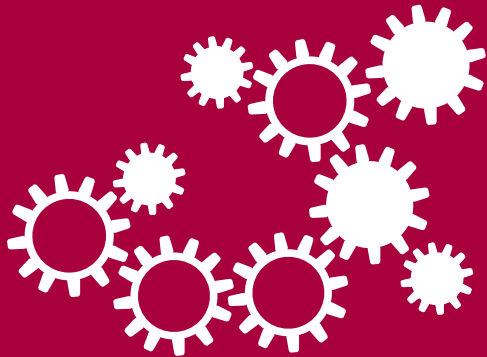


The little book of managing change



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Introduction

Welcome to this guide to managing change.

We have created this booklet to help you lead and manage the process of change in your school. The booklet explains an effective change approach and provides simple, practical tools to use throughout your change journey.

Our five-stage change model is a proven way to embed a flexible, inclusive and successful working style to meet new challenges and further develop a positive, proactive culture.

The TDA change management process will help you and your colleagues stay on track to deliver planned outcomes and sustainable capability.

Who should read this booklet

This booklet is written for all change leaders – headteachers and senior leaders – who are embracing new ways of working to benefit children and the whole school team.

People in change teams will also find practical advice in the change management process section, which outlines the TDA change process and gives examples of tools.

How to use this booklet

You can read this booklet cover to cover, beginning with the key elements of leading change. Later, the booklet takes you through the change process in steps, with supporting tools for each stage.

Alternatively, you can dip in as needed throughout your change journey.

Workforce modernisation and the TDA's role in change

The changing world in which we live today – where globalisation and emerging technologies are key levers – has required schools not only to respond to change but be proactive in leading and managing it. The TDA's process is helping ensure that programmes, such as workforce modernisation and extended schools, are embraced by schools and that schools are equipped to meet new challenges effectively.

Schools that are in an ongoing process of change often have a strong focus on teaching and learning, an inclusive, collaborative culture and proactive teams representing the school community.

We work closely with partners such as the Workforce Agreement Monitoring Group (WAMG), Rewards and Incentives Group (RIG), regional government offices and local authorities (LAs). On extended schools, we are working with ContinYou and 4Children to provide support to schools and LAs. With a network of regional delivery partnerships of advisers, trainers and consultants, we support LAs in working with the country's 23,500 schools to embed extended services in and around schools. We also engage with governor associations and have links with voluntary and community bodies, elected members and providers of health and youth justice services.

Our work includes pathfinders, training events, learning networks, coaching and targeted one-to-one support.

Visit www.tda.gov.uk/remodelling for more about the TDA's work.

Principles of change



Leading change

When leading change, you need to collaborate with stakeholders to determine individual local solutions – one size does not fit all. The TDA change process enables your individual school to produce made-to-measure plans, actions and outcomes.

Our approach is based on six principles: effective leadership, an inclusive culture, broad collaboration, change teams, a proven change process and rational, political and emotional considerations.

For change to be successful and sustainable, there must be a compelling reason for it – a clear

vision for the future and a coherent plan for getting there. A vision and plan will help you, as a leader, to engage stakeholders in the change journey.

With effective leadership, staff can become more involved in running your school. You can help bring about collaboration between staff – and between schools, organisations, stakeholders and agencies – to improve the way people work together.

Some features of effective change leadership can be described as follows:

- Teaching and learning are the main focal points and the school improves performance by raising standards of professionalism and building core competence throughout the workforce

- Leaders involve the school workforce and other stakeholders in taking decisions and applying the TDA change approach to all key challenges
- Change management is part of the school's life; leaders take effective strategic decisions and implement new initiatives quickly, enabling staff to focus on their core responsibilities
- The school shares experiences, expertise, resources and learning with other schools, agencies and stakeholders. People understand and absorb effective practice from the education sector and beyond
- The school attracts and retains the best talent by creating a highly motivating, positive working environment.

Effective leadership



Facilitative leadership can feel like a departure from the more traditional 'top-down' model. But this model does not mean the end of the headteacher and leadership team role – strong core leadership remains a crucial constituent.

Today's effective leaders delegate responsibility for tackling key challenges to staff with appropriate skills, experience and commitment, irrespective of their position within the school. Inclusive leadership is essential for successful change: it provides clear direction and focus while drawing on contributions from all staff and stakeholders.

Successful change relies on an open, inclusive culture. By adopting a more democratic style, your leadership team will be seen as a role model for staff in supporting and encouraging positive change.

Encourage change team members (see 'change teams' on page 8) to take a lead in developing your school's vision and the route map for getting there. Remember, these individuals represent all staff and stakeholders.

The benefits of effective leadership include:

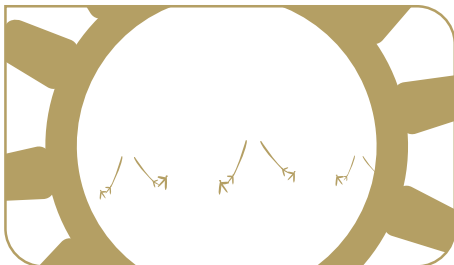
- people feeling involved and valued
- broader, richer insights and ideas
- improved staff morale – better recruitment and retention
- shared responsibility – everyone works together with more control
- less stress
- higher standards of teaching
- effective internal and external collaboration, and

- more honest and direct interactions – problems are aired and resolved faster.

"Leaders don't lead by position; they lead by inspiring trust and confidence. Leading through dynamic vision and motivation results in energy and progress. Leadership is a great responsibility, even more so in times of radical, system-wide change such as today."

Howard Kennedy, Director of Change, the Training and Development Agency for Schools

Inclusive culture



School leaders and staff share responsibility for the creation, operation and long-term effectiveness of this culture. As a leader, you need to encourage contributions from all staff to ensure you are valuing and recognising their efforts.

In turn, school staff must contribute positively to creating and implementing change. Staff from inclusive cultures show actively that they understand how to explore opportunities and face challenges in a professional manner.

You can easily spot an inclusive culture. All staff and stakeholders feel positive about being part of a school with a strong, forward-looking and innovative vision. People know they can contribute fully towards creating opportunities and overcoming key challenges.

The continuous awareness and positive contribution of governors and other stakeholders is also crucial in supporting your school's inclusive culture and lasting change.

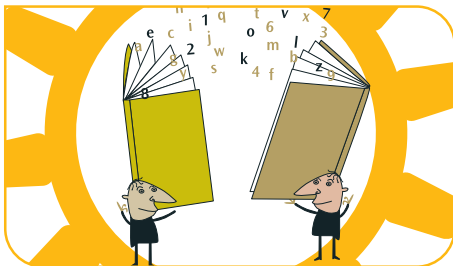
An inclusive culture will help you work with staff to overcome major school challenges by combining the right talent with the right approach. Once you have fully embedded this culture, staff empowerment and a positive attitude to progress will become your school's 'default setting' – the way people meet every challenge and opportunity.

The benefits of inclusivity include enabling your school to embrace change while remaining focused on teaching and learning, and encouraging everyone to play their part in driving your school's change agenda.

"What the TDA brought was a different way of talking to one another that enabled us to have those more difficult conversations."

Brian Langley, Head of Change for Children, Gateshead Council

Broad collaboration



Effective change is underpinned by the development of broad collaboration between schools, their stakeholders and partner organisations.

Schools are learners as well as leaders in education. While their change priorities, strategies and solutions vary, they are finding great value in collaborating and sharing experiences, ideas and solutions with their staff, agencies and other schools and organisations, locally and nationally.

Collaboration between schools ranges from informal arrangements where resources, knowledge and experiences are shared, to semi-formal networks of schools and clusters.

With the advent of the extended schools agenda, more schools are seizing the opportunity to collaborate

with other schools, organisations, individuals and agencies by tapping into the rich resources that exist in local communities.

Many schools already work collaboratively with social and health services, the police, voluntary organisations and parents. Numerous schools also work with a 'critical friend' – an external mentor with experience of workforce modernisation.

Broad collaboration is helping to embed a culture of openness to positive change – including meeting the requirements of the national agreement and the demands of the extended schools agenda.

"Rather than there being walls and barriers between ourselves and outside agencies, there seem to be more gateways now for the benefit of young people."

Stephen Turner, Assistant
Headteacher, Lord Lawson of
Beamish School

Change teams



Inclusiveness is vital because staff in different roles have diverse but valuable ideas about change, people generally support what they have co-created and wide involvement delivers better, longer-lasting improvements.

One of the first actions of any successful change leader is to form a representative team – one that is open, honest and collaborative in the discussion of all change aspects.

Make sure your change team comprises more than just the headteacher and senior leaders. Extend it to include staff

Change teams are a proven way to implement sustainable change. Make sure your school's change teams include representatives from all staff departments.

representatives and, where possible, pupils, parents, governors, unions and other organisations so they too can take responsibility for change.

Remind representatives to involve colleagues by providing feedback at regular meetings and asking for input.

Change team members:

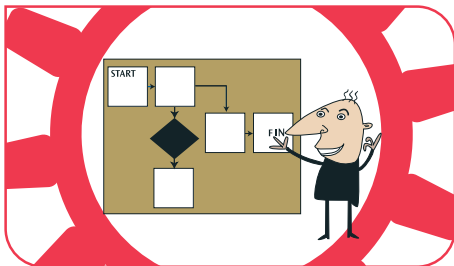
- are a communication channel between the change team and workforce
- have involvement in implementation, and
- help identify the school's quick wins and prioritise initiatives.

Change teams can have a profound and positive effect on a school's culture because staff feel involved in their school.

"Shared leadership is important because everyone at all levels is working together to have real collaboration. It is looking forward – not responding, not reacting – and actually thinking in advance."

Hilary Emery, Executive Director,
the Training and Development
Agency for Schools

A proven change process



We all know change is the only thing we can predict with certainty. Change happens whether we welcome it or not.

Ensuring positive progress requires a well-trying, structured and adaptable process for change management – one supported by effective skills and tools. To help you create sustainable change in your school, the TDA has developed a reliable change process, complete with specific skills and tools.

The TDA five-stage change process enables and encourages schools and their partners to:

- identify and agree where change is necessary
- facilitate a vision of the future shared across whole-school and stakeholder communities
- collaborate effectively – internally

and externally – with other schools, organisations and agencies

- use consensus to create and implement plans for tailored change
- embed an inclusive and proactive culture of long-term progress, and
- improve standards for staff, stakeholders and pupils.

Although elements of the TDA change process and tools can be implemented effectively in isolation, the change process is far more powerful and effective when used strategically as a whole package.

This process is a current, proven change process enabling schools and other

organisations to develop successful, long-term programmes with made-to-measure outcomes. Schools are using the TDA change process to deliver successful workforce modernisation solutions and to raise standards of achievement through the delivery of extended services.

“People were used to sitting in meetings and talking about things but the TDA’s workshops were a lot more structured and focused. They were more action packed.”

Brian Langley, Head of Change for Children, Gateshead Council

Rational, political and emotional considerations



For your vision to succeed, you will need to help your change teams identify and manage the rational, political and emotional aspects influencing the change.

Like most organisations, schools manage the rational aspects of change better than people's reactions to it. Your school must also work with the emotional and political aspects before you can fully embed a culture of continual progress.

People generally become enthusiastic co-creators of change if they believe their sensitivities are understood. If not, they feel undervalued and can become obstructive.

Change teams must give equal prominence to emotional, political and rational factors when discussing

and implementing change in order to understand how the programme's political and emotional aspects might help or hinder.

These teams should also be aware of individual emotional curves – from initial enthusiasm during the 'mobilise' phase to the normal energy drop during 'discover', when a school's challenges may seem daunting.

Emotional and political barriers often become more apparent at the 'deepen' stage as change teams begin to explore the issues more fully.

Ensure your teams feel well supported through any difficulties by using the TDA change process to guide them in embedding positive long-term change.

"We've seen quick wins but there's still a way to go. I'm sure that in the next year to 18 months we'll see even bigger changes that will have an excellent impact on the outcomes for young people."

Stephen Turner, Assistant
Headteacher, Lord Lawson of
Beamish School

The TDA change management process

Our change process, and the tools we have chosen to support each stage, will help you as a change leader to embed a proactive culture. In this new culture, your staff will have the skills, experience, confidence and commitment to use the TDA change management process – a tried and tested approach – to manage your school's challenges in an effective way.

This five-stage approach has been proven to help schools develop additional flexibility, capacity and capability to meet new requirements in the longer term. The process involves the creation of inclusive change teams and is being used

successfully to sustain changes arising from the national agreement and extended schools agenda.

The TDA change management process has five stages.



Stage	Tools
1. Mobilise	The process begins by establishing inclusive change teams, which become the main vehicle driving the programme
2. Discover	This involves identifying and acknowledging the issues and what drives them
3. Deepen	This stage helps to gain a greater understanding of the scale and scope of the changes required and the root causes of the issues
4. Develop	Change teams begin to suggest solutions and prioritise actions that will have more impact
5. Deliver	The plans formed in the 'develop' stage are agreed fully and start to be implemented, starting with 'quick wins'

Supporting tools

We have developed a set of tools to help you through each stage of the change process. These recommended tools were designed for dynamic and effective group working.

Stage	Tools
1. Mobilise	Icebreaking: forming relationships Brainstorming: ideas generation
2. Discover	A week in the life of... understanding roles Prioritisation matrix: creating shortlists
3. Deepen	Fishbone analysis: understanding problems Five whys: understanding problems
4. Develop	Problem solving, team building: developing solutions Stakeholder mapping: understanding perceptions
5. Deliver	Managing uncertainty: managing risk

Stage 1. Mobilise

Mobilise

'Mobilise' is the first stage of the TDA change process. Here, your school becomes more aware of the need for change and begins to use the process and tools.

It is vital that you communicate the scope and goals of the change to all staff so they are aware of change as it progresses. Some schools allocate Inset days, while others inform their workforce through day-to-day communication channels.

Mobilising staff builds consensus for change and helps uncover hidden talents. During this first stage, you should form inclusive change teams that represent the whole school staff. These teams become the main vehicle driving the change.

Tools: icebreaking, brainstorming

Icebreaking

Mobilise

Icebreakers work best in small groups of five to eight people. 'Get to know you' is an informal activity that gets a group working together very quickly.

This activity mobilises a change team and is particularly effective at the first meeting of a disparate group because it helps people overcome their inhibitions.

How is it run?

Take three sticky notes and write on each one a statement about yourself (things no-one in the group would know) of which only **one** is true.

Example

- I'm a trained psychiatrist
- I always spend my holidays in Skegness
- I'm a pole vaulter in my spare time

Present your three statements to the others **but do not reveal which is false**.

The other team members each have one vote to select one statement they consider to be true. If they get it right, they score a point. If not, you get a point. Keep a record of your scores. The highest score wins.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Icebreaking

Mobilise

My statement 1

True ✓✓ False ✓

My statement 2

True ✓ False ✓✓

My statement 3

True ✓✓ False ✓

Correct guesses

Team member A ✓✓

Team member B ✓

Team member C ✓

Brainstorming

Mobilise

Brainstorming is a simple technique often used with more sophisticated tools. It encourages group members to think freely and widely; go beyond the limits of customary thought and generate fresh ideas.

How is it run?

During the session

- State the problem or issue clearly and ensure everyone understands
- Explain the process and time limit
- Encourage individuals to contribute ideas freely
- Capture the ideas with no judgments and contribute only a few ideas personally

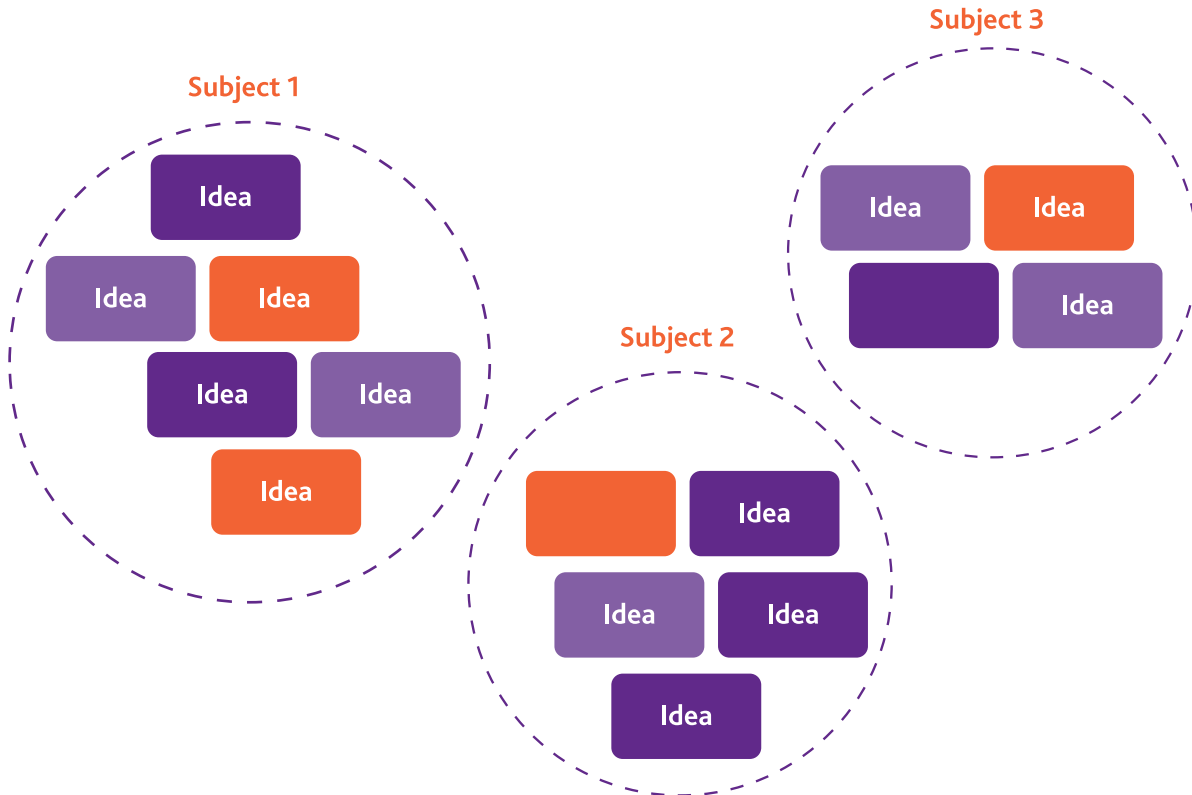
After brainstorming

- The group can examine ideas one by one and either expand, combine or eliminate some
- Cluster ideas if they say the same thing
- If the ideas need prioritising, invite the participants to vote

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Brainstorming

Mobilise



Stage 2. Discover

Discover

The 'discover' stage involves setting out the challenges and acknowledging what is already happening in the school.

During this stage, look out for quick wins. These have the potential to help your school build momentum and commitment to the change because people can see the process has a real impact on their working lives and their school.

Some issues your school faces are likely to be complex, requiring concerted effort to address and improve. At this early stage, these challenges may seem greater than they at first appeared. Initially, it is normal for staff to feel a little daunted by the task ahead as they realise what needs to be done.

Tools: a week in the life of...; prioritisation matrix.

A week in the life of...

Discover

This tool provides a graphic illustration of how time in the life of a person – be it a member of staff, other role-holder or child – is assigned to various activities. You can use the tool to analyse a day, week, month, term or any other period.

How is it run?

The diagram overleaf shows the template for undertaking a time analysis. The 'activity analysis' headings can be adjusted to reflect what is relevant to the role. The analysis is best undertaken by direct observation, which will obtain the most accurate results.

Alternatively, the person in question may provide the analysis.

- Break down available time into convenient periods
- For each period:
 - list activities and assign a time duration
 - rate the extent to which the person feels this is a good use of time on a scale of one (poor) to five (good), and
 - allocate the time to one of the activity analysis headings on the right of the template.

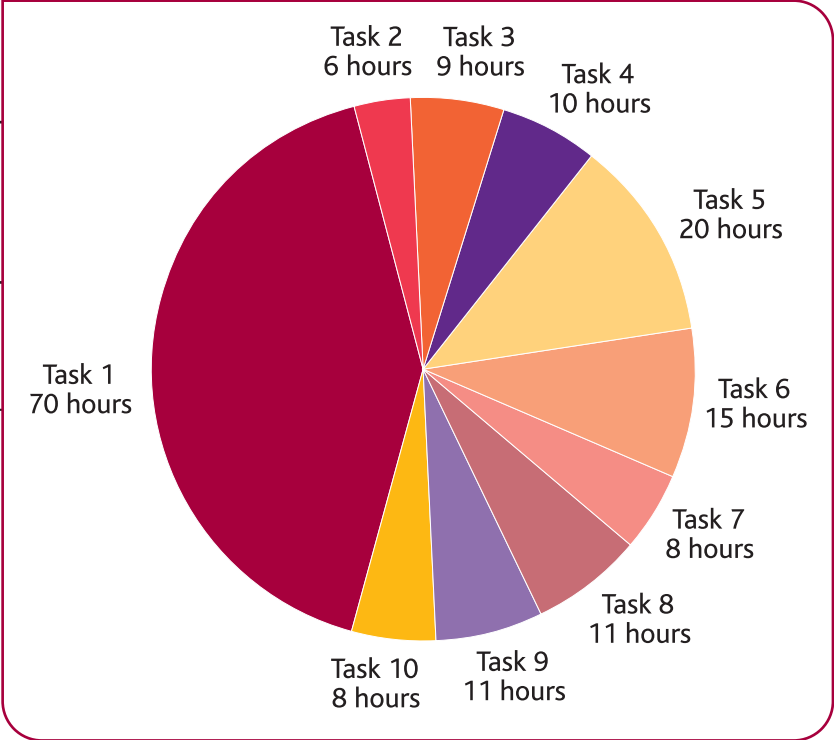
Calculate the total hours for each activity analysis column. These provide the data for the pie chart

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

A week in the life of...



	Time spent	Description	Good use of time	Task 1	Task 2	Task 3	Task 4	Task 5
Morning								
Afternoon								
Evening								



Prioritisation matrix

Discover

Use a prioritisation matrix whenever you need to shortlist a large number of items, such as challenges or opportunities, into a more manageable number. This visual tool is a quick, effective way to generate a group consensus about what should be a priority.

How is it run?

List all the possibilities for action and rate them according to:

- **impact:** if we did this, what positive impact would it have on fulfilling our objective? (Low, medium, high)
- **desirability:** just how pressing is the desire to do this? (Low, medium, high)

Then:

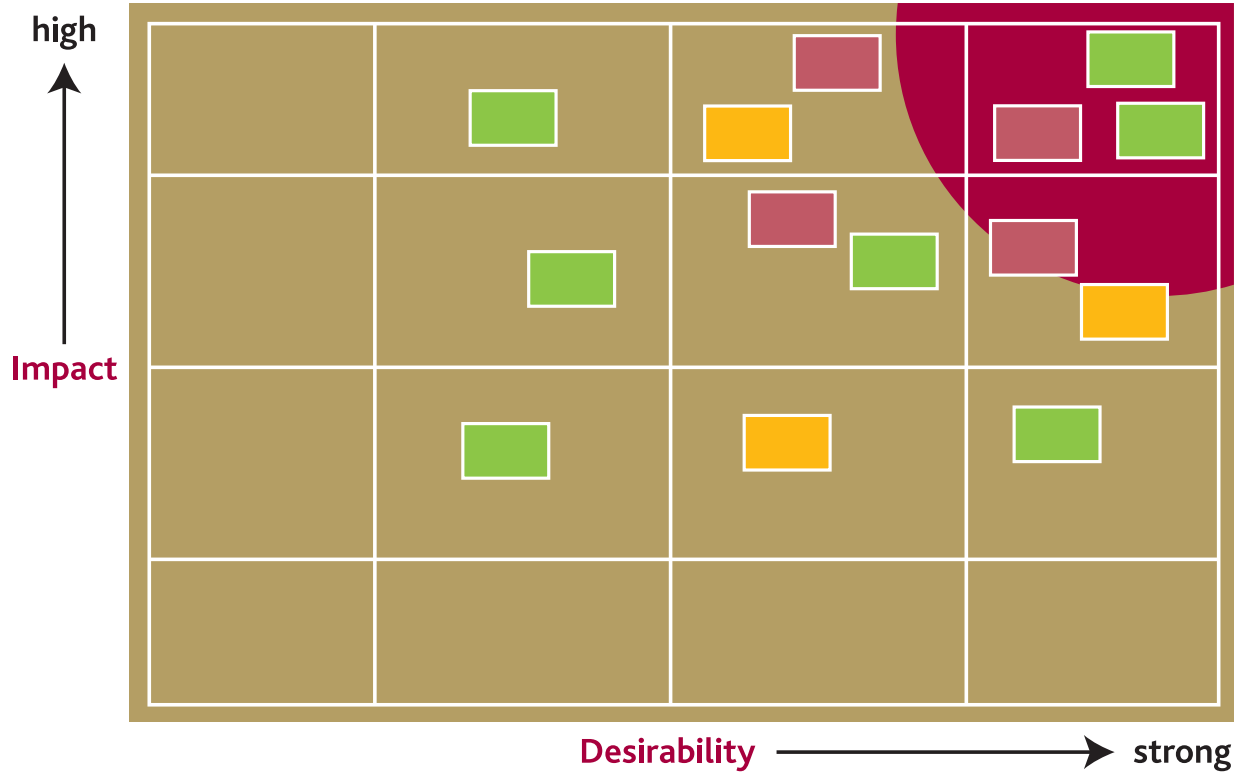
- plot each on the prioritisation matrix accordingly, and
- moderate their relative positioning in the matrix to arrive at a sensible distribution.

Write each item on a sticky note and, taking them in turn, ask the team to rate items on impact and desirability. Limit debate by driving for a quick consensus. The ideal outcome is to have items distributed across the matrix so only a few fall in the top right-hand box.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Prioritisation matrix

Discover



Stage 3. Deepen

Deepen

At this stage, your school will gain a greater understanding of the scale and scope of the changes people need to make – and the extent of the challenges involved. The change team may also be able to implement some of the quick wins identified at the 'discover' stage.

Change teams (see page 8) use this stage to understand the root cause of issues. They establish which ones are causing, or have the potential to cause, the most problems. The team also agrees how solutions and strategies may be developed.

Some issues may be very complex. In this case, you may wish to form sub-teams – often directly involving people from outside the change team – to draw on an additional depth of knowledge and understanding.

At the end of this stage, the change team will have deepened its understanding of the issues, established the causes of these issues and looked at potential priorities for solving them.

Tools: fishbone analysis, five whys

Fishbone analysis

Deepen

This tool gets its name from how it appears when drawn on a large sheet of paper, with a problem statement to one side. A 'spine' extends from this statement with lines branching off it on which the team records sub-issues.

Working in this way, teams begin to understand the elements contributing to a perceived problem.

Fishbone analysis is a good tool to help teams explore the perceived difficulties of multi-agency working, for example.

How is it run?

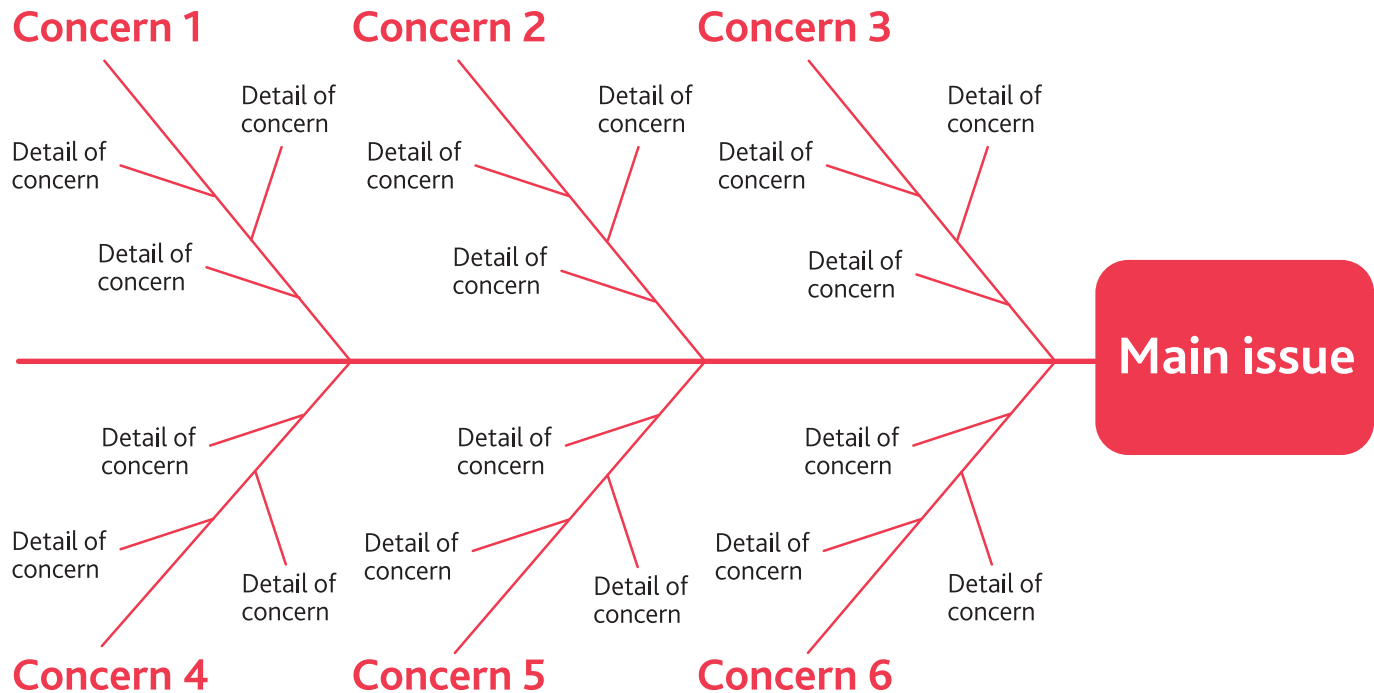
- Write the problem statement on the right-hand side of a large sheet of paper
- Draw a straight horizontal line to the left (like the backbone of a fish)
- Draw stems at a 45° angle to the backbone line
- At the end of each of these stems, brainstorm five or six key factors
- Break each key factor into subsidiary factors that must be understood before moving on to solutions in the development phase

Note: encourage the team to brainstorm each main 'fishbone' in turn. Perhaps each member could take responsibility for facilitating the brainstorming of one main bone. This way it also becomes a team-building exercise.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Fishbone analysis

Deepen



Five whys

Deepen

This tool is similar to fishbone analysis described previously. It helps teams understand the underlying root of a problem or issue.

This technique begins with a clear problem/issue statement and allows teams to interrogate the statement with the question 'Why?', repeated five times.

Five whys and fishbone analysis have been used extensively by schools to avoid moving into 'fix it' mode too quickly, where solutions may address symptoms rather than true causes.

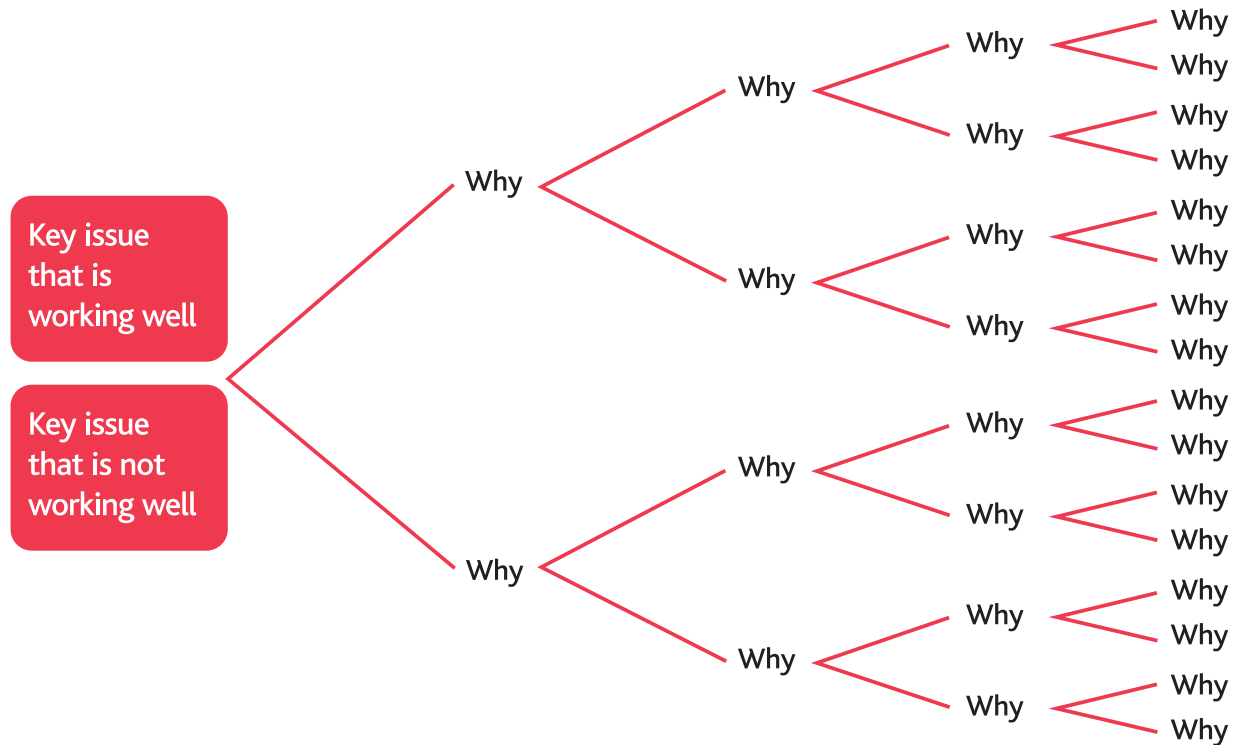
How is it run?

- Start your analysis by writing a concise statement on the left of a large sheet of paper
- Move to the right and pose the question: 'Why is that?'
- Capture the answers to that question in a short, succinct phrase
- Gradually work from left to right as you pose the same question 'Why?' at each successive level of analysis
- Try to work each branch of your analysis to five levels, or until you reach a root cause, before returning to a higher level and analysing another branch of the issue

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Five whys

Deepen



Stage 4. Develop

Develop

During the 'develop' stage, your school should reflect on the root causes (drivers) of the issues to be addressed. Your change teams may want to prioritise those that will have the greatest impact and that can be resolved.

Change teams can use problem-solving techniques to develop made-to-measure, effective and sustainable solutions to address the highest-priority drivers. They then develop an implementation plan to deliver these solutions.

People generally support what they help to create so, to achieve success in any initiative, it is critical to involve all staff (or representatives via the change team) in developing solutions.

You may decide to ask dedicated teams to work on developing solutions. These solutions should be realistic, desirable and achievable. Remember that communication across the school is particularly vital as solutions evolve.

At the end of the stage, your school will have a clear picture of the drivers to address and change teams will have a solutions portfolio to address priority issues with a delivery plan for change.

Tools: problem solving, team building (PSTB), stakeholder mapping

Problem solving, team building (PSTB)

Develop

PSTB creates breakthrough progress on an intractable problem by harnessing the team's power. It is an antidote to unstructured, time-consuming meetings that discuss problems but seldom agree a way forward. It provides a structured approach to problem solving and the 'problem owner' walks away with an action plan.

How is it run?

The team works with the 'problem owner', helped by a facilitator, to create lists on a flipchart following the steps described below:

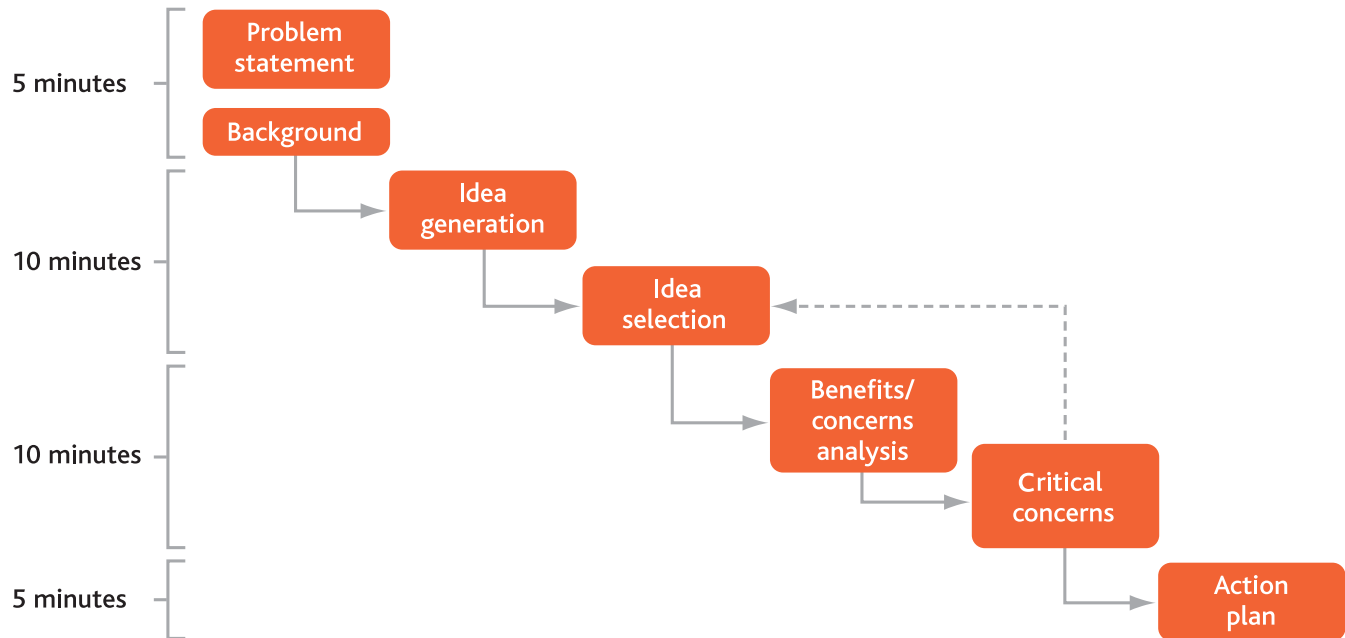
- Problem statement: a simple 'How do I . . . ?' question
- Idea generation: a rapid brainstorm for everyone
- Idea selection: the problem owner picks the two to three most promising ideas
- Benefits and concerns: assess each of the selected ideas
- Critical concerns: may eliminate an idea if it cannot be overcome
- Action plans: provide a blueprint for addressing the problem.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Problem solving, team building (PSTB)

Develop

30-minute example



Stakeholder mapping

Develop

Do you know how each broad group of stakeholders is disposed towards your change project, for instance, are they actively supportive, unsure, sceptical or even against it?

Stakeholder mapping is a simple, graphical tool to illustrate these groups so you can determine how to shift unfavourable dispositions more positively.

Identify the key stakeholder groups early, map their dispositions and then track them as the project unfolds to help you understand what action to take.

How is it run?

A stakeholder is 'anyone who can make or break our change project'. Given that this can cover a broad range of people, it is more helpful to think of stakeholders as specific groups.

For most change projects, this group can be segmented into:

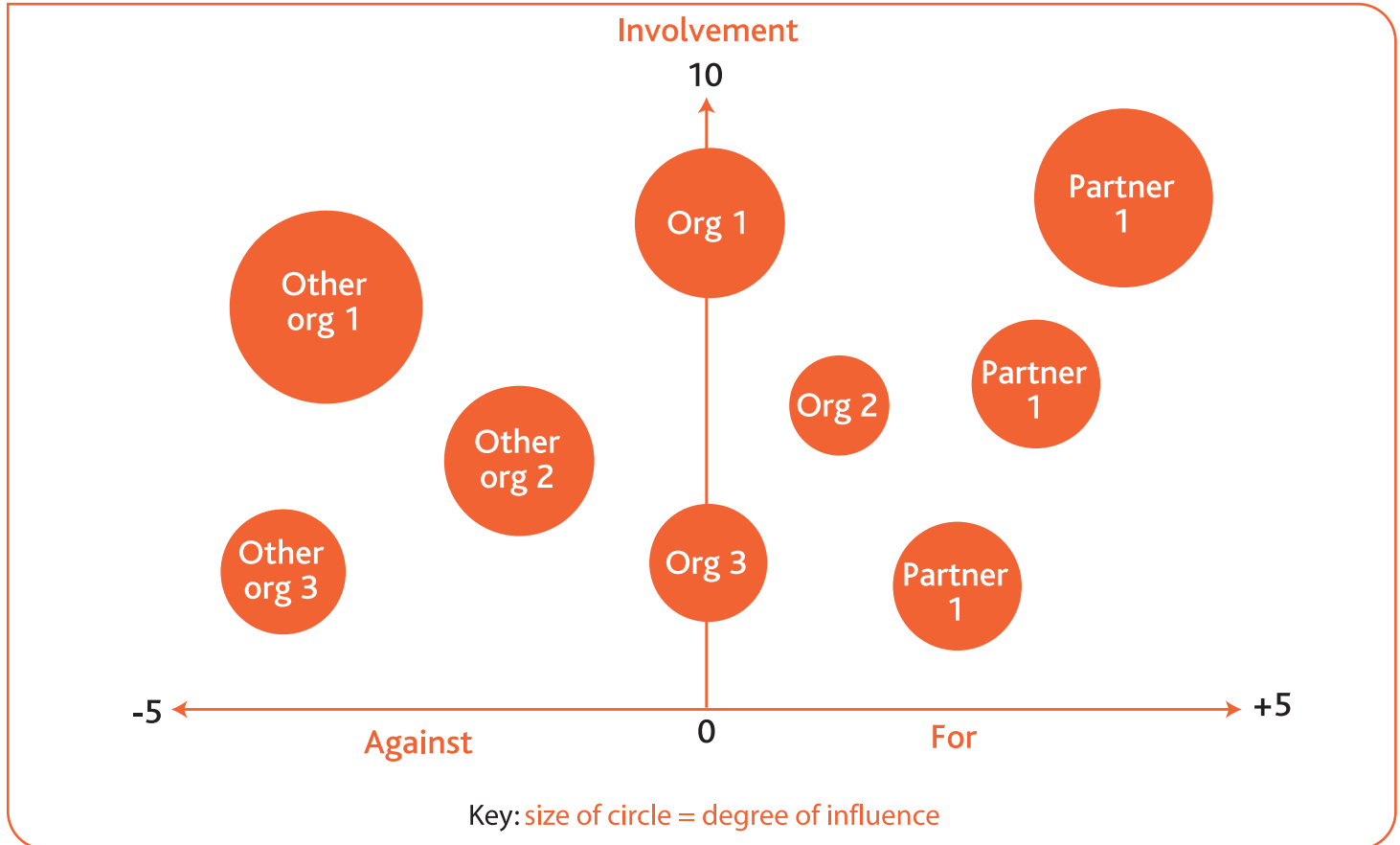
- partners – the people who initiate change by mobilising the resources and charging others with getting it done
- change teams – those responsible for executing the change
- reference groups – the change teams must refer to these people if they are to arrive at the right solution, and
- users – a broad group who will benefit from the change solution.

See the diagram overleaf for examples of how to plot your stakeholder groups. Be careful not to leave your stakeholder map lying around because such information can be sensitive.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Stakeholder mapping

Develop



Stage 5. Deliver

Deliver

During this stage, the plans formed in 'develop' are agreed fully and implementation begins. Remember to create a continuing review process. Evaluation is essential for successful delivery and to ensure the change is delivering your original goals. Some solutions may need modification to ensure your school is moving towards the future vision shared by everyone. Your school can benefit from understanding how others have implemented their change strategies this can be gained through direct communication or case studies. Share your experiences with other schools and agencies face to face or via case studies and articles such as those on the TDA's website.

Visit www.tda.gov.uk/remodelling/managingchange/resources/casestudies for case studies.

As all staff become involved in developing effective, sustainable solutions, you will see an increase in enthusiasm and commitment around implementation.

At the end of this stage, the plan has been rolled out, the associated goals and benefits have been achieved and a proactive change culture is embedded.

Tool: managing uncertainty

Managing uncertainty

Deliver

Managing change – particularly in the context of extended services – often requires school change teams to rely on other things falling into place and other people playing their parts. Situations where the outcome is not entirely under your control will always contain a degree of uncertainty and risk.

This tool differs from most risk management methods by focusing on underlying uncertainty rather than risk. 'Managing uncertainty' will help you track the impact of actions to avoid managing a crisis.

How is it run?

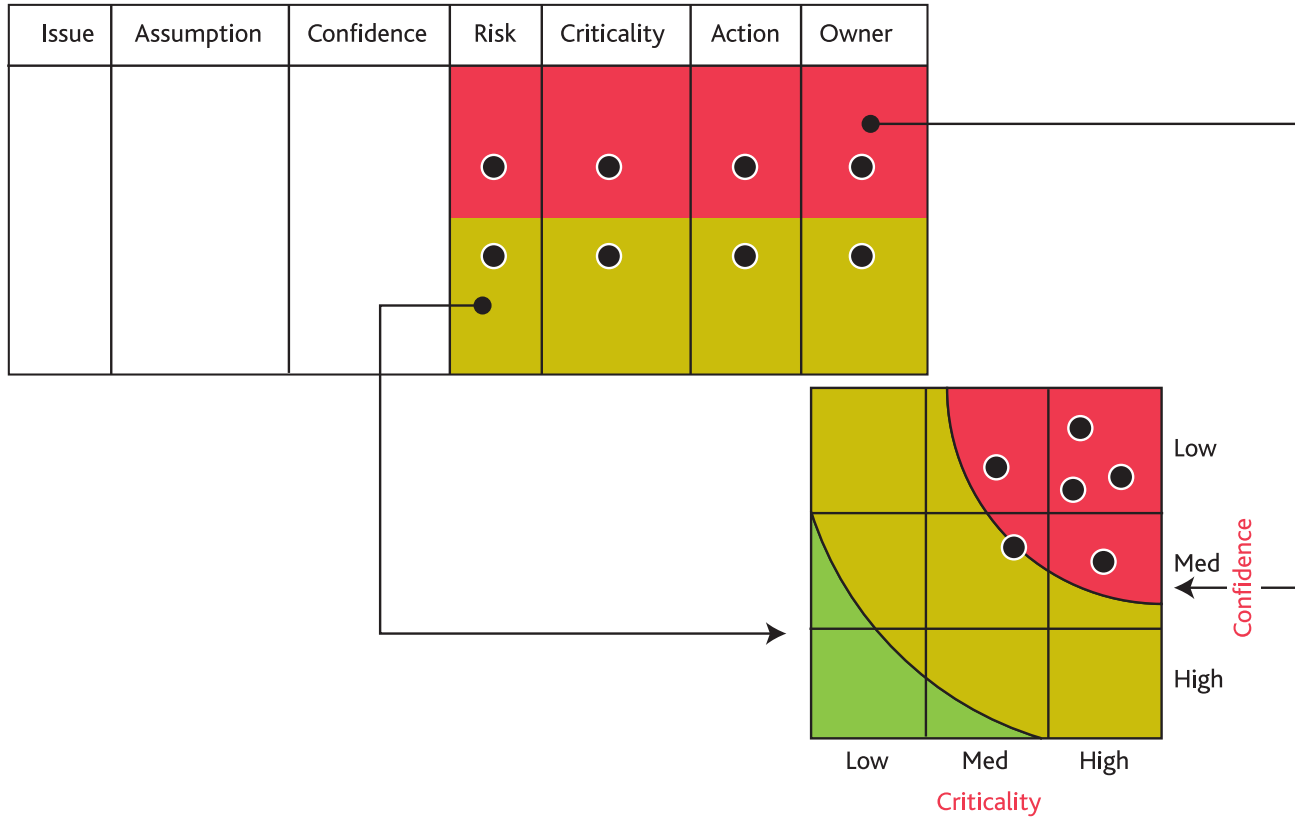
Log your issue using the template shown in the diagram overleaf. Merge the confidence and criticality ratings for each risk to derive a single red/amber/green status indicator. Plot each risk on a matrix – this is similar to a prioritisation matrix.

This will highlight the risks that could be the most damaging to your project. With each risk now assigned a status, you are ready to track the potential impact on your change management programme.

Visit www.tda.gov.uk/remodelling/managingchange/tools for more about this and other tools.

Managing uncertainty

Deliver



Further reading

Collins, J, Good to Great, Why Some Companies Make the Leap and Others Don't. Collins, following substantial research, identifies shared traits that have enabled good companies to transform themselves into great ones through hard work and dogged determination.

Covey, S, The Seven Habits of Highly Effective People. Covey argues that individuals need to adopt seven fundamental habits to enable them to lead fulfilling personal, social and professional lives.

Gouillart, F J, and Kelly, J N, Transforming the Organisation. Explains the direction organisations have taken to move beyond their purely responsive nature to achieve genuine leadership.

Heller, R, and Hindle, T, Essential Manager's Manual. Offers guidance to managers who have recognised the need to adapt to change by continually re-examining the way they work.

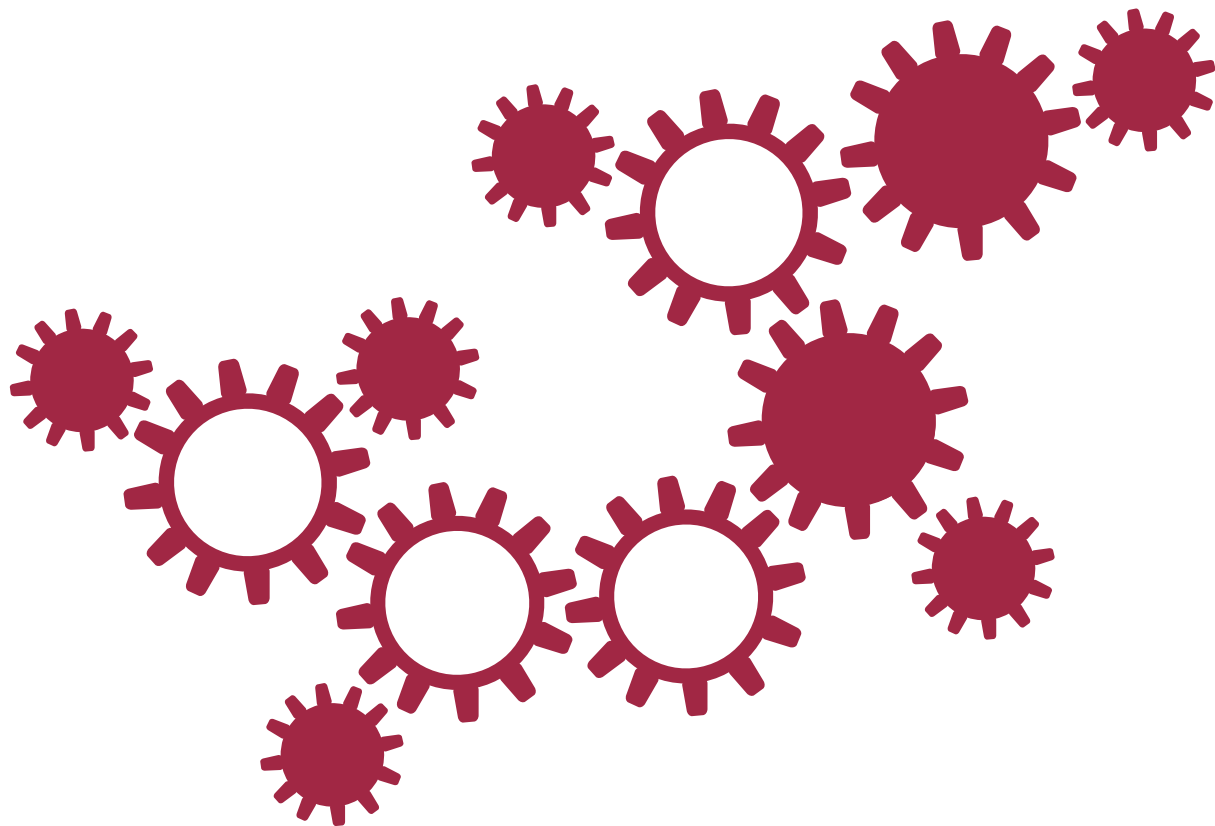
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