

Leading Change... AND Getting Everyone on Board!

Day One



Quick Overview

- Who are we?
- Why this topic?
- What to expect?
- A few housekeeping details...
 - Facilities, cell phones, Parking Lot
 - Tent cards, Name tags, Handout Packets
- Who is here?



Data Collection

- Elementary, K-8, and Middle
- High School
- Team...more than 1
- Teacher Leaders
- Administrators
- Staff Developers
- Furthest Distance



Who are you?

- Line up by the first letter of the change or initiative you will be focusing on
- Share the “first initial” ...not the initiative
- Share:
 - Your name, district, school and position
 - Initiative or Change



Today's Agenda - Day One

- Common Understandings
 - Why is it so difficult to lead change?
 - What does Marzano suggest?
- Stages of Concern
 - How do we react and feel about change?
- Play the “Change Game”
- Implications for “Your Change”



Tomorrow's Agenda - Day Two

- Strategies for Getting Everyone on Board
- Choosing and Engaging Your Team
- Pulling It All Together
 - What Will Your Change Look Like If It Works
- Looking at Ourselves and Our Team as Change Agents



Common Understandings

Around Leadership and Change



Characteristics of changes that failed

...according to Doug Reeves

- Lack of support - for retooling
- Lack of funding
- Top down
- Overload
- No buy-in
- Lack of ownership
- No follow-up or incorrect follow-up
- No sense of urgency



Why is it so hard to lead change?



You cannot force adults to do anything...

You can only influence and persuade

(Irma Tyler-Wood)



“Change will be negotiated; it will not be imposed.”

William Bridges

You cannot lead if no one will follow...*communication* and *relationships* are critical

Irma Tyler Woods



Critical Foundation for Change

- Building Trust
- Relationships
- Communication

Necessary to SUSTAIN CHANGE



When you ask people to
change...

You are asking them to give up
their sense of competence for
awhile



Why is it so hard to lead change?

- “It is human nature to resist change.”

Gary Zukov, The Seat of the Soul

- “Change exacerbates the level and frequency of organizational conflict.”

Irma Tyler-Wood

- “Most organizational change initiatives fail.”

Peter Senge, The Dance of Change



Why is it so hard for competent leaders to lead change?

- “90% of the training leaders receive is technical.”
- “90% of the challenges they encounter are adaptive.”

Paraphrase of Don Ciampa, CEO advisor, coach, and author, at a conference on Post Merger Integration



That's what this Academy is
about...

Leading Change...AND Getting
Everyone on Board



Marzano

... Common Understandings

- Magnitude of Change
- Right Work
- Right Team
- Right Processes/Tools



#1: Magnitude of Change

- Magnitude of change is based on “*people’s perceptions*” of how difficult to change
- People experience change differently... therefore the magnitude of change is not the same for everyone
- **What will be the magnitude of change for most?**



Determining Magnitude of Change

- Is the new work:
 - a **logical and incremental** extension of what we have done in the past?
 - within **existing paradigms** of teachers and administrators?
 - **consistent** with prevailing values and norms?
 - able to be implemented with **existing knowledge and skills**
 - able to be implemented with **resources easily available**?
 - Believed to be **necessary**?



Types of Change

■ First Order Change

- Natural progression/extension
- Fine tuning...incremental
- Consistent with prevailing values/norms

■ Second Order Change

- “Altering the system”
- Requires new approaches, different knowledge
- Not obvious how it will make things better
- Conflicts with existing values/norms



Examples: First Order

- If consistent with prevailing paradigm...and “incremental”
 - New classroom instructional practices
 - Instructional materials
 - Curricular programs



Examples: Second Order

- Conflicts with prevailing values and norms...”altering the system”
 - Phonics vs. whole language
 - Technology integration
 - High stakes testing and accountability
 - Adjustments in school days/year
 - Non-graded classrooms



Magnitude of Change

- Why is magnitude important?
- **Magnitude of change determines which Leadership Responsibilities ****
- **Leadership strategies must be consistent with the magnitude of change...** or the innovation will probably fail regardless of its merits
 - **** Later discussion: Marzano's leadership responsibilities for school leaders and leadership teams**



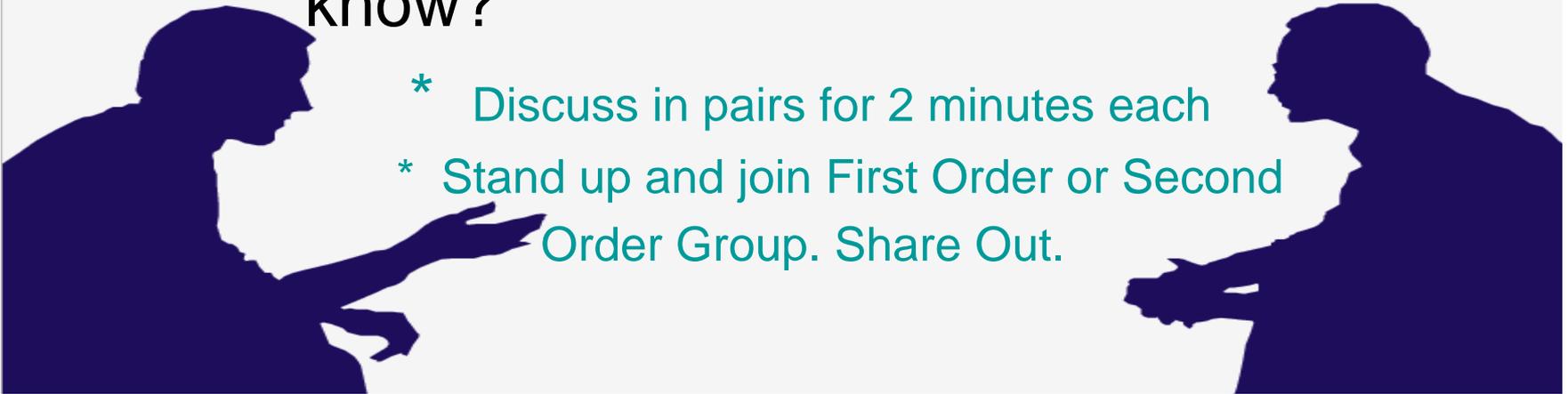
Connecting Back...



Activity

Given the initiative or change you shared, what is the magnitude of change “for most”? How do you know?

- * Discuss in pairs for 2 minutes each
- * Stand up and join First Order or Second Order Group. Share Out.



#2: Right Work

- The downfall of low-performing schools is not their lack of effort and motivation; rather, it is poor decisions regarding what to work on. (Elmore)



Right Work

- The right map for the targeted destination
- Best captain, best crew, clear responsibilities...wrong port stops or wrong final destination



Right Work

- Marzano talks about:
 - Comprehensive School Reform Models (CSR)
 - Site-Specific Approach
 - 11 Factors that Influence Student Learning
 - 39 action steps
 - School-Level Factors
 - Teacher-Level Factors
 - Student-Level Factors

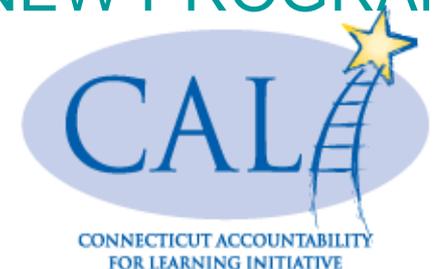


Example: Your Scores are Down in Writing

... *GUARANTEED AND VIABLE CURRICULUM*

- Identify content essential for all students vs. supplemental
 - Power standards?
- Ensure content can be addressed in available time for instruction
 - Pacing Guide?
- Ensure teachers address the essential content
 - Supervision...Grade level teams?
- Protect instructional time

- MAY NOT BE ABOUT SELECTING A NEW PROGRAM



Example:

Safe and Orderly Environment

- Establish and enforce appropriate consequences for violations of rules and procedures
- Establish rules and procedures for behavioral problems that may be *caused by physical characteristics or school's routines*
- Establish a program that *teaches self-discipline and responsibility*



Right Work

- Did you start with the end in mind?
- Was it the “right action plan” for the desired result?
- Did you have the time and resources to make it happen?
- Did you have a system in place to monitor and adjust?



#3: The Right Team



#3: Right Team

- Who?
 - “Getting the right people on the bus” (Collins)
 - Members should be volunteers
 - Represent key stakeholders
 - Share a “culture of commitment” to the school



Right Team

■ How?

- A leadership team will have “a way of working “together”
 - **Commitments** to one another
 - Hold each other **accountable** for honoring agreements
 - Understand and carry out their **roles and responsibilities**
 - Continually **monitor and adjust**



Right Team

- Representative stakeholders
- Regard and influence
- Necessary skill sets
- Know and talk about leadership responsibilities
- Monitor the work and adjust when needed



“Those individual and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune

....they just deal with them differently.”

(Fullan)



Connecting Back...



- Given your particular change
 - What resonated for you?... or
 - What is your take-away?
- Find someone you haven't met, introduce yourselves and share.



CONCERNS-BASED ADOPTION MODEL (CBAM)



CONCERNS-BASED ADOPTION MODEL (CBAM – *Hall, Hord*)

- Stages of Concern
 - Levels of Use
 - Innovation Configuration
- *“CBAM brings order to the tornado of change” (Horsley, JSD, fall 1998)*



MAJOR PRECEPTS

- Change according to CBAM
- Entails developmental growth in feelings and skills
- Administrative leadership is essential to change success
- The context of the school influences the process of change

THE SEVEN STAGES IN SoC

0 ~ Awareness

1 ~ Informational

2 ~ Personal

3 ~ Management

4 ~ Consequences

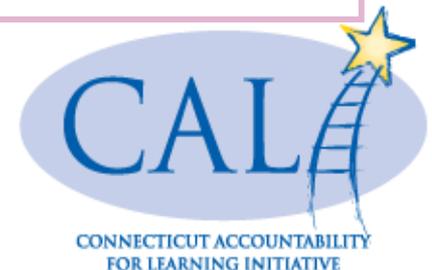
5 ~ Collaboration

6 ~ Refocusing

Self Concerns

Task Concerns

Impact Concerns



IDENTIFYING STAGES OF CONCERN

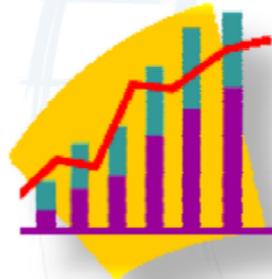
Stages of Concern	Expressions of Concern
Stage 6: Refocusing	I have some ideas about something that would work even better.
Stage 5: Collaboration	I am concerned about relating what I am doing with what my co-workers are doing.
Stage 4: Consequence	How is my use affecting clients?
Stage 3: Management	I seem to be spending all of my time getting materials ready.
Stage 2: Personal	How will using it affect me?
Stage 1: Informational	I would like to know more about it.
Stage 0: Awareness	I am not concerned about it.

STAGES OF CONCERN

- Hierarchical, but
- Not mutually exclusive
- Unique, distinct, and separate
- Do not always follow a straight path
- Require targeted, focused interventions for progression along the continuum

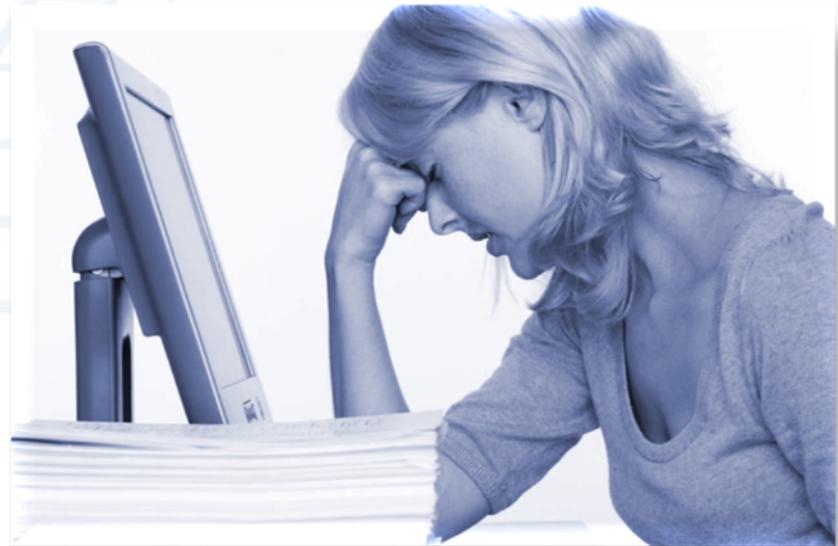
STAGES OF CONCERN

- One-legged interview
- Open-ended concerns statement
- Stages of Concern Questionnaire



REASONS FOR RESISTANCE TO CHANGE

- Much resistance is associated with **Personal Concerns**
 - Uncertainty about what is expected
 - Self-doubts about capacity to implement
 - Grieving over loss of current practice
 - Little information or misinformation



MORE RESISTANCE

- Sometimes the resistance is associated with deep rooted philosophical differences



INTERVENTIONS

“Interventions to facilitate change need to be aligned with the concerns of those who are engaged with the change.”

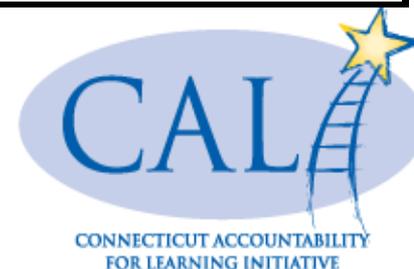
Hall and Hord



INTERVENTIONS

Stage 6, Refocusing	<ul style="list-style-type: none">■ Respect and encourage teacher interests■ Channel their ideas and energies; act on their concerns.
Stage 5, Collaboration	<ul style="list-style-type: none">■ Provide opportunities to develop skills needed to work collaboratively■ Rearrange schedules so people can collaborate
Stage 4, Consequence	<ul style="list-style-type: none">■ Provide positive feedback and needed support■ Provide opportunities for teachers to share knowledge and skills
Stage 3, Management	<ul style="list-style-type: none">■ Answer specific “how to” questions■ Avoid considering future impact at this time
Stage 2, Personal	<ul style="list-style-type: none">■ Address potential personal concerns directly■ Implement changes progressively over time
Stage 1, Informational	<ul style="list-style-type: none">■ Provide clear and accurate information■ Relate changes to current practices
Stage 0, Awareness	<ul style="list-style-type: none">■ Involve teachers in discussion and decisions■ Give permission not to know

Hall, George, & Rutherford, 1986



Talking Points



Think about a change you are planning or involved in now in your school or district . . .

- Identify persons ‘key’ to the success of that change.
- Where are those persons on the SoC ?

