OPPORTUNITY IN ADVERSITY: BUILDING INTERNAL CAPABILITY

There are only two reasons to be in business. First … to create value for others and for the benefit of the greater good; and second, to grow as a person

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Today, we are going to explore

• How good adversity can be for your organisation
• Some conceptual frameworks to help you think through responses to your own challenges
• Practical strategies that have worked for us
PART 1:

THEORETICAL FRAMEWORKS

Kotter’s Model: Leading and Managing Change
Sieler’s Model: Moods Framework
Hopkins & Jackson’s Model: Capacity Building
Kotter’s Model: Leading and Managing Change

1. Create a sense of urgency
2. Develop a powerful guiding coalition
3. Create a vision
4. Communicate the vision
5. Empower others to action on the vision
6. Create ‘quick-wins’ /celebrate the success.
7. Build on the change
8. Institutionalise the change.
For Monash College, as with other providers of education for international students, a sudden decline in enrolments mid 2010 is the equivalent to the melting ice-berg.
Create a sense of urgency

The great thing about adversity is that it creates a compelling case for change and sense of urgency about viewing the business from a different perspective and challenging the status quo.
People and organisations are not defined by the kind of situations that surround them; but rather by the decisions that they make amidst them all. Change will be constant, as we oftentimes utter; but our approach towards it will make the difference.
How we respond will depend on the ‘mood’ of the organisation …

Moods open up or close possibilities for action
<table>
<thead>
<tr>
<th>Assessments (judgements)</th>
<th>What is not open to change? (Facticity)</th>
<th>What is open to change? (Possibility)</th>
<th>What we judge to be certain/uncertain (Uncertainty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>RESENTMENT</td>
<td>RESIGNATION</td>
<td>ANXIETY</td>
</tr>
<tr>
<td>Accept</td>
<td>PEACE/ACCEPTANCE</td>
<td>AMBITION</td>
<td>WONDER</td>
</tr>
</tbody>
</table>
Okay, so what do we do now?
So what did we do?

We started to think differently about ‘how we do business’?
At the same time as having to look closely at our cost structures and staffing, we re-examined what we wanted to do and be – that is, we took a renewed look at our value proposition and who might drive that vision

2. Develop a powerful guiding coalition

3. Create a vision

4. Communicate the vision
Building Internal Capability

External change forces and reform directives can so often become paralysing, destabilising and debilitating.

Building internal capacity enables the organisation to work in more creative and resourceful ways with external agencies and initiatives – in short, to see external opportunities not seen before.
A Model for Capacity Building

The Core of Capacity
- Distributed Leadership
- Social Capital
- Moral Purpose
- Intellectual Capital

Organisational
Interpersonal
Personal

Foundation Conditions
External Opportunities
Core of Internal Capacity

1. Distributed Leadership
2. Moral Purpose
3. Social Capital
4. Intellectual Capital
The Economics and Speed of Trust:
A Simple Formula

Nothing is as fast as the speed of trust, trust can be created
Alignment to the Vision …
Planning as a vehicle for enabling distributed leadership and supporting teams

1. Academic Managers trained in **new planning framework** which involves their teams and leads to detailed action plans

Staff become involved in developing, leading and implementing these plans
Inks to Kotter’s steps ...

2. Develop a powerful guiding coalition

3. Create a vision

4. Communicate the vision

5. Empower others to action on the vision
Restructured in line with vision

Created the Transition Specialist Support Group (2)
Appointed skilled Learning Consultants
Increased support for Academic Managers via highly skilled Educational Administrators

5. Empower others to action on the vision
7. Build on the change
8. Institutionalise the change
Building Social Capital: shared language

- Meaning of Transition Education
- Myers Briggs Type Indicator (understanding self and others – personality and learning styles)
- Professional learning on teaching pedagogy
- Professional learning on collaborative practice and commitment
- Giving permission to ‘take risks in the interests of learning’

5. Empower others to action on the vision
Building Social Capital (cont): Institutionalising ‘trust’

Abandoned an ineffective Performance Appraisal Program – suspended any formal procedures for 12 months

Introduced a **Collaborative Classroom Peer Observation Model (3)** based on ‘trust and ‘celebrated’ at 2 day Developing Practice Conference

Introduced ‘Vocational Vitality Time’ (VVT)

Introduced different form of ‘accountability’ – if you are not needed on campus you can work ‘anywhere’

5. Empower others to action on the vision

6. Create ‘quick-wins’ /celebrate the success.

7. Build on their place
Building intellectual capital

Establishing a new framework for planning and documenting curriculum design and practice (4)

Training in subject teams on ‘how to use the templates’
PART 1: Theoretical Frameworks

QUESTIONS/COMMENTS?
PART 2:
EXAMPLES FROM PRACTICE
What does the Planning Framework look like? Building distributed leadership, shared vision and empowering others to act
## Linking Projects to Key Strategic Themes

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Redefining and embedding the company’s core value proposition and position in the market</th>
<th>Building internal capability</th>
<th>Targeted Growth</th>
<th>Translates to team based projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Themes</td>
<td>Product Simplification &amp; Clarification</td>
<td>Best Practice in Teaching and Learning (pedagogical strength)</td>
<td>Marketing/ Business Development</td>
<td>eg: Project Moodle, Project LAP</td>
</tr>
</tbody>
</table>
Project Action Plan

Thematic Theme: (Please tick one or more of the themes your project supports)
- Building Capability: Best Practice in Teaching and Learning
- Building Capability: Building High Performance Teams
- Targeted Growth (Business Development)

Brief Project Description/Individual Learning Goal

Summary of Key Objectives or Goals

Mapping out a detailed action plan
framework: Detailed Action Plans and working documents

Project Name and Goals

Timeline
– Expected completion date
– Expected Outcomes from Action Plan

Key activities
– What will be done (specific)
– When will it be done (start/end)

Milestones
What is the Transition Specialist Support Group? What is its charter? Institutionalising the change, providing support
Transition Specialist Support Group (TSSG) team

- Senior Education Administrator
- Education Programs Coordinator
- Manager Teaching & Learning Practice
- Student Experience Coordinator
- Learning Consultants
imply put ...

Elite transition programs
Elite transition professionals
Clearly articulated high leverage strategies in teaching and learning in the transition space
providing support (TSSG core business)

3 As Project (attendance, assessment, at risk data)
– Early Intervention: At risk processes & procedures
– Assessment Planner for each Diploma (unit of study)
– Curriculum Day with Faculty
Embedding **key ‘academic skills’** via explicit teaching

- Scaffolding of desired graduate attributes moving from Part 1, Part 2 through to MU
- Removing content from Part 1 to provide for in-depth learning and learner independence
providing support (TSSG core business)

Shifted the language from resignation to opportunity and possibility leading to public commitments to collaborative action
What is the Collaborative Classroom Model? Three Key Steps

1. Pre-Observation Meeting: agreed agenda
2. Observation in related to that agenda
3. Observer/teacher exchange Feedback &
Characteristics of the Model: Building trust, personal and interpersonal capacity

• Completely (!) unrelated to performance assessment: no formal PEP in 2011

• Some training in preparation for the model: e.g. MBTI & Learning Styles

• Pre-determined agenda – can’t observe ‘everything’

• Focus on reflection & improvement
Characteristics of the Model [continued]

Teachers collaborate:
  – Two teachers within a discipline observe each other in a single session or
  – Two separate sessions: mutual observation & feedback/ideally cross-disciplines

Teachers self-select someone they trust to work with

Feedback to be documented for the benefit
Project MOODLE: Implement by mid 2012

1. MBTI feature
2. Collaborative Classroom Observation & Feedback
3. Developing Practice Conference
4. Post-Conference Follow-up in Teams
5. Feedback Celebrating Progress

Team-building & Planning based on Strengths (MBTI)
High Leverage Teaching
Step 1: Determining the ‘agenda’ : the pre-observation meeting

Strengths – what was done well?
Core Transition skill – what strategies are used to create independent learners?
Catering for different learning styles: reflections from an MBTI perspective
Teacher generated focus (e.g. ‘I want to have feedback on my questioning skills?’)
Step 2: The Observation

Observation in classrooms

Recording of observations on agenda using template as a guide
Step 3: Post-Observation Meeting

Observers provide verbal and written feedback based on ‘agenda’
Teachers respond, reflect on their learning and write down notes as guide to future action
Observers reflect on their own learning
Hitching our focus

From teachers as ‘bearers of all wisdom’ to teachers as learners
From teachers as ‘lone rangers’ to teachers as professional collaborators
From narrow form of delivery to diversified teaching repertoire
From focus on accountability to focus on strengths
What is the template and why is it critical to the strategy? Building intellectual capital and supporting personal and interpersonal capacity.

Template is an on-line framework for teams to document program design and delivery, with a strong focus on week-by-week teaching strategies.

Key vehicle for sharing and reflecting on teaching practice.
### What does the teaching and learning template look like? Building intellectual capital and supporting personal and interpersonal capacity

<table>
<thead>
<tr>
<th>Unit rationale</th>
<th>Why is the unit important to study?</th>
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<tr>
<td>Curriculum focus</td>
<td>Key focus</td>
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<tr>
<td>Key concepts</td>
<td>‘big ideas’ that underpin the unit of study</td>
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<td>Key skills</td>
<td>Generic and discipline specific skills</td>
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<td>Weekly plans</td>
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<td>a Ha’ moments</td>
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<td>Teaching Resources</td>
<td>Glossary of Teaching and Learning Strategies</td>
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<td>Week</td>
<td>Key concepts</td>
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<td>Revise</td>
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<td>Spend more time on discussing the concepts of predict and control in Week 1, students didn’t understand the 4 goals of science and its relevance to the study of Psychology</td>
<td>Need a worksheet/website that will help students to grasp ‘control’ as one of the goals of science and psychological research</td>
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PART 2: Examples from practice

QUESTIONS/COMMENTS?
Trust Isn’t Just Trust: Four Elements of Trust

Reliability & Competence ‘I’ll do what I say I will do’

Openness and Sincerity ‘I share my real thoughts and feelings’

Involvement ‘I share my real thoughts and feelings’

Congruence ‘What I say is what I mean’

‘I practise what I preach’
Building social capital: shared language

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