The Leader In Me...Using the 7 Habits to Transform Your School

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7 Habits of Highly Effective People

Stephen Covey's 7 Habits of Highly Effective People	Habit 1 **Be Proactive**	Habit 2 **Begin with the End in Mind**	Habit 3 **Put First Things First**
Habit 4 **Think Win-Win**	Habit 5 **Seek First to Understand, Then to be Understood**	Habit 6 **Synergize**	Habit 7 **Sharpen the Saw**

END IN MIND

- **Student greeters**

- **VTW--Visible, Tangibale, Walk-aroundable**
  https://theleaderinmeonline.org/en/Videos.html?playerid=1885156945001&videoid=4517836888001&objectid=413

- **Advanced leadership roles school wide**
  https://theleaderinmeonline.org/en/Videos.html?playerid=1885156945001&videoid=4517836888001&objectid=413

- **Mission statements**
  - School, grade, class, student

- **Student personal and academic goals**
  https://theleaderinmeonline.org/en/Videos.html?playerid=1885156945001&videoid=4517836888001&objectid=413

- **Data notebooks**

- **Celebrations**

- **Student led school events**

WHAT IS THE LEADER IN ME?

A look at A.B. Combs Elementary and how The Leader in Me process started

https://theleaderinmeonline.org/en/Videos.html?playerid=1885156945001&videoid=4517836888001&objectid=413

A Secondary Approach

This is the story of Dante, an 8th grade student. Growing up in Florida, Dante found himself getting into trouble frequently. Recognizing he was not in a healthy environment, his sister brought Dante to Philadelphia for a fresh start. His new school had an emphasis on leadership and saw the potential that Dante had as a leader. Each day is a journey but Dante is doing his best to rise to the occasion and be the man he wants to be.

Dante's Story

Resources for ALL levels
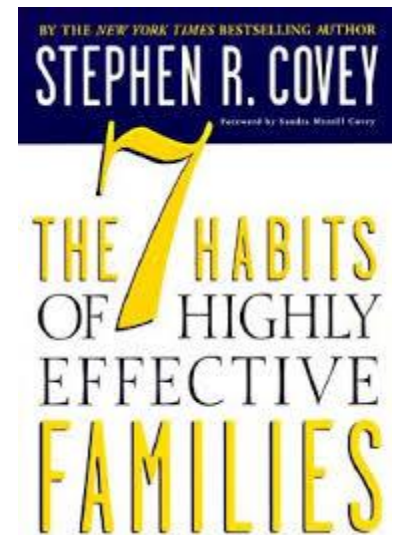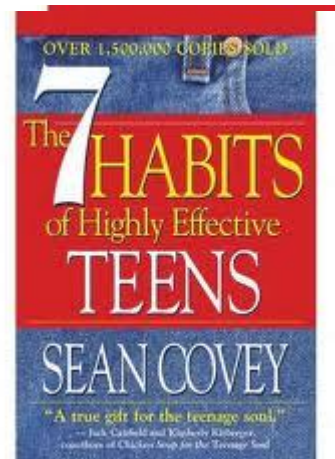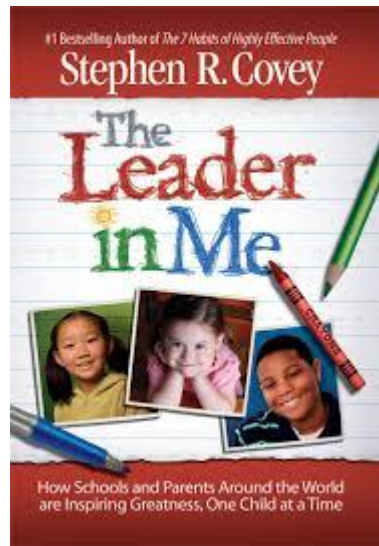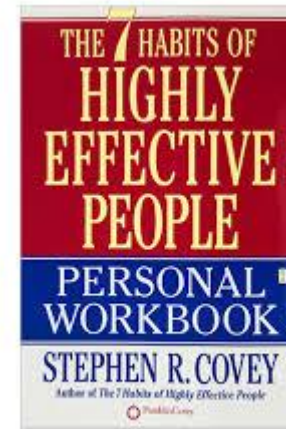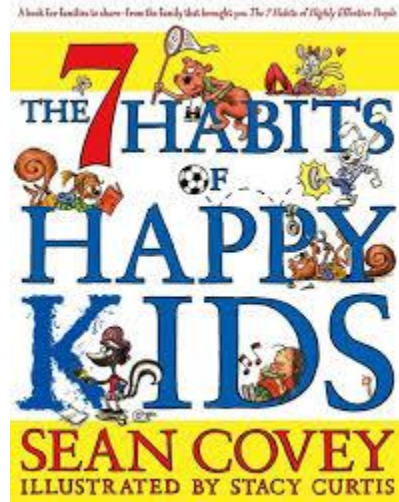
Baby Steps…

- **1 Habit a month**
  - Posters
  - Morning announcements
  - Books
- **Book Study**
- **Visit a symposium**
- **Write a grant**
- **Whole Hog!**

HOW DID WE GET HERE!?

A 5 year process…

- Word of mouth

- Catching the excitement

- Leadership team

- Present to staff

- Full support leads to grant writing

- Grant success

- Full implementation!

HOW DID YOU GET HERE?!

- Why are you starting this program?

- Why are you making changes?

- Who asked you to do this?

- Is everyone on board?

Be sure you have answers to these questions before you embark on your journey…it will shape how you approach your action plan

WHERE DO I BEGIN?!

Everyone must *feel* like they are a part of the process, change should be done **_with_** people, not **_to_** them.

- Share Information

- Input

- Prioritize

- Action Plan

- Build Structures of Support

- Implement

- Adjust

- Re-Evaluate

Relationship Building

SHARE INFORMATION

- Be sure they have accurate program information
  - Read the book
  - Have others share personal experience
  - Videos from current schools
  - Other schools in area

- Think about the way in which you present information
  - Voluntary
  - Leadership team
  - Mandatory with support
  - Mandatory if want to have input on decision

INPUT

- Assess the situation with staffulty
  - Feedback Mechanisms
    - Staff Meeting Activity
      - Pair to whole group
    - Questionnaire/survey
      - Survey monkey
    - Individual Meetings
      - *Relationship builder—people don't care how much you know until they know how much you care

MAKE SOME IMPERATIVE DECISIONS

- Do you want to move forward with implementation?
  - What level of implementation?
    - Partial
      - Classroom
      - Grade level
      - Primary/upper grade
    - Whole School
  - Cost
    - Speak with your Franklin Covey rep for options
- Do you have the funding to cover the level of implementation you choose?
  - If so, move to prioritize
  - If not, consider writing a grant

THE GRANT

- Funded by I Am A leader Foundation

  www.leader.org/

- Not easy, but worth it, just time consuming

- If passionate and have a plan do it!

PRIORITIZE

- Be sure these objectives come directly from feedback you received from staffulty

- If not doing full implementation, choose 3 things to focus on each academic year

ACTION PLAN

- If you have a deadline of when implementing/change must occur
  - Backwards map (but be realistic)

- If you want to give the process the time it needs (recommended)
  - Plan steps only and approximate dates/deadlines

- You may or may not wish to share this with all staffulty
  - At the very least you should share and get approval from Leadership Team at school site
    - If you don't have a leadership team, start one NOW.
    - You need this for credibility and momentum.
  - Be careful to balance transparency(which is muy importante!) with giving too much information(which can be scary and overwhelming for some)

BUILD STRUCTURES OF SUPPORT

Building **structures** within a **system** is key for implementing change

Structures must be **consistent**
- Example: Monthly Habits
  - Morning bulletin
  - Monthly awards assembly
- Example: Grade level WIG's
  - Part of grade level meetings
  - Posted around school

GET THE RIGHT PEOPLE ON THE BUS*…

- Others will either get on or get out of the way

- The most important things is to keep the bus moving

- Do not stop and wait for others to decide if they will get on

- They have an opportunity to get on at any bus stop they chose

- It will be a much easier ride if they get on at the first stop

- If they wanna walk a few miles and get on at a different stop they are certainly welcome, they are only making it harder on themselves

- But remember, there are some people in like that will always choose to walk. That is ok, they do not affect the bus.***From Good To Great**

HAVE SOME BACKUP

o Administration—make sure they support the idea

  o Have admin. introduce this to staff as something they want implemented and you are the coordinator—this is not *your* program

  o Give [pp. presentation to staff](#) or have a someone from other school visit

o Plant the idea with stakeholders on campus that you know will be on board

  o Nothing gains support quicker than word of mouth "have you heard" and "I was telling so and so and they said…"

o Parents

  o Share and have them show visible support

IMPLEMENT

Make a to-do list with specific tasks and responsibilities

Divide up responsibilities
- Let staffulty choose their areas of interest

Make sure the kids know about it

- School wide effort

  - Make posters

  - Put it in school bulletin

  - Put it on website

- If kids know about it they will hold all stakeholders accountable because they want it!

  - They will begin to take ownership!

USE WHAT WORKS

- Use your regular programs to integrate TLIM into your school
  – Awards assemblies
  – Talent show
  – Classroom performances
- If you add it to already existing programs and events, it won't feel like "another new thing" for your staffulty.

MAKE IT HARD FOR PEOPLE NOT TO PARTICIPATE

- Give them (paid) time to do it
- Offer them support
- Do it for them
- Create templates, etc. for them to use
- Show them examples
- Make a leader kit for each teacher full of certificates, prizes, snacks, treats, free coupons, etc. for them to use to recognize what they want in their classroom
- Reward those who are participating with classroom walkthroughs and teacher prizes
- Have a school supply teacher box and let them choose as a thankyou for supporting TLIM

STAY POSITIVE…AND MAKE SURE EVERYONE ELSE DOES TOO!

- At a staff meeting a few months into school, do a quick activity and have everyone complete 2 sentence frames…
  - TLIM is great because…
  - One thing I wish TLIM could do is…
- Advertise the great things that are happening, share the results at next staff meeting or on posters around campus
  - Be sure to include who said it
  - In a way this is peer pressure for staffulty members to see each other being positive about it rather than hearing the complaining in the staff room
- As you implement additional pieces to the program, you can now say "and what a great idea _____ had, we will now be recognizing _____"
  - This not only validates staffulty, it includes them in the process, and allows them to take ownership of the program.
  - It also makes it less likely that the staffulty will complain because it is a colleagues idea and not something coming from you or the top down.
- Remember, you have the opportunity to guide your staff in the way you choose to word things

ADJUST

Make necessary adjustments immediately, make minor adjustments when possible

- Example: Morning Message

RE-EVALUATE

- Yearly
  - End of year or beginning
- Positives and growth areas for current action plan
- Goal Setting

USE WHAT YOUR PEOPLE GAVE YOU!

Be sure that you use the language derived from your assessment results as you move through the entire change process

- This not only gives you credibility but increases buy in from staffulty

Refer to quotes and comments from key staffulty members