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Indigenization of Postsecondary Education Applied Learning Curriculum Development

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Abstract

The Truth and Reconciliation Commission of Canada's (2015) Calls to Action have awoken Canadian society to the reconciliation. Although there is a growing body of knowledge on the individual topics of Indigenous education, knowledge, and leadership, there is relatively little research bringing together these topics in curriculum development practices in a postsecondary education skilled learning context. My problem of practice (PoP) is one that strives to address a low enrolment of Indigenous adult learners and lower positive outcomes from skilled training programs. Situating this problem from my perspectives as a Canadian-born visible minority Settler on Turtle Island and postsecondary education leader at Prairie Tradespersons Association (a pseudonym), this organizational improvement plan (OIP) presents and analyzes the problem through the lens of Indigenous education, knowledge, and leadership perspectives as both an organizational leadership challenge and an opportunity for reconciliation. The problem also lies at the intersection of social justice and equity, diversity, inclusiveness, and decolonization. Further complicating the problem are its adult education, socioeconomic, and even geographic barriers. After discussing my leadership approaches to change, and the merits of several alternative solutions, I focus on the planning and development required for the chosen solution and the organization's anticipated future state. Based on linkages between research-based leadership approaches and organizational change theories, the final part of the planning brings together my proposed implementation, communication, and monitoring and evaluation plans, which form my OIP.

Keywords: curriculum, decolonization, postsecondary education, Indigenous, leadership, skilled learning

Executive Summary

Foundational to the OIP is the study of a Problem of Practice (PoP) that necessitates lines of inquiry based on the literature. The OIP is the personification of an individual's desire and attempt to address an identified gap or improvement from the unique perspectives of the author's lived experiences, positionality, and organizational context. This three-chapter OIP focuses on addressing the low enrolment of Indigenous adult learners and lower positive outcomes at skilled training programs. The problem also lies at the intersection of social justice and equity, diversity, inclusiveness, and decolonization. Further complicating the problem are adult education, socioeconomic, and even geographic barriers. Research-informed perspectives from Indigenous education, knowledge, and leadership disciplines are combined to effect change on this intractable policy issue.

In Chapter 1, problem posing begins with an examination of the author's positionality and identity as a settler on Turtle Island. Readers are taken on a flashback through the author's professional instructional experiences in a northern remote Indigenous community and prior academic experience in Indigenous Education policy. The PoP under investigation carries significant meaning to the author's current organizational context. The chapter builds on the author's present organizational context and frames the problem as a leadership PoP. Finally, several guiding questions are posed and describes the author's leadership-focused vision for the needed change, in preparation for the change planning and development journey.

Chapter 2 brings my leadership approach to change into focus. The author's blend of transformational and ethical leadership approaches are presented, which are influenced by Indigenous leadership approaches. Linkages are made to the framework for leading the change process. Given the systems nature of Prairie Tradespersons Association (PTA) and the process-

orientated approaches of the author's applied learning curriculum team, Kotter's (2011) eight-step model for transformations is central as a change management process. Further linkages are drawn with the iterative Deming four-step plan, do, check, act (PDCA) cycle for continuous improvement (Pietrzak & Paliszkiewicz, 2015). Next, PTA's organizational change readiness is assessed using a force-field analysis (Deszca, 2020). All of these set the stage for discussing the comparative analysis of three possible solutions to address the PoP, culminating in a chosen solution to be implemented at PTA.

Chapter 3 harnesses the vision for the future state introduced in Chapter 1 and the change framework in Chapter 2 into a plan that can be operationalized and integrated regarding implementation, communications, and monitoring and evaluation. At the core is the application of Kotter's (2011) eight-step model. The implementation, communications, and evaluation plans are presented with organizational goals and action items for the change team. The chapter also includes a Strategic Communications Team action plan and discusses contingency planning for potential resistance. The chapter then presents monitoring and evaluation through Raven's (2016) framework for monitoring, tracking and evaluating change. Chapter 3 concludes by discussing knowledge mobilization planning to sustain and expand the OIP change effort.

With an eye on the future, the OIP concludes with a discussion on the next steps and future considerations.

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Acronyms

CBAM	Concerns Based Adoption Model
CI	Continuous Improvement
CRT	Critical Race Theory
EdD	Doctor of Education
EDID	Equity, Diversity, Inclusiveness, and Decolonization
GCP	Guild Certified Program
HE	Higher Education
HSD	High School Diploma
ICA	Indigenous Cultural Awareness
IEA	Industry Engagement Analyst
IER	Industry Expert Representative
IK	Indigenous Knowledge
IOC	Indigenous Outreach Coordinator
IPSI	Indigenous Post-Secondary Institution
ITA	Indigenous Training Agency
LBE	Land-Based Education
LDU	Learning Development Unit
MNR	Media News Release
NWG	National Working Group
OIP	Organizational Improvement Plan
PDCA/PDSA	Plan, Do, Check, Act/Plan, Do Study, Act
PSE	Post-Secondary Education

PoP	Problem of Practice
PLC	Professional Learning Communities
PTA	Prairie Tradespersons Association (a pseudonym)
SCT	Strategic Communication Team
STP	Supervisor of Training Programs
TC	Tribal College
TCT	Tribal Crit Theory
TPD	Training Program Designer
VET	Vocational Education and Training

Definitions

Academic training: Traditional work being done in schools, colleges, and universities, and involves studying and reasoning as opposed to practical or technical skills (Collins Dictionary, 2023). This type of training is often perceived as a superior alternative to vocational education and training.

Applied learning: Learning experiences that take place in a range of contexts, in the classroom, the workplace, and on the land. Learners apply theoretical knowledge and practical skills through learning activities that simulate real-world situations or contexts (Camosun College, 2023a). I use this term interchangeably with “skilled learning” and “skilled training”.

Curriculum development: It includes “the development and organization of learning activities designed to meet intended learning outcomes” (Camosun College, 2023b, Curriculum development section, para. 3), through facilitated development processes with industry and instructional representatives. Furthermore, for my OIP context, it includes the establishment of content standards and assessment weightings that could incorporate localization and Indigenization but, at minimum, must maintain adherence to national standards and procedures related to the Guild Certified Program (GCP).

Indigenization: Re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling and being. Repositioning of Indigenous culture and representation, and intentional inclusion of Indigenous ways of knowing, teaching and learning to form and create pedagogical approaches. Gaudry and Lorenz (2018) note three applications of this term in postsecondary education (PSE) contexts (as cited in Queen’s University, 2023): (1) Indigenous inclusion; (2) reconciliation indigenization; and (3) decolonial indigenization. For my OIP context, Indigenization has two distinct but related facets: (1) the literal educational product

(curriculum) alteration or customization to include Indigenous content; and (2) the alteration of approaches to developing curriculum using Indigenous Knowledge and approaches.

Indigenous Knowledge (IK): The foundational and practical knowledge held by Indigenous peoples globally (Anuik & Gillies, 2012), including a recognition of “a Knowing Center in all human beings that reflects the Knowing Center of the Earth and other living things” (Cajete, 1994, p. 210, as cited in Curwen Doige, 2003, p. 149). Promoting the application of IK supports calls by policymakers in provincial and territorial ministries of education to move IK from “the margins to the mainstream” (Kovach, 2010, p. 8, as cited in Anuik & Gillies, 2012, p. 75). Also, from Indigenization and curriculum development perspectives, “most critical to decolonization efforts is the inclusion of Indigenous knowledge in the content of the curriculum” (Cross et al., 2019, p. 111). Finally, it is referenced as one of two eyes in “Two-Eyed Seeing”.

Postsecondary education (PSE): Includes training whose prerequisite is a High School diploma, typically obtained through successful completion of kindergarten to Grade 12 (K-12) schooling, or a General Education diploma. Typically delivered by colleges and universities. Encompasses both traditional academic training and vocational education training (VET).

Problem of Practice (PoP): A situation that exists in one’s place of work and is specific to my professional context (Pollock, 2013). Specifically, it is “a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes” (Carnegie Project on the Education Doctorate, 2023, Design-concepts section, para. 6). Furthermore, a defining feature of EdD dissertations is that they target a PoP (Ma et al., 2018).

Systems thinking: An approach originating from the engineering and mathematics disciplines, and “drawn from a mechanistic mind-set and a quest for prediction and control” (Wright and

Meadows, 2009, p. 167). The related term, “system” is defined as “a set of elements or parts that is coherently organized and interconnected in a pattern or structure that produces a characteristic set of behaviours, often classified as its ‘function’ or ‘purpose’” (Wright & Meadows, 2009, p. 188).

Two-Eyed Seeing: Represents a bridge that braids together Indigenous and Western knowledge through transdisciplinary research. “...Learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing, and to using both these eyes together...” (Bartlett et al., 2012, p. 335, as cited in McMahon et al., 2019, p. 85).

Vocational education training (VET): Work being done in colleges, and universities, and involves primarily practical or technical skills, often in partnerships with industry. Is “more accessible than university study” (Nguyen, 2010, p. 8, as cited in Bandias et al., 2014, p. 183). Includes training-to-employment programmes and learning-to-work transitions. This type of training is often perceived as an inferior alternative to academic training.

Western knowledge: Taught through the “formal structures of Western schooling” (McKinley & Brayboy 2005, p. 437, as cited in McMahon et al., 2019, p. 82), it includes scientific knowledge (or Western science, also referred to as Eurocentric science) that compartmentalizes knowledge. Prior to recent Reconciliatory efforts, it is long regarded exclusively as the only official and correct way of thinking and knowing. With recent Reconciliatory efforts, it can be referenced as one of two eyes in “Two-Eyed Seeing,” with Indigenous Knowledge being represented by the other eye.

Chapter 1: Problem Posing

In this chapter, I offer a discussion of a problem in my professional context which concerns a lack of Indigenization in the development of postsecondary education applied learning curriculum, as it applies to skills training. Beyond the problem of practice (PoP), I also describe my positionality and lens, the organizational context, guiding questions, and my leadership-focused vision for change.

Positionality and Lens Statement

This section discusses my positionality and identity, my leadership position, my role and responsibilities, my beliefs, understanding of the world, of learning, and of ways of knowing. It also discusses my leadership lens to leadership practice, and how my stance is aligned within the context of equity, diversity, inclusiveness, and decolonization (EDID).

Positionality and Identity

As a Canadian-born visible minority, my identity includes a blend of Chinese ancestral cultural background inherited through immigrant parents from Hong Kong, with a combination of acquired multicultural Canadian upbringing as a Settler on Turtle Island. The concept of intersectionality explains how addressing only one aspect of one's identity associated with only one aspect of a social hierarchy is insufficient, and instead emphasizes the interlocking aspects of one's identity and the correlating interlocking hierarchies (Crenshaw, 2021). These identities are not mutually exclusive, and they situate me to approach my PoP uniquely. During my formative, early years, I was continuously torn between maintaining my cultural background and language, while growing up surrounded by a predominantly English-speaking environment and enrolled in a French immersion school setting. Although this likely contributed to my language capabilities and cultural awareness, it has also affected my sense of identity or belongingness. This includes

the consequences of experiencing what Lee et al. (2017) describe as being stereotyped as a perpetual foreigner or unknowingly embracing model minority behaviours. Little would I know that my childhood experiences have afforded me a unique perspective and appreciation of equity, diversity, and inclusiveness. My professional experience across Canada, including time spent living and working within a remote northern Indigenous community in Canada, give me a unique appreciation of the real-world context in which my PoP resides and the necessary conditions to effect change. Having previously taught and lived within one of many northern and rural Indigenous communities as a PSE instructor, I have firsthand experience adapting and applying instructional best practices in guiding Indigenous learners who themselves were struggling through the consequences of adult learning barriers that hinder learner success.

Although my OIP concerns my present context and my role with Prairie Tradespersons Association (PTA) (a pseudonym), my understanding of the influence of positionality is informed by both my present and prior experiences. My prior professional experience includes a role as an educator within a postsecondary education (PSE) institution that serves a geographic area consisting of more than 70% Indigenous people (Indigenous Post-Secondary Institution, 2022), and graduate studies and research in the areas of Indigenous education policy and program evaluation. Bujaki et al. (2022) note that “positionality is key in working with Indigenous Peoples and concepts” (p. 5) especially in critical research that is concerned with understanding social and institutional context in depth.

My Role and Responsibilities within the Organization

At PTA, the President is responsible for all its functions and operations, but, in governance terms, delegates authority and responsibility to a supervisor for each function. At PTA, from an organizational structure perspective in terms of hierarchical reporting

relationships, I am the supervisor of training programs (STP) and report directly to the president of PTA and I, in turn, have a staff contingent reporting directly to me. As the STP, I lead a team of training program designers (TPDs), industry engagement analysts (IEAs), exam service representatives, and several postsecondary student program support interns, all of whom report to me.

Additionally, I participate in several semi-formal organizations by virtue of my PTA role. As an outgrowth of my formal PTA role, I serve as a member of a National Working Group (NWG) of fellow STPs based at similar Canadian regional organizations. My responsibility is to ensure that our region's interests are heard at the national level while maintaining our adherence to national standards and procedures related to the Guild Certified Program (GCP). I also serve as an advisory member to the Indigenous Training Agency (ITA) on matters relating to PSE, training, and employment regarding Indigenous people.

Agency

Agency has been defined as a manifestation of having a "capacity to act" (Stanford University, 2022). My capacity to act is correlated with my formal organizational structural relationships at PTA and semi-formal extra-curricular professional relationships, consisting of other organizations over which I have some influence. From an agency perspective, for example, I can leverage my PTA adjunct role on the NWG to expand and create opportunities to address the PoP. Similarly, I can leverage my PTA adjunct role on the ITA in support of the PoP, as suggested by Pidgeon's (2012) observations on the role of Aboriginal advisory committees on ensuring relevancy of programs and services for Indigenous students. In addition, the definition of agency also incorporates an element of intention or reasoning to support the capacity to act (Stanford University, 2022). This additional aspect is related to my personal racial and ethnic

background, upbringing, and experiences, as introduced earlier. My lived experience with the model minority phenomenon described by Lee et al. (2017) supplemented with my own responses and adaptations as a visible minority in my surroundings underpin my intentions and reasoning. My beliefs and understandings of the world will be discussed in the next section.

My Leadership Lens on Learning

Based on intersectionality, I believe that my positionality and identity influence my beliefs and understandings of the world, ways of learning, and ways of knowing. I was born and raised in Canadian society and educated in my early formative years within an exclusively Eurocentric educational system. The revelations of the Truth and Reconciliation Commission of Canada's (2015) Calls to Action and my recent experiences of living and teaching in an Indigenous community, developing curriculum in a PSE context, and serving on the ITA, have surfaced a need to challenge my own thinking and assumptions.

My organizational and PoP context invoke systems thinking, or what Wright and Meadows (2009) describe as "hierarchical systems relationships" (p. 83) within and between systems at PTA, while also invoking what Romm (2015) describes as "Indigenous understandings of connectedness/relationality" (p. 420). From an ontological lens, I believe there is a meaning to everything, and that everything is interconnected, but one must strive to understand it. This suggests a need to learn, listen, and seek knowledge, which is consistent with the hunger and thirst for learning associated with the Learning Spirit (Battiste, 2010). This desire to learn will be discussed later in Chapter 2. When discussing organizational change at PTA and attempts to effect changes, this philosophy prompts me to start with an understanding of the present situation, especially its context, before considering any changes.

From an epistemological lens, the critical paradigm that suggests situating research in

social justice issues informs my PoP thinking (Kivunja & Kuyini, 2017). First, the core tenets of critical theory acknowledge relief of suffering and oppression, raising issues of power dynamics, relationships, gender, race, and class (Capper, 2019), all of which relate to the PoP's Indigenous context, history, and reconciliation. For example, the gap in PSE outcomes between Indigenous and non-Indigenous Canadians has its roots in the Indian Residential School system in which its schools were “places of emotional, physical, and sexual abuse” (White & Peters, 2009, p. 19). That, together with “curriculum [that] was always much less advanced than that of provincial schools” (Gordon & White, 2014, A Brief History of Colonial Education Policy in Canada: First Contact to 1996 section, para. 12) has negatively affected the high school completions and outcomes of Indigenous learners. Second, the issues of power dynamics and relationships also relate well because Indigenous peoples have long been viewed as afterthoughts in government policy and society, with many Indigenous reserves located out of sight and out of mind in distant, northern/rural areas. Third, the issues of class are also related to discussions of vocational education and training (VET) versus traditional academic training. Fourth, another core tenet is critiquing education's perpetuation and disruption of power to uncover how some individuals or groups have access to resources while others do not (Capper, 2019).

Certain considerations arise from critical race theory (CRT) whose premise is “to critically interrogate how the law reproduces, reifies, and normalizes racism in society” (Lopez, 2003, p. 83). Especially as a person of a diverse background, I will bring different experiences and perspectives when engaging staff in conversations about such racial issues. For instance, it will be interesting to observe how the CRT tenet of whiteness as property might manifest for my OIP. The concept of whiteness as property originated from U.S. history in the form of property ownership restrictions and entitlements, essentially promoting and perpetuating whites as the

only persons who could legally own property, who in turn could participate in governance, all of which upheld the automatic status, privileges and benefits based on skin colour (Capper, 2019). According to Capper (2019), if executing the OIP results in changes to the status quo of PTA's Eurocentric, Western knowledge-based programs, white families might express concerns regarding multicultural initiatives that they perceive as threats to their white curriculum property. Finally, the CRT tenet of intersectionality suggests drawing from both Indigenous and non-Indigenous learning and approaches.

Capper's (2019) research on tribal crit theory (TCT) as an extension of CRT to inform educational leadership suggests that my leadership lens may be additionally understood through the influence of TCT. The first TCT tenet, according to Brayboy (2005) is that "colonization is endemic to society" (p. 429), placing imperialism as the root cause of many Indigenous issues, including the "lack of students graduating from colleges and universities" (p. 430). Other TCT tenets that are also related to my PoP include the centrality of tribal philosophies and customs, and the importance of stories (Brayboy, 2005). An implication from my research is that I should encourage my TPDs to work on addressing the lack of culturally responsive (Indigenous) VET programs. Any progress by PTA would be consistent with education program initiatives that support "culturally responsive curriculum [and] will tap into students' curiosity and engage them in topics that are interesting to them" (Castagno & Brayboy, 2008, p. 965).

The established approach to developing curriculum for applied learning programs only requires consultations with industry representatives with subject matter knowledge without specifying that a proportion of consulted groups consist of representatives from Indigenous or other demographic backgrounds. Here, my understanding of the world and ways of knowing have made me aware of the need for full consultation throughout efforts to address the issue with

Indigenous stakeholder participation to uphold a “by the people, for the people” principle. This is consistent with Rowe et al.’s (2015) guidance on critical Indigenous approaches which suggest that researchers “prioritise the voices of the real experts on Indigenous concerns: Indigenous people” (p. 304).

My Leadership Approach

As a leader who seeks to be transformational, my leadership approach incorporates both collaboration and project management skills. Burns (1978) describes transformational leadership as being “concerned with end values, such as liberty, justice, equality” (p. 1018). The values of justice and equality are significant in my standards-setting professional context.

Transformational leadership occurs through a teaching role consistent with my adult education context and aims to attain what Burns (1978) calls “significant change that represents the collective or pooled interests of leaders and followers” (p. 1017).

I hope to incorporate all four tenets of transformational leadership that Bass and Avolio (1993) refer to as the “four I’s”: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized consideration. Idealized influence emphasizes a leader’s vision, principles, and values (Gabel, 2013). This is related to Kouzes and Posner’s (2017) leadership practice (Model the Way) by clarifying values and affirming shared values, such as prioritizing Indigenous reconciliation efforts and demonstrating alignment of my actions with those shared values. Inspirational motivation provides followers with “challenges and meaning for engaging in shared goals and undertakings” (Bass & Steidlmeier, 1999, p. 188). Intellectual stimulation helps followers to “question assumptions and to generate more creative solutions to problems” (Bass & Steidlmeier, 1999, p. 188). Finally, individualized consideration refers to attention to follower achievement and growth needs (Tracey & Hinkin, 1998). This is

demonstrated through my support to staff on seeking professional development opportunities like training related to diversity and inclusiveness, or Indigenous reconciliation.

Kouzes and Posner's (2017) research suggests that leaders' credibility is established through their words and actions. For me, these are exemplified through my professional development and Indigenous Education Policy coursework within my prior Master of Public Administration policy studies, a research paper that I presented at an Institute of Public Administration of Canada conference, and current Doctor of Education (EdD) studies to develop knowledge and skills to advocate for improving Indigenous PSE attainment. All the above enable me to exemplify Kouzes and Posner's (2017) leadership Practice 4: Enable Others to Act, which they describe as "foster[ing] collaboration by building trust and facilitating relationships" (p. 17). Specifically, I can leverage my knowledge, skills and experiences when fostering the collaborative relationships with potential partners and stakeholders in addressing my PoP.

As a leader within an educational organization seeking to enhance engagement of Indigenous learners, I am mindful of Pidgeon (2012)'s two interconnected categories of Indigenous higher education leaders: (1) leaders as relations, who lead through their relationships with others, understanding the "responsibilities [they] have to the collective" (p. 141); and (2) leaders as warriors, who must be "willing to take a risk and do the difficult work for the greater good of the people" (p. 142), such as advocating for institutional changes by leveraging their leadership position. The relationship-building aspect (from Pidgeon's "leaders as relations"), enabling respectful dialogue despite or because of differences, is associated with transformative leadership (Shields, 2013). The moral courage and an activist approach (from Pidgeon's "leaders as warriors") are tenets of what Shields (2013) describes as transformative leadership. These

perspectives inform my approach to leadership by suggesting, for example, that I might leverage my ITA role on matters relating to training and employment of Indigenous people.

Wright and Pandey's (2010) study provides "explanations for why public sector organizations [such as PTA] exhibit higher levels of transformational leadership" than expected in the literature. The systems thinking approaches in public sector leadership refers to dynamic learning mechanisms (Virtanen et al., 2023), including a leader's own experiences. Considering that transformational leaders are also observed to "seek new ways of working, seek opportunities in the face of risk" (Lowe et al., 1996, p. 387) within public organizations and their systems-oriented nature, reasoning exists for me to augment my leadership approach with Indigenous leadership perspectives. Traditional Inuit leadership embodies a sense of community as opposed to one person and calls on specific skills of each community member so that the "sum of these individual forms of leadership [create] a well-led community" (Preston et al., 2015, Traditional Inuit Leadership section, para. 3). I already apply this leadership approach when facilitating other change consultations, but targeted outreach efforts to Indigenous representatives and stakeholders must be broad and include community members based on their specific skillsets. Inuit leadership also stresses the importance of Elder leadership in the social and spiritual spheres, oral dissemination of knowledge, language and culture, and patience and skill development (Preston et al., 2015). Leadership styles and environmental factors are not only central to discussions regarding my positionality and organizational context, but they are also part of the context that gives rise to my PoP.

My Stance within an Equity, Diversity, Inclusiveness, and Decolonization Context

My recent professional experiences and my EdD studies have further illustrated the significance of decolonization in advancing Reconciliation, equal participation, and power

disruption. As a Settler on Turtle Island, I have already altered my stance in pursuing a PoP solution within an EDID context in the hopes of exploring it in my professional context. Kizuk (2020) describes settler shame as a phenomenon that challenges one's self-conception and "destabilizes a settler's sense of self through the recognition of unearned advantage over and systemic harm done to Indigenous peoples" (p. 162). Furthermore, as a visible minority leader working in a systems-oriented organization on a problem pertaining to Indigenous issues, my positionality, experiences, and beliefs provide me with not only a unique perspective, but a heightened sense of self (including firsthand experience with Lee et al.'s (2017) model minority phenomenon), resulting in a keen personal sense of EDID contexts.

Organizational Context

PTA, located in the Western Canadian region, is one of several regional Canadian associations focused on regulating, certifying, and setting education standards for postsecondary skilled training programs. Specifically, PTA administers the national GCP designation program that represents the Canadian standards to which the skills of GCP-certified professionals are assessed. PTA and its several Canadian counterparts play an important role in the national PSE system through its regulatory- and standards-setting roles. In some ways, PTA functions like a PSE institution because of its role in recruiting and registering prospective learners, and developing educational curriculum and assessments. It recruits students by promoting the benefits of skilled training programs and related certifications to potential learners and their employers. Instead of directly operating its own training facilities and educators, PTA offers skilled training programs through partnerships with participating PSE institutions in the geographic region.

My Learning Development Unit (LDU) team at PTA sets skilled training program curriculum and certifying assessments in consultation with industry expert representatives (IERs) and educator representatives. Through this collaborative partnership, PTA hopes to realize its vision “to be the model for training and certification of skilled workers” and fulfil its mission “to provide access to training, supports and certification of skilled workers to help meet the needs of [its regional] industry” (Prairie Tradespersons Association, 2024, About Prairie Tradespersons Association section, paras. 1-2). Of relevance to my PoP and the EDID context is that one of PTA’s current objectives is to enhance participation and uptake of its training programs by under-represented groups.

PTA operates in a multivariate context. For example, besides administering the training programs for skilled training learners in several dozen designated program areas, PTA also coordinates the training and qualifications system that delivers accredited and workplace-based skills, leading to one’s attainment of PTA certifications in various skilled program areas. Furthermore, PTA is also involved with alternative pathways to certification, primarily through recognition of prior learning. PTA has a Board of Directors on which its President acts as Secretary to the Board. Finally, as a regulatory association, PTA also promotes its assortment of training programs and certification to national standards and is in communication with other related associations across Canada.

Environmental Analysis

It is important to consider the political, socioeconomic, cultural, equity, and structural factors that impact my organizational culture and will influence the approaches to better understand the PoP.

Political and Socioeconomic Factors

The broad political and economic contexts of PTA are focused on human capital development by supporting the provision of skilled and knowledgeable workers into the Canadian labour market. This supports political objectives of increasing a region's labour force population and supports regional economic development by enhancing the supply of certified labour force. There is also a social justice element to my organization context. When viewed through EDID perspectives, social justice and ethics, the underlying issues are both complex and challenging. Specifically, the issue involves many stakeholders, including various communities, employers, training providers, and individuals, all of whom have different needs and objectives. The skilled learning program available in a community may not necessarily be the program desired by a given learner. At the same time, class delivery and availability are contingent on enough learners enrolled. Furthermore, employer demand needs to align with the supply of trained skilled learners.

PTA's organizational context is such that its funding and directives are impacted by provincial and federal funding, and political priorities and mandates of the day. Fortunately, the political interest for my PoP's related initiatives is anticipated to grow as its context straddles both Indigenous reconciliation efforts, which remains a high priority following the Truth and Reconciliation Commission of Canada's (2015) Calls to Action, and the education sector, which is usually a top political budgetary priority. Prior research on Indigeneity in higher education (HE) suggested the leveraging of my ITA role to ensure what Pidgeon (2012) describes as relevancy of programs and services to Indigenous students. Pidgeon's (2012) establishment of two interconnected categories of Indigenous leadership in HE suggests a potential benefit of including both leaders as relations and leaders as warriors within any coalition formed to address

the PoP. The concept of a coalition will be discussed in the section on models for change. My thinking on PoP approaches has changed after consideration of Conrad and LeMay's (2020) research on inclusive teams highlighting the importance of "those who easily adopt change, those who support change, and those who resist change" (p. 115). Analysed through a political frame, leveraging one's ITA role within a board governance structure while working in a regulation- and standards-setting organization requires political acumen and leadership approaches. Finally, other political factors related to my PoP are EDID issues. Ultimately, my PoP involves trying to improve outcomes for Indigenous learners and could potentially improve Indigenous peoples' participation in their local socioeconomic development.

Cultural and Equity Factors

Cultural factors play a central role that could shape organizational change. Unfortunately, culture is a nebulous term as even researchers such as Lumby (2012) concede. However, Lumby's (2012) work does introduce "several arenas in which culture exerts pressure and is subject to pressure" (p. 581): (1) global phenomena external to the organization; (2) local communities; (3) organizational culture; and (4) sub- and countercultures of staff and learner groups within the organization. For my context, globalization and internationalization of education are developments that signal the critical need for a highly educated workforce to maintain competitiveness both domestically and internationally. Similarly, even within Canada, disparities in regional economic developments and opportunities impose certain pressures on local communities aside from the long-term trend for urbanization, and makes no distinction between Indigenous communities and northern/rural communities. Internally, PTA has a subculture that is distinct from our broader organization, including central services and a board.

Noteworthy, as discussed earlier from a social justice perspective, is the ongoing challenge of positioning post-secondary skilled training as an equal alternative to traditional PSE academic training. Unfortunately, VET programs in Canada are associated with lower status work (Taylor, 2019), which explains a lower baseline interest by youth in them than traditional PSE academic training. In addition to overcoming this perception, PTA is continually challenged by what Malette et al. (2022) describe as society's association of PSE skilled training programs and their "marginalised status in the Canadian postsecondary system" (p. 4). The academic-versus-vocational discourse is further underpinned by assumptions about vocational learners as less able academically and capable of applied, practical learning by doing (Brockmann & Laurie, 2016). These factors themselves become even more complicated when mixed into discussions on comparing Western knowledge against Indigenous Knowledge (IK).

From a cultural and equity context, PTA supports broader societal reconciliation initiatives, including contributing to national efforts to address the 94 Calls to Action (Truth and Reconciliation Commission of Canada, 2015). From an equity and, perhaps, intractable policy perspective, the gap in PSE attainment between Indigenous peoples and the total population persists, and Indigenous learners continue to suffer the consequences from what Battiste (2010) describes as the "many layers of emotional and psychological issues that need to be resolved before cognitive/academic learning can again take place" (p. 16). As I begin to consider the relationships between Indigenous education and VET, and how PTA training program development approaches and practices may be improved, Hodgkins' (2016) research regarding VET in Canadian Indigenous contexts may provide guidance since it examines "both the challenges experienced by programme participants, as well as their socialisation into the world of work" (p. 122).

Structural Factors

Structural factors play a prominent role in shaping organizational change in my context. First, a key structural factor at PTA is the LDU's process-oriented approaches with significant emphasis on structured development. Currently, all training program skills development standards-setting documents are written through participation of occupational IERs from across Canada, resulting in a national standards document that enables PTA and similar organizations to develop curriculum for skilled training programs based on those national standards.

If the structured curriculum development process were to incorporate, for instance, storytelling practices during the development process to supplement existing protocols of following the industry's occupational standards, this change would represent a departure from traditional curriculum development processes and reflect a formalization of storytelling, a practice and methodology that is consistent with Indigenous ways of learning and knowing. Storytelling could play a role in both the curriculum development process and any organizational changes. First, according to Louie et al.'s (2017) research on decolonizing methodologies in PSE contexts, stories provide support to learning from "individuals' meaningful experiences and multiple ways of knowing" (p. 28). Furthermore, as part of endeavours to capture and formalize Indigenous stories for knowledge transfer in an educational context, Archibald (2008) suggests that it is essential that Indigenous communities have the power to "direct the textual representation of their stories and their cultural knowledge" (p. 146). Second, Stutts and Barker's (1999) organizational story and storytelling research has demonstrated its significance in organizations and communications. Essentially, "story and storytelling research could be making an intentional contribution to what is known about the creating and changing of organizational culture" (Boyce, 1996, p. 20), which may inform desired changes in PTA as an organization.

Systems thinking, according to Wright and Meadows (2009), may be described as “hierarchical systems relationships” (p. 83) within and between systems as they pertain to my organizational context and the entities surrounding it. While process-oriented approaches in a systems thinking environment may initially suggest aversion to change, a solution that targets the process or the system has the potential to enable and even perpetuate the desired change.

Leadership Problem of Practice

Having previously presented my positionality and lens statement, and organizational context, the following sections discuss my leadership PoP, its framing, and guiding questions.

My Problem of Practice

The PoP concerns a lack of Indigenization in the development of postsecondary education applied learning curriculum specifically as it applies to training development at PTA. Consequences include low participation and poor outcomes by self-declared Indigenous adult learners in PTA’s skilled training programs. Furthermore, as Indigenous peoples “continue to feel the tensions created by a Eurocentric educational system that has taught them not to trust Indigenous knowledge, but to rely on science and technology for tools for their future” (Battiste, 2010, p. 16). An established non-Indigenous (exclusively Western knowledge-based) applied learning curriculum perpetuates tensions. This warrants the exploration of alternative approaches at PTA to developing applied learning curriculum that is more inclusive to Indigenous learners and incorporates elements of IK. How might we reimagine postsecondary education applied learning curriculum development in an Indigenization of postsecondary education context?

Currently, all training program skills development standards-setting documents are written through participation of occupational IERs from across Canada, which may or may not include Indigenous occupational representatives. On the one hand, this is not problematic

because PTA establishes the curriculum objectives (the “what”) and the content is highly technical and focused on the knowledge, skills and abilities for a given occupation that transcends demographics. As PTA is based in Western Canada and is one of several regulatory associations, the LDU team of TPDs only maintains indirect involvement during this stage of the process, along with their other Canadian counterparts of TPDs or equivalent. This is partly because the GCP is led and funded nationally. On the other hand, this is potentially problematic due to missed opportunities at the curriculum stage for specifying teaching approaches (often deferred to the instructional design process or “the how”) for Indigenization by considering and incorporating Indigenous Knowledge and perspectives into instructional approaches aimed at meeting curriculum standards.

The PoP opportunity for change occurs when each regional PTA-like association subsequently utilizes such standards-setting documents and adapts the national content standards into teaching curriculum content for use by educators at the PSE institutions. PTA has exclusive purview to supplement baseline national standards documents, but not subtract from them. This purview is significant to my PoP because PTA’s standards-setting process is intended to support instructional design prompts where some Indigenization of the content can occur.

Framing the Problem of Practice

My problem is a leadership PoP because it requires a leader who can apply and adapt PTA’s long-established LDU consultation protocols and standards-setting processes, while simultaneously leveraging organizational efforts aimed at improving outcomes for Indigenous learners in skilled training programs. It is also an educational leadership PoP because it will benefit from a leader who is familiar with the principles and practices within PSE and adult education. As a leader with past experience within an Indigenous community, I anticipate

leveraging my insights throughout discussions and exploration of solutions towards the PoP. Vandenberghe's (2021) research on minority groups and approaches to EDID efforts, suggests that my role enables me to contribute to the workplace culture by influencing the behaviour of others as an EDID champion by creating awareness and role modelling, but speaking neutrally. The PoP cannot be achieved alone, and part of my efforts will necessitate the connecting and steering stakeholders in the promotion of "establishing relationships with [Indigenous] students in high school or earlier...and...developing these relationships in the context of community, not just to the individual" (Restoule et al., 2013, p. 8) to improve successful transitions.

Framing my problem as an educational leadership PoP enables it to be stated simply as: Indigenizing PSE applied learning curriculum development in a skilled training context. I frame the PoP in this way to challenge the ways in which current program design and development practices are viewed. Moreover, framing the PoP in this way broadens the possibilities of change or, at the very least, the possibilities of alternative approaches to what is currently done. Furthermore, the possibilities for change are supported by research on the positioning of IK vis-à-vis Western knowledge, approaches, and technology. According to Battiste (2010), "both nationally and internationally, [IK] is being revealed as an extensive and valuable knowledge system that must be made a priority or mission in education, not just for Indigenous students but for all students" (p. 16). The way in which IK is regarded and Indigenous representation in the PSE system are invariably interconnected with my PoP. In preparation for discussing alternative approaches to the status quo, I first situate the PoP within my theoretical stance and worldview.

Situating the Problem of Practice within a Theoretical Stance and Worldview

It is important to examine assumptions as they relate to my PoP as well as ontological and epistemological stances. Throughout PoP-related engagements, I must balance my

organizational positionality and role as an ITA member. On the surface, this means advocating for comprehensive Indigenous stakeholder participation to uphold a “by the people, for the people” principle. Furthermore, there are cautionary considerations such as the CRT tenet of permanence of racism, which Capper (2019) observes as pervasive in society despite seeming societal gains for persons of colour. My quest as an EdD practitioner is to project an anti-racist identity by progressing through Horsford’s (2014) four-step progression to racial equality in education: racial literacy, racial realism, racial reconstruction, and racial reconciliation. The first two steps are concerned with foundational concepts of race, racism, and CRT. Racial reconstruction, the third step, is concerned with transforming thinking and actions about race. Like Indigenous reconciliation, the fourth step of racial reconciliation includes the concept of healing but acknowledges that the goal is “reaching common ground (not necessarily agreement)” (Horsford, 2014, p. 125).

Another CRT tenet is interest convergence, which suggests that gains toward racial equality are only possible when they also meet the needs and interests of whites (Capper, 2019). One implication for the PoP could be that the existing baseline (white) training program content must remain untouched, whereas any adapted Indigenous-focused training program must cater to Indigenous requirements while also maintaining alignment with the regular program based on national GCP standards. The low rate of participation and reports outlining systemic barriers confronted by Indigenous learners are consistent with Pidgeon’s (2012) assessment that “[Indigenous] peoples have generally not had a positive experience with educational institutions in Canada” (p. 136). An underlying assumption is that addressing this PoP might contribute towards improving the experience for Indigenous peoples, but the extent of improvement is conditional on an acceptance by both the organization, partners, and the broader society that

Indigenous success is critical not only from an Indigenous reconciliation perspective, but also for advancement of peoples of all cultures in Canada.

According to Grix (2002), ontology is “the starting point of all research, after which one’s epistemological and methodological positions logically follow” (p. 177). My ontological stance is that there is a meaning to everything, and that everything is interconnected, but one must strive to understand those interconnections. This stance is consistent with objectivism that can be described as “an ontological position that asserts that social phenomena and their meanings have an existence that is independent of social actors” (Grix, 2002, p. 177). When discussing organizational change, and attempts to effect changes, my philosophy prompts me to first understand the present situation and its context before attempting any changes. As my PoP focuses on addressing an Indigenous issue that transcends multiple disciplines, I need to develop an overall understanding of not only my PoP’s target group (the learners), but also of the many stakeholders and other entities, which together inform the needed leadership, organizational and change approaches, and whose needs, requirements or perspectives should be considered.

Grix (2002) defines epistemology as “the theory of knowledge, especially in regard to its methods, validation and the possible ways of gaining knowledge of social reality” (p. 177). My epistemological stance is the critical paradigm, which Kivunja and Kuyini (2017) describe as situating research within social justice issues with aims to achieve an improvement in them. Capper (2019) identifies several core tenets of critical theory including acknowledgement and relief of suffering and oppression, which raise discussions on issues of power dynamics and relationships, and issues of gender, race, and class. These core tenets relate well with the Indigenous context of my PoP and the focus on Indigenization of development practices. The gap in PSE outcomes between Indigenous and non-Indigenous Canadians has its roots in the

Indian Residential School system, in which Indigenous students clearly became victims of oppression. As such, it motivates the discussion of skills development and the “study of education as a crucial factor to address when considering Indigenous access to skilled jobs” (Cahill, 2018, p. 2). In Hodgkins’ (2016) study about the experiences of racialized Indigenous youth working and receiving skilled training within Canada’s mining industry, evidently the training curriculum for a cultural awareness course omitted reference to Indigenous people, suggesting that learners were being “assimilated into a system that systemically ignored the wide context of colonial power relations” (p. 134). Furthermore, the plight of Indigenous peoples resonates with me as a member of a visible minority with an orientation to social justice.

Social Justice Implications of the PoP

Many Indigenous communities are located in sparsely populated northern and remote communities, where access to training resources is more limited if they exist at all. This phenomenon adds an additional social justice dimension to my PoP. One consequence is that learners from these remote communities are often required to relocate for the duration of their training program or commute to it. This represents a significant barrier and deterrent against the pursuit of skilled training. Furthermore, such a construct may be reminiscent of the former Indian Residential School systems, giving rise to trust issues based on former experiences or negative perceptions of remote training. For adult learners from northern and rural Indigenous communities, local PSE options are limited to the programs offered at the regional satellite centres of the main PSE institutions based in larger urban centres. Finally, the type of education programming that represents the core target of my PoP is influenced by issues of class and class perceptions that are inherent to discussions on applied skilled learning and training versus traditional academic training. Stereotypes and misconceptions regarding VET are prevalent

amongst parents and in broader society (Wang, 2020, February 3). These complicate the environment in which my PoP resides by potentially making, for example, PTA a lower funding priority for our supporters, and perpetuating existing assumptions that skilled training is a distant second option to academic training. A vicious cycle potentially emerges whereby lack of interest reduces demand, and, subsequently, supply of this type of education programming for learners from Indigenous communities. In Harwood et al.'s (2014) research on student aspiration, a mentoring experience program for Indigenous high school students in Australia, whereby program presenters are young Indigenous Australian role models with curriculum designed by and for Indigenous people, has shown improvements in school retention and further education rates. A possible approach to improve the aspirations of groups that are underrepresented in PSE will assist in addressing the PoP. Finally, stakeholders indicated that “[Indigenous] persons face many barriers to employment and [skilled learning] that are unique to their communities” (Prairie Tradespersons Association Board, 2014, p. 10), including historical factors from the Indian Residential School system and poverty related issues. In essence, the historical and socio-economic issues continue to persist. Understanding of those social justice issues lead to a realization at PTA.

Emergence of the Problem at PTA

A key takeaway from the same social justice perspectives is that it is incumbent on organizations such as PTA to ensure that any successful certified individual emerging through an Indigenous version of the skilled training is as competent and capable as those emerging through the current programs. Over time, this could create a virtuous cycle of successful contributors to the certified workforce that increases uptake, and, therefore, supply of this type of PSE applied learning programming for learners from Indigenous communities.

In the PTA Board (2014) report, a special committee's findings included an acknowledgement that the current skilled labour shortages in the trades represented a potential and significant opportunity for the young and growing Indigenous population in PTA's region. In fact, in a 2019 report on the evaluation of skilled training incentives offered to eligible recipients who continued in and ultimately completed their skilled training, the demographic profile summary starkly illustrated that the Indigenous participation in skilled training is extremely low, accounting for a mere 0.7% of all participants, while non-Indigenous recipients represented 99.3% (Guild Certified Program, 2019).

In recent years, PTA offers community-based training to Indigenous apprentices, primarily in the program areas of electrical and heavy equipment, and on-site training provides participants with the opportunity to apply these skillsets while enhancing local infrastructure (Prairie Tradespersons Association Board, 2014). Although a high school diploma is the standard education prerequisite for entry into PTA training programs, the community-based programs for Indigenous communities often allow selected participants without their high school diploma to register on condition of successful completion of an essential skills assessment and a training plan. While these practices appear well-positioned for inclusiveness and success, community-level outcomes have not drastically changed as the PTA Board has researched this issue and is aware of challenges related to the participation and completion rates of Indigenous learners (Prairie Tradespersons Association Board, 2013). As the PTA Board continues to research the issue, it may look to other jurisdictions that are contemplating more flexible or innovative solutions as greater integration between a postsecondary education applied learning program and the final years of high school. A question to be asked, as recently covered in a recent news story by Wall (2023, July 7) is whether the requirement for a student's high school Grade 11 and 12 be

waived through a form of articulated advanced entry into PTA's postsecondary programs? As high school programming and issuance of high school diplomas are outside the purview of PTA and would require consultation and establishment of agreements with provincial/territorial education departments, such developments will be monitored and discussed.

There have been improvements in the numbers of Indigenous persons who have completed high school and the numbers attending and completing post-secondary education. However, there are two serious persistent problems: very significant high school non-completion rates and an increasing education outcomes gap between non-Indigenous Canadians and Indigenous people in Canada (Gordon & White, 2014). There are occasional successes such as a slight increase in the number of Indigenous learners from the preceding year, but that they remain underrepresented (Prairie Tradespersons Association Board, 2018). There are also systemic program challenges that are beyond the control of educational planners, for example, where "trades programs like general carpentry and plumbing techniques have fallen out of favour with students" (Kelly, 2018, October, p. 22). In all these cases, the programs were merely the standard urban, non-Indigenous programs transplanted for delivery in a northern, rural, Indigenous context.

Guiding Questions from the Problem of Practice

Having reviewed relevant literature regarding leadership approaches to change and situated my PoP within the broader contextual forces that inform and shape it, several guiding questions or lines of inquiry emerge.

First, during the development of a skilled training program curriculum, how might we reconcile the competing tensions between integration of Indigenous teachings, adherence to the national GCP standards requirements, and program time limits? This guiding question enables

exploration of alternative approaches to incorporating Indigenous Knowledge (IK), while limiting the parameters of change to the non-GCP credential program. It accepts the primacy of the GCP credential program's requirements as a minimum standard and not subject to any reduction in content coverage, and the reality that an industry-driven training program has a general limit to its program length. However, at the same time, despite these parameters, the research may uncover various approaches that have successfully attained the goal of Indigenization without detracting from the original program objectives.

Second, how might systems thinking apply when establishing and leading a working group coalition for purposeful change? As systems thinking involves thoughtful problem-solving about the systems and its components and interrelationships, Bond et al. (2022) emphasize the importance of “understand[ing] the system in which the problem exists before developing a plan to influence change” (p. 1). Given PTA's organizational context and scope, this guiding question enables exploration of the complexities for leaders who must navigate systemic challenges that require innovative approaches and some flexibility within a systems perspective. Furthermore, systems thinking also involves analysis of the complexities and interdependencies within the system and even its subsystems (Adrian & St. Hilaire, 2022). At PTA, an application of systems thinking would involve reviewing organizational interdependencies before initiating any change initiatives.

Third, how might we engage Indigenous communities and stakeholders in the process of indigenizing PTA applied learning curriculum development and adoption? Given my positionality and agency, this line of inquiry allows for exploration of current research on approaches to leadership, including how those approaches are dynamically adapted to reflect the

needs of various individual and organizational stakeholders in an Indigenous context and with the influence of Indigenous Knowledge and leadership approaches.

Leadership-Focused Vision for Change

Having now discussed my leadership PoP, its framing, and guiding questions, the following section explores my leadership-focused vision for change.

As discussed in a prior section, all technical skills development standards-setting documents are developed through a methodical, process-oriented, stakeholder-guided approach that may overlook opportunities to include Indigenous occupational representatives. If Indigenous-learner challenges and their context were not a consideration, PTA's development approach might continue to serve us reasonably well or even very well, and certainly not warrant any significant change. However, PTA's current curriculum development approaches should be changed and adapted accordingly. Ultimately, it is the instructors of PTA's PSE institution partners who ultimately teach according to the knowledge and skill objectives prescribed by PTA's applied learning program curricula that have a significant influence and impact on Indigenous learner outcomes.

PTA's vision articulates a clear direction and strives to serve as the model for training and certification of skilled learners (Prairie Tradespersons Association, 2024). Written in this way, it appears inclusive to all demographics within the region and, ostensibly, includes Indigenous learners, though no specific demographic is highlighted. However, in the absence of any customization of the training programs for Indigenous learners, whether in curriculum content prescribed or instructional approaches, perhaps changes to our existing processes are needed.

My Vision for Change

This section outlines my vision for alternative approaches. According to Pidgeon (2012), Indigeneity “continues to evolve in the curriculums of academic programs that choose to focus on Indigenous issues” (p. 138). Amidst a backdrop of what Pidgeon’s (2012) describes as a noticeable increase in academic program choices for Indigenous youth, my vision is to enhance PTA’s applied education development practices by incorporating IK to improve support to Indigenous learners, given the importance of PSE options for Indigenous economic development and reconciliation efforts.

PTA has previously benefitted and evolved from several earlier change/transformation processes. However, my team has not had to alter our development practices because earlier change processes focused on better website communications and IT services, which are also important to PTA rather than focusing on the needs of Indigenous learners. In addition, our process-oriented approaches and the national GCP linkage of our outputs shielded us, in effect, from much change precisely because of the primacy of those national linkages (Guild Certified Program, 2024). The PoP, in contrast, potentially alters our practices by exploring the Indigenization of content while adhering to national standards.

Gap between the PTA’s Present and Future State

Gaps exist between PTA’s present and desired future states. Given our program- and project-oriented approaches, I will analyze the gaps from the triangle of objectives of time, cost, and quality/performance from a project management lens (Lock, 2013).

Time

Without a targeted mandate to pursue any Indigenous-specific redevelopment approach, the present state at PTA is one of finite resource availability with no surplus resources to allocate

for such an endeavour. Any PoP exploration, given competing priorities, would simply be one of many tasks to complete. Our current program development approaches and timelines take into consideration the times required for development phase work that occurs directly with educational and industry representatives, consultation phase period during which additional changes may be made in response to feedback and suggestions, and, finally, the governance stage for review and approval. Following Board approval, an implementation phase provides the training partner preparation time to develop instructional resources and capacity to deliver the program successfully.

In a future desired state, the program development timeframe still applies; however, it will require additional consideration by LDU staff to secure Indigenous input and expertise at both the consultation and implementation stages. Even after a program is developed, additional time will likely be required by the prospective training provider to secure Indigenous instructional expertise on an ongoing basis or ensure that existing instructional representatives are qualified to teach any Indigenized elements of the redeveloped training program. Finally, PTA operational staff remain ready to support the PoP initiative by securing cohorts of learners for the new program.

Cost

Internally, there are development, operational and implementation costs. Existing staff will be reallocated for the development work required in support of addressing the PoP. As funding arrangements between PTA and the training providers already exist for the standard, non-Indigenized version of the training program, funding the PoP-related initiative should only require a diversion or reallocation of existing funding. Moreover, by leveraging partnerships with allied organizations like the ITA and my advocacy efforts in positioning the PoP as a response to

the reconciliatory Calls to Action (Truth and Reconciliation Commission of Canada, 2015), there may even be possibilities of securing additional funding.

Externally, additional costs may be incurred, contingent on the implementation approach for any newly Indigenized training program. Program delivery costs could increase to reflect any additional time required for a lengthened training program, or to reflect any new or additional instructional resources to meet new Indigenized teaching objectives even if the training program remained the same lengthwise. For instance, adding land interaction or experiential learning outside the classroom, such as teachings on traditional ecological practices (Young Leon, 2012), into the training program's curriculum could increase the delivery costs. A trade-offs analysis will occur but all original teaching objectives of the baseline training program towards the GCP designation must remain intact to ensure adherence to the national standards.

Quality/Performance

While quality is concerned with conformance to specification, according to Lock (2013), the third dimension of project management involves performance and whether a project attains its intended goals. Initially, the main goal is to address Indigenous learner engagement in skills training. Ultimately, the broader goal of the OIP is the Indigenization of PSE applied learning curriculum development processes. The future goals trigger considerations of scope that invoke the project management triplet of constraints (Baratta, 2006). The scope of my OIP must balance the desire to Indigenize all of PTA's programs or a subset of the programs, or even a limited aspect of a program.

People

In Lock's (2013) research and modeling of project management objectives and their derivatives, people are central. Internally, no staff are assigned currently to the prospective PoP

endeavour. A future state includes a PTA team consisting of staff members from key units assigned as project team members, such as the Indigenous outreach coordinator (IOC,) even if all are concurrently assigned to other existing duties. It is uncommon for a position to be dedicated entirely to a single endeavour. Achterkamp and Vos' (2007) research suggests that applying boundary critique, stakeholders may be identified based on their role of involvement, from party involved (actively involved), to client, decision maker, designer, and passively involved. The stakeholder identification process described in Achterkamp and Vos' (2007) research is consistent with both Churchman's (1970) concept of whole systems improvement, and with the wide range of stakeholders expected to be consulted by PTA when implementing the OIP.

A discussion about people brings up the consequences of resistance to change. According to Black and Gregersen (2002), the three key barriers to change are a failure to see, a failure to move, and a failure to finish. Fortunately, PTA is not afflicted with the first barrier, as it has already begun to acknowledge a need for improved engagement with Indigenous learners. PTA's team already includes an IOC, who represents PTA and engages with potential Indigenous learners, their employers, community representatives, and other stakeholders. Unfortunately, PTA may be stuck at the second barrier to change or failure to move, which suggests a PoP window of opportunity. In their literature review, researchers Dent and Goldberg (1999) found "resistance to change as a given" (p. 29) with similar causes and solutions to the phenomenon.

Finally, a discussion about people brings up the issue of culture. Currently, PTA is generally bureaucratic in nature perpetuating a systems approach. My EdD studies have illustrated the importance of transformational leadership and the importance of organizational culture. Understanding of both will support the addressing of the PoP that resides in an exploratory context at PTA involving Indigenous consultation and engagement.

Leadership Considerations

There are several key levels of leadership that I need to consider. At the macro level, corporate directives issued to PTA are subject to change with little to no notice. Currently, the directives are generally very strong towards system-wide efforts to support Indigenous initiatives. At the same time, there are many competing factors and priorities. Given an organization-wide focus on value-centered thinking, described by Rutledge (2012) as a focus on the “fundamental principles that are aligned with the objectives of the key stakeholders of an organization” (p. 88), PTA’s teams are already pursuing multiple initiatives simultaneously with very limited resources. At the meso level, my direct supervisor has been supportive of my continued role as a member on the ITA that provides me with an added positionality and agency with which to support the necessary conditions for changes in support of the PoP. For example, I can connect with the manager at the ITA as well as our training partner to commence discussions and planning for the training program. Preston et al. (2015) caution against a system or protocol in which learners discover no space or place for their culture or perspectives. While efforts will be made to ensure PTA teams include Indigenous staff representatives, the team will invariably include non-Indigenous representatives such as myself. Regardless, it is imperative, according to Battiste and Henderson (2009), that Indigenous scholars and professionals support efforts to “restore control over Indigenous development and capacity enhancement using Indigenous forms of their research” (p. 6). At the micro level, I have pre-emptively assigned a TPD to stakeholder relationship-building opportunities that may be helpful in preparation for initiating the PoP-related work. This includes assignments that involve interactions with the prospective training

provider most likely impacted by the OIP, and attendance at Indigenous education related conferences.

Chapter Summary

Chapter 1 began by presenting the personal and organizational context from which my PoP could be viewed. I introduced my positionality and identity to frame how my perspectives and worldviews shape my understanding of and approaches to the PoP. Next, I discussed from a cultural awareness perspective how my professional Indigenous education experiences, my agency and leadership lens, and organizational context informed my formulation of potential approaches in addressing the PoP. I then posed several guiding questions that warrant serious consideration to change leaders in the PSE skilled training sector and presented a gap analysis between PTA's present and future states from a project management perspective. Finally, I concluded the chapter with a discussion on my leadership-focused vision for change that brings together the possibilities that my leadership role enables – both the 'warrior' and 'relations' elements – and those attainable within my PTA organizational context.

Chapter 2: Planning and Development

In the previous chapter, I presented the Problem of Practice (PoP) that exists in my professional context and how my personal background, perspectives and positionality shape my approaches to it. In Chapter 2, I focus on the leadership approaches and framework to attain the desired changes within the organization to address the PoP. What actions or steps are necessary to support these changes and are they achievable? Both theory and research inform my chosen leadership approach, the framework for leading the change process, and, ultimately, our organization's readiness for change. Related issues of ethics and other organization limitations are also discussed. Chapter 2 culminates with my comparative analysis of three alternative solutions, one of which I select as the preferred approach to address the PoP.

Leadership Approach to Change

This section discusses my leadership approaches, the relationship between those approaches and the organizational context of my PoP. My leadership approaches are transformational, ethical and influenced by Indigenous leadership theories as well. I will make connections between my leadership approaches and how they will assist in propelling the desired changes, given my role and agency to impact change. Finally, I discuss the limitations of my approaches, and considerations to addressing how my leadership approaches might marginalize others or maintain oppressive structures or attitudes, and the need to reconcile these in the context of equity, diversity, inclusiveness, and decolonization (EDID).

Transformational Leadership

Researchers describe transformational leadership as the type in which a leader “interacts with followers and develops a connection that increases the level of motivation and morality in both parties” (Gonzales, 2019, p. 49). As a transformational leader, I aim to be responsive to

what leadership situations would require of me as well. Transformational leadership has also been described as a value-based framework in which leaders “create shared organizational value through inspirational communication, onboarding practices, setting meaningful goals, and designing significant work” (Paarlberg & Lavigna, 2010, p. 711). Additionally, findings from Bass and Riggio (2006) and Lowe et al. (1996) confirm a higher prevalence of transformational leadership in public sector leaders than their private sector counterparts, which confirms suitability in understanding my PoP and my leadership approach. As introduced in Chapter 1, the transformational leadership style consists of Bass and Avolio’s (1993) “four I’s” factors. These four factors are applicable to the specific organizational context of my PoP.

The first factor of transformational leadership, idealized influence, occurs when leaders “emphasize a collective vision and earn respect and trust from employees through their actions” (Caillier, 2014, p. 220). As a transformational leader, I act as a role model and work towards a shared vision. For example, my graduate coursework in Indigenous education policy, current research in Indigenous education approaches, and ongoing ITA engagements as a member support me in leading the LDU team towards a shared vision to incorporate elements of Indigenous knowledge when developing applied learning curriculum. By modeling behaviours consistent with a stated vision, I strive to enhance staff confidence and pride in the LDU team and, by extension, PTA. As a firm believer in collaboration, I maintain regular communications through team meetings and one-on-one focused meetings, which helps in enabling staff to jointly work in reaching the goals of the LDU or our organization. To mitigate one of the criticisms of transformational leadership, that “the model tends to preclude the possibility of corrective feedback from followers to leaders” (Tourish, 2013, p. 28), I regularly hold one-on-one meetings with individual staff members to provide an opportunity for staff to voice their concerns such as

those regarding the collective vision.

The second factor of transformational leadership, inspirational motivation, occurs when leaders “establish high expectations, thus providing challenge and meaning to employee roles and responsibilities” (Cailler, 2014, p. 220). As a leader, I am mindful that low expectations for staff may be easier to attain and appealing to them, while high expectations for staff may be harder to achieve but, ultimately, more rewarding. This is consistent with my own education certification training on the concept of a zone of proximal development in which a learner is assigned a challenging goal and, after attaining it with some guidance, a subsequent challenging goal is assigned once more that the learner is more likely able to attain it (Blanck, 1990). In an organizational context, due to research on the challenge-hindrance model of stress, “‘mild’ work overload may be seen as a challenge and lead to better performance in a task/job” (Mazzola & Disselhorst, 2019, p. 958) but a very high workload will likely diminish performance outcomes. Mindful of these limitations, the purposeful exploration of my PoP and identification of LDU staff members for the change initiative represent my desire to leverage existing organizational roles and responsibilities of staff members while demonstrating the high expectations I have placed on them.

The third factor of transformational leadership, intellectual stimulation, occurs when leaders “help followers achieve the mission by intellectually stimulating them to challenge old assumptions about organizational problems and practices” (Wright et al., 2012, p. 207). This factor is expected to be important in propelling the desired change forward when the TPD assigned to an exploratory project of this nature begins applying an alternative approach that incorporates IK to developing applied learning curriculum. It will be intellectually stimulating to challenge longstanding LDU and PTA organizational practices and approaches. At the same

time, it is expected that the TPD must be somewhat grounded to reconcile the alternative approaches with existing LDU methods of presenting curriculum standards.

The fourth factor of transformational leadership, individualized consideration, occurs when leaders “provide special attention to each employee’s need (especially the need for achievement) by serving as a mentor or coach” (Cailler, 2014, p. 220). According to Bass and Riggio (2006), this element of transformational leadership “usually best distinguishes authentic from inauthentic leaders” (p. 14). These leadership approaches are invoked through purposeful meetings with staff, including one-on-one meetings, to monitor progress and to obtain feedback from organizational staff on their needs and concerns.

Given that Bass and Riggio’s (2006) research on transformational leadership uncovers linkages to ethical leadership behaviour and perceptions of leadership authenticity, I will next discuss aspects of ethical leadership that relate to my PoP and organizational context.

Ethical Leadership

As an ethical leader, I aim to act fairly in my decision-making and leadership and communicate and promote such conduct to members of my LDU team. In their research on leadership, Burnes and By (2012) highlight the linkage between leadership and change and the importance of ensuring that both are “underpinned by a system of ethics” (p. 242). Gonzales (2019) describes an ethical leader as one who “respects and serves others, shows justice, manifests honesty, and builds community” (p. 49). Ethical leadership and the principles outlined above are descriptive of my organizational context and LDU’s principal work and involvement in the development of certifying assessments and skilled training program curriculum, within which my PoP is situated. In the business of education, which is a significant part of our organizational context, ethics or ethical dilemmas invariably arise and tough decisions to be

made. However, in such right versus right situations, once those tough decisions are made, “one side will not be pleased with what is viewed as an unfavourable outcome” (Gonzales, 2019, p. 46). At PTA, for example, it would be “right,” on the one hand, to offer skilled training whose curriculum has been customized to the cultural context and learning/knowledge practices of the learners’ demographic background and, given program length limitations, thereby, potentially reducing emphasis on the core content standards. It would also be “right,” on the other hand, to uphold a certain standard of excellence through our certifying assessments that is non-negotiable, which simply means we cannot alter (or potentially lower) the requirements for passing the assessments. This dilemma informs any consideration in addressing the PoP by suggesting that any attempts to Indigenize the curriculum must maintain the priority on meeting the GCP standards.

Ehrich et al. (2015) ~~also~~ provide a social, relational and human-centred context for ethical leadership, and define ethical leaders as “those who act fairly and justly” (p. 199). Liu (2017) suggests that the relational aspect of ethical leadership is interpretive and is based on the relationship with, needs of, and interpretation by the employees. Liu (2017) also discusses the role of context for ethical leadership. Essentially, the organizational context can “establish what is considered legitimate or unacceptable in an organization” (Trevino et al., 1998, p. 452). Given our role in the marketplace, we cannot afford to make such a trade off for the short-term to preserve the longer-term reputation of the certifying assessment, the Guild Certified Program (GCP) as a respectable standard of excellence and, by extension, PTA and our Canadian regional counterparts. As the supervisor of training programs (STP) at PTA, adherence to rules, policies and procedures is fundamental not only from an ethical leadership perspective, but also from perspective of idealized influence in transformational leadership. Working exclusively with

professional certifying assessments based on peer-reviewed objective multiple-choice type questions allows us to inform candidates objectively that their score is their score, which is not subject to arbitrary or statistical adjustments (such as curving).

From an EDID perspective, an additional consideration is that ethical leaders in education should promote the achievement of all students, with particular attention to those “least advantaged and marginalised by the current system” (Ehrich et al., 2015, p. 199). My PoP is directly related to the concept of equality with the objective to treat people essentially the same. According to proponents of formal equality, arbitrary barriers should not impede anyone from improving their condition or status (Benedet et al., 2004). In response to systems of oppression normalising and justifying exclusion from learning, researchers Cruz et al. (2024) advance the conceptual framework of critical inclusion (InCrit) that “universal inclusion in high quality learning is essential to rectify inequalities” (p. 81). InCrit is based on intersectionality and an understanding that learners’ identities are dynamic and multifaceted (Cruz et al., 2024). These concepts provide support to the need for addressing my PoP and the need to be mindful that even in exploring a different approach for learners from a particular demographic or region (rural area) as one way to address a longstanding problem or the afflictions of an oppressed demographic, or redress historical discrimination, it is crucial to acknowledge that such learners are not homogenous due to their dynamic and multifaceted identities.

Having discussed the primacy of my transformational leadership approach and demonstrated linkages with ethical leadership considerations in my organizational and educational context, on the broader overarching interconnections and InCrit intersectionality, I now conclude this section by presenting elements of Indigenous leadership that influence my thinking and how I will approach my PoP.

Influence of Indigenous Leadership

My literature review has not uncovered just one singular, uniform, one-dimensional description of Indigenous leadership but rather multiple interconnected descriptions, of which four are emphasized to identify common fundamental features amongst them, along with significant linkages to my PoP (see Figure 1). Displaying these represents an application of the Indigenous Medicine Wheel as “a visual aid that assists with conceptualizing research” (Mashford-Pringle & Shawanda, 2023, Conceptual framework section, para. 1).

Figure 1

Four Essential Components of Indigenous Leadership that will Influence my OIP



Note. The author has synthesized four components of Indigenous leadership that will influence the OIP in the formation of an Indigenous Medicine Wheel (Mashford-Pringle & Shawanda, 2023) and the colours yellow, red, black, and white, representing the Four Sacred Directions (Zimak, 2020, June 19): role of the Elder (Young Leon, 2012; Sadeghi-Yekta, 2019); Inuit leadership (Preston et al., 2015); four-component construct (Young Leon, 2012); and leaders as relations, as warriors (Pidgeon, 2012).

Pre-eminence of the Elder

Young Leon's (2012) research on Indigenous leadership places significant emphasis on the role of Elders, who are considered "leaders, consultants and teachers" (p. 50). Elders utilize stories as a way of bringing together Indigenous ways of knowing and leading. Research by Sadeghi-Yekta's (2019) describes a multilateral approach taken to revitalize the endangered language called Hul'q'umi'num', one of 23 Salish languages spoken in southwestern British Columbia, Canada. The research team's four-person governance structure consisted of a subject matter expert, an academic, an Indigenous community member and an Elder. Aside from representing decolonization of education, this research project demonstrates the use of storytelling, which is "culturally central to many Indigenous worldviews" and "at the core of the Coast Salish culture" through theatre (Sadeghi-Yekta, 2019, p. 372). Engaging an Elder as part of efforts to address my PoP is consistent with the role of Elders in the PSE context described above.

Inuit Leadership

Preston et al. (2015) suggest two types of leadership. First, traditional Inuit leadership embodies a sense of community as opposed to one person. It recognizes and calls upon the specific skills of each community member so that the "sum of these individual forms of leadership [create] a well-led community" (Preston et al., 2015, Traditional Inuit leadership section, para. 3) and suggests that my PoP related consultations with Indigenous representatives and stakeholders must be broad and reach various community members based on their specific skillsets. Second, traditional Inuit leadership also embodies multiple aspects, showcasing the importance of Elder leadership in the social and spiritual spheres, oral dissemination of knowledge, language and culture, and patience and skill development (Preston et al., 2015).

Specifically, Elder application of observational skill development before doing aligns well with the practical orientation of skilled training. In fact, Elders place great emphasis on development of skills through effort, practice, and action, and “are very keen on observation and most of the things [they] do is through observation” (Preston et al., 2015, Traditional Inuit leadership section, para. 11). That is, learning through theory, instructor-led demonstration, and then applying that knowledge by performing the practical aspects. Consistent with the above are Fatiha et al.’s (2023) findings that Elders emphasize “respecting, listening, observing, and asking questions” (p. 371) as essential practices for learning Indigenous perspectives. I will strive to integrate elements of these approaches to address my PoP.

Four-Component Construct

Modeled on an Indigenous leadership program, Young Leon (2012) describes four components of Indigenous leadership: land interaction, cultural practices, community service, and language and genealogy. Each of these components may have a role in any PoP-triggered reimagining of training programs with aspects of Indigenization. For example, how might land interaction, commonly referred to as land-based education (LBE), assist or supplement existing curriculum design practices, especially for skilled training? LBE is experiential learning outside the classroom and may include teachings on traditional ecological practices.

Leaders as Relations and as Warriors

Pidgeon (2012) defines two interconnected categories of Indigenous leadership in higher education: (1) leaders as relations, who lead through their relationships with others, including the “responsibilities [they] have to the collective” (p. 141); and (2) leaders as warriors, who must be “willing to take a risk and do the difficult work for the greater good of the people” (p. 142), such as advocating for institutional changes by leveraging their leadership position. As a member of

the Indigenous Training Agency (ITA), I provide advice on matters that relate to training and employment of Indigenous people. Leveraging my ITA role in addressing my PoP is consistent with Pidgeon's (2012) research on Indigenous higher education, particularly on leaders as relations, regarding the role of Aboriginal advisory committees and their potential benefits to ensuring relevancy of programs and services to Indigenous students. The concept of leaders as warriors also involves advocacy and activism. The latter concepts relate well to the EDID context of my PoP, as any advocacy in support of it could be considered as social activism.

From an OIP perspective, my leadership at PTA using the approaches described above represents not only pragmatism but is also reflective of the diversity amongst PTA's staff, clients, and stakeholders. In the next section, my leadership approach to change will at times exhibit the desire for fairness and justice through a blend of activism and social justice educational leadership. With the linkage between leadership and change established, the next section explores how my transformational and ethical leadership approaches, influenced by Indigenous leadership, will be integrated as I prepare to lead the change process.

Framework for Leading the Change Process

Research on social justice educational leadership by Theoharis (2007) suggests that good leadership identifies the need for change and subsequently supports the change needed. Having presented my approach to change, the following section focuses on how my transformational leadership will be applied to promote the change process. Given the systems nature of PTA and LDU's process-oriented approaches, the framework selected to lead the change process is Kotter's (2012) eight-step change model, which has been "used to successfully guide or account for change in higher education settings" (Kang et al., 2022, p. 271).

Leading Change through Eight Steps to Transforming an Organization

Kotter (2012) argues that successful change processes go through a series of eight sequential steps. Although one can be concurrently working on multiple steps at once, Kotter (2012) warns that “skipping even a single step or getting too far ahead without a solid base almost always creates problems” (p. 26). Kotter’s change management process aligns well with the systems nature of PTA and LDU’s process-oriented development approaches, which will provide foundational support for my OIP and context. This section will present Kotter’s eight steps as they pertain to my context in leading the change process to address my PoP.

Step 1: Establishing a Sense of Urgency

Kotter’s (2012) first step is crucial to gaining needed cooperation on the change effort and cites complacency as a substantial barrier to this step. The need for change must be understood as the “start of organizational changes require aggressive cooperation of many individuals” (Appelbaum et al., 2012, p. 766). In fact, Buller (2014) advises that an argument for change is “far more effective when [one] can demonstrate that change is needed rather than merely desired” (p. 71). For my PoP context, the reason and urgency arise from the TRC Calls to Action and that not one of the Education Calls to Action (#6-12) have been completed yet since 2015 (Barrera et al., 2023, June 22). One of Nadler and Tushman’s (1989) dimensions of organizational change is the anticipatory-reactive dimension that is concerned with the “positioning of the change in relation to key external events” (p. 196). According to Nadler and Tushman’s (1989) organizational change research, while anticipatory changes would be those initiated in anticipation of certain external events, my proposed OIP represents a reactive change as it is positioned as a response towards the TRC Calls to Action and EDID initiatives. It is also a response to learners from that region of a mixed socioeconomic background and who are

marginalized due to afflictions with a multitude of barriers to education. Finally, Appelbaum et al. (2012) caution that “not implementing the first step will make it difficult or impossible to implement the subsequent steps” (p. 775) because of the sequential nature of Kotter’s eight-step model.

Step 2: Forming a Powerful Guiding Coalition

Kotter’s (2012) second step requires a group with the “right composition, level of trust, and shared objective (p. 54). Kotter (2012) further specifies four key characteristics of a guiding coalition: position power, expertise, credibility, and leadership. While researchers Appelbaum et al. (2012) accept the importance of guiding coalitions in the change process, they caution that change “will not come unless frontline staff engages in adaptive behaviour” (p. 769). To address my PoP, the guiding coalition may consist of representatives from within PTA and, as in typical curriculum development projects, industry and educational representatives. However, influenced by Indigenous leadership approaches, the coalition may be expanded to include the ITA, IPSI, and an Elder. Given the education context, this step becomes analogous to Hargreaves’ (2009) professional learning communities (PLCs) that bring together educators incorporating “data and other evidence to inquire into their practice and its effects on students and make needed improvements together” (p. 95). My membership within the National Working Group (NWG) partly serves as the PLC for exploring systemic improvements.

Step 3: Developing a Vision and Strategy

Kotter’s (2012) third step is essential because it clarifies the direction for change, motivates people to act in the right direction, and coordinates the actions of different people. The vital importance of a vision for leaders is emphasized by Kouzes and Posner’s (2017) whose research suggests that “leadership is about the values of [one’s] constituents” (p. 61). As a

change agent, I will frame discussions with the guiding coalition in terms of co-creating a joint vision and strategy. Buller (2014) describes the change vision as “the destination at which the organization will arrive after its journey through the change process” (p. 9).

Step 4: Communicating the Change Vision

The “real power of a vision is unleashed only when most of those involved...have a common understanding of its goals and direction” (Kotter, 2012, p. 87). The importance of communications and engagement is also highlighted in research related to educational and strategic activism. When leading change, “accomplishing any goal is tied to the ways in which leaders engage with the community” (James, 2019, p. 43). Buller (2014) advocates that the desired change be described to an expanding number of stakeholders prompting them to embrace it.

Step 5: Empowering Employees for Broad-Based Action

Having reached this stage, the purpose of this step is to empower a broad base of people to work on “removing as many barriers to the implementation of the change vision as possible” (Kotter, 2012, p. 106). According to Buller (2014), the benefits of empowering others is that it reduces one’s own workload and encourages additional buy-in. This suggests that while working through the OIP, I should maximally delegate to engage others in the work of leadership as well.

Step 6: Generating Short-Term Wins

According to Kotter (2012), short-term wins are: visible, unambiguous, and related to the change effort. Short-term wins may help maintain a sense of momentum and demonstrate some success by “enhance[ing] the credibility of the change process” (Kang et al., 2022, p. 284).

Throughout the transformation, Appelbaum et al. (2012) suggest that the leader “should set high-

performance expectations and reward behaviours that are directed toward fulfillment of the vision” (p. 773).

Step 7: Consolidating Gains and Producing More Change

Buller (2014) describes this step as “us[ing] each small success as a basis for further achievement” (p. 10). This step is applicable to PTA as we continue to improve our program offerings and services to our clients. As Kotter (2012) notes, “business transformation can become a huge exercise that plays itself out over years, not months” (p. 150).

Step 8: Anchoring New Approaches in the Culture

The final step involves “institutionalizing new approaches” (Kotter, 2011, p. 2). Based on our current capacity, should PTA engage in pursuing the change, then resources would be reallocated to enable redevelopment of one skilled training program’s curriculum. PTA reports to a Board structure that has ultimate authority on which approaches are institutionalized.

A significant criticism is the model’s overemphasis upon a sequence of linear steps, leading Hughes (2016) to suggest that leaders “assemble their own n-step approach” (p. 455). Even other critics such as Appelbaum et al. (2012) acknowledge that Kotter’s eight steps remains very popular, remains an excellent starting point for implementing change, and can improve the chances of success in change initiatives. Given the systems- and process-orientated nature of PTA, my transformational and ethical leadership approach, influenced by Indigenous leadership, complements Kotter’s (2012) framework for leading change. Pregmark’s (2022) study on improving models for change in contemporary contexts suggests, for example, a greater “focus on a shared purpose rather than a traditional vision” (p. 269). This is indicative that Kotter’s (2012) change model is adaptable to my PoP of Indigenizing curriculum if PTA supports a capacity for organizational change. Holten and Brenner’s (2015) research on leadership style and

the process of organizational change suggests that transformational leadership will “positively support change specific manager engagement” (p. 5). Furthermore, according to Smith and Graetz’s (2011) systems philosophy of change, organizations are seen holistically and “any change instigates numerous and sometimes multiplied effects across an organization” (p. 11). These multiplied effects resulting from change may be understood through considering the orders of change.

First, Second, and Third Change Orders

According to Bartunek and Moch (1987), successful organizational change results in three orders of change. These orders of change capture “both the magnitude and character of the cognitive modifications required of individuals affected by a change initiative” (Latta, 2009, p. 37).

First-order changes reinforce present understandings in approaches within existing schemata, may thereby create incremental shifts to enable broader organizational initiatives (McDowell, 2022, November 2). Purcell (2014) describes first-order changes as those that involve a targeted subunit of the organization. Following Kotter’s (2012) change transformation steps, first-order changes are anticipated to occur between the fourth to fifth steps, which involve communicating the vision and changing systems or structures. For example, for change management planning to address my PoP, first-order changes might be the guiding coalition’s removal of obstacles to developing one Indigenous-focused curriculum unit as an example that we can make meaningful changes in our program delivery.

Second-order changes represent a conscious change of the existing schemata in a particular direction. Bartunek and Moch (1987) have found that this typically involves a change agent prompting the phasing in of a new schema and a phasing out of existing schemata. Purcell

(2014) describes second-order changes as those that have “a broader impact beyond the initial target but remains within the same subunit” (p. 106). At the initial stages of my OIP, I anticipate playing the role of the change agent (social leadership activist) within LDU to advocate for and facilitate the phasing in of a new schema, signaling the application of required approaches to implement the new training curriculum. Following Kotter’s (2012) change transformation steps, second-order changes are anticipated to occur around the sixth to seventh steps, which involve short-term wins and consolidating improvements and producing still more stage. For example, for my PoP, second-order changes might be the guiding coalition’s consolidation of improvements to create additional Indigenous-focused units in the same PTA program, or create those units in other PTA programs.

Finally, a third-order change involves training of organizational members for awareness of their existing schemata and to autonomously change their schemata. In essence, a third-order change is “a different process, marked by the radical changes...associated with a ‘paradigm shift’” (Hall, 1993, p. 279). In this scenario, I might still play the role of the change agent, but I would not be advocating for a particular schema. Instead, as the transformation process evolves and develops, the focus transitions to enhancing the staff capacity to change the schemata. Following Kotter’s (2012) change transformation steps, third-order changes are anticipated to occur as part of the eighth step on institutionalizing new approaches.

While PTA aspires to first, second, and third orders of change, it is anticipated that several iterations of first-order changes through piloting and improvements efforts may be needed before progressing to second-order changes. However, third-order changes are likely beyond the scope of this OIP.

Organizational Change Readiness

According to McKnight and Glennie (2019), organizational change readiness involves a shared commitment to the change and a belief in the collective ability to make it. In recent years, PTA has made several attempts to support Indigenous learners. For example, PTA offered community-based training to Indigenous vocation learners, primarily in several program disciplines such as carpentry, plumbing and electrical, and on-site training provided participants with the opportunity to develop or enhance facilities that complement local infrastructure needs (Prairie Tradespersons Association Board, 2014). Chapter 1 already highlighted the PTA Board's acknowledgement of the unique barriers to employment and skilled training that Indigenous persons face. It also highlighted systemic program challenges that are beyond the control of educational planners, since "trades programs like general carpentry and plumbing techniques have fallen out of favour with students" (Kelly, 2018, October, p. 22). In all cases, the programs were merely the standard urban, non-Indigenous vocational programs delivered in an Indigenous context.

In 2014, a special committee of PTA's Board authored a report whose findings included an acknowledgement that the current skilled labour shortages in the vocational occupations represented a potential and significant opportunity for the young and growing Indigenous population in PTA's geographic region. Because of numerous barriers such as transportation and insufficient income, Indigenous persons comprise only a small proportion of the total active learners participating in the vocational occupations. The learners who withdrew from the

vocational training programs cited reasons such as inadequate work, financial, family, or personal reasons (Prairie Tradespersons Association Board, 2014).

While there have been improvements in the numbers of Indigenous persons who have completed high school and the numbers attending and completing post-secondary education, there are two serious persistent problems: very significant high school non-completion rates and an increasing education outcomes gap between non-Indigenous Canadians and Indigenous people in Canada (Gordon & White, 2014). In essence, the historical and socio-economic issues continue to persist. The above suggests that despite PTA's awareness of and a longstanding commitment to addressing these complex issues, a more radical shift is required.

Table 1

Assessing PTA with a Readiness Rubric for Successful Change Management

Component	Characteristics for Ready	Rating
Leadership Capacity and Support	<ul style="list-style-type: none"> • Leaders committed to the proposed change; provide early/lasting support including needed resources 	Getting Ready
Shared vision for change	<ul style="list-style-type: none"> • Leaders facilitate a shared decision-making process to co-create the change vision, goals, implementation plan 	Getting Ready
Alignment with core values	<ul style="list-style-type: none"> • Leaders support stakeholders in aligning required changes with core values 	Not Ready
Collaborative organization climate	<ul style="list-style-type: none"> • Staff trust leaders and work together to determine the direction of the organization and to problem-solve 	Getting Ready
Implementation plan	<ul style="list-style-type: none"> • Co-created by stakeholders, the plan is detailed with roles/responsibilities, timelines, success indicators 	Getting Ready
Staff capacity	<ul style="list-style-type: none"> • Staff members have the capacity to do the work and the needed supports 	Getting Ready
Resources	<ul style="list-style-type: none"> • Organization has taken inventory of the needed resources, including how to get the missing resources/how to leverage existing resources 	Not Ready

Note. Adapted from McKnight and Glennie (2019).

PTA's organizational readiness may be assessed systematically through what McKnight and Glennie (2019) describe as a readiness rubric for successful change management that evaluates various rubric components of readiness on a scale from not ready, to getting ready, and ready (see Table 1).

PTA's rating might be "getting ready" for an implementation plan (on the basis of my OIP research) and several other rubric components, and "not ready" for alignment with core values and resources. PTA would likely not score "ready" for any rubric component until the OIP is considered. McKnight and Glennie's (2019) components have some similarities with the four change readiness dimensions in Napier et al.'s (2017) framework for assessing organizational change readiness: cultural readiness, technical readiness, process readiness, and people readiness. At PTA, our LDU team may be best positioned for technical and process readiness due to our strong process-oriented experience and operations. PTA is well positioned for people readiness amidst the potential change. However, for the same reasons that PTA may be more ready on these three dimensions, PTA may be less ready on cultural readiness, which will need to be accounted for.

PTA's organizational readiness may additionally be assessed through a force field analysis (Deszca et al., 2020) of forces supporting and resisting change (see Appendix A). Forces supporting change include the 2015 Calls to Action, the persistent historical and socio-economic issues, the PTA Board's direction, regional skills shortage, and the opportunity to address the PoP. Forces potentially resisting change may include PTA's organizational and financial limitations, the LDU's development cycle, applicability of the proposed OIP for skilled training program development, adherence to or compatibility with GCP national standards, and constraints in PTA's partner PSE institutions to deliver the Indigenized skilled training program

specified by the alternative approaches and proposed solution discussed in the next section. On balance, given PTA's organizational context, experience, and readiness, it is reasonably positioned to explore a solution to the PoP.

Strategies/Solutions to Address the Problem of Practice (PoP)

The purpose of this section is to discuss three possible solutions: (1) introducing a standardized Indigenous cultural awareness course; (2) applying land-based education approaches to skilled training; and (3) redesigning skilled training programs with Indigenous Knowledge. The three solutions will be assessed according to organizational and curriculum change (as a proxy to the extent of Indigenization), development considerations and resource implications, and implementation considerations.

Solution 1: Introducing a Standardized Indigenous Cultural Awareness Course

The first solution of introducing a standardized Indigenous Cultural Awareness (ICA) Course is the least intrusive and may be adopted in the least amount of time. Essentially, it involves supplementing existing skilled training programs with a course unit on ICA. In essence, this potentially represents an important first-order change (Purcell, 2014) as an incremental shift within an existing framework. The unit is in-class theory, and would include objectives summarizing Indigenous peoples' experience, culture, reconciliation, and Treaties. Emerging from an era prior to the 2015 Calls to Action in which Indigenous culture was not recognized, an ICA-like course could support societal reconciliation efforts that "honours and includes [Indigenous] peoples and cultures as true partners in institution-building" (Young Leon, 2012, p. 53). As storytelling is culturally central to Indigenous worldviews (Sadeghi-Yekta, 2019), the ICA enables Indigenous Elders or knowledge-keepers to be invited as guest speakers to share their knowledge through stories. The benefits of storytelling as an Indigenous educational

approach are supported by the literature. Boyce's (1996) observations from various disciplines describes "organizational stories and the process of storytelling as primary ways in which meaning, both individual and collective, is expressed" (p. 9). Young Leon (2012) describes storywork as the teacher transmitted through specific Elders and educators. The insertion of a modular unit within the skilled training program within the introductory year, minimizes changes necessary to the existing content scaffolded curriculum training structure while improving all program participants' knowledge and awareness of Indigenous issues in Canada. Setting a program requirement for a course that incorporates opportunities for Elder facilitated discussion provides authentic student involvement and learning, while supporting societal reconciliation initiatives. This solution is compatible with my transformational leadership as the change reflects a pragmatic acceptance of what is attainable within a systems-oriented organization like PTA, while demonstrating Indigenous leadership influence.

Organizational and Curriculum Change (Indigenization)

Nadler and Tushman's (1989) research on organizational change describes two dimensions of organizational change that are useful in classifying my proposed solutions: scope of change (incremental or strategic) and positioning of the change (anticipatory or reactive). Applying Solution 1 to a PTA program focuses change efforts on only supplementing an existing PTA program with an ICA theory course. Since Solution 1 only involves incremental change (not fundamental change) throughout the organization, it belongs in the adaptation quadrant of Nadler and Tushman's (1989) organizational change matrix. From a program planning perspective, insertion of a self-contained course unit on ICA is straightforward and not obstructive to existing program implementation. Furthermore, it allows rapid replication in scale, which is consistent with Kotter's (2011) transformation step related to short-term wins. In other

words, a self-contained course unit on ICA could be added with relative ease to multiple PTA programs. Adding the unit is a matter of updated documents and logistics. A subsequent step is the institutionalizing of the new change. At this point, the success achieved up to this point is largely dependent on whether partner training institutions are capable of teaching this unit.

Development Considerations

Insertion of a course unit on ICA within the existing training program is a relatively low-complexity endeavour from a program planning perspective and LDU resource perspective. Each TPD would be assigned to systematically consult with IERs and instructional representatives to reallocate suitable program time to incorporate the unit. Furthermore, development time and cost are expected to be on the low end of the scale. Curriculum objectives may be written generally to permit flexibility in course delivery since different cohorts will experience variances in the content as the Elder invited may differ, but the overall outcome of the unit will be very similar. Human resource capacity requirements are limited and consist of TPD time for researching or obtaining input from an Indigenous Elder or knowledge-keeper.

Implementation Considerations

Implementing the ICA course within an existing training program would be subject to PTA Board's approvals mechanism. Given that the course could be widely implemented, PTA may be able to secure system-wide approval for LDU to systematically roll out to all skills training programs. LDU will likely synchronize the rollout based on scheduled program revision cycles. For example, a training program that is headed into a redevelopment cycle will likely await its redeveloped program before the new ICA course, whereas for programs that are not being redeveloped for several years, it may be more prudent to proceed with implementing the ICA. PTA's partner PSE institutions will likely engage Indigenous Elders in an intergenerational

learning approach to assist in transmitting Indigenous and culturally relevant knowledge.

Overall, Solution 1 is relatively straightforward but contributes towards addressing the PoP. The cost and time are estimated to be low based on the anticipated efficiencies from the potential of reusing program materials, once developed, across all of PTA programs. Staff capacity and dependencies consist primarily of the Indigenous Elder and faculty training. Other than acting as a PTA staff resource, the IOC is only expected to play a support role during the development stage. Similarly, the ITA may be involved peripherally in identifying the Indigenous Elder and other related resources.

Solution 2: Applying Land-Based Education Approaches to Skilled Training

The second solution is consistent with what Lowan-Trudeau (2017) characterizes as the “resurgence and revisioning of Indigenous traditions that is occurring throughout North America/Turtle Island” (p. 603). Lowan-Trudeau (2017) notes a recent and dramatic rise in the number of land-based education (LBE) programs. LBE programs vary in focus, delivery, and context but generally “revive, renew, preserve, and share traditional environmental knowledges and philosophies through experiential outdoor approaches” (Lowan-Trudeau, 2017, p. 603). As PTA’s skilled training programs must adhere to national standards, such as GCP standards, LBE likely cannot be inserted as an appendage simply added on to existing training programs and out of context. Instead, a more viable approach might be reviewing which aspects of a given program might be amenable to LBE approaches while meeting the same curriculum standards. This suggests further exploration on the extent of the LBE to be added, whether it is a new unit, or whether it may be one or two objectives in a series of units throughout the applied skilled learning program’s curriculum.

It is sometimes useful to look beyond purely LBE and examine the way in which LBE has successfully been implemented in other technical fields for applicability to skilled training program development. Kandpal and Broman (2014) make several pertinent recommendations for renewable energy education, among which is that programs should offer a “mix of academic as well as hands-on-skills training” (p. 313), with the latter expanded to include not only indoor laboratory experiments but outdoor field visits. During a recent National Gathering for Indigenous Education presentation by an organization that delivers LBE-type training on water treatment/environmental sciences to youth, I learned of the importance of decreasing the reliance on being inside (the classroom), a Western education concept, and, instead, consider how some of the knowledge can be learned by students in the outside environment (Water First, 2022, November 25).

Organizational and Curriculum Change (Indigenization)

Applying Solution 2 to a PTA program focuses on supplementing an existing PTA program with LBE practical components. A strategic change in anticipation of a future state in which LBE is either more prevalent (or has become the norm) positions Solution 2 in the reorientation quadrant of Nadler and Tushman’s (1989) organizational change matrix. From a program planning perspective, identifying opportunities to apply LBE within current skilled training programs will require varying levels of curriculum change depending on the extent of LBE required. Linkages with Carnegie Foundation’s second of six principles of improvement, variations in performing are the core problem to address (Carnegie Foundation, 2022), are evident from a process improvement perspective. This variability anticipates a unique LBE approach to each skilled training program instead of a standardized LBE curriculum across programs. Furthermore, the variability suggests that even when a solution works for one training

program in one context, it may not necessarily work in a different context. Knowing what works, for whom and under what set of conditions promotes efficacy reliably at scale.

Development Considerations

As the way in which LBE will be incorporated differs uniquely for each program, LDU will develop a multi-year/multi-phase approach to select the order in which programs are considered for revision. Prior to introducing LBE into a given skills training program, a suitability assessment will need to be completed. Given the range of variability and extent to which LBE may be incorporated, the costs and time would also be variable. In all cases, a comprehensive but targeted review of the entire curriculum is required to identify targets for LBE utilization. Curriculum objectives, particularly those focusing on practical aspects are most applicable to the experiential aspects of LBE approaches. Human resource capacity requirements are moderate and will require the TPD to engage with stakeholders, including Indigenous Elder or knowledge-keeper, an Indigenous subject matter expert, an IER, and an instructional expert.

Implementation Considerations

The implementation of a revised skilled training program with an assortment of revised curriculum objectives that incorporate elements of LBE would be subject to PTA Board's training program curriculum approvals mechanism. From an EDID perspective, it is important to highlight the importance of inclusiveness when considering the incorporation of LBE. Both Indigenous and non-Indigenous educators must be active participants in the decolonization process (Lowan-Trudeau, 2017) and require wisdom of experienced land-based educators, scholars, and Elders (Hansen, 2018). PTA's training providers will likely need to secure Indigenous Elders, knowledge keepers, and land-based educators to assist in the delivery of some aspects of the teaching, with the goal of training and collaborating with existing non-Indigenous

subject-matter instructors. From a transformational leadership perspective, and to maximize uptake and success, Solution 2 will require that I leverage my relationships with my administrative counterparts at the PSE training providers, such as department chairs or coordinators. Non-Indigenous instructors may also pursue organizational or academic opportunities to learn in order to teach through graduate-level professional development like The University of Saskatchewan's land-based master's degree for teachers (Battiste, 2013). Furthermore, this reflects observations by educational change management researchers, Gaubatz and Ensminger (2017), on the unique role of academic department chairs in transforming policies created by administrators to faculty who transform those policies into action. From the perspective of leadership influenced by Indigenous approaches, LBE represents "a fundamental part of decolonization because it promotes an Indigenous model of education in a culturally appropriate way" (Hansen, 2018, p. 78). Overall, Solution 2's cost and time are estimated to be higher than those for Solution 1, as the development will likely be program specific, as suitability for a given PTA program is a prerequisite. Furthermore, staff capacity and dependencies are greater, and consist of not only the Indigenous Elder and faculty training, but also Indigenous subject matter and instructional experts. As in Solution 1, other than acting as a PTA staff resource, the IOC is only expected to play a support role during the development stage. However, for Solution 2, the ITA may be involved in a greater capacity by assisting in identifying the Indigenous Elder and Indigenous subject matter experts, and will play a contributing role as part of the guiding coalition.

Solution 3: Redesigning Skilled Training Programs with Indigenous Knowledge

The third solution involves a comprehensive application of Indigenous Knowledge (IK) through such approaches as Two-Eyed Seeing at an earlier stage of program development.

Whereas Solution 1 calls for instituting a standardized ICA unit progressively across all of PTA's training programs and Solution 2 calls for the incorporation of LBE experiential learning, Solution 3 requires a thorough review and redevelopment of all training program curriculum units of PTA's program offerings. As PTA's skilled training programs must adhere to GCP national standards, there are limitations to the applicability of IK concepts – a limitation identified through force field analysis (Appendix A). Despite the many benefits to national standardization, the pursuit of uniformity in education potentially “discourages diversification of curricular content and methods of instruction” (McMahon et al., 2019, p. 82). Furthermore, research by Forbes (2000) cautions that standardization of educational practices could, against EDID principles, result in a situation that assimilates and acculturates students to the dominant culture.

Transdisciplinary research looking into “braiding together traditional [IK] knowledge with Western science in research and science curricula [is] gaining momentum...globally” (McMahon, 2019, p. 85). This research trend epitomizes Two-Eyed Seeing, defined as “...learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing...” (Bartlett et al., 2012, as cited in McMahon, 2019, p. 85). The educational developmental significance of Two-Eyed Seeing was discussed during a National Gathering for Indigenous Education presentation on “Two-Eyed Seeing” by Dr. Heppner in relating mainstream and Indigenous pedagogies through Heppner and Moccasin's (2020) eight ways Indigenous learning and pedagogical framework (as cited in Heppner, 2022, November 24).

Organizational and Curriculum Change (Indigenization)

Solution 3 discusses a future state involving IK that exceeds PTA's current scope and

organizational capacity. As a strategic change prompted by external events and that requires a “radical departure from the past” (Nadler and Tushman, 1989, p. 196), Solution 3 belongs in the re-creation quadrant for “frame-breaking changes”. Figure 2 illustrates the quadrant positioning of all three solutions. From a program planning perspective, redevelopment of the curriculum of skilled training programs through Indigenous processes and protocols, as advocated by researchers in decolonization of education, IK, and Two-Eyed Seeing, will result in high levels of curriculum change. In fact, Battiste (2013) recommends that “a new curriculum must...replace the failed Eurocentric educational practices with a more equitable and broader theory of education that informs, includes, and builds with Canadian pluralities and identities” (p. 163).

Figure 2

Mapping the Change Plan to Organizational Change Matrix

	Incremental	Strategic
Anticipatory	Tuning	Reorientation <div>Solution 2</div>
Reactive	Adaptation <div>Solution 1</div>	Re-creation <div>Solution 3</div>

Note. Adapted from Nadler and Tushman, 1989.

At the same time, there will be various ways in which IK and related approaches are applied when redeveloping each skilled training program. This again suggests a linkage with the Carnegie Foundation’s second of six principles of improvement about variations (Carnegie

Foundation, 2022).

Development Considerations

As the way in which IK and related approaches can be applied at the program development stage will vary uniquely for each of PTA's programs, LDU will develop a multi-year/multi-phase approach to select the order in which programs are considered for revision. Again, a suitability assessment will need to be completed at the beginning of each redevelopment project. Given the additional perspectives and frameworks that will need to be reviewed and the earlier stage at which IK concepts will be systematically applied, the costs and time are projected to be higher. As compared with Solutions 1 and 2, Solution 3 represents a more substantial decolonization of education because of its reimagination of the curriculum development approach process by incorporation of IK from the beginning. Human resource capacity requirements are high and will require a TPD who is equipped with significant IK awareness, experience, and familiarity (or who has lived Indigenous experience/who is Indigenous) to engage with stakeholders, including Indigenous Elder or knowledge-keeper, an Indigenous subject matter expert, an IER, and an instructional expert. The latter point, including about the TPD required, is crucial in highlighting the importance and significance of upholding an "about us, by us" reconciliatory and consultative approach that includes Indigenous peoples' participation and voice (Battiste, 2013). Acknowledgement that LDU may sometimes require external expertise demonstrates a recommendation from contingency theory research that recommends leaders obtain additional resources when subordinates lack adequate resources to perform their assigned tasks (Yukl & Mahsud, 2010).

Implementation Considerations

The implementation of a revised skilled training program through full incorporation of IK

principles and approaches would still be subject to PTA Board's training program curriculum approvals mechanism. As discussed in Solution 2 above, it is equally important to highlight the importance of inclusiveness when considering the incorporation of IK and related concepts at the program development stage, involving Indigenous in addition to non-Indigenous educators as part of the decolonization of education process, which is consistent with Two-Eyed Seeing. As is needed for Solution 2, Solution 3 will also require that PTA's training providers secure Indigenous Elders, knowledge keepers, and land-based educators to contribute collaboratively towards this approach. Again, other than acting as a PTA staff resource, the IOC is only expected to play a support role during the development stage. For Solution 3, the ITA may be involved in a greater capacity by assisting in identifying the Indigenous Elder, knowledge keepers, and land-based educators, and will play a contributing role as part of the guiding coalition.

Battiste (2013) laments that few PSE institutions have acknowledged IK as being a foundation for disciplinary knowledges and traditions. Instead, contemporary efforts more often focus on increasing Indigenous students' access/recruitment/retention, Indigenous-related professional development for faculty, and committees to inject Indigenous content into the curricula. Merging two diverse knowledge systems requires consideration of their respective underlying assumptions and "where the points of inclusion or merging might seem advisable" (Battiste, 2013, p. 103). Overall, Solution 3's cost and time are estimated to be high.

Again, suitability of this solution for a given PTA program is a prerequisite. Furthermore, staff capacity and dependencies are greater by requiring an Indigenous TPD internally within PTA, as opposed to an external Indigenous resource as part of the guiding coalition or external stakeholder. The three solutions are compared and summarized in Table 2.

Table 2*Comparison of Solutions*

	Solution 1	Solution 2	Solution 3
Curriculum Change: Focus	Supplement program with Indigenous Cultural Awareness theory course	Supplement program with LBE practical course(s)	Indigenized training program fully incorporating IK
Curriculum Change: Extent (Indigenization)	Low (Adding a unit)	Medium (Adding and/or modifying unit(s))	High (Redevelopment of many or all units)
Prerequisites for Development	Standardized rollout	Analysis of program suitability	Analysis of program suitability
Complexity (Time, Cost)	Low	Medium (variable)	High
HR requirements/ Dependencies	Indigenous Elder or knowledge-keeper consultation Faculty training	Indigenous Elder or knowledge-keeper consultation Indigenous subject matter expert Indigenous instructional expert Faculty training	Indigenous Elder or knowledge-keeper consultation Indigenous subject matter expert Indigenous instructional expert Indigenous TPD Faculty training
Organizational Change: Type	Adaptation (See Figure 2)	Reorientation (See Figure 2)	Re-creation (See Figure 2)
Implementation Ease	High	Moderate (variable) (program/subject matter-dependent)	Low
Implementation Speed	High (can be quickly implemented across programs)	Moderate (variable) (dependent on extent of LBE)	Low
Assessment of Risk Level	Low	Medium (will vary)	High

Note. IK = Indigenous Knowledge. LBE = Land-based education. TPD = Training Program Designer.

The Proposed Solution

Solution 1 is the most attainable in the shortest timeframe, with the lowest expenditure of

financial and human resources, and represents a quick win. However, the consequences and critiques of Solution 1 are outlined in the literature on the applications of IK in PSE contexts and educator practices. Anuik and Gillies (2012) lament that “too often, the focus of [Indigenous] education is on integration of [Indigenous] content rather than decolonizing pedagogy and practice” (p. 74). Solution 3 represents an aspirational attempt to potentially decolonize skilled education but exceeds PTA’s current organizational capacity.

Solution 2 is my chosen solution as it represents a viable approach to address my PoP. Depending on the outcome of a first redevelopment effort through a pilot, the suitability of Solution 2 might vary across all of PTA’s programs and potentially only apply to a subset of PTA’s programs. This approach is consistent with research on flexible and adaptive leadership by Yukl and Mahsud (2010) who note the importance of monitoring for the “effects of major changes and mak[ing] any necessary adjustments” (p. 87) as a way of adapting to threats and opportunities. Given PTA’s context and anticipated organizational resources, it is more prudent to demonstrate viability through attainable success by piloting the chosen approach on one of PTA’s programs to demonstrate feasibility before expanding to a subset of programs and, ultimately, before contemplating any system-wide solution. It highlights the importance for me, as the STP, to build optimism for the changes in existing development approaches and to “balance it with the recognition that change will not be easy” (Yukl & Mahsud, 2010, p. 87). Any modification of existing LDU training curriculum practice addressing Indigenization should consider dedicated time for Elder leadership and dissemination of knowledge. This is consistent with Young Leon’s (2012) research affirming the role of Elders as “leaders, consultants and teachers” (p. 50). Battiste (2013) highlights the importance of “trans-systemic” analyses and methods that are beyond the two knowledge systems (Indigenous and Eurocentric/Western) to

create fair and just educational systems and experiences for both Indigenous and non-Indigenous students. These concepts are applicable to discussions about Indigenization of postsecondary education curriculum development for applied learning programs.

Chapter Summary

Chapter 2 opened with a discussion of transformational leadership, ethical leadership, and the influence of Indigenous leadership approaches and frameworks needed to attain the desired changes within PTA to address the PoP, and the necessary conditions to support and achieve the needed changes. I then discussed relevant theory and research on leadership approaches, change processes, and ethical considerations. Next, the chapter systematically presented Kotter's eight steps applied to PTA's needed change transformation to address the PoP, along with a discussion on orders of change. Having assessed PTA's organizational readiness for change, the remainder of the chapter discussed three possible solutions to address the PoP. Finally, based on a comparative analysis of the solutions, I identified my chosen solution based on a reflection of diverse program requirements, development timelines, stakeholder needs, and organizational realities to address the PoP. The chosen solution becomes the focus of the next chapter's discussions on the implementation, communication, and evaluation aspects of the OIP.

Chapter 3: Implementation, Communication, and Evaluation

In the previous chapter, I presented the leadership approach and change framework to attain the desired changes within the organization to address the Problem of Practice (PoP), and the necessary actions and steps to support those changes. In Chapter 3, I will focus on describing the implementation plan, the communications strategy, and the monitoring and evaluation processes required to support the organizational change. In addition to discussing the alignment between my change plan and the context of the overall organizational strategy and structure, I also discuss how the planned change will improve the situation for other social and organizational actors, equity, and justice. The chapter concludes with a forward-looking discussion of next steps and future considerations.

Change Implementation Plan

In discussing applications of change management models to curriculum implementation, Quinonez et al. (2023) suggest that having a clear structure of the process and a plan for addressing change can facilitate the execution of change management steps. As per my proposed Solution 2, this section will present the application of Kotter's (2011) eight steps for successful organizational change at PTA which implements the application of land-based education (LBE) approaches to skilled training.

Indigenization of Skilled Training Curriculum Development in Eight Steps

The chosen solution involves a pilot process for one of PTA's programs and incorporates plan, do, check, act (PDCA) improvement cycle opportunities. Based on the literature, a pilot approach is more feasible as it is anticipated that in the PTA program selected for redevelopment, any land-based portion focused on experiential learning activities is expected to

be adapted to the given program's specific and required course content (Bartmes & Shukla, 2020).

In Indigenous ways of knowing, land plays a fundamental and foundational role for Indigenous education. Land is held as so fundamental that it is considered a first teacher (Bowra et al., 2021). While LBE and place-based education both may occur outdoors, unlike LBE, “place-based education does not connect place with Indigenous history, knowledges, or stories” (Bowra et al., 2021, p. 134). LBE is not just a means of preparing youth for future employment but represents the effort towards promoting decolonization and reconciliation.

Based on Bowra et al.'s (2021) review, practices include community-initiated and community-run activities leveraging guidance from Elders and Indigenous knowledge leaders. The opportunity for the piloting of the chosen solution might involve exploration of approaches to enabling the above while still ensuring through curriculum standards that outcomes of learners will support their attainment of knowledge, skills, and abilities through theory and practice. Another practice involves the application of LBE to sustenance practices like hunting, fishing, and food preparation (Bowra et al., 2021). The latter suggest only slight partial linkages to a few selected PTA programs but confirms a “lack of empirical research on how to facilitate [LBE] curriculum at the post-secondary level effectively” (Bartmes & Shukla, 2020, p. 146). The piloting of the chosen solution enables further studies and needed consultations to ensure that any Indigenization and application of LBE (as Indigenization) is being included as equally legitimate and significant as academic knowledge in a skilled training education system that remains aligned with Western paradigms of knowledge creation (Bartmes & Shukla, 2020).

As alluded earlier, PTA programs must support its learners in attaining GCP standards for certification purposes, which implies some limitations on the extent to which LBE may be

applied. Bartmes and Shukla's (2020) survey of the application of LBE in a particular PSE-level discipline found a wide-ranging variance in the ratio of in-class learning to land-based learning, from mostly in the classroom to blended (in various proportions) to no in-class learning (fully land-based). Relevant to OIP discussions pertaining to a piloting of my chosen approach is that out of the programs surveyed in Bartmes and Shukla's (2020) research, the prevailing approach is an effective blending of both text-based and land-based learning supported by literature. My strategy for implementation follows integrating Kotter's (2011) eight steps.

Step 1: Establishing a Sense of Urgency

This first step is essential for buy-in for the proposed change (Quinonez et al., 2023). For PTA, the sense of urgency to act are represented by a combination of three factors. First, there has been little progress on the TRC Calls to Actions numbers 6-12 pertaining to education (Barrera et al., 2022, June 22). A recent review of Canada's progress indicates that of the 94 Calls to Action, only 13 are complete, 62 are in progress (31 with projects underway and another 31 with projects proposed), and 19 are not yet started (Barrera et al., 2022, June 22). Second, there is a significant anticipated skilled labour shortage, as noted by a past PTA Board (2014) report. Third, the academic PSE market's developments in Indigenization and incorporation of IK (Newhouse, 2008). The consequence for PTA if it does not evolve is that it risks losing further uptake of its programs by Indigenous learners. For example, the curriculum in academic PSE programs benefitting from successful Indigenization efforts reflect an Indigenous desire for cultural transmission, identity development, and market skills (Newhouse, 2008).

Step 2: Forming a Powerful Guiding Coalition

After attaining buy-in for the opportunity to pursue the chosen solution, PTA must engage and establish a coalition of team members who can build momentum to explore how to

supplement a PTA program with LBE practical content. The guiding coalition will consist of internal staff members working with representatives from partner organizations. Specifically, a TPD from our LDU team will need to work in collaboration with other PTA staff members, alongside the guiding coalition's external stakeholders such as the ITA and IPSI. As the chosen solution depends on significant Indigenous knowledge and expertise, the coalition must include an Indigenous Elder or knowledge-keeper, Indigenous subject matter expert, and an Indigenous instructional expert. The inclusion of Indigenous representation as a core part of the change process and the guiding coalition is consistent with Battiste's (2013) description of a transformative approach that embraces Indigenous knowledge, experience and knowing, while respecting mainstream (Western) knowledge and experience. This approach addresses longstanding criticism that solutions aimed at addressing Indigenous education challenges are often created "for" an Indigenous community as opposed to being co-created "with" an Indigenous community. Furthermore, this approach addresses Castleden et al.'s (2019) observation that "direct engagement with Indigenous peoples – in Indigenous spaces and places – to understand their (multiple) situated perspectives often does not occur" (p. 89). As a lead change agent, I will support the process while following existing LDU protocols as much as possible by assigning the TPD responsible for the PTA program selected for the pilot to facilitate the necessary meetings with these guiding coalition members to launch the change effort.

Step 3: Create a Vision

Once the guiding coalition is formed, its priority is developing a shared vision and principles that will guide the forthcoming pilot curriculum redevelopment work. Meetings will be facilitated as needed to engage with guiding coalition members, including Indigenous representatives, to co-create PTA's vision for the overall project outcome of a redeveloped

applied learning curriculum that is supplemented with LBE practical course content. The guiding coalition, consisting of change participants and representatives of future change recipients, should aim to design curriculum standards and assignments that inspire students to “weave together IK and academic knowledge while providing content that can be evaluated to meet post-secondary standards” (Bartmes & Shukla, 2020, p. 157). As lead change agent, this represents the key standing instruction to the TPD from my team as part of facilitating the meetings and curriculum redevelopment process.

Step 4: Communicate the Vision

Significant care and attention were placed on co-creating and communicating the vision within the guiding coalition. According to Quinonez et al. (2023), the next step is the most critical to “engage the change from a small group to a larger organization, with communication being key” (p. 1281). Kotter (2011) emphasizes the importance of communicating the new vision and strategies and using the guiding coalition to set the example if possible. Therefore, receiving PTA Board and the PTA President’s approval to proceed with a pilot for a PTA program that would develop and incorporate LBE content would demonstrate success for other PTA staff and stakeholders.

Step 5: Empower Others to Act on the Vision

At PTA, attaining this step means reaching the point at which a partner PSE training institution (e.g., IPSI) is requested to work with LDU’s TPD for the selected pilot program to develop, redevelop and finalize the skilled training applied curriculum that includes the LBE course content. Internally at PTA, this step launches efforts within existing, standard LDU curriculum development protocols for the TPD to work with both industry and instructional representatives to prepare materials and documentation for the PTA Board approvals process.

The key difference during this pilot is that the TPD will also need to work with Indigenous subject matter experts and representatives who may be part of the guiding coalition.

Step 6: Plan for and Create Short-term Wins

For PTA, the planning for visible performance improvements and creating those improvements means governance approval and planning for piloting the rollout of LBE content in one of PTA's programs to enable the team and guiding coalition to celebrate a win. Demonstrating the viability through a pilot effort will assist in maintaining the momentum and, ultimately, institutionalizing the change. Moreover, piloting this approach in one PTA program will provide an opportunity for reflection and continuous improvement. Specifically, pursuing the chosen solution through a pilot approach allows PTA to benefit at the implementation stage from the infusion of an iterative PDCA cycle (Pietrzak & Paliszkiewicz, 2015) and minimize organizational resistance. Furthermore, integration of the PDCA cycle is also consistent with the Carnegie Foundation's (2022) improvement processes, and with my transformational and ethical leadership approaches, which are influenced by Indigenous leadership that incorporate reflective practice and opportunities to improve before moving forward. PDCA cycles will be discussed in more detail in the monitoring and evaluation section.

Step 7: Consolidate Improvements and Produce Still More Change

This step involves harnessing the organizational resources in preparation for continued implementation of the vision of indigenization of applied learning curriculum development. For PTA, this means completion of a successful rollout of the piloted program with LBE course content, and planning towards the next PTA program(s) to potentially benefit from the addition and integration of LBE course content. In addition to the guiding coalition members, other PSE stakeholder representatives and other Indigenous community representatives will be consulted.

By having piloted the change first within one of PTA's programs and making improvements through PDCA cycles, the incremental introduction of significant change potentially reduces the resistance to the change and improves both acceptance to the change and organizational implementation (Kennett-Hensel & Payne, 2018).

Step 8: Institutionalize New Approaches

Kotter's (2011) eighth step involves connections between the new organizational behaviours and corporate success. For PTA, attainment of this step represents the long-term goal beyond the scope of the initial pilot. This step will be attained once standard curriculum redevelopment practices include the added practice of assessing the viability of incorporating LBE into a program and, where applicable, developing the LBE content with a group of representatives, similar in representation to the guiding coalition. However, Bartmes and Shukla's (2020) research highlights the barrier that a restrictive schedule presents to teaching IK and cautions that the structure of PSE courses needs to accommodate the teaching styles of the Indigenous Elders or knowledge keepers to ensure that IK are transmitted accurately and respectfully. The curriculum standards of PTA's programs already incorporate a fully scheduled roster of content coverage to ensure adherence to standards, which suggests that the discussions and necessary consultations to support piloting of the chosen solution will need to concurrently balance the intended outcomes from Indigenization through application of LBE and adherence to a given PTA program's adherence to baseline standards, while not significantly lengthening the program. These eight steps are summarized in Appendix B.

As the supervisor of the LDU team, my responsibility includes formalizing and establishing work standards and practices, including policies and procedures. Given that PTA as a system oversees a significant number of programs, each with its unique standards,

requirements, and challenges, it is likely that approaches to attain the changes for each program and the outcomes of such changes may vary. By documenting those variances in successive applications, I as the change champion, with endorsement of PTA's President, will aim to demonstrate a balanced leadership approach that reflects both the systems nature of our organization and an organizational learning perspective. Furthermore, with each subsequent attempt, LDU can also apply and leverage the Deming PDCA cycles of improvement (Pietrzak & Paliszkiewicz, 2015) on the process and approach.

Change Implementation Considerations

Appendix B tabulates the change implementation of PTA's transformation through Kotter's (2011) eight steps. In essence, the approximate change implementation timelines are shown along the first column, covering the short-term (one to three months), the medium term (four months to one year), and the long-term (over one year). As alluded in Chapter 1, PTA's skilled training program redevelopment cycles can span multiple years, from development stages to PTA Board approvals, to training program implementation at its partner postsecondary education (PSE) institutions. As Jiang (2022) observed, the "stages of organizational change sometimes overlap each other or even cycle" (p. 805) when analyzing a postsecondary institution's change process through Kotter's (2011) eight-step approach to change.

It is also useful to distinguish the utility of two types of change management. The first type, known as macro change management, deals with process or intervention for change and is suitable for "systemic, transformational, and fundamental change" (Kang, 2015, p. 27), which describes the type of change management needed for my organizational change context. A limitation to systemic change within a pilot effort, however, includes cultural change, which is expected to occur over time. The second type, known as micro change management, deals with a

tactic or guideline to ensure that interventions are properly implemented. While macro change management is ideally suited for the PTA-wide context affecting all staff, the second type of change management, micro change management, is well suited to effect change in LDU's process-oriented functions.

Finally, it is beneficial to consider stakeholder reactions to change to enhance change outcomes. Dudar et al.'s (2017) research suggests that recipients of change intervention may experience a change in their attitudes about the intervention after perceiving benefits to the targets of the intervention. For my PoP, I will watch for the reactions of LDU staff who begin altering their longstanding approaches when redeveloping an educational program with increased Indigenization results in higher uptake by or improved outcomes for Indigenous learners.

A Challenge to Change Planning: Resistance

The challenge for this OIP is that all other activities and processes continue as normal while one or more programs are considered for the change. Dudar et al. (2017) highlight the importance of a change facilitator such as a curriculum leader, or, for my OIP, my role as an existing leader "tasked with facilitating educators' efforts to implement a change and/or adopt an innovation" (p. 53). The role of the change facilitator is also to identify and to address the needs of the change participants to ensure the efficacy of the implementation effort (Dudar et al., 2017). A resource system is also crucial to supporting the change implementation. I must ensure that my team is adequately supported with time and resources as necessary to maximize success for this endeavour.

Resistance may be defined as an "act of resisting, of fighting against" and interpreted as an obstacle to change" (Bareil, 2013, p. 61). A traditional perspective of resistance suggests that resistance is a phenomenon to be overcome or eliminated. Further, Bareil's (2013) research

suggests reframing resistance from a modern perspective that calls for viewing resistance as feedback from passionate change recipients whose input may be worth considering. Bareil's (2013) research on resistance presents multiple preoccupations held by staff and stakeholders centering on questioning the change and its impacts on oneself. Resistance to change is sometimes known as change aversion and simply a "response to some form of new programming (or expectation) that...may be uncomfortable in application simply because it is not a cultural norm" (Hubbart, 2023, p. 2).

For PTA's LDU, the proposed changes involve the Indigenization of PSE applied learning curriculum development through the exploration of inserting LBE opportunities as part of curriculum development practices. It changes the cultural norm (existing practices) by altering the options that TPDs may present to future working groups in curriculum redevelopment proceedings. During the early stages of the change, when the sense of urgency is being established, no resistance is anticipated. As the change effort begins, while the guiding coalition is being formed, low resistance is anticipated as staff who are part of the guiding coalition were preselected. Later, when the change vision is being communicated or when planning for short-term wins, as PTA accelerates its efforts through expansion of the ICA course rollout, resistance is still minimal due to the changes involved. LDU has had experience with implementing standard units across its program offerings. Exploration of LBE represents the potential for some resistance as this would mark a departure from traditional TPD working styles. Furthermore, if LBE is rolled out too quickly without careful monitoring, resistance amongst staff could become significant.

Ultimately, according to Ford and Ford (2009), a shift in perspective by managers and change facilitators, including myself at PTA, on viewing resistance positively as a form of

feedback instead of negatively as a destructive phenomenon, can be beneficial. Providing opportunities for feedback may also change the perspectives of those who initially resisted because opportunities to provide feedback can result in increased buy-in for the desired change. Once PTA completes Kotter's (2011) final step, it is crucial for me in my capacity as the STP and as a change agent to view resistance positively as feedback for greater staff buy-in. Having presented the change implementation plan of my OIP, the communications plan for it is discussed in the next section.

Plan to Communicate the Need for Change and the Change Process

This section focuses on the role of communications for my OIP and its alignment with organizational strategy and structure. I connect my plan for change and the chosen solution as introduced in Chapter 2, the change implementation plan presented in the previous section, and the overall organizational strategy and structure. Furthermore, I discuss the communication strategy plan for the change process, milestones, and wins. Next, I consider the impact of moving from a pilot to a larger project through the Knowledge Mobilization Plan. Finally, I discuss the anticipated framing of issues, questions and responses, including approaches to ensure the inclusion of traditionally silenced stakeholders.

Communication Strategy Plan

The importance of communicating with organizational stakeholders, both external and internal, could not be underestimated. My OIP communications plan is aligned with and integrated into the change process through Kotter's (2011) eight steps of organizational transformation as seen in Appendix B. With the PTA program selected for redevelopment identified, the pilot development process and work will require different types of communications and approaches as discussed below.

Step 1: Establishing a Sense of Urgency

During the first step, communications will be primarily internal within PTA. To secure the necessary support (“buy-in”), verbal communication through discussions and in-person meetings are necessary between PTA’s President and myself, and between myself and the prospective TPD to provisionally launch this initiative. Communication will be supplemented by a written request memorandum and include attached references to reports previously cited in this OIP such as the TRC Calls to Actions and an environmental scan of approaches taken by other PTA-like entities across Canada or the broader PSE market. In addition, the internal communications will extend beyond the OIP findings to include PTA’s existing internal data and relevant reports.

Step 2: Forming a Powerful Guiding Coalition

During this step, communication will be aimed externally to recruit representatives of the guiding coalition. Internal staff members will have already been approached informally, while representatives from partner organizations would be learning about an opportunity to engage with PTA on an exciting initiative. Communication with coalition team members internal within PTA will use existing communication approaches such as email, MS Teams or in-person staff meetings. Communication with coalition team members external to PTA (such as to the ITA and IPSI) will follow existing PTA recruitment approaches for prospective IERs, which generally includes phone calls and follow-up emails. As specified earlier in the implementation section, Indigenous representation is crucial. LDU will leverage contacts with PTA’s IOC, the ITA, and IPSI, to assist in identifying potential candidates for this grouping.

Step 3: Create a Vision

With the guiding coalition formed, during this step, communication will be focused on

inviting the guiding coalition members to meetings in which the pilot initiative is discussed and its context. The meeting participants will be invited to work on co-developing the shared vision and principles, and to learn their role in guiding the parameters of the curriculum redevelopment work that is envisioned as an outcome. Guiding coalition members who are not familiar with PTA's and LDU's existing curriculum development processes will learn that the prospective pilot initiative will provide an opportunity to explore an unprecedented approach that incorporates LBE approaches for one of PTA's skilled training programs.

Step 4: Communicate the Vision

With the vision established based on input and deliberations with the guiding coalition, during this step, guiding coalition members will now be asked to assist PTA in communicating the vision. Communications would be focused on the larger body that guiding coalition members represent. Internally, the TPD may share insights and the vision with the IEA and other TPDs. Externally, the representatives of the ITA, IPSI and Indigenous representatives might share insights and the vision with their organizational or community peers. Barrett's (2002) research suggests the formation of a strategic communication team (SCT) consisting of a multi-level, cross-functional employee team whose focus changes across phases. Based on existing staffing resource capacities, PTA's SCT will likely be led by the TPD with assistance from another PTA staff member and input from the guiding coalition members (see Table 3).

In alignment with both PTA Board practices and Barrett's (2002) research on SCT action planning, an update on the proposed pilot approach will be delivered by the TPD and myself representing LDU to the PTA Board and PTA's President as information on the exciting initiative and for formal approval to proceed (see Table 3).

Table 3*PTA's Strategic Communication Team (SCT) Action Plan*

Phases	Actions	Timing
Perform analysis/ Design strategy	<ul style="list-style-type: none"> • Establish vision • Identify scope of existing policies and procedures to be impacted • Develop communication documents for use by guiding coalition members • Develop proposal presentation documents for presentation to the PTA Board 	Short-term (1-3 months)
Refine communication/ Start workshops	<ul style="list-style-type: none"> • Compile repository of documented changes discussed and explored within the pilot initiative during the working group meetings • Synthesize feedback and findings from the guiding coalition • Formulate recommendations to the guiding coalition • Launch change communication workshops 	Medium-term (4-12 months)
Continue workshops/ Monitor results	<ul style="list-style-type: none"> • Develop or revise policies and procedures • Refining improvement recommendations and change communication • Assess PTA staff understanding of change messages • Develop change implementation plan • Redevelop or revise policies and procedures (PDCA cycle) • Monitor progress 	Longer-term (> 1 year) and Ongoing

Note. Adapted from Barrett (2002).

Step 5: Empower Others to Act on the Vision

During this step, communication planning will initially follow LDU's existing protocols on engaging a partner PSE institution's instructional representative to work with the TPD for the piloting of redevelopment approaches within a skilled training applied curriculum.

Communication then shifts towards engagement with the guiding coalition. As noted earlier in this chapter, the TPD will work concurrently with Indigenous representatives from the guiding coalition as part of the piloting of LBE approaches. Two-way communication is expected between the baseline work that remains necessary while ensuring that the incorporation of LBE experiential content is discussed at multiple opportunities during the redevelopment of the PTA program. As part of the piloting of the development process, the TPD as lead for PTA's makeshift SCT will maintain a repository of communications resources that might include preliminary LBE approaches for PTA's potential future use as part of incorporating Barrett's (2002) refine communication/start workshop phase of SCT action planning (see Table 3).

Step 6: Plan for and Create Short-term Wins

By this stage, LDU will have a final draft of the redeveloped training program curriculum that incorporates LBE approaches to skilled training reviewed by the guiding coalition and ready for the PTA Board governance approval process. In anticipation of receiving approval, which would represent a short-term win for both the LDU team and the guiding coalition, PTA would adapt existing communication protocols for implementation of new curriculum of applied learning programs.

PTA's approach to communications is generally formal and structured. Once approval is received, LDU can internally formalize the rollout of the new applied training curriculum through existing channels with our guiding coalition members and the partner PSE training institution that will deliver it. Specifically, as the STP, I have direct channels with my level of contacts at our partner PSE institutions. The TPD will draft the correspondence and detailed information. Updates may be initially delivered verbally through virtual or in-person meetings

and will be based on detailed information that I as the STP formally email to the training provider will ultimately be posted on PTA's website.

Additional and continued communication efforts and attention may be required by the TPD with both the partner PSE institution and with the guiding coalition in the early stages of implementation. Such efforts allow for further improvements to occur and adequate monitoring and evaluation, and to support infusion of PDCA approaches for further improvements and are consistent with the OIP's incorporation of Barrett's (2002) continue workshops/monitor results phase of SCT action planning (see Table 3). As the chosen solution will be implemented as a pilot project, it would trigger fewer announcements as changes are largely administratively addressed through customized forms, policies, and procedures.

Step 7: Consolidate Improvements and Produce Still More Change

During this step, communications will be aimed both internally and externally to maintain connections with representatives of the guiding coalition. Having commenced the piloting of one of PTA's programs sets the stage on discussing the next PTA program(s) to undergo a similar process. Depending on the PTA program, the TPD assigned may differ. Furthermore, the representatives or composition of the guiding coalition might also change. The OIP's incorporation of Barrett's (2002) continue workshops/monitor results phase of SCT action planning (see Table 3) includes provisions for revisiting approaches to incorporate PDCA principles for improvement.

Step 8: Institutionalize New Approaches

As noted in the literature, sometimes a lack of communication may cause change to fail. McClellan (2011) cautions that the ways in which change is talked about may "[suppress] the conflicts necessary to enable alternative understandings of organizational reality" (p. 471).

Guidance on avoiding this scenario includes collaborative discussions with open dialogue, which is “the most effective means to maintain trust” (Kutsyuruba & Walker, 2015, p. 112). This is consistent with my communication strategy and leadership approaches. Furthermore, from Kutsyuruba and Walker’s (2015) research on trust and the lifecycle of trust in educational leadership, it is more effective to maintain and sustain trust, which are respectively present- and future-focused, than to risk the consequences of breaking trust, which requires attempts to try and restore it later.

A substantial element of this OIP is its EDID and social-justice nature. Thus far, the communications strategy and planning largely assume smooth-sailing and acceptance within PTA and its stakeholders. The preceding section presented the potentials for resistance and how the communications strategy ought to consider it; however, it was focused on resistance from direct reports. What if the OIP encountered sudden and unexpected resistance by those to whom I report? In a social-justice OIP effort, one must always be prepared for an unexpected change in PTA’s environment and plan accordingly. While change planning as a concept has support from the literature and logic in its plans and development, there are also socio-economic and political considerations. A full roll-out and implementation of PTA programs incorporating LBE will have financial consequences. Might LBE implementation be problematic in some programs and cause unintended consequences for PTA or for its partner training institutions? Guidance from the literature on educational leadership and social justice suggests the notion of “picking a hill to die on” (Ryan, 2016, p. 97) by selecting battles carefully to focus only on causes that change leaders value the most.

As discussed in this chapter’s implementation section, Kotter’s (2011) eighth step represents PTA’s attainment of the long-term goal beyond the scope of the initial pilot. While

PTA and LDU staff assigned to future endeavours might differ, documented approaches described above, including a guiding coalition's representation and involvement in its development, will provide PTA and LDU with useful organizational knowledge to support efforts to sustain the work.

Communication within change planning efforts is important. As the supervisor of the LDU team, part of my responsibility includes contributing to maintaining PTA's organizational resource system by maintaining a repository for organizational knowledge. In the present situation being discussed, any modified or customized approaches developed through the piloting of the chosen approach will contribute towards the eventual formalization of revised work standards and practices, including policies and procedures, to support future TPDs on future redevelopment work and even other PTA staff on related engagements. The next section will present the plan on capturing the learning that evolves from the work.

Knowledge Mobilization Plan

In the course of pursuing the OIP and piloting the proposed solution, research and existing knowledge on organizational change processes and Indigenization practices will be invoked and new knowledge through PTA's interactions and collaboration with the guiding coalition and other stakeholders will invariably be developed and discovered. Knowledge mobilization is an emerging discipline that brings together research, policy, and practice across sectors for organizational improvement (Kislov et al., 2014). As an organization involved in the PSE sector, PTA as a learning organization will benefit from a knowledge mobilization plan. According to Kislov et al. (2014), capacity building may augment an organization's capabilities to perform functions or achieve objectives of knowledge mobilization. My OIP knowledge

mobilization plan is discussed through Lavis et al.'s (2003) five-component framework for knowledge transfer and mobilization.

Message

Lavis et al.'s (2003) first knowledge-transfer component is concerned with what should be transferred to decision makers. It illustrates the evolution from PTA's focus on addressing the Calls to Action through opportunities on alternate curriculum development approaches, to announcements of course rollouts. Guidance includes using actionable messages from a body of research knowledge as opposed to individual studies, and to emphasize ideas rather than data (Lavis et al., 2003). These considerations are suitable for my OIP. As discussed in this chapter's implementation planning section, while research supports incorporating or combining Western education approaches and IK approaches, the OIP's goals are precedent-setting for the applied education context. Prior literature or data does not exist for this OIP.

Fortunately, promoting PTA's applied education programs to an Indigenous audience is consistent with PTA's broader commitment towards Reconciliation. However, as an additional consideration, Allen's (1991) and O'Keefe's (1993) research on persuasion in stakeholder communication refer to the role of "sidedness" (as cited in Lewis, 2019, p. 168). Given the intractable nature of Indigenous education as a policy issue, the OIP will have a greater chance of success through two-sided refutational messaging (Lewis, 2019). This suggests a focus on messaging that not only does not shy away from discussing opposing arguments for the OIP, but also refers to them and makes a case against them. The communications strategy must also consider its recipients.

Target Audience

Lavis et al.'s (2003) second knowledge-transfer component that focuses on whom research knowledge transferred to, depicts the key audience involved in the potential knowledge transfer and includes key PTA representatives and, where applicable, the guiding coalition and other stakeholders. The research knowledge includes informal learning from the OIP to further progress. The target audience should be clearly identified and the message should be adapted to them and their decision-making environments, implying that “multiple audience-specific messages are needed” (Lavis et al., 2003, p. 224).

In Appendix C, I illustrate the complex stakeholder relationships between and amongst PTA and its stakeholders. Internal stakeholders include PTA's President, the PTA Board, LDU staff such as the IEA and TPD, and other PTA staff. They also include my immediate PTA leadership team peers (blended in “Other PTA staff” for anonymization purposes), whose support I will need to maintain through ongoing collaborative working relationships. External participants include the Indigenous community targeted by the OIP change, instructors, students, community leaders, GCP Administrators, other PTA-like entities across Canada, ITA and other regional entities, industry employers, federal-level government, and academic partners and researchers as seen in Appendix C. For the OIP, the proposed solution will primarily involve the IER and instructors for redeveloping the PTA program curriculum to incorporate an application of LBE. Further changes to development approaches will involve the broader set of what Lewis (2019) describes as a broader sphere of external stakeholders. All stakeholders, whether internal or external, whether as individuals or groups, have different respective capabilities and agencies to act.

Messenger

Lavis et al.'s (2003) third knowledge-transfer component focuses on who should transfer the research knowledge. It identifies the key persons taking action and, as noted previously, my PTA role necessitates a central involvement. As the OIP author and by virtue of my role as leader of the LDU team, I am a likely candidate to act as a messenger, alongside the LDU staff members such as the TPD assigned to a given skilled training program curriculum redevelopment project, for the change process and outcomes (see Appendix C). Campbell et al.'s (2015) research also highlights the importance of messenger credibility for influencing change readiness and notes that “the change agent is not always the boss, and the target is not always the employee” (p. 200). Furthermore, given the central role of the guiding coalition within Kotter's (2011) change framework, guiding coalition representatives are expected to co-author and contribute as part of multiple voices in broadcasting the message.

Knowledge-Transfer Processes and Supporting Communications Infrastructure

Lavis et al.'s (2003) fourth knowledge-transfer component focuses on how research knowledge should be transferred. This component highlights key channels or approaches to the transfer of knowledge, consistent with guidance from Barrett (2002) that effective employee communication “uses all vehicles to reach audiences, but most importantly, it relies on direct, face-to-face communication” (p. 221). While my OIP incorporates use of phone calls, emails, and virtual meetings such as MS Teams, these will mainly be used for logistical communications or short meetings. The importance of face-to-face communication and meaningfulness are consistent with both Indigenous leadership practices, including elements of collectivism in what McKendry (2017) describes as ensemble leadership, and with my transformational approach to leadership style that incorporates Indigenous leadership principles. Shorter preparatory meetings

with the guiding coalition or stakeholders might begin through MS Teams sessions. Barrett (2002) suggests that communication must be meaningful by information and educating employees while also motivating them to support the strategy for change. Therefore, full developmental discussions and working group sessions will be held through in person sessions at PTA's regional offices, which is consistent with both existing PTA/LDU practices and supportive of meaningful Indigenous leadership principles.

In Chapter 1, I foreshadowed the need for facilitation of change consultations through broad outreach efforts with Indigenous stakeholders and community members based on their specific skillsets, and the importance of Elders. As the change agent and STP, during sessions identified in Kotter's (2011) eight-step plan, I will actively apply the four Indigenous Learning Themes model that describes four wholistic, reflexive, reflective, experiential, and relational pillars of Indigenous learning: Listen, Observe, Participate, and Acknowledge (Oyateki Partnership, 2002, November 24). I will also strive to apply the Four Pedagogical Components of an Indigenous Leadership Program model that includes four components that promote life experiences and places as pedagogy: land interaction, cultural practices, community service, and language and genealogy (Young Leon, 2012). Leveraging such approaches are not only consistent with facilitation practices but will also align well with the working group sessions on exploring LBE.

Finally, even though the ITA will be part of the guiding coalition, I will retain my linkage as an advisory member to the ITA. PTA's communications on this change effort will be continual throughout Kotter's (2011) eight steps, given that my OIP has a multi-year horizon from the initial developmental and guiding coalition formation phases to the visioning and communications phase, and to the quick wins and institutionalization of the new approach.

Evaluation

Lavis et al.'s (2003) fifth knowledge-transfer component focuses on the effect of the transfer of research knowledge. According to Lavis et al. (2003), the outcome of research knowledge may be measured or evaluated by the extent to which it is used for decision making. First, when used symbolically, research knowledge is not used to inform decision making, but only used to justify a position or action that has already been taken or not taken. Second, when used conceptually, research knowledge is used generally without specifics. Third, when used instrumentally, it is acted upon in direct ways to solve a specific problem. Appendix D summarizes PTA's knowledge mobilization plan by presenting PTA's organizational learning and approaches for each of Lavis et al.'s (2003) five components of knowledge transfer, and identifies the recipients of that knowledge.

As the OIP change progresses, and the communications focus changes along the way, the focus of attention will turn to monitoring and evaluation of not only the communications aspects but the entire PoP change effort. Having now discussed a plan to communicate the need for change and the change process, the next section of this chapter will focus on the change process monitoring and evaluation.

Change Process Monitoring and Evaluation

This section focuses on the role of monitoring and evaluation for my organizational change plan. Connections are made between my change plan and development as introduced in Chapter 2, the implementation and communication plans as discussed in the previous sections. Connections are also drawn between the monitoring and evaluation to track and assess the change progress. Furthermore, I discuss the importance of avoiding additional barriers and

reducing inequities, and refinements to the implementation plan arising from the monitoring and evaluation process.

A Two-Eyed Seeing Approach to Monitoring and Evaluation

In this section, I describe monitoring and evaluation of the change process at PTA. Monitoring is concerned with evidence of the change implementation through data from information relating to each set of interventions and targets (Raven, 2016). To accomplish this, methods for data collection will need to be established. Monitoring, an ongoing process, is used to support management in reviewing the change process and has a perspective of accountability. Evaluation, which is more strategic, seeks to “determine and describe certain aspects of the world in terms of the vocabulary of value, i.e. in terms of either merit, worth, or significance” (Scriven, 2001, p. 29). Furthermore, those evaluating can use inquiry and judgment methods that include determining criteria and standards for judging quality, collecting relevant information, and applying the standards to determine value, quality, utility, effectiveness, or significance (Fitzpatrick et al., 2011). Evaluation allows judgements to be made about a program or a change process, and it may be used to inform policy and program initiative development. At the same time, evaluations may sometimes evoke negative reactions as they may appear threatening to those being evaluated (Battiste, 2013).

An overarching goal of my OIP is to ensure that additional barriers are not created, and inequities are not maintained through existing systemic processes and structures. There is no singular approach to evaluation. Instead, a more suitable approach combines IK perspectives with Western education-based approaches, which is consistent with observations by Indigenous education researcher Battiste (2013) that Indigenous learning is “an integration of Aboriginal and Eurocentric knowledge” (p. 181). Furthermore, Hannum and Downs’ (2018) research on

evaluation in the EDI field highlights the importance of cultural context. LaFrance and Nichols' (2008) research on the American Indian Higher Education Consortium's Indigenous Education Framework (IEF) describes five core values and their related IK-informed Indigenous evaluation practices: (1) IK and creation context; (2) people of place; (3) recognizing our gifts and personal sovereignty; (4) centrality of community and family; and (5) tribal sovereignty. As my PoP straddles both Western education and IK, "Two-Eyed Seeing", transdisciplinarity, or scholarship "without any firm boundaries between disciplines" (Piaget, 1972, p. 138, as cited in McMahon et al. 2019, p.85) is likely better than the dichotomy or rivalry between IK and Western knowledge.

A multipronged role amongst these approaches for my OIP is consistent with tribal crit theory (TCT) and Reconciliation. Waapalaneexkweew's (2018) research on Indigenous evaluation introduces a multidimensional evaluation model, incorporating culturally responsive physical, mental, spiritual, and emotional aspects, as being "situated around a four-part framework that is about process, content, context, and community" (p. 553). Incorporating complementary approaches into the monitoring and evaluation aspects of my OIP are consistent with my transformational, ethical, and Indigenous leadership approaches, and with adult education practices.

Involving Change Participants

Deciding which participants to involve in a program evaluation and the extent to which they will be involved are critical decisions to program evaluation success. Stakeholder or change participant identification is crucial because "evaluation is rooted in the needs of one or more stakeholder groups rather than those of the evaluator" (Hannum & Downs, 2018, p. 60). As introduced earlier in Chapter 3, there are internal and external participants (see Appendix C). As part of the IEF's core value of recognizing our gifts, respect will be extended to all participants

to recognize the uniqueness of every person and value their respective contribution might bring (LaFrance & Nichols, 2008). Battiste's (2013) research on decolonizing education suggests that "negative reactions to evaluation can be reduced when the community and [training provider] staff are involved early" (p. 157) when establishing the parameters for monitoring and evaluation. This supports other research demonstrating that early stakeholder involvement can influence the likelihood that they will use the results of program evaluation studies (Taut, 2008).

Monitoring and Tracking the Change Effort

In pursuing the piloting of the chosen solution described in this OIP, there are two distinct phases from a monitoring and tracking perspective: the curriculum development processes and the implementation processes.

The curriculum development processes can be considered as occurring approximately along the first four of Kotter's (2011) steps. Monitoring of the establishment of a sense of urgency at PTA will be performed internally and look at an outcome of the sense of urgency through PTA staff awareness of Indigenous knowledge, issues and findings from Truth and Reconciliation Commission of Canada Calls to Action through professional development training. Surveys can be sent to staff to review completion of such professional development training, reactions, and suggestions on how their new awareness might be applied. Kotter's (2011) second step involves the formation of the powerful guiding coalition. Monitoring efforts may be supported through evidence of representative participation by change participants and level of engagement. Again, surveys may be distributed to the guiding coalition members. Attendance lists from the working group sessions provide a basic indication of the extent of participation. Responses to survey questions may provide more in-depth information about the level of engagement. Monitoring these targets may be accomplished objectively through

checklists of completions. Monitoring the completion of the curriculum development process involves meetings with the guiding coalition and TPD to observe and discuss progress.

Monitoring and reviewing this change effort will primarily be through working group meetings facilitated by a TPD with industry and educational stakeholders, including the guiding coalition of Indigenous representatives. Through successive meeting sessions, our LDU team will have a draft PTA program's curriculum package that incorporates the desired LBE practical content. Once developed, the LBE practical course integration into PTA's first program will be approved through existing PTA governance mechanisms. As the redevelopment process nears completion, monitoring efforts transition to tracking approval through PTA's governance processes. All monitoring and tracking efforts may be accomplished with PTA's staff through questionnaires, interviews, and small group discussion meetings.

The second phase of monitoring involves the pilot implementation of a redeveloped PTA program's curriculum that incorporates LBE practical course content. The curriculum implementation processes can be considered as occurring approximately along Kotter's (2011) fifth and sixth steps. Implementation of the program will also follow existing PTA program implementation protocols. Monitoring efforts may involve collaboration with the guiding coalition even though actual administrative work associated with the monitoring will likely be performed by PTA staff. Such efforts will track meetings held with the training provider and its instructors to launch the pilot implementation. A redeveloped curriculum does not become a reality until it is implemented and put into action in the teaching and training environment. The success of the pilot hinges on the capabilities of the training provider instructors. Monitoring of this aspect of the pilot implementation means tracking of communication and information interchanges between developers of the curriculum such as the TPD and representatives of the

guiding coalition, and the instructors. Again, such monitoring efforts will involve collaboration with the guiding coalition. Such interchanges between PTA's developers and the instructors are anticipated to occur prior to the initial delivery of the pilot and may continue during the pilot itself. It is further anticipated that during such interchanges, opportunities will arise for making additional changes to improve the integration of LBE into the selected PTA program. This is consistent with Laverentz and Kumm's (2017) application of the four-step Plan, Do, Study, Act (PDSA) cycle within a PSE curriculum evaluation. It is crucial that coalition members from training partners can engage with the entire guiding coalition in discussions that will support better understanding at the implementation stage.

Applying a PDSA or PDCA framework as part of the OIP's monitoring component is especially suitable given the iterative nature of our LDU team's curriculum development work. An additional rationale for using the PDCA cycle is its centrality within the Carnegie Foundation's fifth core principle of improvement that involves "anchor[ing] practice improvement in disciplined inquiry" of rapid cycles of learning fast, failing fast and improving quickly (Carnegie Foundation, 2022). As the change proceeds, engaging an inquiry cycle as part of an improvement process will become increasingly important. Finally, consideration should also be given to the procedures and protocols for extracting the data. Raven's (2016) research suggests that even consent forms may support monitoring.

It is beyond the scope of this OIP to discuss monitoring and tracking for Kotter's (2011) seventh and eighth steps, which are anticipated to take effect beyond the timelines of the pilot. Monitoring and tracking of the OIP change effort may utilize a tool such as Raven's (2016) monitoring, tracking, and evaluation framework that integrates a continuous improvement mechanism. This framework can capture multiple targeted activities of the chosen solution on

each row, while key milestones to be evaluated from delivery stages to the longer term. Elements or phases of Raven's (2016) framework may be viewed in terms of a learning cycle, suggesting the potential for built-in continuous improvement. The next section discusses the evaluation aspect of this OIP.

Evaluation of the Change Effort

As this OIP is about addressing the PoP by incorporating Indigenous content through modifications to existing PSE curriculum development approaches, the gap in existing protocols represents the need, which may be fulfilled through successful implementation of the proposed OIP changes. In pursuing the piloting of the chosen solution described in this OIP, there are two distinct phases from an evaluation perspective. This OIP will involve formative and summative evaluation. While formative evaluation provides information for planning and program improvement and its target audience consists of people delivering the program or those close to it, summative evaluation provides information to “serve decisions or assist in making judgements about program adoption, continuation, or expansion” (Fitzpatrick et al., 2011, p. 21). Hannum and Downs' (2018) research finds “very real tension between ensuring the process is of high technical quality while simultaneously conducted in a manner that reflects different values perspectives and traditions” (p. 81).

First, formative evaluation will be used during the curriculum development processes, which are occurring approximately along the first four of Kotter's (2011) steps. Evaluation following these steps will focus on what was accomplished and developed as curriculum that incorporates LBE within the selected PTA program. Evaluation can review responses to questionnaires and notes captured at sessions facilitated by PTA staff related to monitoring and tracking efforts. Evaluation and review will be formative and more challenging to assess. Data

associated with a given target provides evidence of the take up and scale of activity (Raven, 2016). Due to resource availability, however, much of the work will be done by myself and the TPD as part of existing operational processes. Performing the evaluation will be beneficial as myself and the TPD will be able to engage directly with guiding coalition members such as the Elders and Indigenous knowledge keepers, as needed. As a formative evaluation approach, Ives et al.'s (2009) research on a 10-step evaluation approach to evaluate teaching and learning interventions applicable to PTA's iterative program development practices and is also consistent with stakeholder analysis and planning in program evaluation. For example, a crucial aspect of Ives et al.'s (2009) research relevant to my OIP context are the prescriptive guidelines in its foundational first step on building the evaluation team specifies the importance of the team's being representative of its constituencies, the benefits of "shared accountability and decision making in the development of the evaluation plan" (p. 51), and a discipline-appropriate evaluation instrument. The various communications touchpoints will enable PTA to benefit from knowledge gained from one development process to potentially apply towards a future development process.

Second, summative evaluation will be used during the implementation processes, which are occurring approximately around Kotter's (2011) fifth and sixth steps. For example, the "team" alluded to in the first step of Ives et al.'s (2009) process to program evaluation will not be a dedicated team but rather existing staff members. For evaluation purposes, the team will be the guiding coalition introduced in an earlier section of this chapter. Despite PTA staff likely performing the bulk of the work, the guiding coalition should represent the various constituencies, ensuring Indigenous representation. This is important and consistent with the IEF's core values of the centrality of community and family, which emphasizes that the

community be part of the program's developments (Goforth et al., 2021). The TPD assigned to facilitate this work should have access to members of the guiding coalition for the subject matter expertise and the cultural understandings expected from the community and Indigenous representatives. In the shorter term, formative evaluation will be based on a successful implementation. Evaluation efforts will be focused on communicating with the training provider's instructional team, administrators, and, if possible, the students.

It is similarly beyond the scope of this OIP to discuss evaluation for Kotter's (2011) seventh and eighth steps, which are anticipated to take effect beyond the timelines of the pilot. For the medium-term impact, evaluation will be based on whether the added LBE content is successfully incorporated within a given PTA program and established as a standard LDU practice when other TPDs redevelop the curriculum for PTA's other programs. PTA's progress towards the Indigenization of PSE applied learning curriculum will inform the guiding coalition's summative evaluation of the longer-term impact of this aspect of the OIP change effort. However, considering the IEF's core value of people of a place, one must be mindful that the evaluation outcomes on the pilot PTA program should be situated and that its findings may not necessarily apply to other situations or places (LaFrance & Nichols, 2008). A summary of the monitoring, tracking, and evaluation of PTA's change effort is presented in Appendix E.

Knowledge Mobilization Plan

Ultimately, an aspirational outcome from the pilot is knowledge from the approach and experience for future use if PTA pursues application of the indigenization through incorporation of LBE practical content to other PTA programs. For the LBE practical course(s), the program evaluation may provide more information on future applicability. An evaluation instrument could provide useful information to the LDU team to further modify approaches for suitability when

developing other PTA programs. In such instances, what Patton (1994) describes as developmental evaluation may be used. It is important to uphold the IEF's core values of recognizing our gifts and personal sovereignty, which suggests multiple approaches to measuring accomplishment within the evaluation process (Goforth et al., 2021).

According to Ives et al. (2009), the guiding coalition must consider how the results of the evaluation are used. If PTA is using the results internally, an informal survey to key staff may be sufficient to determine the progress developing the LBE content. However, if the guiding coalition requires a comprehensive report, formal evaluation instruments may be needed to capture feedback and observations from a representative grouping of stakeholders. When PTA staff are collecting the data from the program evaluation, it is important to uphold the IEF's core values of the centrality of community and family and tribal sovereignty, which extend to data ownership and dissemination (Goforth et al., 2021). It is important for the TPD to share the findings and their meanings with the guiding coalition. This is consistent with Indigenous practices. As the final step of program evaluation, disseminating and using the results is an important step to support discussions on whether and to what extent PoP goals are reached, and the need for further discussions. This is a significant step whose outcomes must be readily comprehensible as it may influence actions and activities of a broad range of stakeholders (Markiewicz & Patrick, 2016).

Chapter Summary

Chapter 3 opened with the change implementation plan and addressed its alignment to the desired changes within PTA to address the PoP. The discussion is framed along Kotter's (2011) eight steps for change transformation and highlighted the importance of the guiding coalition's inclusion of Indigenous representatives along those steps. The next section addressed the plan to

communicate the need for change and the change process. Again, the communication aspects are framed along Kotter's (2011) eight steps. Finally, the third section outlined the change process Two-Eyed Seeing approach to monitoring, tracking and evaluation. In addition to upholding an Indigenous perspective, this section discussed the IEF on evaluation. The chapter concludes with a discussion on knowledge mobilization planning, which is concerned with knowledge dissemination and transfer in preparation for sustaining and expanding on the change effort.

Next Steps and Future Considerations for the OIP

This organizational improvement plan (OIP) concludes with a section on the next steps and its future considerations. Having addressed the PoP through Solution 2 through a pilot approach, the next steps involve applying PDCA lessons learned for future iterations on other PTA programs. As noted in Chapter 2, even the chosen solution would apply only to a subset of PTA's programs because the solution's suitability and applicability are not expected to be equal across all of PTA's programs.

When considering future steps, another starting point could be exploring the solutions that were not chosen. For example, Solution 1 was characterized as a quick win as it is the most attainable in the shortest timeframe, with the lowest expenditure of financial and human resources. Once progress is made from pursuing Solution 2, establishing an Indigenous Cultural Awareness (ICA) course remains a viable option to establish much needed Indigenous awareness. Alternatively, having learned that "too often, the focus of [Indigenous] education is on integration of [Indigenous] content rather than decolonizing pedagogy and practice" (Anuik & Gillies, 2012, p. 74), PTA could pursue the decolonization of skilled education through full incorporation of IK-based approaches. This is consistent with a common theme throughout my OIP-related research journey is the foundational importance of IK-based thinking. An embodiment of Two-Eyed Seeing is the importance of multiple perspectives.

This suggests that in the future, it may be worthwhile to integrate other IK approaches into development practices to design an Indigenized PTA training program, and eventually to redevelop other programs. Such IK approaches may include the Circle of Courage model based on Indigenous spiritual values and includes four foundations: spirit of belonging, spirit of mastery, spirit of independence, and spirit of generosity (Brokenleg & Van Bockern, 2003, as

cited in McMahon et al., 2019). It may also explore the application of the Holistic Indigenous Framework, a model that reflects the interconnectedness of the individual, family, community, and nation, and incorporates, within a medicine wheel array, the four R's: respect, relevance, reciprocity, and responsibility (Pidgeon, 2008, as cited in Pidgeon, 2012). Similarly, while this OIP leaned significantly on Kotter's (2011) change transformation approaches, future organizational change efforts could explore the use of alternative change approaches such as Kuenkel et al.'s (2021) dialogic change model (DCM).

The ultimate test on all the approaches discussed above lies in their real-world applicability for Indigenization of curriculum development in an applied learning context. Regardless of the path taken, all will support reconciliation and decolonization efforts.

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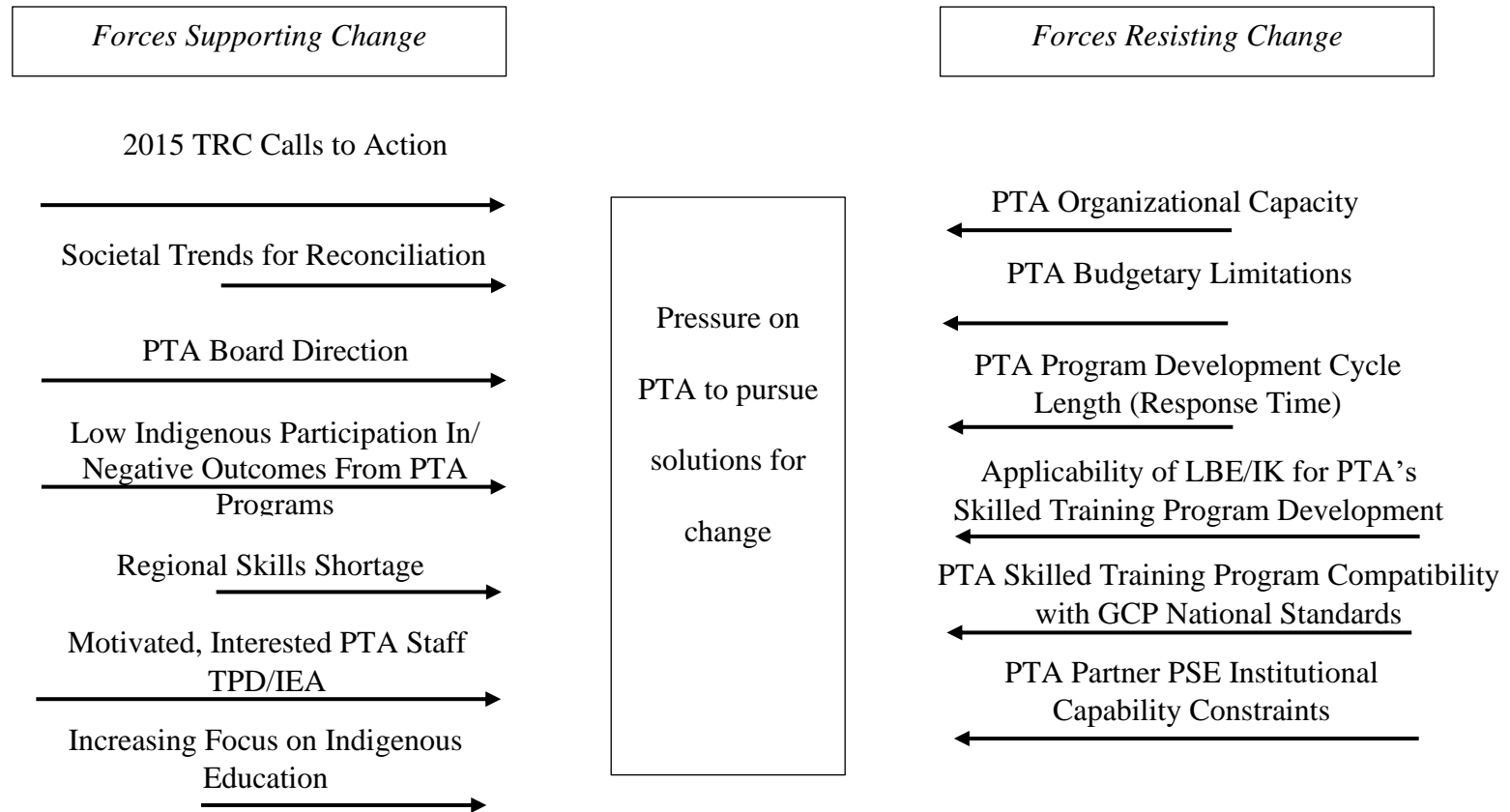
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Appendix A: Force Field Analysis at PTA



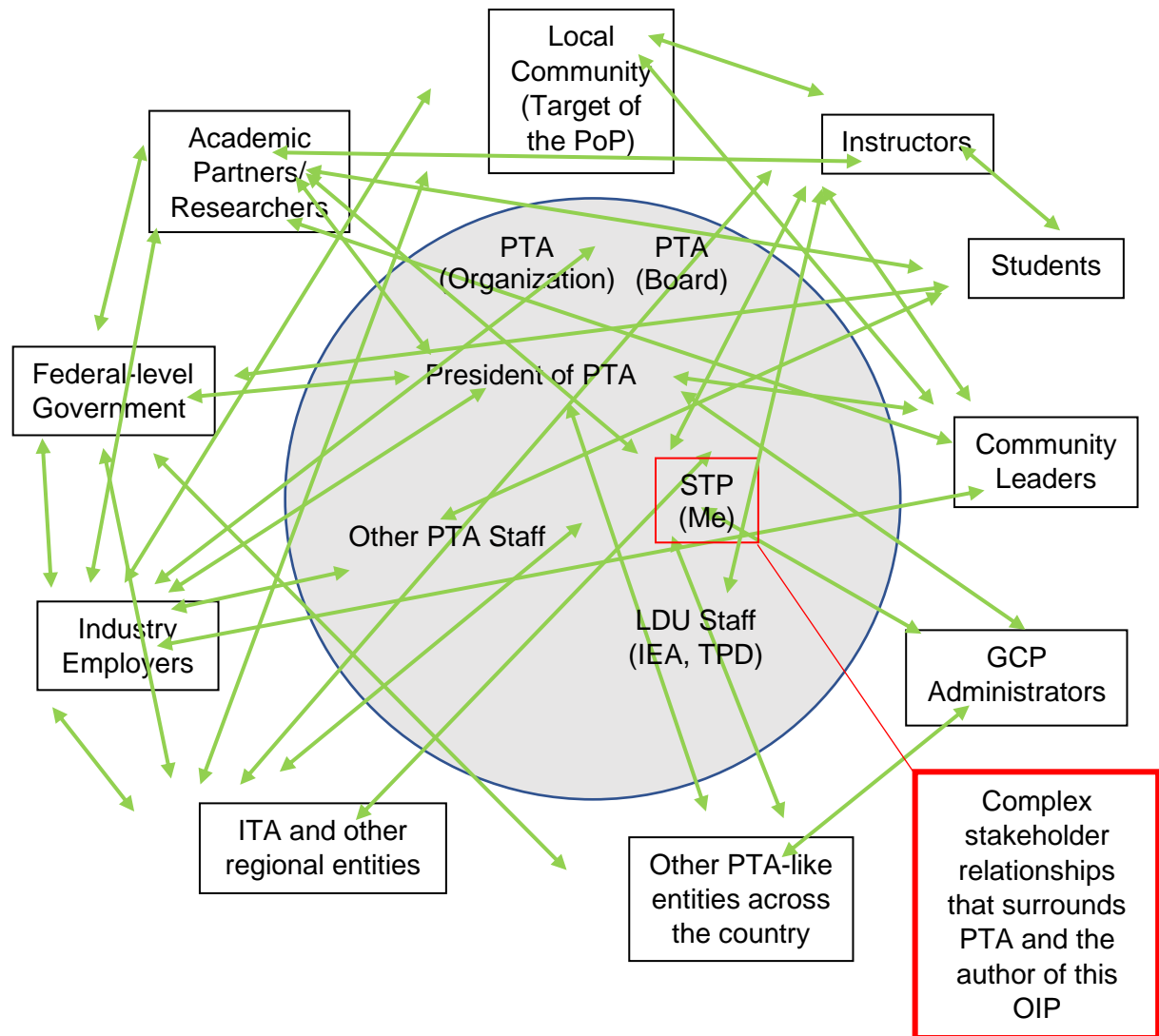
Note. Based on analysis tool adapted from Deszca et al. (2020). Arrow lengths approximate force magnitude. Shorter arrows represent weaker magnitudes of force, while longer arrows represent stronger magnitudes of force.

Appendix B: PTA's Change Implementation and Communications Strategy 8-Step Plans

Timeline	Kotter's Eight Steps	PTA's Change Implementation Plan	PTA's Communications Strategy Plan
Short-term (1-3 months)	1. Establish a sense of urgency	<ul style="list-style-type: none"> • TRC Calls to Action (#6-12) • Skilled labour shortage (PTA Board) • PSE Indigenization developments 	<ul style="list-style-type: none"> • Focus: to secure support ("buy-in"), via PTA President-STP, STP-TPD meetings • Request memo, reports, TRC Calls to Action, environmental scan
	2. Form a powerful guiding coalition	<ul style="list-style-type: none"> • Internally, PTA's TPD works with staff members • Externally, PTA works with ITA and IPSI representatives • Indigenous representation: Elder, knowledge-keeper, Indigenous subject matter expert, instructional expert 	<ul style="list-style-type: none"> • Focus: to recruit guiding coalition representatives, via phone calls, follow-up emails; internal staff communications use emails, MS Teams, in-person staff meetings • Indigenous representation is key; leverage IOC, ITA, IPSI contacts
	3. Create a vision	<ul style="list-style-type: none"> • TPD co-creates PTA's vision for the redeveloped applied learning curriculum supplemented with LBE content • IK and academic knowledge 	<ul style="list-style-type: none"> • Focus: guiding coalition members meet and co-develop the vision • Pilot initiative discussed on incorporating LBE approaches for a PTA skilled training program
	4. Communicate the vision	<ul style="list-style-type: none"> • Guiding coalition sets example by communicating new vision • Seek approval for piloting a PTA program to develop and incorporate LBE content 	<ul style="list-style-type: none"> • Focus: guiding coalition members assist PTA in relaying the vision • Formation of a strategic communication team (SCT)
Medium-term (4 months-1 year)	5. Empowering others to act on the vision	<ul style="list-style-type: none"> • TPD with industry, instructional, and Indigenous representatives to redevelop skilled training curriculum with LBE content 	<ul style="list-style-type: none"> • Focus: engagement of guiding coalition and Indigenous representatives throughout curriculum development by TPD
	6. Plan for and create short-term wins	<ul style="list-style-type: none"> • Draft curriculum featuring LBE content in one of PTA's programs for receives governance approval 	<ul style="list-style-type: none"> • Focus: communications for approval and implementation • TPD, PSE institution, and guiding coalition communicate
	7. Consolidate improvements and produce still more change	<ul style="list-style-type: none"> • Complete successful rollout of the piloted program with LBE course content; PDCA for improvements • Plan for next PTA program(s) to benefit from integration of LBE 	<ul style="list-style-type: none"> • Focus: communications internally and externally to maintain connections with guiding coalition representatives • Incorporate PDCA to improve
Long-term (>1 year)	8. Institutionalize new approaches	<ul style="list-style-type: none"> • Long-term goal beyond the pilot • PTA's LDU standard curriculum redevelopment practices include the added practice of assessing viability of incorporating LBE through development with a guiding coalition-like group 	<ul style="list-style-type: none"> • Focus: maintaining PTA's organizational knowledge repository, information on approaches contribute towards formalization of revised work standards and practices • Knowledge Mobilization Planning

Note. Adapted from Kotter's (2011) eight steps for change transformation.

Appendix C: PTA's Complex Stakeholder Relationships



Note. Adapted from Lewis' (2019) visual representation of communicating change with complex stakeholder relationships with Multiple Boundary-Spanners for PTA's organizational context.

Appendix D: PTA's Knowledge Mobilization Plan

Lavis' Five Components of Knowledge Transfer	PTA Organizational Learning/Approach	Recipients of Knowledge
1. What message should be transferred to decision makers?	<ul style="list-style-type: none"> • Opportunities on alternate curriculum development approaches • Exploration of combining Western education and IK approaches for the applied education context 	<ul style="list-style-type: none"> • Internal (PTA staff) • External (PTA's complex stakeholder relationships)
2. To whom research knowledge should be transferred?	<ul style="list-style-type: none"> • Learning by the guiding coalition • Informal and formal learning from piloting the proposed solution • Learning from implementing the proposed solution 	<ul style="list-style-type: none"> • Internal (PTA President, PTA Board, LDU staff, other PTA staff) • External (PTA's complex stakeholder relationships) • Guiding coalition
3. Who should transfer the research knowledge?	<ul style="list-style-type: none"> • Me, as PTA's STP and leader of the LDU team, and messenger for the change process and outcomes 	<ul style="list-style-type: none"> • Internal (PTA President, PTA Board, LDU staff, other PTA staff) • External (PTA's complex stakeholder relationships) • Guiding coalition
4. How should the research knowledge be transferred?	<ul style="list-style-type: none"> • For logistical communications or short meetings: phone, email, virtual meeting tools • For development discussions, working group meetings: face-to-face communications through in-person meetings 	<ul style="list-style-type: none"> • Internal (PTA President, PTA Board, LDU staff, other PTA staff) • External (PTA's complex stakeholder relationships) • Guiding coalition
5. What is the effect of the research knowledge transfer?	<ul style="list-style-type: none"> • For decision making • Symbolically, to justify a position • Conceptually, used generally • Instrumentally, to solve a specific problem 	<ul style="list-style-type: none"> • Internal (PTA President, PTA Board, LDU staff, other PTA staff) • External (PTA's complex stakeholder relationships) • Guiding coalition

Note. Adapted from Lavis' (2003) five-component framework for research knowledge transfer for PTA's organizational context.

Appendix E: Monitoring, Tracking, and Evaluation of PTA's Change Effort

Kotter's Eight Steps	Phase	Monitoring and Tracking PTA's Change Effort	Evaluation	Evaluation of PTA's Change Effort
1. Establish a sense of urgency	Curriculum Development	<ul style="list-style-type: none"> Internally, through surveys to PTA staff awareness of Indigenous knowledge 	Formative Evaluation	<ul style="list-style-type: none"> Focus: Curriculum development process Review responses to surveys
2. Form a powerful guiding coalition		<ul style="list-style-type: none"> Surveys to guiding coalition members for evidence of their participation and level of engagement Attendance lists from working group sessions 		<ul style="list-style-type: none"> Focus: Curriculum development process Review responses to surveys, representing evidence of the level of engagement
3. Create a vision		<ul style="list-style-type: none"> Completion of the curriculum development process Through TPD-facilitated working group meetings, and guiding coalition of Indigenous representatives 		<ul style="list-style-type: none"> Focus: Curriculum development process Review responses to surveys, representing evidence of the level of engagement
4. Communicate the vision		<ul style="list-style-type: none"> Approval of the redeveloped PTA program through existing governance processes Questionnaires, interviews, and small group discussion meetings 		<ul style="list-style-type: none"> Focus: Curriculum development process Review responses to questionnaires, interview, and small group discussions Review teaching and learning interventions (10-step approach)
5. Empowering others to act on the vision	Curriculum Implementation	<ul style="list-style-type: none"> Collaboration with the guiding coalition to track meetings held with the training provider and its instructors to launch the pilot implementation 	Summative Evaluation	<ul style="list-style-type: none"> Focus: Implementation process Review attendance at meetings representing developer and instructor engagement Continue 10-step approach
6. Plan for and create short-term wins		<ul style="list-style-type: none"> Communications between the developers of the curriculum (i.e., TPD), representatives of the guiding coalition, and the instructors Support to instructors to improve the integration of LBE into the selected PTA program as part of the PDCA cycle 		<ul style="list-style-type: none"> Focus: Implementation process Review responses and outcomes from meetings between developers and the instructors Continue 10-step approach TPD continues engagement with the guiding coalition for subject matter expertise and cultural understandings
7. Consolidate improvements and produce still more change		<ul style="list-style-type: none"> Beyond the scope of this OIP, as they are anticipated to take effect beyond the pilot's timelines 		<ul style="list-style-type: none"> Focus: Beyond the scope of this OIP, but asks whether the LBE content is incorporated into other PTA programs
8. Institutionalize new approaches		<ul style="list-style-type: none"> Beyond the scope of this OIP, as they are anticipated to take effect beyond the pilot's timelines 		<ul style="list-style-type: none"> Focus: Beyond the scope of this OIP, but acknowledges that evaluation outcomes on the pilot may not necessarily be applicable

Note. Adapted from Kotter's (2011) eight steps for change transformation.