

# Well-Known Secrets for Cultivating a High Performance Organization

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CCLC 2019 Annual Convention  
November 22, 2019





1. Hartnell College's purposeful direction
2. Key drivers to becoming a high performance organization (HPO)
3. Reflect briefly on your institution's progress toward becoming an HPO



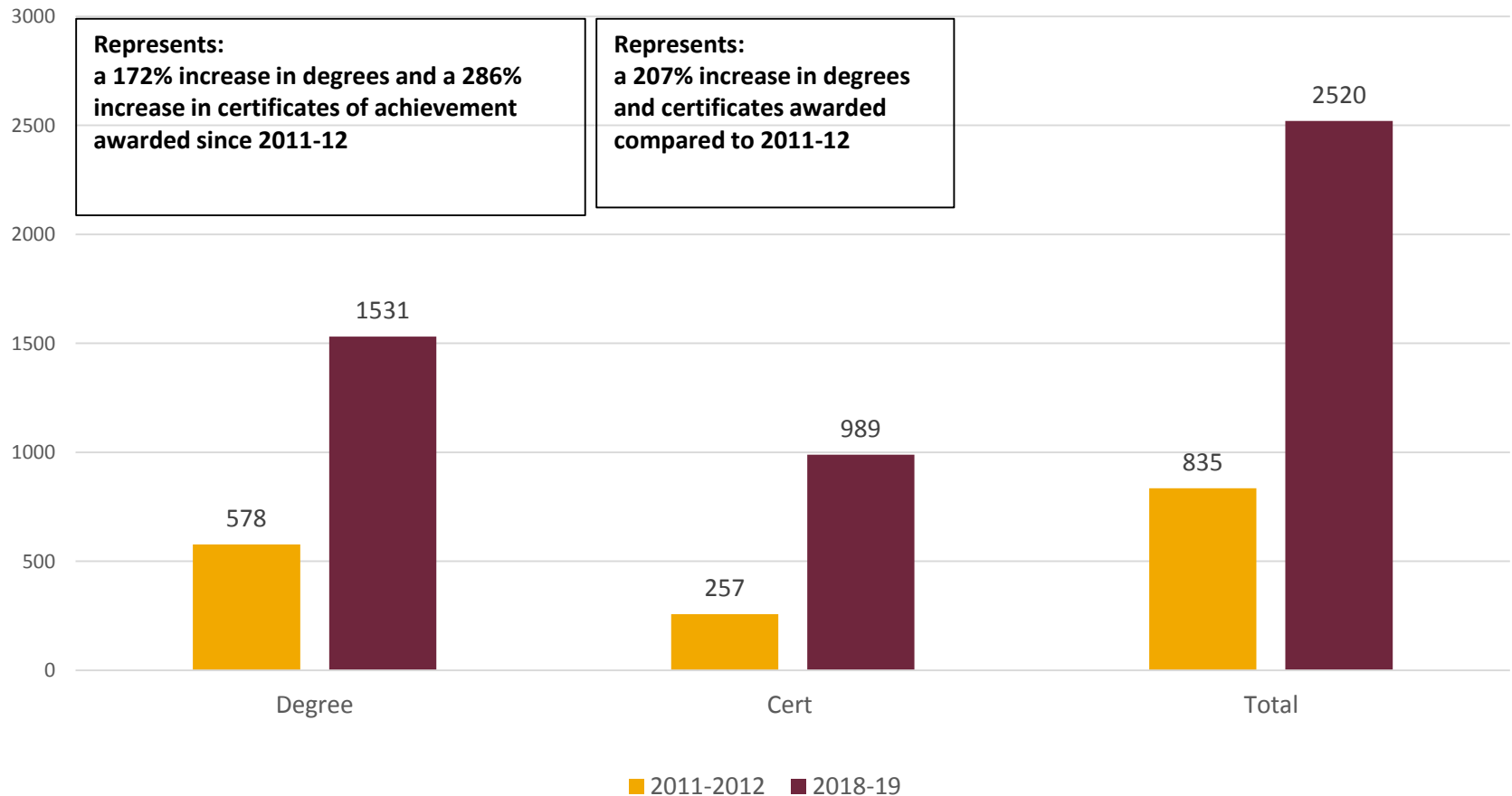
**Institutional accreditation as one key indicator of performance and progress**

**Past Accreditation Performance:  
Two cycles of probation**

**Accreditation Visit Spring 2019:  
Very successful**



## DEGREES AND CERTIFICATES AWARDED 2011-12 VS. 2018-19



# KEY WEAKNESSES & THREATS FOUND IN SWOT ANALYSIS



- Students taking too many units beyond what's required to complete their degree
- Students taking too many years to complete their degree
- Substantial loss of students—students who never complete
- College education is a competing, not necessarily top priority in students' lives
- Job responsibilities, scheduling conflicts, and family responsibilities are the most commonly cited personal factors impacting enrollment in coursework

HARTNELL IS DOING GREAT IN INCREASING THE  
ABSOLUTE NUMBERS OF STUDENTS SUCCEEDING ...

BUT NEEDS TO INCREASE THE SUCCESS OF  
SUBSTANTIALLY LARGER PROPORTIONS OF  
STUDENTS



*WE OWE IT TO OUR STUDENTS  
AND OUR COMMUNITY*



WE KNOW WHAT THE OVERALL STUDENT SUCCESS DATA SHOWS

AND WE KNOW WHAT OUR STUDENT SUCCESS GOALS ARE – WE'RE NOT GOING TO SETTLE FOR INCREMENTAL IMPROVEMENTS OVER THE NEXT 5 YEARS

NOW HOW DO WE ACHIEVE THESE GOALS?  
HOW DO WE GET TO THESE OUTCOMES?

DATA →

*HIGH PERFORMANCE ORGANIZATION* →

OUTCOMES



- ✓ Learning organizations
- ✓ Willing and able to adapt to shifting priorities, new needs, and changing environments
- ✓ And let go of things that are not working well ...or never did!





*What are the key drivers of HPOs that maximize student success in the California community college setting?*

*The drivers—“well-known secrets”—described in this presentation are based primarily on observations and experience of the three presenters regarding what builds and sustains an organizational culture focused on student success*



**Achievement of  
Institutional Goals:  
Engagement &  
Reinforcement**

**Student Success Focus**

**Caring & Learning Organization**



*Feel free to write on your handout  
as the presentation progresses  
through the various drivers*



**IA. Hiring**

**IB. Orientation**

**IC. Professional Development**

**ID. Safe Place to Innovate**

**IE. Personal Attention, Guidance & Support  
for Students and Employees**



- Culture starts with hiring, specifically whom you hire
- Need to hire people who fit the culture you are trying to build or sustain
- Need to go beyond requisite skills for the position in interview
- Must ask questions directly related to the desired culture in order to determine fit
- For positions that work directly with students, include students in hiring process, especially in teaching demonstrations and initial hiring committee



- Ensuring cultural fit is a continuous process that starts with hiring, but next have to establish connection to culture through orientation
- Orientation is where communicate and “indoctrinate” or “inculcate” new employees into the desired culture, not just the logistics (e.g., benefits, keys, rules)
- Orientation is where ensure employees understand their role within the institution, including how their position is important to the institution, and their connection to and responsibility in regards to student success



- Orientation is where set expectations in both directions: what is expected of employee from institution, and what employee can expect from institution
- As is the case with students, orientation is more effective and lasting if it takes place over time
  - ✓ Consider cohort model where bring new faculty and staff together for a year, allowing some specialized sessions for faculty and staff based on the specifics of their roles



- Work does not end with orientation, must be reinforced through continuous professional development
- Must be designed to meet the needs of both the institution and the employee
- Requires ongoing needs assessments
- Development of PD plan and accompanying resources demonstrate institutional commitment to employees
  - PD plan needs to include all employees, not just faculty
- PD cannot only focus on skills and information related to job duties, but also on how to build or maintain the desired culture





- All employees need to feel that all ideas are welcome, no matter their position within the institution
- All employees need to feel safe in both sharing and implementing their ideas (i.e., no punitive results)
- All employees need to know where and how they can share their ideas
- All employees need to feel that their ideas are being genuinely considered and that there is a real possibility of these ideas being implemented
- All employees need to feel that the administration will support implementation
- Failure or falling short of the intended outcomes is a learning opportunity; the emphasis cannot be on the failure, but on how to move forward



- **Respected**
- **Connected**
- **Supported**
- **Sense of Belonging**
- **Rewarded**



**IIA. Focus on Key Student Success Goals**

**IIB. Bring Employees Onto The Same Page**

**IIC. Encourage Institutional Dialogue**

**IID. Provide Leadership Training & Development**

**II E. Promote & Support Student Success Philosophy  
by Constituency Leaders**

**II F. Institutional Commitment/Entire College  
Community's Involvement in Student-Centered  
Planning**



Literature says:

- *High performance organizations set lofty, but measurable and achievable goals for their organization in order to guide their vision*

Hartnell's Strategic Plan 2019-2024 has four goals:

- ✓ Increase completion
- ✓ Increase completion efficiency
- ✓ Increase transfer to 4-year institutions
- ✓ Increase career placement and opportunities for employment subsequent to training or completion



- **Ensure everyone is on board with the vision and moving in the same direction / Importance of alignment**
- **Wearing the institutional hat / Make sure employees consider how their work moves the ship forward, and how institutional goals apply to them**



- Make sure time and space is available for deep dialogue
- Include relationship-building activities and opportunities that incorporate social networking

Literature says:

- *If organizations fail to demonstrate the significance of relationships in the workplace consistently, then employees won't go out of their way to build interdependent networks*



- **Leaders from all college sectors – not simply administrators – become integral to making change happen**
- **The college builds leadership capacity and a coherent approach to succession planning at the institutional level**

**Hartnell has begun offering a Leadership Institute**

- **In 2018-19, the Institute focused on providing monthly workshops for all managers**
- **In 2019-20, the Institute is providing four sessions for participating faculty, staff, and managers**



- **Champion**
- **Advocate**
- **Spokesperson**





- **Setting the right tone for the institution**
- **Employee involvement**



**IIIA. Collaborate on & Integrate across Major Initiatives**

**IIIB. Reinforcement, Recognition, & Rewards**

**IIIC. Involvement of Instructional Faculty in Implementing Student-Focused Planning, Strategies & Action Plans**

**IIID. Identification & Implementation of Accountability System to Ensure Ongoing Assessment & Continuous Improvement**



- Bring together employees on key institutional initiatives / don't assume they'll find out
- Importance of getting beyond silos

At Hartnell, College Redesign/Guided Pathways brings employees together across silos into teams to solve institutional problems and co-create the future of the institution. *The employees have an ownership stake in that future.*



### Literature says:

- *High performance organizations value teamwork and collaboration as priorities in their organizational design. These organizations reduce barriers between functional units and get rid of complex organizational bureaucracies.*
- *In HPOs, leaders trust their employees to make the right decisions. They act as a coach by giving their team members support and keeping them focused on the project at hand.*



Hartnell is triangulating efforts to increase employee engagement at the College

- ✓ Plan for Engagement
- ✓ Employee engagement consultant
- ✓ Partnership Resource Team through IEPI

Literature says:

- *Engaged employees are emotionally attached to their organization and highly involved in their job with a great enthusiasm for the success of their employer, going the extra mile beyond the employment contractual agreement*



- **Employee of the year awards are great for the one person being recognized each year, but what about everyone else?**
  - **Does not provide enough opportunities to recognize others' contributions**
- **Need to establish more opportunities to reinforce positive outcomes/behaviors, recognize contributions, and reward excellence**
  - **These opportunities can be both formal and informal**
    - **Informal recognition could be engrained into the culture where anyone can recognize anyone (e.g., I saw you doing something good)**
    - **Formal could include recognition/rewards on more frequent basis than annually**



- **Constant contact**
- **Adviser**
- **Sounding board**



- **Efficiency**
- **Effectiveness**





- Give your institution a score for each of the three sets of drivers and provide a brief justification (3 Minutes)
- Share with the Person Seated Next to You (2 Minutes per Person)



**Six Success Factors from Student Support (Re)defined are what students said they need to be successful. Would argue that faculty, staff, and administrators also have success factors they need in order to support student success**

**Wouldn't it be good if...**

- **You knew and understood the goals for your position and how you can achieve them? The goals for the institution and your department, and how your work supports them? (directed)**
- **You were motivated and focused on your goals? (focused)**
- **You knew that someone and/or the institution cares about you and your success? (nurtured)**
- **You wanted to and were an active participant in the work of the institution, both in your official position and as a member of the campus community? (engaged)**
- **You felt a true sense of belonging at the college and understand how you are an important part of something larger than yourself? (connected)**
- **You knew your work mattered and you were appreciated for your contributions? (valued)**



# QUESTIONS & COMMENTS