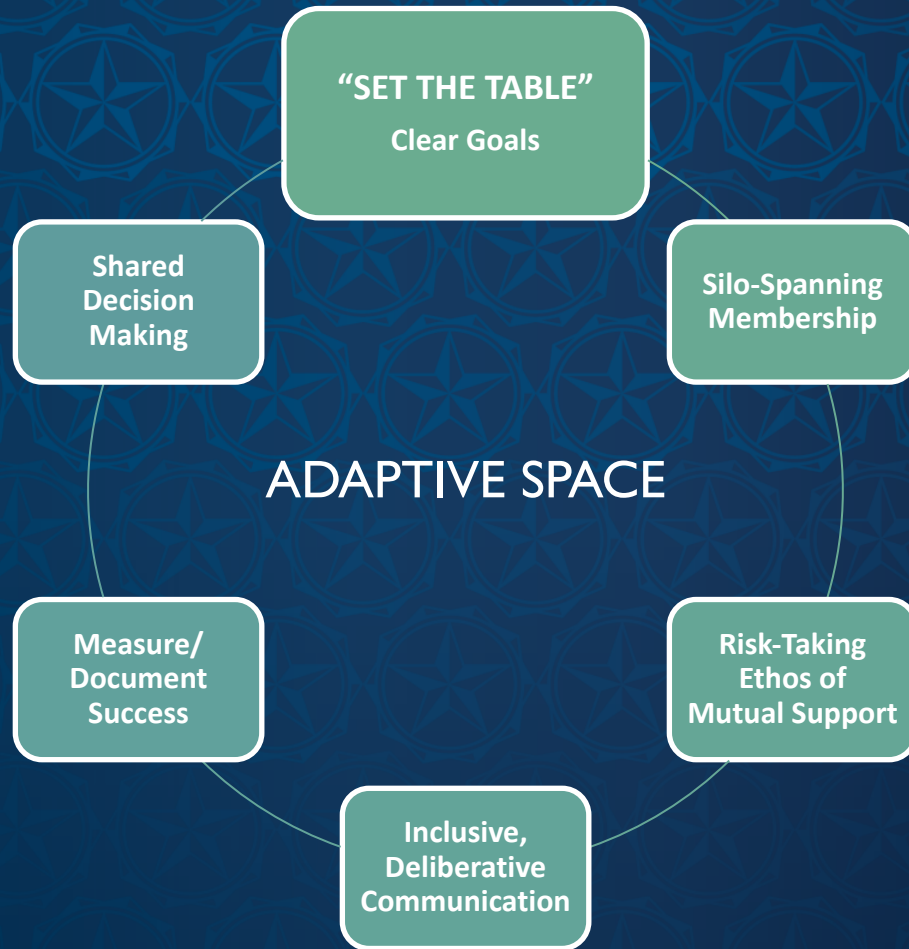


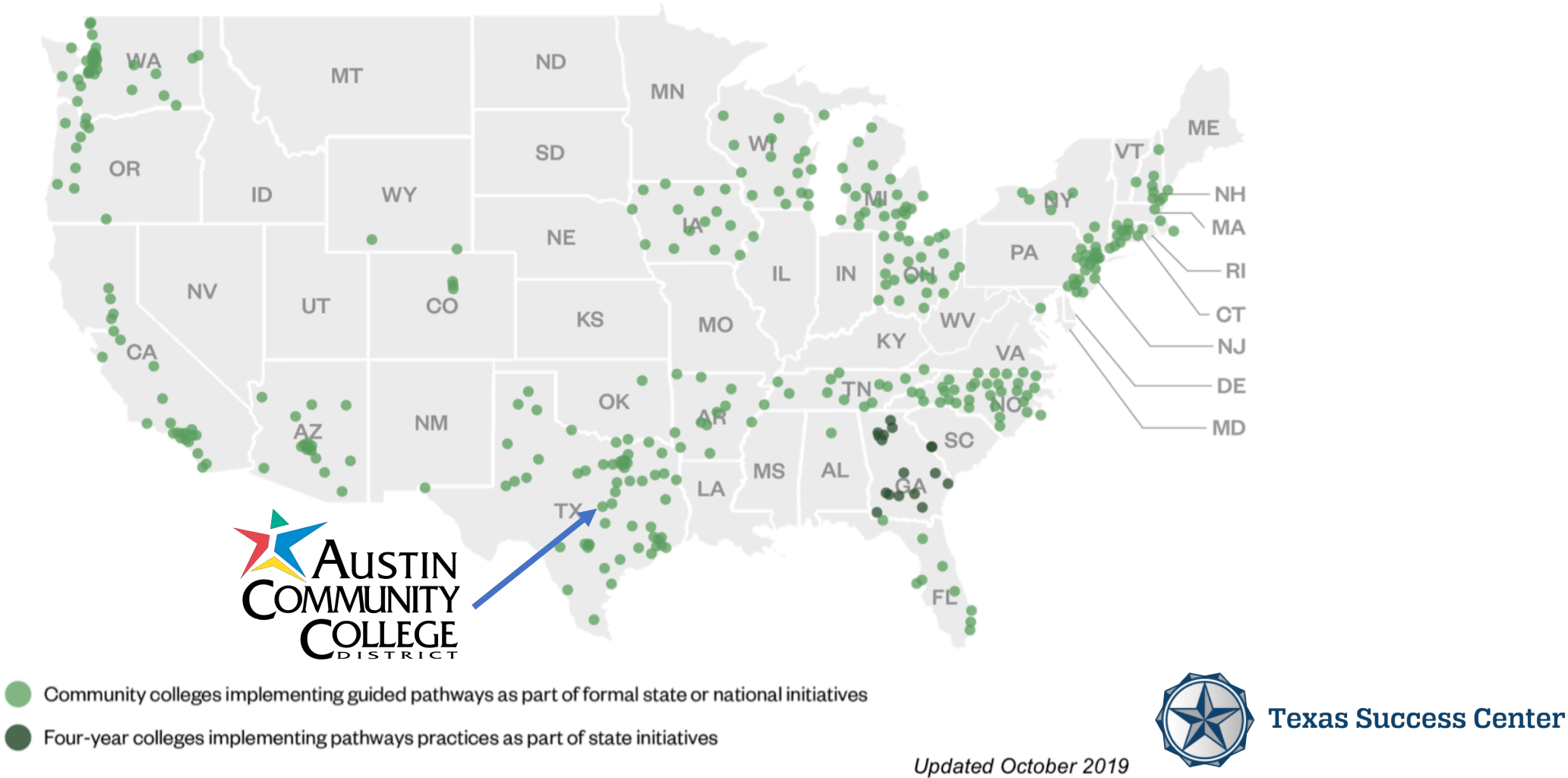
Rethinking Leadership Practice for Large-Scale Change



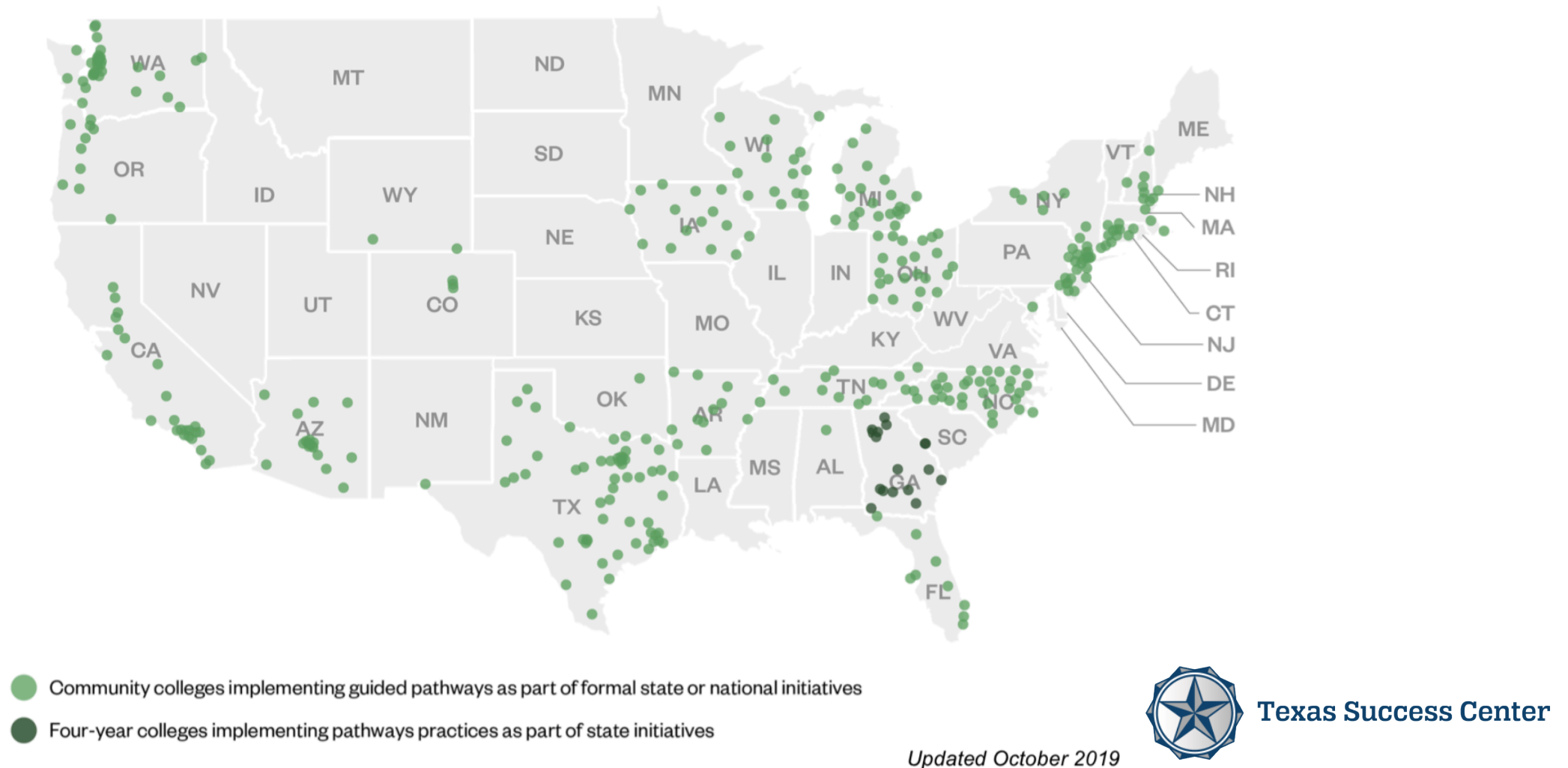
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Garrett C. Groves
VP Austin Community College
Texas Success Center:
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Fellow

CCRC: Colleges Implementing Guided Pathways



Research Question: How are shared and adaptive leadership practices demonstrated in GP colleges?



“The most common leadership failure stems from trying to apply **TECHNICAL** solutions to **ADAPTIVE** challenges.” —Heifetz

Technical Problems

- ▶ Easy to identify and define
- ▶ Clear solution (tried & tested)
- ▶ Solved by expertise or authority (by fiat)
- ▶ Requires small changes within clear boundaries
- ▶ People are natural receptivity to technical solutions

Adaptive Challenges

- ▶ Both the problem, as well as the solution(s), are difficult to define and require the insight of multiple actors
- ▶ Solution requires the insight of those closest to the problem
- ▶ Expertise and authority aren't enough to get it done
- ▶ Raise hard trade-offs and require careful consideration of values as well as facts.
- ▶ People are naturally unsettled by adaptive challenges because of the inherent uncertainty



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Shared and Distributed Leadership Theory

Centralized Teams



Adaptive Teams



“...We have virtually no vocabulary to guide our talk and our thinking about leadership as a shared and interwoven dynamic.” — Bensimon & Neumann

Centralized Teams



Adaptive Teams



Domains of Shared Leadership

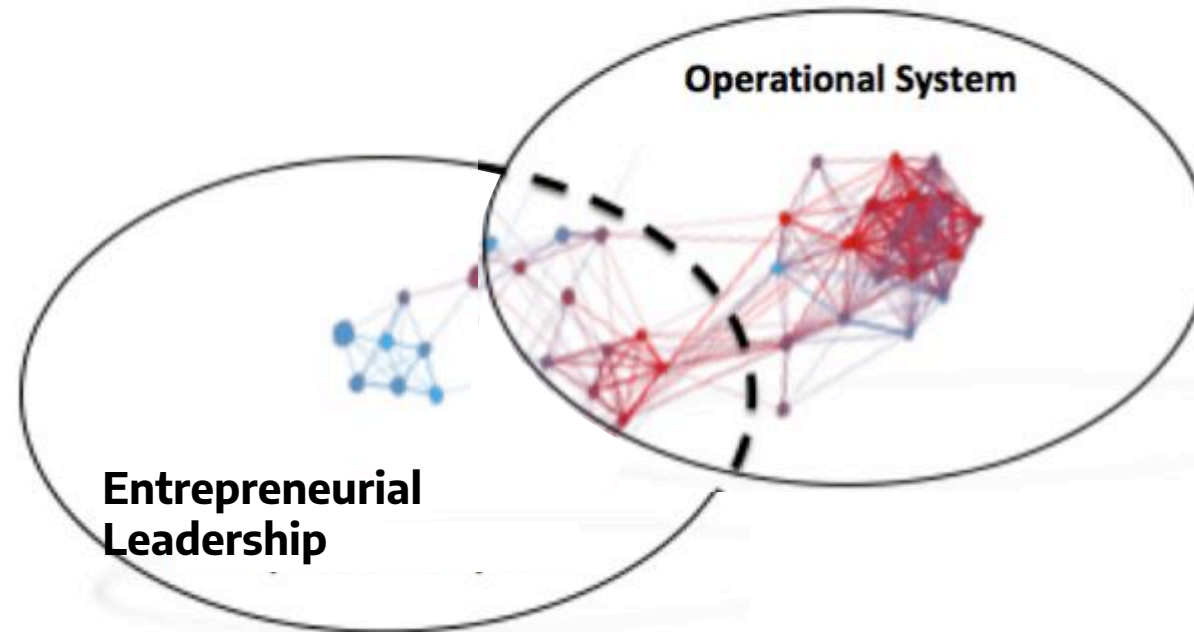


1. **Meaningfully Participative Decision Making**
 - a) included before, not after decisions are made
 - b) expertise of faculty & staff built into process
2. **Genuine 2-Way Communication**
 - a) creating space for disagreement
 - b) multiple channels for listening
3. **Authentically Distributed Power & Leadership**
 - a) frontline faculty & staff included in design and lead implementation
 - b) feedback loops prioritize perspectives of those on the ground.



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Change Management Leadership Models



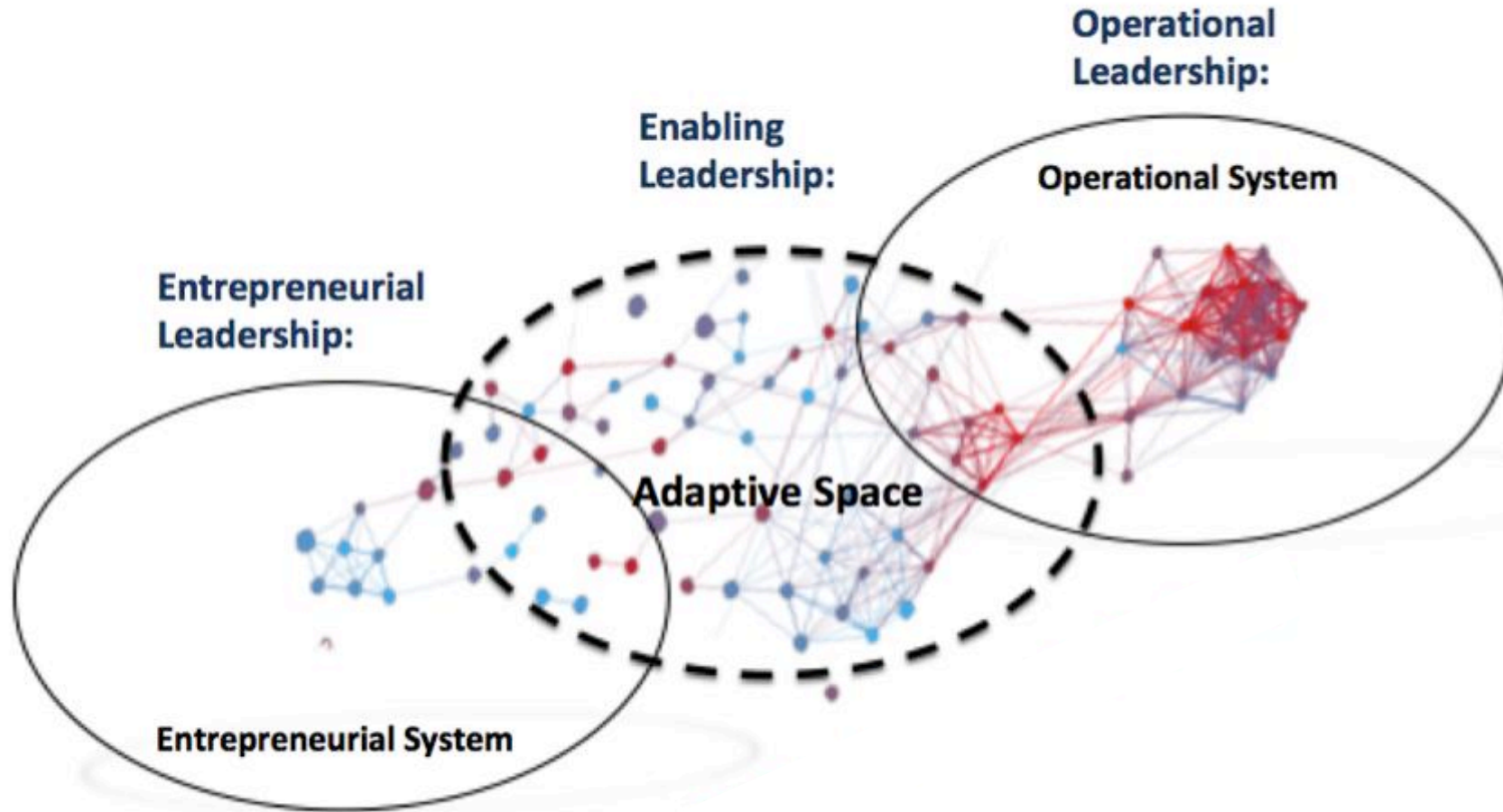
Examples

- Kotter's Change Management Model
- McKinsey 7-S Change Model
- Prosci ADKAR Model
- Lewin's Model
- Bridges Transition Model
- Kubler-Ross Change Curve
- Satir Change Management Model



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Complexity Leadership Model



PILOT STUDY FINDINGS ON CREATING ADAPTIVE SPACE

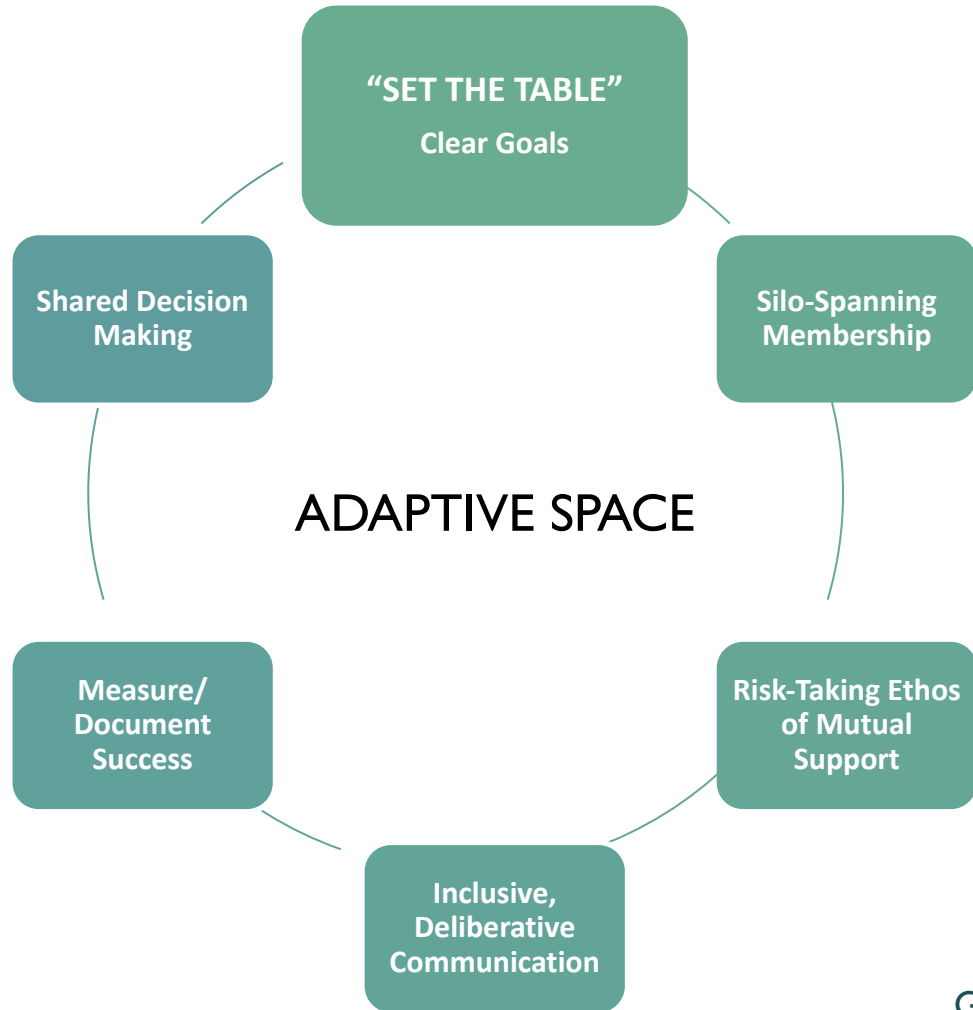
Core Elements Required for Strong & Effective Teams

Elements	CCRC Case Studies	National Community College Researchers			Texas Community College Leader
		National SME #1	National SME #2	National SME #3	
Clear Goals	Clear vision or goals without strategies	"Clarity and Expectations"	"Operationalize the big vision into structures"	"Focus on Questions" and "Engage in learning"	"Guiding Principles"
Inclusive, Deliberative Communication	"Deliberative and creative discussion"	"Share Priorities and Team Goals"	"Clarity & Transparency"		Learn from Failure
Culture of Learning		"Inspire Curiosity"			
Risk-Taking Ethos	"Encourage Creativity and Experimentation"	"Provide Cover"			
Horizontal Leadership	"Cross-Functional Teams"	"Silo spanning"	"Cross-functional design teams"	"Engage Everyone"	Broad, Representative engagement
Shared Decision Making	"Inclusive decision making structures"	"Handing Power"		"Redesign decision making"	Frame the issue and delegate
Measuring Success	"Leading Indicators of student success"	Accountable freedom	Changing the student experience at scale	Measuring Success	

Looking Beyond Rules and Tradition	"Without Concern for Institutional Conventions"				Beyond Compliance
Professional Development	Professional Development		"Seeing themselves as leaders"	Professional development for redesigning an institution	"Leadership Development"
Ambiguity		"Liminality"	"Ambiguous Space"		
Elevate Success				"Figure out what high performers do"	
Champions	"Change Leaders"				
Doggedness			"Maniacal focus" & "Institutional Will"		

CREATING ADAPTIVE SPACE

Core Elements Identified for Strong & Effective Teams



Which elements are most important?

Which are easiest and hardest to cultivate in self and others?

What's missing?

Findings & Next Steps

Findings

- **Frameworks / Models Exist:** Though preliminary, several frameworks for additional research are available for testing key components of theory.
- **Preliminary evidence is encouraging:** While more is needed, there is sufficient correlative evidence to feed further research.
- **Missing an adequate theory of power:** Sharing leadership is different than sharing power.
- **Ignores critical questions about equity:** Distributing leadership may continue to reinforce existing patterns of systemic exclusion.

Possible Next Steps

- **Literature Review:** Refine and expand literature review on Shared, Adaptive and Complexity leadership theory.
- **Educational Leadership Case Study:** Develop an adaptive leadership case study for practitioners in the community college field (*Journal of Cases in Educational Leadership*)

New Research Questions

- **Adaptive Space at Texas Community Colleges:** What is the empirical evidence of “adaptive space” at Texas community colleges implementing change under the GP movement, and what are the common elements?
- **Equitable Access:** How is adaptive space made accessible and equitable, despite existing institutional power dynamics and patterns of systemic exclusion by race and gender?
- **Community College Leader Evolution:** Among long-serving community college presidents in Texas, how have their leadership views and practices changed or evolved overtime?



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