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SPOTLIGHT

Activating Entrepreneurial Leadership in Education

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creating something new is an even greater risk.*



ACTIVATING Entrepreneurial Leadership in Education

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DMGroup Spotlight represents the thinking and approach of District Management Group.



*"What good is an idea if it remains an idea?
Try. Experiment. Iterate. Fail. Try again.
Change the world." —Simon Sinek*

In 1980, Spencer Kagan had an idea to try something new: to create teaching techniques based on behavioral science research about encouraging children to act cooperatively.¹ At that time, the norm in classrooms was to have a teacher lecturing from the front of the room and occasionally calling on students who had raised their hands. Kagan believed that students could learn much more if structures were implemented that encouraged them to interact and cooperate with one another. He began by developing structures such as Round Robin or Talking Chips, and went on to create many more techniques that could be used in a variety of content areas to encourage students to cooperate in the classroom. Initially, many educators were uncomfortable with the amount of talking and commotion produced, and thus were slow to adopt these approaches. Now, nearly 40 years later, many of these Kagan structures have become common practice, and educators are almost universally familiar with similar types of techniques such as Think-Pair-Share.

What leads a teacher to try a new approach or a different method? Any teacher will tell you that it is exciting and rewarding to try a new technique in the classroom and find that it works. But trying something new is always a risk; creating something new is an even greater risk. And various constraints such as federal and state mandates, regulations, union rules, and the pressures of standards and testing, to name a few, all conspire to discourage change and innovation.

Yet, the myriad challenges faced by school districts across the country seem to demand new approaches. Pressures on school systems increased dramatically with the 2008 financial crisis, and unfortunately there are many signs that these forces will not abate. At every level of government, pension and healthcare costs promise to dominate spending, putting in jeopardy any increases in spending on education. Municipalities have raised local taxes in recent years to keep up with increases in their budgets, but at this point many towns seem to have maxed out, with taxpayers unlikely to tolerate further increases. The recently passed federal tax law further complicates the situation for many states due to the change in the deduction for state and local taxes, further threatening funding streams for schools. Major demographic shifts are placing additional pressures on public school systems. A steady migration from the north and northeast to the sunbelt and west has left districts in many states grappling with declines in enrollment and structural deficits, forcing painful decisions year

after year; meanwhile, other states are seeing influxes so rapid that funding, teacher hiring, and building capacity cannot keep up. Districts in 48 states report teacher shortages, especially in science, math, and special education. While conventional wisdom holds that teacher shortages are due to baby boomers retiring, studies have shown that only about one-third of teacher departures are retirements; the larger cause is teacher dissatisfaction with the profession and with working conditions.

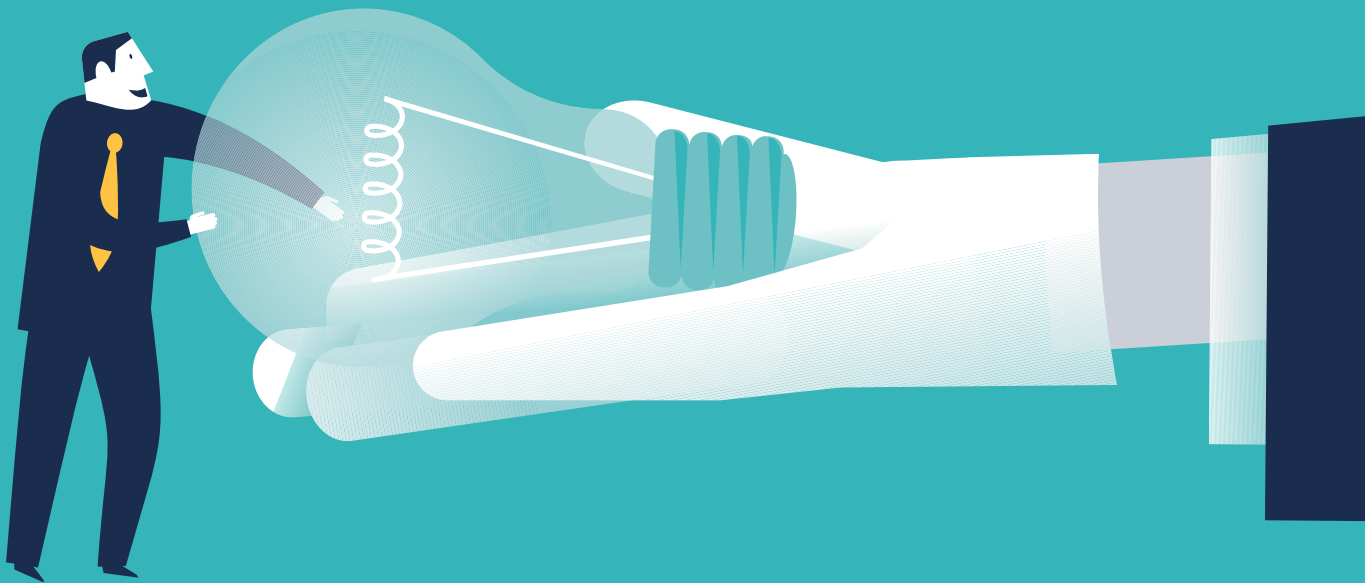
Trying something new is always a risk; creating something new is an even greater risk.

Harvard Business School professor Howard Stevenson defines entrepreneurship as “the pursuit of opportunity without regard to resources currently controlled.” Given the resource challenges and myriad constraints districts face, innovation and entrepreneurship are needed to uncover opportunities that can drive improved outcomes. Leaders in education must therefore ask themselves the essential questions: “Can we make this approach work in public education? How do I create an environment that encourages and supports people to try new ideas? And how can we scale these practices?”

Exhibit 1 SEVEN FUNDAMENTAL SKILLS FOR ENTREPRENEURIAL LEADERSHIP



Source: Adapted from Rosabeth Moss Kanter's *Principals as Innovators: Identifying Fundamental Skills for Leadership of Change in Public Schools*, Public Education Leadership Project at Harvard University, December 13, 2016.



Promoting an Entrepreneurial Culture

In 1943, the U.S. Army approached Lockheed Martin with a request that seemed impossible—to design and build in only 150 days a new fighter jet to counter the German air force.² This task would have been impossible within the usual structures at Lockheed Martin, but engineer Kelly Johnson decided to create a unit within the organization that played by different rules. In only 143 days, this unit, called the Skunk Works, designed and built the XP-80 to spec. This unit went on to create other important aircraft, including the U-2 spy plane and the SR-71 Blackbird, and the name Skunk Works has now become synonymous with a department that operates in an entrepreneurial manner within a larger organization.

We think of entrepreneurship as being intrinsic to the fabric of some industries, most notably high tech, but even in Silicon Valley—and particularly in larger and older industries—fostering entrepreneurship is a challenge. More recently, companies in Silicon Valley have tackled the question of how to continue promoting entrepreneurial problem solving as they grow from small startups into large corporations. Google famously encouraged employees to spend 20% of their time on passion projects distinct from their assigned job, leading to initial versions of some of Google's largest products: Gmail, Google Maps, and AdSense. At Netflix, Chief Talent Officer Patty McCord nurtured a company culture over 12 years as it grew from 120 to 5,400 employees that focused on helping the company remain nimble and empowering talented employees to solve problems on their own terms.³ Netflix's stock price has more than tripled,

and it now regularly wins awards for shows it produces itself—a far cry from the business of mailing DVDs.

School leaders can apply learnings from these sorts of innovative, entrepreneurial companies, and from research about how to be an entrepreneurial leader within the education world. Rosabeth Moss Kanter of Harvard Business School applied her work in innovation and change leadership in the private sector to study the work of principals and identify the skills needed to be an innovative leader in education. Kanter found seven fundamental skills common to leaders who support innovation and change (*Exhibit 1*).⁴ Through our experience working with school district leaders, we have found that the skills Kanter identified among principals can be applied by education leaders at all levels to promote entrepreneurial thinking. In this Spotlight, we discuss Kanter's seven skills and go on to examine *how* school leaders can foster these skills to allow innovative thinking and leadership to flourish.

1

Sensing Needs and Opportunities

It is important to create an environment that allows people at all levels to stay tapped into the needs and trends within the district as well as outside of the district and sometimes even outside of education.

For example, in one district, a parent-teacher association turned what could have been a conflict into an

opportunity. After a number of private Montessori preschools had opened in the town in recent years, parents of young elementary children were frequently asking their public school teachers to adopt Montessori methods in their classrooms. At first, this was a source of tension at PTA meetings, but the teachers came to understand the significant demand in the community. The teachers therefore worked with the principal to bring Montessori trainers to the school so that, even without becoming a full Montessori school, the teachers could be more prepared to meet the expectations of students and parents from these preschools.

During performance reviews, make a point of affirming those who take the time to keep up to date with research and new practices, and make it clear that you expect it from those who don't.

Sometimes the needs and opportunities exist outside the district, and it is important to reach out and be open to them. In a small urban district, the superintendent was battling a long-held perception that the high school provided few educational opportunities for career readiness. She knew there was a need for reinvention at the school, and so she decided to talk with business leaders in the community to understand how their hiring needs had changed over the years. She found that not

only were business leaders seeking critical thinking and collaboration skills beyond those a typical high school graduate would have, but the industries themselves had changed. Long known as a textile town, her city now had new medical companies with large unmet hiring needs. She brought this information back to her high school team, and they researched and eventually implemented career-centric academies that included health care and information technology.

How do you do it?

While many leaders instinctively agree that staying abreast of new ideas and trends is important, it can be challenging to make time for doing so. Eileen Lai Horng and colleagues at Stanford University shadowed 65 principals to learn how they spent their time; the resulting data showed that they spent less than 5% of their time on activities that could potentially expose them to new ideas or trends.⁵ This situation is likely familiar to central office leaders, who often find it difficult to break out of the urgency of day-to-day work of their department and district.

Leaders need to carve out time to expose themselves to new ideas through conferences, research digests, training, and even professional events outside of education in order to come up with the next big idea. Spending time “on the ground” talking with staff in informal settings, not just doing the obligatory walkthroughs or learning protocols can also prove an important source of ideas. Superintendents often take the time to do a “listening tour” when first arriving in a new district, but once the demands of the job are fully upon them, there seems to be little time for such listening sessions. To make this fit into their busy schedules, many



superintendents have created a teacher advisory group or parent advisory group with whom they meet regularly as a way of keeping a direct connection to the front lines of the district. These groups are often used to gather feedback, but they can also be used to source ideas.

To create an entrepreneurial culture, leaders can take steps to promote creative thinking among their teams. Consider using a portion of professional development time to explore new ideas from outside of your district or even outside of education. During performance reviews, make a point of affirming those who take the time to keep up to date with research and new practices, and make it clear that you expect it from those who don't. And when people do bring new ideas, make sure that your first response isn't, "No," but instead, "That sounds interesting. How would that work?" While the approaches discussed here are familiar, leaders need to remind themselves of the importance of making time to listen and to elicit ideas and creative thinking.

2

Stimulating Breakthrough Ideas

Sometimes a breakthrough idea comes from connecting the dots among several disparate existing ideas. Kanter describes this skill as "kaleidoscope thinking," a metaphor for putting a collection of ideas together over and over again in different ways until it comes into focus as a solution to the problem at hand.⁶ The origin of the Post-it note is one of the most famous such stories.⁷ An engineer at 3M named Spencer Silver had been working on new adhesives with the goal of creating super-strong adhesives for industrial use. When he accidentally created an adhesive so weak that it could easily be peeled apart, he couldn't identify a use for it, but felt that it was interesting enough that he gave talks about it to other departments within 3M. Another engineer, Art Fry, heard one of Silver's talks about the adhesive and saw a use: at his weekly church choir practice, people were constantly placing small scraps of papers in the hymnals to mark the songs they sang, but the papers would inevitably fall out by the next week's practice. From this connection, the Post-it note was born, and it is now one of 3M's most ubiquitous products.

One superintendent came up with a breakthrough idea through "kaleidoscope thinking." He had been using an official district Instagram account to share the occasional photo. At the same time, the district had been promoting a Positive Behavior Intervention System

(PBIS) in schools and had been encouraging teachers to provide more positive recognition for students. Meanwhile, at board meetings, school board members had been asking how they could be more connected to students. Kaleidoscope thinking brought these three challenges together and created a pattern that provided a solution. The superintendent decided to introduce a hashtag on Instagram, and encouraged all staff to use the hashtag when sharing photos of student excellence. Then he began each board meeting by displaying photos from this hashtag and sharing stories of student and staff excellence. Three separate ideas came together to form a powerful solution.

How do you do it?

Breakthrough ideas emerge when people make connections among ideas and among one another. In school districts, these opportunities can be hard to come by, with many teachers and leaders working in relative isolation. This means that the rare opportunities for collaboration, in PLCs or other meetings, are crucial opportunities to promote problem solving and idea generation. It may be beneficial, for example, to position data meetings as *problem-solving* meetings; after all, the goal isn't merely to look at the data but to identify a solution for students in need.

Group idea-generation (often called brainstorming) is the subject of a great deal of research. Leaders can promote better idea-generation in group meetings by reminding themselves of these best practices:

- Put in place norms or protocols for problem-solving discussions that solicit a wide range of ideas before narrowing the focus.
- Separate the process of idea generation and idea evaluation. Research suggests that it is best to start by defining the criteria for evaluating ideas at the outset, then give individuals time to generate their own ideas, and use the meeting to share these ideas before applying the criteria to assess which idea is best.
- As a leader, be mindful and patient about inserting your solution in group settings. Be explicit about why you are refraining. It may be helpful to designate someone else to facilitate the brainstorming process.

For major challenges, allow the time needed to come up with the best ideas. One good solution is better than a long list of mediocre solutions. There are many new techniques and protocols for generating ideas, such as C-Sketching on YouTube, and a number of protocols



from the National School Reform Faculty that can broaden your district's approach to problem solving.

Districts can also make efforts to promote problem solving and idea generation outside the boundaries of a school. Task forces or curriculum teams are examples that many districts already use. A less common approach draws on the X Prize model, used to crowdsource ideas for problems as diverse as landing a probe on the moon to improving a movie suggestion algorithm. With this model, the district identifies a challenging problem, offers recognition for teachers who come up with solutions, and ideally finds a solution that can then be spread across the district. For example, a district facing rising behavior needs may ask teachers to submit behavior management techniques that they have found to be effective, and then turn the list into a district resource with a menu of techniques for other teachers to learn from.

3

Communicating Inspiring Visions

For entrepreneurs in the private sector, effectively delivering their “pitch” or their vision is crucial to raising venture money, attracting talent to join a new venture, winning those important initial customers, and making the enterprise succeed. Educational leaders are well aware that communicating an inspiring vision is equally important to their work.

Principals and district leaders have a certain amount of authority due to their position in the organization, but this type of positional authority only goes so far. An elementary principal might be able to suggest teachers follow a schedule for reading, math, and other subjects in the homeroom, but practically the only aspects of the schedule that they can enforce are lunch, recess, and specials. A principal who relies on leadership through authority will likely get surface-level buy-in at best, with many teachers reverting to their old practices when the door is closed. An entrepreneurial principal who can sell the vision and reason behind the schedules can achieve much more authentic engagement from teachers. At every level of leadership, the ability to rally support around a vision is the difference between compliance and authentic work.

Link your thinking and decision making to the vision for the district. Ask others how the vision shapes their thinking on the topic.

How do you do it?

There are endless resources to help entrepreneurs improve their “elevator pitch” (so-named because of the imagined scenario in which you have only the duration of an elevator ride to sell someone else on your idea). The same good advice for honing an elevator pitch is relevant for education leaders who want to build the skill of communicating an inspiring vision to others.

Before focusing on communicating the vision, it is essential that leaders find the overlap between the district’s vision and what drives them personally. For a leader who is competitive by nature, a vision centered on success for all students may be more inspiring to the leader when framed as “I know that our kids can outscore the kids in neighboring districts.” For a leader motivated by social justice, the same vision may be framed as “I refuse to accept that in our district, with our talented teachers, a student’s race or home life should be an excuse for different outcomes.” If a leader is energized about seeing teachers improve, the same vision may be, “Every one of us can reach every one of our kids if we commit to our own learning and support one another.” A leader who is truly inspired by the mission is more effective at communicating that passion and the vision to others.

When building a coalition of support for change, it is often most productive to invest time in solidifying the core base of supporters and transforming those with lukewarm support into champions.

Communicating the vision to others needs to occur through incidental interactions every day, as well as through deliberate efforts to reach and inspire large groups. To inspire people in person, the following reminders are helpful:

- Talk about the vision more than feels natural. Even if it feels as if you spend most of your time talking about it, remember that this idea still makes up only a small fraction of the many messages that staff is bombarded with each day.
- Practice talking about the vision and get feedback you can trust. Ask a trusted staff member to give

you pointers on how you can make the message resonate more strongly with others.

- When explaining decisions, tie them back to the mission. Especially in critical decision-making settings, such as budget meetings or school improvement planning meetings, link your thinking and decision making to the vision for the district. Ask others how the vision shapes their thinking on the topic.
- Look for ways to leverage technology to communicate authentically and directly to a large audience. Social media gives leaders tools to speak directly to many people.

4

Enlisting Backers and Supporters

Any entrepreneur will tell you that positive feedback on your idea can be misleading; the real proof is in people’s willingness to put their time, energy, and money behind the idea. Similarly, for an entrepreneurial education leader, it’s not enough to simply get positive reactions to your vision; the real proof is whether you can enlist principals, teachers, staff, and stakeholders to invest their time, energy, and reputation in supporting and realizing the vision.

Recently, a large northeast urban school district set about changing school start times with multiple goals in mind: (1) delaying the start of high schools would allow teenagers to benefit from more sleep, (2) changing start times would reduce time spent on school buses for a majority of students, and (3) staggering start times would decrease school transportation costs. The plan necessitated having some of the elementary schools start at 7:15 AM. While the district team understood that some parents would not support such an early start time, they believed that they had enough support from the large group of parents who were not really affected by this change. But in the end, the relatively small group of parents opposed to such an early start were able to successfully doom the entire effort. The lesson is that the district team was not able to enlist the *active* support of a large group of more neutrally minded parents who favored the change.

How do you do it?

When building a coalition of support for change, it is often most productive to invest time in solidifying the core base of supporters and transforming those with

lukewarm support into champions. Management consulting firm Bain & Company developed the “net promoter score,” a research-backed approach for assessing the level of support for a product or an idea (*Exhibit 2*). Respondents to a survey are asked, “How likely are you to recommend this to a friend?” and given a scale from one to ten. Only those responding nine or ten are labeled “promoters,” and all those responding six or below are labeled “detractors.” Those responding seven or eight are the “passives”—these are the people who often will say that they support an idea, but are unlikely to commit their own dollars, time, or reputation.

Leaders often have a preferred style of communication, and this style naturally activates some of the potential promoters. To reach the passives (and possibly some fence-sitting detractors), leaders must be able to deploy a wider range of approaches rather than relying on their own preferred style. For example, a leader who is a “numbers person” may feel that if the data is on her side, the data should be enough to convince others. When some people remain unconvinced, this leader often doubles down on the same strategy, gathering more data in hopes of being more persuasive. Instead, leaders need to be mindful of the wide range of motivations and needs that drive others, and develop a range of strategies for enlisting support that will reach a wider audience. Individuals can be convinced to offer their support for many different reasons, including the following:

- **Reciprocity:** This is the person who needs to know, “What’s in it for me?” Some leaders shy away from this sort of quid pro quo, but at times it can be needed to bridge the divide with key players who are otherwise holding out. The strongest change agents plant seeds of goodwill in order to harvest support when needed.
- **Self-preservation:** Many individuals will initially resist change because they fear for their own positions and are worried that they are dispensable. Take the time to show that you value what these people do, and affirm that they have a role to play in the future.
- **The moral good:** Some people are driven by a strong sense of morality, and speaking to them in terms of the moral imperatives that matter to them can push passives to become promoters.
- **Data:** As suggested above, some are driven by data, willing to take the side of whoever has the most persuasive evidence. It can help to build data collection into the change effort from the start to gather evidence of early wins (*see Skill #6*).
- **Recognition:** Everyone wants to be recognized, and people can often be won over if they see the change as an opportunity to accomplish something meaningful and be recognized for it. However, this strategy often fails if people feel they were not recognized in the past; this broken trust is hard to repair (*see Skill #7*).

Exhibit 2 NET PROMOTER SCORE



Source: Bain & Company



Individuals may fall into more than one of these categories or none at all; and the same individual may have different motivations at different times and in different contexts. Skilled leaders recognize and tap into the variety of motivations to enlist backers and supporters.

5

Nurturing the Working Team

When a team is charged with solving an important problem within a district, it requires a level of support and alignment commensurate with the importance of the problem being tackled. Steps need to be taken to set the team up for success. In one large suburban district, the strategic plan called for a major focus on improving social-emotional supports for students. The district recognized that this effort was pushing many leaders into unfamiliar territory that required rapidly learning new terminology, programs, strategies, and assessments. The superintendent invested his time and some resources into this team to demonstrate his commitment and support. He created a structure to define the objectives of each working team, invested in training, and sent a group to learn about how to measure the Academic Return on Investment (A-ROI) of the changes that would be put in place.

How do you do it?

There are both adaptive and structural elements to setting teams up for success in pursuing an entrepreneurial goal. It is helpful to remind yourself of common frameworks for enabling teams to work together effectively. Professor of education psychology

Bruce Tuckman developed a model describing the stages of team development:⁸

- **Forming:** The team comes together for the first time and is assigned a goal.
- **Storming:** Team members recognize they may have conflicting visions for the goal or how to achieve it; team members may vie for leadership within the team in unconstructive ways.
- **Norming:** Team members begin to settle into roles, working norms, meeting frequency, and the various tools they will use to do the work.
- **Performing:** The team has found its rhythm and can work productively, amplifying one another's efforts so that the whole is more than the sum of its parts.

As a leader, you can help by teaching team members about these stages of development, and by intervening with support when teams may get stuck at a certain stage.

From a structural perspective, leaders can set teams up for success by making sure that a few key elements are defined clearly:

- **Goal and timeframe**
- **Accountable owner for the goal**
- **Resources available**
- **Team members**
- **Executive sponsor**

6

Mastering the Difficult Middles

Kanter writes: “Everything can look like a failure in the middle. [It’s tempting] to give up, forget it, chase the next enticing rainbow.”⁹ Teams must persevere when the going gets tough to maintain momentum during the difficult middle of the process. Indeed, one near-universal complaint from district leaders and teachers alike is that there are simply too many initiatives and too little follow-through. The difficult middles are especially difficult in education because results on state tests are measured once a year, and therefore there is a common perception that any change effort must take place over multiple years. But when scores don’t show an upward trend at the end of the first year, many initiatives are left to languish—or may even be replaced with a new initiative. Too frequently, efforts are abandoned too soon; teams need persistence, perseverance, and mid-course corrections to surmount the obstacles.

DMGroup has been working for 18 months with Los Angeles Unified School District (CA) on crafting and finalizing their strategic plan. Once the plan was

adopted in fall of 2016, the district wanted to move into action. In such a large district, it was essential to do more than just communicate the strategic plan, but to get people actively engaged in the work of the plan so that efforts would not languish. Therefore, DMGroup worked with the district to create multiple cross-functional teams within several schools to work on highly specific goals that were directly tied to the strategic plan. Each team was charged with generating its own solutions, implementing them, and achieving results within a 10-week period. Charging a cross-functional group to come up with the solution engaged them in the work, leveraged “kaleidoscope thinking,” and created not only support but a real sense of ownership of the strategic plan. The rapid 10-week cycles allowed teams to work through the difficult middle by creating momentum. Nearly 80% of the teams successfully reached their goal, which created enthusiasm, built capacity, and created the confidence to take on yet another 10-week challenge.

How do you do it?

There are several techniques recommended for sustaining momentum:

- **Keep the urgency high:** People intuitively recognize whether a goal has a high or low priority for leaders based on how much time and energy leaders spend on it. Show your commitment by being present at meetings, staying aware of the team’s progress, and having a solid understanding of the issues at hand. Teams are less likely to lose sight of the goal or be drawn away by other priorities when they see leaders genuinely engaged.
- **Clear barriers rapidly:** Nothing is more discouraging to a team than being tasked with a challenge they don’t feel equipped to solve. Ensure a clear executive sponsor who understands his or her role in clearing barriers, and be willing to bend the rules at times to get the team what they need rapidly.
- **Measure and demonstrate results:** Build in tracking of results right from the beginning, using metrics that can be monitored more frequently than once per year (quarterly measures work well). Don’t leave the early wins up to chance: put in the extra effort and support to ensure the team experiences some early successes to build upon.



- **Maintain a stable direction:** District or school leaders can greatly empower teams by ensuring that priorities relevant to the team remain stable. This is especially challenging and important during times of leadership turnover; ensure stability even during these times by building a broad coalition of support (*see Skill #4*).

Consider using the performance-challenge method, which incorporates all these techniques. DMGroup has helped districts implement this method with measurable success. Within a district or school, multiple teams are created with each team working on a discrete performance challenge for a 10-week period. The performance goal is clear and metrics for success are defined. Setting a 10-week cycle in which to demonstrate results creates urgency and encourages iterative cycles and corrections. Having multiple teams working simultaneously creates momentum with a dynamic blend of collaboration and competition. The approach builds capacity, focuses on rapid and achievable wins, and celebrates them.

7 Celebrating Accomplishment

Taking time to celebrate accomplishments is important to maintaining momentum and fostering a culture of entrepreneurship. On this crucial entrepreneurial skill, educators are fortunately well-positioned, for they are familiar with dozens of strategies that teachers use with students to give praise and recognition for a job well done, and many of these can easily be adapted for adults.

In one low-performing K-8 school, the principal found a new way to recognize and celebrate the accomplishments of his staff. Reflecting that he saw great teaching in his classroom visits every day but rarely had the opportunity to follow up and provide recognition, he began using the end-of-day announcements for this purpose. Each day, he would give a shout-out to students in classrooms where he had witnessed excellent teaching—by focusing on the students' work, he managed to give recognition to the teachers without embarrassing them, and demonstrated through his actions that effective teaching is about what the students are doing. Entrepreneurial leaders can use these types of approaches to celebrate the change that they hope to cultivate and promote.

How do you do it?

Most educational leaders have their own bag of tricks for recognizing accomplishments thanks to their own time as

teachers, so perhaps the most important lesson is simply to make it a priority. Many superintendents comment that they simply don't have the time anymore because they are rushing from one urgent matter to another; but celebrating successes is important to creating energy and support for entrepreneurship. Challenge yourself to find tools for recognition that fit into your busy schedule. One superintendent carried a pad of Post-its and scribbled praise during walkthroughs and even during meetings, and then handed them out as he departed. Reflect on the reasons you might shy away from giving praise and recognition—fears of favoritism, lack of genuineness, lowering of standards are all common reasons, and all can be overcome.

Ultimately, in resource-strapped districts, praise and recognition are cost-free or low-cost tools that can power teams to greater heights, and build a virtuous cycle of successes.

Conclusion

The challenges that districts now face can feel insurmountable. Yet, continuing to do the same things in the same way will not be sufficient, given tight resources and rising challenges. District leaders need to innovate and be entrepreneurial to be successful in the all-important work of educating our nation's students.

We have discussed Kanter's seven fundamental skills of entrepreneurial leadership, and explored some ways to put these skills into action in your district. While these techniques may already be familiar to you, there is great benefit to reminding yourself and your teams of these skills and seeking to integrate them into your own practice and that of your district in order to unleash the entrepreneur and innovator within you and your organization. ♦

NOTES

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