

2, 5, 10

change management for a rapidly changing world

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Training the trainers tip: always re-center on kids...

Choose the moment when a group of kids left the biggest mark on you.

- Try to remember three to five details you haven't thought of in a while.
- What was the context that created that moment?



Progress Culture

Big Goal:

to transform the school into a Progress Culture, in which normal will include the ongoing ability to reflect on and respond to a changing world, while deepening the mission and values of the school.

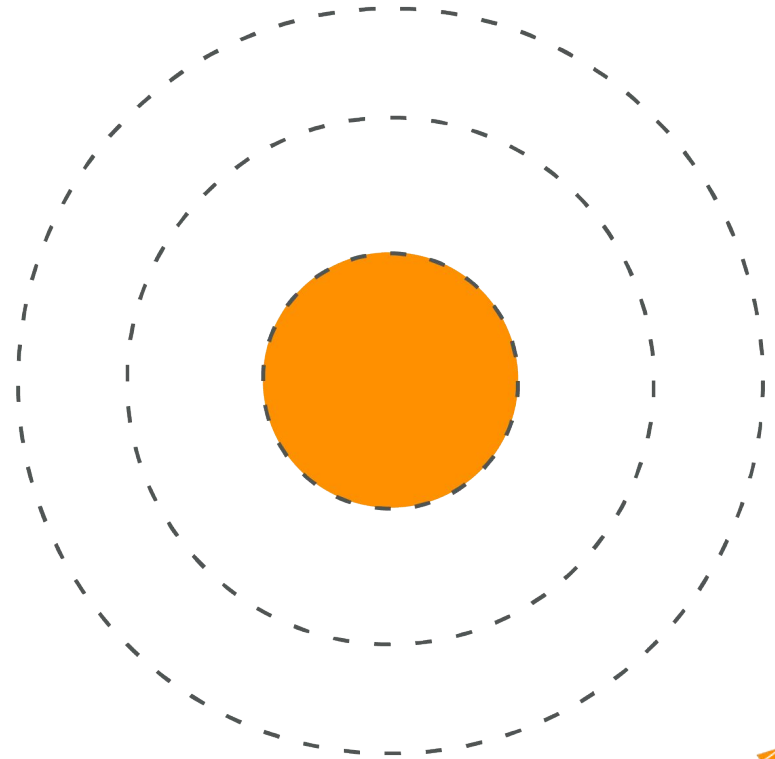
This historical moment requires not that we imagine the world will reach a new normal or stasis, but rather that... **we create within our school a new normal regarding how we respond to an ever changing world.**



2

“NON-NEGOTIABLES”

There is room for two priorities that are non-negotiable. These are the goals that, if not met, should result in abandoning or re-starting the process. The TWO is an opportunity for the leader to create the all-important frame for the process. The TWO is the CHARGE. The leader should not define more than the TWO, but the TWO allow the leader to provide the larger compass for the scope of the work.



The TWO have a hidden No. 3



Hidden No. 3:

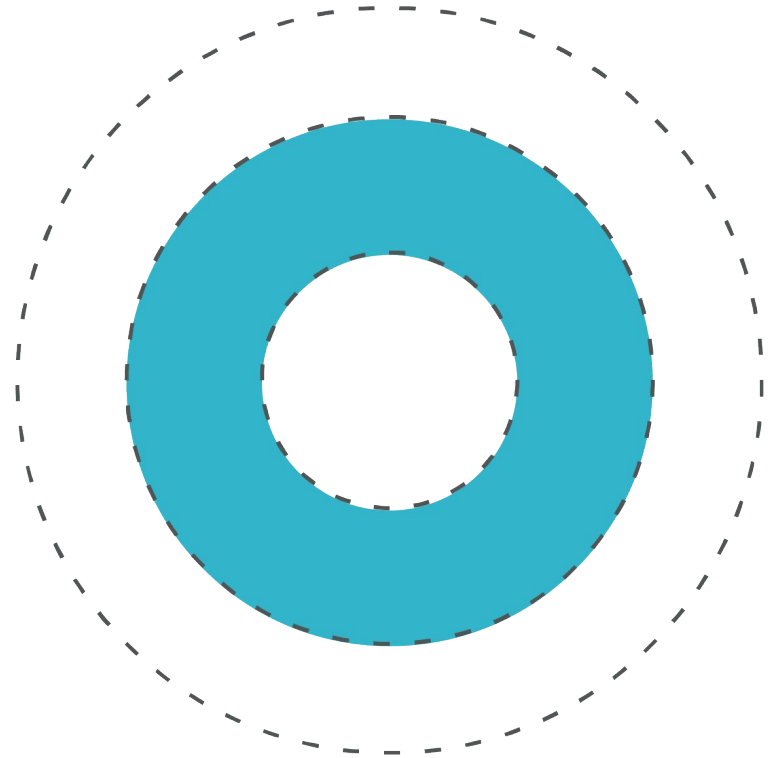
At the end of the process, the community should be more ready to take on whatever is next. ...and there is inevitably a lot that will be coming next. Avoid treating this work as an end unto itself. It should serve not only the immediate challenge of opening the school year well, but also position the school to continue to move ever forward.



5

“CRITICAL INGREDIENTS”

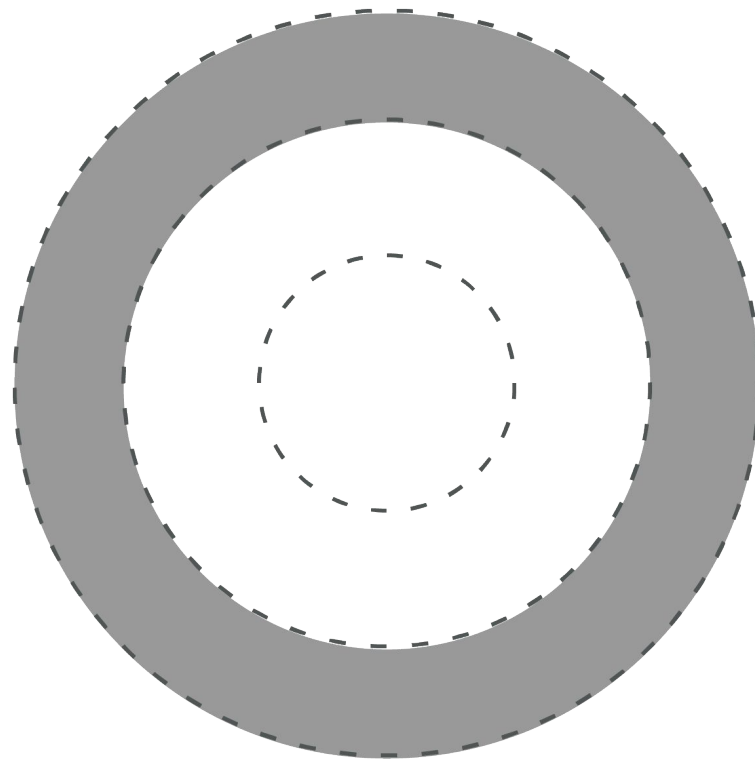
There is room for five critical items. The hope is that all five will be largely intact at the end of the process; however, there has to be a recognition from the start that compromise and a kind of horse trading is likely. There is clarity from the beginning that while the FIVE are hugely important, there is no doubt that they may have to undergo some compromise to get to the ends of the process described in the TWO.



10

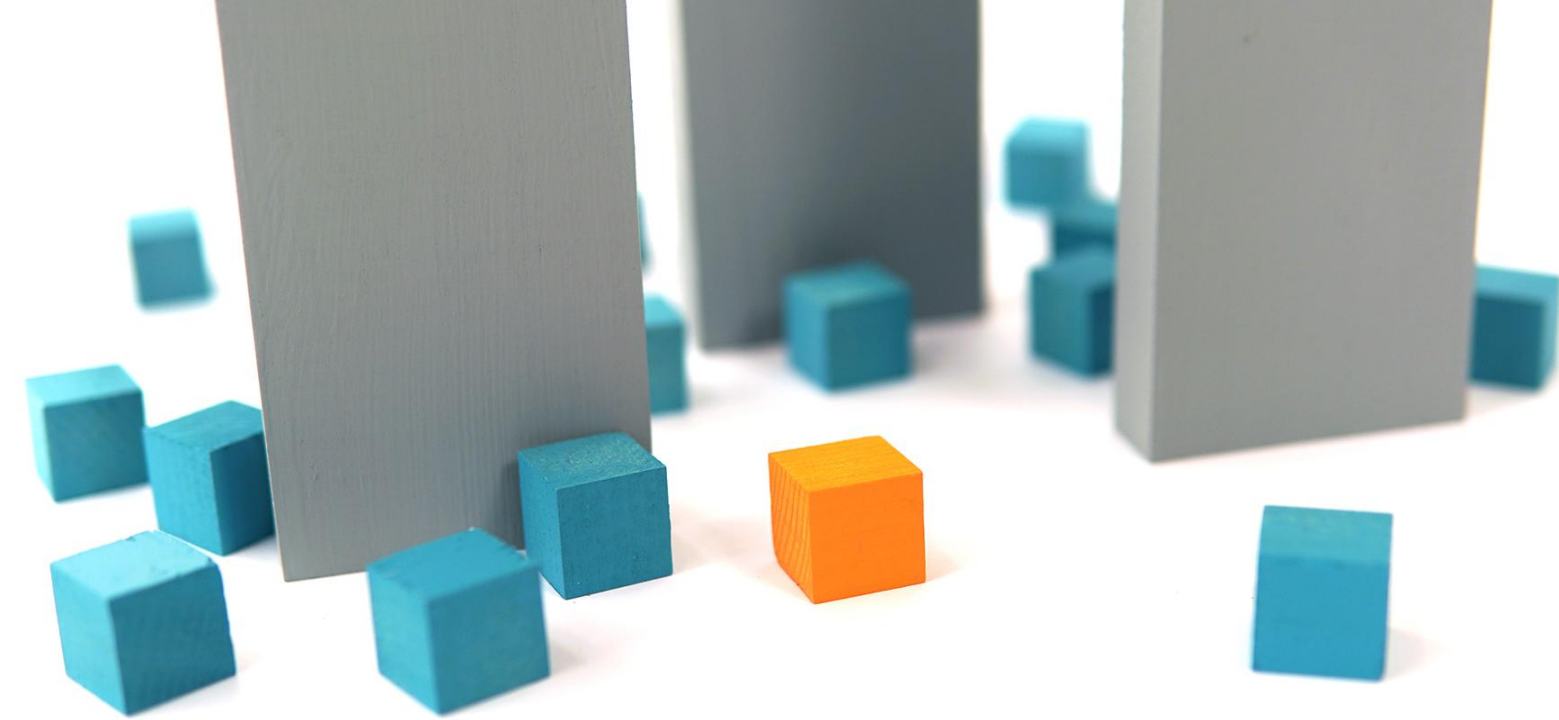
“WOULDN'T IT BE NICE IF' GROUP”

These are the items that capture other hopes for the initiative. Getting all of them would be like hitting the lottery, getting six of ten would be good news. The TEN creates the chance to dream about what would be ideal. The conversation involving the TEN can also provide the leader and the leadership team with unique insight into what the school community values.



Responsible: Leadership/School Constituents



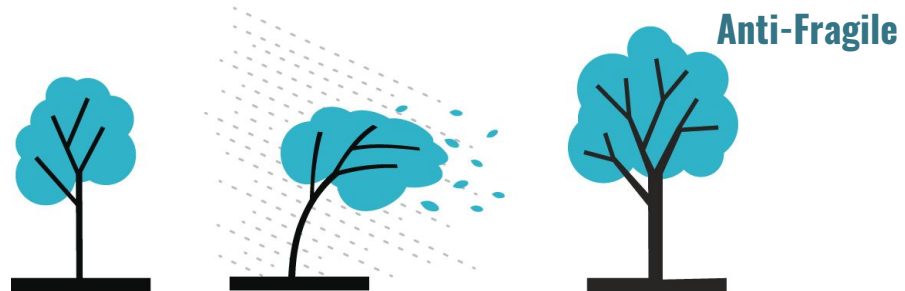
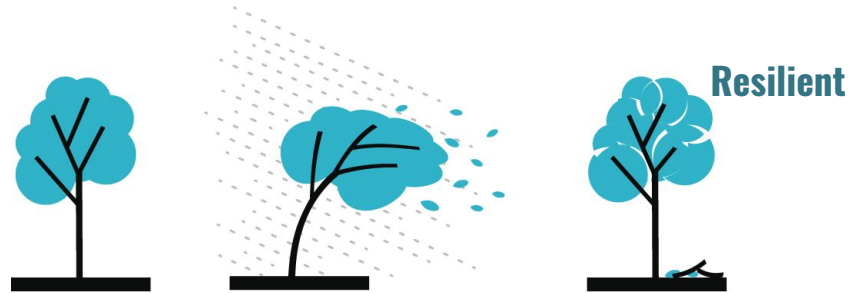
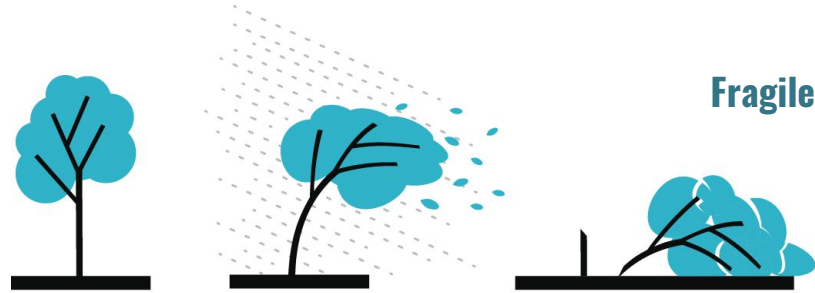


THE INDEPENDENT SCHOOL STATE OF PLAY REQUIRES THAT SCHOOLS **develop a fluid understanding of where to be in relation to personnel and to strategic and/or tactical demands.**



Anti-Fragility vs. Resilience

Anti-fragility: something that becomes stronger or more successful because of a force acting against it, versus something that is built just to withstand a force acting against it (resilience).



**A Progress Culture is
not simply a Resilient
Culture but an
Anti-Fragile Culture**



As everyone is facing challenges as great as any other point in our lifetimes, the ongoing leadership temptation is to be drawn into tactics and reactivity alone.

This is completely understandable as tactics right now are more than enough to fill up the day (and sometimes the night). Taking care of tactics also fulfills the demands of to-do lists. No matter how complex the issues are, tactical problem-solving can be comforting as they imply forward movement. Centering all of a leader's work in tactics though creates the illusion that the leader is leading simply by getting a lot done by checking boxes. **At some point tactical thinking alone, however, can become an escape from the most important work of a leader. Without a focus on the virtues and practicing virtuous behaviors, the risk of leadership drift from the better self increases dramatically.**



Generative Work:
What are the
questions your
school must
answer in the
next 2-3 years?

(25 Minutes) Essential Questions

- Faculty Question:
- Student Question:
- Marketplace Question:
- Program Question:
- Family Question



Debriefing the questions...

1. General observations
2. Listen for commonality and dissonance
3. What do you notice about the questions?



Group Revision (15 minutes)



Leadership Proximity:

How to put your eye on the leadership necessary for the creation of strategy and for every day of its execution



LEADERSHIP PROXIMITY

An approach to leadership in which the leader makes decisions about personnel, strategy, execution, and stewardship based on the ideal proximity of:

- the leader to constituent groups
- constituents to other constituents
- individual constituents to the leader



LEADERSHIP PROXIMITY for faculty members, teacher leaders, colleagues [a draft]:

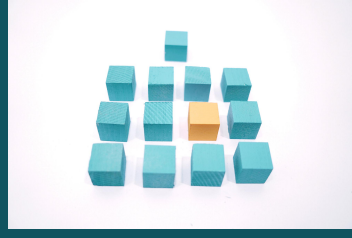
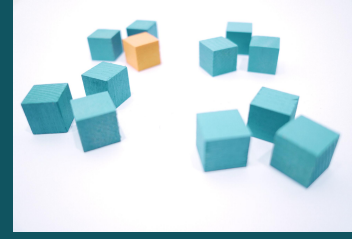
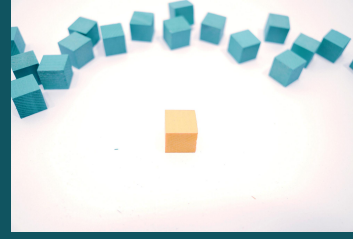
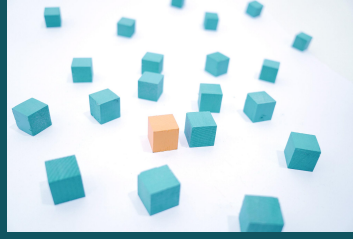
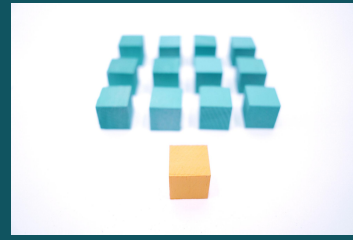
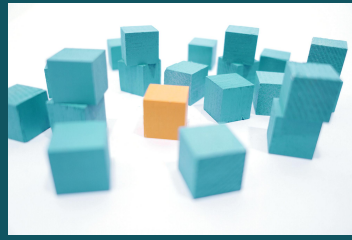
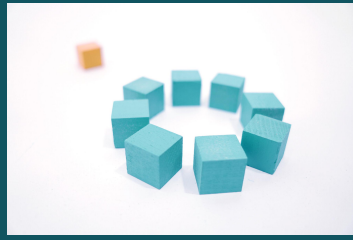
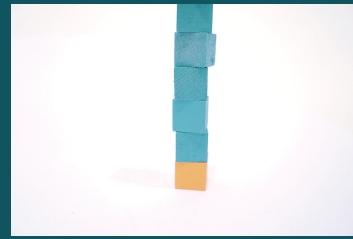
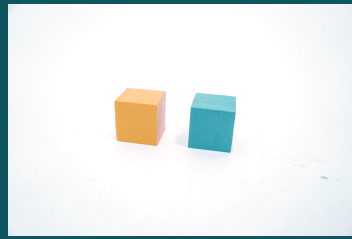
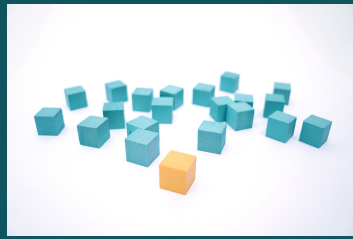
An approach to professional work (inclusive of and beyond classroom teaching) in which a faculty member makes decisions about how to align their work with the mission and vision of the school, how to participate (including listening) in healthy ways in collaborative work, how to challenge the school's direction professionally, and how to share insight in order to help move the school forward.



A circle of teal blocks surrounds a single orange block in the center. The teal blocks are arranged in a ring, with some slightly overlapping. The orange block is positioned directly below the word 'Alignment'.

Alignment

Leadership strategies become elastic based on the ideal (healthiest/most productive) proximity to developing healthy school alignment.



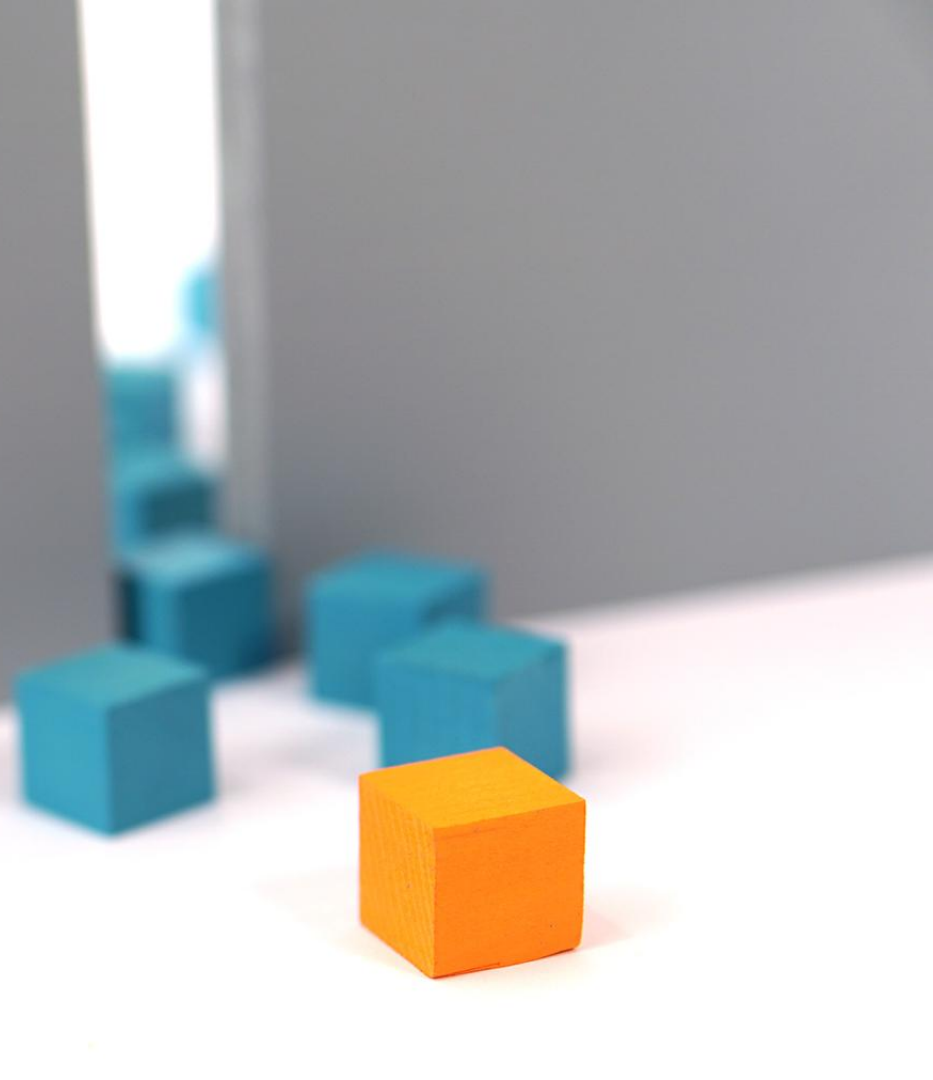
Which two diagrams seem the most relevant to your work over the last year?



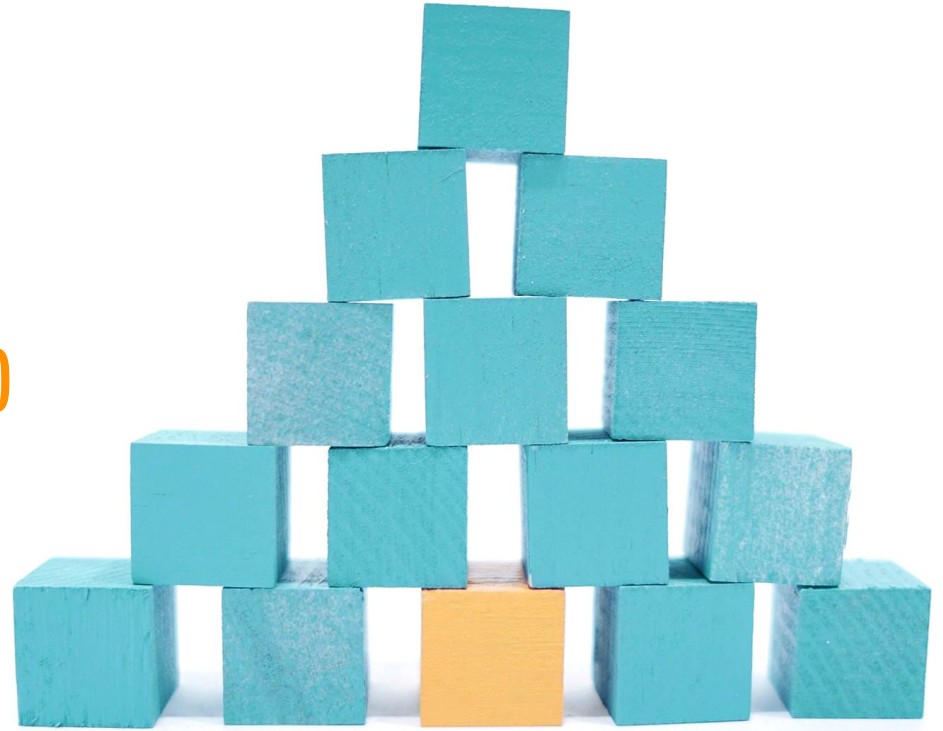
ALL LEADERS HAVE PREFERENCES, yet...

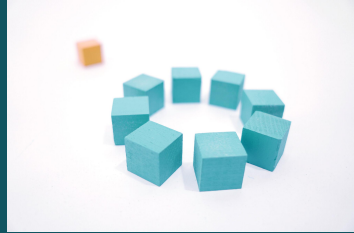
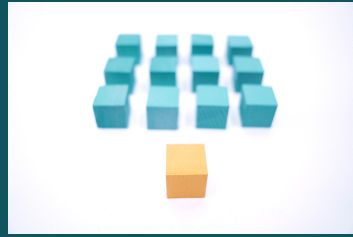
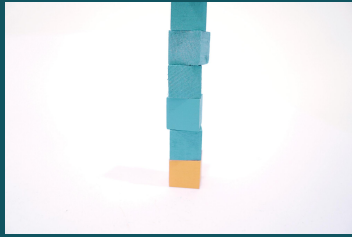
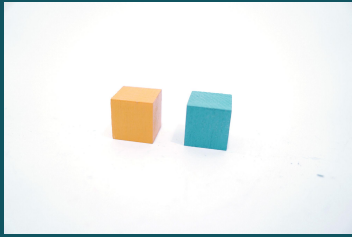
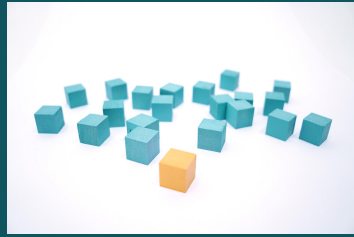
Addressing adjusting context of leadership requires:

- Reflection
- Finesse (mid-course adjustment)
- Empathy
- Clarity
- Resolve



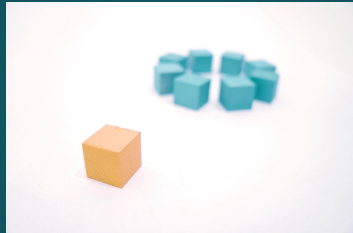
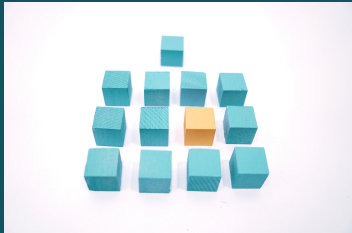
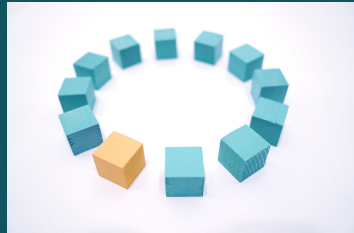
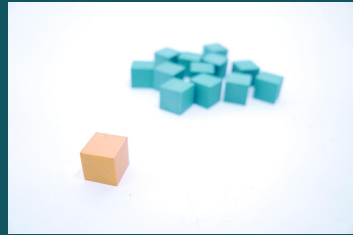
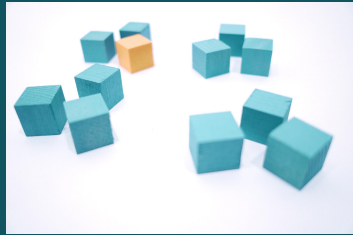
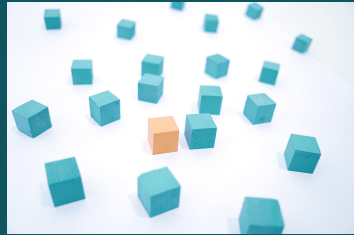
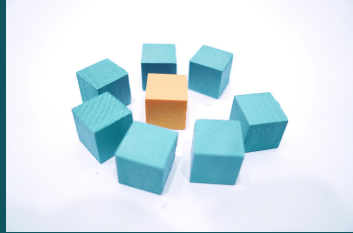
It is the adult leader's responsibility to help **CREATE THE CONTEXT** (strategic and built-cultural) that sustains and supports a system that can bear the weight.





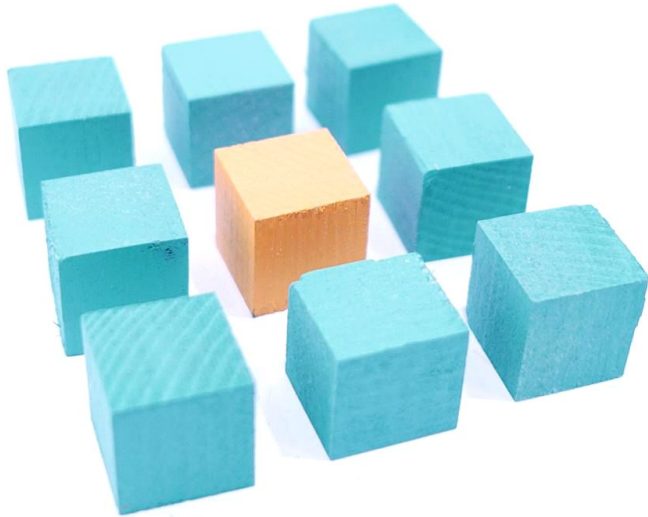
The leader must make reasoned and humane decisions about where to be in relation to the living systems of the institution.

THIS IS THE CATALYST FOR LEADERSHIP PROXIMITY.



NINE VIRTUES:

A virtue is not a stagnant characteristic—it is only represented through specific actions in the world.



Humility
Honesty
Courage
Perseverance
Hope
Charity
Balance
Wisdom
Justice

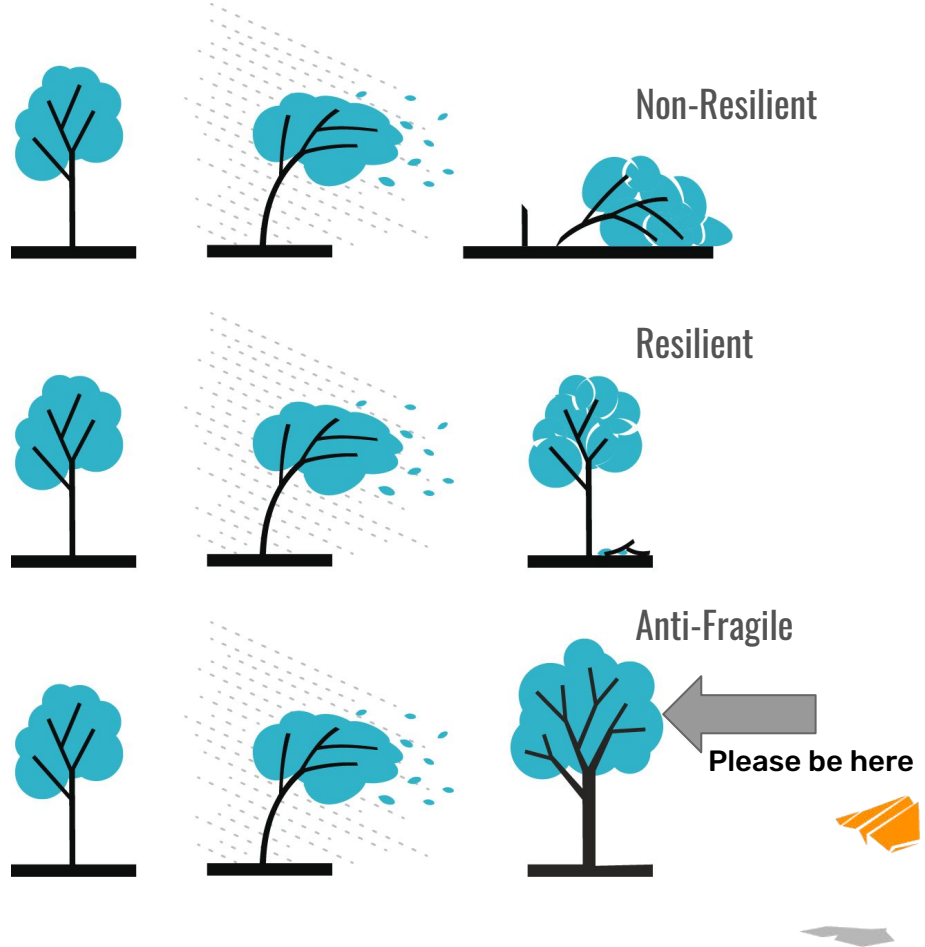


Leaders should strive to underpin the practice of conscious Leadership Proximity with a commitment to leadership virtues.



Anti-Fragility Quotient

1. Resilience
2. Curiosity
3. Flexibility
4. Ability to Trust
5. Creativity
6. Advanced ability to reflect
7. Commitment to Mission, Values, Strategy
8. Discipline:
Ability to prioritize one's self care even when difficult.
Exercise, reading, reflection, and curiosity take time.



The Origin of your Strategic Plan

Take the next 45 minutes to create your first swipe at this question—What **MUST** happen (non-negotiables) over the next five years in order for our institution to **FLOURISH**? Several notes:

- Avoid wordsmithing.
- It is OK for things to get more confusing for awhile.
- You are not married to what you write—in fact, you certainly shouldn't fall in love with it.
- In trying to discover your **TWO**, you may discuss some possible **FIVE** threads and some **TEN** “wouldn't be nices.” This is good—capture that stuff; however, stay focused on refining your answer to the two things that are non-negotiable.
- Make this into **PLAY**. When stuck, change your angle on the topic perhaps—for instance, imagine how a group of students might respond? A group of parents? Donors?
- Think of this question if you stall: what shared work will most successfully pull your school forward in serving its mission?



Debriefing...

1. General observations
2. Listen for commonality and dissonance



Group Revision (15 minutes)

