La MANCHE
Leading and Managing Change
in Higher Education

# Leading and Managing Change
## in Higher Education

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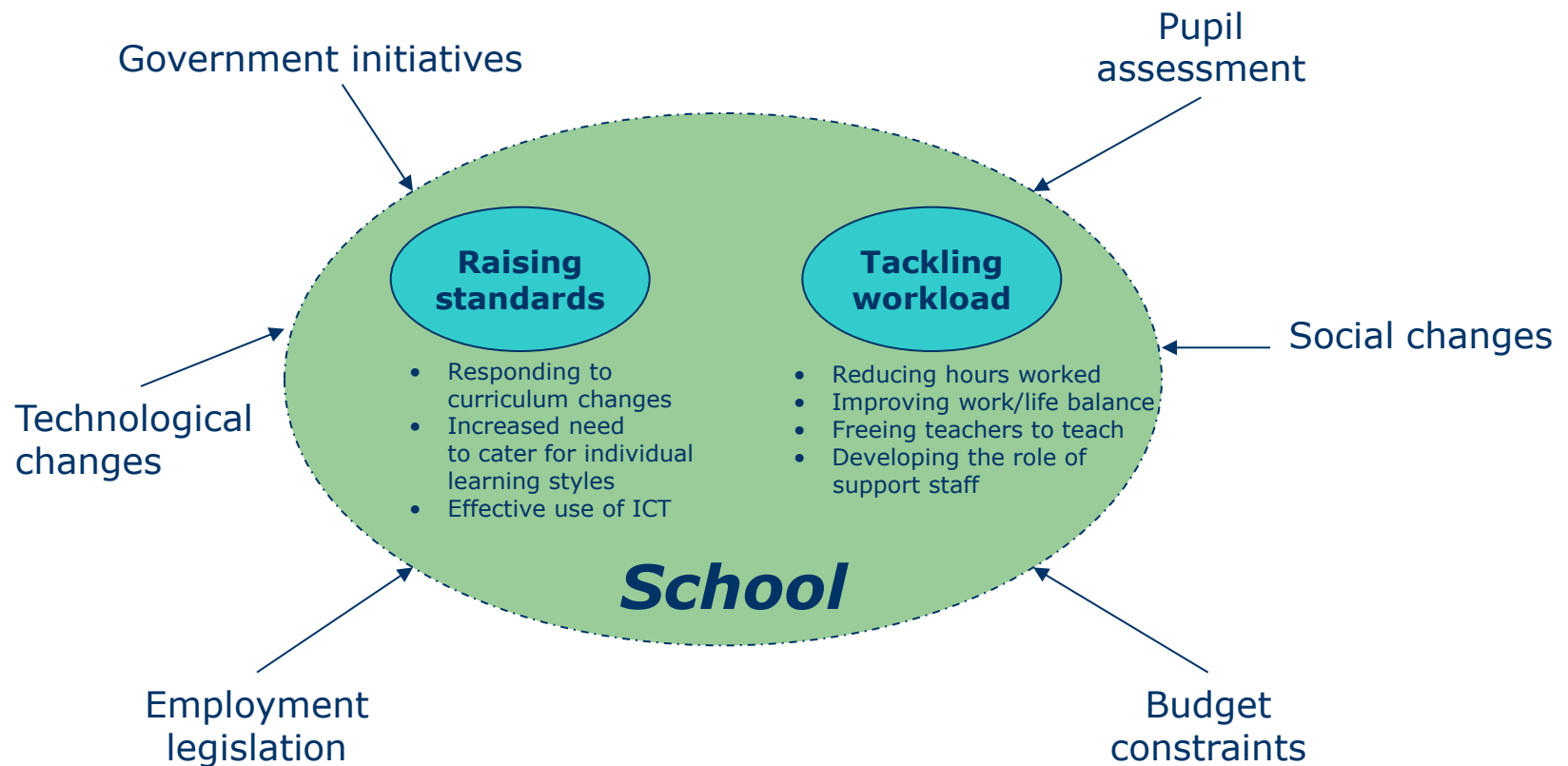KOMRAT DEVLET
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# Objectives

- To consider the rationale for change
- To understand the process of change
- To consider how to lead and manage change
- To introduce practical tools for facilitating change
- To enable the sharing and dissemination of good practice
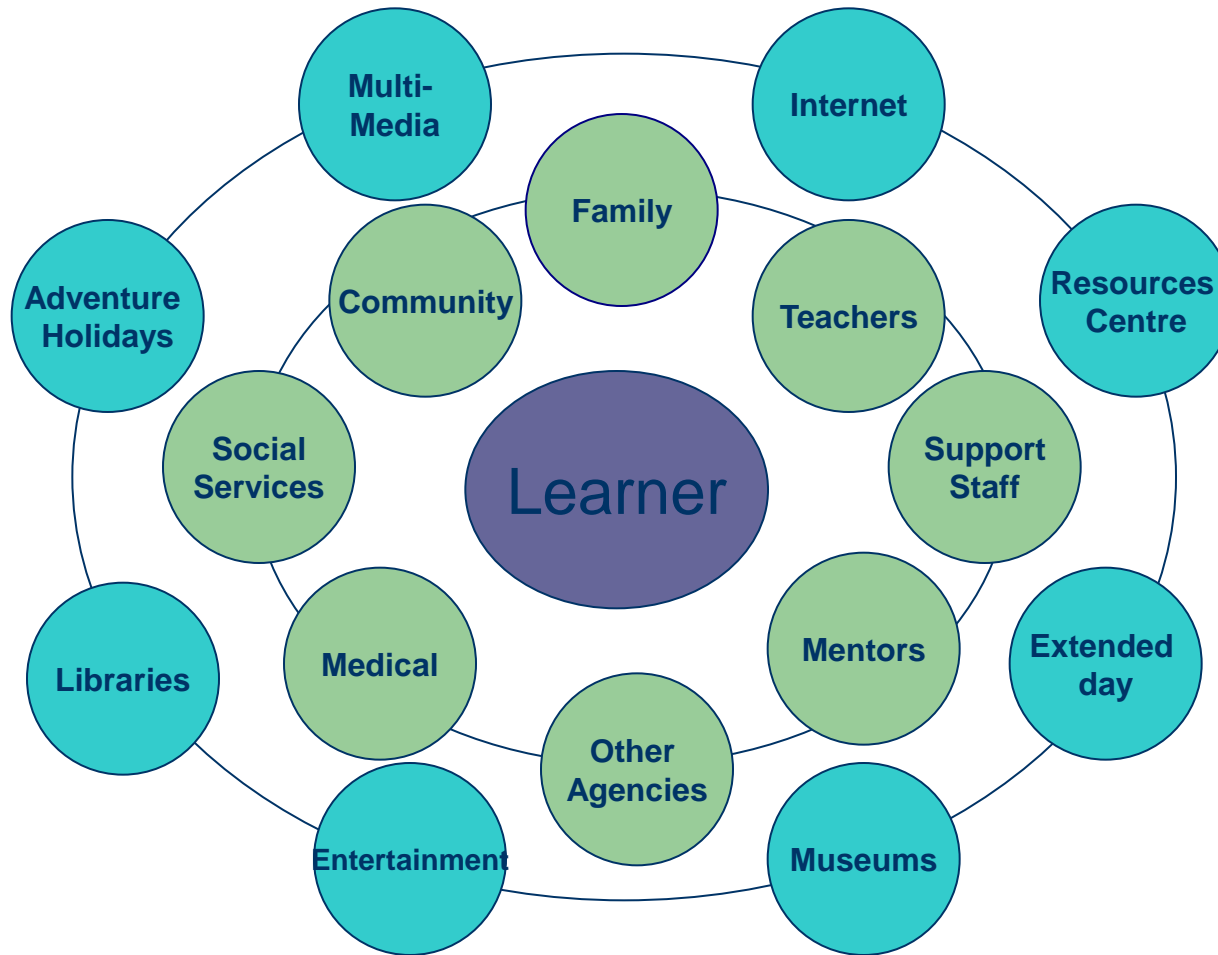- ?

# Issues Surrounding Change

- **Why Change?**
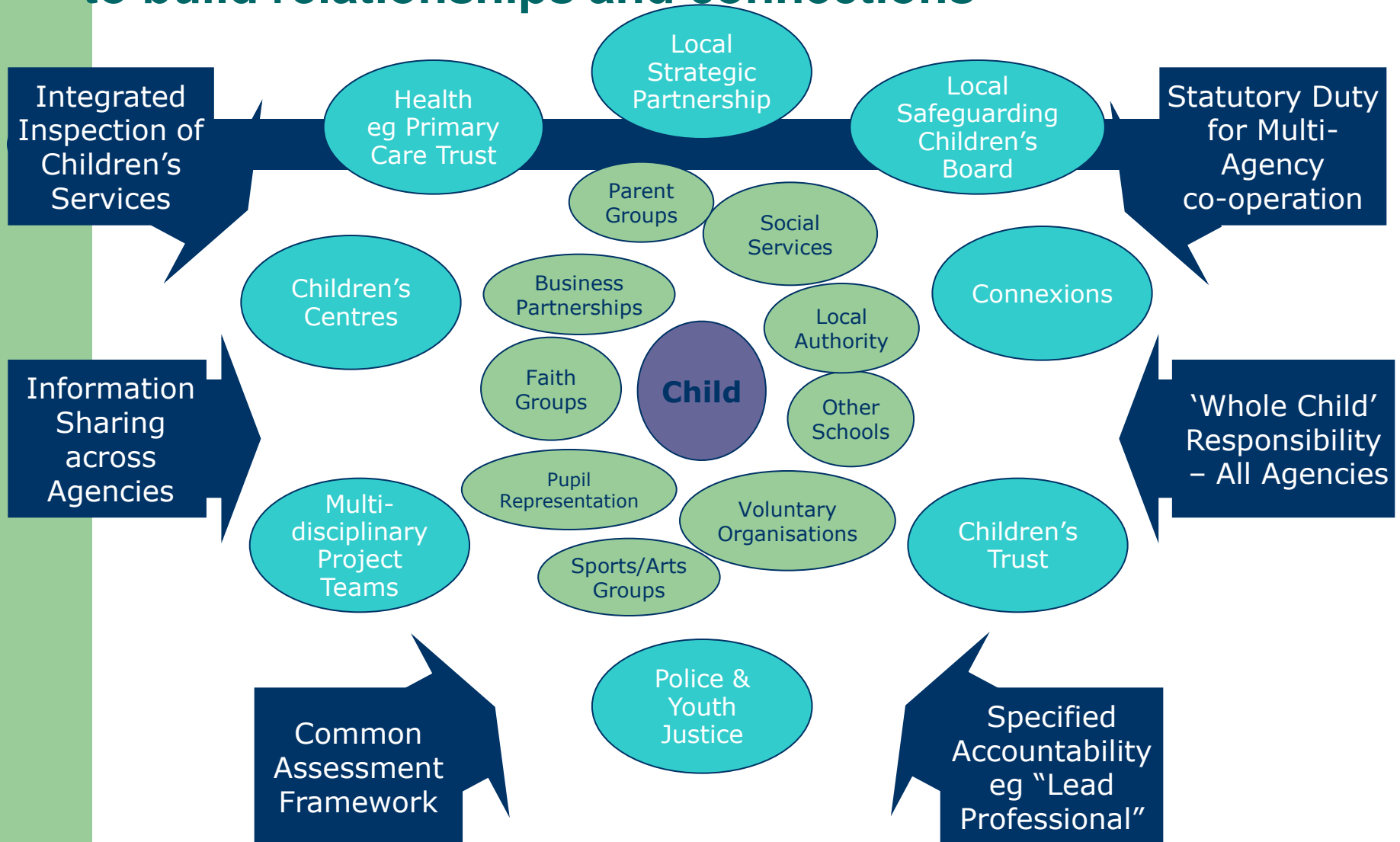- **What makes successful change?**

# The context for change

**There are a number of significant pressures that are driving change**

Government initiatives

Pupil assessment

Technological changes

Social changes

Employment legislation

Budget constraints

**Raising standards**
- Responding to curriculum changes
- Increased need to cater for individual learning styles
- Effective use of ICT

**Tackling workload**
- Reducing hours worked
- Improving work/life balance
- Freeing teachers to teach
- Developing the role of support staff

*School*

# Future learning

# System-wide change requires a significant investment to build relationships and connections

Integrated Inspection of Children's Services

Statutory Duty for Multi-Agency co-operation

Information Sharing across Agencies

'Whole Child' Responsibility – All Agencies

Common Assessment Framework

Specified Accountability eg "Lead Professional"

Local Strategic Partnership

Health eg Primary Care Trust

Local Safeguarding Children's Board

Parent Groups

Social Services

Children's Centres

Business Partnerships

Connexions

Local Authority

Faith Groups

**Child**

Other Schools

Multi-disciplinary Project Teams

Pupil Representation

Voluntary Organisations

Children's Trust
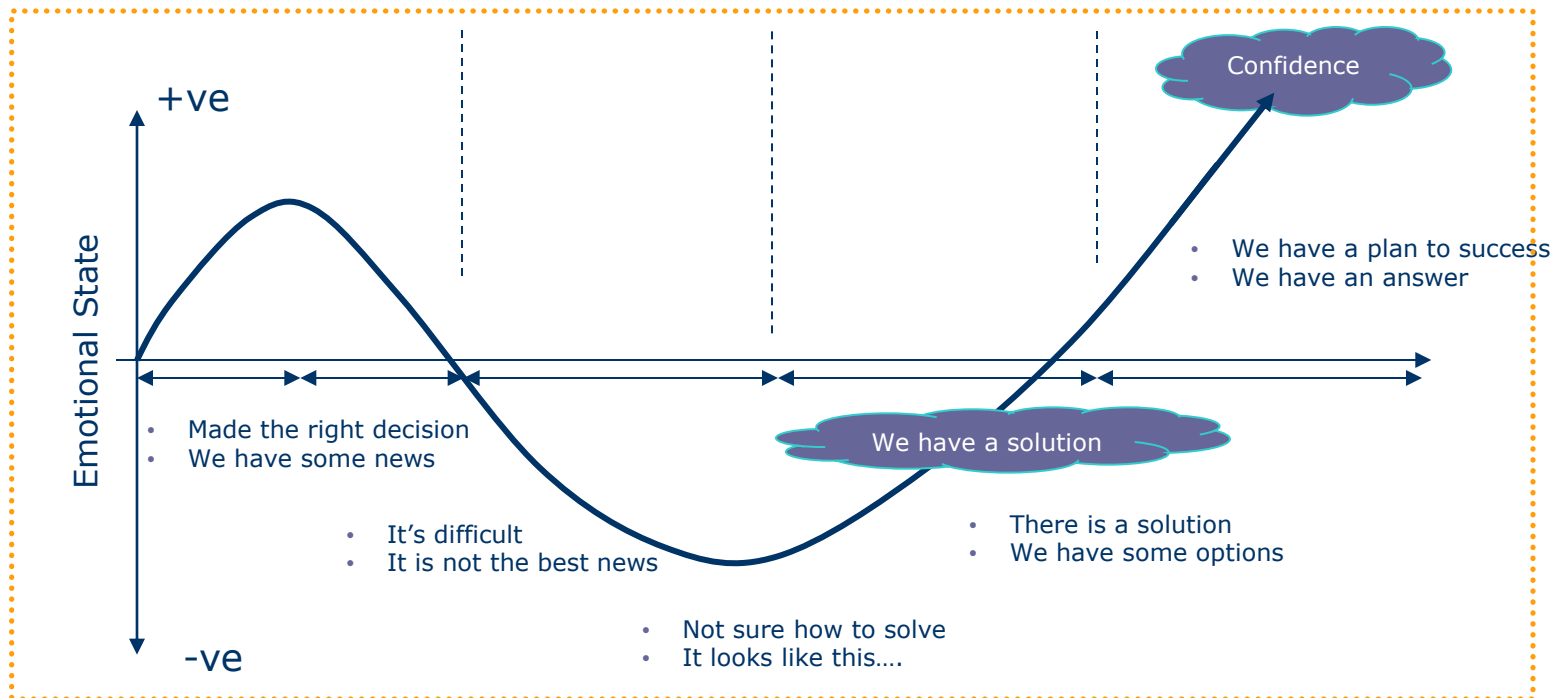
Sports/Arts Groups

Police & Youth Justice

# Schools that are leading change successfully may display a number of characteristics

1. **Clear focus on Teaching and learning**
2. **Change process includes all levels of workforce**
3. **Appropriate people using flexible working patterns**
4. **National Agreement – sustainable solutions**
5. **A Transition Culture**
6. **High morale**
7. **Outward looking school**
8. **Work/life balance**
9. **Shared vision & direction**

# The stages of transition
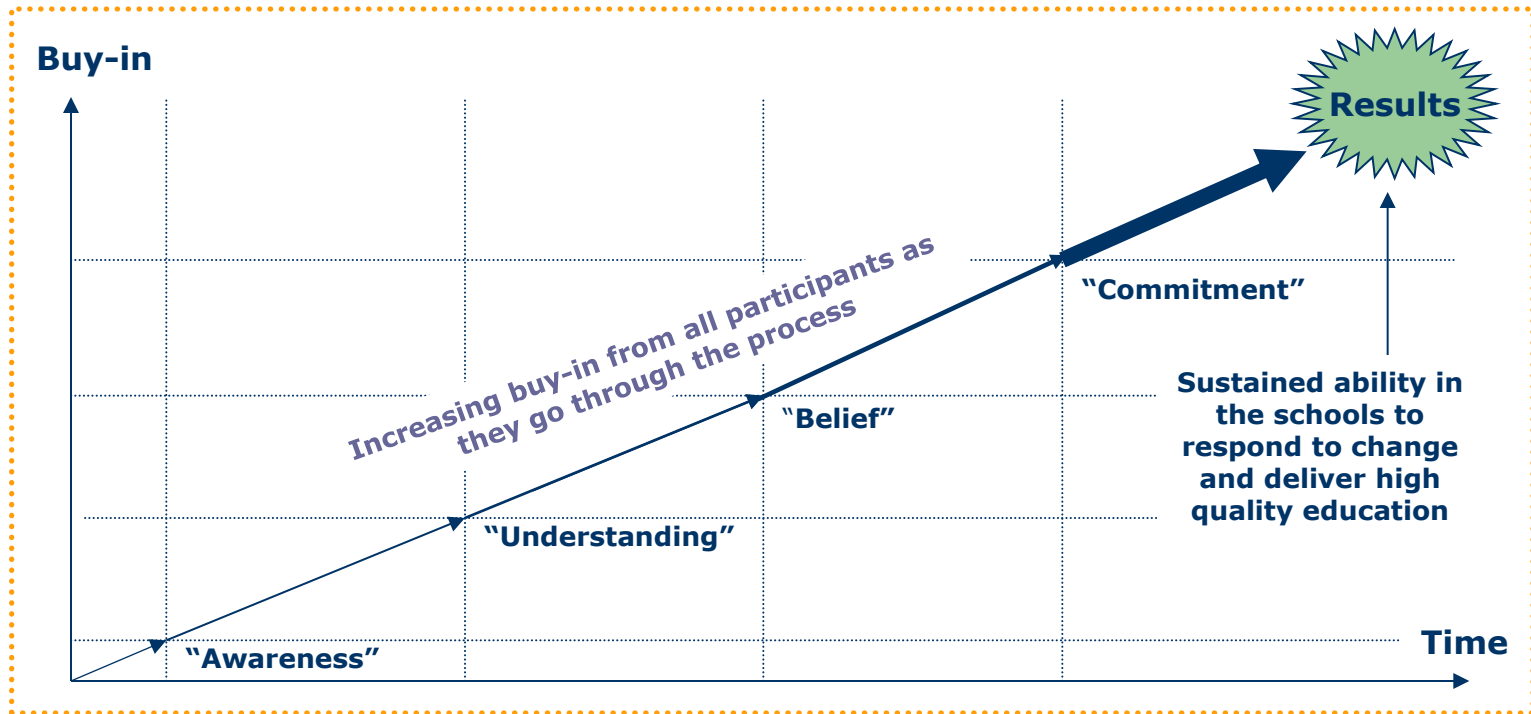
# However, there is a natural emotional curve that will take a dip before motivation picks up …

Confidence

+ve

Emotional State

- We have a plan to success
- We have an answer

We have a solution

- Made the right decision
- We have some news

- There is a solution
- We have some options

- It's difficult
- It is not the best news

- Not sure how to solve
- It looks like this….

-ve

# Change Management Tools – the need for Protocols

**Protocol Characteristics**

Purpose

- Contribution of the group
- Open up practice to enquiry and critique
- Commitment to action

Framework

- Clear organisation
- Trust
- Collaboration and equity

# Change Management Tools – the need for Protocols

Facilitation

- Responsibility for rules
- Appointed from inside or outside the group
- Ensure group agreement

Rules

- Segment elements
- Maintain discipline
- Allow repetition and practice

# Visioning the future

Thinking

Feeling

Saying

Doing

# Visioning

**What is it?**
- A technique to visualise opinion and capture feelings at different times throughout the change project

**When would you use it?**
- Use at beginning middle or end of the change project or several times throughout
- Use to galvanise and excite colleagues
- Use to gauge opinion
- Use to capture feelings about project over time

**Output**
A written record of how different stakeholders are feeling at different points of the change process

# Visioning - Protocol

- Choose a relevant issue
- Only positive outcomes are allowed
- Visualise being at the end of a project having achieved what you set out to do
- Divide into varied stakeholder groups relevant to task parents, students, teachers, support staff, Governors
- Take all ideas and record
- Don't worry about repetition of ideas in the different boxes

# Brainstorming

**What is it?**

- "The best way to have a good idea is to have lots of ideas"
- A technique to capture a group's ideas relating to a topic or issue
- Idea is to capture as many free-flowing ideas as possible

**When would you use it?**

- Whenever you have an idea that needs "working"
- Whenever you need to involve other people in exploring an issue or idea
- Whenever you need to involve other people to explore an issue and/or its resolution

# Brainstorming

**The Facilitator**

- Runs and controls the process and captures ideas.  They make no judgements and contribute few ideas themselves
- Clearly states the problem or issue and ensure everyone understands
- Clearly explains the process/structure
- Explains if there is a time limit

**The Group**

- Is encouraged to start contributing ideas
- MUST feel free to contribute ideas in a creative manner

**The Scribe**

- Notes ALL ideas as given – no judgements should be made

# Brainstorming

**Are there any rules?**

- No criticism
- No idea is a bad idea
- Quantity of ideas is needed
- No questions during the session
- State ideas quickly and in a manner in which no enlargement is needed
- Don't mind stating the obvious
- Don't fear repetition
- Do combine and improve on other ideas
- Be considerate of the different styles people display during brainstorming
- Try and create the right environment for everyone to contribute

**Are there any variations on this tool?**

- If the group is very large, you may split the group into sub-groups and combine the results at a later stage

# Brainstorming

**After the brainstorming time….**

- Any points of clarification can be requested
- The group can examine the ideas, and either expand, combine or eliminate some
- Ideas can then be grouped if they are saying the same thing
- If the ideas require prioritising, participants may then be invited to place Post-It notes on the resulting flipcharts with their personal votes for the first, second and third highest positions
- The final results should be distributed

**Acknowledge previous experience of brainstorming but stress to get most effective output from it the rules are crucial as are levels 2 and 3 – see next slide**
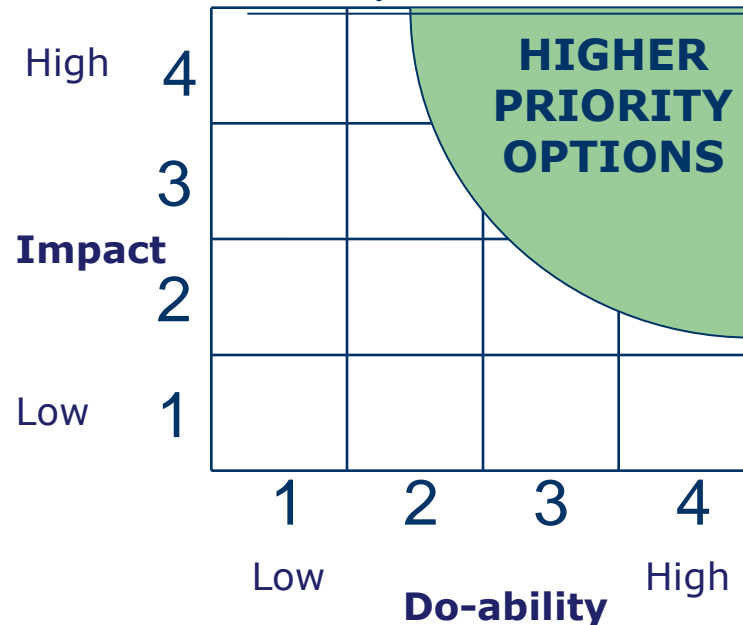
# What are the outputs?

– A wide variety of ideas in a short space of time

– If required, a visible output e.g. a series of flipcharts then summarised into typed or graphical format

– Brainstorming can be run as a "3 level" process

- **Level 1** – Idea generation: *objective = volume of ideas*

- **Level 2** – Idea grouping into common themes: *objective = structure ideas into common themes*

- **Level 3** – review ideas across themes to see if common threads can be found: *objective = identify "nugget" ideas that run across groups/themes*

# Prioritisation Matrix 1

**What is it?**

- A framework to help prioritise a number of issues
- Each issue is rated in terms of the impact there would be if it were resolved and in terms of how "do-able" a solution for the issue may be.



**Impact** (vertical axis): High — 4, 3, 2, 1 — Low

**Do-ability** (horizontal axis): 1 (Low), 2, 3, 4 (High)

**HIGHER PRIORITY OPTIONS**

**When would you use it?**

Whenever you want to identify the relevant importance of a number of options or alternatives.

# What are the Outputs?

The ability to rate the options according to:-

- The **impact** they would have if implemented

- How **do-able** they are

# Prioritisation Matrix

**Protocol**

- Best when time limit is agreed beforehand and adhered to
- Best when at least six people contribute
- Every person should have their say
- Whilst the idea is to prioritise, do not over-play the need for a "score" – some may be ok to be "top right"

# Prioritisation Matrix

- List on a flipchart the issues under consideration
- Explain impact and "do-ability" (includes effort, cost, time, resources, risk etc)
- May draw up a "weighted do-ability" score allocating weightings to aspects according to the issue, options and circumstances of the school – (see example later)

**How is the tool used?**

- Work through each option asking the group to agree scores (1 = low to 4 = high) for impact and do-ability for each of the options
- Make sure that everyone is OK with the score before proceeding
- Plot each score on prioritisation matrix drawn on a flipchart or brown paper
- To ensure the results are "calibrated", the final results can be challenged i.e. does issue 5 have more or less impact than option 7 etc

# School example
# Issues from brainstorm

|  | Do-ability | Impact score |
| --- | :---: | :---: |
|  | **1-4** | **1-4** |
|  |  |  |
| 1.  Staff Morale | 1 | 3 |
| 2.  Pupil Behaviour | 2 | 4 |
| 3.  Numbers taking languages | 3 | 1 |
| 4.  More PE in the curriculum | 3 | 3 |
| 5.  More access to computers | 2 | 3 |
| 6.  ES Child care offer | 1 | 4 |
| 7.  Boys achieving well | 2 | 3 |
| 8.  Parents engaging with school | 3 | 3 |
| 9.  Full use support staff | 4 | 4 |
| 10. |  |  |

# Prioritisation Matrix – school example



High

4

Impact

3

2

1

Low

1     2     3     4

**Do ability**    High

6  2       9

1  5  7    4  8

3
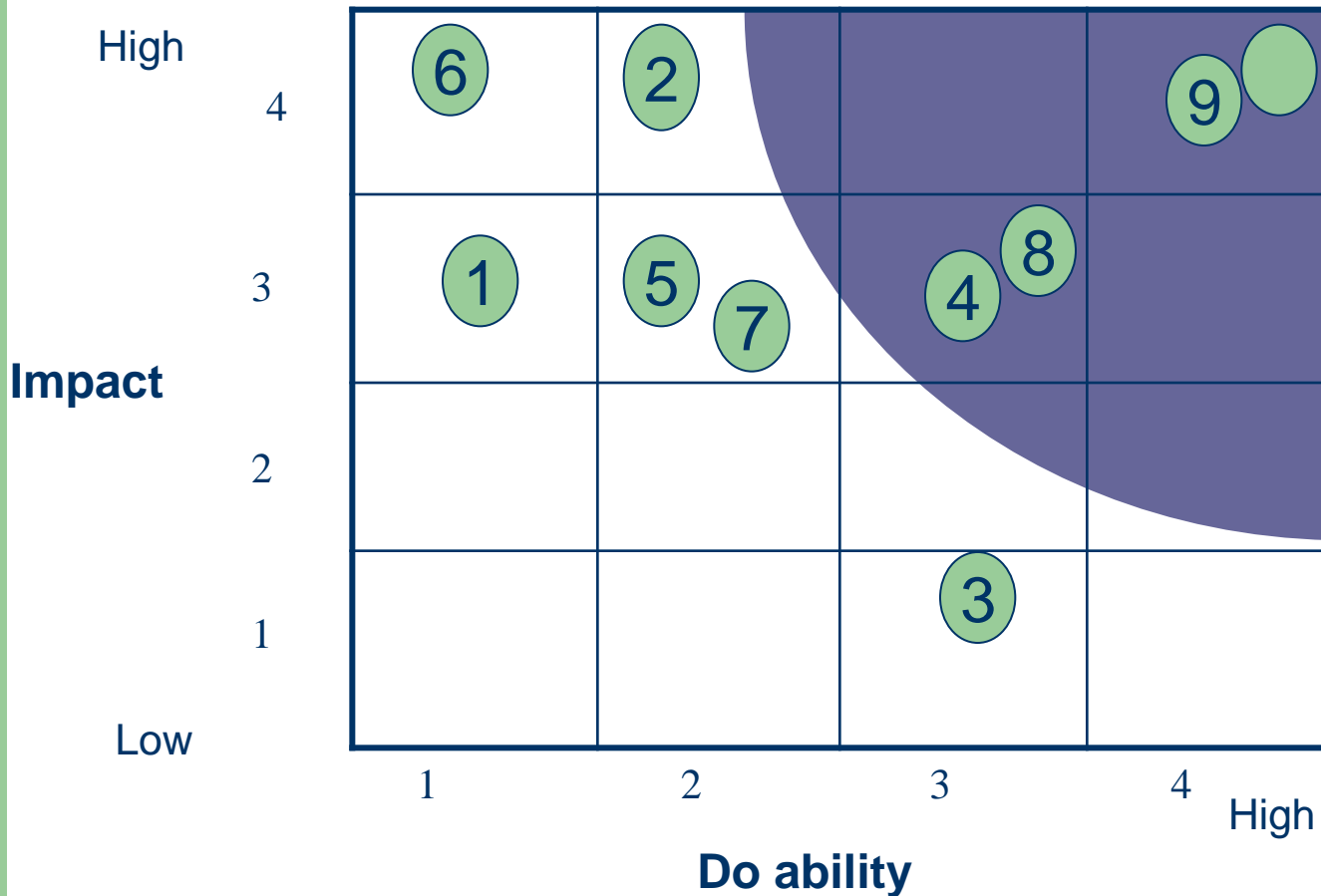
**Therefore higher priority options are:**

4. More PE
8. Parents engaging
9. Full use of all staff
10.

# School based action

- Identify *your* issues

- Prioritise *your* issues

# The next session

We will look at :

- What you have done
- What helped you ?
- What hindered you ?
- Helping take an identified issue forward
- How to deal with barriers in your project

# Recap of the session

- To consider the rationale for change
- To understand the process of change
- To consider how to lead and manage change
- To introduce practical tools for facilitating change
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# Capture feedback on today and close

What went well? | Even better if ...