Welcome to Principals as Change Agents! What are your goals for our time together? What do you hope to learn?

Padlet: Enter specific areas/avenues of change you

hope we discuss today-- please scan & join.





https://padlet.com/tgperkins/80mmtuwasdi7

Principals as Change Agents

Supporting staff members' movement forward begins with building authentic relationships and understanding where they are in their journey, not just where they need to be. The heavy-lifting of change in a positive culture begins with the building principal.

Introductions:

Dr. Scott H. Ingwerson, Principal MNMS shingwerson@mpsomaha.org

Follow me on twitter: @singwerson

Teresa G. Perkins, Principal RMS tgperkins@mpsomaha.org

Follow me on twitter: @teresagperkins 🜔

Today's Focus

Objective: Participants will demonstrate synthesis of research-based {change/growth} strategies through discussion, reflection and authentic application.

GOAL: We walk away with a better understanding of positive change components and the building principal's impact on change.

Change is **INEVITABLE**. Progress is **OPTIONAL**.

Tony Robbins

Are you really happy or just really comfortable?

CORNERS

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What if I told you 10 years from now your life would be exactly the same? Doubt you'd be happy. So, why are you afraid of change? -Reason -Reflection

-Response

"It is not the strongest or the most intelligent who will survive but those who can best manage change."**

Charles Darwin



School leaders should **know**, **understand** and be able to **apply** multiple researched change theory strategies.

What if they don't?



Kotter's Leading Change (Sequential Steps)

- 1. Establishing a Sense of Urgency
- 2. Creating a Guiding Coalition
- 3. Developing a Vision and Strategy
- 4. Communicating the Change Vision
- 5. Empowering Broad-Based Action
- 6. Generating Short-Term Wins



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- 7. Consolidating Gains and Producing More Change
- 8. Anchoring New Approaches in the Culture

Beer, Eisenstat, and Spector's Observations (1990)

- 1. Mobilize commitment to change through joint diagnosis [with people in the organization] of business problems
- 2. Develop a shared vision of how to organize and manage for competitiveness
- 3. Foster concerns for the new vision, competence to enact it, and cohesion to move it along
- 4. Spread revitalization to all departments without pushing it from the top
- 5. Institutionalize revitalization through formal policies, systems, and structure
- 6. Monitor and adjust strategies in response to problems in the revitalization process [cited in Mintzberg et al., 1998, p. 338]

Hamel's (2000) advice to "lead the revolution"

Step 1: Build a point of view Step 2: Write a manifesto Step 3 Create a coalition Step 4: Pick your targets and pick your moments Step 5: Co-opt and neutralize Step 6: Find a translator Step 7: Win small, win early, win often Step 8: Isolate, infiltrate, integrate

Four Imperatives of Culture Change, Reeves (2009)

- 1. Leaders must *define* what will *not* change.
- 2. Organizational culture will change with leadership *actions.*
- 3. Use the *right* change tools for your system.
- 4. Change in culture requires relentless personal attention and "scut work" *by the leader*.



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Understanding the Change Process (Fullan, 2001)

- The goal is not to innovate the most.
- It is not enough to have the best ideas.
- Appreciate the implementation dip.
- Redefine resistance.
- Never a checklist, always complexity.



Understanding the Change Process (Fullan, 2001)

Understanding the change process is less about innovation and more about innovativeness. It is less about strategy and more about strategizing.

... it is rocket science.



Fullan refers to it as the psychology of being a leader of change.

The heart of what differentiates a positive leader of change from one who is merely competent:

- Practice Drives Theory
- Be Resolute
- Motivate the Masses
- Collaborate to Compete
- Learn Confidently
- Know Your Impact
- Sustain Simplexity

Enthusiasm

Energy

Hope





You are now informed - Go and cause change...





Before we change, we need to know and understand our why and who we are...

What would life be like if we all lived our why?

https://www.youtube.com/watch?v=JXTfho6yo9g



WHAT IS YOUR WHY?

WHO ARE WE?





Culture: Situational Awareness

- Having your pulse on the staff, their feelings, energy and attitude
- Use this information to predict what is most needed during change
- Use this information to positively influence the culture

Culture: Situational Awareness

- Accurately predicting what could go wrong/right from day to day
- Being aware of informal groups and relationships among the staff
- Being aware of issues in the school that have not surfaced but could create discord

(source: School Leadership That Works, Marzano, 2005)

Culture: Situational Awareness

How does a building principal increase Situational Awareness?



Culture: Choose the right change approach

- Building Principals must use the right change approach for "your" system
- To change the collective behaviors and beliefs of the complex organizations we call schools, leaders must apply the "right combination" of change tools, varying their strategies to meet the changing needs of the system.

Do you know what Type Of Change Are You Making?



• Day-to-day changes or corrections a school often faces



• Changes that are dramatic departures from the past

Data tells the story...in different ways.





<u> Data → Continuous Improvement → Change</u>



Source: Bernhardt, 2013



- Gallup Engagement Survey™
- Eklund Consulting: School Workplace Satisfaction Survey™
- Search Institute™ (40 Assets)

Relationships-Relationships-Relationships

- Know your people, their mindset and their talents.
- Growth mindset is the based on the belief in change.

"Although people may differ in every which way--in their initial talents, aptitudes, interests, or temperaments, everyone can change and grow through application and experience." Dweck, 2008



Put in the work before the work is needed.

Most of us spend too much time on what is urgent and not enough time on what is important. Stephen Covey



Increase/decrease of enrollment

Thank you for participating today!

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What's your...

Goal: A better understanding of positive change components and the building principal's impact on change.



References:

- School Leadership That Works, Robert Marzano, 2005
- The Speed of Trust, Stephen Covey, 2008
- Mindset, Carol Dweck, 2006
- Leading in a Culture of Change, Michael Fullan, 2001
- Data Analysis for a Continuous School Improvement, Victoria Bernhardt, 2013
- Leading Change in Your School, Douglas Reeves, 2009
- Google images



Amazing grace- why video

https://www.youtube.com/watch?v=JXTfho6yo9g

Apple example TED talk what is your why

https://www.youtube.com/watch?v=c_CZKQFnjAo

