

# Coaching for Change: Building leadership capacity to implement and scale pathway reform

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# Opening inquiry

Identify an initiative that was started at your organization and not brought to scale?

- o What happened? What worked? What didn't work?
- o Would an increase in leadership capacity have helped?

How do you increase leadership capacity at your organization?

How do you build leadership effectiveness at your organization?

# SUNI Leadership Study

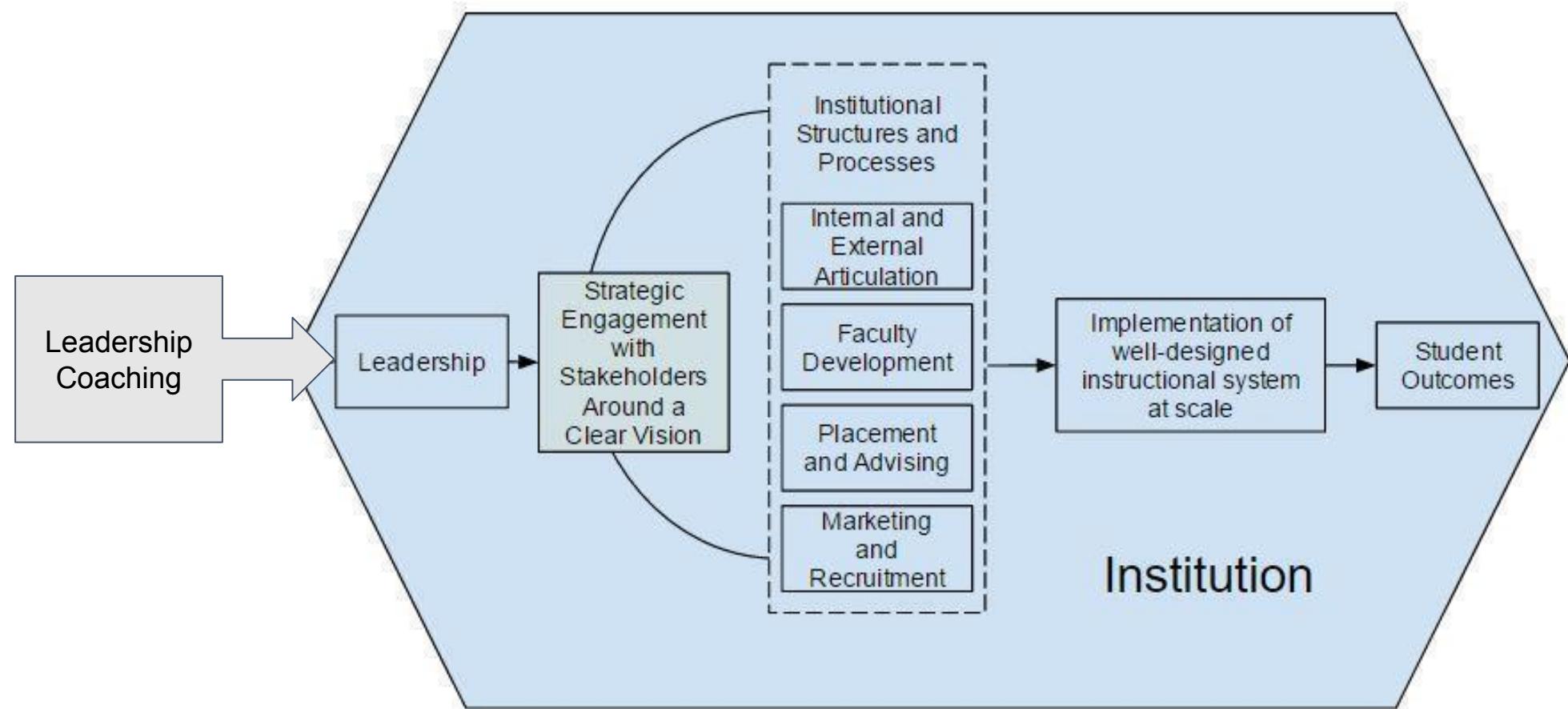
**Problem:** Innovation, even those ideas that are proven effective in some contexts, is difficult to implement at scale, effectively and sustainably. We need to better understand what it takes to achieve institutionalization of innovation and how to support its success.

**Goal:** To examine how institutional leaders plan, implement, and scale CMP programs supported by improvement-focused leadership coaching

**Study Approach:** Case study analysis within and across institutions (i.e., the engagements and work of institutional teams) to examine:

- (1) extent to which and how differences in context shape the implementation process (e.g., available supports and resources, obstacles, leaders' decisions, leaders' actions, etc.)
- (2) extent to which and how the coaching content and process support leaders' efforts to implement at scale, effectively, and sustainably.

# SUNI Leadership Study: Implementation Framework (a practical theory)



# Case Study

## Institution cohort 1

- **Large urban East Coast Community College**
- **Educational Reform** - math pathway implementation
- **Organizational reform** – merging of pre-college and college level math departments
- Student Profile: 30,000 students, 60% students of color, 51% female, 49% male, 56% average college age

## Institution cohort 2

- **Large urban Midwest 2-year Community-Technical college**
- **Educational reform.** Math pathway implementation
- **Institutional context:** Guided pathway implementation simultaneous. Achieve the Dream. World pandemic
- **Student profile.** 25,000 students. 55% students of color. Average age 29. 58% women, 40% men. 90% are part-time students. Equity is a strategic priority

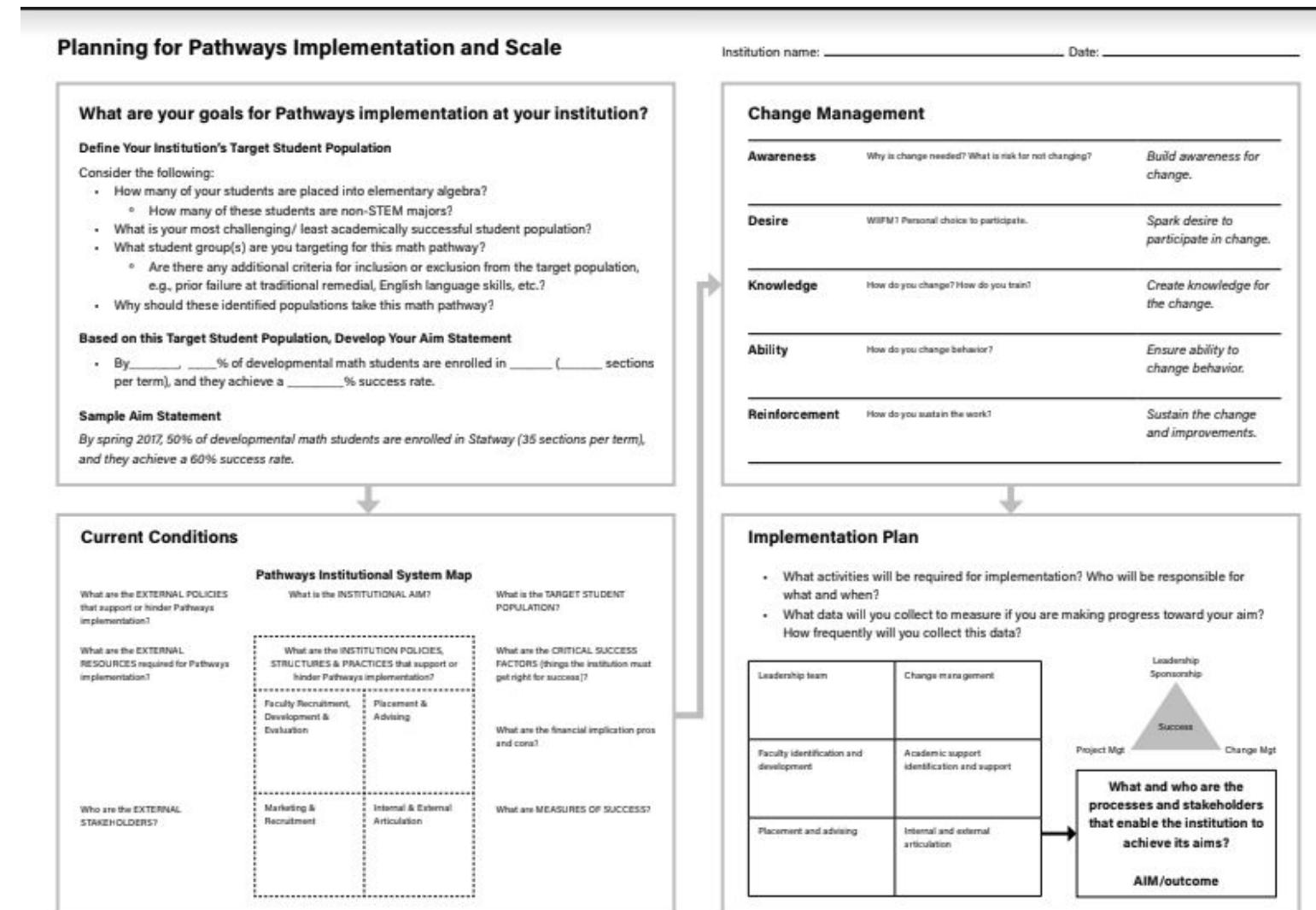
# Coaching tools

## Coaching tools:

- 1-1 Coaching with certified Executive Coaches. Active inquiry.
- Institutional Steering Committee: Consensus building.
- Management process: A3 for initial planning.
- Professional development:
  - Crucial Learning: Crucial conversations.
  - Leadership assessment: PXT
  - Everything DISC.
  - Change Management (PROSCI-ADKAR)

# Tool: A3

Management process to solve problems, gain agreement, mentor and lead



# TOOL: ADKAR





# Preliminary themes and findings



# SUNI Leadership Study: Preliminary Themes/Findings

## **Role and organization of institutional leadership**

Authority for decision making is distributed across and accountable to multiple units and stakeholders

- **Implementation at scale is more likely to occur when key decision-makers** in multiple spheres of the campus organization **agree that the change is a worthy investment** of effort and resources
- **Sustainability** (i.e., institutionalization) requires **involvement and coordination** of multiple units
- This layering of authority can form barriers to implementation, as leadership team members have different arenas of authority

# SUNI Leadership Study: Preliminary Themes/Findings

## Change as a constant in institutional leadership and organization

- Leadership for implementation **requires the skills to manage changes** (predictable or unexpected) that are not part of the plan.
- **Alignment of the innovation** to other campus initiatives (e.g., guided pathways or state policy mandates) enables continuation, even if at a slower pace or smaller scale.
- The capacity of the program implementation to **weather changes, and to even leverage the changes and thrive, depends on:**
  - **Strength of stakeholders' relationships and level of mutual trust**
  - **Quality of communications** and coordination between units
  - **Coherence of shared goals and mutual understanding of roles and responsibilities** in meeting the goals
  - Extent to which the **leadership team members can rally support and buy-in** from their respective stakeholder groups

# SUNI Leadership Study: Preliminary Themes/Findings

## Developing leadership capacity through coaching

- Significant **variability in engagement in and uptake of coaching**
  - **Differences in leaders' motivations and accountabilities**
  - Familiarity with leadership coaching as a resource is not yet developed in higher education
- **Top-down mandates for participation are unsustainable**
- **Modeling of engagement in learning through coaching and participation in networked learning helps to establish a culture of collaboration and collective development**
- **Coaching must meet a felt need in order for leaders to meaningfully engage** and take up the tools and strategies, and that felt need varies by individual and by institution



## Reflection and Sharing

**How can this case and the lessons learned inform the efforts underway at your campus to implement complex reform?**

Reflect in small groups and be prepared to share your highlights when the large group resumes.





# Questions?



# Contact information

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