



UNIT **1** Managing
Change



Learning objectives

Learners will be able to ...

- Describe the three phases of the change process.
- Explain how to apply six strategies for managing change within their schools or districts.
- Use the Stages of Concern to plan for and provide differentiated support to those implementing new initiatives.
- Identify and explain strategies for addressing resistance to change.



Agenda

TIME: 3 1/2 hours

SECTION	TIME	TOPIC	PURPOSE
1	15 min.	Introduce unit, review agenda and learning objectives, seek agreement on working agreements, and build rationale for understanding and managing change	Prepare learners for the learning experience
2	30 min.	Implementation is the goal	Help participants recognize that implementation does <i>not</i> just happen
3	15 min.	Overview of the change process — initiation, implementation, institutionalization	Build the understanding that any new initiative will progress through stages, and different supports are needed at each stage
4	40 min.	Six strategies for change and implementation dip	Define the six strategies that support improvement effort, according to Ed Tobia and Shirley Hord. Explain the implementation dip: Things may get worse before they get better as people grapple with the changes
5	50 min. (10 min. + 40 min.)	Providing assistance	Define differentiated assistance and support
6	45 min.	Resistance to change	Recognize that resistance is a natural part of the process. Discuss how to address resistance
7	15 min.	Close	Review what was learned Plan for next steps



Agreements

- Ask questions.
- Engage fully.
- Contribute productively.
- Be open to new information and possibilities.
- Be open to diverse views.

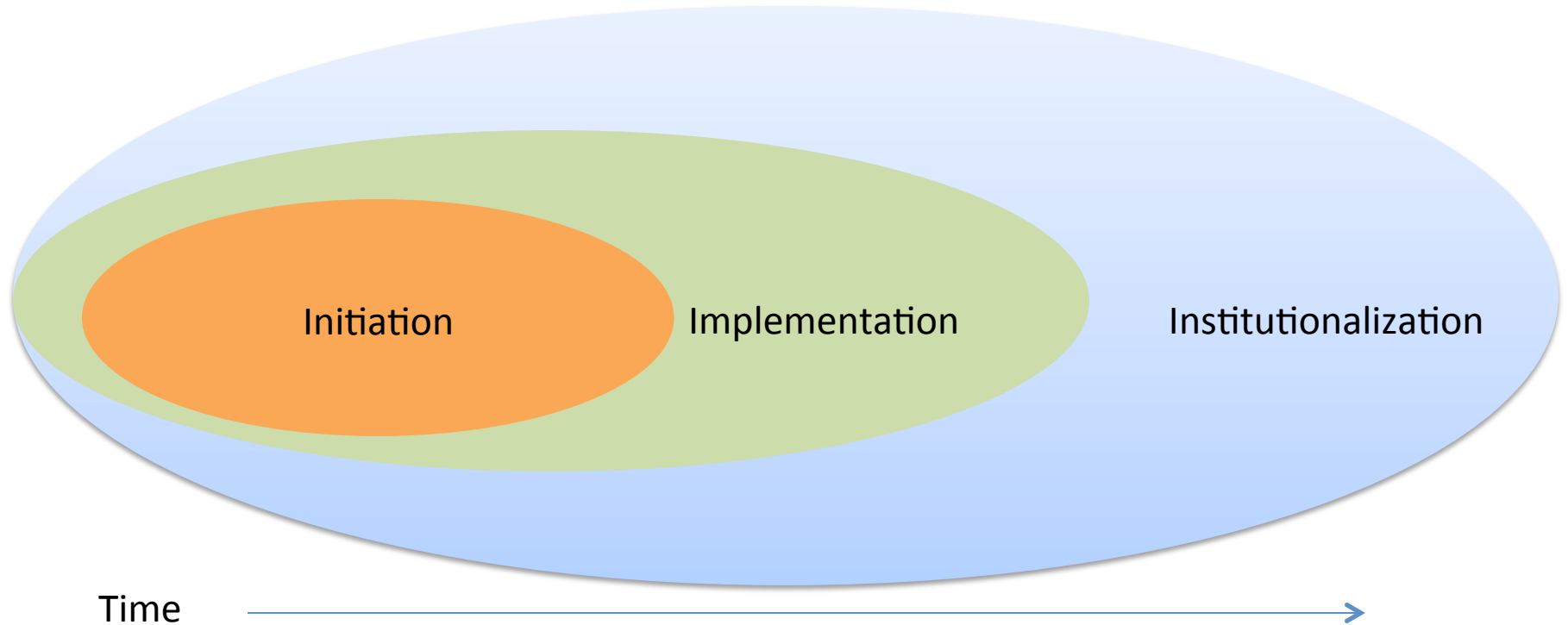
Change = Learning

Implementation cannot be
assumed; it must be
supported.

▶ Save the Last Word protocol

- Review the protocol process described on Handout 2.1.
- Form triads and cluster your chairs so you can hear one another.
- Read Handout 2.2, The Emperor Has No Clothes through p. 25.
- Complete the protocol allowing each person to share at least two quotes.

The change process



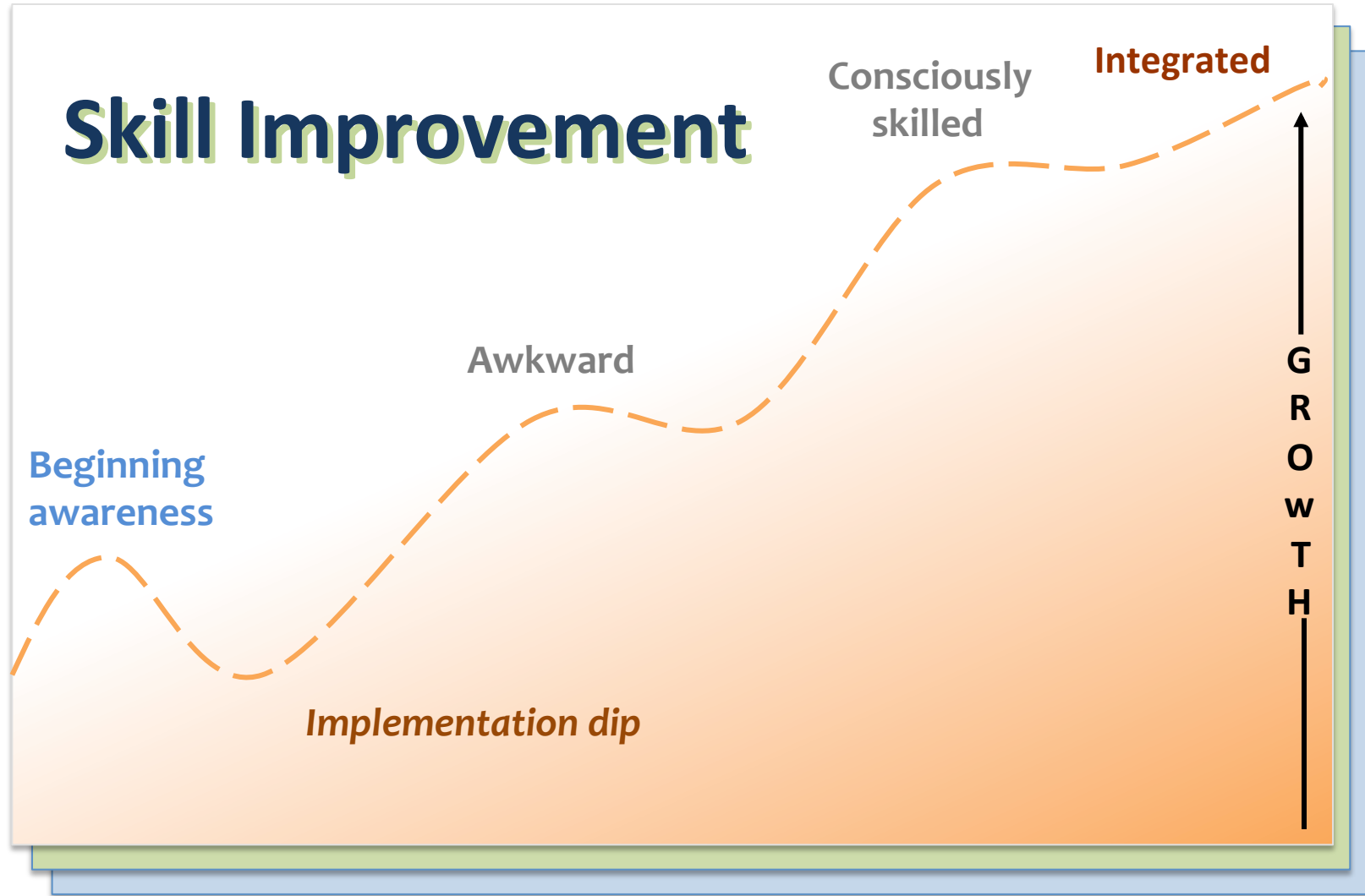
Source: Fullan, 1993

Making the leap: Leadership, learning, and successful program implementation

Six strategies to support
any change initiative

▶ Directions

- Form teams of six.
- Divide the reading so each person reads silently about one strategy.
- In the team, take turns sharing key ideas from each section.
- As a team, create an illustration, graphic organizer, or word web to show the key ideas and relationship among the six strategies.



▶ Four A's protocol

1. Read the text silently. Highlight the text and write notes on Handout 5.3:
 - What **Assumptions** does the author of the text hold?
 - What do you **Agree** with in the text?
 - What do you want to **Argue** with in the text?
 - What parts of the text do you **Aspire** to?
2. Follow the Four A's protocol to discuss the text.
3. Debrief.

Resistance to change

- Resistance is a natural part of the change process.
- Learning from resistance strengthens our work and results.
- If we handle resistance constructively, we honor those engaged in change.

 **Task**
A solid green right-pointing triangle is positioned to the left of the word "Task", which is written in a large, bold, blue sans-serif font.

- In pairs, read “4 key strategies help educators overcome resistance to change.”
- We will use the Say Something protocol to discuss and make meaning of the article.
- Finally, we will discuss how to apply this content to change your current change efforts.



10 things to do about resistance

- Two pairs form a group of four.
- Review the list from Handout 6.3.
- Pick one strategy to help you in a current change initiative.
- Explain to your team why you think the strategy might work.



Reflection

Complete Handout 7.1

Select several statements to share with others