

Component 9 • Weeks/Months to Shift

Lippitt-Knoster Connection: Consensus • Incentives

Adult Engagement

Hearts and Minds, Not Just Compliance

The current level of authentic involvement, ownership, and voice that staff have in decisions that affect their work. This isn't about whether engagement structures exist—that's Culture—but whether people are actually engaging right now. Bringing their full selves. Contributing ideas. Taking ownership rather than just complying.

KEY INSIGHT: Engagement is discretionary effort—the difference between people doing what's required and people giving their best. You can mandate compliance. You cannot mandate engagement. Engagement comes from autonomy, mastery, and purpose.

Why Adult Engagement Matters

Engaged adults implement with fidelity and adapt intelligently. Compliant adults follow directions but don't problem-solve when things don't go as planned. That's a massive difference—and it shows up every single day in schools.

Research consistently shows that involvement in decision-making increases commitment to outcomes. When people feel like things are done 'to' them rather than 'with' them, they disengage. They're physically present but mentally checked out. The Lippitt-Knostrer model identifies consensus as essential for managing complex change—and without genuine adult engagement, you don't have real consensus. You have quiet compliance.

Gallup's research shows managers account for 70% of the variance in engagement. That's not a typo. Seventy percent. Engaged employees give discretionary effort, solve problems proactively, and stay longer. Disengaged employees do the minimum, resist change, and spread cynicism.

"People don't resist change. They resist being changed."

— Peter Senge

The Compliance Trap

It's easy to confuse compliance with engagement. People show up to meetings, fill out forms, implement mandated practices—and leaders assume this means buy-in. But here's the thing: compliance is surface behavior. Engagement is internal commitment.

Compliance does the minimum. Engagement does whatever it takes. Compliance lasts while you're watching. Engagement continues when you're not. If you're only getting behavior when you're in the room, that's compliance—not commitment. And compliance is fragile. Engagement sustains.

What Engagement Actually Requires

Self-Determination Theory (Deci & Ryan) identifies three human needs that drive intrinsic motivation: autonomy (choice and control), competence (feeling capable), and relatedness (connection to others). When these needs are met, engagement follows naturally. When they're thwarted—through micromanagement, impossible expectations, or isolation—engagement withers regardless of incentives or accountability.

Dan Pink's framework lines up directly: autonomy, mastery, and purpose. You can't mandate engagement—that's an oxymoron. You can only create conditions where engagement is more likely: meaningful work, appropriate challenge, genuine voice, connection to purpose, authentic relationships, trust that effort matters. Leaders who try to force engagement through pressure usually get compliance at best, resistance at worst, and engagement almost never.

Questions for Reflection

- What percentage of adults in your building are genuinely engaged vs. just complying?
- What conditions in your organization support or undermine intrinsic motivation?
- When you're not watching, do people maintain effort—or is compliance all you have?

THE DIAGNOSTIC QUESTION: When the last significant decision was made, did staff feel they had genuine input—or did they feel the decision was made and they were informed?

Warning Signs & Quick Assessment

Watch for these indicators—they're the canary in the coal mine for engagement problems:

- Decisions are announced rather than developed together
- Staff meetings feel like information delivery, not dialogue
- People comply but don't commit—they do what's required but no more
- Good ideas from staff aren't implemented or acknowledged
- 'They' language is common ('they decided,' 'they want us to')
- Feedback is requested but nothing changes as a result
- Staff openly say 'why bother' when input is requested
- There are two conversations: official and hallway
- People have stopped offering input because it doesn't seem to matter

If you checked 3 or more, this component needs focused attention. If you're seeing active sabotage through malicious compliance, union grievances increasing, key staff disengaging, or a complete disconnect between what leadership thinks staff want and what staff actually want—that's urgent and requires immediate attention.

Quick Severity Scale

1	No Engagement	Decisions announced. Input not sought or ignored. Compliance only.
2	Token Engagement	Input sometimes requested but rarely influences decisions.
3	Inconsistent	Some decisions involve staff genuinely; others don't.
4	Meaningful	Most decisions include genuine staff input.
5	Deep Partnership	Staff are genuine partners in direction-setting.

Your Assessment

Current Score: _____ / 5 Date: _____

What made you choose that rating? What evidence informed your assessment?

Quick Wins & Deeper Interventions

Building engagement isn't about one big move. It's about a series of intentional shifts—some you can make this week, others that take sustained effort over time.

<p>✓ QUICK WINS (This Week)</p> <ul style="list-style-type: none"> • Before the next significant decision, genuinely ask for input—and visibly incorporate it • Close the loop: when staff gave input, tell them what you did with it and why • Convert one 'announcement' meeting into a 'dialogue' meeting • Ask: 'What would you do if you were in my position?' and actually listen • Identify a decision that could be delegated entirely to staff and do so 	<p>▶ DEEPER INTERVENTIONS</p> <ul style="list-style-type: none"> • Map decisions by type: which require staff input, which require staff decision-making, which are appropriately leader decisions • Implement structured input processes (surveys, focus groups, representative committees) with clear feedback loops • Train leaders on facilitation skills—how to run genuine dialogue rather than information delivery • Address past betrayals: if input was requested and ignored, acknowledge it and commit to change • Create 'ownership zones' where staff have genuine authority, not just voice
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Quick Wins Tracker

Action	Done?
Before the next decision, genuinely ask for input	<input type="checkbox"/>
Close the loop: tell staff what you did with their input	<input type="checkbox"/>
Convert one announcement meeting to a dialogue	<input type="checkbox"/>
Ask 'What would you do in my position?' and listen	<input type="checkbox"/>
Identify one decision to delegate entirely to staff	<input type="checkbox"/>

Warning Signs Check

Check any warning signs currently present in your organization:

- Decisions are announced as done deals with no meaningful input
- Input is requested but has no visible influence on outcomes
- Staff describe feeling like 'things are done to us'
- Feedback goes into a black hole—no response, no closure
- There are two conversations: official and hallway
- People have stopped offering input because it doesn't seem to matter

If you checked 3 or more, this component needs focused attention.

The Engagement Audit

This adapted Gallup Q12 gives you a quick read on where your organization stands. Be honest—this is for your growth, not evaluation.

Gallup Q12 (Adapted)

How strongly do people in your organization agree with each statement? Rate 1–5.

#	Statement	Rating
1.	I know what is expected of me at work.	1 2 3 4 5
2.	I have the materials and equipment to do my work right.	1 2 3 4 5
3.	I have the opportunity to do what I do best every day.	1 2 3 4 5
4.	My supervisor or someone at work cares about me as a person.	1 2 3 4 5
5.	Someone at work encourages my development.	1 2 3 4 5
6.	My opinions seem to count.	1 2 3 4 5
7.	The mission makes me feel my job is important.	1 2 3 4 5
8.	My fellow workers are committed to doing quality work.	1 2 3 4 5

Pink's Three Drivers of Intrinsic Motivation

Which driver is weakest in your organization right now?

#	Statement	Rating
1.	AUTONOMY: Do people have meaningful choice?	1 2 3 4 5
2.	MASTERY: Are people growing and getting better?	1 2 3 4 5
3.	PURPOSE: Do people connect to WHY the work matters?	1 2 3 4 5

My Commitments

This Week:

One way I will increase autonomy, mastery, or purpose...

This Month:

One systemic change to better engage adults...

EXIT REFLECTION: "To move from compliance to engagement, I will..."

Screening & Progress Monitoring Tool

Rate each statement based on your organization’s current reality—not where you aspire to be. This isn’t about being generous with yourself; it’s about knowing where you actually stand so you can do something about it.

Rating Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Somewhat Agree | 4 = Agree | 5 = Strongly Agree

Time Required: 10–15 minutes | Recommended Frequency: Quarterly or when targeting this component

#	Statement	Rating
Sub-Dimension A: Genuine Input Opportunities		
1.	Staff have genuine input into significant decisions.	1 2 3 4 5
2.	Input is sought early enough to actually influence outcomes.	1 2 3 4 5
3.	The scope of input is meaningful, not trivial.	1 2 3 4 5
4.	Input opportunities are accessible to all, not just a few.	1 2 3 4 5
5.	There’s clarity about what’s open for input vs. already decided.	1 2 3 4 5
Genuine Input Opportunities Subtotal:		____ / 25
Sub-Dimension B: Visible Influence		
6.	When input is requested, it visibly influences decisions.	1 2 3 4 5
7.	People can see how their ideas were incorporated.	1 2 3 4 5
8.	There’s transparency about how input was used (or why it wasn’t).	1 2 3 4 5
9.	Staff believe their input actually matters.	1 2 3 4 5
10.	The connection between input and outcomes is clear.	1 2 3 4 5
Visible Influence Subtotal:		____ / 25
Sub-Dimension C: Ownership & Partnership		
11.	People feel like partners in improvement, not recipients of mandates.	1 2 3 4 5
12.	Staff describe initiatives as ‘ours,’ not ‘theirs.’	1 2 3 4 5
13.	There’s shared ownership of both problems and solutions.	1 2 3 4 5
14.	People feel responsible for outcomes, not just compliance.	1 2 3 4 5
15.	The language is ‘we decided,’ not ‘they decided.’	1 2 3 4 5
Ownership & Partnership Subtotal:		____ / 25
Sub-Dimension D: Feedback Loop Closure		
16.	When staff raise concerns, they learn what happened as a result.	1 2 3 4 5
17.	Feedback doesn’t go into a black hole.	1 2 3 4 5
18.	Even when the answer is ‘no,’ people understand why.	1 2 3 4 5
19.	There’s follow-up on suggestions and concerns.	1 2 3 4 5
20.	People know their voice was heard even if the outcome wasn’t their preference.	1 2 3 4 5
Feedback Loop Closure Subtotal:		____ / 25

Adult Engagement TOTAL: _____ / 100 = _____%

Scoring & Interpretation

Range	Level	What It Means
80–100%	Strong	This is an area of strength. Maintain and protect what’s working.
60–79%	Developing	Building momentum. Focus on consistency and deepening practices.
40–59%	Emerging	Pockets of strength but gaps remain. Target specific sub-dimensions.
20–39%	Needs Attention	Significant weakness. Prioritize intervention in this component.
0–19%	Critical	Urgent attention required. This is blocking organizational progress.

Progress Monitoring Tracker

Use this table to track scores over time. Record percentages for each sub-dimension at regular intervals.

Sub-Dimension	Baseline	Q1	Q2	Q3	Q4
A. Genuine Input Opportunities	___%	___%	___%	___%	___%
B. Visible Influence	___%	___%	___%	___%	___%
C. Ownership & Partnership	___%	___%	___%	___%	___%
D. Feedback Loop Closure	___%	___%	___%	___%	___%
OVERALL	___%	___%	___%	___%	___%

Reflection Questions

1. For the last significant decision, what input did staff have? How did it influence the outcome?

2. Is the language ‘we decided’ or ‘they decided’? What does that reveal?

3. When staff raise concerns, do they learn what happened as a result?

4. Where do people feel they have real influence? Where do they feel they have none?

5. What would staff say about their level of genuine involvement?

Pre/Post Self-Assessment

Rate your own capacity—not your organization’s. This is about what you understand, what you can do, and what you believe. Be honest; this is for your growth.

Rating Scale: 1 = Not at all | 2 = Somewhat | 3 = Moderately | 4 = Mostly | 5 = Completely

#	Statement	Rating
KNOWLEDGE: What I Understand		
1.	I can explain Pink’s three drivers of intrinsic motivation: autonomy, mastery, purpose.	1 2 3 4 5
2.	I understand Deci and Ryan’s Self-Determination Theory and its application to workplaces.	1 2 3 4 5
3.	I know Gallup’s Q12 engagement research and which factors most predict engagement.	1 2 3 4 5
4.	I can describe Vroom’s Expectancy Theory (effort-performance-outcome links).	1 2 3 4 5
5.	I understand the difference between compliance and commitment.	1 2 3 4 5
Knowledge Subtotal:		____ / 25
SKILLS: What I Can Do		
6.	I can diagnose which engagement factors are strongest/weakest in my context.	1 2 3 4 5
7.	I know how to create genuine choice and voice without creating chaos.	1 2 3 4 5
8.	I can connect daily work to meaningful purpose beyond compliance.	1 2 3 4 5
9.	I can identify when I’m creating compliance rather than commitment.	1 2 3 4 5
10.	I can involve staff in decisions without abdicating leadership responsibility.	1 2 3 4 5
Skills Subtotal:		____ / 25
BELIEFS: What I Hold to Be True		
11.	People support what they help create.	1 2 3 4 5
12.	Compliance produces minimum effort; commitment produces discretionary effort.	1 2 3 4 5
13.	Autonomy doesn’t mean ‘anything goes’—it means voice, choice, and ownership within clear parameters.	1 2 3 4 5
14.	Adults need to understand ‘why’ before they can fully invest in ‘what.’	1 2 3 4 5
15.	Engagement is earned through how we treat people, not mandated through policy.	1 2 3 4 5
Beliefs Subtotal:		____ / 25

Section	Pre-Score	Post-Score	Growth
Knowledge (/25)			
Skills (/25)			
Beliefs (/25)			
TOTAL (/75)			

Growth Check

Pre-Assessment Total: _____ / 45 **Post-Assessment Total:** _____ / 45

Growth: _____ points Where did you grow most? Knowledge Skills Beliefs

Reflection

One thing I'll do differently based on this learning:

Which items scored lowest? What might be blocking your growth in those areas?

Are your gaps primarily in Knowledge, Skills, or Beliefs? What does that tell you about what kind of development you need?

3. What is one specific action you could take in the next two weeks to strengthen your capacity in this component?

Visual Scorecard & Tracking

Baseline Score: _____ / 5 Target Score: _____ / 5

Date: _____ Target Date: _____

Leading Indicators (Predict Future Success)

What to Track	How Measured	Target	Current
Staff input visibly incorporated into decisions	Examples per month	3+ visible	
Feedback loops closed ('Here's what we did with your input')	% closed	100%	
Dialogue vs. announcement ratio in meetings	% dialogue	> 50%	
Staff initiating improvements without being asked	Count per month	5+ initiatives	

Lagging Indicators (Confirm Success Happened)

What to Track	How Measured	Target	Current
Ownership language ('we' vs. 'they')	Language analysis	Majority 'we'	
Commitment vs. compliance indicators	Survey items	> 4.0 / 5	
Discretionary effort on initiatives	Observation	High engagement	

Progress Tracking

Check-In Date	Score	Key Win	Key Challenge	Next Action

Training Reflection Guide

Before We Begin: Self-Assessment

How would you rate your organization's current strength in Adult Engagement?

1 - Critical 2 - Weak 3 - Developing 4 - Strong 5 - Excellent

What made you choose that rating? What evidence informed your assessment?

Key Takeaways

As you engage with this content, capture the ideas that resonate most.

What's one idea that confirms something you already believed?

What's one idea that challenges or surprises you?

What's one idea you want to explore further?

Connecting to Your Context

Think of the last significant decision that affected staff. Did they have genuine input that influenced the outcome?

Is the language here 'we decided' or 'they decided'?

When staff raise concerns, do they learn what happened as a result?

Examining the Sub-Dimensions

Adult Engagement breaks down into these key areas. Rate each and identify one specific observation.

A. Genuine Input Opportunities Rating: ____ / 5

One specific observation about this area:

B. Visible Influence Rating: ____ / 5

One specific observation about this area:

C. Ownership & Partnership Rating: ____ / 5

One specific observation about this area:

D. Feedback Loop Closure Rating: ____ / 5

One specific observation about this area:

Honest Assessment

Transformation requires honesty. Consider these questions privately.

When was the last time staff input actually changed your thinking or decision?

Are there places where you ask for input but have already decided?

What would people say about this if they knew their comments were truly anonymous?

Table Discussion & Action Planning

Table Discussion Questions

Discuss these with your table group:

- What's the difference between genuine engagement and performative consultation?
- Where do staff have real influence here? Where do they have none?
- What would it take to close feedback loops more consistently?
- How do we build ownership without creating paralysis?

Start / Stop / Continue / Learn

What I want to START doing:	What I want to STOP doing:
What I want to CONTINUE doing:	What I need to LEARN more about:

My Commitment

One specific action I will take in the next two weeks:

How I'll know it's working:

Who will hold me accountable:

What might get in the way:

How I'll overcome that obstacle:

Organizational DNA & Literacy Connections

Organizational DNA

Reflect on these questions about how your organization's 'DNA' expresses itself:

1. Pink's research shows that autonomy, mastery, and purpose drive engagement. Which of these 'genes' is most suppressed in your organization?

2. What's the difference between compliance and commitment? Where do your teachers fall on that continuum with literacy work?

3. How do your systems either activate or suppress people's natural drive for excellence?

Lippitt-Knostr Connection

How does this component connect to the six elements of successful change?

1. True consensus requires engagement. What does 'agreement' mean when people are disengaged—real buy-in or passive compliance?

2. Are your incentives aligned with what actually motivates adults (purpose, growth, autonomy) or just carrots and sticks?

3. How does lack of voice and choice create resistance disguised as agreement?

Progress Toward Literacy Goals

How does this component affect your literacy implementation and student outcomes?

1. Are teachers genuinely invested in literacy improvement, or just complying with requirements? How can you tell?

2. What voice and choice do teachers have in how literacy instruction looks in their classrooms?

3. Where do teachers find purpose and meaning in their literacy work? What threatens that sense of purpose?

Organizational Support Systems

What structures and supports need to be in place for this component to enable literacy success?

1. How might you increase teacher autonomy in literacy instruction while maintaining quality and consistency?

2. What opportunities exist for teachers to pursue mastery in literacy teaching—to get really good at this?

3. How do you connect daily literacy work to meaningful purpose for students and communities?

CLOSING REFLECTION: Based on this discussion of Adult Engagement, what's ONE thing you will commit to doing differently to support your literacy goals?

30-Day Follow-Up

Complete this section 30 days after training. Coming back to this with fresh eyes is where the real growth happens.

How would you now rate your organization's strength in Adult Engagement?

1 - Critical 2 - Weak 3 - Developing 4 - Strong 5 - Excellent

What changed (if anything) since the training?

Did you complete your committed action? What happened?

What's your next step?

Remember: If you want commitment, you need involvement. If you're just going to decide anyway, don't pretend to consult—it erodes trust faster than not asking at all.