**Leading for Change:**

**Staying on Track and Avoiding Derailment – Application Exercise #1**

Think about all of the unsuccessful organizational change efforts that you have observed, participated in, or led during your professional career. Identify a major lesson or derailment factor that you have learned from these experiences and describe it below.

As you listen to your colleagues state the lessons that they have learned about organizational change from their experiences, what other insights have you had?

**Ten Cultural Components to Consider – Application Exercise #2  
When Implementing Change[[1]](#footnote-1)**

1. **Rules and Policies**

* Eliminate rules and policies that will hinder performance of new methods and procedures.
* Create new rules and policies that reinforce desired ways of operating.
* Develop and document new standard operating procedures.

1. **Goals and Measurement**

* Develop goals and measurements that reinforce desired changes.
* Make goals specific to operations. For example, establish procedural goals and measures for employees conducting the process that is to be changed, rather than financial goals that are a by-product of changing the process and that employees cannot easily relate to their actions.

1. **Customs and Norms**

* Eliminate old customs and norms that reinforce the old ways of doing things and replace them with new customs and norms that reinforce the new ways. For example, replace written memos to convey information through the organization with face-to-face weekly meetings of managers and their teams.

1. **Training**

* Eliminate training that reinforces the old way of operating and replace it with training that reinforces the new.
* Deliver training “just-in-time” so people can apply it immediately.
* Develop experiential training that provides real-time, hands-on experience with new processes and procedures.

1. **Ceremonies and Events**

* Establish ceremonies and events that reinforce new ways of doing things, such as awards ceremonies and recognition events for teams and employees who achieve goals or successfully implement changes.

1. **Management Behaviors**

* Develop goals and measurements that reinforce the desired behaviors.
* Provide training that focuses on the new behaviors.
* Publicly recognize and reward managers who change by linking promotion and pay rewards to the desired behaviors.
* Penalize managers who do not change behaviors. For example, do not give promotions or pay increases or bonuses to managers who do not demonstrate the desired behaviors.

1. **Rewards and Recognition**

* Eliminate rewards and recognition that reinforce old methods and procedures; replace them with new rewards and recognition that reinforce the desired ways of operating.
* Make rewards specific to the change goals that have been set.

1. **Communications**

* Eliminate communication that reinforces the old way of operating; replace it with communication that reinforces the new.
* Deliver communication in new ways to show commitment to change. Use multiple channels to deliver consistent messages before, during, and after changes are made.
* Make communications two-way by soliciting regular feedback from management and employees about the changes being made.

1. **Physical Environment**

* Establish a physical environment that reinforces the change. Relocate management and employees who will need to work together to make changes successful. Use “virtual offices” to encourage people to work outside the office with customers and telecommunications to connect people who need to interact from a distance.

1. **Organizational Structure**

* Establish an organizational structure that will reinforce operational changes. For example, set up client service teams, eliminate management layers, centralize or decentralize work as needed, combine overlapping divisions.

**Why People Resist Change – Application Exercise #3**

**Perceived Negative Outcome**

…unleashes a multitude of fears: of the unknown, of loss of freedom, of loss of status or position, of loss of authority and responsibility; and loss of good working conditions and sometimes money.

**Fear of More Work**

Employees perceive that the change will result in their having more work to do and less opportunity for rewards.

**Habits Must Be Broken**

Changes require that employees alter long-standing habits…dozens of interrelated habits that add up to a style…need to change all of the habits as a group, but that can be as hard as trying to quit smoking, drinking, and eating fatty foods all at the same time.

**Lack of Communication**

The school/district does not effectively communicate the what, why, and how of change and does not clearly spell out expectations for future performance. Before most people can understand and accept a proposed change, they seek answers to a lot of questions:

*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? 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?*

**WHAT ARE YOUR EXPERIENCES WITH WHY PEOPLE RESIST CHANGE?**

# Change Style Preferences Exercise #4

| *Issues* | *Conserver* | *Pragmatist* | *Originator* |
| --- | --- | --- | --- |
| 1. **Difficulty and confusion with the pace of change.** | 1. Concentrates on perfecting existing programs and limits changes to critical needs. 2. Employs new personnel who appear to be more conservative relative to change. 3. Drastically limits the degree of change over a particular time span. | 1. Establishes priorities which involve change and develops plans to implement. 2. Provides training in the management of change. 3. Implements change on the basis of staff readiness. | 1. Believes that it is critical to accelerate change. 2. Employs personnel who are receptive to change. 3. Strives to eliminate barriers to change. |
| 1. **Maintaining the “past” versus the uncertainty of something new.** | 1. Is convinced that traditional approaches are better than exploring the unknown. 2. Is suspicious of those who have futuristic perspectives. 3. Feels comfortable with people who want to maintain traditional ways. | 1. Strives to maintain an impartial view of traditional versus futuristic programs and methods. 2. Sees planning as the way to bridge the future/traditional gap. 3. Strives to get conservative and futuristic staff to work together. | 1. Is adamant that the past should give way to the needs of the future. 2. Has little or no apprehension regarding the future. 3. Is “turned on” with the possibility of change. |
| 1. **Roles, responsibilities, and accountability under site-based management.** | 1. Believes that little change should be made in roles, responsibilities, and accountability. 2. Believes that current leaders (administrators) should be responsible for defining roles and responsibilities. 3. Advocates more accountability without a proportionate degree of empowerment. | 1. Believes that roles, responsibilities, and accountability should be determined after a systematic review of the purposes and function of the organization. 2. Believes that indicators or standards of performance for personnel should be defined and used to appraise staff performance. 3. Believes that all staff members need training in site-based management. | 1. Believes that accountability/ responsibilities are best defined at the classroom/ student levels. 2. Believes that all personnel are capable of making decisions and implementing programs within general guidelines and directions. 3. Believes that individual employees should be involved in defining their own roles and responsibilities. |
| 1. **Extreme resistance to change by “strong” faculty/staff members.** | 1. Tends to agree with reluctant “strong” faculty and staff. 2. Believes that staff should fight to maintain traditional values and programs. 3. Argues “if it ain’t broke, don’t fix it.” | 1. Attempts to get conservative and liberal views aired. 2. Encourages conservative element to understand that some change is necessary and critical. 3. Involves conservatives in committees that have to plan and implement change. | 1. Ignores concerns and protests of resistors. 2. Does not involve resistors in implementing change. 3. Advocates the employment of change agents upon the retirement of the resistors. |
| 1. **Issues of trust, unity, and cohesiveness.** | 1. Tends to downplay lack of trust and cohesiveness. 2. Wishes to have unity and esprit de corps, but is slow to compromise position. 3. Depends on top leader to iron out problems. | 1. Views issues of trust, unity, and cohesiveness as serious problems. 2. Promotes dialogue to air concerns and differences to build team work. 3. Would tend to solicit mediators who are not employed by the organization to iron out conflicts. | 1. Accepts the fact that conflict and lack of cohesion are inevitable. 2. Views issues of lack of trust and cohesion as relatively insignificant. 3. Welcomes dialogue, but believes the organization will thrive because of the strength and dedication of individuals. |

# LEADER REACTION TO CHANGE - Exercise

POSSIBLE REACTIONS by

the Conserver, the Pragmatist, and the Originator

to Various Principles and Practices of

**PROFICIENCY TESTING**

|  |  |  |  |
| --- | --- | --- | --- |
| Principles & Practices | CONSERVER | PRAGMATIST | ORIGINATOR |
| *Main purpose of testing* | To measure proficiency in basic subject areas | To evaluate and improve instruction/learning | To discover new ways to make schooling more relevant to life |
| *Proficiencies to be tested* | Reading, writing, and arithmetic | All areas of the curriculum | All subject areas plus affective traits |
| *Types of tests* | Norm referenced | Norm referenced with selected criterion referenced testing | Criterion and affective as well as portfolios |
| *Use of test results* | To evaluate instruction and personnel | To improve instruction and teaching | To find ways to enhance human life, research |
| *Frequency of testing* | Annual | Annual and when teachers need information | No definite schedule; as needed |
| *Users of test results* | School board and administrators | Administrators and teachers | Teachers, students, parents, and community at large |
| *Criteria to measure proficiency* | National and state norms | Local school and classroom | Progress of students in relationship to predictive factors such as family education and income |
| *Accountability of results* | Teachers | All school personnel and students | Shared by schools, students, parents, and society |
| *Receptiveness to change in testing programs* | Generally accepts current program; slow to change | Make changes on basis of documented needs; must be feasible to implement | Eager to experiment with and change all aspects of program |
| *Use of interpretative norm* | National, state and local | National, state, local, school | Local norms adjusted for differences in student characteristics |
| *Questions based on test results* | How to improve image of school district? | How to improve instruction and curriculum? | How to adjust to the future; to restructure education? |
| *Reaction to outcome-based education* | Generally resists concept | Endorses but limited to basic core subjects | Enthusiastically endorses with few limitations to areas to be measured and processes |

# LEADER REACTION TO CHANGE - Exercise

POSSIBLE REACTIONS by

the Conserver, the Pragmatist, and the Originator

to Various Principles and Practices of

## IMPLEMENTING NEW CURRICULUM

|  |  |  |  |
| --- | --- | --- | --- |
| Principles & Practices | CONSERVER | PRAGMATIST | ORIGINATOR |
| *Scope of school curriculum* | Limited to current curriculum | Based on needs assessment | Open to new experimentation |
| *Criteria for making curriculum change* | Existing funds | Needs of students for careers and citizenship | Future needs |
| *Responsibility for making decisions on curriculum change* | School board and administrators | Teachers and administrators | Staff, students, parents, community |
| *Planning for curriculum change* | Limited planning | Detailed planning | Futuristic planning |
| *Involvement in curriculum change* | Those directly concerned | Those who have vital interest | Parents, students, and staff |
| *Use of research data (i.e., needs assessment) in making curriculum change* | Based on expert opinion, i.e., administrative | Based on valid research data | Research data plus projected hypotheses |
| *Others:* |  |  |  |

# LEADER REACTION TO CHANGE - Exercise

POSSIBLE REACTIONS by

the Conserver, the Pragmatist, and the Originator

to Various Principles and Practices of

## STAFF DEVELOPMENT AND RETRAINING

|  |  |  |  |
| --- | --- | --- | --- |
| Principles & Practices | CONSERVER | PRAGMATIST | ORIGINATOR |
| *Allocation of funds* | Limited to budgeted item | Draw on reserved funds when needed | Liberal use of funds |
| *Identification of needs* | Identified by teacher | Systematic identification of needs | Liberal identification of needs |
| *Elimination of staff resistance* | Little or no effort | Establish readiness procedures | Implement pilot efforts |
| *Freedom of choice to participate* | Little or no choice | Provide incentives for participation | Make participation attractive but honor freedom of choice |
| *Nature of training* | Training to eliminate criticism | Based on identified needs | Wide variety with emphases on new approaches |
| *Evaluation of training efforts* | Limited; mainly to satisfy critics | Evaluative – based on discovering what will improve | Evaluative – based on discovering new approaches to train personnel |
| *Others:* |  |  |  |

# LEADER REACTION TO CHANGE - Exercise

POSSIBLE REACTIONS by

the Conserver, the Pragmatist, and the Originator

to Various Principles and Practices of

**CREATING AND USING TEACHER TEAMS**

|  |  |  |  |
| --- | --- | --- | --- |
| *Principles & Practices* | CONSERVER | PRAGMATIST | ORIGINATOR |
| *Select team member* | Principal | Teachers with principal’s approval | Teachers |
| *Monitor team’s work* | Principal | Teachers with principal’s help | Teachers |
| *Score of team’s work* | Limited to urgent problems | Limited to curriculum and instruction | Administration as well as curriculum and instruction |
| *Allocation of time for team work* | On teachers’ time | On planning days and periods | Allocate additional time |
| *Allocation of resources* | Use existing resources | Reassign from current budgets | Provide additional needed resources |
| *Implementation of team recommendations* | With principal’s approval | Principal’s approval on critical issues | Upon teachers’ recommendations |
| *Recognition of team success* | Little or no recognition | Recognition for outstanding work | Honor and celebrate work of all teams |
| *Employ new teachers who are team oriented* | Not a criterion | A factor but not required | One requirement |
| *Teachers have option to serve* | Mandatory | Excluded if ineffective | Voluntary on part of teachers |
| *Team building a major component of training institutions* | No | Required of all teachers | Required of teachers and administrators |
| *Team building a major component of schools’ staff development* | No | Training based on needs assessment | Required by entire staff |
| *BOE should establish policy requiring teams* | No | Limited to strong recommendation | Policy requiring that superintendent encourage team-building among all staff |
| *Others:* |  |  |  |

# REACTION TO CHANGE - Exercise

POSSIBLE REACTIONS by

the Conserver, the Pragmatist, and the Originator

to Various Principles and Practices of

## OUTDATED FACILITIES

|  |  |  |  |
| --- | --- | --- | --- |
| *Principles & Practices* | CONSERVER | PRAGMATIST | ORIGINATOR |
| *Launch facility bond referendum* | Reluctant to use idea | Launch on basis of estimates of success | Launch because there is obvious need |
| *Conduct research on alternative approaches to using existing facilities* | Based on “expert” opinion | Conduct valid studies | Conduct futuristic studies |
| *Use of community facilities such as churches* | Reluctant to pursue idea | Use based on documented needs | Encourage shared use of all facilities |
| *Implement year-round school program; home-based education* | Cautious approach; slow and deliberate | Implement after detailed planning | Encourage extensive research |
| *Involvement of various publics in making decisions* | Limited to Board and administrators | Staff that are concerned | Staff, students, parents, community |
| *Elimination of selected school programs* | Resist idea | If need is urgent | Encourage if possible to implement new approaches |
| *Others:* |  |  |  |

**Planning for Change – Exercise #5**

Think about a significant organizational change that is being contemplated. Examine the impact of that change using Bolman and Deal’s four organizational frames. Identify some specific actions that could be taken to address the following four questions:

1. How can training and support be provided for people so they will feel more competent to deal with the change?
2. How can roles and responsibilities be redefined to reduce anxiety and confusion within the organization?
3. How can opportunities be structured so people can surface and “negotiate” conflicts that arise?
4. How can transitional rituals be established that will allow people to minimize their sense of loss as change occurs?

**Application Exercise #6**

**Why Should We Change?**

Identify those areas needing change – internally within the school itself or district and externally in the community.

Select from your group’s top three priority areas chosen from your prepared lists.

|  |  |
| --- | --- |
| INTERNAL | EXTERNAL |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

**What Could We Change?**

Identify those areas internally – within the school building or district – that we could change to meet the challenges of the 21st Century? (These can range widely, from needed reforms in curriculum and programs to personnel practices and policies.)

|  |  |
| --- | --- |
| INTERNAL | EXTERNAL |
|  |  |

**Are We Ready For Change?**

Identify those activities and/or facts that would support the changes you have identified.

Identify those activities and / or facts that would restrict the changes you have identified.

**Big Picture: Change – Exercise #7**

1. How can Boards, Administrators, and Teachers become aligned regarding strategic direction for the district / school?
2. How can you be successful as teachers and administrators and cause more people to be involved in decision-making?
3. How can one’s style be modified toward inclusion?
4. Identify those activities and / or facts that would *support* the changes you have identified.
5. Identify those activities and / or facts that would *restrict* the changes you have identified.

1. Source: Timothy Galpin, “Connecting Culture to Organizational Change,” **HR Magazine**, March 1996, pp. 84-90. [↑](#footnote-ref-1)