



# SSE Enrichment Workshop

Region 3 Introduction to Implementation Process



# Agenda

## Exercise 1

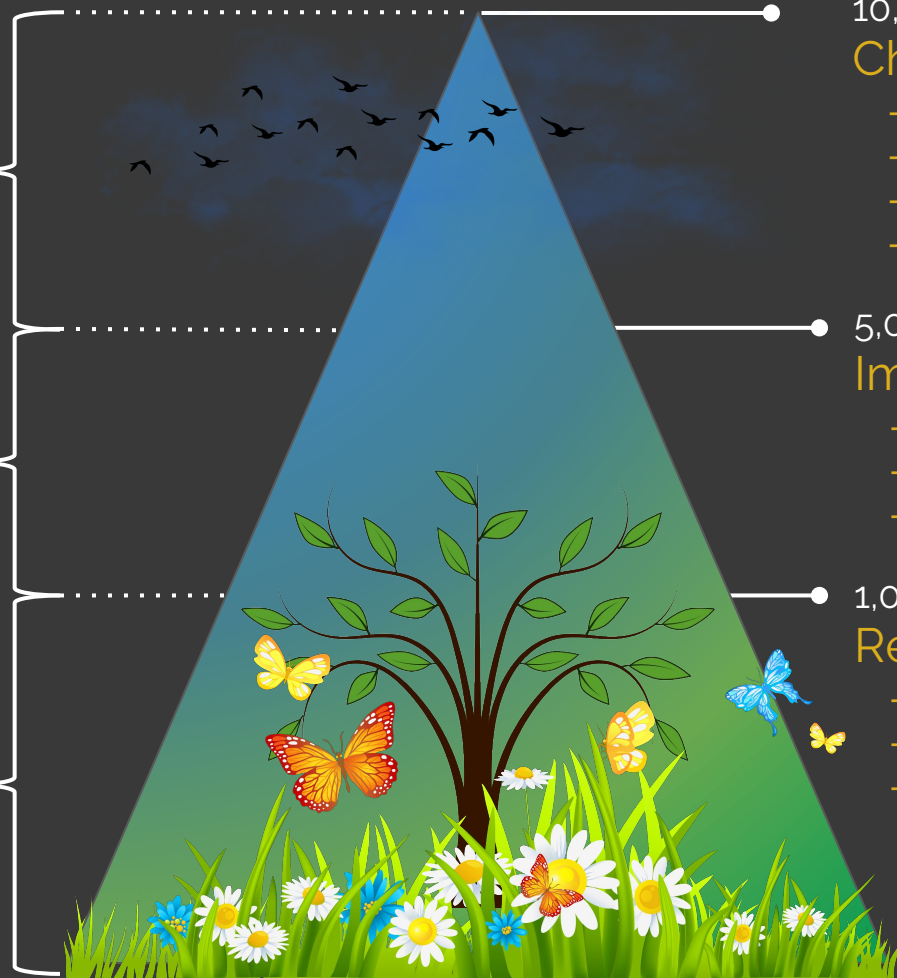
Identifying the real (PPT) barriers to change that exist within your Centers and Groups

## Exercise 2

Identifying what's working and not working (e.g., gap, risk or issue)

## Exercise 3

Volunteer / participate in the transformation journey



10,000 ft.

## Change in Process

- It's a BIG Deal!
- IIFe Factor
- Food for thought...
- The challenge is...

5,000 ft.

## Implementation Process

- Ecosystem
- Macro & Micro Plans
- Difference in Experience

1,000 ft.

## Regional Program

- Phases & Scope
- Principle commitment
- Workbook

# Change in Process | It's a BIG deal!

- ▶ Any change in our (normal) daily process of *getting things done* is difficult and disruptive. Therefore, we seldom disturb the flow once the habit is formed and ritual is established
- ▶ First, let's address the **500lb gorilla** in this room... **why change what we do?**
  - Program needs to live up to today's (global) challenges of time, technology and tolerance
  - Program needs to continue to address the (non)traditionalist students
  - Program needs to be relevant to today's problems
  - Program needs to be the constant practical reminder of His Mission and Message (beacon of
  - Program needs to be creatively convincing
  - Program needs to continue to make difference
  - On a serious note, the only way His Message and Mission continues to live on (and expands) is through SSE Program

REASONS...

# Change in Process | l **IF** e Factor

- ▶ Knowing that **LIFE** is not stagnant... it is forever changing based on the multiple (if-then-else), decisions each one of us make from the unique situations / circumstances we confront daily
- ▶ We need a program that is as unique as our individual way of **LIFE**... as it's ever so easy to become irrelevant / insignificant
- ▶ The daily application of the Five Human Values will deliberately build a root system designed to sustain the daily pressures of **LIFE**



# Change in Process | Food for thought...

The change in approach is NOT about:

- ▶ Pinpointing what's going wrong / not being done right ...it's about operationalizing what's working and empowering YOU to deliver on all YOUR Program intentions
- ▶ Creating exclusivity by raising our competitive edge and identifying leaders ...it's about creating inclusivity by tearing down barriers, building bridges and forming connections as participants (not leaders), in a life sized university. Remembering that at anytime, our program is as strong as our weakest link
- ▶ WIN-LOSE by streaming large body of complex content/material from teacher to student (and parent) ...It's about slowing down and creating a WIN-WIN climate where preselected themed based topics are explored, experimented, evaluated and experienced during our weekly class encounters
- ▶ Reinventing the wheel by reimagining and questioning everything we are doing ...it's about realizing our shared identity and (re)forming our program around our identity



## Change in Process | The challenge is...

As Human Beings it's Human Nature to find (valid) reasons (or excuses) to drop / reduce commitment before / after starting a task...

The challenge will be to hang in there and push through until we find this (additional) work it's proper home!

# Implementation Process | Ecosystem

Our program is much more than a string of lesson plans and consideration should be given to:

- ▶ Teacher (and teaching techniques)
- ▶ (Sai) Parent (and parent involvement and influence)
- ▶ Student (and their (individual) learning needs)
- ▶ Curriculum (and the overall goal)
- ▶ Lesson Plan (and it's learning objectives)
- ▶ Practical Application (and it's relevance, doable and impactful)
- ▶ Habit (and it's influence on daily life)
- ▶ Character (and it's gradual / personal transformation)
- ▶ Other...



*When correctly defined, the program fits like an old shoe*



# Implementation Process | Macro Plan

## MACRO (strategic) PLAN where...

- ▶ Program is (re)structured for a successful year... commit to continuous improvement
- ▶ Program is deliberately and totally child (development) centric
- ▶ Class content (e.g., shared information and activity), is organized to intentionally outcome driven and prioritizes practical spirituality
- ▶ Class time is themed, logically sequenced and paced to deliver on intended goals & objective
- ▶ Stretch learning beyond / in between class time and provide the open forum to develop Spiritual Journey
- ▶ Sum of the parts (i.e., YOUR annualized program responsibilities) = sum of the whole (i.e., program expected outcome)... Students (and Parents) value proposition... the reason why I continue to come and participate





# Implementation Process | Micro Plan

Micro (tactile) PLAN where...

- ▶ Learning is light, fun and engaging
- ▶ Students have the freedom to deep dive and collaborate
- ▶ Teachers create an open learning environment without the pressures of time and confinement of place
- ▶ Class time is built with creatively convincing techniques and tools
- ▶ Students can form meaningful connection with Swami by applying His Message in their daily lives... moving from information to transformation

# Implementation Process | Difference in Experience

## Traditional SSE Program

80% of the teacher's emphasis is placed on the perfect lesson plan covering a number of (complex) topics does not provide the student time to grasp

Changes in teachers between classes will result in changes in topics confusing the children

Prioritize teaching the material that does not lead to allowing the child to practice the lessons and understand it's true value in the context of their own lives

Break up normal class schedules to practice for SSE lead formal center events



## SSE Enrichment Program

80% of the teacher's emphasis is placed on breaking down one or two related complex topics into logically across quarters... similar to academic learning method

Change in teachers does not change the topics that are tied to a predefined and organized curriculum and allows the child to continue delving into the details, learning and practicing

Prioritize teaching each child by focusing on the outcome (or learning objective) and that motivates the child to practice the lesson in their on time and context

Center events are based on class learning and development

# Implementation Process | Phases & Scope

01

## Awareness Phase

To raise Region-wide awareness of the National SSE Framework with intent to gain global consensus & commitment for the adoption of the framework by a cross-sec. team sharing the transformational journey.

Engage the Regional Steering Group (i.e., key members from the Region, Center & Teaching Teams) to:

- A. Explain the National SSE Enrichment Framework (Purpose & Intent)
- B. (Define) Goals and Learning Objective (SSE Program Priority for transformational outcome)
- C. Explain the Implementation Plan (Steps, Roles & Responsibilities)
- D. (Identify) Implementation Team(s) (a responsible & accountable Hierarchy)
- E. Explain Implementation Roadmap (Goals & Milestones)

02

## Scope Phase

To absorb the primary National SSE Framework requirements into a '*doable*' Region-wide implementation plan that is right sized with an implementation team who is fully vested.

Work with the Implementation Team(s) (including the Regional SSE Coordinator) to:

- A. Define the '*doable*' Phase 1 (right sized from current state to desired state based on a careful assessment)
- B. Define the detailed project plan (milestones, assignments & dates)
- C. Set up and distribute the the implementation workshop schedule and workbook

03

## Execution Phase

To allow Implementation Team to own and execute on all predefined project plan activity under the guidance of the National Team Member.

Work with the Implementation Team(s) (including the Regional SSE Coordinator) to:

- A. Kick-off implementation work, per detailed project plan
- B. Provide guidance, as required
- C. Define (any) associated gaps, challenges, ideas, risks & issues
- D. Manage any isolated escalations along the way

04

## Check in Phase

To create a Region-wide open forum for a periodic share on progress made providing guidance as required and course correct for success.

Create an open forum for the Regional Steering Group & the Implementation Team(s) to define cadence of meeting and meeting outcome for:

- A. Sharing progress
- B. Highlighting risks and issues (for resolution)
- C. Addressing gaps and ideas
- D. Facilitating deep dives into newer areas
- E. Course correcting and (resetting) plans for next phase

# Implementation Process | Role & Responsibilities

		Required	Accountable	Responsibilities
1	National Task Force	✓	National SSE Coordinator	<ul style="list-style-type: none"> <li>▶ Raise region-wide awareness &amp; gain buy in to adopt the National SSE Enrichment Framework</li> <li>▶ Facilitate workshops to execute a doable plan</li> <li>▶ Monitor team progress and hold Region Steering Group Accountable</li> </ul>
2	Regional Leadership Team	✓	National Task Force	<ul style="list-style-type: none"> <li>▶ Understand the expectation of the National SSE Framework and aligns</li> <li>▶ Support all Centers (and Groups) to actively participate and integrate the Framework</li> <li>▶ Be a liaison between the region and nation and assist the regions as and when necessary in implementation of the framework requirements</li> </ul>
3	Center Leadership Team	✓	Regional Leadership Team	<ul style="list-style-type: none"> <li>▶ Invest the required time and resource to align their SSE Programs to Framework expectation</li> <li>▶ Prioritize on developing a <i>child-centric</i> Program</li> <li>▶ Ensure that training programs and workshops are available to train center leadership and teachers</li> <li>▶ Ensure center leadership and parental support to the program</li> </ul>
4	Center's Teaching Team	✓	SSE Coordinator Center President	<ul style="list-style-type: none"> <li>▶ Define curriculum</li> <li>▶ Clarity on Learning Objectives and actionable life applications</li> <li>▶ Center committed to the program</li> <li>▶ Assess results &amp; course corrects, as required</li> <li>▶ Encourage teachers to participate in training</li> </ul>

## Derivatives off the implementation process

- ▶ National level: (Re)operationalize available resources in every Center & Group irrespective of turnover
- ▶ Region level: Establish and leverage a (permanent) regional (project) team
- ▶ Center and Group level: Readily plug into Regional and National initiatives... apples to apples program



## SSE Enrichment Program | Principle Commitment

Set & **FOLLOW** expectations,

**FOLLOW UP** on progress &  
fine tune &

**FOLLOW THROUGH**