



Tempus



Leading Change

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The Gallery Talk

The **Gallery Walk** connects learners to each other and learners to the training topic in a number of interesting, interactive ways. Questions to be answered on flipcharts →

- ▶ What are the important issues you want to learn in this training?
 - ▶ What is one fact you already know about this training topic?
 - ▶ What is your strength (related to the topic)?
- 

Main topics on First Day

- ▶ Leadership styles
 - ▶ Traits of Effective Leaders
 - ▶ Leadership Continuum Model
 - ▶ Motivation
 - ▶ Expectancy Motivation Theory
 - ▶ Better Communication
 - ▶ Coaching Guidelines
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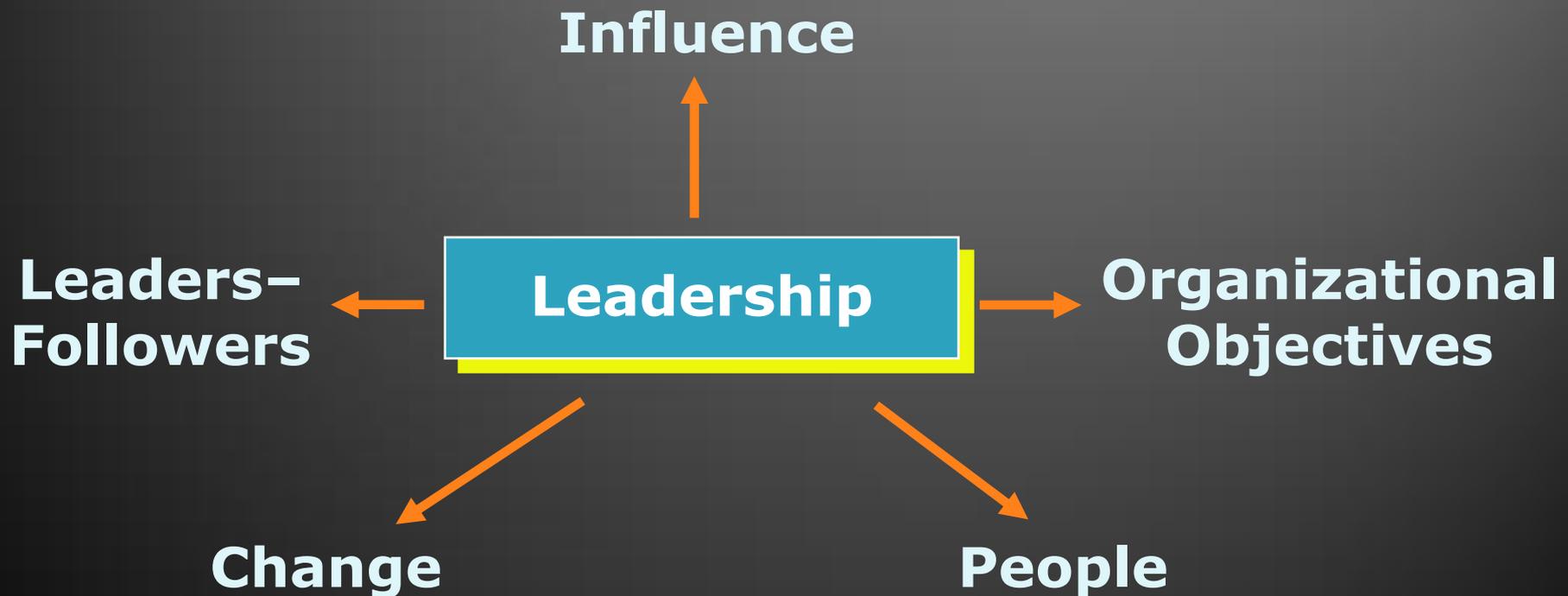
Why Leadership is Important

- ▶ For individual career success and organizational performance: the success of individual careers and the fate of organizations are determined by the effectiveness of leaders' behavior.
- ▶ For employee recruitment and retention: the organization's leaders must foster a leadership mentality throughout the organization.
- ▶ The past few years well-publicized corporate failures have pointed to the critical role that leadership plays in the success or failure of organizations.

Defining Leadership

- ▶ Leadership is the influencing process of leaders and followers to achieve organizational objectives through change
- ▶ Leadership is the process of influencing others to understand and agree about what needs to be done, how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

Key Elements of Leadership



Are All Leaders Managers?

- ▶ Manager = formal title and authority
- ▶ Leader = person (manager or nonmanager) with influence
- ▶ Follower = person influenced by a leader

“... there can be no leadership without followership. Effective leaders, have at one time or the other been followers. They can therefore relate with issues that their team members have to grapple with”.



Jim Rider / South Bend Tribune

Effective Leaders

- ▶ Know when to lead and when to follow
- ▶ Influence followers to support organizational interests
- ▶ Provide direction
- ▶ Set challenging objectives and lead the charge to achieve them
- ▶ Influence change for continual improvement
- ▶ Enjoy working with people

Discussion Question #3

Are leaders born or made?

Are Leaders Born or Made?

- ▶ Most researchers say the answer is both
- ▶ Some are born with natural ability and develop it
- ▶ Some are developed through effort and hard work
- ▶ All people have potential leadership skills
- ▶ Organizations spend millions of dollars every year to develop leadership skills of their employees

Traits of Effective Leaders



Leadership Behavior and Leadership Style

- ▶ Behavior is based on traits and skills
- ▶ Relationships between leaders and followers are based on the leaders' traits and attitudes
- ▶ Relationships are good predictors of employee behavior and performance
- ▶ Leadership style is the combination of traits, skills, and behaviors leaders use as they interact with followers

University of Iowa Leadership Styles

Autocratic-----Democratic

- ❑ **Autocratic:** Leader makes decisions, tells employees what to do, and closely supervises them
- ❑ **Democratic:** Leader encourages participation in decisions, works with employees to determine what to do, and does not closely supervise them

Autocratic

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"SORRY, BENSON, BUT I AUTOMATICALLY FIRE ANYONE WHO COMPLAINS THAT I'M TOO AUTOCRATIC."

Autocratic

Manager takes control of all situations and dictates how things are to be done.

Negatives

- 👉 employees may become “over-dependent” on this manager**
- 👉 can lead to backlash or conflict**
- 👉 inhibits creativity**

Democratic

Consults with employees and involves them in decision making and problem solving

Positives

- 👉 builds team spirit through involvement**
- 👉 increases employee job satisfaction**
- 👉 employees function better when manager is absent**

Democratic

Consults with employees and involves them in decision making and problem solving

Negatives

- 👉 **often slows down decision making and even production**
- 👉 **hard to be “boss” sometimes**
- 👉 **only effective if employees are worthy**

Leadership Continuum Model

- ▶ Is used to determine which one of seven styles to select, based on one's use of boss-centered versus subordinate-centered leadership, to meet the situation (boss, subordinates, situation/time) in order to maximize performance

Tannenbaum and Schmidt's Leadership Continuum Model

Autocratic Style

Participative Style

1. Leader makes decision and announces it to followers individually or without discussion.

2. Leader makes decision and sells it to followers.

3. Leader presents ideas and invites follower questions.

4. Leader presents tentative decision subject to change.

5. Leader presents problem, gets suggested solutions, and makes the decision.

6. Leader defines limits and asks the followers to make a decision.

7. Leader permits followers to make ongoing decisions within defined limits.

Pair Share

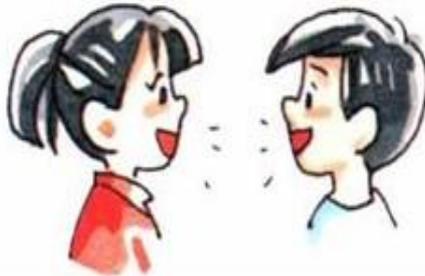
Timed



Pair

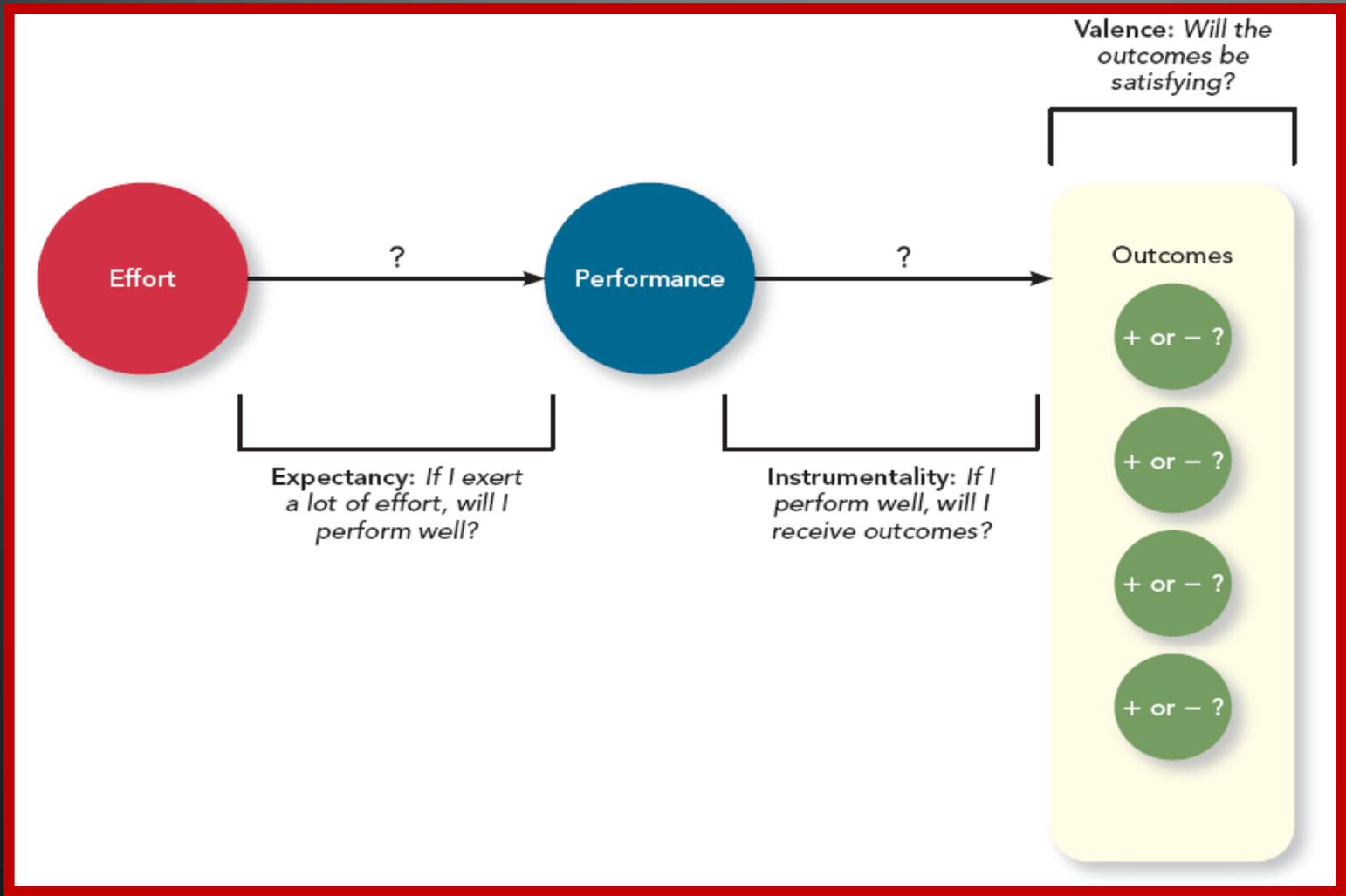


Share



- ▶ *Turn to your neighbor—the person sitting next to you—and tell him the most important fact you have learned so far.*

Expectancy Theory



Expectancy Theory, Cont'd

- ▶ **Expectancy** represents the belief that exerting a high level of effort will result in the successful performance of some task.
 - ▶ **Instrumentality** represents the belief that successful performance will result in some outcome(s).
 - ▶ **Valence** reflects the anticipated value of the outcomes associated with performance.
- 

Motivating with Expectancy Theory

- ▶ Clearly define objectives and the required performance to achieve them
- ▶ Tie performance to rewards
- ▶ Be sure rewards are of value to the employee
- ▶ Make sure employees believe you will do what you say you will do

Communication and Leadership

- ▶ Leadership is about influencing others and building relationships, which are based on communications
- ▶ There is a positive relationship between communication competency and leadership performance.
- ▶ Two important parts of leadership communication are sending and receiving messages

Planning the Message

- ▶ What is the goal of the message?
- ▶ Who should receive the message?
- ▶ How will you send the message?
- ▶ When will the message be transmitted?
- ▶ Where will the message be transmitted?

The Oral Message–Sending Process

Develop rapport



State your communication purpose



Transmit your message



Check the receiver's understanding



Get a commitment and follow up

The Message-Receiving Process

Listening

- Pay attention
- Avoid distractions
- Stay tuned in
- Don't assume and interrupt
- Watch nonverbal cues
- Ask questions
- Take notes
- Convey meaning

Analyzing

- Think
- Wait to evaluate until after listening

Checking

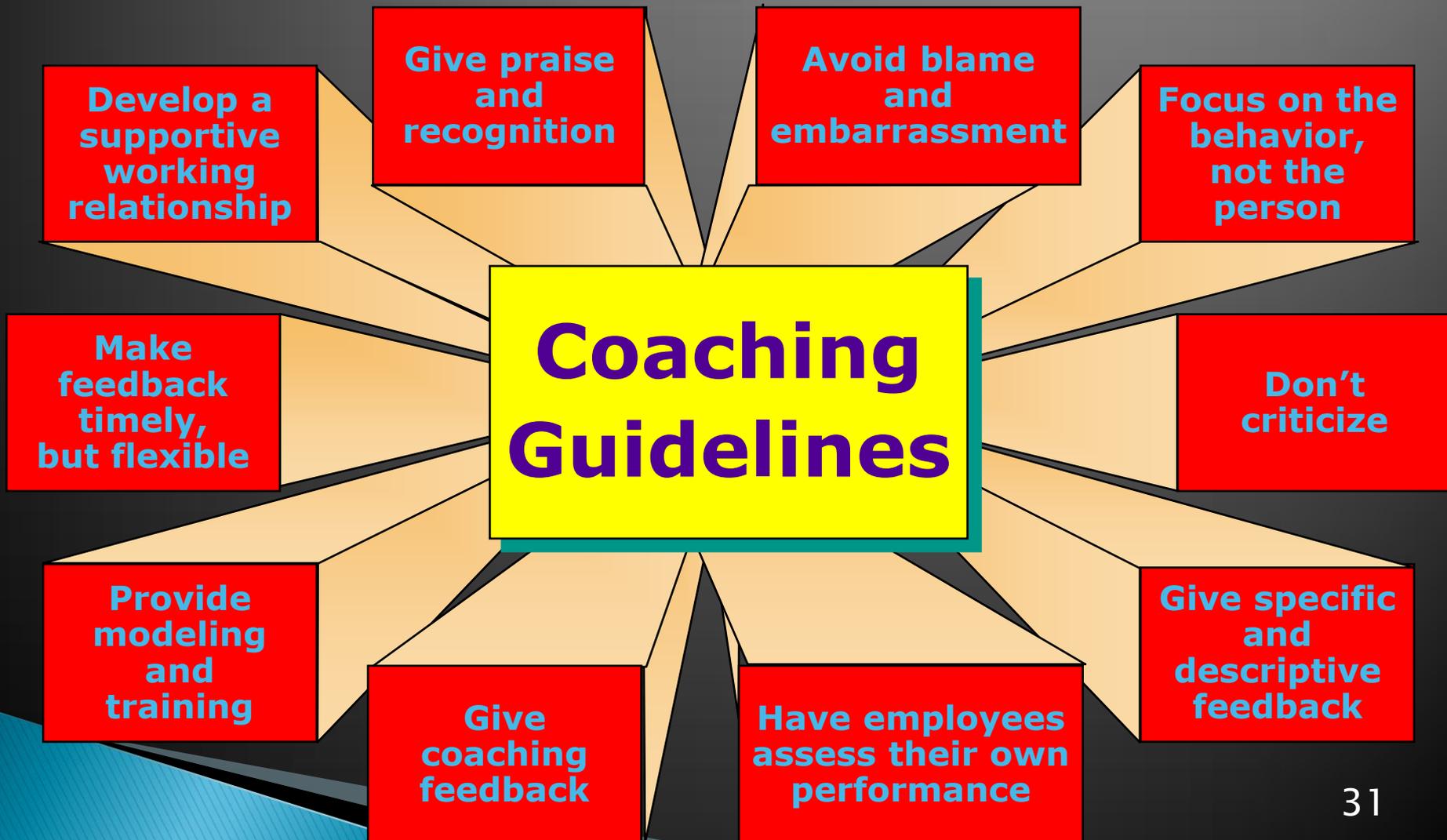
Understanding

- Paraphrase
- Watch nonverbal cues

Coaching

- ▶ Is the process of giving motivational feedback to maintain and improve performance
- ▶ Is designed to maximize employee strengths and minimize weaknesses
- ▶ Is an important part of leadership development

Coaching Guidelines



Main topics on Second Day

- ▶ Transformational Leadership
 - ▶ Transactional Leadership
 - ▶ Role of Leadership in implementing Change
 - ▶ Change Management Process
 - ▶ Minimizing Resistance to Change
 - ▶ Group discussion regarding the change in university
- 

Transformational Leadership vs. Transactional Leadership

- ▶ **Transformational leadership**
 - Serves to change the status quo by articulating to followers the problems in the current system and a compelling vision of what a new organization could be
- ▶ **Transactional leadership**
 - Seeks to maintain stability within an organization through regular economic and social exchanges that achieve specific goals for both the leaders and their followers

Transformational Leadership

- Inspires followers to go beyond self-interest and act for the good of the organization
- Leaders are described as influential, inspirational, and charismatic
- Serves to change the status quo by articulating to followers the problems in the current system and a compelling vision of what a new organization could be
- Creates significant change in both followers and organizations
- Creates and shares knowledge at the individual and group levels
- Emphasize the importance of group values and focus on collective interests

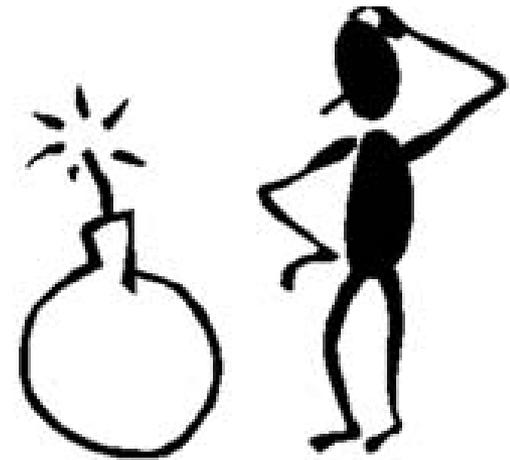
Implementing Change

- ▶ Organizational change is an alteration in an organization's alignment with its external environment
- ▶ Organizations spend millions of dollars on change efforts
- ▶ Change can be transformational or incremental
- ▶ Organizational change is any transition that requires a change in human performance

Your Perceptions of Change

What are your reactions when you hear the word 'change'?

- Negative perceptions
- Positive perceptions



The Need for Change

- ▶ Rapid environmental changes are causing fundamental transformations that are having a dramatic impact on organizations and presenting new opportunities and threats for leadership

The Forces for Change...

External Forces

Technology
Economy
Market Niche
Human/Social Needs and values
Government Policies

Internal Forces

Leadership and Vision
Workforce Demographics
Employee Dissatisfaction
New Ideas
Performance Failures

**What can we change in a
university?**



Exploring the Forces...

First, by yourself... Identify the external and internal forces for change that you see putting pressure on this organization....



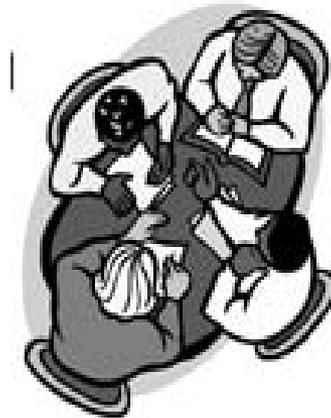
Then, as a group...

- ✓ Discuss your individual lists.
- ✓ Explore agreement on the key forces.
- ✓ Identify the consequences if the organization doesn't respond effectively to these forces.



Responding to the Forces...

For each key force pressuring the organization to change, identify at least three constructive ways in which the organization can respond effectively.



Areas of Change in an university

- ▶ Teaching Methods
 - ▶ Organizational Strategy
 - ▶ Diversity in programs
 - ▶ Organizational design
 - ▶ Human Resources
 - ▶ Technology
 - ▶ Corporate Culture
- 

Change in programs

- ▶ Program offered
 - ▶ Standardize v differentiate
 - ▶ Teach more programs in English?
 - ▶ Quality control
- 

Teaching Technology

- ▶ From dictating to Power Point
 - ▶ From PP to integrated (including video, task solving, etc.)
 - ▶ From inclass to distance learning
 - ▶ From classic distance learning to multipoint teaching
 - ▶ Teaching through consulting
- 

Bringing diversity in programs

- ▶ Be innovative
 - ▶ Standardize when required
 - ▶ Improve Quality Control
 - ▶ Getting feedback from stakeholders
- 

To manage the change in
a university requires

Leadership



**Change is
inevitable,
growth is optional**



The Role of Leadership in Implementing Change

- ▶ Resistance to change and the absence of effective leadership are major reasons for why most transformation efforts fail
- ▶ Effective change agents must:
 - Make every effort to eliminate policies, procedures, and behaviors that undermine the change efforts
 - Be willing to alter his or her own behavior if it will minimize resistance
 - Be good listeners

The Role of Leadership in Implementing Change (cont.)

- ▶ There are strategies that leaders can use to effectively manage change rather than simply reacting to it, including:
 - Articulating a compelling reason for change
 - Having open and regular communications
 - Having a road map for implementation
 - Having training programs for required skills/competencies
 - Forming a coalition of supporters and experts
 - Staying the course in spite of perceived difficulties
 - Recognizing and rewarding the contributions of others
 - Carefully managing resources and priorities
 - Having a plan for dealing with resistance

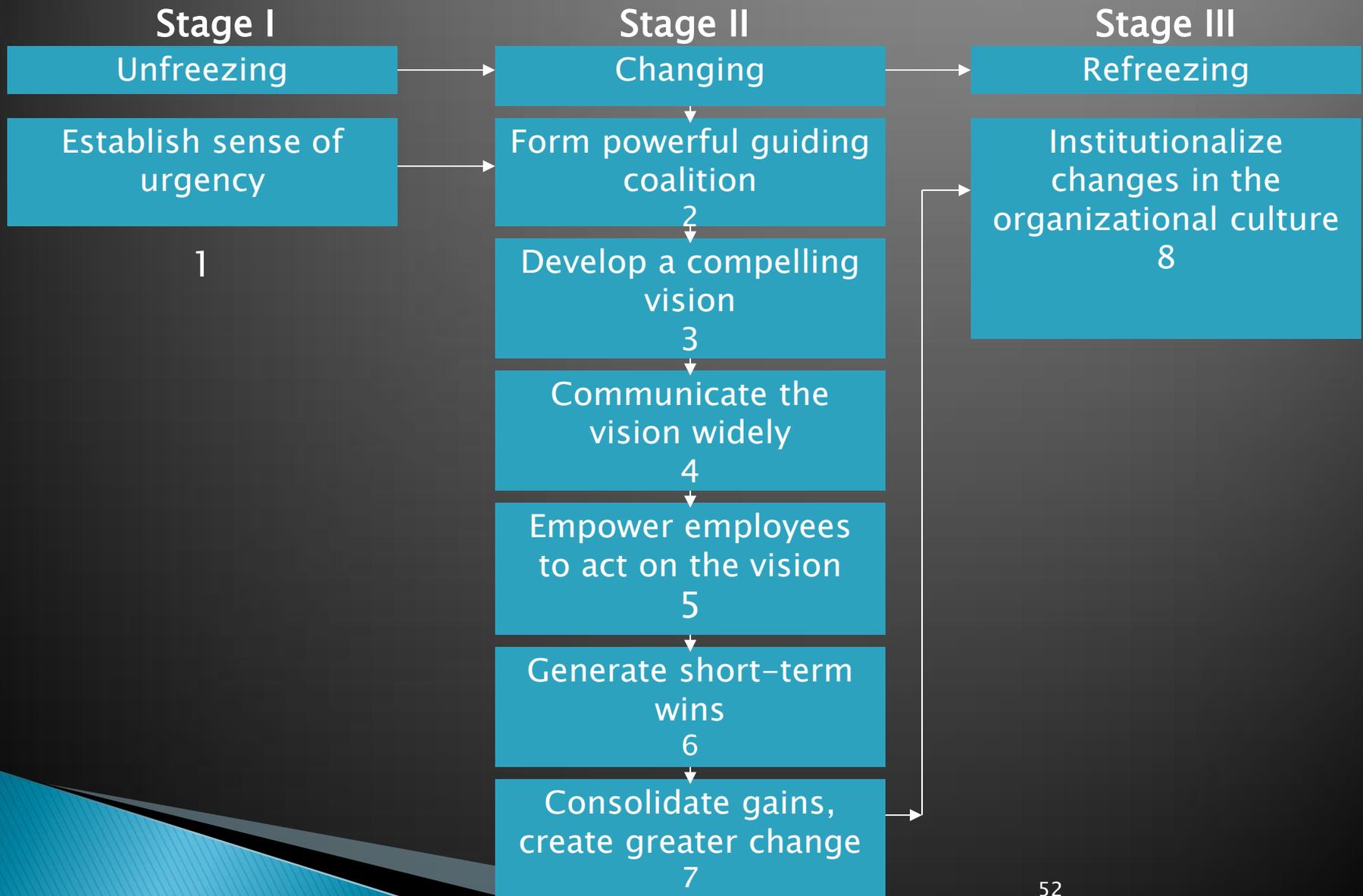
Main topics on Third Day

- ▶ Change Management Process
 - ▶ Why People Resistance Change
 - ▶ Group discussion regarding the reasons behind the resistance
 - ▶ How to minimize resistance
 - ▶ How is institutional freedom connected with academic performance
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The Change Management Process

- ▶ Many experts and scholars recommend viewing change as a process
- ▶ The process moves through several stages
- ▶ It takes effective transformational leadership to accomplish the activities in these stages

Stages in the Change Process: A Comparison of the Force-Field Model and Eight-Stage Model



Unfreezing Phase

- ▶ Instigated by the actions of a leader, people in an organization may become aware of the need for change
 - This recognition may occur as a result of an immediate crisis or from the efforts of a transformational leader who is able to describe threats and opportunities not yet evident to most people in the organization
- ▶ It is important to invest the time to uncover not just the threat facing the organization that make for an urgent need for change, but its root cause(s) as well

Changing Phase

- ▶ This is the phase where the actual change takes place
- ▶ People look for leadership in finding new ways to do things
- ▶ Requires a plan of action to be successful

Changing Phase (cont.)

- ▶ Six steps of the eight-stage model take place during this phase
 - The second step stipulates the change implementation should start with the leader forming a powerful guiding coalition that supports the change initiative
 - Establish a cross-functional team with the necessary expertise and power to guide the change process

Changing Phase (cont.)

- ▶ Six steps of the eight-stage model take place during this phase (cont.)
 - The third step is for the leader to develop and articulate a compelling vision that will guide the change effort and formulate the strategies for achieving that vision
 - To be committed to the change process, people need to believe in the leader's vision of a promising future that is significantly better than the present to justify the costs and hardships that the transformation will bring

Changing Phase (cont.)

- ▶ Six steps of the eight-stage model take place during this phase (cont.)
 - The fourth step is active communication of the new vision and strategies for effecting the change
 - Effective communication of the new vision and change initiative requires that senior leadership stay in constant contact with members of the organization, in a consistent manner and form a unified front

Changing Phase (cont.)

- ▶ Six steps of the eight-stage model take place during this phase (cont.)
 - The fifth step describes the importance of empowering employees throughout the organization to act on the vision
 - Successful implementation is increasingly dependent on winning employee support and enthusiasm for proposed changes, rather than merely overcoming resistance
 - The sixth and seventh steps require the leader to organize the change activities in ways that highlight and celebrate short-term accomplishments

Refreezing Phase

- ▶ Old habits, values, traditions, attitudes, and mindsets are permanently replaced
- ▶ New behaviors, values, and attitudes are instilled or “refreezed” in the culture in order to avoid a reversion to the old ways after implementation
- ▶ Involves institutionalizing the new changes so that they become part of the organizational culture
- ▶ This is step eight of the eight-stage model

Why People Resist Change

- ▶ Threat to one's self-interest
- ▶ Uncertainty
- ▶ Lack of confidence that change will succeed
- ▶ Lack of conviction that change is necessary
- ▶ Distrust of leadership
- ▶ Threat to personal values
- ▶ Fear of being manipulated

In Your Small Group...

- ▶ Which of the reasons for change resistance are the most likely causes of resistance in this organization or for this change?
- ▶ Identify at least two or three actions that change leaders and those affected by the change can take to help reduce or eliminate that source of resistance.



We Value Resistors Because...

- ▶ They clarify the problem.
 - ▶ They identify other problems that need to be solved first.
 - ▶ They force change leaders to think before they implement the change.
 - ▶ Their tough questions can strengthen and improve the change.
 - ▶ They let us know who opposes the change.
 - ▶ They slow down the change.
 - ▶ They may be right, it is a bad idea!
- 

People-Centered Recommendations for Minimizing Resistance to Change

- ▶ Show relentless support and unquestionable commitment to the change process
- ▶ Communicate the need and the urgency for change to everyone
- ▶ Maintain ongoing communication about the progress of the change
- ▶ Avoid micromanaging and empower people to implement the change
- ▶ Ensure that change efforts are adequately staffed and funded
- ▶ Anticipate and prepare people for the necessary adjustment that change will trigger
 - Career counseling
 - Retraining

Task-Centered Recommendations for Minimizing Resistance to Change

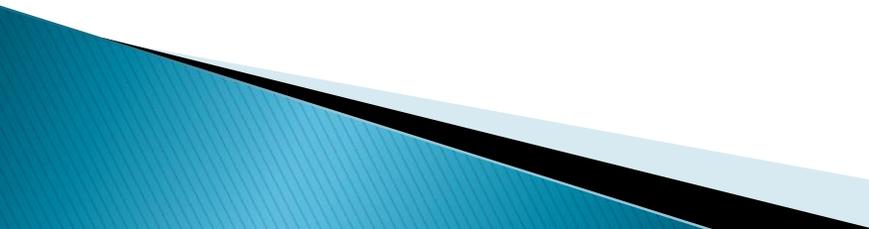
- ▶ Assemble a coalition of supporters inside and outside the organization
- ▶ Align organizational structure with new strategy, for consistency
- ▶ Transfer the implementation process to a working team
- ▶ Recruit and fill key positions with competent and committed supporters
- ▶ Know when and how to use ad hoc committees or task forces to shape implementation activities
- ▶ Recognize and reward the contributions of others to the change process

How is institutional freedom connected with academic performance?

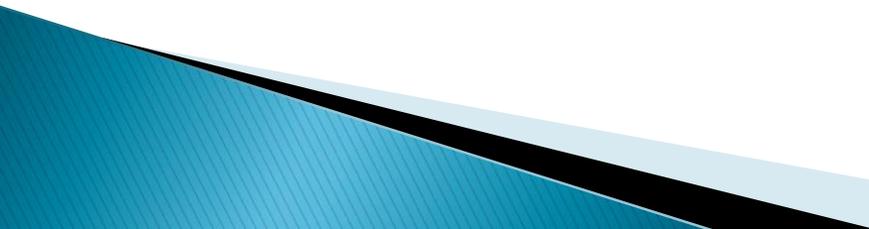
I. **Institutional Freedom**= **academic freedom**+
institutional autonomy: academic, financial and organizational independence from the state and the market. The University is free to accomplish its fundamental role: center of knowledge and culture

II. **Academic performance**: quality in teaching and research

The EUA assessment of Institutional Freedom: **Academic autonomy**

- ▶ freedom to define the U mission and profile
 - ▶ freedom to create / to terminate a program
 - ▶ freedom to define the curriculum, language and methods of teaching and assessment
 - ▶ capacity to decide on overall number of students and their admission process
 - ▶ freedom to choose the areas, scope, aims and methods of research
- 

The EUA assessment of Institutional Freedom: II **Financial autonomy**

- ▶ length and type of public funding (block grant or line-item budget)
 - ▶ freedom to decide on tuition fees and policy
 - ▶ ability to accumulate or to invest surplus in financial markets
 - ▶ ability to borrow money from the market
 - ▶ ability to own and sell real estate
 - ▶ freedom to raise and allocate private funds
- 

The EUA assessment of Institutional Freedom: III **Organizational autonomy**

- ▶ freedom to establish U governing bodies (senates, boards and councils) and their members (internal / external)
 - ▶ freedom to set U structures (academic and administrative) and statutes
 - ▶ capacity to create independent legal entities
 - ▶ freedom to establish the selection procedure, criteria and term of office of the executive head
- 