Implementing Change

Systems, Concepts, and Change

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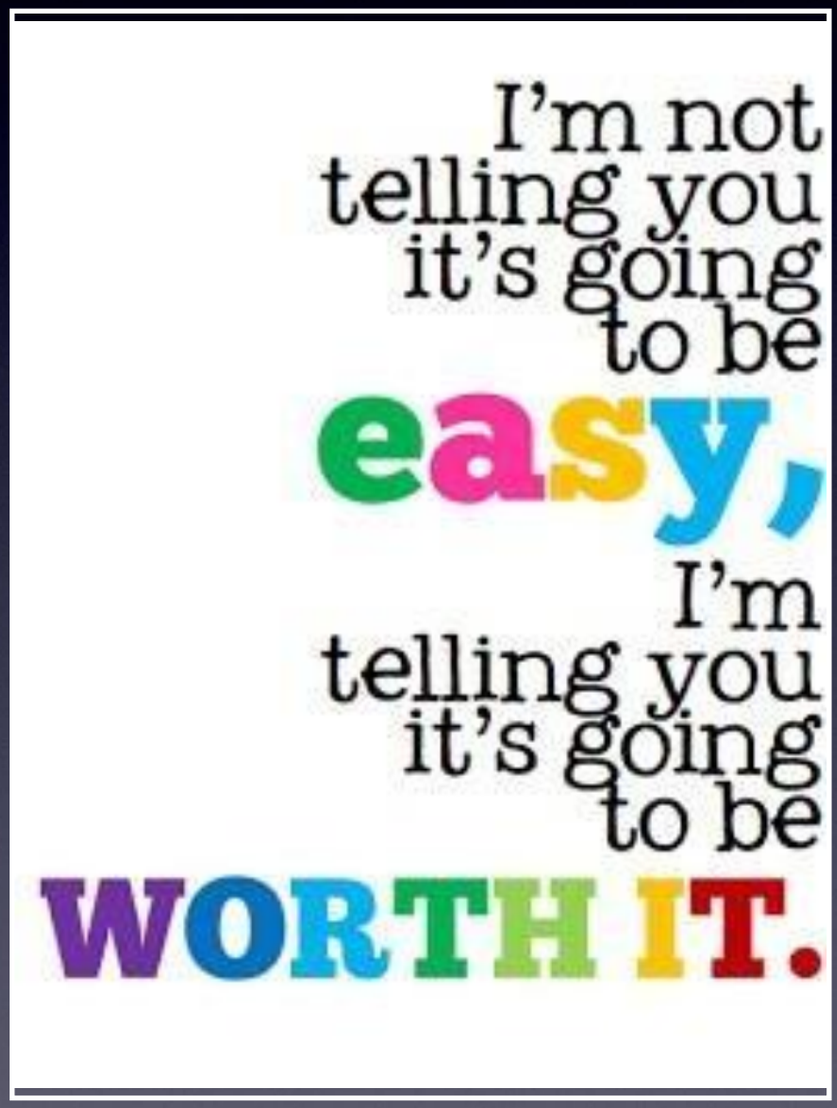
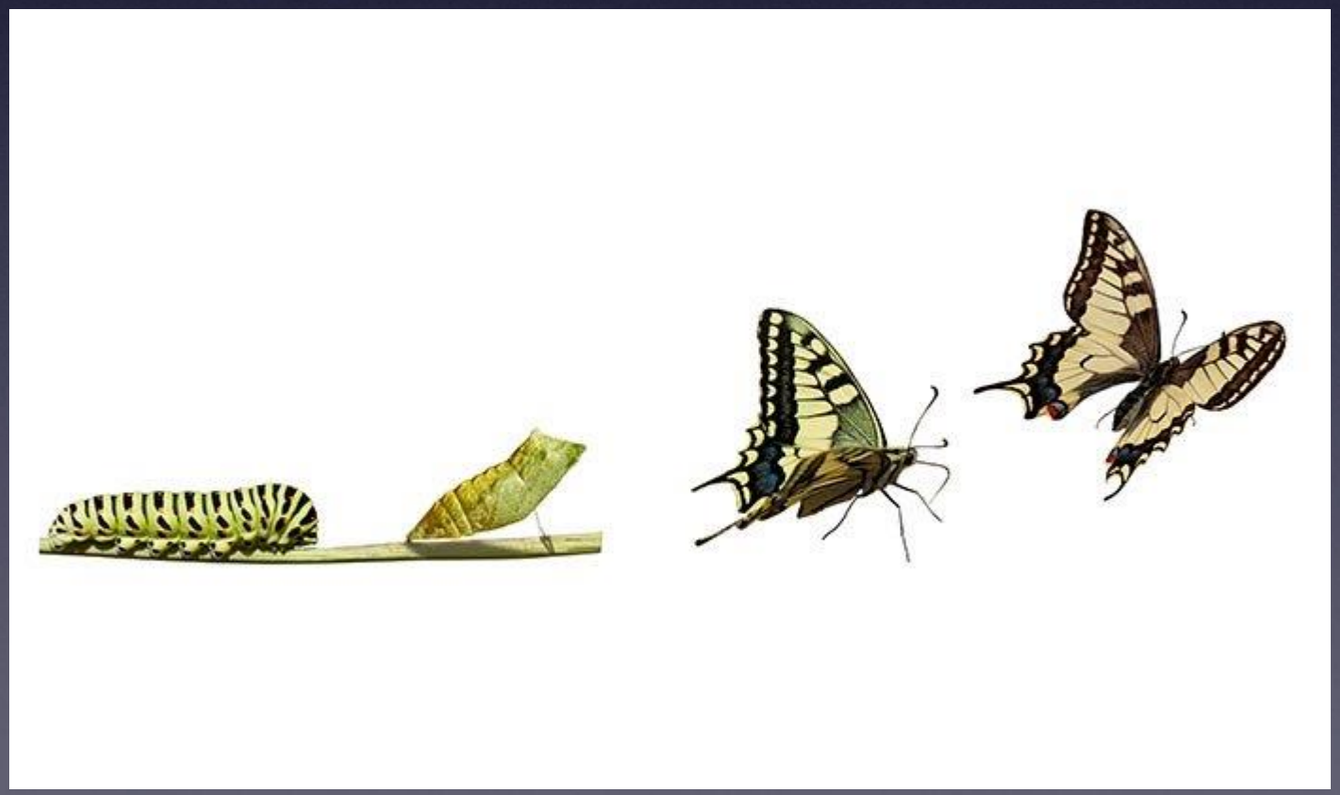
Some Positive Changes

- List 10 positive changes that has occurred at your school within the last 5 years.



Problems with Change on an Administrative Level

- "Change is a process, not an event." (p. 8)



Problems with Change on an Administrative Level

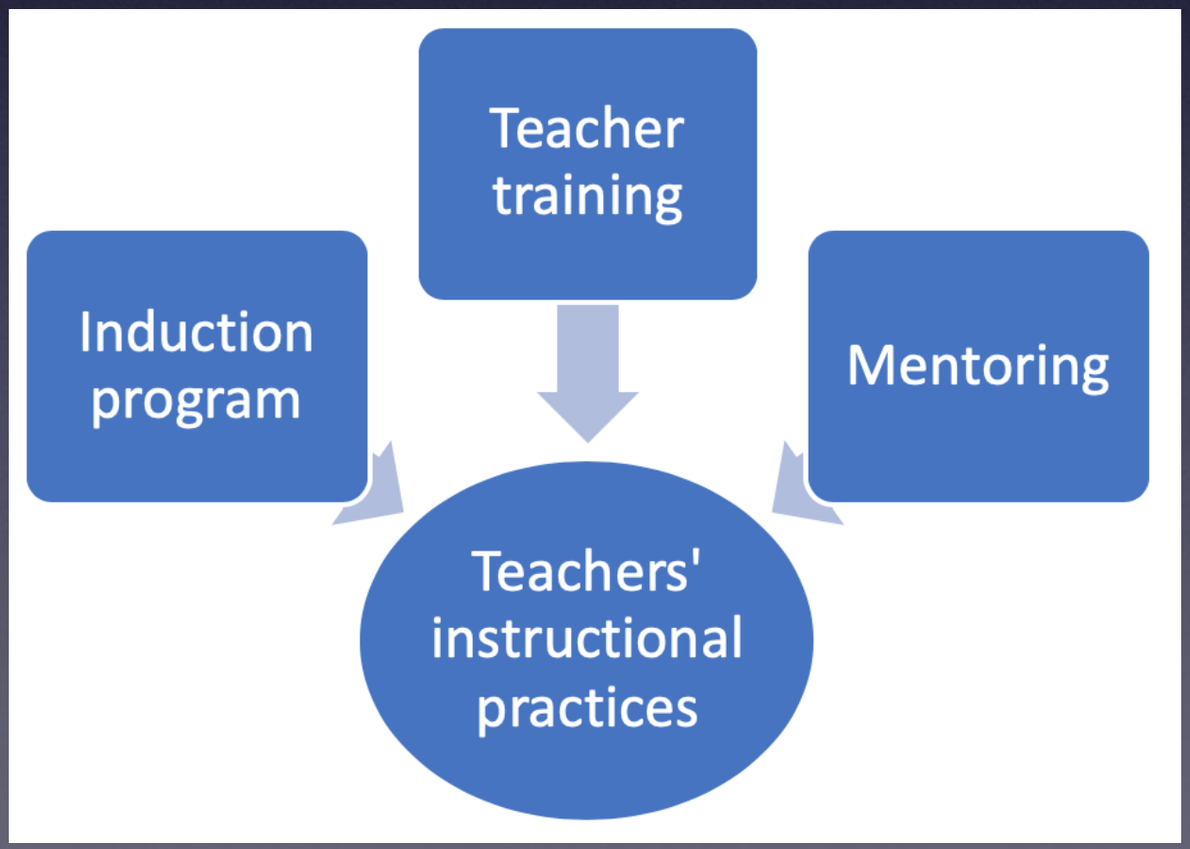
- "Most changes in education take three to five years to be implemented at a high level." (p. 8)

Problems with Change on an Administrative Level

- Resistance to change is synonymous to grief over the loss of favorite and comfortable ways of acting. (p. 8)

Problems with Change on an Administrative Level

- "If there is limited training and support for the change, it is likely that it will not be fully or faithfully implemented." (p. 46)



Problems with Change on an Administrative Level

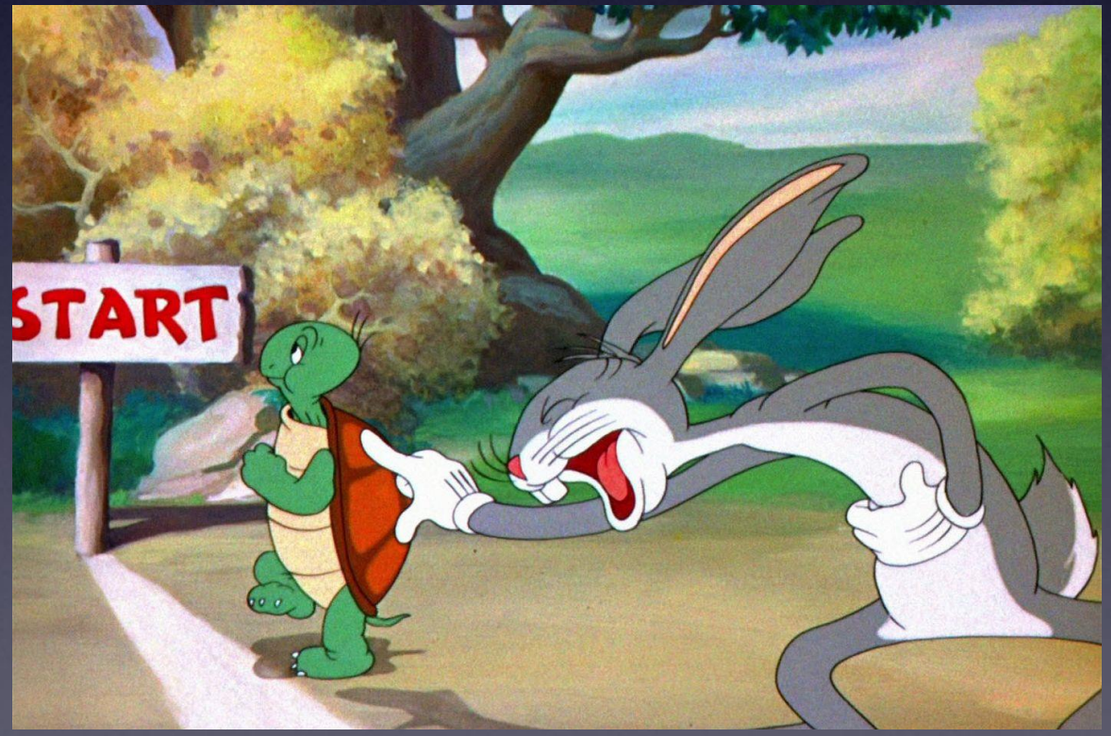
- Change is implemented/understood based on the individual's paradigm. (p. 167)

Problems with Change on an Administrative Level

- "When working in any organization, leaders must understand their system, its parts, and its people. Typically, leaders tend to work more with one part of the system and give limited consideration to its connectedness to other parts and the mutual influence they may have— and then are surprised when things don't work as they had anticipated. The major message for leaders planning for systemic work is that it is imperative to take into account the various subsystems and the system as a whole system plus the external factors that impinge on it." (p. 194)

Solutions at the Administrative Level

- ***Time***; remember that slow and steady can still win the race.



Solutions at the Administrative Level

- ***Educate***; remember ignorance keeps people in fear and fear extends the life of the grieving process.

Solutions at the Administrative Level

- *Follow-up*; remember that importance is not automatically transferred to others.

Solutions at the Administrative Level

- *Professional Development*; refuse to spend the money & time, lose more money and time!
- *Education*; never assume everyone knows and/or understands the importance of proposed innovations.

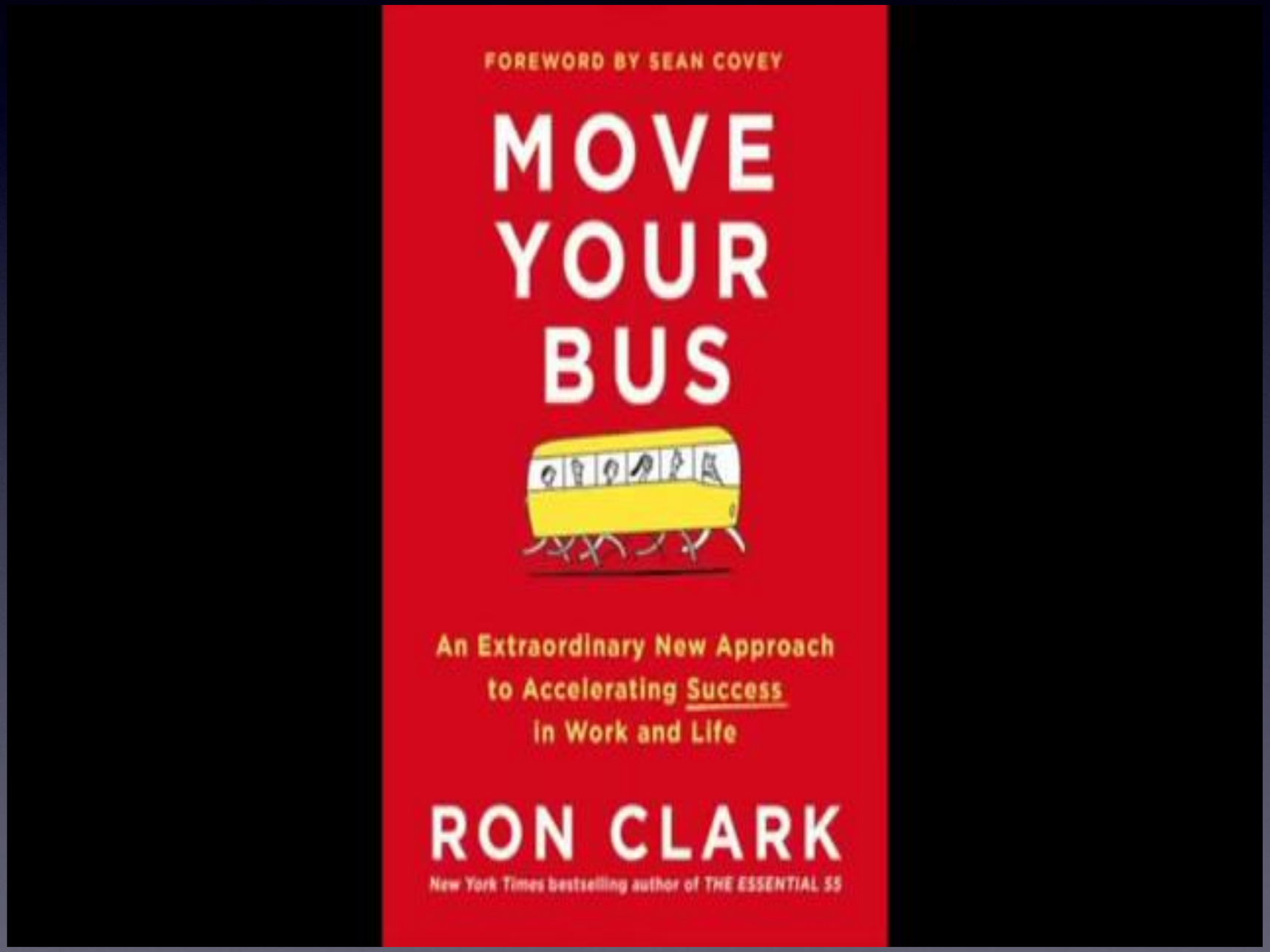
Solutions at the Administrative Level

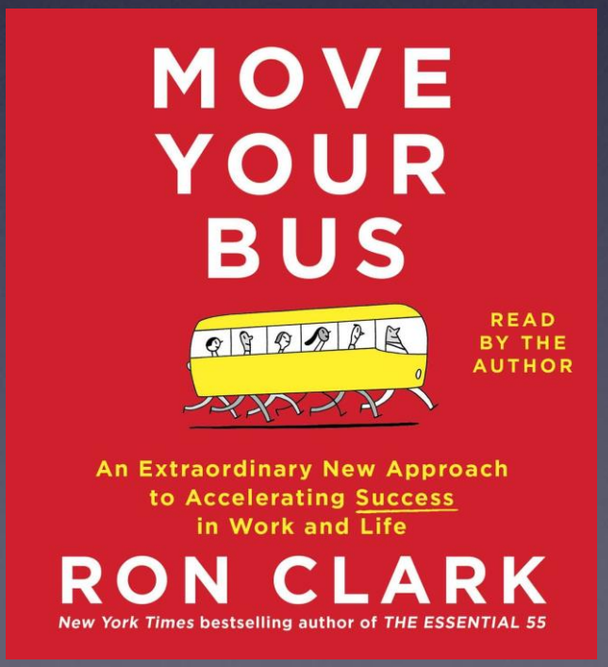
- *Systemic Thinking*; implementing change, no matter how small or large, will always have a rippling effect.

- Consider all subsystems (people, policies, finances, facilities, loss, gains, internal and external influences, etc.) that may be affected by the change.

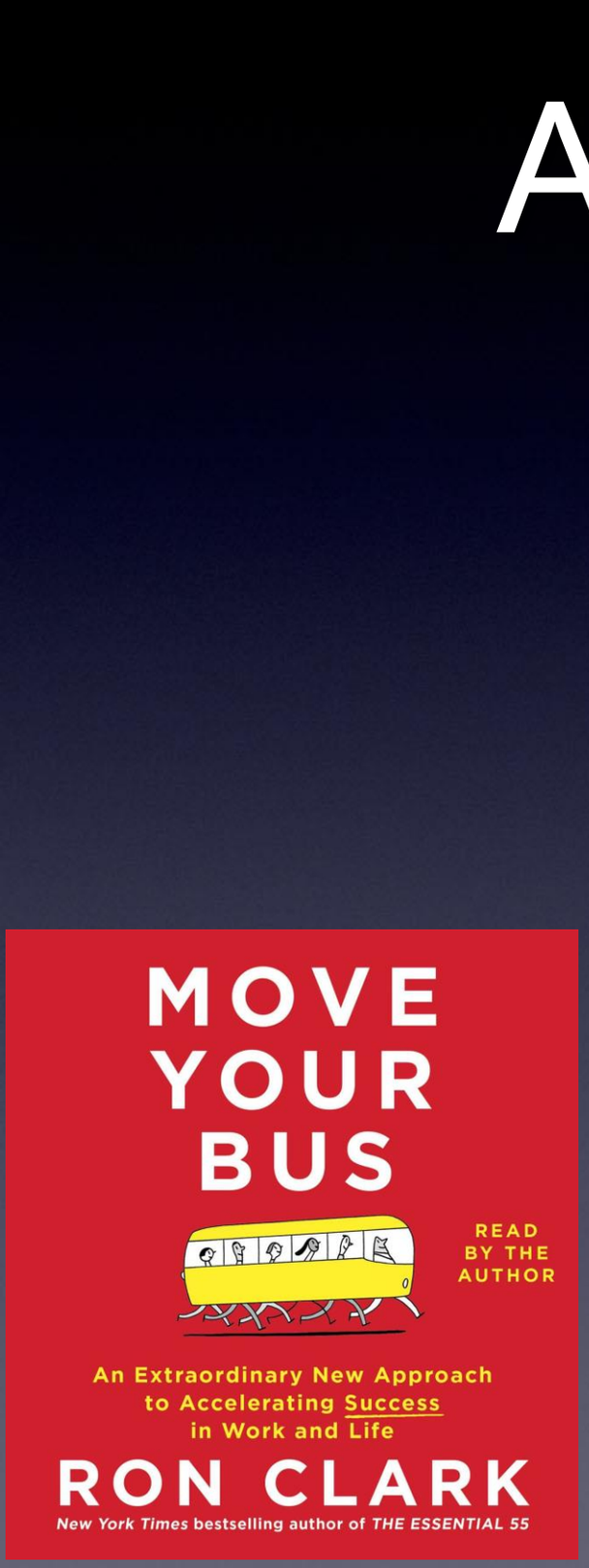
- Address all subsystems in the proposed change process.

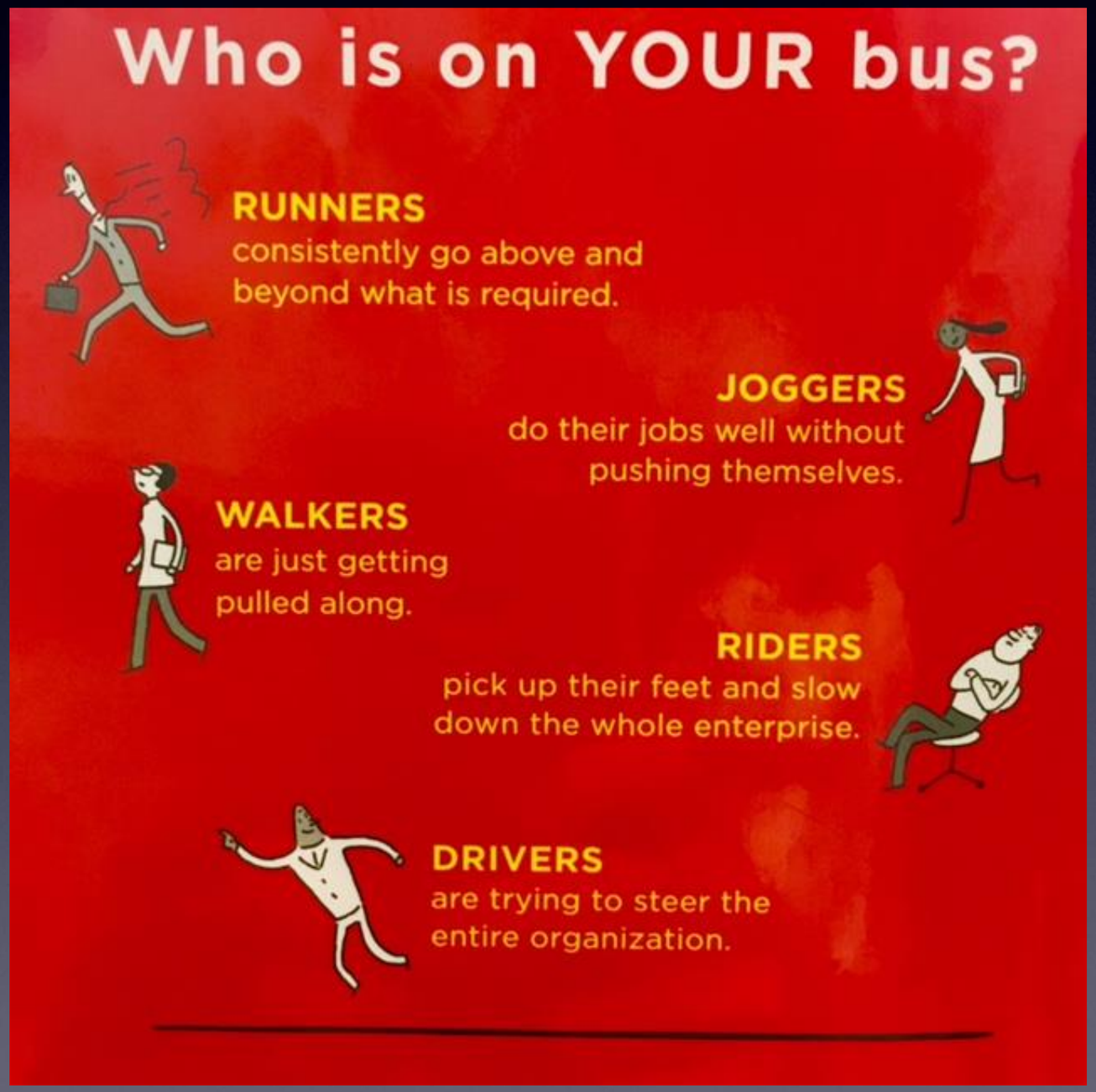
Solutions at the Administrative Level





Solutions at the Administrative Level





Problem with Change at the Subordinate Level

- Individuals "often do not think about the various actions and events that they and others could take to influence the process." (p. 11)

- Failure to contribute to the efforts of the whole, divorcing oneself from the task. (p. 237)

Problem with Change at the Subordinate Level

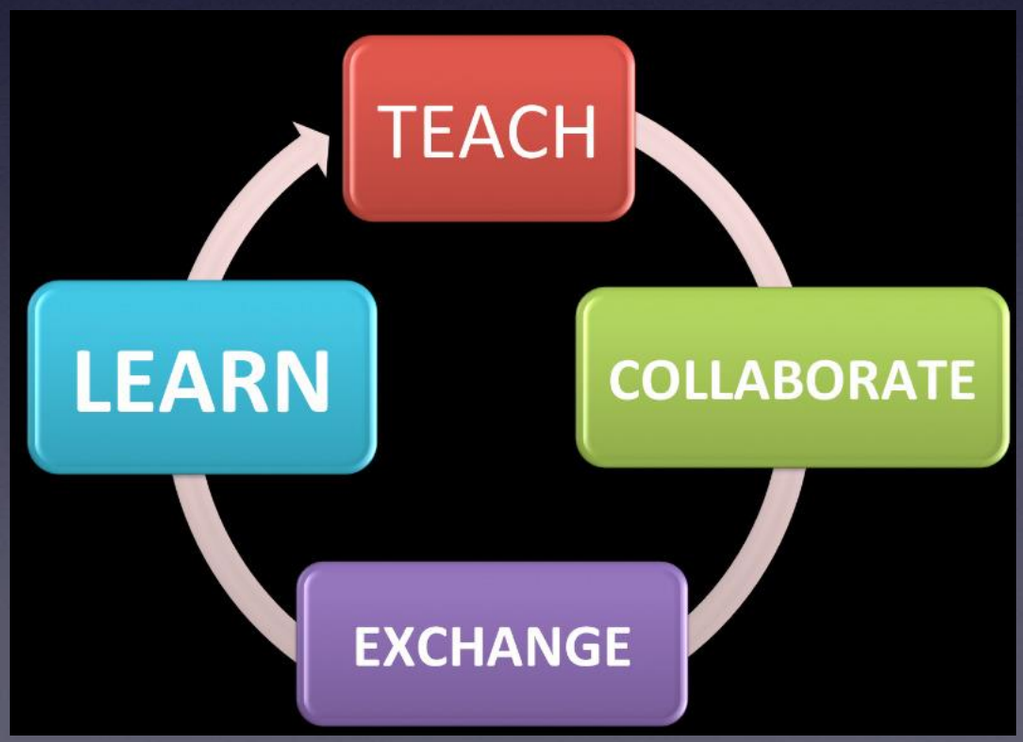
- Ineffective group discussions (discussions consist of arguments in which each individual tries to gain support for his/her point of view). (p. 233)

Problem with Change at the Subordinate Level

- "Institutions, or organizations, do not change; individuals do." (p. 22)
- "Regardless of the overall scale of change or how large or small the units of intervention, implementation of the innovation is accomplished at the individual level... Change is not accomplished until each person implements the innovation." (p. 264)

Solutions at the Subordinate Level

- *Professional Learning Community*; empower the professional educator, and learning community, to be innovators.



Solutions at the Subordinate Level

"The five dimensions of PLCs are as follows:

- (a) shared values and vision,
- (b) intentional collective learning and application,
- (c) supportive and shared leadership,
- (d) supportive conditions, and
- (e) shared personal practice." (p. 27)

Solutions at the Subordinate Level

- *Organization Development*; undertaking meetings from the perspective of the organization rather than the individual.

- Encouraging and holding dialogues rather than discussions. "In a dialogue, there is give and take along with an effort to develop mutual understanding." (p. 233)

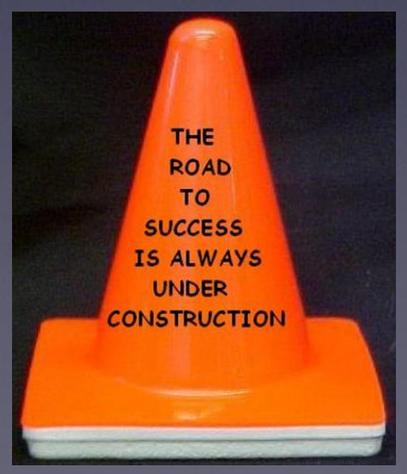
- "The OD perspective focuses on the interactive processes of people in doing their work rather than on the substance of the work." (p. 233)

Solutions at the Subordinate Level

- *Change Agent*; "The four basic units of change are the individual, teams, an entire organization, and large systems." (p. 262). Understand your role as a change agent.

"The road to success is always under construction." (p. 279)

Be the change you wish to see...



Reference:

- Hall, G.E., & Hord, S.M. (2011). *Implementing change: Patterns, principles, and potholes. (*3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Leave You with a Laugh

How Not to Implement Change

Reference:

- Hall, G.E., & Hord, S.M. (2011). *Implementing change: Patterns, principles, and potholes. (*3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.