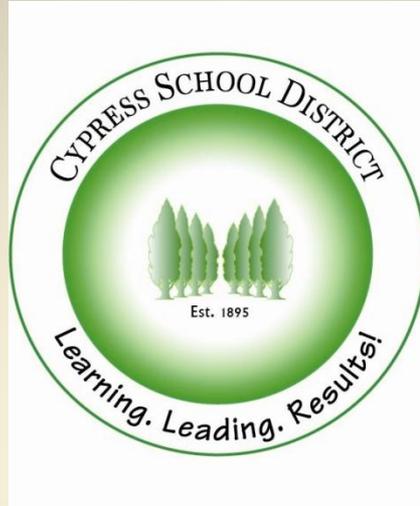


Cypress Elementary School District



OCDE Executive Leadership Series
Monday, October 15, 2012

Cypress School District Demographics

- **K-6 Elementary District**
 - Six Schools
- 3,899 Total Students – declining enrollment
- **API 893 PI Year 1 (Frozen); Met all AYP criteria**
- 292 Staff -185 Certificated; 96 Classified;11 Administrators
- **\$28.8 Budget**
- \$53.6 bond passed in 2008; modernization

Change Management

An Interdisciplinary Approach

- *Inter-disciplinary Cabinet*

Tim McLellan, Ed.D. Assistant Superintendent,
Business Services

**Tracy Mouren-Laurens, Adm. Director, Human
Resources/Instruction**

Troy Hunt, Ed.D. Adm. Director, Educational
Services

**Lenette Brown, Director, Child Nutrition
Services**

Change Management

An Interdisciplinary Approach

- *Inter-disciplinary Cabinet, cont'd.*

**Robert Daley, Director, Maintenance,
Operations, Transportation**

Marcos Rojas, Director, Technology Services

Jodi Novy, Coordinator, Special Education
Services

Beverly M. Hempstead, Superintendent

OCDE Executive Leadership Series- Change Management

Professional Development Focus Areas

- ✓ Change Management
- ✓ Building participatory, collaborative, communicative relationships
- ✓ Understanding of basic work flow management

Change Management
Case Studies of the Cypress School District
An Interdisciplinary Approach

- “We think in **generalities**, but we live in **detail.**”
 - -Alfred North Whitehead

Understanding the “Details” and Using the “Tools” for Change

Managing the Complex Change Model

Are you experiencing ...

Confusion?

Sabotage?

Anxiety?

Resistance?

Frustration?

Treadmill?

Formula for success:

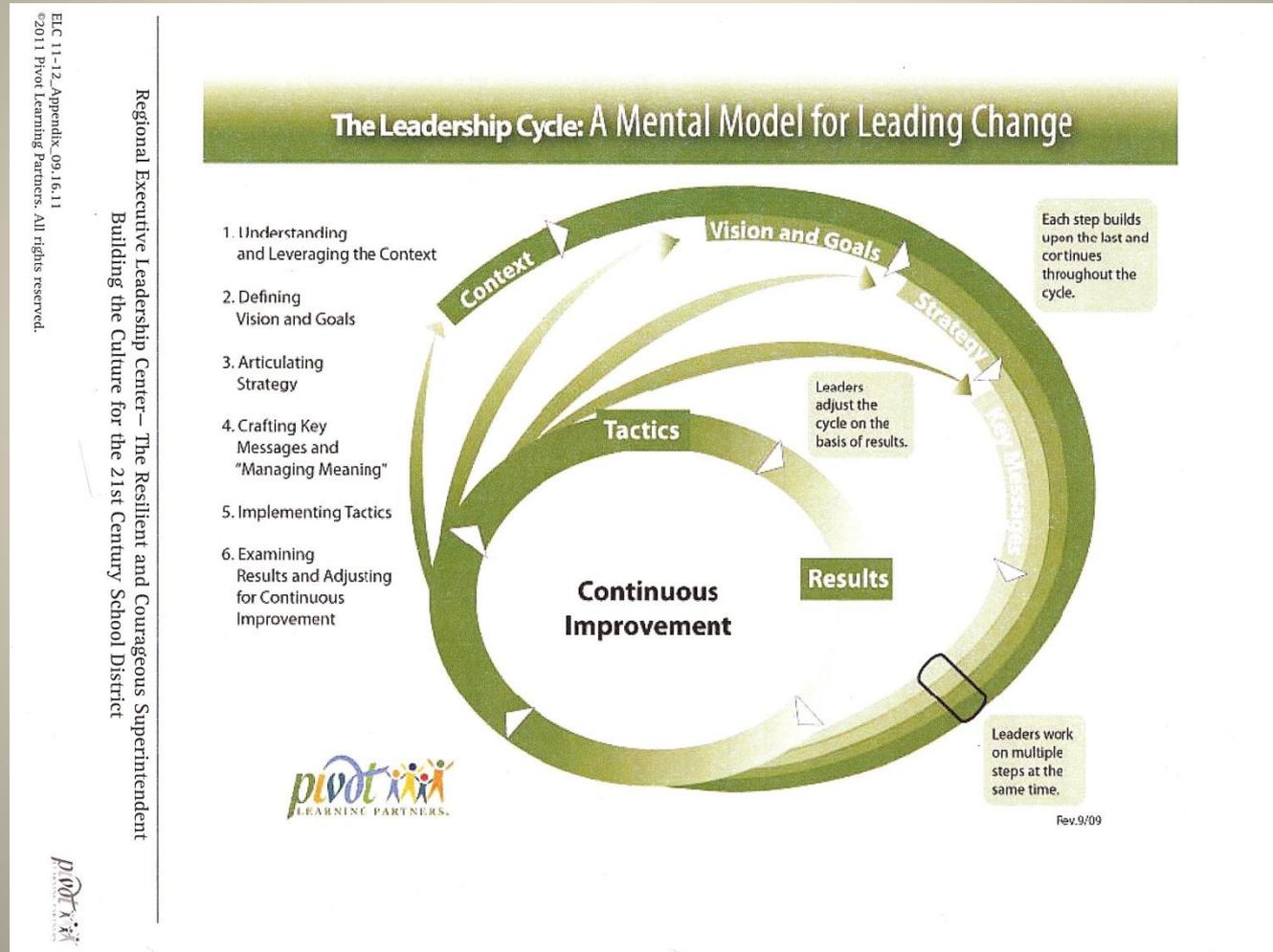
**Vision+Consensus+Skills+Incentives+Resources+
Action Plan= Change will likely happen!**

Understanding the “Details” and Using the “Tools” for Change

- “Mental Model” for Change
 - ✓ Context
 - ✓ Defined Vision and Goals
 - ✓ Managing Meaning – Using
Key Messages
 - ✓ Implementing Tactics
 - ✓ Examine Results and
Adjusting for
Continuous
Improvement

Mental Model for Leading Change

from Pivot Learning



Perspectives... Using Concrete Details and Tools in Managing Change

“The more complex society gets, the more sophisticated leadership must become.”

Michael Fullen

- Tim
- Marcos
- Jodi
- Troy
- Bev

Managing Change

Finding the Right Balance – Working Together
Interdisciplinary Team



Change Management

An Interdisciplinary Approach

Remember change is a process, not an event!

QUESTIONS AND ANSWERS

LEADING AND MANAGING COMPLEX CHANGE

Educators know that schools are a complex organism with a life of their own. To fully implement change, an understanding of the components of systemic reform requires experience, people skills, and extreme patience. Knoster (1991) in a presentation to The Association for Severely Handicap (TASH) Conference introduced a Managing Complex Change Model that has several components. Knoster suggested that when the components of *vision, consensus, skills, incentives, resources and action plan* are collectively inherent in the system, then change will likely take place. However, if any one of the components was missing, then the "Change Process" may be inhibited or may not take root.

A unique feature about Knoster's model for change is its surgical approach. In assessing the condition and climate of an organization, this model offers a potential remedy by identifying the symptom and then restoring the missing component (link). Quite often leaders may sense what is wrong, but do not understand how to resolve or determine the root of the problem. As an example, if the change agent senses or anticipates *sabotage* as a symptom from within the organization, then the ability to work through *consensus* through collaboration is paramount. If there is a high level of *resistance*, then the leader needs to identify the *incentives* and determine what will personally motivate an individual to change. In some schools, the problems are so severe that multiple missing links have created a hostile environment that is difficult to sort through.

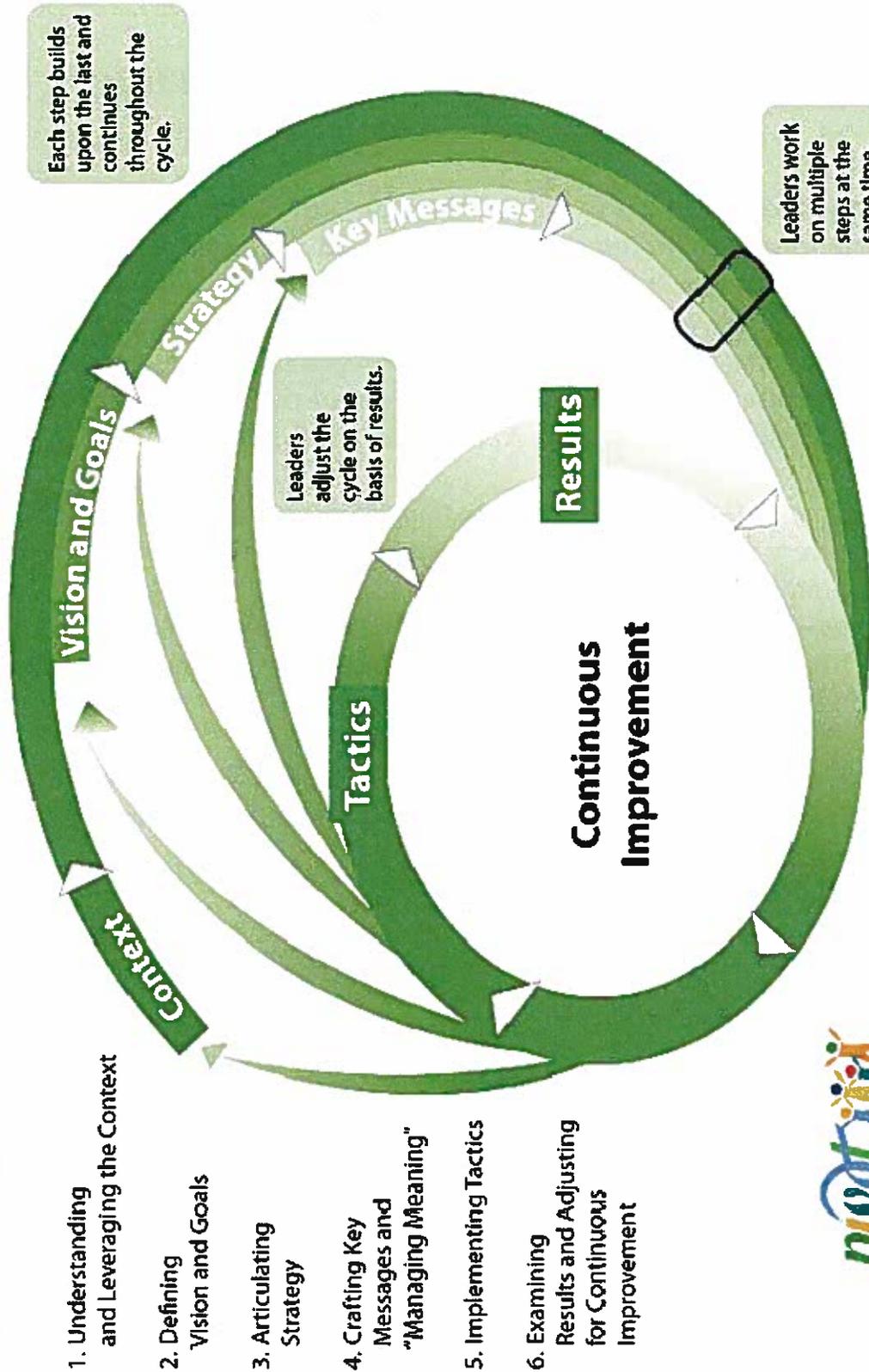
Although the model below may appear to be simple, it is a powerful tool to connect the symptom with the components of change. Unless a leader is able to connect with the people of the organization through empathic listening, they will never understand the emotion behind the concerns of their clients. Developing this trust through relationship building may draw out the essential missing link. Then the change process may continue to develop and help the organization arrive at the desired results.

Leading and Managing Complex Change

Vision +	Consensus +	Skills +	Incentives +	Resources +	Action Plan	= Change
	Consensus +	Skills +	Incentives +	Resources +	Action Plan	= Confusion
Vision +		Skills +	Incentives +	Resources +	Action Plan	= Sabotage
Vision +	Consensus +		Incentives +	Resources +	Action Plan	= Anxiety
Vision +	Consensus +	Skills +		Resources +	Action Plan	= Resistance
Vision +	Consensus +	Skills +	Incentives +		Action Plan	= Frustration
Vision +	Consensus +	Skills +	Incentives +	Resources +		= Treadmill

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C.
Adapted by Knoster from Enterprise Group, Ltd.

The Leadership Cycle: A Mental Model for Leading Change



1. Understanding and Leveraging the Context
2. Defining Vision and Goals
3. Articulating Strategy
4. Crafting Key Messages and "Managing Meaning"
5. Implementing Tactics
6. Examining Results and Adjusting for Continuous Improvement



Rev.9/09