PDA

PRINCIPAL AND DEPUTY PRINCIPALS ASSOCIATION

CUMANN PRÍOMHOIDÍ AGUS PRÍOMHOIDÍ TÁNAISTEACHA

ADDRESSING LEADERSHIP CHALLENGES IN MANAGING CHANGE

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# Some thoughts on change



Isaac Newton

Definition of inertia: 'The vis insita, or innate force of matter, is a power of resisting by which every body, as much as in it lies, endeavours to preserve its present state, whether it be of rest or of moving uniformly forward in a straight line.

AZ QUOTES

# CHANGE IS A PERSONAL ISSUE AND IT REQUIRES UNDERSTANDING THAT ONE SIZE FITS ALL IS A FALLACY......

# The challenge of change…..



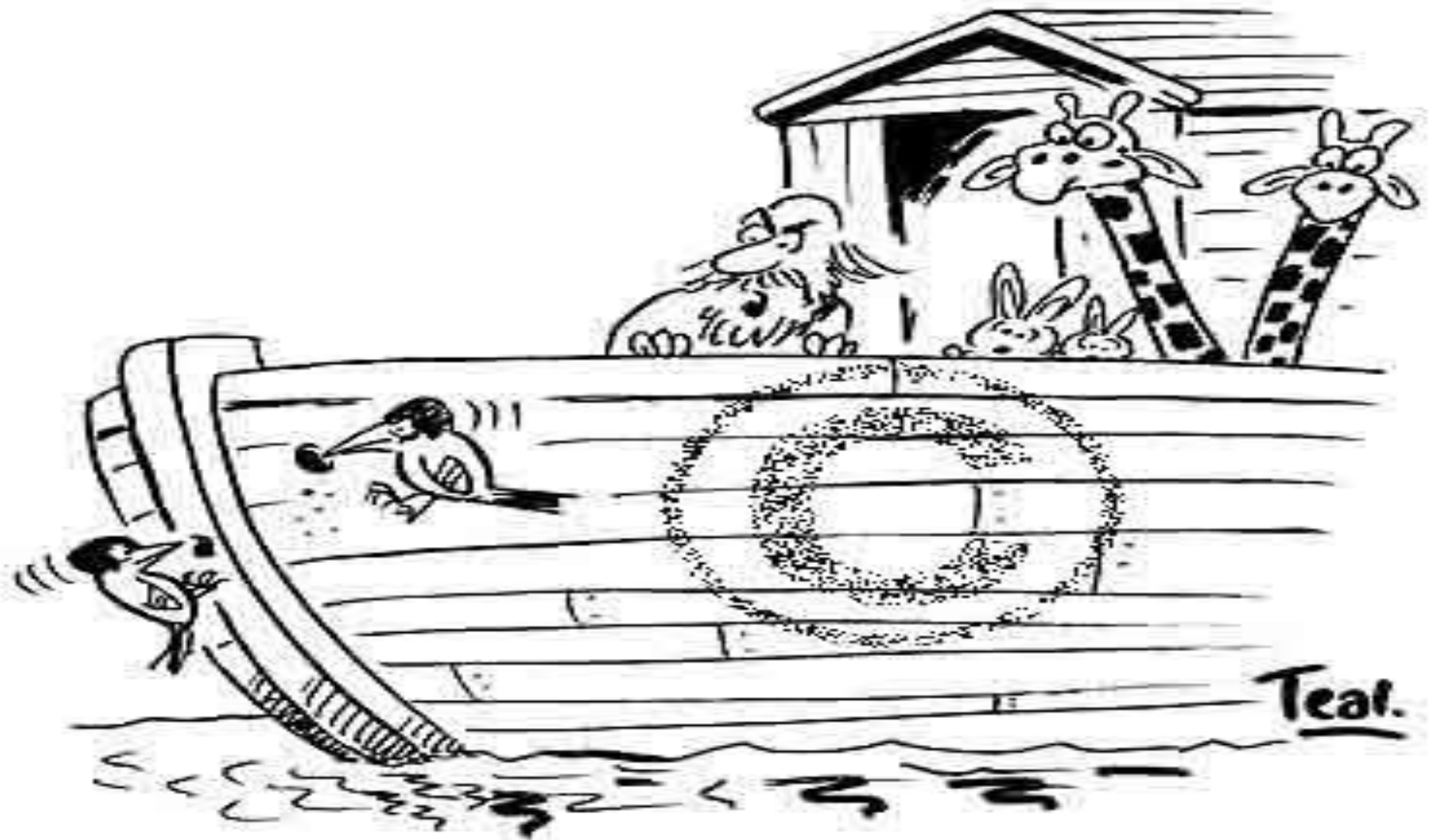"Thinking is difficult, that's why most people judge."

Carl Jung

@RedefiningRefuge

# Dispositions that you may encounter (and display)

The woodpeckers have to be dealt with!

"Oi! You two! Knock it off!"

# How do you internalise the resistor?

## GENERALLY

Chronic complainer

Passive aggressive

Disruptive

Blocker/saboteur

Bully

## AND THERE'S MORE

Energy drainer

Disrespectful

Out to get me at all costs

The underlying need for control and power

Suffer from the "I" disease

# Consider this :

Most people with a "positive attitude" have a "negative attitude" about people with a "negative attitude"!

Do we categorise their actions too readily?

Do we have routinised responses?

# Have you considered the resistor's driving force(s)?

Many, if not most, resistors to change are doing so for less malevolent reasons

They may be so focused on their immediate tasks

They may be strongly committed to "doing things right"

Change resistors are often conscientious people who know from experience that change brings about confusion and sometimes mistakes

They have high standards that tend toward perfectionism, and they wince at the idea that tested systematic procedures will bow to sometimes chaotic experiments

# Other possible driving forces

Underneath the "angry" stubbornness, they may be afraid. Most people who resist change do so because they fear they will lose something they value in the process. They may feel afraid they will lose such things as…

A sense of competence - knowing what to do and how to do it well

Power and influence

Valued relationships and familiarity - giving rise to the basic fear of the unknown

# The power of anticipation..... ask yourself the question

Who stands to lose what?

By anticipating the possible perceptions/reactions of those affected by a proposed change, you can proactively plan to communicate ways that these needs will be met in the new situation

# Listen to responses before responding

Acknowledge, affirm, and show concern

It's a relief to have your concerns discussed and to know that:

      1) someone notices and cares

      2) transition plans will include addressing the needs of those who will implement the plans

# The poser of collective involvement..

Involve people early and often

Much of the distress in change resistance grows from a perceived loss of control

The more quickly people are informed of the reasons for the change and are invited to participate in working out how the transition will be implemented - the more genuine the buy-in

# Ownership

Most people don't put forth extra effort without ownership

In a transition initiative, highly involved team members who have the pride as an owner will not only put forth their own best effort despite the hassles of change, they will influence those around them

# Don't resist resistors!

They will only push back

Instead, give them the attention (as in listening time) and the tools that enable them to move forward, and the majority will come on board

# Our routinised responses:
# The psychology of judgement and decision making

Our brains form thoughts/responses in two different ways termed **System 1 and System 2**

**Daniel Kahneman**

## System 1:

Fast, subconscious, frequent, automatic, emotional, stereotypical

## System 2:

Slow, conscious, logical, effortful, infrequent, calculating

# Conceptual model…. The 4Ds, a collaborative action model

**D**

- Discussion at school level
- Aligned to SSE model

**D**

The power of professional collaboration based on the principles of adult learning

- Develop knowledge base
- Evidence based practices v Evidence informed

**D**

The need to develop in-school capacity to address change

- Design CPD input if required

**D**

Disseminate to staff

# Norms

# Protocols

Norms are a set of rules based on socially or culturally shared beliefs of how an individual ought to behave –
Norms help regulate the behaviour within a group through the establishment of expectations

**Protocols are the structures/approaches used for deeper conversations which seek outcomes and are inclusive of all perspectives**
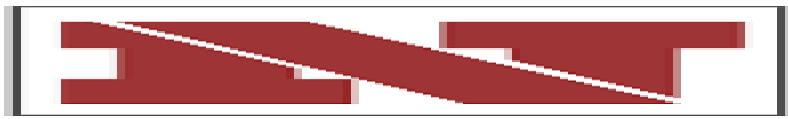
| Operational | Behavioural |
|---|---|
| Schedule of meetings ( organisational v developmental) Who is required and why? Who is not and why not? | Timeliness/punctuality re attendance |
| Agenda available in advance, items to be timed. All asked to contribute to /develop the agenda | Complete focus, no technological distractions! Effective listening……… non judgemental |
| Minutes and updates on agreed actions | Active participation:  Task assigned task completed |
| Rotating  effective chairing and rotating recording secretary of items and agreed actions | Pre thinking done… ideas generated |
| Shared folder as repository for all materials | One voice at a time and not the same voice…. All voices to be heard |
| Appropriate supplementary materials/readings provided in advance | Consensus leads to unified approach |
| Avoid cancellation of meetings | Confidentiality as required |

# Protocols
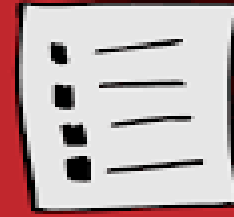
How do we frame our discussions?

How do we arrive at decisions?

What "risk" analysis do we deploy?

## What is working well?

- What evidence are you drawing on?
- What sources have you used to gather this evidence?
- Was this evidence anecdotal or measured?
- Is this evidence comparable to a previous data set?
- What actions were taken since you last measured impact?

## Open to change and how?

- As a key goal consult and decide on:
- What modified actions can be taken and by whom?
- What time frame should be allocated to implement these modified actions?
- Who will monitor the revised actions?
- What indicators are established to identify success?

## What is not yet working well?

- Is this a key goal?
- What actions were implemented to address this issue?
- What monitoring plan was deployed to these actions?
- What aspects of the actions did not succeed?
- What evidence are you drawing on to identify the barriers?
- Have you consulted widely to verify this reality and identify barriers?
- Does this still remain a key goal?

## Not open to change and why?

- What decision making process was used to identify this as not open to change?
- Whose perspectives were sought?
- What impact does this have on the overall development plan?
- Are there factors such as statutory or policy requirements that could move this issue to Open to Change given the correct resources/commitment/personnel?

# Action Planning Focus

| Goal | Lead Person(s) | Resources required | Timeframe | Consultation | Comms |
|---|---|---|---|---|---|
| Level | No. required | Data required | Structure and organisation | Target Group | How and when? |
| Indicators or milestones | Skill set | Fiscal? | Deadlines for delivery | How to consult? | Review and monitoring |

# Final decision making and post action planning

**Intent v Impact?**

How will this impact on stakeholders?

How will it be "heard".... How best to deliver the message, what detail has to be provided?

To whom has it to be communicated and how?

When is it operational and when will it be reviewed?

# Mar fhocail scoir

Invest your time in thinking through the issues….

Create developmental time…..