

The Change Process

The Change Process for
Schools, Organizations,
and Individuals



Change



Making Change Meaningful



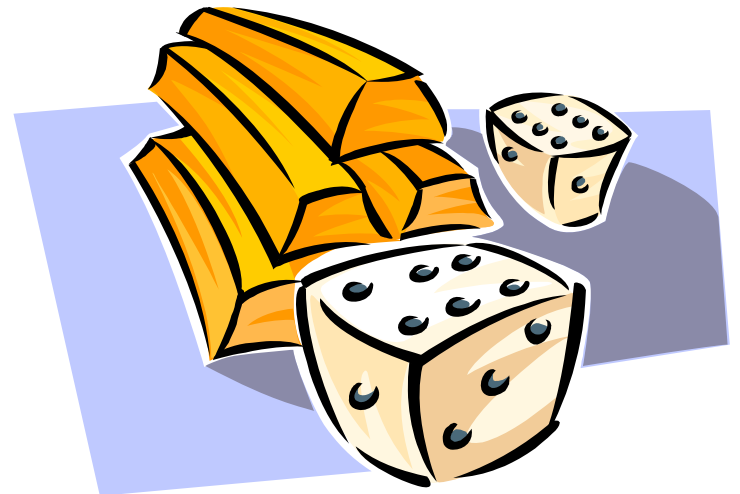
**Developed from the Contents of
Reginald Leon Green's**

Practicing the Art of Leadership: A Problem-
based Approach to Implementing
the ISLLC Standards

Chapter 7

The Concept of Change

- Change is a process, not an event. It can be planned or unplanned and can be influenced by forces inside and outside of the schoolhouse.



Factors Affecting the Change Process

- Capacity for change
- Forces that positively influence change
- Forces that negatively influence change
- Theories that inform change

Steps in the Change Process

- Establishing the vision
- Determining the state of existing programs
- Identifying a process that can be used to achieve the vision



The Change Process

Change



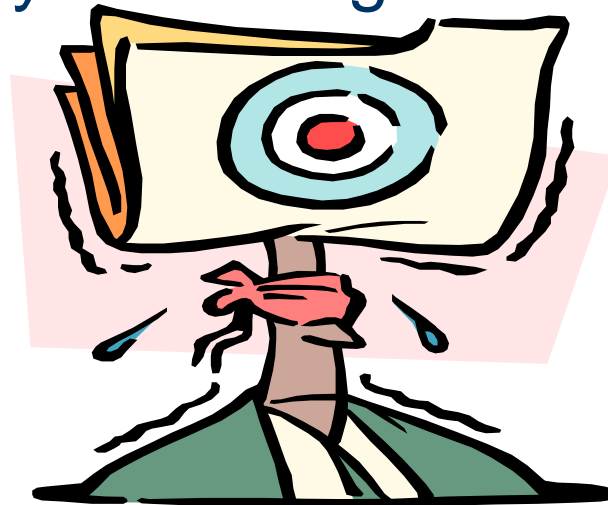
Vision

Discrepancy Analysis

State of Current Reality

Classifying the Change

- Magnitude of the change
- Degree of difficulty in making the change

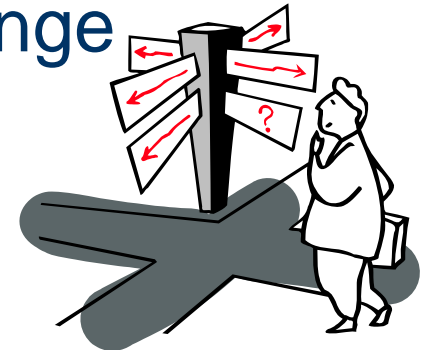


Classifying the Change

- First-order or continuous change



- Second-order or discontinuous change



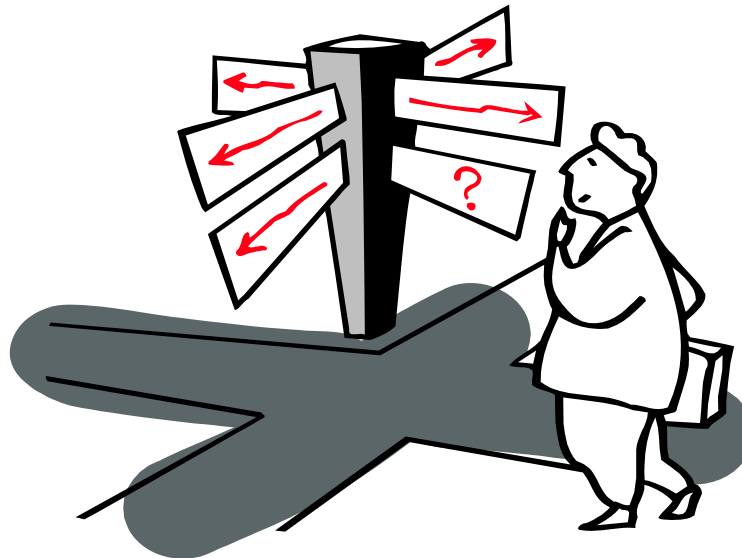
First-order or Continuous Change

- Change occurs without a disruption to the system. The system remains stable, and the equilibrium is maintained.



Second-order or Discontinuous Change

- The equilibrium of the system is disrupted as the fundamental properties of the system are changed.



Change Capacity

Readiness for the
desired change



The Capacity for Change

- The level of dissatisfaction the stakeholders are experiencing with current conditions
- The short and long term costs
- The extent to which individuals understand the vision to be achieved by the change

The Capacity for Change

- The consequences of the change
- The degree of difficulty in making the change



The Capacity for Change

- For the school leader to make change that is effective and sustained, producing the least amount of conflict, the school must have a capacity for change.



The Capacity for Change

- If the capacity for the desired change is absent, the leader can build capacity.



Building a Capacity for Change

- Establish effective lines of communication.
- Secure community support.
- Acquire support for the new program concept.
- Drive fear out of the schoolhouse.

Building A Capacity For Change

- Work out bargaining agreements.
- Acquire necessary approval from all agencies.
- Identify sources of needed resources.
- Become knowledgeable of effective change strategies.

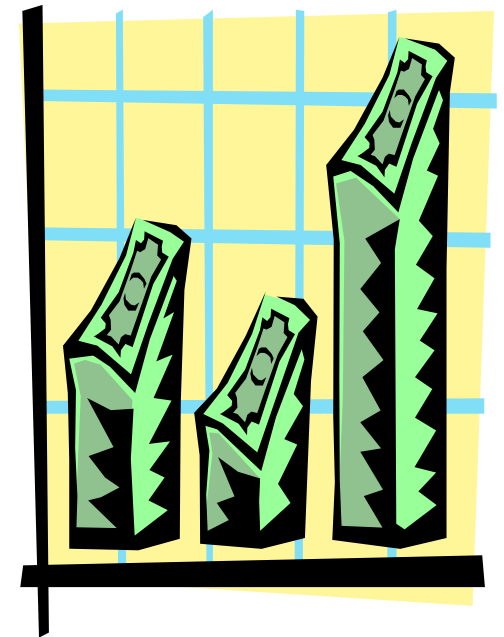
Change Theories and Strategies

Informing Capacity
Building



Change Theories and Strategies

- Force Field Analysis
- Empirical-rational Strategy
- Normative-re-educative Strategy
- The Power-Coercive Strategy




Change Theories and Strategies

- Change Agency
- Participatory Change
- Data-Driven Change



Force Field Analysis

Assessing the environment
in which the change is to
occur



Force Field Analysis

- The environment in which change occurs contains a force field.



Force Field Analysis

- Driving Forces

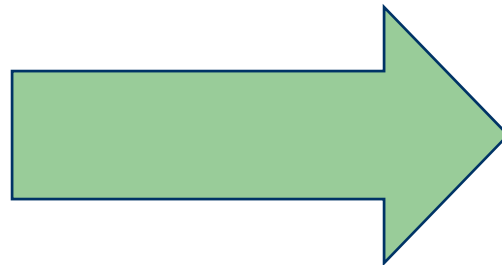


- Restraining Forces



Driving Forces

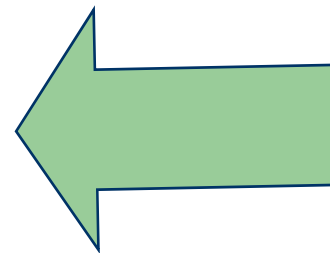
- Driving forces move one toward the desired change.



Desired Change

Restraining Forces

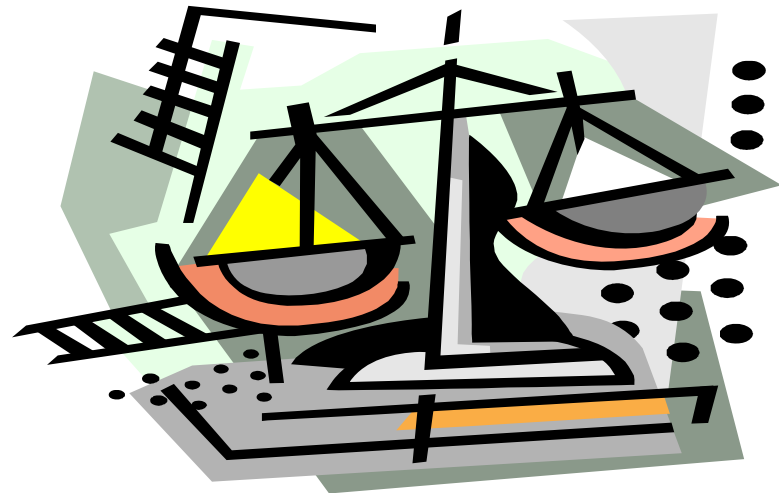
- Restraining forces resist the desired change, inhibiting its attainment.



Desired Change

A State of Equilibrium

- People are viewed as constantly seeking a balance between the power of the two forces, which allows the status quo to be maintained in a frozen state of existence.

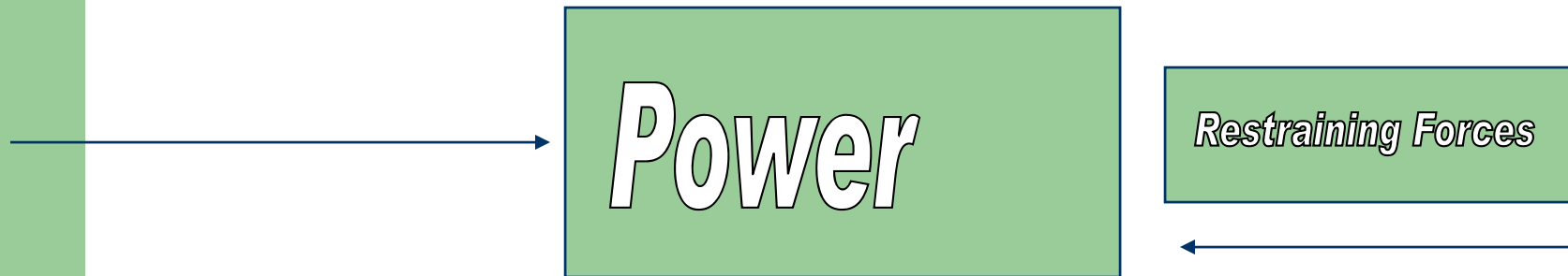


A State of Equilibrium

- When one of the forces is substantially altered, reflecting a change in the power status of the other, the state of equilibrium is “unfrozen,” and there is a break in the status quo.



Driving Forces

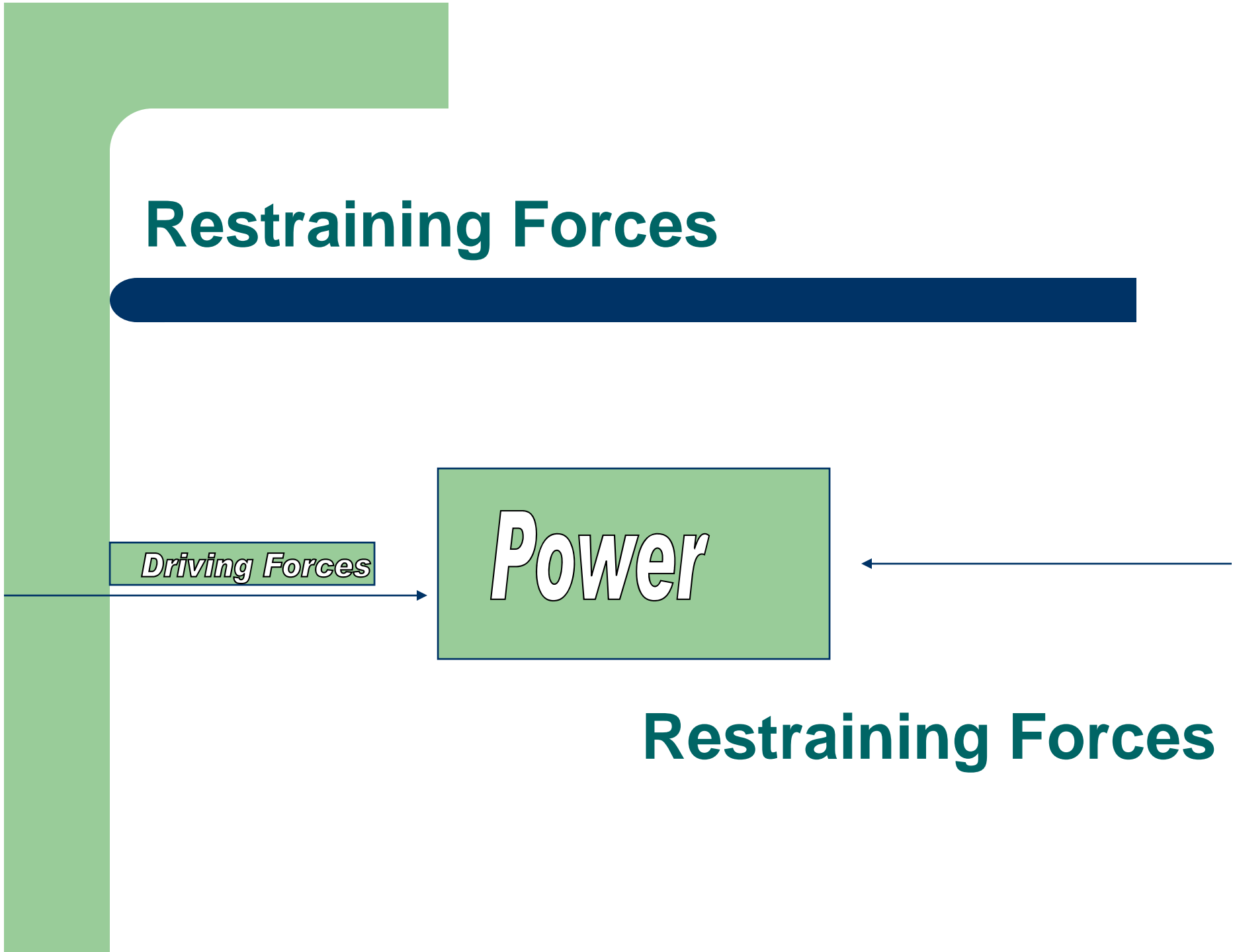


Restraining Forces

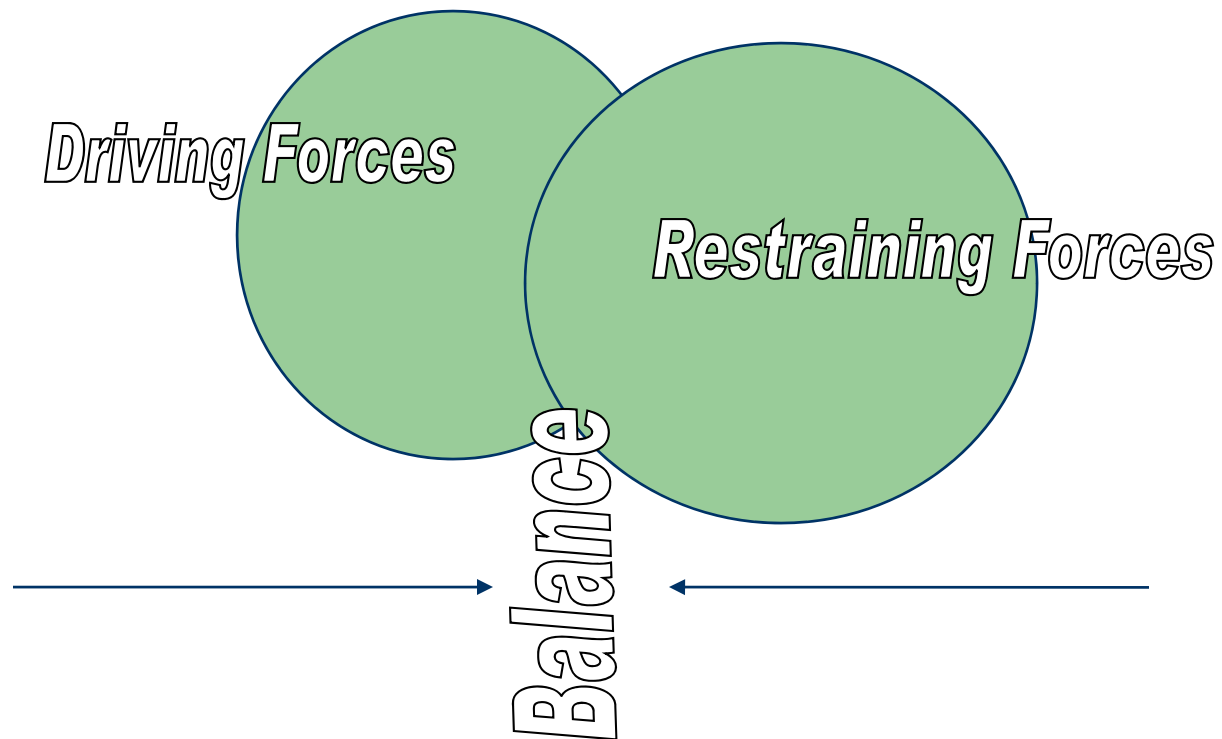
Driving Forces

Power

Restraining Forces




Reducing the Amount of Conflict



Change Strategies

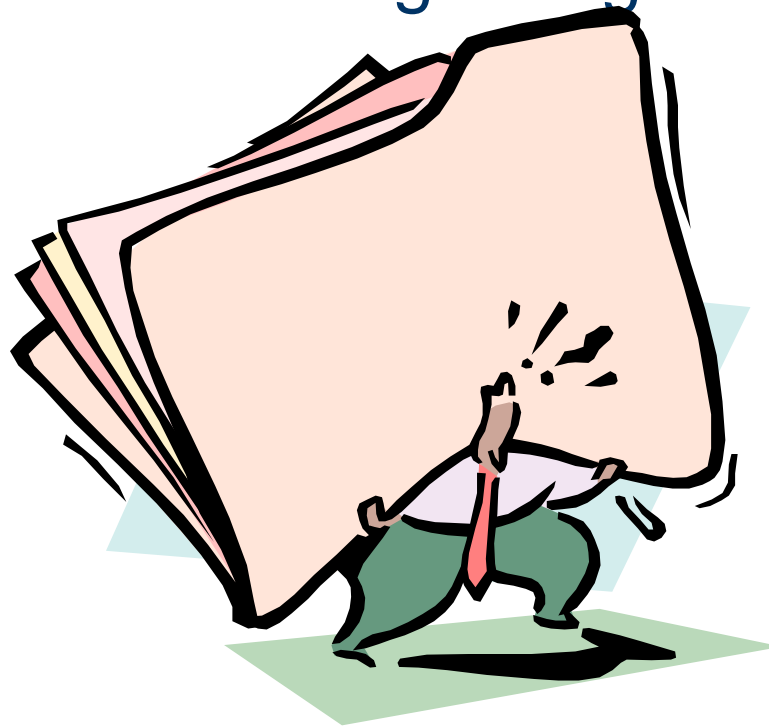
Empirical–Rational
Normative-Re-educative
Power-Coercive



Empirical–Rational

A Non-coercive Approach

- The leader assembles and presents the necessary information regarding the desired change.



Empirical–Rational

- The group selects the action suggested by the data.

Theory Y

Normative–Re-educative

A Consensus Approach

- The leader seeks change using a consensus approach.



Normative–Re-educative

- Group activities are initiated to bring about changes in the norms of the group through changes in attitudes, values, skills, and relationships.

Change is made by the group.

Power–Coercive

Using the Leader's Power Base

- The leader uses his/her power to bring about the desired change.

Fullan's Change Agency Theory

Building Change Capacity



Fullan's Change Agency Theory

- The leader establishes readiness for change by identifying and creating four leadership capacities.
- These leadership capacities must be compatible with four organizational capacities.

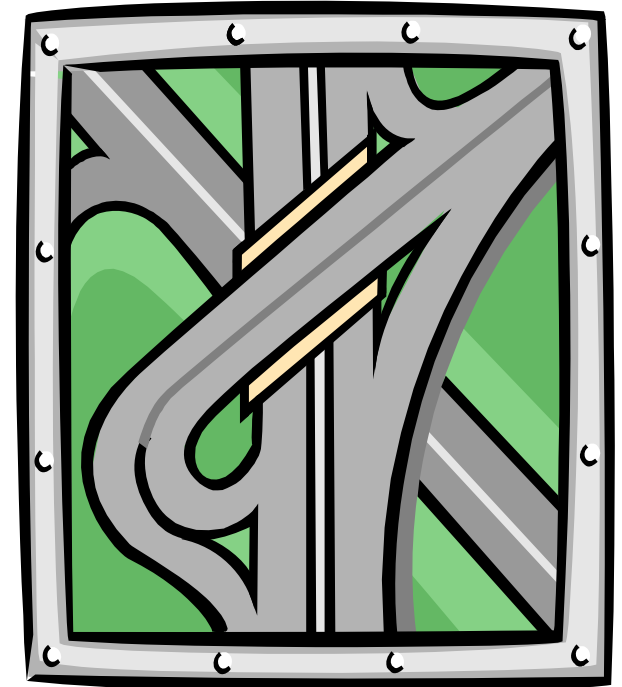
Leadership Capacities

- Personal vision
- Inquiry
- Mastery
- Collaboration



Organizational Counterparts

- Shared vision building
- Organizational structure
- Norms and practices of inquiry
- Organizational development



Shared Vision

- Every individual in the organization has a vision, and that vision causes each individual to raise questions about his/her role in the change process and to take a stand for a preferred future.



Inquiry

- Individuals internalize norms, habits, and techniques for continuous learning. The individual continuously checks, views, and assesses the initial mental map to make sure it fits.



Mastery

- Individuals clarify what is important and clearly see current reality.





Collaboration

- Forming productive mentoring and peer relationships, team building, and developing partnerships

The Purpose of Change in Schools

Instructional
Improvement



The Purpose of Change in Schools

- The primary purpose for change in schools is to improve the instructional program.

Instructional Change

- Instructional change should:
 - Involve stakeholders.
 - Make use of data.
 - Involve an assessment of current materials.
 - Make use of structured pupil and program evaluations.

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