Leading Others Through Change

Name of Participant:

___________________________________________________
Course Objectives

- Help leader’s identify their perspective on the change they are involved in.
- Gain insight on how to address the people/human dynamics in change.
- Work through strategies to build engagement and sustain the changes over time.

Check In

What change projects(s) are you currently involved in and what are the challenges in leading your change at this time?

What insights do you hope to gain today? What do you want to focus on?

“Everybody has accepted by now that change is unavoidable. But that still implies that change is like death and taxes — it should be postponed as long as possible and no change would be vastly preferable. But in a period of upheaval, such as the one we are living in, change is the norm.”
VIHA’s Competency Framework

Change Competencies

Core

Adapting to Change:

- Responds and works effectively in a changing environment.
- Appreciates different perspectives on issues.
- Creates, introduces or recommends new ideas or processes to improve quality, productivity and performance.

Change Leadership:

Actively promotes appropriate change to meet VIHA’s goals and objectives. Supports others to adapt to change and remain effective.

Leadership Level 1

- Identifies opportunities for change that are beneficial to VIHA.
- Encourages dialogue and discussion with employees regarding the anticipated impact of change.
- Ensures that all members of the team have information regarding change.
- Involves employees in determining how to implement change.
- Helps others deal with their reactions to change.
- Recognizes employees for their contributions during the change process.

Leadership Level 2

- Provides opportunities for involvement in decision making throughout the change process.
- Supports change by realigning existing or adding new resources.
- Translates change strategies into specific goals, processes and timeframes.
- Learns from past experience to support change initiatives.
- Supports others through transition and change processes.
- Formally acknowledges others involved in successful change initiatives.
- Creates a sense of urgency to achieve desired change.

Leadership Level 3

- Assesses VIHA’s capacity and readiness for change.
- Prioritizes change initiatives across VIHA in collaboration with others.
- Demonstrates openness and promotes involvement throughout the change process.
- Commits resources to implement and sustain desired change.
- Clearly articulates the need for change, the anticipated benefits and how changes will impact employees, customers and others.
- Actively sponsors change initiatives to completion.
- Champions the celebration of successes achieved during the change process.
Three Elements of a Comprehensive Change Strategy

Successful change is like a three-legged stool. A comprehensive change strategy accounts for and integrates the content of change, the people dynamics impacting the change and the process of change.

**Content of Change:** The type or nature of the change (structure, strategy, business process, culture, product or service.

**People in Change:** The emotional reactions, degree of involvement, acceptance, commitment, and cultural dynamics impacting the change.

**Process of Change:** The way in which a change is planned, designed and implemented.
Multiple Levels of Perspective

“A good systems thinker, particularly in an organizational setting, is someone who can see four levels operating simultaneously: events, patterns of behavior, systems and mental models.” Peter Senge

<table>
<thead>
<tr>
<th>Level</th>
<th>Action Mode</th>
<th>Discipline</th>
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<tbody>
<tr>
<td>Vision</td>
<td>Generative</td>
<td>Shared Vision</td>
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<td>Personal Mastery</td>
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<td>Mental Models</td>
<td>Reflective</td>
<td>Mental Models</td>
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<td>Systemic</td>
<td>Creative</td>
<td>Team Learning</td>
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<td>Structures</td>
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<td>Systems Thinking</td>
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<td>Patterns</td>
<td>Adaptive</td>
<td>Quality Improvement</td>
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<tr>
<td>Events</td>
<td>Reactive</td>
<td>Problem Solving</td>
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**Vision**
- Place of greatest leverage in organizations is vision.
- Create a sense of purpose and building shared meaning of what is important and why.

**Mental Models**
- Altering systems requires a change in the way we view a situation.
- Our assumptions, images, stories we carry in our own mind.

**Systemic Structures**
- Look at the system as a whole, uncover and examine the interrelatedness of parts of the organization.

**Patterns**
- Over time patterns emerge, events accumulate to form patterns.

**Events**
- Occurrences we encounter day to day.
  Most visible situations that catch our attention and in our face.
What is Mindset?

- Beliefs, assumptions, values, thought patterns, mental models
- "The way I see it"
- Is causative – how we think creates our behavior – how we show up
- My lens through which I see the world e.g. past experience, sensory input
- My inner dialogue e.g. interpretations, presumptions, conclusions, irrational ideas
- Fed by our emotional, physical system
- Awareness of my mindset will fluctuate

Key is conscious, mindful leadership

- Information transforms mindset
- Identify internal self talk and communicate in a way that others want to do the same
- Attend to yourself as opposed to trying to fix others
- Conversation is the most effective tool - create time for them
Getting to Clarity - Mindset Map

Adapted from Being First Inc and Nexus Learning Inc.
Working with Your Responses to the Change

Focusing on the strongest feelings and reaction you identified in association with this change.

Ask yourself:
- How is my current mindset influencing my decisions and actions?
- What are some of the underlying reasons for my reaction?
- How can I take personal accountability for my experience during this change?

<table>
<thead>
<tr>
<th>Feeling or Thought</th>
<th>Reason For</th>
<th>What will you do?</th>
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Organizational Culture - The Iceberg Model

Figure 1
The iceberg model of an organization

Figure 2
Result of poorly planned organizational change
Core Human Needs

Security
- Needing to feel secure and physically and emotionally safe

Inclusion/Belonging
- Needing to be invited to join the group, a part of what’s happening and in relationship

Control
- Needing a predictable map to follow during the change and some order

Competence
- Need to be or be seen as capable, effective, skilled and right

Appreciated/Being Valued
- Needing to be cared about, admired, recognized for efforts

Exercise:
Part A
1. Identify your two most important needs or any others not listed

2. Consider how the change you are involved and leading has impacted these needs in you?

Part B
Answer the previous two questions: this time think about your team and your leader or other key stakeholders.

Team
1. What are the top two needs of your team?

2. Consider how the change has impacted these needs?

Your leader or other key stakeholders
1. What are the top two needs of your leader and other key stakeholders?

2. Consider how the change has impacted these needs?
Leadership Strategies for Meeting People’s Core Needs

How can you as a leader meet the core needs of people?

**Security** - If people feel unsafe, what can you do to help them know they will have positive options from which to choose going forward? How can you demonstrate that you will look out for their needs as best you can?

**Inclusion/Belonging** — If people feel left out, what can you do to involve them more? If the fear that they will be left behind, how can you demonstrate that they will have a place in the organization?

**Control** — If people feel unfocused and consumed by chaos, how can you assist them to understand the process going forward? If they are losing control over specific processes or outcomes, how can you help them deal with this?

**Competence** — If people are concerned about whether they will be able to perform in the new organization, what can you do to build their competence, skills and knowledge?

**Appreciated/Being Valued** — If people are needing to be recognized and cared about, what can you do to assist them in this way? If they are needing to know they are “okay” in the leader’s eyes, what can you do to ensure this?

What other suggestions do you have for altering how the change is being implemented in your area or program to meet the human core needs?
It’s About the Transitions!

What’s the difference between change and transition?
- Change are events, outcome is focused.
- Transition is psychological and process based.
- In transition, personal adjustments are generally experienced as cyclical and predictable.
- Not everyone goes through transition at the same rate and another phase may be triggered through change implementation.
- To be successful in both the implementation and in helping people we need to manage both the change and the transition.
- A transition management plan is a necessary component of a change management plan and presumes that the underlying change is being well managed.

Goal is to move through transition with minimal dysfunction. This is subject to several variables such as:
- The degree to which the change is a surprise
- Clarity about the expectations and outcomes of the change
- The number of other transitions they are experiencing at the same time
- Personal self awareness and resilience

Most change initiatives fail because they are change-heavy and transition-light”

*William Bridges*
Reactions Through Transition

Endings

<table>
<thead>
<tr>
<th>Individual Possible Reactions</th>
<th>Behaviors</th>
<th>Thinking and Saying</th>
</tr>
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<tbody>
<tr>
<td>Shock, agitation, apathy, numbness, disbelief, guilt, resentment, anxiety, self-absorption, stress, depression, anger, fear, defiance</td>
<td>Withdrawal, activity without getting much done Asking questions, challenging, complaining, failing to see any positive outcomes, can't sleep, withdraw, hide, sabotage, blame, “retirement on the job”</td>
<td>This is no big deal.” “I don’t know what everyone is upset about” &quot;They've said this before and nothing happened.&quot; &quot;I'll believe it when I see it.&quot; &quot;It doesn't affect me.&quot; &quot;This won't really change anything.&quot; &quot;What announcement; oh that, I didn't really pay much attention.&quot; &quot;Why are they doing this to us?” &quot;This is crazy, Who's idea was this anyway?” &quot;Why can't things stay the way they are?” &quot;This will never work.” &quot;They don't know anything about “”, how can they decide this?” &quot;What's going to happen to me?”</td>
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Strategies for Endings Have I as a leader........

Yes  No

Studied the change carefully and identified who is likely to lose what – including myself?

Clearly explained the change without denigrating the past, and why change is necessary?

Explained clearly what is changing and what is not? What is “business as usual” and what is not?

Asked for reactions?

Given people accurate information and doing it again and again?

Show caring and concern in the way I listen to others?

Made myself available to respond to questions, clear up any misunderstandings, and acknowledge objections?

Found a way to mark the endings, create symbolic boundary events or rituals? Have I helped the team to do this?

Publicly expressed my own sense of loss, if I feel any?

Acknowledged losses of others with sympathy?
**Neutral Zone**

<table>
<thead>
<tr>
<th>Individual Possible Reactions</th>
<th>Behaviors</th>
<th>Thinking and Saying</th>
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<tbody>
<tr>
<td>Some hope and optimism, some frustration, can't focus, confusion</td>
<td>Adjustment, bargaining, willing to get involved, too much to do, many new ideas, over-preparation, chaos</td>
<td>Things are a mess, we are so unorganized. &quot;How did we decide to do this, I forget.&quot; &quot;I am so tired, I don't know which end is up.&quot; &quot;I am waking up in the middle of the night, and my head is spinning with all the kinds of ideas&quot; &quot;Sometimes I know where I am going, and sometimes I just feel lost.&quot; &quot;It is scary to think we could do just about anything, no one knows what anyone else is doing.&quot;</td>
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**Strategies for the Neutral Zone**  
**Have I as a leader.....**

**Yes**  
**No**

- Protected people adequately from inessential further changes?
- Clustered changes meaningfully If I can't protect them from further changes?
- Set clear short-range goals, milestones and practical steps?
- Encouraged and involved people in trying out new ideas?
- Set realistic output objectives?
- Found training programs and activities to help them through the neutral zone or the new skills they will need?
- Found ways to keep people feeling they still belong to the organization and are valued for their contribution?
- Continued to explain the purpose of the change, plan for implementation and acknowledge when milestones are met?
- Encouraged people to be creative and ask for ideas for making their own changes?
- Created temporary roles, reporting relationships, policies or procedures that we need to get through the short to medium term.
New Beginnings:

<table>
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<th>Individual Possible Reactions</th>
<th>Behaviors</th>
<th>Thinking and Saying</th>
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</thead>
</table>
| Acceptance, commitment, hope, satisfaction | Rebuilding, cooperation, clear focus and planning | "How can we work on this."
"Oh I get it, I see what you mean, I didn't understand what you were trying to tell me."
"When you get used to this, it isn't half bad."
"It's funny how upsetting it all was, it feels like ancient history now."
"I can't say I love this new job, but it's OK."
"It took me a while to get used to the people on the team but now it feels like we have always worked together."
"I suppose they will change this too someday, but for now it feels pretty effective."

Strategies for New Beginnings  
Have I as a Leader......

Yes  
No

Clarified and communicated the purpose of the change?

Drawn an effective picture of the change’s outcome and continue to find ways to communicate it?

Ensured everyone has a part to play so far in the implementation and that they understand their part?

Reflected on my experience with change and managing transition to identify insights and learning?

Continued to provide training and practice in new skills?

Dismantled temporary roles, reporting relationships, policies or procedures and ensured that current roles, policies and procedures are consistent with the new beginning, so that people don’t get a mixed message?

Acknowledged and recognized people for making the shift and displaying new behaviors required by the change?

Continued to fine-tune and move the implementation plan forward?

Found ways to celebrate success?

Supported others to work collaboratively to define new roles and responsibilities?
Action Planning for Transition

Your Team
- Where are others in the transition process?
- What actions can you take to help people deal more successfully with the phase they may be in? Also consider their Core Needs.

Endings

Neutral Zone

New Beginnings

You as Leader
- Where are you in the transition process?
- What actions could you take to help yourself deal more successfully with the phase you are in? Also consider your Core Needs.
Leading When Met with Resistance

When you hear the “resistance” word in regard to the change you are involved in what are you...

Observing?

Thinking?

Feeling?

Wanting?

<table>
<thead>
<tr>
<th>Observations</th>
<th>Thoughts</th>
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<table>
<thead>
<tr>
<th>Wants</th>
<th>Feelings</th>
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</table>

When you are in your own resistance, what am I o/t/f/w?

When my team is in resistance, what am I o/t/f/w?
Leading When Met with Resistance

<table>
<thead>
<tr>
<th>Expression of Resistance</th>
<th>Natural</th>
<th>Helpful</th>
<th>Habitual/Cultural</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerned reaction stated before thorough understanding is clarified</td>
<td>Identifies obstacles to success as part of the concerns</td>
<td>Concerns expressed in ways that triggers a reinforcing response</td>
<td>Won’t let go of concerns, even if understood</td>
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</table>

| Leader’s Response to Create Commitment and Results | Ensure clear expectations; acknowledge concerns, Clearly states reason for the change and stays on track in implementing the change. | Separate and address problems and obstacles. Follow up on ideas and issues raised by the employee. Make adjustments in keeping with the overall outcomes of the change. | Change your response and continue that response in the face of the temporary increase in resistance | Performance management; insist on clarity of expectations, ensure commitment to actions, and manage consequences |

Principles:
- Learn to read resistance. How do others express it?
  - Differentiate between authentic resistance and "false" resistance. False resistance, while real, has nothing to do with the change. Instead it is usually rooted in old grudges, resentment, or need for attention.
  - Don’t take resistance from others personally. It is a natural response to change and authority.
  - Take resistance as the energy of involvement. It is the leader’s role to insist they direct their energy in a useful direction.
  - Practice situational leadership – match your response appropriately

Tips:
- Describe what you see, hear and feel
- Stay silent and let the other person or people respond
- Listen attentively
- Ask people to be specific about their objections will help you distinguish between what is authentic and what is a cultural or personal habitual response.
- Seek to differentiate between resistance that comes from fear of lack of ability or skill; and resistance that comes from unwillingness or habitual response.
- Work together to develop plans to deal with concerns, fears and losses

Adapted From: Roger Taylor, Executive Coaching Theories and Concepts
Engagement

What is engagement?

Effective engagement of others in the change process will:

- Deepen people’s ownership of the change
- Enable others to choose to opt in and bring their best to the change
- Will help speed up the change
- Create a critical mass of support
- Enhance your credibility as a leader.

What can you do to increase engagement of others in your change?
# Communication

## Five Levels of Communication Model

<table>
<thead>
<tr>
<th>Level &amp; Outcome</th>
<th>Style</th>
<th>Media, Vehicles</th>
<th>Reaction When Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information - Sharing</td>
<td>Telling; one way</td>
<td>Lecture, presentation, memo, video</td>
<td>“Thank you for telling me this information”</td>
</tr>
<tr>
<td>2. Building Understanding</td>
<td>Dialogue; two-way; exploring and answering listener-generated questions</td>
<td>Small group meeting; breakouts to develop questions, facilitated Q&amp;A</td>
<td>“Having explored my concerns and tested this, now I understand the focus of the change and why it is needed.”</td>
</tr>
<tr>
<td>3. Identifying Implications</td>
<td>Introspection; discussing with co-workers what this means to you and the organization; multi-directional</td>
<td>Group interactive discussions ranging from multi level, large or small group to individual team discussions; most relevant exploration done with work team and immediate supervisory</td>
<td>“I get it! This change means X for my department and Z for me and my job.”</td>
</tr>
<tr>
<td>4. Gaining Commitment</td>
<td>Sorting out inner feelings and choices; may require time and multiple returns to the discussion; both internal and external commitment focused</td>
<td>Alone time for personal introspection or “talk time” with trusted colleagues, opportunity to re-address issues with co-workers, direct supervisor and /or sponsor of the change.</td>
<td>“I personally want this change to succeed, and I am willing to ensure that it does. I see that my boss and our organizational leaders feel the same way.”</td>
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<tr>
<td>5. Altering Behavior</td>
<td>Demonstrating new behavior; may require training, feedback mechanisms, and coaching over time to ensure that the behaviors stick.</td>
<td>Training, coaching relationships, opportunities for practice and learning</td>
<td>“I am learning the new behaviors and skills required for this change to succeed, and I’m open to receiving your feedback and coaching to keep improving.”</td>
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Source: Being First Inc.

Leaders often think they have communicated successfully only to find that this is not so. This model begins where most leaders end their communication efforts – sharing information. Each of the 5 levels of the model requires a different style and medium to achieve its outcomes. At any point in time, you may need only some of the levels of communications – it’s important that you become familiar with all the levels, to assist you in choosing how and when to pursue different strategies.

## Application

- Consider the level of communication you can realistically attain in any meeting or setting. If you need a deeper level, strategize how to attain your outcome through subsequent communications.
- Support your communications plans with the appropriate resources, meeting planning, facilitators, logistics and follow up.
Levels of Commitment Model

Commitment

Engaged Action

Buy In

Agreement

Compliance

Resistance

Motivation by Fear

- Avoidance of pain or threat
- Punishment, negative consequences, ultimatum, coercion

Motivation by Choice

- Attraction to creating value or pleasure
- Reward, benefit, possibilities, contribution.

Source: Being First Inc.
Key Strategies for Building Commitment

Communicate
- Clearly tell people the case for change and what the change strategy is.
- Articulate the vision and desired outcomes – what we are trying to create and achieve by moving in this new direction.
- Remember to reinforce how the change adds value.

Listen
- Accept negativity as valid
- Invite it out into the open
- Listen and ensure people feel heard

Make Requests
- Ask people to be productive. Remember that losing focus is very natural during change so help people meet job satisfaction needs by helping identify what parts of their job stay intact over the short term.
- Continue to voice concerns in productive ways.
- Stay open to the concerns of others and consider the merits.

Provide information and support
- Ask others what they need to be committed to the change and remember that this may shift over time for people.
- Provide as much as you can to help meet the needs expressed to you.
- Recognize, acknowledge and positively reinforce small steps.

What other strategies?
Appendix
Getting to Clarity: Mindset

What: “Mindset” is about the beliefs, assumptions, values, thought patterns, and mental models that we hold (usually unconscious). Mindset is one’s worldview – how you see reality and your perceptions of it.

Why: Paying attention to our mindset in a more deliberate way allows us to get clear about how what we think/perceive creates what we produce and how we behave. If we are not conscious of mindset, we may recreate that which we are trying to change; or remain stuck in the old way.

When: Use this tool near the beginning of a change to assist you in identifying issues related to understanding and navigating the impacts of change. As well, it can be used to reflect your mindset on an on-going basis throughout the change. Gaining clarity about your mindset at various stages of change gives you more choiceful options for moving forward.

How: Write the change you are thinking about in the center of the circle of your handout. Complete the sentences as you move around the wheel. Write down the first thing that comes to mind.

I think... I fear....
I feel... I hope....
I want.... I value....
I worry.... I need....
I assume... I believe....

Once all sentences have been completed around the wheel you can reflect on a number of different questions.

Ask yourself:
- How does my current mindset influence my decisions and actions?
- What aspects of my mindset contribute to my ability to deal well with change, and what aspects of my mindset limit my success?
- How aware am I of my own effective and ineffective ways of being during this time of uncertainty?
- How could I move along the continuum from being a victim to being a full contributor to my situation?
- How can I take personal accountability for my experience during this change?
Getting to Clarity – Mindset Map

Adapted from Being First and M. Martin