

**“THE MAIN THING IS TO KEEP THE MAIN THING, THE MAIN THING”**

To: Bayfield Board of Education  
From: Linda L. Kunelius, District Administrator  
Re: Administrative Report  
Date: January 5, 2011

**CHANGE:** Please review the article from Oliver Recklies on change. While individual staff members may be at different phases of the change process, the District appears to be at phase four. “This phase, which is also called “crisis” is the most important one. Only if management succeeds to create a willingness for changing values, beliefs, and behaviors, the organization will be able to exploit their real potentials. In the worst case, however, change processes will be stopped or slowed down here.” Will we move forward or slide back to where we were three years ago? The ball is clearly in the Board’s court.

**JOINT ANNUAL TRIBAL COUNCIL MEETING:** The Board requested information on the posting of the Joint Annual Tribal Council meeting. I have attached the e-mails we exchanged with Jeanne Gordon regarding the agenda.

1. Attended November 1, 2010 Tribal Council meeting. The Council was recognizing one of our students and was going to discuss agenda items for the Joint meeting. Chairwomen, Rose Gurnoe-Soulier stated she would be exchanging agenda items and working with Mr. Tribovich on the agenda.
2. We received the first draft of the agenda on Friday, November 5, 2010 and a revised agenda on November 8, 2010. I brought the revised agenda to the November 8<sup>th</sup> Impact Aid Hearing and Board meeting and gave the agenda to Mr. Tribovich who read the agenda and immediately went over to Jeanne Gordon to discuss the agenda items.
3. The next morning I sent Jeanne an e-mail with four items one of our Board members wanted on the agenda. I also conveyed my understanding that Mr. Tribovich had made some changes to the proposed agenda (when he talked with her the night before).
4. Jeanne sent another agenda to me that afternoon (November 9, 2010). I asked for clarification on the agenda item on the new Science building. I forwarded the e-mails including the revised agenda and clarification request to Sheila Kelly. Sheila looked at the agenda and asked the Board could include an agenda item on “General discussion of non-action issues” and she also questioned if we could have “other” on the agenda. I didn’t believe either were specific enough and sent an e-mail to Jeanne alerting her to our concern.
5. Jeanne replied on November 10<sup>th</sup> and notified us that they had already posted the agenda. I replied and thanked for letting me know. I indicated we would post the Board agenda, but would be deleting Item 4.

**GEDO #2:** The District application has been approved. You have already received a copy of the District’s application, a draft Position Description and the posting for an

Instructor. I have attached the materials received from DPI. You will see that the documentation and procedures required to implement this program are extensive.

**NEW STAFF MEETING:** Administration met with new staff on December 16, 2010. Staff shared how they were doing and we had an in-depth discussion on what Administration could do to provide support and ideas on what Administration could do in the future to provide the support new staff need. The minutes are attached.

This past week the media has been focusing on the past year. I thought it might be interesting to revisit information included in the report I submitted to the Board of Education January 4, 2010. Please note the number of staff that were involved in various initiatives administration was considering.

- **The Five Year Planning Committee is sending a survey to staff seeking their input. Staff are being asked to prioritize initiatives and help identify short term and long term (three (3) to five (5) year) initiatives that would result in improved student performance, attendance and behavior.**
- The DPI just announced an American Indian Language Revitalization Grant opportunity. The grant is due January 31, 2010. We will be convening a team including **Dr. Dee Gokee, Dawn Nixon, Jaimee Williams, Diane Defoe, Jennifer Boulley, Andrea Boulley, Janine Johaneck, Tammy Curran-Weber, Allison Nyara, Sally Bergerud, Cathy Robinson and Lori Erickson to develop a proposal.**
- **Christine Mohr, Marilu Stepien-Belanger, Ron Peckham and Linda Weber have been working on a major grant application for the Carol White Foundation.** This grant would support a substantive increase in physical education and wellness activities, including equipment.
- I will be extending an invitation to parents and staff to participate on a Study Group to review the current placement of 6<sup>th</sup> Grade in the Middle School. It is anticipated that the group will need to meet four (4) to six (6) times to review research and best practice data. Recommendations from the group will be advisory and will be used to guide decisions on this issue.
- DPI has extended an invitation for district representatives to attend a Tribal Education Summit on February 16, 2010. **We will be sending a team from the district and Red Cliff community.** It was fortuitous that the Graduation Summit in Pewaukee on December 9, 2009 was cancelled due to inclement weather. This Summit should include strategies that are more relevant for our students. **Please let me know if you are interested in attending.**
- Last spring, **staff were asked what values/virtues they were letting students know were important on a daily basis.** We really hadn't taken time to identify the values/virtues that should be emphasized in our district. Since that time, we

have gathered input from parents and staff and have identified the top four values/virtues that are important to our community. Staff will be asked to focus on respect, honesty, responsibility, and kindness so our students get a consistent message that these are the values/virtues that are considered to be the most important in our district.

<b>Parents</b>	<b>Teachers</b>	<b>Support Staff</b>	<b>Top Four</b>
Respect	Respect	Respect	Respect (63)
Responsibility	Honesty	Responsibility	Honesty (36)
Determination	Responsibility	Honesty	Responsibility (27)
Confidence	Kindness	Commitment	Kindness (20)
Honesty	Cooperation	Patience	
Kindness	Tolerance	Compassion	

## Managing Change – Definition und Phases in Change Processes

By Oliver Recklies

### Introduction

If you ask employees what they think about change, you will normally find that most people have negative attitudes and perceptions towards change. They have fears of losing their job, their status or their social security, or they are afraid of a higher workload.

In many cases, first effects of change on employees, leaders, and on performance levels are negative. These effects include fears, stress, frustration and denial of change. Most employees tend to react with resistance to change rather than seeing change as a chance to initiate improvements. They are afraid of losing something, because they have incomplete information on how the change processes will effect their personal situation in terms of tasks, workload, or responsibilities.

If change processes lead to redundancies, those who "survived job cuts" still have a negative attitude towards change. One reason may be that they now face additional tasks and responsibilities. Some people may feel guilty for still having their job while others became unemployed. Such emotional reactions may cause additional stress in the changing organization.

Managers need to keep in mind those negative side-effects of change initiatives in order to achieve the expected positive results. The success of change projects depends on the organization's ability to make all their employees participate in the change process in one way or the other.

### Definition

Change management means to plan, initiate, realize, control, and finally stabilize change processes on both, corporate and personal level. Change may cover such diverse problems as for example strategic direction or personal development programs for staff.

Change is the continuous adoption of corporate strategies and structures to changing external conditions. Today, change is not the exception but a steady ongoing process. On contrast 'business as usual' will become the exception from phases of turbulence. Change management comprises both, revolutionary one-off projects and evolutionary transformations.

Hence, there are two types of changes:

1. Organizational Development. This is the more gradual and evolutionary approach to change. It bases on the assumption that it is possible to align corporate objectives with the individual employees objectives. In practice, however, this will rarely be possible.
2. Reengineering. This is known as corporate transformation or business transformation. It is the more radical form of change management, since it challenges all elements of processes or structures that have evolved over time.

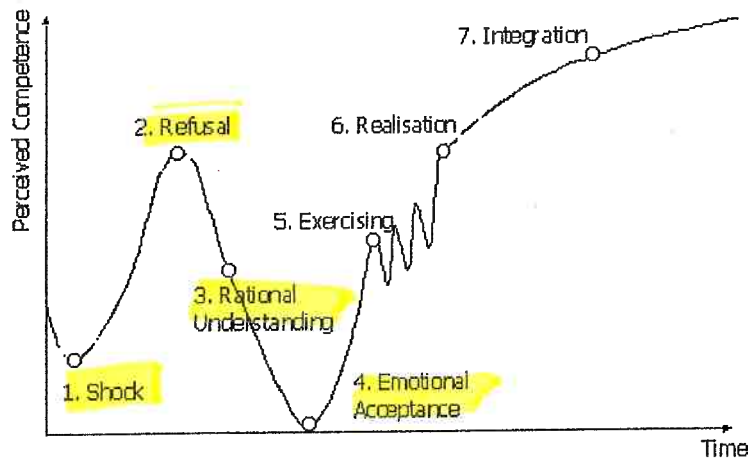
### Phases in Change Processes

In order to successfully manage change processes, it is necessary to analyze the phases of this process. Managers need to know in which phase they have to expect what types of situations and



problems. Most successful organizations are those that are able to adjust themselves to new conditions quickly. This requires planned learning processes that lead to improved organizational effectiveness. Ideally, employees are able to reflect their own behavior in relation to the organizational context (e.g. processes, products, resources, customers).

Normally, people perceive change processes in seven typical stages.



The seven phases of change can be described as follows:

Phase	Description
Shock and Surprise	Confrontation with unexpected situations. This can happen 'by accident' (e.g. losses in particular business units) or planned events (e.g. workshops for personal development and team performance improvement). These situations make people realize that their own patterns of doing things are not suitable for new conditions any more. Thus, their perceived own competence decreases.
Denial and Refusal	People activate values as support for their conviction that change is not necessary. Hence, they believe there is no need for change; their perceived competency increases again.
Rational Understanding	People realize the need for change. According to this insight, their perceived competence decreases again. People focus on finding short term solutions, thus they only cure symptoms. There is no willingness to change own patterns of behavior.
Emotional Acceptance	This phase, which is also called 'crisis' is the most important one. Only if management succeeds to create a willingness for changing values, beliefs, and behaviors, the organization will be able to exploit their real potentials. In the worst case, however, change processes will be stopped or slowed down here.
Exercising and	The new acceptance of change creates a new willingness for learning. People

Learning	start to try new behaviors and processes. They will experience success and failure during this phase. It is the change managers task to create some early wins (e.g. by starting with easier projects). This will lead to an increase in peoples perceived own competence.
Realization.	People gather more information by learning and exercising. This knowledge has a feedback-effect. People understand which behavior is effective in which situation. This, in turn, opens up their minds for new experiences. These extended patterns of behavior increase organizational flexibility. Perceived competency has reached a higher level than prior to change.
Integration	People totally integrate their newly acquired patterns of thinking and acting. The new behaviors become routine.

Only if change managers understand these phases of change, and only if they act accordingly, they will be able to successfully manage change processes without destroying peoples motivation and commitment.

Our description of the seven phases of change is adapted from:  
Colin Carnall Managing Change in Organizations. and  
Claudia Kostka & Annette Moench Change Mangement – Sieben Methoden für die Gestaltung von Veränderungsprozessen.