

RESILIENCE
PRIDE
SUCCESS

WE ARE RPS

Building and Telling Our RPS Story Before Someone Else Does!!

Richmond Public Schools
2016 Leadership Institute
Dana T. Bedden

Michael Goree
Growth Strategies Consulting, Inc. © 2007



The House Leadership Built

School Improvement and Accountability
Equals Success

Superintendent
Associations
Students
Student
Organizations
Staff
Central Office
Athletics
Healthcare
Aging
Workforce
School Board

ESSA
Courts
VDOE
Testing
Legislative
Funding
Compliance
Safety
Choice

Parents
Businesses
Higher
Education

Bond Issues

Foundation
Supporters

Groups

School

Legal

Community

Strong Relationships

Leadership

Practice Makes _____

- Correct Practice Makes Perfect
- Problems cannot be solved at the same level of awareness that created them. *Albert Einstein*
- It is not always about what you need to learn, but sometimes what you need to unlearn first.



Embedded Intelligence

- “90% of life is just being there.” Woody Alan
- “We use **intelligence** to structure our environment so we can succeed with less intelligence.” Andy Clark



Embedded **Normality/Tradition**

- How **“we do things”** around here
- Social protocols and proofs
- The political behaviors
- Homecoming
- Senior day



Embedded Insanity

- Opposable Rule of Change
 - Mice, Fish, Penguins
- Healthcare
 - 50% of increase related to personal Choice
 - Smoking, Drinking, Lack of Exercise, Sedentary Work, Stress
- **Work Processes**
 - *We've always done it this way*
 - *This is the way "I" do it*
 - *E-mails*
 - *Paperless office*
- The NOW Generation
 - 2.31 minutes
 - Clock Speed



Identify

- Embedded Intelligence
 -
 -
 -
- Embedded Normality/Tradition
 -
 -
 -
- Embedded Insanity
 -
 -
 -



The Problem

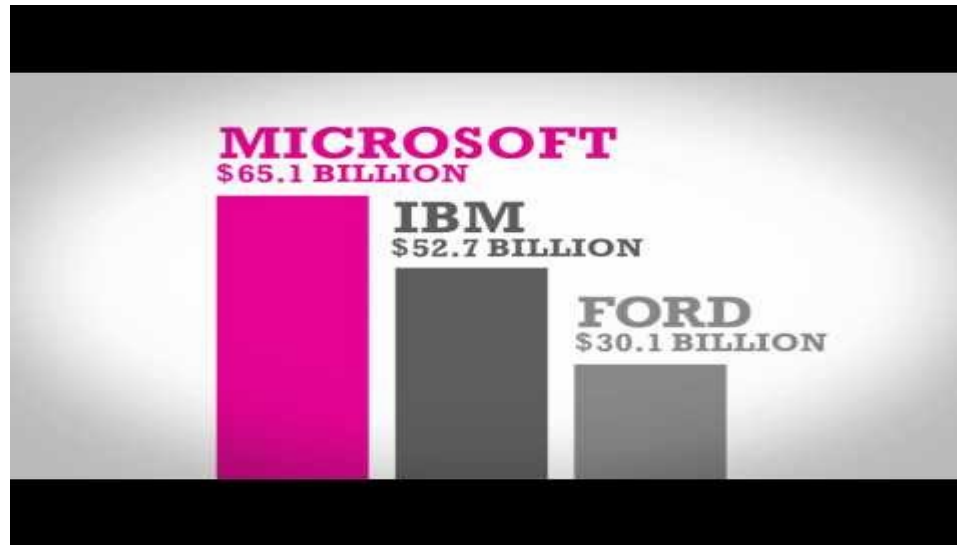
- **Bragging**
 - Arrogant
 - Bigheaded
 - Full of yourself
 - Vain
 - Self-important
 - Boast
 - Show off
 - Blow your own horn
 - Talk big
- Conceit is bragging about yourself.
- **Confidence** means you believe you can get the job done. Johnny Unitas



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RPS (OUR) STORY

RPS (OUR) BRAND



https://www.youtube.com/watch?v=sQLIPC_aIT8



The Corporate Reason

Brands evoke **emotion**. They **sell** a product. They **inspire** us. It is the code by which we purchase (not aspirin - Bayer aspirin), rally around (pink ribbon, yellow bracelet), bond with (cheese head, dead head, the swish). **It becomes the image, the belief, the story by which we identify with and choose.**



The Community Reason

Brands are no longer just about corporations, their products and services. In fact, all the significant institutions in our lives—the schools, the towns and cities in which we live, our consumer groups and charities—are given strength, identity, and a defining role, via branding.



The District Reason

Parents choose a certain teacher,
parents choose a certain school, and
parents choose a certain District,
based on the school's story – their
brand. The stronger the brand and
better experience, the stronger the
choice!

The Personal Reason

- How we make decisions
- How we say what we mean
- How we follow through
- How we treat others
- How we make mistakes
- How we apologize
- How we live
- How much we believe in RPS
- **Becomes our story – Our RPS Brand.**



Embodying the Brand

Company	This organization is known for (BRAND)	Leadership BRAND
FedEx	Absolutely, positively, doing whatever it takes	Managing logistics, meeting deadlines, solving problems
McKinsey	Being a CEO's trusted advisor	Leading teams that deconstruct business problems, synthesize data, and develop solutions
Apple	Innovation and design	Creating new products and services that break the industry norms
Procter and Gamble	Brands you know and trust	Developing consumer insights, precisely targeted marketing, product innovation
Lexus	Pursuit of perfection	Managing quality processes (lean and six sigma) for CQI

Leander ISD - <http://www.leanderisd.org/default.aspx?name=abt.branding>

Build Our RPS Story

- How we *Know*
- How we *Behave*
- How we *Relate*
- How we *Recognize*
- How we *Pursue*
- How we *TELL Our RPS Story*



- We know how we want to be viewed by our students, parents, community, and we have articulated a clear District/Building identity based on this.
- We have articulated a clear statement of leadership brand that is connected to our District's identity.
- We have translated our statement of leadership brand into a set of desired leadership actions. We have a process to identify development gaps in our next generation of leaders.
- We invest in training experiences that include community perspectives.



Leadership Brand Assessment
*Scale of 1=low to 5 =high rate our District's Leadership
Brand*

- Our individual leadership development plans include acquiring skills, knowledge, and perspective that matter to our parents, students, communities, etc..
- We create job experiences that develop community perspectives within our leaders.
- We encourage our leaders to invest in live experiences that help them build relevant community knowledge and skills.
- We gauge the effectiveness of leadership investments by our results.
- We rigorously communicate to all stakeholders the degree to which we invest in building leadership brand.

Resources

Book:

The Power of Branding: Telling Your School's Story

iLead RPS:

Brand Driven –The Route to Integrated Branding through Great Leadership

Branding Your Business, Revised Edition

Branded Customer Service: The New Competitive Edge

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Build Our Brand

It will take **TEAMWORK** to build our **BRAND!**

THE POWER OF TEAMWORK

