

PERSUADING COLLEAGUES TO CHANGE

An adaptation and summary from an essay by Emeritus Prof. Dr. Ken Cox, University of New South Wales, Sydney, Australia, Education For Health, 12 (3), 2000.

1. Lesson 1:

- Readiness is a prior condition for change.

2. Lesson 2:

- Individual alone cannot achieve institutional change.

3. Lesson 3:

- Preparation for change can be facilitated by co-opting power at the top.

4. Lesson 4:

- Education must begin with what the learner is interested in learning.

5. Lesson 5:

- Adult learners respond to their own agenda, not those of others.

6. Lesson 6:

- Educational messages proposing change must be interesting and persuasive.

7. Lesson 7:

- Educational change requires long preparatory discussion among supportive group.

8. Lesson 8:

- Most support is needed when an innovation is tried out for the first time.

9. Lesson 9:

- Spreading innovation is a slow process requiring patience and persistence.

10. Lesson 10:

- Colleagues vary in their attitudes toward innovation.

11. Lesson 11:

- The variety of attitudes among colleagues call for a range of different strategies
 - “It is remarkable how much you can get done if you don’t care who gets the credit.”

12. Lesson 12:

- Implementing an innovation demands a host of logistic and communication tasks/skills.

13. Lesson 13:

- Preparing graduate trainees as change agents is a long and difficult process.

14. Lesson 14:

- Change is local and complex. Outsider can help, but should not try to direct change in another’s setting.

15. Lesson 15:

- Individuals can change their own teaching. The message can spread by example.

16. Lesson 16:

- Change does not occur overnight and needs constant perseverance.

17. Lesson 17:

- Distinction between “tiredness” and “boredom” of individual towards change is vital.

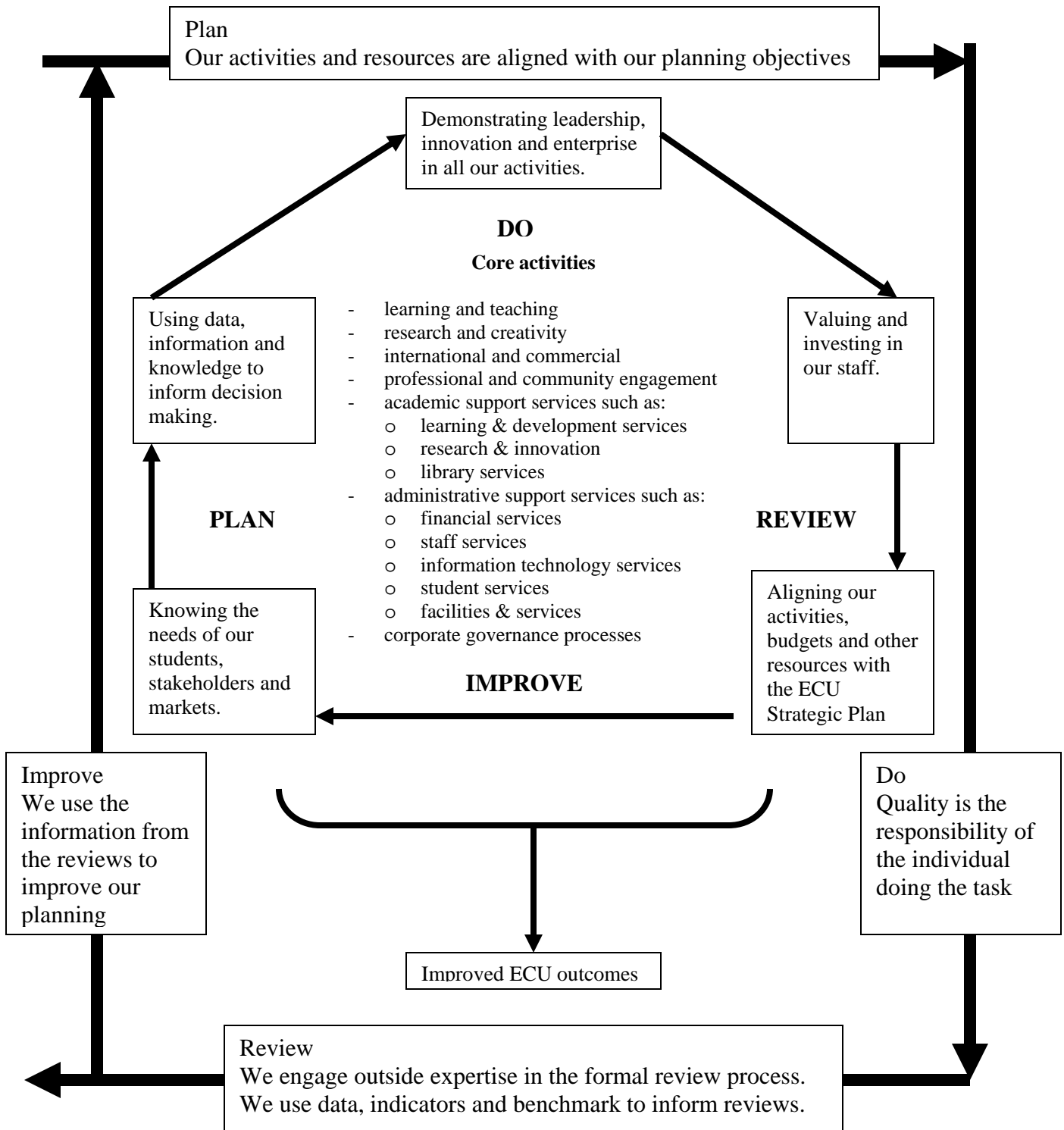
18. Effective collaboration:

- Create a vision
- Develop strategies
- Create the conditions for successful change
- Create the right culture
- Assess the need for, and type of, change
- Plan and implement change
- Involve everyone
- Sustain the momentum
- Commit to continuous improvement

19. Quality process

- Improving core activities (e.g. teaching and learning, research and creativity, professional and community engagement, and university service).
- Aligning activities, budgets and resources with the strategic plan.
- Demonstrating leadership, innovation and enterprise in all activities.

- Knowing the needs of students, other customers, stakeholders and markets.
- Valuing and investing in staff.
- Using data, information and knowledge to inform decision making.
- Improving outcomes



20. In conclusion:

- Change take place in learner; change begin e=with what our colleagues think, NOT what we think!!!

