Objectives

You will be able to:

• Define the phases and stages of change that everyone goes through when true adaptation is occurring

• Analyze the research behind “The Change Cycle” and “The Implementation Dip” as it relates to your faculty

• Expand your communication skills and structures to support your faculty as they navigate through change

• Diagnose the chessboard of your faculty as they relate to change, and differentiate your supervision accordingly
Objectives
You will be able to:
• Consider the preparation steps for having a difficult conversation with a staff member
• Analyze the power of multiple sources of data and documentation, word choice, phraseology, voice tone and body language as you relay your message
• Analyze selected case studies and the conversations that need to take place in response to them
• Design an action plan for your next steps in promoting positive approaches to change and reflection based on data

Itinerary
• Welcome
• Frame today’s learning
  – Objectives and Itinerary
  – Why Change is So Difficult
• 21st Century Skills Framework: The Four C’s
• Managing feedback

“It’s not so much that we’re afraid of change or so in love with the old ways, but it’s that place in between that we fear...It’s like being between trapezes...It’s Linus when his blanket is in the dryer. There’s nothing to hold onto.”

Marilyn Ferguson
“Change is like putting lip-stick on a bulldog. The bulldog’s appearance hasn’t improved, but now it’s really angry.”

Rosabeth Moss Kanter
Harvard Business School

**Change Definitions**
- an exchange, substitution or replacement of something
- a variance from a routine or pattern
- to pass or make something pass from one state or stage to another
- to become different, or make something different

**Why is change so hard for so many people?**
Some Assumptions About Change

1. Assume that conflict and disagreement are not only inevitable but fundamental to successful change.

2. Assume that people need pressure to change (even in directions that they desire). But, it will only be effective under conditions that allow them to react, to form their own position, to interact with other implementers to obtain technical assistance, etc.

3. Assume that effective change takes time; 2-3 years for specific innovations, 5 or more years for institutional reforms.

4. Don’t assume that the reason for lack of implementation is outright rejection of the change, or hard core resistance to all change. There are a number of possible reasons: grief, fear, lack of resources.

The Implementation Dip

by Michael Fullan
The See/Hear Chart of Six Change Stages

Behaviors and Characteristics

What does each stage look like and sound like?

- Loss
- Doubt
- Discomfort
- Discovery
- Understanding
- Integration

Concerns Based Adoption Model

[CBAM] by Gene Hall
Your Coaching

What are the implications for your Coaching given what you now know about the
• Implementation Dip
• Change Cycle
• CBAM

Resistance

• How do we facilitate resistant faculty toward participation and buy in?

LUNCH Please return in 60 minutes.
Analyzing the Human Chessboard

“If people don’t want to come out to the park, nobody’s going to stop them.”

Yogi Berra

Growth States

- Passive Consumers: 60%
- Skeptics: 15%
- Omnivores: 5%
- Negatives: 15%
- Sabateurs: 5%
What Schools Can Learn From Resistant Teachers

• Not a stumbling block but an opportunity
• Understanding opposing points of view
• What really matters to your resistant teachers right now
• Ways to build bridges to new ideas that have some link to the old ideas

Getting Past “NO”

• Find your B.A.T.N.A.
• Go to the balcony
• Build a “Golden Bridge”

Six “Thinking Hats”
Stages of Effective Team Development

- Forming
- Storming
- Performing
- Norming

“Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

Quiet Writing Reflection

What was a big change in my professional or personal life that I to navigate through?

What were the steps I took to find my footing?
Change is Personal

- Charting the process when you have left the shore:
  - What did you do to sustain yourself:
    - Resources
    - Behaviors
    - Self-talk messages

Reflecting

- When you portaged through the change and arrived at the new shore
  - What worked better?
  - What did you learn?
  - What would you remember to put in place the next time a change presented itself?

Coaching

- What are the implications for coaching and supporting others though change?
  - Doing it well?
  - Door it poorly?
Mind The Gap

- Behaviors in the abyss:
  - Fear
  - Anger
  - Grief

Engineering

- What can we do to support people while they are going through the abyss?
  - Structures that give safety

Summarizing Strategy

3-2-1

- 3 important points about change theory
- 2 responses to anticipate from my school/department in response to change
- 1 response I will try with a resistant colleague