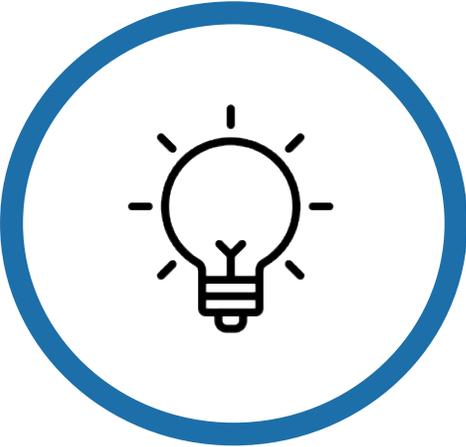


Cultivating a Planning Mindset

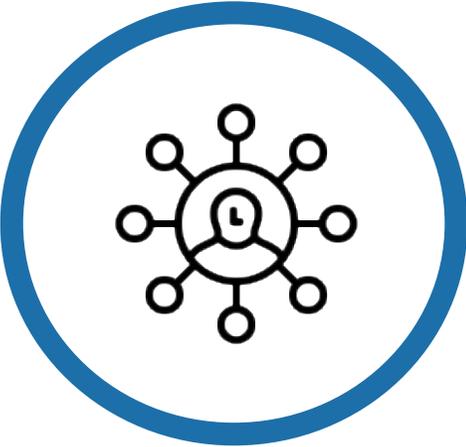
Virginia Hamilton

June 2019

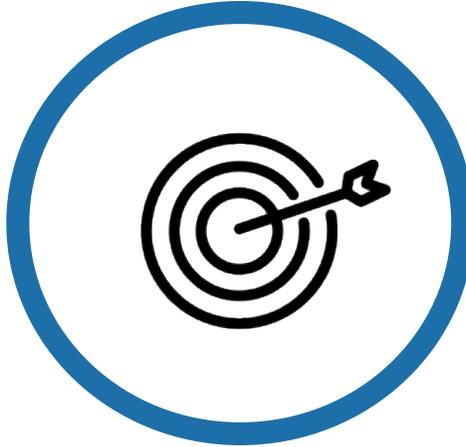
PLANNING MINDSET



CURIOUS



HUMAN-CENTERED



INTENTIONAL

Poll: Involvement with the planning process

1. Totally involved
2. Somewhat involved
3. No involvement
4. What plan?

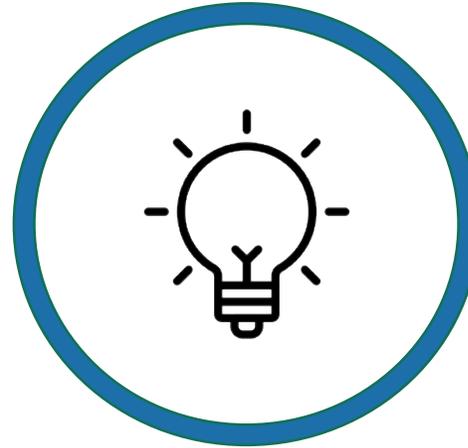
The Value of a Plan

- **Purpose** - clearer about where you're heading
- Knowing what **evidence** to collect to see if you're getting there
- Stronger **partnership** through clear agreement on goals
- **Communication** – with funders, practitioners, stakeholders

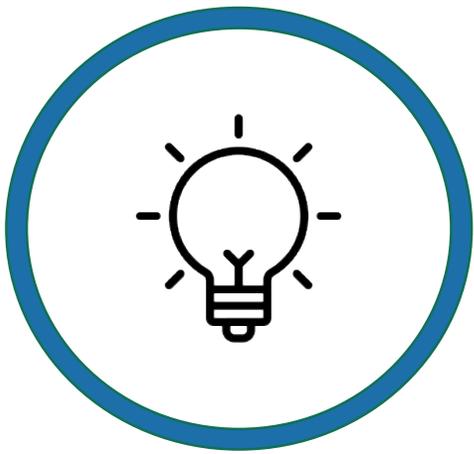
SET GOAL.
MAKE PLAN.
GET TO WORK.
STICK TO IT.
REACH GOAL.



Chat: How are you involving students in the way you are implementing your plan?



CURIOUS



1. Use HMW to implement your plan

PLAN GOAL

Students who received Transition Specialist services are very satisfied, and our goal is to provide equitable access to Transition Specialists and other student support services.

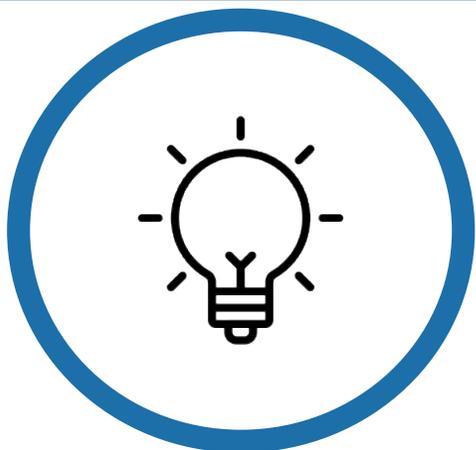
FINDINGS

- Function of TS is not very well understood across student body
- Lack of coordination between TS and teachers

How might we?

Increase awareness - all students

Coordinate well with TS + teachers



1. Use HMW to implement your plan

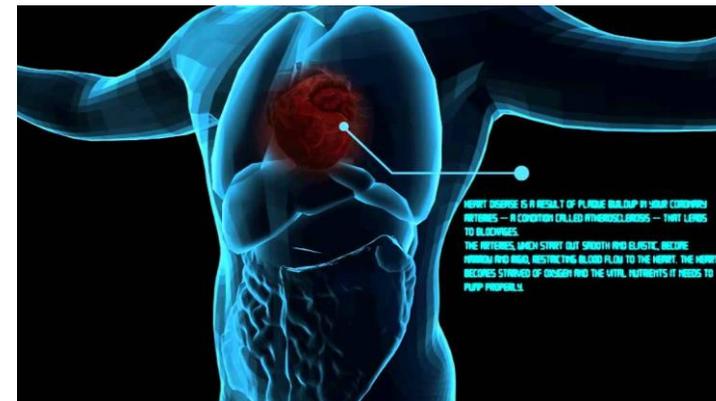
A finding:

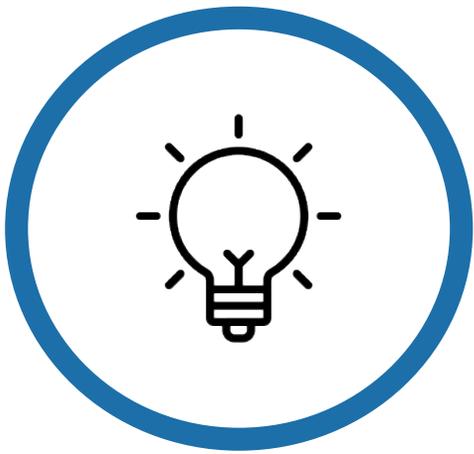
“Patients are often non-compliant, and don’t pay attention. This can worsen their condition; doctors and nurses get frustrated.”



An insight:

“Patients are so nervous during their appointments that they don’t listen to their doctors.”

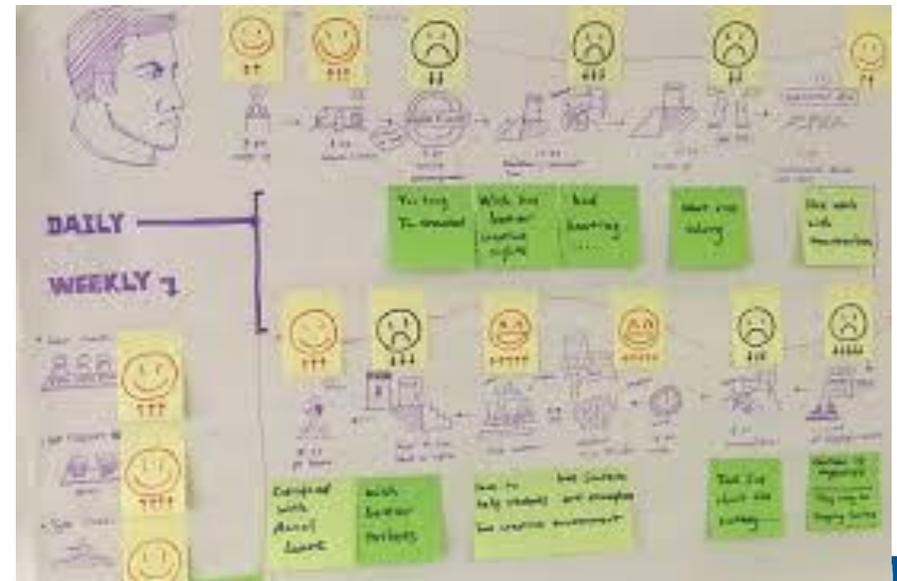
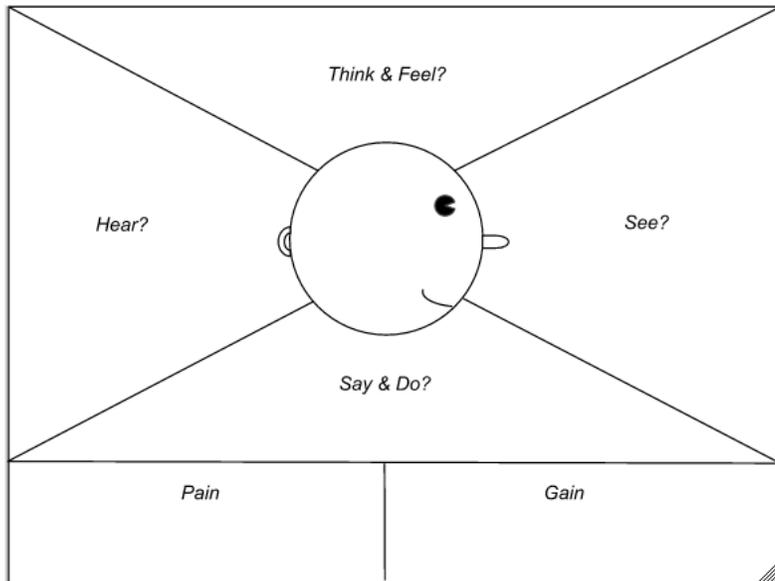


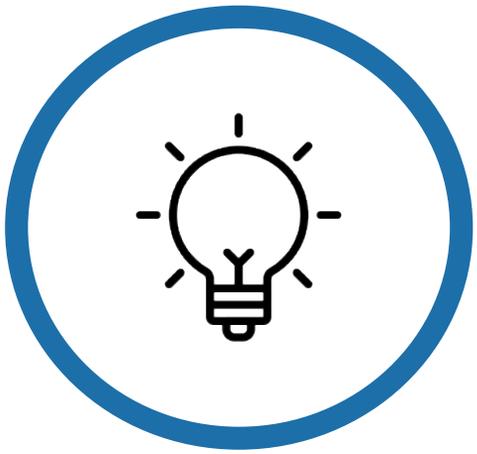


1. Use HMW to implement your plan

HOW MIGHT WE ...

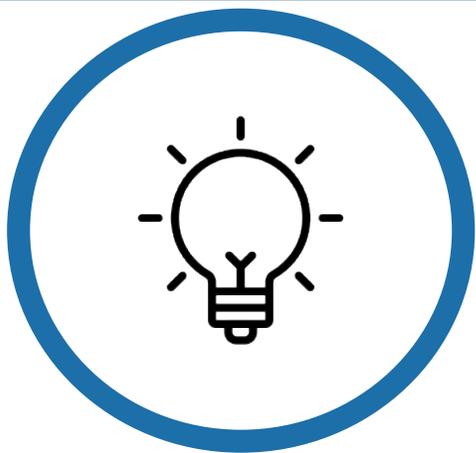
Increase awareness of the transition specialists to all students?





2. Learn from disgruntled and “difficult” students

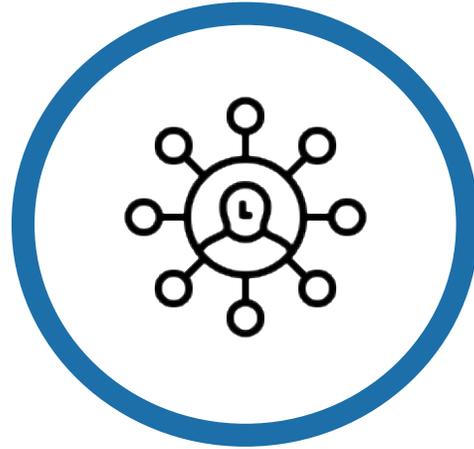




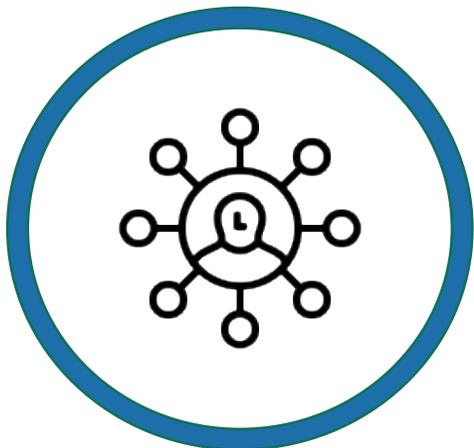
2. Learn from disgruntled and “difficult” students



When encountering a problem or defect the inclination of many is to find a person to blame. [W. Edwards Deming](#) believed that the [system was responsible for 93% of the problems](#) and over time he increased that number to at least 97%.



HUMAN CENTERED



1. Learn what motivates your own staff

Types of Motivators

Intrinsic

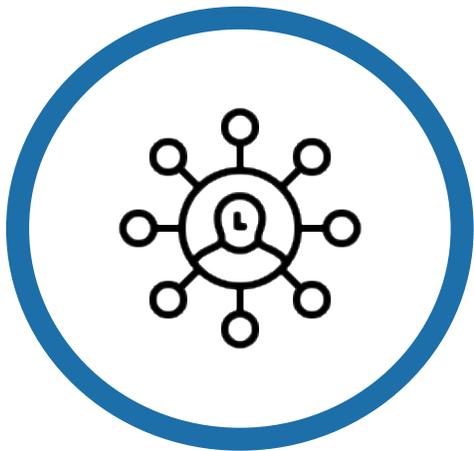
- autonomy
- belonging
- curiosity
- love
- learning
- mastery
- meaning
- ...



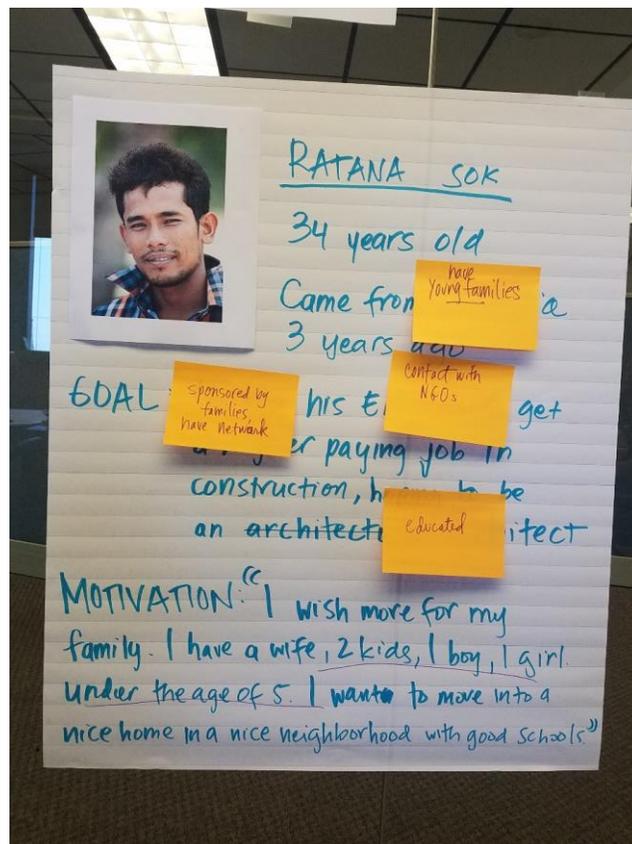
Extrinsic

- badges
- competition
- fear of failure
- fear of punishment
- gold stars
- money
- points
- rewards
- ...





2. Build and use student personas



LAGHARI, Maurice 13 years old
 Asian-American Freshman in High School who wants to become a programmer

WORKS: He volunteers for...
HOBBIES: Programming, YouTube vlogging
FIRST SENIOR COLLEGE TRACK: He wants to go to a college with a strong technology focus.

MOTIVATIONS:
 - To get accepted into an Ivy League university
 - To make family proud

GOALS:
 - Earning a college degree in Computer Science
 - Starting family business
 - Becoming American citizen
 - Work for Google

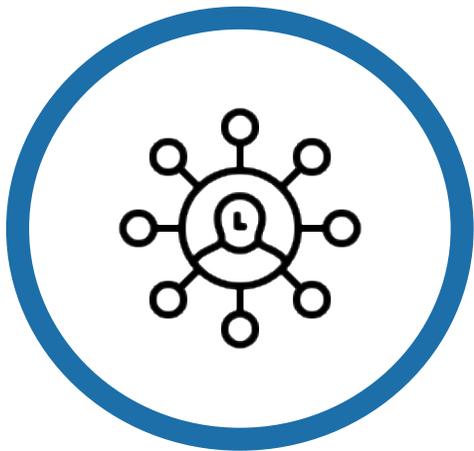
CHALLENGES:
 - First generation Asian-American
 - ESL learner
 - Muslim

STORY:
 Maurice is from a middle class family that recently moved to Costa Rica, Guatemala. His parents are very strict but they allow him to have free time with approved friends and family. He works in his parent's store on the weekends. Maurice's parents immigrated to the United States from India when he was 5 years old. They are of the Muslim faith. Maurice has a large family and lives in a close-knit homogeneous community. Maurice thinks that being a healthy Muslim is important. His parents often use Quranic medicine to treat common ailments.



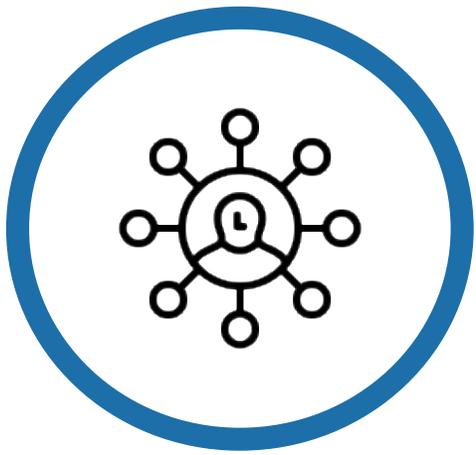
First and Last Name	
Age	City or Town
Sentence describing their situation (Ex: Brian is a jobseeker who...)	
A quote from their POV (point of view)	
Goal	
Core Motivation	





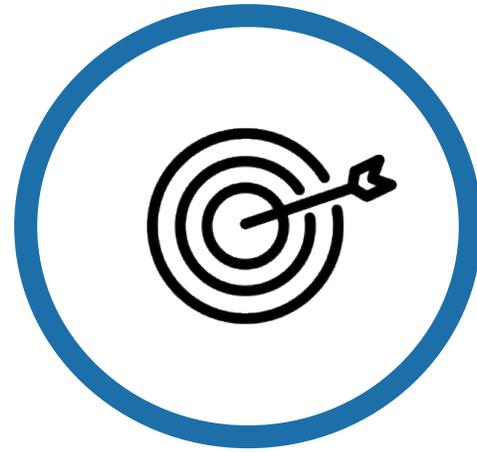
2. Build and use student personas



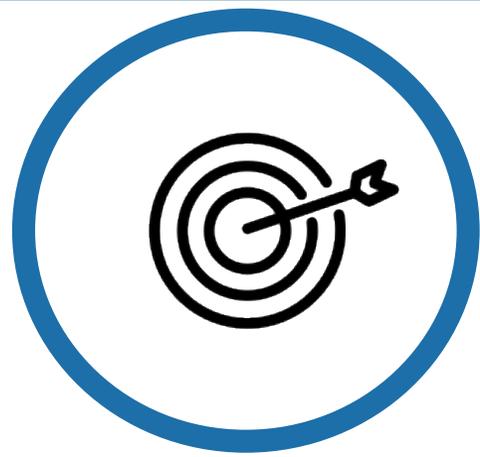


Chat: What do you know about Thelma?

Chat: How would that help you design recruitment, retention and supportive services for her?

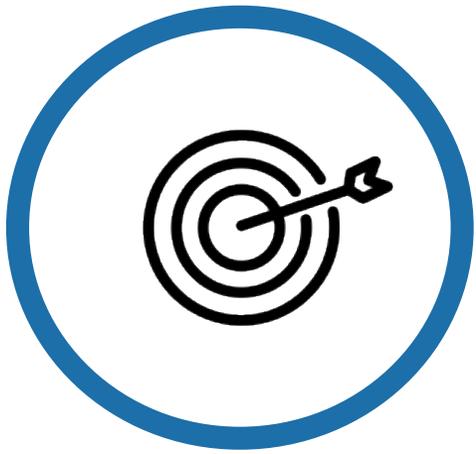


INTENTIONAL



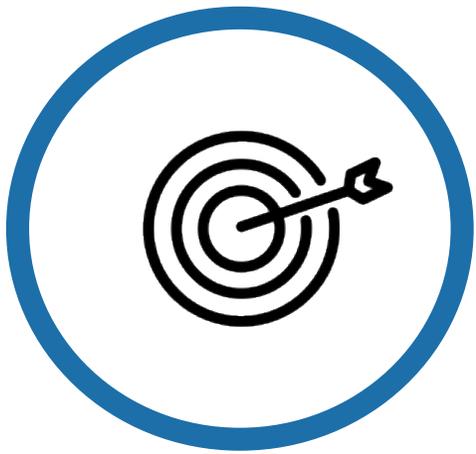
1. Make sure everyone has exposure to the plan





2. Be clear on your value and your students' experience

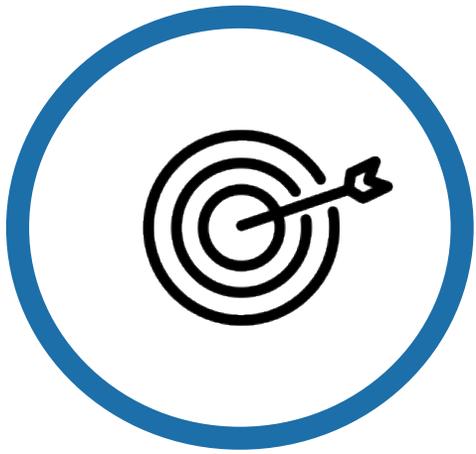
Chat: What value do we bring to our students?



2. Be clear on your value and your students' experience

Ask yourself: Is that value we bring into the world aligned with the experience of our students?

If not, what can we do differently?



3. Integrate the goals and values in your Plan into your day to day activities.

Students don't want a "service",
a class, a referral or a program.
They want to make their lives
better.

Questions?

vhamilton@air.org