Change Leadership in Higher Education

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Change Leadership in Higher Education
A Workshop for Academic Leaders
Our Goals for This Workshop

1. To better understand what change really is and why it can be so difficult.
2. To understand the impediments that often prevent us from meeting our change goals.
3. To develop more successful strategies for pursuing change ... even those changes that are imposed on us.
Exercise #1

In order to make our discussion as practical and realistic as possible, let’s think of some changes that affect you personally.

Turn to Exercise #1 in your workbook, and identify three current or prospective changes:

1. A change that you’d like to occur in your area.
2. A change that you’re being forced to make in your area or at your institution whether you like it or not.
3. A change that you’d like to make in your personal life but that you’re finding difficult to make.
Exercise #1

We’ll take two minutes for this exercise.
Exercise #1

- Now keep those changes in mind as we explore what works and what doesn’t work in terms of change leadership.

- We’ll refer to them several times during this workshop.
Major Sources

1. *Switch: How to Change Things When Change is Hard* by Chip Heath & Dan Heath
The Paradox

We work in a field in which we constantly develop new ideas, solutions, and practices within our own fields. **Basically we’re in the progress business.**

But we and our colleagues often find it hard to change our own ideas, solutions, and practices within our own fields. **Basically we’re in the progress-resistance business.**
Change in higher education is particularly hard (and frequently unsuccessful) because:

**PSYCHOLOGY:** We try to implement change without understanding people’s mindset about change.

**SOCIOPHYSICS:** We try to import mechanisms for change that don’t fit our organizational culture.

**PHILOSOPHY:** We try to change things for the wrong reasons.

If we want to lead effectively for change, we need to explore three factors individually.
The Psychology of Change
Change is not one thing. It doesn’t mean the same thing to everyone.
The Meaning of Change

Why?

GAIN

OPPORTUNITY

THREAT

LOSS
There Are Many Meanings of “Change”

We’ll examine three very common meanings:

- replacement
- improvement
- the change journey
The Replacement View of Change
The Improvement View of Change
The Journey View of Change

inevitability
The Impact of These Views

resisters

replacement

journey

improvement

early adopters

What kind of journey?
How do we lead most effectively, given the psychology of change?
The Heath Model

Three components of the psychology of change

The Rider
our rational, intellectual side

“I understand that change may be necessary.”

Switch
How to Change Things When Change Is Hard

Chip Heath & Dan Heath
The Bestselling Authors of Made to Stick
The Heath Model

Three components of the psychology of change

The Elephant
our emotional, reactive side

“Change is exciting/scary.”
The Heath Model

Three components of the psychology of change

“I think we’re headed this way.”

The Path

our perception of where we’re going

Switch
How to Change Things When Change Is Hard

Chip Heath & Dan Heath
The Bestselling Authors of Made to Stick
The Heath Model

Engaging the Rider

1. **Follow the bright spots**
   - Appreciative Inquiry
   - What’s working well?
   - Use that as a model
   - Do more of it

2. **Script the critical moves**
   - Resist urge to overthink
   - Set specific, achievable goals
   - Note progress

3. **Point to the destination**
   - Place specific goals within long-term context
   - Keep eyes on the prize
   - Explain the benefits
The Heath Model

1. Find the feeling: What is the dominant emotion?
2. Shrink the change: How can the change look less imposing, more manageable?
3. Appeal to identity: How does the change relate to who we are, our core values?
4. Grow your people: How can our community become more creative, entrepreneurial, inventive?
The Heath Model

Shaping the Path

1. Tweak the environment
   ✓ People tend to be more flexible with change when their physical space changes.
   ✓ EXAMPLE: Moves to new buildings are good times for curriculum revisions.

2. Build a habit
   ✓ Use checklists and “playlists” to make new practices habitual.
   ✓ Revise forms, reports, and policies.
   ✓ Schedule updates.

3. Rally the herd
   ✓ People follow other people.
   ✓ Nurture “first followers” or “early adopters.”
Unspiraling a death spiral.

In this hypothetical case study, you’re asked to advise a colleague about how to pursue a change that’s resisted even by those whom the change would help.

Use the Heath Brothers Model to advise your colleague.

Discuss this case in small groups for ten minutes.

Then we’ll see what ideas you have.
Exercise #2

We’ll take ten minutes for this exercise.
Exercise #2

Unspiraling a death spiral.

In this hypothetical case study, you’re asked to advise a colleague about how to pursue a change that’s resisted even by those whom the change would help.

Use the Heath Brothers Model to advise your colleague.

What ideas did you have?
Exercise #3

- Now let’s make these insights practical for you by examining the important changes that you identified earlier.
- You’ve got questions about the rider, elephant, and path involved in each of your changes.
- Spend ten minutes answering these questions.
- If you finish early, talk with others about how easy or difficult you found this process.
Exercise #3

We’ll take ten minutes for this exercise.
Exercise #3

- How easy or difficult did you find this process?
- For any of your changes do you have clearer sense of what to do next?
- What are the challenges that you’re still facing with respect to these changes?
The Sociology of Change
The Sociology of Change

Change doesn’t occur within a vacuum. It always occurs within a system.
So, if we’re going to lead change effectively, we need to understand the system in which it occurs.
The Sociology of Change

A systems approach to change leadership.
Hierarchical Organizations

- Power
- Numbers
Hierarchical Organizations
Hierarchical Organizations

Commander in Chief

Generals

Colonels

Lieutenants

Rank and File

POWER

NUMBERS
Hierarchical Organizations

CEO

Vice Presidents

Directors

Managers

Employees

POWER

NUMBERS
Hierarchical Organizations

President

We try.
Decision Making and Strategy

Commander in Chief
- Generals
- Colonels
- Lieutenants
- Rank and File

CEO
- Vice Presidents
- Directors
- Managers
- Employees
Curricular Decisions

President

Vice Presidents

Deans

Chairs

Faculty
Decentralized Organization
Distributed Organization

- Executive
- Separation of Powers
- Legislative
- Judicial

Power
Distributed Organization

- Board
- Separation of Power
- Governance
- Power
- Faculty
- Administration
<table>
<thead>
<tr>
<th>Military Culture</th>
<th>Corporate Culture</th>
<th>Academic Culture</th>
</tr>
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<td>Key Performance Indicators (KPIs)</td>
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<td>benchmarks</td>
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Our leading current approach to producing change in higher education (strategic planning) originated in military, corporate, hierarchical cultures that don’t necessarily operate like the matrix, decentralized, distributed culture of higher education.
Many of its basic concepts and approaches ... 

metrics

SWOT analysis

strategies

tactics

... don’t harmonize well with the sociology of higher education.
It’s sort of an invasive species in higher education.
What If …?

What if we adopted an approach to change that reflected values and vocabulary closer to this? What would it look like?

Academic Culture

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom’s Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding
Exercise #4

Let’s discuss this

In small groups, take five minutes to talk about what a change mechanism *appropriate* to the culture and sociology of higher education would look like.

How could it be based on the values and vocabulary closer to the words on the right?

Take five minutes for this discussion

**Academic Culture**

- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom’s Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding
Exercise #4

We’ll take five minutes for this exercise.
Exercise #4

Let’s discuss this

In small groups, take five minutes to talk about what a change mechanism appropriate to the culture and sociology of higher education would look like

How could it be based on the values and vocabulary closer to the words on the right?

What did you decide?
When a flower doesn't bloom, you fix the environment in which it grows, not the flower.

—Alexander den Heijer
Organic Academic Leadership

- You don’t change an institution or a program.
- You build people.
- And they change the world.
The Idea Is to Help People Become More Creative

- **Organic Academic Leadership:** The idea that the academic leader’s most important responsibility is developing people, not programs, strategies, or goals.

- **Creative Academic Leadership:** The idea that the academic leader’s most important responsibility is help people become more creative, innovative, and forward-looking.
Innovation is encouraged, recognized, and rewarded.

Ideas are heard and seriously considered before being judged.

As many people as possible are given the freedom to do their work in their own way.

Most decisions don’t have to be cleared through a person’s supervisor.
People feel comfortable talking with anyone in the organization (including the upper administration).

People are appreciated for what they do.

People are appreciated for who they are.

Efforts are made to foster and develop creativity.
Creativity Blocks

Negative Attitude

Following the Rules

Excessive Stress

Believing You Are Not Creative

Making Assumptions

Fear of Failure

Over-Reliance on Logic
Creativity Block Busters

- Breaking the Rules
- Attitude Adjustment
- Checking Assumptions
- Risk-Taking Techniques
- Creative Beliefs
- Use Imagination & Intuition

Stress Safety Valves
FIRST, BREAK ALL THE RULES

WHAT THE WORLD’S GREATEST MANAGERS DO DIFFERENTLY

BASED ON IN-DEPTH INTERVIEWS BY THE GALLUP ORGANIZATION OF OVER 80,000 MANAGERS IN OVER 400 COMPANIES—THE LARGEST STUDY OF ITS KIND EVER UNDERTAKEN

MARCUS BUCKINGHAM & CURT COFFMAN
The best managers reject conventional wisdom.

The best managers treat every employee as an individual.

The best managers never try to fix weaknesses; instead they focus on strengths and talent.

The best managers know they are on stage everyday. They know their people are watching every move they make.

People leave their immediate managers, not the companies they work for.
The best managers are those that build a work environment where the employees answer positively to the Gallup Organization’s 12 Questions.
<table>
<thead>
<tr>
<th>Question</th>
</tr>
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<tbody>
<tr>
<td>1. Do I know what is expected of me at work?</td>
</tr>
<tr>
<td>2. Do I have the materials &amp; equipment I need to do my work right?</td>
</tr>
<tr>
<td>3. At work, do I have the opportunity to do what I do best every day?</td>
</tr>
<tr>
<td>4. In the last 7 days, have I received recognition or praise for good work?</td>
</tr>
<tr>
<td>5. Does my supervisor or someone at work seem to care about me as a person?</td>
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<tr>
<td>6. Is there someone at work who encourages my development?</td>
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<tr>
<td>7. At work, do my opinions seem to count?</td>
</tr>
<tr>
<td>8. Does the purpose of my company make me feel like my work is important?</td>
</tr>
<tr>
<td>9. Are my co-workers committed to doing quality work?</td>
</tr>
<tr>
<td>10. Do I have a best friend at work?</td>
</tr>
<tr>
<td>11. In the last six months, have I talked with someone about my progress?</td>
</tr>
<tr>
<td>12. At work, have I had opportunities to learn and grow?</td>
</tr>
</tbody>
</table>
Risk Taking Techniques

- Ask “What If?” questions.
- Decide what you can afford to lose.
- Take only one risk at a time.
- Develop back-up plans (i.e., scenario analysis).
- Reward effort, not just success.
Exercise #5

- Advising a college friend who’s now a department chair
- Read the case study and see if you can develop some good advice for your friend
- What seems to have gone wrong?
- How can your friend still turn things around?
- We’ll take five minutes for this discussion
Exercise #5
We’ll take five minutes for this exercise.
Exercise #5

Advising a college friend who’s now a department chair
Read the case study and see if you can develop some good advice for your friend
What seems to have gone wrong?
How can your friend still turn things around?

What did you recommend?
How Can We Communicate Better?

Administrative Terms
- strategic planning
- metrics
- retention rates
- graduation rates
- space utilization
- cost per credit hour
- productivity
- efficiency
- mission-driven
- data-driven
- outcomes
- student-centered

Faculty Terms
- collegiality
- academic freedom
- tenure
- critical or higher order thinking
- shared governance
- Bloom’s Taxonomy
- active learning
- service learning
- flipped classroom
- multiple intelligences
- curriculum
- scaffolding
Now let’s apply the sociology of change to the three changes you identified on page 1 of the workbook.

Using the vocabulary and values that resonate with faculty members in higher education, write one compelling sentence about the benefit of each change as instructed in the workbook.

We’ll take five minutes for this exercise.
Exercise #6

We’ll take five minutes for this exercise.
The Philosophy of Change
1. The power of positive thinking can help promote positive change.

2. Large, complex problems usually require large, complex changes.

3. Change leaders may best be understood as catalysts for change.

4. The concept of SMART goals make change easier to implement and progress easier to assess.

5. If you get the sociology right, the psychology follows automatically.
You must unlearn what you have learned.
Assumption #1

The power of positive thinking can help promote positive change.
Formulate and stamp indelibly on your mind a mental picture of yourself as succeeding. Hold this picture tenaciously. Never permit it to fade. Your mind will seek to develop the picture .... Do not build up obstacles in your imagination.
The Law of Attraction

When you want to attract something into your life, make sure your actions don’t contradict your desires. ... Act as if you are receiving it. Do exactly what you would do if you were receiving it today, and take actions in your life to reflect that powerful expectation. Make room to receive your desires, and as you do, you are sending out that powerful signal of expectation.
Positive Thinking Does Have Benefits

- Optimists are more likely to be hired than pessimists
- Optimists are more likely to get promoted than pessimists
- Optimists are recover from surgery and illnesses faster than pessimists
- Optimists are more likely to take direct action than pessimists
- Optimistic college students do better than pessimistic college students
But Positive Thinking Has Limits

It is ineffective in leading positive change.

“Positive fantasies, wishes, and dreams detached from an assessment of past experience didn’t translate into motivation to act toward a more energized, engaged life. It translated into the opposite.”

page 11
But Positive Thinking Has Limits

It is ineffective in leading positive change.

Repeatedly in experiments that were conducted “positive thinking wasn’t always helpful. Yes, sometimes it did help, but when it came in the form of a free-flowing dream—as so much positive thinking does—it impeded people in the long term from moving ahead.”

page 16
But Positive Thinking Has Limits

It is ineffective in leading positive change.

Positive thinking without an assessment of past experience usually doesn’t improve anything.

Rethinking Positive Thinking
INSIDE THE NEW SCIENCE OF MOTIVATION
Gabriele Oettingen
Positive Thinking Isn’t Positive Leadership

Seeking positive results even in negative situations.

Adopting *positive default*: assuming that people’s motives are good unless proven otherwise.

Preferring rewards to punishments.
So, If Positive Thinking Doesn’t Work, What Does?

Rethinking Positive Thinking
INSIDE THE NEW SCIENCE OF MOTIVATION
Gabriele Oettingen

Positive Academic Leadership
How to STOP Putting Out Fires
and Start MAKING A DIFFERENCE
Jeffrey L. Buller
STEP ONE: Set goals.

STEP TWO: Specify the likely result of achieving those goals.

STEP THREE: Develop a plan to achieve those goals.

STEP FOUR: Identify the likely obstacles that may prevent you from achieving those goals.

STEP FIVE: Develop a plan to overcome the potential obstacles identified in STEP FOUR.

STEP SIX: Revise STEP THREE to include STEP FIVE.
Assumption #2

A large, complex problem is best solved with a large, complex solution.
Bacterial Infections

Penicillin: small, inexpensive solution
One morning, a faculty member’s child gets his finger trapped in the hole of a muffin pan; it swells badly.

No one else is in the house.

No neighbors can be found.

Urgent Care is too far away.
The child needs to get to school.

The faculty member needs to get to class.

How can she solve this medical problem?

A hospital Emergency Room would take too long and be quite expensive.
She decides that it can also be seen as a HARDWARE PROBLEM.

They go to Home Depot where there are a lot of tools (maybe more than the emergency room).

Staff in the tools department quickly and safely cut away the muffin pan.
The child makes it to school on time.

The faculty member makes it to class on time.

The cost: $0.

The complex problem was solved by a simple, direct solution.
Power distributor broke down

Metal shavings had built up, making it impossible to remove bolts
The International Space Station

- No tool small and firm enough to wipe away metal shavings
- Sending tool up on next resupply mission: too long
- Solution?
The International Space Station
Small Solutions

**Shrink the Change**

- less obtrusive
- evokes less change aversion
- change becomes evolution, growth, natural development
- can be more cost effective
- requires creativity, innovation
- less overwhelming
Small Solutions

**Shrink the Change**
- give up smoking for one week
- AA: one day at a time
- not “Top Ten Research Universities in the World” but “bring in additional $100,000 in indirect costs that can support improving classrooms”
- circumvent red tape
**Small Solutions**

**Start the Trip Halfway There**

- silent phase of capital campaign: Who wants to give the first $100 of a billion dollar campaign?
- car wash free after:
  - a. 8 punches
  - b. 10 punches but 2 free
- head start
- What would it take to get to the next step?
Assumption #3

Change leaders may best be understood as catalysts for change.
What Is a Catalyst?

A substance that increases the rate of a chemical reaction without itself undergoing any permanent chemical change itself.
What Is a Catalyst?

A substance that increases the rate of a chemical reaction without itself undergoing any permanent chemical change itself.
“I Bid Thee: Change!”
You cannot produce meaningful, lasting change within a system without being changed yourself.
The Reality

There’s no such thing as a “change agent.”

What you actually are is a “change reagent”: a component of the same reaction you are producing.
When You Change a System ...
... You’re Part of That System
And You’ll End Up Being Changed
Assumption #4

The concept of SMART goals make change easier to implement and progress easier to assess.
“The specificity of SMART goals is a great cure for the worst sins of goal setting – ambiguity and irrelevance (‘We are going to delight our customers every day in every way!’). But SMART goals are better for steady-state situations than for change situations, because the assumptions underlying them are that the goals are worthwhile.”

—page 82
“The specificity of SMART goals is a great cure for the worst sins of goal setting – ambiguity and irrelevance (‘We are going to delight our customers every day in every way!’). But SMART goals are better for steady-state situations than for change situations, because the assumptions underlying them are that the goals are worthwhile.”

—page 82
“SMART goals *presume* the emotion; they don’t generate it. ... There are some people whose hearts are set aflutter by goals such as ‘improving the liquidity ratio by 30 percent over the next 18 months.’ They’re called accountants.”

—page 82
SMART goals engage the rider.

They don’t do all that much for the elephant.
Elephants Are Excited by the Vision

- Riders need to know the SMART next step
- As well as the ultimate destination
- Effective change leadership involves engaging both our rational and emotional sides simultaneously
"Oh, I hope we’re going somewhere fun!"

"Are we THERE yet?"
Assumption #5

If you get the sociology right, the psychology follows.
Assumption #5

TRANSLATION: If you focus on the group, the individual falls in line.
Groups Are Made of Individuals

- Change leadership often requires a lot of one-on-one conversations.
- It is like coaching: motivating **individuals** to achieve a **team** result.
- Effective change leadership requires understanding that not everyone shares the same philosophy of change.
- It adheres to a philosophy that the psychology and sociology of change are both equally important.
Exercise #7

- Look back at the three changes you identified on page one.
- See if you made any of the five common assumptions about them.
- If you did, how does re-evaluating that assumption help you with the change?
- If not, what’s one thing you can do next week to make progress on each change?
Exercise #7

We’ll take five minutes for this exercise.
Change is often difficult because we don’t perceive the extent to which different people view change differently.

Change is often difficult when we don’t understand the unique culture in which the change occurs.

Change becomes even more difficult when we approach it with false assumptions.
Learning to Embrace Change

You must learn to embrace change.

Can we change anything we want to change?

No. You don't get to say what the changes are. I do that.

Will that situation ever change?

No.

Why not? You said change is good.

Change is good.

For other people.

So embrace it or I'll fire you.

We love change!!!
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A Workshop for Academic Leaders