



CHANGE AND SCHOOL CULTURE REFLECTION GUIDE

Directions: Use the following guide to reflect on current change practices at your school and the role that school culture plays in fostering or deterring these changes. Think of one successful and one unsuccessful change that you led this year and summarize these two efforts in the first row of the table below. With these efforts in mind, use the guiding questions in the subsequent rows to reflect on and compare the successful and unsuccessful changes. Add notes in the space provided to support conversations and future efforts. The last row is blank for you to add questions and perspectives that arise naturally during conversations.

QUESTIONS	SUCCESSFUL CHANGE	UNSUCCESSFUL CHANGE
What is one example of a time that I successfully implemented a change? What is an example of when I was unsuccessful?		
What strategies helped manage this change? What strategies did not work?		
Where did I face resistance to implement this change?		
How did the <u>current school culture</u> support this change?		
How did the <u>current school culture constitute a barrier</u> to this change?		
What would I do differently?		

Adapted from: [CFF Coaches' Training](#) (Instructional Coaching Presented September 2007, Pennsylvania High School Coaching Initiative and Foundations, Inc.)



SCHOOL CULTURE CHANGE NEEDS IDENTIFICATION GUIDE

Directions: Based on your answers to the Change and School Culture Reflection Guide, answer the questions presented below to identify what needs to be transformed in your school culture to facilitate successful changes, and any data needs to contribute to culture change management.

What elements of my current school culture support change initiatives?

What elements of my current school culture deter change initiatives?

What current features about my school culture do I need to adapt to facilitate changes?

What data do I have now, or will I need to gather to understand current stakeholder perceptions towards school culture and change?



What data do I have now or will I need to gather to identify skill gaps required for change implementation?

What data do I have now or will I need to gather to support stakeholder buy-in and manage resistance?

What opportunities are lost if a culture change is not pursued?

What are the benefits of making a change in school culture?



STAKEHOLDER MAPPING WORKSHEET

Directions: Use the following space to identify and group stakeholders (i.e., people who can exert influence or pressure on your change) based on the following classifications:

STAKEHOLDER GROUP	DESCRIPTION	MY ANSWERS
Allies	Those who share your vision, can be trusted, and support your initiative.	
Opponents	Those with conflicting visions and explicit resistance that may challenge your efforts. However, they can turn into allies if their feedback is incorporated into the change strategy.	
Bedfellows	Those aligned with your vision and goals but with low levels of initiative and trust.	
Adversaries	Those that actively resist change and with whom building agreements and developing trust has failed.	

Adapted from: [Change Management Toolkit](#) (University of California Berkeley), [How to Lead Organizational Change by Mapping Stakeholders](#) (The Wharton School)