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Managing Change: *The Leader's Perspective*

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Richard Grimes, MPA, CPT



Continuing Education and Development, Inc.

P: (877) 322-5800

info@cedengineering.ca

TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	4
“THE TIMES, THEY ARE A CHANGIN’”	5
THE NATURE OF CHANGE	7
THE REAL WORLD – RIGHT NOW	12
THE STOCKDALE PARADOX.....	12
TOLERANCE OF AMBIGUITY	14
LOCUS OF CONTROL	16
A BLUEPRINT FOR CHANGE	17
HELP THEM (AND YOU) PREPARE FOR THE CHANGE.....	19
<i>Announce It</i>	19
<i>Discuss It</i>	19
ASSESS THE TALENT AVAILABLE.....	20
<i>Your Assessment of Them (And Yourself)</i>	20
<i>Their Assessment of You</i>	21
THEIR ASSESSMENT OF THEMSELVES.....	22
DEVELOP A STRATEGY FOR THE FUTURE.....	23
MAP A STRATEGY FOR YOUR DEPARTMENT BASED ON THE SWOT ANALYSIS	24
THE POWER OF IMAGINATION	25
<i>Lessons from a Kool-Aid Stand</i>	25
BUILD MOMENTUM	26
<i>Implementing Your Strategy</i>	28

PRESERVE RESULTS.....30



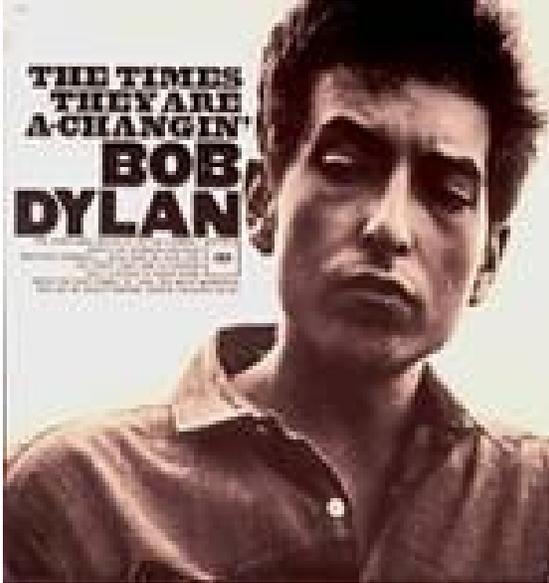
INTRODUCTION

This course will help you as a leader deal with pending changes in the workplace as well as provide you with an effective strategy for use when helping your employees through those changes.

This course will teach you:

1. How to learn from past change events the skills, knowledge, or attitudes that can help with future change.
2. How to identify the “changeless core” that is within them in preparation for future change.
3. How to assimilate a “temp’s attitude” when searching for work.
4. Why some organizations grow stronger from change and why others atrophy and die.
5. How to apply the “Stockdale Paradox” to your changing world.
6. How to implement a “blueprint for change” effectively in your life or in that of your workgroup.
7. How to assess objectively the existing talent available within yourself or your workgroup.
8. How to get an assessment of your skills and abilities from your employees.
9. How to do a “SWOT” analysis to develop a strategy for the future.
10. How to implement the results of that SWOT analysis to minimize the impact of pending change.
11. How to harness the power of imagination for a successful change.
12. How to apply the “lessons from a Kool-Aid stand” to a changing environment.
13. How to build momentum in the change.
14. How to implement your strategy for change.
15. How to preserve the results of all of your work through the change.

"THE TIMES, THEY ARE A CHANGIN'"



Come gather 'round people
Wherever you roam,

And admit that the waters around you have
grown,
And accept it that soon you'll be drenched to
the bone.
If your time to you is worth savin',

Then you better start swimmin' or you'll sink
like a stone
for the times they are a-changin'.

Come writers and critics who prophesize with
your pen,

And keep your eyes wide the chance won't
come again

And don't speak too soon for the wheel's still in
spin,

And there's no tellin' who that it's namin'.
For the loser now will be later to win
For the times they are a-changin'.

Come senators, congressmen please heed the
call, don't stand in the doorway, don't block up
the hall
For he that gets hurt, will be he who has stalled,
there's a battle outside and it is ragin'.
It'll soon shake your windows, and rattle your
walls
For the times they are a-changin'.

Come mothers and fathers throughout the land,
and don't criticize, what you can't understand
Your sons and your daughters are beyond your
command
Your old road is rapidly agin'.
Please get out of the new one if you can't lend
your hand
For the times they are a-changin'.

The line it is drawn, the curse it is cast
The slow one now, will later be fast
As the present now, will later be past
The order is rapidly fadin'.
And the first one now will later be last
For the times they are a-changin'.

-Bob Dylan, 1964

Bob Dylan wrote and published that song in 1964. Why was it appropriate for that time in the US?

[It was a time of great social and political turmoil in the nation. Events like these were changing the national landscape:

- ✓ The Civil Rights Movement was gaining momentum – M.L. King's "I Have a Dream" speech in 1963
- ✓ The escalating Vietnam military involvement was getting more and more headlines
- ✓ President Kennedy had been assassinated 2 years before – politics were more news than before
- ✓ The Cold War was heating up – the Cuban Missile crisis was less than 2 years old
- ✓ Music was changing radically into "sex, drugs, and rock and roll"
- ✓ President Lyndon B. Johnson's "Great Society" was created and massive social programs began
- ✓ College students were becoming more involved in social issues which were covered by more news which stimulated more protests which drew more news coverage...]

Are any parts of it ageless? Why or why not? Please take a moment and write down your thoughts.
(Writing them down strengthens your retention of the content.)

[There are no right or wrong answers for this part – it's only here to get you thinking about it from your perspective.]

What parts, if any, of it relate to our workplace today and why? Please take a moment and write down your thoughts.

[There are no right or wrong answers for this part – it is only here to get you thinking about it from your perspective.]

THE NATURE OF CHANGE



Please write down how you would feel about changes like these?

1. An unavoidable change in where you live but not where you work

2. An unavoidable change in what you do at work but not in where you work

3. An unavoidable change in where you live, where you work, and what you do at work

Which of those three would be the *easiest* change for you? Why?

Which would be the *most difficult*? Why?

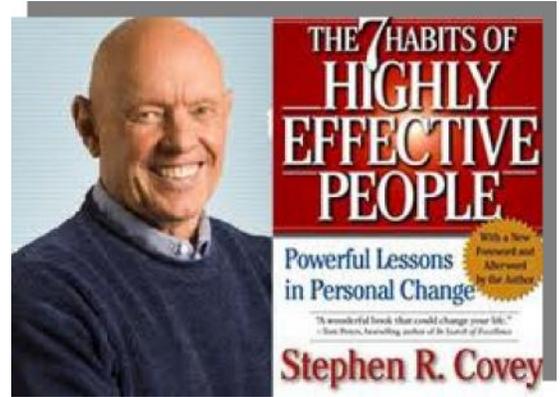
What is there *within yourself* that could lessen the negative impact of any of those changes in your life?

“Life is change. Growth is optional. Choose wisely.” [Karen Kaiser Clark]

How would that quote relate to the three change situations listed above and the question that follows them? [We cannot influence whether something outside of our control changes but we CAN influence how we deal with it.]

“People cannot live with change if there is not a changeless core inside them. The key to the ability to change is a changeless sense of who you are, what you are about, and what you value.”

-**Stephen R. Covey** American Speaker, Trainer,
Author of "The 7 Habits of Highly Effective
People"



Let us assume this statement is true and think about your personal “changeless core”.

What **talents, skills, and or knowledge** do you always have within you regardless of where you are working or what you are doing? (Please think carefully and write them down here.)

What **values** do you have that remain constant regardless of where you are, what you are doing, or whom you are with?

What are the words or terms you would like to hear someone use when describing your work habits?

Why do you think we are asking these questions in a course about change?

[If we do not know what our unchanging personal values, talents, skills, or knowledge are, then we will have no source of internal refuge, or a ‘safe harbor’ within which to anchor while the storms of change blow us through life. The sooner we know what they are within us, the sooner we will be able to withstand the changes that are inevitably coming.]

Describe a situation in your life that involved an unavoidable change and how you chose to grow from it.



Do skilled “temps” generally have troubled being placed by agencies for part-time work? Why?

[Usually not because their skills are easily transferable and highly valued by a wide variety of employers

For example, engineers have more to offer than just the technical skills of their discipline. Simply being an engineer means they probably have the skill to analyze a situation objectively, weigh alternatives, conduct a risk analysis, plan their time, meet schedules, multi-task, etc.

If we are confident in our skills and realize they can be utilized in a wide range of situations – like temps realize -, then change holds fewer fears for us.]

Make a list below of the skills you have that are easily transferable and adaptable to a wide variety of situations. Consider the example of the engineer in the previous paragraph. Also, consider any hobbies or interests you have for which you aren't paid that could become an income producer in an emergency.

(You may have a lot more than you realize. Do not hesitate to ask people who know you to help you identify skills they think you have. They may see things that you do not!)

A #1 best-selling business book, **“Good To Great, Why Some Companies Make the Leap and Others Don’t”**¹ said that good-to-great leaders understood three simple truths about human potential in the face of change:

1. If you begin with the **“who”** instead of the **“what”**, you’ll adapt better to a changing world.
Why?

[Talented people – the “who” - have the instinct and ability to call upon their personal skills and knowledge to make the best out of an unknown situation. This is a reason for the US Marines recruiting slogan, “We’re looking for a few good men (and women)”.

The contrast, trying to plan for what will happen in the change – the “what” –, is risky because it is unlikely that it will unfold exactly as you anticipated.]

2. If you have the **right people** with you, the problem of how to motivate and manage them through the change largely goes away. Why?

[This is a continuation of the previous question. The right people become engrossed in calling on their talents to solve the problem. They do not need external motivation and management because they are managing themselves.]

3. If you have the **wrong people**, it does not matter if you have a great vision of the future, you still will not be a great company! [Why?]

[The wrong people will get caught up in shallow issues such as who has the bigger office, who’s getting more status, who’s getting more than they are, etc. They will never be as fully satisfied as the people who are fully engaged in using their talents to achieve all they can for the sake of self-satisfaction and accomplishment.]

¹ Jim Collins, ©2001, ISBN 0-06-662099-6, HarperCollins Publishers, Inc., New York, page 42

A case study within the book was about Wells Fargo bank. Their CEO in the early 1970s knew that banking deregulation was on the horizon but he did not know specifically what it would bring to the industry.



So instead of worrying about what the future may bring, he hired the best people he could find as leaders *(even if there wasn't an opening immediately available for some of them)* because he believed that the right people could help the bank make the most out of whatever challenges and opportunities came along!

"If I'm not smart enough to see the changes that are coming, they will. And they'll be flexible enough to deal with them!"

[CEO Dick Cooley]

During this time, when its sector of the banking industry had dropped 59% below the stock market, Well Fargo outperformed the market by over three times!



How would this example at Wells Fargo be useful for a department manager expecting changes to occur in the not-too-distant future? (Especially if they were not sure, exactly what the changes would look like.)

If you are expecting changes in the near future in your workgroup, what assignments c

You make to the different people you have to get a "Wells Fargo" type of outcome?

THE REAL WORLD – RIGHT NOW

“The search for static security -- in the law and elsewhere -- is misguided. The fact is security can only be achieved through constant change, adapting old ideas that have outlived their usefulness to current facts.”

-William O. Douglas 1898-1980, American Supreme Court Justice

THE STOCKDALE PARADOX²



Vice Admiral James Bond Stockdale, USN, retired, (1923-2005), served on active duty in the regular Navy for 37 years. Most of those years were at sea as a fighter pilot aboard aircraft carriers.

Shot down on his third combat tour over North Vietnam, he was the senior naval service prisoner of war in Hanoi for 7-1/2 years. He was tortured 15 times, kept in solitary confinement for four years and leg irons for two. He was awarded the Congressional Medal of Honor.

Jim Collins, the author of “Good to Great” asked Admiral Stockdale which prisoners did not make it through the years of prisoner-of-war confinement. His reply, “Oh, that’s easy: the optimists!”

When the author admitted he did not understand, the Admiral clarified by saying, “The optimists were the ones who said, ‘We’re going to be out by Christmas.’ And Christmas would come and go. Then they would say, ‘We’ll be out by Easter.’ And Easter would come and go. And then it would be Thanksgiving and Christmas again. And they died of a broken heart.”

Then he turned to the author and said, **“This is a very important lesson. You must never confuse faith that you will prevail in the end – which you can never afford to lose – with the discipline to confront the most brutal facts of your current reality, whatever they may be.”**

² ibid. pp 84-86

Retain faith that you will prevail in the end, regardless of the difficulties AND AT THE SAME TIME confront the most brutal facts of your current reality whatever they may be.

Think of a major life-changing event that you have experienced. What were some of the “brutal facts” associated with it?

How did the way you chose to deal with those brutal facts impact the eventual outcome of the event on your life?

What lessons did you learn from it?

Would the “Stockdale Paradox” be useful in helping your department deal with pending change?

Why or why not?

[Probably “yes” because it reminds people of the brutal facts – things ARE changing – and not to get caught up in rumors. Focus on the constant skills, abilities, values, etc. within us as mentioned earlier in the reference to Stephen Covey on page 7 and we will have a better chance of surviving WHATEVER HAPPENS than by trying to create false milestones such as the prisoners did.]

If you think it would, how would you present it to your associates?

[If you hear them betting strongly on rumors and speculation, tell them about the “Stockdale Paradox” and how the Vietnam prisoners survived. Confronting brutal reality is better in the long term than getting their hopes up just to be dashed to pieces.]

How would you help them apply it to their workplace reality?

[Make a flipchart with two columns: WHAT WE THINK and WHAT WE KNOW. Encourage them to focus on the latter and disregard the former!]

Personal Attitudes Toward Change

If it is true that the half-life of knowledge today (2013) is three years (anything you learned more than three years ago may be obsolete) and the amount of knowledge available to people is changing at an incredible speed, then an individual's attitudes toward change will have a lot to do with their success in coping with it.



Much study about the “white water” of change that envelopes today's business world indicates there are two primary orientations toward change that determine how well a leader can deal with it:

- their *Tolerance of Ambiguity*
- their *Locus of Control*

TOLERANCE OF AMBIGUITY

Am·bi·gu·i·ty –noun, plural -ties³.

- 1. Doubtfulness or uncertainty of meaning or intention: to speak with ambiguity; an ambiguity of manner.**
- 2. An unclear, indefinite, or equivocal word, expression, meaning, etc.: a contract free of ambiguities; the ambiguities of modern poetry.**

³ American Psychological Association (APA): ambiguity. (n.d.). Dictionary.com Unabridged (v 1.1).



This is the extent to which leaders have difficulty dealing with ambiguous situations in which conditions may be changing rapidly without clearly defined parameters.

There is much information coming in with great uncertainty of its reliability and/or much complexity exists in the situation. (An example is rumors of a company takeover running wild through the workforce.) Additionally, there may be insufficient time to fully absorb, verify, and analyze it all before decisions must be made.

Studies have shown that people practicing the following traits **seem to cope more effectively** with major organizational change, downsizing, role stress, and conflict:⁴

- Paying attention to more information (anything may be useful as you gather information)
- Interpret more cues (think about what you're seeing and try to find discover how it relates to the changing environment without spending too much time on the "why")
- Develop a broader than deep knowledge of the changes occurring (being able to consider a wide range of inputs without getting too deeply into any single topic allows you to shift quickly as necessary. Think of it as a quarterback calling an audible play based on the changing defense he sees.)



Please realize, however, that people with the characteristics above that help them cope effectively with a fluid situation also have more difficulty focusing on a single important piece of information and may be easily distracted by interruptions. Overall, for the most part, they are better able to adapt to an information-rich environment than people with the opposite characteristics.

⁴ Armstrong-Stassen, 1998; Haase, Lee, & Banks, 1979; Teoh & Foo, 1997; Timothy, Thorsen, Pucik, and Welbourne, 1999)

LOCUS OF CONTROL

This is about the extent of control that people feel they have over the changes that are happening around them. When we receive information about the success or failure of our own actions in reaction to the changes happening around us, it is either positive or negative. We see (or are told by others) that it was successful, a failure, or a wasted effort and we repeat our actions reinforced by the positive feedback or modify them by the less-than-positive.

If we feel that we have some control over the nature of the feedback (positive, negative, or wasted), this is an internal locus of control - *"I was the cause of the success or failure of the change."*

If we think the reinforcement is a result of forces beyond our control, we call that an **external locus of control** - *"Someone or something else caused the success or failure."*

Given enough time in a world of change, people will gradually develop either an internal or external focus on the control they feel they have over events and conditions.

Naturally, those who feel they have some control over events are more engaged in the situation, willing to take some risks to influence the outcome, and to encourage others to follow them. *Studies have shown that individuals who deal with change from this perspective hold more leadership roles and have a greater potential to move up in an organization.*

Those who feel change is largely controlled by events or forces outside of their influence have a more fatalistic approach ("what's the use?") and are very risk adverse, pessimistic, and willing to allow others to take the lead.

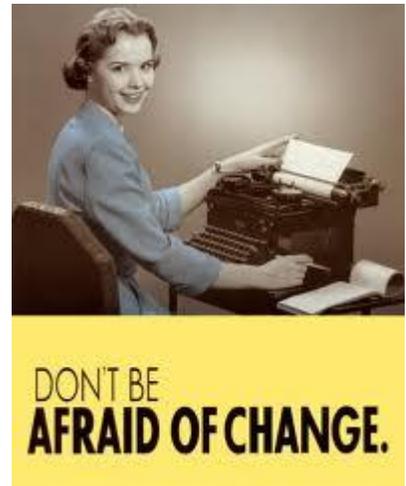


A BLUEPRINT FOR CHANGE

We will detail these topics farther in the next few pages.

1. Help them (and you) prepare for the change

- a. Announce it – Be sure to describe the benefits from the change as you announce it. *“We’ll have state-of-the-art office equipment and everyone trained to use it as we change from our old manual typewriters.”*
- b. Discuss it
 - i. Reasons (Remember the reasons must be relevant to the people upon whom you will rely for support and continued work through the change. Help the workers understand the reasons for the changes that will be turning their world upside down.)
 - ii. Benefits (Start with the benefits to the group you are addressing. If you’re talking to the workers, start with how it benefits them. They won’t care what’s in it for the shareholders.)
 - iii. Obstacles (Describe the obstacles as things that could keep the workers from getting the benefits you mentioned above. Don’t be impersonal by saying obstacles to “the change” – keep it personal by saying obstacles to “your getting these benefits.”)
 - iv. Risks if change doesn’t happen



1. To organization (Make sure the workers realize that the “organization” is the collective term for THEM. If they organization suffers, they will, too. It’s not some vague abstraction.)
 2. To them (Be sure to be informative, not threatening. You do want them to be informed but not to feel any more threatened than necessary.)
- v. What isn’t changing (This is critical to include in your communication to the workforce. Help them understand that some familiar jobs, activities, people, or SOMETHING will not be changing. This gives them an emotional “life line” that may help some of the more dramatic ones though the process.)

2. Assess the talent within your group

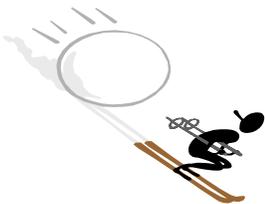
- a. Your assessment of them (and yourself) (What skills or special knowledge will be helpful during the change?)
- b. Their assessment of YOU (It is useful if you can determine their assessment of your skills and/or faith & trust in you because the more competent they feel you are, the more willing they will be to follow where you take them. If their confidence in you is low, the road through change will be very rocky.)
- c. Their assessment of themselves (The greater the confidence in themselves – look back at this Stockdale Paradox on page **Error! Bookmark not defined.** – the easier will be their transition. It would be wise to lead them through that exercise of self-examination.)



3. Create a strategy for the future by doing a SWOT analysis with your department



4. Build Momentum



5. Preserve



HELP THEM (AND YOU) PREPARE FOR THE CHANGE

“No one can persuade another to change. Each of us guards a gate of change that can only be opened from the inside. We cannot open the gate of another, either by argument or emotional appeal.”

-Marilyn Ferguson American Writer

How does this statement apply to a pending change in your department?

[People have to allow themselves to deal with the change. Someone else cannot drag them through it and expect they will fully accept it and work effectively. Refer them back to the “Nature of Change” on page 7 and the quote. They have to find a way to deal with the change if they want to move forward into the new situation.]

Announce It

- 1) Lead your department through the employee's version of this course (*“Managing Change – the Leader's and Employees' Perspective”*)
- 2) Inform your employees about the pending change with as much FACTS (not guesses) as possible. [Do not announce it unless you will have time to also.....



Discuss It

- 1) Talk about the **business reasons** for the change.
- 2) Ask them to identify some **benefits** that may come to them because of the change. (You will be expanding on this in the next section, *“Assess The Talent Within Your Group”*.)
- 3) Ask them to identify realistically the **obstacles** that exist. Do not be afraid to let them discuss their fears.

- a) Review with them the “Stockdale Paradox” (page 12).
 - b) Refer them back to Karen Clark’s comment on page 6 and remind them about their choices.
- 4) Ask them to identify **risks** that arise if the change does not occur:
- a) Risks to the organization
 - b) Risks to their career growth
- 5) Tell them what IS NOT CHANGING

ASSESS THE TALENT AVAILABLE

Your Assessment of Them (And Yourself)



Southwest Airlines says, **“Hire for attitude, and train for skill”**.⁵ How does that philosophy apply to pending change in the workplace?

[People’s nature is within them, for the most part, and cannot be controlled from the outside without a lot of sustained effort – and even then, it may be transient. For example, if you need customer service employees, look for types that have a caring want-to-help attitude and then train them about your product.]

The converse, hiring a subject matter expert who cannot get along with people, and trying to train them to be friendly and helpful will not be very successful.]

Should you mention this philosophy to your employees?

Why or why not?

[How can it do any harm?]

⁵ “Nuts! Southwest Airlines’ Crazy Recipe for Business and Personal Success”, Kevin and Jackie Freiberg, Bard Books, 1996

NAME OF ASSOCIATE	STRONGEST WORK SKILLS	MOST EFFECTIVE PERSONALITY TRAITS	WEAKEST WORK SKILLS	LEAST EFFECTIVE PERSONALITY TRAITS	SUGGESTED DEVELOPMENT ACTIVITIES
(Use this model on additional paper as necessary.)					

Their Assessment of You

Although it takes a certain amount of courage to ask this question of your employees, the feedback is valuable and will help you lead your department's transition through the changes. Also, some may be reluctant to fill the form out in any manner or reluctant to fill it out in their own handwriting.

If you think there will be any reluctance, offer to provide them with a template they can fill out on their PC. Remind them, you are after honest feedback to help everyone make it through the pending changes.

*Please help me be the best leader I can to help our department through the pending changes by telling me what I should **STOP** doing, should **START** doing, or **CONTINUE** doing as we go through this time together.*

*Please **STOP** doing these things:*

*Please **START** doing these things:*

*Please **CONTINUE** doing these things:*

An easy way to maximize your credibility with your department is to **publish** their comments and discuss them as a group. What advantages or disadvantages are associated with this?

[It shows them you are trying to be as open and honest with them as you can. This is an excellent way to gain – or strengthen - their confidence in you.]

THEIR ASSESSMENT OF THEMSELVES

Ask your employees to do a self-assessment using this format.

("Development activities to help me grow" is a polite way of saying "what non-flattering or destructive behavior do I need to stop doing if I'm going to improve my future?")

STRONGEST WORK SKILLS	MOST EFFECTIVE PERSONALITY TRAITS	WEAKEST WORK SKILLS	LEAST EFFECTIVE PERSONALITY TRAITS	DEVELOPMENTAL ACTIVITIES TO HELP ME GROW
(Use this model on additional paper as necessary.)				

Encourage them to meet with you individually to share their assessment of themselves with your assessment of them. What advantages or disadvantages are associated with this activity?

[Advantages are that it gives them a chance to see themselves through your eyes. "If the boss thinks I'm good at this – or need improvement – it must be true."

Also, it gives you the chance to see what they think of themselves. If you and they agree on topics, they must have a realistic view of themselves. But, if they see a trait as a strength but you see it as a weakness, it's an excellent chance to help them correct.

And, it may help explain why they keep making the same mistake if they think they are good at it but, in reality, they are NOT so good.]



DEVELOP A STRATEGY FOR THE FUTURE

WORK WITH YOUR TEAM TO DEVELOP A STRATEGY that utilizes all the skills and talent available.

Do a "SWOT" analysis with your department.

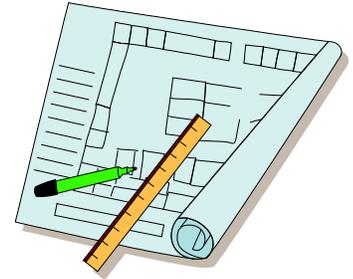
SWOT =

STRENGTH

WEAKNESSES

OPPORTUNITIES

THREATS



Be sure to use letters and numbers under each part of the analysis grid. You will see why in the next section.

OUR DEPARTMENT'S "SWOT" ANALYSIS

(One item per square)

<u>S</u>TRENGTHS WE HAVE AS A GROUP FACING THESE CHANGES	<u>W</u>EAKNESSES WE HAVE AS A GROUP FACING THESE CHANGES	<u>O</u>PPORTUNITIES FOR OUR GROUP AS A RESULT OF THESE CHANGES	<u>T</u>HREATS TO OUR GROUP AS A RESULT OF THESE CHANGES
S1 We have high morale.	W1 We are a "support" group and maybe seen as "non-critical" by some.	O1 We may be able to get into new career paths and skills.	T1 We may be "broken up" and have to adjust to new schedules, locations, and coworkers.
S2 We have excellent customer service skills and ratings.	W2 Our function is non-technical and can be outsourced	O2 Our reputation makes us desirable by other customer-service groups	T2 We may have to learn new technical skills and may not be as proficient as we once were
S3	W3	O3	T3
S4	W4	O4	T4

Use the model above on flip charts in your department's strategy meeting.

MAP A STRATEGY FOR YOUR DEPARTMENT BASED ON THE SWOT ANALYSIS

Our Department's Strategy to
Minimize Impact of Change



The letters and numbers at the top of this grid refer back to the SWOT analysis on the previous page.
That is why you numbered them!

THINGS WE CAN DO AS A DEPARTMENT TO MINIMIZE THE IMPACT OF THE CHANGE	S 1	S 2	S 3	S 4	S 5	W 1	W 2	W 3	W 4	W 5	O 1	O 2	O 3	O 4	O 5	T 1	T 2	T 3	T 4	T 5
We can create a departmental "search firm" to discover what similar businesses within our geographic area would benefit from employees with our CS skills.		X										X	X				X			
Some of us are proficient in PC skills. They can teach others during "lunch-and-learn" sessions to increase our employability.						X	X											X		

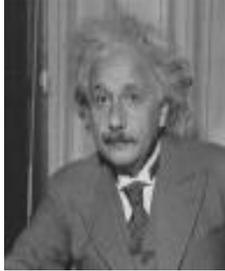
You continue adding "things we can do" until you have capitalized on all of the strengths and opportunities while addressing the weaknesses and threats by putting an "X" in the column under the appropriate entry from the SWOT analysis.

A glance at the grid above will tell you if you have failed to address any issue because there will be SWOT elements without an "X" under it.

You **DO NOT** have to have an equal number of Xs under each column heading. Just make sure you have enough that your department feels comfortable about making sufficient efforts to be **PROACTIVE** and acting on their own future instead of becoming **VICTIMS** to change.



THE POWER OF IMAGINATION



“All meaningful and lasting change starts first in your imagination and then works its way out. Imagination is more important than knowledge.”

-Albert Einstein 1879-1955, German-born American Physicist

How does Einstein's statement about imagination relate to working with your employees to develop a strategy for the future (page 23)?

[If you encourage their imagination by getting them involved in helping prepare for the future of our department, they become more focused on “proactive thinking” than passive or reactive worrying, gossiping, or fretting about what may happen.

This proactive initiative will help keep their morale high and motivated as “we all get involved in our survival” instead of the many begging the few to “save them”.]

Lessons from a Kool-Aid Stand

Many summertime neighborhoods have seen an imaginative child set up a Kool-Aid stand in front of their house to raise money for personal or charitable reasons. If you watch long enough, there will only be the original “mini-Trump” (and maybe a brother or sister) patiently hawking their drinks trying to make the first sale. But, as soon as a customer or two stops and buys a cup, an amazing thing happens. All of the other neighborhood children, *who either did not have the imagination or courage to set up their own stand*, suddenly appear and want to be in on it. It is human nature that unexpected success by a courageous trailblazer will always open the floodgates to the “me, too” mentality of the masses.



How would this “Kool-Aid Lesson” apply to getting your employees engaged in developing a strategy for evolving through the change instead of their taking a victim’s attitude?

[Success breeds more involvement and success. When the many see the few being successful working within the change, the “me, too” mentality takes over and everyone gets into the act.]

BUILD MOMENTUM

Which is the best strategy to use when creating a vegetable garden?



1. Prepare the ground, plant the seeds, cover them, fertilize and water them, and be patient while Nature takes its course.
2. Prepare the ground, plant the seeds, cover them, fertilize and water them, and dig them up frequently to see how they are doing.

The “overnight success” of a successful vegetable garden obviously does not happen overnight but only after a series of planned and consistent activities taken by the gardener that allowed *incremental growth* to occur.

How would the “vegetable garden” example apply to the successful conversion of a strategy for change into a successful change?



[A leader must be confident of what they are doing as they “plant seeds” for change. They must then act *with complete faith the seeds will grow* and move ahead accordingly. If leaders act like they are unsure – digging up the seeds to see if they’re growing – the uncertainty will be noticed by the employees and the momentum for change will slow.]

“We didn’t talk so much of change. We recognized early on not so much we needed to change, but that we needed to evolve, which recognizes that we’ve got to do things differently. We realized that evolution is a whole different concept than change.”⁶



How could the concept of “evolving by doing things differently” help change occur more easily in your department?

[Each leader must answer this for himself or herself.]

⁶ “Good To Great: Why Some Companies Make The Leap And Others Don’t”, Jim Collins, ©2001, ISBN 0-06-662099-6, HarperCollins Publishers, Inc., New York, page 171

Let's take something more from the "Good to Great" book reference on page 10:

"The good-to-great companies had no name for their transformations. There was no launch event, no tag line, and no programmatic feel whatsoever. Some executives said they weren't even aware that a major transformation was under way until they were well into it.

*Then it began to dawn on us: There was no miracle moment! Rather, it was a quiet, deliberate process of **figuring out what needed to be done to create the best future results, AND THEN SIMPLY TAKING THOSE STEPS, ONE AFTER THE OTHER, until we were where we wanted to be.**"⁷*

How can that approach of "**figuring out what needed to be done to create the best future results**" work for your department?

[*"Being as ready as we can be for whatever comes" gives you a better chance for survival than trying to prepare for specific events that may or may not occur.*]

What would stop you?

How would you overcome those obstacles?

Who could help you overcome them?



⁷ Ibid, page 169

Implementing Your Strategy

This outline can help a department develop their strategy.

.....

SAMPLE: Developing a strategy to deal with this major event:

Outsourcing Of Our Department In 4 Months – Our Jobs Go Away!

Factors That Contribute To Success in this Event		Factors That Contribute To Failure in this Event										
1	Everyone finds another job with the company within a 30 mile radius of our current location	A	Bad morale & internal bickering, feeling like "victims" with "poor me" attitudes									
2	Our reputation as a high-quality, customer service group	B	Our current work performance drops and no one wants us									
3	Strong morale & a "teamwork" attitude	C	Poor communications on what is happening									
4	Everyone improves or develops skills that are attractive to other departments within the company.	D	"Everyman for themselves" attitudes develop and teamwork ends									
5		E										
Tactics we can use to encourage success and avoid failure		1	2	3	4	5	A	B	C	D	E	
We develop an internal "talent marketing group" that searches for possible fits for our employees		X	X	X			X			X		
Cross training so some can cover for others while they get training to improve marketable skills				X	X		X	X		X		
A "communications source" who keeps us current on the changes so we always know what is going on							X		X	X		
Our dept. manager contacts HR to ask if we can get preference for seating in classes to build skills					X		X			X		

[Work with your department to come up with the "tactics you, as a department, can use to encourage success and avoid failure" because their participation means, in their own minds, they are proactively involved and setting around waiting to become victims.]

WORK SHEET: Use this template in your department. (Make as many copies as you need.)

Factors That Contribute To Success in this Event		Factors That Contribute To Failure in this Event										
1		A										
2		B										
3		C										
4		D										
5		E										
Tactics we can use to encourage success and avoid failure			1	2	3	4	5	A	B	C	D	E

PRESERVE RESULTS



Here is a simple way to begin the evolutionary change in your department and preserve the results for the future.

1. Look at the strategy you developed with your employees where you listed the **“things we can do as a department to minimize the impact of the change”** back on page 24.
2. Ask for volunteers (or assign if none step up) from your team leaders (or those with the potential to be leaders) to act as “project managers” to take one of the “things we can do as a department” and implement the activities you identified in your strategic plan on page 28.
3. Meet with your “project managers” weekly as a group to communicate progress, deal with new issues, modify plans to accommodate new obstacles, and develop new tasks for going ahead.
4. Meet with your department weekly and have the “project managers” talk about what they have done so far, plan to do next, and answer any questions that come up. During these meetings, it would be smart to have the people who have taken skills building classes to talk about what they have learned and how they will implement it.
5. Maintain this process of weekly communication with your department, keep the “project managers” involved in their projects (and new ones as they come along) and you will discover there is a lot more talent in your department than you ever imagined.

Also, IT IS HARD FOR THEM TO COMPLAIN ABOUT A PROGRAM THAT THEY HELPED TO DESIGN AND IMPLEMENT! Your departmental morale will not suffer during these trying times and you will have shifted a lot of weight from your shoulders to theirs. After all, one of the key responsibilities of a leader is to develop your people!