
Leading in a time of change

Lawrie Phipps

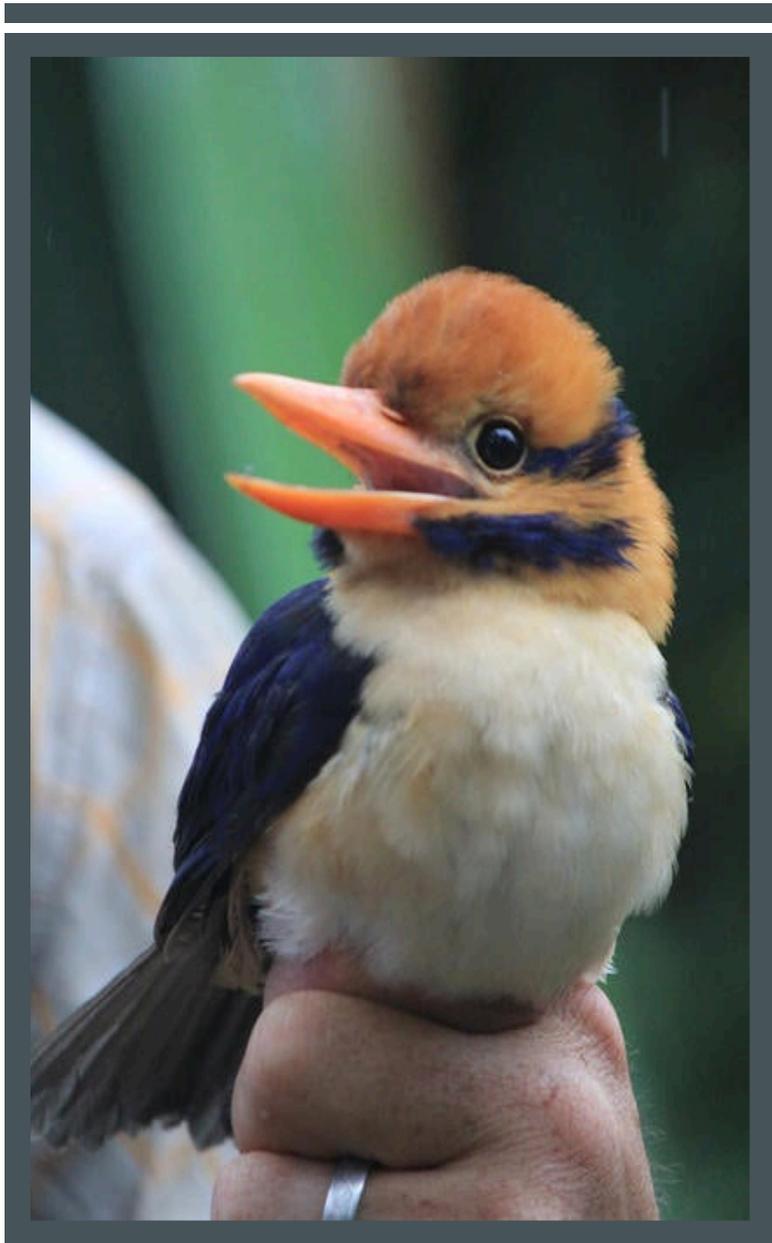


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- 
- This session, and
 - Followed by a workshop
 - They might flow into each other....



Change

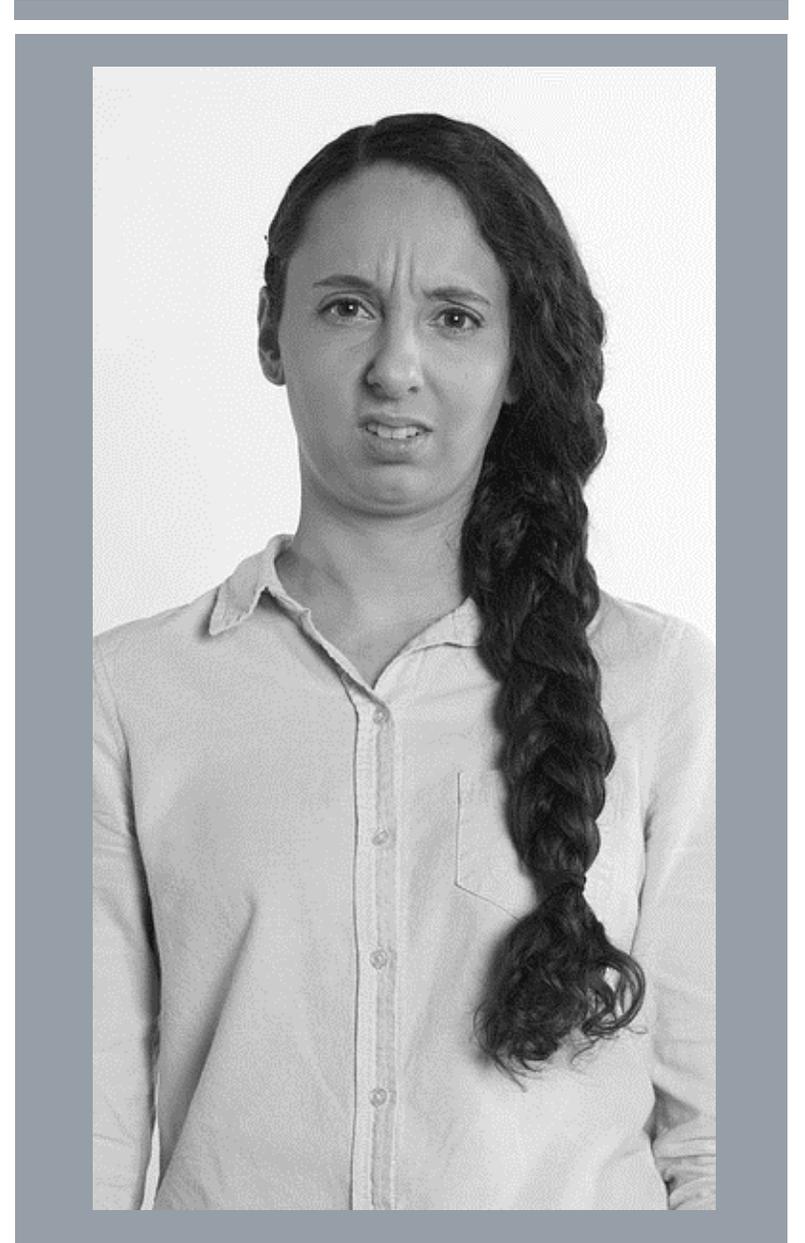
“It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than a new system.”

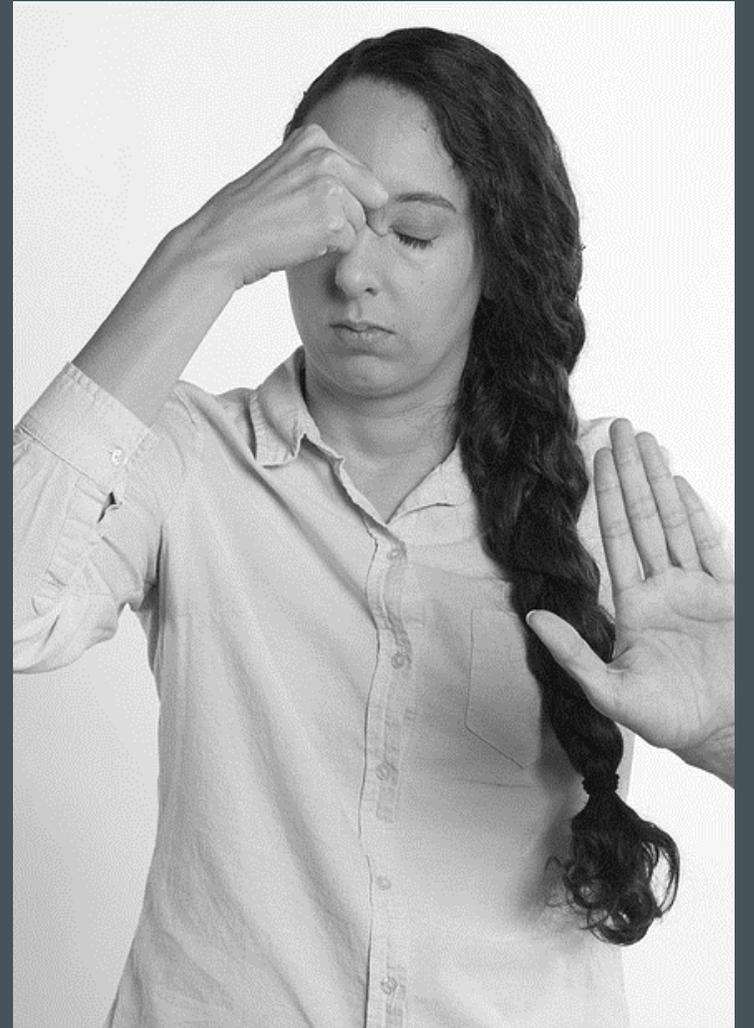
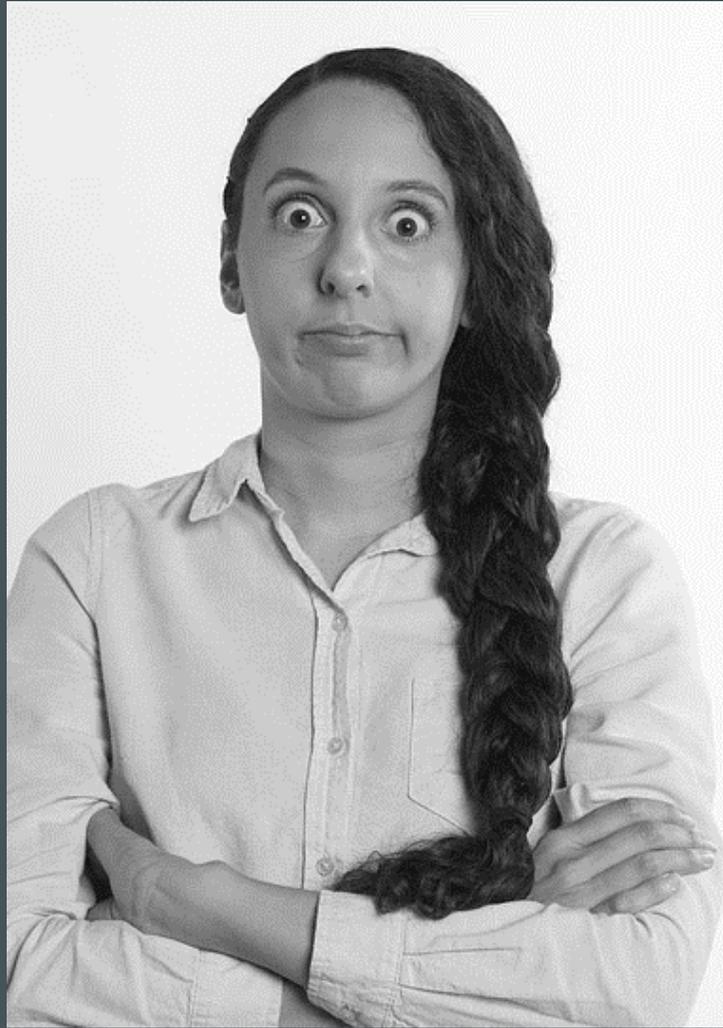
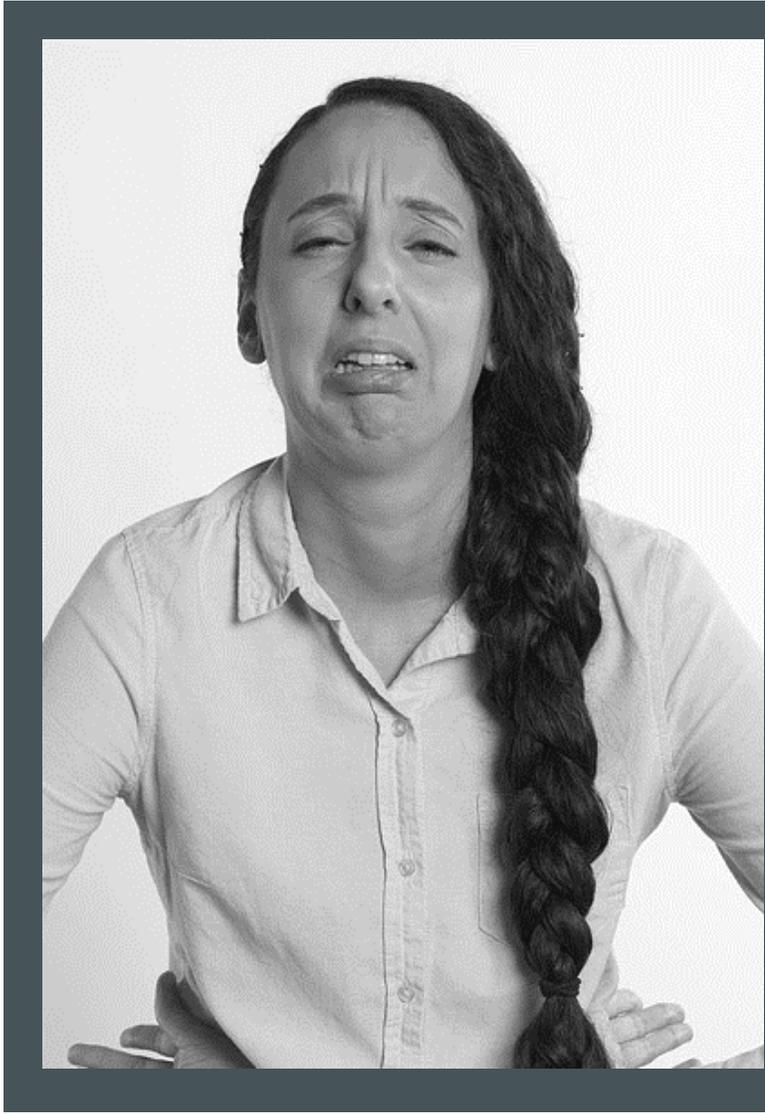


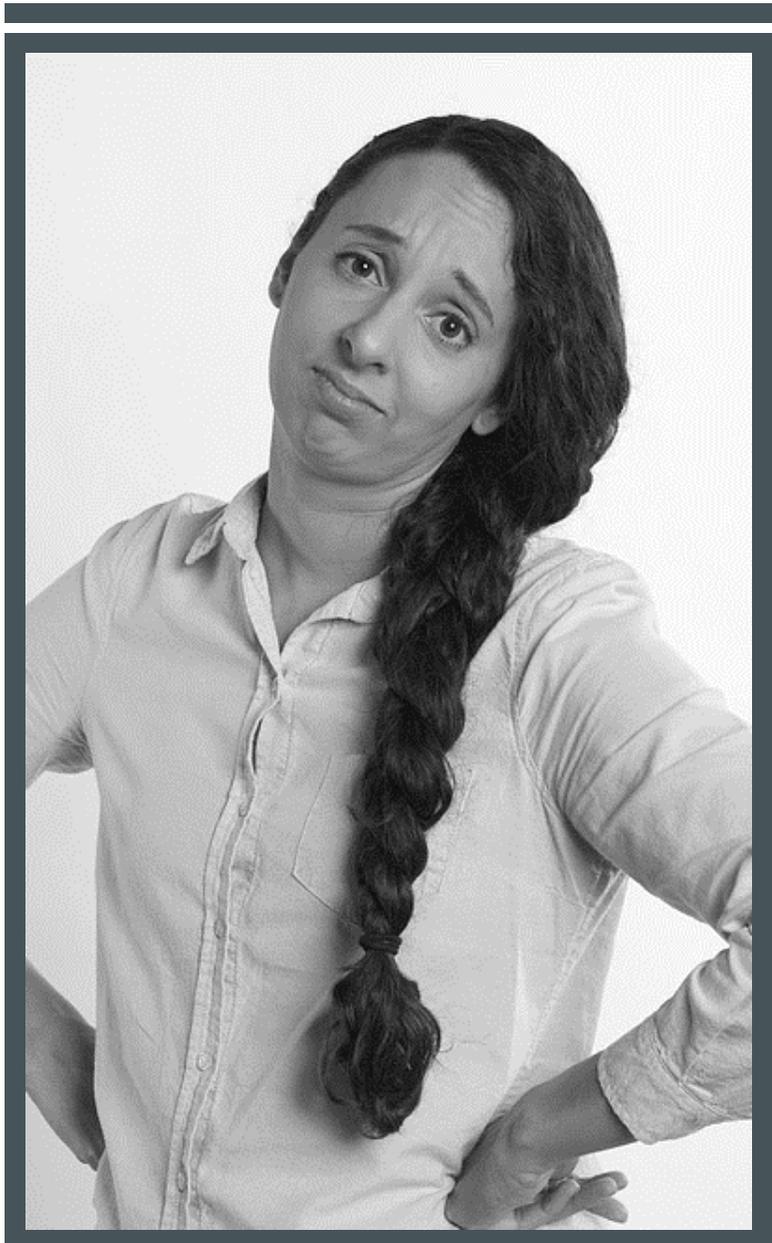
Why do things change?



Our instinct, or at least the instinct for a lot of people you manage or lead, is to ask, “how will things change?”



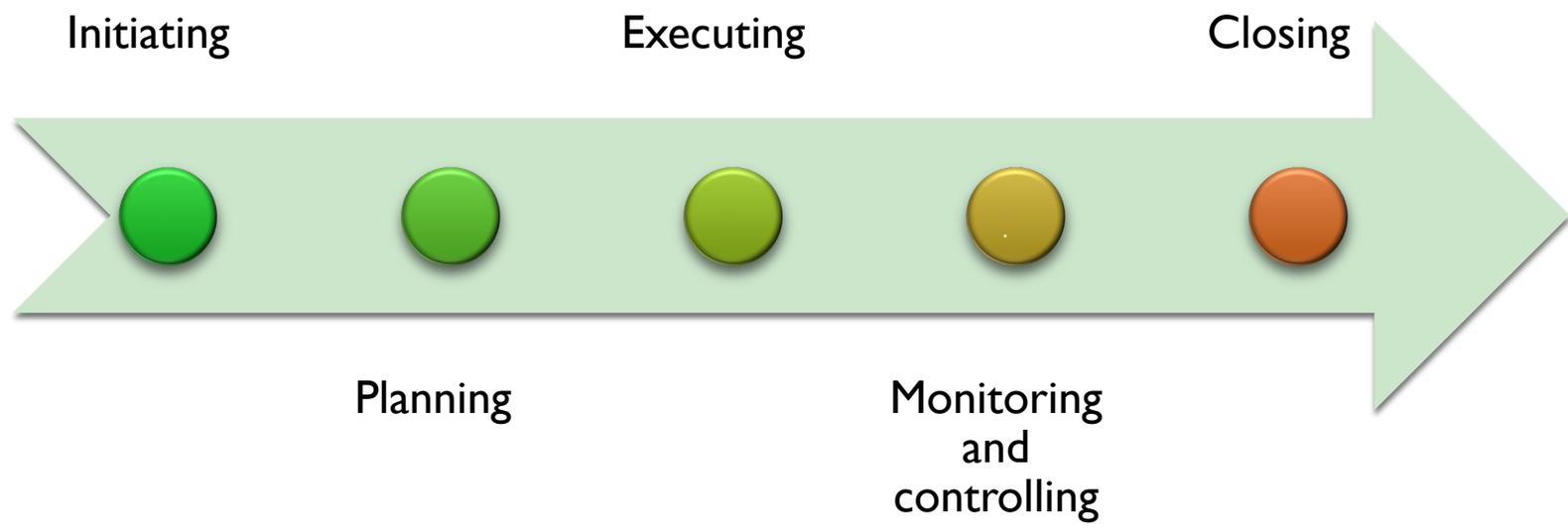




“Yeah, yeah, whatever, let’s just get on with it”



Which is great if you are doing
project management



- Structure
- Budgets
- Resource allocation
- Schedules
- Tracking
- Risk and mitigation
- Reports on performance and compliance



Some assembly may be required

Change Management



Supercomplexity

Universities in a time of uncertainty, unpredictability, challenge and change

Complexity vs Supercomplexity

A time of almost
constant change

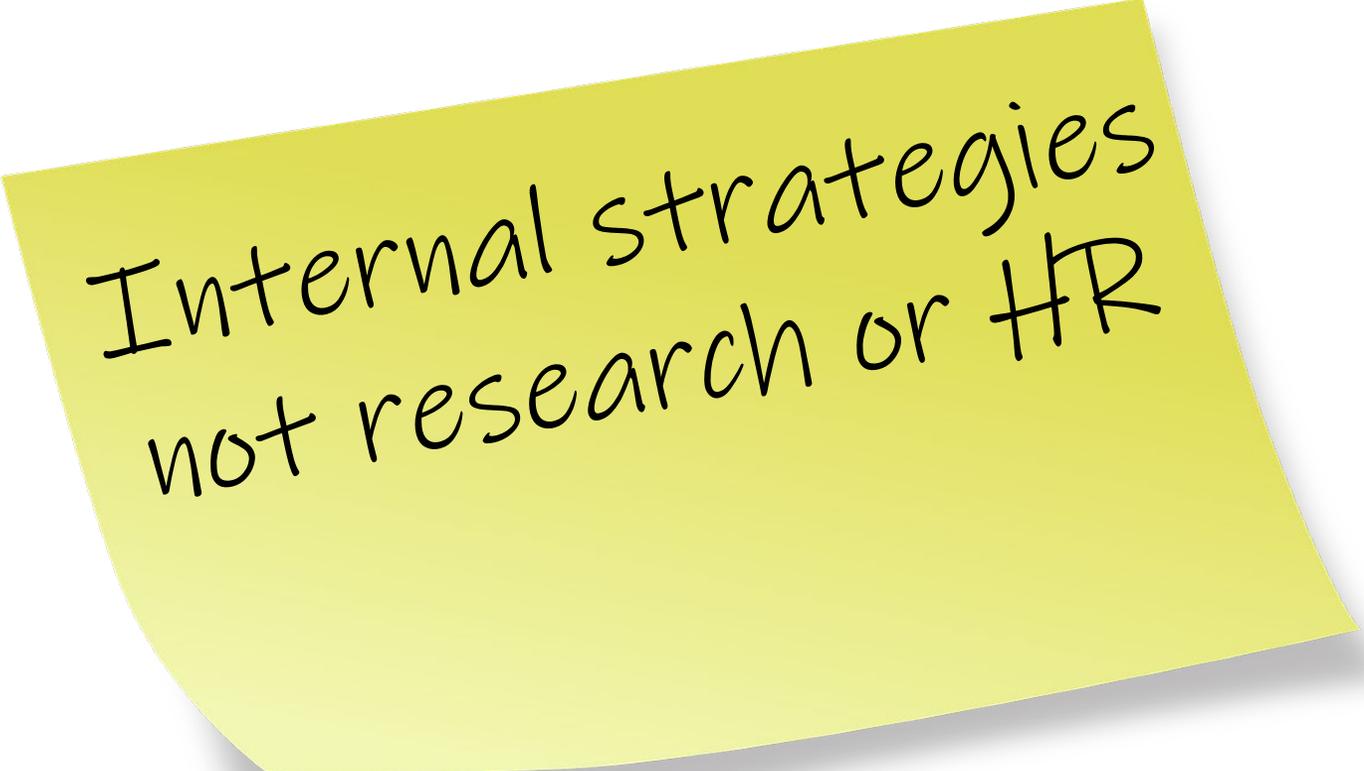




External diversions
or distractions



What is the most common response when
a “driver” initiates a change?



Internal strategies
not research or HR



What does your estates
strategy say?





The internal design of the university environment must fully support pedagogical approaches that the university are seeking to implement and that meet our vision. Our facilities need to provide a ‘people-centred’ working environment that is designed around the experience of the occupants that demonstrates that they are highly valued and enables outstanding levels of achievement through the provision of ‘state-of-the-art’ technology and equipment.

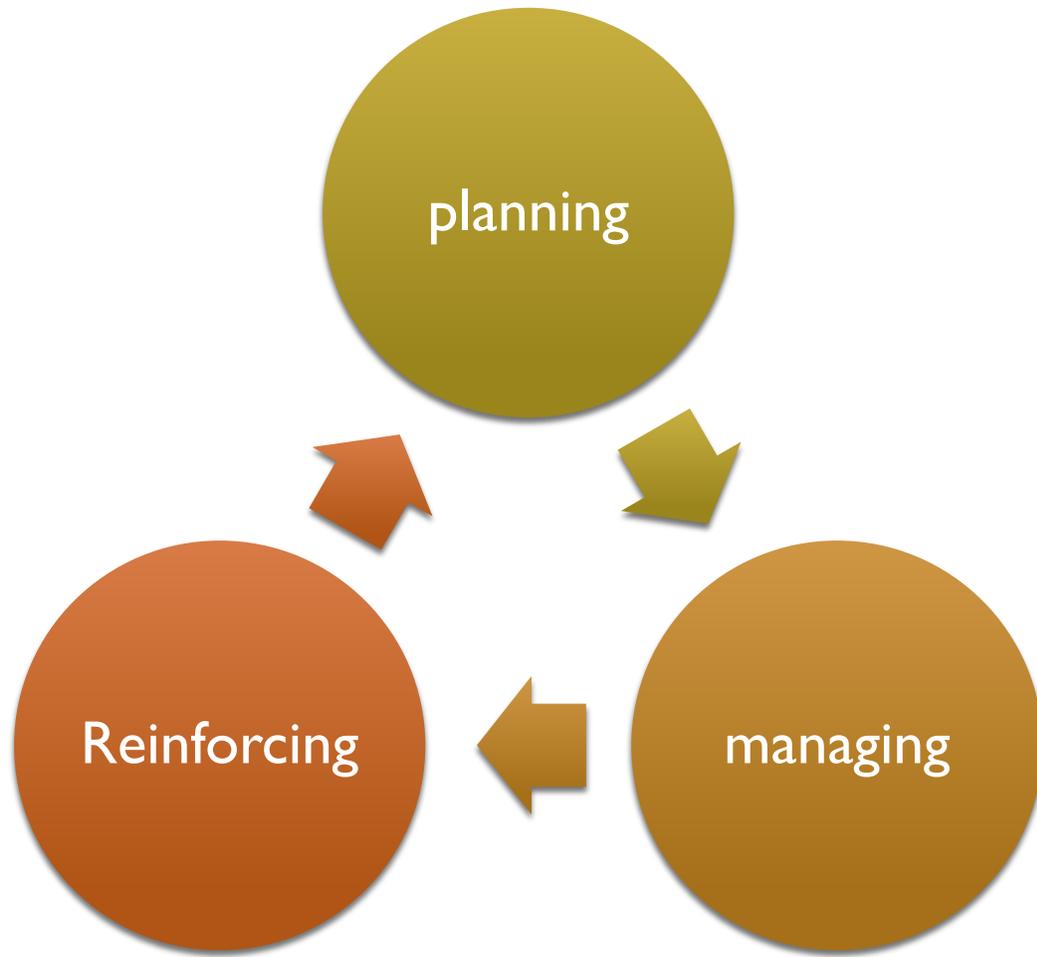
(this by 2021)



How have you responded to The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018







- Communicating
- Mentoring
- Coaching
- Training
- Resistance managing

Change and change management is centred around people

Elements for leading change



Communication



Sponsors



Coaching and mentoring



Staff development



Managing resistance



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Elements for leading change



Communication



Sponsors



Coaching and mentoring



Staff development



Managing resistance



Communication*

- Plan
 - Right message > Right time > Right format > Right channel
- Audience
 - Targeted
 - Focused on what they care about

Sponsors

- Active in the change
- Ability to build a coalition – to network
- Leading on the communication

Coaching and Mentoring

- If you have coaches use them
- Listen to what is being said
- Coaches and mentors communicate the change in context
- Identify and manage resistance*
- Recognise and reward

Staff Development

- What do individuals need
- Preparation – not retrofitted
- Evaluate
- What next

Why Resist?

- Anxiety and fear of the unknown
- Uncertainty of success
- Organisational History
- Impact on role
- Trustworthiness of the sponsor
- Personal “stuff” (health, mobility, family status, finance – other)

Managing Resistance

- Anticipate – don’t be surprised
 - Messaging
 - Benefits
 - Why change?
- Upskill – upsell
- Open conversations and transparency (where you can)
- Listen and react, listen again
- Continual reinforcement of why, the benefits and a vision for when it is done

PLEASE

ENOUGH WITH ALL THE CHANGE

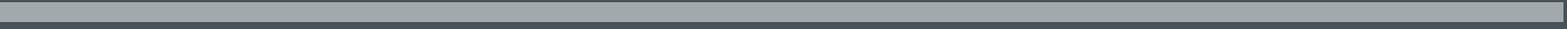
imgflip.com



We're going to hire a director of change management to get our people on board with the new strategy

Or we could produce a strategy that makes sense to our people, so they want to embrace it?

That sounds hard....
Let's hire someone



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Culture and Alignment

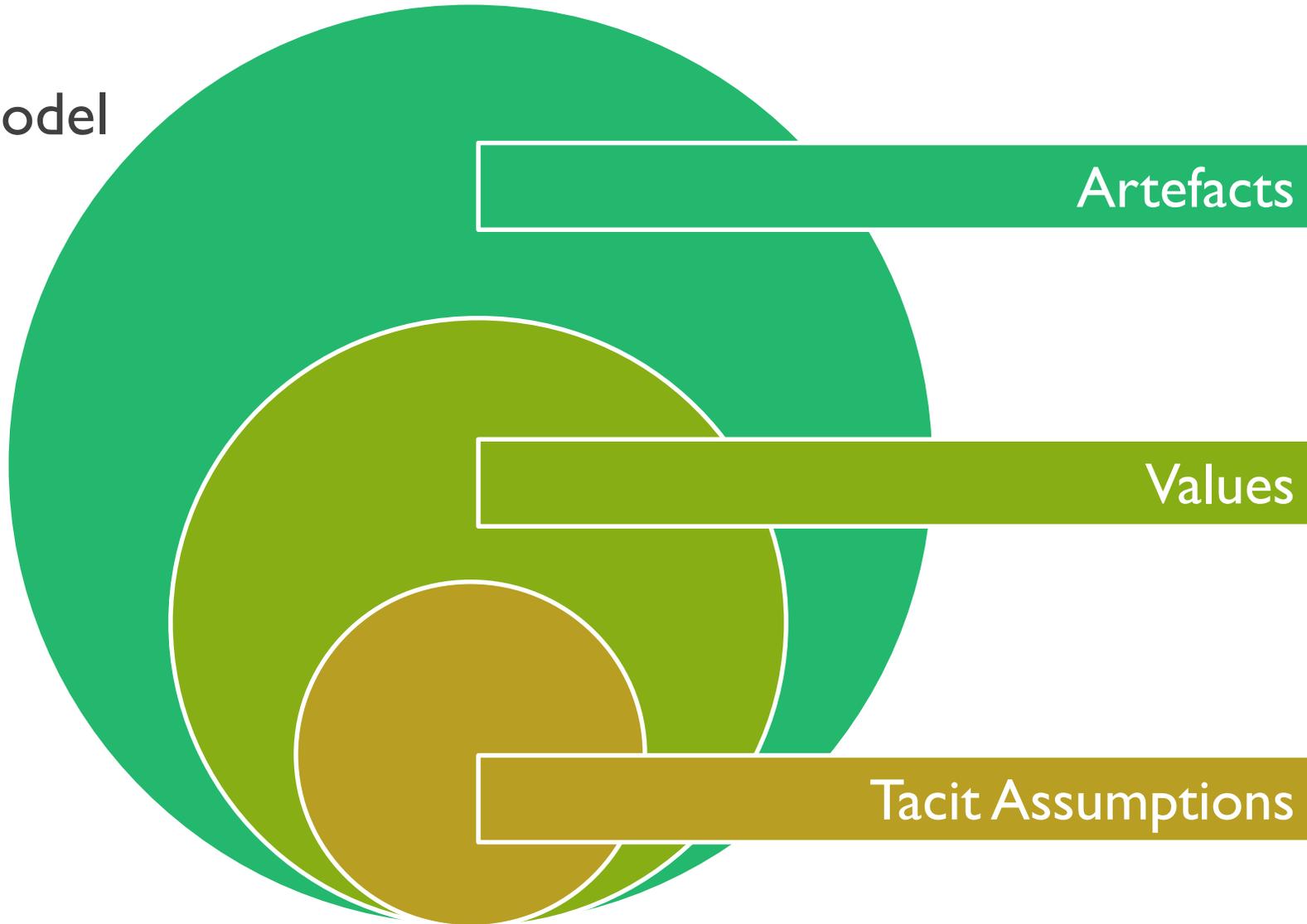


For change to be successful you need to analyse the culture of your organisation and evaluate the potential impact

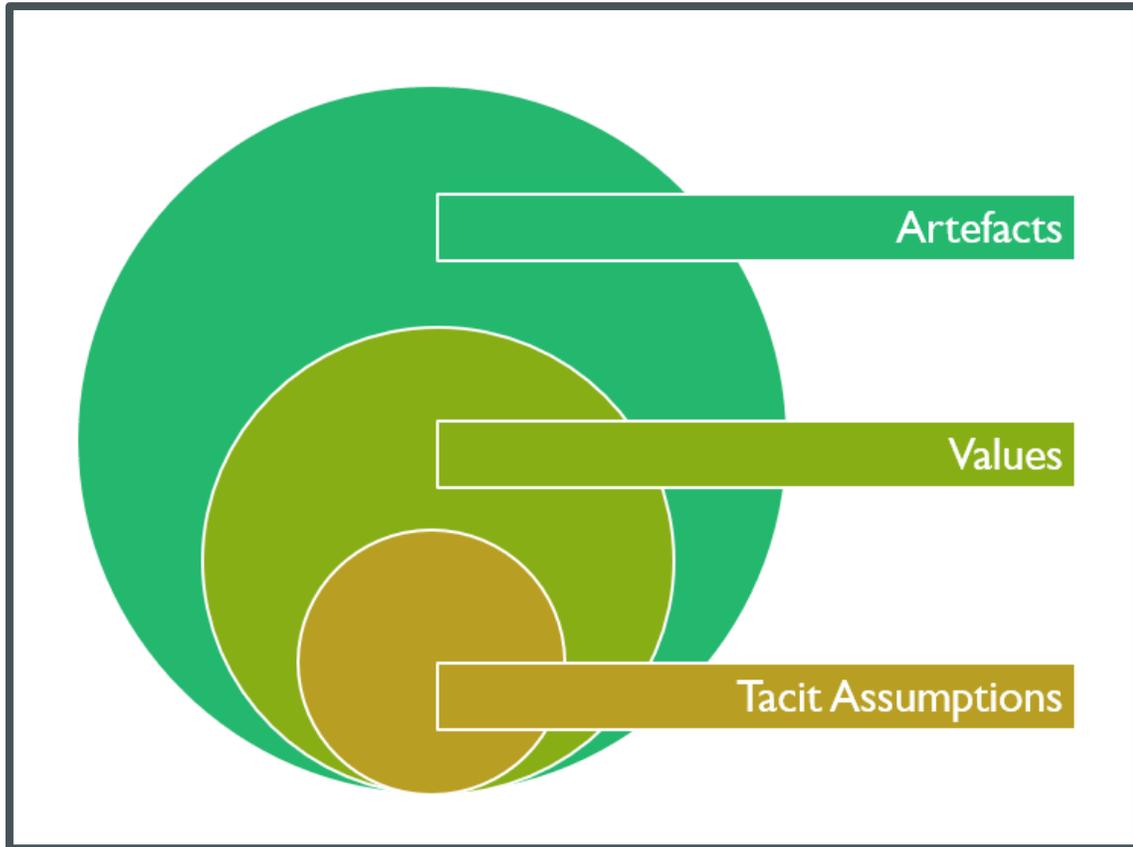


If there is a dissonance between the cultural norms and how individuals view the new practice the task can be much harder to achieve.

Schein's model

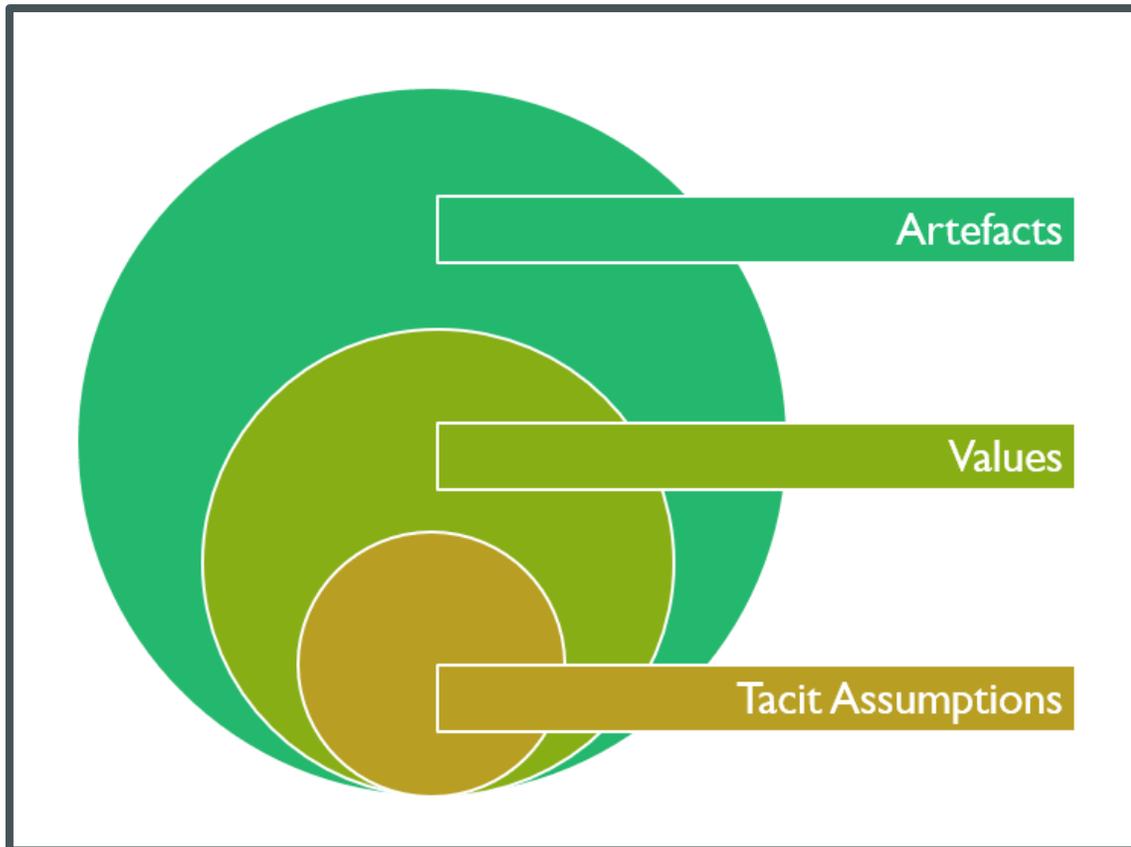


Artefacts

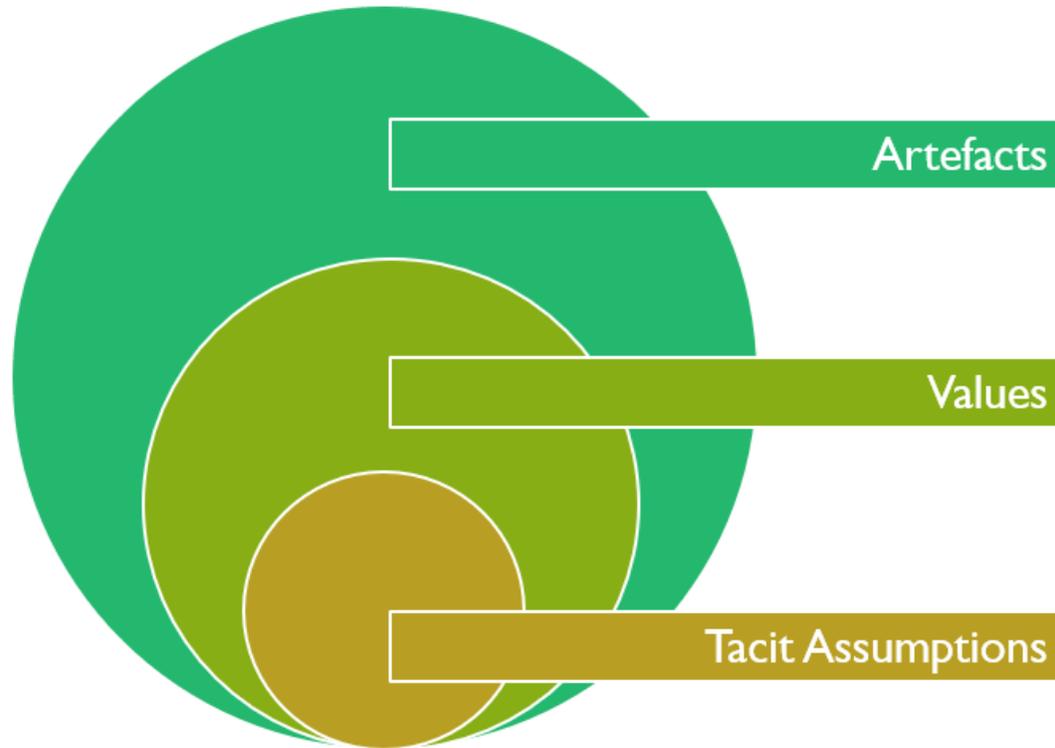


- At the first and most cursory level of Schein's model is organisational attributes that can be seen, felt and heard - collectively known as artefacts
- Examples:
 - offices, visible awards and recognition,
 - how each person visibly interacts with each other and with organisational outsiders,
 - Slogans and mission statements

Values



- Professed & Shared values are individuals' preferences regarding certain aspects of the organisation's culture (e.g. loyalty, customer service).
- At this level, local and personal values are widely expressed within the organisation.
- Basic beliefs and assumptions include individuals' impressions about the trustworthiness and supportiveness of an organisation, and are often deeply ingrained within the organisation's culture.



Tacit Assumptions

- At the third and deepest level, the organisation's tacit assumptions are found.
- These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organisational members.
- Additionally, these are the elements of culture which are often taboo to discuss inside the organisation.
- Many of these 'unspoken rules' exist without the conscious knowledge of the membership.

What are the Tacit Assumptions in your organisation

On post-its

Academics always
take precedence

Marketing always
say no

Feedback



This is the starting point of understanding where you are with a change process – anticipating the responses



Imagine you have made the change

What are the signs of success?



Compliance

- Action Orientated
- Focus on near future
- You and They
- Below Radar
- Uncomfortable with deadlines

Commitment

- Results Orientated
- Focus on vision and strategy
- We and Us
- Opportunities to stand out
- Ahead of the curve



Workshop

Activities



In Groups



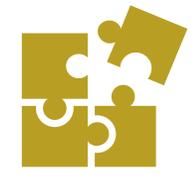


Activity One: something that is changing



What's happening?

List the changes



Why is it happening?

What is the purpose of the changes, list the benefits



What are the details?

What are the specifics, what are processes,



Who?

Who will need to change, who will need to participate

Talk each other through the sheets – ask open questions

Feedback

How did it feel?



Anybody know what this is?





Communication is key



- Identify who is leading the change and who do they report to?
- Answer the questions
 - "Why is this change happening?"
 - "What is the risk of not changing?"
 - "What's in it for me?"
- Don't delegate communication
- Preparing the communicators to deliver effective communications and have the necessary conversations? (e.g. research supervisors)
- Find the best ways to reach the audience, don't rely on a single channel.
- Evaluate how the message (if the message) was received.

Activity: Communication



Create a timeline for communicating the change



Create an all staff email about the change (no more than 350 words)



Create a single tweet in response to the Times Higher Tweeting *“I hear its all change over at the University of XX, looks like trouble is brewing”*



How could you evaluate how, and if, the communication is received?

Feedback





Thank you for inviting me!

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