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Session Outcomes

By the end of this session, participants will have:

• Examined the importance of school culture and values to promote a climate for growth and change.
• Increased knowledge and understanding about change as a process.
What is School Culture?

A set of rituals, folkways and a moral code that shapes behaviors and relationships

Willard Waller
Every School Has

Keepers of the values

Heroines and heroes

Storytellers

Gossippers and Rumormongers
Values

Core of what the school considers important
Beliefs

Consciously held cognitive views about truth and reality
Norms

Unstated rules and prescriptions that staff and students are supposed to follow
Assumptions

Preconscious “system of beliefs, perceptions and values” that guide behavior
Leaders Must
Read the Culture
Assess the Culture
Reinforce the Culture
Read The Culture

• Interpreting and intuitively determine cultural aspects that are positive, uplifting and motivating
Read the Culture

Come to grips with aspects that are negative, depressing and draining
Assess the Culture

Identify positive, supportive norms, values, rituals and traditions
Assess the Culture

Pinpoint aspects of culture that may be negative, harmful or toxic
Reinforce the Cultural

Reinforce through daily routines and meaningful rituals

Negative aspects need to be transformed, changed or shed
KAI

- Review the results and meaning for you as a leader.
MICHAEL KIRTON’S ADAPTOR-INNOVATOR THEORY
KAI Inventory

Adaptive vs. Innovative
The tea industry has spare capacity for producing tea bags.

What else can be packed in a tea bag other than tea?
Adaptive Ideas

• Coffee
• Salt
• Pepper

• Sugar
• Tiny fuses
• Mini-sandbags
Innovative Ideas

- Curtain material
- Diapers
- Footsies

- Plant coverings
- Disposable backpacks
- Shopping bags
Kirton’s KAI continuum.
KAI Theory

People differ in the manner in which they define and solve problems because they possess a stable, characteristic preference for either an “adaptive” or “innovative” approach to change.
**ADAPTORS**
- ACT/THINK IN PARADIGM (THINK IN THE BOX)
- EMBRACE BUREAUCRACY (WRITE DRESS CODES)
- CONTINUOUS IMPROVEMENT
- TIGHTER STRUCTURE
- FOCUS IN THE SYSTEM

**INNOVATORS**
- CHALLENGE PARADIGM (THINK OUT OF THE BOX)
- FIGHT BUREAUCRACY (VIOLATE DRESS CODES)
- INVENT NEW WAYS
- LOOSER STRUCTURE
- FOCUS OUTSIDE THE SYSTEM
ADAPTORS

• DEFINE
• REFINE
• EXTEND
• IMPROVE

INNOVATORS

• DETACH PROBLEM FROM ITS "COCOON" OF ACCEPTED THOUGHT.
• DO IT DIFFERENTLY
• IGNORE BOUNDARIES
PARADOX OF STRUCTURE

• STRUCTURE IS BOTH ENABLING AND INHIBITING
OTHERS MAY SEE

ADAPTORS

• OVER CAUTIOUS
• BRAINSTORM WITH FINGER ON STOP BUTTON
• DOGS (MORE LIKELY TO SIT, SHAKE & COME ON COMMAND)

INNOVATORS

• RECKLESS
• BRAINSTORM WITHOUT A STOP BUTTON
• CATS (MORE LIKELY TO IGNORE COMMANDS IF THEY WISH)
<table>
<thead>
<tr>
<th>KAI Score Range</th>
<th>Strength</th>
<th>Adaptors Score Range</th>
<th>Innovators Score Range</th>
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<td>49-</td>
<td>VERY HIGH</td>
<td>140+</td>
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KAI SUBSCALES
SUFFICIENCY OF ORIGINALITY (SO)

ADAPTORS
• PRODUCE FEWER BUT WELL THOUGHT OUT IDEAS (SUFFICIENT ORIGINALITY)

INNOVATORS
• GIVE EXTRA IDEAS WHICH MAY BE “WAY OUT” AND NOT THOUGHT OUT
KAI SUBSCALES
EFFICIENCY
(E)

ADAPTORS
• PREFER TO BE THOROUGH, METICULOUS, ORDERLY
• MAY SEEM TO BE BOGGED DOWN

INNOVATORS
• PREFER TO LOOSE STRUCTURE AND SHED DETAIL
• MAY SEEM TO LOSE TRACK OF ESSENTIALS
KAI SUBSCALES
RULE/GROUP CONFORMITY (R)

ADAPTORS
• CONCERN FOR GROUP RULES AND COHESION
• (do it “right”)
• PREFER TO RUN SHOW BY CHAIN OF COMMAND (“STAY IN CHAIN”)

INNOVATORS
• CHALLENGE (OR IGNORE) GROUP RULES OR CUSTOMS
• (do it different or don’t do it)
• PREFER TO BE A CONSULTANT TO BEING SUBORDINATE (EMAIL PRESIDENT?)
Change in your school

- Factors affecting change
The more experience people have in the work team, the more adaptive their change style.
FACTORS IMPACTING CHANGE STYLE

DIRECTION OF OUTPUT

The higher up the person requesting ideas is in the organization, the more adaptive the response by subordinates is likely to be.
Solving recurring problems

A generic problem which keeps reappearing requires a more innovative response.
FACTORS IMPACTING CHANGE STYLE

DEGREE OF CRISIS

The greater the crisis the more likely an innovative style will be accepted.
Innovative ideas are more readily accepted in the early stages of the product cycle; the mature stages require adaptive responses.
FACTORS IMPACTING CHANGE STYLE

PROJECT BUDGET

Adaptive solutions are preferable for small budget projects; innovative for large.
The Three Levels of Change

- Awareness of change levels and how it affects the school
Three Levels of Change

- Procedural
- Structural
- Cultural
Three Types of Employees

- Dr. Al Burr
- Dr. Fiore
- Dr. Whitacre

Superstars/Irreplaceables

Backbones/Solids

Mediocres/Replacement Level
Superstars/Irreplaceables

- WOW (Walks on Water)
- Impacter
Backbones/Solids

- Stabilizer
Mediocres/Replacement Level

- Harmless
- Negative Force

(See Luke 10:30-36)
You can’t do it alone: The job is too big.

School Teams