.	Adaptive, encourages stakeholder innovation and exploration to develop their skills and knowledge to grow and succeed.	Build resilience of self and others to withstand the change process and the chaos.	Communication: disseminate information (financial/legal) and solicit input to build knowledge network (working group). Hold information sessions.	Establish a sense of stability, commit to change process, accept there is no going back.
					Realize and accept a PoP exists and needs to be resolved.	Types of justice: Decisions are fair and free of bias, diagnostic process is equitable, leaders listen to stakeholder opinions. Execute a call to bring awareness to inequities and exclusion of learners in workplace classrooms.	Build awareness, gain fellowship of stakeholders, create working group.

Continuous leadership application	Lewin (1951) change model	Beer et al. (2011) change process	Organizational state / situation	Leadership approach required	Action required. by stakeholders	Strategy to create. stakeholder action	Impact and results achieved
Transition Phase							
Transformative: critical theory lens, eliminate actions that perpetuate inequity and injustice, critique inequitable practices and address them (Shields, 2010).	Cognitive restructuring, semantic redefinitions, conceptual enlargement of the future, realize new standards, perspectives. Mid-term, 3–16 months.	Develop a shared vision of how to organize. Foster consensus, competence, and commitment to a shared vision.	Stakeholders have a sense of equilibrium. People accept change—take on new roles and become proactive verses reactive. A desire to provide input with respect to roles and responsibilities. A new coalition, continuous adaptability.	Transformational leadership: work to set renewed values (EDID), ethics, and standards (Daft, 2011). Encouraging, motivating, and giving people confidence so they can reach their full potential (Northouse, 2019). Enable others to act. Share knowledge, skills, and abilities.	Establish individual and group goals, demonstrate willingness to learn new things. Build the resilience of self and others to withstand the time of change process. Collaborate in a democratic way to design and implement tiered solution: policy, professional standards, and CRTP PD. Accept policy leading to implementation. Facilitate an intersectionality policy-based analysis.	Execute AI planning to establish a collective vision. Execute SOAR readiness analysis. Allocate resources to develop knowledge and skills. Foster agency of change. Empowerment: give people permission to take control of their future. Give freedom to collaborate to develop new programs. Communication: Share knowledge and learn from each other. Types of justice: vision created through equitable opportunity, fair process to develop programs. Engagement: secure feedback before, during and after the release of policy to recognize barriers preventing policy from being implemented and adopted.	A shared vision and goals are established. Resistance is lowered, and trust is strengthened. People become agentic, create new resources, programs, processes, and growth. People have a purpose. Knowledge transfer takes place. Stakeholders play a strategic role, in acting as agents of change. Engagement of policy research, analysis.

Continuous leadership application	Lewin (1951) change model	Beer et al. (2011) change process	Organizational state / situation	Leadership approach required	Action required. by stakeholders	Strategy to create. stakeholder action	Impact and results achieved
Refreeze Phase							
Transformative: critical theory lens, eliminate actions that perpetuate inequity and injustice, critique inequitable practices and address them (Shields, 2010).	Establish new social norms and institutionalize the change.	Revitalization to all departments without pushing it from the top.	EDID is integrated into the culture of the organization. Balance is restored; people have confidence and feel safe.	Transformational, work to set renewed values (EDID), ethics, and standards (Daft, 2011).	Interventions are accepted and SMEs actively engaged and demonstrate EDID in their pedagogical practices. Stakeholders recognize the talents of the people who surround them, accept and learn from each other, continuously work to establish a strong EDID foundation and retain organizational stability.	Stakeholders bring their best work forward. Passion is restored for their work and the meaningful impact it has on others' lives. Types of justice, ensure policy and PD are fair and equitable solutions for all. Communication: Continue to consult stakeholders. Two-way dialogue. Share personal stories/ testimonies in CRTP PD. Modify and adjust based on feedback. to remove barriers so stakeholders gain socialization.	Continuity is restored. Knowledge, skills, and abilities are enhanced. New cultural norms of EDID are being implemented. Stakeholders work to institutionalize the change. Impact on society, as learners are no longer being excluded.
	Long-term, 16–18 months.	Institutionalize the change.	Implementation of solutions policy, standards, CRTP PD.	Exhibit confidence in stakeholders.			
		Monitor and adjust strategies to problems in the revitalization process.	Stakeholders are actively pursuing CRTP PD to gain knowledge and skill in pedagogy practices.	Continually tap into the stakeholders' motivation to lead and follow in the quest to sustain change.			

Note. Through the employment of Lewin’s (1951) three-phase change model, the table presents the change implementation process, which states the steps (Beer et al., 2011) that are required within each of the phase change process. Within these steps are the actions required by stakeholders; however, it is the specific leadership approach that is applied within varying situations that will cause stakeholder actions. However, within the change process, as it is complex, other actions are required such as communication tactics that will generate the results the leadership requires to create change. It is important that the primary leadership, transformative, will be applied throughout the change process.

Appendix I: Communication and Mobilization of Knowledge Plan

Step / timing	Purpose of message	Audience	Messenger	Communication tools	Goals	Impact
Unfreeze phase: 1 to 3 months						
Remove uncertainties (Lewis, 2011). Immediately following episodic event.	Disseminate information leaders hold (financial, role changes, state of organization, research data). Remove feelings of uncertainty. Provide clarity and direction.	Stakeholder groups: BoD, employees, SMEs, and community partners.	Leader	Formal: official letters, memos electronic newsletters (with response capabilities) official meetings. Informal: direct emails (sending, receiving, responding), and regular group and individual meetings.	Impart knowledge and awareness. Embed thoughts and idea that a future exists. Reduce risk of rumours.	Reduce fears, gain trust, provide direction and inspiration. To have a feeling of being safe.
Establish joint diagnosis of the business problem (Beer et al., 2011). Within 3 weeks.	Disseminate information, research, organizational data, to reach a consensus an organizational problem exists (a need to reframe as a social justice educational institution to continue).	Stakeholder groups: BoD, employees, SMEs, and community partners.	Leader	Formal: Internal, official meetings with employees and BoD. External, invitation to community partners to attend meetings and presentations. Informal: Direct email (sending, receiving, responding), and group and individual meetings.	Impart knowledge and awareness. Gain acceptance a problem exists.	The formation of a coalition to advance the goals of the Association.
Identify partners from onset of episodic event (Lewis, 2011). Ground zero to 2 months.	Dissemination of information to engage and identify community partners and SMEs who have alignment of values and beliefs, who hold expertise, EDID, policy, and professional standards development.	Stakeholder groups: BoD, employees, SMEs, and community partners.	Leader	Formal: Internal, official meetings with employees and BoD. External, call for action, invitation for community partners and SMEs to attend open forums, and presentations. Informal, direct emails (sending, receiving, responding), and group and individual meetings.	Impart knowledge and awareness. Gain a working committee / network of knowledge to move change initiative forward.	Create a knowledge network and forge a group of advocates to promote change.
Mobilize knowledge of regulative elements (Javernick-Will, 2009). Ground zero to onward through change process.	Dissemination of information: governance, bylaws, legislative laws, and system processes.	Stakeholder group: BoD, employees, SMEs, and community partners.	Leader	Formal: External, website, community forums (two-way discussions), electronic newsletters (response capabilities emails), and direct emails (sending, receiving, responding). Internal, records, emails (sending, receiving, responding) and regular group /individual meetings.	Impart knowledge and awareness. Set boundaries and processes of stakeholder groups. working committee, regulated system processes.	Establish clarity and understanding in respect to regulated system processes.

Step / timing	Purpose of message	Audience	Messenger	Communication tools	Goals	Impact
Mobilize knowledge of normative elements (Javernick-Will, 2009). Ground zero to onward through change process.	Dissemination of information: On the social life within the Association, history, logistics, relationships, and industry knowledge. Financial and legal.	Stakeholder group: BoD, employees, SMEs, community partners, and working committee.	Leader	Formal: External stakeholders, webinars, social media, community forums (two-way panel discussions), electronic newsletters (response capabilities emails), and direct emails (sending, receiving, responding). Internal, emails (sending, receiving, responding) and regular group /individual meetings.	Impart knowledge and awareness. Focus on expectation of evaluative and obligatory areas of the social life within the Association: history, logistics, relationships, and industry knowledge.	Bring forward awareness and understanding of the evaluative and obligatory areas of the social life within the Association: history, logistics, relationships, and industry knowledge.
Transition phase: 3 to 13 months						
Forge a collective vision and a commitment to a shared vision (Beer et al., 2011): 3 to 6 months.	Soliciting input: Ensure inclusion of all stakeholders to contribute to the process of context of policy, professional standards, manner, rate, and timing to develop, through lending their expertise and knowledge as knowledge keepers.	Stakeholder group: BoD, employees, SMEs, community partners, and working committee.	Leader alongside working group and stakeholders who are engaged in achieving outcomes.	Formal: Internal, official meetings with employees and BoD. External, call for action, invitation for community partners and SMES to attend open forums and presentations. Informal, direct emails (sending, receiving, responding), and group and individual meetings.	Engage others outside the working group. Broaden perspectives.	Grow the alliance. Create knowledge networks.
Retain loyal stakeholders/ followers, (Kouzes & Posner, 2017). Daily, weekly, throughout the change process.	Dissemination of information: facts, clarification, notices, details, rationale for modifications to the change initiative, roles, and responsibilities.	Stakeholder group: BoD, employees, SMEs community partners, and working committee.	Leader alongside working group and stakeholders who engaged in achieving outcomes.	Formal: External, stakeholders, webinars, social media, community forums (two-way panel discussions), electronic newsletters (response capabilities surveys, polls, emails), and direct emails (sending, receiving, responding). Informal: Internal, emails (sending, receiving, responding) and regular group /individual meetings.	Impart knowledge and awareness. Prevent stakeholders from disengaging from the Association.	Retain loyal followers. Change behaviour. Policy action.

Step / timing	Purpose of message	Audience	Messenger	Communication tools	Goals	Impact
Mobilizing knowledge networks, sharing/retrieval of knowledge (Lavis, 2003; Lewis, 2003): 8 to 14 months	Dissemination of information: sharing/ retrieval of knowledge to learn, educate, inform, persuade, and influence (need for change, EDID, policy development, professional standards). Communicating research, beliefs, and purpose of the development of policy and professional standards.	Stakeholder group: BoD, employees, SMEs, and community partners	Leader alongside working group, Indigenous knowledge keeper, and individuals working within Black community institutions.	Modalities such as written documents, webinars, social media, YouTube video interviews, presentations, websites, open community forums, seminars, experts speaking at conferences, and through the provision of professional development sessions. Through media venues, editorial content. Reporting minutes of meetings and recordings.	Impart knowledge and awareness. Influence SMEs, instructors, and others who are resistant to the goals of society. Aid individuals and groups in making informed decisions in relation to the quest for change.	Sense-giving and sense-making; help make informed decisions in relation to the quest for change to grow the alliance. Grow the alliance. Change behaviour. Policy action.
Mobilizing knowledge of culturally cognitive elements, (Javernick-Will, 2009): 8 to 14 months	Dissemination of information: situated within the context of the policy and the professional development standards that include cultural beliefs, concepts, and meaning.	Stakeholder group: BoD, employees, SMEs, and community partners	Leader alongside working group, Indigenous knowledge keeper, seniors within Black community institutions.	Modalities such as, written documents, webinars, presentations, website, open community forums, seminars, experts speaking at information sessions such as Annual General Meetings and through the provision of professional development sessions. Reporting minutes of meetings and recordings.	Impart knowledge and awareness. Influence SMEs, instructors, and others who are resistant. Help individuals make informed decisions in relation to changing their behaviour.	Knowing how to act and engage within the Association. Change behaviour. Policy action.
Refreeze phase: 14 to 18 months						
Institutionalizing the beliefs, policy, processes, and practices (Beer et al., 2011): 14 to 18 months	Socialization: Aid in the adjustment of individuals and groups to collectively work to resolve any areas of tension that may arise as a result of the implementation of policy and professional standards.	Stakeholder group: BoD, employees, SMEs, and community partners	Leader alongside employees, BoD	SMEs, instructors, personal stories/testimonies on webinars, presentations, website, open community forums, seminars, experts speaking at information sessions such as annual general meetings.	Collectively work to resolve any areas of tension that may arise as a result of the implementation of policy and professional standards.	Knowing how to act and engage within the Association. Change behaviour. Policy action.

Step / timing	Purpose of message	Audience	Messenger	Communication tools	Goals	Impact
Mobilizing the knowledge to institutionalizing the beliefs, policy, processes and practices (Beer et al., 2011): 14 to 18 months	Dissemination of Information: sharing/ retrieval of knowledge to learn, educate, inform, persuade, and influence; bring forward the change, EDID, policy development, professional standards. Provide governance documents and the research, beliefs, and purpose of the development of policy and professional standards.	Stakeholder group: BoD, employees, SMEs, and community partners	Leader alongside employees, BoD	Modalities such as written documents, webinars, social media, YouTube video interviews, presentations, websites, open community forums, seminars, experts speaking at conferences and at organized speaking events such as annual general meetings, and the provision of professional development sessions. Through media venues, editorial content. Reporting minutes of meetings and recordings.	Aid individuals and groups in knowing the policy and process that surround professional development mandated processes.	Knowing how to act and engage within the Association. Change behaviour. Policy action.

Note. This table highlights the communication actions that are required within each of Lewin’s (1951) three phases of change. It brings forward the goals, as stated through the steps of Beer et al.’s (2011) change process, that the leader intends to achieve. It has established timelines for the leaders’ and community partners’ communication actions to be facilitated, in order to strategically motivate specific stakeholder groups (audience) to participate in the change process. This table also presents the tools that are required to reach stakeholders groups. In addition, it informs as to the goal in relation to the results and impact the communication plan will have as a result of it being implemented.

Appendix J: Activity: Removal of Uncertainties (0–2 months)

Key factors of evaluation	Delivery (a) reaction level	Immediate impact (b) attitudes, aspirations, awareness, learning, knowledge	Midpoint impact (c) decision making, practices, actions, behaviours.	Long-term impact (d) benefit to society	Review (e) objectives
Evaluation targets/objectives	(a) Impact of withdrawal of funder	(b) state of organization financially, operational, and legal	(c) stakeholders' willingness to advance the change process	(d) stakeholders' willingness to establish a collective vision	(e) Connects back to the targets/objectives of items a, b, c, d
Monitoring Method	Observation, review of documents, consultation with stakeholders.	Review of documents financial, legal, consultation with advisors (legal) stakeholders and BoD.	Consultation, meetings internal and external stakeholders.	Consultation, with meetings internal and external stakeholders.	Correlation and review of all data collected.
Expected outcome	Stakeholders in a state of unbalance and uncertainty.	Stakeholders and leaders gain a sense of stability, through sensemaking of financials and legal. Become informed of the current state. Become aware of what is required of them.	Stakeholders and leaders gain a sense of stability, through sense making. They come to terms with the crisis and prepare to move forward demonstrating a willingness to commit to move the Association forward.	Leaders determine stakeholders' readiness. Stakeholders indicate a willingness to learn new roles and take on responsibilities. Informed decision takes place, a result of sense making.	Step into the transition phase of the change process. Stakeholders' commit to reframe the Association, to organize and foster a consensus to establish a shared vision, build competencies, and to move forward (Beer et al., 2011).

Note. The accumulated M&E stages within the activity are correlated to facilitate (e) a review to confirm that the overarching goal of the intervention was successful (Raven, 2016).

Appendix K: Activity: Call to Action Forming of the Working Group (2–3 months)

Key factors of evaluation	Delivery (a) reaction level	Immediate impact (b) attitudes, aspirations, awareness, learning, knowledge	Midpoint impact (c) decision making, practices, actions, behaviours.	Long-term impact (d) benefit to society	Review objectives
Evaluation targets/objectives	a) determine level of interest stakeholders have with respect to eliminating the exclusion of learners	(b) identify the level of knowledge and expertise stakeholders have in policy development and implementation	(c) the selection process of the persons is a fair and equitable process	(d) measure level of SMEs willingness to pursue EDID alignment with community partners	(e) connects back to the targets/objectives of items a, b, c, d
Method to gather data quantitative and qualitative	Collection of data via electronic polling or execution of a survey, within or potentially prior to the call to action.	Polling and survey executed within the call to action.	This would require a document review of minutes of meetings, recordings, attendance records, and application forms to confirm a fair process was facilitated.	Review of documents such as attendance and minutes of meetings and recordings of community open forums would be examined.	Correlation and review of all data collected.
Expected outcome	Stakeholders expected to react in a way for leaders to determine if stakeholders' values and beliefs align or have a willingness to align with the quest to eliminate the exclusion of learners.	Stakeholders indicate their awareness regarding the social injustice taking place in the workplace classrooms and indicate their aspiration to eliminate this injustice. They indicate desire to be on working group, share knowledge and expertise in policy development.	A fair and transparent process took place with respect to the selection and hiring of the working group. Confirmation varying communication means were used to ensure accessibility, using varying modalities, and alternative languages to prevent the exclusion of groups. Inspiring stakeholders to participate and to building trust and confidence.	The result could confirm that a fair and equitable process in the development of the policy was facilitated. Demonstrates an inclusive process, of stakeholders' level of engagement, and input. Representation of all groups. Measures an alignment of EDID with that of society.	Confirms equitable and inclusive processes were executed. Establishes if there is support to take-action. Allies, knowledge keepers and experts to assist with policy development and implementation are identified.

Note. The accumulated M&E stages within the activity are correlated to facilitate (e) a review to confirm the overarching goal of the intervention was successful (Raven, 2016).

Appendix L: Activity: Implementation Newly Formed Policy (9–11 Months)

Key factors of evaluation	Delivery (a) reaction level	Immediate impact (b) attitudes, aspirations, awareness, learning, knowledge	Midpoint impact (c) decision making, practices, actions, behaviours.	Long-term impact (d) benefit to society	Review objectives
Evaluation targets/ objectives	(a) determine if any conflicts exist— contextual or practical—within the policy itself	(b) there is a common understanding of level of professional standards that are defined within policy.	(c) working to obtain the level of professional standard as defined within the policy	(d) SMEs reach the newly proposed standard	(e) connects back to the targets/objectives of items a, b, c, d
Method to gather data	Through facilitated feedback sessions open meetings, or electronic document sharing, email dialogue.	Opportunity for SMEs to self-assess, or self-report. Through facilitated feedback sessions open meetings, electronic document sharing, and email communication.	Data collected through a survey or questioning process extended to SMEs.	SMEs instructors facilitate a self-assessment	Formative and summative evaluation can lead to modification, redesign of context, prior to the policy being formally released. The working group could modify and adjust the policy if required to ensure the mandate of the policy can be executed and fulfilled (Hanberger, 2001).
Expected outcome	At this level stakeholders express their support or concerns about the policy, which would provide the opportunity to gain feedback on areas that may be confusing or unclear.	SMEs aspire to and express confidence in obtaining standards; or if they can learn to achieve the standards. Provides leaders with awareness of the CRTP competency of the SMEs. Identify and confirm what barrier(s) may be present preventing SMEs to obtain new professional standards.	SMEs indicate a willingness to act and participate to support policy.	Measure the true gap in SMEs’ CRTP knowledge and skill development required to meet the standards of the policy. Establish SMEs’ willingness to commit to meet the expectations of society: removal of inequalities in the classroom.	Leads to modification and redesign of context, prior to the policy being formally released. The working group could modify and adjust the policy if required to ensure the mandate of the policy can be executed and fulfilled (Hanberger, 2001).

Note. The accumulated M&E stages within the activity are correlated to facilitate (e) a review to confirm the overarching goal of the intervention was successful (Raven, 2016).

Appendix M: Activity: Implementation of Professional Development (12–16 months)

Key factors of evaluation	Delivery (a) reaction level	Immediate impact (b) attitudes, aspirations, awareness, learning, knowledge	Midpoint impact (c) decision making, practices, actions, behaviours.	Long-term impact (d) benefit to society	Review (e) objectives
Evaluation targets/ objectives	(a) SMEs accept opportunity to participate in PD	(b) SMEs aspire to adopt the competencies of CRTP	(c) Did the outcome of the newly adopted pedagogical practices result with creating an inclusive learning environment	(d) Was there an alignment of SMEs values and beliefs with community partners who participated in CRTP PD	(e) Connects back to the targets/objectives of items a, b, c, d
Method of Monitoring	Through formative and summative evaluation takes place.	Evaluation aligns explicitly with the learning objectives that formed the training. Data gathered through implementing pre- and post-test investigation, which may be in the form of interviews, tests, or through observations and teaching/instructional audits.	Executed through a teaching audit or a mentorship program whereby co-facilitation is exercised to critic SMEs performance (in-person classroom setting or virtually). Data is collected through learners' perspective: feedback forms, surveys, and interviews.	Formative and summative evaluation takes place, feedback documents, interviews, and observation teaching audits. This data can be collected by holding open forums with the community partners, through surveys, and other electronic tools, such as polling.	Summative evaluation takes place, determining if there is effectiveness to the training.
Expected outcome	SMEs instructors) reactions towards specific components of the program, such as the topics, contents, methodology, and instructor.	What SMEs already knew prior to PD. New culturally responsive teaching knowledge is gained. Evidence of change in practice and beliefs during the CRTP PD was observed.	SMEs practice and believe demonstrated EDID. There was evidence SME beliefs and values changed, based on teaching audit and learners' perspective.	The CRTP PD provided an opportunity to align the beliefs and values of SMEs with the community partners.	Leads to CRTP PD modification, redesign of contents, course material. (Spaulding, 2014; Topno, 2012). Determining effectiveness of training, to prevent the exclusions of learners. learners. SMEs value, adopt and apply new knowledge.

Note. The accumulated M&E stages within the activity are correlated to facilitate (e) a review to confirm the overarching goal of the intervention was successful (Raven, 2016).