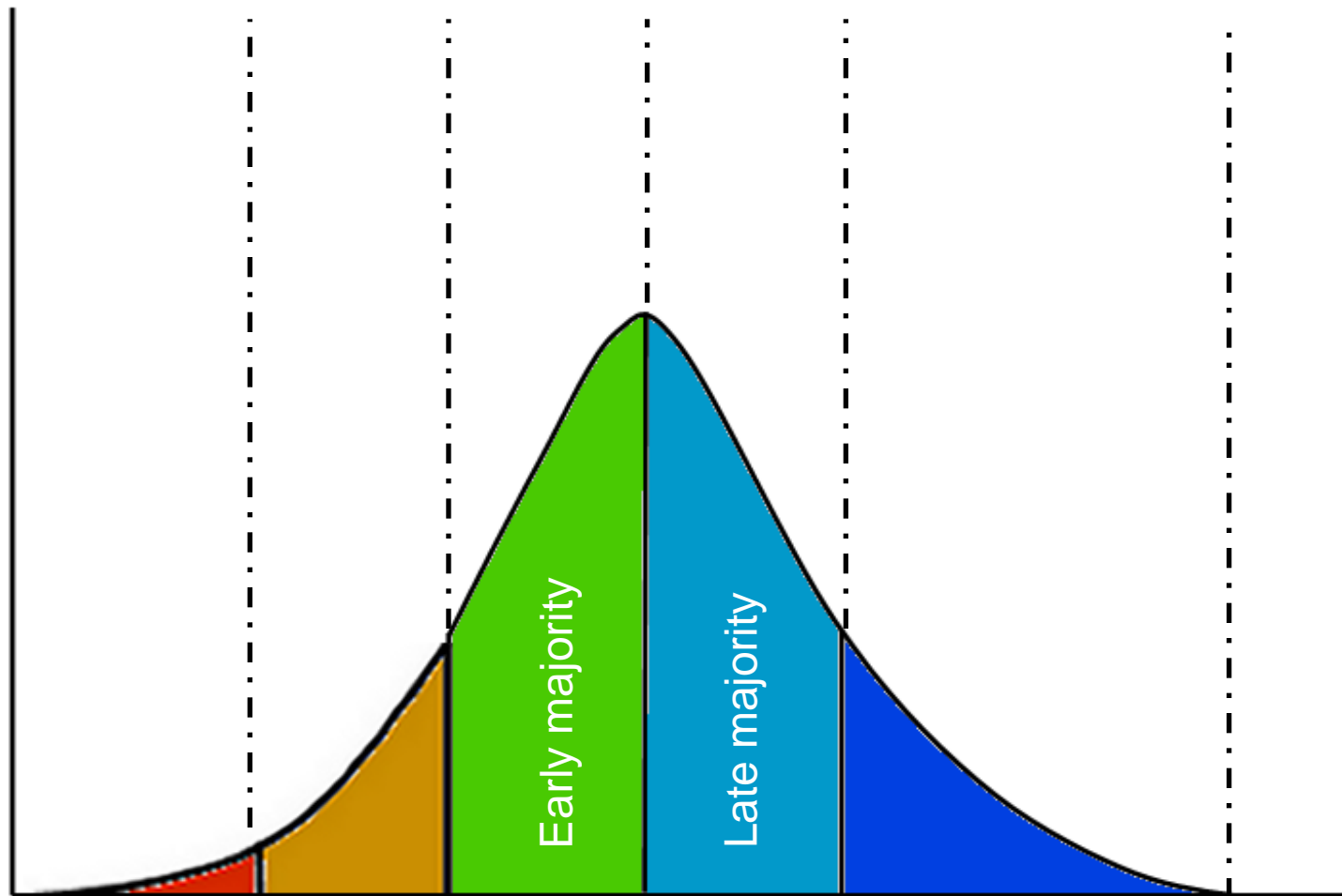


Stepping Stones



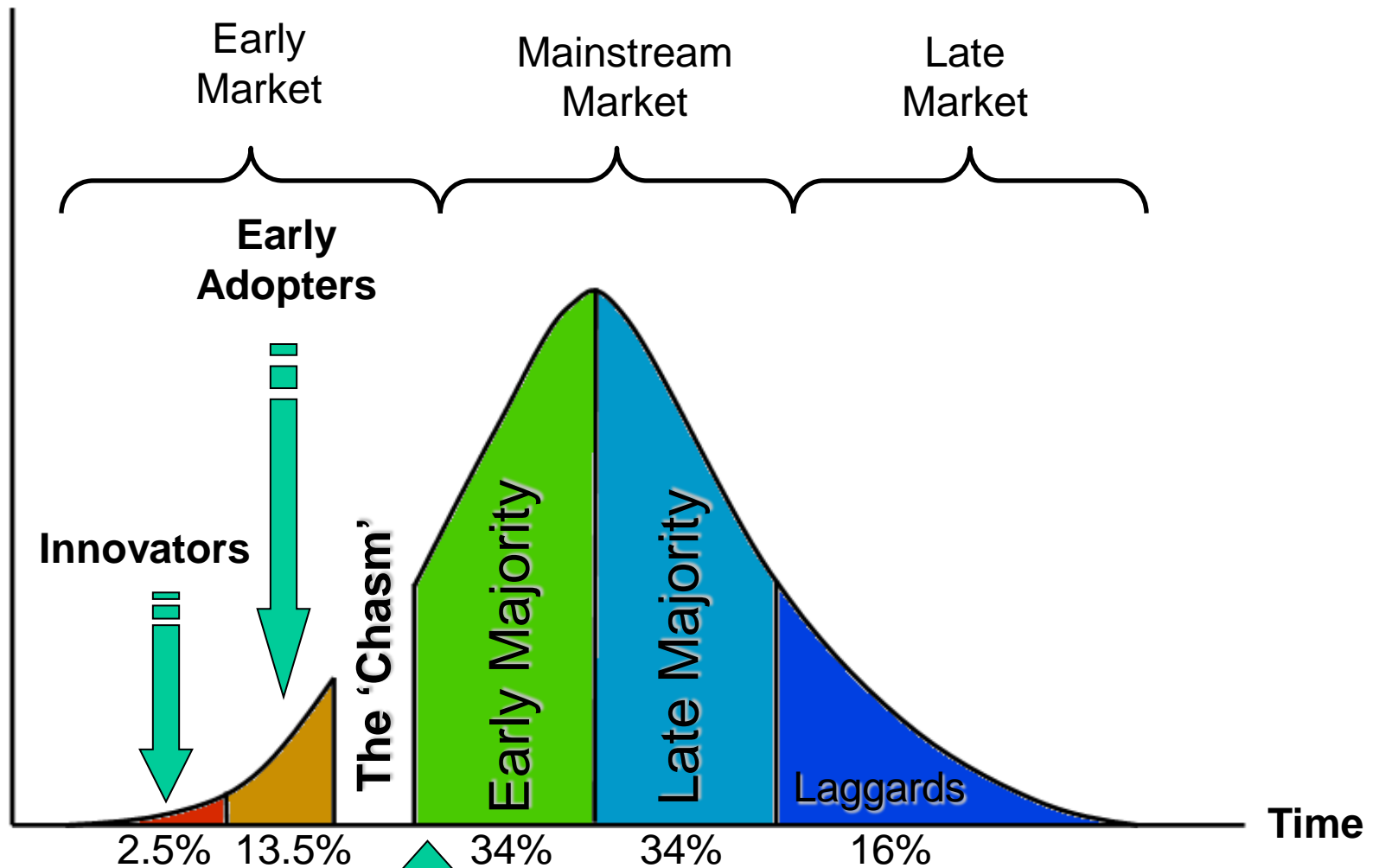
Reaching the Early Majority



The members of each group have their own social and psychological characteristics that underlie their willingness to accept, adapt to, and implement change.

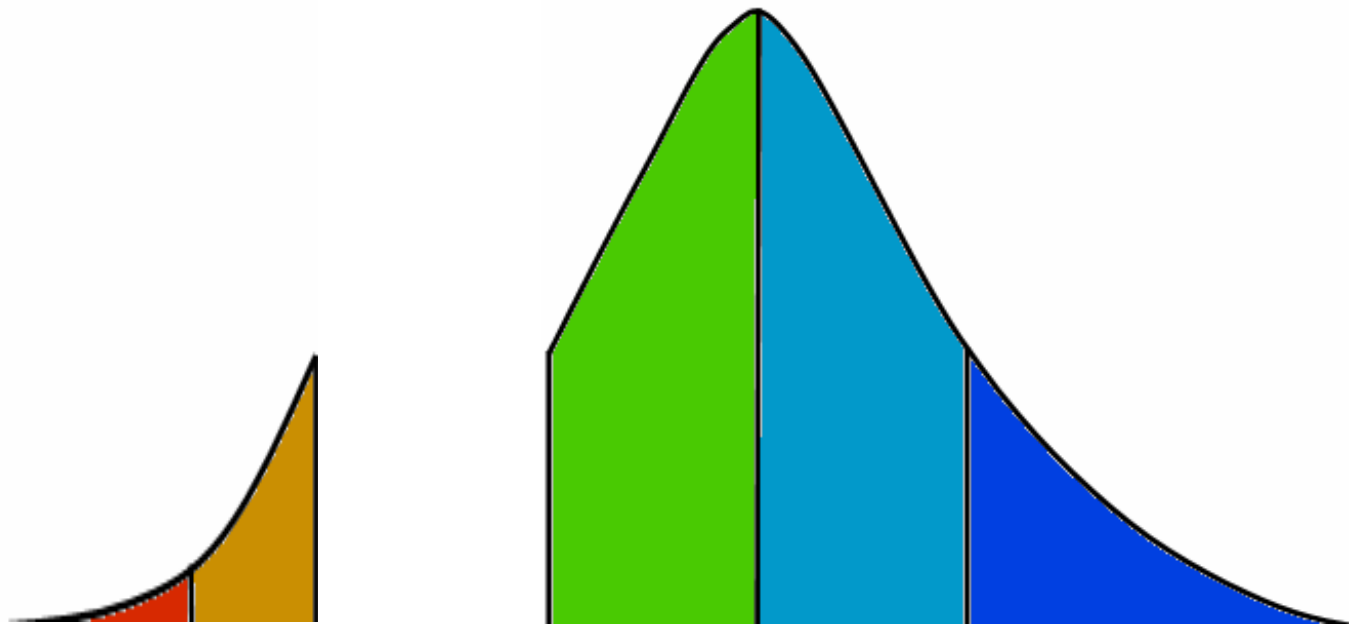
Adapted from Rogers (1983), Moore (1991), Geoghegan (1994)

Number of
Adopters



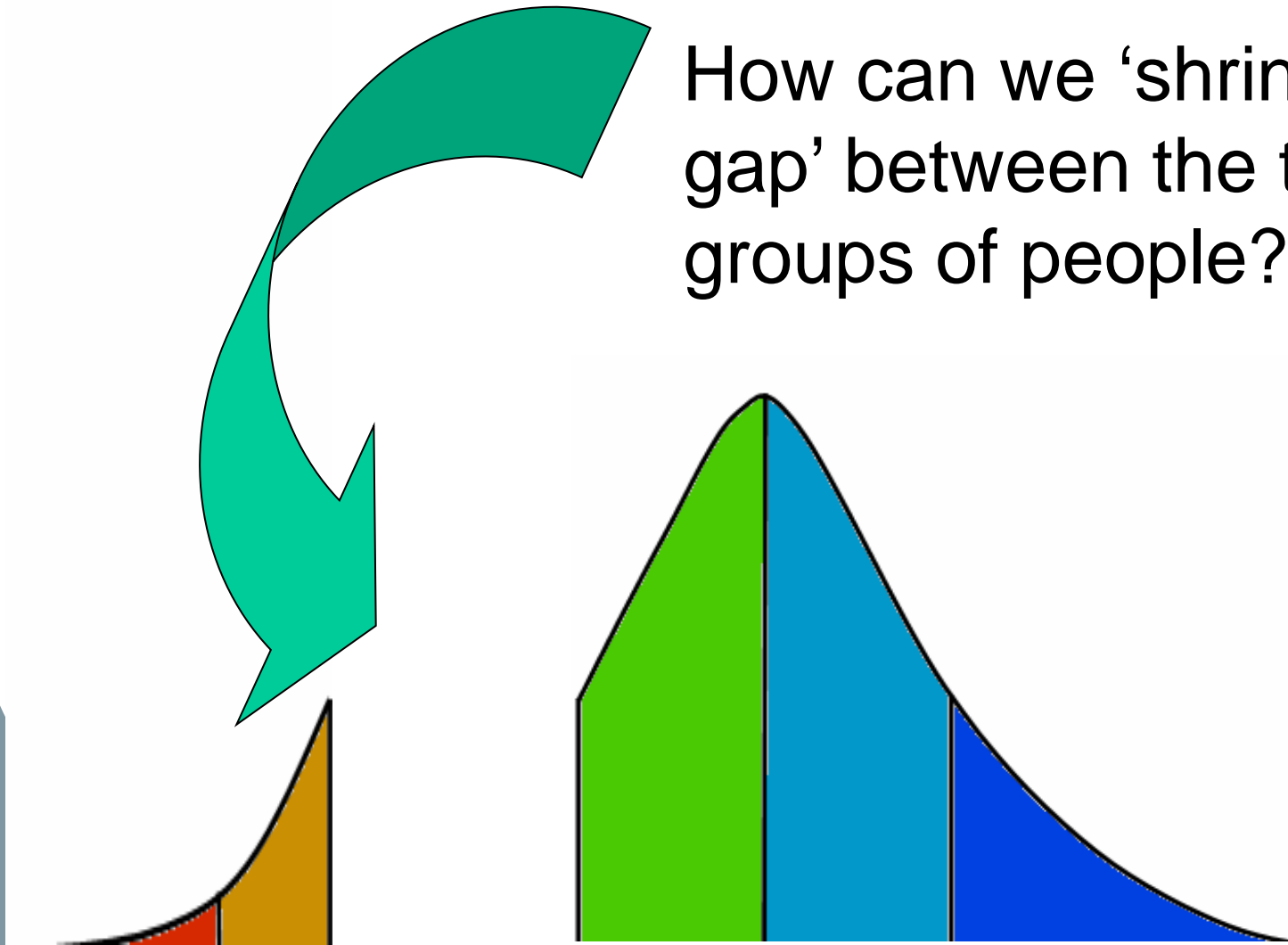
Critical mass for widespread adoption is thought to be 15% to 20%

Though *people* don't cross the chasm, we can try to reduce its size so that the rate of adoption doesn't stall too much as adoption moves from the early adopters to the early majority.



The earlier we get the early majority on board, the narrower we have made the chasm.

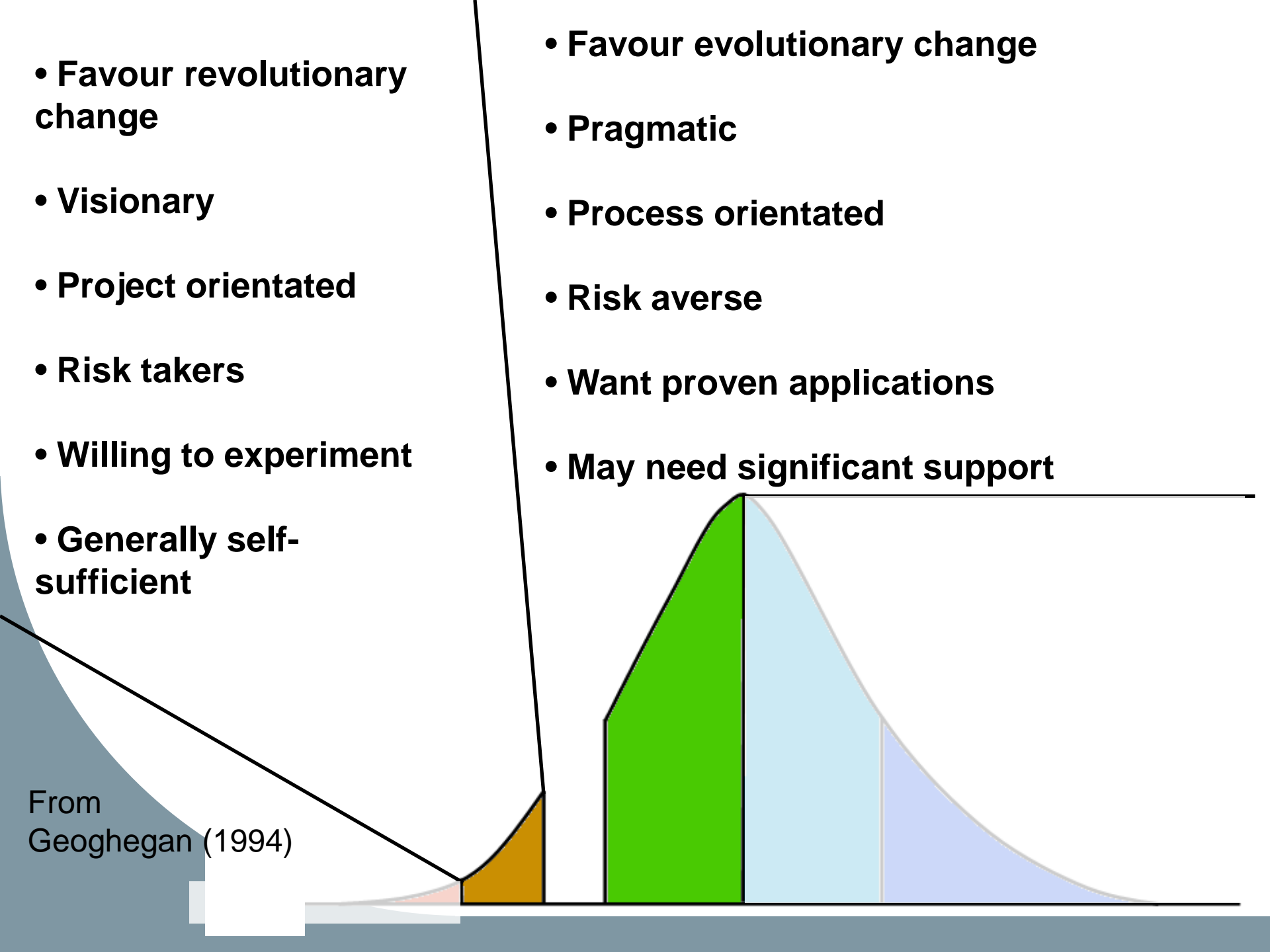
How can we 'shrink the gap' between the two key groups of people?



- Favour revolutionary change
- Visionary
- Project orientated
- Risk takers
- Willing to experiment
- Generally self-sufficient

- Favour evolutionary change
- Pragmatic
- Process orientated
- Risk averse
- Want proven applications
- May need significant support

From Geoghegan (1994)



- What is unsatisfactory about the current situation?
- Who are your dissatisfied colleagues/ students?
- Why are they dissatisfied?
- Do they know they are dissatisfied?
- What are you offering?
- What does it do?
- Unlike.....?’
- What are the ‘segments’ of your current situation?
- Where are your narrow target groups?
- Pick one.....

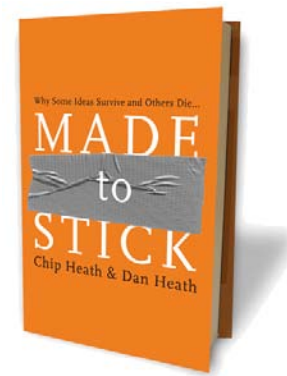
Things to consider....

What is your story...?



Elevator Pitch

- In pairs, you have 30 seconds to pitch your story to someone who you need to influence.
- On-line pitch wizard
<http://www.15secondpitch.com/new/index.asp>
- Tip – According to Chip and Dan Heath, a ‘sticky story’ is one that is
 - Simple
 - Unexpected
 - Credible
 - Concrete
 - Has an emotional appeal





Know your target

- Their '**perceptions**' – of you, your motives
- Their '**information**' – What they do or do not know?
- Their '**attitudes**' – Hostile, resistant, trusting, up for it
- Their '**motives**' – What they want, their needs/objectives?
- Their '**roles**'- Are you introducing anxiety or support?
- Their '**values**' – What they believe to be good and bad?
- Their '**language**' – Technical, informal, formal



Seconds Remaining

:30





Seconds Remaining

:25





Seconds Remaining

:20





Seconds Remaining

:15





Seconds Remaining

: 10





Seconds Remaining

:09





Seconds Remaining

:08





Seconds Remaining

:07





Seconds Remaining

:06





Seconds Remaining

:05





Seconds Remaining

:04





Seconds Remaining

:03





Seconds Remaining

:02





Seconds Remaining

:01





Time's Up!

00:00

When the timer reaches 00:00, press the green "home" button to return to the main menu. Press the red "END" button to end the session.

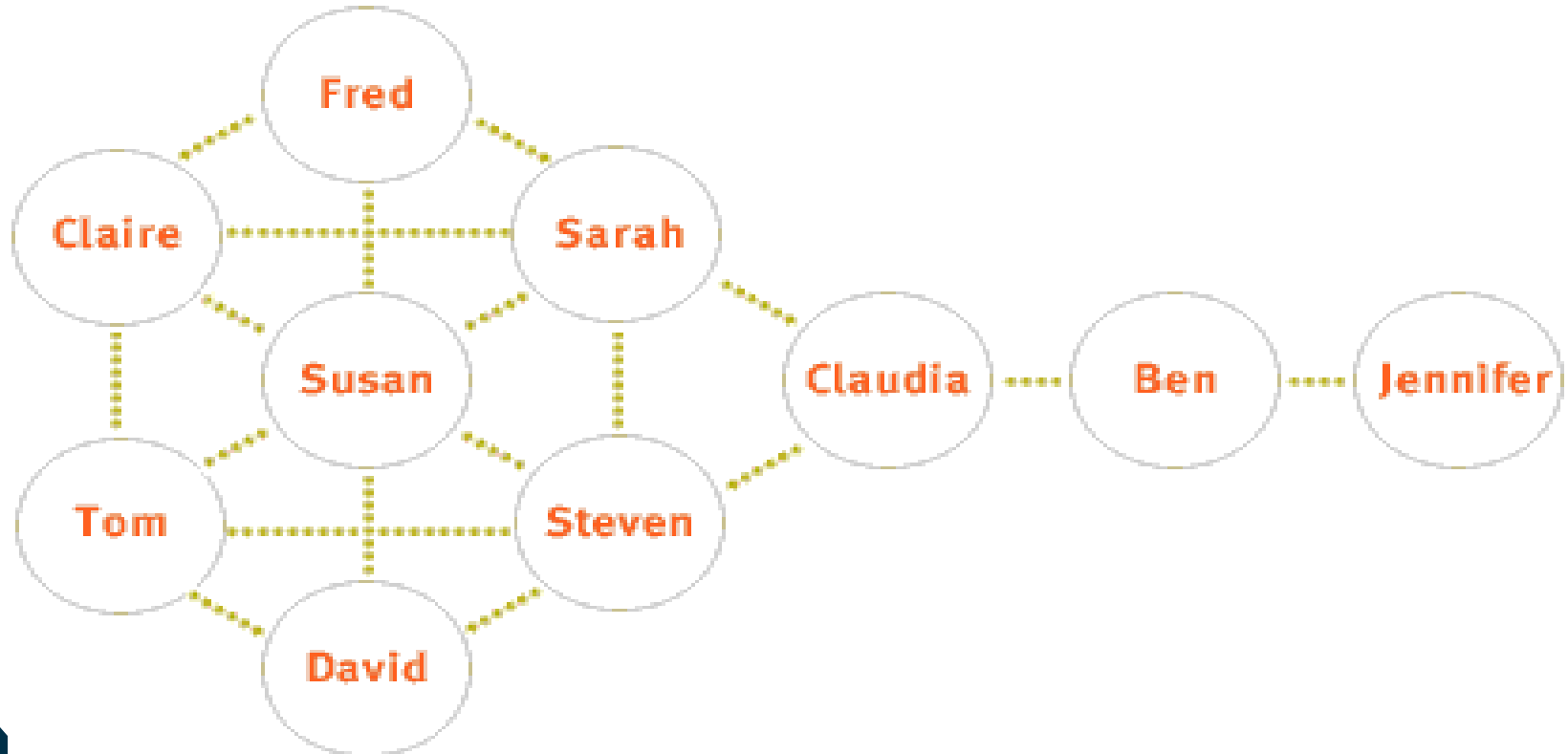




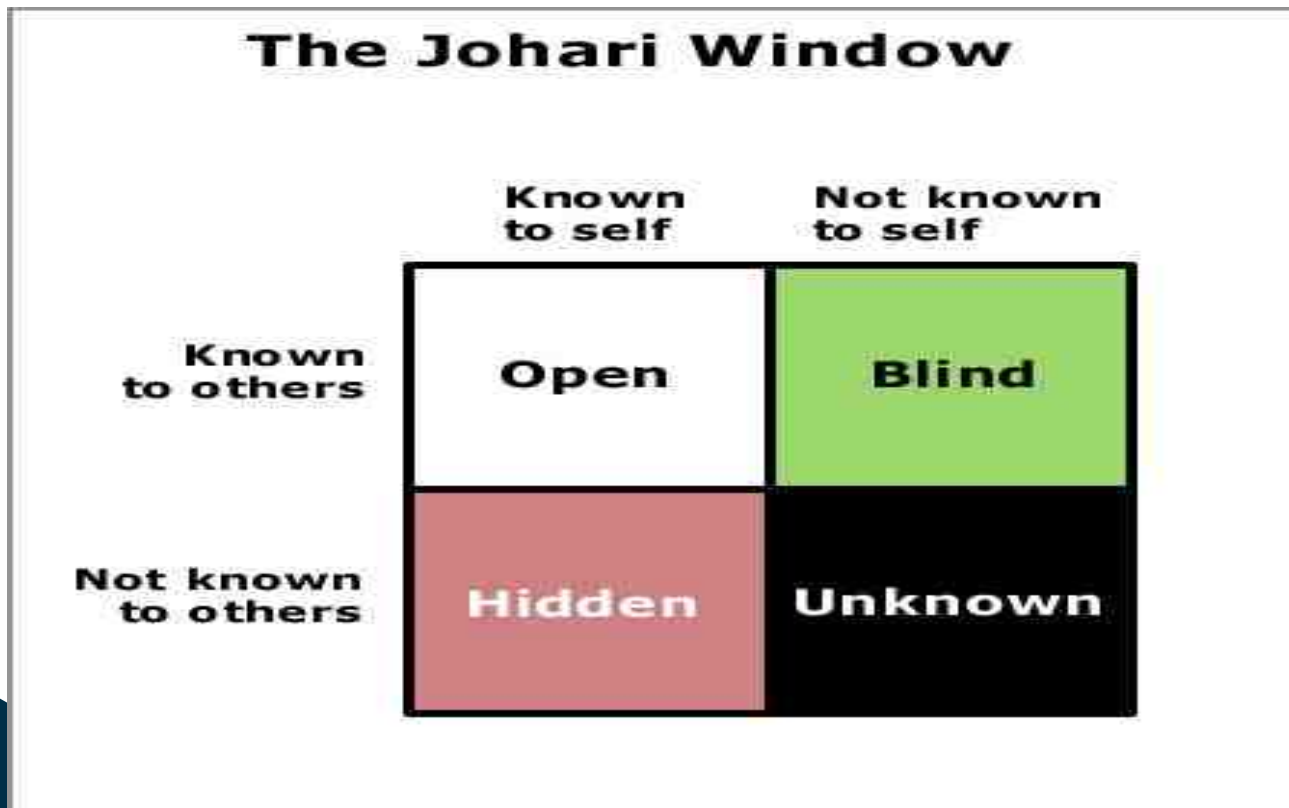
The contexts

- You are influential within the contexts of
 - Learning communities
 - Social networks
 - Knowledge generation
 - Personal and positional power
- It is important to know yourself and know where you are
- eg Social network analysis

Social Network Analysis



Know yourself



<p><i>Known To Others</i></p>	<p>Arena</p> <p>Adaptable 4 Caring 3 Calm 2 Intelligent 2</p>	<p>Blind Spot</p> <p>Reflective 6 Helpful 4 Knowledgeable 3 Brave 3 Able 2 Warm 2 Friendly 2 Witty 2 Responsive 2 Trustworthy 2 Cheerful Complex Modest Energetic Relaxed Accepting Observant Bold Organized Sensible Giving Tense Self-conscious Nervous Clever</p>
<p><i>Not known to others</i></p>	<p>Façade</p> <p>Patient Sympathetic</p>	<p>Unknown</p> <p>Confident, dependable, Idealistic, independent, ingenious, introverted, kind, logical, loving, mature, powerful, proud, quiet, searching, self-assertive, sentimental, shy, silly, spontaneous, sympathetic, wise</p>

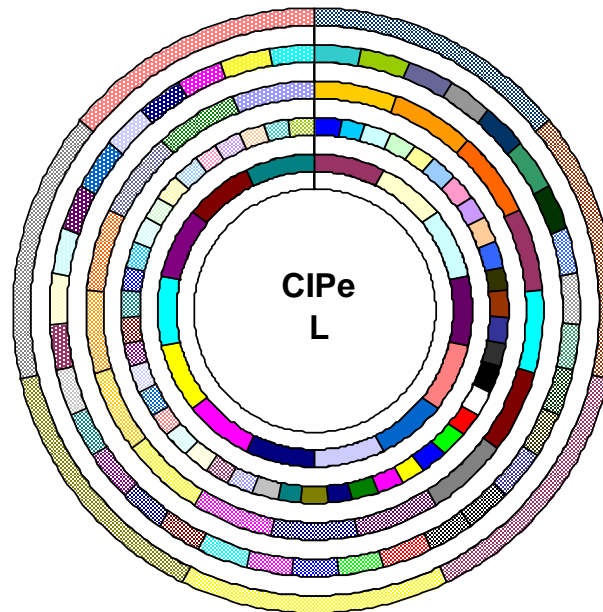
Capturing Influence – The Influence Wheel

CIPeL Influence Wheel 2005-2007

Project Partners: Coventry University and Sheffield Hallam University

Instructions:

*Hovering over a cell will display the influence level and the particular influence element. The **more cells** in a ring, the **more outputs and activities** have been completed and the **more networking links***



Rippling out from the centre you see the influence of CIPeL through:

1. The Core Team,
2. Departmental secondments and activities,
3. Institutional secondments and activities,
4. National links, outputs and activities,



Who are you going to talk to?

Remember your stakeholder analysis.....



Stakeholder list.....



Involving your wider team..

.....including delegation, ownership and responsibility



Developing your action plans...

.....but remembering that organisations are cultural entities and that change emerges, is organic and is value-driven.



A word on evaluation....



Acknowledgement

- The first slides about Moore's chasm were developed by Professor Alan Mortiboys; an educational and organisational development consultant

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Thank you