



THE UNIVERSITY OF
WESTERN AUSTRALIA

Educational Leadership

Leading Change

Elaine Sharplin

– Change is not made without inconvenience, even from worse to better. Dr Johnson

– God grant me the courage to change the things I can, the serenity to accept things I cannot change, and the wisdom to know the difference.

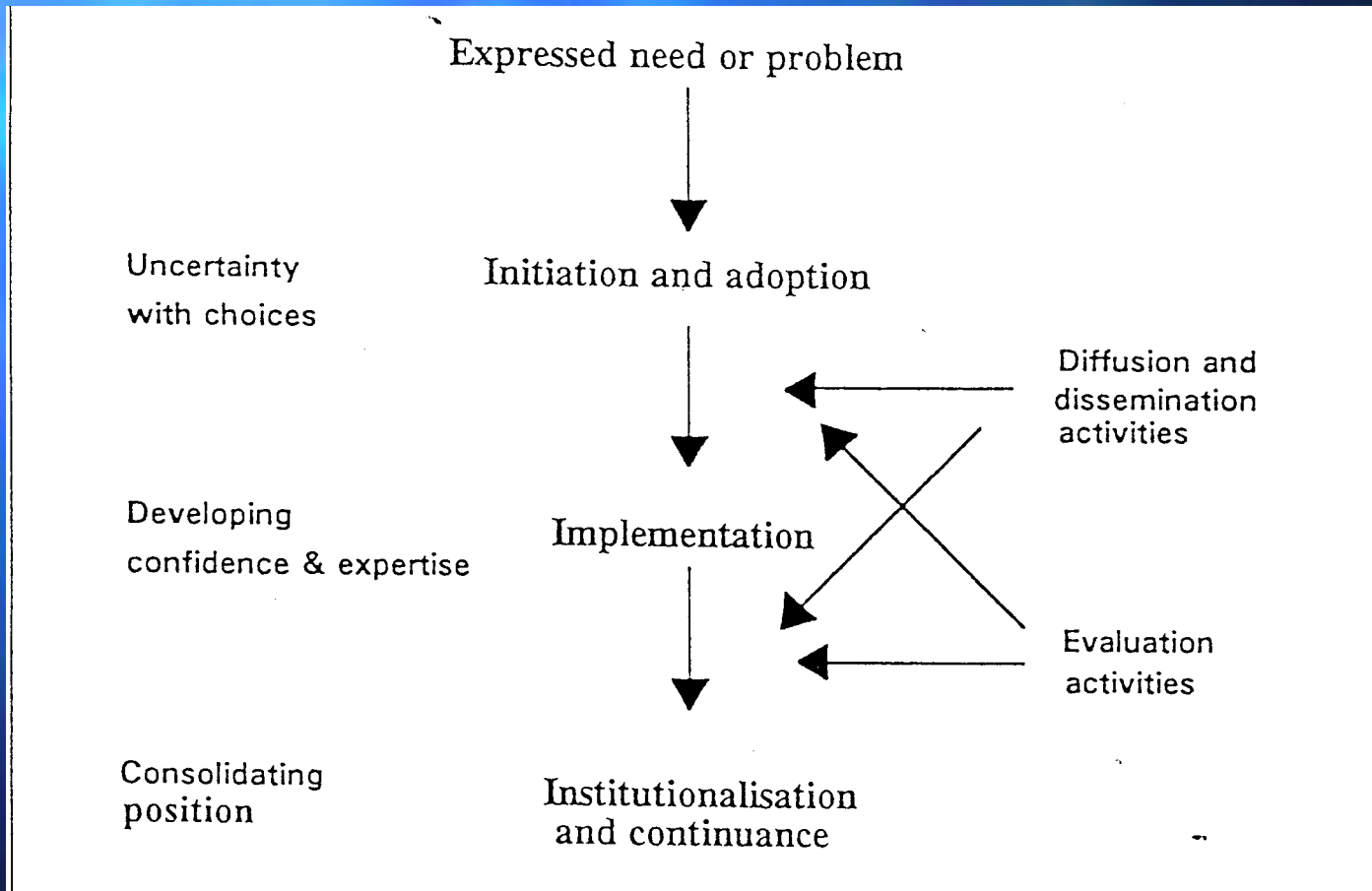
- All changes, even the longed for, have their melancholy, for what we leave behind us is part of ourselves; we must die one life before we can enter another ...

Anatole France

- There is nothing permanent except change.

Heraclitus (535-475 BC).

Fullan's first change model



(1982)

PHASES OF SCHOOL IMPROVEMENT

- 1. Initiation/mobilization
 - a) deciding to start
 - b) launching the process
 - c) assessing needs
 - d) developing commitment

- **2. Implementation**

- a) **setting goals**
- b) **designing action plans**
- c) **carrying out plans**
- d) **problem solving**

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- **3. Institutionalization**
 - **a) evaluating**
 - **b) building in the process**
 - **c) making needed organizational changes**
 - **d) moving into the hard budget**

(Miles, 1982)

Fullan's Change Lessons 1993

- You can't mandate what matters - you can't force complex change
- Change is a journey not a blue print - change is non-linear, exciting and perverse
- Problems are our friends - inevitable part of learning
- Vision and strategic planning come later - premature vision and blind planning
- Individualism and collectivism must have equal power - both are necessary

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- Neither centralisation or decentralisation works - top down and bottom up approaches are needed
 - Connection with the wider environment is critical - learn externally and internally
 - Every person is a change agent - it can't be left to a few

Fullan's latest lessons

- 1. Moral purpose is complex and problematic
- 2. Theories of change and theories of education need each other
- 3. Conflict and adversity are our friends
- 4. Understand the meaning of operating on the edge of chaos

- 5. Emotional intelligence is anxiety provoking and anxiety containing
- 6. Collaborative cultures are anxiety provoking and anxiety containing
- 7. Attack incoherence: Connectedness and knowledge creation are critical
- 8. There is no single solution: craft your own theories and actions by being a critical consumer

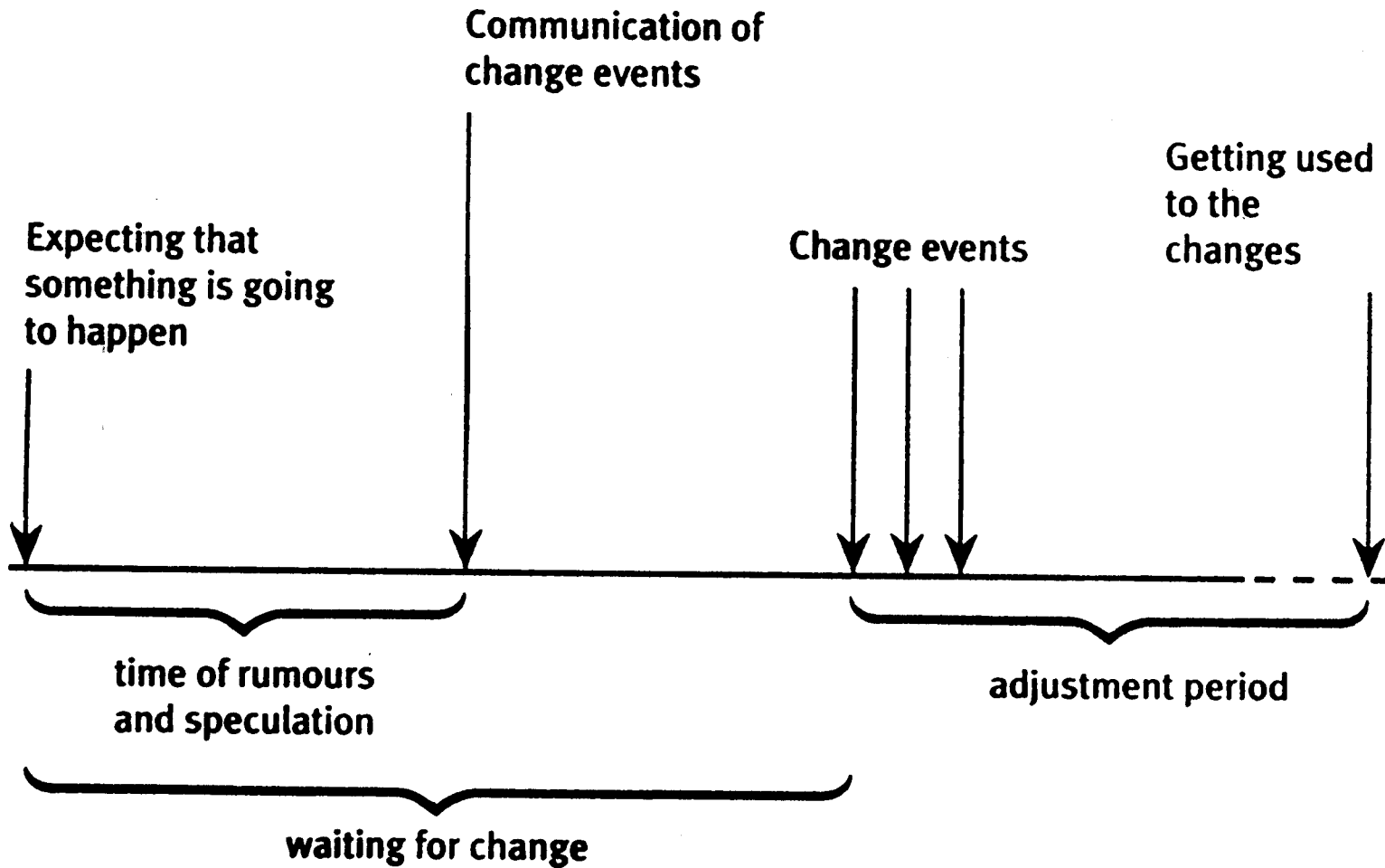


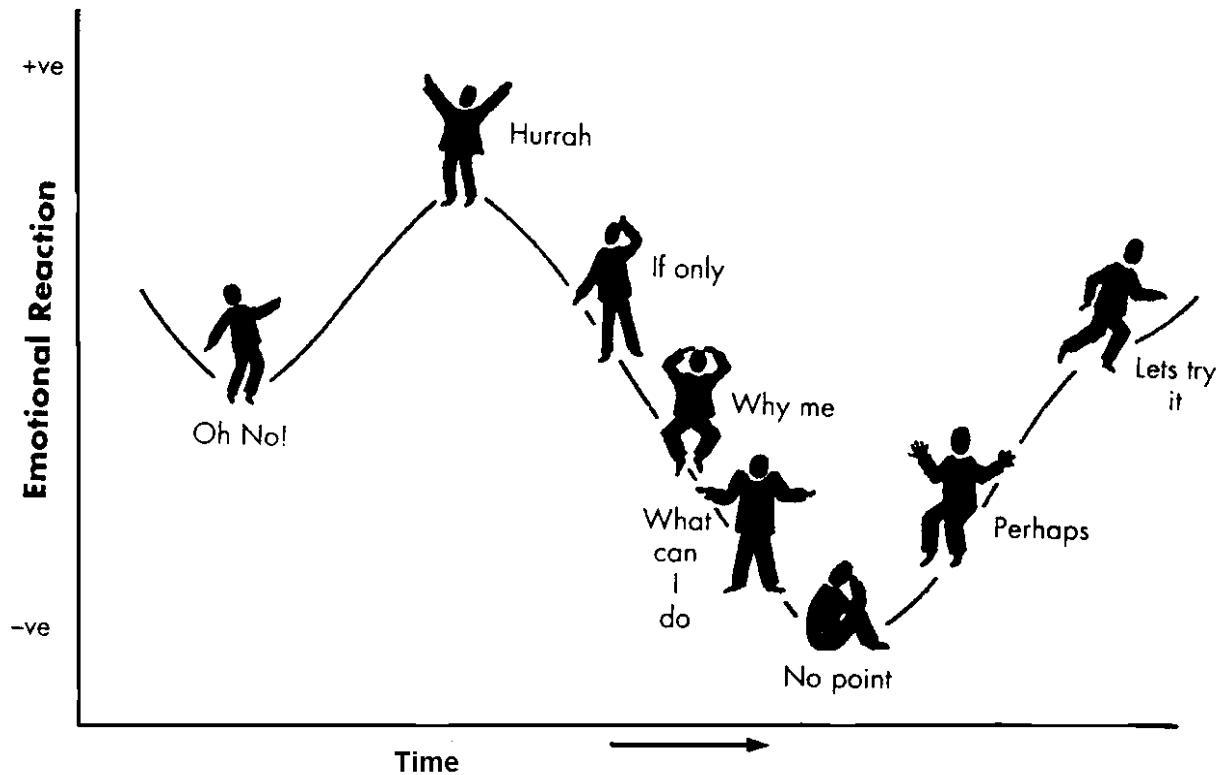
Diagram 1: Large-Scale Organizational Change Time-Line

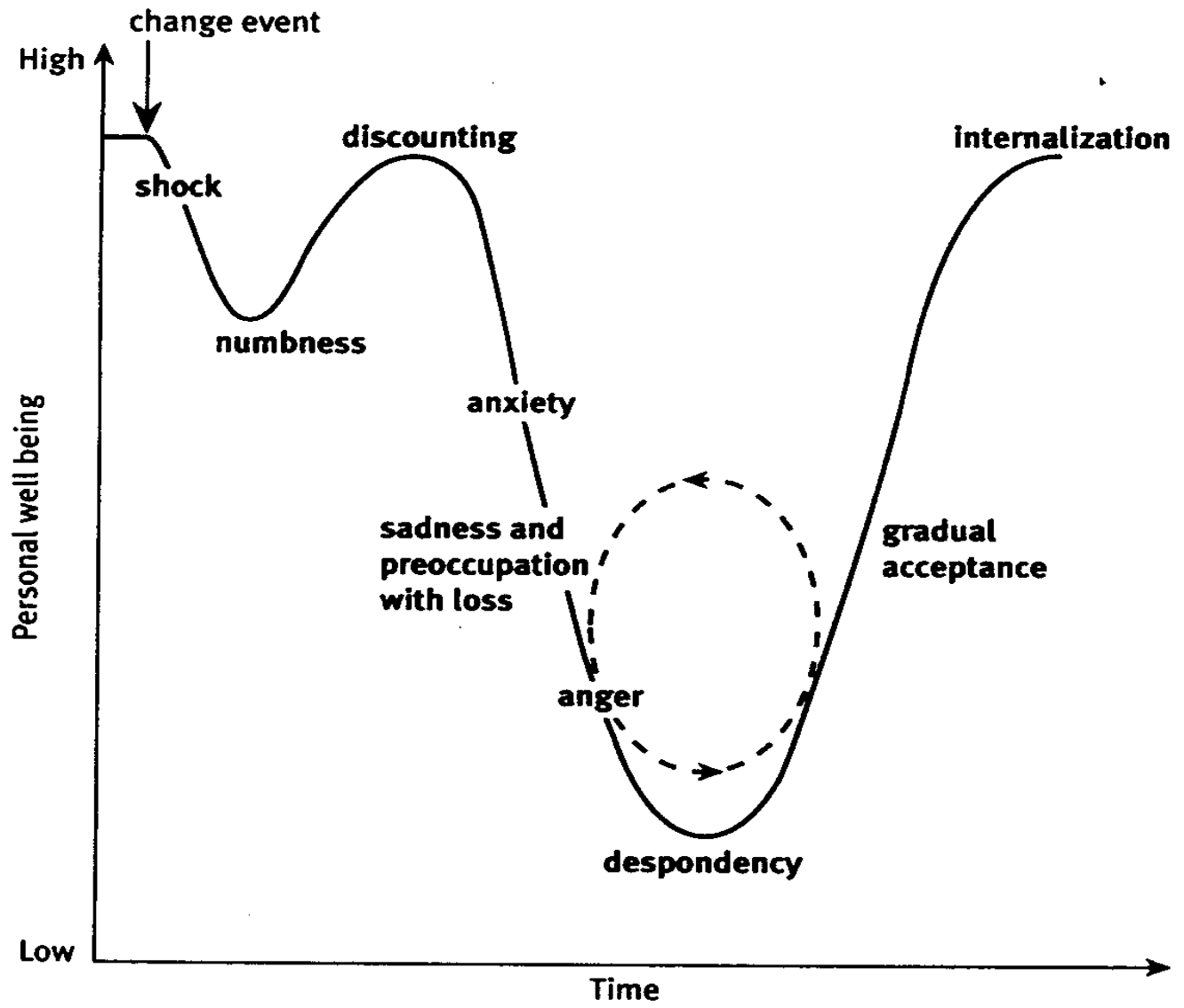
- "Those who fully identify with the products, structures, symbols, and rituals that recede into the past often interpret this redefining of reality as chaos - or worse. For them, going back to zero is foreboding and threatening because their pillars of certainty, meaning, and support have disappeared" (Spady & Schwann, 2001, p. 10).

**“Life is like an onion,
you peel off one layer
at a time and
sometimes you weep.”**

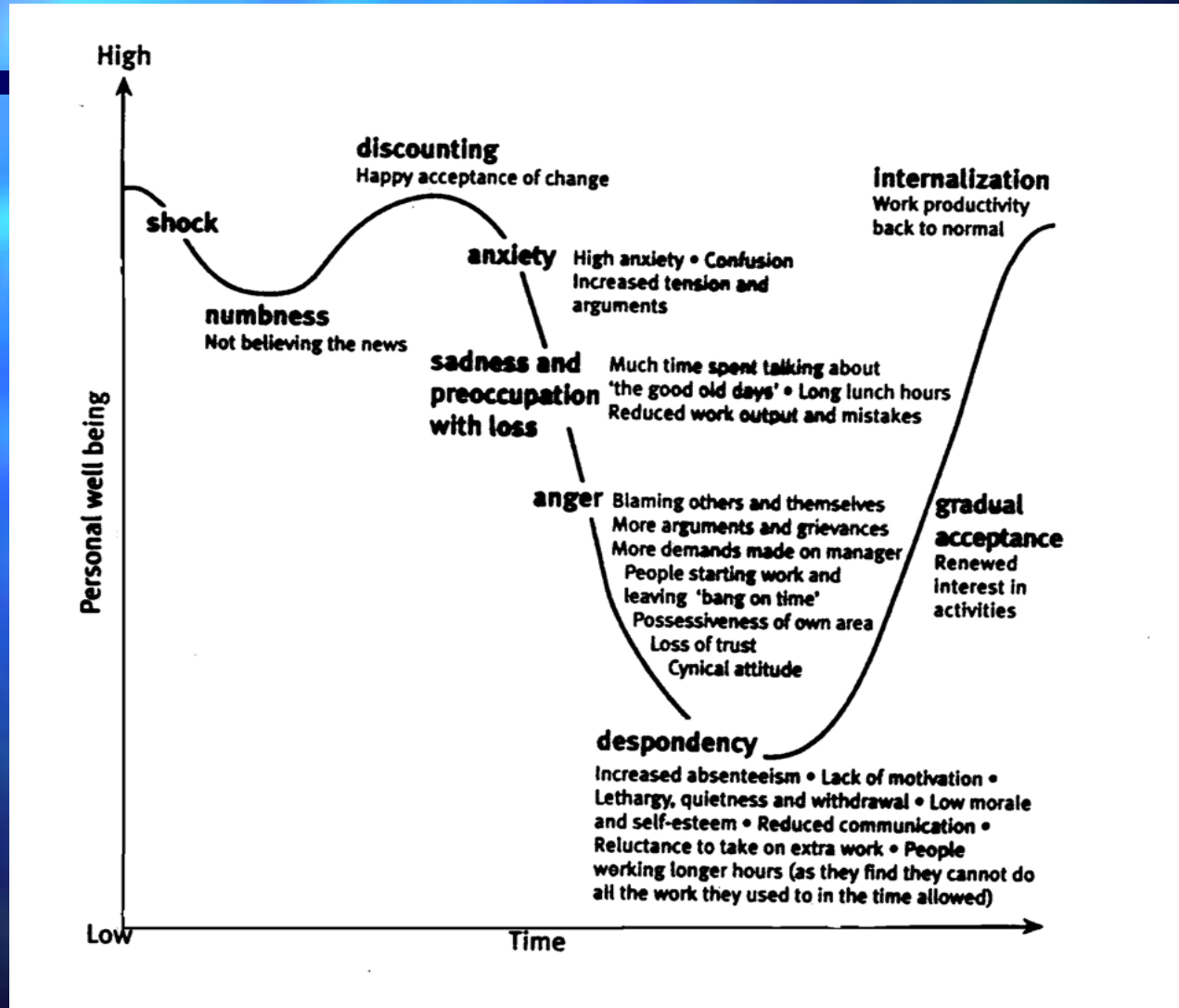
Carl Sandburg

Emotional Reaction to Change





Emotional responses to change



Emotion	Feelings associated with emotion	Possible reasons for feelings
Fear (generally relates to future expectations)	Uneasiness and apprehension Anxiety Worry Restlessness Feelings of panic and dread <i>Fear can lead to:</i> Reduced self-confidence Reduced self-esteem Confusion Stress	Uncertainty about the future Fear of redundancy Fear of not coping Fear of not being successful in a new position
Anger (often relates to present situation)	Irritability Frustration Short temperedness Increased arguments at home and at work Restlessness Rage <i>Anger can lead to:</i> Depression Headaches Stomach upsets Sleeplessness Increased blood-pressure	Not being involved about decisions about change Reduced status Other people in control of situation Not knowing what is going on Lack of control over the situation Reduced career prospects
Sadness (can relate to the past situation or to the present situation)	Vulnerability Hurt Sensitivity Tearfulness Preoccupation with loss Desolation <i>Sadness can lead to:</i> Depression Feeling 'flat' and unenthusiastic about life	Loss of enjoyable aspects of our job Not working with the same team Not being recognized for the work we have done
Joy (can relate to future expectations, present or past events)	Contentment Happiness Excitement Elation Euphoria <i>Unexpressed joy can lead to:</i> Depression	Being able to do something different Not having the stress of management Being able to review our career Positive feedback from boss Promotion

Factors which influence people's reaction to change

- 1. Loss of Control
- 2. Excess Uncertainty
- 3. Surprise Factor
- 4. Difference Effect
- 5. Loss of Face

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- 6. Concerns about Future Competence
 - 7. Ripple Effects
 - 8. More Work
 - 9. Past Resentments
 - 10. Real Threat

**“Identify anxieties –
convert them to stimulus
for action”**

Recommendations for reducing resistance

- 1. Change is not externally imposed
- 2. Top officials and opinion leaders visibly support change
- 3. The change is seen by participants to reduce their current burden
- 4. The values and ideals of participants provide a context for the change

- 5. The new experiences afforded by the change are of a kind the participants desire.
- 6. The threat to personal autonomy and security is removed
- 7. The participants in the change have mutually recognised the basic problem
- 8. The change activities are arrived at by consensual group decision
- 9. Efforts are made for all shades of opinion to be recognised along with valid objections

- 10. Innovations are adequately explained to all concerned and the opportunity for feedback exists
- 11. Those involved in the change have supportive, trusting and confident relations with one another
- 12. In the light of change experiences the activities can be reconsidered and revised appropriately.

(Goodwin Watson, 1967)

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- “There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new”

(Machiavelli, cited in Print 1988)

“Don’t leap the chasm in

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small bounds”