Leading And Managing Educational Change: Teamwork

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Abstract

The paper explores and explains various aspects linked to leadership and teamwork. A framework for best practices has been formulated to explain the two complementary phenomena with synergy. Utilizing the concept of teamwork, this research address leadership and managing educational change. In the recent past, managing change in learning institutions has become intricate due to various complex reforms due to shifts in social changes and environmental conditions.

This paper provides literature scrutiny of leadership and management of educational change in the teamwork setting. Even though not all aspects of educational change were included, the study demonstrates that leading and managing change, especially in learning institutions, is a difficult process. According to this research, excellent leadership and teamwork are necessary to implement educational change successfully. However, numerous vital deductions have been noted and discussed in connection to studies that will follow later on

Keywords: leadership - change management - educational - work environment – teamwork.

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المستخلص:

قدمت هذه الورقة كنوع من التدقيق الأدبي للقيادة وإدارة التغيير التعليمي في بيئة العمل الجماعي، وعلى الرغم من عدم إدراج جميع جوانب التغيير التعليمي، إلا أن الدراسة توضح أن قيادة التغيير وإدارته، خاصة في المؤسسات التعليمية، هي عملية صعبة، ووفقا لهذا البحث، فإن القيادة الممتازة والعمل الجماعي ضروريان لتنفيذ التغيير التعليمي بنجاح. ومع ذلك، فقد تم ملاحظة العديد من الاستنتاجات الحيوية ومناقشتها فيما يتعلق بالدراسات التي ستتبع لاحقا. ونتيجة لهذه النتائج، فإن أهم شيء يجب أن نتذكره هو أن القوى العاملة تلعب عمومًا دورًا حاسمًا في أي عملية تغيير، مع مراعاة عيوبها. ونتيجة لذلك، يجب أن يكون الناس مستعدين نفسياً وعملياً لقبول التغيير بسهولة أكبر، ويلعب المديرون والقادة دوراً حاسماً في إعداد القوى العاملة للتغيير. ومع ذلك، يجب عليهم أيضًا أن يكونوا مستعدين للتعامل مع مشاعر الموظفين ومقاومة التغيير باستخدام برامج وأفكار وأساليب استراتيجية أفضل. يصبح نطاق النتائج المحتملة أكثر وضوحًا من خلال إزالة هذه الخصائص والصعوبات تدريجيًا من الاعتبار. ولأن القادة والمعلمين على حد سواء يجب أن يتعلموا مهارات جديدة وأن يتكيفوا مع المزيد من المشاكل، يجب على صناع السياسات التعليمية تقديم نهج شامل ومنتظم لمساعدة كلا المجموعتين إذا كانت الدراسة التي أجراها خبراء التغيير التعليمي دقيقة. في هذه الحالة، يجب على المبادرين إلى التغيير أن يأملوا في التعلم من أخطائهم وتجنبها في المستقبل من خلال التركيز على تنفيذ التغيير وتطويره. يجب على قادة المؤسسات التعليمية التأكد من أنهم يأخذون في الاعتبار جميع مستويات التغيير التعليمي قبل تفعيل التغييرات.

الكلمات المفتاحية: القيادة – إدارة التغيير – التعليم – بيئة العمل– الجماعي.

1: INTRODUCTION

At all organizational levels, effective leadership is necessary to enhance change management. Regardless of employees' competencies, employees need to be managed, and the team must be directed. It is the role of project managers or leaders to encourage collaboration because groups are likely to accomplish more compared to individuals. They, in most instances, help get the work done quickly, especially when handling cross-functional challenges (Butt, 2006). Currently, teamwork in an organization is highly crucial regardless of the organizational structure or functions. Some elements that make teams functional include common purpose, specific performance goals, complementary skills, and mutual understanding aspects that managers should evaluate before instituting organizational change.

People have different approaches and attitudes towards change in an institution. Some tend to resist change while others accept change. In most instances, learning institutions adopt recent technology, which has led to task execution and management changes. Through critical analysis of behavior and practice, school leaders should focus on changing the school culture to foster an environment that supports teamwork. Resistance to change is common, but it is rare in organizations that encourage working in teams through commonly shared goals. According to Brundrett and Duncan (2014), educational changes have failed in most instances, especially when the leadership instituting the changes does not clearly explain the motives behind the change or the administration ignores the needs of team members involved in the change implementation process. The paper contains a literature review regarding teamwork and change management and concludes with the results.

As organizations grow in size and complexity, previously working practices may fail to work, a reason collaboration is encouraged at all the levels of an organization (Hughes, 2018). Through teamwork, employees build relationships and trust. In most instances, organizations fail to accomplish their goals because they do not support collaboration. Critical soft skills are at the heart of effective leadership and successful teamwork (Oswald & Engelbrecht, 2013).

These talents must be developed with care and in moderation. This symbiotic relationship between leadership and working in teams is essential if both are carried out successfully, not just as two sides of the same coin. Critical softs skills are the heart of leadership. Leadership is integral in an organization, considering that poor leadership reduces positive outcomes even with a highly driven team.

1.2 Objectives

The paper explores and explains various aspects linked to leadership and teamwork. A framework for best practices has been formulated to explain the two complementary phenomena with synergy. Utilizing the concept of teamwork, this research address leadership and managing educational change. In the recent past, managing change in learning institutions has become intricate due to various complex reforms due to shifts in social changes and environmental conditions.

1.3 Importance of the Topic

Leaders in learning institutions require to work together toward common goals. The leaders are tasked with gathering members with superior competencies to enhance excellent outcomes. Members of a team must build proper interpersonal relations based on mutual respect (Hughes, 2018). The research will address various elements of teamwork, what a quality team entails, issues that affect working in teams, managing change, and multiple models of change.

2: LITERATURE REVIEW

Most occupations require employees' abilities to work together with others. This case is why most organizations divide work and assign some roles to work for teams. Working in groups makes working easier, considering that various team members have different proficiencies that enhance the easy handling of intricate circumstances or encounters (Oswald & Engelbrecht, 2013). The workforce must balance personal and organizational goals collectively to ensure that an organization achieves specific goals. People working together as a group indicates teamwork, and it is the role of the leaders to guide members of the group. Organizations that apply teamwork have regularly exhibited positive work outcomes. Successful teams in any

institution attract a new workforce and enhance employee retention (Oswald & Engelbrecht, 2013). Literature indicates that leadership and teamwork play a crucial role in an institution, especially during change management. Issues reviewed throughout the chapter include educational change, aspects of leading and managing change, and various models of change.

2.2 Educational Change

Educational change is an extensive term that denotes the ever-changing archetypes within schooling and reorganization efforts within education (Lamie, 2005). In most instances, changes in the education sector result from the institute's upgrading. Similarly, the changes within the education field result from the cognizance of novel concepts and needs. All the initiatives taken to implement the new ideas result from awareness of new ideas and conditions, classified as educational change. Generally, education enhances societal, financial, and cultural transformation, especially during essential countrywide and worldwide changes. This case is the main reason educational change has become a common leitmotif in several education systems and schemes to develop learning institutions (Leading educational change wisely, 2010). In the past five decades, educational change has undergone various phases of development which have led to successful educational reforms in the 21st century.

There are various levels of educational change, including the first-order change, which entails all the surface-level changes in rejoinder to novel designs. The novel ideas must fit the existing theoretical framework with the education system at this level (Mason, 2008). If the changes do not match the current framework, the alterations are rejected to sustain the existing framework. However, the first-order change does not lead to reforms considering it is only acceptable if it conforms to acknowledged customs. The other change is the second-order change which is a little intricate but mimics reform and authentic change within the education sector (Mason, 2008). It deals with concerning norms but works to support changes to the standards. The current archetype incorporates the change process, but compatibility does not assure the success of the alterations.

The second-order change is more substantive, considering it determines the success of reform at higher levels. There are local changes that address the day-to-day necessities and veracities of education. The changes affect learning institutions at the school or district levels, but the changes are limited to specific locations because the changes are directed toward a particular community. At a broader level, the national level affects education at the national level (Snow Andrade, 2020). Policymakers enact this form of change. Finally, some changes are linked to trends. In most instances, there are several changes within education resulting from national initiatives originating from other sectors. The changes due to trends are hard to activate because they take time to trickle down at a regional or local level.

It is generally agreed that significant educational changes are unachievable through linear recipe-like approaches. Current, former frameworks of implementing change in education do not have enough theoretical instruments to address various forms of needs and settings contested politically. The biggest shortcoming linked to educational change is understanding and coping with rapid alterations in a turbulent globe. Novel theories regarding educational change are trying to explore education as an open system, the interdependency of various components, and the sway of context on the change process itself (Sytsma, 2007). Even though issues regarding education change are common, they have not been discussed systematically or analyzed by educators globally, especially in nations facing political and economic transition. Successful educational change entails learning at the individual and communal levels (Mason, 2008). The main reasons for educational change at all levels include surged globalization, technological advancements, and research progress into teaching and learning strategies. Several programs internationally, nationally, and locally currently aim to connect evaluation and learning at a close range to meet the needs of the culturally and linguistically diverse society.

The goal of educational change is to make schools particularly better. Educators' professional development is a critical component of

school reform. Student learning, learning conditions, and learning process enhancements are among the essential aims of school reform (Hargreaves et al., 2014). According to Hargreaves 1997 and Fullan, 2007, teachers must be recognized and supported to achieve effective school development. Effective educational reform hinges on the critical role that school leadership plays in creating an atmosphere where students and teachers may work together to achieve a shared vision and share ideas. Three dimensions of educational transformation are used by Fullan (2007). The most prominent examples include introducing new or revised learning material, such as syllabus materials. New teaching techniques, i.e., instructional tactics or activities, are the more challenging to execute of the two examples. One more facet to consider is how hard it is to change people's views, such as the assumptions and theories that trigger specific guidelines or programs. To produce what Fullan (2007) refers to as "genuine transformation," all three dimensions must be present. No real progress can be made if new teaching methods are not implemented alongside the new materials or if a shift in attitudes and beliefs is just discussed without considering the practical repercussions.

Policy and practice are formed by integrating ideas from throughout the world. There are exceptions to this rule, of course. As a result of the increased emphasis placed on honing students' test-taking skills since the turn of the millennium, education has improved across the board. Furthermore, worldwide assessments have made it possible to compare student test scores across countries with confidence for the first time in history (Fullan, 2007). A harmful side effect has resulted from this focus, known as "teaching for the test." Other, more significant abilities, such as listening and intercultural skills, which are vital in a globalized world, are not addressed in the same way since they are not examined. It is not uncommon for politicians and the media to misinterpret test results. There are positive and negative consequences to improvements in education, and these high-stakes assessments demonstrate this (Fullan, 2007). Specific educational change is good or bad depending on the type of change, its foundation, who benefits from it, and how well it is

handled, as stated by the International Center for Educational Change. Educational changes require close evaluation before implementation.

2.3 Leading and Managing Change

Change management is the systematic tactic and application of information and resources to handle change. It involves defining and espousing strategies, procedures, structures, and technologies to manage alterations in exterior or internal conditions in an organization. Effective change management is far-reaching compared to project management and technical tasks executed to enact organizational change (Aitken, 2010). The chief goal of administrative change management is to successfully implement novel processes and strategies to minimize adverse outcomes.

Successful change management is a significant issue in most organizations globally. In the dynamic world strategic imperative to change is clear, which implies that firms have to do things differently to succeed. Currently, change leadership is working together to foster a shared understanding of alterations required to implement change. Change management research has indicated that regularly institutional change ingenuities fail often than thrive regardless of the resources used to create the change management process (Day & Shannon, 2015). Effective leadership is obligatory for successful change. There are three components of change leadership, and the three skills provide the necessary association between the operation part of the modifications and the people part of the change (Lindsey, 2006). The three Cs include communication, where leaders are supposed to explain the essence of the change and connect it to organizational values to create the urgency for the change. Collaboration is the other aspect where the project leaders must unite people and plan and execute change. The leaders should work across boundaries and encourage employees to be engaged early(Lindsey, 2006). Successful change implementation leaders must also ensure that their beliefs and behaviors support change.

Three proficiencies are part of spearheading the change process. The first competency is initiated after the leader has understood the need for change. The leaders should evaluate and understand the

purpose of change, setting desired outcomes, and identifying a common goal (Hughes, 2018). The second competence is to strategize by developing a scheme and clear action plan that includes timelines, structures, behaviors, and priorities. The third competence is to execute where leaders translate strategy by breaking down big projects into smaller achievable projects and developing metrics and monitoring systems to assess progress.

Even though formal change processes are understood, numerous leaders disregard the crucial human side of change equivalence. In most successful organizations, leaders devote substantial effort to engaging all organization members because they know that people require time to acclimatize to change (Hughes, 2018). The change management process requires leaders that support employees by eliminating barriers to employee success, especially professional barriers. Competent leaders influence their employees to commit and comply with the changes. Successful change management leaders never assume they understand all aspects of change. The leaders gather formal and informal feedback to make necessary adjustments during change.

Common problems that affect leading and managing change include employee resistance considering it is the nature of humans to resist change due to a lack of specific behavioral traits to adapt to change. Other common obstacles include inadequate training, turnover rates during transitions, unrealistic timelines, and excessive costs linked to changes (Peter& Jamie, 2018). Effective change management leaders should be accountable, transparent, and stay connected with their employees.

According to Díaz-Gibson et al. (2013), collaboration enhances educational performance and raises public value at every level of society. Vision, creativity, sensitivity, and subsidiarity (the ability to delegate) are four components of leading change, all necessary for a successful transition (the empowerment of every person). According to Alqatawenh (2018), radical leadership is conceivable because of its revolutionary nature. Teachers' and change agents' commitment can be strengthened by providing them with materials, training, and tangible and symbolic actions. His concept of "transformational

leadership" includes a complete assessment of the strengths and shortcomings of authentic teachers' cultural roles.

School leaders should emphasize the structure and system of human relations and manage one's emotions because people's resistance to change is a matter of motivation and feelings. For West (2005), schools built on this foundation can develop the ability to deal with change because they can become a learning and intelligent organization, allowing them to deal with change through frequent improvement. Mintzberg (1973) stated the change management context entails three main placements: relationships that are interpersonal, information, and decision-based negotiations in dispute circumstances. Change management is seen within the framework of activity of maintenance. This case is why it is essential to integrate top-down and bottom-up changes in an organization's leadership to manage change effectively.

Managerial positions can be seen as figurehead responsibilities since they have a symbolic purpose within an organization and must undertake many duties in educational change management (Meirc Training and Consulting, 2021). People with good leadership qualities can help to learn institutions effectively institute educational change, which has become highly crucial in the dynamic social and political environment. As a result, both activities' characteristics are essential for successfully leading and managing change. Leaders must learn both methods since the nature of change is so uncertain.

2.4 Models of Change
2.4.1 Self-Initiated Models
2.4.1.1 Problem Solving Model

In this model, clients' perceived needs are used as the starting point for problem-solving in a need-reduction strategy. According to Havelock (1971), both "client-centered therapy" and "student-centered teaching" are examples of the need-reduction technique. Collaboration and a thorough understanding of the client's needs are vital in this paradigm, which does not rule out the involvement of external change agents. An Organization Development Model is an example of how a Problem-Solving Model might be implemented. According to

Havelock, this generic model can generally be applied to any process inside an individual, group, organization, community, or society. Problem solvers (change agents, resource persons, etc.) must work mutually collaboratively to enhance positive outcomes during or after the change.

2.4.1.2 The R, D&D Process Model

R, D&D Process archetypal has experienced an extensive adoption in European countries. The first step applied in this model constitutes conducting research and developing novel products. The study does not necessarily aim to reduce the client's needs. The R, D&D process is intertwined with the Cooperative Extension Service, a multifaceted means for communicating newly created knowledge to farmers (Pillai et al., 2017). These processes represent an orderly flow of information from research to development, dissemination, and eventual acceptance by end-users (Havelock, 1971). There are two contemporary examples of this trend: open and distance education. As early as the 1960s, researchers began looking into programming learning to find new approaches to improve human understanding. Self-instructional programming or semi-programming was more effective than standard lecturing throughout the next two decades of research. This information is widely used in the Open and Distance Education system (Singh & Ramdeo, 2020). Technology such as webcams and interactive videos was initially designed outside the classroom. After years of research and development, a multi-channel open and distance education learning system has been developed.

2.4.1.3 The Social Interaction Model

In this model, social groups can be represented as a mesh of roles and routes of communiqué with organizational officials informal associations, establishing communication obstacles and overlapping links. This view of society is more like a collection of interconnected pieces that must function together to attain a single goal (Albert & Ganco, 2020). Stakeholder involvement is critical when it comes to change management. According to Havelock, it is the most reliable information transit and uses a data source.

In addition to these three defined models, the problem-solving model begins with need reduction. The RD&D strategy can assist in

the hunt for tried-and-true substitutes and methods to lessen the requirement. Members of a social system impact and inspire each other. The social interaction model provides a solid foundation for human involvement in change management.

2.4.2 Externally Initiated Models

Danzig et al. (1962) categorize these changes as (a) normative-educational, (b) power-coercive, and (c) rational-empirical paradigms models. In Rational-Empirical Model, rationality is the engine that propels change. As a means of determining the health of an organization, it is feasible to employ a combination of empirical facts and reasoning. The Power-Coercion model advocates using authority rather than power for change management. In this situation, new ideas are pushed down from the top to lower levels for execution (Packard, 2021). In this model, new technologies are pushed down and compelled by a compulsion to be adopted. The normative-educational model is predicated on reorganizing the brain. It is normative, i.e., it sets standards. This case is not a call to focus on personal power over others despite common opinions. Having established conventions and being re-educated helps people accept new ideas more easily. Instead of relying on brute force or coercion, both Normative and Rational-Empirical techniques promote innovation through faith (Schwandt, 2021). Despite their slower acceptance of new technologies, the two external models have greater justification and rejuvenate themselves. The Power-Coercion framework can distort innovation and cause it to be rejected at the first chance, notwithstanding its speed.

2.5 Teamwork

Teamwork takes a combination of talent, imagination, and guts to successfully implement educational reforms in a group. According to Bush et al. (2010), a school is complicated since different people are interwoven and share beliefs. That is why there are so many hurdles to leading people. As a result, to avoid ambiguity, teamwork should be based on clear goals that all members agree upon and on various techniques and methods for managing teams (Bush et al., 2010). It is essential to give all members of an organization a sense of their place and project ownership when change occurs.

A clear understanding of the framework in which collaboration occurs includes the abilities of team members to execute duties harmoniously. For example, according to Guchait et al. (2015), teamwork is an inevitable aspect of organizational life across various sectors. Teamwork's structure is not represented by individuals from culturally and linguistically diverse backgrounds, which is fundamental to a living organization. Guchait et al. (2015) suggest no apparent connection between a team and a working group. An explanation can be found by looking at the nature of teamwork, which requires both individual and collective accountability. While telling a working group apart from a team may appear complicated, the information presented above suggests that teamwork is the more intricate structure to understand because it necessitates a continuous effort to function (Guchait et al., 2015). It is essential to revisit that collaboration is all about a set of values made by someone else. Listening skills are the willingness to assist and recognize the interests of others are all part of this through feedback provision.

According to Cardno (2002), teamwork is highly crucial in an organization because it enhances better problem-solving, considering a group of many people outperforms the performance of an individual. Through teamwork, superior innovation is latent. Most notable innovations happen when ideas come from diverse industries and different cultures collide. Teamwork reduces burnout among employees, especially during change due to changing roles. Less burnout translates to boosted productivity. Fewer mistakes are expected when people work as a group than individual initiatives. According to Hall and Wallace (1994), teamwork can be a drawback or enhance a company's success. This case is why team leaders must critically evaluate people and their skills before incorporating them into a group.

The importance of teamwork in a school cannot be overstated, but it takes a lot of time and effort before the team reaches an appropriate level of development. The Team Development Model identifies five stages in a team's formation, storming, settling, norming, and productive activities, which are crucial stages in ensuring a team's success (Cassidy, 2007). According to Hare (1976)

and Gersick (1988), the five steps of forming a successful team are required and unavoidable for the evolution of a team because they assist in better decision making, work planning, and attainment of goals. Upon closer inspection, it is not clear whether this model can be applied in all organizational settings considering the constraints for each model stage are not fixed (Cassidy, 2007). As a result, it's challenging to determine teams' transitions depending on a specific scenario or setting. A shortcoming of this model is it is inapplicable to large groups when stages suggested by Tuckman were meant for groups with a few people. In addition, it appears that each group member has a problematic function to play.

Learning institutions cannot rely only on Tuckman's archetypal because of where learning occurs. All of this evidence shows change management and leadership is a team effort that includes educators and the administration; nevertheless, such a team's efficiency depends on how the members perceive and comprehend the school's shared objectives. All leaders will talk about change management because that is what they do. Cassidy (2007) noted that leaders should try to minimize disruptions during change management and keep things under control. An additional finding of the studies by Hare (1976) and Gersick (1988) is that the development of a shared language and an understanding of how to operate together as a team can bring about positive educational reforms. An engaging quest based on a study of the school landscape is the best way of organizing knowledgeable teamwork in learning.

School leaders must continually interact with their team members to foster proper interpersonal relations. Harris and Jones (2018) argue that it is vital to know the leading team. Their study showed that leadership exerts a positive influence on the outcomes of an organization. The research results demonstrated that leadership contributes to system improvement and organizational learning. If an entity's leadership offers the right conditions, transformations can be achieved by creating powerful teams. Leaders must seek feedback from educators, especially during policy reforms or during change enactment. Within constructive collaboration discourse, not only can a

mistake by a member of the team be removed, but so can the mistake by the leader. Sharing knowledge is the most crucial result of collaborative work. Keeping secrets can weaken any team. With these attributes, trust and willingness to depend on each other can be fostered (Harris & Jones, 2018). . The team might use this method to accomplish its goals while transitioning to new educational practices. For a team to be successful, it must pass all the processes of developing teams, as suggested by Tuckman's Model for developing a team to perform highly. The stages enable mutual adaptation in behavior.

The issue of teamwork is widespread among learning institutions in several nations. Teams are considered crucial structures in learning institutions because, in most instances, teams outperform individual efforts, especially when performance requires multiple competencies and experiences. Most effective teams are highly committed to their course, goals, and approach. In most nations, leadership management teams, commonly referred to as the senior management teams (SMTs) in the UK, are not mandatory because they lack consistency in most nations. School leaders are encouraged to consider the number of team members when forming teams (Bush & Middlewood, 2013). This step is an initiative to prevent team collapse when subjected to external pressure. According to Belbin (2016) and Gareth Bell (2013), research by Dr. Meredith reveals that success highly depends on members' behavior rather than intelligence. Differences in behavior are the leading cause of team conflicts.

Figure 1:Tuckman's Team Development Model (Tuckman's, 1965).

3.0 Conclusion

This paper provides literature scrutiny of leadership and management of educational change in the teamwork setting. Even though not all aspects of educational change were included, the study demonstrates that leading and managing change, especially in learning institutions, is a difficult process. According to this research, excellent leadership and teamwork are necessary to implement educational change successfully. However, numerous vital deductions have been noted and discussed in connection to studies that will follow later on. As a result of these findings, the most important thing to remember is that the workforce generally plays a crucial role in any change process, yet its drawbacks. As a result, people must be psychologically and practically prepared to accept change more readily. Managers and leaders play a critical part in preparing the workforce for change. Still, they also need to be prepared to deal with personnel emotions and resistance to change using better strategic programs, ideas, and approaches. The spectrum of possible outcomes becomes more apparent by gradually removing such characteristics and difficulties from consideration. Because leaders and teachers alike must learn new skills and adapt to further problems, education policymakers must provide a comprehensive and systematic approach to helping both groups if the study done by educational change experts is accurate. In that case, change initiators should be hoping to learn from their mistakes and avoid them in the future by focusing on the implementation and development of change. Learning institution leaders should ensure that they consider all the levels of educational change before enacting changes.

The educational system stands to gain significantly from promoting efficient teamwork. Achievable goals are developed more quickly and efficiently by using simple assignments to implement. The activities are simple to complete, strengthening the team and increasing productivity. However, collaboration necessitates cooperation, as it is critical in virtually every setting, including schools. Developing a sense of teamwork and fostering a culture of trust was a vital component of the school's mission to produce high-

quality workers and students. Work to increase performance, create strong relationships between workers, and create an amicable working atmosphere are just some of the benefits of cooperation in the school's structure.

The leadership of learning institutions has a lot of work to do to foster a cooperative atmosphere considering that resistance to change is normal in the organization due to differences in attitudes and perceptions among the workforce. The level of resistance to change, regardless of the organization's leadership competencies, has a high chance of increasing if the change is likely to yield adverse outcomes for some employees. As a result, the headmaster or principal should assume the position of a planner, coordinator, motivator, and mentor for the school community. Therefore, it is necessary to implement proper techniques for fostering a sense of cooperation within the institution. Meanwhile, all instructors and staff members must work together to achieve the school's long-term goals. Most organizational changes fail due to ineffective leadership during the overall change proposal and implementation process.

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