



Bridging Competing Needs: Jasper Combined School and Alberta School for the Deaf VM Experience

October 24, 2012
Calgary, Alberta

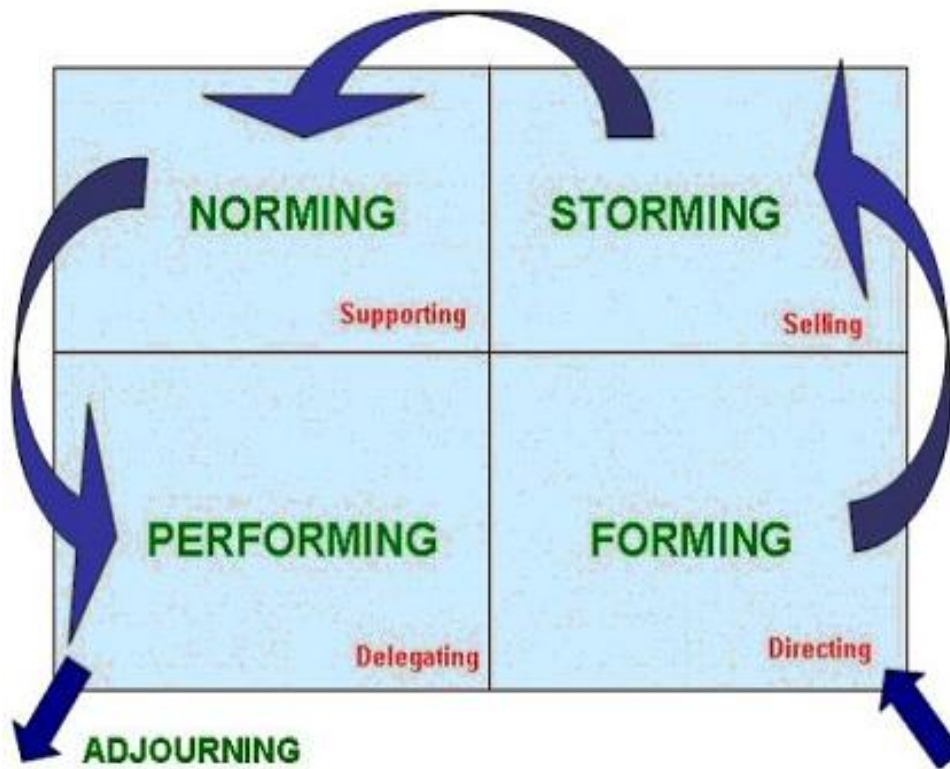
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Michael Ediger

Getting to the work of the VMR



- Jim Collins – Good to Great
 - Flywheel effect
 - Momentum is gained slowly
 - Need to accomplish in short period of time
 - Right people on the right seats on the right bus

Overlaying Tuckman's Model with the VMR Process



forming -The individual desire is to be accepted, avoids controversy or conflict.

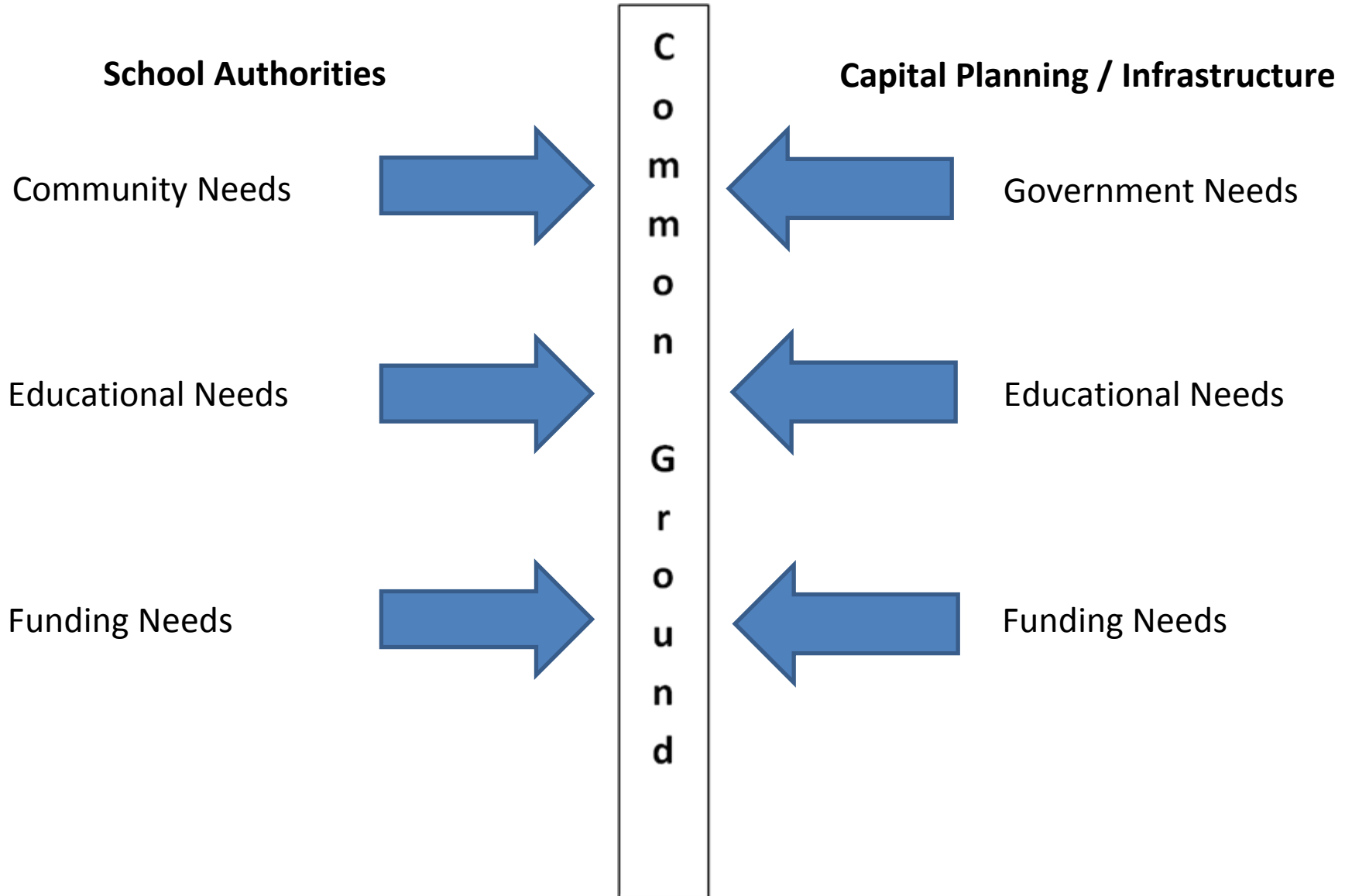
storming - different ideas compete for consideration. The team addresses issues such as problems to solve.

norming - team comes to a mutual plan for the team at this stage.

performing - competent, autonomous and works as a team.

<http://meja-tulis.blogspot.ca/2011/01/team-management-and-motivation-part-1.html>

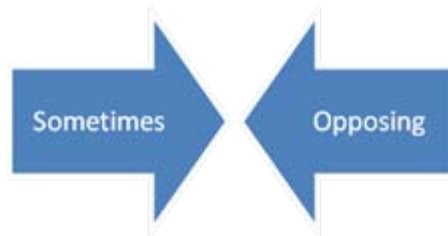
Balancing Competing Interests or Challenges



The Tale of Two States: School Authority and Government Needs, Wants and Expectations

School Authority Interests...

- Quality Teaching/Learning Space
 - Program flexibility
 - Class size objectives
 - Safe, comfortable
 - Easy to maintain
- Meet Stakeholder Expectations
 - Students and staff
 - Community agencies
 - Municipality and community
 - Parents
 - School council



Government Interests...

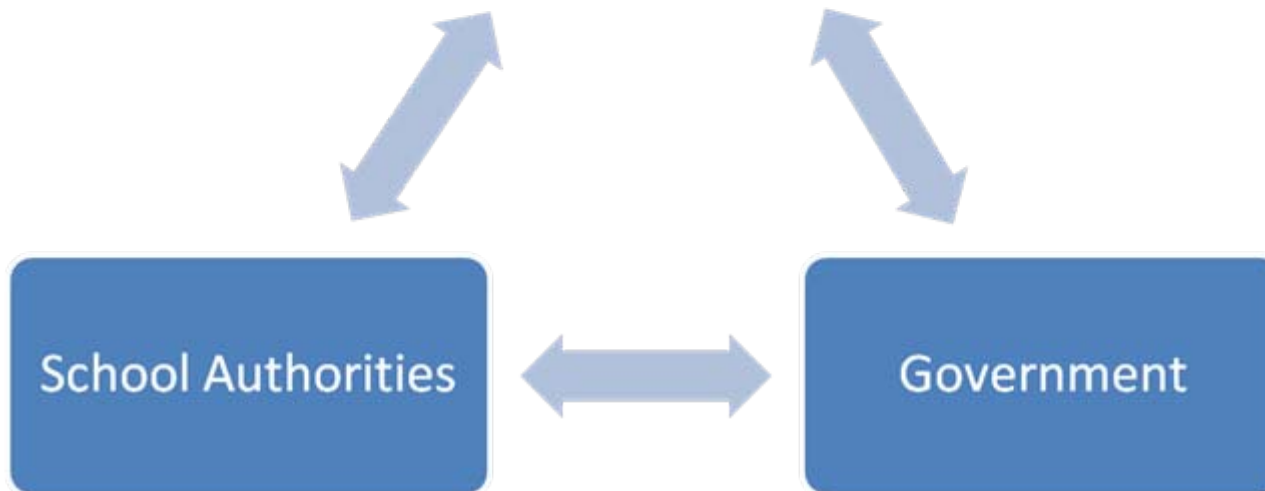
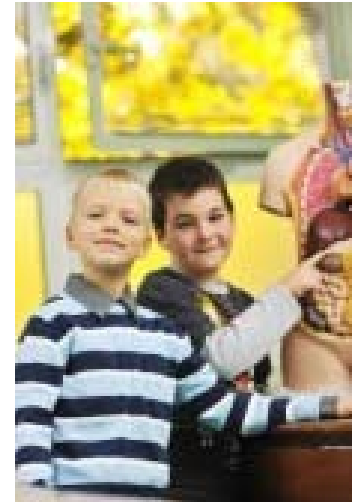
- Curricular Needs Met
 - Value for money
 - State of the Art
 - Sustainable
 - Durable
- Equity of Learning Opportunities
 - Future oriented design
 - Partnership potential
 - Ability to expand, contract



Juxtaposition of Competing Needs and Values

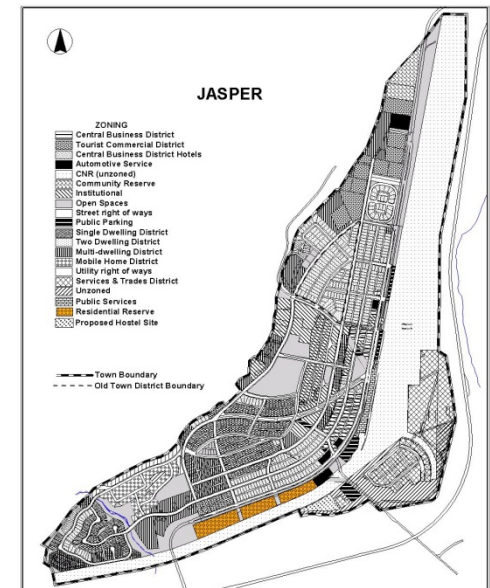
Additional Competing Interests...

- Special Interest Groups
- Federal Government
- Environmental Groups
- Local Business



The Jasper Experience

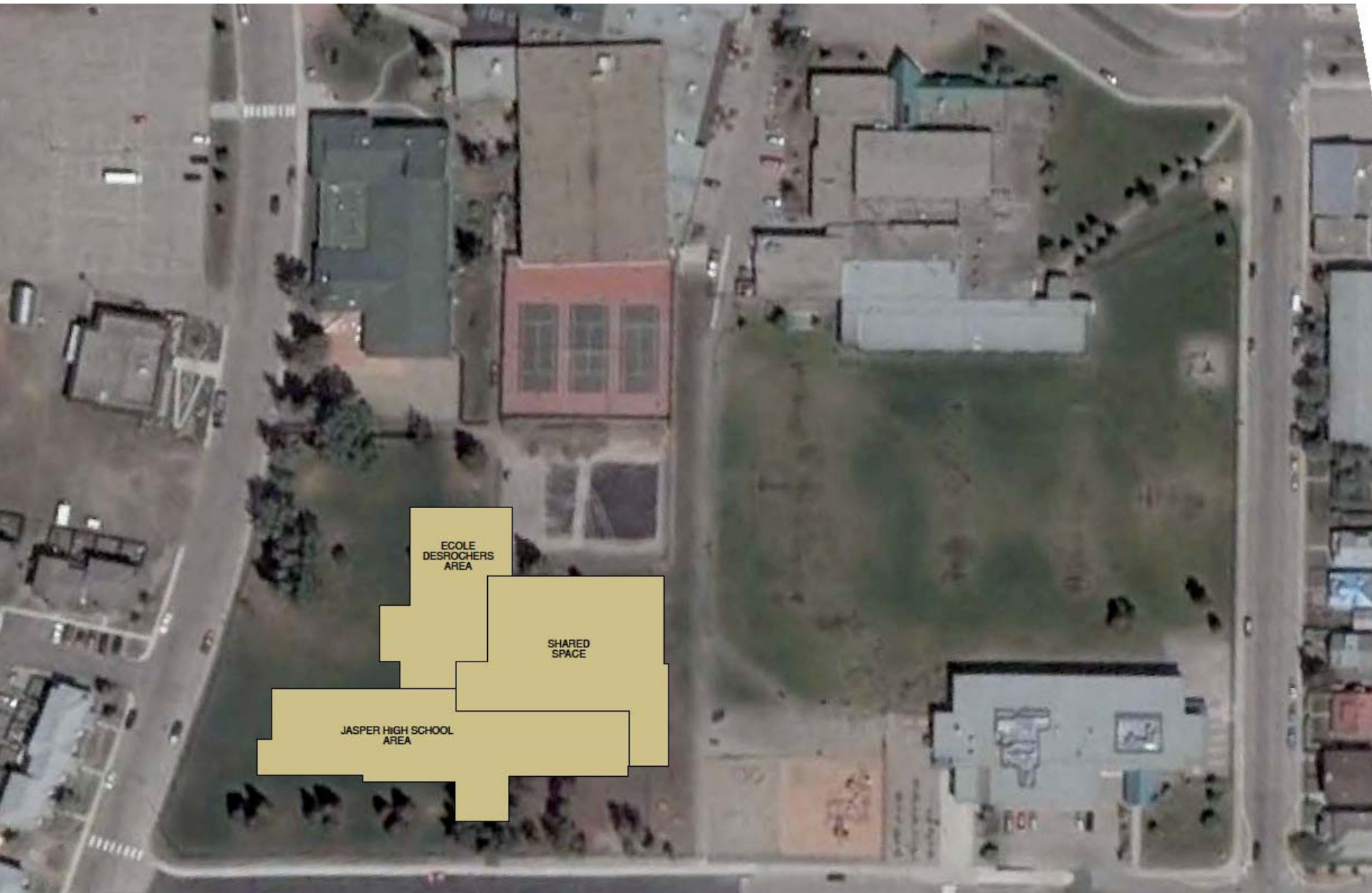
- Construct a joint school
 - 2 school authorities
 - municipality
 - Parks Canada
- List of required elements confirmed
- Reconcile tensions around shared space
 - required 'buy-in'
 - shaped basic design
 - environmental theme
- Site issues
 - dog park
 - Parks Canada requirements



Priorities for the 2 school divisions

1. Easy access to shared services
 - Shared teaching spaces
 - Shared programming, where feasible
 - Proximity
2. Functionality
3. Separate identities
4. Preservation of green space
5. Community access
6. Minimize disruption
7. Playground & sports fields
8. Parking

Getting to the Solution



Alberta School for the Deaf Experience

- **Reconstruct an obsolete facility**
 - DHH community
 - support agencies
 - provincial ownership
 - speech and language program
 - poor consultation record
- **Comprehensive list of program ‘functions’**
 - included all required elements
- **Site and building issues**
 - University land interests
 - architectural significance
 - accommodate support programs



Reconciled Needs Lead to Successful VM Outcomes

- Dynamics of reconciling needs of stakeholders
 - challenges participants to reflect on perceived needs, requirements
 - shift from disparate to collective voice
 - process must allow time for time shift to occur
- VM outcomes represent 'best solution model'
 - competing interests overcome by mutually acceptable solutions
 - general support generates collective enthusiasm
- Support from funding and regulatory agencies
 - municipal requirements met
 - improved chances of capital funding
 - school board approval



Key Lessons Learned

- Participants need to represent effectively
- Invite entrenched groups into the process
- Identify hard requirements or ‘non-negotiables’
- Give the process the time needed
- Ensure all interests are represented
- Shift from negotiation to consensus model
- Table all the issues



Discussion and Q&A