

the change process
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Introduction

Purpose...

- The change management process introduces a process that schools can use to move successfully through remodelling
- This is the “theory” of change. It describes the conditions for successful change, the main stages of the change management process, and highlights outcomes and important roles
- The “practice” module is called “Remodelling in Practice” and outlines the activities that a school change team might typically undertake during each stage of the change process, together with helpful templates and tools that might be used

Audience...

- The module is written to assist everyone involved in remodelling in schools to understand what the process of change will be like; it is important that everyone shares the same understanding

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What is Successful Remodelling?

The generic characteristics of good change programmes were recognised in the Teacher Workload Study (TWS)

Key points from TWS

- Benefits Pathfinder should deliver:
 - Improved capacity for headteachers and staff to implement change
 - Enable headteachers and staff to realise manageable working weeks
 - Improve teachers' sense of ownership of their work
- Getting action in schools for change will require:
 - Transparency in the approach
 - Involvement at all levels
 - A sense of ownership of the change process
- The process adopted for Pathfinder must recognise that:
 - **One size does not fit all**

Levers to make change

- Driving forces of change
 - External factors e.g. DFES, Estyn
 - Internal factors e.g. excessive hours
- Aspects of change
 - Depth of change e.g. superficial, profound
 - Speed of change (depends on depth and duration of change process)
 - Implementation mechanism e.g. imposed, consensus
- Levers of change
 - Strategy
 - People
 - Processes
 - Structure
 - Culture
 - Technology
 - Time, space, curriculum

From the outset it is recognised that schools will be at different stages of development

- We have a range of schools with:
 - Different workload issues
 - A variety of stages of development
 - Varied experience in using ICT
 - Differing capabilities in being able to handle change
- The advisers, headteachers and School Change Team need to share these differences with each other

- For example:
 - What initiatives have already been tried?
 - What were the results?
 - What was the learning?
 - What were the implementation difficulties?
 - Where is help available?

The characteristics of the change process must recognise these differences

A successful change programme for remodelling the nation's schools has distinct and challenging characteristics

A self-directed approach that places the school in control

- Schools experience the freedom to make change happen – the drive to make change happen comes from within
- Schools diagnose their own issues and choose what to work on
- Solutions are able to emerge that fit the school's specific circumstances – **one size doesn't fit all!**

Involvement of the whole school community

- It's not all about the headteacher or the senior team – an extended group takes responsibility for remodelling: teachers, support staff, pupils, parents, governors, local organisations
- Involve people who care about improvement AND can take action
- People support what they help to create – involvement will lead to better and more lasting improvements

A proven change process for schools to achieve results

- Schools benefit from a tried and tested way of working that will maximise their chances of successful change
- The language and style of our change process feels different and signals the opportunity to achieve a different quality of improvement
- The process will be a learning experience for the school community so that change seems an accepted norm

A wider network of support

- Experiencing a community of support will deepen the quality of results that schools experience
- Support from peers will stimulate ideas and build confidence in the improvements that are achievable; support from advisers will help a school get the most out of the change process
- Schools will require different levels of support for remodelling – from light touch to heavier touch

Summary

- **A self-directed approach that places the school in control**
- **Involvement of the whole school community**
- **A proven change process for schools to achieve results**
- **A wider network of support**
- **A critical friend that supports and challenges**

Conditions for Successful Remodelling

Getting the leadership right is a major contributing factor to the success or failure of a change programme...

If the leadership of the change programme is poor:

- Educate the leadership
- Replace the leadership
- or prepare to fail!

The model recognises the importance of the *headteacher*, and the *school change team (SCT)* drawn from across the school, in providing leadership to the change programme

Recognising the importance of culture (i.e. the way we do things around here) is also key to change success...

If the change programme goes against the existing culture:

- Change the change
- Change the culture
- or prepare to fail!

“Trouble arises because the ‘soft’ stuff is really the hard stuff, and no-one can really engineer it”

Pascale and others

Remodelling schools will follow a change management process

In the old world ...



But today the world is a different place, we need a process which should respect diversity, recognise different departure points, allow for the implementation dip and incorporate rational, political and emotional dimensions

The change management process must have three elements at its core...

For a change programme to be successful and sustainable (C), there must be:

- A compelling reason for change (R)
- A clear vision of the future (V)
- And a coherent plan for getting there (P)

$$R + V + P = C$$

Each element is mandatory, in addition to the importance of leadership and culture

R + V + P = Sustainable Change

R + V + X = Leap of Faith

R + X + P = Tower of Babel

X + V + P = Doomed Crusade

Why change agendas often fail...

- Complacency
- Failing to create teams with enough power to lead the change
- Underestimating the power of vision
- Failing to communicate the vision
- Allowing obstacles, real or imagined to block the vision
- Failing to create short-term gains
- Declaring victory too soon
- Neglecting to embed the changes in the culture
- Failure to consult

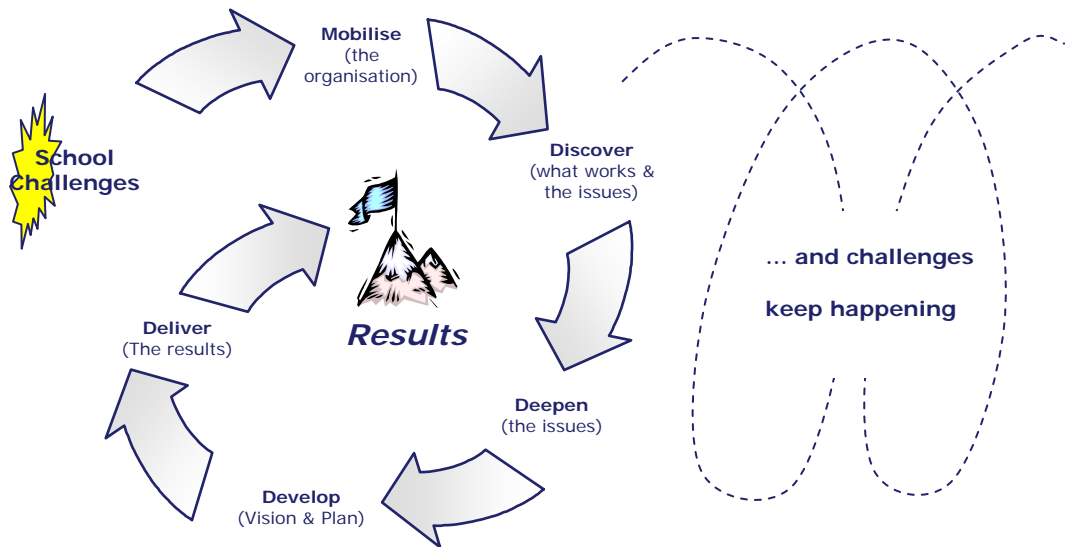
Adapted from John P Kotter, "Leading Change" 1996.

The approach has a number of critical elements for success

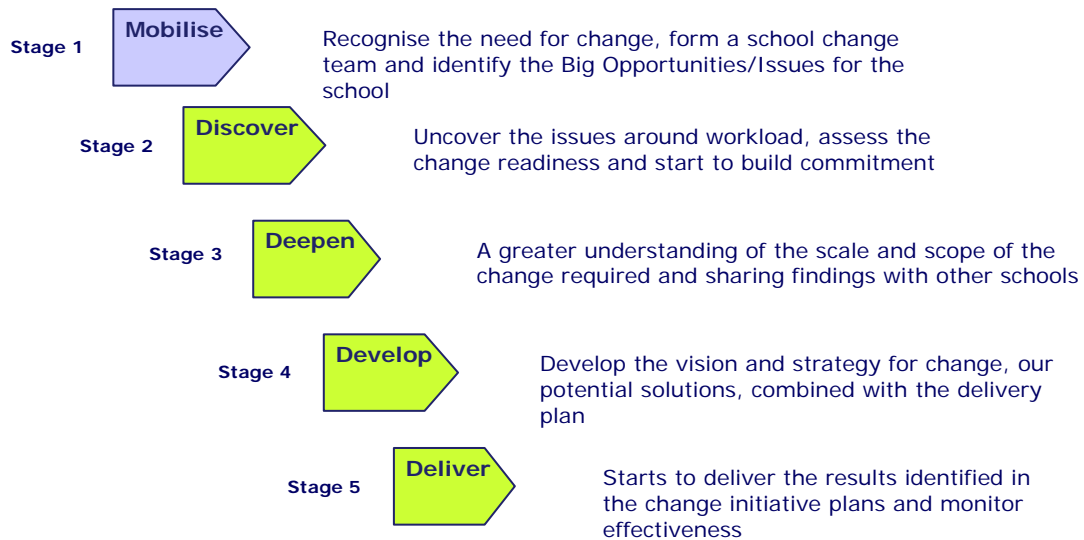
- An inclusive School Change Team
- Key checkpoints ... supported by Regional Events to share learning and experiences
- Explicit attention to the rational, political and emotional aspects of change... and the emotional curve
- Fostering informed practice and collaboration between schools
- Support and challenge to schools as they engage in the remodelling process ... the “critical friend role”

The Change Management Process

The change management process for remodelling enables a school to respond to their own particular issues...



Each school works through the same stages of change over a 1½- 2 term period and then starts to implement



The change process instils confidence in the staff that things can be changed for the better...

Objective

- Over a 1½ - 2 term timeframe the staff will be taken through a five stage confidence-building process that is carefully managed
- The process will ensure that the school workforce will be aligned to the vision of the future and will be prepared to work towards that vision



Stage 1 - Mobilise

- Sets up the team structure for remodelling
- Aligns the team around the 'Big Opportunities or Issues'

Stage 2 - Discover

- Provides the confidence in the staff
- Identifies success
- Things could improve

Stage 3 - Deepen

- Build on success
- The problems are complex, difficult and somewhat daunting
- Identify root causes of issues
- Start to identify the blockers and potential solutions

Stage 4 - Develop

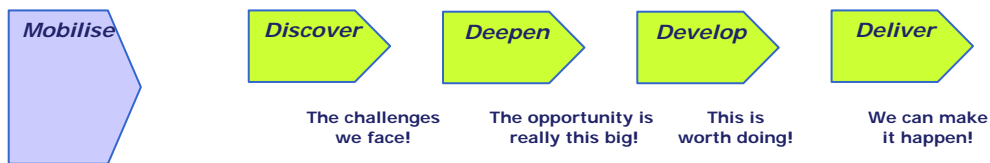
- Through using various techniques the team begins to develop views as to what solutions might look like
- These are tested for robustness
- Begin to draw up the vision for the future
- Define the initial programme design to get there

Stage 5 - Deliver

- The plan is developed further
- The view as to what the future really looks like is clearly articulated and shared within the school
- Initial actions are started to begin the change transformation
- Confidence in the school change team and the staff in general is very high and people are mobilised to act

The staged approach will involve, enable and move the staff in the schools to deliver results to improve workload

←..... typically the process takes 1½ - 2 terms→ And on.....

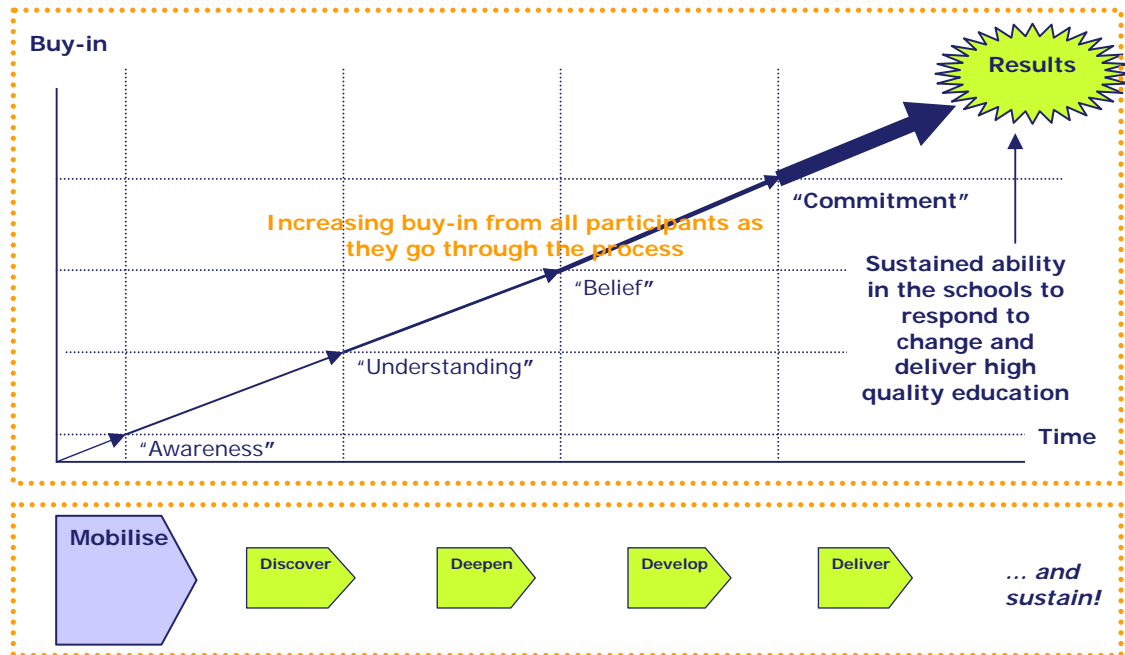


Prescribed/
Well structured

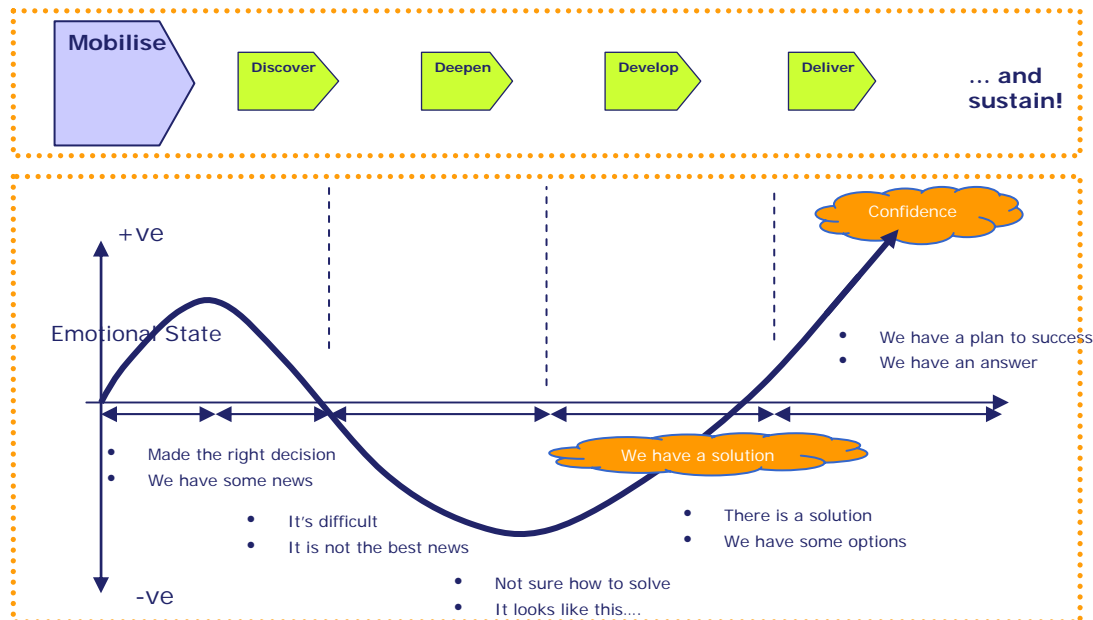


Schools own and design their
specific change agendas

Through the use of this process we see the headteachers and school change teams becoming more committed to making change happen...



However, there is a natural emotional curve that will take a dip before the school's motivation picks up ...



The emotional curve is a feature of any significant change, every school will have to work through it...

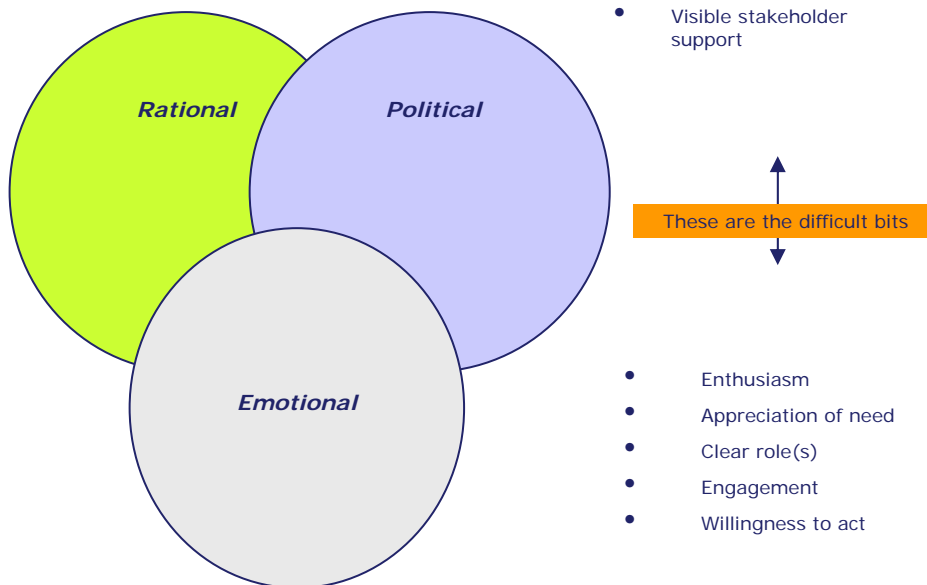
However, we can work through the curve with some better understanding of what is going on in the process of change

1. Change is not just a rational process – there are political and emotional barriers to be overcome
2. Confusion is good! – without spending some time confronting problems and working through issues towards solutions, not much is likely to change
3. Teams naturally move through a period of dissatisfaction where their productivity does not match their aspiration

Emotional and political barriers must be overcome before the rational solution can be accepted...

- Clear vision/understanding
- Case for change
- Plan of activities
- Agreed way forward

- Active involvement
- Groundswell of support
- Senior management consensus
- Personal staff commitment
- Visible stakeholder support

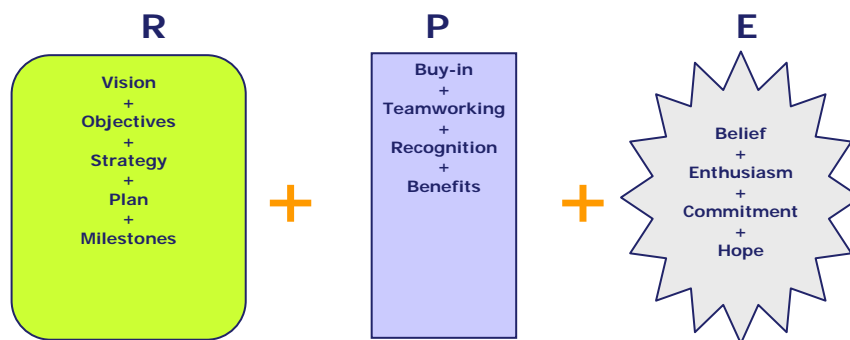


- Enthusiasm
- Appreciation of need
- Clear role(s)
- Engagement
- Willingness to act

Understanding Rational, Political and Emotional

Rational	<ul style="list-style-type: none"> • Processes • Tasks • Objectives • Facts • Analyses • Finances • Knowledge • Instruction • Etc, etc. 	<ul style="list-style-type: none"> • We will reduce the time we work by at least 10 hours a week • Our laptops will be used to reduce workload • How will we fund these innovations? • Yes, but recent legislation stops us from doing that • How many support staff can we afford?
Political	<ul style="list-style-type: none"> • Organisation • Structure • Hierarchy • Position • Alliances • Factions • Relationships • Traditions • Etc, etc. 	<ul style="list-style-type: none"> • How will this affect the Senior Management Team? • Will any of this alter the reputation of the school? • Yes, but the Heads of Department will never accept it • Will this affect the chances of promotion? • Will the staff buy-in to these changes?
Emotional	<ul style="list-style-type: none"> • Enthusiasm • Anger • Fear • Attraction • Frustration • Envy • Hope • Jealousy • Etc, etc. 	<ul style="list-style-type: none"> • What's wrong with the way I did it before? • This is a great programme! • Yes, but you're undervaluing my contribution • Why are they getting more than me? • I really believe this is going to work

A change programme is underway when all three dimensions can be recognised



We have to be able to identify that each dimension is being considered ...

To get the hearts and minds of staff and commitment to change there are specific outcomes at each stage

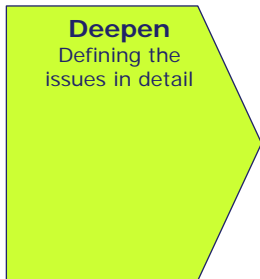
EXAMPLE



- **Rational** – understand the critical workload issues. This will identify the scale of the opportunities
- **Political** – actively involve the school workforce and seek their support/involvement
- **Emotional** – build staff enthusiasm and look for strengths to balance against the opportunities

Outcome

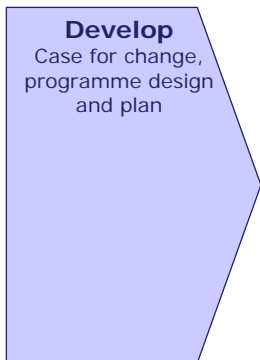
- At the end of this stage the staff must be enthusiastic about the opportunities. There should be:
 - Enthusiasm about the level of the opportunities
 - School workforce alignment
 - Broad analysis of the scale of the opportunities and benefits



- **Rational** – conduct analyses to produce evidence on major workload issues
- **Political** – create a groundswell of support for major change through involving the school workforce
- **Emotional** – deepen staff appreciation of the current workload issues in the school

Outcome

- At the end of this stage the staff are more aware of the depth of the issues and anxious to understand the way forward. There should be:
 - Concern at the level/scale of the issues
 - Groundswell of support within the school
 - Detailed findings available



- **Rational** – develop the future shape for workload. Develop the case for change to quantify the benefits and costs of resolving the issues. Build the draft plan outlining main tasks, timing and resources needed
- **Political** – develop the staff consensus around the emerging case for change, and their role and ways to shape the plan
- **Emotional** – foster enthusiasm that there is an achievable way to resolve the issues and establish win-win propositions

Outcome

- At the end of this stage there must be broad agreement on the benefits available and the way ahead. There should be:
 - A desire to improve
 - Wide consensus in the school
 - A developing case for change and programme plan

The Change Process



- **Rational** – agree to go-ahead. Finalise staff approval for the programme plan to deliver the benefits. Confirm agreement to go forward
- **Political** – get commitment. Ensure staff commitment to the programme plan. Staff must be assured of their personal wins
- **Emotional** – emotional engagement. Leverage staff commitment and enthusiasm to act by focusing on change initiatives

Outcome

- At the end of this stage the staff must be prepared to go ahead and commence action. There should be:
 - Motivation to act
 - School management and staff approval
 - A solution model and way forward

Pausing to explore what people are thinking, feeling, saying and doing is helpful

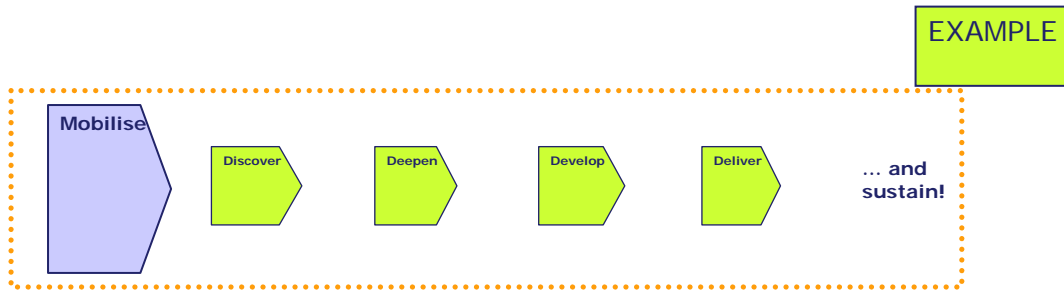
EXAMPLE

Examples

- Thinking:** I'm not alone – others are finding this difficult too
- Feeling:** I'm a bit out of my depth at the moment
- Saying:** "We need some clarity here. Who can help?"
- Doing:** Forming a team to address a problem area

Making these things explicit will improve the quality of dialogue you will experience as a team

At each stage we expect schools to be thinking, feeling, saying and doing different things



End of **DISCOVER** Stage

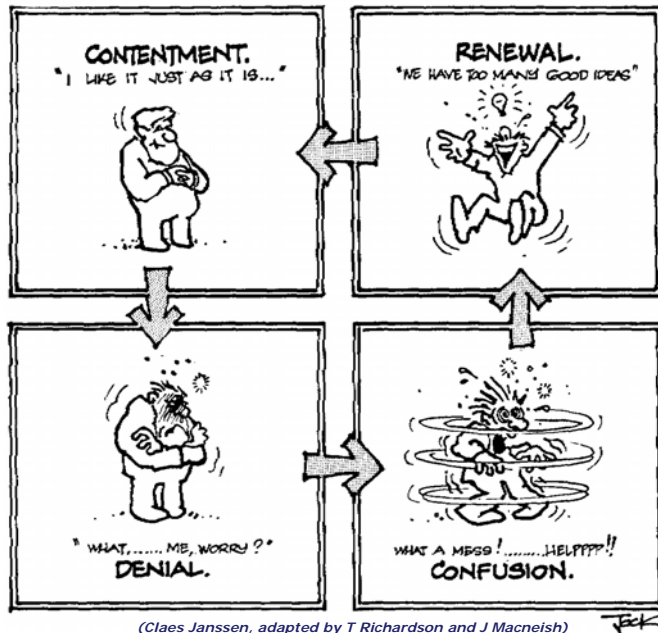
End of **DEEPEN** Stage

End of **DEVELOP** Stage

End of **DELIVER** Stage

<p>Thinking</p> <ul style="list-style-type: none"> I'll put more thought and effort into this – this will be harder than I imagined <p>Feeling</p> <ul style="list-style-type: none"> I feel we are focusing on the important things ...at last – I am anxious about how everyone will respond <p>Saying</p> <ul style="list-style-type: none"> "Let's build on our success and work to understand our weaknesses" <p>Doing</p> <ul style="list-style-type: none"> Delving deeper to find real issues – ready to work 	<p>Thinking</p> <ul style="list-style-type: none"> The way forward is not clear – it will be challenging to reach some conclusions and agreements in the team <p>Feeling</p> <ul style="list-style-type: none"> I am confused about how we will address some difficult issues – staying with this process is hard work <p>Saying</p> <ul style="list-style-type: none"> "There's a lot to put right but we have some possibilities and resources are available" <p>Doing</p> <ul style="list-style-type: none"> Forming teams to address the key issue/problem areas 	<p>Thinking</p> <ul style="list-style-type: none"> This looks promising, we have the right things in place and are starting to make progress <p>Feeling</p> <ul style="list-style-type: none"> I am feeling more comfortable about possible solutions and I'm having more time to do the things I want <p>Saying</p> <ul style="list-style-type: none"> "We have a way forward, not all the answers but we're making a start" <p>Doing</p> <ul style="list-style-type: none"> Getting involved in one or more initiatives to deliver solutions 	<p>Thinking</p> <ul style="list-style-type: none"> This programme has already changed attitudes and work processes in schools <p>Feeling</p> <ul style="list-style-type: none"> I'm in control, and this is a much better place to be working in <p>Saying</p> <ul style="list-style-type: none"> "This is great! How can I get more involved?" <p>Doing</p> <ul style="list-style-type: none"> Remaining fully involved in change projects and seeking further opportunities for work collaboration
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At a personal level, we move in and out of “4 rooms” during a change process ... and confusion is good!



All individuals will naturally move through each of these “rooms” during a change process. Leaders and managers play a valuable role supporting people as they move through the rooms.

Knowing which room we are in helps us move through the change process

The Contentment Room may seem the most desirable. It’s not – it’s just a good place to rest in. It’s pleasant for people to have time in this room but they need to beware.

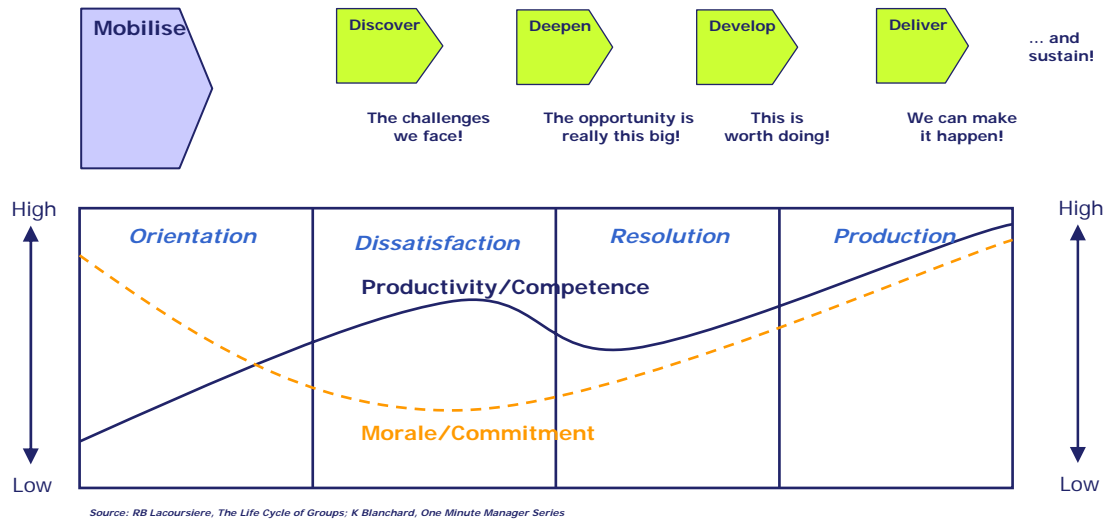
The Denial Room is the only unhealthy room. There is nothing good about this room ... and we enter it without realising. The occupants are dining out on yesterday’s good ideas. Staying there requires something between blindness and dishonesty – but leaving it requires courage. There is only one exit ... to the Confusion Room. It is hard for some of us to admit that we “don’t know what to do” – and yet that is the entry condition for the next room.

The Contentment and Denial Rooms have little energy in them. The next two have plenty

The Confusion Room is stressful, uncomfortable and even emotional to be in. But somehow this room is the central dynamo of improvement – the degree of confusion determines the degree of improvement. Spending time working with the confusion and focusing on the future is the path to renewal. Trying to escape the intensity of this room can only lead back to the Denial Room.

The Renewal Room is fantastic. There is high energy and the focus has moved to dealing with a multitude of good ideas. People will be keenly moving towards agreements to make things happen.

When a team comes together they will require leadership to become productive and committed



Summary of the critical elements for success

- An inclusive School Change Team
- Key checkpoints ... supported by Regional Events to share learning and experiences
- Explicit attention to the rational, political and emotional aspects of change ... and the emotional curve
- Fostering informed practice and collaboration between schools
- Support and challenge to schools as they engage in the remodelling process ... the "critical friend role"