Implementing Change: Patterns, Principles, and Potholes
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DESCRIPTION

*Implementing Change: Patterns, Principles, and Potholes*, by Gene E. Hall and Shirley M. Hord, is a comprehensive resource for those interested in learning more about change in general and specifically the Concerns-Based Adoption Model (CBAM).

The first chapter explores a list of change principles that are widely recognized. These include:

- Change is a Process, Not an Event
- There are Significant Differences in What is Entailed in Development and Implementation of an Innovation
- An Organization Does Not Change until the Individuals with It Change
- Innovations Come in Different Sizes
- Interventions are the Actions and Events That Are Key to the Success of the Change Process
- Although Both Top-Down and Bottom-Up Change Can Work, a Horizontal Perspective Is Best
- Administrator Leadership Is Essential to Long-Term Change
- Mandates Can Work
- The School Is the Primary Unit for Change
- Facilitating change Is a Team Effort
- Appropriate Interventions Reduce the Challenges of Change
- The Context of the School Influences the Process of Change

Chapters 2 through 10 explore patterns of change from the perspective of the individual, the group, and the organization. Chapter 11 provides a systemic view of change and examines potential potholes in the process of change.

STAGE 2 LEADERSHIP DEVELOPMENT

*Implementing Change: Patterns, Principles, and Potholes*, by Gene E. Hall and Shirley M. Hord, supports stage 2 development of leaders. This book might be used with specialists to increase their knowledge of change and enhance their ability to navigate change in their role as leaders.
Chapters 2 through 10 provide information on various patterns of change including:

- Examining Initiatives and Innovations
- Clarifying the Change
- Understanding Feelings and Perceptions about Change
- Exploring the Use of Innovations
- Describing What Change Facilitators Do
- Defining Change Facilitator Style
- Expanding Views of Change Leadership
- Constructing Understanding of Change
- Considering a Set of Organizational Factors

Each chapter begins with several quotes and then presents a basic pattern of change. In addition, examples of what the change pattern looks like, suggestions for how to measure it, and implications for change success are included. Each chapter includes a set of focus questions, a case study, a list of guiding principles, a reference list, and a number of discussion questions and fieldwork activities.
The change process in schools is made complex by the wide range of educational innovations. These require effective leadership that recognizes the role people play. If the focus of change is solely on technology and if the personal side is not addressed, the result is resistance and implementation failure. Dr. Hord is the author of numerous articles and books, of which a selection of the most recent are: Implementing Change: Patterns, Principles, and Potholes, 3rd ed (with Gene E. Hall, 2011); Reclaiming Our Teaching Profession: The Power of Educators Learning in Community (with Edward F. Tobia, 2012); A Playbook for Professional Learning: Putting the Standards Into Action. The SOLID principles are more attributes of a good OO language and framework than anything else. They don't handily translate into design patterns. Rather, they influence good vs. bad in a design pattern. Generally, all of the SOLID principles show up in each design pattern somewhere. If all the SOLID principles don't show up, you have a way to improve on the design pattern. Single Responsibility is more of a basic principle or tenet of how to decompose a problem into cooperating objects and define the classes of those objects. All design patterns should illustrate this. Similarly, Open/Closed is a language feature, usually implemented via inheritance. But it can be done via monkeypatching. All design patterns should illustrate this. Implementing Change: Patterns, Principles and Potholes. Boston: Allyn & Bacon. has been cited by the following article: TITLE: Teachers’ Concerns on the Implementation and Practices of i-THINK with Concern Based Adoption Model (CBAM). AUTHORS: Rubananthan a/l Paramasveran, Nurfaradilla Mohamad Nasri. ABSTRACT: This study aims to identify the stage of teachers’ concerns in the implementation and practices of i-THINK. The Concern Based Adoption Model (CBAM) has been used to determine the level of teachers’ concerns whilst the Stage of Concern Questionnaire (SoCQ) has been adapted to fit the Malaysian context. A total of 153 primary school teachers in Sarawak were selected by a simple sampling technique.