

*Re-Imaging Change
and
Creating Adaptive Success*

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YOU CAN'T SOLVE THE
PROBLEMS CREATED BY
YOUR CURRENT PATTERNS
OF THOUGHT USING YOUR
CURRENT PATTERNS OF
THOUGHT

~ EINSTEIN

THIS SESSION

- Overview of change
 - Disconnect between failed change and those who embrace change
 - Technical vs Adaptive change
 - Creating a culture of adaptive change
 - My Adaptive Change Model
 - Creating & sustaining successful change
 - Tools that support each step (very brief)
- All in about 50 minutes!

Aspects Not Included Today

- Creating change-ready cultures
- Decision-making cultures
 - Based on knowledge holders
- Removing management tasks from school leaders so they can actually lead
 - Lead to innovate
- Employing strategic thinking, not strategic planning
- Blowing up current system so adaptive change can thrive

Change Failure Rates

Think back on large-scale change initiatives you know...

How many succeeded?

How many are *still sustained*?

Fiscal & human resources are wasted with every change failure

More costly...

Influence on organization's culture and performance identity

Continuous *failed* change efforts become the culture of the organization...members *expect* change to fail

Numbers Are Shocking

Harvard Business Review- 70% of all change initiatives fail. Been this way for over 3 decades

IBM-60% of change projects don't succeed

Forbes, Towers, Watson- only 25% of change succeeds long term

Measuring Change Success



How do we actually measure failure or success of change?

Business = product/profit. Measured against the business plan

PS--Change efforts rarely go 'to plan'

Forcing change to follow a plan may be one reason it fails

Education

What is our metric? student achievement, test scores

What does failure look like?

Perhaps...

Change success should be measured
by sustainability of the change and
the efficacy of the culture in which
the change is embedded



Change = Bad Reputation

What percentage of people in the workplace are open to & even EMBRACE 'change'?

Research of 5000+ mid to upper managers shows that *most* people are open to change in the workplace – **78 %**

Leaders don't effectively lead others through effective & **lasting change**

Further...how often do leaders approach change thinking $\frac{3}{4}$ of their followers will embrace the change?

What's the Deal?

70+ % of change efforts fail

YET

Most workers are open to change



Current Education System

- Great system - fits intentions - meets needs
- 100 years ago!
- System is not bad --- it's obsolete
- The culture it worked within is extinct
- We moved beyond it without adapting it



Re-Imagining

- To change the system from the *inside out*
- To get us back to what matters most
- To influence educational operating systems to change, adapt, respond, and innovate
- To train educational leaders to think like leaders, not managers

Re-Engineering Leader Mindset

- Not about how things *are*
- About how things *could be*
- Leaders looking beyond current reality and systems
- Leaders forcing new systems that support new ideas
- Thinking outside the box acknowledges there is a box!

Education Trends

- Education tends to trend.....trends
- We are great at starting initiatives
- Not so great at completing them
- Each year is a new trend
 - Can lead to Change Fatigue

Change

Simplifying it into two basic aspects:
Technical and Adaptive

Both can work together, but one
should clearly lead the way

Two Ways of Change

Technical

- Based on existing processes
- Works when all is stable - no improvement is required or desired
- Top-down, delegation
- Actions are directed, then trickle down system

Adaptive

- Challenge cannot be met with existing processes
- Does not maintain equilibrium-balance
- Forces things to happen that otherwise would not
- Responds to immediate needs

Technical Change

Doing things the way they have always been done

- Completing goals
- Scheduling
- Budgeting

Most actions can be accomplished within existing operational system

Does not require drastic new ways of thinking - doing

Adaptive Change

- Move organization drastically away from current ways of thinking and being
- Set a *direction* (not a goal)
- Adapt new *ways of thinking & being*
- Respond to specific needs
- Requires entirely new operating system

Aspects of Adaptive Culture

- Line-of-sight
 - Unmistakable organizational compass
 - Drives actions in the same direction
 - Nimble and able to shift
- Way-Finding
 - Ways of interpreting external and internal stressors and attractors
 - Tied to collective vision and shared values

Line-of-Sight

- Adaptive change doesn't mean operating blindly
- Line-of Sight = outcomes & culture to sustain success
- Remaining nimble & curious
- Shift into challenges
- Forward motion with *clear and shared* sightline

Inspiring my Change Model

- Failed change- every year in nearly every school
 - Wasted resources...not just financial
 - Created cultures in which failed change was acceptable...and even the norm!
- Change that succeeded, and then failed
 - Unable to sustain change – it didn't 'fit' into school culture

Model - Leading Adaptive Change

- Adaptive, not technical change
- Creates systemic Way-Finding through entire process
- Aligns entire change process
- Uses data/evidence to support argument for change---this creates believers
- Employs tools to identify, define, clarify, target, & test each level of change
- Generates collective culture to sustain change

Model Overview

1. Identify, define, target –fit to org
2. Test assumptions
3. Craft evidence-based argument
4. Link evidence to action
5. Create a theory of action = logic model
6. Determine inputs & outcomes
7. Declare sustainable success criteria
8. Ensure alignment & support systems

This IS the culture

Model Tools

- FRAMEWORK Logic Model-theory of action
- Target problem
 - Fit to organization
 - Needs Assessment
- Assumption testing
- Evidence-based argument, counter-argument
- Gap analysis
- Cost-Benefit analysis
- Iterative systemic evaluation

Conceptual Framework

- Alignment – connectivity across all steps
- Increase capacity for change at each level
- Employ ‘Z to A’ Thinking
- Create Disturbance, perturb thinking
- Build ‘If-Then’ relationships
- Link assumptions (expectations) to inferences (interpretations) – use data to test
- Align all plan steps to action
- Evaluate iteratively – keep accountability (which is the culture) & systemic support alive

*'Z to A' Thinking
BEGIN with the END in mind—
everyone's mind!*

Most change initiatives just 'begin'

Lack:

Clear focus of outcomes

Organizational agreement = what outcomes
will look like, be, & do

Sustainable success criteria - clear, defined,
& agreed upon ways to sustain successful
change

Z to A Thinking

Most change uses STRATEGIC PLANNING

-focus on beginning, ending fades away

Adaptive change requires STRATEGIC THINKING:

Being adaptive

Being responsive

Continual improvement

Intentional alignment

Authentic dialogue

Disturbing 'same old' to create new problems that create new outcomes

Step One

Identify & Define Target Problem

- Actual problem or symptom of another problem?
- Does it *really* require change?
 - On what levels & for how long & when?
- Identify programs/plans that have attempted to address this problem
 - Did they fail?
 - Why did they fail?
 - How far into action did it fail?
 - If they succeeded, how has success been sustained, and by whom?

Tool:

Situate Problem in Organization

- Why is *this* problem important to *this* organization at *this* time?
- How deep is the impact of this issue?
- Identify other programs that might be affected if this problem changes
- Who are the direct stakeholders associated with this problem—why should they care (investment, not buy in)?
- Who of these are in a position to influence change around this problem?

Tool:

Needs Assessment

Fit Change to Organization

- Complete formal needs assessment
- Separate symptoms from actual problem
- Clarify intended outcomes
 - Both before & after assessment results
- Focus all thinking & speaking about initiative
 - Create common language about problem

Step Two

Assumption Testing

- **Assumptions** should be tested
 - Data & other evidence
 - Using multiple perspectives to inform your own
 - Check across entire organization
- Check history
 - “the way we’ve always done it” syndrome
- **Needs...**
 - Can be perceived, or actual...or both
 - Link all needs to argument for change

Tool:

Challenge Assumptions

- *If assumptions that underlie an action are not true, then actions are not likely to meet expectations either*
- Many conclusions are based on limited facts from limited perspectives
- We live with our assumptions for so long (& so unchallenged) that we start to believe our interpretations to be facts

Step Three

Develop Argument for Change

- Articulate change initiative
 - Develop counter arguments
- Use high-quality data (reliable and valid) to support argument for change
- Build a strong, comprehensive argument using counter-arguments to clarify
- Connect actions to facts, *not* assumptions

evidence-evidence-evidence-evidence !

Tool:

Gap Analysis

- Checks alignment between **CURRENT** operating system & **NEW** operating system that support the change operating system = culture
- Identifies & realizes technical / operational 'gaps' prior to launching a new way of thinking & doing
- Enables leaders to 'head off' potential technical problems that could freeze or derail change effort

Step Four

Link Evidence to Action

- Link *org's* evidence to *this* change
 - What data *exists now* to support your change actions (not your argument)?
 - What data that *does not exist* might you need to gather to support your initiative?
- Identify action sources
 - Train, meet, workshop, products, assessment, facilitation, partnerships, technology

Tool:

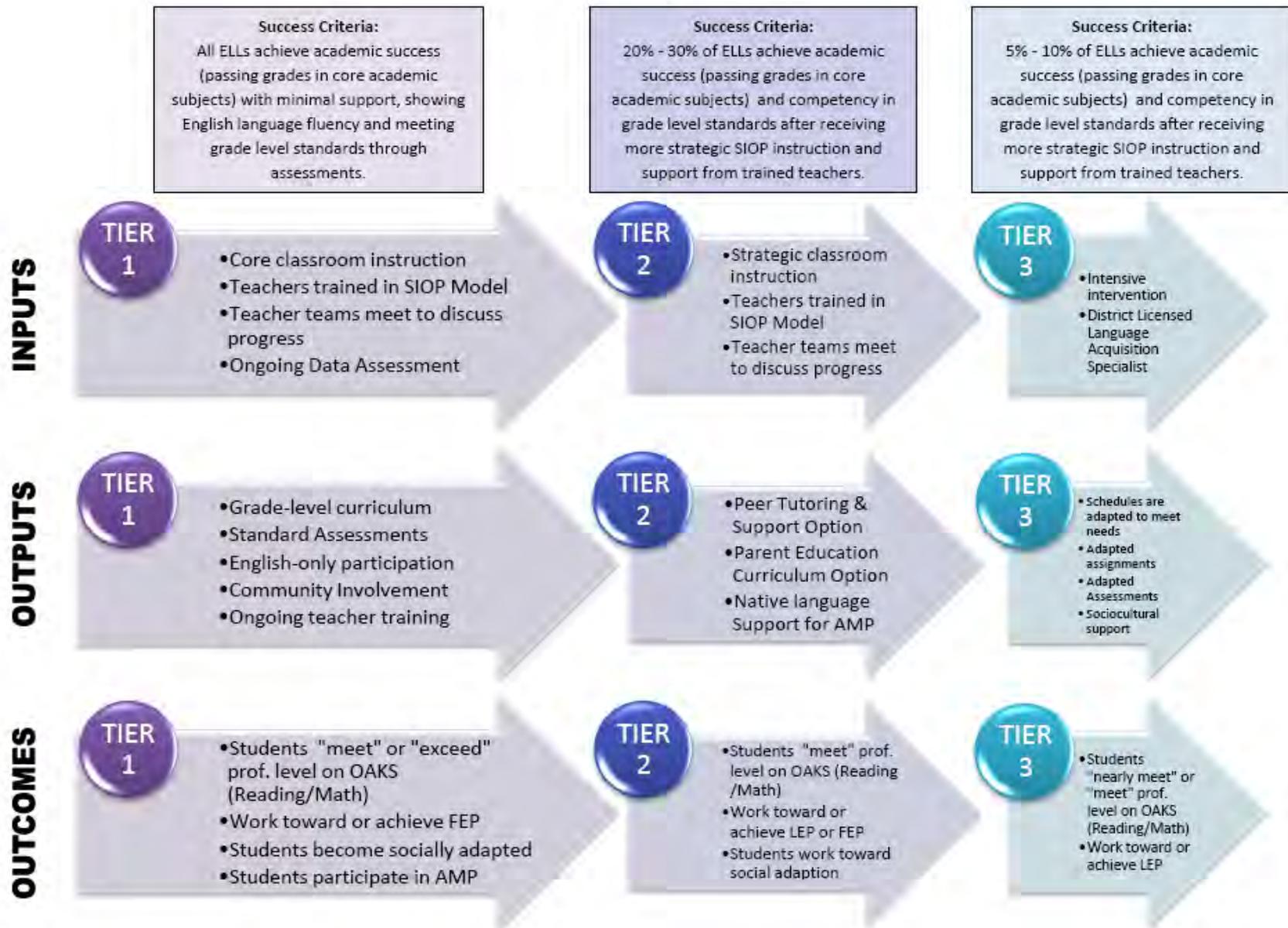
Logic Model - Theory of Action

Connected system of alignment-reasoning (logic)

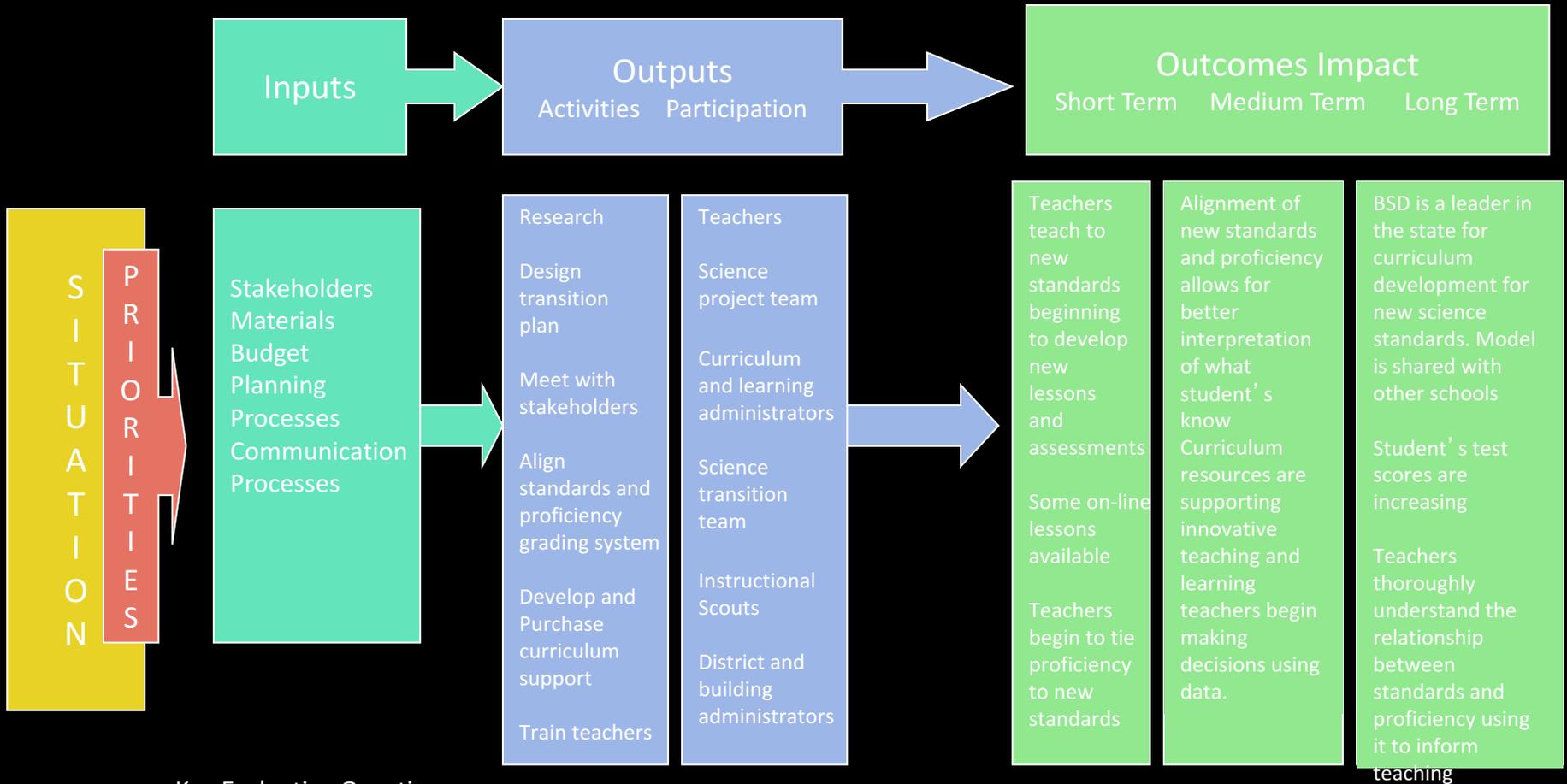
- Supports strategic thinking
- Tentative theory that accounts for all known **properties**
- Maintains focus of action on outcomes
- Shifts ideas to words
- Creates common language
- Promotes understanding & communication

New Model of Instruction for English Language Learners in General Education Classrooms

Lake Oswego School District



The BSD Transition to New Science Standards Logic Model- Overview



Key Evaluative Questions

Did the multi-year transition model work? Was the teacher training adequate? Was enough curriculum developed/purchased prior to teachers teaching? How was teacher moral in a multi-year transition? Was grading system able to be modified to accommodate easy reporting of new standards? Did teaching practices change? Did teachers use on-line resources?

Indicators

Student science test scores. # staff developments held for teacher training. #,% teachers using new standards, science being taught in elementary schools. Science is more rigorous at high school level (articulation working)

Tool:

Cost-Benefit Analysis

Compare operational **COSTS** of *current* program to *proposed* program

Compare operational **BENEFITS** of *current* program to *proposed* program

- Include start-up costs & on-going costs
- Intangible costs
 - Public image
 - Teacher/staff morale
 - Change mindset and cultural development
- Include opportunities lost by not adopting change

Important to Education!

There are both *tangible* and *intangible* Costs and Benefits

Costs

If kids can't read, they can't work

Benefits

Kids who succeed in school usually contribute to society in positive ways

Step Five

Explicate Outcomes

- Does it really need to be measured?
- How will it be measured?
 - Who will measure it?
 - When will it be measured?
 - Who is influenced by your initiative?
 - What is the influence? Can it be guided?
- How are your Outcomes connected to Sustainable Success Criteria?
- How can you ‘connect this change forward’?

Difference between Outcomes & Sustainable Success

Outcomes are **TECHNICAL SUCCESS!**

Discrete: Yes/No (we did or did not do something)

- Outcomes—delivery-initiative has an end
- Identified prior to initiative start
- Measureable
- Tangible
- One-time snapshot
- Outcomes end
 - When they end, the culture becomes lost

Difference between Outcomes & Sustainable Success

Culture becomes responsive & shifts to sustain success

This is **ADAPTIVE SUCCESS!**

- May continue to shift as the culture evolves/matures
- Tacit benefits connect to adaptive success
- Hard to understand because we train ourselves throughout our educational experiences to think in terms of outcomes – tests, grades, degree--not in multi-source inquiry, experience acquisitions, & long-term shifts in thinking

Step Six

Sustainable Success Criteria

- What does the org look like after successful change?
- Specifies quality requirements
 - In eyes of all stakeholders
 - Criteria is broad and inclusive
 - Directly linked to hoped-for benefits-results

Step Six

Sustainable Success Criteria

- How does the collective culture support the outcomes to maintain sustained success?
- What is the evolution of sustainable success criteria?
- How will sustainable success adapt as initiative evolves / matures?
- Success criteria assessment occurs continuously through critical snap-shots
 - Shows history, trend, progress, & opportunities to shift

Step Seven

Alignment & Next Change

- Identify how change will remain supported on every level
 - Design accountability systems to
 - Close all gaps
 - Reassess long-term operating system
 - Shift thinking from 'have to' to 'want to'
 - Keep Z to A thinking alive
 - Stabilize for next change initiative
- Jump to next S curve

Key to sustaining change:

*Culture of Adaptive Change
Led by Adaptive Leaders*

- Culture is the collective mind-set & behaviors of an organization
- Leaders create a culture that supports the direction in which the organization needs to move
- Leaders create a culture that is responsive to unforeseen challenges



Remain
Curious

Plan Change on Each Level

▣ Systems change involves:

■ Agreement

- Need for change (compelling arguments)
- What outcomes look like-aligned to Needs Assessment
- Cost/Benefit analysis – new resource use

■ May involve new ways of looking at old problems

▣ Individual change involves:

- Psychological preparation (time)
- Personal roles in process
- Addressing threats, fears, hopes
- Teach to self-manage