

Being a Community College *Leader* Today

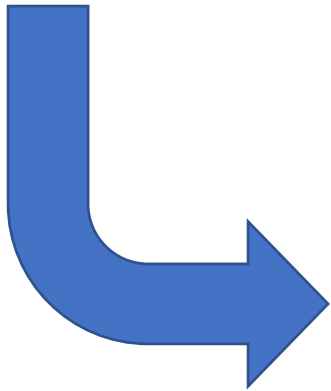
Doug Houston
July 17, 2019



This is the most significant
transformational period for
Community Colleges since
the 1950s post-WWII expansion

Most significant transformational period for
CCs since the 1950s post-WWII expansion

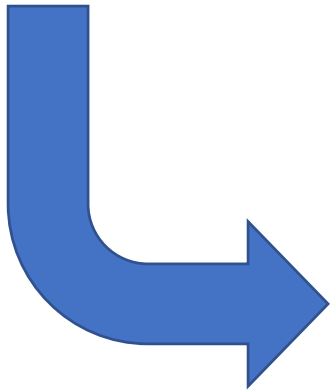
Faculty-centric curriculum



Workforce-focused curriculum

Most significant transformational period for
CCs since the 1950s post-WWII expansion

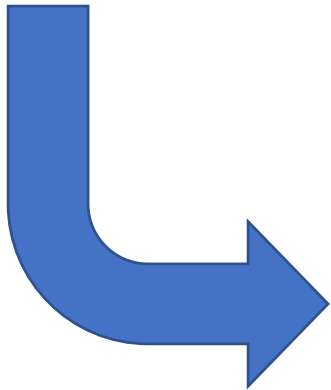
Expect students to be college-ready



Make colleges student-ready

Most significant transformational period for
CCs since the 1950s post-WWII expansion

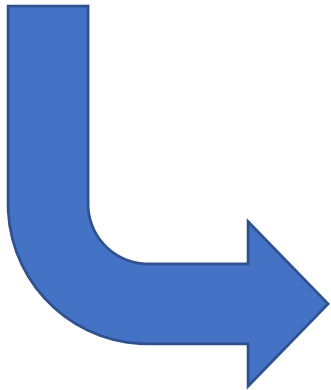
Students have a right to fail



Ensure students succeed

Most significant transformational period for
CCs since the 1950s post-WWII expansion

Boutique (categorical) initiatives



Integration & scale

Most significant transformational period for
CCs since the 1950s post-WWII expansion

Accountability



Culture of Inquiry & Evidence



Performance-based funding

CCC Vision for Success - 2018

Over five years:

- **increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;**
- **increase by 35 percent the number of California Community College students transferring annually to a UC or CSU;**
- **decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units;**
- **increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent;**
- **reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.**
- **reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.**

PollEverywhere instructions

- From cell phone, text DOUGLASHOUST500 to 37607 one time to join.

OR

- From laptop browse to PollEv.com/DOUGLASHOUST500 to join.

First Poll – California Community College Initiatives

On next slide:

- Text, or enter as many initiatives as you can think of.
- Use acronyms where appropriate
- Text or enter a single entry for each initiative

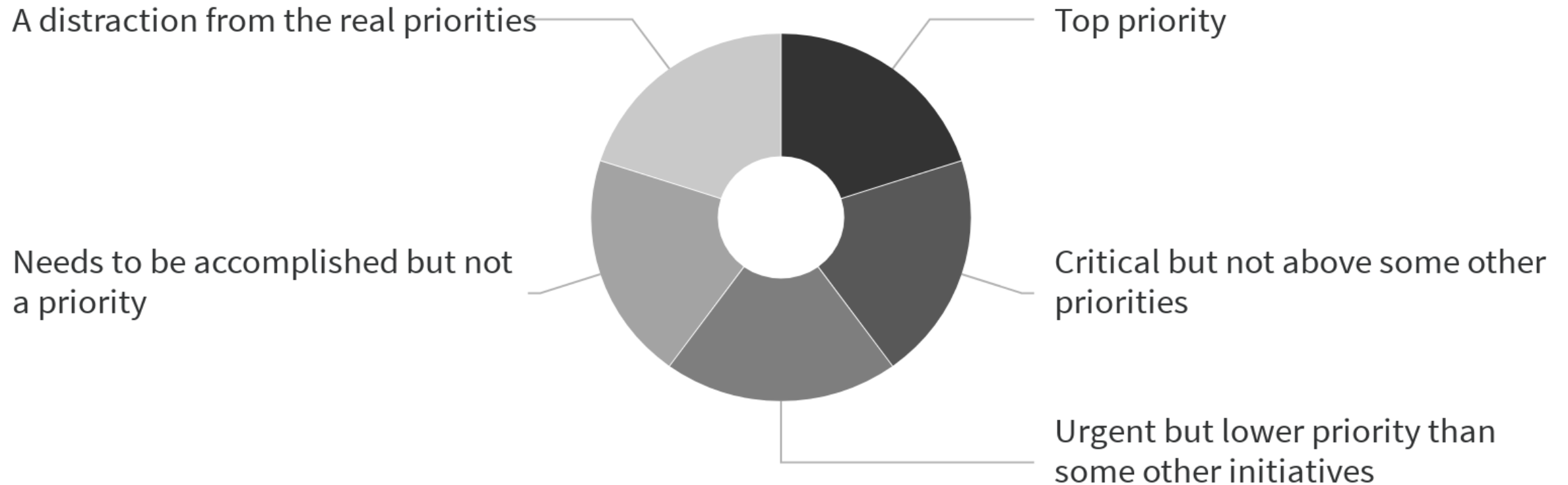
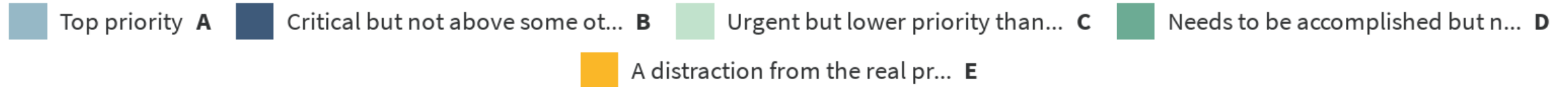
CA CC Initiatives

Why so many initiatives?

How do we prioritize?

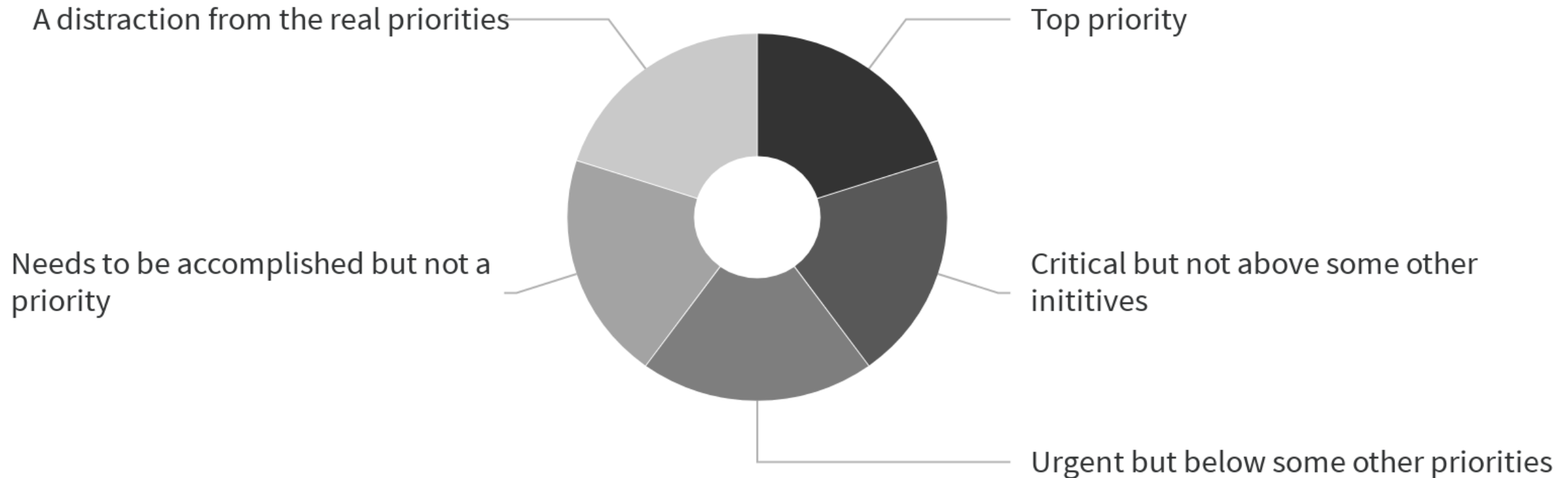
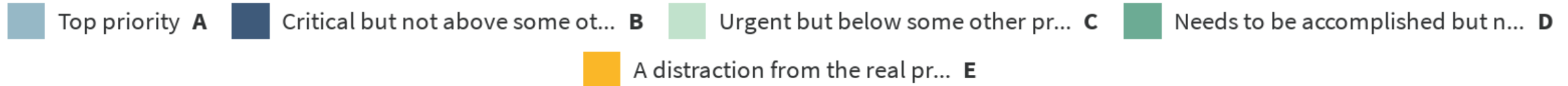
How should we prioritize
Guided Pathways?

How urgent is the implementation of Guided Pathways?



How should we prioritize
AB 705?

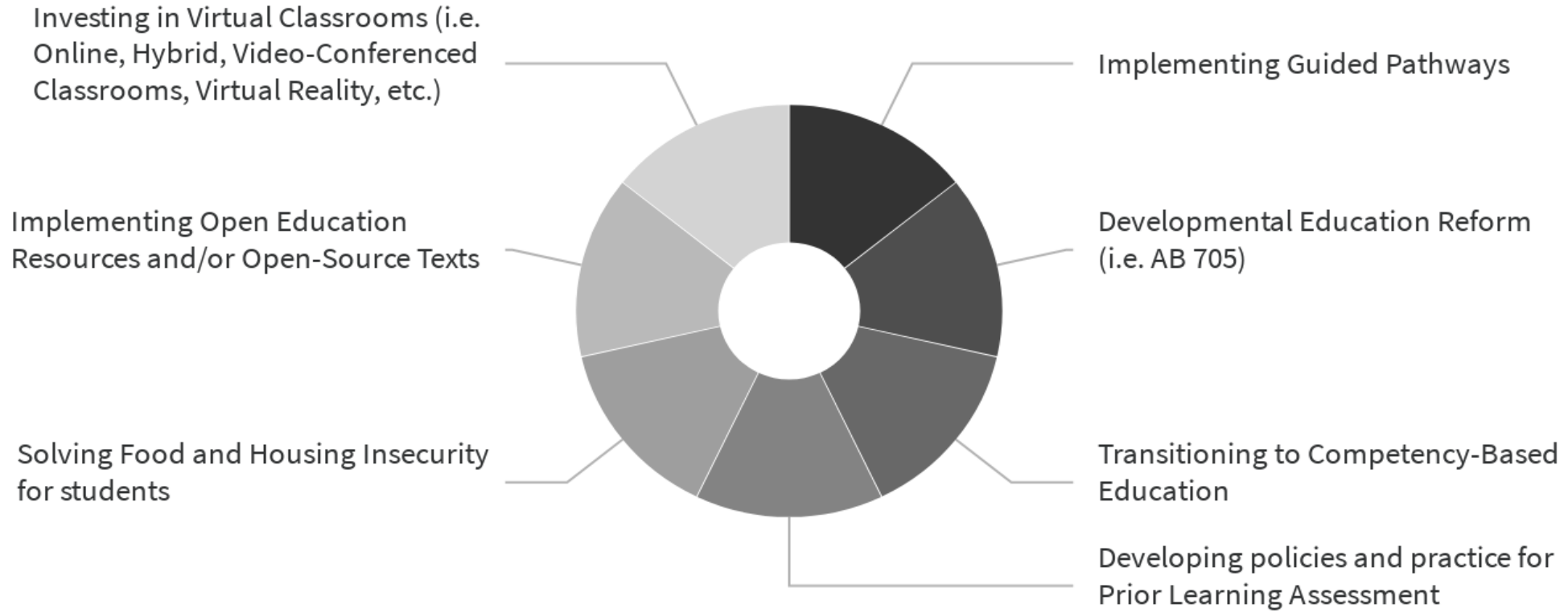
How urgent is the implementation of AB 705?



What should be our top priority?

Which should be our highest priority

- Implementing Guided Pathways **A**
- Developing policies and practice for Prior Learning Assessment **D**
- Investing in Virtual Classrooms (i.e. Online, Hybrid, Video-Conferenced Classrooms, Virtual Reality, etc.) **G**
- Developmental Education Reform (i.e. AB 705) **B**
- Solving Food and Housing Insecurity for students **E**
- Implementing Open Education Resources and/or Open-Source Texts **F**
- Transitioning to Competency-Based Education **C**



How can we make sense of this?

What are the drivers of all this transformation?

What's next?

“May you live in interesting times.”

- Chinese curse



This is the “new normal”

This is the “new normal”

V U C A

VUCA

Virtual Uniform Competency-based
Apprenticeship

Very Unique Compartmentalized
Algorithm

Volatile, Uncertain, Complex,
Ambiguous

Vital Unifying Consensus Approach

VUCA

- How well you can predict results +	Complexity Many interconnected parts and variables. Overwhelming amount of information; difficult to process or understand.	Volatility Unexpected challenges; unstable/unpredictable context; unknown duration but it's not necessarily hard to understand.
	Ambiguity Causal relationships are completely unclear. No precedents; you face "unknown unknowns."	Uncertainty Despite a lack of other information, the event's basic cause and effect are know. Change is possible but not assured.
	- How much you know about the situation +	

Some VUCA examples

Ambiguity

- Taking on a new function
- Launching a new program
- Establishing a new partnership
- Expanding beyond core competencies
- Leadership or organizational changes

Complexity

- What isn't?
- Impact of global economy
- Emerging understandings of teaching & learning
- Multiple projects/priorities competing for limited resources

Uncertainty

- Success of new program
- Implications of new competition
- Consequences (often unintended) of new legislation or new regulations.

Volatility

- Natural disaster
- Project disruption
- Labor dispute
- Technology breach
- Political instability
- PR/Ethics Scandal

How do you lead in a VUCA world?

How do you lead in a VUCA world?

With VUCA leadership

VUCA Leadership

Vision; Understanding;
Courage; Agility

Vision

In the face of ambiguity:

Create meaning.
Start with “why.”
Partner with team to develop a “picture” of a common future; forge internal and external identity.

Understanding

In the face of complexity:

Understand interconnections and make them transparent.
Think strategically.
Plan from the desired result backwards.

Courage

In the face of uncertainty:

Be bold; make audacious decisions that embody risks even if against the grain. You cannot afford to act as though to void criticism or minimize risk.

Agility

In the face of volatility:

Be flexible. Plans are obsolete before implemented. Use flexible tactics for rapid adaptation to changing external circumstances, without altering strategic course.

VUCA Leadership – Attributes of exceptional leaders

- Deep Commitment to Student Access and Success
- Willingness to Take Significant Risks to Advance Student Success
- The Ability to Create Lasting Change Within the College
- Having a Strong, Broad, Strategic Vision for the College and Its Students, Reflected in External Partnerships
- Raise and Allocate Resources in Ways Aligned to Student Success

*Crisis and Opportunity:
Aligning the Community College Presidency with Student Success*

Aspen Institute 2013

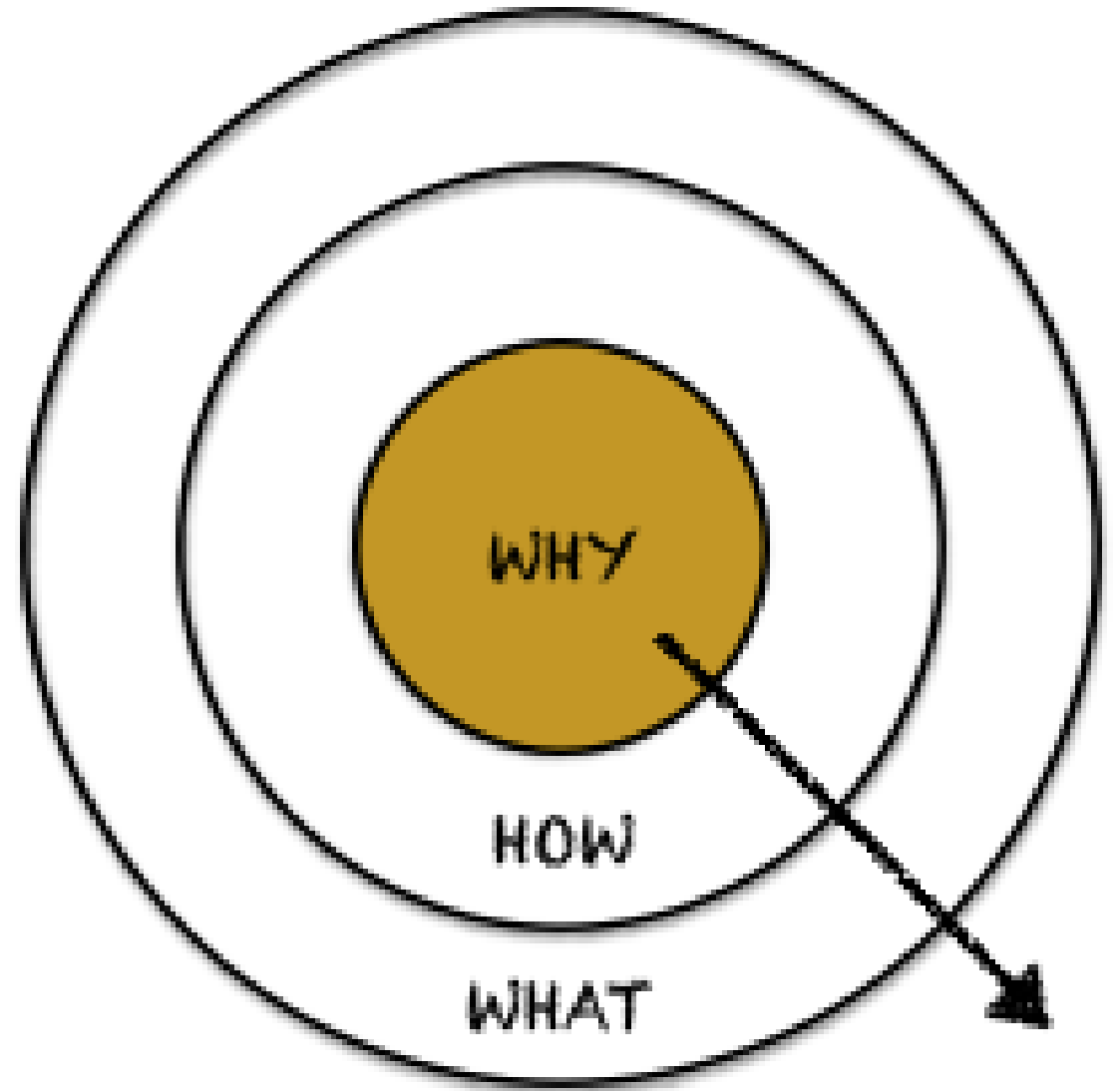
Vision

Simon Senik's Golden Circle: Start with Why

The best way to inspire is to start with “why” (purpose) and communicate out through “how” (values) to what (actions).

“People don’t buy WHAT you do; they buy WHY you do it.”

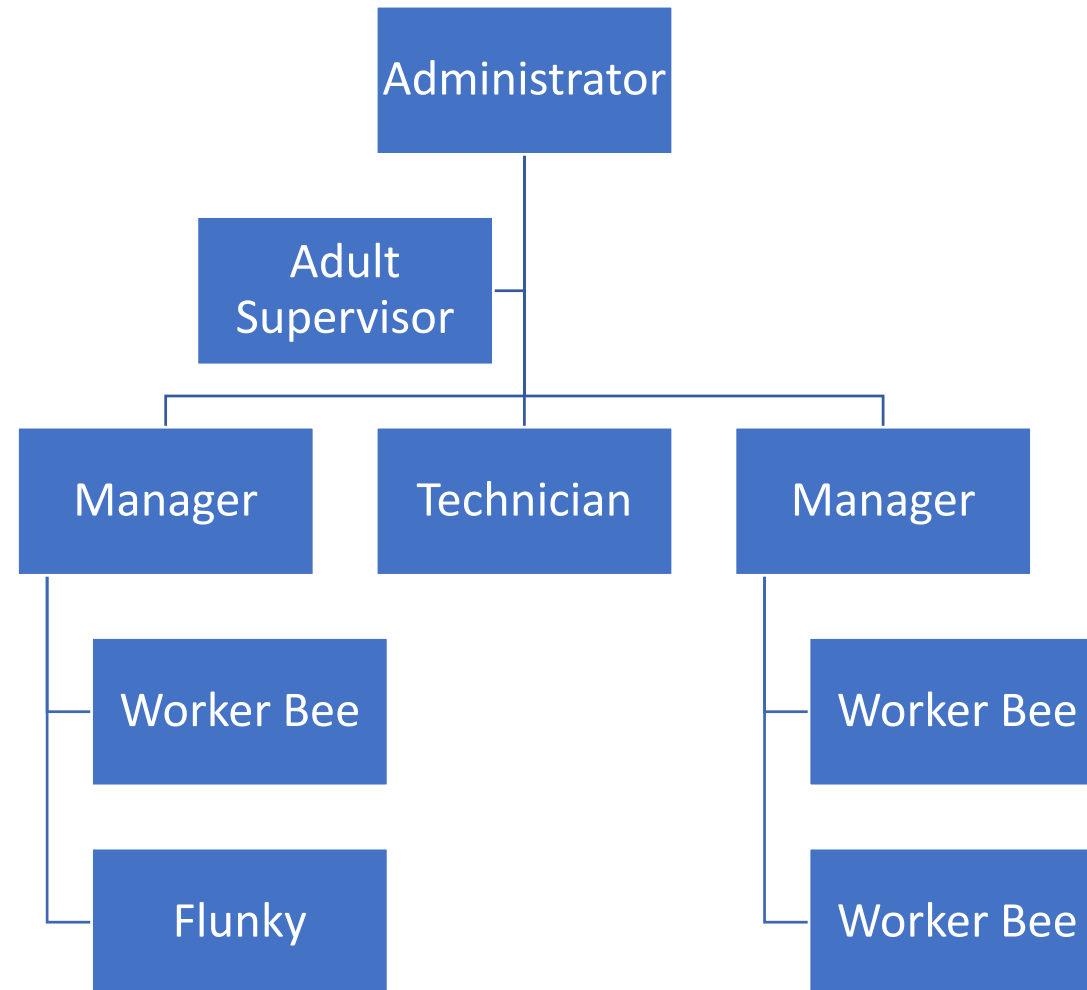
Simon Senik



If you can't discern meaning ...
make it!

Understanding

Of organizations, hierarchy and authority versus accountability



<u>Reframing Leadership</u>	Frameworks			
	Structural	Human Resources	Political	Symbolic
Effective Leader	Analyst, Architect	Catalyst, Servant	Advocate, Negotiator	Prophet, Poet
Effective Leader Process	Analysis, Design	Support, Empowerment	Advocacy, Coalition-building	Inspiration, Framing experience
Ineffective Leader	Petty tyrant	Weakling, Pushover	Con artist, Thug	Fanatic, Fool
Ineffective Leader Process	Management by detail, Fiat	Abdication	Manipulation, Fraud	Mirage, Smoke & mirrors

Source: Bolman & Deal (1997), p. 303

Servant Leadership

People

Self

Many would-be leaders ... persist in believing that creating a humane and rational workplace is enough for high performance. Year after year they are disappointed when their labors fall short.

Lee Boleman and Terrence Deal
The Wizard and the Warrior:
Leading with Passion and Power

Stewardship

Purpose

People

Self

Courage

Courage is the first of human qualities because it is the quality that guarantees all others.

Aristotle

*We have not journeyed across the centuries,
across the oceans, across the mountains,
across the prairies, because we are made of
sugar candy.*

Winston Churchill



Ku ... ku ... ku ... Kurage



Costa Concordia –
capsized Jan 13, 2012 with loss of 32 lives



US Airways Flight 1549
afloat in the Hudson; January 15, 2009

I will always place the mission first

I will never accept defeat

I will never quit

I will never leave a fallen comrade.

“Warrior Ethos” U.S. Army

Spontaneous courage is not a form of self-control ... it results from a long-term moral cultivation, not a mindless impulse.

Xinyan Jiang – *Courage and Self-Control*
The Proceedings of the Twenty-First World Congress of Philosophy (2007)

Agility

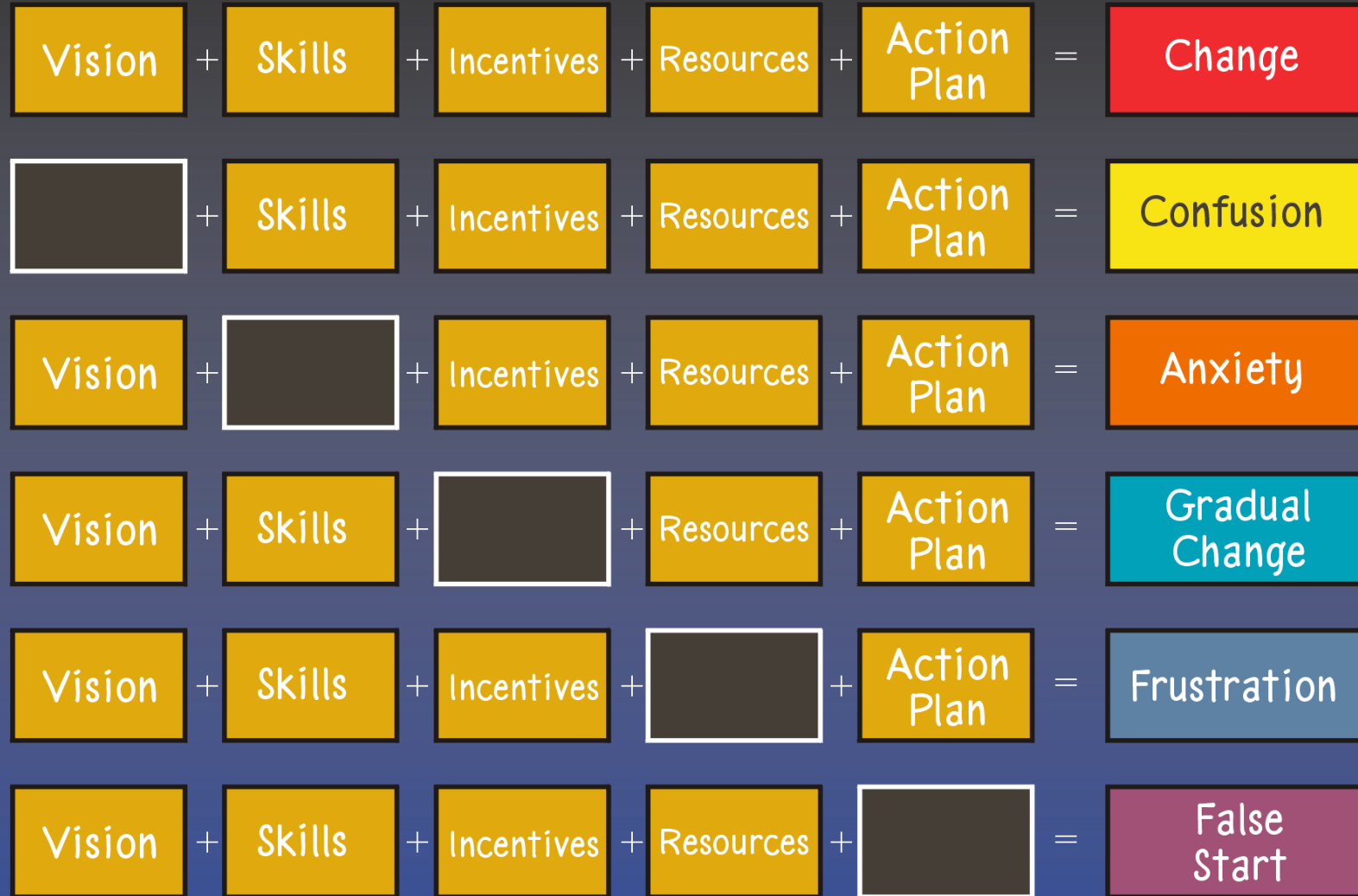
John Kotter's “8-Step Change Model”



Leading Change: Why Transformation Efforts Fail.
John P. Kotter, Harvard Business Review. January 2007.

?????

Managing Complex Change



!!!!

No plan survives implementation!

“In preparing for battle I have always found that plans are useless, but planning is indispensable.”

– Dwight D. Eisenhower

“It is not the strongest of the species that survive, not the most intelligent, but the one most responsive to change”

– Charles Darwin

Learning Organizations

“...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Peter Senge 1990

Creating a Learning
Organization – one tool:
The
After Action Review

The After Action Review

Organizational learning requires that teams continuously assess their performance to identify and learn from successes and failures.

The After Action Review (AAR) is a simple but powerful tool to help you do this.

Conducting an AAR at the end of a project, program or event can help you and your team learn from your efforts.

Furthermore, sharing the results from your AAR can help future teams learn your successful strategies and avoid pitfalls you have worked to overcome.

An AAR's Four Questions:

- What was expected to happen?
- What actually occurred?
- What went well and why?
- What can be improved and how?

An AAR's Features:

- Open, honest, professional discussion
- All team members participate
- Focus on results
- Identify ways to sustain what works
- Develop recommendations to improve what doesn't

Some closing thoughts on
Leadership

Some closing thoughts on *L ...L ... Leadership*

- **Test your thinking** - find a mentor, mentor others ... and network!
- Avoid the echo chamber - empower a diverse team; **listen deeply**
- Get up on the balcony; **reflect** on your performance & growth
- Get out of the weeds periodically;
 contemplate your institution and its future
- Plan for the **long** game; you may never see fruits of your labors

Some closing thoughts on *L ...L ... Leadership*

- Appreciate that your institution has a **long story**. Learn it; realize that you are only a small part of it
- And appreciate that **it's not your** organization; be a good steward
- Learn to be a **change agent** in a **consensus culture**
- Learn when to give people room to grow, through **trial and learning**, and when to be direct
- Learn how to judge **when someone wants to learn** versus not

Some closing thoughts on *L ...L ... Leadership*

- Develop a **thick skin**; don't take criticism personally
- Learn to think at your boss's level and **lead up**
- Keep your eye on the **big goals**; don't get distracted by side shows
- **Study deeply** your profession; develop agile thinking
- **Lead with competence, courage and compassion**

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