

Reducing Resistance: A Summary

Goodwin Watson

Our observations on sources of resistance within persons and within institutions can be summarized in some concise principles. These are not absolute laws but are based on generalizations, which are usually true and likely to be pertinent. The recommendations are here reorganized to answer three questions: A. Who brings change? B. What kind of change succeeds? and C. How is it best done—by what procedures and in what climate?

A. Who brings change?

1. Resistance will be less if administrators, teachers, board members, and community leaders feel that the project is their own—not one devised and operated by outsiders.
2. Resistance will be less if the program clearly has wholehearted support from administrators within the system.

B. What kind of change succeeds?

3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
4. Resistance will be less if the program agrees/matches with values and ideals which have long been acknowledged by participants.
5. Resistance will be less if the program offers the kind of new experience which interests participants.
6. Resistance will be less if participants feel that their autonomy and their security are not threatened.

C. What procedures help to instituting change?

7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
8. Resistance will be less if the program is adopted by consensual group decision.
9. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.
10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the program and for further clarification as needed.
11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
12. Resistance will be reduced if the project is kept open to revision and reconsideration if experience indicates that changes would be desirable.

D. What is a healthy climate for change?

13. Readiness for change gradually becomes a characteristic of certain individuals, groups, organizations, and civilizations. They no longer look nostalgically at a Golden Age in the past but anticipate their Utopia in days to come. The spontaneity of youth is cherished and innovations are protected until they have had a chance to establish their worth. The ideal is more and more seen as possible.

Celebrating Resistance

Mutiny! Yellow post-its were everywhere: on the backs of chairs, on the door to the men's room. "Remember!" "Let's do it."



These were secretive reminders to be disruptive in the morning session, to whisper, and to be otherwise inattentive when my copresenter (Suzanne Bailey) and I began to present. For many participants, their planned behavior of resistance went unnoticed, and for others the behavior they executed went unnoticed.

What happened? We didn't resist. Since resistance persists only within systems of resistance, the intentions of these adults to test their disruptive powers and study our reactions failed to

even get off the ground. Incidentally, we were honored by their trust and their gumption to work on such a bold experiment during our three-day workshop on Becoming a State-of-the-Art Presenter. Resistance to change and learning is common. Following are some concepts and strategies drawn from the literature on psychology, hypnosis, group dynamics, and personal experience.

First, let's consider the type of system that resistance needs in order to live. Run water through the hose. Knot the hose: instant resistance. Untie the knot, and the water once again flows through its natural course.

A participant voices a complaint. We counter with logic. We knot the hose; or we paraphrase, openly listening without defensiveness, without explaining our behavior, and the water flows freely. Resistance can only exist when we resist the resistance. To bypass the resistance, break the system.

Lipshitz, Friedman, and Omer (1989) believe that resistance is a "positive, healthy reaction that enables people to maintain stability under extremely turbulent conditions." They offer several strategies that are designed to infiltrate behind the lines, interject new ideas, and facilitate change. The following are two of my favorites.

Assuming a One-Down Position

I don't pretend to be a better mathematics teacher than you. While my work has led to an understanding of which cognitive processes separate the high-achieving from the low-achieving student, and while I know a lot of specific ways to teach the low-achieving student some strategies that will increase his or her performance, I cannot begin to know the particular circumstances and students with whom you work. Please bear with me if I offer some things that are inappropriate; adopt those that will work for you and advise me of where I might strengthen my knowledge base.

The intent of this type of statement is to shift the focus from the presenter's expertise to the participant's expertise and to eliminate possible power struggles.

Preempting

Another prevention strategy that Lipshitz, Friedman, and Omer (1989) offer involves anticipating a difficulty or an emotional block that participants may have in completing an assignment. The presenter foreshadows this and gives the impression that it is a normal expectation of learning and that it will serve as only a temporary and not a serious barrier. The presenter then offers tips about how to overcome it.

Some of you may notice that as you begin to incorporate these skills in your teaching, you may actually get worse before you get better. Your mind may offer compelling arguments to stop the innovation because it's interfering with your effectiveness. This is a very natural part of the process of growth—even your own admonition to quit—and will not last very long.

There are at least two things you can do to prepare for this:

- (1) be willing to live through a brief period of discomfort, and
- (2) select just a part of this new teaching technique to practice each day. Over-rehearse it until it becomes second nature.

Both strategies include principles of hypnotic suggestion pioneered by Milton Erickson. In each, the presenter has anticipated and incorporated potential resistance into the instruction. Should resistance emerge, it will feel to the participant like part of the instructions. It seems, therefore, not to be resistance at all but a form of cooperation with the presenter. To do this effectively, the presenter's language must be artfully vague, letting each participant tailor his or her own suit of understandings from the fabric of language given to all.

But even with all your skills, in some audiences there may be 1 or 2 percent of the people whose major pleasure is to see you fail. Whatever you do, they will be able to find fault. Perhaps you speak too quickly or too slowly. Perhaps your clothes clash with the color scheme of the setting. It's somewhat reassuring to know that whatever you do, you will help these people reach their goal.

10 Things To Do About Resistance

Everybody is at least a little resistant to change. They wonder how it will affect them daily and in the long-term. There are ways to overcome resistance, though.

1. Acknowledge change as a process.

Change is not an event but an ongoing process. Remember that it may take years from goal-setting to stable results. Conflict and resistance are natural processes and not signs of failure.

2. Empower stakeholders.

To get the most cooperation, stakeholders must be included as decision makers. If meeting individual needs is part of the plan, resistance is less likely. Empowering people means creating mechanisms that provide them with genuine authority and responsibility. To minimize discord, the change process should be guided by negotiation, not by issuing demands.

3. Encourage all stakeholders.

Stakeholders must be active, invested participants throughout the change process. Setting up opportunities for individuals and groups to vent concerns can be effective. Being heard is fundamental in establishing understanding and consensus.

4. Set concrete goals.

Set goals by consensus, creating a broad sense of ownership. This step is critical because stakeholders will be able to return to a shared agenda when there are missteps. This makes it easier to refocus.

5. Be sensitive.

Everyone needs respect, sensitivity, and support as they work to redefine their roles and master new concepts. Managing conflict means being aware of differences among individuals. Each stakeholder must genuinely feel valued throughout the change process.

6. Model process skills.

Teach by demonstrating the appropriate skills and actions. Trainers may find that reflecting publicly and in a straightforward manner on their own doubts and resistance may help others.

7. Develop strategies for dealing with emotions.

Educators often focus on outcomes, neglecting the emotions that can go with change. Focus on such questions as: How will our lives be different? How do we feel about the changes? Is there anything that can or should be done to honor the past before we move on?

8. Manage conflict.

Ideally, change is a negotiated process. Stakeholders should be invited to negotiate issues that may cause resistance. For example, an assistant principal may need to negotiate the needs of the whole school with faculty members more concerned with departmental priorities.

9. Communicate.

Talk, write memos, e-mail. Open communication is a necessity. It can move concerns out of the shadows so they can be resolved. Try focusing on reflective questions such as: Where are we in the process? Where are we headed?

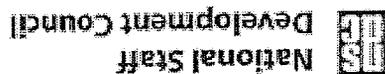
10. Monitor process dynamics.

The constant interplay between groups involved in the change must be monitored and the appropriate adjustments must be made. Begin evaluations when the change process is being developed and continue throughout. Ongoing evaluations of progress are essential.

Source: "Shhh, the Dragon Is Asleep and Its Name Is Resistance," by Monica Janas, *Journal of Staff Development*, Summer 1998 (Vol. 19, No. 3). Available online at www.nsd.org/library/jsd/janas193.html.

"The main dangers in this life are the people who want to change everything ... or nothing."

— Lady Nancy Astor



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What Went Wrong?

Can you recognize a common force that worked against change in each of these typical but fictitious scenarios?

If you responded "resistance," you successfully identified a major barrier to potential change. Resistance — the sleeping dragon of the change process — can be a challenge for every professional committed to reform and innovation. As these scenarios illustrate, resistance thwarts goals, disrupts action plans, and undermines progress.

In spite of the long history of educational reform efforts, resistance continues to play a

- Mary Jones, a principal, listened to her faculty when they requested release time for peer coaching. After lengthy collaborative planning with faculty and staff, she implemented a schedule that supported the peer coaching initiative. But after one semester, she noticed that many teachers never participated in peer coaching activities. In fact, some teachers who originally spoke up about the need to work with colleagues appeared to be socializing during release time instead.

- As director of staff development for a school system, Dave Thomas supervised an annual districtwide staff learning day. A veteran at structuring opportunities for professional development, Thomas conducted an interest survey before working with representatives from across the district to create an agenda that reflected the interests and needs of a wide range of school personnel. Thomas believed his committee had designed an outstanding plan. However, on the morning of the event, he overheard one teacher saying to another: "I wonder what the dog-and-pony show is this time? I don't know about you, but insertive days are a complete waste of my time and the school district's money. I came early to get a seat in the back so I can work on a unit I'm doing."

- Working closely with the staffs of local schools, Jane Smith, a faculty member at a local college, conducted a needs assessment survey of topics for professional education courses. After developing a number of courses in consultation with the school district administrators, Smith arranged to offer a slate of courses to meet the needs that had been identified. Unfortunately, registration was so poor that most courses had to be canceled.

Can you recognize a common element in these three scenarios?

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By Monica Janas

Shhhhh, the dragon is asleep and its name is Resistance



noteworthy role in change (Friend & Margolis, 1995). In a review of the education between our knowledge base and general practice remains depressingly large." Even with ideal conditions, high expectations, and motivated educators, problems still arise when working toward innovations and reform (Winitzky, Stoddart, & O'Keefe, 1992). Resistance to change occupies a large part of the gap between knowledge and practice; between vision and reality.

However, resistance is not always a negative force. If identified and managed correctly, resistance can actually become a force for improving professional development, enhancing program innovation, and providing rich opportunities for reflection, growth, and renewal. This can be aided by a three-step process:

- Being aware of resistance.
- Identifying sources and types of resistance.
- Developing and applying proactive strategies for managing resistance.

Being aware of resistance

Broadly defined, resistance is a fearful response to change (Marshak, 1996; Valencia & Killian, 1988). A natural part of any change process (Theron & van der Westhuizen, 1996), resistance frequently occurs as a response to an interpersonal or organizational change that has the potential of personal impact (Friend & Cook, 1996).

Resistance to change is not all bad, or always an obstruction to reform. Resistance often serves a constructive purpose (Gitlin & Margolis, 1995) and is frequently an appropriate response to a situation, especially when it is a symptom of deeper problems. For instance, people may legitimately resist change required by a program that's poorly designed, underfunded, or focused on unnecessary activities. A teacher who has seen numerous ill-conceived, irrelevant staff development initiatives come and go will understandably view new programs with suspicion.

Sources and types of resistance

Sources of resistance are not always clear, in part because on some level, resistance to change is a normal, valued function of existence. An individual naturally resists threats to the stability of their personality, for example (Watson, 1969). The same tendency also can be seen on a system or group level: Homeostasis, the tendency to prefer the known to the potential of the unknown as a result of change, is well documented (Friend & Cook, 1996).

Staff developers need to assess stakeholder beliefs and actions to determine the presence of resistance. This needs to be an ongoing part of talking with stakeholders and working with them on staff development activities. However, developers need to keep in mind how difficult this assessment process can be. Regardless of whether resistance is an individual or group reaction, it is difficult to recognize because it can take several forms (Karp, 1984).

Developing strategies

Overcoming resistance is important, complex work (Clift, Holland, & Veal, 1990). Staff developers need to play pivotal roles in recognizing, understanding, and minimizing resistance before it evolves into a barrier to progress. This means being proactive: helping stakeholders identify key issues and potential roadblocks so the change process remains on track. (See "10 things to do" above for examples of ideas and actions that can help staff developers craft successful proactive strategies.)

The "sleeping dragon" metaphor illustrates the duality and complexity of managing resistance.

Change agents often tiptoe around this dragon, hoping it will not awaken. If awakened, they fear, resistance will wreak havoc. A proactive approach to managing resistance, however, can help staff developers tame the dragon and, thus, turn resistance into a positive force that influences staff development efforts and helps narrow the gap between reform initiatives and educational practices.

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Dealing with Resisters Biggest Challenge for Staff Developers

By Joan Richardson

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Joellen Killion laughs heartily when asked to describe educators who are resistant to change. "Ooh, they roll their eyes. They roll their eyes to the top. They roll their eyes to the bottom. They roll their eyes so much you think they're going to roll right out of their heads," laughed Killion who oversees staff development for the Adams 12 Five Star Schools in Northglenn, Colorado.

Carlene Murphy, another veteran staff developer in Georgia, describes "false faces and false language."

Maybe you, too, have heard one of the phrases Murphy says she hears repeatedly:

*"There's no research to support this."
"Our kids are different from their kids."
"This just doesn't fit our school."
"We tried that last year."
"Whose idea was this?"*

Whether staff developers work in Colorado or Georgia, Massachusetts or Hawaii, British Columbia or Nova Scotia, the reality is the same: Change is hard work and not everyone wants to participate.

"Most resistance is rooted in fear. People want to hang onto that which has been comfortable," said Debbie Welch, a consultant in Boulder, Colorado

Resisters are afraid of risk, she said. They're afraid of exposing themselves as inadequate. They're afraid of feeling incompetent when they confront a change.

But the fear of change can be rooted in many different places, all agree. Knowing the type of resistance helps a staff developer determine how to deal with the resistance.

In ***Beyond the Wall of Resistance: Unconventional Strategies that Build Support for Change*** (Bard & Stephen, 1995), change consultant Rick Maurer describes three levels of resistance.

Level One is resistance to the change itself. "People simply oppose, question, or are confused by the change. There is no hidden agenda. Consider this low-grade resistance," he writes.

At this level, Maurer says individuals resist change for several reasons:

- They don't understand what the organization is trying to accomplish.
- They don't know why it's important.

- They like the status quo.
- They don't know what impact the change will have on them.
- They don't think the organization realizes what the change will cost in time or money.
- They have their own ideas about what the organization should do.
- They like the idea but believe the timing is wrong.

Level Two resistance is "deeper than the particular change at hand." This is the level where Maurer places most organizational resistance.

Organizations and individuals, he said, resist change at this level for several reasons:

- They believe the organization has made promises before that they haven't kept. "They question motives, read between the lines, and extract meanings from every word, nuance, or perceived slight."
- Change upsets the precarious balance of a bureaucratic culture.
- People resist change than runs counter to the rewards and punishments inside the organization. "If what is rewarded gets done, it's also true that what is punished is avoided," he writes.
- People are afraid they'll lose respect, status, power, or control.
- Individuals fear they will no longer be included. "When they believe that they will be cast out as a result of a change, they resist it," he writes.
- People are afraid that a change is really the start of something bigger and deeper.
- Individuals may not necessarily be resisting a particular change. Instead, they are worn out by taking on so many changes so rapidly.

Level Three is the most deeply embedded resistance and may seem the most overwhelming.

Some of the reasons for resisting change at this level are:

- Distrust is deeply entrenched and may go back through several generations of the organization.
- There is a conflict between values and visions. "What management wants and what the people who have to live with the change want may be far apart," he writes. When distrust and this conflict between values and visions collide, resistance is very difficult to deal with.

Veteran staff developers admit that they often have to fight the urge to ignore the hard-core resisters.

"Sometimes, we kill programs by wasting resources on people who just aren't going to change. We should have planned interventions. But we should not expend the majority of our time and effort on changing people who will never change," Killion said.

Welch said she's always cautious about dealing with individuals who are openly resistant to change. "I'm not going to spend my energy on the deadwood. I don't ignore them. I respect them. But I work with the wood that's alive," she said.

But Welch said if resistance takes the form of sabotage, that requires a different approach. "If there is sabotage, I would deal with it very directly. I would make it clear what's OK and

what's not OK to do in this school," Welch said.

Murphy said a first step in letting a teacher know "what's OK" is ensuring that a school has been clear about how decisions are made in that building. For example, many schools decide that 75 percent of the teachers must support an idea before it is implemented.

"If 75 percent of the staff decide they want to do this, then can 25 percent sit out? Is that an acceptable norm in that school? Is it fair to 25 percent of the children in the school?" Murphy asked.

Except for the outright saboteurs, however, veteran staff developers agree that there must be efforts to reach out and include those who resist change.

No single strategy works with every resister, however, so staff developers say they employ a variety of techniques.

Some resisters are most likely to change because of someone who is like them. "I try to look for a different voice. Sometimes, it just takes a different person to carry the message," Killion said. "Sometimes, it's not the main rah-rah person, but someone who's struggled a bit to put an idea into place."

Murphy agrees. "The teacher-trainer may actually get in the way. They may have habits and attitudes that just turn people off," she said.

Murphy also advises creating small implementation and study groups of four to five because it's harder to be a non-participant in groups that size. "Someone may come back once or twice and say they didn't have time to do that when all their peers had time to do it. When you begin to look bad in the eyes of your peers, you may start to change," she said.

Staff developers also need to design specific interventions for educators who listen to the innovation and worry about the implications for additional work or work that is "harder" than the work they've done before.

"These people need implementation strategies that look more like recipes," Killion said.

"To help them, it helps to have all the resources pulled together. Have them readily available so they don't have to hunt for them. Have coaches and support people available. Guide them through the process of sorting out what to keep and what goes."

"This is the group that benefits the most from time. If we can create time, then we can offer them time to make their plans. We won't win them all over this way but we will make it easier for them," she said.

When pitching a staff on an innovation, Murphy counsels honesty as a way to deal with distrustful individuals. "Tell them up front that you don't have all the answers and that you recognize that every teacher and every school adapts ideas to fit their own unique environment.

"You have to be honest with people and tell them that you don't know exactly how it's going to play out in their classroom. Tell them 'there are holes and blanks that I cannot fill in for

... you.' "

Most of all, Murphy counsels patience and understanding when dealing with the most difficult. "Everyone is inherently a good person and they want to do better at whatever they do. They're generally supportive and nurturing people or they wouldn't be in education in the first place.

"Some of them have just struggled too much and they aren't willing to struggle anymore," she said.

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On the Frontier of School Reform with Trailblazers, Pioneers, and Settlers

Phillip C. Schlechty

Educators leading restructuring efforts need to recognize five roles that people play in this process and provide training, encouragement, and support differentially for each of these roles.

Improvement focuses on doing the same things better with the intent of changing and enhancing the performance of individuals within existing systems. Restructuring is aimed at changing systems so that new types of performances will be possible and encouraged and new or different outcomes can be produced.

Educational leaders and those in charge of training and development activities in schools have had much more experience in trying to improve things than they have had in trying to restructure. As a result, the training and support which is provided to encourage and facilitate restructuring is often inappropriate.

Distinctions between improvement and restructuring are significant and have implications for those who lead restructuring efforts and for those who provide training and support to participants in the restructuring process. Unfortunately, too few educational leaders and staff developers seem to appreciate the significance of the distinction. In this article, I share some of the lessons I have learned about providing training and support to those who are trying to restructure schools.

Differences That Make a Difference

Staff development which is aimed at im-

provement is typically based on prior experience and research. This is seldom the case with staff development aimed at encouraging or supporting restructuring. Restructuring creates new conditions which neither the staff developer nor the participants have experienced. Restructuring, therefore, always requires one to be willing to act beyond the data and without benefit of guidance from empirical research. Creating new systems, which is what restructuring is about, calls for faith, logic, wisdom, and intuition, at least to the degree that it calls for disciplining action with facts.

Most staff developers have been taught to place experience and research at the center of their agenda. They are often not prepared to proceed in areas where faith and a new vision, more than research and prior experience, must serve as a guide to action. Yet, this is what they must do if staff development is to be relevant for the restructuring effort.

Four Key Questions

Four key questions must be answered if the process of restructuring is to move forward effectively. These questions suggest four different types of "lessons" that must be taught by leaders and need to be learned by

all if the restructuring process is to be properly directed. The content and structure differs for each of the four lessons.

1. What is the new circumstance or system that we are trying to create? This question asks that a vision, direction, or intention be clearly articulated. It must be articulated in a way that the person asking the question understands the answer and in a way that is appealing and compels action. This requires a *concept development* lesson.

Those who are best at concept development often seem to rely heavily on Socratic dialogue, focused discussion, and pointed questions, combined with the use of metaphors and counter examples intended to distinguish the concept of concern from other notions with which it might be confused. (For example, I began this discussion with a distinction between improvement and restructuring, and now I am using that distinction as an example of another concept—the concept of a concept development lesson.)

2. Can it be done? This question is a request for real-life, hands-on experience or testimony from those who have had such experience. This requires a *demonstration* lesson.

Demonstration lessons require models and exemplars which are real or contrived, empirically demonstrable, or theoretically described. Those who ask the question "Can it be done?" seek assurance that what they are being called on to do is possible and that, if they commit effort to the task, it is likely that they can do what the concept or vision calls them to do.

Modeling and illustrating are techniques associated with demonstration lessons. Where real life situations do not yet exist, simulating actions based on theoretically derived models are often used.

3. Should we do it? This question calls for the analysis of values, beliefs, commitments, context, studies of the past, and anticipation of the future. This requires a *values clarification* lesson.

Value clarification lessons, like concept development lessons, rely heavily on dialogue, discussion, and logical analysis. Such lessons require detailed attention to the values which participants bring to the discussion, the values which the proposed change promises to enhance or serve, and the values which the change is likely to threaten. For example, the value of security is most likely to be threatened by any radical change. Thus,

carefully attuned to the significance various actors give to security, for it is in protecting this value that some of the greatest resistance to change can occur.

4. How do we do it? The last question is a request for assistance in developing the skills and habits required to do the job. This requires a *skill development* lesson.

Skill development lessons, like demonstration lessons, usually rely heavily on modeling and simulation. But skill development lessons are more likely to be active and involve opportunities to practice, coaching, experimental efforts, and corrective feedback. Demonstration lessons are intended to be persuasive, to show that things can be done. Skill development lessons are intended to develop understandings, skills, attitudes, and habits of mind that permit one to do with confidence and ease that which is at first exceedingly difficult, awkward, and, perhaps, even threatening and frightening.

Five Types of Roles

There are five types of roles that become activated in the restructuring process. Each of these role types requires support from staff developers and other school leaders. Some of these roles are more prominent at some stages of restructuring than at others. Further, those who play these roles have vastly different training and support needs related to the lessons for the four key questions previously posed. It is, therefore, critical that staff developers understand who they are addressing at distinct stages in the process, for the needs of different actors will be different from time to time.

1. Trailblazers. Paradigm-breaking journeys are not for the timid, and one should not expect everyone to volunteer to undertake such a journey. Those who take the first steps in restructuring are trailblazers, for they are willing to go—in terms understood by *Star Trek* fans—without maps to places where no person has gone before them, without the benefit of empirically based models, and with little to guide them except belief in themselves, a desire for novelty, the freedom to try, and a vision that motivates and guides them.

The most important requirement for trailblazers is a clear guiding vision. Trailblazers want to know that there is someplace to go that is different; they are motivated by novelty and excited by risks. Once trailblazers have found a vision in which they believe, all

support for that pursuit. Most of all, they want to be recognized for their unique brand of courage, and they want to be celebrated, recognized, praised, and honored—at least most of them do. Staff developers and school leaders must, therefore, find ways to celebrate the trailblazers among them.

Trailblazers are not egomaniacs but they are often monomaniacs with a mission. They know where they are going, even if they are not quite sure how they are going to get there or what obstacles they will confront on the way. When they confront obstacles, they are likely to view them in highly personal terms, for the vision of the trailblazer is a personal

Restructuring, therefore, always requires one to be willing to act beyond the data and without benefit of guidance from empirical research. Creating new systems, which is what restructuring is about, calls for faith, logic, wisdom, and intuition, at least to the degree that it calls for disciplining action with facts.

vision, and anything that stands in the way of the pursuit of that vision is a personal threat. Thus, trailblazers need much personal and personalized support.

Staff developers and other school leaders should be sensitive to the fact that trailblazers need to be constantly reinforced that the vision they are pursuing is worth the quest and that others, especially powerful others, see that what they are about is important. It is important enough, in fact, that the trailblazers should receive unusual latitude and unconventional forms of support (e.g., noncategorical funding, flexible schedules, and special access to the human and physical resources of the system).

There are five types of roles that become activated in the restructuring process. Each of these role types requires support from staff developers and other school leaders.

constantly reminded that it is a community quest they are on, not a private venture. Because the vision the trailblazer pursues is a private vision, it is up to other leaders in the system to link it to a larger shared vision. For example, Lewis and Clark were motivated by the excitement of exploring new frontiers, and Thomas Jefferson linked their quest to a vision of America that spread from shore to shore. Teachers who become enthusiastic about one curriculum innovation or another also often need leaders to help them see the linkage between their private adventures and the common good.

Since trailblazers lead the way into a new world, whether that world is a physical frontier or the creation of a new way of doing business, they do not have access to a body of research and experience to guide them. What then do trailblazers use as guides?

First, they use experiences they and others have gained in circumstances that are analogous to those they are about to confront. For instance, it is not coincidental, I think, that the language of space travel is laced with language which refers to early explorers who took voyages on the ocean, just as space ships now take voyages to the moon. And names of spacecraft often refer to explorers in other times.

Trailblazers need the opportunity to read about and visit with trailblazers from other fields (e.g., business, the military, medical

Networking turns lonely ordeals into shared ordeals. Lonely ordeals debilitate; shared ordeals inspire and motivate.

services, and so on). They also need time to discuss and assimilate what they learn from these encounters. It is from such experiences that relevant analogies are discovered and come to be understood. I have found that leaders whose language is rich with metaphors and who argue by analogy are particularly good at inspiring and directing trailblazers.

A second source of guidance for trailblazers is the experiences of other trailblazers who are moving in roughly the same direction and over the same terrain. The rendezvous was one of the ways early trailblazers on America's frontier got information from other trailblazers. Today, we refer to such rendezvous as "networks" where people who are moving in a common direction develop mechanisms to ensure regular interactions. Providing opportunities for such networking is one of the primary contributions staff developers can make to the continuing growth and development of trailblazers.

It is important to understand that networks and rendezvous do much more than provide opportunities for the sharing of information. Such networking provides opportunities for self-affirmation and more than a bit of bragging and storytelling. Networking turns lonely ordeals into shared ordeals. Lonely ordeals debilitate; shared ordeals inspire and motivate.

Alert staff developers and trainers who listen to these stories can learn much that will be of value to pioneers (the second type of role). Furthermore, if staff developers watch carefully, they can get some insight concerning which of the trailblazers have the temperament and the style to be guides as well as trailblazers. After all, the pioneers and settlers who come later will need guides as well.

Leaders and staff developers need to create conditions so that what is learned by the trailblazers is not lost. Trailblazers tell stories. Unfortunately, they seldom turn the stories into lessons for others. It is up to the staff developers, therefore, to turn the stories of trailblazers into lessons that can serve as sources of guidance for those who would follow. This is much like the map makers of the early Fourteenth Century who translated the tales and reports of the early explorers into crude maps which in turn were rendered more accurate and refined with further exploration.

Trailblazers need public acknowledgement for their efforts. They need the opportunity to tell others about places they

have been and about what they have done. Such story telling not only serves as source of information for others, but it also serves as a continuing source of motivation for the trailblazers. Furthermore, telling stories also gives one the opportunity to listen to the stories of others and thus to learn from others as well, especially from other trailblazers.

Staff development budgets that do not make provision for sending trailblazers to conferences where they can brag a bit are not adequate budgets. And staff developers are not doing their job if they do not seek every opportunity to put local trailblazers out in front, including helping them write proposals that will get support for their work and that will permit the trailblazers to share their work at conferences.

2. Pioneers. Closely following the trailblazers are the pioneers. Like the trailblazers, pioneers are an adventurous and hardy lot and are willing to take considerable risks.

Pioneers have many of the same needs as trailblazers. Like trailblazers, concept development lessons (i.e., the development of a vision that links a personal quest to a larger agenda) are the most important lessons they must learn. But the pioneers also have considerable need for assurance that the trip upon which they will embark is worthwhile. More than the trailblazers, pioneers need demonstrations to provide assurances that the journey can, in fact, be made. But pioneers understand that there are really few people who can teach them "how to do it" since only the trailblazers have gone to the frontiers which they are set to explore.

Thus, pioneers need concept development lessons, value clarification lessons, and demonstration lessons. They do not need skill development lessons, and staff developers would be ill-advised to try to provide them.

Why does all of this mean in practical terms? First, it means that when staff developers approach pioneers, or are attempting to recruit them, their best allies are those who write about trailblazers (e.g., Fiske, 1991, *Smart Kids Smart Schools*; Sizer, 1992, *Horace School*). Such writings do not provide research data, but they do provide anecdotal accounts, reports, and stories. Such stories can inspire prospective pioneers to take the journey. These stories contain some possible lessons regarding what one must know and be able to do to survive the rigors of the journey.

Trailblazers can help motivate pioneers, especially if they are colorful and good sto-

rytellers. Davy Crockett did much more to inspire pioneers than he did as a true trailblazer. Indeed, one could argue that Davy Crockett was a staff developer rather than a trailblazer since he often took the stories of others and embellished them a bit, making himself the hero. He used the stories to inspire others to act. Thus, an effective trailblazer may provide needed assurances to encourage pioneers.

I have found that trailblazer teachers and administrators are invaluable sources of inspiration and direction for pioneers, and even for settlers (which are discussed next). But a caution is in order. Too often staff development specialists, in their quest for authenticity, remove trailblazers from their natural habitat on the "frontier" and move them into the central office, or worse to the university campus, in the hope that the stories they will tell will reach a wider audience.

Sometimes this works, but more frequently it is a bad experience for both the trailblazer and for those with whom they work. The team work that it takes to "build community," which is what pioneers must do, requires a different style than does the early explorations of new frontiers.

Monomaniacs with a mission can quickly come to appear to others to be egomaniacs whose only mission is to advance themselves. Trailblazers are needed, but they are not easy to live with in the more sedate environments of committee meetings and seminar rooms.

3. Settlers. After the trailblazers and pioneers come the settlers. Settlers need to know what is expected of them and where they are going to go. They need much more detail and more carefully drawn maps than do those who have gone before them. Settlers are bold, but they are not adventurers. They need to be persuaded that the venture upon which they are being asked to embark is worthwhile. Thus, staff developers must provide value clarification lessons that help the settlers understand why the change is needed.

Settlers also want assurance that the task can be accomplished and that they are not set on a fool's mission. Thus, settlers have considerable need for demonstration lessons (e.g., site visits where pioneering work is already under way, conversations with pioneers and trailblazers, testimonials from those

Much more than either pioneers or trailblazers, settlers want skill development lessons. They want to be sure they know how to do what will be required of them. Indeed, many potential settlers will not move until they have assurance that the requisite knowledge and support are available to them.

School leaders and staff developers who support them must, therefore, give attention to providing systematic training which is supported by coaching, opportunities for feedback and critique, and, above all, protection from negative consequences for failed efforts.

Perhaps the most critical thing to remember about settlers is that they need strong, constant, and reassuring leadership that inspires them to keep going when they are tempted to turn back. Change of the sort envisioned in an honest restructuring agenda is likely to create uncertainty, doubt, and confusion. The new practices called for are likely to be frightening and demanding, and the results may be no better—at least in the short run—than doing things the "old way."

Fullan's (Fullan with Stiegelbauer, 1991) notion of the "implementation dip" comes to mind here: he assumes that a natural part of the change process is short-term deterioration in performance capacity. This occurs because the new way is unfamiliar and requires learning and practice. While the old way of doing things may not be as good as the new way, at least it is familiar and people know how to do it.

Without persistent leadership by people who have been there and without encouragement from others who are going there (settlers traveled in wagon trains and were not isolated travelers), it is unlikely that settlers will stay the course. Thus, it is critical that staff developers and leaders understand the terrain well enough that they can point out progress when settlers become discouraged.

Benchmarks of progress and feedback regarding progress toward these benchmarks are essential. To this extent, assessment and constant monitoring, coupled with public appraisals of progress toward restructuring goals (as opposed to the goals of restructuring), are important. For example, a restructuring goal might be to have teachers and building administrators become more systematic in the use of data regarding student performance as a means of evaluating the merit and worth of decisions the administra-

restructuring.

Helping settlers learn how to use evidence of progress is a necessary antecedent to answering the question "Does restructuring improve student performance?" Until restructuring has occurred, this question cannot be answered. Therefore, the first-order assessment question is "What evidence is there that we (those who are engaged in restructuring) are, in fact, doing our business differently today than we did business yesterday, and why do we think the new way of doing business will improve our results?" Settlers need the answers to such questions

The first-order assessment question is "What evidence is there that we (those who are engaged in restructuring) are, in fact, doing our business differently today than we did business yesterday, and why do we think the new way of doing business will improve our results?"

to keep them going and also to provide assurance that where they are going is worth the effort.

4. Stay-at-Homes. There are two conditions that motivate change. First, present conditions are so intolerable or dangerous to one's interests and values that the only alternative is to do something. The Separatists who left England to settle in America were driven by such motives. Second, there is a new and compelling vision—one that so inspires hope of a new day, a better life, or a fuller realization of existing values—that causes risks to seem tolerable when measured against rewards. The Utopian settle-

I have found the best strategy to use with stay-at-homes, at least in the early stages of the restructuring process, is benign neglect coupled with as much generosity of spirit as is possible.

However, as the Declaration of Independence states so eloquently, fundamental changes are not lightly undertaken, and people will tolerate a great deal rather than give up what is known. Furthermore, intolerable or threatening conditions, which can serve as an initial impetus for change, cannot sustain change. In fact, negative forces are seldom adequate to motivate fundamental change and are almost never adequate to sustain it.

The Mayflower Separatists—who had among them some trailblazers, some pioneers, and a substantial number of reluctant and frightened settlers—may have left England because of oppression, but it did not take their leaders long to recognize that a new and compelling vision would be required to sustain them. This new vision, expressed first in the Mayflower Compact and reinforced by visions based in religious symbols, was as important to the settlement of the new world as were the oppressive conditions that started the movement to that world.

Stay-at-homes are not bad people. Indeed, in the long-view of history, they are inconsequential people for no one remembers the stay-at-homes after the change has occurred. How many Tory supporters of King George are American students expected to recall?

At the time a change is being contemplated, however, stay-at-homes receive a great deal—I think too much—of attention.

Some of the most effective saboteurs have many qualities and needs which are similar to trailblazers.

This is because most leaders need approval from those they want to lead, which is usually everybody in their sphere of influence. Thus, those who do not respond enthusiastically—or at least compliantly—with the desires of change leaders are often viewed as problems.

Effective leaders seem to understand that early in the change process it is probably not wise to spend too much energy trying to convince the stay-at-homes that they, too, need to move to the frontier. These leaders accept the fact that some will never come along, and those who do change will only do so after the pioneers and settlers have done their work very well. Of course, some will only come to the new land for a visit.

One of the greatest dangers when dealing with stay-at-homes in the restructuring process is that the strategies used to entice them to change may backfire and thus may convert these relatively benign actors into supporters of the saboteurs discussed below. Saboteurs' favorite strategy is to sow distrust through rumors and disinformation, and they will destroy even the best organized wagon train if they can gain enough followers. The most likely source of recruits for the saboteurs are the stay-at-homes and the more timid settlers who feel pressured to move before they have the assurances they need and before they have identified leaders they trust.

I have found the best strategy to use with stay-at-homes, at least in the early stages of the restructuring process, is benign neglect coupled with as much generosity of spirit as is possible. One must remember that those who do not particularly want to change are not necessarily opposed to others changing if they choose to do so. Many stay-at-homes stay at home because they truly love the place. As John Dewey has observed, "Familiarity breeds contempt, but it also breeds something like affection. We get used to the chains we wear, and through custom we finally embrace what at first wore a hideous mien."

And there are, of course, those who are simply too timid to go to unfamiliar places. Such persons are not likely to be encouraged to move by direct assaults on what they currently value or by threats to what little security they now enjoy. Rather than will join with the saboteurs who do not want to change for other reasons.

5. Saboteurs. Saboteurs are actively committed to stopping change. Not only do they

refuse to take the trip, but they do not want others to go either.

Many of those who take on the role of saboteurs do so because they receive benefits from this role which are not provided if they were to support change. I have also been struck by the fact that some of the most effective saboteurs have many qualities and needs which are similar to trailblazers.

Saboteurs are often lone rangers. They are not afraid of taking risks. The difference is that while the trailblazers will go to places that others fear to go, saboteurs are likely to remain in place when others are beginning to feel afraid to stay. Loneliness does not have the same meaning to them as it has to the settlers, and isolation often inspires the saboteur to even greater effort. To be persecuted, it seems, is to be appreciated, and, in a perverse way, to be isolated or excluded is to be honored.

Saboteurs can cause trouble, no matter where they are. But I have found that the best place to have them is on the inside where they can be watched rather than on the outside where they can cause trouble without its being detected until the effects are felt. Certainly, saboteurs can be disruptive, and some will not cooperate even enough to communicate their concerns.

If, however, change leaders continue to reach out to saboteurs and critics and try hard to hear what they are saying, sometimes there is much to be learned. It might be learned that some saboteurs were once trailblazers and pioneers who at some time in the past had the misfortune to follow leaders who did not give them the support they needed and abandoned them at the first sign of trouble.

A Concluding Comment

Creating commitment to change is not the same thing as overcoming resistance to change. To create commitment, one must understand motives. Trailblazers are motivated by novelty, excitement, and sometimes by the possibility of fame and glory. Pioneers sometimes begin their journey because of intolerable conditions, but they will stay the course only if they become convinced that the new world is really better.

Settlers need to know, almost for certain, that the world they are being asked to move to is better than the one they are leaving and that the way to get there is known. And, most of all, they need to know that they are not taking the trip alone.

Stay-at-homes will only move when all—or nearly all—of their friends and neighbors have deserted them or when they muster the courage to “come for a visit” and find that they prefer it.

Some saboteurs will never come along, and if they do, they will make the trip as difficult as possible. Saboteurs, however, are people who in some prior movement to another frontier, behaved as trailblazers and pioneers, but were betrayed by their leaders. As a result, they became cynical about the prospects of change. Most of all, they want to be assured that those who are sounding the latest call to move to a new frontier will stay the course rather than turn around and go back.

Whether the present demand that our schools be restructured will be responded to positively remains to be seen. But of one thing I am confident: Without leaders who will stay the course and without staff developers who understand what draws men and

Without leaders who will stay the course and without staff developers who understand what draws men and women to the frontier and what these people need to keep on going, all our efforts to reform schools will fail.

women to the frontier and what these people need to keep on going, all our efforts to reform schools will fail.

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*What touched your intellect
" your heart
" what question do you
" what actions do you
" want to take*

10 Assumptions about Change, Fullan

1. Do not assume that your version of what the change should be is the one that should be implemented.
2. Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.
3. Assume that conflict and disagreement are not only inevitable, but fundamental to successful change.
4. Assume that people need pressure to change (even in directions that they desire) But, it will only be effective under conditions that allow them to react, to form their own position, to interact with other implementers, and to obtain technical assistance, etc.
5. Assume that effective change takes time; 3-5 years for specific innovations, greater than 5 years for institutional reform.
6. We should not assume that the reason for lack of implementation is outright rejection of the values embodied in the change or hard core resistance to all change. There are a number of possible reasons; value rejection, inadequate resources to support implementation and insufficient time elapsed.
7. We should not expect all or even most people or groups to change. Progress occurs when we take steps that increase the number of people. Our reach should exceed our grasps...but not by such a margin that we fall flat on our face.
8. Assume that you will need a plan that is based on the above assumptions.
9. Assume that no amount of knowledge will ever make it totally clear what action should be taken.
10. We should assume that changing the culture of institutions is the real agenda, not implementing single innovations.

Two Kinds of Expertise Required:

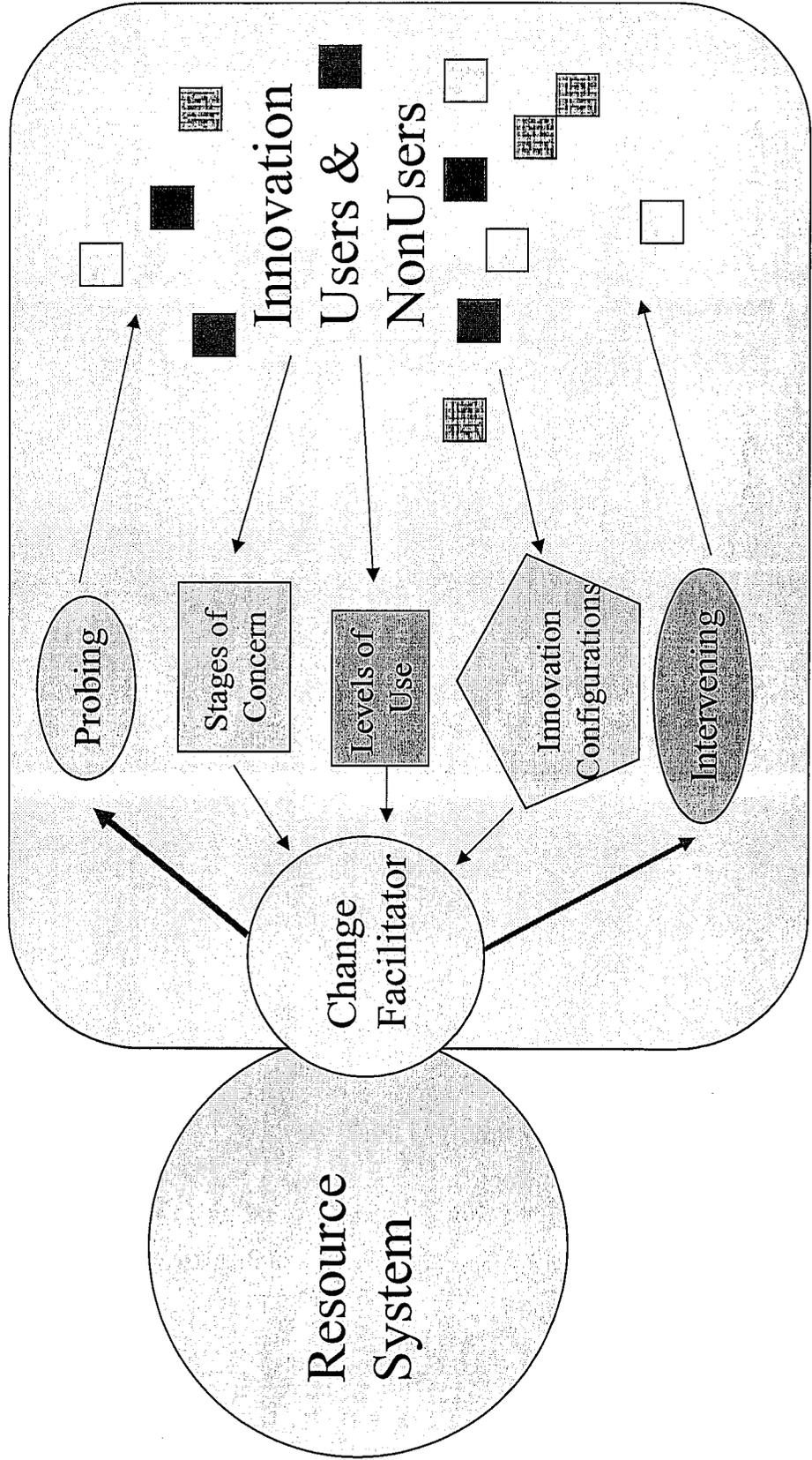
1. Knowledge and expertise regarding the content of change
2. Knowledge and expertise regarding the process of change.

Fullan and Zywine, 1995

KASABs

Knowledge	Conceptual understanding of information, theories, principles, and research
Attitude	Beliefs about the value of particular information or strategies
Skill	Strategies and processes to apply knowledge
Aspiration	Desires, or internal motivation, to engage in a particular practice
Behavior	Consistent application of knowledge and skills

Concerns Based Adoption Model (CBAM)



STAGES OF CONCERN ABOUT AN INNOVATION

6	Refocusing	The focus is on exploration of more universal benefits from the innovation including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.
5	Collaboration	The focus is on coordination and cooperation with others regarding use of the innovation.
4	Consequence	Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
3	Management	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
2	Personal	Individual is uncertain about the demands of the innovation and his/her adequacy to meet those demands or his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures of personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
1	Informational	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
0	Awareness	Little concern about or involvement with the innovation is indicated.

STAGES OF CONCERN—POSSIBLE INTERVENTIONS

6	Refocusing	<ul style="list-style-type: none"> • Provide parameters • Help focus energy into a productive direction • Involve as a trainer • Encourage to take action about their concerns • Provide access to materials and resources that they may need to refine their ideas and put them into practice • Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovation • Encourage pilot testing of new adaptations
5	Collaboration	<ul style="list-style-type: none"> • Rare • Arrange a meeting between interested individuals for idea exchange • Use as a school-based teacher educator for technical assistance to others in use of the innovation • Provide advocacy and promotion of collaborative concerns by providing verbal encouragement, materials, linkages toward the development of “collaborative” awareness • Provide opportunities to circulate outside present situation and work with others who may be less knowledgeable
4	Consequence	<ul style="list-style-type: none"> • Probably needs little direct assistance • Encourage and reinforce regularly—don’t overlook these individuals • Send written information about topics of interest • Advertise the teacher’s potential for sharing skills with others • Send the person to a conference to explain his/her skills to others or to refine use • Find opportunities for these persons to share their skills with others
3	Management	<ul style="list-style-type: none"> • Clarify steps and components of an innovation. Innovation Configuration is helpful. • Focus on “how to do it” • Demonstrate exact and practical solutions to the logistical problems that have caused the concern. • Not full group demonstration but more personalized

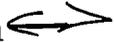
		<p>classroom demonstration</p> <ul style="list-style-type: none"> • Comfort and caring sessions • Experienced teachers share their use of the innovation • Acknowledge the appropriateness of management concerns; offer assurance that they can be resolved • Show how innovation can be used in coordination with other aspects of the day rather than as an add-on • Establish buddy system or peer coaching teams
2	Personal	<ul style="list-style-type: none"> • Legitimize the expression of personal concern • Establish rapport and show signs of encouragement and assurance of personal adequacy through personal conversation and notes • Encourage use of innovation gingerly, do not push unnecessarily • Show how innovation can be used via gradual introduction rather than major, all-encompassing leap (set reasonable, easy to meet expectations) • Provide personal support through easy access to a facilitator or resource person and assistance in use of the innovation • Connection with teachers who personal concerns have diminished and who will be supportive.
1	Informational	<ul style="list-style-type: none"> • Longer presentations • Articles • School Visits • Demonstrations • "Typical" Inservice Training • Use a variety of ways to share information—verbally, in writing, and through media. • Help teachers see how the innovation relates to their current practices—similarities and differences
0	Awareness	<ul style="list-style-type: none"> • Awareness information sessions—both large and small group • Involve teachers in discussion and decisions about the innovation and its implementation • Share enough information to arouse interest but not so much that it overwhelms • General descriptive information • Encourage unaware persons to talk with colleagues who know about the innovation • Describe how innovation will impact them personally, downplay consequences to students • As a supervisor, show it is important to use the innovation

Organizational Support

It makes clear that unless individual learning and organizational change are addressed simultaneously and support one another, the gains made in one area may be canceled by continuing problems in the other.

Sparks & Hirsh, 1997)

Has the organization made changes in structures, policies, procedures, and use of resources in light of the innovation?

- Materials, software, computers, reading level books
- Access to colleagues who are also using the innovation
- Classroom evaluation that support the innovation
- Administrator or supervisor who is knowledgeable and supports the innovation 
- Resources available to support the use of the innovation
- Protection from intrusions from outside that might divert energy, time, attention from implementation
- Openness to experimentation—trusting environment
- Recognition of success; recognition of progress
- Support at all levels of administration
- Support from colleagues

Guskey, 2000

Broad & Newstrom, 1992

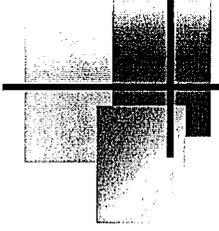
** National Conf. push it -
(1 pu = 4 edis)
- center of time -*

Organizational Support Survey—Level 3
Sample: Mathematics Curriculum

Check [] whether the following statements were true or not true in assisting you with the implementation of new math and/or writing strategies.

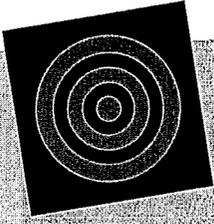
I had...

<u>TRUE</u>		<u>NOT TRUE</u>
_____	Access to manipulatives in my classroom	_____
_____	Appropriate curriculum materials	_____
_____	A building administrator who supported the implementation of new math and/or writing strategies	_____
_____	Colleague support for implementation of new math and/or writing strategies	_____
_____	Classroom evaluations that supported the use of new math strategies	_____
_____	Other colleagues at my grade level using new strategies	_____
_____	Clear examples of lessons and activities that were appropriate to students at my grade level	_____
_____	A belief that these strategies are appropriate for my students	_____



People, in relationship to change...

- 8% will be innovators
- 17% will be leaders
- 29% will be early adopters
- 29% will be late adopters
- 17% will be resisters



Steps for Dealing with Resistance

1. Identify in your own mind what form the individual's resistance is taking.

Think of some words that describe what you see or hear happening. Consider the 9 reasons why people resist change.

2. State, in a neutral, non-punishing way, the form the resistance is taking.

Try to find neutral, everyday language to describe the behavior that is surfacing.

3. Be quiet and wait for the other person to respond.

Wait for the resistor to make a more direct statement regarding what is really troubling him or her.

4. If the response does not move you into a more direct discussion of the other person's concerns, then try expressing how you are feeling in simple, everyday language.

Then, be quiet and wait for a response.

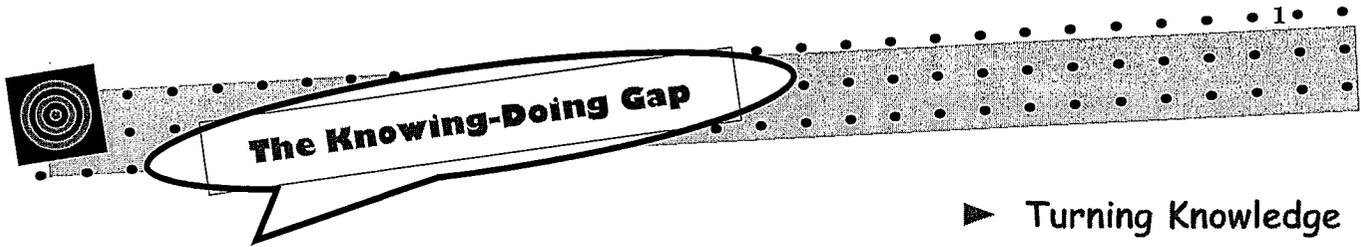
What is an Innovation Configuration?

Innovation Configuration (IC) emerged from the research on the change process conducted by Shirley Hord and Gene Hall. As they attempted to answer the question, "How well are teachers using X-program?" it soon became obvious that they needed to address a prior question, "What exactly is X program?"

Hall and Hord discovered that most educational programs are defined in terms of their goals or the training required to achieve that goal (i.e., we need to help kids achieve more in science so let's get training in a new science program). They found that to be truly helpful to teachers, you had to be able to describe how a program would **look in actual practice in the classroom.**

According to the book, *Taking Charge of Change*, Innovation Configuration maps represent the patterns of innovation use that result when different teachers put innovations into operation in their classrooms. In the course of their early work, Hall and Hord noted that individual teachers used different parts of an innovation in different ways. When these parts were put together, a number of patterns emerged, each characterizing a different use of the innovation. These patterns were called Innovation Configurations. A tool was developed, called the IC, for use in identifying the components or parts of an innovation and variations in the use of each part (Heck, Stiegelbauer, Hall, and Loucks, 1981). The configuration maps have helped to answer the question, "What is it?"

Early work also "drew the line" to identify ideal, acceptable, and unacceptable implementation. This procedure has helped to answer the question, "How well has the program been implemented?"



► Turning Knowledge
into Action

Ten Barriers to Action

(DuFour, Eakers, DuFour, 2005)

1. **Substituting a decision for action.** Believing that a decision made by someone higher in the organization will actually cause people throughout the organization to act in new ways.
2. **Substituting mission for action.** Developing profound and lofty mission statements and then believing that all staff will automatically begin to act in ways that are consistent with the mission.
3. **Planning as a substitute for action.** Doing extensive, strategic planning in place of actually doing the work. Research has found that planning is essentially unrelated to organizational performance.
4. **Complexity as a barrier to action.** Using unnecessary complexity instead of simple language, simple structures, and simple concepts. Does our language obscure issues rather than clarify them?
5. **Mindless precedent as a barrier to action.** We've always done it this way...Are you saying what we're currently doing is wrong? When reactions like this occur, it is important to examine the underlying assumptions and implicit theories that people and the organization hold.
6. **Internal competition as a barrier to action.** Competing with other organizational members as opposed to cooperating makes action less possible. Interdependence is what organizations need to be all about.
7. **Badly designed measurement systems as a barrier to action.** Using complex or badly-designed measurement systems that focus only on end-of-process measures retards action. Process or "formative" measures also need to be used.
8. **An external focus as a barrier to action.** Focusing on reasons or conditions outside the organization that impede progress or success.
9. **A focus on attitudes as a barrier to action.** Saying that people are not ready for change or that their concerns have not been resolved.
10. **Training as a substitute for action.** Knowledge gained by doing is more powerful than knowledge gained from reading, listening or even thinking. Staff development is used as a strategy to procrastinate.

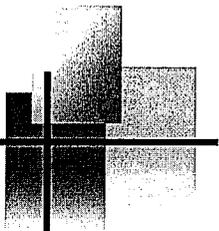
Enthusiasm

	Low	Medium	High
VOCAL DELIVERY	Monotone, minimum inflections, little variation in speech, poor articulation	Pleasant variations of pitch, volume, and speed; good articulation	Large and sudden changes from rapid, excited speech to a whisper; varies intonation and pitch
EYES	Looks dull or bored; seldom opens eyes wide or raises eyebrows; avoids eye contact	Appears interested, occasionally lighting up, shining, opening wide	Characterized as dancing, shining, lighting up; maintains eye contact but avoids staring
GESTURES	Seldom moves arms out toward person or object; never uses sweeping movements; keeps arms at side or folded, rigid	Often pointed, occasionally sweeping motion using body, head, arms, hands, and face; maintains steady pace of gesturing	Quick, demonstrative movements of body, head, arms, hands, and face
BODY MOVEMENTS	Seldom move from one spot or paces nervously	Moves freely, steadily, and slowly	Large body movements; unpredictable, energetic, natural movements
FACIAL EXPRESSIONS	Appears deadpan, expressionless or frowns, little smiling, lips closed	Agreeable, smiling frequently, looks pleased, happy, or sad if situation calls for it.	Appears vibrant, demonstrative; shows variety of emotions and many expressions; broad smile
WORD SELECTION	Mostly nouns, few descriptions, simple expressions	Some descriptors or adjectives or repetition of same ones	Highly descriptive, many adjectives, great variety
ACCEPTANCE OF IDEAS AND FEELINGS	Little indication of acceptance or encouragement, may ignore participant feelings or ideas	Accepts ideas, feelings praised or clarifies, but frequently repeats same responses (<i>good, OK, okey dokey</i>)	Quick to accept, praise, encourage, or clarify; uses many variations; vigorous nodding
OVERALL ENERGY LEVEL	Lethargic, appears inactive, dull, or sluggish	Appears energetic and sometimes demonstrative; mostly even level of energy	Exuberant; high degree of energy and vitality; highly demonstrative

Types of Presentation Goals	Content Process
Awareness	-----X-----X-----X-----
Knowledge Acquisition	-----X-----X-----X-----
Skills Acquisition	-----XXXX-----XXXX-----XXXX-----
Attitude Development	XXXXXXXXXXXXXXXXXXXXX-----
Application	-----X-----X-----XXXXXX

Content: Information, knowledge (gum)

Process: Audience's interaction with the content through processing (discussing, reflecting) and applying the content to their individual situation (chewing)



Boggle

- Each person should write down as many big ideas and important details from today.
- Small teams meet and review their lists with each other. New ideas can be added to individual lists (4-5 minutes).
- Participants then pair with someone from another small group (2 minutes). Each person racks up points using the "Boggle" technique: you earn a point for every idea that the partner doesn't have on his/her list.
- Participants return to their small group and tally the team's score. Compute average by dividing total by number of people on the team.

Save the Last Word for Me...

(Discussion Protocol)



- Form triads and sit facing each other.
- Read the article and highlight **three** significant ideas from it that you would like to talk about. You should at least have **3** exact quotes.
- One person begins by reading one of the quotations from the article.
(allow 1 minute)
- The other two people in the group have 1 minute **each** to respond to the quote. (2 minutes)
- The person who introduced the quote then has the final word (3 minutes) to explain the key message she/he derived from the quote and to respond to other comments.
- The process begins again with another person sharing a quote from and other people reacting.

A fresh look at follow-up

By Pat Roy

Results, February 2005

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Follow-up has been a tenet of professional development for over 20 years since Joyce and Showers (1983) found that purposeful follow-up was a necessary component of professional development design. Most articles about follow-up accurately decry the lack of follow-up in school or district-based staff development planning.

One dictionary defines follow-up as "the act of repeating or adding to previous action so as to increase effectiveness." Many activities designated as follow-up are just events that provide additional information. The purpose of follow-up is to reinforce learning about the critical attributes of the new practice. So, designers of staff development must first clearly delineate the expected changes in practice as well as specify the conceptual understandings that need to be acquired through professional development. For example, in cooperative learning, understanding the concept of positive interdependence is more important than learning 12 ways to group students. The focus, therefore, of the follow-up would target understanding the critical concept of positive interdependence along with implementation strategies.

A second consideration when designing follow-up activities is the idea of conceptual redundancy. According to Cohen (1991), conceptual redundancy means offering individuals multiple opportunities to grapple with essential concepts through a variety of learning strategies. In other words, we need to do more than just repeat information; we need to approach the concept in a new manner. If initial training was conducted with a PowerPoint presentation, then subsequent follow-up sessions would use a different delivery mode.

For example, once initial knowledge about a new instructional practice has been provided, follow-up might include:

- Classroom visitation of a master teacher using the new practices along with debriefing;
- Classroom demonstration lessons with a debriefing session;
- Reading an article on the new strategy and discussing it with colleagues;
- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a coach or knowledgeable peer;
- Planning with a study group that focuses on implementing new practices;

- Developing an Innovation Configuration with colleagues;
- Videotaping a lesson and requesting collegial review and feedback;
- Problem-solving implementation issues; and
- Self-assessing new practices using a rubric or Innovation Configuration.

Each activity addresses the same concepts but from different points of view and using different methods. This variety of activities allows educators, with different learning styles, to examine the same critical concepts about new classroom practices in different ways. We know that not all adults learn in the same way. Some require reading about a new practice while others learn best when they can see the new practices in action. Follow-up should provide a variety of approaches in order to maximize the number of people who understand and use new strategies.

A third consideration for follow-up planning is engaging colleagues in the work of understanding and implementing new practices. The kind of follow-up needed to support the use of new practices can be handled by school staff. Such professional work is a building block of a learning community.

Mere repetition does not increase conceptual understanding or use of new classroom practices. A variety of strategies and approaches must be used if follow-up is going to increase teachers' conceptual understanding, the use of new strategies in the classroom, and increased achievement of all students.

Note: Thanks to Parker McMullen for his insight into this issue and his assistance in writing this column.

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About the author

Pat Roy is co-author of *Moving NSDC's staff development standards into practice: Innovation configurations* (NSDC, 2003).

Problem Solving Format

10

Step One: One person describes the problem s/he is having in great detail. Other people in the group just listen and take notes.

Step Two: Other group members now can ask questions to get more information or to clarify aspects of the problem.

Step Three: The group brainstorms possible solutions. Brainstorming can mean “off the wall” ideas; at this point, the group is looking for quantity not quality. The person who presented the problem **cannot speak** because they are likely to say, “That won’t work because...” which shuts down creative thinking and brainstorming.

Step Four: The group decides which solutions might work within the setting. They discuss pros and cons of each approach and identify the top five most practical solutions. The Presenter is included in this discussion.

Step Five: The person who presented the problem now takes all the brainstorming ideas and rank orders the 3-5 ideas that might be used. This ranking allows the person multiple options for resolving the issue.

Follow-up: *n.* the act of repeating or adding to previous action so as to increase effectiveness.

The purpose of follow-up is to

- Reinforce the development of new information and skills
- Gain deeper understanding and proficiency
- Practice using new skills
- Clarify misconceptions
- Apply new information to individual classroom settings
- Problem-solve management or implementation problems
- Design new lessons, units, assessments

According to Robby Champion (2000),

“We need to be sure we are asking the right question. The real design question is most often not, “Is follow-up needed here to achieve the outcomes intended?” but “Of the many follow-up strategies possible, which ones will most likely have significant benefit with the least expenditure of resources?” In other words, which follow-up strategies will have the best return on investment? P.155

From the learning theory perspective, the follow-up phase must vary from learner to learner. Follow-up is always about encouraging the learners to continue to practice until the new learning becomes habituated and is successfully applied on the job!

From the change perspective, good follow-up strategies may be elaborate or very simple, but they always blend support and pressure. They keep up momentum and help trainees through the “implementation dip” of the change process.” P. 151

Killion in her book, *What Works in the Elementary School*, outlined a continuum of follow-up support that spans from non-classroom support to classroom-based support. The ultimate question when selecting a strategy is to determine how much support is necessary to build momentum for implementation and continued usage of new strategies and curriculum.

Non-classroom Follow-up Support		←————→	Classroom-based Follow-up Support	
<ul style="list-style-type: none"> • e-mail • phone • web site • listserv • electronic networks 	<ul style="list-style-type: none"> • refresher meetings • conferences • advanced training • newsletters 		<ul style="list-style-type: none"> • demonstrations • co-teaching • observation with feedback • planning sessions • curriculum/lesson/unit development • problem-solving sessions • examining student work • action research 	

What Works in the Elementary School, Killion, 2002

Some other ideas for follow-up (*understanding that all of these will not work for everyone*)

1. Projects to apply learning (unit development, lesson development)
2. Have participants develop an action plan
3. Have principal review action plan and identify areas of support
4. Electronic bulletin boards to solve problems
5. Get peer feedback
6. Reunion in six months
7. Quarterly electronic newsletter with lessons learned from past participants
8. Leave some course parts partially completed for participants to complete on their own
9. One-on-one consultation with trainer
10. Help from mentor
11. Coaching partner
12. Make a job aid/reminder card that can be posted at their work site
13. Opportunity to see expert using technique
14. Additional training
15. Encourage and provide peer coaching in learning teams
16. Development units or lessons in learning teams, implement them, and look at student work
17. Build a "classroom-test" booklet of ideas, lessons, procedures from participants
18. Collegial conversations about content, issues, problems
19. Commitment sheets that outline action steps participants use to implement new strategies
20. Sharing sessions focused on critical components of the new strategy or curriculum
21. Practice new skill in a non-threatening environment with structured feedback from a colleague
22. Reflection groups where members can share their practice and reflect on impact
23. Send pertinent articles to reinforce learning
24. Create support groups of 3-4 participants that meet and help one another back at school. Ask the group to develop an action plan.
25. Action research to explore or validate the new strategy
26. Co-planning, co-teaching, co-reflecting with a colleague
27. Self-assessing new practices using a rubric or Innovation Configuration map
28. Developing an Innovation Configuration with colleagues to use as a self-assessment on the quantity and quality of implementation.
29. Have principals do a 30 day debrief on what participants have applied using the innovation configuration map
30. Videotaping a lesson and requesting collegial review and feedback

Collegiality and Professionalism

Collegiality and Professionalism have been identified by Marzano in *What Works in Schools* as the fifth school-level factor of effective schools. This factor deals with the manner in which staff members in the school interact and the extent to which they approach their work as professionals.

According to research by Fullan and Hargreaves (1996) collegial behaviors include

- Openly sharing failures and mistakes,
- Demonstrating respect for each other, and
- Constructively analyzing and criticizing practices and procedures.

Professionalism includes the sense of efficacy on the part of teachers. Peterson (1994) explains that, among other things, efficacy is grounded in teachers' perception that they can effect change in their schools. To do this, they must be a valued and critical part of the school's policy-setting mechanisms.

This factor has been expanded within school improvement and professional learning programs to include the development of Professional Learning Communities through the use of small learning teams. These teams have been called by many names: Study Group, Learning Groups, Collegial Support Groups, and Professional Learning Teams. The widespread definition for these groups

is a small group of peers who meet regularly to support each other's development of new instructional practices and/or curriculum materials. They are used as a vehicle for continuous improvement and job-embedded practice and a method for long-term follow-up and sustained support. The group serves as a tool for transferring knowledge into skills and behaviors that are implemented in the classroom.

Collegial Interactions Survey

Below are a series of statements concerning collegiality and collaborative planning. On the scale to the LEFT of each statement place an "x" at the point that represents your estimate and perception of the *present* situation in your school. On the scale to the RIGHT of each statement, place an "x" at the point where you believe your school *should be and could be*.

PRESENT SITUATION

SHOULD BE AND COULD BE

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

A. Teachers often observe each other in their classrooms and give feedback on instruction.

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

B. Teachers frequently discuss instructional methods and techniques in the lounge, during staff meetings, and after school.

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

C. Teachers work together to master new instructional methods or strategies.

Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

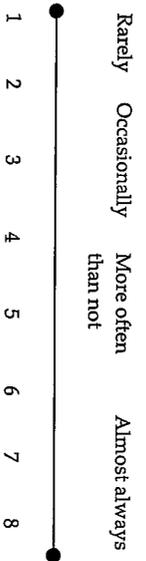
Rarely Occasionally More often than not Almost always

1 2 3 4 5 6 7 8

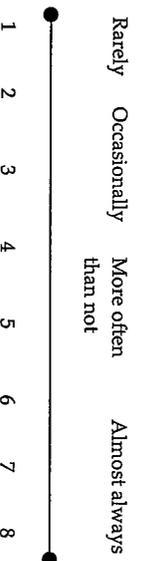
D. Teachers share a common language about instructional techniques and practices.

Rarely Occasionally More often than not Almost always

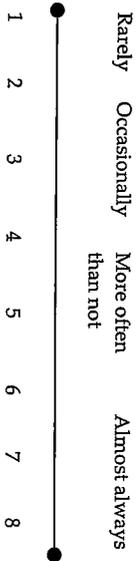
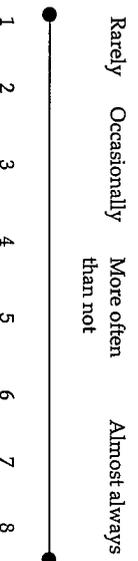
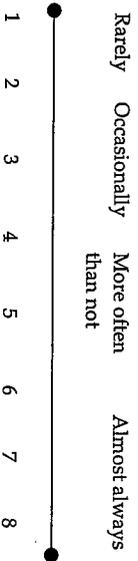
1 2 3 4 5 6 7 8



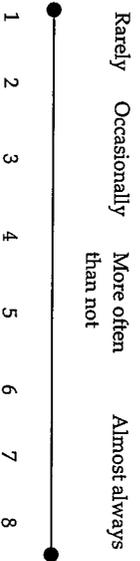
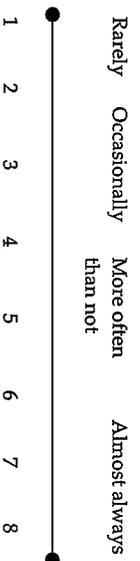
E. Teachers plan and design instructional materials together (quizzes, exams, lessons, units, activities).



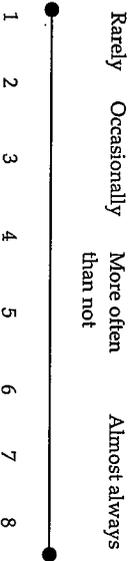
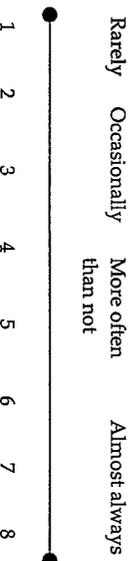
F. Teachers share effective instructional strategies with each other.



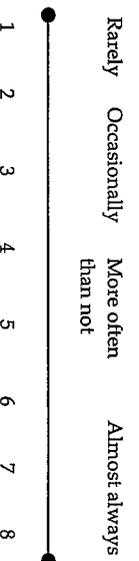
G. Time during staff meetings is devoted to discussing the uses of different instructional strategies.



H. Teachers learn from and with each other.

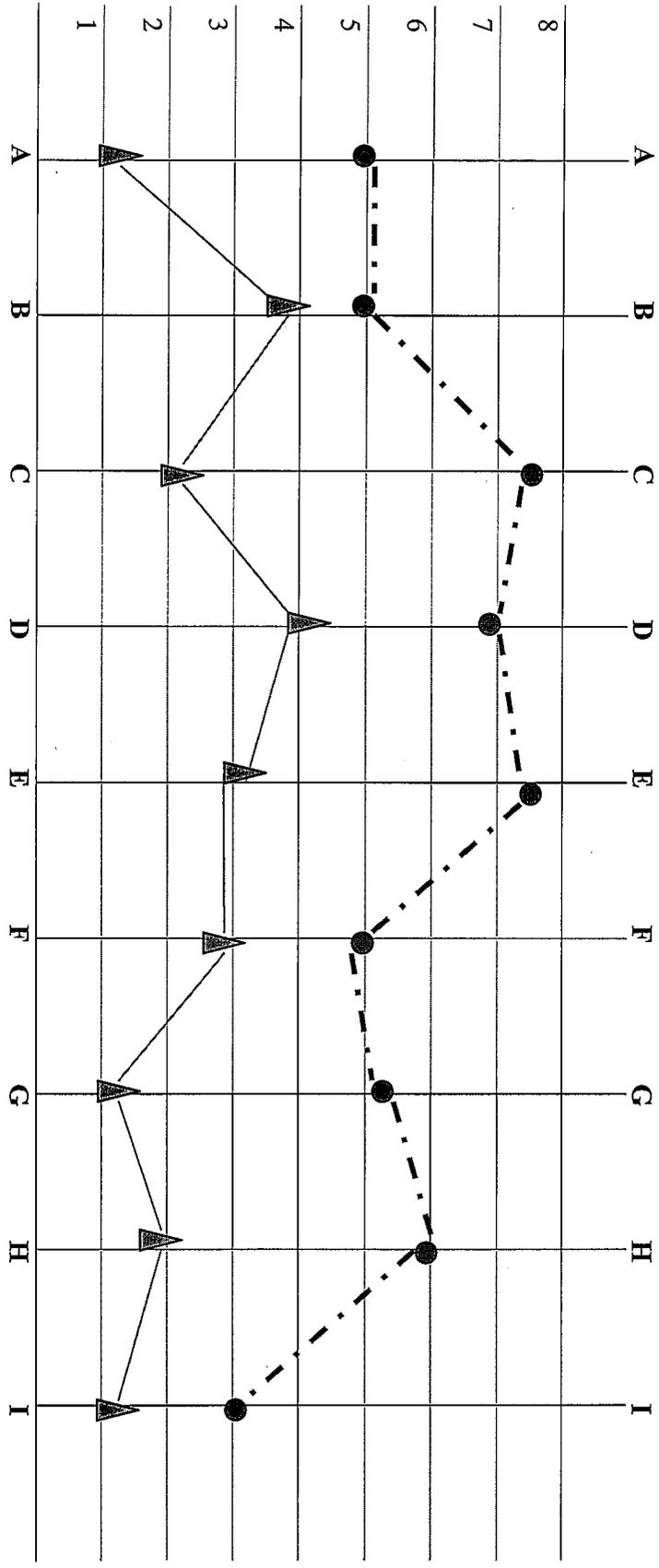


I. Lounge discussions center mostly on instructional practices rather than social concerns or complaints about students.



Scoring

+ In our school, teachers talk and work together to improve instructional practices.



Teachers in our school rarely discuss instruction—the classroom door stays closed.

Place a mark on the letter line that indicates your score for that item. Use one color to represent your score for the present situation. Use a different color for the score for what should be. Connect the dots to create a line graph. A line graph can also be created using the average score of people who work within your organization.

STUDY GROUP LOG

Date: _____
Starting Time: _____
Facilitator: _____
Log Recorder: _____
Review of Norms: _____
Attendance: _____

Topics Addressed:

Summary of Outcomes/Conclusions:

Debriefing of Content and Process of Meetings

Next Meeting Focus: _____
Date/Time _____
Place: _____
Unfinished Business:
Individual Assignments: