Change is Good: You Go First!

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About Us

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About You
Mountaintops inspire leaders, but valleys mature them.

Winston Churchill
Learning Outcomes

- Review and discuss the change literature to explain why school change initiatives fail
- Explore the reasons and ways individuals and organizations resist change
- Apply best practices for overcoming resistance to change
- Consider an action plan to successfully implement a change initiative in 2016
Change Literature
Learning Activity

Changes in Public Education

The Past 10 Years
FAILS!
Change in Schools...

“The pathology of American schools is that they know how to change. They know how to change promiscuously and at the drop of a hat. What schools do not know how to do is to improve...”

– Richard Elmore
Individual Response to Change
Reaction to Change
50 Reasons Not To Change

I’m not sure my boss would like it.
It's too expensive.
It's too ambitious.
We don't have the equipment.
¡Es imposible!

We'll catch flak for that.
No one asked me.
We didn't budget for it.
I don't have the authority.

That's someone else's responsibility.
It won't fly.
It will take too long.
It's hopeless.
We can't take the chance.

We've always done it this way.
It's too complicated.
What's in it for me?
They won't fund it.
It's too radical.

It's too political.
We don't have consensus yet.
It's contrary to policy.
We have too many layers.

We're doing OK as it is.
It can't be done.
We have too many layers.
There's too much red tape.

It's not my job.
It needs more thought.
Another department tried that.
It's not our problem.

This is just a fad.
There's not enough time.
They're too entrenched.
We're waiting for guidance on that.

No se puede.
There's no clear mandate.
It will never fly upstairs.
¡Nunca pasará!

It needs committee study.
Me falta ánimo.
They don't really want to change
It's too visionary.

I'm all for it, but ...

It needs more thought.
It needs more thought.
It needs more thought.
It needs more thought.
The Root of Resistance

Fear
Loss
Habits
Beliefs
Values
Loyalty
Competence
How People Resist

- Defame
- Disrupt
- Distract
Change is Not Easy

- People resist when they are given no clear reason to change course
- People resist when they do not trust the person who tells them to change
- People resist when they view the alternative as more frightening
- People resist because to change may mean admitting failure

MacLean, (1992). Young Men and Fire
Dealing with Resistors
The Four Levels

Level 1
Not understanding the need for change

Level 2
Not trusting the individual in charge of the change

Level 3
Not believing the change needed is necessary or may view the change as more frightening (skill)

Level 4
Not willing to admit they are wrong and the system they feel works perfectly is actually broken
How do we respond?

Level 1
Not understanding the need for change

Make a clear case for change

Level 2
Not trusting the individual in charge of the change

Develop relationships, do not ostracize

Level 3
Not believing the change needed is necessary or may view the change as more frightening (skill)

Increase capacity and consider the context

Level 4
Not willing to admit they are wrong and the system they feel works perfectly is actually broken

Monitor Strongly
Learning Activity

Identify the Level of Resistance in Your School
Integrating Change Management Communications Into a Technology Project
How do leaders facilitate change?
Facilitating change depends on...

- Relational Trust
- Essential Practices to Building Trust for Change

1st & 2nd Order Change
- Identifying the order of change and differentiating interventions to address resistance

Social / Professional Capital
- Interaction Patterns Among Teachers and Leaders
Relational Trust

Social Respect
Competence
Personal Regard
Integrity
## What’s your strength?

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<tbody>
<tr>
<td><strong>1. Social Respect</strong>&lt;br&gt;Basic civility and a willingness to listen deeply to what each person has to say</td>
<td><strong>2. Competence</strong>&lt;br&gt;A sense that each party has the ability to carry out its appropriate roles and produce desired outcomes.</td>
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<td><strong>4. Personal Regard</strong>&lt;br&gt;Mutual support and mutual caring...extending ourselves to and for others</td>
<td><strong>3. Integrity</strong>&lt;br&gt;Congruence between saying and doing...a sense of morality and ethics is operating... following through with agreements and commitments</td>
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Facilitating change depends on...

<table>
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<th>Trust</th>
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McREL’s Key Findings

▪ Miscalculating the magnitude or “order” of change – negatively impacts student achievement.

▪ Positive vs. negative impact on student achievement depends on the focus of change and understanding “order.”
# Order (Size) of Change

<table>
<thead>
<tr>
<th>First Order Change</th>
<th>Second Order Change</th>
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<tr>
<td>An extension of the past</td>
<td>A break with the past</td>
</tr>
<tr>
<td>Within existing paradigms</td>
<td>Outside existing paradigms</td>
</tr>
<tr>
<td>Consistent with prevailing values and norms</td>
<td>Conflicted with prevailing values and norms</td>
</tr>
<tr>
<td>Focused</td>
<td>Emergent</td>
</tr>
<tr>
<td>Bounded</td>
<td>Unbounded</td>
</tr>
<tr>
<td>Incremental</td>
<td>Complex</td>
</tr>
<tr>
<td>Linear</td>
<td>Nonlinear</td>
</tr>
<tr>
<td>Marginal</td>
<td>A disturbance to every element of the system</td>
</tr>
<tr>
<td>Implemented with existing knowledge &amp; skills</td>
<td>Requires new knowledge &amp; skills to implement</td>
</tr>
<tr>
<td>Problem and solution oriented</td>
<td>Neither problem- nor solution-oriented</td>
</tr>
<tr>
<td>Implemented by experts</td>
<td>Implemented by stakeholders</td>
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Miscalculating the Size Matters...

Not all change is of the same magnitude

• “First Order” and “Second Order” change

• “First Order” change for some may be a “Second Order” change for others

• Leaders must “tailor” their practices based on the “order” of change they are leading
Differentiating Interventions to Address Resistance

**Loss**
- Rapport
- Empathy
- Assurance
- Clarify

**Pain**
- Rapport
- Empathy
- Buddy System

**Doubt**
- Information
- Advantages
- Opinion Leaders
One-Legged Interviews...

- Schools are busy places
- Little time for extended conversations
- Everything happens on the run
- Quick hallway chats
- Critical opportunities done frequently
- Available time is brief, make it count

• How’s it going today with ________?
• What do you see as strengths and weaknesses of this approach?
• Tell me more.
Facilitating change depends on...

| Trust          | • Relational Trust  
|                | • Essential Practices to Building Trust for Change |
| 1st & 2nd Order Change | • Identifying the order of change and differentiating interventions to address resistance |
| Social / Professional Capital | • Interaction Patterns Among Teachers and Leaders |
Professional Capital

Capital must circulate if investments are going to grow… Human Capital must circulate in order to promote organizational capacity…
Social Capital Equals…

Frequency and focus of conversations + Interactions with peers on instruction
Examined the relationship between human and social capital

Human capital measures included individual teacher qualifications, experience, and ability to teach

Social capital was measured in terms of the frequency and focus of conversations and interactions with peers that centered on instruction
Building Social Capital

- Leana confirms a well-known finding that…

patterns of interaction among teachers and between teachers and administrators that are focused on student learning make a large and measurable difference in student achievement and sustained improvement – Social Capital

- Individuals won’t change in large numbers, unless development becomes a persistent collective enterprise
High Social/Human Capital

- Teachers who were both more able (high human capital), and had stronger ties with their peers (high social capital) prompted the biggest gains in mathematics achievement.

- Low-ability teachers perform as well as teachers of average ability “if they have strong social capital in their school.”
Building social capital...

Creating structures and routines that enhance collaboration, group learning, and information sharing among teachers.
Facilitating change depends on...

- **Trust**
  - Relational Trust
  - Essential Practices to Building Trust for Change

- **1st & 2nd Order Change**
  - Identifying the order of change and differentiating interventions to address resistance

- **Social / Professional Capital**
  - Interaction Patterns Among Teachers and Leaders
Organizational leadership must inspire the education community, create a culture for change, and do away with structures, rules and practices that are impediments to effective and efficient instruction.”

—Bill Daggett, Founder and Chairman, ICLE
Your Next Move....
Thank You!

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