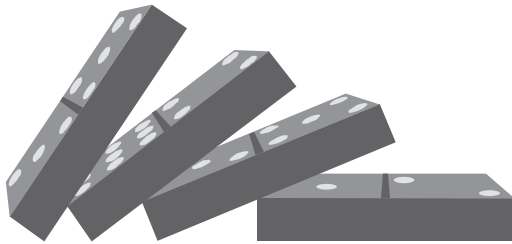


What is change?

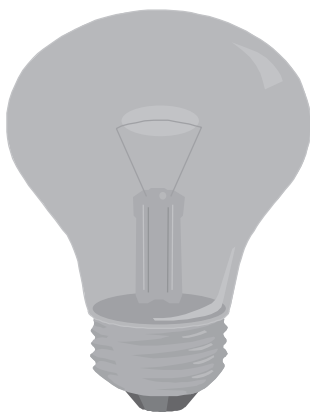
New Materials



New Behaviours/
Practices



New Beliefs/
Understanding



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

K. Blanchard

1. Doing something that they are not used to doing
2. Thinking first what you have to give up, not what you have to gain
3. Feeling alone, even if others are going through the change
4. People can handle only so much change
5. People are at different levels of readiness for change
6. People will be concerned that they don't have enough resources
7. If the pressure is off, people will revert back to old behaviour

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 may 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 realising that there are more resources around them than they thought).
7. **If the pressure is off, people will revert back to old Behaviour** (relapse is natural; yelling doesn't work).

Assumptions about change

- Change has to be owned;
- That the conflicts that arise are a necessary part of change;
- That the conditions for change have to be right;
- That change does not happen overnight but the job may be to initiate change;
- That not all change happens automatically and that much of the success of change comes from the management of change and the clarity and focus of the change agent (person supporting and developing the personnel);
- That change has to be planned for;
- That individuals will have individual responses;
- That the whole department is part of the whole institution.

3 Phases of change

1

UNFREEZE

2

CHANGING

3

CREATE NEW
CULTURE

3 Phases of change

UNFREEZING:

1. Assessing the current situation
2. Diagnosing possible resistance:

YOU YOUR COLLEAGUES THE SITUATION

3. Preparing the ground
4. Communicating intentions

CHANGING:

1. Selecting strategies:

education/communication	participation/involvement
facilitation/support	negotiation/agreement
manipulation/co-optation	explicit/implicit coercion

2. Selecting the timescale:

FAST ←————→ **SLOW**

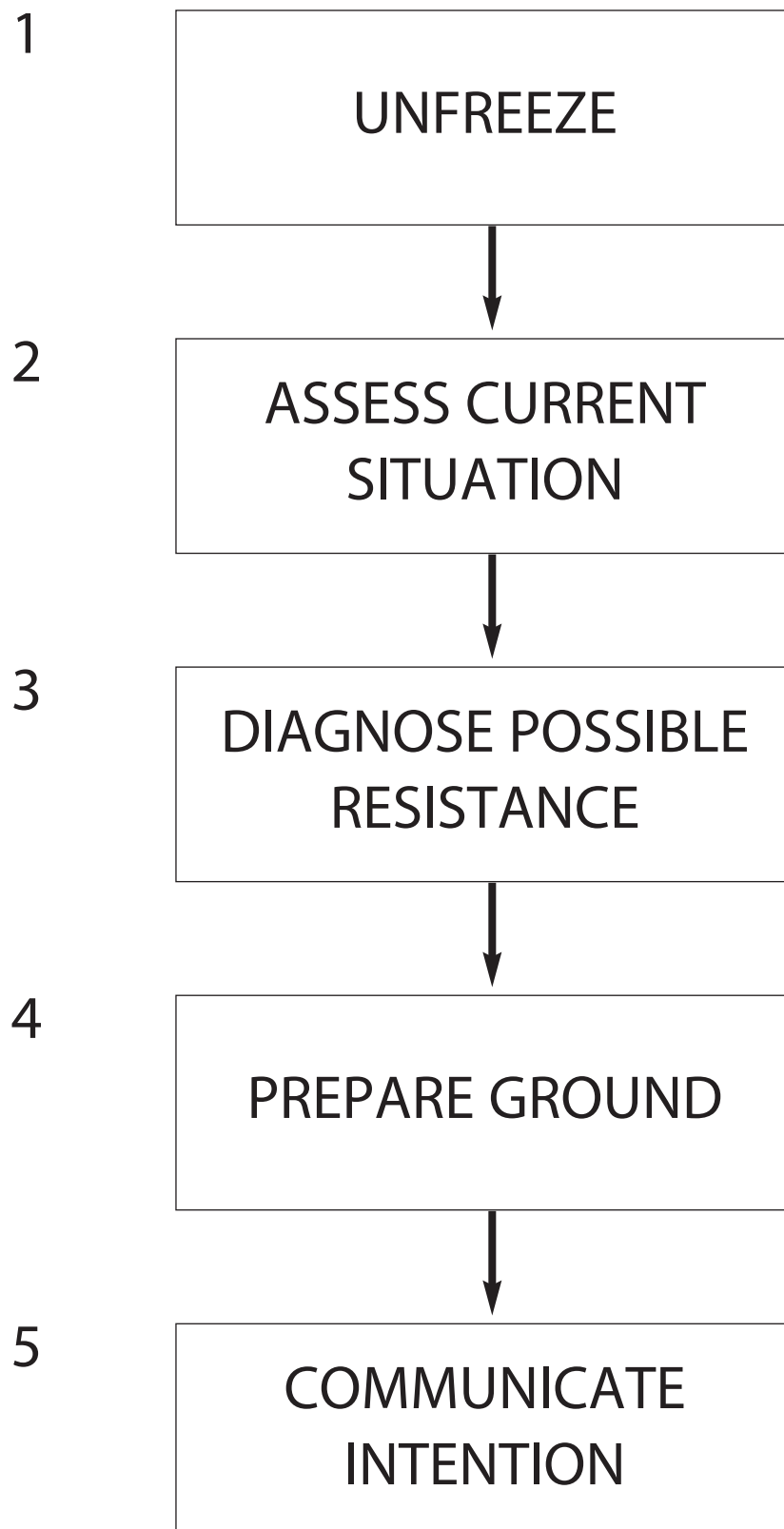
	The amount and type of resistance
	The power difference between you and resisters
Variables	The need to obtain information and commitment
	The level of risks to your performance

3.
 - create an awareness of the need for change based on fact
 - select an appropriate initiating person of group
 - let the recipients adapt the final strategy – ownership – internalisation
 - let the group take credit
 - ensure full information is available
 - ensure skills and knowledge are developed
 - make appropriate resources available
 - ensure that organisational arrangements are compatible with the change
 - be aware of staff motivation

CREATING THE NEW CULTURE:

1. Institutionalise the change
BUT
2. Institutionalise the *nature* of change

Phases of change



Changing

1

SELECT STRATEGIES

2

SELECT TIMESCALE

Fast ←————→ Slow

3

CONSIDER
VARIABLES

Creating the new culture

1

“Institutionalise the
Change”

***BUT,
MORE IMPORTANTLY...***

2

“Institutionalise the
nature
of Change”

What do other people expect you to be?

- a team builder
- a leader
- an initiator
- a mediator
- a communicator
- a line manager
- a systems manager
- a monitor and evaluator
- an organiser
- a defender
- a whole school visionary
- a good classroom practitioner
- a supporter
- a staff developer
- a curriculum developer
- a planner
- an expert
- a networker
- a resource gatherer
- a good listener and?

Where do your strengths lie? What do you need to develop?

YOURSELF – Qualities of Successful Change Managers

With staff or children, how do you rate your skills in:

(5 = high 1 = low)

	Gradings	Evidence
1. Analysing complex problems	<input type="text"/>	
2. Converting theory into practice	<input type="text"/>	
3. Setting objectives and planning their implementation	<input type="text"/>	
4. Managing meetings	<input type="text"/>	
5. Reconciling conflict	<input type="text"/>	
6. Empathy	<input type="text"/>	
7. Understanding school micropolitics	<input type="text"/>	
8. Public relations	<input type="text"/>	
9. Counselling and interpersonal relations	<input type="text"/>	
10. Coaching/training adults	<input type="text"/>	

LEARNING FROM YOUR OWN EXPERIENCE

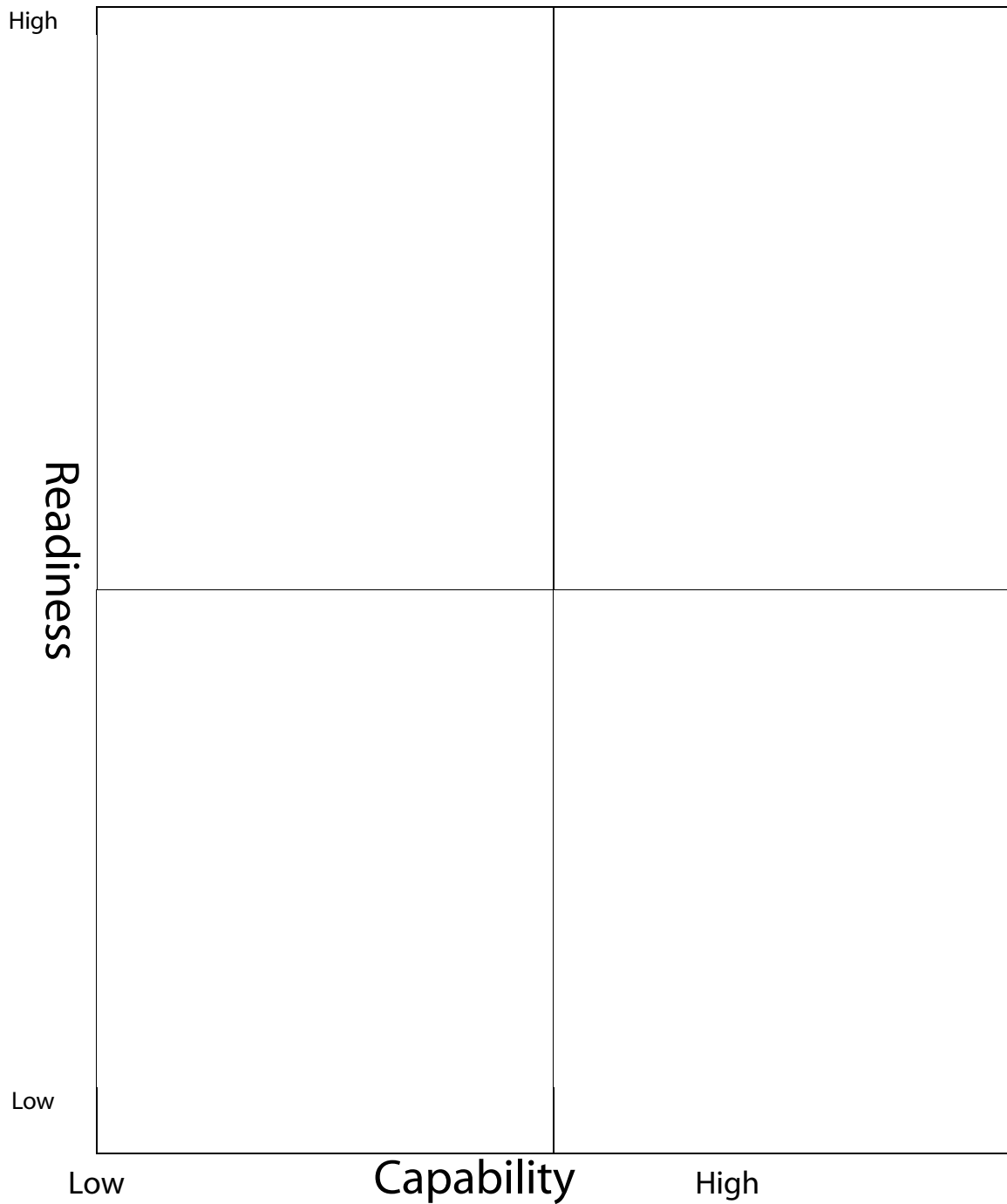
- Consider your experience of change.
- Think of a time when you were managed and involved in the change process (or a series of small changes) that was successful in its implementation.
- How did you feel?
- What response did you have to the change?

Change/Event	Managers' Behaviour	Your Feelings	Your Work

- Similarly, think of a time when you were badly managed. How did the manager behave? How did you feel and what kind of service did you deliver?

Change/Event	Managers' Behaviour	Your Feelings	Your Work

YOU AND YOUR COLLEAGUES

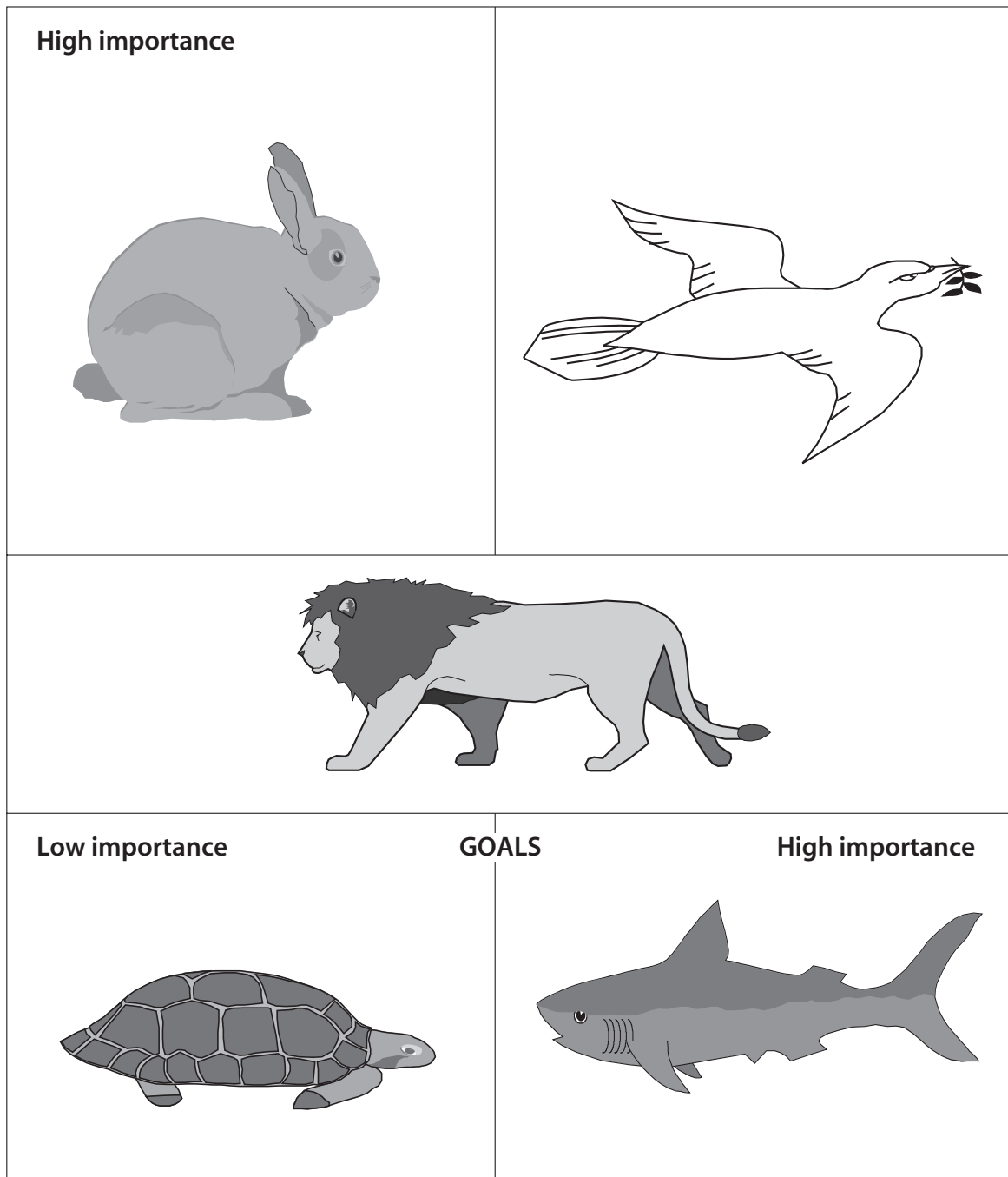


Now: Plot the location of your colleagues

Analyse:

1. Those with high readiness and capability
2. Those with high readiness but low capacity
3. Those with low readiness but high capacity
4. Those who have low readiness and low capacity

The Conflict Modes Matrix



Low importance

Goals

High importance

Source: CCDU Leeds University

Conflict Strategies: What are you like?

Different people use different strategies for managing conflicts. These strategies are usually learned in childhood and they seem to function automatically. Usually we are not aware of how we act in conflict situations, we just do whatever seems to come naturally. But we do have a personal strategy, and because it was learned, we can always change it by learning new and more effective ways of managing conflict.

When you have become engaged in conflict, there are two major concerns you have to take into account:

1. **Achieving your personal goals** – you are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.
2. **Keeping a good relationship with the other person** – you may need to be able to interact effectively with the other person in the future. The relationship may be very important to you. Or it may be of little importance.

How important your personal goals are to you and how important the relationship is to you affect how you act in a conflict. Given these two concerns, it is possible to identify five styles of managing conflict.

1. **THE TURTLE (withdrawing/avoiding)**
Turtles withdraw into their shells to avoid conflicts and give up their personal goals and relationships. They stay away from issues over which the conflict is taking place and from the persons they are in conflict with. They believe it is hopeless to try and resolve conflicts, feel helpless, and believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.
2. **THE SHARK (forcing /confronting)**
Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are very important to them and relationships are of minor importance. They seek to achieve their goals at all costs. Not concerned with the needs of others. Do not care if others like or accept them. They assume that one person winning and one person losing settles conflicts. Want to be a winner; winning gives a sense of pride and achievement; losing gives a sense of weakness, inadequacy and failure. They try to win by attacking, overpowering and intimidating others.
3. **THE RABBIT (smoothing)**
To rabbits the relationship is of great importance whilst their own goals are of little importance. Rabbits want to be accepted and liked by others. They think that conflict should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. They give up their goals to preserve the relationship. Rabbits try to smooth over the conflict out of fear of harming the relationship.
4. **THE LION (compromising)**
Lions are moderately concerned with their own goals and their relationships with others. They seek a compromise; they give up part of their goals and persuade others in conflict to give up part of their goals. They seek a conflict solution in which both sides gain something --the middle ground between two extreme positions.
5. **THE DOVE (collaborating)**
Highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. They see conflict as a means of improving relationships by reducing tension and try to begin a discussion that identifies the conflict as a problem. They are not satisfied until solutions are found and the tension and negative feelings have been fully resolved.

- Think of significant stress at work.
- When there has been a conflict issue how have they behaved?
- Can you classify their behaviour in a conflict situation you can remember?
- Do they always behave in this way when conflict arises?
- Do they take a range of approaches to situations.
ie: situation is guiding their behaviour.
- Do we need different approaches to resolving conflict within a team?

Case study exercise – Curriculum Area

MS. A

Head of subject area, Main Scale plus 2 (has passed threshold assessment). Has had a large degree of autonomy and resisted move towards combining with any other faculty. Generally good discipline and relationships with students, some exam success but selects students for support who she deems will be successful, not good at supporting the less able or disaffected child, fairly popular with parents who feel the traditional approach is required. Does not have the breadth of vision required to take the department further, but has tried with limited success to instigate changes initiated by senior management. Is loyal to the school, having tried without success to gain promotion in other schools, could become alienated if not sensitively handled.

MS. B.

Second in department, Main Scale plus 1. Has recently joined the school following redundancy at neighbouring school. Not yet fully established within the school, still regrets loss of previous post. Some conflict with Ms. A over teaching philosophy and style. Highly reactive and imaginative, some lack of organisational skills and evidence of minor discipline problems. She has already applied for three posts as she feels that her present position does not match her aspirations or responsibilities. Has a broad vision and experience across subject areas and participates in some extra-curricular life of school.

MR. C.

In his first year of teaching. Third term. Well thought of by colleagues, SMT believes has great potential. Has lacked focused support and leadership during this first year, (has been mentored by Ms. A.). Good with students keen and willing to try new ideas. Excellent ICT skills and industrial background, useful in teaching subject. Head of another teaching area has requested more of his teaching time (second subject) but he prefers to work within this area of the curriculum.

MR. D.

Deputy Headteacher, three years at the school. Non-specialist who has been 'delegated' to the area to fill a gap. Has found the work difficult without support, but does operate in own subject area. Unwilling to give a great deal of time to planning, team meetings clash with other responsibilities as Senior Manager. He has a genuine interest in the area and appears keen to develop teaching skills. Very strong teacher, has taken upon himself the role of 'trouble-shooter' in the absence of a team leader. Has suggested that you may need his continuing help in this role as a relatively inexperienced manager.

Forcefield Analysis

Hindering Forces

Helping Forces

The Situation

Force Field Analysis 1

1. Every situation has forces driving it to change and forces restraining it.
2. For change to occur the driving forces have to be stronger than the restraining forces.
3. This can be done by adding to the driving forces or reducing the restraining forces.
4. The list of driving and restraining forces will vary according to individual perspectives.
5. Driving forces will consist of pressures to change and assets which will help change.
6. Most of the restraining forces are attitudinal. These have to be understood and changed in order to obtain commitment.

STAGES IN THE PROCESS

1. Brainstorm and write down all the forces which you consider to be relevant to the problem.
2. Re-write these on the diagram. This time put them alongside an arrow. Make the arrow in proportion to the strength of the force as you see it. This is the subjective weighting of them.
3. Put opposing forces opposite each other. This will help you to relate the pressures for and against.

When you have completed this individual activity, then share it with somebody else. This will help you to refine your ideas.