



Leading Change in the 21st Century

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Introduction

“The only person who likes change is a baby with a wet diaper.”

Mark Twain

- not necessarily true/Change Style Indicator preferences

Introduction

Issue of Change in a Personal Context

Discussion

- Reflect on changes you've been intentional about making in your own life.
- What are the keys to successfully changing yourself/obstacles?



Introduction

Organizationally -

Discussion

- Have you been an educational leader who has let change occur as it will?
- Have you been a change agent driving change?
- Have you had formal plans for dealing with the change?



Introduction

Research Shows -

- That most leaders do not have formal plans for dealing with change.
- The majority of leaders are reluctant in their approach because of a “short-term” mentality.
- Leaders don't like to lose control/uncertain exactly what to do.

Change Overview - “Big Picture”

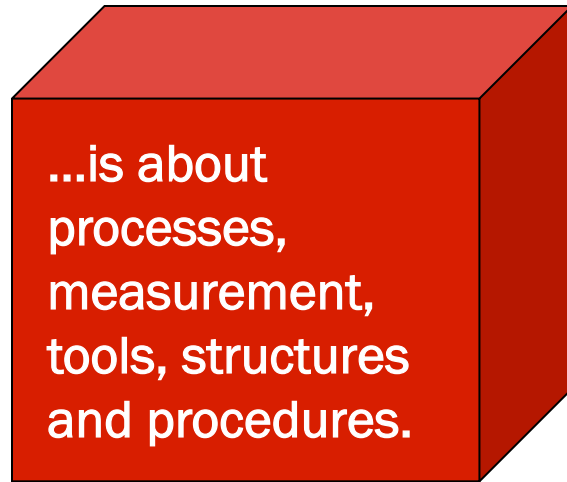
“We no longer have problems to solve, we have messes to manage.”

Independent Problems
Related to Each Other.

THERE ARE TWO SIDES OF ORGANIZATIONAL CHANGE



THE HARD SIDE OF CHANGE



The hard side is about
MANAGEMENT



THE SOFT SIDE OF CHANGE



The soft side is about
LEADERSHIP

Adapted from Enlightened Leadership: Getting to the Heart of Change

Application Exercise #1

Exercise – Leading for Change: Staying on Track and Avoiding Derailment



Change Overview - “Big Picture”

The motivation to change may come from **internal desires** to improve the organization and how it serves the public, or it may come from **outside** the organization.

Changes that are based on internal desires for improvement are more likely to be successful than changes that are made solely to comply with the demands of others.

Change Overview - “Big Picture”

The “quick-fix” solution reduces the motivation of members to carry out the long-term change necessary to avert future crises.

The task for the leaders is to provide enough of a “quick-fix” for the organization to continue to function, without decreasing the motivation needed for the more long-term change.



Change Overview - “Big Picture”

CHANGE IS ...

- A process, not an event.
- Made by individuals first, then institutions.
- A highly personal experience.
- Developmental growth in feelings and skills.



Change Overview - “Big Picture”

When changing organizational practice,
deal with people first,

the innovation second.



Change Overview - “Big Picture”

As educational leaders, you must ...

- manage change or face the risk of having undesired changed forced upon you.
- not take on too much.
- recognize that politically motivated change alone can be counterproductive.



Change Overview - “Big Picture”

- A lot of frustrated Teachers and Administrators
- A lack of a model leading to meaningful change
- Change occurs on the edge of frustration (guilt, skepticism, frustration, doubt)
- Change is full of chaos and contradictions
- Don't expect overnight progress



Change Overview - “Big Picture”

“To keep things from getting worse takes a lot of change.”

– Phil Schlechy



Change Overview - “Big Picture”



- Most people have a tendency to view change as something that is important for others to do.
- Resistance is a **personal**, as well as an **organizational**, issue.



Change Overview - “Big Picture”

Leaders and employees view change differently. Senior leaders see change as an opportunity to strengthen the school district by aligning operations with strategy, to take on new professional challenges a risks, and to advance their careers.

For many employees, including principals, change is neither sought after nor welcomed. It is viewed to be disruptive and intrusive. It upsets the balance.



Change Overview - “Big Picture”

In truly **great organizations**, change is a constant, but not the only constant. **Leaders understand** the difference between **what should never change** and **what should be open for change**, between what is truly sacred and what is not. And by being clear about what should never change, they are better able to stimulate change and progress in everything else.



Adapted from: James Collins & Jerry Porras, Built to Last: Successful Habits of Visionary Companies, 1994.

Change Overview - “Big Picture”

Ten Cultural Components to Consider When Implementing Change

- Rules and Policies
- Goals and Measurement
- Customs and Norms
- Training
- Ceremonies and Events
- Management Behaviors
- Rewards and Recognition
- Communications
- Physical Environment
- Organizational Structure

Source: Timothy Galpin, “Connecting Culture to Organizational Change,”
HR Magazine, March 1996, pp. 84-90.

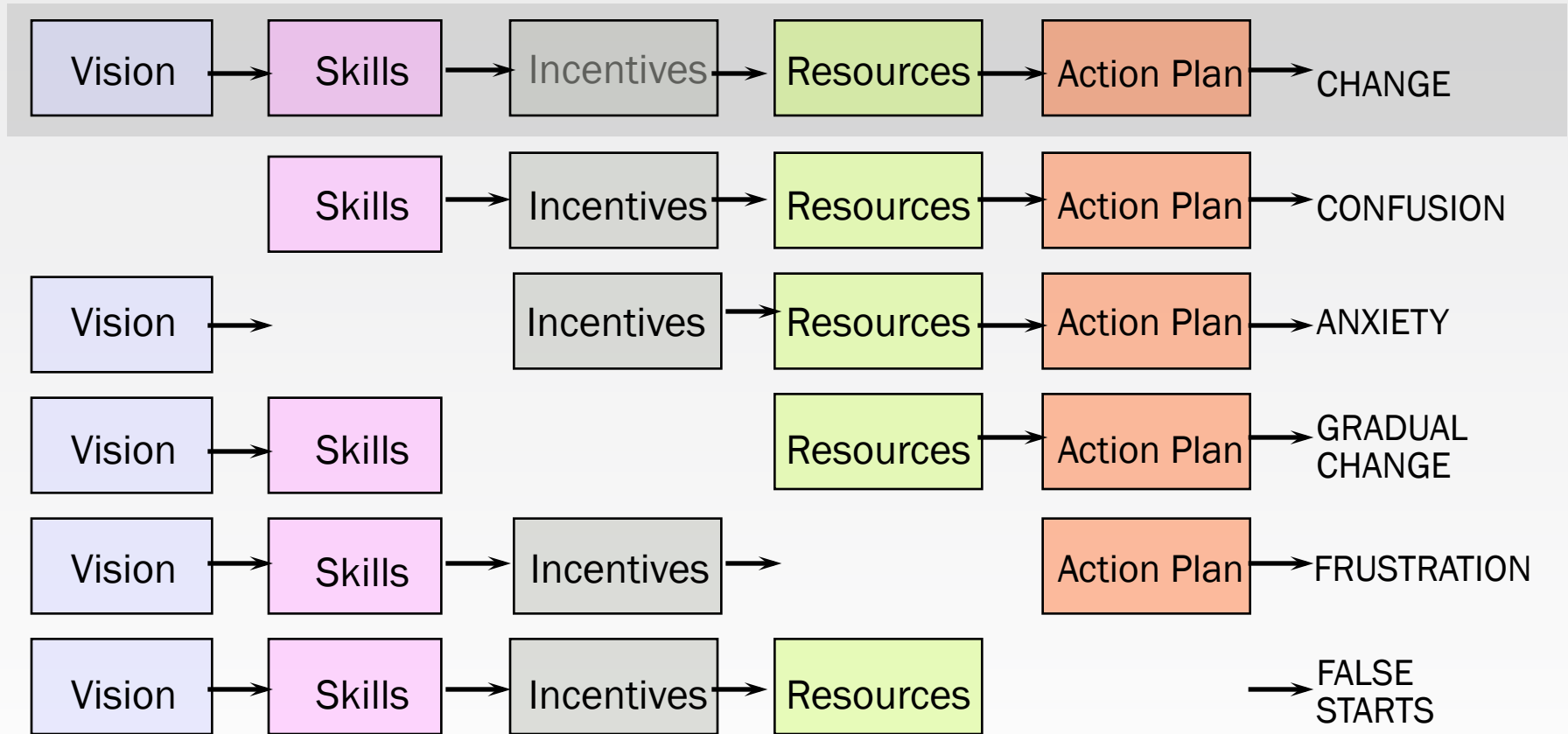
Application Exercise #2

Exercise – Read/discuss **Ten Cultural Components to Consider When Implementing Change**



Change Overview - “Big Picture”

Managing Complex Change



Change Overview - “Big Picture”

Resources That Change Requires

SUPPORT

- Those involved in planning the change.
- Those involved in implementing the change.
- Those directly affected by the change.
- Other influential individuals whose support helps facilitate the change.

Change Overview - “Big Picture”

Resources That Change Requires

TIME

- For planning sessions, organizational assessment, and implementation of programs, including training and evaluation.



Change Overview - “Big Picture”

Resources That Change Requires

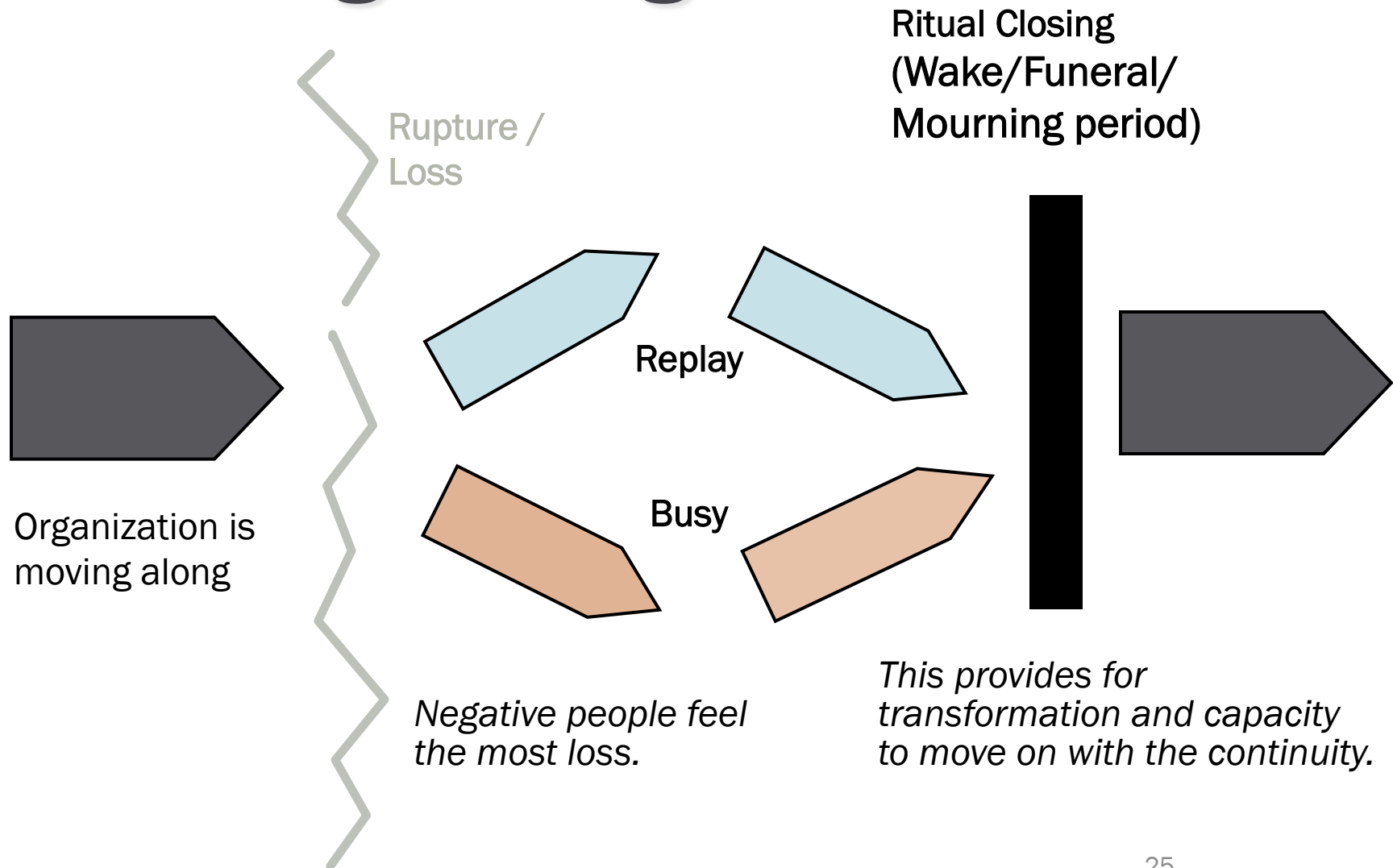
MONEY

- To obtain outside resources.



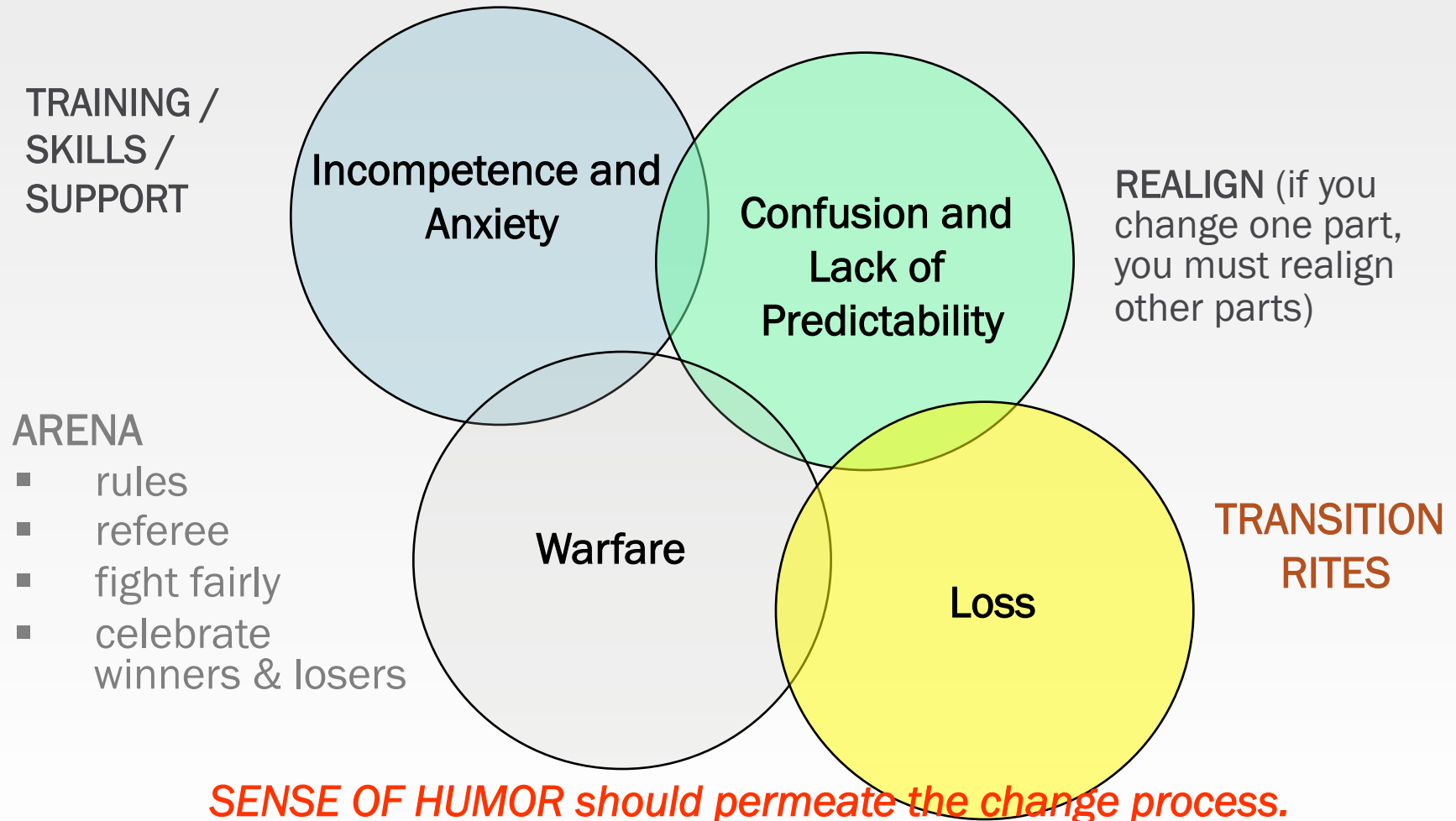
Change Overview - “Big Picture”

Leading Change



Change Overview - “Big Picture”

Four Problems When Facing Change



Change and Followers

WHY PEOPLE RESIST CHANGE

- Perceived Negative Outcome
- Fear of More Work
- Habits Must Be Broken
- Lack of Communication
- Failure to Align with the Organization as a Whole
- Employee Rebellion



Change and Followers

BEFORE MOST PEOPLE CAN UNDERSTAND AND ACCEPT A PROPOSED CHANGE THEY SEEK ANSWERS TO -

What will this mean to me?

What will it mean to my friends?

What will it mean to the school/district?

What other alternatives are there?

Are there better options?

If I'm going to operate differently, can I do it?

How will I learn the new skills I will need?

Will I have to make sacrifices? What will they be?



Change and Followers

BEFORE MOST PEOPLE CAN UNDERSTAND AND ACCEPT A PROPOSED CHANGE THEY SEEK ANSWERS TO -

How do I feel about having to make them?

Do I really believe this change is necessary?

Do I really believe what I am learning about the direction for the future?

Is this the right direction for us to take?

Are others playing some game, perhaps to improve their positions at my expense?

Application Exercise #3

Exercise – Read/discuss **Why People Resist Change**





ChangeStyle[®]

Indicator

A Discovery Learning Product

CHANGE STYLE INDICATOR

DEBRIEF

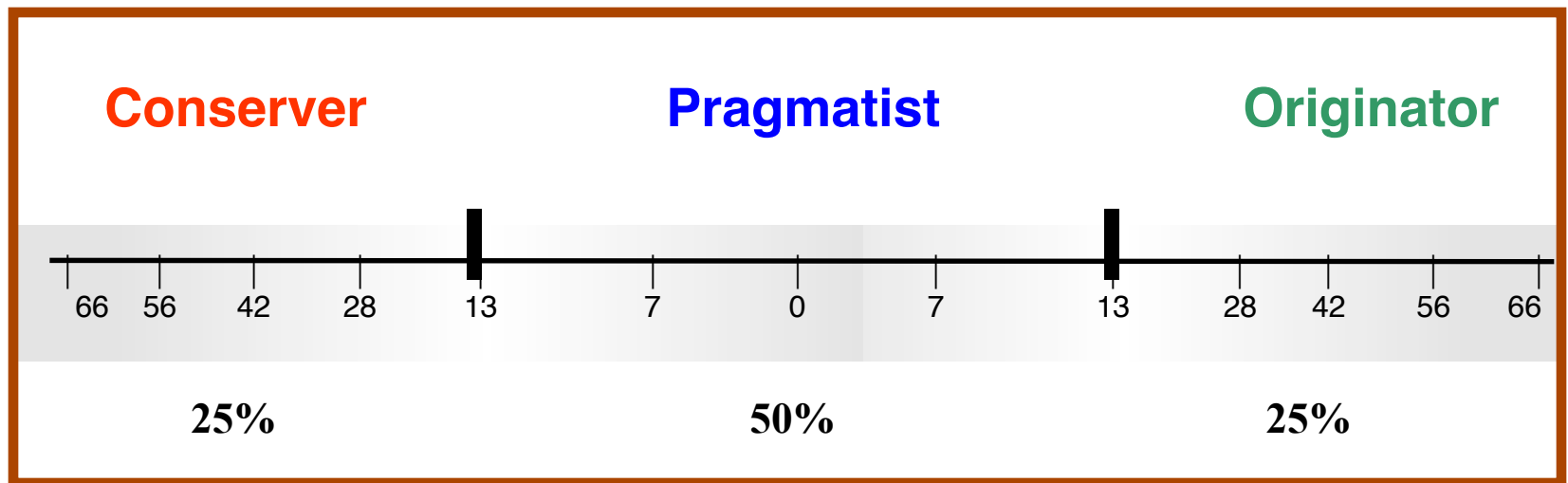
CSI DOES

- Offer an explanation of preferred style for leading and responding to change
- Describe three change style preferences that are more personality influenced than situationally influenced
- Create an appreciation for change style diversity

CSI DOES NOT

- Present a right or wrong, “better” or “worse” change style
- Measure level of competence at leading and managing change
- Limit individuals to predetermined responses to change

CSI CONTINUUM



Application Exercise #4

Exercise – Read/discuss **Change Style Preferences Exercise** and **Leader Reaction to Change Exercise(s)**



Application Exercise #5

Exercise – Read, respond individually, and discuss
Planning for Change



Change and Leaders

- Senior leaders consistently **misjudge** the effect of the “**gap**” on their **relationship with subordinates** and on the **effort required to win acceptance** of change.
- Leaders must learn to see things differently
 - **must put themselves in their subordinates' shoes** to understand how change looks from their perspectives.

Change and Leaders

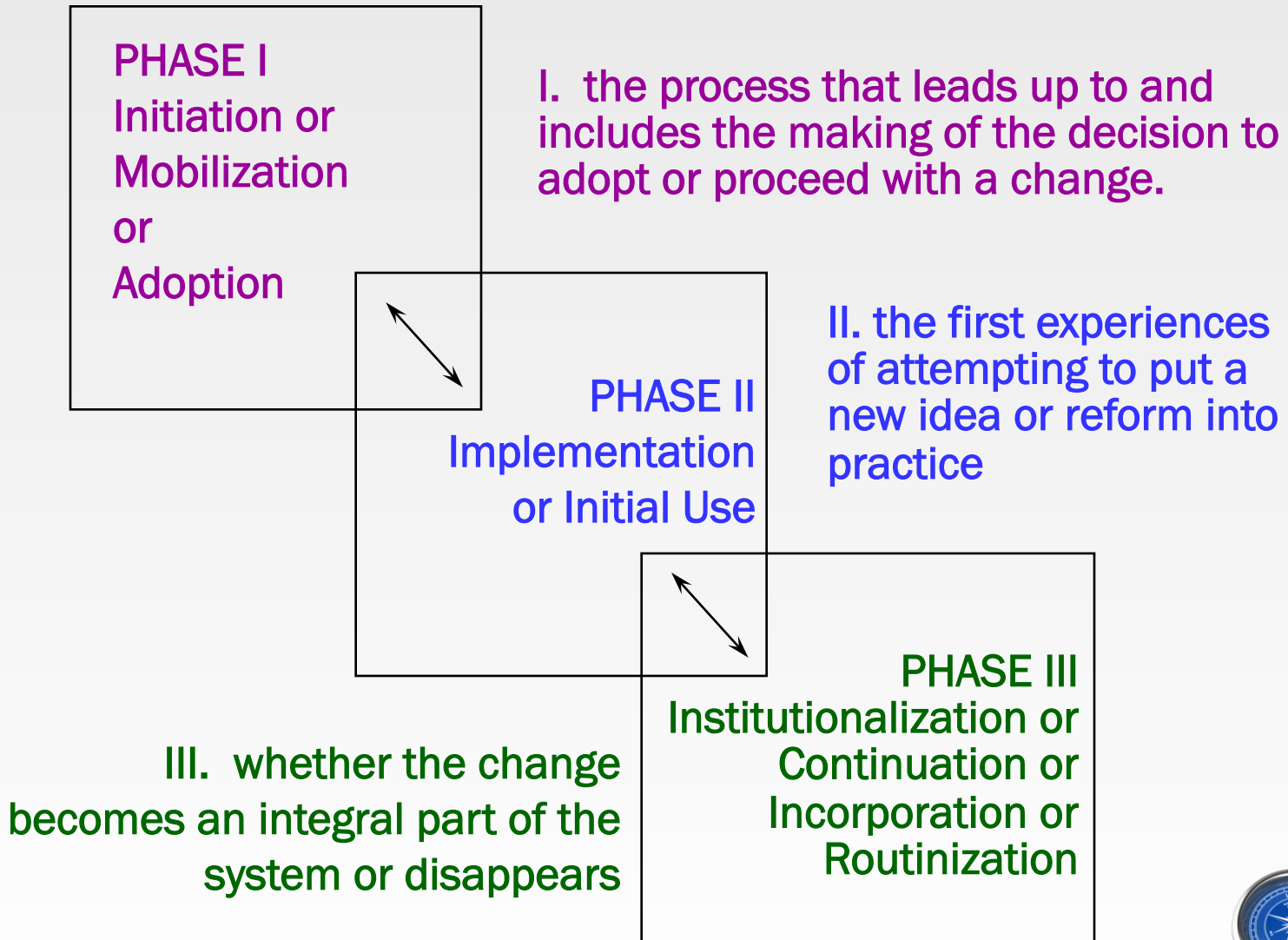
Important Underlying Assumptions

In order to provide effective leadership for organizational change, leaders need to understand:

- Themselves and their beliefs and values.
- The content and purpose of the change that they advocate.
- Their organization and the context in which it functions.
- The process of change itself.

Change Modules/Considerations

The Change Process



Change Modules/Considerations

Phase I Initiation

The Initiation Phase of the Change Process covers the activities that lead up to and include the making of the decision to adopt or proceed with a change.

Change Modules/Considerations

Some Examples of Generic **Initiation** Activities

- Researching a particular idea that will be the focus of the change.
- Helping others to improve their understanding of the need for making a change.
- Finding resources that can be used to support the change.
- Building a support base for the change by mobilizing allies.
- Planning a strategy for getting the change approved.



Change Modules/Considerations

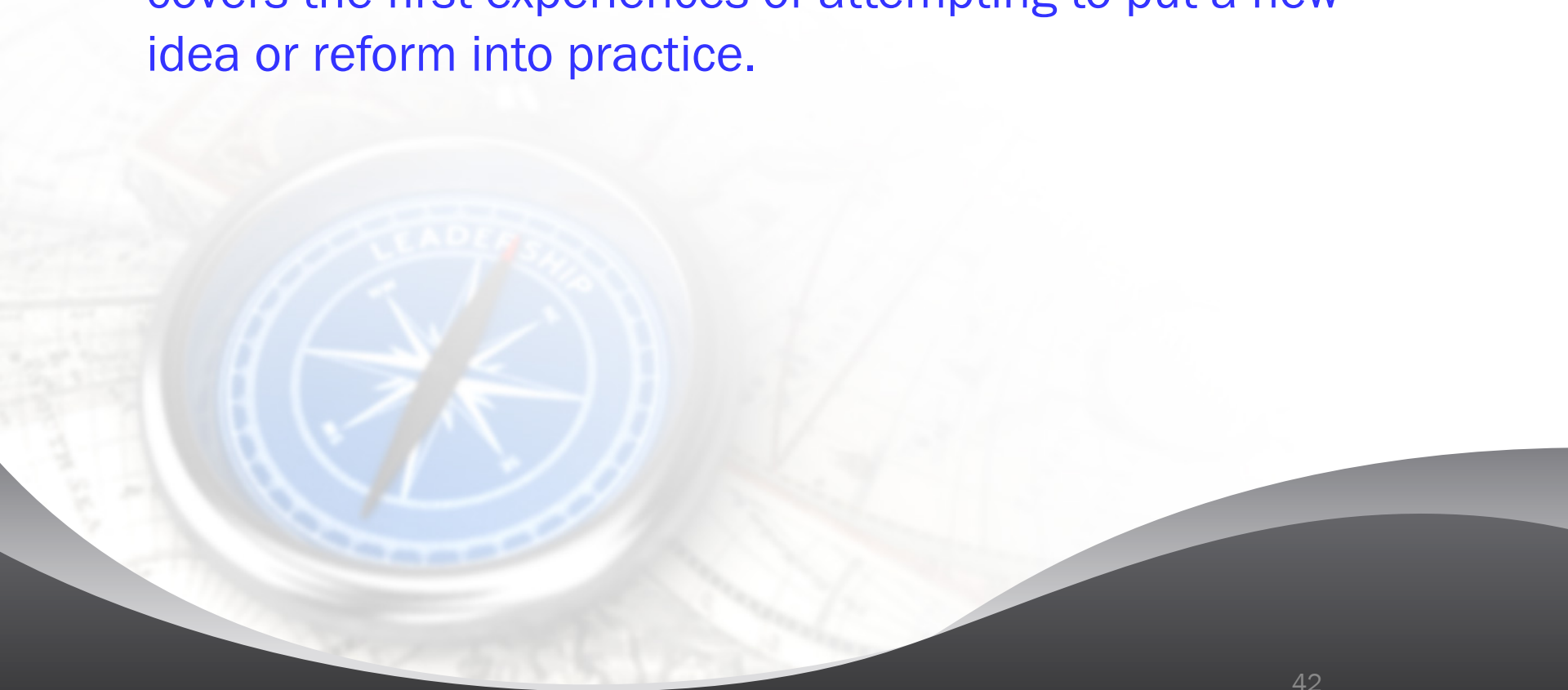
Phase I

- High profile need (educator driven) plus political support produces a better “start up.”
- Clear model.
- Strong advocate/catalyst.
- Active initiation or “mustering the gusto” to get it started.
- Trying to get all people on board before trying the change doesn't seem to work.

Change Modules/Considerations

Phase II Implementation

The Implementation Phase of the Change Process covers the first experiences of attempting to put a new idea or reform into practice.



Change Modules/Considerations

*Some Examples of Generic **Implementation** Activities*

- Training staff in the skills that they will need to operationalize the change.
- Revising organizational structures to support the change.
- Creating new policies and procedures to eliminate behavior that is inconsistent or in conflict with the change.
- Redefining fiscal and time priorities to support the change.
- Recognizing changes in staff members' behavior that are congruent with and contribute to the change.

Change Modules/Considerations

Phase II *Ready – Fire – Aim*

- Orchestration of the change (e.g., school leadership team).
- Shared control/empowerment.
 - Top down doesn't work.
 - Bottom up doesn't work - Schools don't have all the answers.
 - Need a combination of top down/bottom up.
- The “Top” provides – Vision, Direction, Purpose

Change Modules/Considerations

Phase III Institutionalization

The Institutionalization Phase of the Change Process pertains to those things that determine whether the change, ultimately, becomes an integral part of the system or disappears.



Change Modules/Considerations

Some Examples of Generic **Institutionalization** Activities

- Shaping organizational norms that are congruent with and supportive of the change.
- Utilizing evaluation data to convince others that the change has worked.
- Obtaining and publicizing outside experts' testimonies regarding the value of the change.
- Identifying and eliminating all rules, regulations, procedures, etc. that might undermine the change.
- Disseminating information to others in outside organizations to convince them to replicate the change.



Change Modules/Considerations

Phase III

“INSTITUTIONALIZATION” REQUIRES

- Embedding.
- Linking to instruction.
- Widespread use of the innovation.
- Removal of competing priorities.
- An effort to integrate the change into what's already going on.
- Vision – key to controlling overload.
- Continuing assistance (training, technical support, etc.)



Change Modules/Considerations

CHANGES THAT WORK

Usually include:

- Pressure and support.
- Technical assistance (continuing knowledge acquisition and training).
- Implementation dip.
- Problem-solving mechanisms.



Change Modules/Considerations

Any change of substance faces early, overwhelming difficulties (three to five years to implement).



Change Modules/Considerations

Six Elements Necessary for Planned Change

1. *Motivation* to change the present organization.
2. *A vision* of the future organization.
3. *An understanding* of where the organization is now.
4. *A process* for moving from the present to the future organization.
5. *Resources* to move from the present to the future organization.
6. *A method* of assessing changes.

Change Modules/Considerations

Change Guidelines

- Empower the leader.
- Involve those who are affected by change.
 - Select a “change” leadership team composed of teachers, administrators, support staff and community members.
 - Pilot change with those who welcome change.
 - Throughout the process communicate needs, plans, and results – both internally to staff and externally to the community.

Change Modules/Considerations

Change Guidelines

- Link planning to implementation.
 - Define objectives clearly.
 - Research ideas and develop a good model.
 - Focus on instruction and the link to organizational conditions.
 - Stress ongoing staff development and assistance.

Change Modules/Considerations

Change Guidelines

- Envision a finished product but be flexible.
 - Build in-mid-course correction as needed.
 - Anticipate problems and resistance and be prepared to deal with them.
- Prepare to act on limited data.
- Plan for continuation and spread.
- Review capacity for future change.

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

1. Availability of Resources

- Staff time
- Principal's signal that the project has priority; his/her symbolic participation
- Teacher time--as little infringement as possible on regular responsibilities

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

2. Availability and Nature of Incentives and Disincentives

- Money not a big motivator
- Human paradox: need to stand out and need to belong to a winning team
- Possible motivators:
 - Sense that contribution is valued and project is useful
 - Recognition for participation and chance for interaction with peers/experts

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

3. Nature of School Linkages

- Interdependence of subunits--grade level groups, departments, teams
(the extent to which members of a subunit affect each others' instructional behavior)
- Joint planning of and talking about instruction
- Degree of interdependence determines the degree to which innovation or change is implemented

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

4. School Goals and Priorities

- If the project does not fit in with one of the two highest priority local goals → → ***TROUBLE***

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

5. Nature and Extent of Faculty Factions and Tensions

- Discomfort of teachers discussing classroom activities in presence of principal
- Resentment over perceived privileges awarded to project participants

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

6. Turnover of Key Administrators and Faculty

- Turnover is major disruption
- Someone crucial leaving the site
(*principal, teacher participant, superintendent*)

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

7. Nature of Knowledge Use and Instructional and Administrative Practices

- Current practices
- Worry over discrepancy between changes and current organizational performance
- Discrepancy between planning activities and planning skills
- Encouragement needed versus encouragement provided

Change Modules/Considerations

8 Conditions That Affect Curriculum Change Projects

8. History of Prior Change Projects

- Starting something but not finishing it

Change Modules/Considerations

Moving From Personal To Shared Vision



- What matters to you?
- How you choose to do your work?
- What do you want to create?
- What matters to you and others?
- How you choose to work with others?
- What do we want to create?

Change Modules/Considerations

Transactional Leader

- Gets followers to do leader's wishes by means of transaction (\$, etc.).
- Gets leader's expectations met.
- Uses power to benefit self.
- Operates in a short-term time span.
- Maintains status quo, doesn't actively manage values.

Change Modules/Considerations

Transformational Leader

- Creates visions that lead to transformed organizations.
- Gets performance beyond expectations
- Uses power to benefit the organization and its members.
- Operates in long-range time span.
- Manages organization change and strengthens cultural values.

Change Modules/Considerations

Leaders whose view of themselves is significantly more positive than the views held about them by their subordinates appear to be less effective as transformational leaders than those leaders who have a more accurate self-assessment.

Campbell, 1992: Atwater/Yammarino, 1992.

Change Modules/Considerations

Sustainability of System-Wide School Change

Three Potentially Powerful Questions

- What is actually going on in this system that relates to the issue(s) at hand?
- Who is involved and what are their roles?
- How are decisions made?

Adapted from: P. Block.

Change Modules/Considerations

Sustainability of System-Wide School Change

Focus Shift

- ↓ From what is not working and how to fix it
To what is working and how to leverage it
- ↓ From fixing past mistakes
To finding and leveraging emerging possibilities
- ↓ From asking what is wrong and who is to blame
To what is possible here and who cares

Adapted from: P. Block.

Change Modules/Considerations

EFFECTIVE LEADERS

- Are comfortable with change.
- Have the emotional strength to be supportive of their school/district while it deals with anxieties attendant upon unlearning processes that were previously successful by creating a sense of psychological safety.
- Have a true understanding of the cultural dynamics and properties of their own school/district culture.

Change Modules/Considerations

NEW SKILLS FOR LEADERS

- Anticipatory
- Visioning
- Value Congruence
- Empowerment
- Self-Understanding



Change - “Pearls of Wisdom” ...

- Change is the “Engine of Growth.”
- Change is an Emotional Experience — not a cognitive process. It starts in the belly, not in the head.



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Change - “Pearls of Wisdom” ...

- The experiences you have had in the past will impact on how you lead change in the present.
- The way you lead will impact on the success or failure of change initiatives. There are some exceptions, because circumstances, such as lack of resources, may be out of your control.



Change - “Pearls of Wisdom” ...

- Recognize that changes occur through the actions of others and that you can only get others to act (long-term commitment) if you can build high quality relationships.
- Explain over and over why changes are needed. Convince followers that there is a need for change by showing them the advantages of changing.

Change - “Pearls of Wisdom” ...

- Conduct “listening” sessions with people who represent a cross section of the school/district and let them talk. Make these sessions a priority.
- Write handwritten follow-up notes of thanks to all who meet with you.

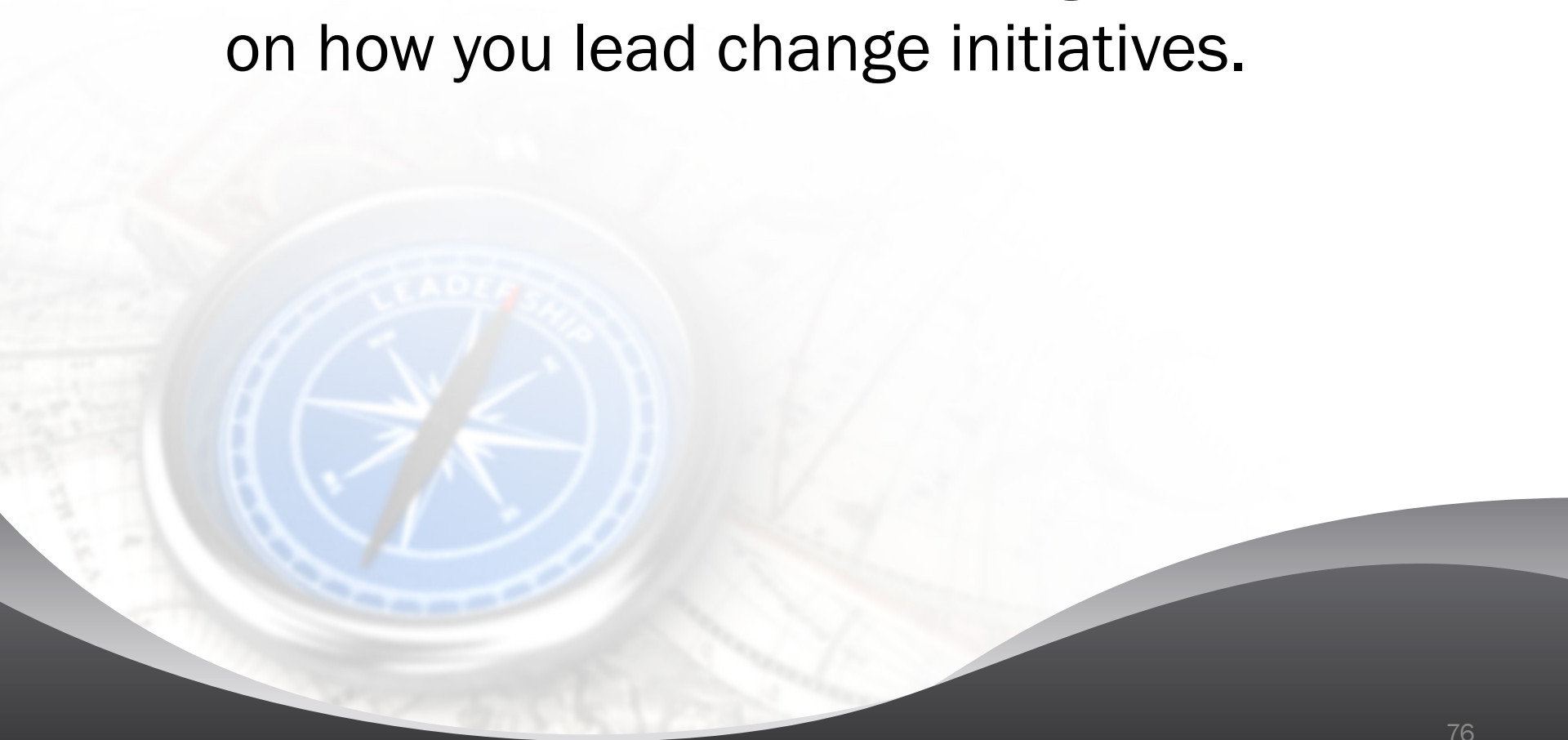
Change - “Pearls of Wisdom” ...

- Use your leadership skills and the power of your office to “make it safe” for others to act, take risks, and rebound from failures. Utilize symbolic leadership to shape a culture that supports change.
- The role of the boss/school board is critical in the change process.



Change - “Pearls of Wisdom” ...

- The way you feel about change will impact on how you lead change initiatives.



TEAM TIME...

Use information learned from today to update your GLF Plan of Action.



Direct, Motivate, Shape



High Performing Team – Next Steps



Don't forget your hard hat!



Application Exercise #6

Exercises

Why Should We Change?

What Could We Change?

Are We Ready For Change?



Application Exercise #7

Exercise

Big Picture Change



Team Time Thoughts...

Pfeffer (2007) – “People have built quite successful careers – describing the hill, measuring the hill, walking around the hill, taking pictures of the hill, and so forth. Sooner or later, somebody needs to actually climb the hill.” (p. 137).



