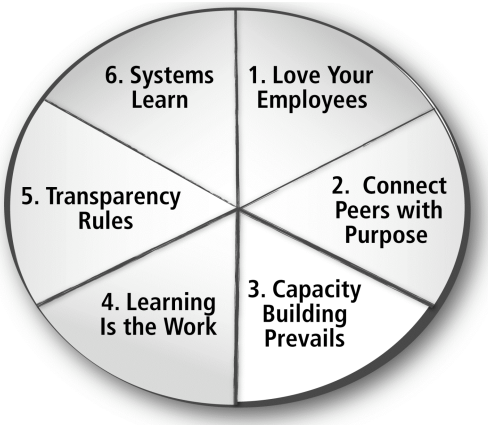
The Six Secrets of Change
Michael Fullan

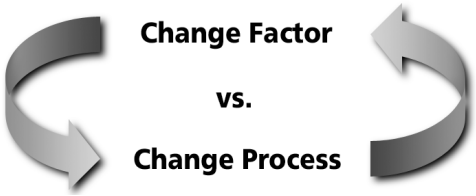
The Six Secrets of Change



— Fullan, 2008a

Learning to Lead Change

The Pathways Problem



What is Change?

- New materials
- New behaviors/practices
- New beliefs/understanding

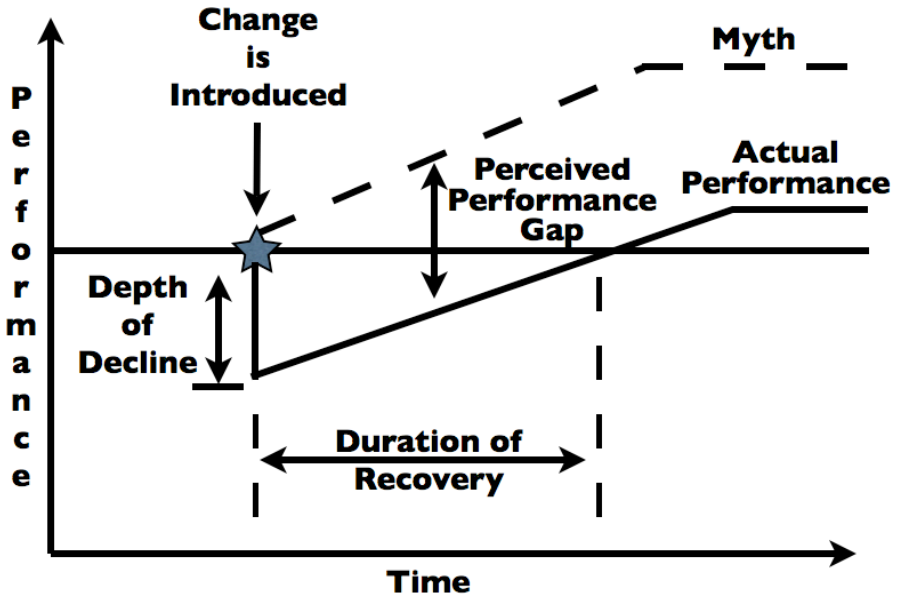
The Implementation Dip

education in motion

Change Insights

- The implementation dip is normal
- Behaviors change before beliefs
- The size and prettiness of the planning document is inversely related to the quantity of action and student learning (Reeves, 2002)
- Shared vision or ownership is more of an outcome of a quality process than it is a precondition
- Feelings are more influential than thoughts (Kotter, 2008)

Implementation



— Herold & Fedor, 2008

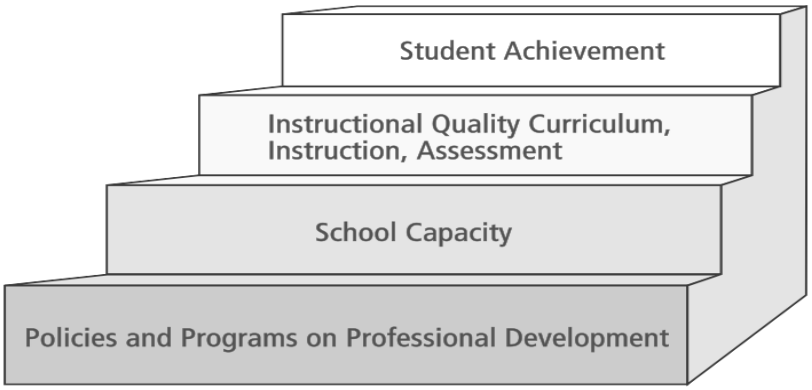
Change Savvy

Change savvy leadership involves:

- Careful entry into the new setting
- Listening to and learning from those who have been there longer
- Engage in fact finding and joint problem solving
- Carefully (rather than rashly) diagnosing the situation
- Forthrightly addressing people's concerns
- Being enthusiastic, genuine and sincere about the change circumstances
- Obtaining buy-in for what needs fixing
- Developing a credible plan for making that fix

— Herold & Fedor, 2008

Influences on School Capacity and School Student Achievement



— *Newmann, King, & Youngs, 2000*

School Capacity

The collective power of the full staff to improve student achievement.

School capacity includes and requires:

1. Knowledge, skills, dispositions of individuals
2. Professional community
3. Program coherence
4. Technical resources
5. Shared leadership

— *Newmann, King, & Youngs, 2000*

What is Collaboration?

A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.

— *Dufour, Dufour, & Eaker, 2002*

Tri-Level Reform

— *Fullan, 2005*

Managing Change

The performance of the top school systems in the world suggest three things that matter most:

1. Getting the right people to become teachers
2. Developing them into effective instructors
3. Ensuring that the system is able to deliver the best possible instruction for every child (intervene early to address gaps)

— Barber & Mourshed, 2007

Managing Change

In viewing the video clip on managing change, use the P-M-I to identify:

- What is a Plus
- What is a Minus
- What is Interesting

P-M-I		
Plus	**Minus**	**Interesting**

Secret One: Love your Employees

Explore the importance of building the school by focusing on both the teachers and staff, and students and the community. The key is enabling staff to learn continuously. Evidence will be provided from successful business companies as well as from education.

Theory X Assumptions

- The average human being has an inherent dislike of work and will avoid it if he or she can.
- Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything else.

— McGregor, 1960

Theory Y Assumptions

- If a job is satisfying, then the result will be commitment to the organization.
- The average person learns under proper conditions not only to accept but to seek responsibility.
- Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.

— McGregor, 1960

Dimensions of Relational Coordination

Relationships	American	Southwest
Shared goals	"Ninety percent of the ramp employees don't care what happens, even if the walls fall down, as long as they get their check."	"I've never seen so many people work so hard to do one thing. You see people checking their watches to get the on-time departure … then it's over and you're back on time."
Shared knowledge	Participants revealed little awareness of the overall process. They typically explained their own set of tasks without reference to the overall process of flight departures.	Participants exhibited relatively clear mental models of the overall process — an understanding of the links between their own jobs and the jobs of other functions. Rather than just knowing what to do, they knew why, based on shared knowledge of how the overall process worked.
Mutual respect	"There are employees working here who think they're better than other employees. Gate and ticket agents think they're better than the ramp. The ramp think they're better than cabin cleaners — think it's a sissy, woman's job. Then the cabin cleaners look down on the building cleaners. The mechanics think the ramp are a bunch of luggage handlers.	"No one takes the job of another person for granted. The skycap is just as critical as the pilot. You can always count on the next guy standing there. No one department is any more important than another."
Communications		
Frequent and timely communication	"Here you don't communicate. And sometimes you end up not knowing things … Everyone says we need effective communication. But it's a low priority in action … The hardest thing at the gates when flights are delayed is to get information."	"There is constant communication between customer service and the ramp. When planes have to be switched and bags must be moved, customer service will advise the ramp directly or through operations." If there's an aircraft swap "operations keeps everyone informed. … It happens smoothly."
Problem-solving communication	"If you ask anyone here, what's the last thing you think of when there's a problem, I bet your bottom dollar it's the customer. And these are guys who work hard every day. But they're thinking, how do I keep my ass out of the sling?"	"We figure out the cause of the delay. We do not necessarily chastise, though sometimes that comes into play. It is a matter of working together. Figuring out what we can learn. Not finger pointing."

— Gittell, 2003

Motivational Work

- Meaningful, accomplishable work
- Enabling development
- Sense of camaraderie
- Being well led

Characteristics of Firms of Endearment (FoEs)

What we call a humanistic company is run in such a way that its stakeholders — customers, employees, suppliers, business partners, society, and many investors — develop an emotional connection with it, an affectionate regard not unlike the way many people feel about their favourite sports teams. Humanistic companies — or firms of endearment (FoEs) — seek to maximize their value to society as a whole, not just to their shareholders. They are the ultimate value creators: They create emotional value, experiential value, social value, and of course, financial value. People who interact with such companies feel safe, secure, and pleased in their dealings. They enjoy working with or for the company, buying from it, investing in it, and having it as a neighbour.

— Sisodia, Wolfe, & Sheth, 2007

FoEs Performance

- Over a ten-year horizon, FoEs outperformed the *Good to Great* companies: 1,026 percent return versus 331 percent (a 3-to-1 ratio).
- Over five years, FoEs returned 128 percent, compared to 77 percent by the *Good to Great* companies (a 1.7-to-1 ratio).

— Sisodia, Wolfe, & Sheth, 2007

Reflection on Content: (Three-Person-Interview)

In groups of three discuss the following questions:

1. Who are your stakeholders?
2. What does your organization believe in and stand for?
3. What conditions do you need to create a Theory Y (FoE) environment?

Worksheet

Secret Two: Connect Peers with Purpose

Purposeful peer interaction within the school is crucial. Student learning and achievement increase substantially when teachers work in learning communities supported by school leaders who focus on improvement.

Jersey Video	Why is this a positive example of teaching connecting with peers?
Knowledge Sharing	Literacy Learning Fair
Learning Fair Outcomes	▪ Forces schools to explain themselves ▪ Time for celebrating the work of the year ▪ Learn new ideas from other schools ▪ Friendly competition to outdo each other ▪ Fosters district identity
Results of Connecting	▪ Knowledge flows as people pursue and continuously learn what works best ▪ Identity with an entity larger than oneself expands the self into powerful consequences. *— Fullan, 2008a*
We-We Commitment	What are your two best strategies for connecting peers?

Secret Three: Capacity Building Prevails

The most effective strategies involve helping teachers and principals develop the instructional and management of change skills necessary for school improvement. The role of assessment for learning is essential in order to link data on learning to instructional practices that achieve student results.

Capacity Building

Capacity building concerns competencies, resources, and motivation. Individuals and groups are high on capacity if they possess and continue to develop these three components in concert.

— *Fullan, 2008a*

Judgmentalism

Judgmentalism is not just perceiving something as ineffective, but doing so in a pejorative and negative way.

— *Fullan, 2008a*

Non-Judgmentalism

Focused on improvement in the face of ineffective performance rather than labeling or categorizing weaknesses.

— *Fullan, 2008a*

Fear Prevents Acting on Knowledge

When people fear for their jobs or their reputation it is unlikely that they will take risks. Fear causes a focus on the short-term to neglect of the mid or longer term. Fear creates a focus on the individual rather than the group. Teamwork suffers.

Lincoln on Temperance

Assume to dictate to his judgment, or command his action, or mark him to be one to be shunned and despised, and he will retreat within himself, close all avenues to his head and his heart; and tho your cause be naked truth itself, transformed to the heaviest lance harder than steel can be made, and tho you throw it with more than Herculean force and precision, you shall no more be able to pierce him than to penetrate the hard shell of a tortoise with a rye straw.

— Quoted in Miller, 2002, pp. 148-149

Lincoln on Slavery

We can succeed only in concert. It is not 'can any of us imagine better', but 'can we all do better.'

— Quoted in Miller, 2002, pp. 224; italics in original

Judgmentalism

Is it possible to perceive something as ineffective and not be judgmental about it?

Letter off A, B

- Pick any of the four quadrants that represents a situation that you have experienced
- Make a few notations within the quadrant
- Do a two-step interview with your partner A, B

FEELING	FEEDBACK	
	Indirect	Direct
Belittled		
Not Belittled		

As a leader…

- Practice non-judgmentalism when you are giving feedback
- Practice non-defensiveness when you are receiving feedback

Capacity Building

People who thrive here have a certain humility. They know they can get better; they want to learn from the best. We look for people who light up when they are around other talented people.

— Taylor & LaBarre, 2002

Secret Four: Learning Is the Work

Professional development (PD) in workshops and courses is only an input to continuous learning and precision in teaching. Successful growth itself is accomplished when the culture of the school supports day-to-day learning of teachers engaged in improving what they do in the classroom and school.

Culture of Learning

If we were to identify the single greatest difference between Toyota and other organizations (including service, healthcare, and manufacturing), it would be the depth of understanding among Toyota employees regarding their work.

— Liker & Meier, 2007

Toyota's Approach

The essence of Toyota's approach to improving performance consists of three components:

1. Identify critical knowledge
2. Transfer knowledge using job instruction
3. Verify learning and success

— Liker & Meier, 2007

Breakthrough

— Fullan, Hill, & Crévola, 2006

The Container Store

The Container Store provides 235 hours of training to first-year employees and 160 hours every year thereafter, all with a view to creating a culture where people learn from experience.

— Sisodia, Wolfe, & Sheth, 2007

Non-Judgmentalism … Again

The objective is not to identify whom to blame for a problem, it is to find out where the system failed.

— Liker & Meier, 2007

Secret Five: Transparency Rules

Ongoing data and access to seeing effective practices is necessary for success. It takes up the dilemmas of 'de-privatizing practice' in which it becomes normal and desirable for teachers to observe and be observed in teaching facilitated by coaches and mentors.

Getting Started with Transparency	Data walls — elementary teachers Data walls — high school teachers *— Liker & Meier, 2007*
Medicine	To fix medicine we need to do two things: measure ourselves, and be open about what we are doing. *— Gawande, 2007*
Classroom Improvement	Transparency + non-judgmentalism + good help = classroom improvement *— Fullan, 2008a*

Statistical Neighbors

As part of the overall strategy, Ontario created a new database, which is called "Statistical Neighbors." All four thousand schools are in the system. They are organized into four bands — students and schools from the most disadvantaged communities, two bands in the middle, and a fourth comprising students in the least disadvantaged communities. Schools can be examined using other categories as well — size of school, percentage of ESL students, geographical setting (rural or urban), and so on.

We are now in a position to use the data, and here is where the nuance of Secret Five comes into play. Simply publishing the results can possibly do some good, but more likely than not would have negative side effects. Instead we operate under a set of ground rules:

1. We do not condone league tables — displaying the results of every school from lowest to highest scores without regard to context. Instead we do the following:

    a. Help schools compare themselves with themselves — that is, look at what progress they are making compared to previous years;

    b. Help schools compare themselves with their statistical neighbors, comparing apples with apples;

    c. Help schools examine their results relative to an external or absolute standard, such as how other schools in the province are faring and how close they are to achieving 100 percent success in literacy and numeracy.

2. We work with the seventy-two school districts and their four thousand schools to set annual "aspirational targets" based on their current starting point.

3. We focus on capacity building, helping districts identify and use effective instructional practices.

4. Although we take each year's results seriously, we are cautious about drawing conclusions about any particular school based on just one year's results. We prefer to examine three-year trends to determine if schools or districts are "stuck" or "moving" (improving or declining).

5. For schools and districts that are continuing to under-perform, we intervene with a program called Ontario Focused Intervention Partnership (OFIP), which provides targeted help designed to improve performance. There are currently about 850 of the 4,000 schools in this program. We are careful not to stigmatize schools in OFIP (in keeping with Secret Three), because doing so gets people sidetracked into issues of blame.

Overall, we think that this approach to data-informed development is effective. There is quite a lot of pressure built into the process, but that pressure is based on constructive transparency. When data are precise, presented in a non-judgmental way, considered by peers, and used for improvement as well as for external accountability, they serve to balance pressure and support. This approach seems to work. After five years of flatlined results before beginning the program (1999 – 2003), the province's literacy and numeracy scores have climbed by some ten percentage points, with OFIP schools improving more than the average.

In England, schools and LAs can also track their performance through a data system called RAISE in which they can trace their performance over time.

— Fullan, 2008a

Secret Six: Systems Learn

Continuous learning depends on developing many leaders in the school in order to enhance continuity. It also depends on schools being confident in the face of complexity, and open to new ideas.

Systems Learn

The fact that Toyota can succeed over decades … and that the company shows no "leadership effects" — or changes from succession — speaks to building a robust set of interrelated management practices and philosophies that provide advantage above and beyond the ideas or inspirations of single individuals.

Pfeffer & Sutton, 2006

Certainty

Some people I've encountered seem more certain about everything than I am about anything.

— Rubin, 2003

Wisdom

Wisdom is using your knowledge while doubting what you know.

— Pfeffer & Sutton, 2006

Leaders …

… Have to be more confident than the situation warrants. They have to develop leadership in others. Be specific about the few things that matter and keep repeating them.

— Pfeffer & Sutton, 2006

Systems Learning

Confidence but not certitude in the face of complexity. Get comfortable with being uncomfortable.

— Fullan, 2008a

Leadership

Shackleton Video

What evidence did you see of Shackleton's leadership style?

Scott

- Ambitious
- Naïve technically
- Hierarchical
- Arrogant
- Wary of colleagues more able than himself
- Indifferent selector
- Poor trainer
- Bad safety record
- Gifted writer

Shackleton

- Single-minded
- Excellent in crisis
- Technically sensible
- Gregarious
- Excellent public speaker
- Broadly objective
- Good conceptual planner
- Effective selector and trainer
- Good safety record
- Bored by administration
- Politically astute

— Morrel & Capparell, 2001

On Leadership … Scott was dour, bullying and controlling; Shackleton was warm, humorous and egalitarian … Scott tried to orchestrate every movement of his men; Shackleton gave his men responsibility and some measure of independence. Scott was secretive and untrusting; Shackleton talked openly and frankly with the men about all aspects of the work. Scott put his team at risk to achieve his goals; Shackleton valued his men's lives above all else.

Scott's men died. All of Shackleton's men survived the wreck of their ship, Endurance in the crushing Antarctic ice, stranded twelve thousand miles from civilization with no means of communication. Isolated for almost two years on an Antarctic ice flow, Shackleton and a few of his men endured an eight-hundred-mile trip across the frigid south Atlantic in little more than a rowboat to get help for his men. All twenty-seven men in the crew survived in good health.

— Morrel & Capparell, 2001

Shackleton's Leadership Traits:

- Cultivate a sense of compassion and responsibility for others.
- Once you commit, stick through the tough learning period.
- Do your part to help create an upbeat environment at work — important for productivity.
- Broaden your cultural and social horizons, learning to see things from different perspectives.
- In a rapidly changing world, be willing to venture in new directions to seize new opportunities and learn new skills.
- Find a way to turn setbacks and failures to your own advantage.
- Be bold in vision and careful in planning.
- Learn from past mistakes.
- Never insist on reaching a goal at any cost; it must be achieved without undue hardship for your staff.

— Morrel & Capparell, 2001

What's Worth Fighting for in the Principalship: Guidelines for Principals

1. De-privatize teaching
2. Model instructional leadership
3. Build capacity first
4. Grow other leaders
5. Divert the distractors
6. Be a system leader

— Fullan, 2008

What's Worth Fighting for in the Principalship: Guidelines for Systems

1. Invest in the instructional leadership of principals
2. Combine direction and flexibility
3. Mobilize the power of data
4. Use peers to change district culture
5. Address the managerial requirements
6. Stay the course

— Fullan, 2008

Leadership Therapy

A. Rowley, 2007

The Leadership Circumplex

The circumplex is based upon two related dimensions of leadership behavior — conviction and connection.

Conviction measures the following behaviors:

- The ability to provide a compelling vision;
- The capacity to manage or lead change;
- Reality sense — the ability to grasp what is happening in the industry and a commitment to understanding and servicing the needs of the customer;
- The capacity to display passion, conviction, belief and authenticity; and
- A commitment to continuous learning.

Connection measures the following:

- Self-awareness — an understanding of how your behavior affects others and how to change it according to the person/situation;
- Effective communication — you demonstrate a sense of power and competence through communication;
- Developing people — you put developing people as a priority and ensure that people have personal development plans; and
- The capacity to revitalize the business values

Barber, M., & Mourshed, B. (2007). *How the best performing schools come out on top*. London: McKinsey Group.

Black, P., Wiliam, D., Harrison, C., Lee, C., & Marshall, M. (2003). *Working inside the black box*. London: King's College.

Collins, J. (2001). *Good to great*. New York: Harper Collins.

Dufour, R., Dufour, R., Eaker, B., & Many, T. (2005). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IL: Solution Tree.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Fullan, M. (2003a). *Change forces with a vengeance*. London: RouthledgeFalmer.

Fullan, M. (2003b). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press, Toronto: Ontario Principals' Council.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press; Toronto: Ontario Principals' Council**.**

Fullan, M. (2006b). *Turnaround leadership*. San Francisco, CA: Jossey-Bass.

Fullan, M. (2007). *The new meaning of educational change 4th edition*. New York: Teachers College Press.

Fullan, M. (2008a). *The six secrets of change.* San Francisco: Jossey-Bass.

Fullan, M. (2008b). *What's worth fighting for in the principalship*. 2nd Edition. New York: Teachers College Press; Toronto: Ontario Principals' Council.

Fullan, M., Hill, P., & Crévola, C. (2006). *Breakthrough*. Thousand Oak, CA: Corwin Press; Toronto: Ontario Principals' Council

Fullan, M., & St. Germaine, C. (2006). *Learning places*. Thousand Oak, CA: Corwin Press; Toronto: Ontario Principals' Council.

Gawande, A. (2007). *Better: A surgeon's notes on performance.* New York: Metropolitan Books.

Gittell, J. (2003). *The Southwest Airlines way.* New York: McGraw-Hill.

Heifetz, R., & Linsky, M. (2004). *Leadership on the line*. Boston: Harvard Business School Press.

Herold, D. & Fedor, D. (2008)*Change the way you lead change*. Stanford: Stanford University Press.

Kotter, J. (2008). *A sense of urgency*. Cambridge: Harvard Business School Press.

Liker, J. & Meier, D. (2007). *Toyota talent.* New York: McGraw-Hill.

Livsey, R.C., & Palmer, P.J. (1999). *The courage to teach: A guide for reflection and renewal*. San Francisco: Jossey-Bass.

Mauer, R. (1996). *Beyond the wall of resistance*. Austin, TX: Bard Books.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

Morrell, M., & Capparell, S. (2001). *Shackleton's way.* New York: Viking Penguin.

Newmann, F., King, B., & Youngs, P. (2000, April). Professional development that addresses school capacity. Paper presented at the annual meeting of the American Education Research Association, New Orleans.

Pfeffer, J., & Sutton, R. (2000). *The knowing-doing gap: How smart companies turn knowledge into action*. Boston: Harvard Business School Press.

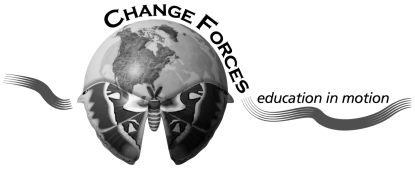
Pfeffer, J. & Sutton, R. (2006). *Hard facts, dangerous half-truths and total nonsense.* Boston: Harvard Business School Press.

Rowley, A. (2007). *Leadership therapy*. New York. MacMillan.

Rubin, R. (2003). *In an uncertain world.* New York: Random House.

Senge, P. (1990). *The fifth discipline*. New York: Doubleday.

Sisodia, R., Wolfe, D., & Sheth, J. (2007). *Firms of Endearment*. Upper Saddle River, NJ: Wharton School Publishing.



Michael Fullan is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as an international authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world. His ideas for managing change are used in many countries, and his books have been published in many languages.

Michael Fullan led the evaluation team which conducted the four-year assessment of the National Literacy and Numeracy Strategy in England from 1998-2003. In April 2004 he was appointed Special Advisor to the Premier and Minister of Education in Ontario.

Production and technology for this presentation provided by Claudia Cuttress & Associates.
Graphics and animations by www.blinkblink.to

Special thanks to Eleanor Adam and Joanne Quinn for training design contributions.