

# National Association *of* Independent Schools



# Avoiding Teacher Turnover: Using JTBD to Attract and Retain Top Talent

# Session Objectives

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*Participants will walk away with...*

An understanding of using **demand-side perspectives** to impact the way we **innovate** in our approaches to hiring and retention.



An understanding of the **JTBD theory** and NAIS's research on **Teacher JTBD**



Concrete suggestions and tips for marketing messages in **hiring and retaining top talent**

# Supply vs. Demand Side Thinking

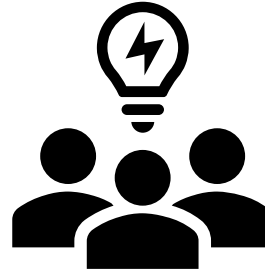
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Supply  
Side



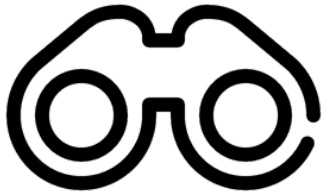
or

Demand  
Side



# Hiring

## Traditional Approach (Supply Side)



The Heritage School teacher is responsible to deliver instruction that is based on the approved curricula and mission of the school, and to create a safe learning environment for his/her students.

Apply

## JTBD Approach (Demand Side)



Big corporate killing you? Have you considered teaching? We'll help bridge your expertise to our students.



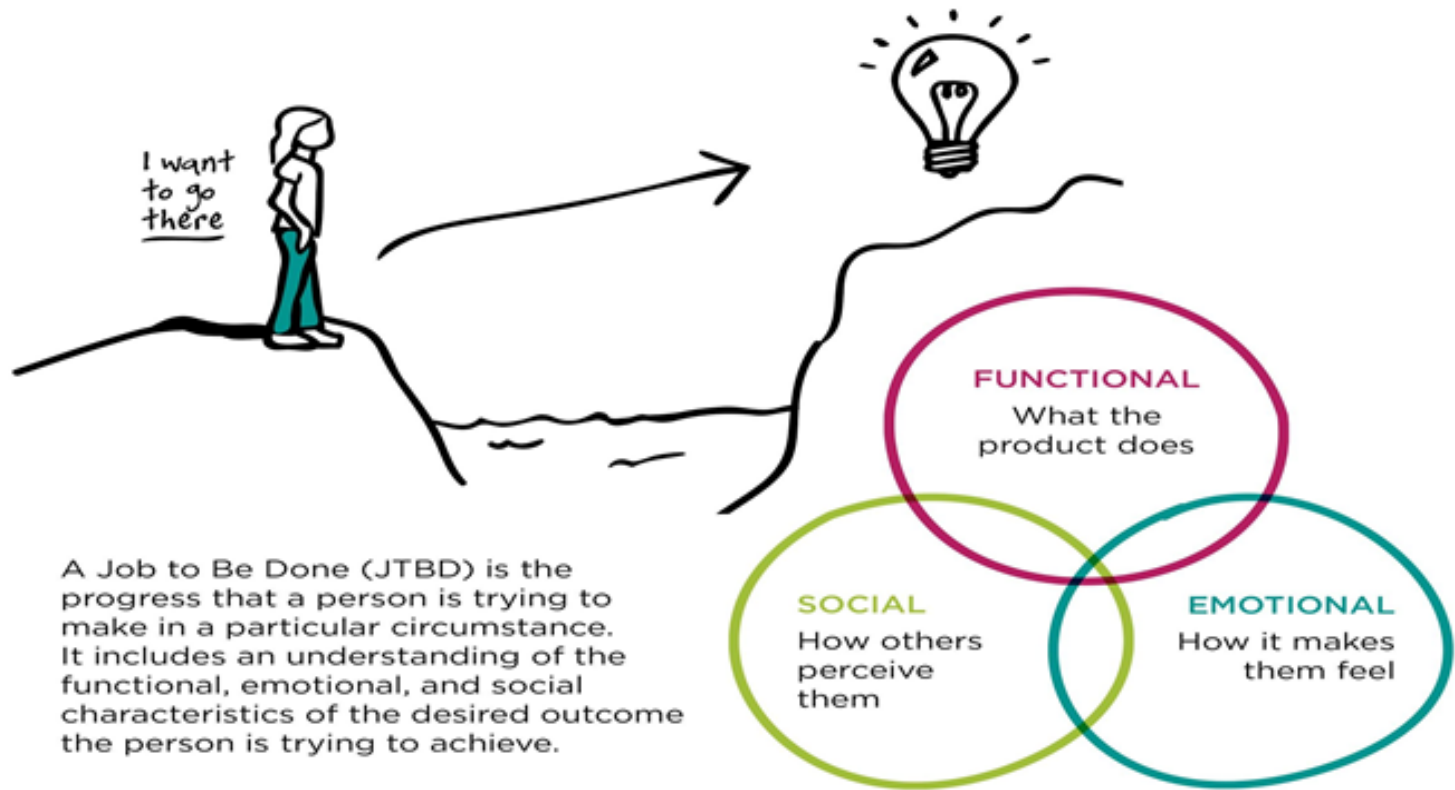
Do you feel like you don't have a voice at your school? We believe teachers know how to teach (and we let them)!



Are you so overwhelmed that you can't have the impact you're seeking? Restore your work/ life balance at Cheshire Academy.

# What Is A Job-To-Be-Done?

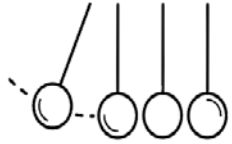
# What is Job to Be Done?



# Methodology

**Harvard  
Business  
Review**

The JTBD methodology was developed and popularized by Clayton Christensen and the Harvard Business Review. NAIS worked with the Rewired Group (the founders of the methodology and collaborators with Christensen) on this study.



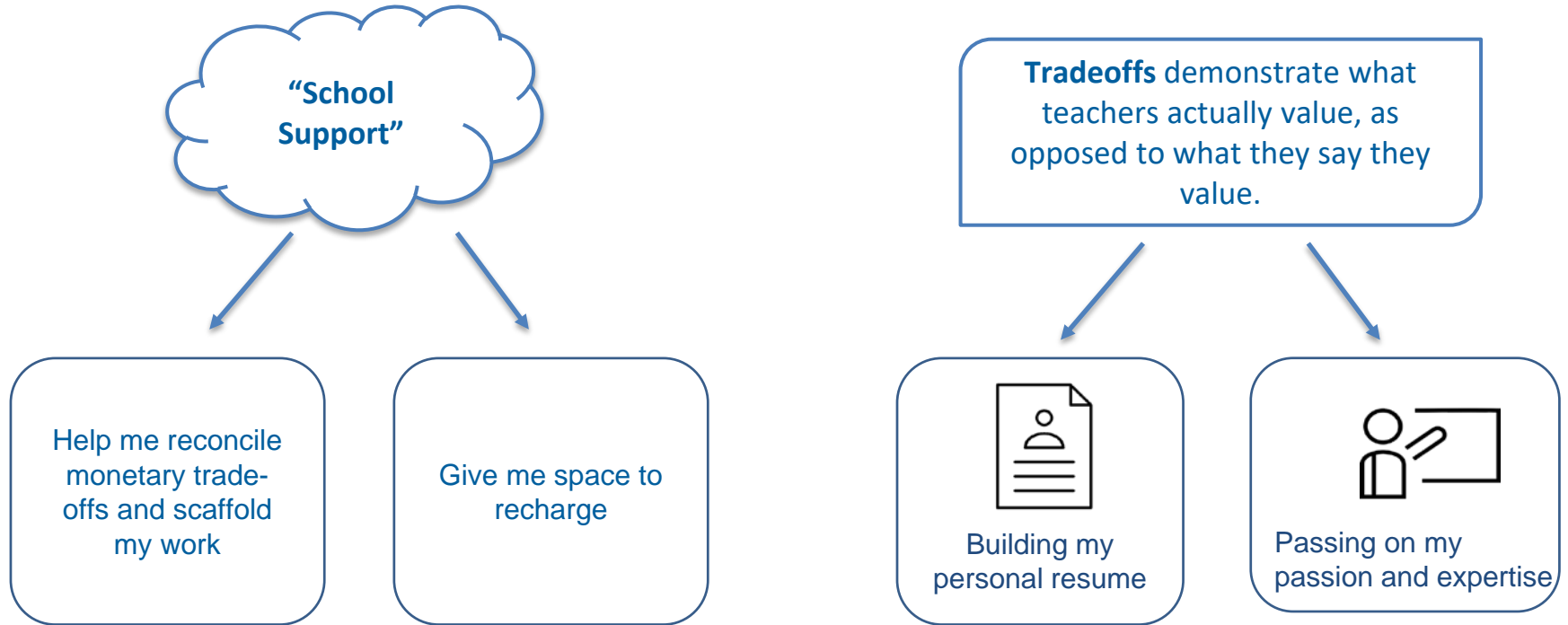
JTBD methodology dispenses with the notion that correlations can predict behavior. Rather than focusing on demographics based segmentation, JTBD examines causal mechanisms that drive behavior.



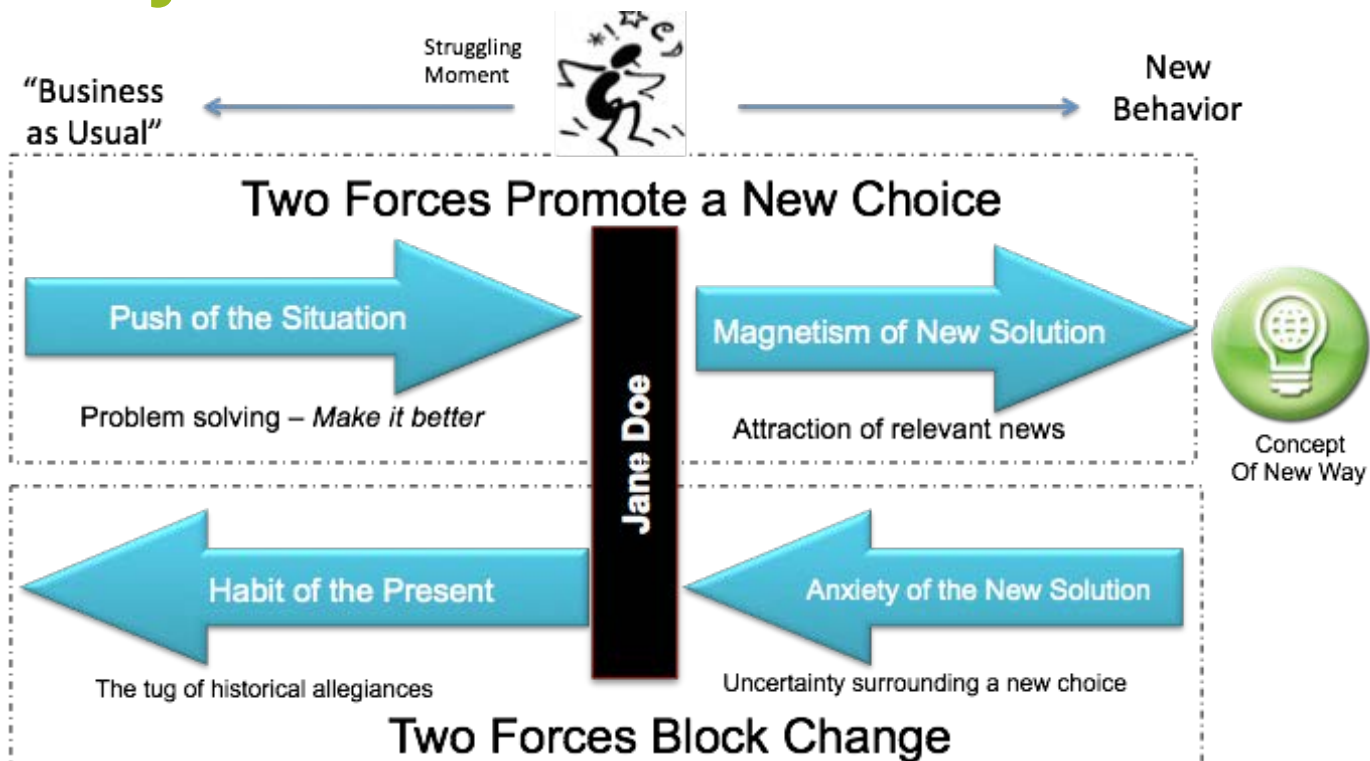
We spoke with male and female teachers, from different ages, and racial/ethnic backgrounds who changed to and from public, independent, charter and parochial schools; teachers who work in diverse schools base on their geographic regions, sizes, grade levels, student gender, etc.; teachers from single subject areas, homeroom teachers, and individuals who came from other industries.



# What is a Job to Be Done?



# What Is a Job to Be Done?



# Strategic Questions

- ✓ What contexts are “pushing” current/future teachers to leave their role?
- ✓ What outcomes are “pulling” them to consider working at your school?

# What Are the JTBD for Independent School Teachers?

# Overview of Teacher Jobs



## Job 1

When I do not find my current job/ role fulfilling, help me find ways to pass on my experience, expertise, and culture, so I can have a significant impact on kids.



## Job 2

When the school fails to meet our agreed upon expectations, help me feel listened to and respected, so I can use my experience and abilities to help kids without being hindered by the system and administration.



## Job 3

When I am overworked, overwhelmed, and stressed out, help me regain my work/life balance so I can have an impact on the kids without sacrificing myself.

# Teachers in Job 1



**JTBD Statement:** When I do not find my current job/ role fulfilling, help me find ways to pass on my experience, expertise, and culture, so I can have a significant impact on kids.

More About	Finding a more fulfilling career path
	Me doing something that I am passionate about on a daily basis
Less About	Making more money or getting a promotion from my current role
	Urgently seeking to switch roles

# Teachers in Job 1 – What Is Progress for Them?



## Help teachers...

- ✓ Ensure they have a meaningful impact on students
- ✓ Have sufficient personal time for loved ones and hobbies
- ✓ Reconcile monetary trade-offs
- ✓ Accomplish the administrative tasks of teaching
- ✓ Build confidence in the classroom

## And don't...

- ✓ Make them do too many administrative tasks
- ✓ Require too many obligations outside the classroom and the school day

# Teachers in Job 1



## Some Takeaways for Teachers in Job 1

- ✓ These individuals do not necessarily start out as teachers.
  - ✓ They are often disillusioned by their current roles and the personal sacrifices required to make them work.
  - ✓ They often have a unique skill set or passion that they want to pass on to students.
  - ✓ They are seeking a more fulfilling career through teaching.
  - ✓ They are often more motivated by their own sense of purpose.
  - ✓ For them, money is less important than doing something they love.
- ✓ Though they feel disengaged from their current role, there is no huge sense of urgency to leave.
- ✓ Their anxieties about teaching can be assuaged by an administration who helps them figure out how they are going to make teaching work for them.



# Teachers in Job 2



**JTBD Statement:** When the school fails to meet our agreed upon expectations, help me feel listened to and respected, so I can use my experience and abilities to help kids without being hindered by the system and administration.

More About	Finding an administration that will support my efforts
	Allowing me to influence and control my curriculum
Less About	Changing the way I teach
	Finding my passion or changing my career

# Teachers in Job 2 – What Is Progress for Them?



## Help teachers...

- ✓ Feel respected and trusted as teachers
- ✓ Know their expectations and objectives
- ✓ Have control over their curriculum and pedagogy
- ✓ Keep boundaries between work and personal life
- ✓ Feel like they're evaluated fairly

## And don't...

- ✓ Make me do too many "extracurricular" tasks
- ✓ Be an "authoritarian" without reason
- ✓ Make promises you can't keep

# Teachers in Job 2



## Some Takeaways for Teachers in Job 2

- ✓ They are confident in their teaching abilities.
- ✓ They feel their ability to impact students is being hindered by useless administrative tasks or management.
- ✓ They often have identified a gap between what the administration is saying and what they are doing.
- ✓ They do not feel supported by their school and feel alienated.
- ✓ They are often afraid to be evaluated by an unfair or unattainable metric.
- ✓ They are looking for a sense of belonging and safety from prospective schools.
- ✓ They are often seeking more influence over their curriculum and pedagogy.
- ✓ They are looking for clear expectations on their time and work.

# Teachers in Job 3



**JTBD Statement:** When I am overworked, overwhelmed, and stressed out, help me regain my work/life balance so I can have an impact on the kids without sacrificing myself.

More About	Removing myself from a work environment that is impacting my wellbeing
	Finding a place to work that restores my hope
Less About	Getting a promotion or building my resume
	The school administration not doing enough or needing to change

# Teachers in Job 3 – What Is Progress for Them?



## Help teachers...

- ✓ Remove themselves from a stressful situation
- ✓ Improve their state of mind and restore their sense of hope
- ✓ Have an impact on their students without being overwhelmed by insurmountable systemic issues

## And don't...

- ✓ Make me change my curriculum
- ✓ Blur the boundaries between work and my personal life

# Teachers in Job 3



## Some Takeaways for Teachers in Job 3

- ✓ Their administration can't support them or their students due to lack of funding, resources, or other systemic issues.
- ✓ They feel emotionally drained from the stress of their job.
- ✓ In some cases, their students may be facing poverty, hunger, absentee parents, or other difficult situations that reach beyond the school and that good teaching alone can't solve.
- ✓ The boundaries between work and personal life have disappeared as teachers devote extra hours to caring for their students.
- ✓ When looking for a new position, it's because they want to escape their old one, and it often comes with a sense of urgency.
- ✓ These teachers are willing to take on a longer commute, lower pay, and even a less-prestigious title in order to be in a less-stressful environment where they can actually help students learn.

## Strategic Questions

What contrasts do you see between the contexts that cause teachers in different jobs to leave their current role?



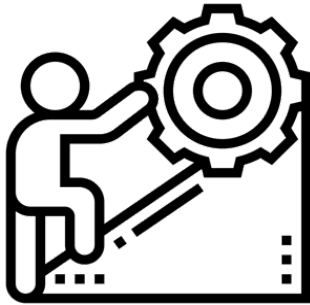
How can this help inform conversations you have with current and potential teachers?



# Initial Applications



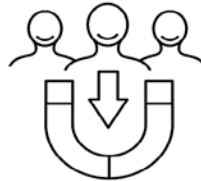
## So What?



**Application**



**Retention strategies that identify and ameliorate challenges in each job**



**Hiring conversations that speak to a potential teacher's current context**

# JTBD #1 – Design Requirements



**JTBD Statement:** When I do not find my current job/ role fulfilling, help me find ways to pass on my experience, expertise, and culture, so I can have a significant impact on kids.

## Retain

- Ensure they receive positive feedback that shows the impact they are having on students.
- Offer resources to help reduce anxiety about teaching, such as help designing a curriculum or a partner teacher.
- Help them translate their knowledge and experience into a classroom setting.
- Help them learn the basics of the administrative tasks.
- Create a purposeful dialogue with teachers to understand their career path.

## Attract

- Uncover what the applicant is passionate about and link with direct opportunities to pass on to students.
- Help them visualize how they are going to make teaching work for them.
- Help them reconcile the monetary trade-offs – an example might be providing day care or housing at no cost.

# JTBD #2 - Design Requirements



**Struggling Moment: The school administration does not value me and is not living up to our agreed upon expectations**

## Retain

- Clearly define expectations.
- Protect employee's ability to perform by minimizing administrative obstacles or non-teaching activities.
- Recognize conflict within the school and step in to understand wherever possible.
- If administrative work is required, help teachers understand why it is worth their time and provide ample time to accomplish it.

## Attract

- Explicitly outline the number of after-hours commitments you expect; provide the opportunity to choose a few.
- Emphasize opportunities to influence the curriculum.
- Provide evidence that you will follow through on the promises you make.

# JTBD #3 - Design Requirements



**JTBD Statement:** When I am overworked, overwhelmed, and stressed out, help me regain my work/life balance so I can have an impact on the kids without sacrificing myself

## Retain

- Establish and respect clear work/life balances.
- Evaluate workload sharing options.
- Restructure teachers' workdays to provide more time for administrative tasks.
- Foster a culture where taking breaks is encouraged.
- Provide employee well-being resources.
- Shield from unmanageable parent expectations.

## Attract

- Make pro-teacher health benefits explicit.
- Highlight the support systems available to teachers.
- Be upfront about systemic issues and how your school is facing them.
- Listen and understand why they are leaving their current role and what they need now.

# Job 1 - Advertising Concept



## Job 1

When I do not find my current job/ role fulfilling, help me find ways to pass on my experience, expertise, and culture, so I can have a significant impact on kids.

### **Struggling Moments:**

Is big corporate killing you? Are you not feeling fulfilled in your career? Have you hit the corporate ceiling?

### **Thought Provoking Question:**

Have you thought about teaching?

### **Desired Outcome:**

We will help you find fulfillment by passing on your knowledge and expertise on to the kids. Check us out!

# Job 2 - Advertising Concept



## Job 2

When the school fails to meet our agreed upon expectations, help me feel listened to and respected, so I can use my experience and abilities to help kids without being hindered by the system and administration

### **Struggling Moments:**

Is the school administration not listening to you? Do you feel like an outsider or that you don't have a voice? Is your school not walking the talk?

### **Thought Provoking Statement:**

We give teachers the respect they deserve!

### **Desired Outcome:**

We believe teachers know how to teach and we trust them to do so. We welcome your ideas and will listen to your concerns. We know that bullying doesn't happen only to kids!

# Job 3 – Advertising Concept



## Job 3

When I am overworked, overwhelmed, and stressed out, help me regain my work/life balance so I can have an impact on the kids without sacrificing myself

### Struggling Moments:

Do the struggles your students face keep you up at night? Are you worried that your efforts are having little to no impact on the kids?

### Thought Provoking Statement:

Teaching does not have to be that way!

### Desired Outcome:

We will provide you with the resources and support to have a better impact. We will establish clear boundaries between your personal and work lives to minimize your stress! Come teach with us and see the impact you can have!

# Demand-Side Hiring Conversations

## Job 1



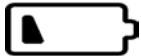
Help candidates in Job 1 envision the *how* of making teaching fit in their life; work with them to reconcile monetary trade offs or offer options to scaffold their work as they build confidence in the classroom. Help them understand that you value their unique expertise.

## Job 2



Help candidates in Job 2 feel confident that you can make good on promises; show them how you are walking the walk. List out exact expectations, such as 2 weekend duties and 1 advisory group of 8 students.

## Job 3



Help candidates in Job 3 understand the existing work arounds in your school to deal with systemic issues. Highlight the support systems available to teachers and how you help teachers have work/life balance.



# Questions?



# Let's Stay Connected!



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