HANDLING CHANGE:
LEADING FROM YOUR POSITION
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Thanks to Joanne Damminger and Ruth Darling

We are all faced with a series of great opportunities – brilliantly disguised as unsolvable problems.

(John W. Gardner, Secretary of Health, Education, and Welfare under President Lyndon Johnson)

WHAT IS LEADERSHIP?

“Leadership is an influence relationship among leaders and followers [constituents] who intend real changes that reflect their mutual purposes” (p. 102).
Rost, 1993

Role of a Leader

• Establish a clear vision,
• Sharing that vision with others
• Providing information, knowledge, and methods to realize that vision
• Coordinating and balancing the conflicting interests of all members and stakeholders
• A leader steps up times of crisis and is able to think and act creatively with facts and data
HANDLING CHANGE:
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How Leadership Works
Maxwell, 2014 – How Successful People Lead
Level 1 – Position
Level 2 – Permission
Level 3 – Production
Level 4 – People Development
Level 5 - Pinnacle

HANDLING CHANGE:
LEADING FROM YOUR POSITION
Level 1 – Position (Rights)
People Following Because They Have To

HANDLING CHANGE:
LEADING FROM YOUR POSITION
Level 2 – Permission (Relationships)
People Follow You Because They Want To

HANDLING CHANGE:
LEADING FROM YOUR POSITION
Level 3 – Production (Results)
People Follow Because of What You Have Done for the Organization

HANDLING CHANGE:
LEADING FROM YOUR POSITION
Level 4 – People Development
(Reproduction)
People Follow Because of What You Have Done for Them

HANDLING CHANGE:
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Level 5 – Pinnacle (Respect)
People Follow Because of Who You Are and What You Represent

HANDLING CHANGE:
LEADING FROM YOUR POSITION
• Examine institutional culture and change
• Consider data and assessment as key components on initiatives that focus on change
• Minimize the risks and calculate the benefits
• Rebound from setbacks
• Institutionalize change
• Adopt a model for change
• Lead from your position
SUMMARY OF LOSS

Too often we approach change with a powerful double standard:
• We see the value of change, but by other people.
• Changes we seek in others we associate positively with growth.
• But change that others seek in us, we associate negatively as we experience a sense of loss and resistance.

According to the Merriam-Webster Dictionary

REFORM
To put or change into an improved form or condition
To amend or improve by change of form or removal of faults or abuses
To become changed for the better

ARE YOU...
• A person who makes change happen?
• A person who watches change happen?
• A person who wonders what happened?

THE CHANGES MUST FOCUS ON...
• Improve student learning and success
• Inform future policy and practice
• Demonstrate effectiveness
• Demonstrate accountability
• Influence cultural change
MINIMIZE RISKS & CALCULATE BENEFITS

Start with achievable goals to build momentum and confidence in your leadership ability and effectiveness
- Take ownership of the challenge as you look forward to realistic ways to achieve desired results
- Timing is key, so don’t procrastinate
- “Manage upward” (keep your boss and campus leaders informed)
- Identify key stakeholders and establish a network of resources to share the load

CONSIDER...

Consider key concerns/questions as you propose change:
- Collegial approach might be the best way to solicit information and build support for proposed changes
- Involve the followers in the decision making; this could be handled more or less formally, depending upon the constituents directly affected
- Protecting the interests of one group against the competing interests of another
- Are there any ethical issues to consider? How will they be addressed?

A PERSPECTIVE ON “FAILURE”

“I’ve missed over 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game-winning shot...and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

(Michael Jordan)

REBOUND FROM A SETBACK

Proper Prior Planning Prevents Poor Performance
However, even the best plans rarely move along without hurdles

Stay Flexible
Don’t be thrown completely off course when faced with a problem

Stay Alert
Keep lines of communication open with those who can help you make key adjustments
**CHANGE??**

When asked, "would you rather work for change, or just complain?" 81% of the respondents replied, "Do I have to pick? This is hard."

"If you want to make enemies, try to change something!"

(Woodrow Wilson)

**CONSIDER AND RESPECT THAT...**

- Change processes can be thwarted by violating cultural norms or enhanced by sensitive strategies
- Distinct organizational cultures impact the process
- People want to see that their hard work is leading toward progress

**INSTITUTIONALIZING CHANGE**

- Staff development that focuses on specific programmatic areas can build new capacities within your faculty and staff
  - Additional attention to your current personnel resources can provide an option to utilize existing staff, when you discover your talent pool is not sufficient

**INSTITUTIONALIZING CHANGE**

- Propose an infrastructure that supports the change – think outside of the box
- Be creative with organizational reporting and resources – use informal networks
- Know when to cut your losses and move on – you may have to lose a battle to win the war
INSTITUTIONALIZING CHANGE

• The final goal of any project is a tangible product that serves as an example of your accomplishments and guides further revisions and improvements
• Write a report – whether formal of informal, widely-distributed, posted on your website, or distributed with limited access, your report will demonstrate what you have learned from your efforts and how it informs program improvement

PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE

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TAKE THE RISK...

*There is no best way to do something in an innovative organization. Risk assumes processes will not be perfect.*

Tierney (1999), Building the responsive campus

LEADING FROM YOUR POSITION

*“Coming together is a beginning, staying together is progress, and working together is success.”*

(Henry Ford)
"Without data you're just another person with an opinion."
• W. Edwards Deming, Data Scientist

In the new text *The Undergraduate Experience: Focusing Institutions on What Matters Most* (2016), the editors state that for institutions wanting to enhance the undergraduate education, we have all we need – optimism, patience, teamwork, and muscle – there are no quick fixes, gimmicks or magic bullets


**LEADING FROM YOUR POSITION**

**REMAIN FOCUSED ON STUDENT SUCCESS**

**WHAT MATTERS MOST?**
• Everyone should be motivated to learn – students, faculty, and administrators – creating a culture of learning – not compliance
• Relationships of all kinds
• Clear and high expectations that are intentionally set and clearly communicated
• Alignment of resources, policies, and practices
• Assessment of learning in all areas
• Leadership at all levels (not just at the top) share a common vision and purpose
LEADING FROM YOUR POSITION

The first responsibility of a leader is to define reality. The last is to say thank you.

(Max DePree)

I want to hear from you!

Please tell me about my session - Your thoughts and opinions help shape future NACADA Institutes!

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This evaluation will be open until 10:00 p.m. tonight