



# **Bergstrom Learning Center**

## ***You're The Change Agent***

***- What do you need to know?***

***\_What do you need to do?***

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# ***Workshop Objectives***

1. We gain greater confidence in our ability to lead or participate in change efforts.
2. We find new energy to engage in making change happen.
3. Important references are highlighted.

# *Check - In*

1. What have been (one or two) significant barriers for you in making change happen?
2. What (one or two) things might you learn today that would be helpful in dealing with future change efforts?

# ***Agenda***

## Ist Half

- Cultural Realities
- Transformative Change Model
- Principles / Psychological Safety

## 2<sup>nd</sup> Half

- Additional Models
- Your Plans
- Appendix / References



# ***Sustainable Change Efforts***

## ***What Does it Take?***



1. An understanding of **cultural realities**.
2. **Models** that provide insights about change.
3. An understanding of simple, powerful **principles**.
4. Understanding and agreement about the need to provide **psychological safety** during change.
5. **Time and patience**

# ***Cultural Realities***



# ***Cultural Realities***

- 1. Culture is deep**
- 2. Culture is broad**
- 3. Culture is stable**

# ***Cultural Realities***

## **1. Culture is deep**

- If you assume that you can manipulate it and change it at will, you are sure to fail.
- Culture controls you more than you control culture.

# ***Cultural Realities***

## **2. Culture is broad**

- The group learns to survive in its environment and learns about all aspects of internal and external relationships.
- Deciphering culture can be an endless task.
- You must have a specific focus or reason for wanting to understand your culture or you will find it boundless and frustrating.

# ***Cultural Realities***

## **3. Culture is stable**

- People want to hold onto their cultural assumptions
- Culture provides meaning and makes life predictable
- People do not like chaotic, unpredictable situations
- Prospective change launches massive amounts of anxiety and resistance.

# ***Transformative Change Model***

# *Transformative Change*

“Once cultural elements have stabilized (in organizational midlife), the change problem grows more complicated. It now involves having to *unlearn* beliefs, attitudes, values, and assumptions as well as learning new ones. People resist change because such *unlearning* is uncomfortable and anxiety-producing. They can be coerced into changing their overt behavior, but such behavior change is not stable unless the deeper levels undergo some kind of transformation.”

Edgar Schein  
“The Corporate Culture”



# ***Transformative Change Model (Schein)***

## **Stage 1**

### ***Unfreezing: Creating the motivation to change***

- Disconfirmation
- Creation of survival anxiety or guilt
- Creation of psychological safety to overcome learning anxiety

# ***Change Model (Cont.)***

## **Stage 2**

### ***Learning new concepts and new meanings for old concepts***

- Imitation of and identification with role models
- Scanning for solutions and trial-and-error learning

## **Stage 3**

### ***Internalizing new concepts and meaning***

- Incorporation into self-concept and identity
- Incorporation into ongoing relationships

# ***Disconfirmation***

“Changing something implies not just ***learning something new*** but ***unlearning something that is already there*** and possibly in the way. The question is...can a *successful* organization make major changes, or does there have to be some threat or sense of failure or crisis before people are motivated to make changes? No one has really been able to prove whether one or the other answer is correct.”

“My own experience convinces me that some sense of threat, crisis, or dissatisfaction has to be present in a mature system in which things have to be unlearned before new things can be learned.”

Edgar Schein

“The Corporate Culture”

# ***Dissatisfaction and Threat***

Unfreezing forces can be experienced directly or they can be articulated by a motivator or change leader.

- Economic threat
- Political threat
- A technological threat
- A legal threat
- A moral threat
- An internal discomfort

Internal discomfort is often a feeling of guilt that we have not achieved some values or ideals that are held.

# ***Survival Anxiety (Guilt)***

If the disconfirming data gets through your denial and defensiveness, you feel either **survival anxiety or guilt**. You recognize the need to change, the need to give up old habits and ways of thinking, and the necessity of learning new habits and ways of thinking.

**But...**

The minute you accept the need to change, you also begin to experience **learning anxiety**. The interaction of these two anxieties creates the complex dynamics of change.

# ***Learning Anxiety***

## **Psychological basis of learning anxiety**

- Fear of temporary incompetence
- Fear of punishment for incompetence
- Fear of loss of personal identity
- Fear of loss of group membership

# ***Defensive Responses to Learning Anxiety***



As long as the learning anxiety remains high, people are motivated to resist the validity of the disconfirming data or invent various excuses for why they cannot engage. These responses come in definable stages:

- **Denial** - The disconfirming data are not valid or are temporary.
- **Scapegoating, Passing the Buck, and Dodging** - People convince themselves that the cause is in some other department, the data do not apply or others need to change first.
- **Maneuvering and Bargaining** - People want special compensation for the effort to make the change.

# ***Principles***



# ***Two Principles***

People will resist the need to unlearn and relearn in order to protect their position, their identity, and their group membership even if it means experiencing survival anxiety or guilt. **The amount of resistance is based on their leaning anxiety.**

**Principle 1 :** Survival anxiety or guilt must be greater than learning anxiety.

**Principle 2:** **Learning anxiety must be reduced** rather than increasing survival anxiety.

Edgar Schein  
“The Corporate Culture”

# ***Psychological Safety***

# ***Creating Psychological Safety***

- 1. A compelling positive vision**
- 2. Formal Training**
- 3. Involvement of the learner**
- 4. Informal training of relevant “family” groups and teams.**
- 5. Practice fields, coaches and feedback.**
- 6. Positive role models**
- 7. Support groups**
- 8. Consistent systems and structures**

**Edgar Schein  
“The Corporate Culture”**

# ***Creating Psychological Safety***

## **1. A compelling positive vision**

- If you are the target of a change, you must believe that you and the organization will be better off if you learn the new way of thinking and working.
- The vision must be articulated (and widely held) by senior management.

# ***Creating Psychological Safety***

## **2. Formal Training**

- If you are to learn:
  - new ways of thinking
  - new attitudes
  - new skills

You must have access to whatever formal training is required.

# ***Creating Psychological Safety***

## **3. Involvement of the learner**

- People need to have a sense that they can manage some of their own learning.
- Since everyone learns somewhat differently, it is essential to involve learners in designing their own processes for learning.

# ***Creating Psychological Safety***

## **4. Informal training of relevant “family” groups and teams**

- Cultural assumptions are imbedded in groups. Therefore, informal training and practice must be provided to whole groups so that new norms and assumptions can be built jointly.
- No one should feel like they are the “odd duck” in deciding to engage in the new learning.

# ***Creating Psychological Safety***

## **5. Practice fields, coaches and feedback**

- You must provide the resources, coaching and feedback necessary for people to learn something fundamentally new.
- Practice fields are particularly important so that people can make mistakes without censure and without disruption to the organization.



# ***Creating Psychological Safety***

## **6. Positive Role Models**

- It helps to see what the new thinking and behaviors look like before people can imagine themselves doing it.

# ***Creating Psychological Safety***

## **7. Support Groups**

- Groups should be formed to discuss problems encountered with the new learning.
- It is important to support each other in finding solutions.

# ***Creating Psychological Safety***

## **8. Consistent systems and structures**

- It is essential to have reward and discipline systems and organizational structures that are consistent with the new way of thinking and working.
- Many changes fail because the systems and structures do not reinforce the desired behaviors

# ***Additional Model Information***



## ***Eight Steps\****

<b><u>Step</u></b>	<b><u>Action</u></b>	<b><u>New Behavior</u></b>
1	Increase Urgency	People start telling each other, “Let’s go...”
2	Build the guiding team	A group powerful enough to guide a big change is formed.
3.	Get the vision right	The guiding team develops the right vision and strategy for the change effort.
4.	Communicate for buy-in	People begin to buy into the change.

\*Kotter and Cohen, “The Heart of Change”, page 7

# ***Eight Steps\****

<b><u>Steps</u></b>	<b><u>Action</u></b>	<b><u>New Behaviors</u></b>
5.	Empower action	More people feel able to act, and do act, on the vision.
6.	Create short-term wins	Momentum builds as people try to fulfill the vision.
7.	Don't let up	People make wave after wave of changes until the vision is fulfilled.
8.	Make change stick	New and winning behavior continues despite roadblocks.

\*Kotter and Cohen, "The Heart of Change", page 7

# ***Achieving A Change of Behavior***

***“See - Feel - Change Model” \****



## **1. See**

- Help people see by using compelling, eye-catching, dramatic situations.

## **2. Feel**

- Seeing something new hits our emotions.
- Provides useful ideas that hit people at a deeper level.

## **3. Change**

- New feelings help change behavior in ways that are completely different than analysis and presentation.

\* John Kotter and Dan Cohen, “The Heart of Change”

# ***Seven Elements of Change Communication***

## ***Elizabeth Neeld Model***



1. Define the opportunity or problem this change is in response to.
2. Define the direction ahead.
3. Define what is unchanged.
4. Define goals for new behavior.
5. Define the timeline.
6. Define support.
7. Define commitments and next steps.



# ***Appendix***

1. References
2. Team Planning Process
3. Team Leadership
4. Seven Phases of Change
5. Cultural Assessments

# ***References***

# References

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# ***Team Planning Processes***

# ***Team Planning Process***

Summary of initial steps:

1. Have in-depth conversations about the new direction
2. Identify integration and milestone reviews w/charter team
3. Develop the ideal future state
4. Identify the current state
5. Identify the gaps
6. Consider the issues that are most strategic to address
7. Develop transition plans and change management processes
8. Identify short term wins that signal continuing success
9. Identify change leaders
10. Identify change agents

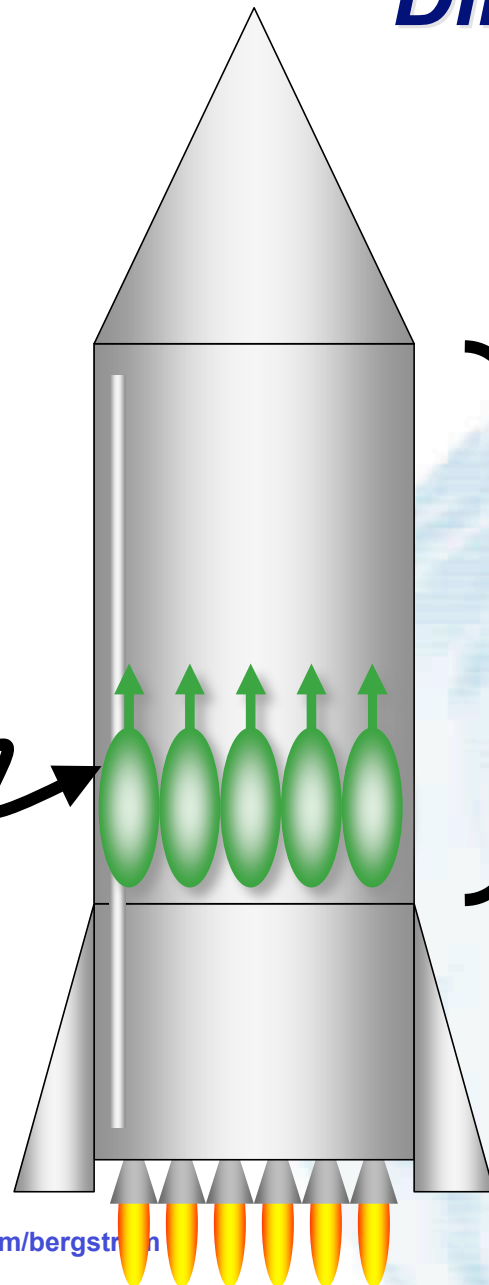
***Direction***

***Want***

***Gap***

***Current  
Reality***

***Strategic  
Leverage  
Areas***



# ***Team Planning Process***

## **1. Have in-depth conversations about the new direction**

- It is vital that each team member gains a shared understanding of the new direction.
- Conversations should be of length and quality to test each person's understanding and to identify any significant differences. Capture the common understanding and differences in writing.



# ***Team Planning Processes***

## **2. Identify integration and milestones for review with charter team.**

- Test the team understanding of the new direction with the charter team. Revise the written direction as appropriate.
- Identify important milestones that will signal a review with the charter team.
- Keep the charter team informed.

# ***Team Planning Processes***

## **3. The ideal future state**

- What is the ideal state you are trying to achieve?
- What are the new ways of thinking and working that will be required?
- Specify very concretely the behavioral changes that will ultimately be needed and identify the changes from the current culture that will be required.
- The team should consider the difficulties and challenges the organization will face in making the cultural change and have conversations with senior leaders about these challenges. This is particularly important when current systems and structures do not support the expected new behaviors.

# ***Team Planning Processes***

## **4. The current state**

- What is the current state? What is the gap between where we are today and where we want to be?
- Assessment of the current culture may be required (Approx. a one-half day exercise -see "Cultural assessments").
- The team should test its assessments with outsiders who can bring objectivity to the analysis.

# ***Team Planning Processes***

## **5. The gap**

- The best way to state the gap(s) is to concretely specify how thinking and working is done currently and contrast that with a clear statement of what the new thinking and working is to be.
- Example:
  - We currently reward each salesperson for meeting individual targets.
  - In the future, we should develop a compensation system that makes the sales group want to work together on the large, geographically dispersed accounts.

# ***Team Planning Processes***

## **6. Strategic issues to be addressed**

- There are many options to move from the current state to the ideal state. Some are much more strategic than others.
- Review the many options as a team. Test the options for highest organizational leverage in two ways:
  1. Move up the ladder of leverage from events to patterns to structures to mental models. Go as high as you can go.
  2. Try to use organizational strengths to move to new behaviors rather than trying to overcome weaknesses.

# ***Team Planning Processes***

## **7. Transition plans and change management processes**

- There are no pat solutions and no models that are preferred
- Use your own design and intervention skills or get a consultant
- The team should guide all processes - even if just in a steering committee role

# ***Team Planning Process***

## **8. Identify Short-term wins**

- Major change takes time - need early results.
- Make wins visible to a large number of people.
- Clearly relate them to the change effort.
- Make them unambiguous. Little argument.

# ***Team Planning Processes***

## **9. Change Leaders**

Change leaders must have:

- Credibility
- Clarity of vision
- Ability to articulate the vision



# ***Team Planning Processes***

## **10. Change Agents**

Change agent roles:

- Develop processes to make the change happen (often with the help of the team or team members)
- Catalysts and facilitators
- Often not formal leaders

# ***Additional Considerations***

There are two mechanisms for learning new concepts, new meaning of old concepts and new standards of evaluation:

- **Initiate a role model**
  - Providing role models works best if it is clear what the new way of working is to be and the concepts to be taught are themselves clear.
- **Keep inventing your own solutions until something works for you**
  - If we want learners to learn something that really fits into their personality, encourage learners to scan the environment and develop their own solutions.

# ***Team Leadership***

# ***Team Leadership***

Assist / direct the team in the initial steps:

1. Have in-depth conversations about the new direction
2. Identify integration and milestone reviews w/charter team
3. Develop the ideal future state
4. Identify the current state
5. Identify the gaps
6. Consider the issues that are most strategic to address
7. Develop transition plans and change management processes
8. Identify short-term wins
9. Identify change leaders
10. Identify change agents

# ***Meeting Planning & Execution***

1. Ensure each meeting purpose is clear to all.
2. Plan each meeting to achieve the purpose.
3. For complex agenda items, use processes that will have a high likelihood of success.
4. Allocate appropriate time to agenda items, but do not be a slave to the clock (be a slave to the purpose).
5. Work details offline.

# Team Leadership General Roles



<b><u>DOMAIN</u></b>	<b><u>TYPICAL ROLES</u></b>	<b><u>ACTIVITIES</u></b>
<b>DIRECTION</b>	<ol style="list-style-type: none"><li>1. Ensure team purpose clear</li><li>2. Establish direction</li><li>3. Cause team to set direction</li><li>4. Establish expectations</li></ol>	<ol style="list-style-type: none"><li>1. Process</li><li>2. Conversations</li><li>3. Process</li><li>4. Performance standards</li></ol>
<b>ALIGNMENT</b>	<ol style="list-style-type: none"><li>1. Provide direction/info.</li><li>2. Seek opportunities for team members to provide alignment.</li></ol>	<ol style="list-style-type: none"><li>1. Conversation</li><li>2. Conversation / processes</li></ol>
<b>MOTIVATION / INSPIRATION</b>	<ol style="list-style-type: none"><li>1. Provide information on your Desires/concerns/ feelings.</li><li>2. Engage team in identifying opportunities / concerns / barriers / plans</li></ol>	<ol style="list-style-type: none"><li>1. Conversations</li><li>2. Processes</li></ol>

# Team Leadership

## General Roles



<u>DOMAIN</u>	<u>TYPICAL ROLES</u>	<u>ACTIVITIES</u>
<b>PLANNING / BUDGETING</b>	<ol style="list-style-type: none"><li>1. Require meetings to be well planned and led</li><li>2. Establish expectations for planning / followup</li></ol>	<ol style="list-style-type: none"><li>1. Standards of performance</li><li>2. Conversation/process</li></ol>
<b>ORGAINIZING / STAFFING</b>	<ol style="list-style-type: none"><li>1. Assist team members to Increase capacity</li><li>2. Recognize what should / should not be done by the whole team</li><li>3. Reorganize team as needed.</li></ol>	<ol style="list-style-type: none"><li>1. Standards of performance / training.</li><li>2. Conversations / process</li><li>3. Conversation</li></ol>
<b>CONTROLLING/ PROBLEM SOLVING</b>	<ol style="list-style-type: none"><li>1. Hold the team accountable for actions, deadlines, etc.</li><li>2. Vary processes / decision Methods</li><li>3. Recognize healthy and disfunctional conflict</li></ol>	<ol style="list-style-type: none"><li>1. Standards of performance/ Conversations</li><li>2. Standards of performance / Process</li><li>3. Conversations</li></ol>

# ***The Seven Phases of Change***





# ***The Seven Phases of Change***

## ***Elizabeth Neeld Model***



### **1. Impact**

1. All change is impactful.  
Involuntary response.

### **2. Second Crisis**

2. Occurs when people sense a loss of an assumed future.

### **3. Observation**

3. Seeing the pluses and minuses of the situation.

### **4. The Turn**

4. Seeing new realities and beginning to set new goals.

### **5.Reconstruction**

5. Set new priorities / develop new skills. Replanning

### **6. Working Through**

6. Solving new problems, new roles. Overcoming obstacles

### **7. Integration**

7. The new way seems like the way it is supposed to be.

# ***Seven Elements of Change Communication***

## ***Elizabeth Neeld Model***



1. Define the opportunity or problem this change is in response to.
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7. Define commitments and next steps.

# ***Seven Elements of Change Communication***

## ***Elizabeth Neeld Model***



### **1. Define the opportunity or problem this change is a response to**

- Provide the case for action
- Identify uncertainties

### **2. Define the direction ahead**

- Provide all the information you have
- Explain work in progress or unknowns
- Tell them when the next communication will be

### **3. Define what is unchanged**

- Tell them the things that you don't plan to change
- Tell them what you know about things other's don't plan to change
- This provides an anchor

# ***Seven Elements of Change Communication***

## ***Elizabeth Neeld Model***



### **4. Define goals for new behavior**

- Tell them what you think will be required in the future
- Tell them what you want
- Tell them how your're going to help

### **5. Define the timeline**

- Tell them all the dates you can
- Tell all sequences of events that you know about
- Tell them timelines of future announcements or meetings

# ***Seven Elements of Change Communications***

## ***Elizabeth Neeld Model***



### **6. Define support**

- Define how you or others are going to assist them in transitions
- Identify new training
- Identify how staff can help each other

### **7. Define commitments and next steps**

- Define what you are committed to
- Define what you want your staff committed to
- Explain next steps or when they will know next steps.

# ***Cultural Assessments***

# ***Cultural Assessments***

## **1. Group processes preferred.**

- Group interviews are preferred over individual interviews for validity and efficiency. Group assessments usually take 1/2 day.

## **2. No survey/questionnaires.**

- Culture cannot be assessed by means of surveys or questionnaires.
- This is because one does not know what to ask and cannot judge the reliability and validity of the responses.

# ***Cultural Assessments***

## **3. Identify organizational issue or problem (The Focus)**

- A cultural assessment is of little value unless it is tied to some organizational issue or problem.
- The culture has an impact on how the organization performs, and the focus should initially be on where performance needs to be improved.
- Deciphering culture can be an endless task. You must have a specific focus or reason for want to understand your culture or you will find it boundless and frustrating.



# ***Cultural Assessments***

## **4. Strengths/Constraints**

- The assessment process should first identify cultural assumptions.
- Then, assess these in terms of whether they are strengths or constraints on what the organization is trying to do.
- Drawing on strengths is easier than overcoming constraints by trying to change culture.

# ***Cultural Assessments***

## **5. Subcultures**

- We should be sensitive to subcultures in the assessment process.
- We may need to do separate assessments of subcultures if they are relevant to the change process.

# ***Cultural Assessment***

## 6. **Assessment must be at the “Assumption” level**

- Culture can be described and assessed at the levels of artifacts, espoused values and shared tacit assumptions.
- Assessment at the “assumptions” level is vital.
- Unless you understand the shared tacit assumptions, you cannot explain the discrepancies that almost always surface between espoused values and observed behavioral artifacts.