



Growing a Classical School: How Unified Leadership and Teamwork Creates Sustained Growth With Dr. David Seibel

Lesson 3: The Five Stages

Outline:

The Five Stages of the School Lifecycle

- Courtship (paEi)
 - The creative entrepreneurial spirit is high.
 - Common problems: not enough time, not enough help, not enough money, not enough applicants for open seats, not enough teaching candidates
 - Courtship to infancy is the greatest challenge in the lifecycle.
 - Speed is often prioritized over quality.
- Infancy (Paei)
 - A school in its infancy when the producing, teaching, and learning function is dominant.
 - There is low administering and finance and operations.
 - It takes margin to carry out the mission (6 months cash in the bank).
 - Schools in infancy have a very elementary understanding of classical and usually only offer the lower school grades.
 - Common problems: exhaustion, filling empty seats, finding and keeping qualified teachers
 - The primary goal for a school in infancy would be to elevate the excellence of producing and teaching and learning.
 - If you do not feed that teachers, they will eat the students.
- GoGo (PaEi)
 - PaEi is the same code as the creative contributor who is the barbarian and the prophet.
 - The two dominant styles are producing and entrepreneuring.
 - In the GoGo phase is sales function of the business has hit its stride.
 - Integrating and marketing and admissions is particularly strong in go-go.
 - Development requires leadership.
 - Common problems: too many priorities, ad hoc case by case management, and conflict between the board and the head



- There is a need for a new style of leadership that is more professional, more predictable, and more consistent.
- Someone who excels in administering in finance and operations introduced in the thick of GoGo could produce strong conflict with someone who excels in entrepreneuring in fundraising and facilities.
- Schools start to think about strategic planning.
- Schools will think about raising tuition more around this timeframe.
- Uncommon problems or abnormal problems would be a lack of mutual respect and trust between the board and head, or the founder's dilemma.
- Adolescence (pAEi)
 - This is the second most tumultuous time in the lifecycle.
 - The school has a sense of identity and virtues through rituals and relationships over the years.
 - There is greater need for savvy administering and finance and operations.
 - Adolescence is where the school becomes more structured and stabled.
 - Abnormal problems in this stage: entrepreneurial exile and early aging
 - You need controlled flexibility and disciplined diversity of styles (where polar bears and camels can live).
 - Improve administration before telling the board how to do their job.
 - The board must move from being enmeshed in the day-to-day details to thinking about the long term stability.
 - The board needs to see the headmaster as the sole employee of the school.
 - The second thing is for the board to stop treating every board meeting as a committee as a whole where the agenda could change at any moment because of what is on someone's mind currently.
- Prime (PAEi)
 - The school in prime has dedicated leadership in each of the four domains.
 - The leadership role that has been added during prime is integrator, who is able to harmonize the four subsystems and make sure that they work in sync.
 - The challenge is to keep the institution vital and strong.
 - The best leaders are the ones that can find the right tune to match the moment their followers are in.
 - A classical Christian school is in prime if:
 - They serve grades K through 12.
 - They own their own campus.
 - They charge enough tuition and have enough students to have a balanced budget.