

2, 5, 10

MISBO + EXPLO Elevate Follow-up Meeting (April 21, 2023)

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Name it...

...and then put it away...

What is distracting you right now?

How much of it is today's issue?

How much is the issue of the next week?

How much is logistical in nature?

How much of it relates to your Board?

**How much of it relates to parents, faculty
students?**



STATEMENT OF THE PROBLEM:

The Change Process we tend use today runs the risk of creating mission and values drift among our stakeholders and the wider community that supports our school. There is an unprecedented demand right now for things that don't go together easily, and we need to solve for many variables at once.



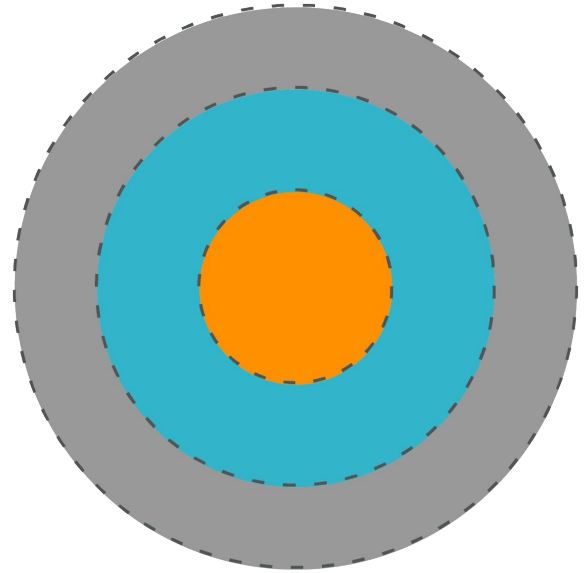
CRITICAL QUESTIONS

1. WHERE ARE YOU?
2. WHERE ARE YOU GOING?
3. HOW WILL YOU GET THERE?
4. HOW WILL YOU KNOW WHEN YOU HAVE ARRIVED?



Unprecedented demand for things that don't go together easily

- Decisive leadership
- Tighter change timeline
- Increased community input
- Greater transparency/clarity regarding the change process



HACKING NORMAL CHANGE PROCESS...

- What does normal process look like?
- How do people feel at the end?
- How should they feel?
- How does process affect ability to execute?
- The "The Skipped Question"
How can this process set the stage for what is next?

TRANSFORMATION STARTS FROM HERE.



Problem:

Change processes risk creating mission, value, and values drift



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.**





#change2510

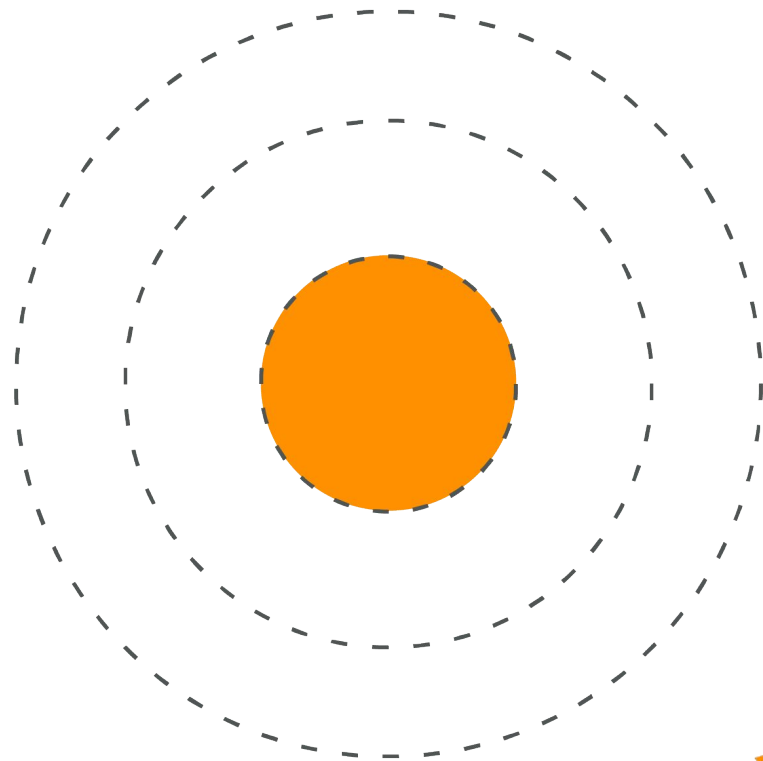
The Change Management
Partner in a Progress Culture



2

“NON-NEGOTIABLES”

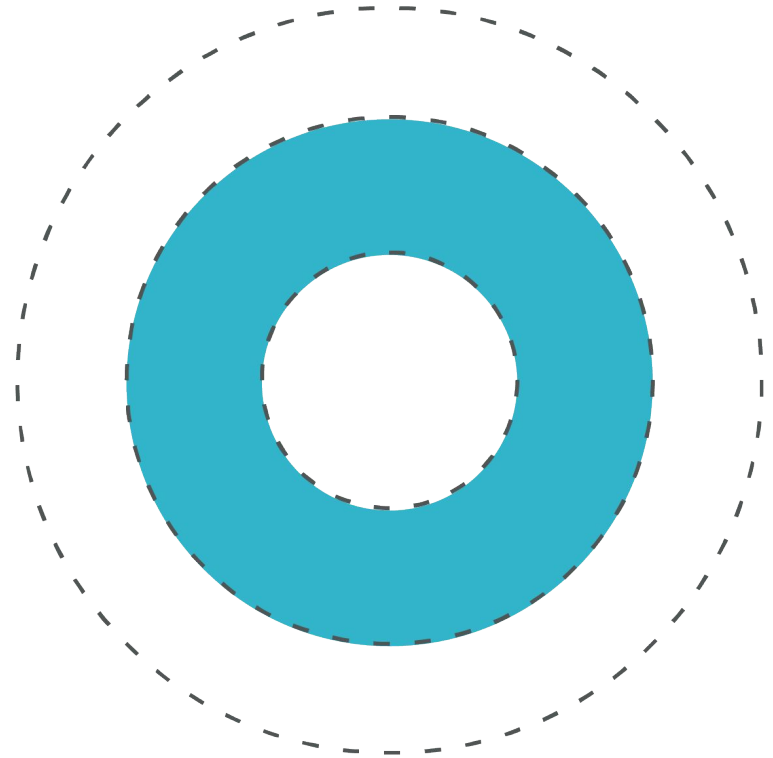
There is room for two priorities that are non-negotiable. These are the goals that, if not met, should result in abandoning or re-starting the process. The TWO is an opportunity for the leader to create the all-important frame for the process. The TWO is the CHARGE. The leader should not define more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



5

“CRITICAL INGREDIENTS”

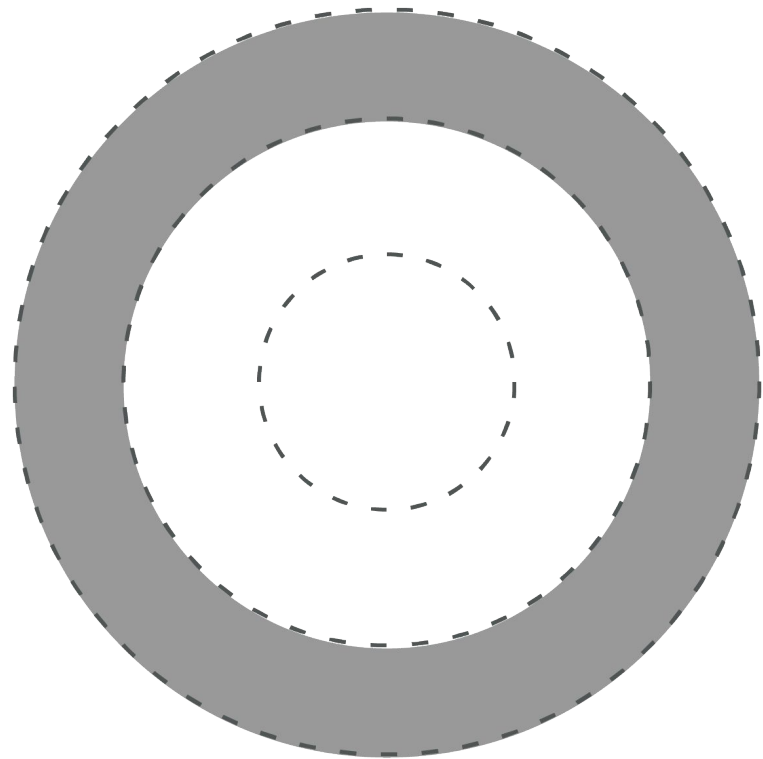
There is room for five critical items. The hope is that all five will be largely intact at the end of the process; however, there has to be a recognition from the start that compromise and a kind of horse trading is likely. There is clarity from the beginning that while the FIVE are hugely important, 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 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.



Generative Work:
What are your
school's
questions in the
next 6-18
months/2-3 years?

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



State of Play

Any independent school operates under a dramatically changed context than when it was founded (even if it was founded in 2019).

- The marketplace has transformed.
- Our learning of how to best serve students has evolved *and is evolving*.
- We can't hide from the fact that any school is inextricably linked to the world around it.
- The teaching profession bears the scars of cultural diminishment.
- Necessity of and character of parent partnership has created tension.
- Increasing complexity of leadership role is unsustainable without better mechanisms of support.



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

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



What do we mean by PERMISSIONS?

- What people are allowed to do within the systems of the school. (Think of computer system permissions.)
- How a person or group can participate in and guide decision-making and execution.
- How the context for constituent agency is set.

ALLOW



Critical Language: **USE IT OR LOSE IT**

Setting Permissions based in large part on the critical language of the school **ACTIVATES** that language, gives it oxygen, and makes it easier to call on it again.

So...not only does critical language help in setting permissions, sourcing permissions from critical language revitalizes that language.



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



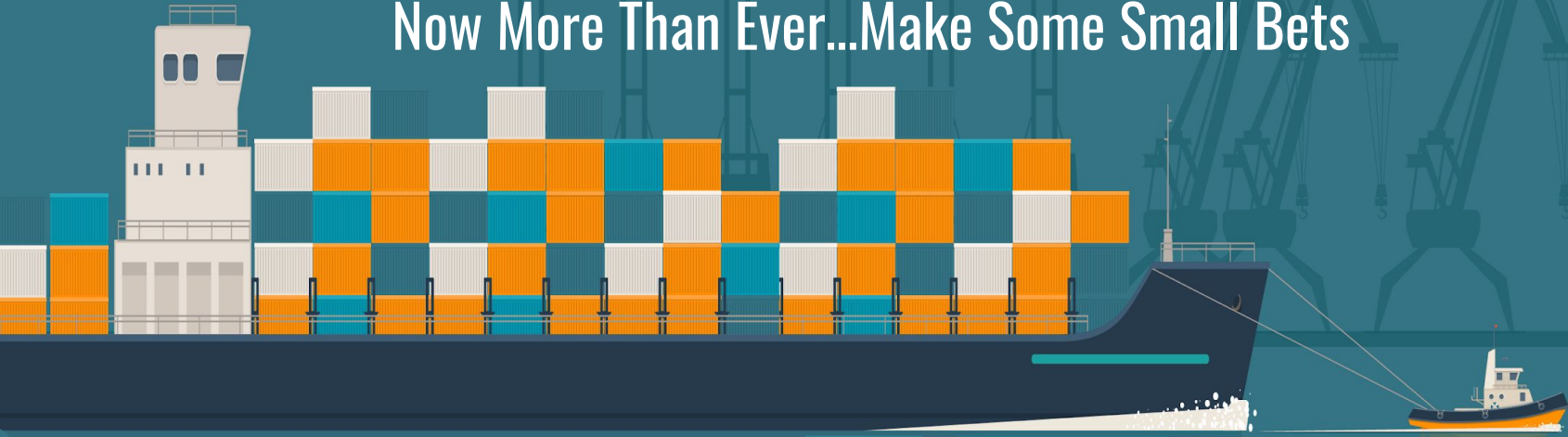
LEADERSHIP PROXIMITY for faculty members, teacher leaders, colleagues:

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.



Pilot Programs

Now More Than Ever...Make Some Small Bets



What **Pilot** **Programs** to support?

Think: 2-5-10

**Transferability
potential
(scalability)**

No cost or low cost

**A potential that
exists now that
didn't exist before**



Without growing the support for the direction of the school within the community that will live closest to the results, that direction is unlikely to succeed or, not much better, doomed to settle in mediocrity.

Pilot programs and courses can be a catalyst for enfranchising the widest possible swath of a school community in the direction of the school. It sets the stage for ANTI-FRAGILITY.

