
Bureau of Development Services: Leadership During Times of Uncertainty

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Agenda

- Introductions
- Experiences
- Change Management Tools
- Leadership Skills
- Moving Forward

Remember

The key roles of a leader in times of challenging change:

- **I**nspire
- **P**rotect
- **F**ocus on What's **Not** Changing

Key Change Management Issues

- Balance the needs of individuals with the needs of the organization.
- Focus on what's NOT changing.
- Manage the need for change at the same time as maintaining stability.
- Change what needs to be changed while holding on to what's working; know how to distinguish between the two.
- Make meaning for everyone touched by the change--tell them how to interpret and understand the changes, *inspire and protect*.
- Over communicate the process and reasons for the change; be accessible, patient, and meticulously consistent.
- Have a detailed knowledge of the present state of the organization, a clear vision of the future, and a plan for transition which includes interventions and bridges.
- Always screen every change for impact on technology, cultural norms, and political systems.

Stress, Some Warning Signs

- Difficulty making decisions both large and small
- Excessive daydreaming or fantasizing
- Increase in drinking or smoking
- Vague or disconnected speech or writing
- Excessive worrying, especially over small things
- Inappropriate anger, hostility, or outbursts of temper, marked changes in behavior
- Insomnia - difficulty falling asleep or frequent waking
- Frequent minor illnesses, aches and pains
- Constant thinking about personal failures or shortcomings
- Confusing and forgetting details - dates, times, places, making more mistakes than usual
- Feeling worthless or inadequate

Signs of Serious Stress

- Disregarding high-priority tasks, or reducing amount of time devoted to each task
- Blocking out new information
- Appearing to give up or appearing detached, revealing negative or cynical attitude toward others
- Adhering inflexibly to established organizational rules and practices
- Acting in an over precise and intellectualizing manner
- Inappropriate humor
- Steal from or cheating the organization; obviously wasting time and being frequently unavailable or inaccessible

Some Ways to Deal with Stress

- Talk it out
- Escape for a while
- Work off your emotions
- Stop criticizing yourself
- Reach out for support
- Take one thing at a time
- Choose a positive way of dealing with the stress, don't make it worse
- Do something for someone else
- Have a physical, find out if you have a medical problem
- Meditate
- Exercise
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Resistance to Stressors is Related to:

- **Mental Condition:** confidence, not self critical, not perfectionist, aware of feelings, talking openly about feelings
- **Physical Condition:** Strength, endurance, flexibility, cardiovascular health
- **Skills:** Problem solving, communicating, negotiation
- **Life Style:** Diet, use of drugs, alcohol, nicotine, caffeine, support from others

Symptoms and Effects of Anxiety

During Change people will experience a range of responses. The most common of these reactions is anxiety. Anxiety ranges from mild to severe.

Physical

- Sweating
- Pounding heart
- Stiff, sore muscles
- Lack of sleep
- Indigestion
- Headaches
- Gross and Fine motor problems

Psychological

- Inability to concentrate
- Poor memory
- Emotionally volatile
- Easily angered, frustrated, discouraged, impatient
- Distorted thinking
- Unable to process new information
- Checking and rechecking work

General Symptoms

- Making Mistakes
- Breaking, losing things
- Accidents
- Narrow focus only on oneself
- Decrease in risk taking and creativity

Support

Type of Support	Name - Professional	Name - Personal
1. Exercise		
2. Has resource ideas		
3. Honest with you		
4. Help solving problems		
5. Encourages you to vent your feelings		
6. Lets you know they care		
7. Listens		
8. A safe place to go to really be yourself		
9. Someone who knows and accepts the real you		
10. Someone to just have fun with, be kids again		
11.		
12.		

Stages of Transitions

Change - a specific event, or related events reflecting a new beginning

Transition - the emotional processing and adjustment in individual experiences in response to change. IT begins with an ending.

Transitions consist of **ENDINGS**, **NEUTRAL ZONE**, and **BEGINNINGS**

Characteristics of ENDINGS:

- Disenchantment
- Disidentification
- Disengagement
- Disorientation
- Denial

Characteristics of NEUTRAL ZONE:

- Not engaged in usual activities
- Times of "I don't know"
- Questioning self-worth
- Letting go of the past
- Questioning meaning, values, role

Characteristics of BEGINNINGS:

- New opportunities
- Testing the situation
- Searching for new meanings
- Integrating new experiences, roles, goals

Adapted from William Bridges John Adams

Stage One of Transition: Endings

Note where or how you or those around you are experiencing the following

Disenchantment – “I don’t want to give up how I think it should be, but it’s not working anymore.”

Disidentification – “Who am I in this organization now? I don’t really know anymore.”

Disengagement – “I just don’t fine in her anymore; it doesn’t feel right.”

Disorientation – “I don’t know this organization any more.”

Denial – “I don’t believe this; it’s not really going to go this way.”

Notes:

Loss

Note which of these seven categories you or those around you may be experiencing

_____ **Attachments** – people, relationships, location, groups, networks.

_____ **Turf** – physical space, responsibilities, psychological space.

_____ **Structure** – schedules, policies, deadlines, authority, meetings

_____ **Future** – hopes, dreams, career path, and retirement plans,

_____ **Meaning** – shared work values, why is this happening to me? Why did I put so much into this organization?

_____ **Control** – decision-making and problem solving seem irrational, no clear directions

_____ **History** – people don’t remember what it was like and how good it was; new people don’t care about the history.

Stage Two of Transition: Neutral Zone

Note which of these behaviors you or those around you may be experiencing

- Not engaged in usual activities
- Times of "I don't know"
- Questioning self-worth
- Letting go of the past and comfortable behavioral patterns
- Questioning meaning, values, role
- Taking a time-out
- Decreased effectiveness
- Increased illness/injuries
- Self-absorption
- Inability to absorb new information, adapt to new situations
- Difficulty prioritizing tasks
- Resentment of work and co-workers
- High levels of anxiety
- Blocked communication
- Loss of motivation
- Passive – aggressive behaviors
- Guilt – blaming, defensiveness, fault-finding

Strategies to get people through the Neutral Zone

Which of these strategies do you think could be effective in your environment?

- Talk about the Neutral Zone experience
- Make a plan to overcome the loss of clear direction
- Maintain close contact
- Communicate, communicate, communicate
- Build a sense of belonging to counter isolations
- Protect people from further changes
- Provide reflective opportunities and events
- Encourage people to think of new coping strategies and share them
- Keep future goals clear
- Create temporary structures and clarify responsibilities and procedures.
- Help people to recognize new opportunities that are emerging
- Create a ritual for the ending
- Highlight opportunities to learn and grow
- Recognize and talk about losses
- Be innovative; look for simple, clear solutions
- Understand yourself first, and model flexibility for others
- Prepare for the risks by remembering past successful transitions
- Embrace the transition process

Transition Check List

- Take your time
- Take care of yourself
- Arrange temporary structures
- Don't act just for the sake of taking action
- Acknowledge the sources of discomfort
- Gauge where you are: ending, neutral zone, beginning

Stage Three of Transition: New Beginnings

- Stop getting ready and ACT!
- Identify yourself with the final result of the change
- Take things step-by-step, stay on track
- Pay attention to the PROCESS

Effective Communication During Transitions

- Demonstrate respect for differences
- Learn to tolerate ambiguity
- Be flexible
- Suspend assumptions
- Be willing to see/hear others' points of view
- Have patience
- Know other's communications styles preferences and adapt to them
- Listen for understanding
- Allow people to express their fears, worries, concerns
- Ask questions to get information
- Offer suggesting only when asked
- Stick to the issue, stay in the present
- Vary your approach, be creative
- BE explicit with your expectations

Take The Upset Out of The Upheaval

- Which of these strategies do you think could be effective in your environment?
- Identify situations in which you might over-react and avoid them
- Reduce the number of decisions that you make
- Remember that time can help, but not as much as what you actively do

Get support

- Who can I depend on?
- Who can I discuss my concerns with?
- Who can recognize my strengths and value my contributions?
- Who can give me the information I need?
- Who will make me face what I need to face?
- Who can share the good times and good experiences?

Leadership in Times of Uncertainty

What's the story you're telling yourself?
What's the story the other people are telling themselves?

Repetition, repeat, say it again, more than one way

- Be impeccably consistent
- Say it slowly
- Interrupt the rumors

Skill amnesia

- Remind people of what they're good at and have achieved
- Celebrate and acknowledge even small successes
- Reiterate core values, shared values, professional values
- Expect confused, inaccurate thinking
- Expect tasks to take longer than they should

Practice layoff conversations

- Attend to details of name changes, location/cube changes
- Empower wherever possible, let people make as many choices as possible – even very small ones.
- Have focused, structured conversations about transitions, adaptations, new tactics, no unfocused general gripe sessions
- Focus on process (how) you are accomplishing things, help people generate choices and make the best picks for themselves

Expect

- Survivor's guilt
- Negative future predictions
 - Challenge this thinking; it's not useful

Other things to do

- Stay engaged with their questions
- Have shorter, more frequent contact
- Have shorter, more incremental assignments

Change Bibliography

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