Leading Change At Every Level

Second Edition
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the HRDQ Development Team

Info Kit

What customers say...

"I use Leading Change at Every Level in my practice when I coach leadership teams facing significant organizational change. We complete it after the first round of assessments to more fully understand strengths of each member and the team as a whole as we plan for the change. Leading Change at Every Level provides outstanding concrete language for growth as individuals explore their individual results. The benefits extend beyond the specific organizational change the team is addressing. "
  ~Barbara Chatzkel,President
  New River Group

Download the free webinar: Becoming A Champion of Change presented by Organizational Development Professional Melissa Caldwell at HRDQstore.com/champion

HRDQstore.com/leading-change

Leading Change At Every Level

Overview

Studies show that change efforts are more successful when they're implemented by the people they impact most. Regardless of authority or position, the ability to champion change has become a key factor in professional and organizational performance.

Leading Change at Every Level is the combination self-assessment and training workshop that measures skill level and develops the five behaviors of effective change leaders: *Modeling the Change*, *Communicating About the Change*, *Involving Others in the Change*, *Helping Others Break from the Past*, and *Creating a Supportive Environment for the Change*.

Learning Outcomes

» Measure current change leadership abilities

» Understand effective change leadership behaviors

» Develop change leadership skills

» Generate support for change efforts

» Improve the ability to lead change initiatives

Time Required

Administration:	20 minutes
Interpretation:	1 hour
Workshop:	3 hours

Product Type

Self-assessment, available in print and online formats

Audience

Employees at all levels, especially those charged with leading a change initiative

Measures

Five behavioral dimensions critical to change leadership effectiveness

How it Works

The *Leading Change at Every Level* assessment is available in print and online formats. The inventory takes approximately 20 minutes to complete and we recommend you allow up to an hour for the interpretation of results, debrief, and action planning.

Using a current change initiative as a frame of reference, individuals respond to a series of 30 statements, choosing from a five-point scale of "Almost Always True" to "Almost Always Untrue." Results reveal a personal profile and an Overall Effectiveness Score. Effectiveness in each of the Five Dimensions of Leading Change is also identified.

Uses and Applications

Leading Change at Every Level can be used as a stand-alone learning instrument or part of a more comprehensive curriculum. It's appropriate for any individual in the midst of leading a change effort, including team leaders, project managers, frontline supervisors, and middle managers. It's ideal as a:

» Skill predictor and development tool in advance of a new change effort

» Method of evaluating change leadership effectiveness during a recent change

» Utensil for employees and managers to identify necessary actions

» Centerpiece of a change management training program

Product Components

Facilitator Set

One per trainer. Includes Facilitator Guide, facilitator support materials, Microsoft® PowerPoint® presentation, and sample participant materials.

Print Self-Assessment

One per individual or participant. Includes the 30-item inventory with pressure-sensitive scoring, interpretive information, Five Dimensions of Leading Change, and action-planning worksheets. Quantity discounts available.

Online Self-Assessment

One per individual or participant. Includes a personalized report with assessment results, interpretive information, Five Dimensions of Leading Change, and action-planning worksheets. Quantity discounts available.

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LEADING CHANGE AT EVERY LEVEL

SECOND EDITION

FACILITATOR GUIDE

SAMPLE

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◤ Background Information ◥

The academic and practitioner literature is rich with prescriptions for leading a successful change effort — when you're the CEO. This is very helpful information if one is a CEO. However, few of us will ever carry that title, and yet we find ourselves being asked to lead change efforts both large and small.

This turn of events is not really that surprising when you consider that scholars and management consultants alike have been telling us for years that in order for organizations to survive, power, decision making, and leadership must be distributed throughout every level of the organization. As Douglas Ready (1995) says, "Leadership, traditionally reserved for the few, must now be unleashed and made available to as many as possible" (p. 19).

In a recent comprehensive review of the academic literature on leading change, Ronald Clement (1994) summarizes the findings from two real-life cases by saying "it is doubtful that just a small group of top executives can lead the effort alone" (p. 36). Nadler and Tushman (1990) reach a similar conclusion when they admit that the scope of today's changes are too much for one CEO-— even a very charismatic one — to pull off alone. Instead they urge that the responsibility for leading change should be adopted by teams and managers working at the levels where the change needs to be implemented.

The goal then becomes one of allowing, and in fact encouraging, the leadership of change to cascade throughout an organization.

> *A leader needs to attract followers. . . . But if the mobilization process is to succeed, those followers must become leaders, too, finding their own sense of purpose in the shared challenge, and spreading the call and vision of change.* (Champy, 1995, p. 62)

The empowerment of the work force naturally requires that a significant proportion of an organization's members will have responsibility for leading change at some point in their career. Indeed, most people who are presently in the early or middle stages of their work life will come to view the implementation of change not as a one-time assignment, but as an ongoing part of any job. As a result, the ability to lead change is becoming a key factor in determining long-term career success.

Leading Change When You're Not the CEO

But exactly how do we expect individuals who lack the power of an executive title to take on the challenge of leading change? At first blush it seems unrealistic to ask a project leader or first-line supervisor to assume a role that has been traditionally reserved for senior management. However, that line of reasoning ignores a central tenet of change leadership — one cannot rely on formal authority or position alone to implement change. Whether you are a CEO or a budget analyst, you cannot simply order others to

change. To do so is to invite the kind of false support that can covertly cripple a change effort.

> *Without despotic power — which no one has these days — no leader can command or compel change. Change comes about when followers themselves desire it and seek it. Hence the role of the leader is to enlist the participation of others as leaders of the effort. That is the sum and essence not only of leading change but also of good management in general.* (O'Toole, 1995, p. 133)

In *Leading Change at Every Level*, we have identified the dimensions of leading change that can help build genuine support for a change effort. These dimensions have been drawn from the change literature, including both the emerging work on leading change at lower levels and the now classic work on CEO-led change. While the findings from these two research areas overlap, we would like to point out two major ways in which CEO-led change differs from a more broad-based leadership of change.

- ▲ The time frames with which CEOs work are much longer and farther reaching, whereas lower-level change leaders work on nearer term implementations — the continuous stream of smaller changes that, taken together, will eventually add up to organization-wide change.

- ▲ The scope of change that CEOs lead is likely to be on an epic level — what is referred to in the literature as transformational change. CEOs think in terms of the big picture. Lower-level change leaders translate that big picture into actions that make sense for a local work group.

Differences in time and scope notwithstanding, the capabilities needed to lead change as a CEO or as a team process leader are strikingly similar. Change is change. And the portfolio of interpersonal skills necessary for retooling a shop floor is not essentially different from the portfolio of interpersonal skills needed to transform an entire company. In the case of the CEO's mission, it is a matter of applying those abilities within a larger context, over a longer period of time, and generally with greater risk.

Keep in mind that the literature suggests capabilities outside of our dimensions that are helpful to possess when leading change. However, we have chosen to extract only those behaviors that have been identified repeatedly and over time by a cross-section of scholars and practitioners as being critical for leading change. These competencies have broad, enduring support. We have also eliminated those dimensions of leading change that are not within the domain of change leaders at every level.

Let's turn now to a discussion from the literature on the meaning and importance of each of the identified dimensions:

> ▲ *Modeling* the Change
> ▲ *Communicating* about the Change
> ▲ *Involving* Others in the Change
> ▲ *Helping* Others Break from the Past
> ▲ *Creating* a Supportive Learning Environment

Modeling the Change

> *To overcome the resistance to change, one must be willing, for starters, to change oneself.*
>
> James O'Toole
> *Leading Change,* 1995, p. 14

To lead change you must be able to show others what it means to change. Douglas Smith (1996) refers to it as "the courage to live the change you wish to bring about" (p. 126) and underscores his opinion on the importance of modeling the change by stating:

> *I believe that living the change is the most pragmatic way to take responsibility for your own change and the only solid ground on which you can lead people through a period of broad-based behavior change.* (p. 100)

Others may refer to it as "walking the talk," or, in more technical terms, "aligning one's behavior with a vision or end state." But regardless of what it is called, modeling the change is the capability most frequently mentioned and strongly supported in the literature as being critical for leading change.

Richard Beckhard and Wendy Pritchard (1992) provide the following rationale for modeling the change:

> *There are times when commitment can be achieved only if it is seen as required, or if leaders "practice what they preach" by clearly demonstrating their own commitment to the change. One way of sending this message is for the norm setters (organization leaders) to change their personal behavior. The norm setters thus provide role models for other members of the organization, demonstrating that "this change activity has priority; it is as relevant as our operating responsibilities."* (p. 80)

It is important to note that norm setters exist throughout an organization and that often the most influential norm setters are not the people who hold formal leadership titles. Rather they are the village elders — informal leaders from whom others take their cues

and to whom others look for direction. This widely recognized phenomenon lends further support to having people at all levels lead change.

The Challenge of Modeling the Change

While it may seem obvious that leaders should demonstrate the change they are asking others to adopt, being the first to try something new can still be a stressful proposition. Add to that the glare of attention focused on your fledgling efforts as a result of your role model status, and it can be even more difficult. Douglas Smith (1996) acknowledges this challenge and provides some insights as to why modeling the change isn't as easy as one may first expect:

> *Like everyone else, leaders must work through their own doubts and reluctance as they perform and change. Unlike everyone else, leaders must go first. They must show the way. Inevitably, the leaders' personal change efforts are more visible and, fairly or not, are held to a higher standard of consistency and effort. "Change is as change does"* always applies to leaders. (p. 102)

Some Approaches to Modeling the Change

Now that we have established the importance of modeling the change and acknowledged the challenges inherent in being a role model, it is helpful to consider some specific examples. Let's say you were leading an effort to encourage cooperation across different functional areas. One way to demonstrate how to cooperate might be to invite representatives from various functions to participate in your own department's weekly meetings.

Another example comes from the headquarters staff of a banking client attempting to get employees at branch offices to provide better customer service. The various headquarters departments first modeled the change by providing better support to the branches. This approach yielded two benefits. First, it was far easier for branch employees to deliver quality service to outside customers once they themselves had the opportunity to experience better internal support. Secondly, by caring enough to do what they were asking branch employees to do, headquarters employees demonstrated that the change was serious (Larkin and Larkin, 1994).

Benefits of Modeling the Change

You may not win support overnight by modeling the change. But, by consistently doing yourself what you are asking others to do, you will eventually:

- ▲ develop others' trust in you
- ▲ build credibility for the change

◤ Leading Change Workshop At-A-Glance ◥

9:00–9:20AM   **Workshop Introduction and Warm-Up**

Introduce the learning goals for the session, review necessary logistics, and conduct the warm-up activity.

9:20–9:45AM   **Completing the Self-Assessment**

Introduce the *Leading Change at Every Level* assessment. Explain that the assessment measures behavior toward change and that participants should respond by determining how true they believe each statement to be of their behavior. Allow ample time for participants to complete the assessment.

9:45–10:05AM   **Scoring and Charting Results**

Explain to participants how to score their assessments using the pressure-sensitive scoring form. Walk participants through the scoring and charting of their results and then have them reflect on and discuss those results.

10:05–10:10AM   **Break**

10:10–10:15AM   **Who Is Leading the Change?**

Explain that the responsibility for leading change belongs to employees at all levels of the organization, not just executives, and that the ability to lead change can be developed by learning and practicing a group of key behaviors.

10:15–11:15AM   **Five Dimensions of Leading Change**

Introduce the five dimensions of leading change and examine each one in depth, discussing what each dimension means and how to go about practicing it.

11:15–11:45AM   **Taking Action to Continue Learning**

Instruct participants to turn to the "Taking Action to Continue Learning" section of their Participant Guides and to construct a personal development plan by responding to the questions for each dimension of leading change.

11:45AM–12:00PM   **Closing**

Review by re-examining the ideas generated in the warm-up activity. Close the workshop with a final question-and-answer session.

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LEADING CHANGE AT EVERY LEVEL

Online Assessment Report Sample

REPORT PREPARED FOR: JANE SAMPLE
REPORT DATE: MONTH DATE, YEAR

Change is here to stay. As a result, one's ability to lead change is becoming a key factor in determining job success. This assessment will help you identify skills you may already have that can help to make you more effective at leading change, whether the change is one you have chosen to initiate or one you have been asked to implement.

HRDQ ASSESSMENT CENTER

Contents

Why More People Must Lead Change

In today's marketplace, companies are expected to continually deliver better service, higher quality, and faster turnaround. Meeting these demands generally requires that significant changes be implemented.

In the past only top managers would have been charged with the task of leading those changes. But as organizations have streamlined their structures and empowered their employees, the responsibility for leading change has become more evenly distributed. What was once the role of senior management is now increasingly the day-to-day job of middle managers, team leaders, first-line supervisors, and departmental specialists.

Leading change is a challenge at any level. Even the highest ranking executive cannot rely on position alone to implement a change. You simply cannot order others to change. They might pretend to go along with you at first, but in the long run you will not have their genuine support.

The good news is that there are very specific ways you can lead change *without* exercising formal authority. *Leading Change at Every Level* has been designed to measure your performance on five behavioral dimensions that we have identified as being critical in any change process.

The Five Dimensions of Leading Change

We have identified five dimensions of leading change which are listed below. Each dimension is equally important for a successful change effort. Your **Effectiveness at Leading Change Profile** and **Overall Effectiveness Scores** will help you to develop an understanding of the skills you use (or don't use) most frequently when leading change.

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Dimensions of Leading Change

➢ **Modeling the Change**
➢ **Communicating the Change**
➢ **Involving Others in the Change**
➢ **Helping Others Break from the Past**
➢ **Creating a Supportive Learning Environment**

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Online Assessment Report Sample

Your Effectiveness at Leading Change Profile

Your Effectiveness at Leading Change Profile
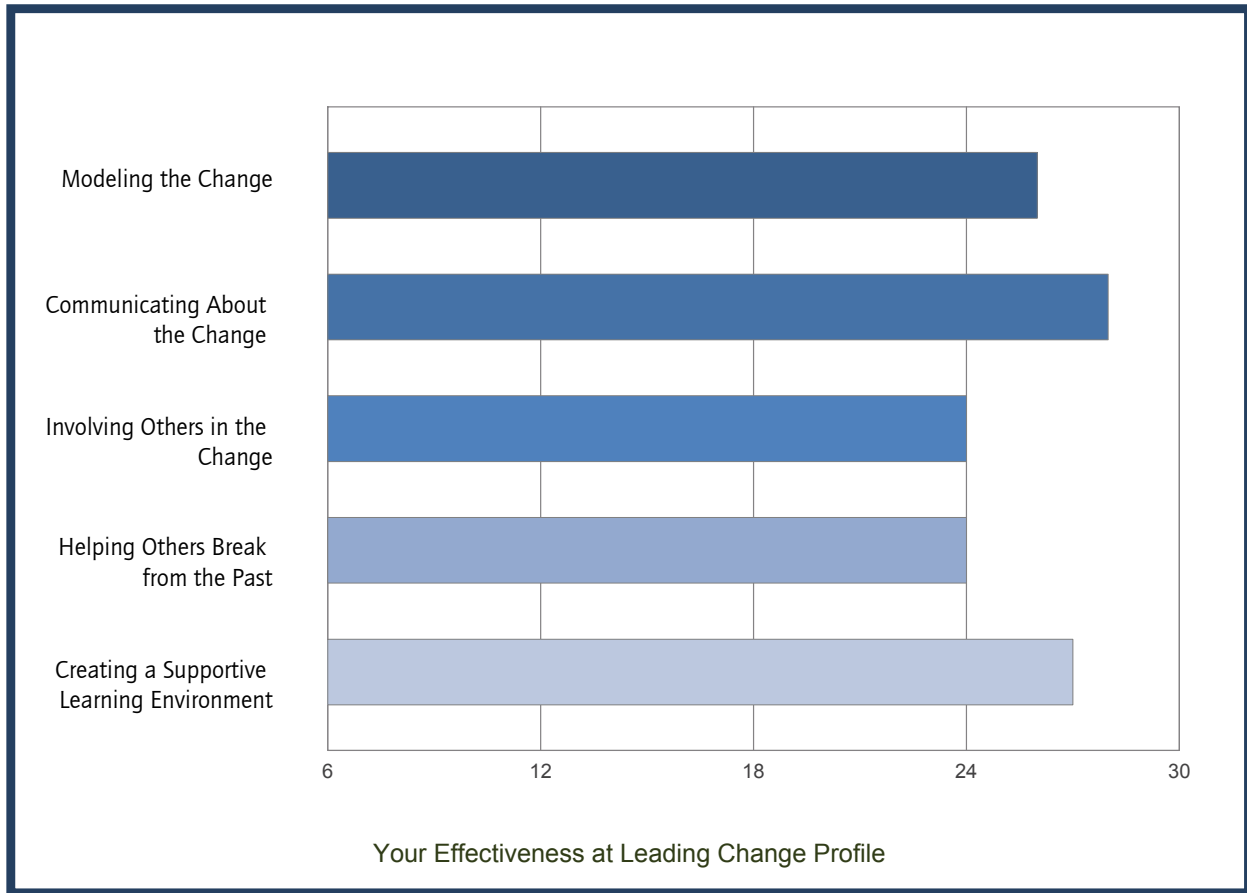
## Your Overall Effectiveness at Leading Change Score
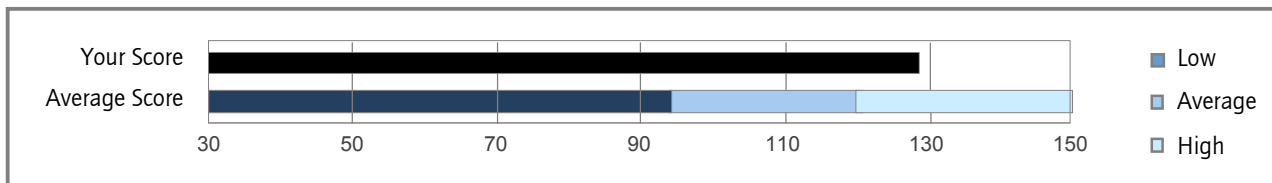
Your Overall Effectiveness Score can range from a low of 30 to a high of 150. Your score of 129 falls above the average range in comparison to others who have taken the assessment.

Keep your scores in mind as you read the following interpretation of the five dimensions of leading change. Please note that your scores are simply benchmarks to help you consider what you may wish to change or improve in your work behavior.

Online Assessment Report Sample

1. Modeling the Change

To lead change you must be able to show others what it means to change. Douglas Smith (1996) calls it "the courage to live the change" and perceptively points out that leaders, by the very nature of their role, must be the ones to go first.

Your Score on this dimension: 26

	Your Score
Modeling the Change	■ Your Score
	■ Average Score
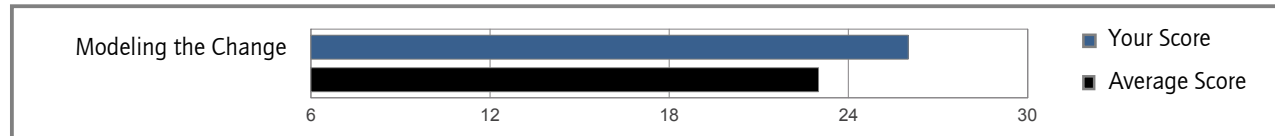
Your score indicates that you regularly demonstrate the change through your behavior. You may routinely check your behavior for consistency with the change or you may be very skilled at self-monitoring. Either way, you tend to correct behavior that would be contrary to the change before you act.

The Challenge of Modeling the Change
While it may seem obvious that leaders should demonstrate the change they are asking others to adopt, being the first to try something new can still be a stressful proposition. Add to that the glare of attention focused on your fledgling efforts as a result of your role model status, and it can be even more difficult.

Some Approaches to Modeling the Change
Modeling the Change involves walking the talk, which requires a high degree of self-awareness. You must be able to "step outside of yourself" and see your actions as others do. It also requires an awareness of others.

You need to be alert to subtle cues from others that suggest you have done something contrary to the change. You should be comfortable receiving direct, constructive feedback about your behavior related to the change.

Finally, if you slip back or fall short of modeling the change ideal, you will need the humility and self-confidence to correct yourself in front of others, either immediately or after the fact.

> **To effectively model change:**
> - Map the change objectives to your daily responsibilities
> - Think before you act
> - Audit your past actions
> - Monitor and correct yourself
> - Be alert to subtle cues from others about your behavior

Online Assessment Report Sample

Benefits of Modeling the Change

You may not win support overnight by modeling the change. But, by consistently doing yourself what you are asking others to do, you will eventually:

- Develop others' trust in you
- Build credibility for the change
- Provide evidence that the change is real, not just another fad that will pass with time
- Establish a bank of goodwill on which to draw if you ever need to ask others to make sacrifices now for potential gain at a later date

Online Assessment Report Sample

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