

## **Seven Basic Steps for Becoming a Trusted Leader**

1. Demonstrate integrity
2. Be clear and consistent
3. Share information.  
“Information is power, but only when it’s shared.”
4. Create positive energy
5. Manage agreement and disagreement
6. Encourage and coach
7. Get to know your team members well

Source: Whetten, D. and Cameron, K. (2005)

## Positive Organizational Diagnosis – A Starting Point for Positive Change

**Rationale:** Every organization/unit/team has past successes and things that work well in the present. People are more comfortable moving into the unknown future when they carry parts of the past forward. When they have experienced success in the past, they are more willing to engage in creating a positive vision for the future and more confident that success can be achieved again.

Ask yourself these questions about your organization:

*Clients' perspective:* Put yourself in clients' or customers' shoes. What would they say works well in your organization/unit? What positive results do clients/customers experience?

*Leadership:* Who are the leaders in your organization that you admire the most and why? What do they do?

*Career:* What do you love about this organization that makes you want to come to work each day. (If not a workplace, what makes you want to attend meetings/participate regularly?)

*Communication:* When did you have an extremely satisfying and productive interchange with someone in this organization that you care about?

*Teamwork:* When have you experienced delight at extraordinary cooperation and teamwork that emerged in this organization?

*Culture:* What is especially fun, energizing, revitalizing about your organization's or unit's culture?

*Aspiration:* What are your highest aspirations/hopes for this organization?

*Work:* What is the best you have ever seen accomplished in the work here? What was achieved that exceeded everyone's expectations?

Source: Whetten, D. & Cameron, K. *Developing Management Skills, 6<sup>th</sup> ed.*, Pearson Education (2005)

## The Five Levels of Change Communication

| <b>Level &amp; Outcome</b>  | <b>Style</b>   | <b>Media, Vehicles</b>   | <b>Desired Reaction</b>  |
|-----------------------------|--|--|--|
| 1. Information Sharing      | Telling: one-way   | Lecture, presentation, memo, video   | “Thank you for telling me this information”  |
| 2. Building Understanding   | Dialogue: two-way, exploring and answering listener-generated questions  | Small group meetings, breakouts to develop questions; facilitated Q & A  | “Having explored my concerns and tested this, now I understand the focus of the change and why it is needed”                                   |
| 3. Identifying Implications | Introspection: discussing with co-workers what the message means to you and to the organization; multidirectional                                    | Group interactive discussions ranging from multi-level, large or small group discussions to work team discussions; most important exploration done with work team and immediate supervisor | “This change means X for my department and Z for me and my job.”   |
| 4. Gaining Commitment       | Sorting out inner feelings and choices; may require time and multiple returns to the discussion with peers, immediate supervisors, or senior leaders | Along time for personal introspection; opportunity to readdress issues with co-workers, direct supervisor, and/or leaders of the change  | “I personally want this change to succeed and am willing to contribute fully so that it does.”   |
| 5. Altering Behavior        | Demonstrating new behavior; may require training, feedback, and coaching over time to ensure that the behaviors “stick”                              | Training, coaching relationships; opportunities for practice and learning; can be supported with policy or systems changes to reinforce desired behavior                                   | “I am learning the new behaviors required for this change to succeed and I am open to receiving your feedback and coaching to keep improving.” |

*Source: Anderson Ackerman & Anderson, The Change Leader’s Roadmap, based on original model developed by ARC Worldwide.*

# Small Wins

## ***The Small Wins Formula:***

1. Find something easy to change
2. Change it
3. Recognize it publicly
4. Find a second thing that's easy to change
5. Repeat the process

## ***Reasons Why The Small-Wins Formula Works!***

1. Reduces the importance of any one change: "it's no big deal to make this change"
2. Reduces demands on any group or individual: "there isn't a lot to do"
3. Increases the confidence of participants: "at least I can do that"
4. Helps avoid resistance or retaliation: "even if I disagree, this part of the change represents only a small loss"
5. Attracts allies and creates a *'bandwagon effect'*: "I want to be associated with this success"
6. Creates the image of progress: "things seem to be moving forward"
7. If the small change doesn't work out, it only represents a small *"flop"*  
"No major harm done, no long-lasting effects."
8. If the small wins are spread around, this builds momentum in multiple areas; makes less likely that a big pocket of resistance takes hold

Adapted from Whetton & Cameron (2005), *Developing Management Skills*, and Weick (1981), Small Wins: Redefining the Scale of Social Problems, *American Psychologist*, 39, 40-49.

## Learning Styles and Change Worksheet

### ACTIVISTS

- Learn through experience
- Jump in and do new things without first learning about them
- Tend to be comfortable with mistakes
- In transitions, often among the first to volunteer for projects

### REFLECTORS

- Learn through observing and thinking
- Like to view others doing a new task
- Analyze the situation before trying it
- Learn by watching someone else do it first

### THEORISTS

- Want to understand the theory behind the change
- Want to know how something works
- Want to read the manual
- Want to understand the process, the mechanics, the details of a change

### PRAGMATISTS

- Like to experiment
- Want to see the practical value of what they learn
- Not very interested in details
- Happy learning by following a procedure as long as they understand the benefit of following that procedure

## Self Assessment

### Transitions: Behaviors, Words, Feelings

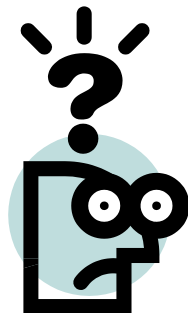


Endings: loss of control, letting go, closure, saying goodbye

- Behaviors: denial, silence, grumbling, moody, mistakes, passive-aggressive, flip attitude, indifferent, evasive, skeptical, deal making, negotiation, spreading of rumors,, change in productivity, ineffective
- Words: This is ridiculous, what were “they” thinking, you don’t know what you are talking about, I don’t care anymore, we’ve always done it that way, This won’t work, what a mess!
- Feelings: Irritable, tense, sad, fearful, resentful, angry

Neutral Zone: Discomfort, uncertainty, opportunity, in-between time, unsettled, chaotic

- Behaviors: Forgetful, dazed by details, can’t get it right, mistakes, concerned talk, absenteeism may increase, withdrawal
- Words: How’d we decide to do this, I can’t remember what we are supposed to do, sometimes I get it, but the next day I am not so sure
- Feelings: detached, uncomfortable, impatient, apprehensive, confused, irritable



New Beginnings: The new chapter, renewal, being ‘with it’

- Behaviors: Excited, scared, ambivalent, glad, ok, planning more improvements, pleased, content
- Words: I get it now, once you do it, it isn’t so bad, I feel competent again
- Feelings: Completion, settled, satisfied, excited, clear



## Guiding Workers Through Transition

*The KEY empowerment tool is involvement. It is crucial throughout the entire transition process to increase workers' awareness that they have an important role to play. This reinforces their role in the future. Leaders guide the transition by acknowledging feelings, using good listening skills so that people feel understood. Model 'going through, not around' transition.*

*Two fundamental supervisory skills: 1) give accurate information, particularly to stop catastrophizing and negative predictions; and 2) share the importance of the changes to long-held values, purposes, or vision of the organization, to help staff see how some things remain constant.*

### Guiding through Endings:

Help workers let go of the past by listening and helping them to identify what they will have to give up. Acknowledging feelings through the use of empathy and validation, openly and sympathetically, helps defuse them. Make clear what IS truly ending, the 'done deals' and the time frames for them. It avoids the resentment that arises when workers are invited to give input and feedback on decisions that are already made.

### Guiding through the Neutral Zone:

Create temporary systems and procedures, establishing transition teams for specific, short term challenging goals to direct behavior and help people feel a sense of accomplishment (small wins). Coordinate skillful communication among groups to give people a sense of team spirit, translating anxiety into action, and moving them toward a more stable future state where the changes are established.

### Guiding to the New Beginnings:

Have a clear sense of people's values and outcomes, helping those most affected by the change to define the outcomes they want and the purposes they see for the change. Develop a picture, map, or flow chart of the changes to give a visual to how it will be, linking the changes with slogans or symbols that unify. Show ways the change will benefit, i.e. the 'stakeholder perspective', is important. Group or organizational celebration of establishing changes is a final key step of the transition, and continues to empower workers by recognition of their role in its success.

## ACTION PLANNING FOR CHANGE

**INSTRUCTIONS:** Pick a problem, any aspect of your work as an supervisor which you would really like to change.

Then:

1. Describe the problem/situation as it is now.
  - Be specific and describe in terms of interaction and patterns.
  
2. Describe how you would like the situation to be.
  - What criteria will you use? How will you know changes have occurred?
  
3. Define the issue in the form of "How" question.
  - The question should identify the outcome or goal and who is going to be changed with what kind of process.
  
4. Related issues.
  - What other issues complicate this problem?
  - Who else is involved and might contribute to this situation?

5. **Restraining Forces:**

What is working against change?  
What are the obstacles, resistances,  
oppositions?

**Driving Forces:**

What is working for change?  
What are sources of support?  
What are possible incentives?

- a) Circle items that are both important and that can something be done about it
  - b) Are there items that can also be broken down into Restraining and Driving forces?
6. Describe action steps for each of the key Restraining Forces and Driving forces.  
(Brainstorm possible steps)
7. Identify two or three promising action steps and evaluate them.
- All should potentially satisfy criteria of #2.
  - All should be aimed at changing forces in #5.
8. For each action step decide what resource preparation is needed, who will be responsible, and what the time frame will be for implementing it.
9. What could go wrong?
10. Make sure you have a clear idea of how you will determine whether you are achieving the goal.

## **AIA Model**

### **Action Insight Acceptance**

#### **ACTION**

Have you taken all the *action* you can take?

Have you considered all options for things you can do?

Are there more choices available to you?

#### **INSIGHT**

Have you got all the *insight* you can in order to gain understanding?

Will further discussion and assessment be useful?

Is there more information you need, more people to access?

#### **ACCEPTANCE**

If no more action can be taken or insight gained, move to *acceptance*.

Surrender, stop fighting what will be and go with it.

Don't take it personally.

Use your energy for the tasks ahead.