

Strategic Leadership Transition

Recruiting, Training and
Retaining High Quality
School Administrators



Meet James & Jacinta

They're new ~~teachers!~~
administrators!



Presentation Synopsis

- The growing mobilization of society coupled with the increasingly-transient nature of school administration is resulting in unprecedented levels of turnover and attrition among school leaders. This presentation will overview the first year journey of three building level principals and two district level administrators in the Knob Noster School District. Successful strategies and transition activities as well as reflective perceptions regarding potential improvement and missed opportunities will be shared. Topics ranging from entry planning, communication structures, and goal setting to professional development, cultural impacts, and retention will be discussed. Viewpoints from both district-level and building-level administrators will be shared. Along with diverse perceptual dialogue, attendees will leave equipped with a leadership transition plan roadmap to take back to their Districts.

That's Me!!!

- How many are a first year administrator?
- How many are in their first year as an administrator in your current district?
- Second year?
- Third year?
- Year five to ten?
- Year ten or more?



Transition is the Fulcrum for Overall Success

- A recent study conducted by the Harvard Business Review indicated 87% of Senior Human Resources Professionals believe:
 - “Transitions into significant new roles are the most challenging times in the professional lives of leaders.”
- Further, 70% agreed that:
 - “Success or failure during the transition period is the primary predictor of overall success or failure in the job.”

Impact of Administrator Turnover

- Administrator's role in teacher retention: We go = They go
- Climate of the district and/or school: So goes the Principal, So Goes the School
- Financial cost to the district: \$25,00 to \$50,000 per transition
- Time Investment for Training and Development: Time = Money
- Political Impact: Soft Assets, Relationships, Emotions

Introductions and Reflective Perceptions

- Mrs. Kristi Mellon, Elementary Principal
- Dr. Mike Wilhoit, Elementary Principal
- Mrs. Shelby Scarbrough, Middle School Principal
- Dr. Angela Rolofson, Director of Student Services
- Dr. Jerrod Wheeler, Superintendent of Schools

First Things First: Define The Type of Leadership Transition

- Leaders in transition often reflexively rely on past skills, strategies, and successes that have worked for them in the past. Often times, that is a mistake.
- Rather, leaders in transition must quickly gain a deep understanding of the organization, its needs, and its current reality. Leaders must then adapt their leadership style to the situation at hand in order to experience success.
- A successful transition plan identifies up front the type of transition which is occurring. The best plans often begin by aligning the leader selection specifically to the type of transition desired.

<p>Start-Up Assembling the capabilities (people, programs, resources and technology) to get a school off the ground and moving in the right direction.</p>	<p>Turnaround Saving a school widely acknowledged to be in serious trouble, failing, or unaccredited.</p>	<p>Accelerated Growth Managing a rapidly expanding, growing, improving, or upwardly trending school.</p>	<p>Realignment Reenergizing a previously successful school that now faces problems or declining productivity.</p>	<p>Sustaining Success Coming in on the heels of a highly-regarded leader who has accomplished stellar organizational performance.</p>
<p>Challenges Building the strategy, structures, resources, and systems from scratch without a clear framework or boundaries</p> <p>Recruiting and uniting a high performing team</p> <p>Making do with limited resources and organizational efficacy</p>	<p>Challenges Reenergizing demoralized employees and other stakeholders</p> <p>Making effective decisions under time pressure</p> <p>Going deep enough with painful cuts and difficult personnel choices</p>	<p>Challenges Putting in place structures and systems to permit scaling</p> <p>Onboarding many new employees, programs, systems, facilities, etc</p> <p>Maintaining current levels of service and success</p>	<p>Challenges Convincing employees that change is necessary</p> <p>Carefully restructuring the top team and refocusing the organization</p> <p>Inate habit to stay with what is known or "the way we have always done it."</p>	<p>Challenges Living in the shadow of the former leader and managing the team he or she created</p> <p>Playing good defense before embarking on too many new initiatives</p> <p>Finding ways to take the organization to the next levels of success</p>
<p>Opportunities Leaders can do things right from the beginning</p> <p>People are energized by the possibilities</p> <p>There are no rigid preconceptions or unteaching to accomplish in many key areas</p>	<p>Opportunities Most stakeholders recognize that change is necessary</p> <p>Many affected constituencies offer significant external support.</p> <p>A little success goes a long way</p>	<p>Opportunities The potential for growth and promotion helps motivate people</p> <p>People will be inclined to stretch themselves and those within the organization</p> <p>Increased productivity to ensure self-preservation.</p>	<p>Opportunities The organization has significant pockets of strength</p> <p>People want to continue to see themselves as successful</p>	<p>Opportunities A strong team is likely already in place</p> <p>People are motivated to continue their history of success</p> <p>A foundation for continued success is already in place</p>

Essential Components for Successful Leadership Transitioning

- Provide Critical Information Specific to the District
- Define Responsibilities
- Set Goals
- Discuss and Implement Action Steps
- Provide Professional Development and Training Opportunities
- Evaluate Outcomes

Provide Critical Information

- **Contract:** Financial terms, specific language, written and verbal alignment
- **Calendar:** days, months, holidays, snow days
- **Insurance:** plans, options, considerations
- **Comprehensive School Improvement Plan:** Who, What, When, Where, Why
- **Building/Dept. Budget:** trends, recurring expenditures, revolving expenditures
- **Legal Issues:** personnel, students, parents, hot spots
- **Personnel Issues:** Performance Improvement Plans, political considerations

Define Responsibilities

- **Implementing CSIP Goals:** what's in the wheelhouse, what's not
- **Collecting Information/Data:** Core Data, assessments, Building Improvement Plan
- **Conducting Certified and Classified Evaluations:** instrument, plan, training
- **Attending Meetings:** which ones, how often, community engagement
- **Communicating with other Administrators:** methods, meetings, expectations
- **Communicating with Stakeholders:** what is shared, how, how often
- **Creating Expectations:** what areas, how aggressive, what

Set Goals

- **Immediate Goals:** Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
- **Short Term Wins:** 3, 6, & 9 Month Quick Wins
- **Annual Goals:** year end goals used for evaluation and rehire
- **Long Term Goals:** 1 to 3 year building or departmental improvement goals

Discuss and Implement Action Steps

- **Specific Desired Outcomes:** define goal-attainment in specific terms
- **Prioritization:** what is mission critical, what is required for continuity of business, what gaps exist for student needs, employee needs
- **Timelines:** what are time-bound deadlines for each goal
- **Sequence and Connection:** are goals connected, can they be bundled
- **Key Partnerships:** who can/will help, who can/will hurt the efforts
- **Resource Allocation:** what financial, time, or other resources are needed

Provide Professional Development and Training Opportunities

- What does the new administrator need/want for self-efficacy
- Provide immediate PD/training to fill gaps for district specific programs
- Provide PD/training to encourage effective performance and efficiency

Evaluate Outcomes

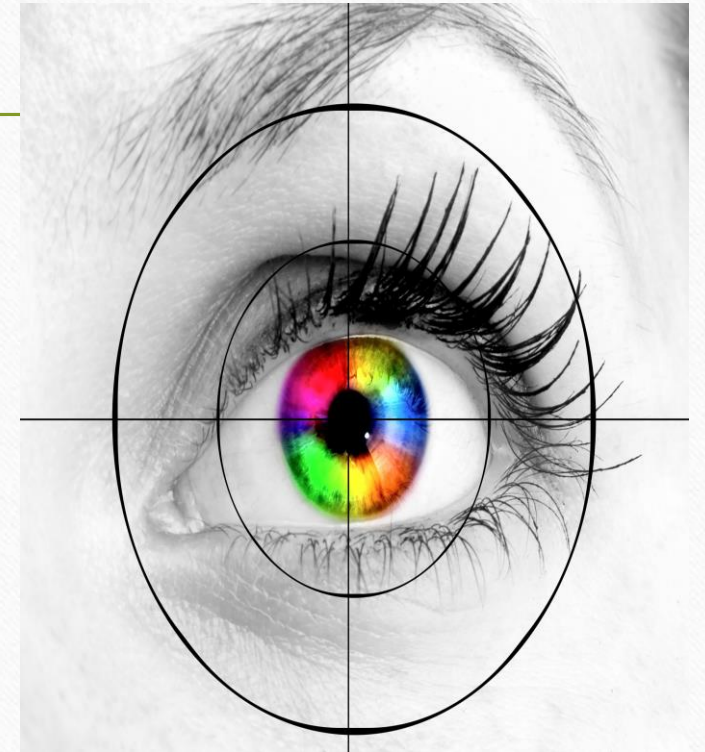
- **Define Goals:** to what extent have the defined goals been accomplished
- **Personal Goals:** what personal growth has been observed
- **Climate:** what are the perceptual considerations regarding the leadership transition
- **Culture:** what has been the impact on the learning culture, quantitatively and qualitatively
- **Relationships and Political Outcomes:** what is the greater perception of the leadership transition

THE
CHARGE



ENVISION

- **Great leaders ENVISION** a compelling, different and vibrant future of how tomorrow will be better than today for students.
- Where there is no vision, the people perish.
- **Guiding Questions:** What should tomorrow look like? What should our graduates look like?



ENLIST

- **Great leaders ENLIST** others in developing the vision, setting goals, and creating actions plans to improve the organization.
- Enlisting is an honest, authentic, and genuine desire to see people involved in order to elicit ownership in the school and the outcomes.
- **Guiding Questions:** What do you think? How do you feel? What are your opinions?



EMBODY

- **Great leaders EMBODY** their message. There is a clear congruence between what they say and do. It is integrity in words and actions.
- Embodying is aligning what we say we are pursuing with our behaviors. In the best of times, and in the worst of times, leaders embody the vision and the work of the team.
- **Guiding Questions:** Are others seeing me live out the vision? What are others saying about what we are doing, how we are behaving, what we are saying about our work?



EMPOWER

- **Great leaders EMPOWER** people by giving them the decision-making authority and the trust to be able to work toward the vision.
- Empowering others means equipping them with the knowledge, skills, abilities, training, tools, and technologies which will allow them to succeed in pursuit of the vision.
- **Guiding Questions:** What tools do my people need? What support? What motivation? What recognition? What inputs?



EVALUATE

- **Great leaders EVALUATE** the key people within the organization, their contributions, their skills, their outputs. It is vital that great leaders evaluate.
- Evaluation must happen daily and leads to the vital requirement of giving, honest, specific feedback to people. Great leaders remain keenly aware of the pulse of progress within the organization.
- **Guiding Questions:** Are we being excellent? Are we being ethical? Are we progressing? If not, why?

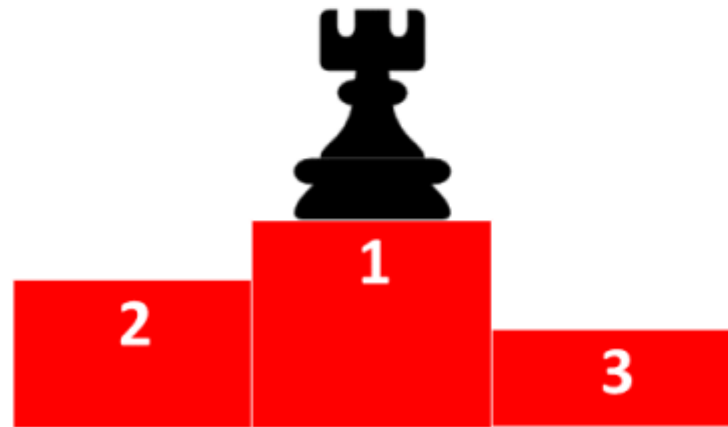


ENCOURAGE

- **Great leaders ENCOURAGE** others by being the champion, cheerleader, motivator to continue to move people and the organization forward.
- Great leaders lift people up. They get others on their feet in pursuit of the vision.
- **Guiding Questions:** How am I building up others? How am I championing the cause? How am I building excitement toward realizing the vision?



‘The No. 1 business challenge is..
...winning the long game by:
...being more strategic...’





Credits

- Hessler, Dan: Why do so many teachers leave teaching?? You Tube
- Watkins, Michael: Picking the Right Transition Strategy – Harvard Business Review
- Buchard, Brendon: The Charge: Activating the 10 Human Drives that Make You Feel Alive

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