

# Great Management in Times of Crisis: Leading Through COVID-19

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# A PLAN...

- Think widely enough
- Define a small number of goals
- Listen to representative voices
- Be clear about challenges
- Foreshadow the direction
- Make the compelling case
- Make the trains run on time

2 5 10



# HACKING A NORMAL CHANGE PROCESS...

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

**Transformation starts from here.**



# Our COVID Change Processes So Far:

- Dialogue leading to a discussion
- Zoom game intensified by virtual meetings
- Illusion of shared priorities

## PROBLEM:

Risks creating mission, value, and values

# DRIFT



# #progressculture



## Progress Culture

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# Big Goal:

to transform the school into a Progress Culture, in which normal will include the ongoing ability to reflect on and respond to a changing world.

COVID19 requires not that we imagine the world will reach a new normal or stasis, but rather that we create within our school a new normal regarding how we respond to an ever-changing world.

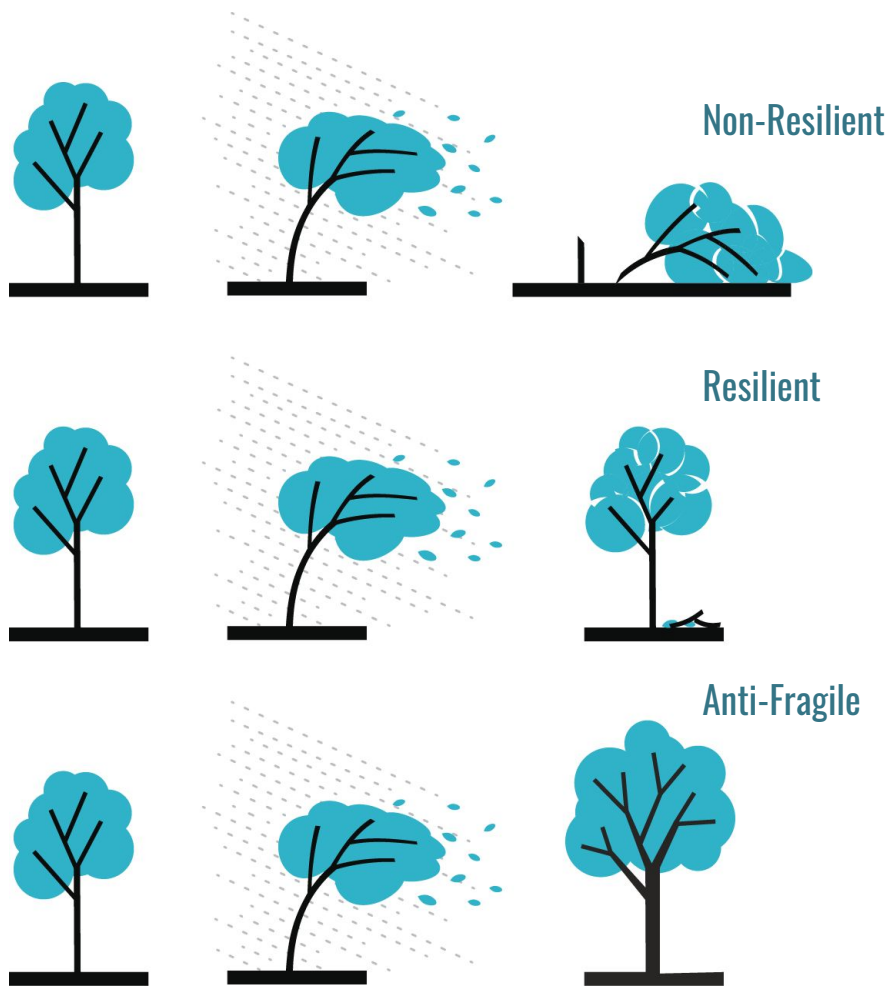


# Organizational Growth in a Progress Culture



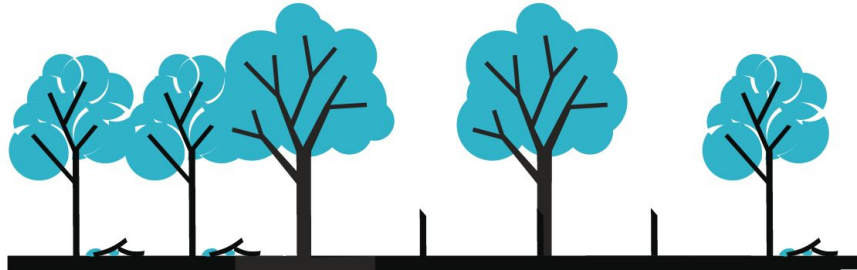
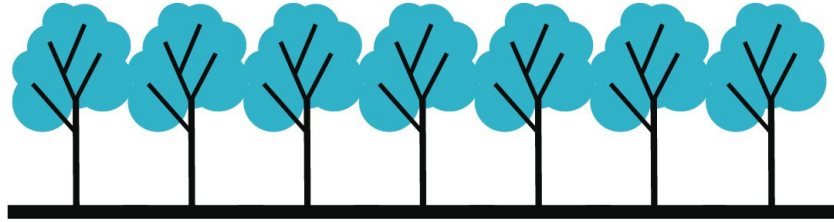
# Anti-Fragility vs. Resilience

Anti-fragility: something that becomes stronger or more successful because of a force acting against it, versus something that is built just to withstand a force acting against it (resilience).





# Anti-Fragility vs. Resilience



**A Progress Culture is  
not simply a Resilient  
Culture but an  
Anti-Fragile Culture**



# Progress Culture

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Always make what is best for students the alpha and omega of the conversation.

Ask hard questions about why you do what we do in the context of the mission and strategic vision of the school.

**Be resolute in building the best answers to those questions into the fabric of the school.**



## Progress Culture

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**Be thoughtful in defining what progress is.**

In other words, keep a keen eye on what should never change in the school.



## Progress Culture

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Develop a faculty community that will be strong enough to implement the best ways forward.

Recognize the importance of inclusive and consistent communication with all constituents.

**Be prepared to learn and to learn from others, both other schools and other professions.**





# #change2510



**2-5-10  
IS AN APT  
PROCESS PARTNER  
FOR A PROGRESS  
CULTURE**

**2 5 10**



## **TWO, FIVE, TEN:**

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# Recipe for Success

- Not the only way;  
not a magic wand
- Purposeful and transparent
- Replicable
- Scalable
- Can frame the expedited change  
process demanded by COVID19





# NAVIGATING PROCESS: Sail the boat, don't just get in it

## The bad habits of school change:

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- Micro-managed
- Create precarious risk
- Become culturally corrosive
- Exclude people affected by potential change
- Likely to weaken community fabric right when the school needs it most

## Foreshadowing “Progress” in a Progress Culture

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- Gauge the potential response to changes that may occur.
- Begin to create partnerships necessary to successful implementation of strategic steps.
- Position the change initiative to be transparent. Even the best idea can fail if constituents feel as if it has landed without warning at the very moment when momentum is necessary for implementation.



## Foreshadowing “Progress” in a Progress Culture

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- Position conversations regarding the change to be inclusive, while defining the boundaries of the conversation.

**By foreshadowing, the institution can name the goals and create the context for the discussion to follow without disenfranchising important voices in the conversation.**



# TWO

Responsible: The Leader

## “NON-NEGOTIABLES”

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



# FIVE

Responsible: Leader  
and the Leadership Team

## “CRITICAL INGREDIENTS”

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There is room for five critical items. The hope is that all five will be largely intact at the end of the process; however, there has to be a recognition from the start that compromise and a kind of horse trading is likely. There is clarity from the beginning that while the FIVE are hugely important, there is no doubt that they may have to undergo some compromise to get to the ends of the process described in the TWO.



# TEN

Responsible:  
Leadership Team and  
other school constituents

## “WOULDN'T IT BE NICE IF' GROUP”

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These are the items that capture other hopes for the initiative. Getting all of them would be like hitting the lottery, getting six of ten would be good news. The TEN creates the chance to dream about what would be ideal. The conversation involving the TEN can also provide the leader and the leadership team with unique insight into what the school community values.



# APPROACHING A CHANGE INITIATIVE THIS WAY:

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- Creates appropriate and manageable expectations for progress. (appropriate transparency)
- Prevents an organization from overpromising and under-delivering.
- Positions the people leading the conversation to maintain focus on what is most important.

**Nothing is more important than the TWO, nothing on the list of TEN should stand in the way of getting as much out of the FIVE as possible.**



# The TWO have a hidden No. 3

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## Hidden No. 3:

At the end of the process, the community should be more ready to take on whatever is next. ...and there is inevitably a lot that will be coming next. Avoid treating this work as an end unto itself. It should serve not only the immediate challenge of opening the school year well, but also position the school to continue to move ever forward.





# Get to obstacles last...

If you start with them, you never get beyond them.  
Don't worry... they will still be here...



**2-5-10  
IS AN APT  
PROCESS PARTNER  
TO A PROGRESS  
CULTURE**

**BUT you must position the  
process and be prepared to  
navigate the execution of it.**

**2 5 10**



# Before tactics, think: Place, Connection, Expectation.

Place



Connection



Expectation





**When partnered with a sense of  
PLACE and of CONNECTION, a culture of  
HIGH EXPECTATIONS inevitably becomes  
a culture of DEEP ENGAGEMENT.**



## Place:

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Students need to feel that the school (F2F, virtual, or toggling back and forth) is theirs, and they should graduate placing a value on stewardship. When student voices matter, they are far more likely to take care of the gifts they have been given and to feel some ownership.

**The positive result of this sense of ownership includes deep ENGAGEMENT with those around them and in their learning.**



# Connection

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Students need connections with peers and with adults that in turn attach them to the school and permit them to see their role in it. With these connections, students are positioned for **ENGAGEMENT**. This connectivity supports them when they struggle, celebrates them when they succeed, and importantly challenges them when otherwise they might become complacent or apathetic.





## Expectation

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Often what students need is not what they ask for in the moment. Generally, however, students want to be in a school environment where there are expectations for their character, for their behavior, and for their achievement. When we hold students to high expectations, we demonstrate our faith that they can meet and even exceed them. **High expectations** then are a way of demonstrating our commitment to them.



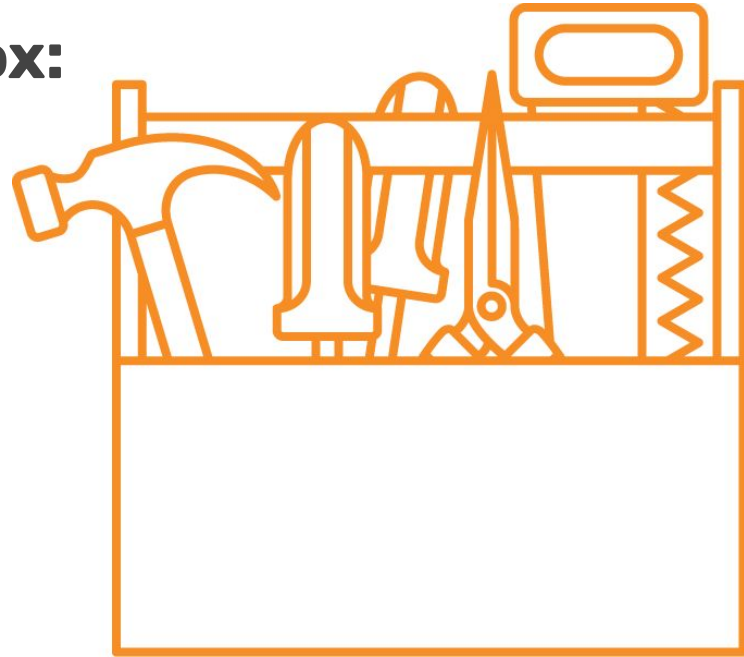
**Imagine the reaction  
you want people to have  
when you unveil  
decisions or possibilities**





## The tools in the toolbox:

- **Strategic Vision**
- **Mission**
- **Resources**  
**(What are they?)**



## **What about the specific identity/culture of the school should impact what you do?**

- Market
- Student profile
- Faculty readiness
- What else?



**Even in the time of  
COVID-19, bring colleagues  
to the problem-solving and  
trouble-shooting.**



**Seek their counsel and  
input rather than simply  
asking what they want.  
Keep asking,**

**“HOW MIGHT WE DO THAT?”**



**“I have been struggling to understand how we might \_\_\_\_\_. What do you think we could do?”**

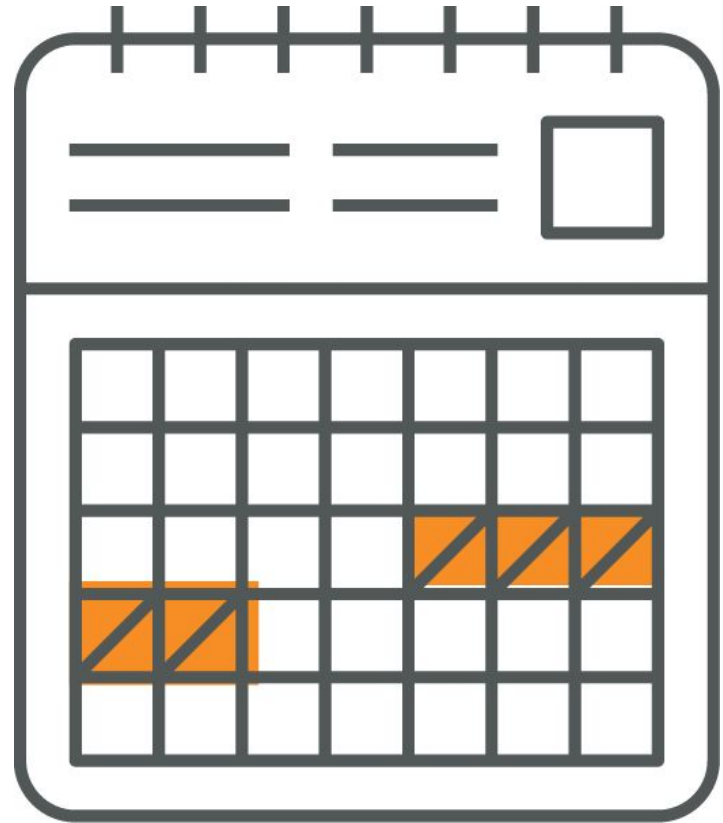
**Don't be shy about asking for help/input. People like to be included; they will feel more enfranchised at the end if you make them your partners now.**



In a time of COVID,  
timeframe is condensed  
and the intensity is high.

The first step  
of execution:

**CREATE A CALENDAR  
AND STICK TO IT.**





## **DON'T OUTSMART YOURSELF.**

**If there is a way to be smarter  
without compromising student  
learning, choose it.**



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