Leadership team coaching to develop teaching and learning capacity in a business school

Barbara Berry, Simon Fraser University
David Rubeli, Simon Fraser University
Shauna Jones, Simon Fraser University

Today we will:

1. Share our experiences developing team leadership using visualization approaches for engaging a small group of ten business faculty

2. Use a visual technique to explore this "lingering" question: “What needs to be in place to foster collaborative leadership in teaching and learning in disciplines?”

3. Summarize highlights and ideas going forward
What are the teaching & learning challenges?

The School and instructors are facing:
- Ad hoc instructor development activities
- Changing faculty demographics & workforce composition
- Changing student demographics presenting language learning challenges, increased competition and reductions in funding
- Aligning teaching & learning professional development to the goals of the business school
- Siloed ways of working within the School
How did we come together?

- Do something different
- Enable members to participate and use their talents
- Use a strategic, facilitated process

What was our opportunity?

We had a chance to:

- Develop a collaborative process to support faculty development around vital teaching and learning challenges in the business school
- Foster “team leadership” development in relation to a shared T & L vision, and strategic directions
- Engage faculty and the broader community in the process
- Apply organizational development practices into a higher education context
What informed us?

- Negotiating
- Clarifying
- Commissioning
- Visioning and Initial Planning
- Refinement and Evaluation Planning
- Implementation

What was the process?

**Cycle I**

- October-November 2014
- December 2014 – January 2015
- February – March 2015
- April 2015
- May – August 2015
What visual methods did we use?

Steps

1. History – post-its on wall grid and timeline
2. Strengths – visual card deck
3. Collective Vision – visual card deck
4. Challenges and Opportunities – the grid
5. Key Priorities – templates

What learning approach did we use?

- Visual Facilitation
- Co-facilitated Discussion
- Collective Reflection

Sense-Making

Moving Forward

Doing
The Incubator – Our History

The Incubator – Our Vision
The Incubator – Results?

- Recognition of history as valuable to present and future T & L
- Emergence of a common voice
- Shift in energy from individual to collective
- Had fun

Random ideas ➔ Collective Vision & Priorities

What’s been happening since?

- Engagement planning
- Terms of Reference
- Recruitment and sustainability
- Performance Framework
- Training Plan
- Orientation Planning
- Developing principles
- Building community
- Exploring institutional opportunities
- EAL and Diversity
- Team Leadership
- Capacity Development
Action Teams – Results

How is leadership developing?

Dean & Assoc. Deans
Stakeholders

Stakeholders

Stakeholders

Stakeholders

Stakeholders

Shauna

David

Barb
What is emerging?

Since the Incubator, these shifts are taking place:
- Coordination & cohesion amongst the BTLC team
- Endorsement & collaboration with Beedie administration
- Fluctuating energy between individual & team accountabilities
- Negotiation of interdependencies within the system
- Complexities in the context continue to change

Given this…..

Our lingering question…

What needs to be in place to foster collaborative leadership in teaching and learning in disciplines?
Working visually together…

Process:

• Individually, select a card from the card deck that will help you to think about:

  What needs to be in place to foster collaborative leadership in teaching and learning in disciplines?

• In your small group, share your cards, create a collage and annotate it to explain how your group made sense of the question on team leadership.

What are your thoughts?

Making Sense of our Representations
What are our lessons so far?

So far, in our own work, we have learned:

• Developing a relational system of leadership requires intention, learning new habits, and takes time
• Engaging administrators and the full academic community is critical
• Co-facilitation and visual methods enable quick emotional and conceptual consolidation around a vision
• OD practices are crucial in supporting discipline-based teaching and learning systems

References

Thank You

We acknowledge and thank the members of the Beedie Teaching and Learning Committee.

Barbara Berry – bberry@sfu.ca

Shauna Jones – shaunaj@sfu.ca

David Rubeli – drubeli@sfu.ca