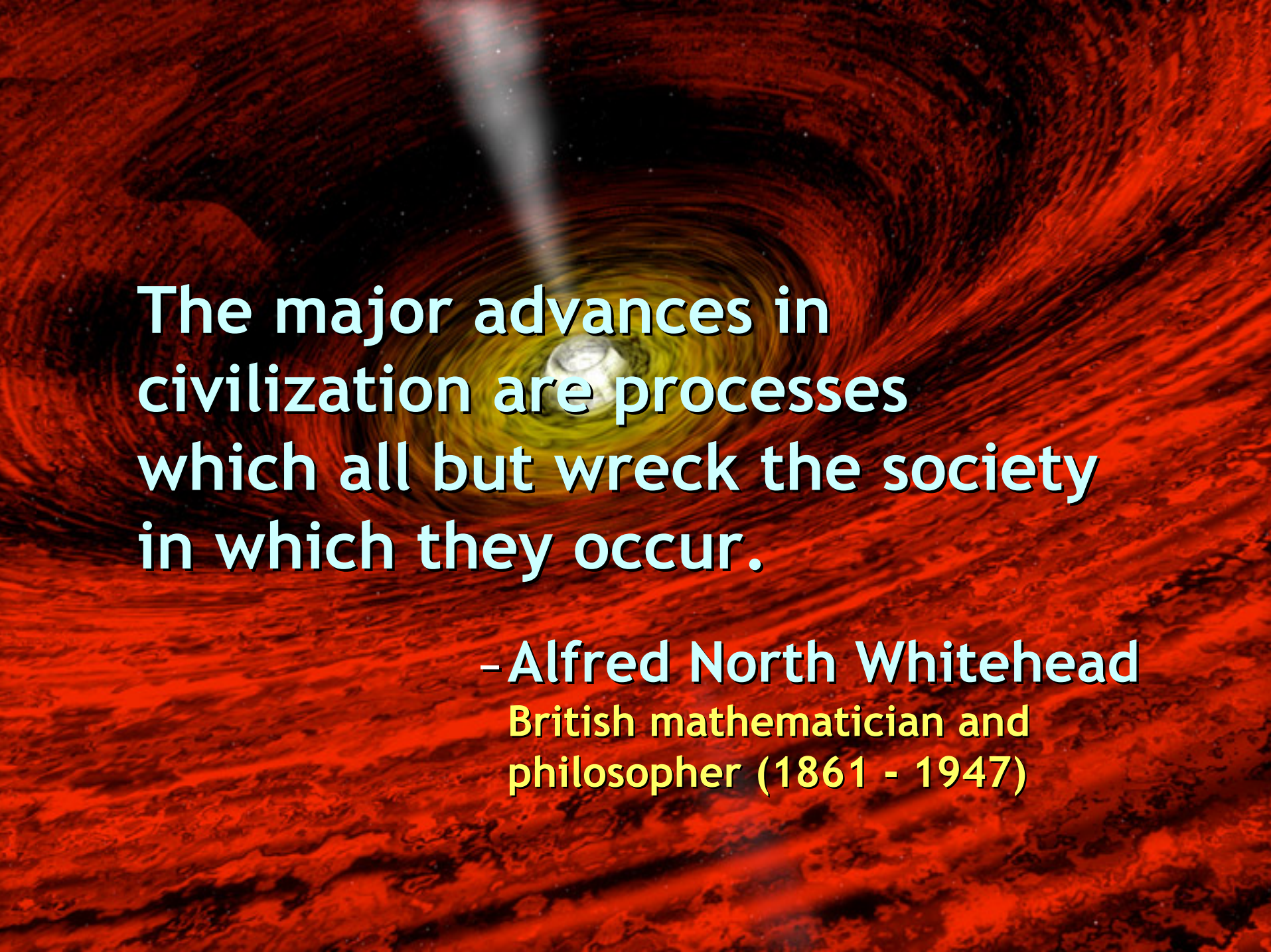


Welcome to . . .

Managing (and *Leading*) Organizational Change

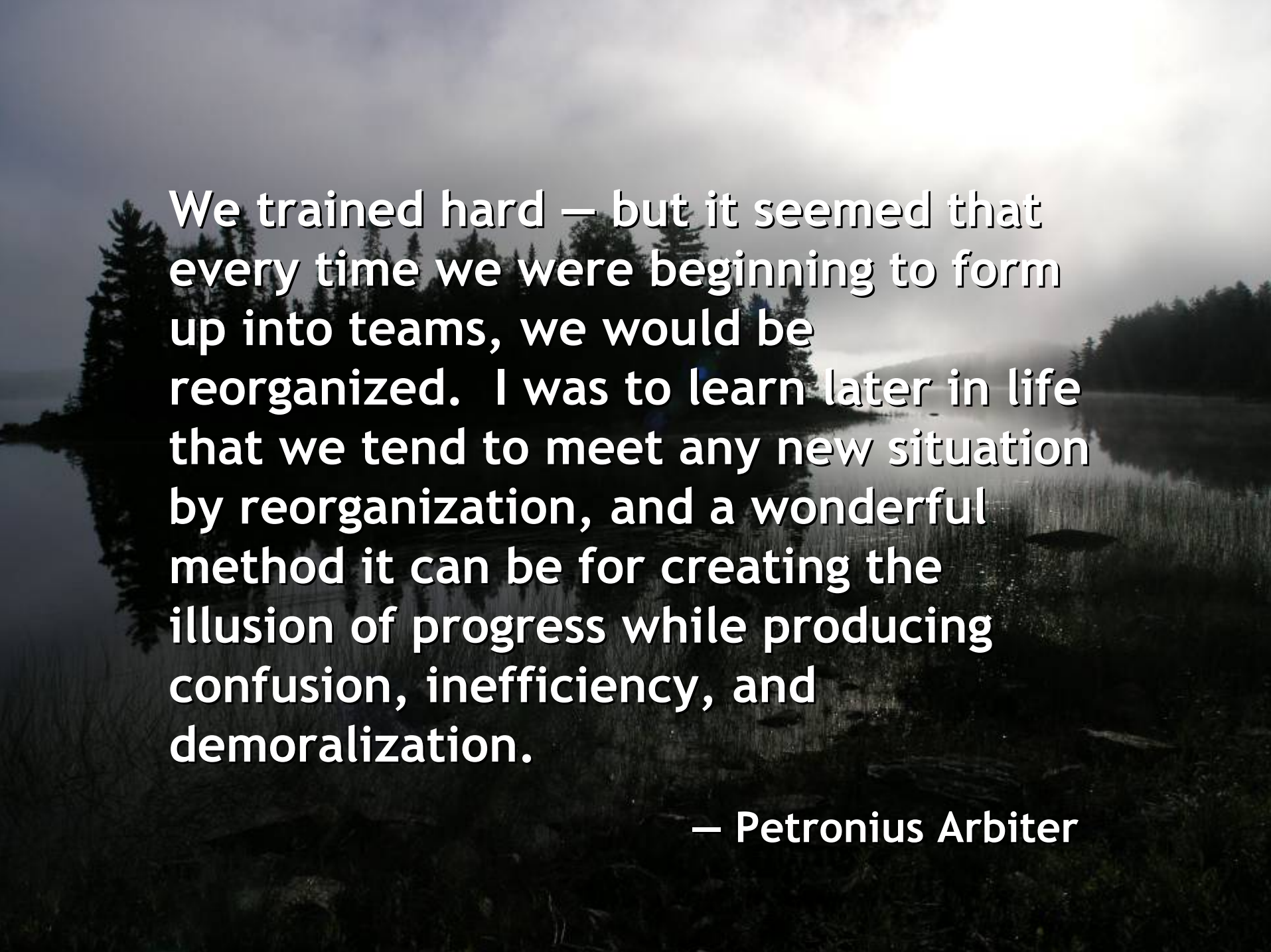
*Keeping Course in
Turbulent Times*





**The major advances in
civilization are processes
which all but wreck the society
in which they occur.**

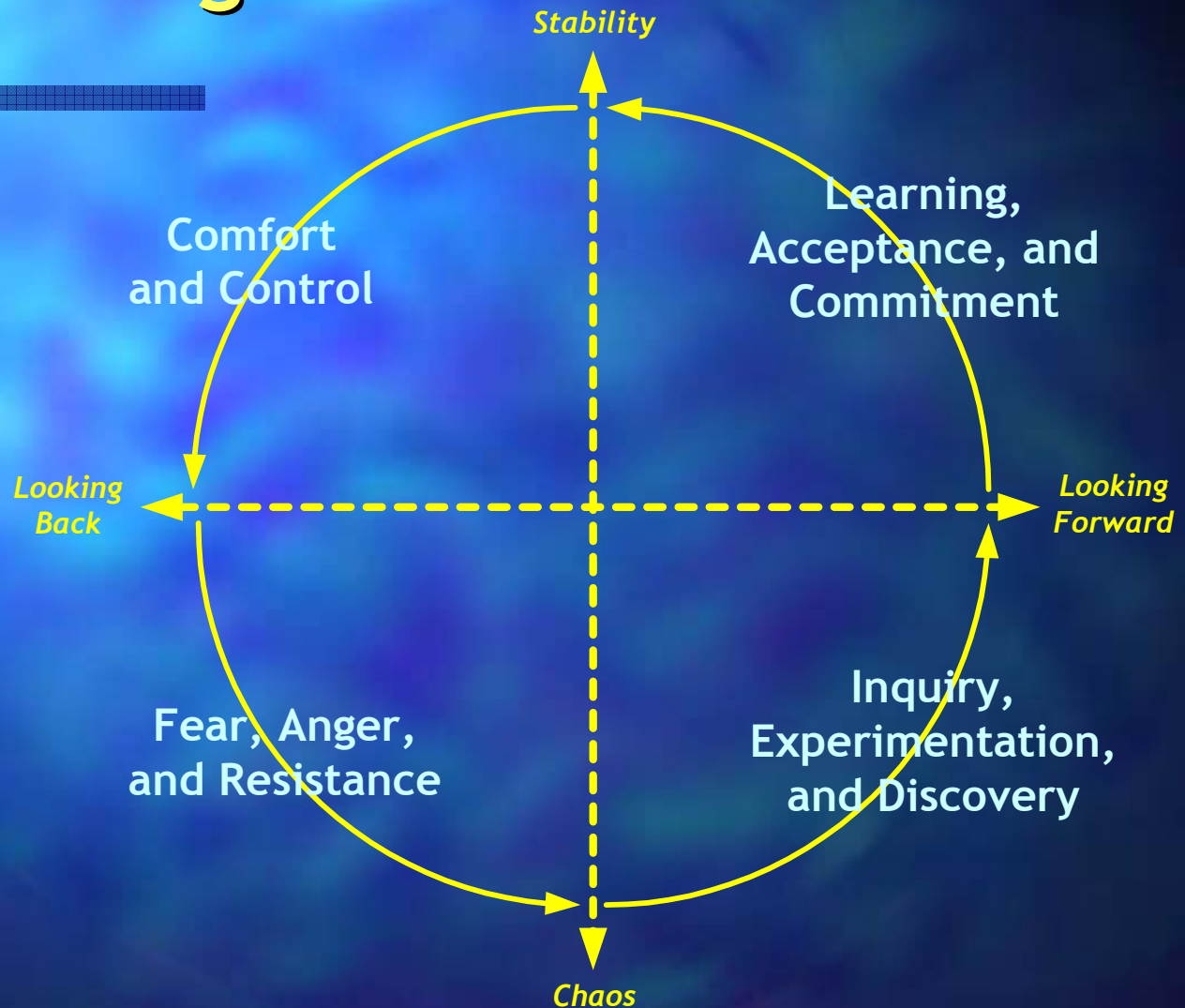
**- Alfred North Whitehead
British mathematician and
philosopher (1861 - 1947)**

A black and white photograph of a misty lake scene. The water is calm, reflecting the surrounding trees and the hazy sky. A path leads through the reeds on the right side of the frame. The overall mood is serene and somewhat melancholic.

We trained hard – but it seemed that every time we were beginning to form up into teams, we would be reorganized. I was to learn later in life that we tend to meet any new situation by reorganization, and a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency, and demoralization.

– Petronius Arbiter

The Journey Through Change



Characteristics of Comfort and Control

- Comfortable
- Safe
- Everything's fine
- Happy
- Satisfied
- No problems
- Positive
- Rewarding
- In control
- I'm okay, you're okay!

People feel comfortable, safe, and in control. They are working hard – but often on the wrong things.

Characteristics of Fear, Anger, and Resistance

- Frustration
- Anger
- Fearful
- Betrayed
- Upset
- Confused
- Challenged
- Hostility
- Anxiety
- Self-doubt
- Lost
- Dazed

People feel frustrated, angry, and fearful about the change. Performance deteriorates.

Characteristics of Inquiry, Experimentation, and Discovery

- Confused
- Questioning
- Hopeful
- Opportunity
- Frustrated
- Disappointed
- Challenged
- Half-way there!
- Making progress
- Going in all directions at once!
- Searching for solutions
- Exciting!
- Innovation/creativity

People want to make the change work – on their terms as well as those of the organization – but they don't have clear answers.

Characteristics of Learning, Acceptance, and Commitment

- Now I know!
- Energized
- Success!
- We made it!
- Relief
- Wow!
- Self-confidence
- Satisfied
- Comfortable
- What's next?



People are focused upon and excited about the future. They begin working together to accomplish the change vision.

Actions for Comfort and Control

- Acknowledge their successful past.
- Get people's attention!
- Sell the need for change . . . sell the pain and the consequences of not changing.
- Immerse people in information about the change . . . **customer complaints, budget data, increasing costs, competitive pressures.**
- Let people know it will happen – one way or another!
- Give people time to let the ideas sink in.
- Don't sell the solutions . . . sell the problem!

Actions for Fear, Anger, and Resistance

- Co-create the vision.
- Listen, listen, listen.
- Acknowledge people's pain, perceived losses, and anger.
- Strive to address their perceived losses.
- Tell people what you know — and what you don't know.
- Don't try to talk people out of their feelings.
- Discuss ways to solve the problems people see with the change.
- Encourage discussion, dissent, disagreement, debate . . . keep people talking.

Actions for *Inquiry*, *Experimentation*, and *Discovery*

- Give people freedom and direction.
- Give people permission to find their own solutions.
- Encourage people to take risks.
- Affirm and refine the vision – make room for others' ideas.
- Tell people as much as you know.
- Encourage teamwork and collaboration.
- Encourage personal reflection and learning.
- Provide people training and support.
- Set short-term goals.

Actions for Learning, Acceptance, and Commitment

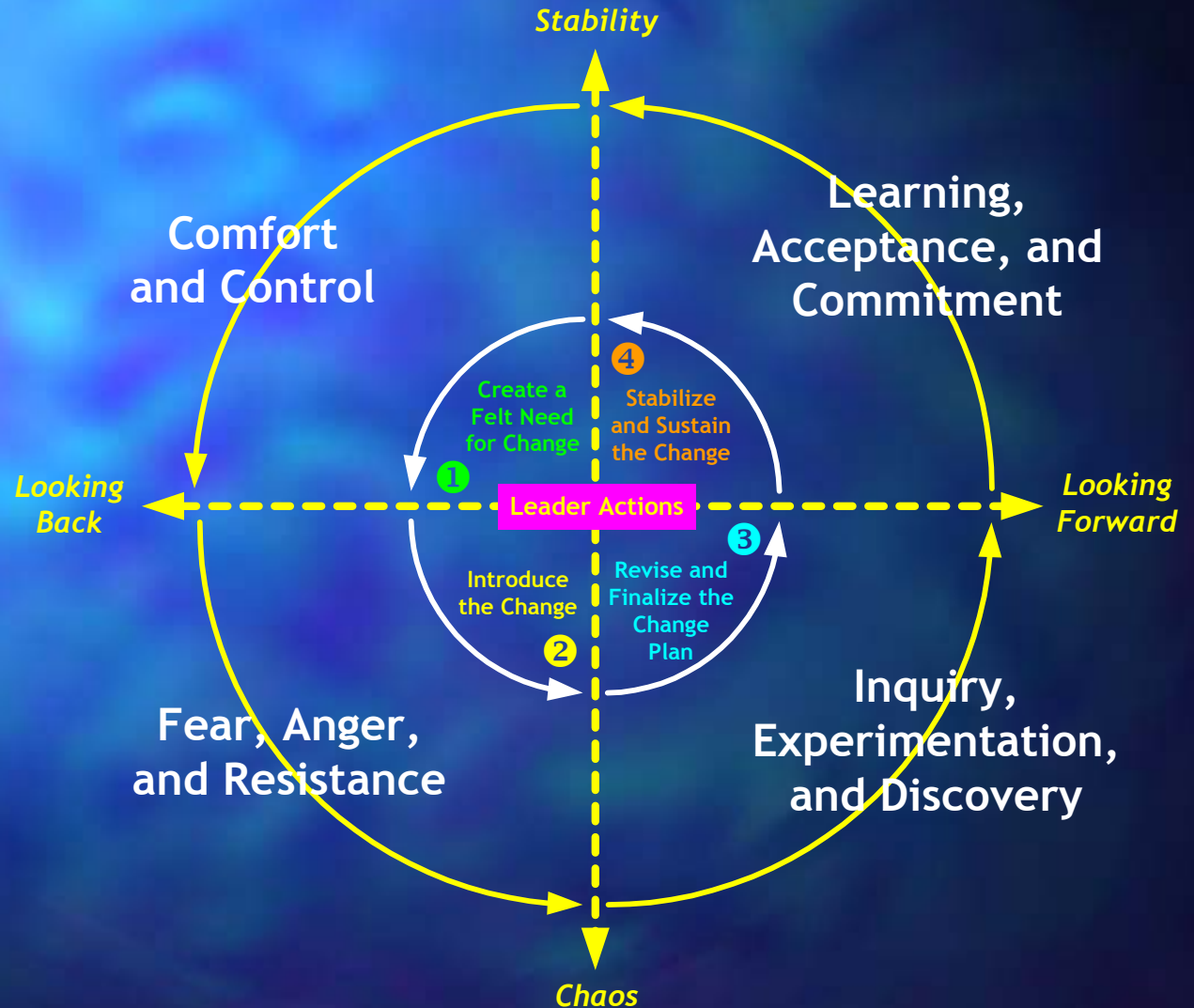
- Acknowledge their hard work.
- Celebrate successes and accomplishments.
- Reaffirm the vision.
- Bring people together toward the vision.
- Acknowledge what people have left behind.
- Develop long-term goals and plans.
- Provide tools and training to reinforce new behaviors.
- Reinforce and reward the new behaviors.
- Create systems and structures that reinforce new behaviors.
- Prepare people for the next change.



**The art of progress is to
preserve change amid order and
preserve order amid change.**

**— Alfred North Whitehead,
British mathematician and
philosopher (1861 - 1947)**

Leader Actions . . .



Create a Felt Need



- Identify what needs to change.
- Identify *why* it must change – identify the problem that needs to be solved.
- Immerse them in the data from the customer, from other stakeholders, from the organization's performance successes and failures.
- Identify the *consequences* for the organization of not solving the problem or not responding to the challenge.
- Get their attention – give people a reason to move out of comfort and complacency.

Introduce the Change



- Ask people to solve the “problem.”
- Offer your own possible solutions and strategies.
- Work with others to co-create a shared change vision.
- Guide people in exploring the positive outcomes.
- Listen to people’s objections, concerns, fears, and perceived losses.
- Acknowledge their fears and perceived losses.
- Invite people to offer ideas to offset the losses and realize the benefits.
- Integrate their concerns about and ideas for improving change.

Revise and Finalize the Change

- Help people
 - identify/explore the hidden opportunities
 - define the future of the change on their terms – and those of the organization
 - invent creative solutions to the challenges
- Continue to identify obstacles to change acceptance that must be overcome – explore the hidden opportunities.
- Encourage people to find creative answers to their questions about the change.
- Adjust the change vision, strategy, and plan in response to the ideas and answers offered by stakeholders.



Stabilize and Sustain the Change

- Develop action steps for stabilizing, reinforcing, and sustaining the change
 - Give people time to mourn their actual losses
 - provide skill and knowledge training
 - revise job descriptions
 - develop new reward systems
 - strengthen social connections and relationships
 - recognize and celebrate accomplishments
- Develop performance measures to evaluate the results from the change.
- Make adjustments to the change vision and strategy to reflect new learning and insights.
- Challenge people to be open to new challenges, forces, and pressures for the next change.

There is nothing more delicate to take in hand, nor more dangerous to conduct, nor more doubtful of success, than to step up as a leader in the introduction of changes.

For he who innovates will have for his enemies all those who are well off under the existing order of things, and only lukewarm supporters in those who might be better off under the new.

Niccolò Machiavelli
The Prince, 1527

The Origins of Resistance . . .

1. Some people fear **loss**.
2. Some people **mistrust** those who lead.
3. Some people **disagree** on the change.
4. Some people **don't tolerate change** well.



The PERCEIVED Losses . . .

- Job Security
- Psychological Comfort and Security
- Control Over One's Future
- Purpose/Meaning
- Competence
- Social Connections
- Territory
- Future Opportunities
- Power
- Social Status
- Trust in Others
- Independence and Autonomy

Of these potential losses, which are people most likely to experience from the coming changes?

What can we do to reduce or eliminate these losses?

The Crisis of Change . . .

危機

Danger!

Hidden Opportunity

We Value Resisters Because . . .



1. They clarify the problem.
2. They identify other problems that need to be solved first.
3. They force change leaders to think before they implement the change.
4. Their tough questions can strengthen and improve the change.
5. They let us know who opposes the change.
6. They slow down the change.
7. They may be right, it is a dumb idea!



**Change is
inevitable, growth
is optional**



**Blessed are the flexible, for
they shall not be bent out of
shape.**

— Dr. Michael McGriffy



*Control your destiny . . .
. . . . or somebody else will!*

— Jack Welch, CEO
General Electric

The Art of Delegation

Strategies for Getting
Work Done *through* Others



With Jeff Russell
Russell Consulting, Inc.

What is Delegation?

Delegation is . . . assigning both tasks and authority to someone who assumes responsibility for using this authority to fulfill the task.

- ✓ Authority – the limited right to use the organization's resources and direct the efforts of others if required to achieve a desired outcome
- ✓ Responsibility – the obligation to perform tasks and being held accountable for the result

Delegation . . .

- Focuses on results, not processes
- Gives people choices
- Makes people responsible
- Takes time . . . But gets better results
- Begins with a shared vision and mutual commitment

The Initial Conditions



- *Select the Task* – What task is most appropriate to delegate?
- *Establish Clear Objectives* - What are you trying to accomplish with delegation?
- *Pick the Right People* - Select those with the abilities and a concern for doing it right
- *Be Willing to Let Go* - Are you comfortable with giving up *your* way of doing things?

5 Consequences

What's the benefit or reward for doing it right?
What are the consequences of failure?
Is the delegation "temporary" or "permanent?"

4 Resources

What resources within and outside of the organization are available to the person enabling him or her to succeed?
What role will the manager/supervisor play throughout the performance period?
Who else could be useful?
What kind of financial resources are available?

3 Evaluation

Measures of Success

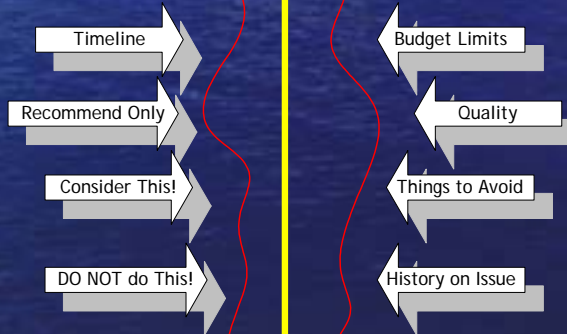


Who will ensure quality compliance?

How & when will performance data be gathered?

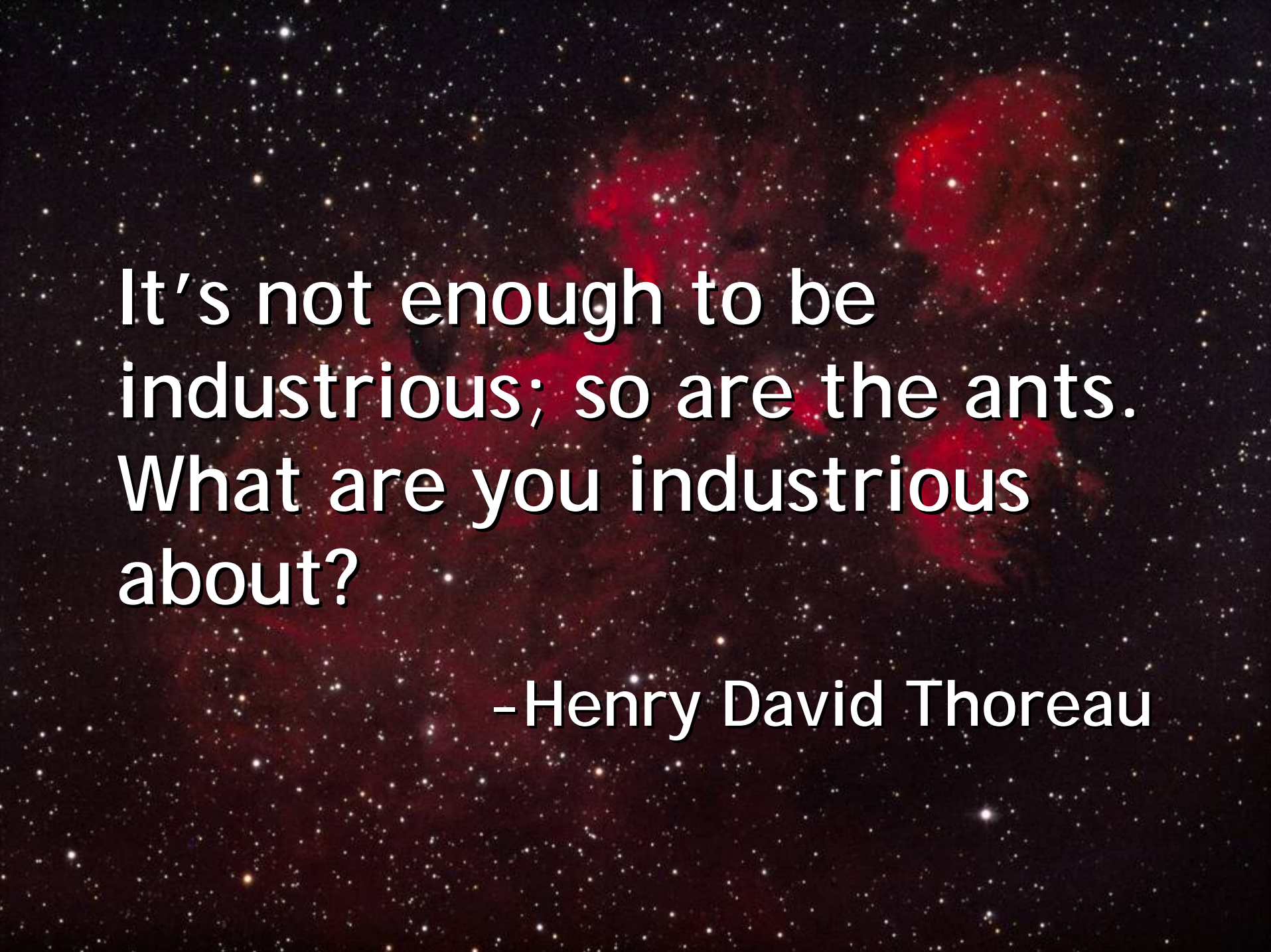
How will employee know if he or she is successful?

2 Boundaries



1 Shared Vision

A Shared Vision of the Desired End Result

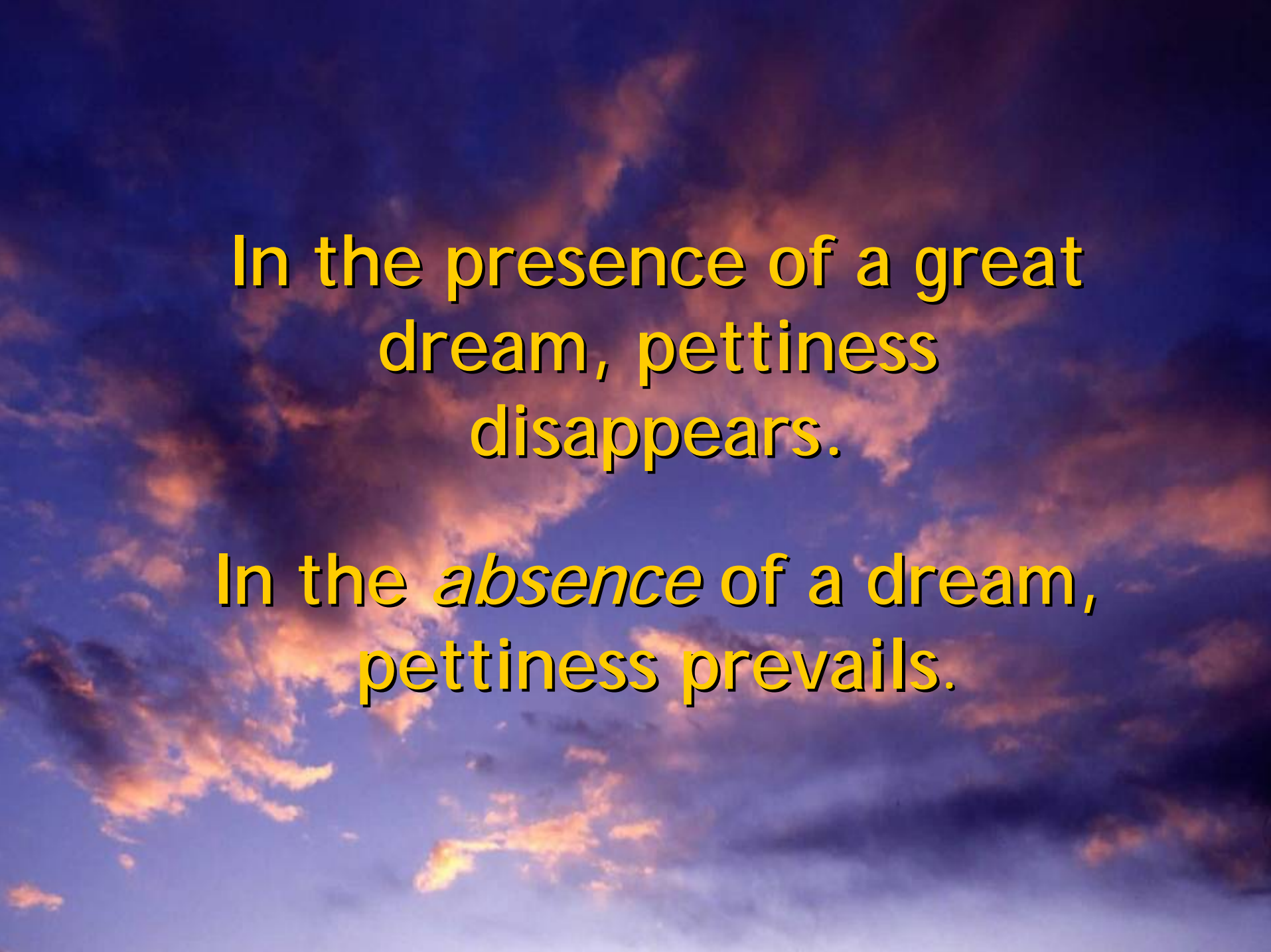


It's not enough to be
industrious; so are the ants.
What are you industrious
about?

-Henry David Thoreau

Step One: Define Desired Outcomes

- Do you both have a *shared* vision of the end result?
- How does the “receiving” person describe the *great* performance result? [Does it closely match your vision?]
- What is the *reason* or *purpose* of the delegation?
- Discuss the *importance* of achieving the desired outcomes
- *Be realistic*. Does the receiving person believe that he or she will be successful? [Are your expectations realistic and do they allow for small wins?]



In the presence of a great
dream, pettiness
disappears.

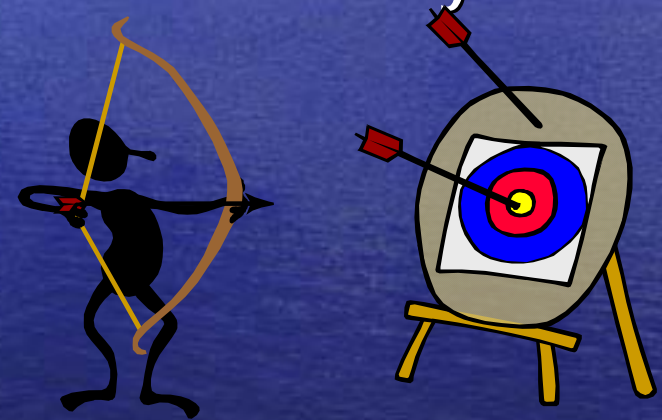
In the *absence* of a dream,
pettiness prevails.

Step Two: Set Boundary Conditions

- What boundaries or parameters should the employee work within?
 - Time, Money, Quality, Things to Avoid, etc.
- What authority will the person have?
- What things should the person avoid? Be wary of? Not do? Prepare for?
- Is there any past history the person should know about?
- What is the expected frequency of communications?

Step Three: Develop Performance Measures

- How will success be measured? Do the both of you agree with the measure?
- How will the employee know when he or she is successful?
- How will *you* know?
- How and when will performance data be gathered?
- How will the both of you stay “in touch” throughout the task?



Step Four: Provide Access to Resources

- What resources within/outside of the company will enable him or her to succeed?
- What role will you play as a manager, supervisor, or coach?
- Who and what else could be a useful resource?
- What kind of financial resources are available?
- How will you know if the employee has the right resources?

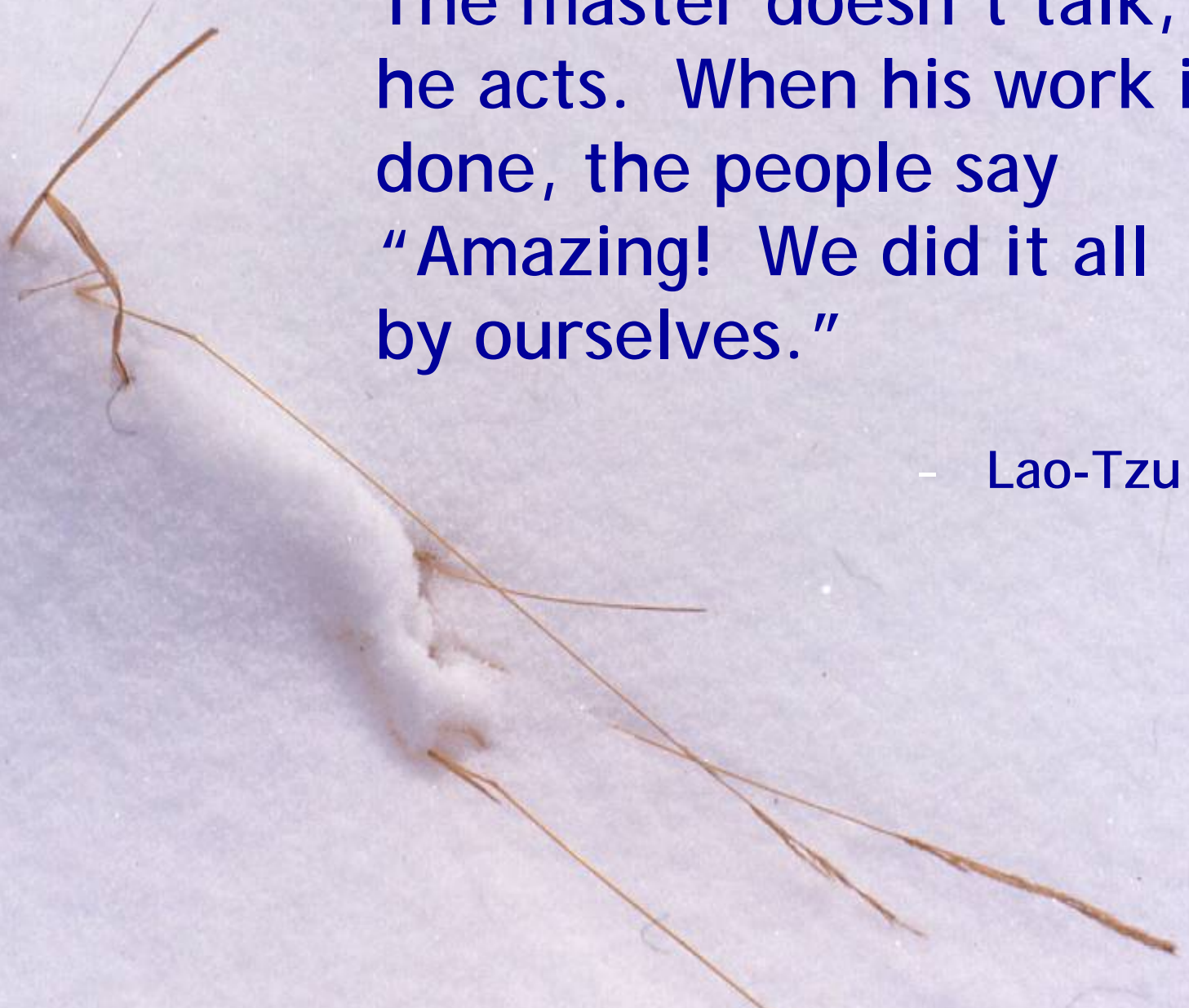


Quality is impossible if people
are afraid to tell the truth

– W. Edwards Deming

Step Five: Provide Positive Consequences

- What's in it for the receiving person?
- Why should he or she accept a delegated task?
- What rewards are you prepared to make available if he or she is successful with the task?
- How will you respond to failure? What are the consequences of failure?
- How much failure can you tolerate?
- How will you turn less-than-optimal performance into a positive experience?

A piece of white fabric, possibly a garment, is shown with a significant tear and fraying. The fabric is pulled apart, revealing the inner fibers and creating a jagged, irregular hole. The background is a plain, light-colored surface.

The master doesn't talk,
he acts. When his work is
done, the people say
"Amazing! We did it all
by ourselves."

- Lao-Tzu

Thank You!!

- Please complete the workshop evaluation.
- Good luck with leading change – and preserving your future success!



For more information about leading change, visit RCI Online at:
www.RussellConsultingInc.com