

Best Practice in Leading and Managing Change

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Workshop format

Change is a process

What does literature tell us about change?

Emotional aspects of change

Leading and managing change

Engaging others in change

Goals and values and student outcomes

Making it work. Bringing the team on board

Change is a process

- People underestimate their capacity for change
- There is never a right time to do a difficult thing
- A leader's job is to help people have vision of their potential

Some thoughts on change...

- As far back as the 1940s, American psychologist Kurt Lewin observed that change includes three progressive stages:
 1. Unfreezing the present level of performance
 2. Moving to a new level
 3. Freezing group life at a new level

In more recent times, Kotter follows on with a similar three-part framework:

1. Defrost the status quo
2. Take actions that bring about change
3. Anchor the changes in the corporate culture

Kotter suggests the following to bring about change:

- Establish a sense of urgency (a good reason for doing something)
- Elicit executive and peer sponsorship - without sufficient influence and power the group will lead cosmetic change only
- Create a vision for change - people need to know where they are going and want clear direction

- Empower employees to implement change. Leaders must clear the way
- Establish short term goals - people need to see results in the short term. They are the steps to the bigger gains
- Encourage additional changes - modifications following review are fine
- Reinforce that changes made are permanent

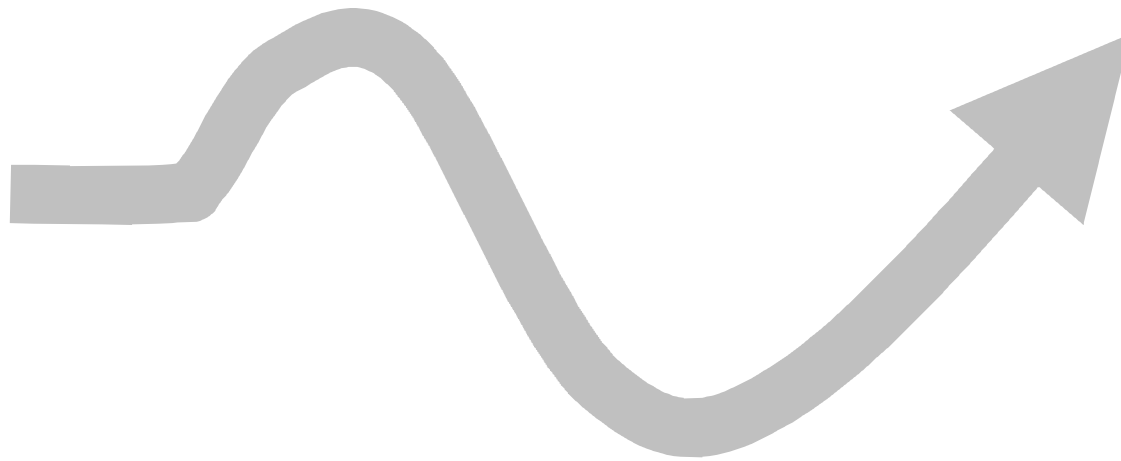
How do people cope with change? the emotional response

- The State Services Commission (2007) looked at how people with different psychographic profiles adapt to change
- Understanding that not everyone embraces change in the same way or at the same time can help those who are trying to implement it.

Five Emotional Phases of Change

- **Stagnation** - signs of emerging trouble, denial, unrest
- **Preparation** - planning for making a change, how this will be implemented (often anxiety)
- **Implementation** - new processes (exhilaration versus inadequacy)
- **Determination** - some things seem different but the changes haven't taken root yet – (mistakes get made and people sometimes say “I told you it wouldn't work”)
- **Fruition** – people notice changes for the positive - this can take time- success builds on success

The emotional rollercoaster of change



The emotional rollercoaster of change

- Emotional aspect of change may not flow smoothly
- As change is discussed it creates interest and emotional input is often high - hope/excitement
- Implementation- 'nuts and bolts' stage – can get bogged down people can get dispirited if taking too long
- Problems get ironed out and change becomes internalised and owned

ACTIVITY 1:

Emotional response

- Think about a change you have had to personally face (moving house, a new job, moving to a new country?)
- Think about the emotional aspects of the change
- How did you feel? How did you cope?
- Did anyone help you?
- Relate your different stages of feelings to the rollercoaster diagram. Is this how it was for you?
- Talk with a neighbour

Leading and Managing Change

Leading Change

To think about.....

What comes first? Change or review?

What do we have a notion about?

What do we think may need changing?

What information do we have about
how it affects students?

Why change?

What do we want to change?

Have we a clear purpose?

Do we need to prioritise?

Is it potentially BIG or small change?

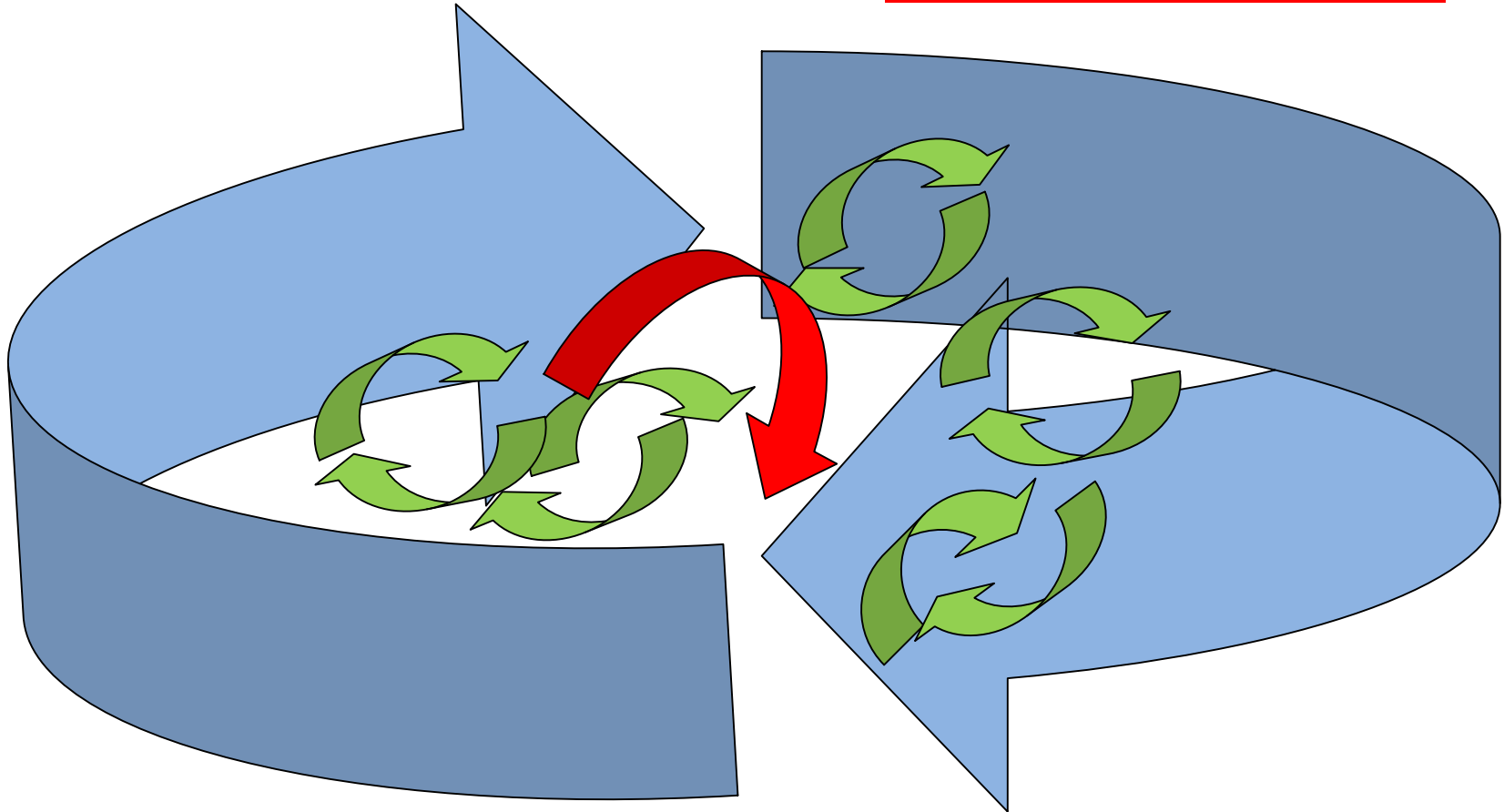
- What information has been collected and analysed to identify a need for change?
- Focus on what desired outcomes are sought
- What do we want to achieve?

Three types of self review

Strategic self review

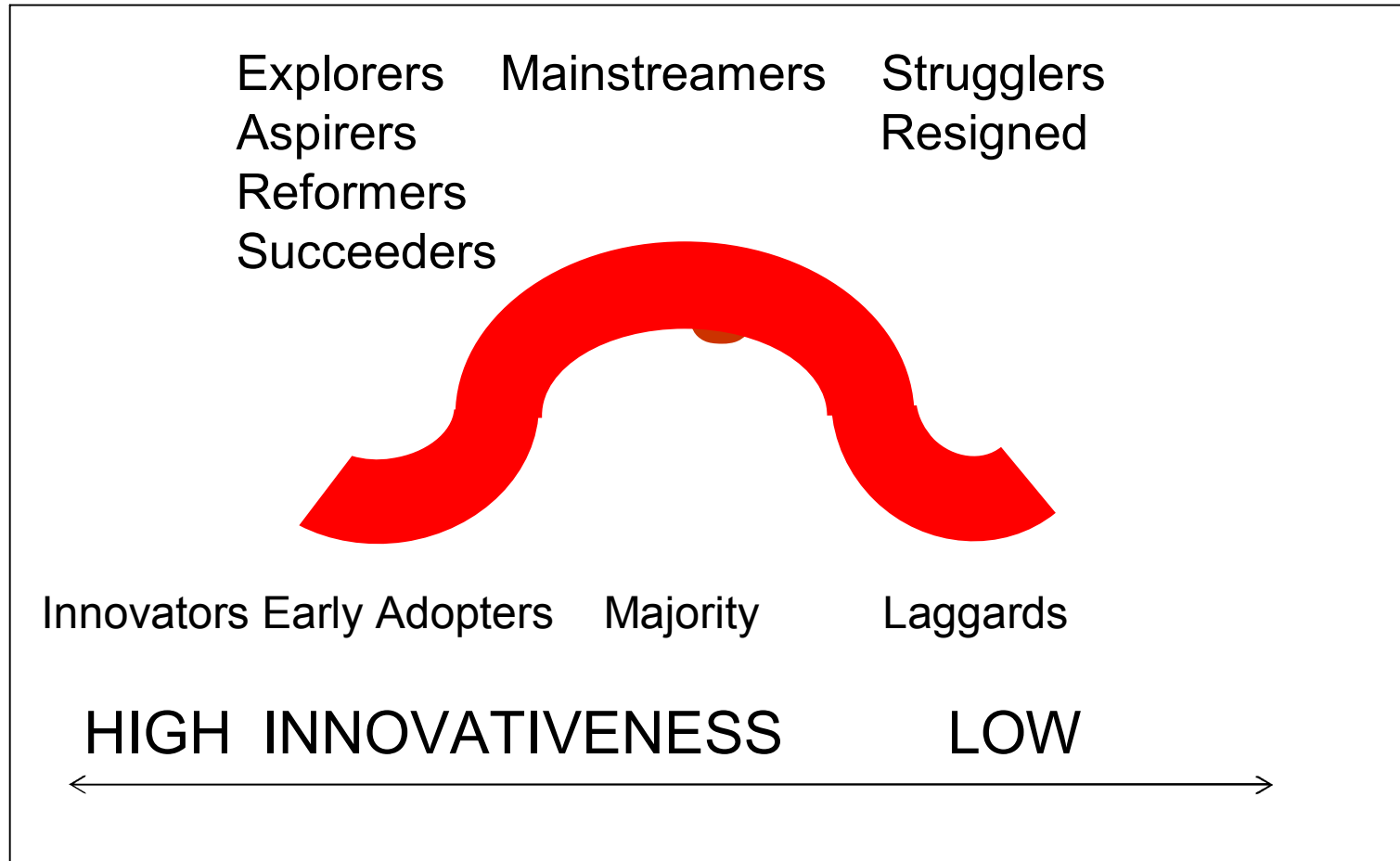
Regular self reviews

Workshop for NASDAP Conference
Hilton Parklands House
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Engaging Others in Change

Understanding your team



Explorers and Reformers are
at the forefront seeking to innovate,
improve and change –
they will often be ahead of the
change, if not leading it themselves

Succeeders and Aspirers are keen to move with the times and make their way through the system - they will come on board quickly

Mainstreamers enjoy security
and belonging so will join the change
as it happens

Strugglers and resigned are often unhappy with their current roles and focused on survival – they will find change difficult.

The diagram below shows the time lapse as each group adapts to the change.

ACTIVITY 2

Understanding your group's dynamics

- What is the group you lead like?
- Plot your group

What does best practice tell us
about what to focus on in the
change process?

Focusing on
Goals and Values
and
Student Outcomes

From Leadership Best Evidence Synthesis (2008)

Establishing goals and expectations

This factor had a moderately large effect size of 0.42 Standard Deviation indicating it is educationally significant.

This includes the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is clarity and consensus about goals.

Recommended reading

Robinson, V. (2007) School Leadership and Student Outcomes: Identifying What Works and Why. ACEL Monograph Series.

Timperley, Wilson, Barrar and Fung (2007) found that:

- where the biggest positive impact occurred for students, leaders provided alternative visions, targets and goals for student outcomes and monitored them.

Another significant finding (0.84 SD)

Leadership that participates in the learning
(as leader, learner or both)

Timperley, Wilson, Barrar and Fung(2007)
found that:

- when school principals and leaders are actively involved, teachers' professional learning and development is likely to succeed.

The BES shows remarkable improvements to be possible, for previously under-served students, when effective professional development and support conditions are available

Making it work...

Bringing the team on board

ACTIVITY 3

Work together

Think of a change you want to make in your school

1. What is it you want? (*Vision*)
2. How do you know that the change is necessary? (*Who will it impact on the most?*)
3. What steps will you need to take? (*People and process*)
4. How will you know if you get there?
5. What will the change look like? (*Outcomes*)

Wrap up

We've looked at change

- What is it?
- How does it affect us?
- How can we as managers lead it?