

Leaders as Learners: A Leveraging Link for Leadership Development in an Emerging Democracy

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The author discusses a complete and multi-level human resource development effort in a challenging context. The Advanced Leadership Program (ALP) involved all the leadership teams for seven new schools districts and was situated in an emerging democracy. The author stresses the potential of a 'leveraging link,' a mixture of pressures and supports as adding value and depth to both the personal mastery of participants in the ALP and to the development of the organization. In this way the ALP program was more than a training program for senior leaders as it was designed to go both wider and deeper.

Key Words: human resource development, school reform, district leadership, organizational change, international development

INTRODUCTION

It is my intention to discuss and share this case study of a human and professional resource development program targeted as a group of senior leaders and their leadership teams. This discussion is based on a complete and multi-level human resource development effort in a challenging context. The *Advanced Leadership Program* (ALP) involved all the leadership teams for seven new schools districts and was situated in an emerging democracy as it evolved from a conflict period. It is not a complete 'retelling' or a manual to outline the actual program, but an outline of some of salient details of the process in and around the delivery of the leadership training. Within this discussion I will argue are unique reasons why the program had an impact.

TABLE 1 Terms, Roles, and Agencies

ALP	Advanced Leadership Program
CIDA	The Canadian International Development Agency, Canada
EDP	Educator Development Program – Serbia, Montenegro, and Kosovo
FA	Field Assistant to the ODA
KEDP	Kosovo Educator Development Program Pristina
MEST	Ministry of Education Science and Technology (Ministry)
ODA	Organizational Development Advisor – Lead Trainer for a Unit
REO	Regional Education Officer
REOTP	Regional Education Officer Training Program
SLDP	Senior Leadership (Education) Development Program
SREO	Senior Regional Education Officer
UC	University of Calgary, Canada
Universalia	Program Consultants and Project Managers, Canada

[114]

This work was part of Canada’s reconstruction role as ‘lead agency’ responsible for school reform and training in Kosovo (Anderson and Goddard 2010). And there was much to ‘reconstruct’ as evidenced in Anderson and Humick (2007) framing of the context. They describe the relative harmony and tolerance within the former Yugoslavia’s multi-ethnic character which was lost in the 1990’s as a crumbling Yugoslavia gave rise to competing nationalisms and with it sectarian violence. Specific to education ‘Albanian teachers were suspended and not allowed to use school premises. Around 14,500 primary and 4000 secondary school teachers and 862 university teachers of Albanian ethnicity were dismissed’ (p. 5).

As lead agency for primary and secondary education, CIDA partnered with Unversalia (Montreal) and the University of Calgary to create the Kosovo Educator Development Project (KEDP). Immediately after its creation, staff and consultants from KEDP lead large scale training of teachers and local facilitators in learner centre instruction and leadership (Anderson and Breca 2005). What follows is an outline of the process and experience of training district leaders to be better human resource managers and indeed leaders of change within their organizations.



*A Conceptual Framework for Leadership Learning,
Development, and Change*

Anderson and Hirschhorn (2013) drawing on the work of Ryan and Deci (2000) argued that ‘people must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self-determined if intrinsic motivation [to act] is to be maintained or enhanced’ (p. 25). Related to self-efficacy for existing leaders, Anderson et al. (2011) identified ‘reluctance’ on the part of some potential leaders to assume many existing leadership roles in well-established systems. In those systems we ‘know that the use of internships or job shadowing can be helpful in leadership succession and in alleviating some of the reluctance factors’ (p. 202). In the case of a new system with deficits in leadership capacity and an emerging democracy, as is the context for this discussion, initial ‘in-situ’ training and support are even more important to enhance the capacity of leadership teams to support each other and thereby contributing to improved self-efficacy for existing leaders as well as reducing ‘reluctance factors’ for potential leaders. The belief that we can achieve outcomes that enable capacity building and improve leadership. Improving self-efficacy is important as part of and leadership development process.

[115]

While the above elements help with the perspective of leadership training, an in depth discussion of such complexity is difficult within the context of this writing. I feel the essence of this process can be captured more simplistically through the application of clear models of change. In understanding leadership development and change, there are two widely known models for human research development. In the business and management literature there is a long-standing model called *Storming, Forming, Norming and Performing* originally mentioned by Tuckman in 1965. *Storming* refers to the shaking up of a system to allow change; *forming* refers to the shaping of new groups of influence to shape the new system, *norming* refers to the new system becoming established or routine and, of course *performing* is the actual performance resultant from the change process. More recently, during the last twenty years at least, and consistently with the shift from human resource development

[116]

as management to leadership the Triple I model has been used to frame this work (Fullan 2004). The Triple I model has been widely used to outline organizational change and with it a new sense of how leaders can leverage such changes in what is still essentially a human development process. The first I is *Initiation* (or Adoption), simply the decision to act or the adoption of a desired change. The second I is *Implementation*, the process of actually beginning and following through on the change or process adopted in the first I. The third I is *Institutionalization* which is the hopeful end result of all developments once adopted in the first I, and then acted on in the second I, as it becomes deeply entrenched in regular practice; the new normal. A quick look at the Fullan and Tuckman models show some loosely connected links: storming/forming and initiating as the ending of an old process and the launching of a new one; forming/norming and implementation connect to the idea of reconnecting or re-orientating persons and groups in newly configured roles and expectations, norming/performing is the outward action as a result of processes that are now the 'new normal' as they are institutionalized. These models are well suited to frame a discussion of leader learning and organizational dynamics with an emphasis on leadership.

INITIATION (STORMING/FORMING)

As a result of a call or mandate to change, actions are called for (storming): a new law, new procedure, or new way to harness the energy of people in the organization (forming). At some point the process is deemed to start. This is the first I: Initiation.

A Call for Learning for Leadership

The program was called *The Advanced Leadership Program* (ALP) and the related activities outlined in this document is a model of policy development and implementation. The ALP was developed in conjunction with the experiences of two larger leadership programs for Kosovo's senior leadership: the Senior Leadership Development Program (SLDP) and its follow-up program, the Senior Leadership Program-Phase 2 (SLDP2). The SLDP2 was aimed at three groups of



senior educational leaders in Kosovo: Unit 1 – The Ministry (MEST), Unit 2 – Higher Education (KEC and others), and Unit 3 – Senior Regional Education Officers (SREO's – equivalent to a district director in Canada).

[117]

Setting Up a Unique Process: The Advanced Leadership Program

The purpose of this section is to provide an outline for a reader who wishes to replicate a similar, or somewhat similar, program with the necessary conceptual guide to build a similar iteration. Please note that the approaches to the ALP and Regional Officers Training Program (REOTP) are distinctive processes while the content and materials are much the same.

The participants were grouped by district to reflect their working place expectation. This purposeful grouping was a pragmatic and deliberate starting point. However, simply reflecting proximity is not enough to build effective teamwork and related communication as Dermol et al. (2013) explain 'geographical proximity is not the only criterion for successful networking. Knowledge sharing and cooperation between organizations in networks are based on trust and shared experience, which is often exercised informally and through direct contacts between individuals' (p. 86). To build towards this wider view of teamwork, each group followed a similar outline and agenda and the outcome or program completion was determined somewhat by the unique role of the participant. The distinction in the context of the ALP was that each SERO as part of the ALP actually lead a change initiative in each of their respective regions following the organizational development and capacity building models which they developed in consultation with the ODA, FA (field assistant) and the REO's. So an important distinction for the SERO's in the ALP was the focus on process with an aim towards the implementation of an action plan. The focus for the REO's in the REOTP was informing and implementing an action plan based on action-orientated change projects chosen early in the ALP training seminars. The facilitator's role was to work with each participant urging the SREO's to co-facilitate in the training of the REO's as part of the REOTP.

IMPLEMENTATION (FORMING/NORMING)

[118] The move from a call to change, or plan for change, suggests a corresponding action intended to shift from initiation (storming/forming) to implementation (forming/norming). Implementation, the second I of Fullan's change model, is the most risky part of the change process as it is here that an absence of leverage or support results in failure. Unique to the ALP is the ability to motivate leaders learning to leverage actions in their workplace as part of the program learning and leaders work place expectations, thereby going both wider and deeper as a result (Anderson 2008).

Going Deeper with Leaders as Leveraging Tools

The concept of motivating individuals through follow up using an external facilitator was not new. But what was new was the leveraging the role of the individual and the organization to enable change at an organizational level thereby leading to higher levels of organizational development and capacity building. This relates to organizational (systems thinking) and individual learning (person mastery) as there needs to be a mixture of leveraging tools to motivate individuals to change, key leaders to facilitate the changes who have ownership of this change process, and change which is relevant.

To this end the program had several tools available. Performance in the program was linked to a variety of motivational conditions, such as: individual certification (ALP certificates), collective certification (Certificate of Organizational Development for each Regional Office), and the creation of mission and vision statements for each Regional Office. The co-construction of mission statements was an important and deliberate means to have the participants learn to think about organizational effectiveness while improving their group dynamics. This gave them a path to develop many of the team and communications skills needed to deliberate and negotiate roles while working towards an outcome. Such an influence is aptly described by Babnik et al. (2013) who argued that "The most important characteristic of an effective mission statement is related to a match between the values defined in a mission statement and the employees' values that form a source of employees' emotional



commitment towards their organisation and its mission. Espoused expectations, as defined in a mission statement, guide actual employees' behaviour and motivate them' (p. 614).

The unique role of SREO as a 'leveraging link' in the change process was critical. Also, as part of this process, was a set of easily identifiable outcomes, which the SREO was expected to have his/her region achieve at the end of the program. These outcomes were: a final mission statement for the region; a vision statement; to lead an action oriented change project with the region, oversee the creation of a draft policy or working draft of a policy related to the implementation of the regional district's project; and submit the working documents and final drafts as verification of this work. The documents were submitted with a two page statement of lessons learned. To further stress this leveraging strategy, the policy or working draft was presented in a formal setting such as a staff meeting or Ministry session. The mission and vision statements were framed and hung in personal and general offices of the region. The participation and development of the policy were linked to an organizational development certificate which was presented to the region in the last seminar and hung in the organization offices. The role of the SREO's in the ALP in learning their key leadership role as a leveraging learning link for their respective regions was a critical piece of the success of this program.

[119]

*The ALP and the SREO as a Leveraged Learning Link:
Going Wider*

Uniquely and strategically, the process developed for this development program is worth modeling as a basic template to assist organizational development and change, as it uses what I feel is a 'leveraged learning link.' The link in this case refers to the central role played by the SREO's who both participants in the ALP's and leading their respective regions. This made them both students and teachers. The SREO's were concurrently taking the ALP as part of their training and related to this as were co-facilitators of the Regional Offices Training Program (REOTP). Thus the SREO's were developing and monitoring a parallel program (the REOTP) for their immediate

[120]

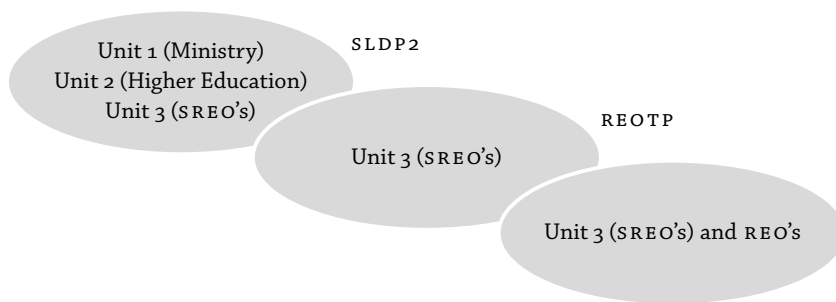


FIGURE 1 The Leveraged Learning Link

subordinates the Regional Educational Officers (REO – equivalent to school district program consultants in Canada).

Note that figure 1 outlines the ‘leveraged learning link’ which displays the critical role and linkage of the SREO throughout this process. The SREO’s were connected to the Ministry and Higher Education in the SLDP2, together with their respective and mutually supportive counter parts in the ALP, and exercising the leadership roles in the delivery of the REOTP with their immediate sub-ordinates the REO’s.

The leveraged linkage of the training and seminars established many of the theoretical and practical understanding of organizational development as a means to building the capacity of the organizations. For the Ministry and Higher Education (Units 1 and 2) this was a matter of building and improving on the existing experiences and relationships. For the SREO’s (Unit 3) the context was somewhat different.

The regional educational authorities were a geographically based school district. They were also new level of school administration having been recently created. They had not benefited from previous leadership training in any system focused way. While each SREO had some experience in education and previous training, their immediate sub-ordinates (The REO’s) varied in the amounts of requisite skills needed to perform their specific roles. Also, as a collective entity the regional educational authority was learning the game of being something other than a collection of individuals-this was both a challenge and a unique opportunity to ‘jump-start’ the educational



authorities into greater organizational thinking and a more 'collective efficacy' as part of the various and linked leadership and organization development programs (ALP and REOTP) which were occurring concurrently.

[121]

The ALP as Six Steps to Leverage Success: Going Wider and Deeper

For the ALP the process aimed to ensure that the SREO's understood each step in the change process and was able to adapt to each phases expectations with an action orientation for their respective educational authority. This direction was then developed into a training sequence for the REOTP as each region selected and developed project-based responses to field based needs which were identified in Seminars 1 and 2. These projects were to be used as the central piece of the learning process following the 'Six steps to success-going wider and deeper.' I say going deeper and wider as the six steps reinforced expectations of the change process, particularly policy development and its 'successful' implementation. As illustrated in figure 2 the process allowed for training, involvement, relevance, ownership, and a mixture of pressure and support to ensure success from step 1 (the first day of the training) through to steps 2 to 6 (in the field between seminars and subsequent training sessions).

Note that, in the first run of the ALP, the leader of the working group was the SERQ, and any related action teams were lead by the REOs. This same approach can be applied to any ALP participant who can assume a leadership role and lead a change initiative within his/her organization. In such cases the participant was expected to follow the same process and adapt the process elements to the new context or iterations as fit each case. The sense that the training had a regular pattern it is important as it helped 'to systematically shape attitudes by introducing regularity, and rhythm to the way in which the content of the study programme is passed on to students' (Wiechetek and Trunk Širca 2014, 113).

There were three, arguably four, important phases and six major training seminars associated with the ALP. As such the training ses-

[122]

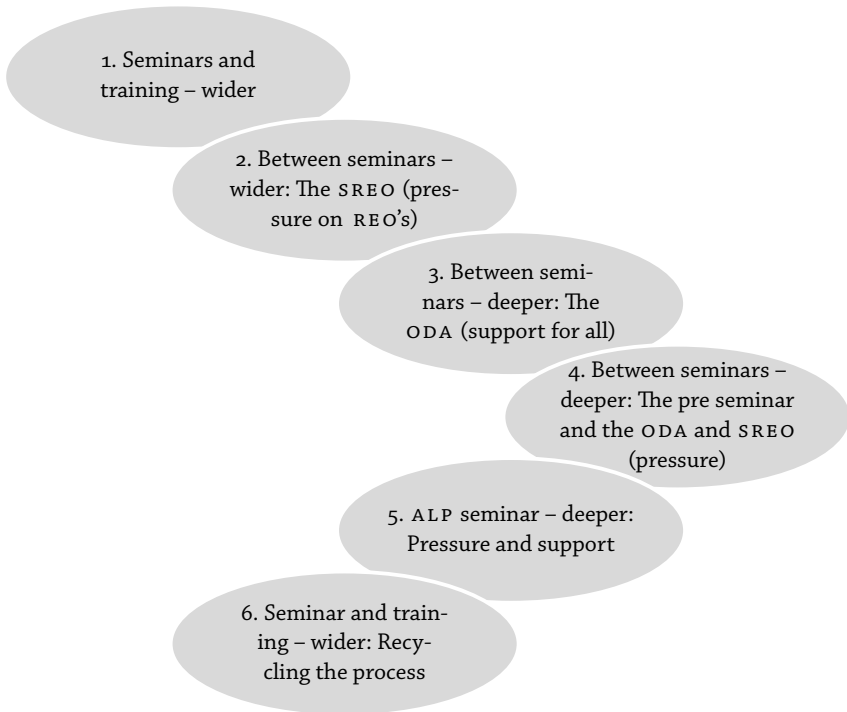
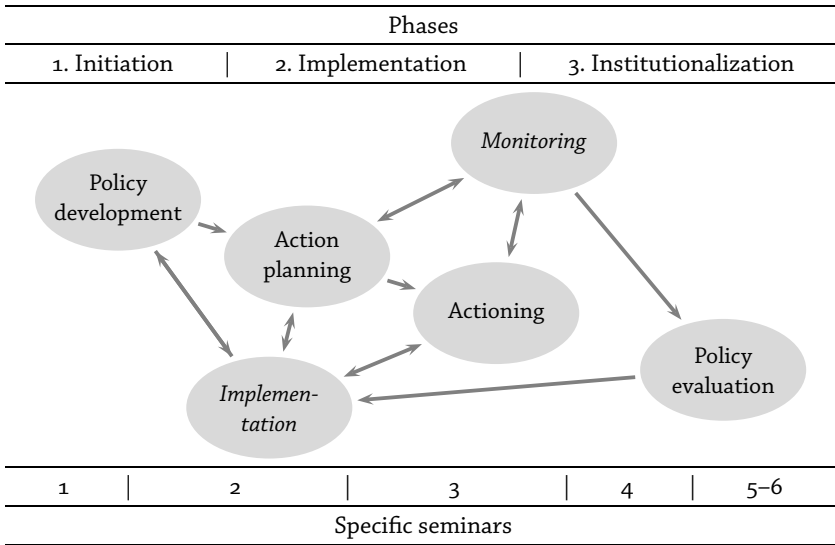


FIGURE 2 The Six Step Cycle to Success (repeated in each phase)

sions were a lively and productive mixture of training, activities, and projects all aimed at following the process described by Fullan (1999; 2004) as the Triple I: Initiation (Phase 1), Implementation (Phase 2), and Institutionalization (Phase 3).

The three phases and six training seminars were: Phase 1 – The Initiation Phase, a formative phase which included training Seminars 1 and 2; Phase 2 – The Implementation Phase which spread the continuation of the process over the period encompassing training Seminars 3 and 4; and finally Phase 3 – The Institutionalization Phase which was marked by training Seminars 5 and 6 on policy implantation and evaluation and formal culmination of leadership celebrations. These three triple I phases followed by an arguably critically important and optional ‘Phase 4’ as the practical continuation or post institutionalization of the learnings which were highlighted in follow-up visits to each of the seven regions, a study tour, and in





[123]

FIGURE 3 The Advanced Leadership Programs Three Phase Process (Triple I)

the lessons learned wrap-up process. While this particular program fell into three distinct phases and six steps it was important to note that this was not entirely a linear process; change is more complex than this. Each of the three phases followed the ‘six steps change cycle’ and during each phase two on-site seminars were used to stimulate, reflect, report, and build content knowledge for the group with overlap of ideas, with work in and in-between seminars, as well as in between phases.

The SERO’s worked to plan a day seminar and sessions with their respective subordinates, the Regional Educational Officers (REO’s) as part of the Regional Officer Training program (REOTP). In this way, the SERO’s assumed a lead role in training or co-facilitating which served as the ‘Leveraging Link’ for REO’s in the planning and training. This process was part of the capacity building and development leadership capacity for SERO’s as they guided the process with their respective action teams in the creation of goals and the submission of action plans. Based on this process, action plans were developed which centered on building the organizational performance. For the ALP, this simple approach to organizational development

and action planning was more characteristic of Fullan's (1999; 2004) approach to change and organizational development.

[124] This simple but robust strategy was more 'user friendly' and more appropriate to newer organizations with emerging agendas and needs. These development tools and action plans were action oriented projects which dealt with the real-life work needs of the senior leaders in their regions and were further developed as they were implemented.

In getting started the ALP focused on planning a professional development day which solicited participation of stakeholders in a way that all stakeholders became more meaningfully engaged in the development of plans as well as their implementation in the organization. A key framework to start this process was the Three Questions for Growth Model: What is it (the goal or issue)? How do we get there (resources-human and material and time)? And how do we know when we have arrived (indicators)?

Building and Planning a Professional Development Day

The key organizational development theme was incorporated strategically into the process: organizational development; creating sustainable and dynamic organizations; and organizational learning. After each thematic phase there were corresponding descriptions of the adaptations in the ALP. At the end, there was a discussion of what participants had learned from this experience and where the future might take future iterations of the ALP.

The emphasis of the ALP was to have each participant able to lead his/her group through a change process which reflected broad based consultation stakeholders (initiation to implementation, and to institutionalization) and targeted specific real needs for change in the organization (organizational development). The confluence of this process resulted in changes for both the collective organization and the individual member (training for individuals, organizational learning for the group, and policy development). A key step in this process was organizing a professional development day which included the stakeholders most likely to have an impact in implementing successful change. The suggested template for this profes-



sional development day is shown below (in this case the leaders were the SREOs as facilitators with the ODA and FA, and the target stakeholders with the REOs).

Related to the six step process and enhancing is the leveraging role of the SREO as part of this change process and the ALP, the SREO's were to initiate discussions with their regional office staff to give them some pre seminar planning time to prepare them for upcoming seminars. This process was supported by visits to each regional office and 1–2 hour meetings with the entire office group to offer advice and support but, and more importantly, gave the ODA and FA more familiarity with context for each SREO and REO. This process was repeated before each seminar by the FA or ODA thereby mixing pressure and support to move the process forward. It was in a sense also going deeper.

[125]

The essential conceptual framework for this change-development process has multiple and interconnected programs (figure 2) which highlighted the critical role played by the SREO's in the ALP. The role was enhanced as part of the REOTP training through the leveraged learning linkages (figure 1). In this way the work of the ODA and FA was to enable the actioning of each phase with the SREO's. The supports outlined in the 'Six Steps for Success' enabled the benefits of this process to go both deeper and wider.

Planning, Implementing, and Prioritizing a Change: Planning Workshop Agenda – A Suggested Workshop Outline

- 1 Getting Started (20 minutes-times are approximate ...):
 - Pass out agenda to all participants (suggestions for some items may have been taken from staff members in advance).
 - Introduction of participants, if needed, if not, a welcome to all.
 - Identify the expected outcomes.
 - Explain the plan for the day.
- 2 Set the Stage Generally – Part 1. Some of the following are used to set the learning 'theme' (50 minutes):

- Information on strategic plan, or goals for regional or organization year.
- External Experts on content or Process Need.

3 Set the Stage Specifically – Part 2.

[126]

- A presentation by leader and/or by selected staff members (friendly) of the current context in the region or organization. This should be date-driven and include feedback from a variety of sources: National tests, surveys, regional or organization graduation rates, attendance, etc. . . . This is part of building assessment literacy.
 - Leader on planning-skills and needs assessment (from growth plans or needs assessment) . . . This demonstrates context knowledge and is part of assessment literacy as well.
- 4 Let's Celebrate our Region or Organization (30 minutes): An activity to actually celebrate the things your region or organization is good at; its achievements and strengths, and the people who learn and work there.
- 5 Break (20 minutes): It is good to allow time for informal talking as learning often occurs during unstructured time.
- 6 Professional Development Issue Identification (50 minutes):
- Part 1 (30 minutes): Predetermine the use any of the worksheets or assessment tools above. Explain their use and set your staff into groups of 4–6 to meet and discuss issues related to the professional development context and future for the region or organization. Have them list their ideas in point form on chart paper to present to the larger group. This group can be randomly selected, or strategically selected. For each group appoint a timer (keeps group on time), a recorder (write the group's ideas on the chart paper), a reporter (will give group feedback to the larger group), and a chairperson (makes sure everyone gets a chance to speak).
 - Part 2 (20 minutes): At the end of part 1, each presenter reports back to the larger group. Note topics-issues being



presented (keep the chart paper and transfer to text later); refine terminology to look for common themes. Develop a common list which reflects all groups' common and unique professional and organizational goals.

[127]

- 7 Lunch (60 minutes – local preferences may dictate changing the times . . .)
- 8 Prioritization of Goals (30 minutes): Pick no more than 2–3 key or major goals as realistically you cannot do everything, and in dealing with these top goals you will create a momentum toward resolving many of the others as well. Recommend tools such as Senge's priority (Senge et al. 1994) sheet if there is difficulty setting priorities for the goals.
- 9 Formation of Action Teams (20 minutes): Staff is given the opportunity to enlist in action teams related to the professional development goals – there may be only one team, or more.
- 10 Refinement of Goals and Development of Action Plans (60 minutes): Group-Teams will spend time developing a strategic action plan to deal with issues raised and reach the goals identified. Use one of the planning guides but remember the three questions: What is it (the goal or issue)? How do we get there (resources – human and material and time)? And how do we know when we have arrived (Indicators of success and when)? Groups work in teams, but report back to the staff after 50 minutes for about 10 minutes.

Note 1. The group becomes the key force in guiding the action plan, but all staff members have ownership in reaching the goals. The leader's role is to support and defend the results of this collaborative process!

Note 2. It is also understood that the leader, state, or other outside agency may still implement professional development activities.
- 11 Summary – end of day, or the beginning of tomorrow (20 minutes): The leader will summarize the activities and goals of the day, relate this to the action plans, and each staff member will be given a chance to speak. The action teams and staff

will need to consider meeting again periodically to map their progress.

[128]

Note 1. Planning for implementation and goal-setting is helped by using action planning. Suggest creating forms or use of existing templates. At some point all the staff will have input into this process, but this might be more meaningful if written and presented for refinement and revisions in a later meeting. But this meeting must be scheduled as it is part of the process.

Note 2. That this agenda template is friendly to a variety of topics but the three below are proved for a 'getting started' list: understanding your leadership style; action planning (include setting benchmarks and indicators); and setting priorities.

The Work In-Between Seminars: Going Both Wider and Deeper

The in-between session-seminars became more focused with each phase and seminar as each SERO was actually working on directing their efforts towards having an impact on the change process beyond their own learning, impacting the actions of the REO's, as part of actually directing change in their respective regions. This meant the SREO's considered the drafting of a project aimed at dealing with work related needs which was eventually developed into a working draft policy which was shared with the other regions (thereby going wider). In this way the message is given to the SREO's that the ALP was going to go from initiation to implementation of the project which once achieved, would be institutionalized (going deeper). A final end product of this process was a policy to guide the actions of others (going wider). Another result was better implementation which leads to institutionalization.

INSTITUTIONALIZATION (NORMING/PERFORMING)

If implementation is successful individuals and groups act and react differently, to show a 'new normal' in the performance of old or new roles, albeit another source of 'Storming' could change what was learned, I believe our work was successful as a model for change



and implementation. The ALP with its leveraged learning process for leader held high promise for real change as a result of the process and content dynamic.

The Process: Content Dynamic of the ALP

[129]

The wide array of field sensitive projects selected by the ALP participants reflected a cross section of content areas. In future iterations of the ALP other content areas can be more unique which means the ALP can adapt to this changing context. It was not possible to give each participant the immediate and intensive training in content knowledge in the first few seminars. For this reason ALP participants were given process and organizational development advice and strategic planning training in the early seminars. However, each project selected was related to specific content knowledge which aimed to take advantage of building on the motivations and 'strengths' that existed in each region. The participants were encouraged to choose an area in which they had an active interest/need in and/or have some pre-program expertise.

Periodically, to build the content knowledge for the ALP participants, the training seminars used external experts. Each participant and region was offered on-site support as well as in between seminars, a contribution which serves to build the knowledge base 'in house' for the overall group. It is important to remember that by having each participant (and the region) pick a project mattered provided a strong motivation for training, support, and the implementation of each action plan. Engaging ALP participants (The SERO's) and their respective regional subordinates (the REO's) to determine their priorities based on an assessment of field based needs increased the relevance of such activities and thereby advanced the cause of organizational development for each of the regions. This was a group activity related to brain storming and extensive lists of needs and issues were identified. From this list common themes did emerge in the full group's facilitation sessions. And the assistance by the ODA and FA in a follow up small group session with related reporting was used to lead participants to look at what each theme meant in an operational sense. This process resulted in quite a long

[130]

list, but the discussions combined many of the seeming disparate ideas into fewer common discernible themes. Further to this any list of collection of goals can be prioritized using a priority setting rubric (Senge et al. 1994). In this way we were able to determine the most important priorities of each ALP participant and other stakeholders as each item was compared, contrasted, and ranked. This ranking works well when there were many choices and issues. It also demonstrated to the group that there was a consensus in many key areas as well as aided this group to learn how to established goals and relative priorities within their new organizational dynamic.

In the first iteration of the brain storming and priorities setting process there were five key areas the participants and their regions felt were important to focus on in order to stimulate organizational development: curriculum, performance appraisal, inclusive education, school based development, and regional growth planning. Please note that these content knowledge and practice related areas, are important ends in their own right, they were used as a means to an end and not entirely ends in themselves. The focuses on these areas were used to model organizational development, design, and implement a change process. Ultimately it enabled participants to see how to take this process and reflect it as a completed policy with some elements of evaluating the success of the design, implementation, and success indicators of the practices and policy.

To further this process of the five priorities, the ODA prepared seminars to build both process expertise and content knowledge. Each SREO would lead his/her team through the process and complete the action plan related to the organizational development as seen in figure 3. But to be better grounded to practice and application, the action plan should be developed using the 'Three Questions for Growth' model for developing growth and action planning. Phase 1 goes deeper as Seminar 1 was about building understanding and planning for the future with the ALP participants. Phase 1 goes wider as Seminar 2 was about spreading the work to others involved in the process such as the REO's (Taking the REOTP).

Figure 3 outlines the conceptual framework followed by the ALP



as it strived to enable the participants as senior leaders in the ALP to take a leveraged advantage of their positions. Both enhance their personal mastery in learning new leadership skills, and gave them a platform on which to implement real changes in their organizations.

For organizational development leaders and change agents, the ALP is a series of overlapping processes as well as the change phases (initiation, implantation, and institutionalization) which parallel the policy stages of design, implementation, and evaluation. The change process: program, policy or procedure design is an intellectual process that requires research and analytical skills. Implementation requires analytical, research and organizational skills. The evaluation stage requires all of the foregoing skills and knowledge as well as skill and judgment in organizational performance. Organizations do not function effectively without well-designed and effectively implemented, monitored and evaluated programs, policies or procedures.

[131]

CONCLUSION

Characteristic of Initiation, the first offering of ALP had an official start date in December 2004 and following an implementation process reached its end date in December 2005. However, more characteristic of the follow through to link implementation to a lasting change characteristic of initiation, even after the December 2005 end date the work continued, as in this case the development characteristics of the ALP did not end when the facilitators (ODA and FA) left or the certificates were handed out.

In many ways the 'leveraging link' was a mixture of pressures and supports which added value and depth to both the personal mastery of participants in the ALP and to the development of the organization. In this way the ALP program was more than a training program for senior leaders as it was designed to go both wider and deeper. The ALP and its process of implementation enabled participants to be engaged in leading a change initiative and seeing it through to the end, or beginning as the work becomes a new part of the working lives of the organization. Of the seven regions, five actually completed all requirements of the ALP process. All partially completed

some of the requirements and learned from it while many others benefited from the process.

[132] The Canadian led Senior Leadership Development Programs were massive investments in leadership learning and training for Kosovo's educational leaders, and one that produced concrete results. The ALP was but one element of a leadership program that has also seen over one thousand school directors (principals) and many other leaders complete a basic leadership program, scores of educators trained as trainers of that program, and many other participants from all elements of the education system participated in Leadership Development Programs. Such an extensive level of participation by educational leaders in Kosovo bodes well for the sustainability of the educational change. My hope is that when someone asks this group, or future groups taking the ALP, 'When did you start working this way?' they will say, 'We have always done it this way.' While there are always beginnings, hopefully there is no end to a continuous process of change and improvement.

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[133]



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