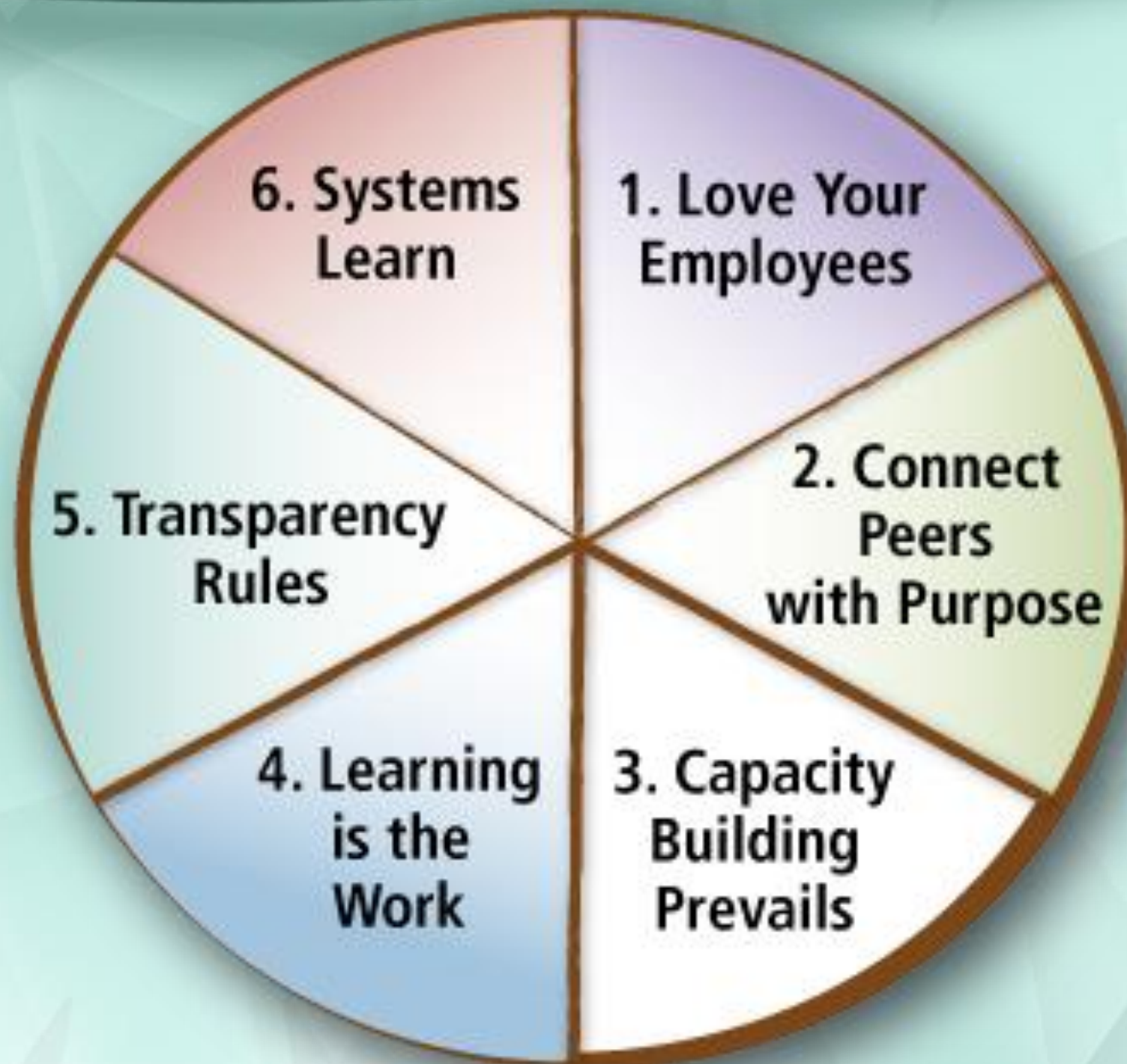


The Six Secrets of Change

By Michael Fullan

The Six Secrets of Change



Fullan (2008)

A Focus on Change

Change is a process of building ownership and capacity in others as you proceed.

School improvement efforts focus on the culture of the school with a focus on student achievement and corresponding instructional improvement.

Schools cannot improve in isolation – they need to connect with other schools and link to district support, resources and policy implementation.

Quality Leadership is needed at all levels, i.e., district, schools and classrooms.

Things to Think About...

“Learning is not doing; it is reflecting on doing.”

Mintzberg (2004)

*“Leadership is . . . getting results in a way that
inspires trust.”*

Covey (2006)

“Learning is the work.”

Fullan (2008)

Wisdom is . . .

*“The ability to act with
knowledge, while doubting
what you know.”*

Pfeffer & Sutton (2006)

The trouble with certainty

“Some people I’ve encountered seem more certain about everything than I am about anything.”

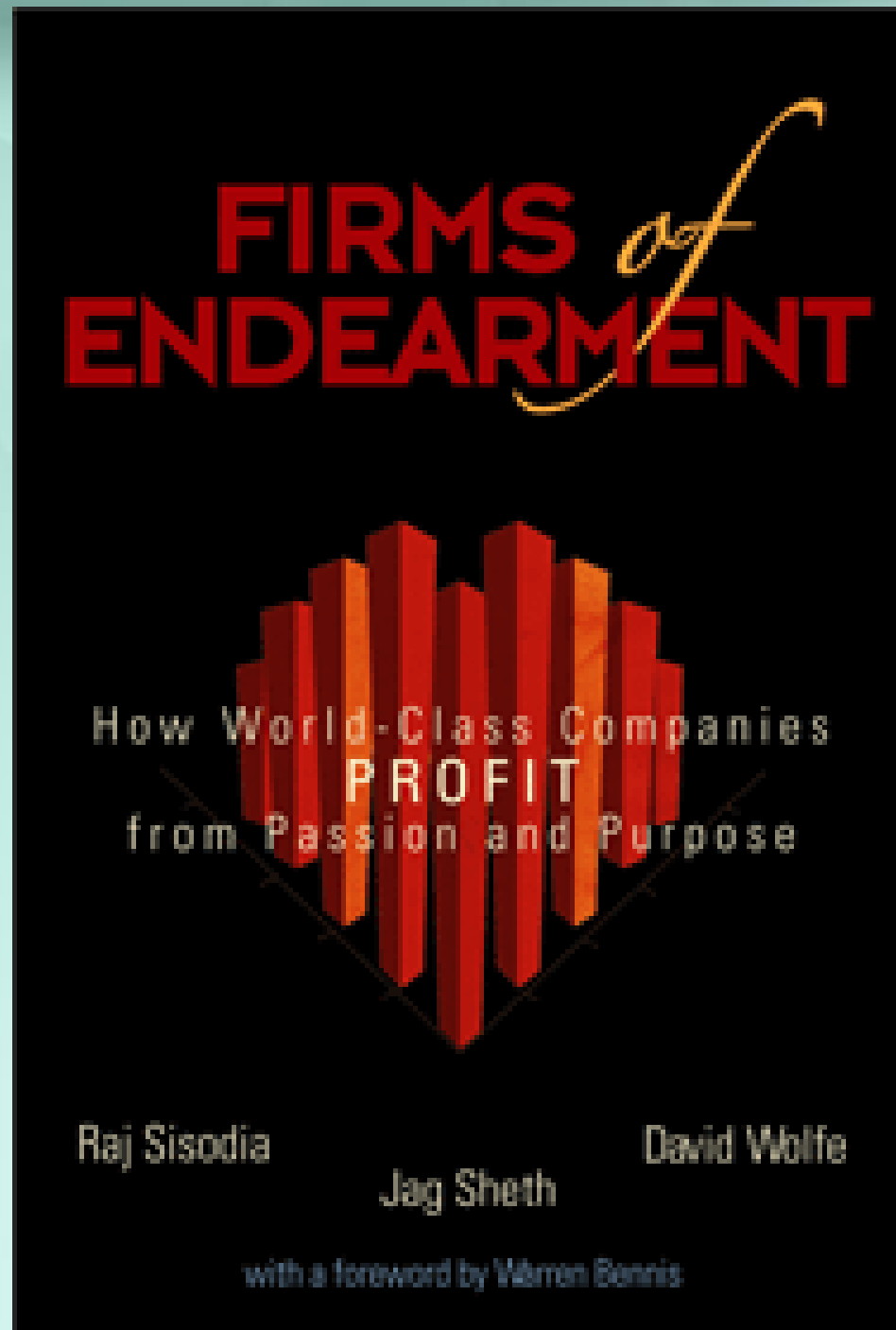
Rubin (2003)

The two greatest failures of leaders are . . .

*indecisiveness in time of urgent
need for action and
dead certainty that they are
right in times of complexity.”*

Fullan (2008)

***No
stakeholder is
more
important than
any
other.***



***Create
emotional value,
experiential value,
social value, and
financial value.***

Firms of Endearment

Firms of endearment (FoEs) endear themselves to stakeholders (customers, employees, investors, partners, and society).

It is the *culture* of the entire organization that counts, shaped by the CEO but manifested by leaders at all levels of the organization.

Firms of Endearment

- Amazon
- BMW
- Carmax
- Caterpillar
- Commerce Bank
- Container Store
- Costco
- eBay
- Google
- Harley Davidson
- Honda
- IDEO
- IKEA
- Jet Blue
- Johnson & Johnson
- Jordan's Furniture
- LL Bean
- New Balance
- Patagonia
- REI
- Southwest Airlines
- Starbucks
- Timberland
- Toyota
- Trader Joe's
- UPS
- Wegmans
- Whole Foods

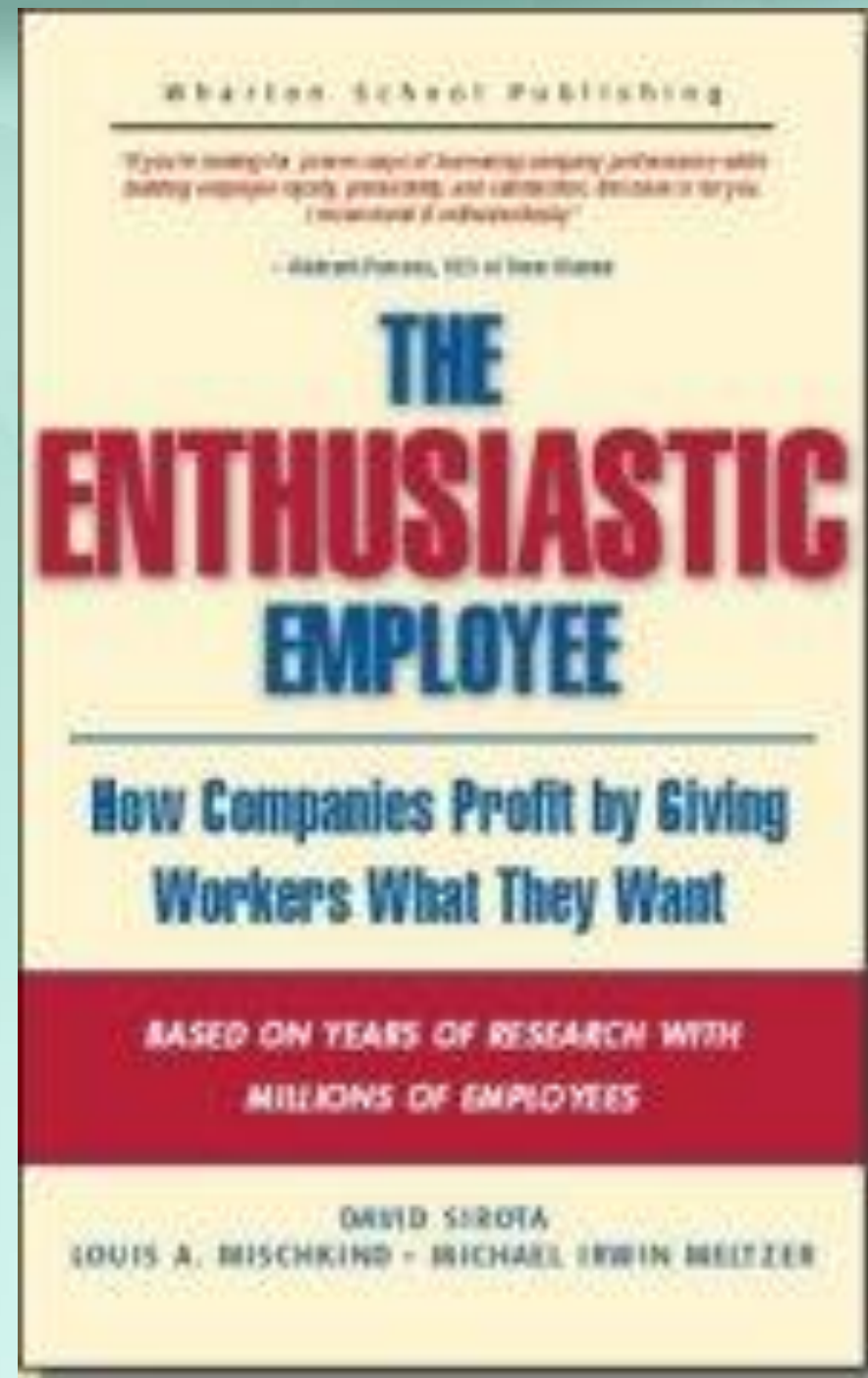
Firms of Endearment

Over a 10-year horizon, FoEs outperformed the 'Good to Great' companies 1,026 percent return versus 331 percent (a 3-to-1 ratio).

***Fair
Treatment***

***Enabling
Achievement***

Camaraderie



***Only 14% of
organizations had
an “enthusiastic
workforce.”***

***(3/4 of employees
in these
organizations
rated their
company high on
all three
dimensions)***

Synergistic Southwest practices for building high-performance relationships ...

Lead with credibility and caring.

Invest in frontline leadership.

Hire and retain for relational competence.

Bridge the work-family divide.

Measure performance broadly.

Keep jobs flexible at the boundaries.

Make unions your partners.

Build relationships with suppliers.

Shackleton . . .

*“Always put the well-being
of his crew first.”*

Morrell & Capparell (2001)

Lessons from Shackleton's leadership . . .

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.

Broaden your cultural and social horizons.

Be willing to venture in new directions – seize new opportunities.

Find a way to turn setbacks and failures into opportunities.

Be bold in vision and careful in planning.

Never insist on reaching a goal at any cost.

Morrell & Capparell (2001)

Table Talk

Three, two, one . . . discussion and report
back to whole group.

The Six Secrets of Success

Secret One is the foundation secret.

However, the six secrets are interrelated and overlapping.

They reinforce each other and result in multiple payoffs.

Secret One Explained

Love Your Employees

If you build your organization by focusing on your customers without making the same careful commitment to your employees, you won't succeed.

Secret One tells me that the children-first stances are misleading and incomplete.

The quality of the education system cannot exceed the quality of its teachers.

Secret One

Love your employees as much as your customers

Secret One is not only about social responsibility and caring for others.

It is about sound strategies linked to impressive outcomes.

Secret One in action

Means helping all employees to find:

- Meaning
- Increased skill development
- Personal satisfaction
in ways that fulfill their own
and the organization's goals

Table Talk

1. What are you doing in your practice that encourages a culture that allows for staff connection and contribution?
2. What else could you be doing to encourage this work?

Secret One Summary

- Create conditions for staff to succeed.
- Find ways for staff to simultaneously fulfill their own goals and the goals of the organization.
- Help staff to feel proud of the organization, to find their work exciting, to feel that they are treated with dignity, and to believe they are part of a valuable and creative effort larger than themselves.

The Six Secrets of Success

Secret Two: **Connect Peers with Purpose.**

Show me a cohesive, creative organization, and I'll show you peer interaction all the way down.



Fullan, 2008

Secret Two Explained

The job of leaders is to provide good direction while pursuing its implementation through purposeful peer interaction and learning in relation to results.

Secret Two

Connect Peers with Purpose

The glue for achieving simultaneous tight-loose organizations is to be found more in purposeful peer interaction than in hierarchy.

People don't bond with their hierarchy . . . they bond with their peers.

Secret Two in action

- Employ talented individuals
- Create mechanisms for purposeful peer interaction
- Stay involved but avoid micro-managing
 - Once the right conditions are created and the process is set in motion, trust the process and the people in it. Let the other secrets take care of the monitoring.

Secret Two

Leaders ensure . . .

- All stakeholders are rallying around a *higher purpose* that has meaning for individuals as well as the collectivity.
- *Knowledge flows* as people pursue and continuously learn what works best.
- Identifying with an entity larger than oneself expands the self, with powerful consequences. Enlarged identity and commitment are the social glue that enable large organizations to cohere.

Secret Two

Beware of Groupthink



Table Talk

1. What is the shared moral purpose that bonds you and your colleagues together?
2. What are you doing in your practice that encourages connecting peers with purpose?
3. What else could you be doing to encourage this work?

Secret Two Summary

- Leaders enable employees to learn continuously and find meaning in their work and in their relationship to coworkers and to the company as a whole.
- Leaders provide direction while pursuing its implementation through purposeful peer interaction and learning in relation to results.
- Leaders invest in the development of individual and collaborative efficacy of a whole group or system to accomplish significant improvements.

The World is the Only Oyster You Have

The world is not for your taking,
but it is for your *making*.



Fullan, 2008

It is a Matter of Will

The student achievement gap can be solved only when the adult gap between what we know and what do is reduced to zero.

We can do this. It is a matter of will, not skill.

The Six Secrets : 3

**Capacity Building
Prevails**

3. Non-judgmentalism

Assume to dictate to his judgment, or to command his action, or to mark him as one to be shunned or 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 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.

— Lincoln, in Miller, 2002

3. Non-judgmentalism

For those who had never fallen victim to drink have been spared more from an absence of appetite than from any mental or moral superiority.

— Lincoln, in Miller, 2002

3. Capacity Building Over Judgmentalism

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

— Miller, 2002
(regarding Lincoln)

3. 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 and LaBarre,
2006

The Six Secrets : 4

Learning is the
Work

4. Learning is the Work

If we were to identify the single greatest difference between Toyota and other organizations it would be 'the depth of understanding' among Toyota employees regarding their work.

— Lier and Meier, 2006

The Six Secrets : 5

Transparency Rules

5. Transparency Rules

To fix medicine we need to do two things:

- measure ourselves, and
- be open about what we are doing.

— Gawande, 2007

5. Classroom Improvement

Transparency

+

Non-judgmentalism

+

Good Help

5. Promising Change Forces

Strategies with potential

Recruitment and succession

Clusters, networks, and partnerships

International benchmarks

5. Problematic Change Forces

Initiativitis

High stakes vulnerability

Managerial diversion

Unfit for purpose

5. Leading

Leading legacies

Leading knowledgeably

Leading learning communities

Leading systems

5. WWFFP : For Principals

De-privatize teaching

Model instructional development

Build capacity first

Grow other leaders

Divert the distractors

Be a system leader

5. WWFFP : For System Leaders

Elevate and invest in the instructional leadership of the principal

Combine direction and flexibility

Mobilize the power of data

Use peers to change district culture

Manage the managerial requirements

Stay the course

The Six Secrets : 6

Systems
Learn

6. 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 and Sutton,
2006

6. Systems Learn

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

— Rubin, 2003

6. Systems Learn

Wisdom is using your
knowledge while doubting
what you know.

— Pfeffer and Sutton,
2006

The Ontario Strategy

1. Guiding coalition
2. Peace and stability/distractors
3. The literacy numeracy secretariat
4. Negotiating aspirational targets
5. Building capacity
6. Enhanced and targeted resources
7. The evolution of positive pressure
8. Connecting the dots with key complementary components

The Ontario Strategy: Assumptions

- ❖ A few critical key goals with public targets
- ❖ A comprehensive strategy focused on capacity building with a link to results
- ❖ A careful focus on sector engagement and developing and implementing the strategy
- ❖ Creation of the necessary infrastructure (people and resources) to support effect implementation

The Ontario Strategy: Assumptions

- ❖ Leadership development at all levels
- ❖ Proactive management of competing agendas and potential distractors to ensure a continuous focus on key goals
- ❖ Research and evaluation strategy such that transparent results and effective practice inform further action
- ❖ Constant open two-way conversation with the sector and the public

Top Performing Systems

The performance of the top school systems in the world suggests 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 and Mourshed,
2007

Public Confidence

The ultimate goal of educational improvement is increasing the public's confidence in the public education system.