



**SENCER**

SCIENCE EDUCATION FOR NEW CIVIC ENGAGEMENTS AND RESPONSIBILITIES

# Creating a SENCER Climate on Campus (or, Leading Change)

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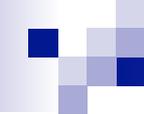
(Thanks to Karen Oates and Tara Mann; Adapted from our SSI 2013 workshop)

# A Philosophy (a theoretical analogy): Based on Evolutionary Principles

Adapt and thrive

Adapt, Change, Improve





# SENCER is about

- applying the science of learning to the learning of science;
- expanding our students' civic capacity so that they can participate more meaningfully in a democratic society by including student voices in their studies;
- making science real by looking at issues that are relevant to students;
- welcoming all students, whether majors or non-majors, into the world of science;
- supporting a community of practice.



# Leading Change is about

... you and the team you assemble.

In order to assemble the right team:

1. You have to know your strengths and weaknesses.
2. Complement your weaknesses with strengths in your team.



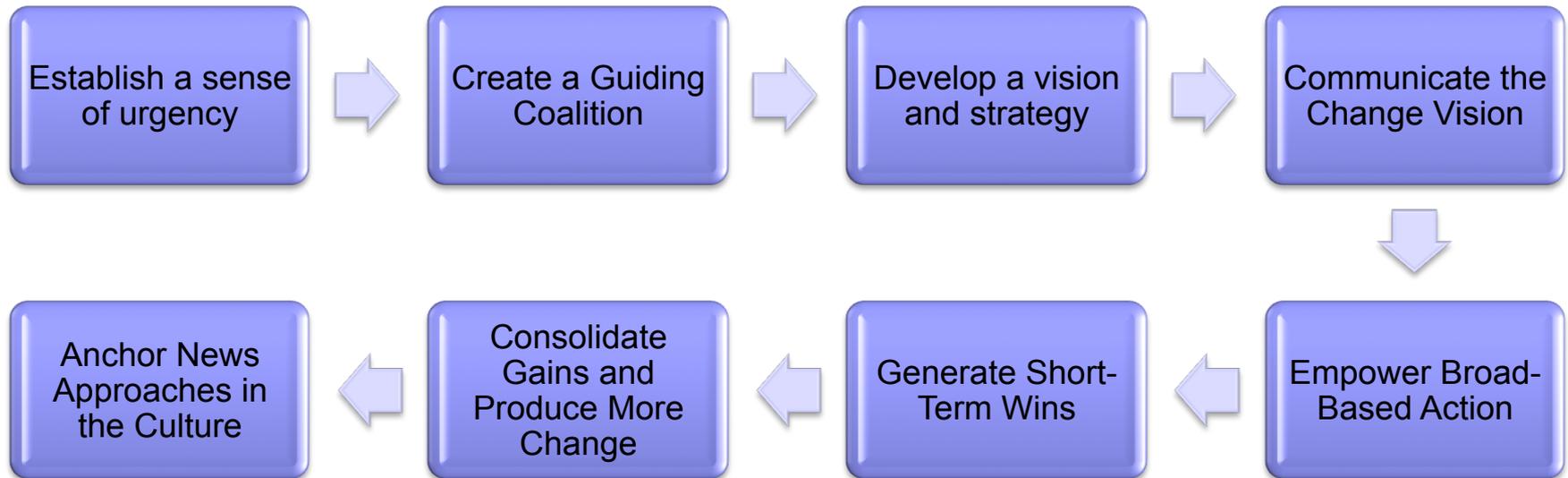
# Exercise

Before we look at the process of leading change, let's define the change you want to initiate on your campus.

What would your goal be? Set a few objectives for how you would like to see things change.

# Kotter's 8 Step Process

(WARNING: A very linear approach but a good start)



*Leading Change*; John P. Kotter;  
Harvard Business School Press,  
Cambridge, MA



## **1. Establishing a Sense of Urgency**

- Examining the market and competitive realities
- Identifying and discussing crises, potential crises, or major opportunities
- Tell a story, provide scenarios

## **2. Creating the Guiding Coalition**

- Putting together a group with enough power to lead the change
- Getting the group to work together like a team
- Diversity of group is critical

## **3. Developing a Vision and Strategy**

- Creating a vision to help direct the change effort
- Developing strategies for achieving that vision
- Tell an “I have a dream and the path to get there” story

# Exercise

Steps in leading change:

1. How would you communicate **a sense of urgency** on your campus? Provide a concrete example of one step you might take to create a sense of urgency to the problem you defined.
2. What are some challenges you envision in **creating a guiding coalition**, in establishing the “who” and “why” of your team?
3. **Develop a vision** – Tell the story of your dream – Take the goal you defined and make it a vision for the future.



# Lets Talk More About Vision: The Theory of Creative Tension

- Vision versus reality (seeing what we want to be and telling the truth of how we are).
- The gap between the two creates a natural tension.
- The tension can be resolved in 2 ways:
  1. Raising reality towards vision;
  2. Lowering vision towards current reality.
- The groups or organizations that work for change learn how to use their energy to move reality towards vision.

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- Without vision, there is no creative tension; it can not be created from current reality alone. All the analysis in the world does not create vision!
  - Many who are or could be qualified to lead fail because they substitute analysis for vision.
  - Data (analysis) without vision is less powerful than vision of what could be extracted from data on the current reality.



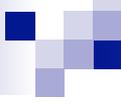
## **4. Communicating the Change Vision**

- Using every vehicle possible to constantly communicate the new vision and strategies
- Having the guiding coalition role-model the behavior expected of employees



# Key Elements of Effective Communication

- **Simplicity** – eliminate jargon
- **Metaphor, Analogy & Example** – a verbal picture is worth a thousand words
- **Multiple Forums** – address the issue in multiple ways
- **Repetition** – repetition, repetition, and more repetition
- **Leadership by Example** – inconsistent behavior undermines the credibility of what you are trying to do
- **Explanation of Seeming Inconsistencies** – address them head on
- **Give & Take** – two-way communication is always more powerful than one-way



## **5. Empowering Broad-Based Action**

- Getting rid of obstacles
- Changing systems or structures that undermine the change vision
- Encouraging risk-taking and nontraditional ideas, activities, and actions

## **6. Generating Short-Term Wins**

- Planning for visible improvements in performance, or “wins”
- Creating those wins
- Visibly recognizing and rewarding people who made the wins possible

# Exercise

Steps in leading change:

4. **Communicate** – many ways, many times! What are some of the effective ways information has been communicated to you during times of change on campus? Are there any types of communication you find ineffective?
5. What are some obstacles you envision to **empowering broad-based action** and how can you or the administration help remove these obstacles?
6. What is the first action you can take to **generate short-term wins** and how will you reward/celebrate these wins?

## **7. Consolidating Gains and Producing More Change**

- Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision
- Hiring, promoting, and developing people who can implement the change vision
- Reinvigorating the process with new projects, themes and change agents

## **8. Anchoring New Approaches in the Culture**

- Creating better performance through customer-oriented and productivity-oriented behavior, more and better leadership, and more effective management
- Articulating the connections between new behaviors and organizational success
- Developing means to ensure leadership development and succession

# Exercise

Steps in leading change:

7. Describe how you might **leverage that gain** through a variety of different actions that are valued by the stakeholders.
8. One person or small guiding coalition cannot sustain change. How might you involve others so that this change is now part of **the culture of the institution?**



# Interactive Problem-Solving Process (some mechanics as a guide)

These steps, like Kotter's (linear) "Steps of Change," are often very helpful to Learning Organizations:

- Define the Problem
- Develop an Action Plan
- Implement Action
- Follow Through

All members of a learning organization can be involved.

# Structural Reforms to Support Innovation Include:

- **Impetus for change** – create a sense of urgency coupled to your “dream”
- **Administrative support** – positional power
- **Leadership team** – a guiding coalition
- **Shared Vision** – common language
- **Student Focus** – goals-connect to the mission of the institution
- **Information** – communicate, communicate, and communicate
- **Stakeholders** – identify who will win and lose, and work with both
- **Reward** – promotion, tenure, incentives, and what matters

# Strengths/Limitations of the Model

1. It can be applied to all top-down change processes.
2. It does not relate to complexity theory. It is a linear model that assumes predictability and manageability of the change processes.
3. Strengths:
  - a) Buy-in of employees as the focus for success
  - b) Clear steps which can give a guidance for the process
  - c) Easy to understand
  - d) Can be successful when all steps are well communicated
  - e) Fits well into the culture of classical hierarchies

# Strengths/Limitations of the Model

## 4. Weaknesses:

- a) Linearity of the model can lead to wrong assumptions
- b) Once the process starts, it is difficult to change direction
- c) Top-down model; no room for other forms of participation
- d) Can lead to deep frustrations among employees if the stages of grief and individual needs are not taken into consideration