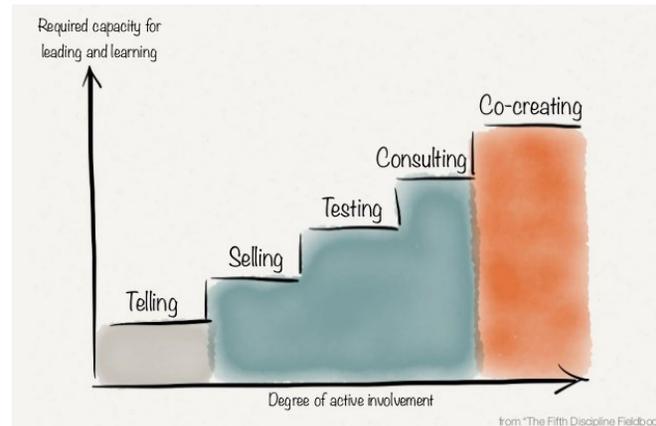


School Name:			
Ingredients	Real-life examples	Real-life non-examples	Drivers
Environment of trust & safety among staff			
Embracing of discomfort, vulnerability, & high-candor feedback			
Distributed leadership & empowerment of others			

Five Stages of Building a Vision



Stage	Description	How to Make the Most of this Stage
Telling	"We've got to do this. It's our vision, be excited about it or else"; usually happens in a crisis when dramatic change is perceived necessary; people do not get a vote	<ul style="list-style-type: none"> - Inform people directly, clearly, consistently (i.e. letters, videos, speeches) - Tell the truth about current reality so people understand the reason for change - Be clear about what is negotiable and not - Paint the details, but not too many details
Selling	"We have the best answer. Let's see if we can get you to buy in"; leader seeking people to "enroll" in the vision, garnering as much commitment as possible	<ul style="list-style-type: none"> - Keep channels open for responses (e.g. follow up communications like trainings/speeches/messages with focus groups to get authentic voice) - Support enrollment, not manipulation - Build on your relationships with employees with willingness to rethink and retool the vision - Focus on benefits, not features (how will change serve the needs, desires, hopes of staff)

		<ul style="list-style-type: none"> - Move from the royal “we” to the personal “I” by speaking personally about the meaning and power of the vision
Testing	<p>“What excites you about this vision? What doesn’t?; leader lays out the vision for testing, using results to refine and redesign the vision, goals, and strategies; people must feel safe and willing to tell the truth</p>	<ul style="list-style-type: none"> - Provide as much information as possible, to improve the quality of the responses - Make a clean test – do not facilitate people choice between options A, B, and C, for example. - Protect people’s privacy, or at least ensure no penalty for negative responses or critiques; invite criticism - Combine surveys with face-to-face focus groups and interviews; consider channel richness in multidirectional communications - Test for motivation, utility and capability – do people want to move toward the vision? Do they believe the vision is useful and that the school is capable of reaching it? If not, what is missing?
Consulting	<p>“What vision do members recommend that we adopt?”; staff is both coming up with suggestions and fully exploring the potential positive and negative consequences of implementation, as well as how to begin moving toward the vision</p>	<ul style="list-style-type: none"> - Use a cascading process to gather information by engaging small groups throughout the school to iterate on the vision - Build in protections against distortion of the message when passing between groups – how can you avoid playing telephone through rich, clear communication? - Knit together multiple visions from the school into an interdependent whole, allowing visions to be anchored to local teams and existing networks
Co-creating	<p>“Let’s create the future we individually and collectively want”; place all school staff into a creative orientation; allow for choice throughout the process; articulate common purpose and values</p>	<ul style="list-style-type: none"> - Start with personal vision, allowing alignment to organically emerge - Treat everyone as equal - Seek alignment, not agreement – use skillful discussion and dialogue to look for assumptions beneath the disagreement and identify the mental models that have led to disagreement - Among teams, encourage interdependence and diversity

		<ul style="list-style-type: none">- Avoid “sampling”- Have people speak only for themselves- Expect and nurture reverence for one another- Consider using an interim vision to build momentum, even if it is brief, rough, and intuitive- Focus on the dialogue, not just the vision statement. Co-creation is a journey not a destination. Process > product
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Adapted from P. Senge, A. Kleiner, & C. Roberts, *The Fifth Discipline: Strategies for Building a Learning Organization* (2011).

School:						
Pressing challenge:						
Real-time signal	This signal is clearly observable in regular interactions among school team members.					What assets can be leveraged toward progress in this area? What is holding back the culture of change?
	Strong disagree	Disagree	Neutral	Agree	Strongly agree	
Framing	1	2	3	4	5	
Roles	1	2	3	4	5	
Rehearsal	1	2	3	4	5	
Explicit encouragement to speak up	1	2	3	4	5	
Active reflection	1	2	3	4	5	