The Engage Model: A Proposed Educational Administrative Model of Change Leadership for School Leaders

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Abstract

Today's 21st century education systems have been working hard to achieve a sustainable change required for their institutions to help them improve and grow. Educational leaders should realize that change is becoming more challenging and that the conventional approach to organizational change is no longer neither efficient nor adequate. Despite the improvement achieved in the educational system, in general, and in the development of educational leadership as a key input, in specific, there are still challenges and difficulties facing educational change leadership. Consequently, the researchers propose an educational administrative model for change leadership in light of the ADKAR model and the employee engagement factor for school leaders. To achieve the objectives of the study, the Synthetic-Analytic Approach is followed, through reviewing and analyzing educational change leadership concept via the literature and previous relevant studies. Accordingly, the researchers recommend that educational leaders in schools would adopt this model and apply it in different change practices, to develop and improve the educational process continuously.

Keywords: Educational leadership, Change leadership, Employee engagement, School leaders

Introduction

Educational institutions are responsible for coping up with the escalating updates facing different aspects of everyday-life. They are also in charge of the production of knowledge and the acquirement of the necessary skills demanded to manage community and satisfy the constant complex needs and changes. Therefore, any deficiencies or stagnancy in the educational process would inevitably lead to a serious decline in the combined development desired for the future, as challenges are getting educational leaders to think effectively and work efficiently in order to accomplish their goals in a rapid-paced world.

Change is a natural continuous process in the life cycle of individuals as well as organizations. The world has become more complex with constant change. Although change is often a difficult process, it is the essence of sustainability and stability in people's lives. The reason why organizations go through change is to survive and grow (Fullan, 2011); the ability to effectively and efficiently develop structures, processes and technologies in response to competitive challenges and threats is the key for this survival (Kotter, 2007). Organizations, in general, and educational institutions, in particular, are forced to respond rapidly to the global revolution of new technology and competition. If not, they will lose their being and misplace their identity in a knowledge-based explosive world.

Yet, change is hard to accept, for people "overestimate the value of what they have and underestimate the value of what they may gain by giving that up (Belasco et al., 2000) ". Generally, people are hesitant to change,

whether it is planned or incidental. Although people and human resources are both essential factors in the organizational change, they might be a serious obstacle to achieving this change. If people are not convinced with change, they will not be a real part of it; hence, this process will fail causing a severe fall down to both: organizations and individuals.

With organizational change, the ability to create, organize and finally carry on with the huge accelerating life changes is becoming a requirement of effective leaders, as leaders are responsible for paving the way towards a better future (Fullan, 2011). Productive change in any educational institution is insufficient without the active presence of a real leadership, whose practices and believes are correlated with the capacity and adequacy of an organization to achieve desired outcomes. According to Drucker (2000), leadership is "lifting a person's vision to high sights, the raising of a person's performance to a higher standard and the building of a personality beyond its normal limitations".

The main challenge with the change process in educational institutions is the appropriateness and continuity of its results. A major problem with change lies in generating many leadership activities, but not necessarily the desired results (Lowery, 2010); that is, a change which is always in need of being changed! Thus, today's modern educational systems have been working hard to achieve a productive change required for their institutions, to assist these institutions to survive and grow (Ariratana et al., 2015). Consequently, the role of educational leadership has been highlighted, through developing and preparing educational leaders to fit the level of the reform required, in order making a quantum leap in relation to the administrative methods, to achieve the objectives of the educational policy.

A sustainable effective change needs a strong intellectually and emotionally intelligent leadership to succeed. However, the challenge today is not only to adopt change and maintain it, or to reform talented people and retain them, but to fully engage them and to capture their hearts and minds at each level of change. The employee engagement factor is a key handler for educational institutions' success; it endorses the preservation of talent, nurture school staff's loyalty and improves the school performance and value (Robert-son-Smith and Markwick, 2009). The employee engagement is the emotional commitment of the school staff towards their school and its goals. It is what makes this staff in different levels care about their work and their school. They also care about their individual as well as groups' success; they work on behalf of the institution's goals using discretionary effort (Kruse, 2012).

Statement of the Problem

The role of school leaders has become more challenging, that the conventional approach to organizational change is no longer sufficient or adequate. Despite the improvement achieved in the educational system, in general, and in the development of educational leadership as a key input, in specific, there are still challenges and difficulties facing educational change leadership. To survive in today's changeable world, educational institutions are required to continuously examine their strategies, systems, performance and processes to specify what changes need to be made. On the other hand, educational institutions must also realize the implications of this change on their staff.

Therefore, the problem of this study can be identified in the existence of many shortcomings in leading change in schools. Consequently, the researchers designed an educational administrative model of change leadership for school leaders.

Purpose and Questions of the Study

The purpose of this study is to propose an educational administrative model of change leadership, based on the ADKAR model and the employee engagement factor for school leaders,

through answering the following question:

What is the suitable educational administrative model of change leadership for school leaders in light of the ADKAR model and the employee engagement factor?

Definition of Terms

The terms used in this study are defined as the following:

a. An Educational Model:

Educational models are the conceptual framework of beliefs and approaches about teaching- learning principles, process and content, to accomplish specific learning objectives. It also "serves as a guide for learning and implementing guided activities" (The New Economics Education, 2013).

b. Change Leadership:

Change Leadership is defined as the ability to influence and enthuse others through personal vision, drive and support and to access resources to build a solid plat-form for change (Higgs and Rowland, 2000). It is a strategic approach to motivate em-ployees and help them recognize the significance of the need to change from where they are to where they are supposed to be.

c. The Employee Engagement Factor:

The employee engagement factor is defined by Kruse (2012) as the emotional commitment of employees towards their organization and its goals. It is the secret of a successful change leadership to achieve the desired 'change to the better', in the educational institution through creating emotional commitment and loyalty towards one's profession and school.

Methodology

To achieve the objectives of the study, the two researchers followed the Synthetic-Analytic Approach, through reviewing and analyzing the literature and previous relevant studies, as follows:

The Concept of Educational Leadership

The term school leadership has developed in accordance to the need for and the purpose of the process itself. Gunter (2004) illustrates that the definition of the field has moved from "educational administration" to "educational management" and, more recently, to "educational leadership". Such a change reflects substantive changes in the nature of the field (Bush, 2008). Bush and Glover (2003) identify educational leadership as a process of influence, which lead to the accomplishment of desired planned purposes in the school environment. Successful leaders share a developed vision with their schools based on their personal and professional values. They announce their vision at every opportunity and motivate their staff and others to share this vision. The philosophy, structures and activities of the school are prepared towards the achievement of this shared vision. These definitions focus on three dimensions of educational leadership: leadership as influence, leadership and values and leadership and vision.

Educational (School) Leadership Models

The rapid growth in the attention to-wards educational (school) leadership has been accompanied by the appearance of different theories regarding new models and redefined approaches (Bush and Glover, 2014). As educational researchers are highly interested in the phenomena of school leadership and its effect on the development of the structure of the school, many alternatives and competing models of school leadership have taken place according to the kind of leaders and the purpose of leading required.

The past thirty years have testified the evolution of new conceptual models in the field of educational leadership. Two of the most distinguished models are instructional leadership

and transformational leadership (Hallinger, 2003). Unlike many earlier leadership models, these models focus clearly "on the manner in which the educational leadership brings about improved educational outcomes" (Leithwood, 1999).

i. Instructional School Leadership

This type of school leadership focuses on managing teaching and learning as the major activities of educational institutions. It focuses on leaders' attention to teachers' be-havior, as they are responsible for affecting the growth of students through engaging them in activities directly. Instructional leadership is also called 'learning-centered leadership', although some argue that the latter concept is broader and has a greater impact on a school and a student's outcomes (Rhodes and Brundrett, 2010).

Instructional leadership has been criticized for being "concerned with teaching rather than learning," (Bush and Glover, 2014) and on focusing too much on leaders "as the center of power and authority" (Hal-linger, 2003) ignoring the role of other leaders such as heads and supervisors. Lambert (2002) declares, "The days of the one instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators". Hallinger and Heck (2010) ob-serve that instructional leadership has been reshaped as leadership for learning; it focuses on the objectives behind educational leading; that is, learning.

ii. Transformational School Leadership

The concept of transformational leadership was first introduced by Burns (1978) and gradually extended in non-educational context by Bass (1996) and others. Trans-formational leadership is associated with developing institution's capacity to innovate. "Rather than focusing specifically on direct coordination, control and supervision of curriculum and instruction,

transformational leadership seeks to build the institution's capacity to identify its objectives and to support the development of changes to practices of teaching and learning" (Hallinger, 2003).

Leithwood's model of educational transformational leadership consists of seven components: individual support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations and modeling. This model aims to influence people by building from the bottom-up rather than top-down.

This form of leadership considers the commitments and capacities of organizational members the central focus of a successful leadership (Leithwood, 1999). The transformational approach to leadership emphasizes "emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues" (Leithwood and Jantzi, 2000).

Similar to distributed leadership, transformational leadership stresses developing a shared vision and commitment to school change (Hallinger, 2003). Unlike the transactional approach of leadership, trans-formational leadership focuses on the process by which leaders seek to influence school outcomes. However, it is noticed that this model is rich in theory but weak in practice, because many school leaders "lack the capacity and authority to implement change effectively" (Bush, 2008). Yet, Hallinger (2011) concludes in his study of instructional and transformational leadership that the suitability and effectiveness of a particular leadership model is associated with the external and the internal environment of a school.

iii. Distributed School Leadership

Distributed leadership, as also called democratic leadership, team leadership, or shared leadership (DeFlaminis et al., 2016), is defined as a

"series of antidotes to the work in the heroic of leadership" (Spillane, 2005) in which interacting components: leaders, followers and situations are understood together. In fact, leadership activities are distributed among multiple leaders based on the situation and the area of activity. It has been developed as an alternative approach of leadership especially in educational environments due to "increased external demands and pressures on schools" (Harris and Spillane, 2008). Based on several researches, distributed leadership has proven "positive difference" at different levels inside the educational environment (DeFlaminis et al., 2016). Distributed leadership indicates that a school leadership consists of multiple leaders, as leadership is an "organizational quality rather than an individual attribute" (Spillane, 2005). Distributed leadership is more about leadership practice rather than leaders or their roles. Leadership practice is referred to as a product of the interactions of school leaders, school staff and their situation, instead of being defined as a leader's knowledge and skills.

Although distributed leadership model has been developed within the context of an educational environment, it has been widen and taken place in other sectors to benefit from the strategy of the model. McDonald (2014) uses the attributes "collectiveness and collaboration" from the distributed leadership model in health system. He reports "to some extent, all staff, not just those in senior management roles, are viewed as leaders. Cannatelli et al. (2017) have developed an expanded model for distributed leadership in which "antecedents, different forms and enablers of distributed leadership" are identified in order to support the knowledge creation within an organization. Fairhurst and Connaughton (2014) argue that the complexities of distributed leadership are many, as it is associated with different levels of the school management.

Change Leadership Definition

Many researchers define 'leading change' by contrasting it to 'managing change'; while managers focus on tasks, tools, plans and outcomes (Kotter, 2007), leaders are concerned with vision, values, motivation, inspiration and intimacy (Banatu-Gomez and Banatu-Gomez, 2007). Kotter (2011) also proclaims that change leadership is all about "putting an engine on the whole change process and making it go faster, smarter and more efficiently". This means that change leadership "concerns the driving forces, visions and processes that fuel large scale transformation". The focus of modern strategic thoughts is attached to change leadership or leading change, rather than change management or managing change (Sun & Maker, 2010). Change leadership keeps a strong focus on the vision of the change. Instead of focusing on desired behaviors, leaders embrace their inspirational role in order to achieve sustainable success through engaging their people in the process of change (Harold et al., 2008). Change leadership helps leaders and managers minimize productivity loss, manage resistance, avoid unnecessary turnover and increase the probability of achieving the de-sired results (Hiatt and Creasey, 2003).

Gill (2002) thinks that the reason behind change initiatives failure is "not poor management of change, but more likely a lack of effective leadership". As change should be highly managed through planning, organizing and controlling, it also requires a strong effective leadership to direct and influence its success. Kotter (1995) emphasizes that management produces in-order results that keep the system working efficiently, while leadership creates a new change needed to prosper. While management mandates minimizing risk and keeping the current system fulfilled, change requires generating a new system, which is directed through a strong leadership.

The Need for Change

Change takes place when there is a clear understanding of the need for change, a comprehensive vision of where the organization should reach and a real obligation to action

(Cawsey et al., 2012). Many change management processes fail because there is an obvious ambiguity and disagreement over why to change and what needs changing. Fullan (2011) discusses that change leader-ship is about "figure[ing] out whether its ideas pan out in practice, skipping the empty question of whether they ring true to theory". Individual perspectives of the need for change depend on people's roles and positions in their organization. It is also affected by their personal environment, degree of loyalty, performance, level of involvement and the training and experience they have received; the communication with peers, managers and subordinates also influence the way they interact with their organization (Cawsey et al., 2012). Therefore, change leaders have to determine why to change and the degree of choice available for such a change. They are also asked to develop a change vision (Fullan, 2011) that cause others in the organization to engage in conversations about the steps forward and have a clear sense of the expected results of change.

The main core of the change is no longer "what" to change, but "why" and "how" to change (Hiatt and Creasey, 2003). When employees understand the "why", they will help the upper management in the "how", for they become part of the change itself. Realizing the "why" makes it easier to do the "how"; otherwise, change might fail even when standard processes are followed.

The ADKAR Model for Change Management

A sustainable effective change needs a strong intellectually and emotionally intelligent leadership to succeed. Different models for successful organizational change management and leadership have been designed to help new leaders to navigate their ways through complex changeable circumstances that they inevitably encounter in their organizations. These models would help leaders become much more rounded and effective leaders. The five-element ADKAR model (Hiatt, 2006) is one of these models designed to ensure and strengthen change as a mature sustainable process for individuals and organizations to achieve goals. As a model, ADKAR is a framework for understanding change and its successful implementation at individual and organizational levels (Hiatt, 2006). This "sequential and cumulative goal-oriented model" (Lowery, 2010) consists of five elements that represent the natural order of how people experience change. The life cycle of ADKAR (Figure 1) begins with the awareness of the nature of change, then the desire to support change. This desire leads to seek the knowledge of how to change, then the ability to implement required skills and behaviors according to this knowledge. Finally, this cycle ends with the reinforcement of what is achieved to sustain the change (Hiatt, 2006).

Figure 1. The ADKAR model (Hiatt, 2006).

The ADKAR model is chosen in this study as a cornerstone the design of a pro-posed model for change leadership, for the following reasons:

The ADKAR model is proven as a learning and coaching tool for leaders during the change process (Shah, 2014).

The ADKAR model is a planning tool for change, which allows leaders to plan for sequential cumulative clear goals and outcomes.

This model enables leaders to focus on the individual level that would result in the organizational level (Prosci, 2009).

ADKAR can be used to identify gaps within the change leadership process; through breaking down the different parts of ADKAR, leaders can distinguish the specific parts that do not work properly in the change process (Prosci, 2009). It is an easy, clear and mature model to adapt

and can be modified according to the needs of any organization.

The Employee Engagement Factor

The differences in perspectives and commitment of leaders and their employees may lead to different organizational results. In other words, the more people are involved in the organizational change process, the more satisfied and committed they will be. If employees have no intended vision and see themselves as "doing a job", it is unlikely that any change will be easy to accept or perform. "Without a sense of vision, purpose and engagement, it is easy to become the passive recipient of change" (Cawsey et al., 2012).

It is obviously noticed- through different empirical researches on employee engagement in different organizations- that engaged employees are more productive (Seijts and Crim, 2006), more stable and more efficient than their disengaged counterparts (Kruse, 2012). They also keep a positive mindset towards their roles in making difference at work. To illustrate this, Kruse (2012) introduces the Engagement-Profit chain, in which employees who care more (are engaged) become more productive, give better service and stay stable and longer at work. All that leads to customer's satisfaction and higher profit, resulting in the organization's growth.

Employee Engagement and Change Management

Anderson and Anderson (2010) discuss in their book how to achieve breakthrough results during change within organizations. They state that breakthrough results during change occur in different forms and out-comes, mainly "from unleashing the human potential in [an] organization", especially "early in the change process". That is, empowering employees to contribute more will reveal "their abilities and passion" (Anderson and Anderson, 2010) which will lead to organizational success. Actually, this leads to a conclusion that in order to facilitate change leadership, the employee engagement factor should be one of the main inputs of the change process and one of the outputs as well. This will lead to high productivity, sustainable growth and breakthrough results in the workplace. Anderson and Anderson (2010) also assure that "engaged employees are using and refining the new state design", which indicate their commitment towards the success of the process. In this context, engagement is considered as a crucial factor for organizational success, as it is the key for empowering employees.

The Engage Model for School Change Leadership

A. Preface

Today's 21st century education systems have been working hard to achieve a sustainable change required for their institutions (Lowery, 2010) to help them improve and grow. One of the main challenges to sustain change in such environment is to capture people's interest and support at each part of the change process (Kruse, 2012). By en-gaging them in the change process, coached people will support, empower and participate positively in the change process, which will lead to sustain the new practices (Rowley, 2014).

The researchers have noticed that educational leaders should realize that change is becoming more challenging and that the conventional approach to organizational change is no longer efficient or adequate. Consequently, the researchers propose an educational administrative model for change leadership in light of the ADKAR model and the employee engagement factor for school leaders.

B. Goals:

Through proposing this model of school change leadership, it is hoped to achieve the following goals:

Establishing a creative culture that accepts change.

Helping school administration's transition through the change process.

Developing a change leadership plan for the school staff.

Developing change leaders, through empowering leaders of schools and those who are in charge.

Achieving a stable and sustainable change leadership process in schools' environment.

C.   Elements of the ENGAGE Model:

This model consists of three main intertwined dimensions:

The organizational side of change; that is, the school's culture and structure.

The people side of change including school leaders, teachers, students and community.

The principles of a successful school change leadership (ENGAGE) and the mechanisms of implementing school change leadership process (SECRET).

These dimensions are illustrated as follows:

First Dimension: The Organizational Side of Change

This dimension includes both school culture and school structure.

1. School Culture

School culture is defined as the guiding beliefs, perceptions, relationships, rules and values that shape and influence the school's operations (Fullan, 2007). The school com-pass directs attitudes and behaviors and draws out a framework for the expected teaching-learning outcomes of a school. School culture is derived

from and a representative of the community culture, which is part of societal/national culture as well. To create a positive school culture ready for change, school leaders should make sure of the existence of the following, (Ganz, 2010; Fullan, 2007):

A clear strategic direction (vision, mission and goals) of the educational institution that is accessible and shared with everyone in school.

Collaborative and productive staff relationships with high professional standards.

A healthy educational environment, characterized by openness, trust, respect and appreciation.

Equal educational resources and learning opportunities distributed as necessity to all teachers and learners.

A professional learning community that encourages leaders and teachers to communicate, share experiences and work more collegially with others.

2. School Structure

School structure identifies how tasks are divided, distributed and coordinated within school. Every school has a structure that clarifies the role of each school member, so that everyone understands their responsibilities within the group (Fullan, 2010). In order to work effectively and efficiently in an organized environment, a school should structure the work that needs to be achieved through specified distribution of different responsibilities. To do so, the school system is required to provide the school staff with:

A Job description for every school member.

A work specialization for different tasks.

A chain of command, which clarifies the official relationships among school staff and spells out who reports to whom in school.

A clear accountability system for reward and assessment.

A well-organized reporting system for formal communication among school staff.

II. Second Dimension: The People Side of Change

This dimension consists of those who affect or being affected by the change lead-ership process; these are school leaders, teachers, students and community.

1. School Leaders

School leaders are those who are in charge of leading a group of people within a school environment. They might be principals, heads of departments, academic super-visors or coordinators. However, the principal remains the central source of leadership influence (Koch et al., 2014). School leaders are expected to perform six key practices effectively and efficiently at times of change (Bush and Glover, 2014; Fullan, 2011):

Shaping and reshaping a vision of school success.

Creating a positive climate among teachers and students.

Influencing and motivating teachers and students to do their job smarter.

Cultivating leadership in others.

Improving instructions.

Managing data, processes and people effectively.

School leaders share the same characteristics, competencies and attitudes with others, inside and outside the educational institution (Lembert, 2002), including:

Honesty and integrity.

Commitment and persistence.

Modeling, leading by example.

Building teams and empowering them.

Communicating, collaborating and connecting with others.

Having positive energy and pro-active and caring approach.

Self-confidence, self-awareness and school community trust.

Curiosity and eagerness to learn.

Influencing others and inspiring school community.

2. Teachers, Students and Community

Teachers adopt different roles to sup-port school and students' success. Whether these roles are assigned formally or shared informally, they represent the entire school's capacity to improve and grow at times of change (Miller, 2002). The 21st century teachers are resource providers, instructional specialists, classroom supporters, teaching facilitator and change partners. To achieve a successful sustainable change, school leaders, teachers, students and school community should share clear vision, mission, goals and values (Rhodes and Brundrett, 2010). Developing a strong measured vision and mission can help school leaders and their teams reach such a common understanding of the current status and the future desired status that would be achieved through:

Identifying the school's strategic direction clearly and precisely.

Analyzing the school's strengths, weak-nesses, opportunities and threats (SWOT).

Sharing the school's goals with all partners to get support.

Stating the accepted values to which a school community is associated.

Revising vision and mission statements to reflect the school's educational values, strategies and goals.

III.   Third Dimension: The Principles (EN-GAGE) and the Mechanisms (SECRET) of a Successful School Change Leader-ship

The ENGAGE Model is a proposed framework for school leaders, principals, heads of departments and senior management to effectively and efficiently lead a successful change in schools. ENGAGE is an acronym that represents the six building blocks a school leaders must go through along with their team to achieve a successful school change, as shown in (Figure 2): Eagerness, Needs Assessment, Grasp, Adoption, Gratitude and Evaluation. The elements of the ENGAGE model elucidate the logical natural order of how a successful change occurs and sustains. Change can never succeed unless people are eager to change and have the desire for a different status quo at work (Hiatt, 2006). This eagerness would support assessing the needs step within the educational institution through determining the gap be-tween what is and what should be (Bruke and Litwin, 1992; Caswey et al., 2012). Grasping knowledge and skills of how to overcome this gap is the third step of change, as change is never the same for different situations and in different places (Fullan, 2011). Knowing what to do and how to do make it easier and more effective for leaders and change teams to adopt the new ways efficiently (Hiatt, 2006). Gratitude and evaluation are inter-changeable on-going steps

in the change process to maintain and sustain the change and increase people's willingness towards adopting the new ways and building on the gains (Kotter, 2014). Thus, this model allows leaders and change management teams to drive an individual as well as organizational change. (Figure 2) illustrates the building blocks of school change leadership:

As a successful sustainable change does not occur only through planned change processes, but lies also in the mechanisms and activities, which employ people of change in the process of change. ENGAGE provides a strong foundation for change leadership mechanisms and activities. These mechanisms and activities are the secret of a successful school leadership, as they assure school staff's commitment to the process of change at all levels; at earlier ones, these activities would raise productivity and the sense of liability towards change and at last ones, these mechanisms would empower change and maintain it. These mechanisms and activities, including Support, Empower, Communicate, Recognize, Embrace and Trust (SECRET), would prove the change and reinforce its sequences. Each building block in this model would utilize one or more SECRET component to assure the success of the current step and the maintainability of the previous one. Therefore, the ENGAGE model, as shown in (Figure 2) is a practical pathway for schools implementing change that would make school change leadership understandable and useable.
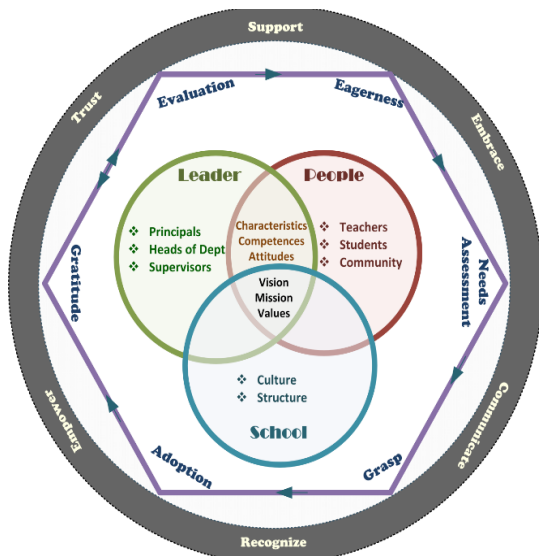
Figure 2: The ENGAGE model for school change leadership

In details, the six building blocks in the ENGAGE model of a successful school change leadership consist of:

1. Eagerness

The first step to enable a change initiative is to create eagerness towards the need for it (Hiatt, 2006). Eagerness is the enthusiasm and the strong desire to do or have something. Eagerness is the first building block in the ENGAGE model and is accomplished when people get willing to change and have the desire to improve, getting out of their comfort zone. It represents the motivation and the desire to participate and support a change. When the sense of eagerness in-creases in a school environment, change resistance decreases in accordance, as people have the ultimate choice to involve in a change initiative and to be engaged in its sequences. Yet, this willingness to change is unlikely to happen unless people understand the nature of change, why it is needed and the risk of not changing (Fullan, 2007; Kotter, 2014), in addition to the benefits of change for individuals and the school as well.

To create eagerness towards a school change initiative, a school leader should take into consideration more than one SECRET activity. One of the main success recipes to increase

eagerness in the school staff is communication (Hiatt, 2006; Fullan, 2011; Kotter, 2014). Communication between the leader of change and the school staff throughout sharing expected results of change before starting this process enables the process with a positive atmosphere. Furthermore, it is very encouraging to discuss the academic staff's personal concerns about change and understanding the underlying factors behind the change resistance. This can be considered as a healthy phenomenon a leader has to deal with calmly, but wisely. Another SECRET crucial enabler mechanism is to Support the team through helping individuals remove personal obstacles related to change, via listening and negotiating choices and consequences (Kotter, 2014). This will be connected to Trust as well, since a change needs a willing environment to start with power and stability.

2. Needs Assessment

The next step of school change leadership is determining needs, in accordance to the goals of a school (DeLucia, 2011); that is, addressing the actual gap between current status 'what is' and the desired one 'what should be'. Identifying the status quo of a school environment with all the challenges surrounding it is a vital process to start a change. As part of a school plan, needs assessment is important to refine and improve a school's performance, through clarifying problems and identifying appropriate solutions. This should be directly and strongly related to the strategic direction of the school (vision, mission, goals and values; Fullan, 2008; Cawesy et al., 2012).

Conducting SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) for analyzing the internal environment and PESTEL analysis (Political, Economic, Social, Technological, Environmental and Legal factors) for the external environment would be the initial requirement of this phase. This analysis would lead to describe the what, when, why, who and how of the current status and the

wanted one. In order to maximize the relevance and benefit of school performance, it is crucial to conduct a needs assessment plan that describes the real practice challenges facing the school environment and the school leaders.

To ensure success in this step, a school leader should take into consideration more than one SECRET activity. Communication will ensure that gathering data will be an easy-going process and resistance will de-crease accordingly. Embracement is another critical SECRET component that should present within this step to empower needs assessment plan (Smart, 2010). The main challenge in the plan is to be realistic and to cover all the aspects within a school.

3. Grasp

Grasping knowledge and skills is the third building block of the ENGAGE model, which represents acquiring the full knowledge of how to implement a change successfully and proving skills needed for this change. It is essential to conduct the needed training on the skills required before starting the process of change (Hiatt, 2006). The previous step of assessing needs illustrates the missing knowledge and skills in the team. This includes the future understanding of the new responsibilities and directions related to change.

When people are eager to change and have a clear image of the current state with a clear vision of where should they be, grasping knowledge and skills of the new ways is supported and advocated by their principals or school leaders (Holmes et al., 2013). However, the personal capability of an individual to gain extra information and demonstrated skills, the resources available for learning and training and the easy access to the needed knowledge, affect the efficiency of grasping knowledge of change. Therefore, the more support a school leader presents to the team, the more embracement they will show (Harold et al, 2008), as they are improving and involving in

the details of change.

This support to grasp knowledge and skills can be achieved through different activities such as, training programs, group and one-on-one coaching, debates and forums, free open access to information and job aides. Moreover, principals and senior heads should act as coaches during the change process, to provide their teams with ongoing effective trainings.

4. Adoption

At this level, change plans should be in action, after a long accumulated process of motivating people, analyzing the current status and grasping knowledge and skills. This fourth step of change requires a strong communication system at all levels: strategic, operational and individual levels (Koch et al., 2014; Jha and Kumar, 2016). Operational leaders should be empowered and in control of the change process. To start adopting a change, leaders and school leaders should overwrite strategic directions and plans, in-volve people and distribute roles and ex-pected results. A critical leader action plan in this phase is to set clear expectations in which individuals know what is expected of them, understand their roles and others and have a strong sense of shared accountability (Kotter, 2014). It is also very essential to empower school team members to work toward the goal in their own way and to contribute ideas with the whole team (Lines, 2004). This will help in dealing with resistance through addressing team members to the personal benefits of change to them in helping them do their jobs more effectively and support the direction of the practice. Having gone through this step, it is expected to provide feedback and positive reinforcement (Hiatt and Creasey, 2003) through frequent reports shared with team members, which reflect and enforce Trust.

5. Gratitude

Gratitude is the fifth crucial building block in the ENGAGE model, which shows up

interchangeably with evaluation, as it ex-presses being grateful to school administrators, teachers and school support staff for their efforts and achievements. It is the sense of appreciation that flames their enthusiasm to work harder and more creatively (Fullan, 2008). As nothing motivates more than success, people need to taste their wins to embrace the next step and motivate the entire staff. This step recognizes early successes and celebrates them along with a deep analysis for what goes right and what needs improving after every win (Kotter, 2014). Although there is more than one technique to show gratitude to school staff, rewarding those who help meet the targets is a very efficient one.

6. Evaluation and Anchoring

Finally, evaluation is the last continuous procedure that is responsible for re-forming a system or making any change stick (Leithwood and Riehl, 2003). Since the change process is not a single isolated act, the evaluation phase ensures that the full cycle has been finished with a solid feedback to enhance the future change process.

Conclusion and Future Work

The ENGAGE model ensures the readiness of the educational institution structure towards change. It also emphasizes the required change to improve educational institutions (schools) and to help them grow in the right direction. The act of engagement ensures the quality of change achieved in each level; it helps to sustain change effectively and efficiently through providing individuals with the real spirit of change and engaging them in every part of its levels.

The study has resulted in developing an educational administrative model of change leadership in schools. Therefore, the researchers recommend that the Ministry of Education, and public and private schools adopt this model and apply it in different change practices, to develop the educational process and to improve it continuously.

Conflict of interests

The authors declare no conflict of interest.

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