



OPPORTUNITY IN ADVERSITY: BUILDING INTERNAL CAPABILITY

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

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Today, we are going to explore

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



PART 1:

THEORETICAL FRAMEWORKS

Kotter's Model: Leading and Managing Change

Sieler's Model: Moods Framework

Hopkins & Jackson's Model: Capacity Building



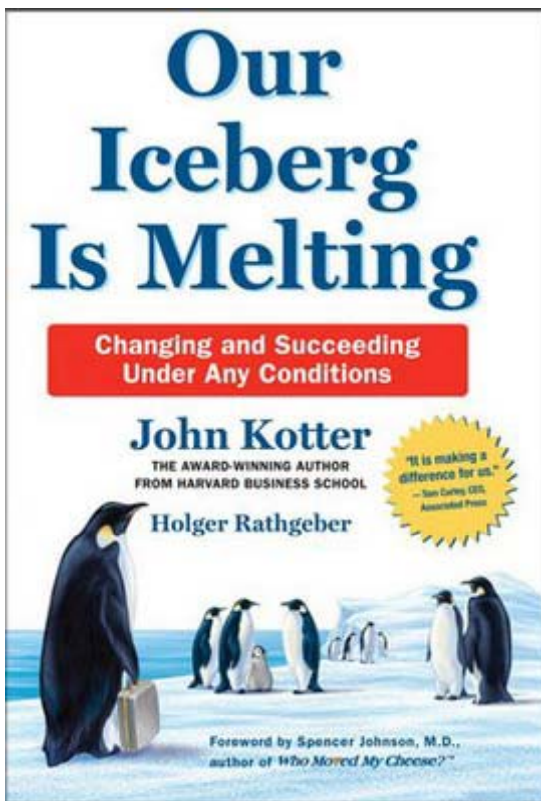
Kotter's Model: Leading and Managing Change

1. Create a sense of urgency
2. Develop a powerful guiding coalition
3. Create a vision
4. Communicate the vision
5. Empower others to action on the vision
6. Create 'quick-wins' /celebrate the success.
7. Build on the change
8. Institutionalise the change.

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For Monash College, as with other providers of education for international students, a sudden decline in enrolments mid 2010 is the equivalent to the melting ice-berg.

Create a sense of urgency

The great thing about adversity is that it creates a compelling case for change and sense of urgency about viewing the business from a different perspective and challenging the status quo

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People and organisations are not defined by the kind of situations that surround them; but rather by the decisions that they make amidst them all. Change will be constant, as we oftentimes utter; but our approach towards it will make the difference.



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How we respond will depend on the 'mood'
of the organisation ...

Moods open up or close possibilities for action

oods Framework

Assessments (Judgements)	What is not open to change? (Facticity)	What is open to change? (Possibility)	What we judge to be certain/uncertain (Uncertainty)
oppose	RESENTMENT	RESIGNATION	ANXIETY
accept	PEACE/ ACCEPTANCE	AMBITION	WONDER

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Okay, so what do we do now?



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So what did we do ?

We started to think differently about 'how we do business'?

At the same time as having to look closely at our cost structures and staffing, we re-examined what we wanted to do and be – that is, we took a renewed look at our value proposition and who might drive that vision

2. Develop a powerful guiding coalition

3. Create a vision

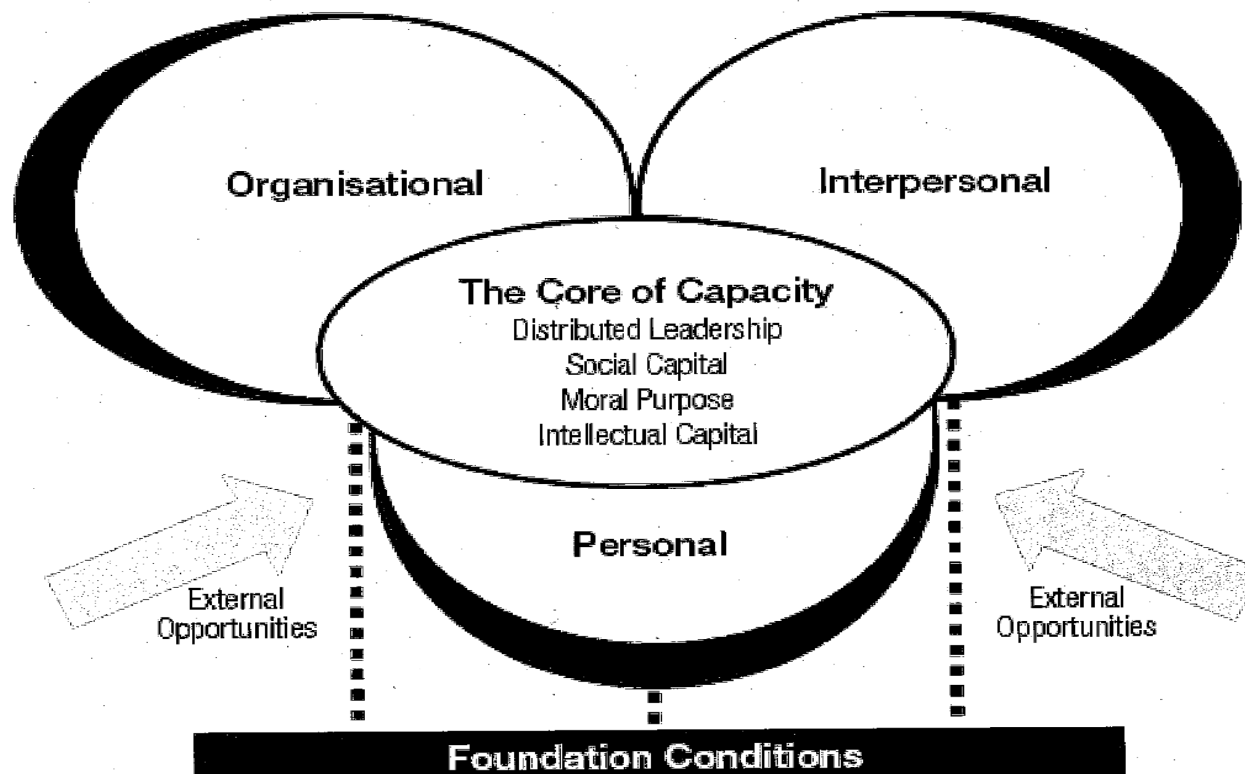
4. Communicate the vision

Building Internal Capability

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

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

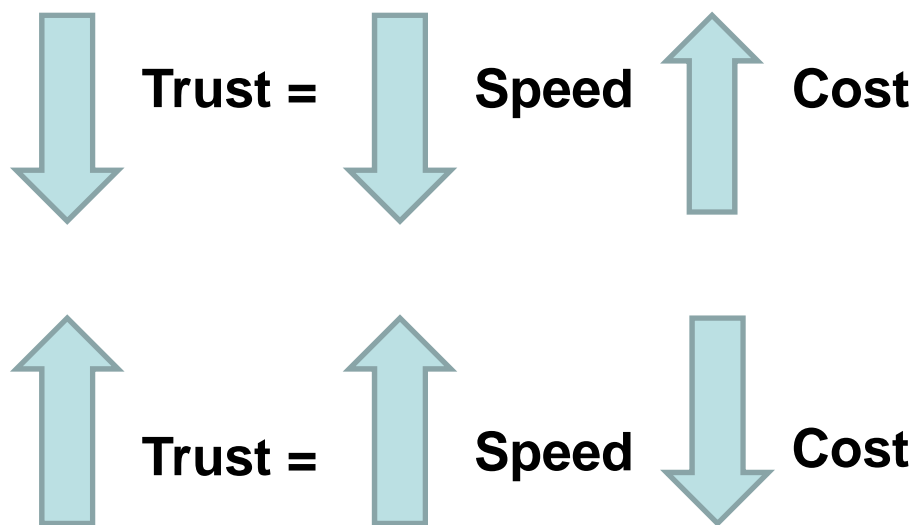
A Model for Capacity Building



Core of Internal Capacity

1. Distributed Leadership
2. Moral Purpose
3. Social Capital
4. Intellectual Capital

The Economics and Speed of Trust: A Simple Formula



Nothing is as fast as the speed of trust trust can be created

Alignment to the Vision ...

Planning as a vehicle for enabling distributed leadership and supporting teams

Academic Managers build clear understanding of company-wide vision

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

Staff become involved in developing, leading and implementing these plans

links to Kotter's steps ...

2. Develop a powerful guiding coalition

3. Create a vision

4. Communicate the vision

5. Empower others to action on the vision

Restructured in line with vision

Created the Transition Specialist Support Group (2)

Appointed skilled Learning Consultants

Increased support for Academic Managers via highly skilled Educational Administrators

5. Empower others to action on the vision

7. Build on the change

8. Institutionalise the change

Building Social Capital: shared language

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

Building Social Capital (cont): Institutionalising 'trust'

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

Introduced a **Collaborative Classroom Peer Observation Model (3)** based on 'trust and 'celebrated' at 2 day

Developing Practice Conference

Introduced 'Vocational Vitality Time' (VVT)

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

5. Empower others to action on the vision

6. Create 'quick-wins' /celebrate the success.

Building intellectual capital

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

Training in subject teams on 'how to use the templates'

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PART 1: Theoretical Frameworks

QUESTIONS/COMMENTS?

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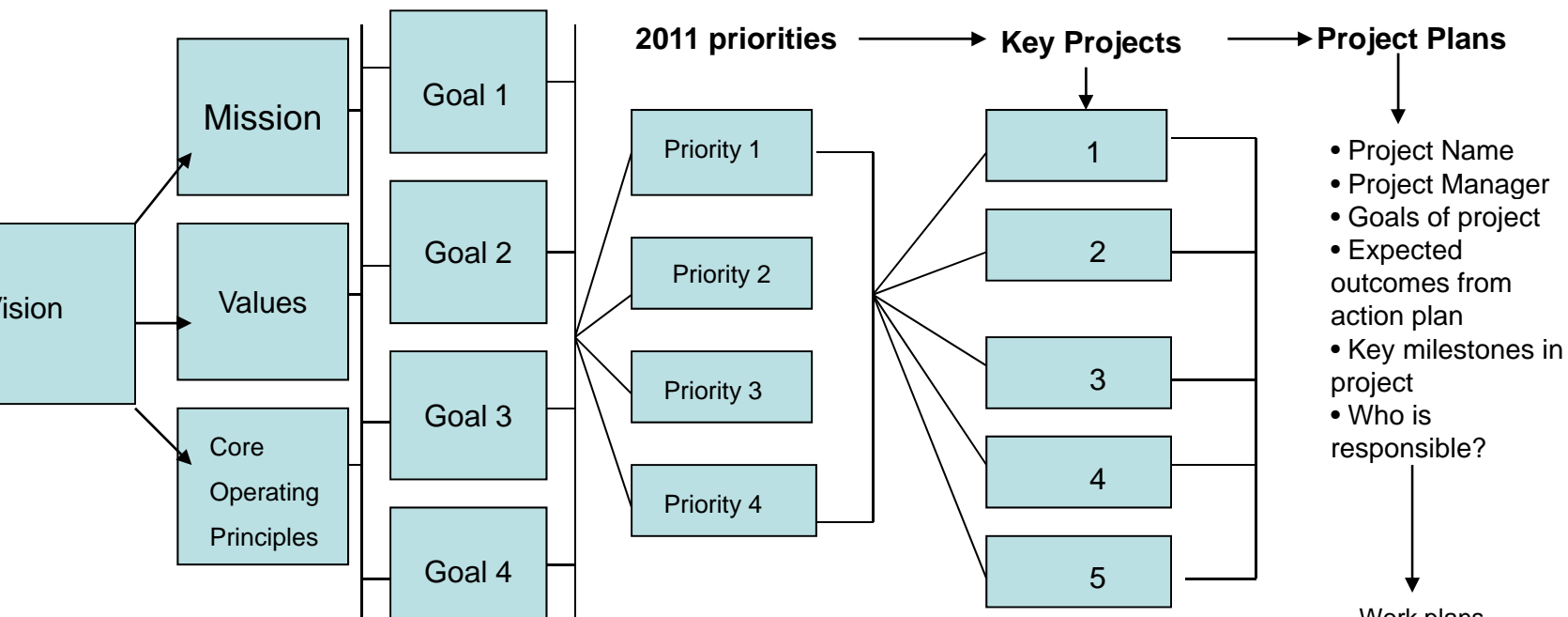
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PART 2:

EXAMPLES FROM PRACTICE

What does the Planning Framework look like? Building distributed leadership, shared vision and empowering others to act



Linking Projects to Key Strategic Themes

Project Name Project Leader/Manager'	Redefining and embedding the company's core value proposition and position in the market	Building internal capability	Targeted Growth	Translates to team based projects
Strategic Themes	Product Simplification & Clarification	Best Practice in Teaching and Learning (pedagogical strength)	Marketing/ Business Development	eg: Project Moodle Project LAP

Project Action Plan

Project Theme: (Please tick one or more of the themes your project supports)

Building Capability: Best Practice in Teaching and Learning

Building Capability: Building High Performance Teams

Targeted Growth (Business Development)

Project Description/Individual Learning Goal

Summary of Key Objectives or Goals

Mapping out a detailed action plan

Framework: Detailed Action Plans and live working documents

Project Name and Goals

Timeline

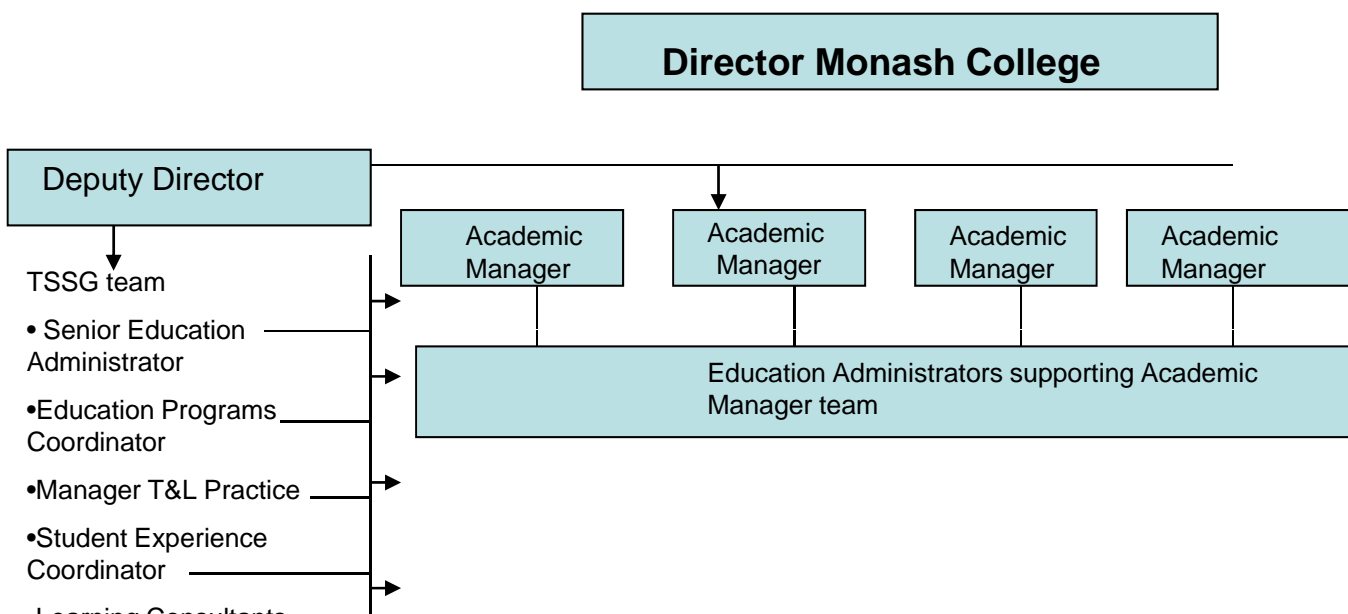
- Expected completion date
- Expected Outcomes from Action Plan

Key activities

- What will be done (specific)
- When will it be done (start/end)

Milestones

What is the Transition Specialist Support Group? What is its charter? Institutionalising the change, providing support



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Transition Specialist Support Group (TSSG) team

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

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Simply put

Elite transition programs

Elite transition professionals

**Clearly articulated high leverage
strategies in teaching and learning in the
transition space**

Providing support (TSSG core business)

3 As Project (attendance, assessment, at risk data)

- Early Intervention: At risk processes & procedures
- Assessment Planner for each Diploma (unit of study)
- Curriculum Day with Faculty

Providing support (TSSG core business)

Embedding **key 'academic skills'** via explicit teaching

- Scaffolding of desired graduate attributes moving from Part 1, Part 2 through to MU
- Removing content from Part 1 to provide for in-depth learning and learner independence

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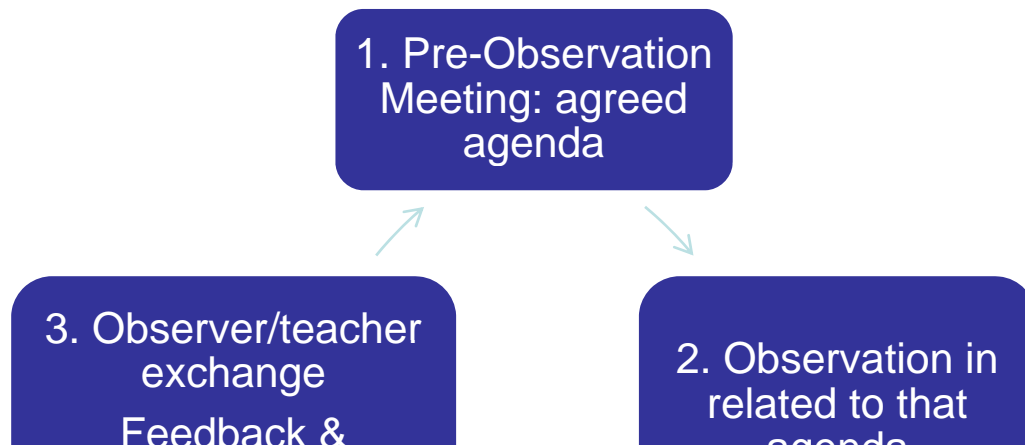
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providing support (TSSG core business)

Shifted the language from resignation to opportunity and possibility leading to public commitments to collaborative action

What is the Collaborative Classroom Model? Three Key Steps



Characteristics of the Model: Building trust, personal and interpersonal capacity

- **Completely (!) unrelated to performance assessment: no formal PEP in 2011**
- **Some training in preparation for the model: e.g. MBTI & Learning Styles**
- **Pre-determined agenda – can't observe 'everything'**
- **Focus on reflection & improvement**

Characteristics of the Model [continued]

Teachers collaborate:

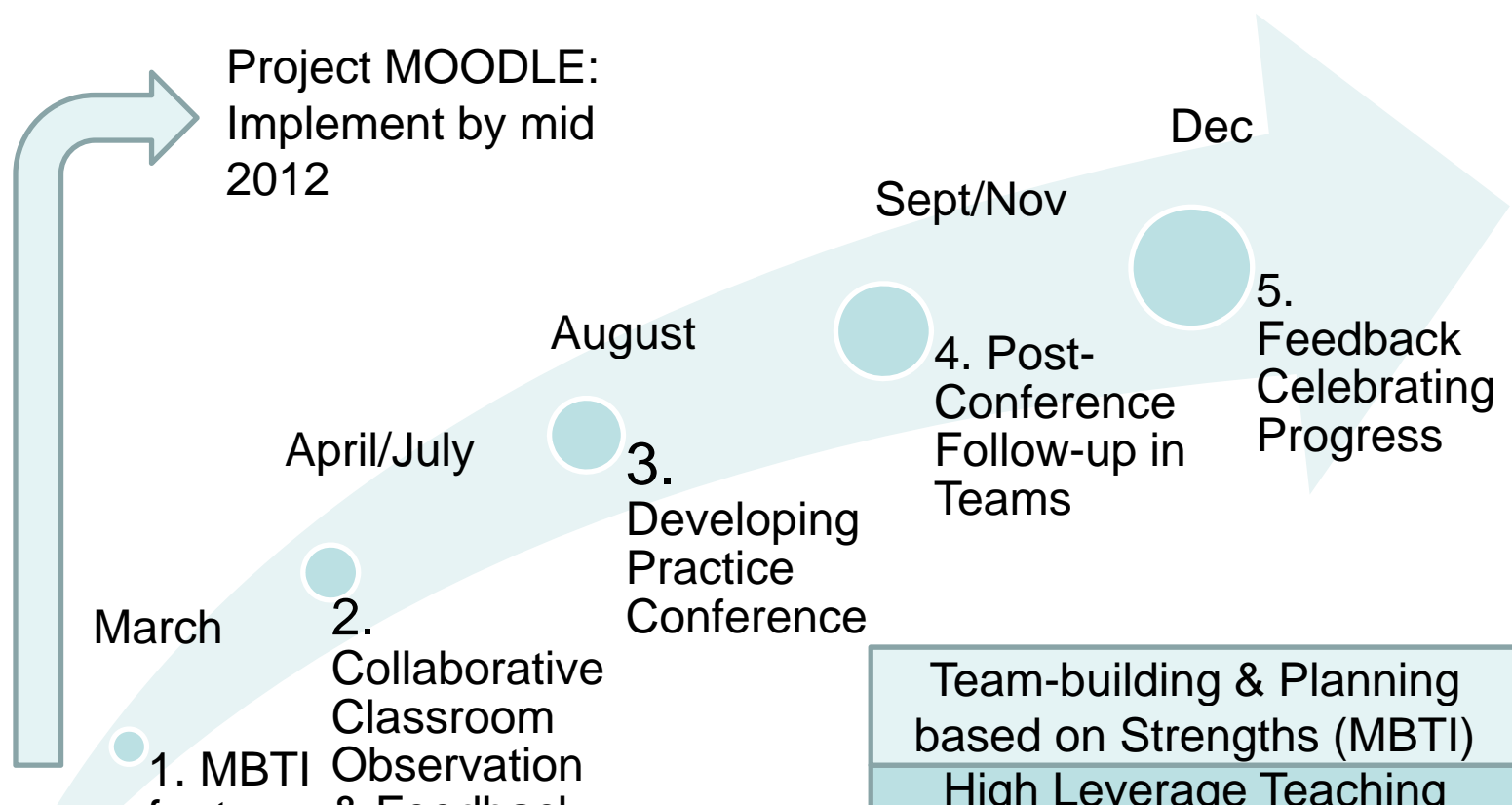
- Two teachers within a discipline observe each other either in a single session or
- Two separate sessions: mutual observation & feedback/ideally cross-disciplines

Teachers self-select someone they trust to work with

Feedback to be documented for the benefit

Mapping the Territory: 2011 - coherent

Project MOODLE:
Implement by mid
2012



Step 1: Determining the 'agenda' : the pre-observation meeting

Strengths – what was done well?

Core Transition skill – what strategies are used to create independent learners?

Catering for different learning styles: reflections from an MBTI perspective

Teacher generated focus (e.g. 'I want to have feedback on my questioning skills?')

Step 2: The Observation

Observation in classrooms

**Recording of observations on agenda
using template as a guide**

Step 3: Post-Observation Meeting

Observers provide verbal and written feedback based on 'agenda'

Teachers respond, reflect on their learning and write down notes as guide to future action

Observers reflect on their own learning

Shifting our focus

**From teachers as ‘bearers of all wisdom’
to teachers as learners**

**From teachers as ‘lone rangers’ to
teachers as professional collaborators**

**From narrow form of delivery to
diversified teaching repertoire**

**From focus on accountability to focus
on strengths**

What is the template and why is it critical to the strategy? Building intellectual capital and supporting personal and interpersonal capacity

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

Key vehicle for *sharing* and *reflecting* on teaching practice

What does the teaching and learning template look like? Building intellectual capital and supporting personal and interpersonal capacity

Unit rationale	Why is the unit important to study?
Curriculum focus	Key focus
Key concepts	'big ideas' that underpin the unit of study
Key skills	Generic and discipline specific skills
Weekly plans
a Ha' moments
Teaching Resources	Glossary of Teaching and Learning Strategies

Weekly Plans: collaborative planning

Week	Key concepts	Teaching & Learning Strategies Teachers' Glossary Strategies for Interactive Lectures (online links)	Key Learning Outcomes (Blooms Taxonomy)	Assessment (Diagnostic Formative Summative) (online links)	Resources for the classroom •Lesson handouts •Equipment •Textbooks •Websites •Audiovisual resources (online links)
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Ha' Moments ...

	Rethink	Revise	Rehearse
Examples	<i>Spend more time on discussing the concepts of predict and control in Week 1, students didn't understand the 4 goals of science and its relevance to the study of Psychology</i>	<i>Need a worksheet/website that will help students to grasp 'control' as one of the goals of science and psychological research</i>	<i>Create an additional group activity that reinforces the 4 goals of Science and its relevance to Psychology in the tutorial session</i>

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PART 2: Examples from practice

QUESTIONS/COMMENTS?

Trust Isn't Just Trust: Four Elements of Trust

Reliability & Competence *'I'll do what I say I will do'*

Openness and Sincerity *'I share my real thoughts and feelings'*

Involvement *'I share my real thoughts and feelings'*

Congruence *'What I say is what I mean'*
'I practise what I preach'

Building social capital : shared language

- Meaning of Transition Education
- Myers Briggs Type Indicator (understanding self and others – personality and learning styles)
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