

LEADING IN A CULTURE OF CHANGE

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- Leadership: Mobilizing people to tackle tough problems, not mobilizing others to solve problems we already know how to solve.
- Five components of leadership
 - Moral purpose (direction & results): acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole.
 - Understanding change process (honor the complexity and discovery of the journey):
 - the goal is not to innovate the most,
 - it is not enough to have the best ideas,
 - appreciate early difficulties of trying something new (implementation dip),
 - redefine resistance as a potential positive force,
 - re-culturing is the name of the game,
 - never a checklist, always complexity
 - Relationship building (honor the complexity and discovery of the journey): Effective leaders constantly foster purposeful interaction and problem solving and are wary of easy consensus.
 - Knowledge creation and sharing (honor the complexity and discovery of the journey): people will not voluntarily share knowledge unless they feel some moral commitment to do so, people will not share unless the dynamics of change favor exchange, data without relationships merely cause more information glut. Turning information into knowledge is a social process and for that you need good relationships.
 - Coherence making (extract valuable patterns worth retaining): It is important to be on the edge because that is where creativity resides, but anarchy lurks there too. Therefore, effective leaders tolerate enough ambiguity to keep the creative juices flowing, but along the way they seek coherence.
- Personal characteristics of leader: energy-enthusiasm-hopefulness
- Leaders can be powerful, and so can groups, which means they can be powerfully wrong. This is why the five dimensions of leadership must work in concert. They provide a check against uninformed commitment and groupthink.
- External commitment is triggered by management policies and practices that enable employees to accomplish their tasks. Internal commitment derives from energies internal to human beings that are activated because getting a job done is intrinsically rewarding.
- Leadership, if it is to be effective, has to have an explicit “making a difference” sense of purpose
- Use strategies that mobilize many people to tackle tough problems
- Be held accountable by measurable and debatable indicators of success and be ultimately assessed by the extent to which it awakens people’ intrinsic commitment, which is none other than the mobilizing of everyone’s sense of moral purpose
- Change can be understood and perhaps led, but it cannot be controlled.
- For some situations, when there is an urgent problem and people are at sea, visionary leaders can be crucial. And at all times, it helps when leaders have good ideas. But it is easy for authoritative leadership to slip into social engineering when initial excitement cannot be sustained because it cannot be converted to internal commitment.

- We are more likely to learn something from people who disagree with us than we are from people who agree. But we tend to hang around with and overlisten to people who agree with us, and we prefer to avoid and underlisten to those who don't.
- Five components of leadership contain all the checks and balances needed to deal with those few hard-core resisters who make a career out of being against everything – who act, in other words, without moral purpose.
- Reorganizing is a wonderful method for creating the illusion of progress while producing confusion, inefficiency, and demoralization.
- The coercive leadership that may be needed to start improvement will certainly not be the strategy needed for the system to thrive in the future.
- In a nonlinear, dynamic world, everything exists only in relationship to everything else, and the interactions among agents in the system lead to complex, unpredictable outcomes. Interactions, or relationships, among its agents are the organizing principle.
- Seven essentials to developing relationships
 - Setting clear standards
 - Expecting the best
 - Paying attention
 - Personalizing recognition
 - Telling the story
 - Celebrating together
 - Setting the example
- We should be led by those who inspire us by
 - Selectively showing their weaknesses (revealing humanity and vulnerability)
 - Relying on intuition (interpreting emergent data)
 - Managing with tough empathy (caring intensely about employees and about the work they do)
 - Revealing their differences (showing what is unique about themselves)
- Seven organizing principles of reform strategy
 - It's about instruction and only instruction
 - Instructional improvement is a long, multistage process involving awareness, planning, implementation, and reflection
 - Shared expertise is the driver of instructional change
 - The focus is on system-wide improvement
 - Good ideas come from talented people working together
 - Set clear expectations, then decentralize
 - Collegiality, caring and respect are paramount
- Professional development is what administrative leaders do when they are doing their jobs, not a specialized function that some people in the organization do and others do not.
- Professional development of individuals or even small teams will not be sufficient; schools must also focus on creating school-wide professional learning communities. The organization must change along with the individuals.
- Individual development combined with professional communities is still not sufficient unless it is channeled in a way that combats the fragmentation of multiple innovations; that is, there must be program coherence. (Program coherence: the extent to which the school's programs for student and staff learning are coordinated, focused on clear learning goals, and sustained over a period of time. Program coherence is organizational integration.)

- Autonomy results in isolation and reinforces the norms of individualism and conservatism. Collegial support and interaction enable individual teachers to reconsider and revise their classroom practice confidently because department norms are mutually negotiated and understood.
- Weak collaboration is always ineffective, but strong communities can make matters worse if, in their collaboration, teachers reinforce each other's bad or ineffective practice. This is why close relationships are not ends in themselves.
- Respect those you wish to silence. Maintain a clear focus while you take the concerns of resisters seriously.
- Focusing on information rather than use is why sending individuals and even teams to external training by itself does not work. Change leaders must also change the context, helping create new settings conducive to learning and sharing that learning.
- Identifying best practices usually goes reasonably well, but when it comes to transferring and using the knowledge, the organization often flounders.
- Intervisitation and peer consultations are routine parts of the district's daily life. Usually principals initiate these outside visits and travel with teachers. (Alvarado)
- Regular principals' meetings – frequently called principals' conferences – are primarily organized around instructional issues and only incidentally around routine administrative business.
- The district relies on outside consultants, experts in a given instructional area who are employed under contractual arrangements, sometimes with universities and sometimes as independent consultants. In addition, it relies on district consultants, typically recruited from the ranks of district personnel, paid directly on the district budget, and given an assignment to work in a given instructional area.
- Change in instructional practice involves working through problems of practice with peers and experts, observation of practice, and steady accumulation over time of new practices anchored in one's own classroom setting. Connecting professional development with teaching practice in this direct way required making a choice at the district level to invest resources intensively rather than using them to provide low impact activities spread across a larger number of teachers.
- Focus of professional development is on instruction and associated ideas for developing leadership that will have an impact on teaching practices and student learning.
- What makes it acceptable is that everyone in the group is videotaped and discussed, including the work of the instructional leader.
- Students are also taught to present portfolios of their work and accomplishments to their parents. In this way students are learning why and how to share knowledge – something they will need as future workers and citizens.
- School systems would be well advised to name knowledge sharing as a core value – to label it explicitly, which they do not now do – and to begin to work on the barriers and procedures to dramatically increase its use.
- The experience of nonlinear messiness is necessary in order to discover the hidden benefits – creative ideas and novel solutions are often generated when the status quo is disrupted.
- Living on the edge means simultaneously letting go and reining in.
- Four characteristics of living system:
 - Equilibrium is a precursor to death. When a living system is in a state of equilibrium, it is less responsive to changes occurring around it. This places it at maximum risk.

- In the face of threat, or when galvanized by a compelling opportunity, living things move toward the edge of chaos. This condition evokes higher levels of mutation and experimentation, and fresh new solutions are more likely to be found.
- When this excitation takes place, the components of living systems self-organize and new forms and repertoires emerge from the turmoil.
- Living systems cannot be directed along a linear path. Unforeseen consequences are inevitable. The challenge is to disturb them in a manner that approximates the desired outcome.
- In schools, the main problem is not the absence of innovations but the presence of too many disconnected, episodic, piecemeal, superficially adorned projects.
- Productive disturbance is likely to happen when it is guided by moral purpose and when the process creates and channels new tensions while working on a complex problem.
- Effective leadership means guiding people through the differences and, indeed, enabling differences to surface.
- Self-organizing concerns new patterns of relationship and action that emerge when you set up the conditions and processes. The dynamics of the organization shift to a new state as a result of the new interactions and ideas.
- Leaders should design more than engineer, discover more than dictate, and decipher more than presuppose.
- Strange attractors involve experiences or forces that attract the energies and commitment of employees. They are strange because they are not predictable in a specific sense. They are a series of experiences that will galvanize (attract) the deep energies and commitment of organization members to make desirable things happen. Visions can act as attractors, but only when they are shared at all levels of the organization and only when they emerge through experience, thereby generating commitment.
- Effective strange attractors possess the magnetic luring power of exploring moral purpose through a series of change experiences, supported by collaborative relationships that generate and sort out new knowledge.
- Unsettling processes provide the best route to greater all-round coherence. The most powerful coherence is a function of having worked through the ambiguities and complexities of hard to solve problems.
- Moral purpose sets the context for coherence making; it calls for people to aspire to greater accomplishments.
- Through focusing on outcomes (what students are learning), assessment literacy is a powerful coherence-maker.
- Lateral accountability: In hierarchical systems, it is easy to get away with superficial compliance or even subtle sabotage. In an interactive system, it is impossible to get away with not being noticed (similarly, good work is more easily recognized and celebrated). There is, in fact, a great deal of peer pressure along with peer support in collaborative organizations. If people are not contributing to solutions, their inaction is more likely to stand out.
- The criteria for retaining an idea are: "Does it work?" and "Does it feed into our overall purpose?" Knowledge sharing, in effect, comprises a continuous, coherence-making sorting device for the organization.
- Highly interactive systems with moral purpose have great cohesive powers built in; with such powers in place, what we have left to worry about are complacency, blind spots and groupthink, so we thus seek new diversity and new disturbances. And so the cycle goes.
- Developing leaders for a culture of change involves slow learning over time.

- In order to achieve widespread internal commitment, slow knowing, learning in context and leaders at all levels of the organization are needed.
- Scientific evidence shows convincingly that the more patient, less deliberate modes of knowing are particularly suited to making sense of situations that are intricate, shadowy or ill defined.
- Hare brained is about chasing relentless innovation; tortoise mind is about absorbing disturbances and drawing out new patterns.
- So much time is spent processing information solving problems and meeting deadlines that there is none left in which to think.
- Negative capability is the capacity to cultivate the ability to wait – to remain attentive in the face of incomprehension.
- Remaining attentive is to have moral purpose; incomprehension is to respect the complexities of situations that do not have easy answers.
- To wait in this kind of way requires a kind of inner security; the confidence that one may lose clarity and control without losing one's self.
- His problem is that he is so bright that he stops listening as soon as he has understood the point. Not a very good way to build relationships or to pick up ideas that you might have missed.
- We all know the difference between ten years of experience and one year of experience ten times over. Therefore, the experience must be intensive and must constantly cultivate the capacity to hone one's moral purpose and knowledge of nonlinear change processes, to build relationships with diverse groups to build knowledge, and to strive for coherence.
- Organizations that improve do so because they create and nurture agreement on what is worth achieving, and they set in motion the internal processes by which people progressively learn how to do what they need to do in order to achieve what is worthwhile. Such organizations select, reward and retain people based on their willingness to engage the purposes of the organization and to acquire the learning that is required to achieve those purposes.
- Learning in the setting where you work, or learning in context, is the learning with the greatest payoff because it is more specific (customized to the situation) and because it is social (involves the group).
- Privacy of practice produces isolation; isolation is the enemy of improvement.
- For the individual, the explicit value to be internalized is the responsibility for sharing what you know. For the organization (or for leadership, if you like), the obligation is to remove barriers to airing, create mechanisms for sharing, and reward those who do share. Leadership creates the conditions for individual and organizational development to merge.
- In order to ensure success you must build a strong core of people who really care about the place and who have ideas.
- In a culture of complexity, the chief role of leadership is to mobilize the collective capacity to challenge difficult circumstances.
- Corporations need souls and schools need minds and vice versa if the knowledge society is to survive – sustainability demands it.
- Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader but by what leadership you produce in others.