

LEADING CHANGE

AND TAKING OTHERS WITH YOU



Dr Julie Glenn

What we will cover in this session

- **Why change leadership is important**
- **Approaches to implementing change**
- **How people respond to change**
- **What leaders need to lead change effectively**
- **Motivation and resistance to change**



"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things."

Niccolo Machiavelli

Why do change programmes fail?

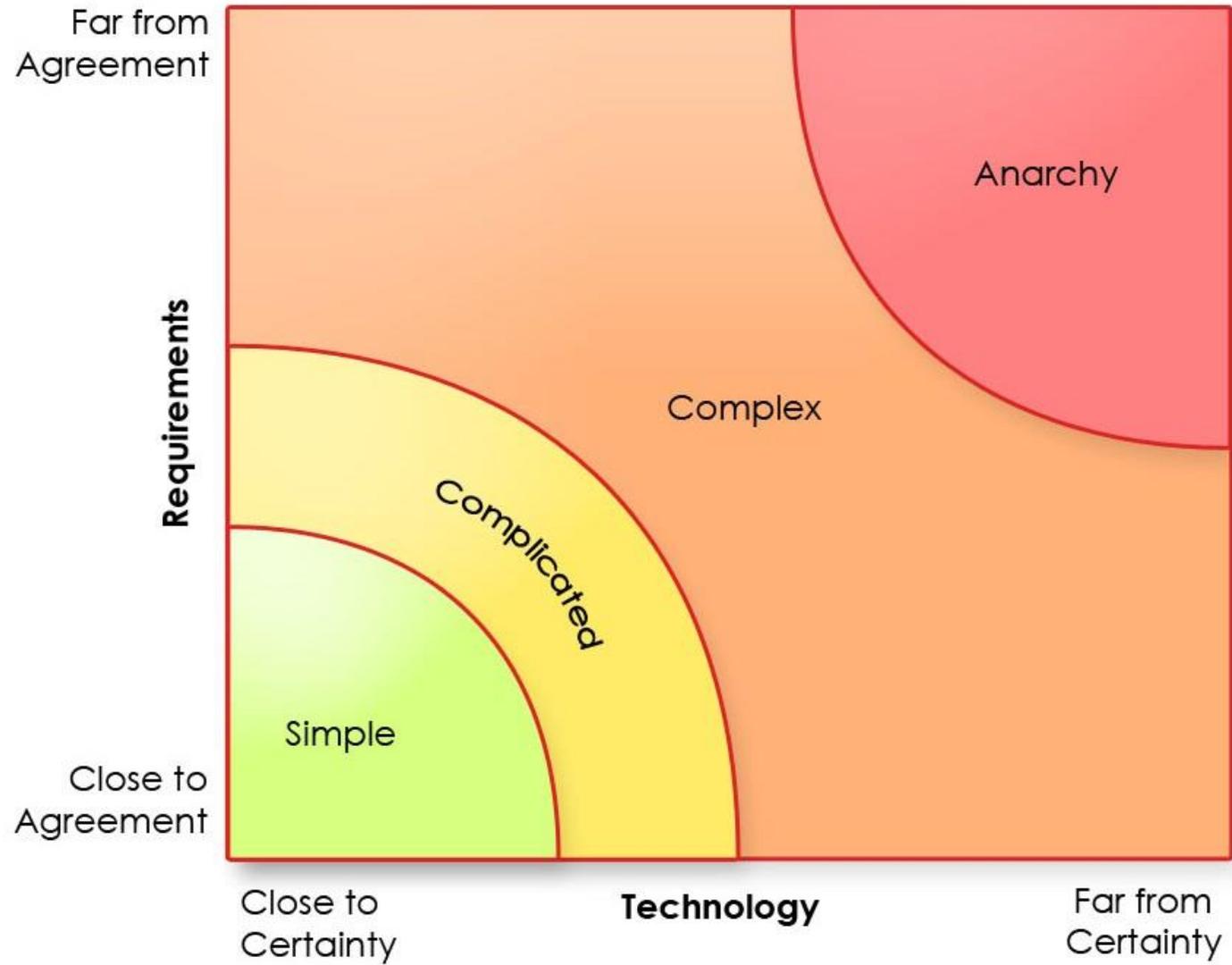
- **Insufficient budget (23%)**
- **Insufficient time (17%)**
- **Poor communication (62%)**
- **Insufficient leadership and support (54%)**
- **Organisational politics/culture (50%)**
- **Lack of understanding of the purpose of the change (50%)**
- **Lack of user buy-in (42%)**
- **Lack of collaboration (40%)**

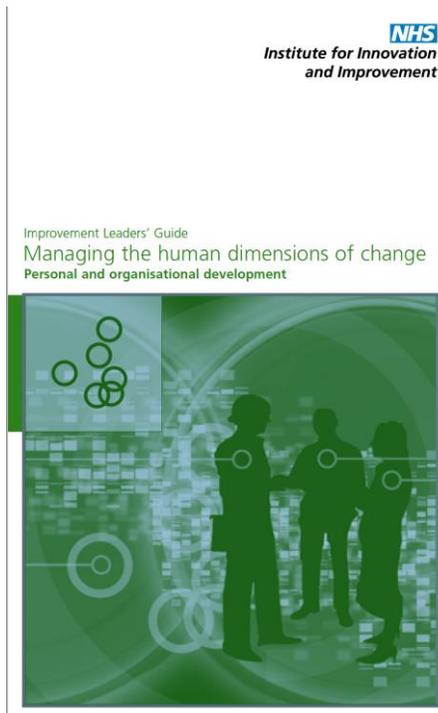
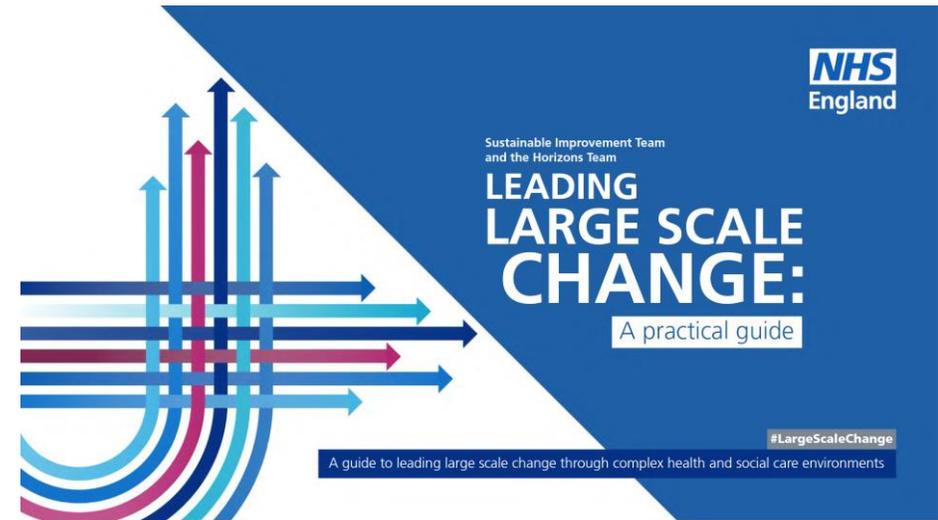
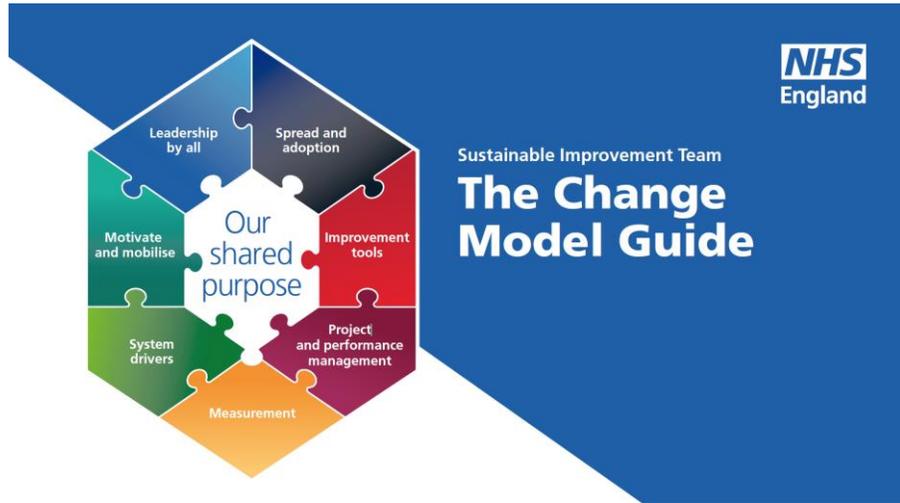
Human factors are predominant

Implementing Change

Process Approach	People Approach
Power through position – hierarchical	Power through relationships - collaborative
Plans and action steps	Shared purpose, connecting with values
Making sense through logic, linear tasks	Making sense through emotions
Leadership-driven	People connectivity
Traditional, based on experience	Open approaches
Knowledge and skills	Motivation, behaviour change
Goes wrong because of poor planning and project control	Goes wrong because of poor communication/lack of empathy

The Stacey Complexity Model



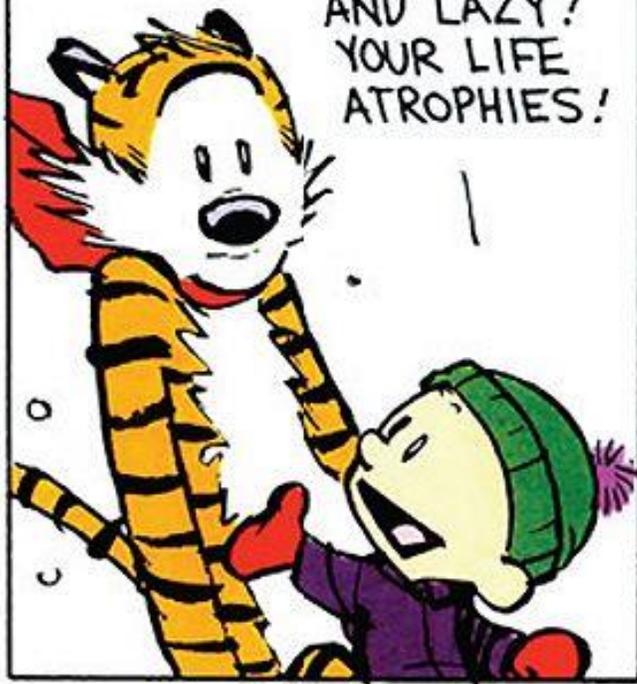


<https://www.england.nhs.uk/sustainableimprovement/change-model/>

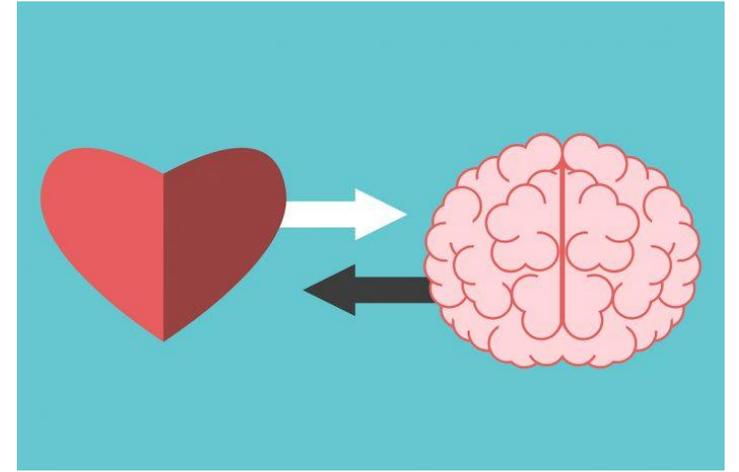
<https://www.england.nhs.uk/wp-content/uploads/2017/09/practical-guide-large-scale-change-april-2018-smll.pdf>

<https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/ILG-3.4-Managing-the-Human-Dimensions-of-Change.pdf>

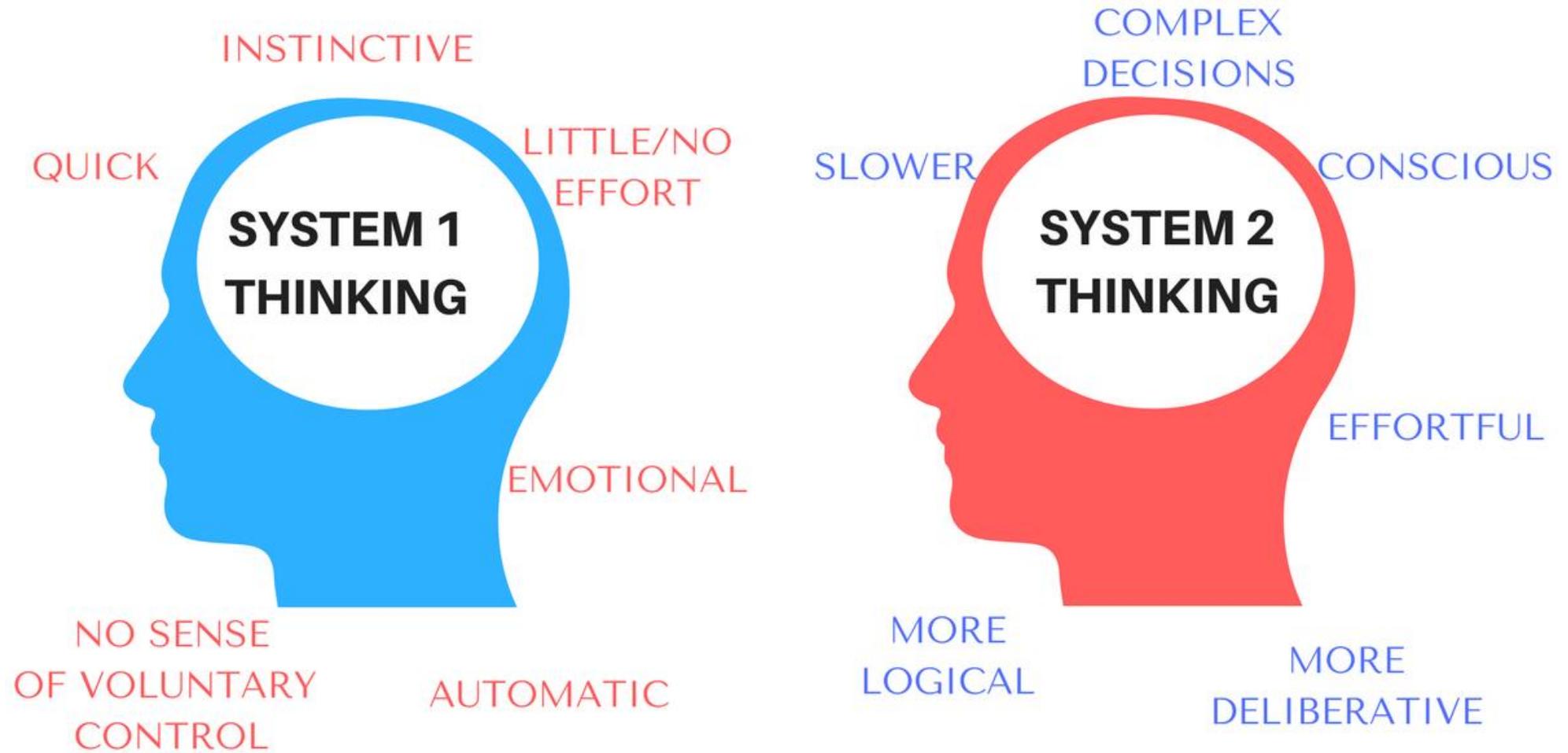
CHANGE IS INVIGORATING!
IF YOU DON'T ACCEPT NEW
CHALLENGES, YOU BECOME
COMPLACENT
AND LAZY!
YOUR LIFE
ATROPHIES!



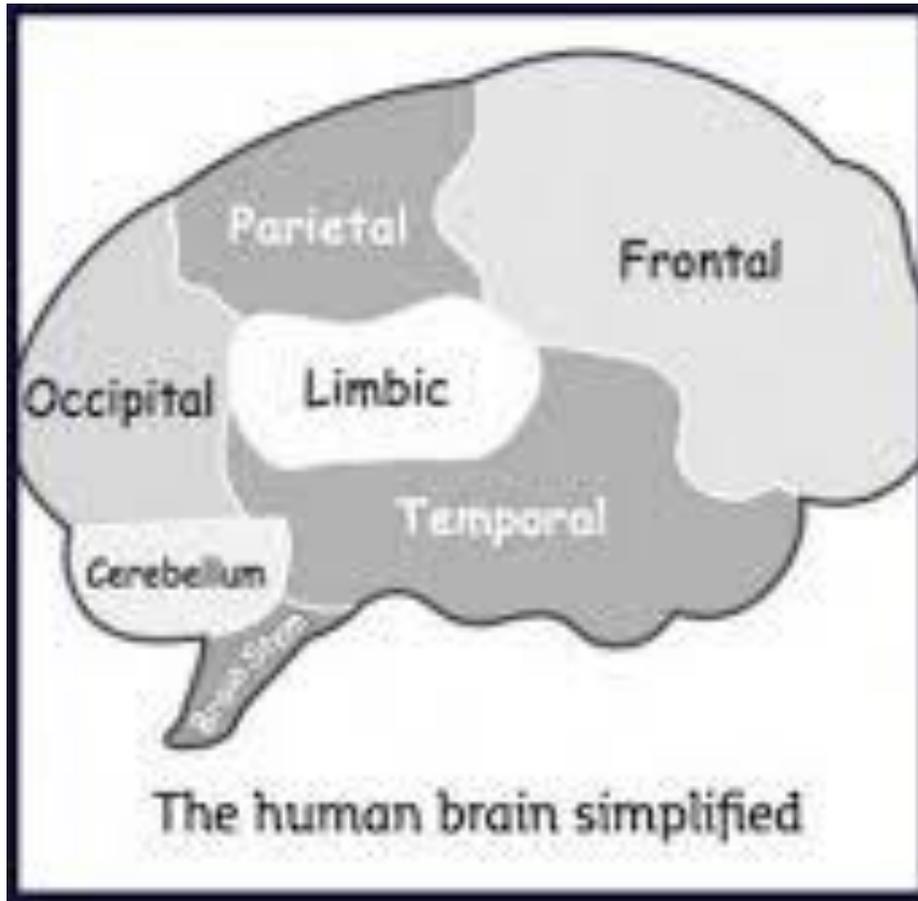
People Factors



- **Humans typically perceive change as a threat**
- **People's response to change is more likely to be emotional and irrational than logical and rational**
- **People have different needs and different styles of working, especially in a change situation**
- **Although skills and talent are needed for change, behaviour is driven by thoughts, feelings and beliefs**



THINKING FAST AND SLOW – DANIEL KAHNEMAN



THE CHIMP PARADOX, STEVE PETERS

Neuroscience of Change

- To ‘minimise danger and maximise reward’ is an overarching principle of the brain (Gordon, 2000)
- If a ‘stimulus’ is associated with positive emotions or rewards, it is likely to lead to an approach response; if it is associated with negative emotions or threat, it is likely to lead to an avoid response.

THREAT RESPONSE

Reduced working memory

Narrower field of view

Greater pessimism

Generalising of threat

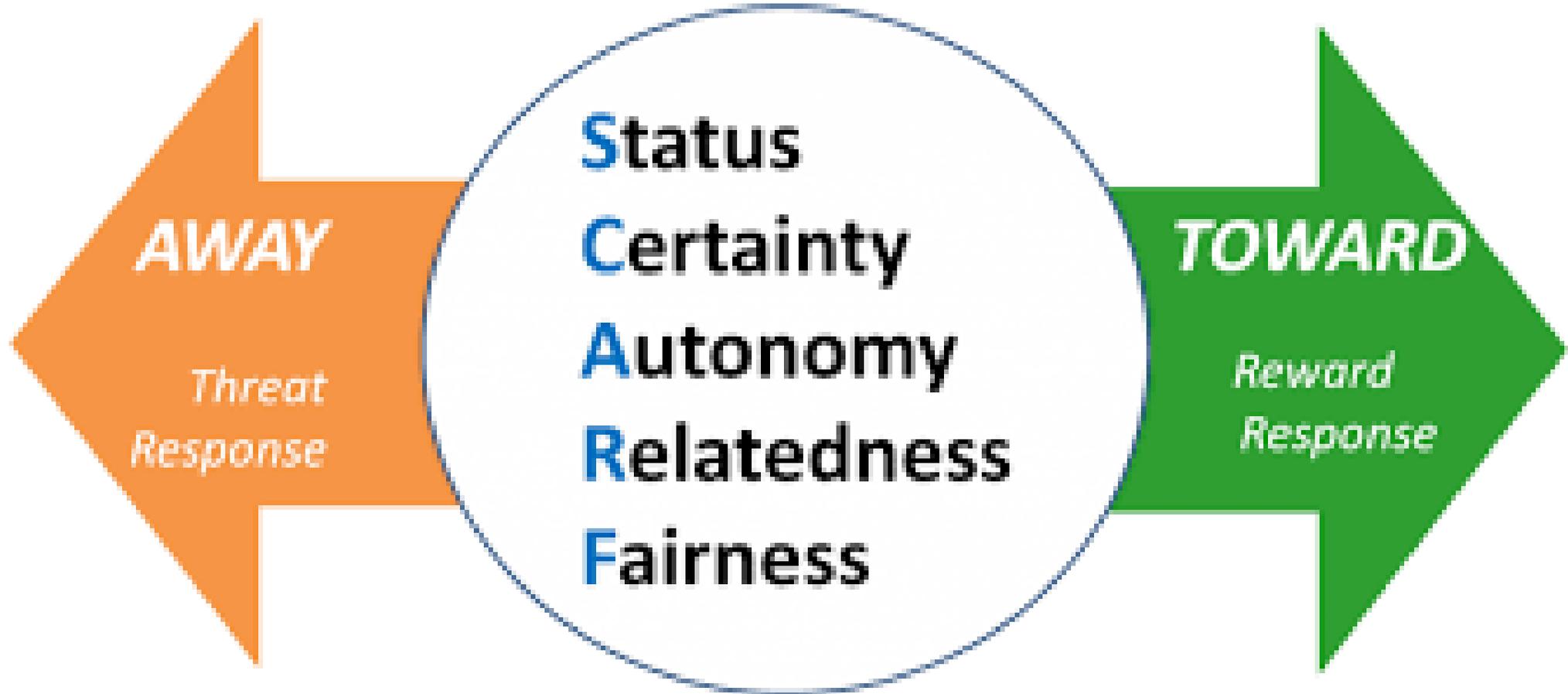
REWARD RESPONSE

Greater cognitive resource

More insights, increased ideas for action

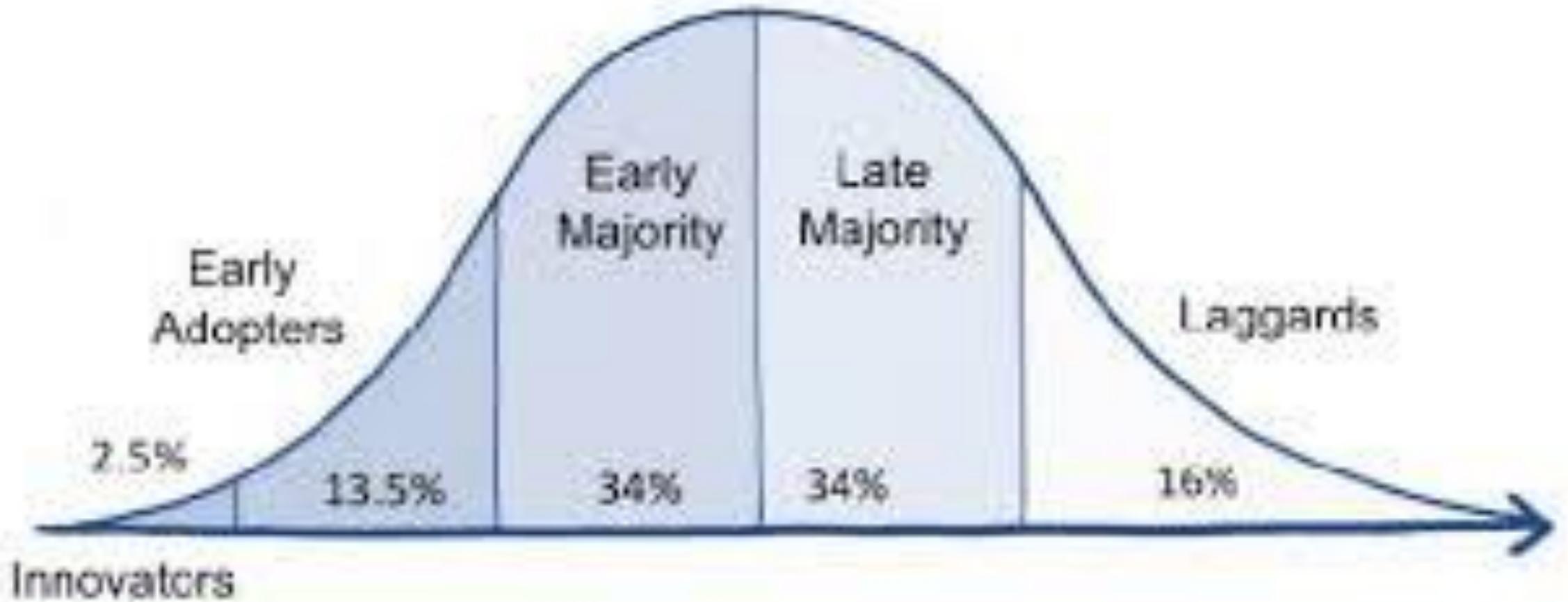
Wider field of view

Fewer perceptual errors



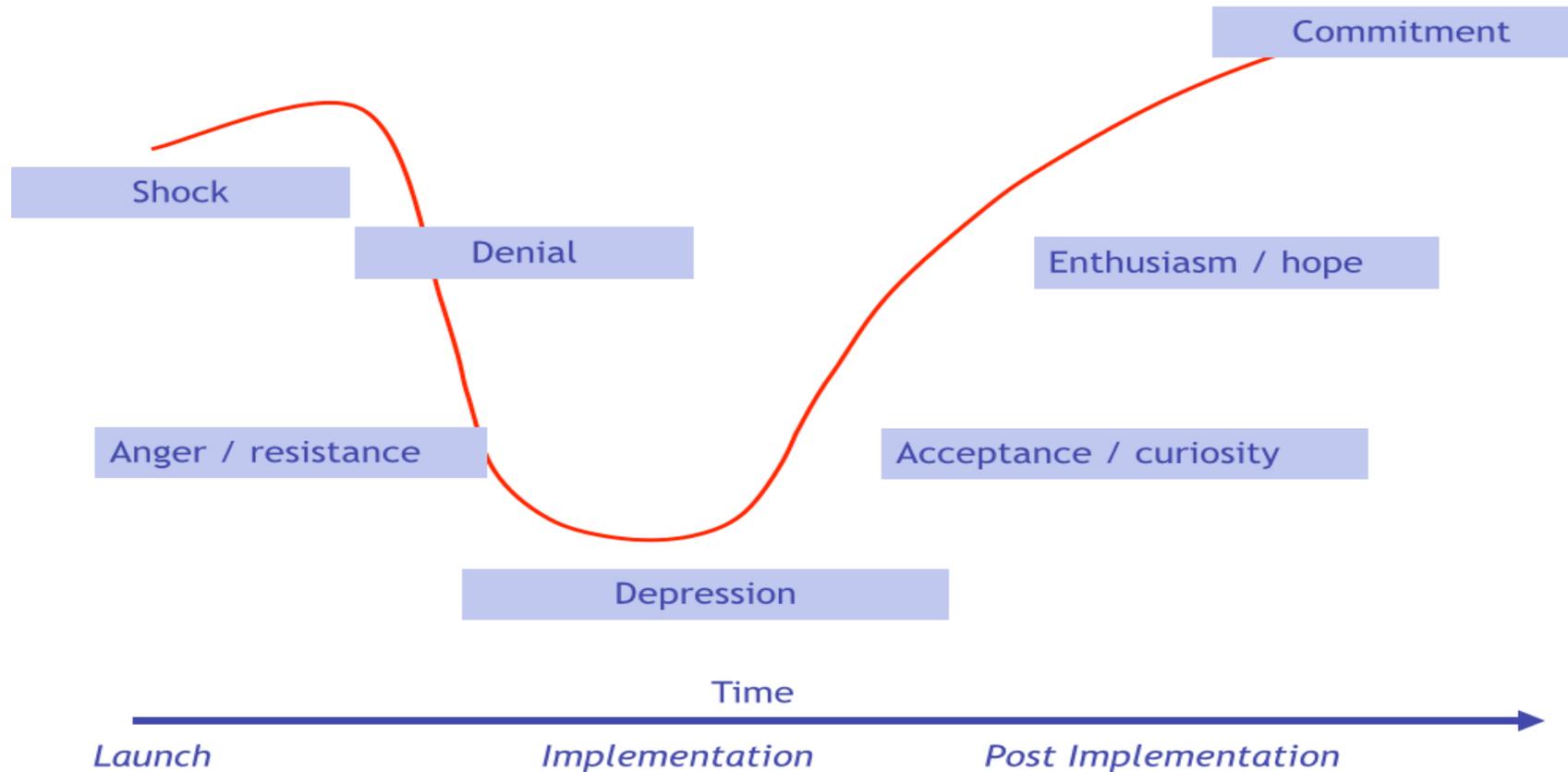
Five core domains that drive human behavior – David Rock

http://web.archive.org/web/20100705024057/http://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf



Rogers Adoption/Innovation Curve

Kubler Ross Transition Curve – emotional response to change

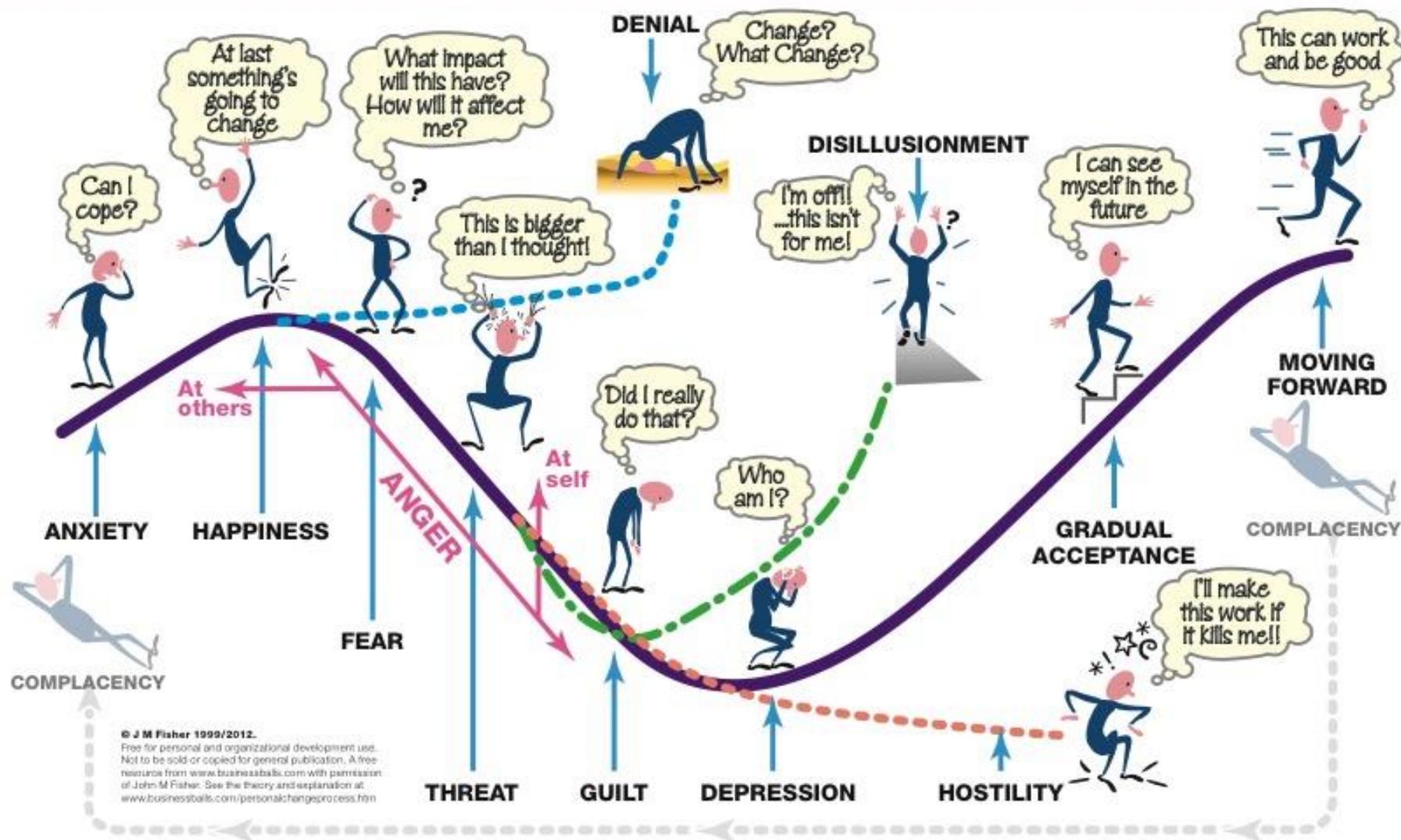


Recognise where people are and respond accordingly

Be aware that the transition through the processes is not linear or unified

The Process of Transition - John Fisher, 2012

(Fisher's Personal Transition Curve)



Kubler Ross Stages

Transition Stage	How to Support Individuals
Shock and Denial	<ul style="list-style-type: none">• Communicate what will change and why• Use language that individuals will understand and relate to• Keep communications short and simple and allow time for them to sink in• Listen to understand• Be patient, give people time
Anger and Blame	<ul style="list-style-type: none">• Encourage open dialogue and give people the opportunity to voice their views and issues• Listen and acknowledge feelings• Recognise and respond to concerns• Be clear on what has to change but highlight areas for negotiation and actively engage people in these aspects• Identify existing capabilities that will be of value to planning, implementing and sustaining change

Kubler Ross Stages

Transition Stage	How to Support Individuals
Confusion and Resignation	<ul style="list-style-type: none">• Provide information on what is going to happen and when and ask for feedback• Reinforce the positive actions that individuals need to take to contribute to achieving the change• Continue to encourage dialogue and opportunities for individuals to voice their feelings and concerns, and offer support• Consider coaching for individuals, especially if they appear to be stuck in a negative state
Acceptance and Problem-Solving	<ul style="list-style-type: none">• Identify individuals who have accepted the change and involve them in the implementation• Encourage them to act as coaches and mentors for others
Commitment	<ul style="list-style-type: none">• Identify key individuals who are committed to the change to act as role models for any new ways of working or behaving, and to help sustain the change

Most organisations try to start with a beginning, rather than finishing with it. They pay no attention to endings. They do not acknowledge the existence of the neutral zone, and then wonder why people have so much difficulty with change.

William Bridges



What do leaders need to lead change effectively?

- **Effective communication skills**
- **Ability to inspire action**
- **Understands our culture**
- **Upbeat and optimistic**
- **Authenticity**
- **Able to build collaboration & unity**
- **Results oriented**
- **Solid ethical foundation**



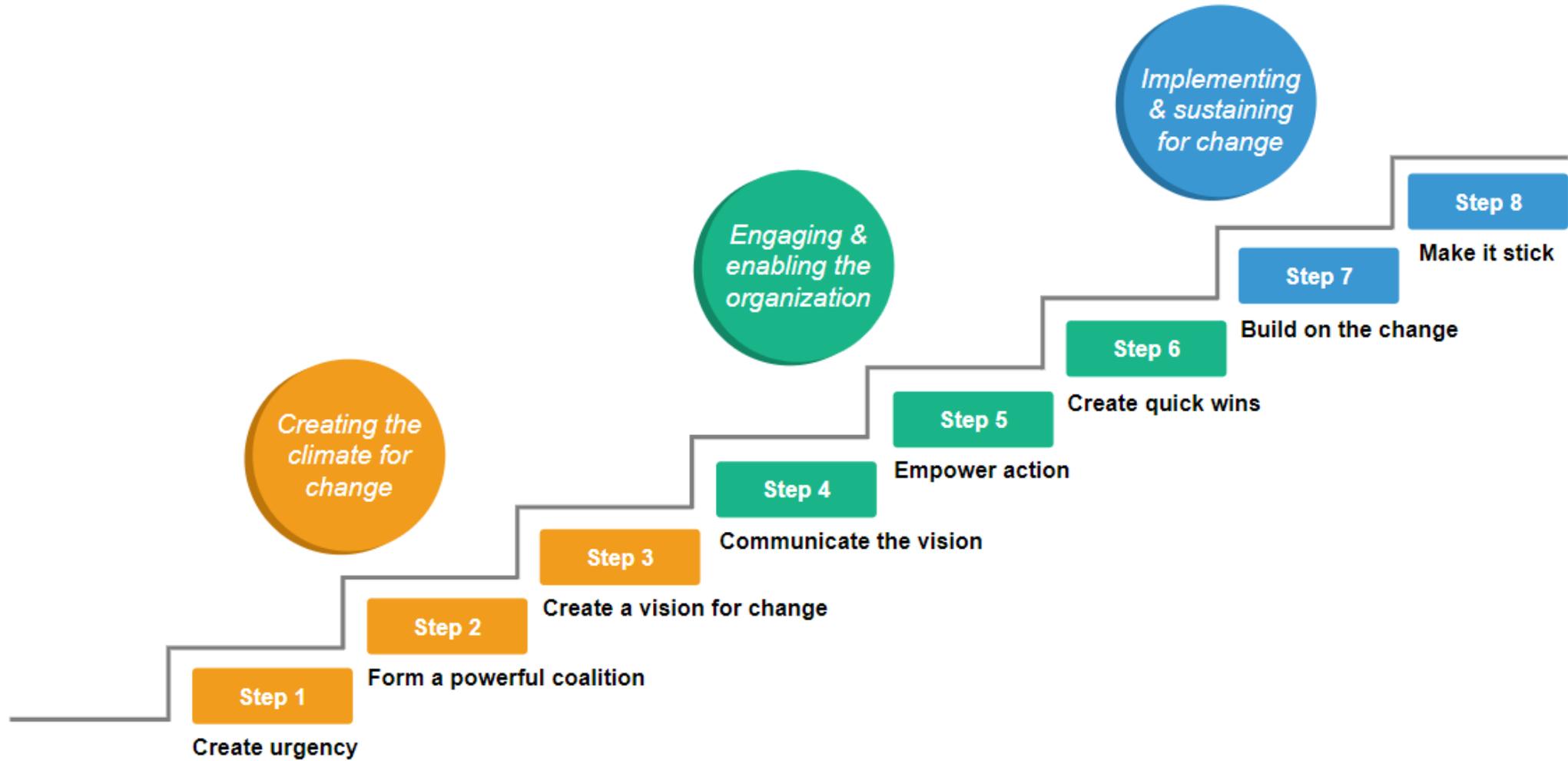
Table 1. Components of Emotional Intelligence.

Component	Definition	Elements
Self-awareness	Ability to understand one's moods, emotions, and drives as well as its affect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
Self-regulation	Ability to control or redirect disruptive impulses or moods Propensities to suspend judgment, think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Self-motivation	Passion to work for reasons beyond money or status Propensity to pursue goals with energy and persistence	Strong drive to achieve optimism, even in the face of failure Organizational commitment
Empathy	Ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients
Social skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change persuasiveness Expertise in building and leading teams

Source. Goleman (2004, p. 4).

https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LAL1.pdf

Kotter's 8 Step Change Model





Willingness and Ability to Change

Willingness to Change

CAN'T and WILL - SPECTATORS



Address training and development needs,
Seek their opinions and suggestions

CAN and WILL - PLAYERS



Actively involve and empower. Recognise
and reward.

CAN'T and WON'T - SLEEPERS



Require close supervision and directive
leadership style

CAN and WON'T - CYNICS



Require time, negotiation, discussion

Ability to Change

Motivation for Change

- External motivators – Praise
Financial reward
- Internal motivators – Autonomy
Mastery
Purpose

Daniel Pink, Drive



Internal Motivators	Leadership Behaviours that Support
<p>Autonomy Change has the potential to interfere with autonomy and make people feel that they have lost control of their job</p>	<ul style="list-style-type: none"> • What is important to control to them as an individual? • Create decision-making opportunities, involvement with planning and implementing • Establish autonomous teams (Yi Liu, 2010) • Avoid micromanagement
<p>Mastery Mastery takes hard work, effort, passion, perseverance, practice and repetition</p>	<ul style="list-style-type: none"> • Find the ‘Goldilocks tasks’ – the sweet spot between easy and difficult, the growth edge • Encourage a growth mindset – knowledge and skill improves with effort and practice (Carol Dweck) • Positive reinforcement of progress • Regular meetings to review where individuals are and what support they need to achieve their goals
<p>Purpose People like to feel that their work has meaning and value.</p>	<ul style="list-style-type: none"> • Be mindful of using purpose-orientated words in communication about the change • Ensure that the purpose of the change is communicated clearly and that everyone understands • Ensure that everyone knows how they will contribute towards achieving the purpose of the change and what the benefits will be for them, their team and the organisation

WHAT REBELS WANT from their boss...

1. **WE ARE NOT TROUBLE MAKERS**
We are motivated to make our org **BETTER**

2. **WE CARE** about work more than anyone else
~~THAT'S WHY WE ARE WILLING TO ENGAGE IN A CONFLICT~~

3. **WE NEED AN ENVIRONMENT** where it is safe to disagree and challenge **STATUS QUO**

4. **LOVE OUR DIFFERENCES AND QUIRKS**
We may not be like you

5. **CHALLENGE US**
give us thorniest problems
LET US PROVE OUR WILD IDEAS AT WORK
we want to be stretched

AND THAT'S A GOOD THING

7. **COACH US** on how to navigate org. politics so we avoid making mistakes

6. **DON'T GIVE US LIP SERVICE**
Tell us as it is
NO GLIB LIKE

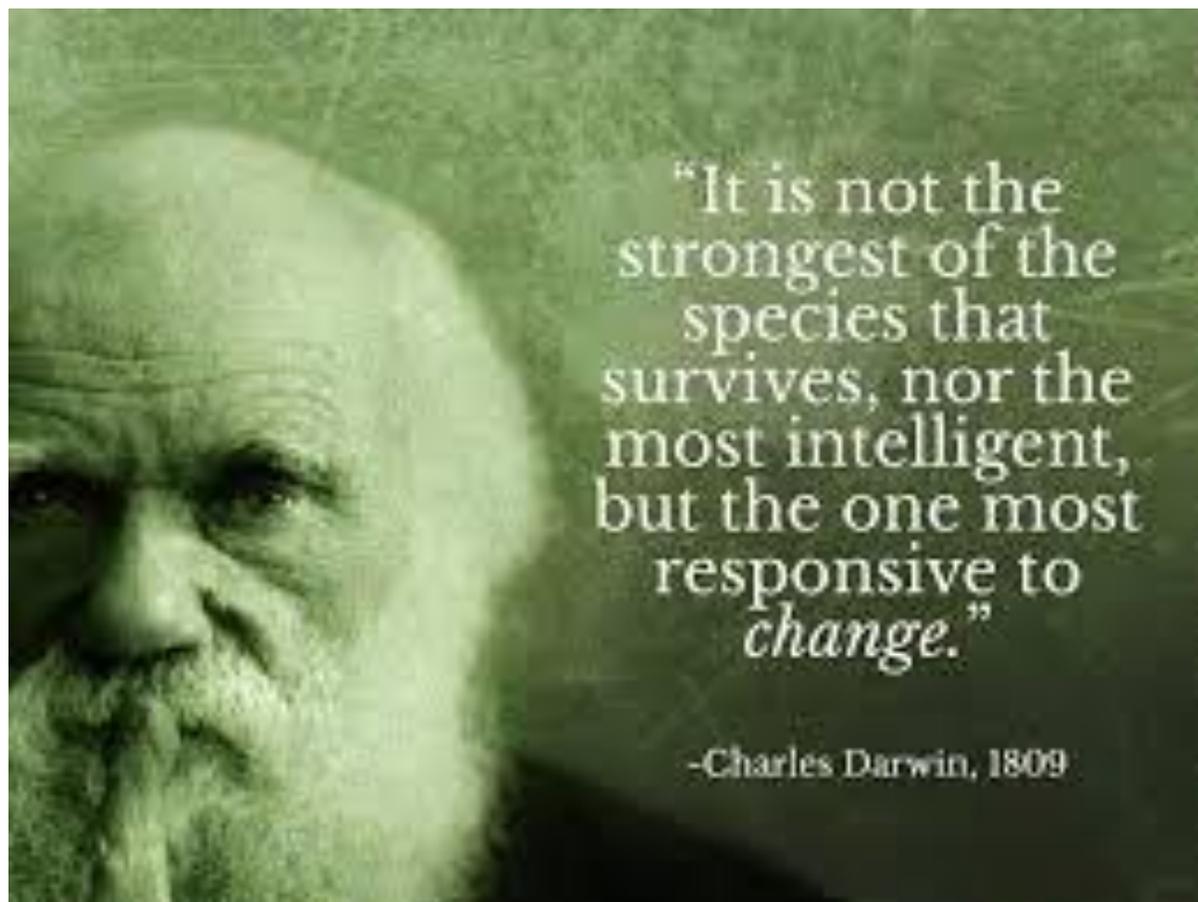
9. **APPRECIATE US**
and we'll move mountains for you.

8. **REBELLIOUSNESS IS A POSITIVE BEHAVIOR**
it is an act of courage and risk taking

Helping People to Make Sense of Change:

Lose/Keep/Gain Grid

What I/we will KEEP as a result of the change	What I/we will LOSE when the change is implemented	What I/we will GAIN as a result of the change	What the benefits of the change will be to us/me



"It is not the
strongest of the
species that
survives, nor the
most intelligent,
but the one most
responsive to
change."

-Charles Darwin, 1809