Theory of Impact Summary

IEE curricular, professional development, and assessment resources are based on theory and research indicating that the development of discrete competencies of excellence and ethics[1] occurs through the impact of an intentional organizational culture[2], which is facilitated by explicit standards, strategies, and tools that guide development of consistent and pervasive teaching and learning habits[3] and that can be implemented in a way that balances rigor and flexibility to maximize sustainability and enduring impact[4] (cf. Davidson, Lickona, & Khmelkov, 2010; Davidson, Khmelkov, & Baker, 2011; Davidson et al, 2011). What follows is a brief summary of the operating principles behind IEE framework.

1 Identify and develop discrete competencies of excellence and ethics. Both moral and performance character competencies are needed for human and organizational flourishing (Lickona & Davidson, 2005). These two dimensions of character operate in integrated and interconnected ways in individuals or organizations defined by excellence and ethics.

Competencies are process skills that bridge awareness and sensitivity to reasoning and judgment to behavior. For positive behavior to take place, one must recognize the need for specific positive action, process the contextual requirements, reason about what action to take, and finally take action. Only when skills for each of these processes are fully developed and become automatic, cognition and action become intertwined and an individual consistently engages in positive behavior (Bargh and Chartrand, 1999; Narvaez, 2006).

IEE framework features eight broad areas of focus and the particular competencies contributing to—or detracting from (when missing or underdeveloped)—individual and organizational success. These discrete competencies have been identified by IEE in its field research with education and workplace stakeholders as most frequently requiring attention. The eight focus areas allow flexibility to select most salient competencies to target while ensuring broad coverage for theoretically-sound and integrated intervention.

2 Establish an organizational culture characterized by intentional and pervasive teaching and learning norms, rituals, procedures, and habits. Berger (2003) argues that "excellence is born from a culture." But how, exactly, does that happen? Study a classroom, family, team, or organization that stands out for its exceptionality, and you will invariably find great intentionality regarding their organizational habits, rituals, and routines—they do things a very specific way, for a very specific reason.

Research has been consistently finding (cf., Bidwell & Yasumoto, 1999; Bronfen-

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brenner, 1979; Langer, 2000; Narvaez, 2010; Schouse, 1996) that deliberate climate and culture promote fidelity and consistency of practices of both those who teach (educators, parents, team leaders, managers) and those who learn (students, children, team members, employees). In addition, organizational leadership, commitment of time and other resources, and strong accountability lead to widespread buy-in and ensure that the shared norms are pervasive throughout the organization—not relegated to "pockets of excellence."

To have an impact, therefore, the culture needs to be direct and intentional, which is achieved through shared norms (i.e., common understanding of standards for behavior) and continuously lived through actions (i.e., deliberate and regular leadership/teaching practices and member/learning behaviors).

Whereas culture helps shape the competencies and behaviors of individual members, the aggregate of the beliefs and practices of the organization members in turn helps shape its culture. Understanding the implications of this two-way relationship is essential, if a leader wants to be intentional about shaping the culture while using it as a tool to promote excellence and ethics.

In sum, an intentional culture of excellence and ethics is one comprised of teaching practices and learning behaviors that develop the targeted skills and competencies when used consistently over time by all stake-holders.

3 Facilitate intentional culture and develop specific competencies through explicit implementation standards and expectations. Heath & Heath (2010) argue that what often appears to be resistance to change is actually a lack of clarity regarding what to do or exactly how to change. An intentional culture is one where the standards and expectations are clearly defined, explicitly taught, deliberately practiced, and regularly assessed.

Research shows that while the standards needed to guide behavior must be explicitly defined, they also must be presented in a way that avoids over-complexity, which contributes to confusion and thereby to inconsistent behavior. Explicit standards and expectations are achieved in the IEE framework through research-based "tools"—clear and concise distillation of theory and research into replicable guides for thinking and behavior.

The Excellence & Ethics Tools compress rigorous theory and research into clear and concise (i.e., simple, concrete, memorable, action-oriented) norms for behavior. In other words, tools provide heuristics (or, models) to guide behavior (Narvaez, 2006). As Narvaez states: "heuristics are intuitions built from repeated experiences which are retained in implicit memory systems" (2006, p. 12). An intentional culture explicitly shapes organizational memory regarding what to do and how to do it.

Tools represent standard procedures that guide implementation, thereby ensuring a consistent standard of output—essential for an individual craftsman, but indispens-

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able for any effort to scale the process to many individuals representing a range of expertise. The end-game is ultimately about improving consistency of results while saving time and money. Faithful use of the tools over time is required for them to become operational cultural norms, and for those operating in that culture to develop the actual competencies. How long it takes for changes in competencies and culture obviously depends on the frequency, pervasiveness, and overall quality of the implementation practices.

The Excellence & Ethics Tools provide implementation standards and intentional norms to guide action and reflection; consistent and pervasive operation according to these norms would define an organizational way (i.e., culture), which in term would shape the competencies of those operating according to that way.

4 Enhance sustainability and enduring impact of the intervention by optimizing the balance of rigor and flexibility of program delivery. IEE framework provides a flexible system of program supports that must be adapted by each organization to fit their needs. This begins with the Culture of Excellence & Ethics Assessment (CEEA) process, which generates data for calibrating organizational needs and assets, and for ongoing monitoring of program delivery.

The flexible system of curricular resources allows for the shaping of individual competencies and organizational culture by providing teaching and learning tools and strategies that

1) help introduce the required skills in (a) stand-alone course and/or (b) integrated throughout the other aspects of the organization;
2) allow instructors/leaders to continuously return to the practice of the skill/competency in an ongoing way (repeated practice over time) or in new and different contexts (repeated practice through application to different situations);
3) allow for continuous self-practice of the skill/competency by the team member;
4) can also be used by other staff in the organization to reinforce the practice of the skill/competency (guidance of practice by others).

Thus, the IEE framework is designed for the tools to be used multiple times in multiple contexts by multiple stake-holders, resulting in intentional and pervasive practices that over time begin to change individual and organizational habits.

These flexible delivery features ensure sustainability by allowing the organization to use the framework resources in support of their core mission and objectives, by building the intervention within the existing appropriate organizational structures and formats, and by ensuring fidelity of implementation through matching intervention inputs to organization's needs and capacity.

Whereas the flexible delivery features lead to sustainability, enduring impact is

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achieved as a function of (1) frequency of use (e.g., how often the tools are used—generally, and in relation to the situations where the tool should/could be used); (2) pervasiveness (e.g., the percentage of stakeholders using the tools and strategies); and (3) quality (e.g., how close the use of the tool is to its recommended or intended use).

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Impact Model

Explicit Norms, Standards and Expectations

facilitate intentional culture and competencies of excellence & ethics via:

- Excellence & Ethics™ curricula, tools and strategies
- professional development Toolkits
- use of CEEA data in staff reflection and decision-making
- consistent scaffolding by leaders
- integration into organization-wide activities
- self-development practice
- interactions with teammates

Culture of Excellence & Ethics

is characterized by intentional and pervasive teaching and learning norms, procedures and habits, and results in:

- Safe, supportive, and engaging organizational climate
- Improved collegial relationships
- Improved relationships with customers

Excellence & Ethics Competencies

are developed in 8 focus areas for:

- Improved social emotional skills
- Improved health behaviors and reduced emotional problems
- Increased safety and reduced disciplinary problems
- Enhanced performance and goal attainment

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