



ASSOCIATION OF CALIFORNIA
COMMUNITY COLLEGE ADMINISTRATORS

ADMIN201

Transformational Leadership Program

Wednesday, September 1, 2021



WELCOME & ▶ INTRODUCTIONS

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Overall Learning Outcome

Using **change leadership analysis tools**, a **learning culture**, and an **institution's direction** to justify a decision for leading positive change at whatever level of the institution or system you happen to be.



Program Orientation



Change Leadership
in Higher Education



LPI - Leadership
Practices Inventory



Executive
Management Teams



Case Study

Change Leadership in Higher Education



Chapter 1: Change Itself



Chapter 2: Reframing Change - Ten Analytical Lenses



Chapter 3: Determining the Need for Change - STEEPLED Analysis



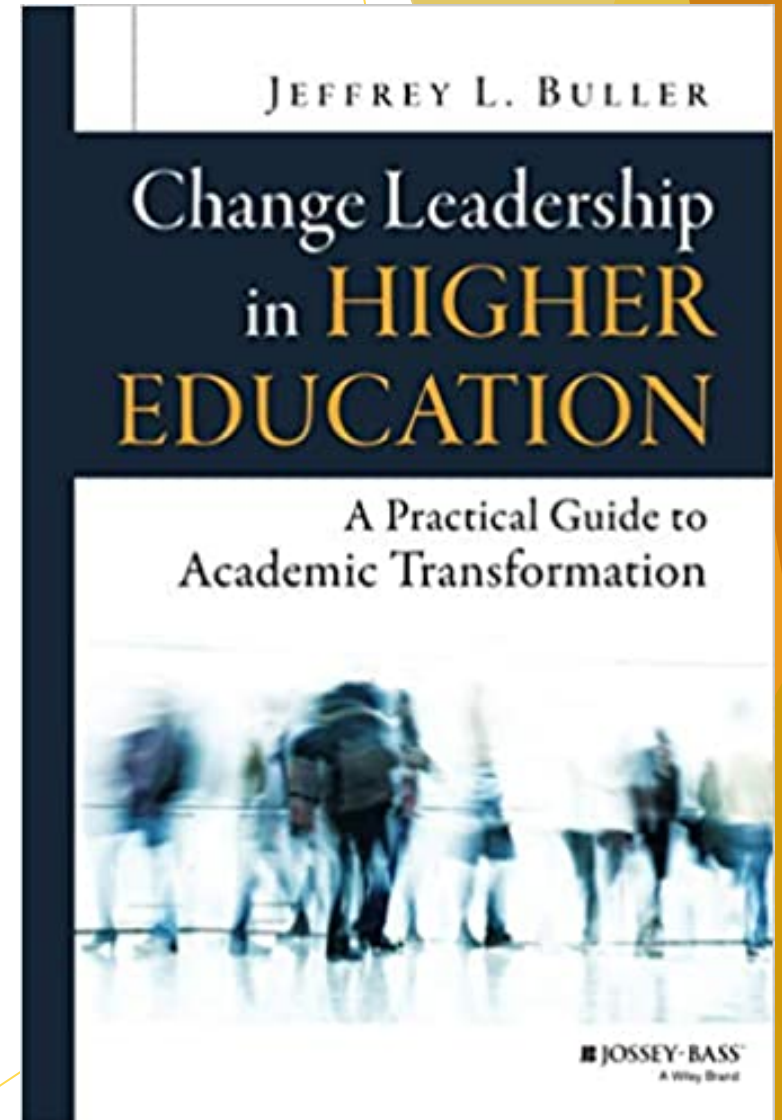
Chapter 4: From Change Management to Change Leadership - The Learning Culture



Chapter 5: Why Strategic Planning Doesn't Work - Strategic Compass



Chapter 6: Creating a Culture of Innovation



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LPI Assessment

Model	Model the way
Inspire	Inspire a shared vision
Challenge	Challenge the process
Enable	Enable others to act
Encourage	Encourage the heart



Executive Management Teams

Expectations of
the team

Opportunities to
work together
during and
between sessions

Role switching

Local Community College (LCC): A CASE STUDY

Background & Mission

External Environment

Academic Programs

Campus & Facilities

Faculty Affairs & Governance

Finances

Student Profile

Strategic Planning



Case Study Questions



Questions 1 & 2 - Evaluate LCC's success, and to what extent their success, or lack of success, can be attributed to LCC's **strategic compass** or their **learning culture**.



Question 3 - Learning Outcome: Evaluate the three most important reasons for LCC's success or lack of success.



Question 4 - Learning Outcome: Create a new strategy, or determine to continue the existing strategy moving forward.

Schedule September 15 - October 20

Wednesdays 2 - 5 PM

- ▶ Week 1 (Sept 15): LPI
- ▶ Week 2 (Sept 22): Leadership for DEI & Racial Equity
- ▶ Week 3 (Sept 29): Case Study Teamwork on Q1 & Q2
- ▶ Week 4 (Oct 6): TEAM Reports Q1 & Q2
Teamwork on Q3
- ▶ Week 5 (Oct 13): TEAM Reports Q3
Teamwork on Q4
- ▶ Week 6 (Oct 20): TEAM Report Out Question 4
Wrap Up



- ✓ Demonstrate an understanding of the fundamentals of ***Change Leadership in Higher Education*** by Jeremy Buller applied to the case study.
- ✓ Reason clearly and consistently
- ✓ **Cite specific evidence** for your conclusions.
- ✓ **Dig below the obvious** (don't repeat what is already clear in the case).
- ✓ Do not fall into the "**story-telling**" trap—retelling the facts of the case in a way that satisfies common sense—instead, link book concepts, case, and discussions to specific evidence to the case to provide analytical insight.
- ✓ Do not fall into the "**concept-telling**" trap - a retelling of the concepts in the book rather than connecting these concepts to the evidence in the case.
- ✓ **Do not describe events, facts and figures.**
- ✓ **Do not ask questions, but answer them** (e.g., not "John should ask himself what he would like to get out of this?" but rather, "John needs to take the following actions, for three main reasons").
- ✓ **Do not offer vague advice**, but specific recommendations (e.g. not "John should retain an outside consultant to decide how he should proceed," but rather, "John must first communicate his message to the staff in the following way, for two principle reasons").
- ✓ **Rely on the information in the case study only**; do not use or cite any other sources of information. Make reasonable assumptions when absolutely necessary and clearly indicate assumptions.
- ✓ **Answer the questions directly.** Do not invent other questions that are not asked; do not evade the questions asked.
- ✓ **Have fun** and enjoy the challenge of this written discussion!

Questions?



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