

# Building Leadership Skills: Leading Change

*Workshop Agenda*  
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Welcome and Introduction

Understanding the Dynamics of Change in Organizations and in Individuals

- Key characteristics of the change process
- The human response to change
- The leader's roles and responsibilities

Leading Large-Scale Change

- Key steps in the process
- Creating a vision
- Recognizing and dealing with resistance

Engaging Followers: Building Commitment to Change

- Stages in building commitment
- Practical steps to follow
- Importance of effective communication

Preparing for the Future: Transforming Libraries

- Understanding libraries as systems
- Organization development: what it is and why leaders need to engage in it
- Your personal plan

## Some Observations on Change

Panta rei – all is flux...[Therefore] you cannot step twice into the same river.  
-- Heraclitus

The Chinese language has no one symbol for change. It requires two characters: one is the symbol for opportunity, the other is the symbol for danger or risk.

"It isn't the changes that do you in, it's the transitions. They aren't the same thing. *Change* is situational... *Transition* ... is psychological; it is a three-phase process that people go through as they internalize and come to terms with the details of the new situation that the change brings about."  
-- William Bridges

The three phases of Bridges' process are: ending, losing, letting go; the neutral zone; and the new beginning. "Transition starts with ending" is a core belief of Bridges' approach to managing transitions.

"The alternative to deep change is slow death." -- Robert E. Quinn

Three key considerations for understanding change are:

- it is complex
- it is an evolutionary process
- it requires commitment – this commitment develops from a process that involves and engages people.

Large-scale change in organizations requires:

- A clear vision of the change and the process to achieve it
- Commitment to the vision and the process
- Meaningful action toward the vision
- Focused attention to develop the capabilities necessary
- Learning from results

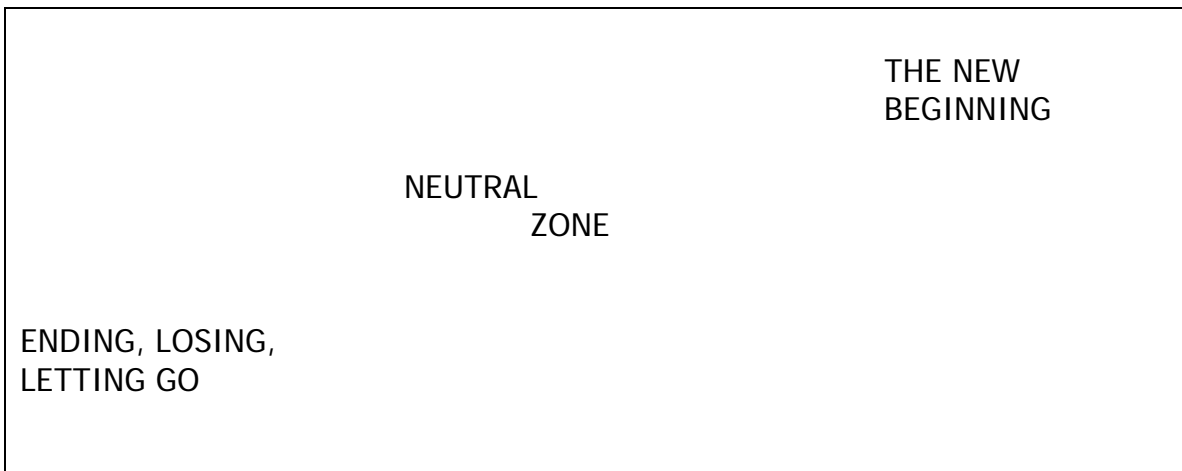
-- Laura Hauser

# UNDERSTANDING THE CHANGE PROCESS: Key Stages

Kurt Lewin described the change process to be one consisting of 3 stages:

unfreezing >> making the change >> refreezing

William Bridges in **Managing Transitions** describes 3 phases:



Still another way to envision the process is in terms of 3 states:

**Present State**    ⇒⇒⇒⇒    **Transition State**    ⇒⇒⇒⇒    **New or Desired State**

# Perceptions of Change: A Self-Assessment

## Part One

Individuals look at and experience change differently. This brief exercise provides an opportunity for you to reflect on how you view change.

Identify a change situation you are now experiencing. Reflect upon your thoughts and feelings about this situation.

1. Briefly describe the change situation you have in mind:
2. What are your primary concerns about this change?
3. What are the likely outcomes of this change?
4. How do you feel about this change?
5. Have you noticed any changes in your behavior or attitude as a result of this change situation?

Please complete the rating scales on the following page.

## Perceptions of Change: A Self-Assessment

### **Part 2**

Please mark the point on each scale that most closely matches your perception or feeling about the change situation you have chosen for this exercise:

1      2      3      4      5      6      7      8      9      10  
**Threat** **Opportunity**

1      2      3      4      5      6      7      8      9      10  
**Focus on The past** **Focus on the future**

1      2      3      4      5      6      7      8      9      10  
**Loss** **Gain**

1      2      3      4      5      6      7      8      9      10  
**Victim of change** **Agent of change**

1      2      3      4      5      6      7      8      9      10  
**Reactive** **Proactive**

1      2      3      4      5      6      7      8      9      10  
**Removed from the change** **Involved in the change**

1      2      3      4      5      6      7      8      9      10  
**Rigid** **Flexible and versatile**

1      2      3      4      5      6      7      8      9      10  
**Resistant to change** **Embracing change**

1      2      3      4      5      6      7      8      9      10  
**Confused** **Clear**

1      2      3      4      5      6      7      8      9      10  
**Not at all ready for the change** **Ready and eager for the change**

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## STRATEGIES FOR EMBRACING CHANGE

Accept change as a natural part of life.

Understand your own style and preferences in dealing with change.

Identify ways in which you can contribute.

Assume self-responsibility for your own response to change.

Identify and practice personal stress management strategies.

Build your own support system.

Choose your attitude.

Be tolerant of mistakes, your own and those made by others.

Focus on your strengths; don't let them become weaknesses.

Keep things in perspective. Keep your sense of humor.

Support your colleagues and managers.

Focus on areas in which you have control or influence.

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## Resistance to Change Exercise

Identify a change situation in your library, one that exists now or in the recent past. Reflect on staff reactions to this change, especially any resistance encountered.

List some sources of resistance to this change:

Select one of these sources and identify some actions that might be (or could have been) taken to deal effectively with this resistance.

Notes on the group discussion:

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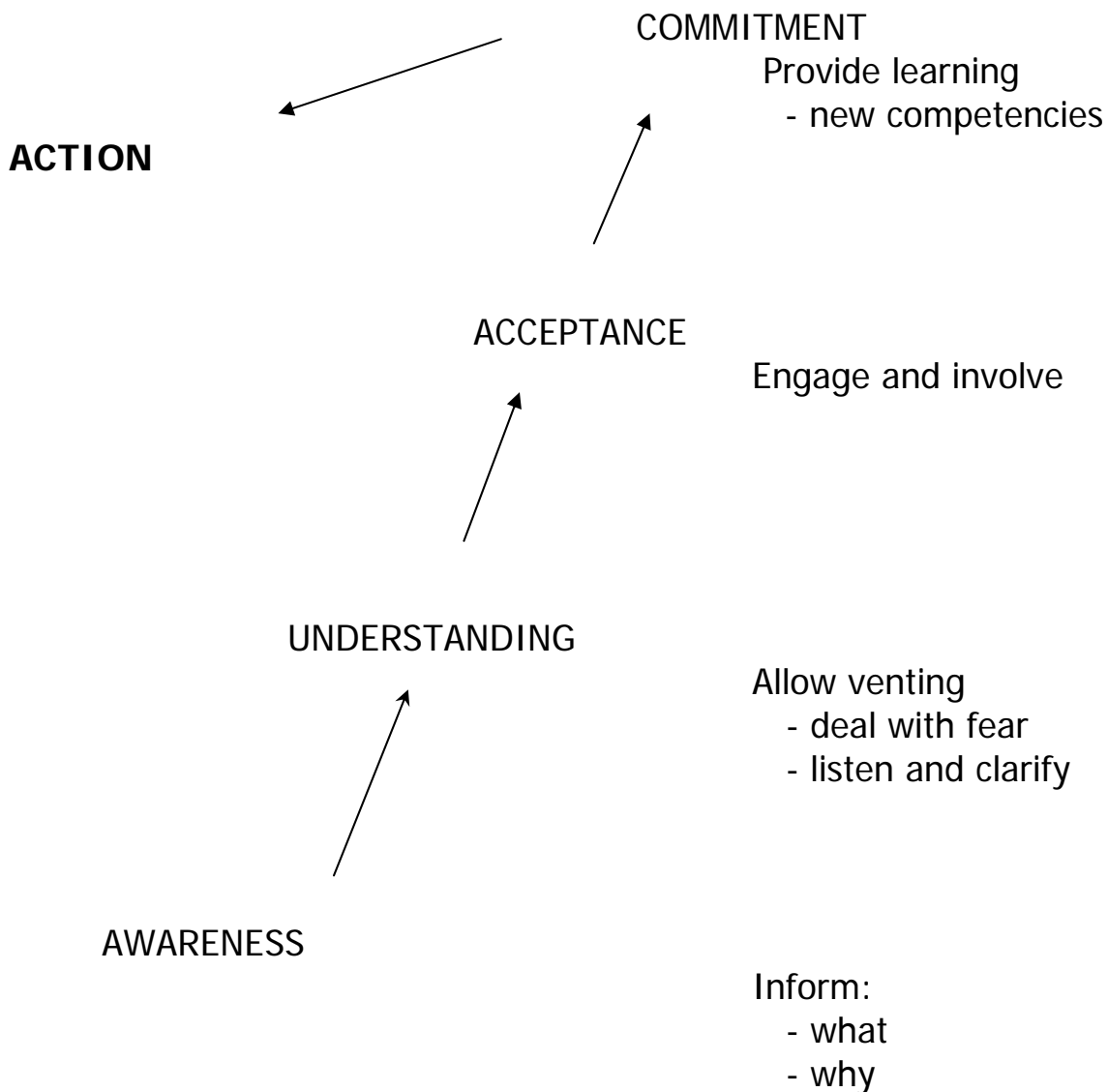
# Resistance: Moving Beyond the Barriers to Change

Resistance is a natural response to change. Change triggers an individual and an organization's immune system because it upsets the status quo. Resistance to change can be a very positive force. Change leaders can be most effective when they view resistance as an indicator that individuals sense the change and are aware that things will be different, for the organization and for themselves.

## Some **Guidelines for Leaders:**

1. Anticipate resistance. Recognize it as a natural response to any change. See it as a symptom that people are aware of the change.
2. Introduce any change carefully. Anticipate the reaction and communicate with this in mind.
3. Carefully plan how you will introduce the change.
4. Explain the rationale for the change.
5. Communicate the vision.
6. Seek opportunities to involve staff.
7. Listen to the "what about me" concerns and do your best to address them.
8. Be firm in your commitment and demonstrate this at every turn.
9. Do the best you can to get the resistance out into the open. Invite skepticism.
10. Make sure individuals know how important they are, that they are needed. Convey your expectation of their effective contribution to the change effort.
11. Remain available. Answer questions. Provide reassurance.
12. Focus attention on the supporters of the change. Recognize and reward behavior that supports the change.

## Building Commitment to Change



NOTE: The stages are sequential -- one does not move to the next stage until he or she has addressed the issues and needs at the earlier stage.

# The Leader's Role in Anticipating and Leading Change

## Focus attention on:

- ◆ meaning and purpose, for self and others
- ◆ a firm belief in the potential of others to learn, adapt, grow and develop
- ◆ creation of a preferred future through development of shared vision
- ◆ living our values and practicing ethical behavior -- being a role model
- ◆ aligning organizational systems and structures to maximize organizational and individual performance
- ◆ empowering others to act
- ◆ making decisions based upon relevant data and intuitive judgment
- ◆ offering services and programs that really make a difference in the lives of our customers
- ◆ questioning the status quo; taking risks; encouraging innovation
- ◆ engaging staff and customers in planning for the future; being inclusive
- ◆ being positive and inspiring others to be positive and optimistic
- ◆ appreciating contributions, recognizing achievements and contributions

## Design and guide a change process that includes:

1. Identifying the "sense of urgency" or the need for change.
2. Creating a vision of the desired future -- the goals and outcomes.
3. Preparing a change process that will lead to this future and the desired outcomes.
4. Building commitment of stakeholders (staff, customers, administrators, boards, etc.) to the desired future and to the change process.

5. Enabling meaningful action to achieve the goals; building capacity within organizational systems and within each individual.
6. Learning from experience throughout the process -- success and failure.
7. Personal commitment, stamina, persistence, and patience.
8. Being around and available.
9. Focusing on the big picture, the longer term.
10. Contingency planning and a readiness to change direction when needed.

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# TRANSFORMING LIBRARIES

## CHARACTERISTICS

Open, fluid organizational design

Staff work with others most of the time

Work units are teams, clusters, or other organizational groups in which staff are organized to perform work collaboratively around key work activities or processes

Staff focus on ways to contribute and to support the performance of the group, not on "my individual expertise"

Teamwork is a way of life

## FOCUS OF ATTENTION

Managing for the mission of the organization

- ◆ clarity of purpose
- ◆ focus on the customer
- ◆ constant attention to the work that will add value for the customer

Managing for innovation

- ◆ innovation and improvement in services, programs, work processes, etc. is a way of life
- ◆ practice "planned abandonment" as espoused by Peter Drucker
- ◆ look for ways to make technology work

Managing for diversity

- ◆ among staff
- ◆ among customers and constituent groups
- ◆ capitalizing on differences to optimize performance
- ◆ generational synergy

## **ESSENTIAL ELEMENTS**

Knowledge Management System

- decisions are based on accurate, relevant information
- strong system for capturing and publishing new information
- communication is open throughout the organization
- staff has easy access to the information they need

Strong, competent, and committed senior management team

An operational strategic plan

Human resource policies that are aligned to support collaboration and an open organizational structure

Staff who are competent, committed, flexible, and highly motivated

Commitment to continuous learning

Permeable boundaries:

- between levels and ranks of staff
- between functions and work processes

Facilitative leadership

Effective use of teams; teams are the dominant mode for work accomplishment

Commitment to individual development

Focus on capability: individual, team and organization

Effective use of technology

Decisions are made at the lowest level possible, closest to the customer

High tolerance for ambiguity and a "willingness to be disturbed" (Wheatley)

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## TRANSFORMING LIBRARIES: What Change Leaders in Libraries Can Do

Review the previous document, *Transforming Libraries*, especially the third section, Essential Elements. Focus on the area that you believe is most important in your workplace. Identify some specific action steps that might be taken to improve that area.

Essential Element:

Some action steps:

If you have time, select a second area and consider possible action steps for that area.

Essential Element:

Some action steps:

# LEADING TRANSFORMATION IN LIBRARIES

## Key Elements

### Organizational Structure

- Designed around the work processes
- Limited hierarchy
- Focused on coordination of work, not control
- Encourages cooperation and collaboration
- Easily understood and navigated by staff

### Organizational Systems/Management Processes

#### Communication

- information flows freely
- staff have the information they need or can easily obtain it when needed
- the grapevine is effective; the "rumor mill" is not
- staff know what is going on in the organization
- management focuses on sharing information; little is withheld

#### Decision Making

- based on accurate and relevant data
- occurs at the lowest level possible
- is timely and well timed
- involves those who will be affected and those who will implement the decision
- the process is clear to staff

#### Accountability

- everyone knows who is accountable for what
- each person assumes responsibility for his or her own performance results and for helping colleagues
- staff acknowledge problems and mistakes; they seek to learn from them

## **Resource Allocation**

- staff have access to the resources they need
- the process for allocation is clear, easy to understand and known by staff

## **Policy Formulation**

- policies facilitate the delivery of quality customer service and effective work accomplishment
- staff have input into the development of policies
- policies are known and understood by everyone
- policies provide a framework for effective action
- policies are reviewed regularly and changed when necessary

## **Strategic Planning**

Key components are:

- Mission
- Vision
- Values
- Environmental Scan
- Strategic Directions
- Internal Assessment
- Goals and objectives
- Action plan
- Implementation plan

The assessment process is built into the planning process.

Priorities are set and followed.

The plan is a framework for action.

## **Work Design: Key Principles**

- "form follows function" -- the work is designed to facilitate effective delivery of services and programs
- work is designed around the activities that directly make a difference for customers
- work processes are streamlined and are as efficient as possible
- work is designed within a process, not around an individual
- staff work assignments are challenging and are an effective use of staff time and talents
- technology is used wherever and however possible to free staff to perform the work that makes the best use of their capabilities

## **Human Resource Systems**

### **Position Classification**

- as generic as possible -- a few "broad bands"
- reflects the work performed today

### **Compensation**

- fair and equitable
- tied to performance and learning -- increases are based on results achieved and competencies developed
- designed to be flexible in order to meet individual needs and expectations and to assure that salary decisions for individuals are made with a clear understanding of the implications for the salaries of others in the system

### **Benefits**

- reflect the needs and expectations of today's workforce
- offer choices, e.g., a "cafeteria plan"

### **Recruitment and Retention**

- recruit to the organization, not just to a specific position
- seek to attract talent and potential
- develop and follow a recruitment plan that will result in the broadest pool possible
- understand that candidates will be selecting your organization

### **Performance Feedback**

- emphasis is on regular feedback on performance
- comes from a variety of sources -- 360° performance assessment
- focuses on accomplishment and appreciation more than problems
- addresses areas for improvement and development
- informal, regular coaching sessions rather than a once-a-year formal review
- includes self-assessment and preparation of an individual learning and development plan

## Learning and Development

- learning is understood to be an integral part of work performance
- on-the-job learning is recognized as the key source of real learning
- roles and responsibilities are clear (e.g., individual, manager, organization)
- everyone has a learning and development plan
- resources for learning are available
- support is provided (e.g., time, coaching, funding, access to external providers)
- collaborative learning occurs in groups and teams
- time is given to capturing what has been learned from work experiences (e.g., "post-mortems"; evaluation of meetings, projects; periodic pauses to reflect on "how things are going")

## Rewards and Recognition

- are meaningful to staff
- reflect contributions and performance achievements
- are provided regularly
- have a variety of methods and approaches
- take account of individual preferences
- recognize that what most find effective is outside of the monetary realm, i.e., identify a set of non-monetary rewards

## Management Practices

- managers stand up for what they believe
- managers hold staff accountable
- managers work together to provide leadership in the organization
- managers focus on achievement of mission and goals
- managers define what needs to be accomplished and then let staff determine how to achieve the necessary results
- managers are consistent in their decisions, treatment of staff, and interpretation of policies
- managers involve staff in planning and decision making
- managers are open to learning, eager to improve their own performance, and willing to act on feedback
- managers see their role to be "the guide on the side" more than the "sage on the stage"

Maureen Sullivan

# LEADING CHANGE

## Your Personal Action Plan

Identify one or two goals you will pursue following this workshop to be a more effective leader of change. For each goal, identify specific action steps, a timeframe for completion, and sources of support.

### 1. Goal:

**Action Steps**

**Timeframe**

**Sources of Support**

I will know I have been successful when...

### 2. Goal:

**Action Steps**

**Timeframe**

**Sources of Support**

I will know I have been successful when...

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## Selected List of Readings on **Leading Change**

Recommended by Maureen Sullivan

**Perceptions of Libraries and Information Resources** OCLC, 2005  
([www.oclc.org/reports/](http://www.oclc.org/reports/))

Bridges, William. **Managing Transitions: Making the Most of Change**. 2<sup>nd</sup> ed., Da Capo Press 2003.

Conner, Daryl R. **Managing at the Speed of Change**. Villard Books, 1993.

Kegan, Robert and Linda Laskow Leahy. **How the Way We Talk Can Change the Way We Work**. Jossey-Bass, 2001.

Kotter, John P. **Leading Change**. Harvard Business School Press, 1996.

Olsen, Edwin E. and Glenda H. Eoyang. **Facilitating Organizational Change: Lessons from Complexity Science**. Jossey-Bass, 2001.

Quinn, Robert E. **Deep Change: Discovering the Leader Within**. Jossey-Bass, 1996.

Scholtes, Peter R. **The Leader's Handbook**. McGraw-Hill, 1998.

Senge, Peter et al. **The Dance of Change: the Challenge to Sustaining Momentum in Learning Organizations**. Doubleday, 1999.

Senge, Peter et al. **Presence: Human Purpose and the Field of the Future**. Society for Organizational Learning ([solonline.org](http://solonline.org)), 2004.

An excellent web site is Rick Maurer's at <http://www.beyondresistance.com>  
You may subscribe to his newsletter by visiting the site.