

What is Change?



New Materials

*New Behaviors/
Practices*



*New Beliefs/
Understanding*

*Create
a new selling*
B. H.

— Michael Fullan, 1996 —

The Implementation Dip



— Michael Fullan, 1996

Feels
Acknowledged
at 1st
because
As
New -

Michael Fullan, 1997-98

**Seven Things Happen When People
Find Themselves in a Situation of Change**

-K. Blanchard-

- 1. DOING SOMETHING THAT THEY ARE NOT USED TO DOING** (feeling awkward, ill-at-ease, self-conscious).
- 2. THINKING FIRST WHAT YOU HAVE TO GIVE UP, NOT WHAT YOU HAVE TO GAIN** (grieving for what will be lost).
- 3. FEELING ALONE, EVEN IF OTHERS ARE GOING THROUGH THE CHANGE**(structure exchanges because people can't think of it naturally).
- 4. PEOPLE CAN HANDLE ONLY SO MUCH CHANGE** (a few maybe be okay; too many are overwhelming).
- 5. PEOPLE ARE AT DIFFERENT LEVELS OF READINESS FOR CHANGE** (not good or bad; don't label or be judgmental; also it can be situational).
- 6. PEOPLE WILL BE CONCERNED THAT THEY DON'T HAVE ENOUGH RESOURCES** (people need help realizing that there are more resources around them than they thought).
- 7. IF THE PRESSURE IS OFF, PEOPLE WILL REVERT BACK TO OLD BEHAVIOR** (relapse is natural; yelling doesn't work).

10

ASSUMPTIONS ABOUT CHANGE

1. Do not assume that your version of what the change should be is the one that should be implemented.
2. Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.
3. Assume that conflict and disagreement are not only inevitable, but fundamental to successful change.
4. 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, and to obtain technical assistance, etc.
5. Assume that effective change takes time; 3-5 years for specific innovations, greater than 5 years for institutional reform.
6. We should not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard core resistance to all change. There are a number of possible reasons; value rejection, inadequate resources to support implementation and insufficient time elapsed.
7. We should not expect all or even most people or groups to change. Progress occurs when we take steps that increase the number of people. Our reach should exceed our grasps ... but not by such a margin that we fall flat on our face.
8. Assume that you will need a plan that is based on the above assumptions.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken. *Ready, Fire, Aim*
10. We should assume that changing the culture of institutions is the real agenda, not implementing single innovations.

— Michael Fullan, *The New Meaning of Educational Change*, New York: Teachers College Press —

THE COMPLEXITY OF CHANGE

School Change is effected to improve conditions for teaching and student learning, taking into account the changing internal and external context. It is a complex process. Michael Fullan's Eight Basic Lessons of the New Paradigm of Change elaborated in his book *Change Forces*, provide some general strategies for dealing with these complexities. The lessons are as follows:

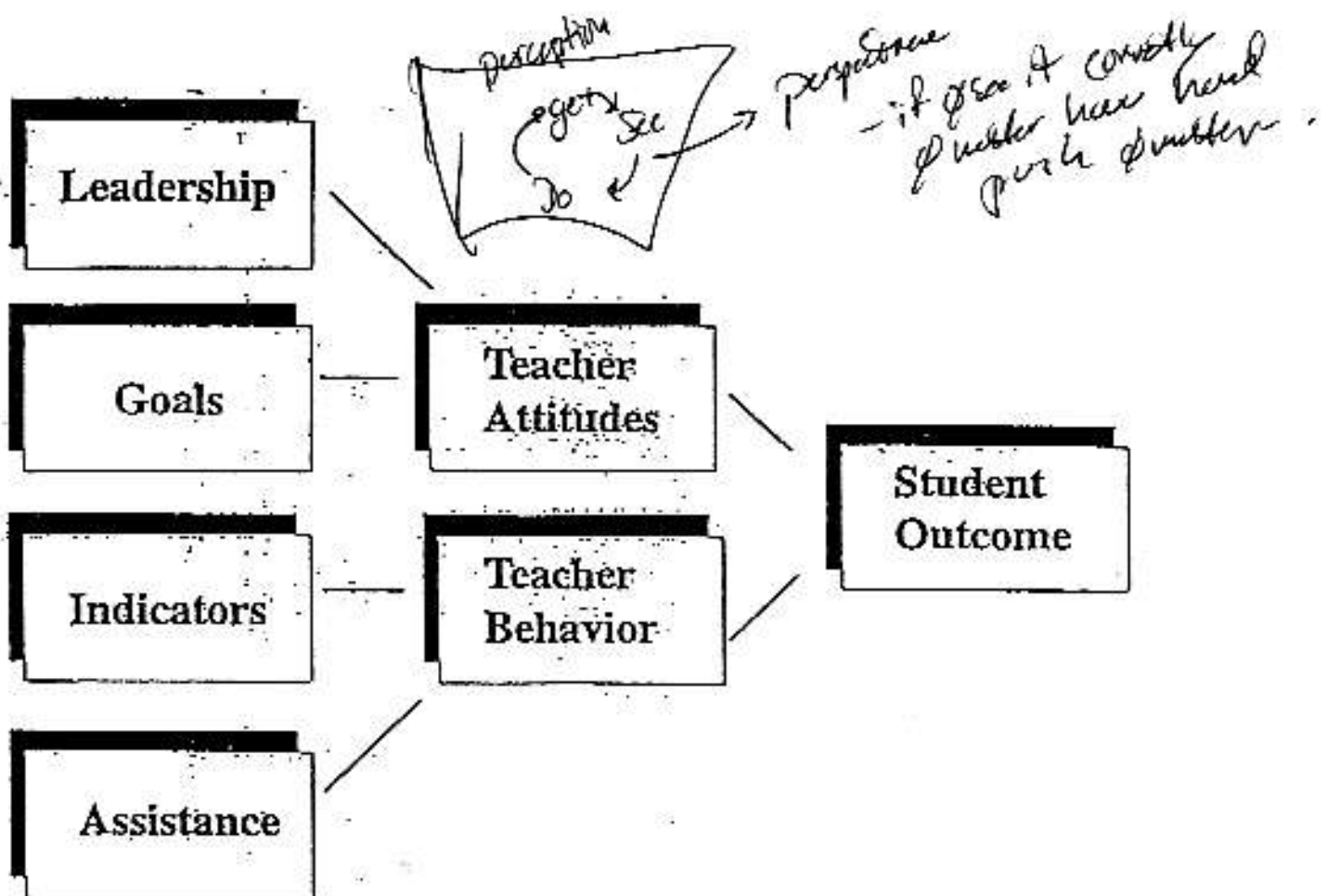
- Lesson One:** You Can't Mandate What Matters
(The more complex the change the less you can force it.)
- Lesson Two:** Change is a Journey not a Blueprint
(Change is non-linear, loaded with uncertainty and excitement and sometimes perverse)
- Lesson Three:** Problems are Our Friends
(Problems are inevitable and you can't learn without them)
- Lesson Four:** Vision and Strategic Planning come Later
(Premature visions and planning blind)
- Lesson Five:** Individualism and Collectivism Must Have Equal Power
(There are no one-sided solutions to isolation and groupthink)

Lesson Six: Neither Centralization Nor Decentralization Works
(Both top-down and bottom-up strategies are necessary)

Lesson Seven: Connection with the Wider Environment is Critical for Success
(The best organizations learn externally as well as internally)

Lesson Eight: Every Person is a Change Agent
(Change is too important to leave to the experts, personal mind set and mastery is the ultimate protection)

School Change Model



C. Goldenberg, UCLA, *Settings for Change*. Video, 1997.

my goal - "What's what
Fighting with..."