Leadership and Change

Dr. Susan Cramer
EdL 714
Leadership for Curriculum Development
Rogers: Adoption and Diffusion of Innovations

Geoffry Moore, *Crossing the Chasm*. Which groups are fundamentally different? Visionaries and risk-takers vs Pragmatists, people who want the innovation to work.

[http://www.valuebasedmanagement.net/methods_rogers_innovation_adoption_curve.html](http://www.valuebasedmanagement.net/methods_rogers_innovation_adoption_curve.html)
Rogers: Characteristics of Early Adopters

_Socio-economic_
- High social status
- No relationship between early adopters' age and adoption
- Upward social mobility
- High level of education

_Personality_
- Ability to deal with abstract concepts
- Favourable attitude to change, risk and science
- Greater empathy
- Intelligence
- Less than average dogmatic outlook
- Less than average degree of fatalism
- Greater than average level of aspiration
- Rational outlook

_Communication_
- Greater degree of contact with change agents
- Greater degree of exposure to mass media communications
- Higher degree of opinion leadership
- Inter-connectedness in social networks
- More cosmopolitan outlook
- Greater degree of social participation
- Tendency to seek information about innovation, and consequently a greater degree of knowledge about innovation

http://www.ariadne.ac.uk/issue50/oppenheim-et-al/
Malcom Gladwell -- The Tipping Point: How Little Things Can Make a Big Difference

• The Law of the Few
  – Mavens – teachers and helpers, not persuaders
  – Connectors – information specialists, they know everyone
  – Salesmen – persuaders, charismatic people with powerful negotiation skills

• The Stickiness Factor
  – Is the message memorable?
  – An ad has to be seen at least 6 times before it is remembered

• Power of Context
  – Small changes in context can be just as important in tipping epidemics
  – Groups play a critical role in social epidemics, Rule of 150

http://www.gladwell.com/tippingpoint/tp_excerpt2.html
Perry: Properties/Characteristics of Innovations that are likely to meet with success

- **Relative Advantage**, the degree to which it is perceived to be better than the situation currently existing.
- **Compatibility**, the perceived 'fit' of the innovation with existing structures, procedures and values.
- **Complexity**, the degree of difficulty involved in learning about and implementing the innovation.
- **Trialibility**, the extent to which an innovation can be tried by potential adopters without major investment of time or resources.
- **Observability**, the degree to which outcomes resulting from the adoption of an innovation are visible.

[http://www.jiscinfonet.ac.uk/infokits/change-management/adoptive](http://www.jiscinfonet.ac.uk/infokits/change-management/adoptive)
[http://www.ariadne.ac.uk/issue50/oppenheim-et-al](http://www.ariadne.ac.uk/issue50/oppenheim-et-al)
Innovation Decision Process – Steps one takes when deciding to adopt an innovation

1. Knowledge
2. Persuasion
3. Decision
4. Implementation
5. Confirmation

http://www.ariadne.ac.uk/issue50/oppenheim-et-al/
# Levels of Use of Innovations

<table>
<thead>
<tr>
<th>Level</th>
<th>CBAM</th>
<th>LoTi</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Nonuse</td>
<td>Nonuse</td>
</tr>
<tr>
<td>1</td>
<td>Orientation</td>
<td>Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Preparation</td>
<td>Exploration</td>
</tr>
<tr>
<td>3/4a</td>
<td>Mechanical Use</td>
<td>Mechanical Integration, Infusion</td>
</tr>
<tr>
<td>4a/4b</td>
<td>Routine Use</td>
<td>Routine Integration</td>
</tr>
<tr>
<td>4b/5</td>
<td>Refinement</td>
<td>Expansion</td>
</tr>
<tr>
<td>5/6</td>
<td>Integration</td>
<td>Refinement</td>
</tr>
<tr>
<td>6/--</td>
<td>Renewal</td>
<td>(goes beyond innovation to a new use)</td>
</tr>
</tbody>
</table>

[http://www.rmcdenver.com/useguide/cbam.htm](http://www.rmcdenver.com/useguide/cbam.htm)
Adoption of Change
(3 phases)

• **Unfreezing:** Creating the motivation to change by disconfirmation of the present state, creation of survival anxiety, creating of psychological safety to overcome learning anxiety

• **Moving:** Learning new concepts, new meanings, and new standards by imitation of and identification with role models, scanning for solutions and trial-and-error learning

• **Refreezing:** Internalising new concepts, meanings, and standards by incorporating into self-concept and identity and into ongoing relationships and groups

http://www.jiscinfonet.ac.uk/infokits/change-management/adoption
Conner & Patterson: 8 stages of commitment to a change goal

http://www.jiscinfonet.ac.uk/infokits/change-management/adoPTION
Johari Window

How well do you know yourself?

Glickman: Teacher Types & Supervision Style

Supervisory Behavior Continuum


Developmental Stages of Teachers and Student Teachers

Katz – Teacher Development

I. Survival
   Can I survive?
   May last full first year

II. Consolidation
   Focus on individual students and how they can be helped
   Usually 2nd year of teaching

III. Renewal
   Tired of doing the same thing
   Looks for new strategies, ideas, etc.
   Usually 3rd and 4th year

Caruso – Student Teacher Development

1. Anxiety/Euphoria
   I’m here!
   Will I be accepted?
   What is expected of me?

2. Confusion/Clarity
   Hold on to manual for dear life.
   Narrow perception of classroom

3. Competence/Inadquacy
   Build ST confidence

4. Criticism/New Awareness
   If it were MY classroom.
   ST finds fault with CT.
   ST evaluates self.

5. More Confidence/Greater Inadequacy
   ST knows they will make it
   CT is in the way
   CT may resent ST taking over

6. Loss/Relief
   Students ask where is ST going?

http://ceep.crc.uiuc.edu/pubs/katz-dev-stages.html