

# Module 1

## Why are we doing this?



### Outcomes

**By the end of this session you will be able to:**

1. List a number of challenges that you and your staff face with regard to technology in your school;
2. State the moral purpose for change in your school;
3. Describe, with visual images, a typical change story which you would expect your school to experience;
4. Describe the vision that you would like to communicate and share with your school's stakeholders.



## Introduction

### Introducing the course



20 min

During this module we will prepare you for taking on the joint responsibility of being change leaders in your school during a period of time in which you may be experiencing challenges with the change that technology brings to the school environment. During the workshops we will be covering 3 aspects:

- Content – acquiring new skills and understanding;
- Learning method – experiencing an approach to learning that you and your teachers can use with students and technology in the classroom;
- Badges – challenging you to provide evidence of your skills and understanding and earn a badge if you are successful.

What are the technology/elearning plan objectives and what teacher professional development will you and your staff be experiencing?

1. Assess your ability and interest to acquire the skills and understanding to achieve your objectives.



## Activity 1

### Understanding why



60 min

Think of the situation that you find in your school now, or may soon experience with the introduction of technology. Ask yourself the question: “Why is this the right thing to do?”. The answer to this question is very important because it is likely that things may change in your school and its learning environments. Change threatens some people, maybe even you at times. In answering this question you will have the **moral purpose** for your involvement in this project. You will understand what it is that you are trying to improve in your school and its community and you can communicate this with stakeholders.

1. Watch the 3 minute video on Moral Imperative (*Module1\_Moral\_Imperative.wmv*) <http://www.is-toolkit.com/workshop/fullanworkshops/CH11.wmv>
2. Write at least two responses to each of the first two questions in the *Moral Purpose* exercise on the next page.
3. Divide into pairs in order to use the Give One Get One strategy.
4. After the rotation of pairs has concluded write your response to the last question.

#### Give One Get One

Individually: Each person decides on an idea or strategy to share

Five Conversations:

- Participants divide into pairs
- In each pair they have a conversation with the other individual. Each individual shares at least **one** idea or strategy in each conversation. They write down the name and idea learned from each conversation.

# Moral Purpose

## THE KNOWLEDGE ABOUT THE “WHY” OF CHANGE

“Moral purpose in educational change is about improving society through improving educational systems and thus the learning of all citizens.”

*Michael Fullan, Learning to Lead Change: Building System Capacity  
(Microsoft Partners in Learning: The Fullan Workshop Series)*

First write at least **two** responses for each of Question 1 and 2.

1. What would you like to see improve at your school? Be specific.

- 
- 

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

2. What can you do (or make happen) to conquer challenges relating the academic performance, lifelong learning skills and career prospects of students in your school?

- 
- 

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Name: \_\_\_\_\_ Idea: \_\_\_\_\_

Do this after sharing in the Give One Get One.

3. Do this after sharing in the Give One Get One.  
If teachers and other stakeholders ask you **why** they are being asked to commit to the effort associated with the integration of technology, how could you respond to them? Is it an inspirational response?

-



## Activity 2

# Visualising the journey



30 min

You are about to embark, or already have embarked, on a journey with technology, adding new skills and commitments to that of the human resources in your school. It is a pathway that you may not have been along before. During this activity we will read some comments and look at the visual evidence of others who have gone before you on a similar pathway.

1. Work in pairs. Watch the multimedia presentation showing teacher and students in technology infused learning environments.
2. Use the guideline below while you discuss what these visual images and comments mean to you. What story do they tell you about the way in which these educators and students have changed their teaching, learning and management?

What do the pictures on the blog tell you about:

**The teachers' attitude**

**The changes to student learning**

**The changing school**

**The community**



### Activity 3

## Building a shared vision



30 min

A vision is not something that you have to develop fully at this stage. A vision is something that you will collectively develop with your staff and other stakeholders as you move together on the journey with technology. It is something you and your stakeholders will keep communicating about. As you work together you will grow the capacity to see a clearer and ever expanding vision.

Every journey starts somewhere and so does every vision. Your school's collective vision will start here with you and with time it will become clearer.

1. Use the guideline below and consider the questions that may help you to develop your first vision statement.

Why does your school exist? This would be your school's mission. Complete the sentence:

- A. My school exists in order to.....

Now look to the future and allow yourself to dream a bit.

What would you like your school to achieve in 5 years' time? Complete the sentence using no more than 8 words if possible:

- B. In 5 years' time my school will....

What will your school do in order to achieve what you described in 3 above? Complete the sentence using no more than 10 words if possible:

- C. We will achieve this by.....

Now put it together.

Write your school name:

Add what you wrote in "B":

Add what you wrote in "C" from "by" onwards:

Make sure it reads as a proper sentence. Write it below.

**First vision statement:**

2. Share your statement with the group.
3. Assess your vision statement using this checklist assessment tool:

	<b>My vision statement</b>	√
1	Speaks about the future of my school	
2	Is memorable (a short sentence that is easy to remember)	
3	Uses simple language that my stakeholders will understand	
4	Is achievable (in 5 years from now)	
5	Will help my school have a better purpose	

Table 1: My vision statement

### Shared vision – a collective process

A vision is something that is developed collectively over a long period of time. As stakeholders experience the value of technology and continue to have conversations about the vision they will grow to believe in it and take ownership of it. This will happen as their capacity (knowledge, skills and commitment) grows.

A vision is continuously revisited and, if necessary, revised until it represents a statement that your stakeholders are proud of and are committed to achieving.



### Homework

1. Revisit the documents that you completed during the workshop.
2. Visit educational sites showcasing schools that have integrated technology and explore the other areas of information and media.
3. Do the VISION BADGE (see below).



### Notes

### Badge: The Vision Badge

This is a compulsory badge that must be complete to graduate as a Change Leader.



Instructions:

Return to your school and start a vision-building process with stakeholders, taking care to emphasise that a vision is something you would like them to develop collectively. Place the first version of the vision on a large poster and take a photo of it. Send the photo to your facilitator and indicate who attended the meeting in which you discussed the vision, and state where the poster is displayed now.

Assessment criteria

	The vision statement	✓
1	Speaks about the future of the school	
2	Is memorable	
3	Uses simple language	
4	Will help my school have a better purpose	
5	Has been announced to the staff	
6	Has been displayed at the school	

Table 2: Assessment for the Vision Badge

## Module 2

### Understanding the change process



#### Outcomes

**By the end of this session you will be able to:**

1. Distinguish between managing and leading in a change scenario.
2. Understand how to develop commitment and ownership.
3. Describe the traits of successful teachers and principals.
4. Develop a set of basic principles for leading change.



## Introduction

In this module we deepen your understanding about change and leadership in a changing school environment.

Which term have you heard most often “inspirational manager” or “inspirational leader”? What happens when a manager has no leadership skills? Can the one function without the other? What happens when leaders cannot manage resources?



### Activity 1

## Managing and leading



30 min

**Change management** is often seen as a set of tools or monitoring processes which are designed to ensure that change takes place in a controlled way, where challenges, such as resistance and breakages are minimised. Sometimes it is managed (overseen) by one person or a small change management group.

Management without leadership ensures that the status quo is observed and expectations are met.

**Change leadership** is a collective process. It involves all the stakeholders growing in capacity by being constantly involved in identifying opportunities and overcoming obstacles along the way. It is a much more difficult process than change management because it requires skills of leadership and communication. It requires strong leadership (by many) for a long and exciting journey.

Leadership without management results in one person setting a direction and vision which others follow without really knowing how it will be achieved.

Leadership with management is what change leadership requires. It means setting new directions and managing resources collectively (human and physical) to achieve an evolving vision. It grows capacity and develops strong ownership among stakeholders.

Which of the following situations are likely to be the result of typical management actions (M) and which are more typically a result of change leadership (CL) actions?

	Action	M	CL
1	Principal locks the tablets in the school safe and keeps the key.		
2	ICT Committee engages the staff in finding a solution to the issuing of the tablet trolley during lessons.		
3	Principal monitors teachers' use of tablets but gives no feedback to the teacher.		
4	Colleagues collaborate in designing and presenting lessons with tablets.		
5	The school staffroom is buzzing with colleagues sharing experience about using technology with learning.		
6	Most of the staff are gossiping about how the ICT committee makes rules that they cannot understand.		
7	Resistance is embraced and the principal and SMT do not place pressure on the resisting person, but try to understand why that person is resisting.		
8	When teachers have challenges with technology, either technical or in its use during lessons, there are good support systems in place to help that teacher overcome the challenge.		

Table 3: Activities observed in schools



## Activity 2

## Commitment and ownership



60 min

Change is like an engine that requires fuel. A car will splutter to a dead stop if it has no fuel. Similarly, change will not successfully take place if it does not have that fuel.

The fuel of change is **commitment** and **ownership** by all the stakeholders in the system (the school, community, district and province). This will lead to sustainable change.

**“Sustainability** is the capacity of the system to engage in the complexities of continuous consistent improvement with values of deep human purpose.”

*Fullan, Leadership and Sustainability: System Thinkers in Action, 2005*

Commitment and ownership feed off each other. Either one can strengthen because the other has developed.

Scenario: School X is experiencing a problem because the tablet trolleys are not being used. The principal is very nervous that parents will complain that expensive resources are not being used. At the ICT Committee meeting the general consensus was that many teachers at the school were not committed and were negative about technology for teaching and learning. You are part of a team of 4 consultants and your team concludes that the school has made inadequate provision for building commitment and developing a sense of ownership of its vision. You will prepare a 4 slide presentation addressing the 4 questions below.

1. You will participate in a jigsaw group activity and help the ICT committee and SMT understand how commitment and ownership can be developed. Your team needs to find the best responses to these 4 questions:
  - a. When is a good opportunity to build commitment? (Use Appendix A to research your answer)
  - b. How do we build and sustain commitment? (Use Appendix A to research your answer)

- c. How do we create a sense of ownership? (Use Module1\_Ownership.pdf) <http://www.cdc.gov/tb/publications/guidestoolkits/forge/pdfs/chpt6.pdf>
  - d. How do we develop a shared vision (watch the Swinton video)
2. Divide into groups of 4 (home groups). Each group member will become an expert in one of the questions and then teach the rest of the home group what they have learnt.
  3. In your home group give each group member a number from 1-4. That number represents the number of the question in which that team member must become an expert.

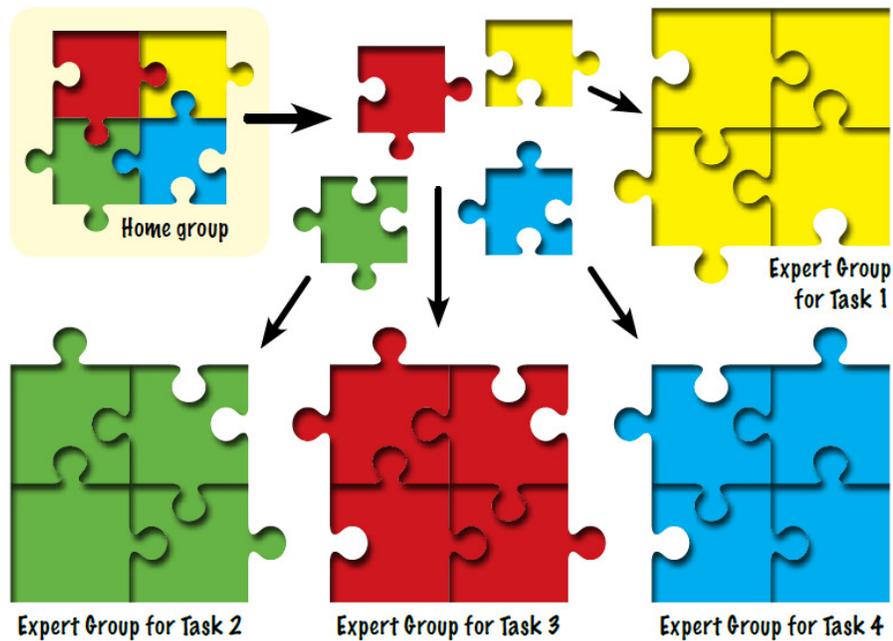


Figure 1 - How jigsaw groups work

4. Once you have concluded your expert group session, regroup in your home groups and produce the recommendations by teaching your home group what you have learned.



### Activity 3

### Leadership for change



20 min

It seems a contradiction, but successful change management can be hard to achieve when school principals have strong, charismatic characters and place too much focus on themselves. These are wonderful assets to possess and can be harnessed positively if it is understood that change leadership must spread throughout the school. The best change leaders are those that have the capacity to develop leadership in others on an ongoing basis.

Here is a list of research findings about the habits of successful leaders. Check those that you can identify as an action that you have achieved. Note the habits that you could aspire towards.

	<b>Teacher leaders</b>	√
1	Teachers have many opportunities to meet and collaboratively make decisions about teaching and learning.	
2	Teachers engage in various forms of informal action research. They try new approaches and assess their success.	
3	Teachers develop their own internal leadership structures such as team teaching, mentoring new teachers and collaborate to share lesson plans.	
4	Teachers make direct input into policy decisions.	
5	Teachers make decisions about professional development and take initiative in seeking support.	
	<b>Principal leaders</b>	√
1	Principals create time for teachers to collaborate.	
2	Principals frequently attend grade and department meetings, or communicate with department heads and teachers, in order to provide support and understand the needs of the teachers.	
3	Principals arrange for regular professional support interventions both internally and from external sources.	
4	Principals approach challenges with input from a wide range of stakeholders.	
5	Principals assign responsibility and support the developing leaders.	
	<b>District officials</b>	√
1	District officials provide regular services in support of teachers and the principal.	
2	District officials arrange for relevant professional development interventions.	

Table 4: Actions in successful schools



#### Activity 4

#### Understand why it happens



60 min

There is a difference between, on the one hand, understanding in theory what change leadership is and, on the other hand, being able to put it into practice. Change leaders at schools often observe challenges and successes at their schools without recognising what the cause of it is. If they recognise the cause of challenges or successes they will recognise what it is that needs attention or what leads to success.

1. Divide into 5 groups.
2. Below is a list of challenges and successes that facilitators have observed in schools. In each case discuss the statement and identify the cause of the challenge/success by selecting one or more of the categories listed.

Possible causes:

- A. Lack of commitment
- B. Lack of ownership of the vision
- C. Lack of leadership for change
- D. Good example of commitment
- E. Good example of ownership of vision
- F. Good example of leadership for change

	Description	A-F
	<b>Group 1</b>	
1	Most of the teachers do not make time to go over their assigned activities in advance. Some of the teachers only look at the homework on the day of the badges assessment.	
2	In some schools there is a lack of activity from most individual teachers as the project demands extra time (researching, exploring, planning, creativity etc) from the normal or from what they are used to.	
3	Visits or monitoring from the external stakeholders (district officials and funders) with the aim to evaluate and support the school proved to be a success. In this way more information is gathered about the school which helps to meet specific needs of the school.	
	<b>Group 2</b>	
4	In the schools where a high number of reward badges are accumulated it is noted that some of those only use the strategy once off for the sake of earning a badge. In most cases teachers somehow have an impression that the activities are just designed for them to get gadgets and other benefits related to badges.	
5	Enough time is not allowed for planning by individual teachers and thus results in poorly designed lessons that try to incorporate a learned teaching strategy.	
6	An improved sense of team work was developed among educators at some schools especially where afternoon workshops had been organised and all staff felt duty bound to attend. Also a huge gap between ICT champions and novice teachers is reduced.	
	<b>Group 3</b>	
7	Other than taking pictures and videos, teachers have very limited information of how else they can take advantage of the technology on their hands to improve teaching and learning.	
8	There are a number of reported lost and stolen tablets which is a big challenge in all the schools – schools do not realise the advantages of having insurance cover for the technology and the disadvantages of not having it.	
9	Individual expert teachers taking upon themselves to support others. There is a commitment and dedication to work above expectation.	

	<b>Group 4</b>	
<b>10</b>	Novice teachers have a challenge to print their work from the tablet especially those who do not have laptops or computers to transfer documents.	
<b>11</b>	School or staff overall progress in the teacher professional development programme reviewed from time to time to identify gaps in order to provide relevant support.	
<b>12</b>	There have been numerous technical challenges experienced by teachers which in a way demotivates them as they take time to be resolved [chargers not charging, tablets freezing, screens crack without dropping the tablet, losing apps and work, video and camera quality etc.].	
	<b>Group 5</b>	
<b>13</b>	The principal takes a lead – plans and accommodates teacher professional development for the staff. School team members follow up and monitor staff collaboration after school.	
<b>14</b>	Experts are identified within the school by other staff members – struggling teachers know who to contact when they are stuck.	
<b>15</b>	Projecting work done from a tablet via the data projector is a challenge.	

*Table 5: Observations in schools*

## Module 3

### Capacity Building



#### Outcomes

**By the end of this session you will be able to:**

1. Understand that capacity building is as much an individual as a collective process;
2. Identify the new skills and understandings required to support change;
3. Identify the competencies required by both teachers and the SMT in order to teach and manage in new ways;
4. Identify the new roles and responsibilities that emerge as the school and its teaching and learning environment changes with new resources;
5. Strategize to manage capacity building with new resources;
6. Recognise the need for a shared effort in working in a changing learning environment.



## Introduction Introduction



10 min

Capacity building is not something that happens only through a series of training courses; it is an ongoing process that you, as a change leader, have to actively manage with the support of other stakeholders. In this module we will seek to answer three questions that will help us to understand and better manage capacity building. These questions are:

1. How do we make capacity building a collective process?
2. How do we make capacity building evident in practice?
3. How do we ensure that capacity building is ongoing?



## Activity 1 What is new?



45 min

**Table 6** provides a list of some of the skills, understandings and competencies that are required when introducing technology into management, teaching and learning. This represents a list of things that you and your staff may be doing for the first time, or doing differently.

1. Work by yourself and check those items that you feel you are competent in doing.
2. Work in small groups and identify additional skills/understandings/competencies that you feel should be added to the list.

√	Skills /Understandings / Competencies
	<b>Working with technology</b>
	How to configure/set up the device
	How to use various apps
	How to access information and digital resources
	How to share information from your device
	How to connect devices to each other
	<b>Teaching with technology</b>
	What resources can support or enhance your teaching
	When to use technology in the lesson
	How to teach differently, if necessary, so that technology may have its impact
	How to evaluate the integration of technology with the lesson
	<b>Managing ICT</b>
	How to allocate the use of the technology fairly
	Monitoring the nature of the use of technology
	Manage time for ongoing professional learning and strategizing
	Identifying clear wins – what to celebrate
	Implement a communication strategy

	Implementing an ICT strategy
	<b>Leading change</b>
	Developing the shared vision
	Growing ownership
	Foster the dialogue with stakeholders
	Develop an ICT strategy
	Develop a culture of professional learning
	Build leadership capacity in others
	Promote knowledge management strategy

Table 6: Skills, Understandings and Competencies



## Activity 2

## Identify stakeholders



45 min

Table 7 identifies various roles that should be played by various stakeholders during the ongoing use of technology in a changing school environment.

1. Work in pairs and identify additional roles that you think should be added to the list. Add these to the table.
2. Join pairs to form groups of 4. Discuss the stakeholders responsible for each role and which other stakeholders could play supporting roles. Add these to the table.

Roles	Stakeholders Responsible	Supporting Stakeholders
<b>Working with technology</b>		
Knowing how to use the device	All technology users	Peers, internal champions, external trainers, District officials
Training staff to become competent with using the technology devices.		
Supporting the ongoing users of technology.		
Solving technical issues that arise.		

<b>Teaching with technology</b>		
Knowing how and when to use technology in teaching and learning		
Evaluating the use of technology in teaching and learning		
Knowledge management of the professional learning that takes place		
<b>Managing ICT</b>		
Allocate the use of the technology fairly		
Monitoring the nature of the use of technology		
Manage time for ongoing professional learning and strategizing		
Identifying clear wins – what to celebrate		
Implement a communication strategy		
Implementing an ICT strategy		
<b>Leading change</b>		
Developing the shared vision		
Growing ownership		
Foster the dialogue with stakeholders		
Develop an ICT strategy		
Develop a culture of professional learning		
Build leadership capacity in others		
Promote knowledge management strategy		

Table 7: Identifying stakeholder responsibilities

## Delegation

When Alfred P Sloan of the Ford Motor Company said “The most important thing I ever learned about management is that the work must be done by other men” he did not mean that managers or leaders would just sit and watch from the sidelines (or that they should all be men). He was really saying that delegation is an essential and powerful tool for leaders in ensuring that capacity is built to run something as complicated as a motor company. Change leadership of a school evolving with technology is no less complicated a task.

Once you have defined clear roles and responsibilities for each stakeholder in your school community you are able to define what measurable minimum achievement you hold them accountable for. As a leader you have to delegate the responsibility to the relevant stakeholder and support them in that role until you feel that they have grown their management and leadership skills to such an extent that they can operate independently. It is a scaffolded learning process of growing leaders and building capacity.

The process of strategizing to build capacity in your school and achieve success in your school as a change leader therefore depends to a large extent on your ability to delegate responsibility properly.



### Activity 3

## Strategizing



60 min

Strategizing is an ongoing process that cycle between **action** (putting plans into practice, acting out responsibilities) and **thought** (such as planning, ideas, reflection, evaluation, including delegation meetings)

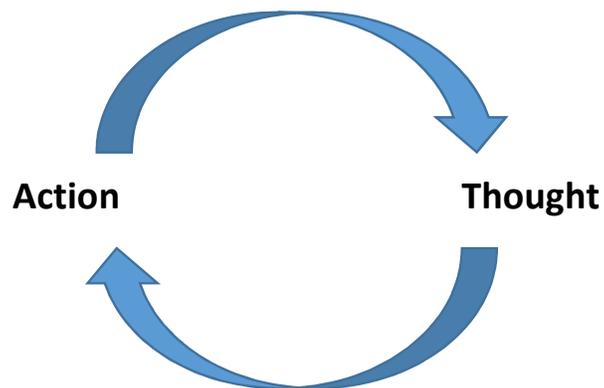


Figure 2: The strategizing cycle

In this module we will use role play to have fun while practicing the serious task of delegation meetings that will impact on capacity building, and eventually in the effective use of mobile devices in our classroom and school.

## How does Role Play work?

Role Play in this instance refers to acting out a relevant scenario in order to get a better understanding of issues and to design strategies to cope with situations which might arise. In a role play you will put yourself in the shoes of your character and argue a point that will best examine your point of view.

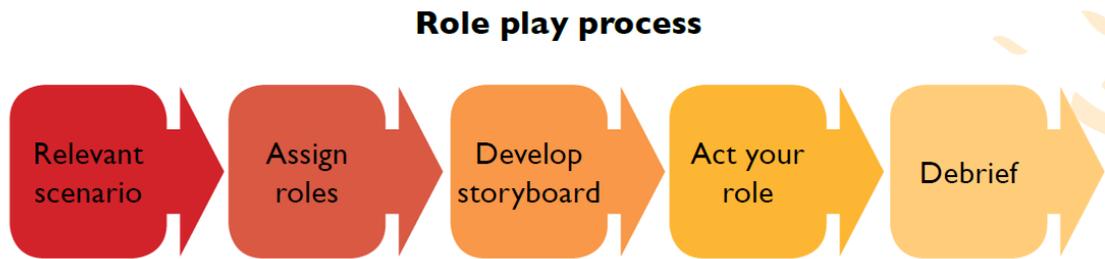


Figure 3: Role play process

1. Your facilitator will demonstrate how role play works.
2. He/She will conduct a delegation meeting.
3. As observers you will evaluate the role play by using the following checklist:

The delegation meeting		√
1	The “principal” made the responsibility and minimum requirements clear.	
2	The participants were able to maintain a positive and communicative meeting.	
3	The “stakeholder” was able to explain how he/she would commit to the responsibility.	
4	They are convincing in their different roles.	
5	Speech was clear with appropriate volume and tone.	
6	Role play captured and maintained audience interest.	

Table 8: Assessment for delegation meeting role play

4. Work in pairs. Identify one responsibility from Activity 2 that best suits your circumstances. Use the guideline (Appendix B) and the meeting template (Appendix C) plan a delegation meeting.
5. Find a quiet spot where your group can practice the role play. The meeting should not last for more than 10 minutes (although an actual meeting at your school may take longer).
6. If you have access to mobile devices, make a video of the final role play performance.



## Homework

1. Revisit the documents that you completed during the workshop and give serious thought to your capacity building strategy.
2. Plan as many capacity building meetings as you require.
3. Do the CAPACITY BUILDING BADGE (see below).



Notes

### Badge: The Capacity Building Badge



This is a compulsory badge that must be completed in order to graduate as a Change Leader.

Instructions:

Submit a Capacity Building strategy document (or portfolio of documents) that includes

1. A table summary of the roles and responsibilities of stakeholders on your staff (refer to Activity 2).
2. Completed delegation meeting template for 2 staff members.

Assessment criteria

	The capacity building document(s)	v
1	Identify the stakeholders responsible for the key roles in the school technology plan.	
2	The supporting stakeholders have been identified.	
3	Actual names of staff members and other stakeholders are included if possible.	
4	The 2 delegation meeting templates outline clear responsibilities with minimum measurable requirements.	
5	The 2 delegation meeting templates outline concrete next steps.	
6	The 2 delegation meeting templates indicate a schedule of follow-up meetings.	

Table 9: Assessment for capacity building badge

# Module 4

## Facing Challenges



### Outcomes

**By the end of this session you will be able to:**

1. Recognise when you can solve problems with your current capacity;
2. Recognise when you need to engage others and adapt your strategy in order to overcome a challenge;
3. Engage in an adaptive challenge process that concludes in an action plan;
4. Embrace resistance and reach a plan of action.



## Introduction

In this module you will explore how to overcome challenges. Some challenges may be technical and within your current capacity at the school to solve. At the other end of the spectrum large infrastructural problems such as the lack of electricity or Internet connectivity may seem completely beyond your ability to address and would require support from the system, nationally or provincially. Other challenges, such as change leadership itself, can be addressed with a collective response from within your school community. In other words you go beyond what you know and have to persevere in finding the solution, drawing in other stakeholders if and when you need to do so. One of the simpler adaptive challenges is resistance to change, but it requires a sensitive response from you. There is no one solution to resistance; it depends on the people involved.

The single biggest failure of leadership is to treat adaptive challenges like technical problems.



### Activity 1

## Technical problems



30 min

Technical problems are often, but not always, technology related. They are problems in which current knowledge is sufficient to find the solutions. Sometimes we do not apply our current knowledge and we experience an “implementation dip” when we let these problems make us feel despondent and demotivated. It is important to know what your current capacity is to solve these problems and who to turn to for assistance.

1. Work in pairs. Identify which of these issues are technical problems.

	Problem / Challenge	✓
1	The tablets are too full with videos.	
2	The tablets are not being cared for properly.	
3	There is confusion when handing out and returning loaned equipment.	
4	The tablets are not being used in the classroom.	
5	The staff lack commitment to the project’s demands on their time.	
6	Teachers find it difficult to link the tablet with the data projector.	
7	The school is not implementing its IT strategy.	
8	Some teachers are resisting the change required in their teaching.	

Table 10: Identifying a technical problem

Technical problems can be solved by having a guideline, support, routine or process in place.

2. Form groups of 4 and find a solution to the technical problem: “There is confusion when handing out and returning technology on loan for lessons. “



### Notes



## Activity 2

## Adaptive challenges



60 min

Adaptive challenges are complex and new, not routine. They may require difficult learning processes, but it is possible to solve them. They may generate tension or seem like a good idea to avoid. They usually require a bit longer to solve, but effective leaders lead through the uncertain and complex situations that require experimentation and adaptation.

Your facilitator will work through this example of an adaptive challenge with you. Note the steps to follow in order to solve adaptive challenges:

*School X is experiencing a problem because the bank of tablets that were provided by the District Office for a project are not being used. The principal is very nervous that the e-learning coordinator from the District Office will remove the tablets and give them to another school. At the ICT Committee meeting the general consensus was that many teachers at the school were not committed and were negative about the project. You are part of a team of 4 consultants and your team concludes that the school has made inadequate provision for building commitment and developing a sense of ownership of its vision. You will prepare a 4 slide presentation addressing the 4 questions below.*

Typically the change leaders work through the template. Here are suggested responses related to the above example:

**A: Identify an adaptive challenge** - the staff is divided about teaching with technology and many have not bought into the vision and therefore show not commitment to use technology.

**B: Define the challenge:**

<b>Current reality</b>	Describe the current situation.	Divided staff, some teach with technology, some do not and make negative remarks about the use of technology, especially the time required to learn new skills
	What needs to change?	Staff commitment, need the negative staff members to see the value of technology
	What needs to be retained?	The positive staff who teach with technology, technology needs to be used
	What are the best features of the reality that could help you build towards a solution?	The fact that some staff do have skills and are setting a good example by teaching with technology
<b>Desired outcome</b>	Describe what success might look like to you.	The staff who use technology pair up with non-users and support them to learn at their own pace in peer-to-peer collaboration
	Is success dependent on others? To what extent?	It will depend on embracing the resistance of the non-users and leading them to a change of mindset – this is critical
<b>The Problem</b>	Review what you have written above and write a first draft of the problem statement.	The problem is that there is no collaboration between confident users and non-users. There is not sufficient ownership of the vision by either group.

<b>Context</b>	What are the features of the wider environment that shape this issue?	Change leadership has not succeeded in engaging staff in the vision building. Teachers do not have much time to learn new things. There may not be sufficient recognition for those that achieve learning with technology.
	Who knows about this problem? Who is committed to a solution and how do key stakeholders see this?	The SMT recognises this problem. Neither group of teachers consider this to be a problem, but the complaining group are emotional and therefore must be frustrated. Change leadership is committed to communicating and getting input about the vision. Resisting stakeholders will be engaged by the principal to understand their position. At this stage they are indifferent

Table 11: Defining the Challenge

### C: Focus on the most critical elements

<b>Technical components</b>	What are technical components that can be solved with technical solutions?	Can find technology support resources, and identify experts within the school to support others
<b>People</b>	Who are the people and how must people change for this problem to be solved?	Expert teachers – must become more collaborative and supportive, must take ownership of the vision Complaining teachers (non-users) – must negotiate and commit to an achievable goal to start on the path with technology, must understand the moral purpose, later understand and support the vision
	If there is conflict, where does it emerge?	Teachers who do not want to commit resist, but no real conflict
<b>Conflict</b>	Do all agree with the vision?	No
	Do all agree with the objectives of the strategy?	No
	Do all agree with the implementation of the strategy?	No

Table 12: Focusing on critical elements

## D: Action learning

In this stage you now do the following:

- a. Develop an action plan to test new ideas
  - b. Talk these plans through with colleagues – new solutions may emerge
  - c. Carry through the new action plan
  - d. Reflect on and modify the actions
  - e. Report back to the colleagues and explore which new ideas and possibilities have emerged.
- 
1. Work in groups of 3. Identify an adaptive challenge that you experience in your schools.
  2. Work through the process and develop an action plan for the challenge.
  3. When you get back to your school you may like to discuss this action plan with your colleagues and implement the new action plan.



### Activity 3

### Embracing resistance



30 min

As a change leader you will be more successful if you embrace resistance rather than avoid it or react to it with rules. Resistance is not a technical problem. It is an adaptive challenge. It requires you to exercise emotional intelligence. Emotional intelligence involves three things:

1. Your awareness of your own emotions
2. Empathy – identifying with what others feel
3. Ability to build relationships

When embracing resistance you need a strong working relationship with the people involved. If this does not exist it will hamper your attempts, so you must build a strong working relationship. You could use this process to achieve a strong working relationship. Typical you would do the following:

- a. Respect those that resist
  - b. Understand the reason for the resistance
  - c. Link with their position – find common elements in your respective positions
  - d. Establish to what extent the person has bought into the vision, objectives and implementation procedures at your school.
  - e. Discuss the question “What is in it for us?”
  - f. Develop a plan of action.
- 
1. Identify a typical issue that causes resistance and conduct a role play with your partner as you work through the points a-f above. One of you should act the role of the principal and the other act the role of the resisting stakeholder.

<b>Resistance role play assessment</b>		<b>v</b>
1	You were able to show respect to each other.	
2	The “principal” was able to establish the reason for resistance.	
3	The “principal” showed empathy.	
4	The discussion about “what is in it for us?” reached a satisfactory conclusion.	
5	You agreed to a plan of action which was acceptable to both of you.	

Table 13: Resistance role play assessment.



1. Take the adaptive challenge that you did in Activity 2 back to your school and introduce it to your colleagues for possible implementation (if it is appropriate).
2. Do the tasks for the Adaptive Challenge Badge.
3. Do the tasks for the Resistance Badge

### Badge: The Adaptive Challenge Badge

This is a compulsory badge that must be complete to graduate as a Change Leader.



Instructions:

You must address one adaptive challenge in your school, work through the process from identifying the challenge until the point where you have tried a plan of action and have given feedback to your colleagues. Note that the challenge does not need to have been solved after one round. If it has not been solved, mention how the plan of action has been modified. Submit a detailed description of how you worked through the adaptive challenge, including the completed tables used in this module.

Assessment criteria

<b>The Adaptive Challenge Badge assessment</b>		<b>v</b>
1	The challenge was not a technical problem	
2	The challenge was clearly defined in a table	
3	The critical elements were identified	
4	An action plan was developed and discussed with colleagues	
5	An action plan was implemented	
6	Feedback was given after the action plan was implemented for a given period of time	

Table 14: Assessment for Adaptive Challenge badge

### Badge: The Resistance Badge



This is a compulsory badge that must be complete to graduate as a Change Leader.

Instructions:

Deal with one case of resistance in your school. Work through the process as you did in your role play in Activity 3. Submit a detailed description of how you worked through the resistance meeting including:

- what the person's reason for resistance was;
- how you displayed empathy;
- what common elements you found;
- how you concluded your "what's in it for us?" discussion;
- what plan of action you agreed on.

Assessment criteria

The Resistance Badge assessment		√
1	You were able to show respect to each other.	
2	You were able to establish the reason for resistance.	
3	You showed empathy.	
4	The discussion about "what is in it for us?" reached a satisfactory conclusion.	
5	You agreed to a plan of action which was acceptable to both of you.	

Table 15: Assessment for Resistance badge

## Module 5

### Let's Communicate for a Change



#### Outcomes

**By the end of this session you will be able to:**

1. List the key elements of an effective change communication strategy;
2. Identify the best methods of communication for your stakeholders;
3. Identify the best message content;
4. Develop a change communications strategy;
5. Implement effective two-way communication about change in your school;
6. Evaluate Learning Stations as a teaching strategy.



## Introduction

Communication is not just about sending out notices and giving presentations. In a situation requiring change leadership you will rely on a carefully planned communications strategy to positively influence the changing environment, motivate stakeholders and manage resistance. There are 5 key components to building a communications strategy:

1. Identify the communicators and audience;
2. Determine the message content;
3. Identify the most effective communications methods;
4. Ensure feedback and dialogue;
5. Evaluate the outcome.

In this module we will use the Learning Stations technique to develop a draft communications strategy which you will finalise with your key communications stakeholder in your school.



## Activity 1

## Communication Strategy



100 min

You will participate in a Learning Stations activity while considering the key questions for planning a Communications Strategy.

1. Divide into 4 similarly sized groups.
2. Each group relocates to one of the 4 learning stations in the room. At each learning station you will find some questions to consider and respond to.
3. Here are the 4 sets of questions:
  - a. Identify the communicators and audience**
    - i. Who are the stakeholders affected by the change?
    - ii. Who would the stakeholders find trustworthy to communicate to them?
  - b. Identify the most effective communications methods**

Stakeholders will expect communication to be timely and honest.

    - i. Do you want to send mass communications, personal messages, or communicate at meetings
    - ii. What methods of communication do your stakeholders use most often and prefer?

(Make notes on the next page)



Notes

**c. Determine the message content**

- i. What does your audience need to know about
  1. the vision,
  2. how change fits into the school's objectives and values,
  3. personal implications of change?
- ii. What is the purpose of the messages?
- iii. What kind of message content would you send – what should it ask for or say?



Notes

**d. Ensure feedback and dialogue.**

Stakeholders are more likely to take ownership of the vision if they feel that they have a voice and are well-informed.

- i. How will you give the stakeholders the opportunity to respond to your communications, give a comment or ask a question?



Notes

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**e. Evaluate the outcome**

- i. How will you know that your communications strategy has been successful?
- ii. What evidence will you look for to confirm that the method and content of the messages was appropriate and the best option.



Notes

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- 4. After you have visited each learning station with your group, return to each station and record what the other groups have added to your comments.



## Activity 2

## Evaluate learning stations



15 min

1. Evaluate the effectiveness of learning stations as a teaching and learning strategy by completing this assessment rubric.

	Learning Stations	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The questions at each Learning Station were clear.				
2	The questions at each Learning Station were engaging for me.				
3	I worked more collaboratively with my group than usual.				
4	All group members were engaged.				
5	I felt that I gained a better understanding of how to develop a communications strategy.				
6	Learning Stations were easy to use.				

Table 16: Evaluating Learning Stations



## Homework

1. Revisit the information that you gathered during the workshop.
2. Develop a final communications strategy with your key communicators at your school.
3. Do the COMMUNICATION BADGE (see below).



## Notes

## Badge: The Communication Badge



This is a compulsory badge that must be completed in order to graduate as a Change Leader.

Instructions:

Develop and submit a complete communication strategy for your school using the following 5 headings:

1. Communicators and audience;
2. Message content;
3. Effective communications methods;
4. Feedback and dialogue;
5. Evaluating the outcome.

Mention specific stakeholders that you will use to implement the communication strategy.

Assessment criteria

	<b>You communication strategy</b>	<b>v</b>
1	Identifies specific communicators and the various audiences for each kind of communication.	
2	Has a clear indication of the purpose and detail of the proposed message content.	
3	Names specific communication methods that would be effective for your stakeholders.	
4	Makes provision for stakeholders to respond and interact about the message content.	
5	Names specific criteria and evidence that will be used to evaluate the effectiveness of messages.	
6	Names specific criteria and evidence that will be used to evaluate the effectiveness of communication strategy.	

*Table 17: Assessment for communication strategy*

## Module 6

### A Culture of Learning in the Workplace

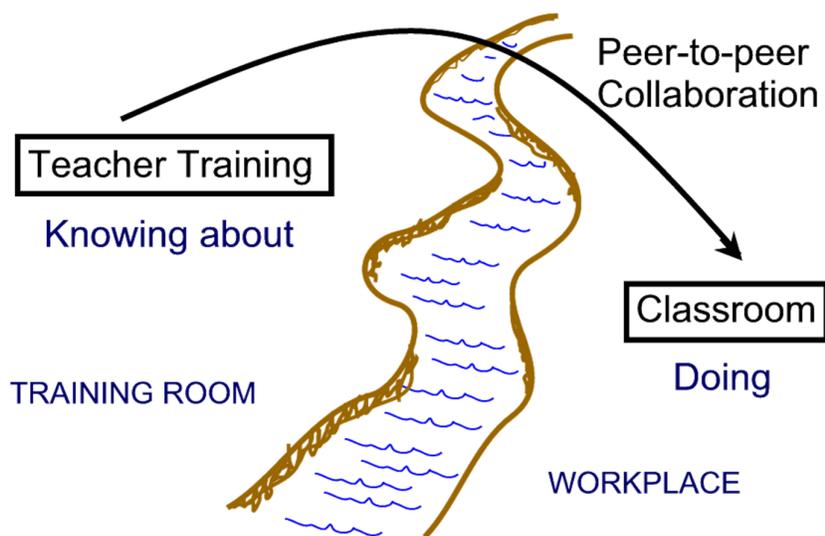


#### Outcomes

**By the end of this session you will be able to:**

1. Describe how a culture of learning in the workplace can support your change leadership;
2. Propose a strategy for developing a culture of learning in the workplace;
3. Identify opportunities for collaboration with other schools;
4. Conduct a brainstorm session.

One of the biggest challenges of teacher professional development is to get teachers to make that “leap” from the training room (workshop) into the classroom. Teachers often do receive training in new approaches to teaching and learning when attending courses, but many of them cannot replicate it in the classroom. Fewer teachers have the independence, confidence and/or understanding to use technology in the classroom in the same way that they witnessed in the training room. What do they lack?



How collaboration in the workplace can bridge the divide between what we learn in training and what we do in practice

*Figure 4: Bridging the divide between the training room knowledge and the classroom practice*

The teachers often lack confidence and they lack support. Their peers, all of whom would have attended the same training, are a major source of support. If you can encourage and develop a culture of workplace learning you will go a long way towards achieving that stakeholder ownership of your vision. Once the teachers experience the satisfaction of teaching with technology they will understand what the school’s technology vision is about.

There are three main tiers of collaborative learning support:

1. The workplace, the school and its community
2. Learning from other schools
3. Learning from district support staff and other external providers

If a school has a well-established culture of workplace professional learning it may mean that the staff have a high degree of ownership of the school’s vision and objectives. It may be a symptom of good change leadership. On the other hand, if there is a poor culture of workplace professional learning it may mean that more work needs to be done on communicating the vision and objectives.

Consider how this may help your capacity building strategy.



## Activity 1

# Peer-to-peer support: Changing the culture of learning



45 min

Research has clearly shown that professional learning is most effective when peers collaborate with each other in the workplace. Peer-to-peer support is characterised by:

- Sharing of ideas on equal terms in pairs or small groups
- Conversations, often informal, about how to use technology in teaching and learning
- Collaborative exploration of new ideas and skills in the classroom – no appraisal
- Informal self-assessment and self-regulation

How do we develop this culture of collaborative learning in the workplace?

Scenario:

The staff of 14 teachers at Inkomazi School has received initial training for their implementation of tablets. The staff have been given homework challenges to use the tablets during their lessons. By doing this they would put into practice what they learned on the course. The staff are divided in their enthusiasm for this challenge. Three teachers have a lot of confidence and enthusiasm and they are already using the tablets in their classes and are excited about the experience. They talk about this a lot to each other. Another 4 teachers spend a lot of time with their tablets and their reactions are a combination of confused head-shaking and gasps of delight when they discover something. They do not talk to each other much. The other 7 teachers are not so happy and they have packed their tablets away and have carried on with their usual teaching. Whenever the principal asks them when they will use the tablets they say that they do not have time. The principal has heard that they gossip a lot about the project and how they are expected to perform miracles without any support. The principal decides to address this issue and calls a meeting of his SMT to discuss this.

Here is the agenda:

**Meeting to be held in the principal's office on Wednesday**

**Topic: How to develop a culture of collaborative workplace learning**

- A. Vision – are teachers committed?**
- B. How do we deal with the resistance**
- C. Can we use champions?**
- D. How to show the way?**
- E. Teacher Professional Development strategy**

1. We are going to conduct the meeting as a whole group exercise (if you are a large group you will be divided into two groups).
2. Appoint the following roles for the meeting:
  - a. a chairperson, who will call the meeting to order and coordinate the discussion
  - b. a timekeeper, who ensures that the chairperson is aware of the time and that individuals do not talk for more than 2 minutes each
  - c. a watchdog, who ensures that the discussion stays on the topic
  - d. a secretary, who records the decisions taken

3. Work through the agenda in any order that you decide. You may also add agenda items but remember that you have a time restraint for the meeting (30 minutes).



Notes

A large rectangular area enclosed by a dashed green border, intended for taking notes during the meeting.



## Activity 2

## Learning from other schools



30 min

As we know, capacity building is about developing new skills, understandings and competencies. We know that the support stakeholders are not only within the school. There is no reason why the collaborative learning communities in the school could not be replicated between schools in a district if the leaders and teachers were willing to try this and found the engagement with other schools to be a valuable and constructive use of their time.

### Brainstorm

In a brainstorm a group of people meet and ponder about a specific question. The rule is that no one may comment on the idea being put forward. One person's idea may be a springboard to another person's idea. One person is delegated the task of writing down all the ideas. After a given period of brainstorming (10 minutes, for example) the process changes. Now the members of the group can ask for clarification on various contributions. The group also categorises the responses to try and make meaning of the brainstormed items. The best ideas are extracted and discussed further.

1. You will brainstorm the question: ***“How can we strengthen our collaboration and communication ties between schools in our region?”***
2. Divide into groups of 5 or 6.
3. Conduct the brainstorm for 10 minutes and then follow up with a clarification session for another 10 -15 minutes.
4. Have a final report back to the whole group in which you share your best idea(s).
5. Assess your brainstorm activity.

During our brainstorm		√
1	We allowed everyone to contribute without commenting on their idea.	
2	We were able to ask questions of clarification in the second stage.	
3	The group members respected each other even though they did not always agree with ideas.	
4	We gained one or two good and practical ideas.	

Table 18: Assessing the brainstorm activity



## Homework

1. Revisit the documents that you completed during the workshop.
2. Do the COLLABORATION BADGE (see below).

### Badge: The Collaboration Badge



This is a compulsory badge.

Instructions:

You must provide evidence of a culture of learning in the workplace by providing the following:

- Show how your school's vision and/or objectives and IT strategy make reference the culture of learning in the workplace.
- Provide testimonies from 5 staff members describing how a peer had supported them in solving a technical problem.
- Provide one page lesson descriptions for more than 50% of your staff, describing technology integrated lessons that they planned in collaboration with others. The names of the collaborating teachers must be on each document.

Assessment criteria

	<b>Collaboration</b>	v
1	Your IT strategy makes reference to how a culture of learning is encouraged at the school.	
2	You have provided the testimonies of 5 teachers supported in collaboration by peers.	
3	You have provided one page lesson descriptions for 50% of your staff	
4	Lesson descriptions describe how technology was integrated.	
5	Names of the collaborating teachers appear on each document	

Table 19: Assessment for the Collaboration Badge

# Module 7

## A Culture of Evaluation



### Outcomes

**By the end of this session you will be able to:**

1. Describe the cycle of assessment and planning;
2. Evaluate the transformative value of lessons with technology;
3. Develop a school-based self-evaluation plan;
4. Write performance indicators.

Assessment and evaluation are often confused but have very similar meanings.

Let's view **evaluation** as the **judgement of a process** and refer to **assessment** as the **judgement of individual performances**.

Both assessment and evaluation should be regarded as positive processes designed to establish how successful we have been and what we need to do in order to improve. We need to both evaluate and assess aspects of technology use in the school in order to:

- Recognise all achievement
- Develop capacity for self-and peer-assessment
- Plan effectively
- Focus on how you learn
- Focus on how learners learn
- Focus on classroom practice
- Provide sensitive and constructive feedback
- Foster motivation
- Promote understanding of vision and objectives
- Help you know how to improve

In the literature this is called **Assessment (evaluation) for learning**. You will probably have deduced by now that a culture of evaluation goes hand-in-hand with a culture of learning in the workplace (see the previous module). It is also a collective process.

In this module we will establish what evidence we need to gather in order to know how we are doing with technology in the school and what we would need to do to improve. This is how we start and keep an assessment cycle in perpetual motion.

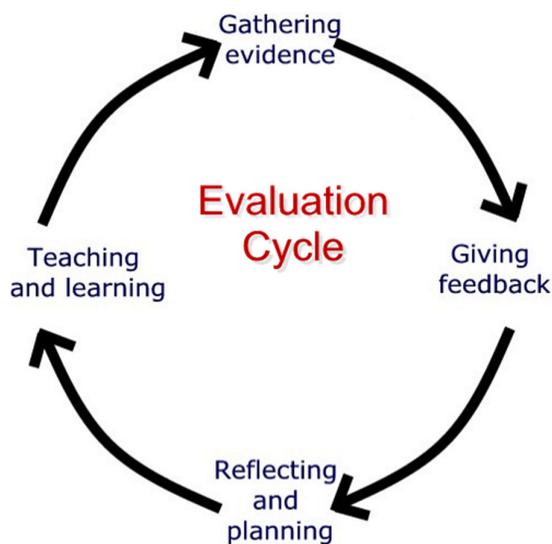


Figure 5: The Evaluation Cycle



## Activity 1

# Evaluating learning with technology



45 min

The reason why we evaluate learning with technology is because we want to establish answers to the following questions:

- Is the teacher/learner using technology to do old activities in old ways?
  - For example, writing an essay in Word rather than on paper, or researching on the Internet rather than in books. These are just replacing the way we do old things, making it faster or easier or more accurate.
- Is the technology providing opportunities for the teacher/learners to do old activities in new ways?
  - For example, hearing the voice of Nelson Mandela on the day of his release instead of reading about it, or visiting a virtual battle site online instead of only reading about the battle. These are not new things, they just enhance the way we did old things.
- Is the technology creating new and different learning experiences for the learners?
  - For example, when technology puts students into contact with experts that they would otherwise never be able to meet, and later present their ideas to a worldwide audience on the Internet. These are things that they would not have considered doing or have been able to do without technology.

Note: there is nothing wrong with any of these ways of using technology.

1. To what degree would you like to see teaching and learning with technology in your school represent each of these three categories? Work in pairs to discuss this but come to your own personal conclusion.
2. Complete Table 20 in which you decide on targets for the next year, two years from now and three years from now. Be realistic.



The process is school-based in that the change leaders will write such a culture of evaluation into the school technology strategy and will have to effectively communicate the purpose of this activity to the stakeholders. If you and the teachers have the capacity to appraise yourselves or the openness to discuss a self-appraisal with peers, you become independent learners and show mature leadership skills. You will have committed to the vision, committed to the culture of learning and committed to the culture of evaluation. Most importantly, this means that you are willing to be held accountable for the investment that has been made in you and the students by the government Ministries and or funders sponsoring the technology project (as is often the case).

**Why is self-evaluation necessary?**

It will be your responsibility as a change leader to answer this question and communicate the answer to the stakeholders.

1. Work in pairs and complete Table 21 below:

<b>Who are the people in the school that will participate in the self-evaluation strategy?</b>	<b>What do they want from the self-evaluation?</b>
<b>What do you want from the school-based self-evaluation process?</b>	
<b>Judging by what there is in common between your reasons and theirs, what are the 2 or 3 major purposes or reasons for the self-evaluation?</b>	
<b>How might this influence the nature of the self-evaluation process?</b>	

*Table 21: Reasons for self-evaluation*

Note: District support staff or funders may provide you with specific evaluation requirements at times. You may be able to integrate their needs with your needs, but realise that their needs are for

accountability to their funders and the evaluation of their efforts. Your needs are to promote improvement in a culture of school-based learning and evaluation.

**What will you evaluate?**

2. Apply these questions to your own role. The teachers will do this at a later stage under your guidance. Work in pairs. Discuss the questions in Table 22.

<b>Based on your responses in the previous table, what do you want to know?</b>
<b>What will teachers want to know?</b>
<b>Pose some questions that you would like teachers to ask themselves in the self-evaluation</b>

*Table 22: What you want to know from the self-evaluation process*

**When will you evaluate?**

3. Apply these questions to your own role. The teachers will do this at a later stage under your guidance. Work in pairs and complete the question.

<b>Based on the questions you want teachers to ask, when would be the best time(s) to implement a self-evaluation event?</b>
--

**How do you gather data for purposes of self-evaluation?**

4. Work in pairs. Discuss the questions in Table 23.

Method	What data can be gathered in this way? (when can this be gathered)
Surveys (email or paper based)	e.g. How teachers feel about a communication session (immediately after the session)
Dialogue / meeting	
Focus groups	
Observation	
Assessment records	
Teachers' / Learners' work	
Analysis of plans	
Reflection on planning and lesson implementation	

Table 23: How to gather data



### Activity 3

## Performance Indicators



45 min

Performance indicators define what you will observe as evidence when you gather data for your self-evaluation. They are statements that reflect specific goals that can be used to gauge progress. A performance indicator helps you measure a performance outcome and each is typically focused on only one aspect at a time. They can also give you an indication of short-term wins that you can celebrate.

Good performance indicators:

- *Include measures* – they should be able to measure something (frequency, amount, extent, proportion, quantity and, more difficult, quality).
- *Are few* – you do not need many.
- *Are actionable* – they describe an action.
- *Are timely* – they should remain useful for a long time.
- *Are reliable* – indicators can easily be measured by a variety of people.
- *Are comparable* – measures developed for current evaluation should be able to be compared with measures from past evaluations.

Here are some example:

- Curriculum integration
  - Teachers will integrate technology into the curriculum in all subject areas more frequently.
  - An increasing percentage of teacher lessons will incorporate technology.
- Technology literacy
  - Both teachers and learners will display increased technology literacy.

1. Work in groups of 3. Write one performance indicator for each of the outcomes listed in the table 24.

Outcome	Performance indicator
e.g. Professional development	Increasing numbers of teachers will be trained to integrate technology into their teaching.
Curriculum integration of technology	
Change leadership	
Vision	
Culture of learning	

Capacity building	
Culture of evaluation	

*Table 24: Writing performance indicators*

2. Use the rubric below for performance indicators to assess your performance indicators.
3. Compare the responses from other groups and modify your own indicators if necessary.

	Assess your performance indicator	√
1	It is describing one specific activity	
2	It is measureable	
3	It is timely	
4	It is easy to understand by different people	
5	It can be compared with similar indicators from year to year	

*Table 25: Assessment for performance indicator*



3. Discuss the targets for technology use from Activity 1 with your technology committee, revise them if necessary, and then include this information, and the purpose for gathering such data, in your communication strategy.
4. Discuss the concept of school-based self-evaluation with the staff and consider their feedback before deciding how and when you will implement this approach.
5. Do the EVALUATION BADGE (see below).

## Badge: The Evaluation Badge



This is a compulsory badge

Instructions:

You must provide an evaluation strategy for your school that includes the following:

- Indication of how all stakeholders are involved in upholding a culture of evaluation
- Targets for learning with ICT that have been negotiated with all stakeholders
- A plan for your own self-evaluation as a change leader
- A plan for teachers' self-evaluation as curriculum integrators of technology
- A list of performance indicators that you will use in both these self-evaluations and for the technology in the school generally.

Assessment criteria

	Evaluation strategy	√
1	Your evaluation strategy makes reference to how a culture of evaluation is encouraged at the school.	
2	You have clear targets for learning with technology.	
3	You have a personal self-evaluation plan.	
4	Teachers have negotiated a general self-evaluation plan applying to teaching with technology.	
5	You have a list of at least 5 but no more than 10 well-written performance indicators.	

Table 26 Assessment for Evaluation Badge

Notes

## Appendix A: Building and Sustaining Commitment

Chapter extracted from *Leadership and Management, a Community Tool Box project which is a service of the Work Group of Community Health and Development at the University of Kansas. Licenced under a Creative Commons Attribution-Non-commercial-Share Alike*

<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/build-sustain-commitment/main>

### WHAT IS COMMITMENT?

Commitment is dedication to a particular organization, cause, or belief, and a willingness to get involved.

People who are committed to an organization or effort truly believe that it is important, and they show up, follow through, and stick with it.

The more people who are committed to your organization, the greater the momentum you can generate to get the job done.

### WHY DO YOU NEED TO MOBILIZE AND SUSTAIN COMMITMENT?

Commitment is the backbone of a group or organization. It is what gives a group its strength.

Here are several reasons it is important:

- The more committed people there are, the more effective they are in influencing others. If a whole group acts with determination and commitment, great numbers of people will really pay attention.
- People who are committed are the ones who don't take discouragement seriously -- they don't give up. They set an example for those who don't have the confidence or experience to go through the hard times and hold out for the rewards of success.
- People cooperate at a higher level when they share commitment. Commitment fosters camaraderie, trust, and caring -- the stuff a group needs to keep it going for the long run.
- If people are committed to an effort for a period of time, they will learn what they need to know to be more effective. People need time to try things out, make mistakes, and then figure out a strategy that works.

### WHEN IS A GOOD TIME TO BUILD AND SUSTAIN COMMITMENT?

All the time, any time. Commitment doesn't usually occur at one moment. It grows within people over time.

Commitment grows when people:

- Work together
- Feel successful at what they do
- Make decisions together
- Work through conflicts

- Support one another's leadership
- Have fun and play together
- Overcome obstacles
- Hold each other to high principles
- Appreciate and respect one another
- Challenge one another to take the next step
- Build relationships
- Experience a victory together
- Learn from mistakes and setbacks
- See their leaders model commitment

Commitment can decrease when people when the opposite is true – when they don't communicate well, don't build relationships and support one another, become embroiled in unresolved conflicts, don't live their principles, and don't see leaders demonstrating commitment.

Although commitment grows in a natural way, you, as a leader or group member, can foster commitment in your organization. You can build commitment into your organizational culture. Although it is invisible, commitment is a very real quality that you can do something about if you are willing to focus your attention on it.

## HOW CAN YOU MOBILIZE AND SUSTAIN COMMITMENT?

How do you build and sustain commitment? How do you get your hands on that invisible quality and make it grow in your organization?

First, let's think about why people become involved in and committed to a group or organization. Start with yourself: Why are you are committed to your project or organization?

What is most important to you?

- The goals of your group?
- Your vision of what is possible?
- The people with whom you work?
- The length of time you've invested in this group?
- Your role in your group or organization?
- What you've learned in this group?
- The satisfaction you get from doing significant work?
- Other reasons?

People commit to a group or organization because they gain something important from their involvement. When you invite them to become involved, you are not only asking for their help, you are offering them an opportunity to:

- Work on an issue that is important to them
- Benefit the community

- Meet and spend time with like-minded people
- Expand their skills
- Be a part of a team
- Learn how to lead
- Rise to a challenge
- Meet high standards
- Accomplish something significant

You can be proud when you invite people to be committed to your organization. You're not imposing on them; you're offering them something of value.

Below are some specific ideas about how to build and sustain commitment, many of which will also strengthen your organization as a whole.

### **BE OPEN AND CLEAR ABOUT THE MISSION, PRINCIPLES, AND GOALS OF YOUR ORGANIZATION**

People have to know what they are committing to. They want to join an organization if they share similar principles and goals. Make sure that everyone in your organization is familiar with its mission, principles, and goals.

As a leader, talk openly about why you care about these principles and goals. For example, if you are working to develop a mentor program for teens in your community, talk about why that program is important to you. You might tell people how your life would have been different if an adult had not committed some time and attention to you when you were a teen.

### **MODEL COMMITMENT YOURSELF**

Everyone looks to the leader of a group or project to see if she is committed. If you care about the work, it will show in your attitudes and actions. People will watch to see how you act, and they will follow your lead. If they can count on you, it is more likely that you will be able to count on them. If you stay late to send out a mailing, others will be willing to do so. Commitment is contagious.

On the other hand, if you are working so hard that you are burnt out and always unhappy, people will take note of that too and they will shy away from following your lead. Try to strike a balance: don't make commitment look like an impossible burden.

### **GIVE PEOPLE WORK TO DO**

If someone shows interest in becoming involved in your group, don't wait too long to give them something to do. People need to feel that they are making a significant contribution in order to feel committed. Find out what they are interested in doing and see if you can match their interests to some work that needs to be done.

Also, give new people a job that brings them in contact with other people in the organization. That will draw them into the group sooner and more easily.

## **PICK OUT THE RIGHT LEVEL OF CHALLENGE FOR PEOPLE**

People need to feel successful and they also need to stretch their abilities. Both are important. When you are first getting to know someone, try to match them with work in which you think they can achieve some success. This will help people to feel good about themselves and will encourage them to stay.

As you get to know them better, give them gradually increasing challenges. Being challenged keeps people excited about the work they are doing. Sometimes people will need encouragement to try things they have never before considered. Sit down and talk to people to find out what jobs they would like to try. It is a worthwhile investment of time, because they will know that you care about them and their development, not just about what they can produce for you.

## **BUILD AN ORGANIZATIONAL CULTURE IN WHICH STAFF, VOLUNTEERS, AND MEMBERS APPRECIATE AND RESPECT EACH OTHER**

People need to feel respected and appreciated in order to stay connected and committed to a group or organization. This is simple and important, but sometimes not easy to remember. Still, there are several steps you can take to build a group or organizational culture in which people treat each other well:

- Model appreciation and respect: Take the time to think about the people with whom you are working and openly appreciate them and their work. Although some people may be surprised when you do it, everyone likes to be appreciated. Treat everyone the same way you would have others treat you – with respect and good humour. You may be the leader, but that doesn't mean you're more important as a human being than the person who answers the phone or helps with a mailing.
- Teach people in your organization to notice what is going well, rather than just noticing what needs to be improved. For example, you can open meetings by having each person talk about what they have done well since the last time you met. You can also have people show appreciation to each other as a way to close meetings.
- In heated discussions or conflicts, make sure people continue to show respect for each other. Conflicts can be important growing periods. To ensure they are useful rather than destructive, do not let people personally attack each other. Keep discussions to the issues. If people have personal conflicts, mediate the conflict or bring in an outside person to do so.

## **LISTEN, LISTEN, AND LISTEN**

Listening is a powerful tool. Everyone could use someone to listen to them. When you listen to others with respect, they sense that you have confidence in them and are interested in what they think. In turn, your interest and confidence helps them to think clearly and creatively.

If you want young people, old people, immigrants, low-income people, people of colour, or anybody else to be committed to your organization, listen to them. Try asking a teenager or

young person to share their thinking on a topic with you. How do you think we should design this community centre? What is the key issue in this neighbourhood? That teenager may be surprised, at first, because adults so rarely care about what they think. However, if you can break through their "cool," teenagers will be delighted to tell you what they think.

## **SUPPORT PEOPLE'S LEADERSHIP**

To help sustain commitment in your group or organization, think about each person as a potential leader and train them to lead. If people view themselves as a leader of a group, they will view the group as theirs. They will have a feeling of ownership, and will be more likely to take initiative to make sure things work well.

We traditionally think of leaders as the people who are the directors of the organization and make all the important decisions, but you can expand your definition of leadership. For example, you can view the event organizer as one of the key leaders, but the person who informally resolves conflicts is a leader, too. Even the person who gets everyone in the room laughing when the energy bogs down is performing an important leadership function.

Help people to recognize their leadership talents, and encourage them to try out more. Invite them to speak in public or chair a meeting. You don't have to give people leadership titles, but sometimes it helps them to take themselves seriously.

Even though people have different levels of leadership skills, everyone can contribute something of importance. Everyone has a point of view that is valuable. Everyone has talents to share.

## **CELEBRATE**

Don't forget to celebrate. Any excuse will do: a victory, an organization's anniversary, a time to give out prizes or certificates to volunteers or workers, or a cultural sharing time are all good reasons for people to get together, relax, and enjoy each other's company.

## **A FEW EXTRA TIPS**

- Commitment grows steadily but often slowly. Be patient. It will come.
- Appreciate whatever level of commitment a person can make. People will vary greatly in their level of commitment and that's okay. Some people will have more time, more interest in the goals and mission, and a greater understanding of the value of commitment than others.
- You can always invite and encourage people to do more. If they do, great. If they don't, appreciate them for what they can do.
- Don't guilt-trip people into commitment. It generally doesn't get the long-term results you want. People need to feel that their contribution matters, even if it is small. If they feel that they are a disappointment to the leader, they may not stick around.
- People are often yearning for meaning in their lives. When you ask people to commit to an effort, cause, or organization, you are offering them something of high value.
- And remember: Commitment takes time!

## IN SUMMARY

In the words of John Gardner, "Commitment requires hard work in the heat of the day; it requires faithful exertion in behalf of chosen purposes and the enhancement of chosen values."

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## APPENDIX B: Delegation Meeting Guideline

*Adapted from Delegation, Richard Jolly, Organisational Behaviour Dept., London Business School*

1. Come straight to the point: explain the task (a concrete objective) clearly and explain where it falls within the school IT strategy. Tell him or her why they were selected for the task
2. Agree on the “**Role Contract**”
  - Each person’s role and the area of responsibility and authority, performance standards and the importance of the job.
  - The minimum that they will be held accountable for. This should be concrete and measurable in quantity and quality. The more specific you are the easier it will be ultimately to produce what is required.
  - The support network- what are the communication lines open to them?
  - The resources that they will have to do the job, including other staff, equipment, budgets, training etc. Even if the answer is ‘no resources’, it is usually better to be explicit upfront rather than avoid something that you think might be demotivating.
  - When you want to hold progress meetings, appraisal meetings and what information you will require from each other and when.
3. Emphasise your full support in helping them achieve the objective. Encourage them to think ‘outside the box’.
4. Get their commitment to the objective (a closed question). Without this step, you have not ‘signed’ the role contract with your direct report.
5. Ask him or her “what do you propose”? Ask for their concrete next step. This gives you the opportunity to give them encouragement if they are on track, or to coach them if their suggestion is inappropriate.
6. Set the next meeting in the diary. This demonstrates that you are going to be following up on this conversation.

## Appendix C: Delegation Meeting Template

Name of stakeholder:

### **ACTION**

Description of the responsibility that is being delegated:

Authority level \*see note below.

Minimum measurable accomplishment:

Supporting stakeholders:

Resources available:

Is the stakeholder committed?:

Next concrete step?:

Date(s) of progress meetings:

#### **\*Note Six Levels of Authority:**

1. Look into the problem; report all facts to me; I will decide what to do.
2. Look into the problem; let me know alternative actions including pros and cons of each; and recommend one for my approval.
3. Look into the problem; let me know what you propose to do; don't take action until I approve.
4. Look into the problem; let me know what you propose to do; do it unless I say 'No'.
5. Take action; let me know what you did.
6. Take action; no further contact with me is required.



## Appendix D: Categorizing the use of technology in the classroom

These are examples of activities in the three categories and may help you make the distinction between activities more accurately, but there will be other activities that are not specifically listed here. Hopefully you can make a more accurate decision about them after understanding this document.

Category	Evidence	√
Using technology to do <b>old</b> activities in <b>old</b> ways	The basic activity e.g. writing or reading, is still the same, only the medium may have changed to a digital medium. e.g. writing an essay on a word processor: old activity = writing, old way = still writing.	
	The teacher is using technology but still conducting the same didactic approach. e.g. the teacher is using the data projector instead of the black/whiteboard: old activity = the teacher is talking and writing, old way = the teacher is still talking and writing, only the display method has changed.	
	The use of technology may result in more efficient process, better looking product, faster production, more accurate and/or greater quantity of information gathered. However the basic activity is still the same e.g. researching, writing, reading, listening, producing a document.	
Old activity observed		
Old way observed		
Using technology to do <b>old</b> activities in <b>new</b> ways	The basic activity e.g. writing or reading, changes <i>for the better</i> as a result of a changing medium. e.g. Reading the words of Mandela, now you can listen to a podcast or watch the video of him talking: old activity = reading, new activity = watching and listening or reading and listening.	
	The nature of the resource, and resulting activity improves as the result of technology. e.g. instead of reading a report about the treason trial the learners can access primary source documents (copies of the original court proceedings) and draw their own conclusions: Old activity = reading a report in a text book, New way = engaging with primary source document and drawing own conclusion (higher order thinking)	
	The technology makes it possible to experience something in a different and more engaging way. e.g. instead of talking about a battle the learners can access a virtual battlefield online and even simulate the battle in an online game: old activity = talking about it, new way = experiencing it or simulating it, then talking about it from a more informed position.	
Old activity observed		
New way observed		
Using technology to do <b>new</b> activities in <b>new</b> ways	The activity allows the learner to learn from new people in ways that were previously not possible.	

	e.g. The learners connect to an expert on Skype and ask questions related to their enquiry: Connecting to experts (new activity) was not previously possible in a rural school and neither was video conferencing (new way).	
	The activity was not previously possible without technology e.g. students conduct lab experiments using an app on the tablet or online simulation: Because the school has no laboratory it was not previously possible for students to conduct scientific experiments themselves. This is a new activity for them, using the tablet app or connecting to an online site (new way).	
New activity observed		
New way observed		

Adapted from Jeff Utecht, *Evaluating Technology in the Classroom*, *The Thinking Stick* blog.  
<http://www.thethinkingstick.com/evaluating-technology-use-in-the-classroom>