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## A PRIMER IN CHANGE MANAGEMENT

### Pre-Audit Implementation Workshop

#### DESCRIPTION

This 90 minute training is offered to administrators who also serve as Equity Leaders. It is provided to districts who have commissioned a Cultural Diversity Audit in partnership with INFLIGHT, LLC. The purpose of this handout is to impart substantive information to help Equity Leaders conceptually reframe “DE&I work” by placing it within the context of a change management project.

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#### QUESTIONS FOR CONSIDERATION

- What is change management? Where do we start?
- How do we know when a DE&I initiative is working?
- Is there a process for managing a DE&I initiative?
- How to get people to reconsider and even change biased perspectives?
- How to respond to pushback?
- What is the intended outcome of this specific change initiative?

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#### DEFINITIONS OF TERMS

##### Change Management

- The process of using tools and strategies to facilitate the “people-side” of change.

##### Cultural Diversity Audit

- An assessment tool that helps districts ascertain stakeholders’ beliefs and behaviors regarding DE&I initiatives. This 10 week process involves stakeholder surveys and focus groups each followed by quantitative and qualitative analysis. A report with recommendations is submitted for review thereafter.

##### Culturally Responsive Teaching

- An educator’s ability to advance students’ learning by effectively utilizing students’ cultural backgrounds and paradigms. This is done by using “cultural knowledge as a scaffold to connect what the student knows to new concepts and content...” (Hammond, 2015).

## DE&I

- Short for Diversity, Equity, & Inclusion

## Diversity

- The recognition of students' various identities and the need to understand these identities to facilitate engagement, learning, and positive social-emotional development.

## Equity

- Involves a focused effort to support all students in mastering and exceeding academic standards and maintaining social/emotional health. It provides access to rigorous educational experiences and opportunities, while valuing the individual students' backgrounds. Equity-based actions consider students' specific needs and meets these needs accordingly.

## Four Common Administrative Tools

- **Culture**  
Refers to the administrator's ability to launch new rituals, observances, traditions to highlight the desired beliefs, attitudes, or behaviors (Marvelous Monday, Promoting school closings as opportunities for personal advancement, etc.)
- **Power Tools**  
Refer to the administrator's use of authority to issue mandates to get things done
- **Management Tools**  
Refer to the administrator's use of planning time, meetings, PLCs, professional development, teacher assignments, etc. to achieve desired goals.
- **Leadership Tools**  
Refer to the administrator's ability to model desired behaviors and beliefs, to lead by example

### Inclusion

- The practice or policy of including and integrating all people and groups in activities, organizations, political processes, etc., especially those who are disadvantaged, have suffered discrimination, or are living with disabilities.

### Reframing

- Especially important to do when emotional or radical changes are being considered. Reframing “places the new behaviors into perspective by first identifying what will not change” (Reeves, 2009).

### Sponsor

- An administrator with the highest ranking based on the type of change initiative involved. Sponsors must be respected, effective communicators, who actively, visibly, and continuously support the change project. The responsibilities of this position cannot be delegated.
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## SEVEN- STEP DE&I CHANGE MODEL

- Phase I: Start Up: Learning about the Diversity Change Process
- Phase II: Building your Foundation: Mission and Vision, establishing the “Whys” and the “Asks”
- Phase III: Cultural Diversity Audit**
- Phase IV: Implementing Diversity-related Trainings, Coaching, and other activities that support the adoption of Culturally Responsive skills
- Phase V: Monitoring and Providing Support for the Application of Culturally Responsive skills
- Phase VI: Redirect and Refine, as needed
- Phase VII: Embed and Reinforce Diversity Knowledge into daily Organizational Practices

### FAST FACT

Having a flexible framework for a change initiative helps to impart a sense of confidence in those leading the change. Structure indicates an awareness of what lies ahead. Whereas, flexibility indicates a receptivity to when adjustments might be needed.

## **Reflection Questions for Equity Leaders**

### **The success of the DE&I initiative starts with you.**

- Do you know why your district is discussing and/or pursuing a DE&I initiative?
- Do you personally agree with why a DE&I initiative is needed?
- Is this initiative consistent with your personal values? Why or why not?
- Have you assessed your cultural background and any biases it may possess?
- Have you considered how your identities (gender, ethnicity, cultural background, socio-economic status, unique privileges, etc.) influence your perceptions of others and yourself?
- Are there skills you need to acquire before assuming your role as an Equity Leader?
- What do you need to learn regarding your own cultural background and those in your work environment?
- What changes are you willing to make in your professional practice to support the DE&I initiative?

## **Administrators as Equity Leaders & Sponsors**

### **Communication Strategies**

To develop an approach to launching a DE&I change initiative, begin by answering the following questions:

#### **What is your DE&I initiative all about?**

- Scope?
- Desired outcome?
- Who will it affect (various stakeholders), and how?
- When will it begin?
- How long will it take?

### Why is this initiative important?

- What is your compelling argument for launching this initiative?
- What problem are you trying to solve?

### What changes are we making?

- What are we doing?
- If I am not involved in the problem, why am I expected to participate in the change?
- How will my job be affected?
- Does my union know about this?

#### FAST FACT

Staff members must hear the same message, in different ways, 5 -7 times before they actually internalize its content.

## Specific Communication Recommendations

### The Superintendent communicates:

- What will remain the same- high values, Mission, Vision, commitment to excellence
- What changes are being made and why
- Why it is being done now
- The risks of not changing

### Immediate Supervisors communicate:

- What the change consists of (based on the Superintendent's message)
- How the DE&I change will impact staff members' job performances
- How schedules, instruction, types or uses of resources, etc. might change
- What supports will be given
- How staff members will benefit from the change initiative (very important)

Additional Notes:

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