

Implementation Strategies Project

Coordinated by the Lower Mainland Multicultural Education Consortium, in association with Canadian Heritage; Multiculturalism B.C.; and the Ministry of Skills, Training and Labour



Session 1: Introduction to Multicultural and Anti-Racist Organizational Change

April 20, 21, 1995

Facilitators/Trainers: Sandy Berman and Adrienne Chan

Agenda - Day 1

Introductions, Introduction to the Implementation Strategies Project

Paradigms and organizational culture, values, beliefs

Transition model

Lunch

Kunisawa model

Multicultural anti-racist (inclusive) organizations

Sharing working initiatives

Closure

Agenda - Day 2

Check in

Case Studies

Definitions

Organizational action

Lunch

Benefits and resistance to multicultural anti-racist organizational change

Change Teams

Next Steps

Closure

Learning Objectives:

- To define multicultural, anti-racist organizations
- To define the organizational change process
- To describe models for developing multicultural, anti-racist organizations
- To examine biases, assumptions, values and attitudes
- To develop strategies to address barriers and resistance
- To identify structure and meaning for change teams

Organizational change is a process.

Organizational change is usually built around the activities of change agents or change teams, who seek to bring about changes in human resources, organizational systems, and the programs, products, and services of an institution or organization.

Administrators and managers are responsible for serving as change agents, as well as other members of the organization. Administrators and managers have a special concern for resolving any gaps and discrepancies between the desired state, and the actual state of affairs.

Organizational targets for change include strategies, structures, people, tasks, programs, services, and technologies.

Organizational change may be planned or unplanned. Planned change strategies are the means by which change agents or change teams implement the desired change.

Organizational change is the process by which the goal of a multicultural, anti-racist organization may be achieved.

Paradigms:

A set of truths, structures or patterns that guide behaviour.

Beliefs:

Those principles or statements that are held as truths. Beliefs and belief systems affect and guide values, attitudes, and behaviours.

Values:

Weighted expectations, hopes and desires. May often describe ideals that are "good" and negate actions that do not support the goodness of those ideals.

Shared beliefs

This series of questions concerns the underlying assumptions and beliefs shared by people in the organization. These are not the same as individual held values and beliefs. Shared beliefs tend to be long-standing, passed down from one institutional generation to the next. Often people do not realize they hold these beliefs because they do not think about them. Newcomers to the organization may notice them most, until they internalize them.

1. Beliefs about human nature

What do you and other people in your institution, believe about human nature? Do you believe people are hardworking by nature and ready to learn and assume responsibility? Or do you believe people only work for the money and would rather avoid effort? Do you believe that people are inclined to action, or that people tend to be passive, waiting for direction? Do these beliefs vary among groups, e.g. administrators, teachers/instructors, support staff, union representatives?

2. Beliefs about the correct basis for decisions

What do you and other people in your institution, believe about how decisions should be made? What differences in beliefs occur among groups, e.g. administrators, teachers/instructors? Which basis is "right": cost efficiency, majority rules, seniority rules, rational-empiricism, the customer is always right, tradition ("the way it has always been done"), consensus, or gut feeling?

3. Belief about the role of administration (managers)

What do you and other people in your institution, believe about the role of administration, or managers? What differences in beliefs occur among groups, e.g. the administrators themselves, teachers/instructors? Is the role to direct, control and ensure that work is performed efficiently and time is not wasted? Or is it to clarify institutional goals? Or to provide employees and students with the means for their achievement and then support their efforts?

4. Beliefs about change

How do you and other people in your institution feel about change? Do you believe it is something that happens to you, or is it something that you cause to happen? Do you prevent it, ignore it, or welcome it?

5. Beliefs about differences

How do you and other people in your institution, feel about differences -- different appearances, ways of thinking, ways of communicating, ways of addressing problems, ways of doing, and ways of being? Are differences seen as good or bad? Are differences welcomed? Are attempts made to understand? Or are differences ignored or avoided?

TOLERANCE OF DIFFERENCE

STAGES IN ORGANIZATIONAL CHANGE

In this model there are six stages in the organizational change process. At each stage, the college/institute or school district is characterized by a distinct set of ideas, practices and responses to difference. Each college/institute or school district has to determine where it is located on this path in order to identify the measures needed to achieve racial and ethnocultural equity. At any given time, organizations may well be at different points on this continuum, depending on the specific issues.

1. **Exclusive Club Stage:** The college/institute or school district at this stage is intolerant of difference. It values the history, culture and heritage of one race, and considers one way of doing things to be the right way. An exclusive club tends to be selective, cliquish, restrictive and paternalistic. It is likely to be inflexible, and to place great emphasis on the sanctity of existing rules.
2. **Denial Stage:** As the exclusive club comes under pressure to change, it reacts by denying that a problem exists. Although there is growing dissatisfaction with the status quo inside and outside the institution, the organization will actively oppose change. To demonstrate that there are no problems, a few superficial gestures may be made that have no real impact on opening the organization.
3. **Resistance Stage:** Experience shows that few organizations have been able to overcome demands for change through denial. However, frequently denial gives way to resistance. The organization responds to continued pressure with hurt and anger expressed in such statements as, "What do they want?" Resistance implies a hesitant acknowledgment of the need for action, but at this stage, any action tends to be ad hoc, taking the form of unilateral pronouncements from those in senior management. These actions are not accompanied by systemic questioning of the way things are, or by the development of long-term strategies for change.
4. **Token Stage:** Demands for change seldom subside simply on the basis of pronouncements of good intentions from the leadership. As pressure continues to mount both inside and outside the college/institute or school district generally begins to make token responses. There is a higher tolerance of difference and a greater degree of acceptance of the need for change. The college/institute or

moving from one stage to another requires everyone's responsibility

school district may state its belief in equal opportunity and in multicultural training. It may begin to accommodate difference, albeit in a limited way. At this stage, the onus is on individuals to take the initiative in developing programs, going for training, or even getting hired. There is still no systematic process for comprehensive change. The system does not expect those in decision-making positions to act differently than they have ever acted, nor will it support or reward them if they do.

5. **Acceptance Stage:** When an organization has reached this stage, it embraces diversity and commits itself to acknowledge and address conflict. The college/institute or school district will have collaboratively developed a clear mission statement and will begin a systematic review of practices and procedures. Ultimately, it will frame deliberate strategies to recruit and promote people from various backgrounds: that is, it will embrace employment equity, and make a comprehensive, system-wide training program available for all employees. The organization at this stage is not only philosophically committed to openness, it demonstrates that commitment through conscious, planned actions.
6. **Inclusive Organization Stage:** In this final stage, the organization clearly demonstrates that it values the equality and worth of all cultures, groups, and styles. Its organization is inclusive: it is characterized by a high congruence among its espoused ideas and beliefs, its systems and the individual behavior it encourages. The organization measures change not by intentions, but by results. Further, an inclusive organization prefers collaborative decision-making over unilateral edicts and flexible work styles over inflexible rule-driven ways of working. This organization holds itself accountable to the community and seeks community participation in monitoring change.

Adapted from: Employment Equity for Racially Visible and Aboriginal Peoples. An Anti-Racist Framework and an Anti-Racist Manual for School Boards. Canadian School Boards Association, May 1992.

INSTITUTIONAL DESIGNS OF OMISSION

PHASE I

DESIGN
EUROPEAN

OMISSION
NON-EUROPEAN

PHILOSOPHY



70%

30%



100%

PHASE II

DESIGN
EUROPEAN

SEPARATE COMPONENT
NON-EUROPEAN, CONTEMPORARY CULTURES

PHILOSOPHY



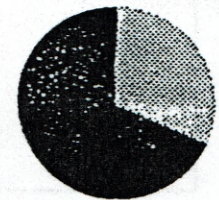
70%

+



30%

=



100%

PHASE III

DESIGN

PHILOSOPHY

PROGRESS TOWARD MULTICULTURALISM



70%



80%



90%



100%

Historically, the United States has always maintained a philosophy of equality and opportunity. However, our systems and institutions have never reflected the designs to match this philosophy. Three phases illustrate the past, present and future models for systemic change if the United States has any chance to survive in the 21st century.

Types of Organizations

Monocultural	Non-discriminatory	Multicultural/ anti-racist
<ul style="list-style-type: none">* Promotes dominance within the organization* Racist* Is excluding/exclusive* Reinforces privileges	<ul style="list-style-type: none">* Non-racist* Interest in people of other cultures* No structural change* Biases not addressed	<ul style="list-style-type: none">* Promotes diversity throughout the organization, within society* Anti-racist* Inclusive* Sensitive to all groups

ACHIEVING A MULTICULTURAL ORGANIZATION

MULTICULTURAL ORGANIZATION DEVELOPMENT PROCESS

Managing Diversity:

1. Social diversity includes the following elements:
 - Race
 - Gender
 - Ethnicity
 - Class
 - Sexual Orientation
 - Religion
 - Ability/Disability
 - Age
2. Through social diversity strategies, all groups need to be included in the organization to reflect the diversity of communities served.
3. Through social justice strategies, discrimination/prejudice against such groups must be addressed.
4. Raising individual consciousness is necessary but not sufficient to bring about organizational change. Need to assess and change organizational policies, norms and cultures.
5. Need to focus on four major strategies:
 - Social Justice
 - Social Diversity
 - Social Inclusion
 - Social Responsibility
6. Three general approaches are required:
 - a. Support Activities
 - Orientation: setting behavioral boundaries
 - Workshops/Seminars: raising consciousness
 - Events: using teachable moments
 - Public Affirmations: talking the talk
 - Fact-finding: management dialogues

b. Leadership Development

- Personal Awareness
- Organizational Importance
- Vision, Mission and Values Statements
- Support of all Multicultural Activities
- Role Modeling

c. Multicultural Systems Change Process

- Multicultural Change Team >
- Multicultural Assessment >
- Multicultural Change Plan Development >
- Multicultural Program Implementation >
- Multicultural Program Evaluation >

7. Benefits:

- Reach and serve more diverse population.
- Raise participation from members of diverse groups within the organization.

8. The Multicultural Change Team is the internal change agent composed of members of the organization as well as community and consumer representatives. The Change Team fits into the Multicultural Organization Development process as follows:

- Multicultural Organization Development Change Team Building >
- Multicultural Support Building >
- Multicultural Leadership Development >
- Multicultural Systems Change >

9. The Change Team works under the following premises or assumptions:

- To bring about organizational change there needs to be internal ownership of the change process and the naming of issues to be resolved.
- The change process works best when managed internally because that's where the issues are named and experienced.
- The Change Team(s) should be made up of a cross-section of the organization, and not led by the Human Resources component.
- Wherever possible, build in the Multicultural Organization Development process into existing change-oriented teams or groups rather than starting new ones.
- External consultants should never be in charge of the process, but used to provide technical process assistance.

10. Seven Elements of Successful Change Teams:

- Support for the justice and diversity agenda: initial membership should be committed to social diversity and justice.
- Manageable size: 8-10 members.
- Representative of diversity, levels and areas of organization: need to include opinion leaders, staff and volunteers, from all sectors.
- Leadership involvement: recruit senior management for direct line to the top, but not necessarily Human Resources Director.
- Sanctioned by the leadership: must be clearly identified as an important agenda and part of members' jobs rather than an add-on.
- Activities are well advertised: keep organization informed of the team's progress and provide continuing education.
- Team building: need to take the time to learn the Multicultural Organization Development process, identify and share understanding of all issues, work through internal team conflicts and learn from them.

11. Initial Change Team Activities:

- Create inventory of quantitative data on issues to be addressed.
- Conduct interviews/focus groups to collect qualitative issue-related data.

- Prepare personnel profile history to document Human Resources (staff and volunteer) employment records.
- Summarize these data and feed them back to the organization for response instead of analyzing data and making recommendations.

12. Basic Multicultural Organization Development Assumptions:

- The goal is to achieve a multicultural organization at all levels.
- A multicultural organization values social diversity and justice and capitalizes on these in the workplace.
- Local ownership is critical to the success of implementing the Multicultural Organization Development model.
- Those that will be affected by the Multicultural Organization Development process must be involved in the naming of issues, addressing and determining the solutions and the strategies to achieve them.
- Assessing the relationship of the organization to the Multicultural goal is critical.

13. Multicultural Organization Development Assessment: need to assess where we are and where we want to go in measurable terms to allow us to tell how we are doing.

14. Assessment phases include the following:

- Support Building Phase: assess the extent to which the organization has the awareness and readiness to begin to think about systems change.
- Leadership Development Phase: determine if the organization's leadership has the vision to achieve a multicultural organization.
- Systems Change Phase: determine where to focus in order to achieve change.

15. Each phase must be assessed as follows:

- Support Assessment:
 - Building diversity in the workplace: is there diversity within the workplace and the community (numbers)?
 - Setting behavioral boundaries and consequences: is it clear within the organization what behavior is inappropriate, are there consequences for crossing boundaries and are they enforced?

- Developing workplace awareness: how much does the organization support activities aimed at raising awareness of diversity and justice issues?
- Building a public image: does the organization make its views on social diversity and justice public?
- Leadership Development Assessment (includes the leadership team):
 - A. Assessment Categories:
 - Developing personal awareness: how aware is the leadership team of the issues; need for shared understanding and commitment.
 - Developing vision, mission and values: has the organization developed a vision of what it will look like when it has embraced social diversity and justice; need for leadership team ownership.
 - Developing the performance standards and rewards system: does the organization reward Multicultural initiatives?
 - Role modeling: is the leadership team a diverse group and do the members set the proper example.
 - B. Assessment Results: Leadership Involvement Continuum - assessing the extent of involvement to determine whether the organization is ready for systems change:
 - Strong to good support: when there is a leadership team or group committed to the goal of achieving a multicultural organization.
 - Fair support: when there are individual leaders or champions in support of goal.
 - Little or no support: when the leadership delegates responsibility for this goal to lower levels or when there is no action at all.
- Systems Change Assessment
 - A. Assessment Categories:
 - Multicultural vision, mission and values statements
 - Multicultural Organization Development assessment
 - Multicultural Organization Development intervention plan

- Multicultural Organization Development plan implementation
- Multicultural Organization Development evaluation

B. Assessment Results: Types of Organizations:

- Mono-cultural level:
 - Exclusionary Stage
 - “The Club” Stage
- Non-discriminating level:
 - Compliance Stage
 - Affirmative Action Stage
- Multicultural level:
 - Redefining Stage
 - Multicultural Stage

16. Multicultural Organization Development Assessment Targets:

- Mission, Vision Values
- Personnel Profile (volunteer and staff numbers)
- Personnel Profile (standards and specifications)
- Management Practices
- Awareness and Climate

17. Reaching Out: the ability to address and successfully resolve social diversity and justice issues internally will enable the organization to connect with these same issues in the larger community and provide more relevant service to diverse population groups.

MODERN RACISM

Racism exists today, and is expressed in many different ways at the personal, interpersonal and institutional or systemic level. Within these levels, responses may take the following forms:

Dysfunctional Rescuing: This form of racism is characterised by helping people of colour or ethnicity, based on the assumption that they cannot help themselves. This response may set the individual up for failure, may lead to patronizing and condescending behaviour. By taking this "helping response", the well intentioned is limiting the ability of the individual to help themselves. This response is often motivated out of guilt, shame, or fear.

Blaming the Victim: This form of racism is expressed by attributing the results of systemic oppression to the target group. It ignores the impact of historical and institutionalized racism. By blaming the group for their situation, there is a perpetuation of the cycle of failure and oppression. The mainstream culture therefore denies its responsibility in contributing to the situation in the past and in the present.

Avoiding Contact: This response is common in social and work settings. The avoidance of people of colour or ethnicity keeps the groups separated and contributes to a lack of understanding as well as a perpetuation of stereotypes.

Denial of Cultural Differences: This response minimizes the physical and behavioural differences between people, the influence of different cultural experiences, and the impact and difficulties that occur because of these differences. Denial devalues and negates the experiences people have.

Denial of Political Impact: This response denies the significance and impact that occur because of different social, political, educational and economic realities in the lives of people of colour or ethnicity. This behaviour minimizes the influence that these factors have in personal, interpersonal, and institutional relationships. The mainstream culture may simply regard cultural differences as interesting or novel.

Adapted from Valerie A. Batts, "Modern Racism: New Melody for the Same Old Tunes", Visions, North Carolina, January 1989.

can't know
people as
individuals
as well as
members of a
particular
cultural
group if
avoiding
contact.

inclusion of differences
are NB +

there are social,
economic +
political
realities

must be
aware of
our history
in order to learn
from it.

DEFINITIONS

Ethnocentrism - the belief in the superiority of one's own culture, cultural values, practices and norms.

Prejudice - an opinion or feeling, a prejudgment with no basis in knowledge, information, or reason. Prejudices are often extended to groups which have social distance, and are often confined to specific social or economic contexts.

Discrimination - the action or behaviour based on prejudice. Discriminatory treatment is often targeted at people who are perceived as "different", often because of language, skin colour, ethnicity, religion, cultural practices, dis/ability, gender or sexual orientation.

Racism - is a combination of prejudice and power. This power is used to mistreat, marginalize or control one group by another. This mistreatment may occur at economic, educational, political, social, and personal levels.

Multiculturalism - promotes the acknowledgement, appreciation and usage of cultural differences in the development of any system, institution, program, or curriculum. Multiculturalism is a model of social or intergroup relations.

DEFINITIONS

Power: The capacity to mobilize people and resources and to get things done. The ability to get other people to do what you want.

Clout: The amount of authority vested in the position, and used in the position.

Competence: The power of expert knowledge. Knowing information or being competent in areas the organization needs.

Compatibility: The power of personality. People who enjoy power by virtue of being seen as open communicators, trustworthy, and inspirational.

Influence Power: The power of influence, by gaining attention for action or words. This includes people who have the ear of decision-makers, or who can influence organizational direction. These individuals can make things happen, or block progress.

Allies: People who will support your efforts or are potentially inclined to do so.

Fence Sitters: These people are or may be undecided. They may not have thought about the issues, or may not have clear convictions one way or the other.

Nay-sayers: These people are negative towards your work. They may feel such an endeavour is not necessary, a waste of time, or is threatening to people's positions.

NOTES

**LOWER MAINLAND MULTICULTURAL
EDUCATION CONSORTIUM**

Russ Pacey,
Chairperson

Director Community Education,
School District 40
(New Westminster)

Ralfe Sanchez,

ESL Helping Teacher,
School District 36 (Surrey)

John McLean,

Information Officer,
Kwantlen University College

Paulette Tattersall,

Modern Language Consultant,
School District 37 (Delta)

Barb Robertson,

Associate Registrar,
Capilano College

Patricia Gartland,

Vice Principal,
School District 43 (Coquitlam)

Maxine Wilson,

Trustee,
School District 43 (Coquitlam)

Marg Penney,

Consultant

Ethelyn Rankin,

Counsellor, Capilano College

Rudy Spence,

Instructor, B.C.I.T.

Adrienne Chan,

Consultant

ADVISORS EMERITUS

Bill Day,

President, Douglas College

Neil Horne,

Associate Superintendent,
School District 39 (Vancouver)

July 4, 1995

TO: Implementation Strategies Project
Second Training Session Participants

FROM: Jennifer A. Cook
Project Assistant

RE: June 2nd Training Session - Flip Chart Notes

Attached please find the flip chart notes from the 2nd Training Session of the Implementation Strategies Project.

I have you noted as a contact for your institution. Please circulate to the other members of your Change Team as appropriate.

I hope we have not lost anything in the translation! The original flip charts are with Adrienne Chan should you want to refer back.

Thank you.

/jac

Concerns re: Internal Assessment

What are the concerns?

- Institution will receive back–buyin
- Intrusion on Academic Freedom
- Questionnaire design a skill
- Who will protect the WASPS
- If not inclusive lose support
- Title of questionnaire
- Trust, vulnerability
- Frame questions in unbiased manner
- What to do with information
- Other ways of gathering data
- If get response that there is no problem, creating a problem–how to deal with this
- Privacy, a waste of time, a lot of paper
- Don't have time
- Not interested in adapting curriculum
- Overload
- Resistance to doing survey
- No need for policy
- Ethno-cultural groups having intra-group conflicts
- Multiple cultures of Chinese students
- Whose responsibility is it?
- Developing data base
- Can or can't get true sample?
- How to get people to answer questionnaire
- Involves everyone
- See beyond surface culture
- Gender equity/multiculturalism part of curriculum

Internal Assessment Tools

What would you include?

- Information, attitudes, values , beliefs
- Seen someone who's been discriminated against
- Incentive to fill out a form
- Dedicate next staff meeting to filling out questionnaire
- Surveys in other languages
- Wording sensitive to different cultural groups

Perceptual Questions – Broad to Specific

(Douglas College)

1. What does the term diversity mean to you?
2. What actions do you feel D.C. has taken to support your individual needs related to diversity
3. How are you unique?
 diverse?
4. From your perception, how accepting and welcoming is D.C. of diverse cultures at all levels of the organization?

Perceptual Questions – Broad to Specific

(Coquitlam)

- Do you think that our district has inclusive hiring practices?
- Do you think our personnel reflects the ethnic/diverse nature of our district?
- What is your definition of multiculturalism?
- What do you perceive as a barrier to achieving your career goals?
- Do you have specific concerns or questions about what it means to have diversity within our district?
- Have you seen others experience discrimination in this district?
- How do you rate the importance of multicultural anti-racism education compared to other initiatives (in times of limited funds)?
- What do you see as being pre-requisites to implementing our race relations policy?

Strategies

Douglas

- Assessing other committees (groups) currently involved in related areas
- Contact members of the multicultural network for a grassroots movement to influence peers
- Talk to Mia re: funding and financial commitment
- Develop a policy and implementation plan
- Develop a strategic plan for D.C. to become multi-cultural
- Hold a forum eg. dialogue focus groups
- Prepare a newsletter for College distribution
- Attend Dept., D.E.C., board etc. meetings to answer questions, make presentation

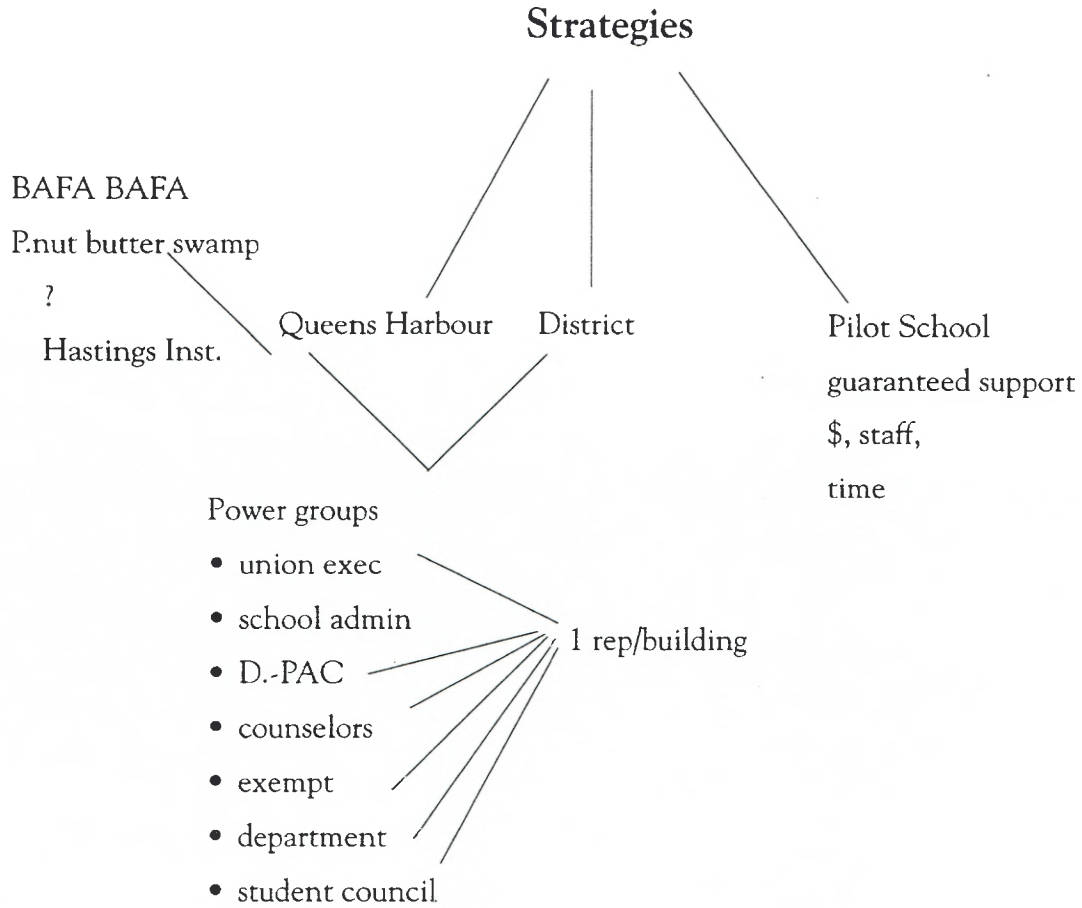
Strategies

Maple Ridge

1. Presentation to Board = Approval
2. Survey - at staff meetings
3. Form committee
4. Meet and sell committees

Strategies

New Westminster



Strategies

(Coquitlam S.D. #45)

- Local government initiative
- Representative stakeholders identified & recruited in committees
- In-service
 - for all S.H.
 - incentive
 - interesting
 - efficient
 - user-friendly
 - rewarding
- Identify a need→ clarify→ survey→ analyze strategies to influence
- Identify barriers which are preventing change
- Strategies come out of survey needs
- Involve students
 - Council
 - forums
 - clubs
- Statistical Information
 - projections
 - revenues
- Why is there a need?
 - convince
 - awareness
- Encourage positive representation by media – update/explain

Concerns re: Internal Assessment

What are the concerns?

- Institution will receive back-buyin
- Intrusion on Academic Freedom
- Questionnaire design a skill
- Who will protect the WASPS
- If not inclusive lose support
- Title of questionnaire
- Trust, vulnerability
- Frame questions in unbiased manner
- What to do with information
- Other ways of gathering data
- If get response that there is no problem, creating a problem—how to deal with this
- Privacy, a waste of time, a lot of paper
- Don't have time
- Not interested in adapting curriculum
- Overload
- Resistance to doing survey
- No need for policy
- Ethno-cultural groups having intra-group conflicts
- Multiple cultures of Chinese students
- Whose responsibility is it?
- Developing data base
- Can or can't get true sample?
- How to get people to answer questionnaire
- Involves everyone
- See beyond surface culture
- Gender equity/multiculturalism part of curriculum

Internal Assessment Tools

What would you include?

- Information, attitudes, values , beliefs
- Seen someone who's been discriminated against
- Incentive to fill out a form
- Dedicate next staff meeting to filling out questionnaire
- Surveys in other languages
- Wording sensitive to different cultural groups

Perceptual Questions – Broad to Specific

(Douglas College)

1. What does the term diversity mean to you?
2. What actions do you feel D.C. has taken to support your individual needs related to diversity
3. How are you unique?
 diverse?
4. From your perception, how accepting and welcoming is D.C. of diverse cultures at all levels of the organization?

Perceptual Questions – Broad to Specific

(Coquitlam)

- Do you think that our district has inclusive hiring practices?
- Do you think our personnel reflects the ethnic/diverse nature of our district?
- What is your definition of multiculturalism?
- What do you perceive as a barrier to achieving your career goals?
- Do you have specific concerns or questions about what it means to have diversity within our district?
- Have you seen others experience discrimination in this district?
- How do you rate the importance of multicultural anti-racism education compared to other initiatives (in times of limited funds)?
- What do you see as being pre-requisites to implementing our race relations policy?

Strategies

Douglas

- Assessing other committees (groups) currently involved in related areas
- Contact members of the multicultural network for a grassroots movement to influence peers
- Talk to Mia re: funding and financial commitment
- Develop a policy and implementation plan
- Develop a strategic plan for D.C. to become multi-cultural
- Hold a forum eg. dialogue focus groups
- Prepare a newsletter for College distribution
- Attend Dept., D.E.C., board etc. meetings to answer questions, make presentation

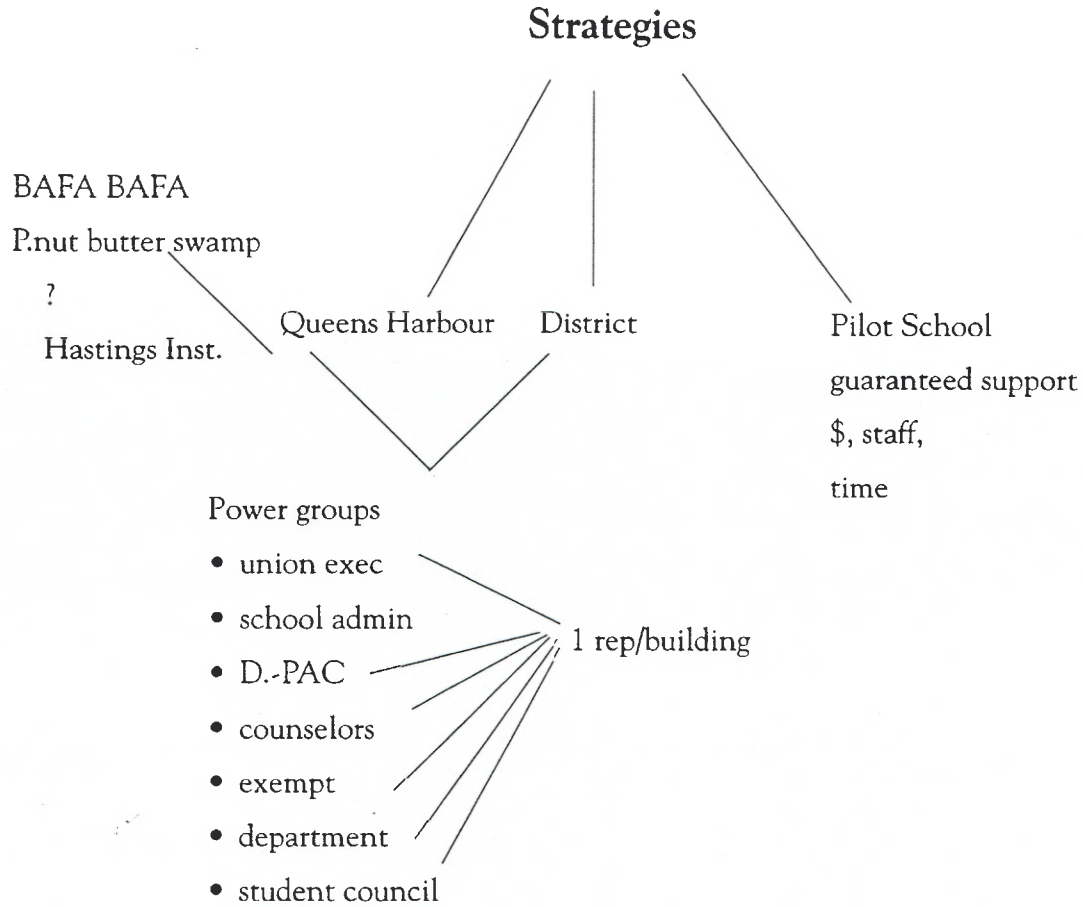
Strategies

Maple Ridge

1. Presentation to Board = Approval
2. Survey - at staff meetings
3. Form committee
4. Meet and sell committees

Strategies

New Westminster



Strategies

(Coquitlam S.D. #45)

- Local government initiative
- Representative stakeholders identified & recruited in committees
- In-service
 - for all S.H.
 - incentive
 - interesting
 - efficient
 - user-friendly
 - rewarding
- Identify a need → clarify → survey → analyze strategies to influence
- Identify barriers which are preventing change
- Strategies come out of survey needs
- Involve students
 - Council
 - forums
 - clubs
- Statistical Information
 - projections
 - revenues
- Why is there a need?
 - convince
 - awareness
- Encourage positive representation by media – update/explain