

## How Learning Organizations Improve and Succeed

Elizabeth Chu and Jim Liebman

# Objectives and Agenda

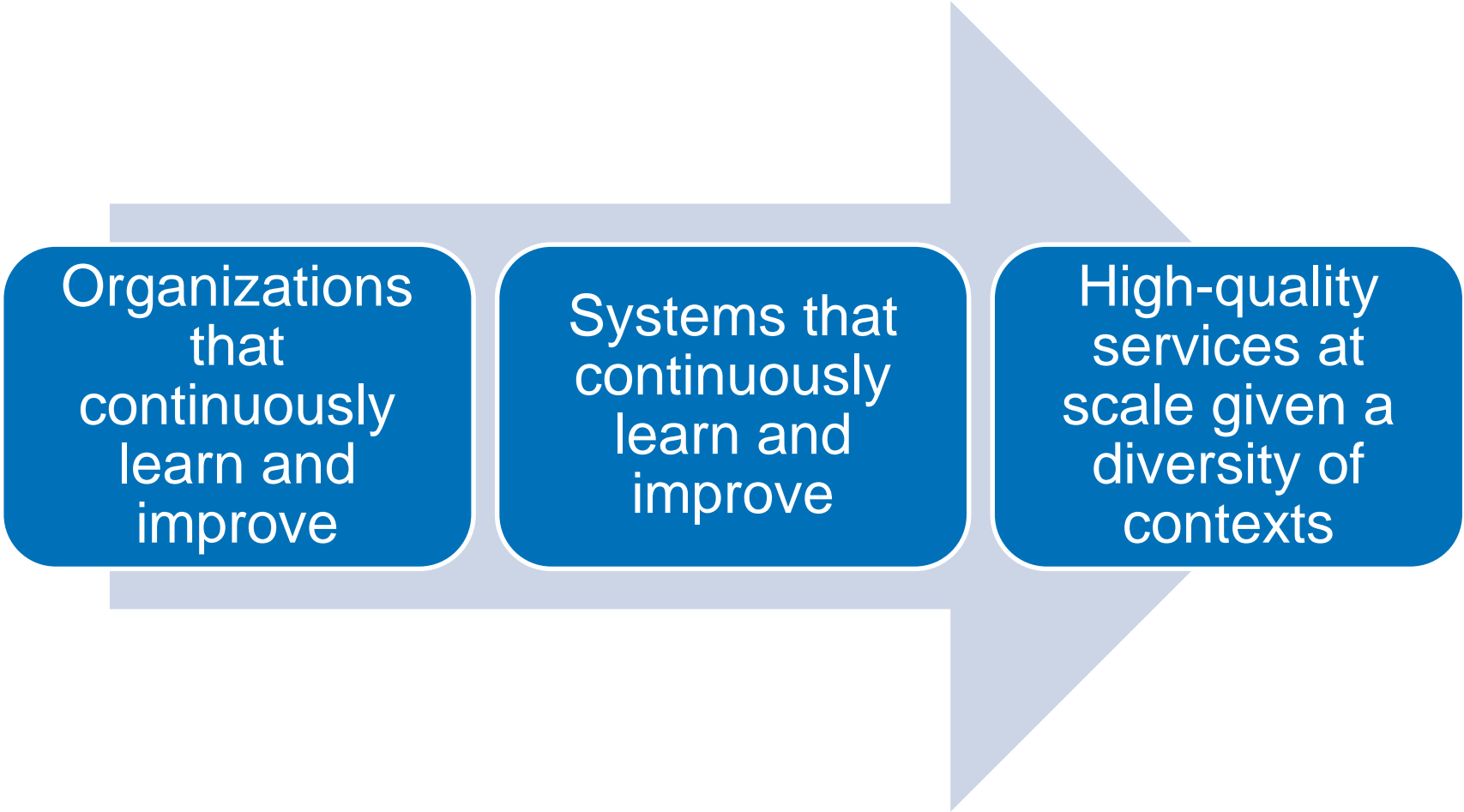
- Objectives:
  - Introduce predominant governance models and implications for education systems
  - Provide opportunity for reflection on one's own governance approach and ways to modify moving forward
- Agenda:
  - Warm-up
  - Introduction to CPRL
  - Overview of Governance Models
  - Discussion
  - Question and Answer

# Warm-Up

# What's your Management Mode?

- To the back of your seat, you'll find a one-page questionnaire.
- Take **5 minutes** to answer the questions from your vantage point as a leader of an organization or team.

# Our Motivation



Organizations  
that  
continuously  
learn and  
improve

Systems that  
continuously  
learn and  
improve

High-quality  
services at  
scale given a  
diversity of  
contexts

# Introduction to CPRL

# Introduction to Us

- Elizabeth Chu, Executive Director, CPRL, [emc2170@tc.columbia.edu](mailto:emc2170@tc.columbia.edu)
- Jim Liebman, Founding Director, CPRL, [jl32@Columbia.edu](mailto:jl32@Columbia.edu)

# Introduction to CPRL

**The Center for Public Research and Leadership (CPRL) at Columbia University** works to revitalize public education while reinventing professional education. **At CPRL we...**

Bring together top-level graduate and professional students to study and practice organizational learning in the context of education reform

Offer robust and affordable consulting support to change-minded PK-16 organizations

Create high-quality trainings and tools that enable PK-16 organizations to drive their own improvement



# Overview of Governance Models

# Governance Defined

How organizations and (school) systems set goals, motivate actors to meet the goals, design strategies, engage stakeholders, measure progress, and respond to evidence of success and failure

# Common Governance Approaches

Bureaucracy

Managerialism

Professionalism/Craft

Evolutionary Learning

# Common Governance Approaches

Bureaucracy  
(A)

Managerialism  
(B)

Professionalism/Craft  
(C)

Evolutionary Learning  
(D)

# Common Governance Approaches

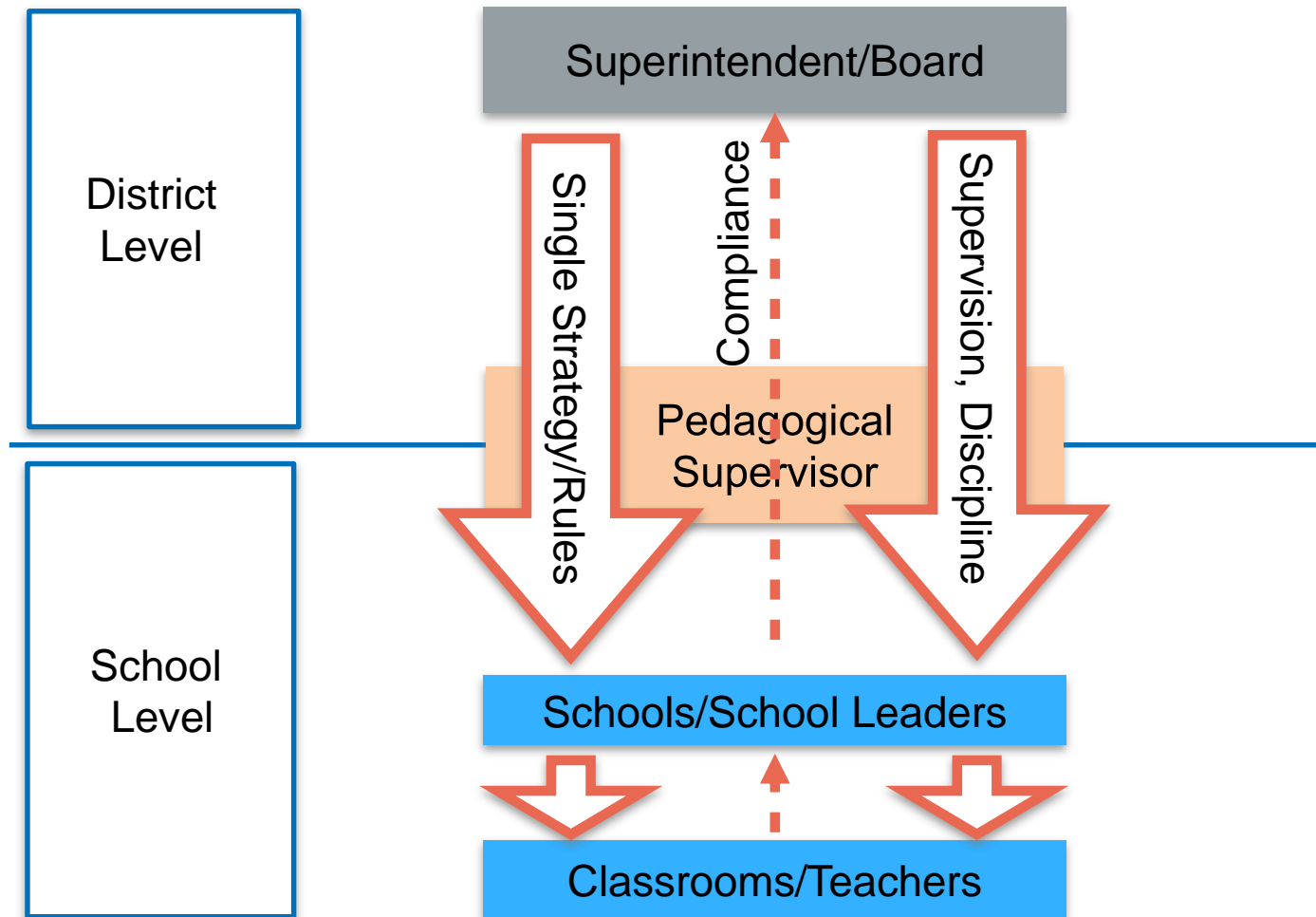
Bureaucracy  
(A)

Managerialism  
(B)

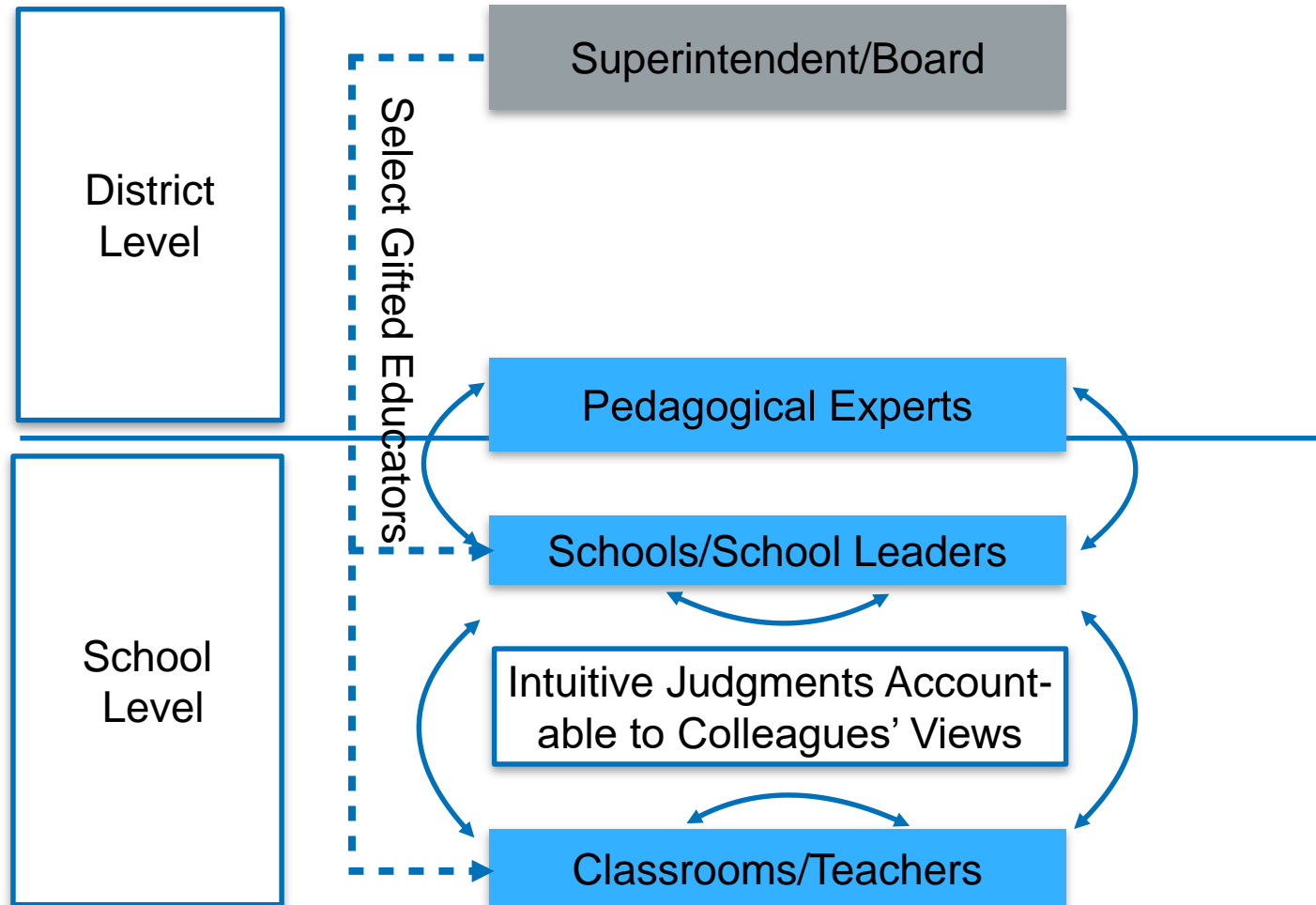
Professionalism/Craft  
(C)

Evolutionary Learning  
(D)

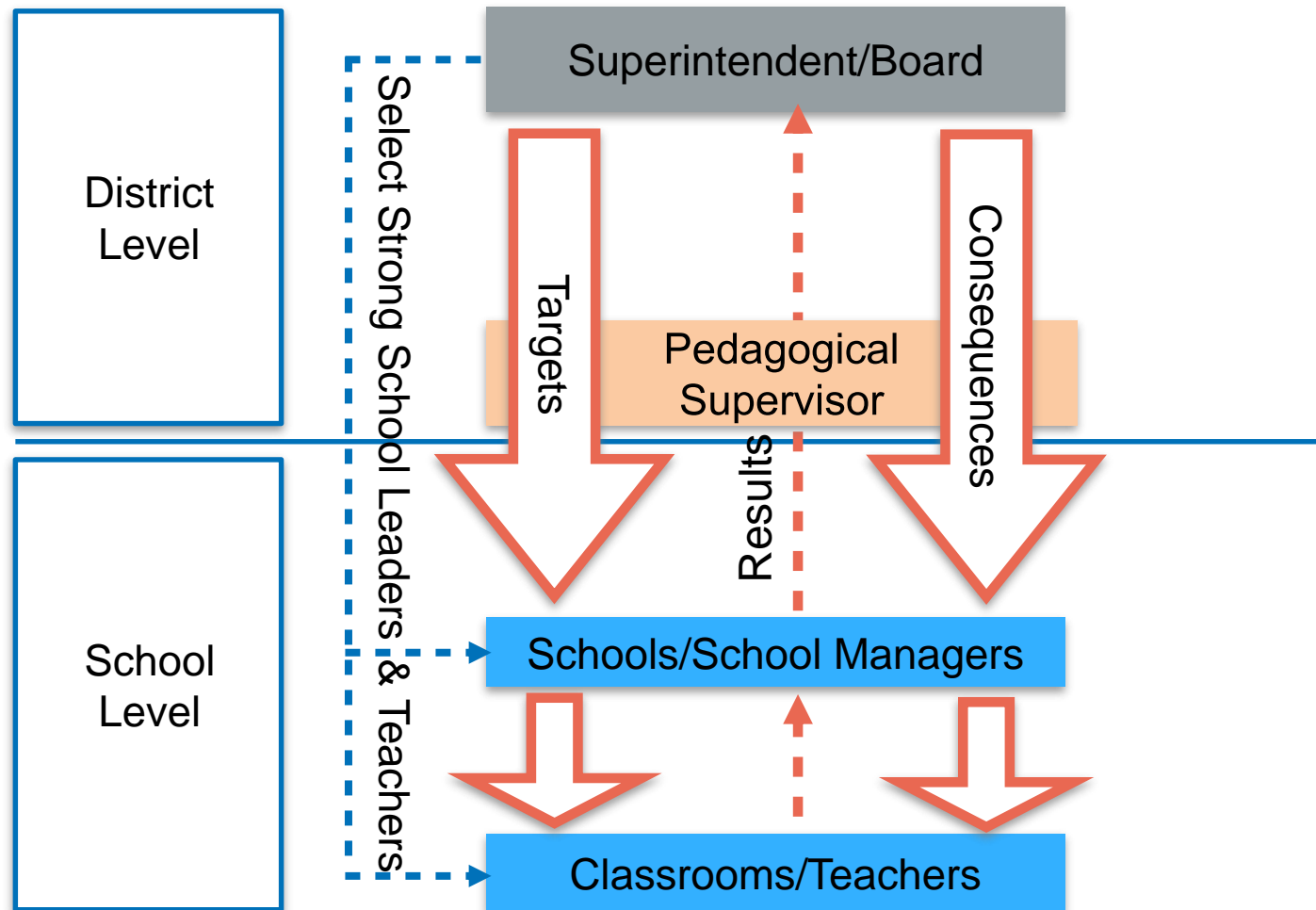
# Bureaucracy



# Professionalism/Craft



# Managerialism





# Evolutionary Learning -- WHAT

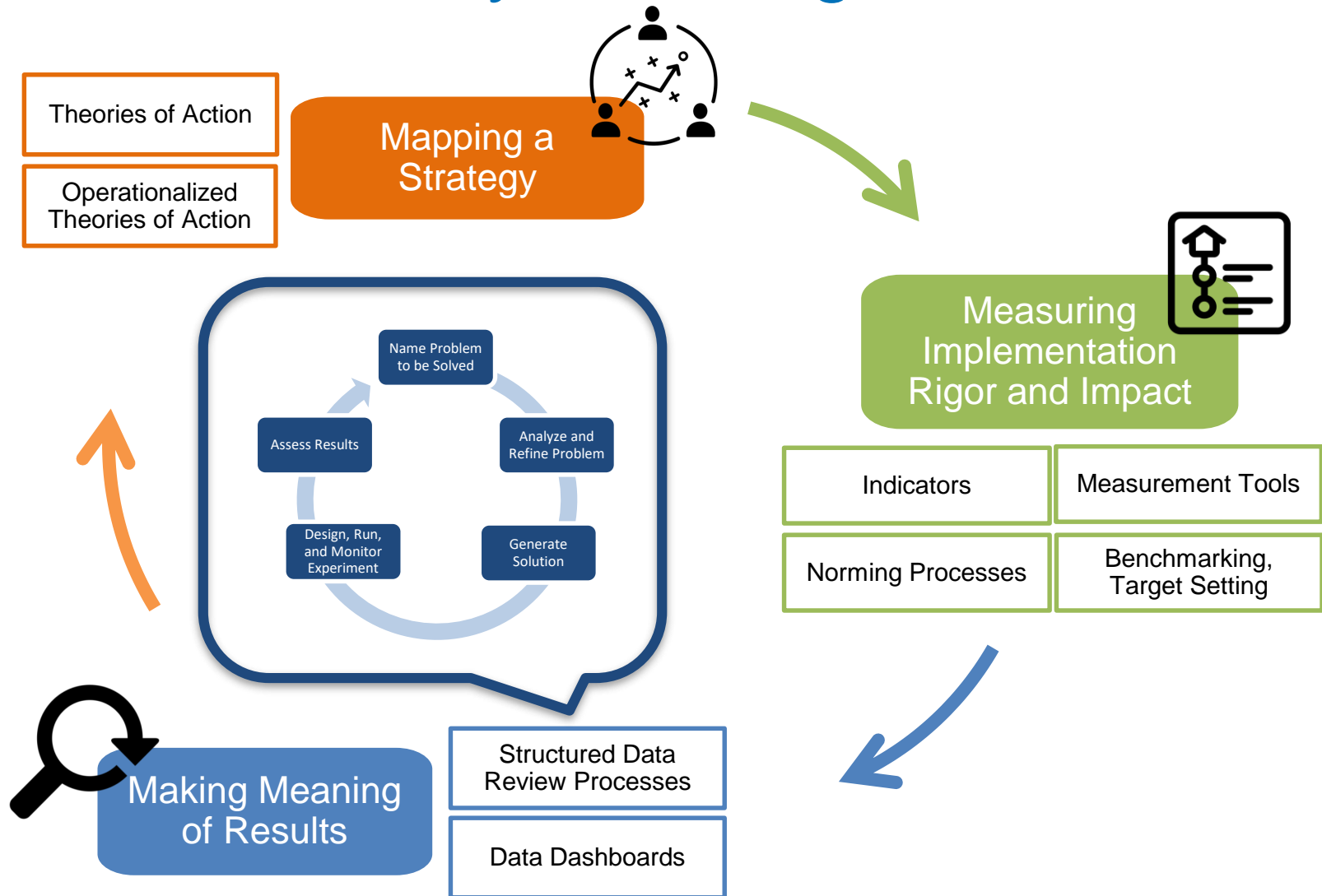
A disciplined way to improve by learning rapidly from the carefully observed experience of people closest to the problem to be solved

# Evolutionary Learning – HOW (part I)

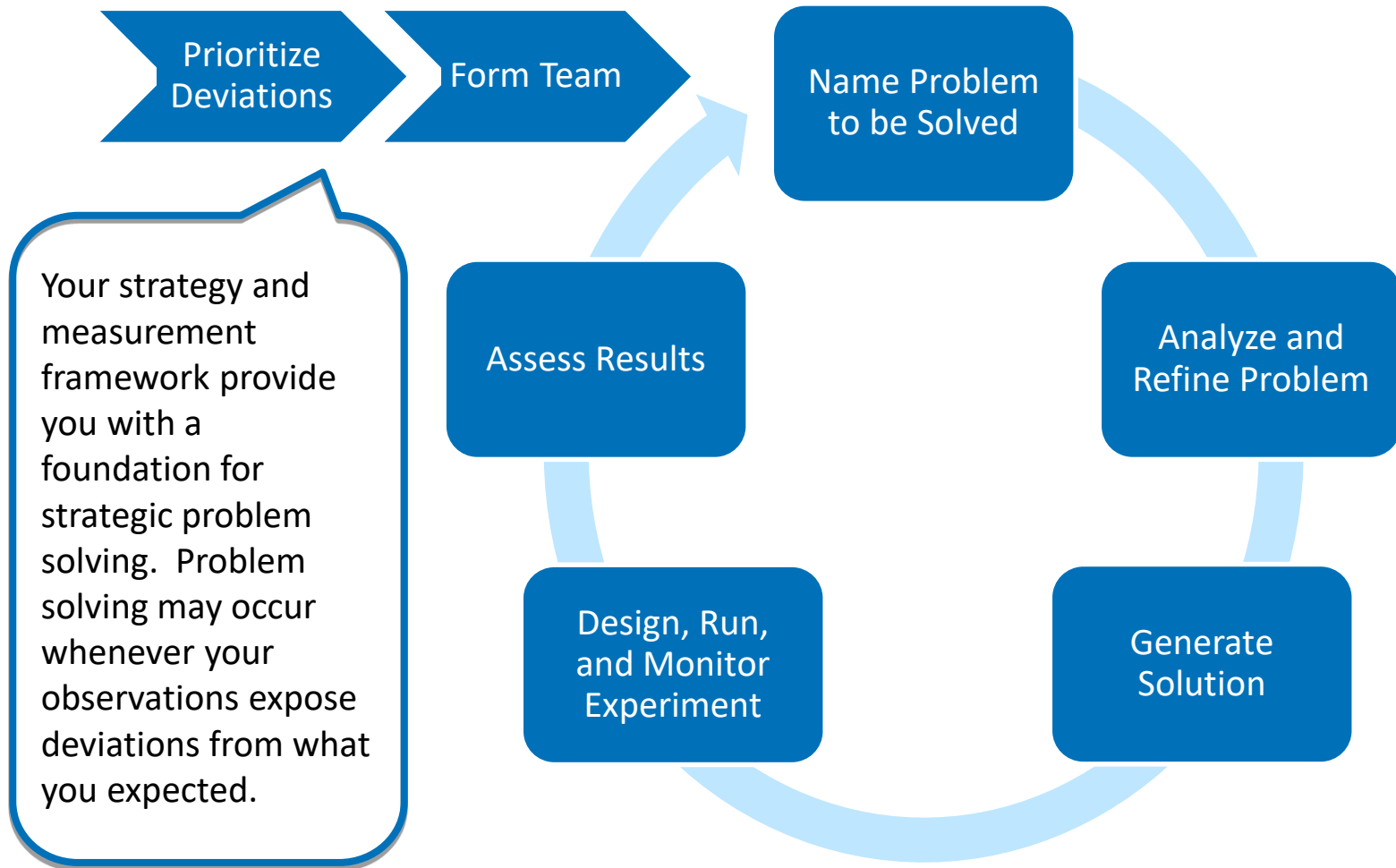
Treat your strategy and everyday actions as experiments

1. Define success and say what you plan to do to succeed
2. Measure whether your actions and results match expectations
3. Study gaps between expectations and results to find ways to improve

# The Evolutionary Learning Model



# The Problem-Solving Process

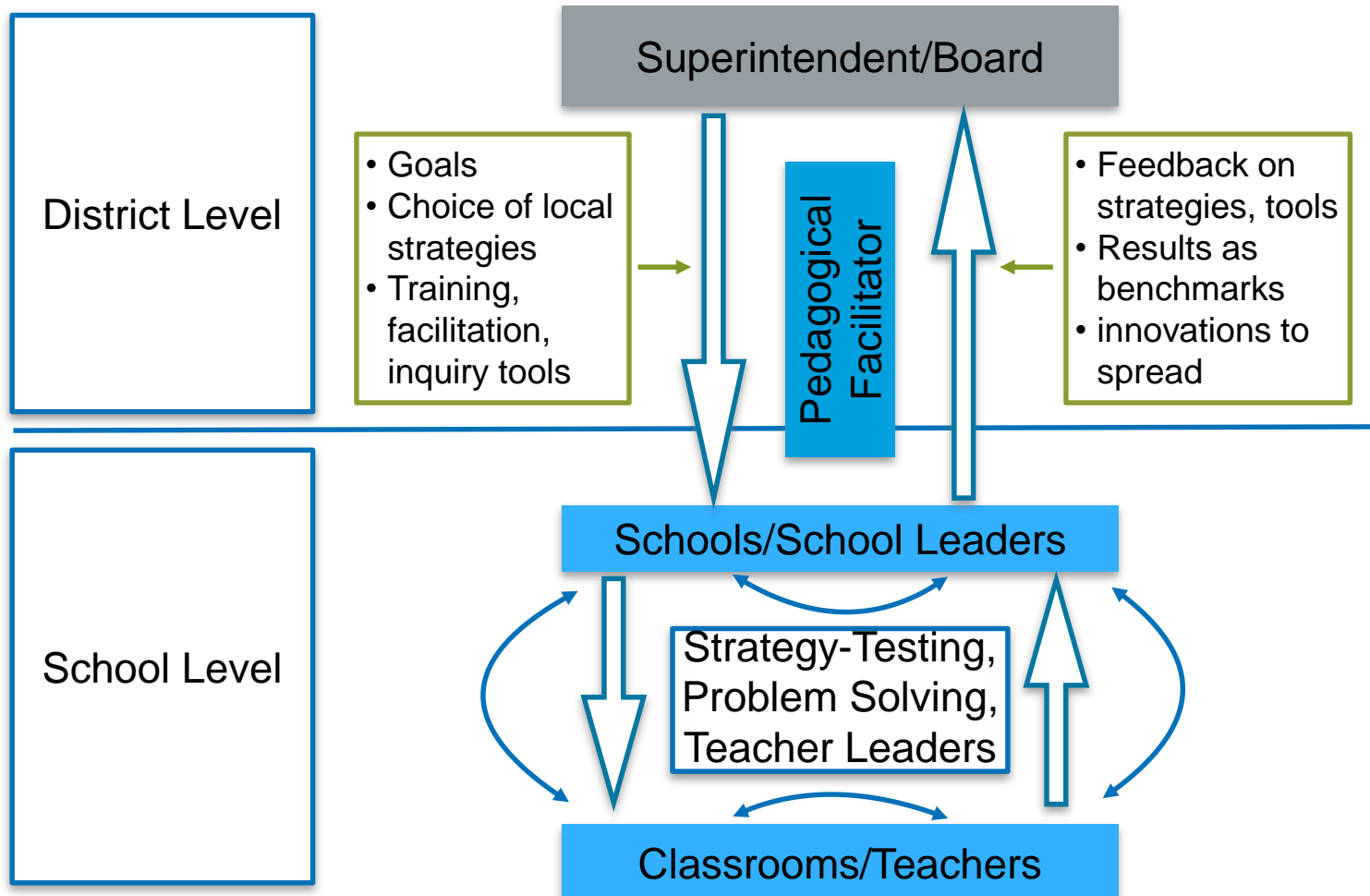


# Evolutionary Learning – HOW (part II)

Treat your strategy and everyday actions as experiments

4. Multiply opportunities to develop and test new ways to succeed:
  - Empower districts, schools and classrooms to try new ways
  - Invite broad stakeholder participation in trying new ways
5. Facilitate rather than supervise

# Evolutionary Learning



# Key Questions

## Knowledge

- Who has knowledge and expertise?
- How are knowledge and expertise obtained?
- How are knowledge and expertise shared?
- If, how, and when is knowledge codified?

## Strategy and Goals

- How are strategy and goals set?
- How are strategy and goals communicated throughout the organization?
- How are strategic plans translated into action?

# Key Questions

## Evaluation

- How is successful performance defined?
- How is performance measured?
- What role does evaluation play in facilitating individuals' ability to consistently succeed across diverse conditions?
- What role does evaluation play in motivating action in the organization's interest?

## Stakeholder r Participatio n

- What value do external stakeholders bring to the organization?
- How does the organization engage the people it serves?



# Putting it Together

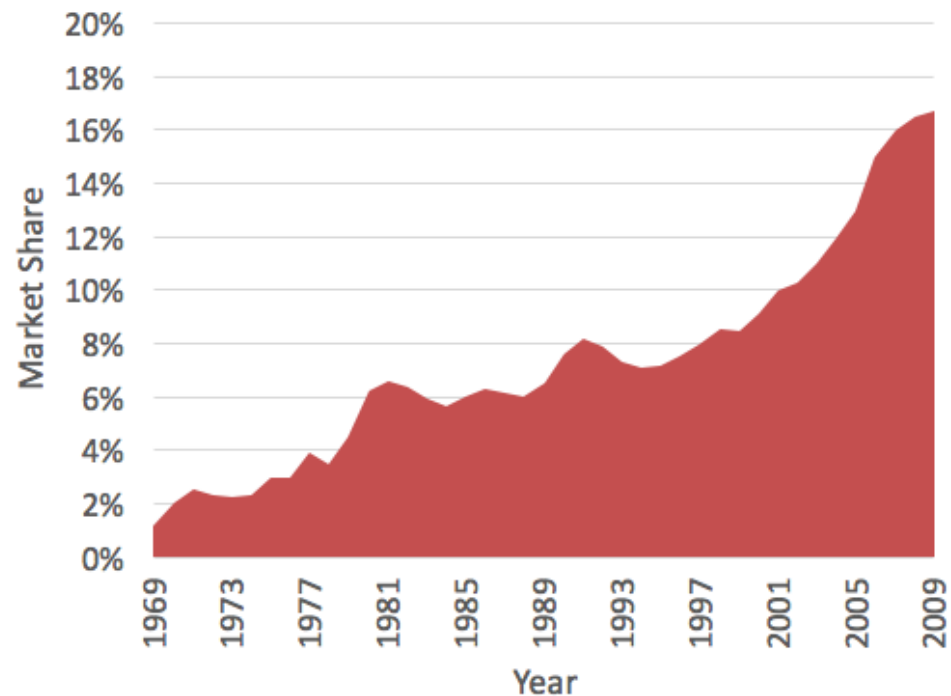
	<b>Bureaucracy (A)</b>	<b>Managerialism (B)</b>	<b>Professionalism/ Craft (C)</b>	<b>Evolutionary Learning (D)</b>
Knowledge	Explicit Held by those at the top	Tacit Held by “gifted managers”	Mainly tacit Demonstrated by master practitioners (local)	Tacit (local) made explicit via problem solving
Strategy and Goals	Goals, strategy set at the top and communicated through detailed, uniform rules of behavior	Targets set at the top Strategy left to local managers	Set by local actors to be customized to local clients	Broad goals set by center with local input Local actors given flexibility to create context-specific strategies in exchange for transparency about process and progress
Evaluation	Based on compliance with rules	Based on success hitting targets Promote managers who succeed and remove others	Based on adherence to professional knowledge base	Based on ability to measure and improve work process and progress and help others do the same
Stakeholder Participation	Engagement of interest groups through formal mechanisms	Engagement limited to diminish power of interest groups	Engagement limited to clients’ indication of needs	Participation in (to inform) design and delivery of strategy and problem solving

# Evolutionary Learning in Practice

## Toyota

- Viewed the production line as a hypothesis
- Empowered staff to monitor and improve the process
- Gained a competitive edge by constantly learning from failure

Toyota's U.S. Vehicle Sales Market Share: 1969 - 2009

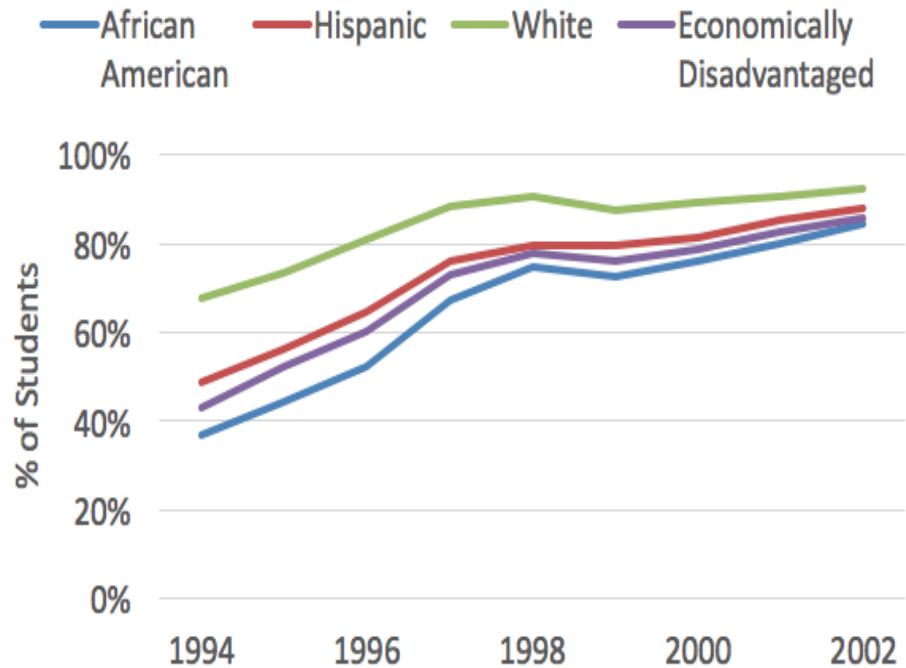


# Evolutionary Learning in Practice

## Aldine School District

- Collaboratively created standards-based curriculum and learning goals
- Adjusted plans, instruction, and goals based on contextualized experience
- Sustained improvement over decades

Texas Assessment of Academic Skills (TAAS) Proficiency: 1994-2002



# Comparative Reflections on Approaches

- Prompt 1:
  - What are the 3 best reasons to manage by your group's method (A-D)?
  
- Prompt 2:
  - If you are in A-C: What are the 3 best reasons to move toward Evolutionary Learning (D)?
  - If you are in D: Pick one of A-C (Bureaucracy, Managerialism, Professionalism/Craft) and give 3 reasons to switch to it.
  
- Prompt 3:
  - What questions do you have?

# Question and Answer

# Feedback for TL22

Your feedback will be used to:

- Understand the impact of our session.
- Improve our facilitation

[bit.ly/2018SessionFeedback](https://bit.ly/2018SessionFeedback)

**Session Number: TL22**

**NOTE: Session ID should be in all CAPS and is case-sensitive.**

The screenshot shows a 'Session Feedback' report with a table of scores by state. The table has columns for states: AB, MO, TX, AB, CA, NY, FL. The rows represent different feedback categories. The 'Overall Feedback' row shows scores of 3.5, 3.0, 3.0, 3.0, 4.0, 4.0, 4.0.

	AB	MO	TX	AB	CA	NY	FL
<b>Session Learning</b>	1.8	1.0	1.0	1.0	2.0	2.5	3.0
<b>Session Reactions</b>	2.3	1.8	2.0	3.5	2.5	2.3	2.5
<b>Overall Feedback</b>	3.5	3.0	3.0	3.0	4.0	4.0	4.0

Your responses power our  report