Learning as Leadership: How to Build Organizational Capacity and Coherence from the Ground up

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Agenda

1. 3CSN Overview
2. Goals for the Day
3. Read Together
4. Activity: Leadership and Theory of Change
5. Break
6. Leading from the Middle Overview
7. Coherence
8. Next Steps
3CSN: Mission, Theory of Change, and Network Building
Mission

Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion.
Building Networks that Work

• It starts with *Leadership*

• It builds with *Communities of Practice*

• It grows through *Ongoing, Recursive Practices*
Goals for Today

1. Explore what conceptions of leadership might look like in the California community college system.

2. Explore how “system leadership” and “organizational coherence” can frame leadership and campus transformation
What are some of the big, system-wide changes or opportunities that have come up for you after attending this conference?

What needs to happen for these changes to occur?
Write down your definition of leadership (we will have a quick share out)
Read together: Jigsaw

The Dawn of System Leadership
Peter Senge, Hal Hamilton, John Kania
Break
System Leadership
Look at the list of the big changes that we generated earlier. Are these system changes?

If so, how so? What type of leadership is needed for these changes to occur?
Theory of Change

If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice (such as LAP, RA, and HoM) that will produce powerful learning and working across campuses. This will lead to greater student success.
We provide technical assistance (to child care providers) [Strategy]

So That
Child care providers increase their knowledge about preventing communicable diseases [Outcome]

So That
Child care providers implement sanitary practices in their child care centers or homes [Outcome]

So That
Children in child care centers and homes have fewer communicable diseases [Outcome]

So That
Children are healthy and safe [Goal]
• **A leadership retreat**, where participants (a) learn the tools they need to carry out a community of practice (b) create a one year action plan, and (c) create an evaluation plan for the community of practice results.

• **Formation of the community of practice itself**, where participants (a) conduct inquiry, (b) share ideas, (c) pilot change, and (d) document and evaluate.

• **Sustain ongoing recursive practice**, where participants (a) create a cycle of inquiry and change, (b) become trainers for the next generation, and (c) institutionalize the work.
Theory of Change

Activities → Short Term Outcomes → Medium Term Outcomes → Long Term Outcomes → Impact

Leveraging Mechanisms
Let’s visualize it!
Wrap up:

1. How can the so-that chain (or the picture) help you build your change narrative (i.e., how you will communicate to your campus stakeholders how your change will occur?

2. How do the pieces (activities, departments, etc.) in the so-that chain already work well together? How might they work together better to make a more coherent whole?
Leading from the Middle: Coherence-Making in a Time of Innovation

Robert Gabriner, Director. SF State University
Vicki Fabbri, LFM coach/facilitator, Cabrillo College
Coherence
Coherence is…

- a shared understanding about the purpose and nature of the work. (Fullan, 2016)
Coherence is…

- “a balancing between supporting and encouraging creative change initiatives and avoiding overload and fragmentation leading to demoralization.”
- ‘highly interactive systems with moral purpose…great cohesive powers built in…”
- active inclusion and engagement of all the stakeholders.
- a significant change in the organizational culture of an institution.

[Michael Fullan, Coherence, 2016]
Coherence is *not*...

- alignment
- harmony
- a road map
Coherence Components

• Focus on purpose
• Collaborative cultural norms
• Structural connectivity
• Shared accountability
Coherence Strategies

• Developing and supporting leaders throughout the college
• Building skills, competencies and knowledge of faculty, staff and administration
• Enabling good pedagogy
• Developing the capacity for people to collaborate and work together
• Building cohesive coordinated policy frameworks
Coherence Assessment Activity

• Identify key components of your college’s organization and assess their coherence
• Identify the evidence that supports your assessment
• Assessment focuses on four key areas
  - Purpose
  - Cultural Norms
  - Structure
  - Accountability
Discussion…

What did you learn about organizational coherence from this activity?
Tying It All Together

Based on what you learned, what will you do next week to move your initiative forward?

• What is the connection between systems change and guided pathways?
• Who will you contact?
• What resources will you need?
• How can 3CSN or LfM help?
Wrap Up

• Takeaways
• Evals

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