Make Change Work for You: Effective Transitions

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Context & Introductions

1. Reframe Change as an Opportunity

1. Consider Organization Development Theories
   1. Hear Nonprofit Success Stories
   1. Reframe Your Stories of Change

2. Leave with Strategies to Engage Transitions Effectively

Introduce yourself
- Form a triad
- Share your name, organization, and a “change challenge” you are facing
“Culture Eats Strategy for Lunch”

Peter Drucker
Culture Change
Whittier International Elementary School

Leadership Challenge:
• History of test scores well below state & national averages
• Persistent student mobility and poverty
• A slate of veteran teachers with limited will to change

Leadership Qualities/Strategies:
• Created learning communities among teachers
• Demonstrated a form of collaborative leadership by learning through collaboration
• Using knowledge of and access to practices based on evidence

Results:
• Made academic targets each year
• Created and became authorized International Baccalaureate Primary Years Program (IB-PYP)
• Went from 270 to 500 students
• Memorandum of Agreement with teachers union to not use seniority in hiring
**Distributive Leadership**

**Neighborhood House**

<table>
<thead>
<tr>
<th>Leadership Challenge:</th>
<th>Results:</th>
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</thead>
<tbody>
<tr>
<td>• Top-down, leader-led, bureaucratic, low-risk, highly centralized, controlled organization</td>
<td>• A culture of innovation quickly emerged</td>
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| Leadership Qualities/Strategies | | | |
|---------------------------------|----------------------|----------------------|
| • Unleashed talent & energy at all levels & invested in the organizational culture | • Became known for emergent practice, funders were attracted to the innovations and impact of programs |
| • Became a horizontal, leader-full organization that engaged many members to help redesign the organization, its process, and even its strategic plan | • Culture audit showed a staff that were excited and engaged in working in a mission-focused organization that was doing things that mattered in the community |
| • Created simple attractors to staff work groups: simplify, increase transparency, engage and involve different people with different ideas (instead of the usual suspects) | | |
Leadership Questions

1. **What can I unleash?** Unleash energy and talent.

1. **What interactions will make this work? What is the largest possibility in this situation?** Connect and integrate the organization and its external environment.

1. **How do I welcome resistance?** Resistance is incorporated and welcomed as diversity of perspective/opinions that enhances quality of decision making.

1. **How do I influence the field (or culture)?** Keep the organization in motion. Foster a culture that is constantly evolving, learning, and experimenting.

1. **How can I transform energy? How do I use the energy of the larger systems to help me design sustainable change?** Design change in a way that is sustainable and once in place does not require additional resources.
Lewin’s Force Field Analysis

Strengthen

Forces for change

Present State

Diminish

Forces for maintaining the status quo

Desired State

Team Performance Anecdote
Team Factors

Factors Supporting Team Performance

- Excitement around new program
- Good mix of seasoned veterans and new hires with fresh ideas
- High demand
- Supportive and strong leadership
  - Mission-driven
- Highly motivated, skilled and flexible staff
- Positive attitudes and open communication

Factors Hindering Team Performance

- Role confusion
- Lack of team recognition
- Little time for learning and process improvement
- Lack of long-range thinking
- Sporadic team meetings and communications
- Being overwhelmed
Organizational Factors

Factors Supporting Team Performance
- High visibility
- Well resourced growth area
- High demand for product
- Dynamic, entrepreneurial and results-oriented leadership
  - Mission-driven
- Highly motivated and skilled personnel dedicated to unit

Factors Hindering Team Performance
- High visibility with "more criticism than praise"
  - Low value given to reflection / learning
- Lack of long-range, unifying vision
- Unbalanced work/life mix, high risk for burnout
  - Low transparency
Transition Curve

Ending
- Denial
- Anger
- Shock

Fear
- Anger
- Frustration
- Confusion
- Stress

Approach
Avoidance
Neutral Zone

New Beginning
- Hope
- Energy
- Anxiety
- Enthusiasm

Impatience
- Acceptance
- Skepticism
- Creativity

Bridges – Leader’s Role in Times of Transition

**Act 1 Before the Transition**
- Start Selling the Problem
- Create 1 Minute Speech about “What the Change is” & “Why Necessary”
- Assess Level of Trust in Organizational Leaders

**Act 2 During the Ending**
- Don’t Overreact to Resistance & Opposition
- Patiently Provide information that will be Forgotten
- Define what to “Let Go Of” and what to “Not Let Go Of”
- Symbolically Dramatize Endings

**Act 3 In the Neutral Zone**
- Clarify New Priorities & Reinforce them with Practice & Rewards

**Act 4 During the New Beginning**
- Don’t be Wedded to Plans – Focus on Outcomes
- Reward New Behaviors & Attitudes

**Act 5 After the Transition**
- Take Stock of how you and the organization fared during the Transition
- Assess Organization’s Transition-ability. Communicate to Leaders

- Express Concern for Employees & Managers
- Listen
- Take Stock of your own Transition and Determine what you need to End
Putting it into Practice

- Communication is the medium of change
- Learning occurs through reflection/action and through examining opposing perspectives, both internally and interpersonally
- Transforming internal dialogues allows us to unleash transformative capacity in our organization.

Four Types of Conversations that Lead to Change (Ford & Ford, 1995)

- **Initiative Conversations** - Express our Desire for Change
- **Understanding Conversation** - Clarify our Understanding of What is Necessary for Change and Developing a Shared Language
- **Performance Conversations** - Doing the Work; Producing Results
- **Closure Conversations** - Bring an End to the Change Process
Conversational Learning

Learning through Conversation Involves Bringing Opposing Perspectives Into a Dialogue Process—Make Sure All are Present

Table 1   Five dialectics

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<thead>
<tr>
<th>Apprehension</th>
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<tbody>
<tr>
<td>Reflection</td>
<td>Action</td>
</tr>
<tr>
<td>Epistemological discourse</td>
<td>Ontological recourse</td>
</tr>
<tr>
<td>Individuality</td>
<td>Relationality</td>
</tr>
<tr>
<td>Status</td>
<td>Solidarity</td>
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Change Begins With You

Instructions for Break-out Work: The Final Word

1. Form Triads

1. First presenter: Share a change challenge and reframe to an opportunity with a new strategy /3 minutes

1. One minute reactions and suggestions from other two participants/2 minutes

1. Final Word- original presenter/1 minute

1. Three rounds/6 minutes each
Thank You!
Please Contact Us with Your Questions

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