

**RCP**

Regional  
Cooperation  
Platform

# Organizational Development of Institutions for TVET-Teacher Education

Charlotte Heidsiek

# Imprint

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## List of Content

### List of Abbreviations

|  |           |
|--|-----------|
| <b>Introduction .....</b>  | <b>2</b>  |
| <b>1. Organizational Development .....</b>                                   | <b>5</b>  |
| <b>2. Reasons for Change .....</b>   | <b>7</b>  |
| <b>3. Phases of Change.....</b>  | <b>11</b> |
| 3.1 <i>Coordinates of change.....</i>  | <i>11</i> |
| 3.2 <i>Five phases of change – from initialization to perpetuation .....</i> | <i>12</i> |
| 3.3 <i>Checking and evaluation .....</i>                                     | <i>18</i> |
| <b>4. Success Factors in Change with focus on TVET-Institutions .....</b>    | <b>19</b> |
| <b>5. Leadership in Change.....</b>  | <b>21</b> |
| 5.2 <i>The Change House.....</i>   | <i>23</i> |
| 5.3 <i>Eight steps for successful change .....</i>                           | <i>29</i> |
| <b>6. Role and Profile of the Change Manager.....</b>                        | <b>32</b> |
| <b>7. Attitude towards Change.....</b>                                       | <b>33</b> |
| 7.1 <i>The change curve – seven stages of realization.....</i>               | <i>34</i> |
| 7.2 <i>Delayed experience of change .....</i>                                | <i>37</i> |
| 7.3 <i>Four different attitudes at the beginning of change .....</i>         | <i>38</i> |
| 7.4 <i>Handling resistance .....</i>   | <i>40</i> |
| <b>8. Change Architecture .....</b>  | <b>43</b> |
| <b>9. Interventions and Toolkit .....</b>                                    | <b>45</b> |
| 9.1 <i>Methods for change managers.....</i>                                  | <i>45</i> |
| 9.2 <i>Fever chart of a project .....</i>                                    | <i>46</i> |
| 9.3 <i>Stakeholder analysis .....</i>  | <i>47</i> |
| 9.4 <i>Conference of the future .....</i>                                    | <i>49</i> |

|   |           |
|---|-----------|
| 9.5 Sounding board.....   | 50        |
| 9.6 Mix-max group.....  | 52        |
| 9.7 Dialogue of the management .....  | 53        |
| 9.8 Positioning in the room .....   | 54        |
| 9.9 SWOT analysis for teams.....  | 55        |
| 9.10 Auto diagnosis of the organizational culture.....  | 56        |
| 9.11 Fishbowl .....   | 57        |
| 9.12 Communication concept .....  | 58        |
| 9.13 Leadership Agility 360.....  | 59        |
| 9.14 Assess.....  | 61        |
| <b>10. Workshop Design “Organizational Development of Institutions for TVET-<br/>Teacher Education” .....</b> | <b>63</b> |
| <b>References .....</b>   | <b>69</b> |

## List of Abbreviations

|                |  |
|----------------|--|
| ASEAN          | Association of Southeast Asian Nations   |
| BMZ            | Federal Ministry of Economic Cooperation and Development                               |
| GDVT           | The General Department of Vocational Training  |
| GIZ            | Gesellschaft für International Zusammenarbeit  |
| HCM UTE        | Ho Chi Minh City University of Technical Education                                     |
| IBB            | Institut für Berufsbildung Tongji University   |
| MoLISA         | Ministry of Labour, Invalids, Social Affairs   |
| MoU            | Memorandum of Understanding  |
| NTTI           | National Technical Training Institute  |
| NUOL           | National University of Laos Faculty of Engineering                                     |
| NUTE           | Namdinh University of Technology Education   |
| NYP            | Nanyang Polytechnic  |
| RCP            | Regional Co-operation Platform   |
| SC             | Steering Committee   |
| SEAMEO VOCTECH | Southeast Asian Ministers of Education Organization on vocational, technical Education |
| TVET           | Technical and Vocational Education and Training  |
| UPI            | Faculty of Technology and Vocational Education   |
| UTHM           | Universiti Tun Hussein Onn Malaysia  |
| VET            | Vocational Education and Training  |
| VTE            | Vocational Teacher Education   |
| YSU            | Yogyakarta State University  |

## Introduction

Why is organizational development in TVET institutions so important in improving the quality of the TVET system? In terms of dealing with change processes in organizations the answer is quite easy: quality development has a huge impact on the entire organization – i.e. internal processes and procedures, teachers' roles, expectations held off and by stakeholders (students, parents) and cooperation with companies and the government.

Thus within the RCP project the participating institutions had the opportunity to join a workshop on organizational development dealing with the special challenges faced by TVET institutions: “Organizational Development of Institutions for TVET-Teacher Education” was the focus of the 5-day RCP workshop at Nanyang Polytechnic facilitated by Dr. Charlotte Heidsiek, Detego Germany. Participants attended from:

- Namdinh University of Technology Education (NUTE) (Vietnam)
- The General Department of Vocational Training (GDVT, MoLISA) (Vietnam)
- Ho Chi Minh City University of Technical Education (HCM UTE) (Vietnam)
- Tongji University (IBB) (China)
- National University of Laos Faculty of Engineering (NUOL) (Laos)
- National Technical Training Institute (NTTI) (Cambodia)
- SEAMEO VOCTECH (Brunai)
- GIZ China Wind Power Programme,(China)
- Yogyakarta State University (YSU) (Indonesia)
- Universiti Tun Hussein Onn Malaysia (UTHM) (Malaysia)
- Faculty of Technology and Vocational Education, Indonesia University of Education (UPI) (Indonesia)
- Makassar Stated University (Indonesia)
- University of San Carlos Cebu City Phils (Philippines)
- Centre for Industrial and Technical Education, Cebu Philippines (Philippines)

The main goal was for every participant to develop their own individual action plan for the change project in his or her institution. As a result the participants

- discovered success factors in change
- discovered phases of change
- were given insights into the NYP
- reflected on the role of leaders and change managers
- reflected on stakeholders
- reflected on the individual situation of their institution
- developed change goals and an individual change action plan

The case study was provided by Nanyang Polytechnic (NYP). NYP and NYPI (Nanyang Polytechnic International) representatives gave input on the factors for success, an onsite learning journey and the NYP’s own experience in organizational development. Emanating from this the participants agreed on at least 5 success factors for change in TVET-institutions:

- Leadership
- Focus on meeting the needs of industry
- Ability to attract industry, to think and prepare ahead of industry
- Qualified managers and teachers
- Organizational culture and structure

This manual is the basis and the result of the workshop.



RCP is a project funded by the German Government, under the auspices of the Federal Ministry of Economic Cooperation and Development (BMZ), and operated by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The RCP began its initial trial phase in the period 2009-2010. The 1st phase was from 2011 to 2013, a 2nd phase is in the planning stages now for 2014 – 2016.

RCP's overall aim is to construct a platform for vocational teacher education (VET) universities and other relevant institutions in the ASEAN+3 region to facilitate regional integration via common activities such as the dissemination of best-practice and knowledge, common cross-institutional research and other peer group-learning activities such as workshops, conferences and training. Several research projects have established an evidence-based foundation for national reform processes.



As asserted in the founding MoU (August 2011), the Steering Committee (SC) is RCP's strategic and governing body. The SC is made up of member representatives and decides on the further development of the plan of operation, all common activities, strategic development and membership applications.

RCP is growing rapidly. In October 2011 RCP had a membership of five universities; by January 2013 this number has grown to eleven universities from China, Laos, Cambodia, Thailand, Vietnam, Indonesia, Malaysia and Singapore. In October 2012 SEAMEO VOCTECH and RCP signed a MoU granting full membership and voting power to the RCP-Steering Committee. The project is run by the RCP-Secretariat located at Tongji University/Shanghai.

The 2nd phase of the project is scheduled to start in 2014.

Regarding the outcome of an improved vocational teacher education system the following central concerns need to be addressed, as both result in frontal teaching:

- A lack of practical vocational competences, i.e. hands-on-skills
- A lack of coaching and integration of young beginning teachers

In the 2<sup>nd</sup> phase the following joint activities, partially based on pilot experiences established or prepared in the 1<sup>st</sup> phase, should be conducted:

- The development of a common regional standard for vocational teacher education comprising
- The development of an extra-occupational study scheme and the relevant study materials for excellent practitioners from the world of work (blended-learning)
- Organizational development of member institutions and establishment of national TVET networks organized by RCP partner universities
- Common regional activities in
  - Regional research in VTE and TVET
  - Dissemination of best-practice and research results
  - Conferences
  - Capacity building through training and workshops
    - For multipliers that transfer knowledge to TVET level
    - Leadership programmes for TVET-college directors and headmasters
    - For scientists on research methods and higher education didactics
    - For coaches who train teachers at their in-school workplace
    - For in-company trainers doing work-process-integrated learning
- Supporting reform processes to improve VTE at regional and national level
- Development and implementation of a financial sustainability concept for RCP

### **About the author**

**Dr. Charlotte Heidsiek** (Management Consultant) is a qualified change manager, business coach and facilitator at Detego GmbH Co KG. She obtained a doctorate studies in Education and Psychology from the Helmut-Schmidt-University - University of the German Federal Armed Forces on "Reflection and Organizational Consulting.", where she had been working as an academic assistant from 2003 – 2011. As a consultant she has specialized most successfully in human resources management and organizational development in commercial enterprises and governmental organizations with particular focus on leadership training programmes, change management and coaching. At Detego her core focus is change management. Her skills in team and leadership development, coaching, conflict management and diversity management, have helped her acquire considerable expertise in all aspects of change management and she is able to combine them expertly in solving her client's needs. Her clients are located throughout Germany as well as in Asia (Malaysia, Japan, India, China) and the USA.

## 1. Organizational Development

Organizational development is an on-going, systematic process of implementing effective organizational change. The “father” of organizational development is Kurt Lewin. His work and research on group dynamics has had vital impact on the interventions of organizational development today. One classic definition of organizational development by Richard Beckhard’s 1969 *Organization Development: Strategies and Models* is particularly succinct:

**Organizational Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organizations "processes".**

An organization changes anyway – it always adapts to changes in its environment, incrementally or revolutionary. The challenge is to change it consciously and to question whether the development helps to reach the organizational goals.

There three key aspects of successful change: First of all, strategic change has to clarify and define (strategy, vision, mission of the organization), secondly that organizational change can be managed and thirdly – and finally – that mental change occurs. Change processes, procedures and structures are a challenge, and more challenging is the mental change of the members of the organization, the leaders and staff members.



Figure 1: Key aspects of change

Managing change is a special leadership task. It is concerned with the shaping and implementation of the strategic, organizational and particularly the mental change processes essential to the desired change. The central objectives of change management are systematic/structured activation of the appetite for change and the overcoming of resistance. To these ends, the most important tasks are to win the managers over to manage the transition and convince the workforce and implement adequate and target-group oriented communication.

Change management covers four action fields: Strategy, processes, organization and people. The main activator is management

- it initiates strategic processes,
- defines the frame of change,
- acts like a role model and
- let staff members participate in the whole process.



Figure 2: 4 Action Fields of Change Management

## 2. Reasons for Change

Most countries, economies and societies have changed rapidly over the last century and the pace of change is accelerating today. The reasons for change are multifarious, but are largely influenced from two different directions. One direction is a change of the business environment, which becomes more and more complex and interconnected. But change can also occur through the organization itself. Members of the organization, their qualifications, expectations, motivation and capabilities develop and as a direct result change becomes necessary.

To exemplify, as the figure shows below, Singapore has gone through extensive changes over the last fifty years. This development had huge impact on the changes at Nanyang Polytechnic today.

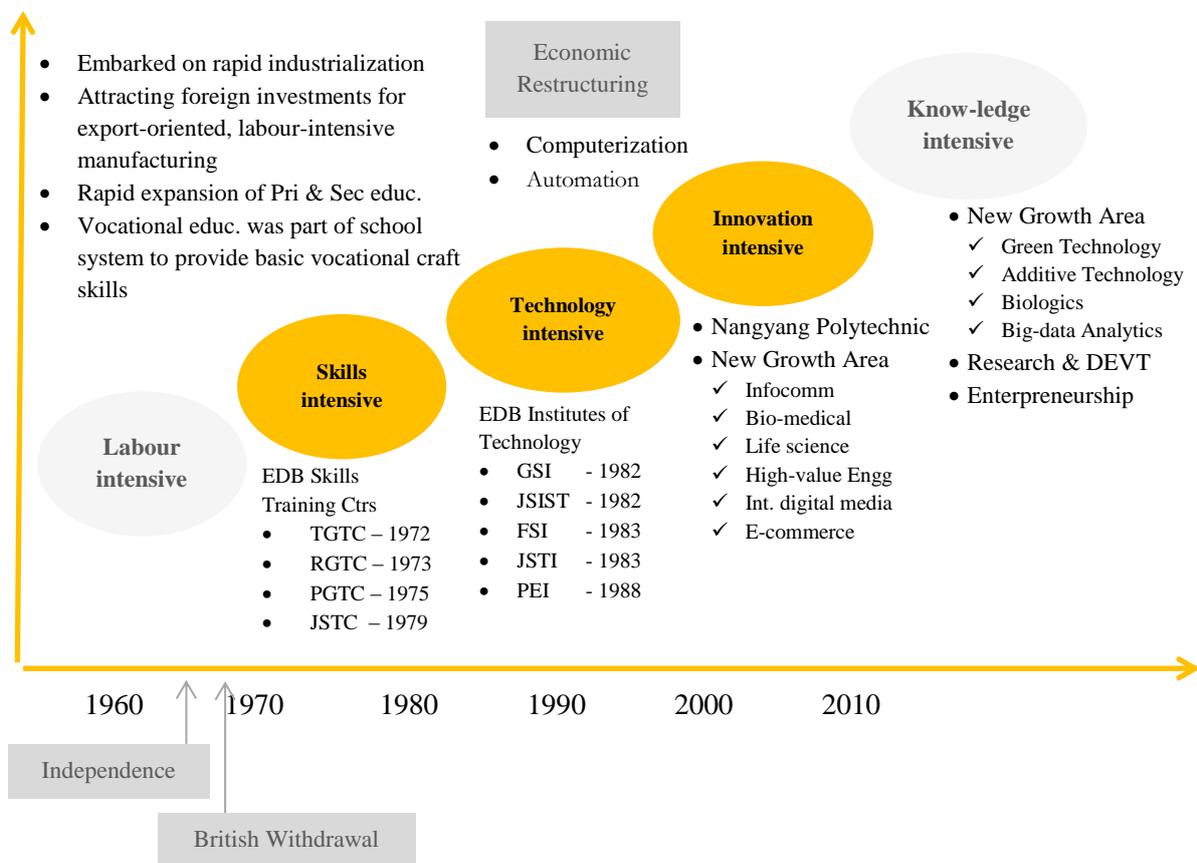


Figure 3: History - Learning from experience

Like the Nanyang Polytechnic every institution in the TVET system has its own background history. Thus the participants of the workshop identified not only the reasons, but also the goals and challenges for change in their TVET institution.

**Reasons for change from TVET institutions point of view:**

The reasons can be placed in the two categories mentioned above: internal and external reasons for change.

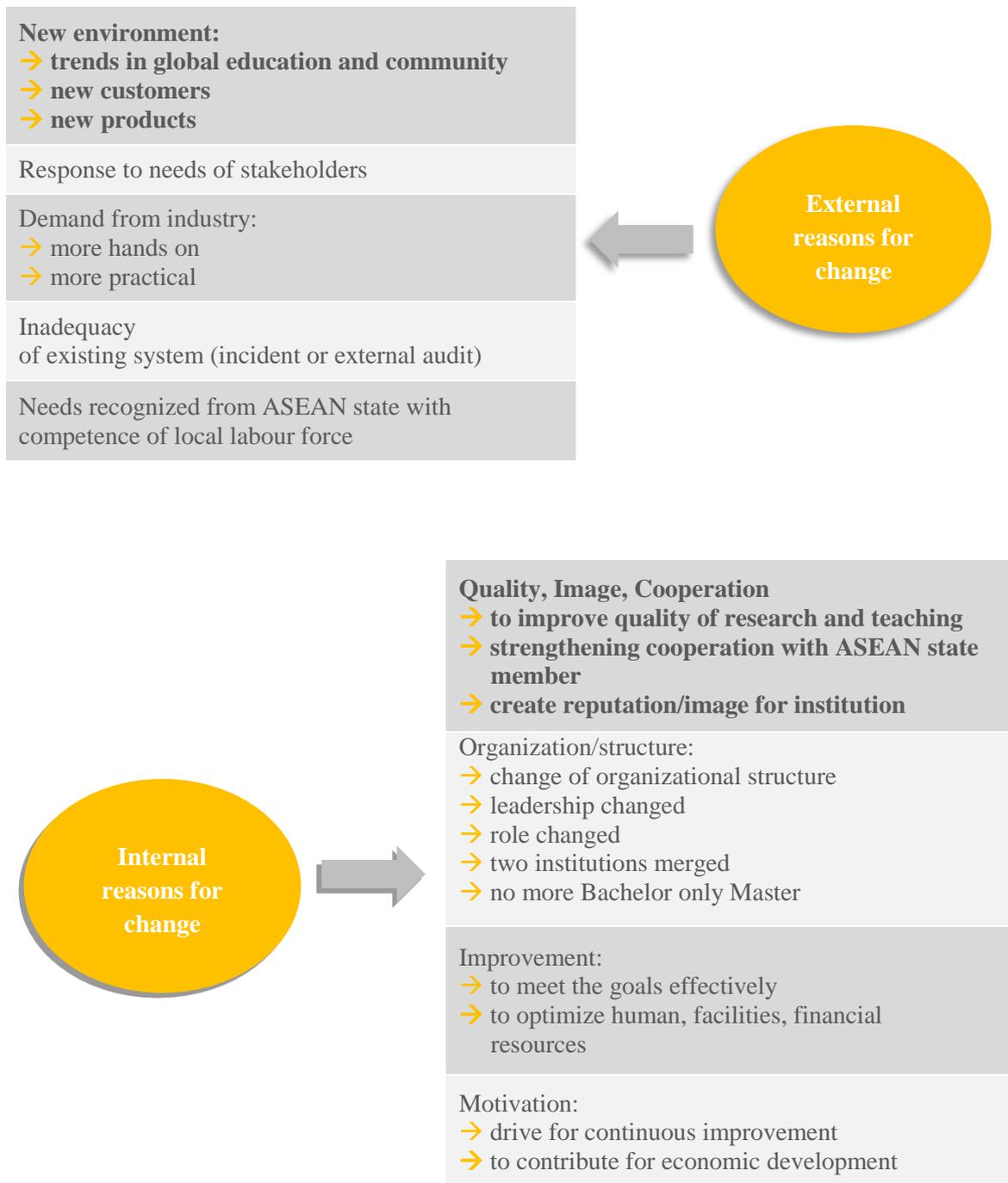


Figure 4: Reasons for change

## Goals of change create TVET institutions point of view

The participants identified numerous change goals, which can be summarized in three clusters: quality of teaching, quality of research and other change goals.

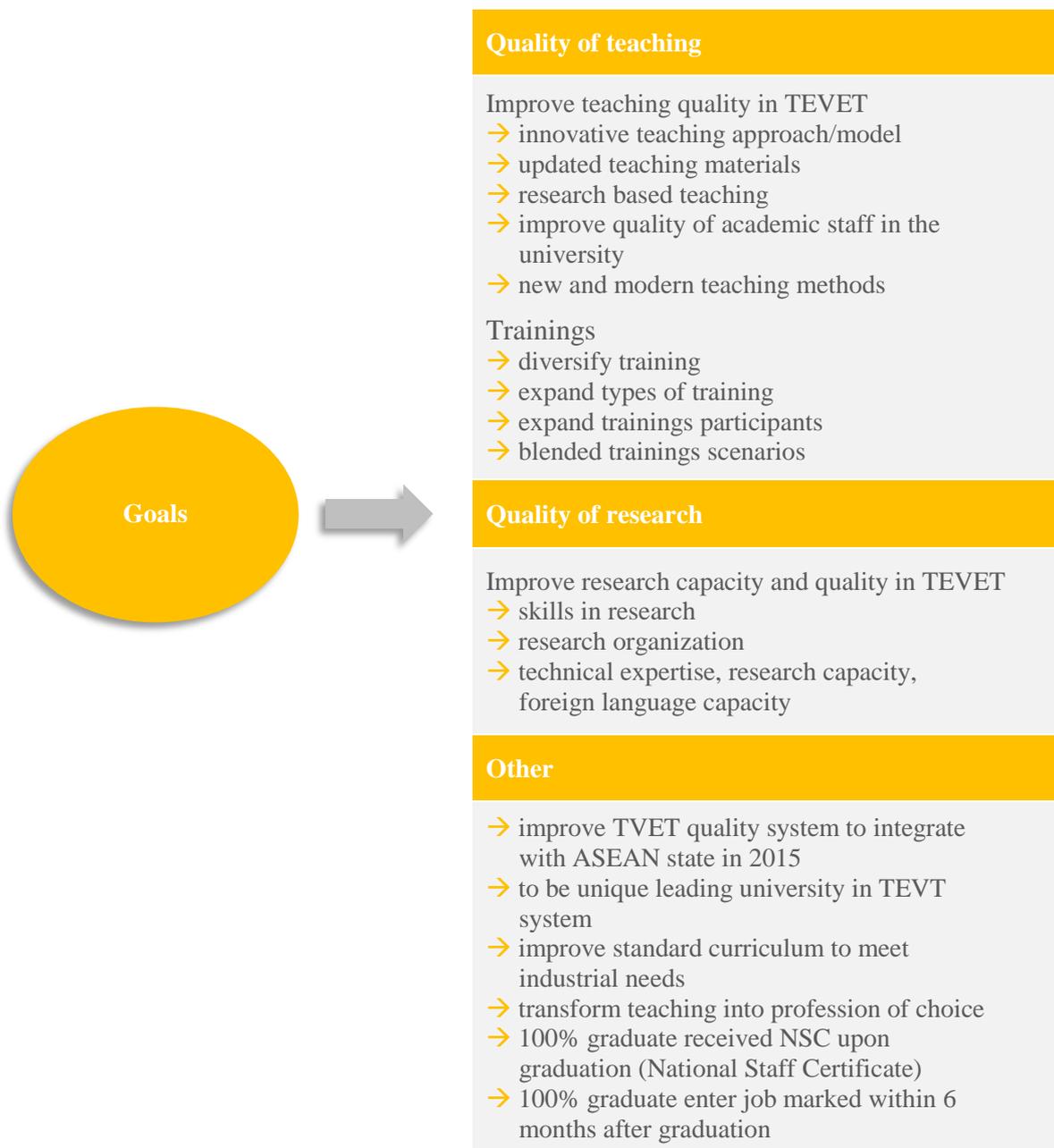


Figure 5: Goals of change

## Challenges of change from TVET institutions point of view



Figure 6: Challenges in change

### 3. Phases of Change

Change projects can be handled using project management methods, like most projects in organizations. But particular to change projects is the uncertainty and strong emotional reactions they evoke in employees. To plan a change project and lead an organization through the whole process it is greatly helpful geared it to a model that explains change in clear way and give guidance on exactly what to do. This chapter explains not only the coordinates of change in 3.2, but also in chapter 3.3 the five phases of managing change.

#### 3.1 Coordinates of change

Change management is based on three coordinates which should not only be taken into consideration before starting change projects, but also throughout the whole process. Bearing the coordinates in mind helps identify a route for the changes, knowing where to start and where most of the attention and time needs to be invested.

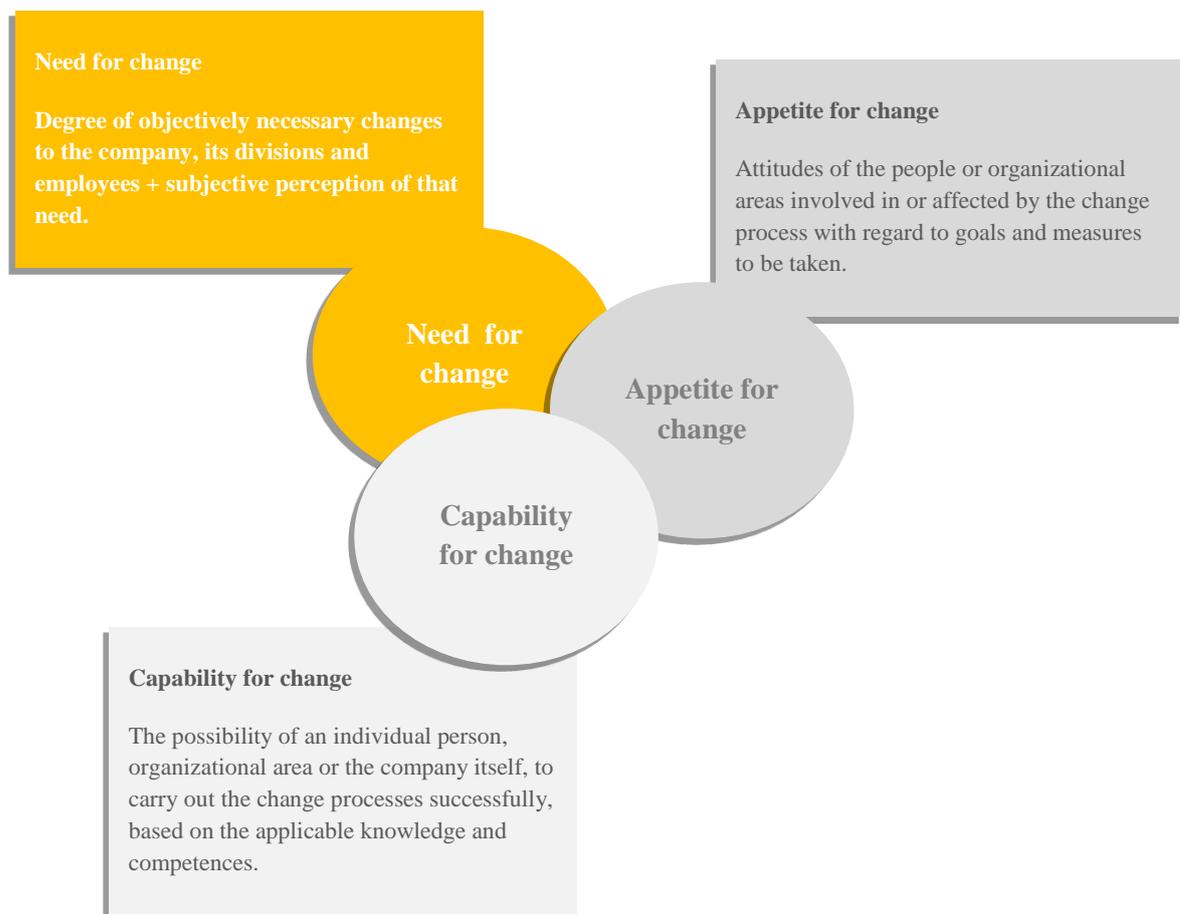


Figure 7: Coordinates of change

All of the coordinates are of the same importance and should be considered thoughtfully. A misalignment can result in difficulties, shown in figure 8 below slowing down the change project.

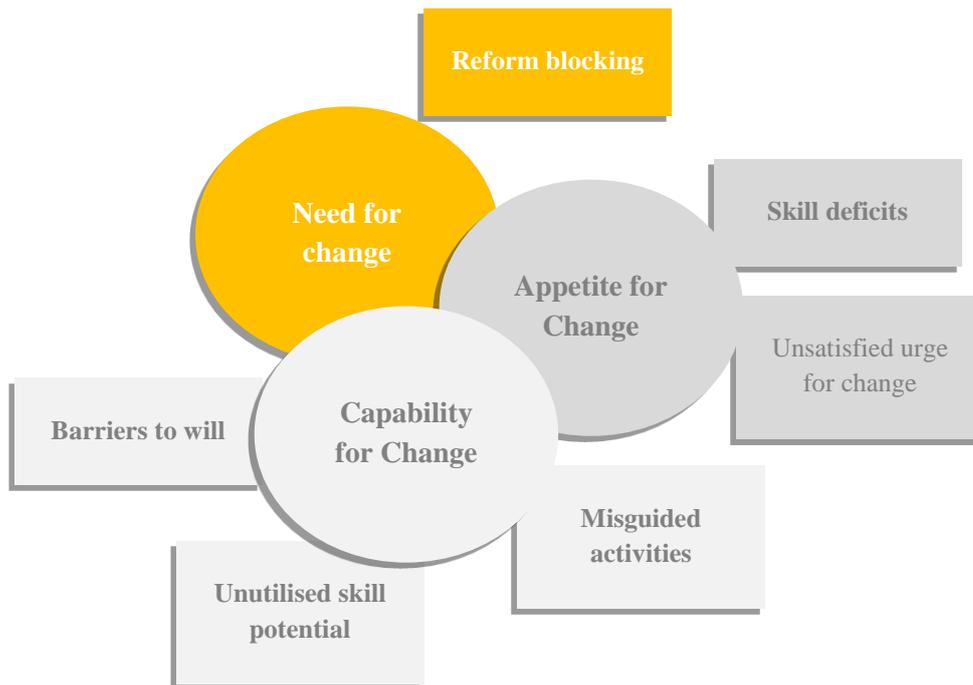


Figure 8: Misalignment of coordinates of change

### 3.2 Five phases of change – from initialization to perpetuation

One popular model of understanding change was developed in the 1940s by Kurt Lewin (social scientist), and its main points still hold true today. The original model has three stages: unfreezing, change and refreezing. To explain organizational change Lewin too, changing the shape of a block of ice for his analogy, see figure 9 below.

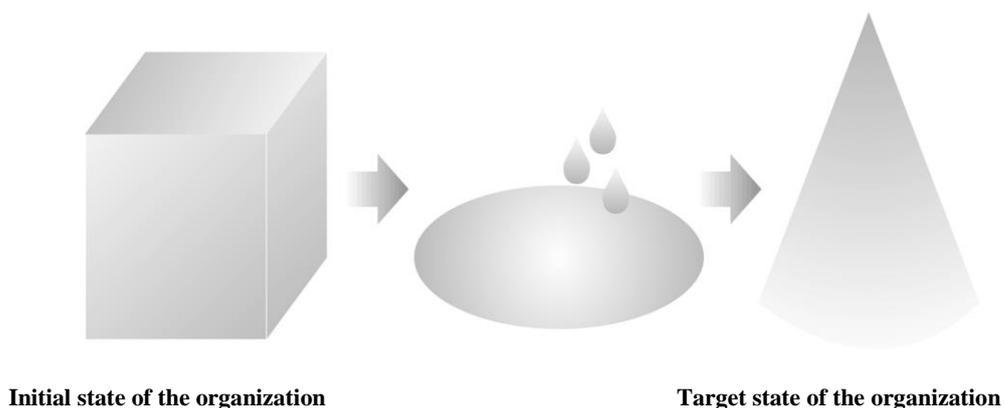


Figure 9: Transformation of an organization according to Lewin's ice analogy

This model has been continually evolved, nowadays change is seen as a process with five different stages. By regarding change as a process with distinct phases, it is possible to prepare oneself for

what is coming and draw up a plan for managing the transition. Change should be seen as a normal business process which is why it should not only be planned but also regulated and controlled to ensure a successful process.

Change projects run through the phase of initialization, conceptualization, mobilization, implementation and perpetuation. See the phases of far-reaching change in figure 10 below.

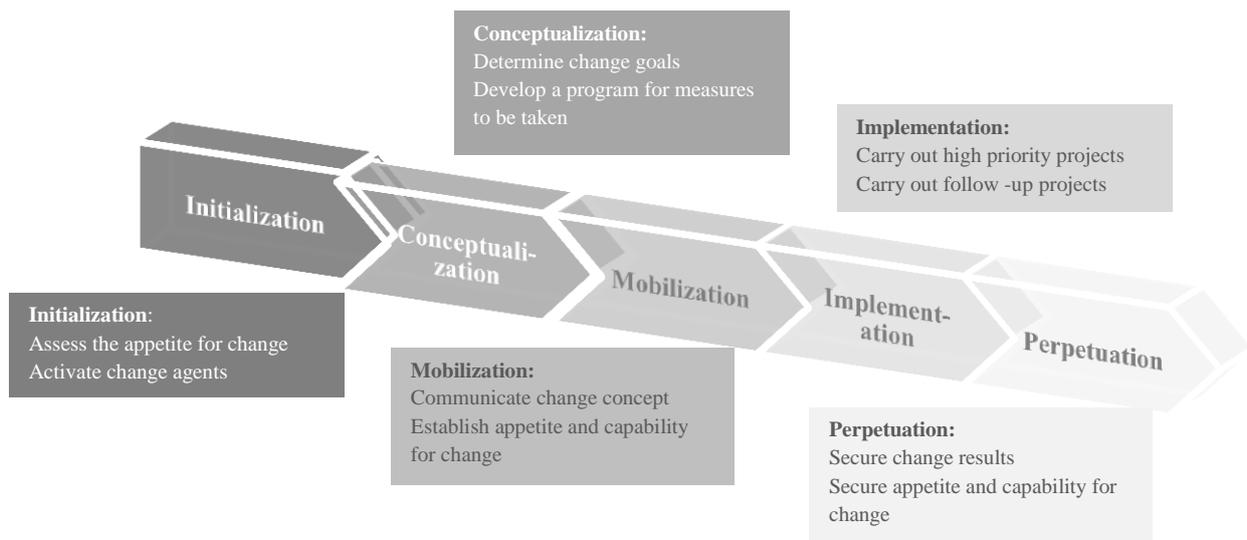


Figure 10: Phases of managing change

## 1. Phase – Initialization

This first stage of change involves preparing the organization to accept that change is necessary. This involves breaking down the existing status quo before building up a new way of operating. Lewin stipulated that before change can occur the motivation for change has to be generated.

Key to this is the development of a compelling message demonstrating why the existing way of doing things cannot be continued. It is important to make management aware of the need and urgency for change and develop a vision for the direction in which the change is to be promoted. Therefore it helps to survey the organization to understand the current state and make employees understand why change has to take place.

Identification of the supporters and the opponents, those worried and sceptical of change (see chapter 7) follows. It is important to get people on board to actively support the change project. Those people who support the change are especially those that must be activated. Change managers (see chapter 6) are the persons and group who will have the guiding influence on the process and determine the result of change. After a mandate is clarified and the change architecture (see chapter 8) is designed the change project itself can begin.

### What to do in the first phase?

- clarification of the mandate
- estimate of time and resources
- assurance of the CEO's support
- detailing the project's contribution to institutional goals/strategy
- identification of prospects, risks, support and resistance
- design of change architecture
- initiation of the project

## 2. Phase – Conceptualization

Within the scope of the phase of conceptualization the main goals have to be set and an action plan developed. Change goals should be connected with the vision and long-term goals of the whole organization. The more concrete the goals and defined project plan are, the clearer is the direction of the change process and tasks can be performed with greater ease.

Formulating and communicating change goals:

- Communicate change goals, vision and other meaningful information in a clear, simple and meaningful way to earn support and readiness for action.
- Describe and explain the reasons for the changes.
- Make sure the change team is prepared and willing to stand by the message.
- Deploy this instrument regularly in communication with important interest groups and be prepared to accept requests for more information, status reports or assistance.
- Develop a unified message that can be delivered in the same fashion to the greatest extent possible. Allow for differences in personal style, but it is vital the message is understood in the same manner.

### What to do in the second phase?

- **setting of change goals**
- **facilitation of strategy workshops as necessary**
- **design of a project plan**
- **development of a programme for measures to be taken**
- **activation of initiating agents**
- **nomination of responsible persons and definition of roles**
- **identification of affected areas**

In addition the responsibilities should be defined in the second phase, as well as the coordination of all projects and subprojects.

### 3. Phase – mobilization

In the third phase all employees concerned and involved must be well-informed on the complete change project. This includes preparation at all levels of the hierarchy and the implementation of a communication concept. In this phase it is important to use the opportunity to get as many people as possible on board for the change project.

Managers can demonstrate how change is necessary by acting as a role model. Incentives can help motivate people to change their existing way of doing things and their behaviour.

To manage change successfully it is also important to lay structural foundations/create conditions for change: the definition of priorities, transfer of responsibilities and competencies, provision of personnel and capital – to name but a few.

### What to do in the third phase?

- **preparation of the managers**
- **start of the communication concept**
- **use of disseminators**

- **beginning of qualifications offensive, if necessary**
- **empowerment of action and allocation of opportunities for employees participation**

#### **4. Phase – Implementation**

In the fourth phase the change process is implemented in a participative way. Subprojects are in progress and secondary projects are planned. This phase is critical for the success of the whole change project, therefore it is important to prioritize tasks and projects and make sure that they are implemented. Typical prioritization criteria are dependencies, urgency, risks, know-how transfer, availability of resources and short wins. In this manner change develops step by step. The progress of the whole change project should be controlled by means of established milestones.

##### **What to do in the fourth phase?**

- **implementation of new organizational structure**
- **implementation of new incentive scheme**
- **performance of kick-off and team workshops**
- **coaching of managers**
- **active management of conflicts**

## 5. Phase – Perpetuation

When changes are taking shape and employees have embraced the new ways of working, the change process comes to an end. The outward signs of the fifth phase of change are for instance, a stable organization chart and consistent job descriptions. It is also required of this phase to help people and the organization to internalize the changes. New ways of working should be incorporated into everyday business, which allows people to feel confident and comfortable with the new ways of working.

In spite of the fact that the concrete change project comes to an end, the development of the organization should not stop. During this phase new goals must also be defined, so the organization does not “refreeze” into its new condition, but makes permanent development possible. Thus new options for learning and development, such as quality circles, teamwork, and workshops can be invented.

### What to do in the fifth phase?

- set up feedback processes
- identify the barriers to sustaining change
- provide further training and follow-up workshops
- rising of changes “to the surface”
- documentation, communication and celebration of successes

### 3.3 Checking and evaluation

Increasing complexity in architecture, issues, people involved, divisions and stakeholders in change leads to the great importance in checking and evaluation throughout the whole process. Checking implies the measurement of change, goals, content and processes, while evaluation is a qualitative diagnosis of the system, including all positive and critical, intentional and unintentional effects in the big picture.

| Checking takes care of:   | Evaluation takes care of   |
|---|--|
| <ul style="list-style-type: none"> <li>• appraisal of change success</li> </ul>                 | <ul style="list-style-type: none"> <li>• diagnosis and learning (system comprehension)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• review of current target achievement</li> </ul>        | <ul style="list-style-type: none"> <li>• involvement, motivation and communication</li> </ul>  |
| <ul style="list-style-type: none"> <li>• prioritization and controlling</li> </ul>              | <ul style="list-style-type: none"> <li>• collective course alignment</li> </ul>  |
| <ul style="list-style-type: none"> <li>• motivation and activation of those involved</li> </ul> | <ul style="list-style-type: none"> <li>• acceleration and efficiency through the exercise of the appropriate control levers and inventions</li> </ul>  |
|   | <p>Methods of evaluation</p> <ul style="list-style-type: none"> <li>• qualitative group interviews with customers, employees, managers</li> <li>• workshops with resonance groups, such as pilot groups</li> <li>• open one-on-one interviews with stakeholder representatives</li> <li>• questionnaire surveys</li> </ul> |

#### 4. Success Factors in Change with focus on TVET-Institutions

The following figure shows general success factors in change such as supervision, project team and disseminator concept to name but a few.



Figure 11: Key factors of success in change projects

Besides the general factor of success change processes the workshop participants discussed special success factors for change in TVET institutions based on the example of NYP (after a keynote and onsite learning journey in NYP). Four main success factors have been identified which are of particular importance for TVET institutions.

##### **Leadership:**

Leadership is the first and foremost important factor contributing to the success of change in TVET institutions. Regarding NYP this includes the leadership concept/philosophy and the capability of leaders to put across a clear and appropriate vision, mission and guide the whole staff in working effectively on the defined direction.

##### **Focus on meeting needs of industry**

TVET systems (should) contribute to the success of the whole economy system itself. So at NYP, all training activities are oriented at meeting the real needs of industry. This orientation allows all NYP managers and teachers to change the way of managing and teaching; and make students

change their way of learning. Thus NYP is in strong cooperation with companies regarding projects. This cooperation has huge impact on learning methods. The students collaborate in self-organized project groups, while the teacher takes on the role of project leader.

### **Ability to attract industry, to think and prepare ahead of industry**

Focusing on industry's needs is achieved by actually being able to attract industry and think and prepare ahead of industry. These facts have been reflected in a number of enterprises cooperating with NYP as well as a number of projects and patents/ intellectual copyright which NYP has created with industry both on its own and in cooperation with industry. To attain this, NYP teachers were sent to work and train in companies all over the world (e.g. Microsoft, Intel, etc.) for several months. Some developed even better technical abilities than engineers in companies. This enables NYP to prepare ahead of industry and even guide companies in the technology market. The technical expertise and professional working manner of NYP's staff created prestige for it and helped NYP acquire the companies' trust of and go on to attract industry in becoming more involved in their training process.

### **Qualified managers and teachers**

Developing the managers and teachers' competence is central to NYP's policies. Every year, each member of NYP staff is allowed to participate in training activities for up to full 18 days. Key managers and teachers are sent to big corporations for working and training and when they return they carry out multiplier training for their colleagues at NYP. Qualified managers and teachers maintain an important role in organizing and conducting training following project-based approach. A qualified staff contributes significantly to NYP's success of in cooperation with industry.

### **Organizational culture and structure**

NYP has developed its owned organizational culture and structure to direct and motivate all leaders and staff in fulfilling its mission and vision. It also serves to inspire the personnel generating within them a positive emotional charge when it comes to making changes.

## 5. Leadership in Change

Professional leadership is a key success factor in organizations and one of the most important functions of management helping to maximize efficiency and achieve organizational goals. Leaders initiate action, motivate employees, and provide guidance by instructing subordinates in how they are to perform their work effectively and efficiently. Furthermore, leaders generate confidence within their employees by expressing the team's work efforts of and explaining their role clearly.

On account of this employees are fully apprised of how to achieve the goals effectively and feel distinctly more confident. Their motivation increases commensurately and likewise productivity. To get things done, management's main task, leaders must build an efficient work environment, which helps in the organization and handling of work processes. Human relations influence quality and productivity to great effect and should always be a serious consideration – especially regarding change.



Figure 12: Effectiveness of professional leadership

### What is different for leaders in change?

Leadership plays an important role in effective organizational change just a leader's inability to convert their leadership style in line with the impacts great negativity on organizational effectiveness.

Today organizations' environments change far more rapidly so they are forced to adapt constantly to new situations. The traditional conception, that an organization is clearly structured and well regulated is questionable. Nowadays the organization's environment changes from static to dynamic which brings with it radical changes in the demands made of leaders. But the on-going change in the organization's environment leads to leader uncertainty just as organizational change results in employee uncertainty. To keep the performance level high (see figure 12) one must understand the differences between static and dynamic environments and how professional

leadership can support employees and help them adapt quicker to organizational change. See the leadership comparisons in different environments in the chart below.

| Leadership in a static environment   |   | Leadership in a dynamic environment   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• machine</li> </ul>  | basic understanding of organizations        | <ul style="list-style-type: none"> <li>• organism</li> </ul>  |
| <ul style="list-style-type: none"> <li>• experience and education</li> </ul>   | source of their own credibility             | <ul style="list-style-type: none"> <li>• learning and the ability to adapt</li> </ul>   |
| <ul style="list-style-type: none"> <li>• administration</li> </ul>   | management style                            | <ul style="list-style-type: none"> <li>• shaping</li> </ul>   |
| <b>key to success:</b> <ul style="list-style-type: none"> <li>• maximizing capabilities</li> <li>• minimizing uncertainties</li> </ul>   | Competence                                  | <b>key to success:</b> <ul style="list-style-type: none"> <li>• the ability to develop working relationships</li> </ul>                           |
| <ul style="list-style-type: none"> <li>• a trodden path is clearly structured and all success factors well known</li> </ul>  | Planning                                    | <ul style="list-style-type: none"> <li>• changes are omnipresent, only short term planning is reliable</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• the individual goal is linear career development within an organization</li> <li>• career opportunities are motivating factors</li> </ul> | Career                                      | <ul style="list-style-type: none"> <li>• varied experience mark individual road to success</li> </ul>   |
| <ul style="list-style-type: none"> <li>• clear rules</li> <li>• constant roles</li> <li>• economics of scale</li> <li>• Taylorism</li> </ul>                                       | based on predictability<br>unpredictability | <ul style="list-style-type: none"> <li>• willingness to adapt</li> <li>• roles, institutions and integration are redefined permanently</li> </ul> |
| <ul style="list-style-type: none"> <li>• ...is the ability to create, to measure and to monitor processes (manage)</li> </ul>  | authority of leaders...                     | <ul style="list-style-type: none"> <li>• ...is the ability to convince others by productive communication (lead)</li> </ul>                       |

In a dynamic environment and especially during change leaders have to direct their strategies to proactive and purposeful organizational change to prepare the organization for the changes anticipated for the future.

In a dynamic environment successful leaders can live with uncertainty and accept complexity and dynamics. Not only do they see the world as it is in the present but can imagine how the world may be in the future. Rather than hold on to past experience and approved behaviour, leaders are in the role of transformer, creating new ideas, supporting self-organization and securing sustainable success. Furthermore they are able to alleviate any strain between opposed ideas, requirements and complex conditions. Leaders should also regard mistakes as an opportunity to learn and pose the questions that will create the best solutions possible. If leaders can think in networks, give

guidelines and set conditions without losing sight of themselves they are well prepared to take on future challenges.

In conclusion it is clear leadership plays an important role in effective change. Some vital leaders' tasks are starting and planning the change process (see chapter 3), dealing with hurdles and resistance (see chapter 7) and guiding the organization through the whole change process. The vast variety of situations and challenges leaders face during a change process demands an ability to adapt their management style appropriately – the more flexible and capable they are, the more successful they will be.

## 5.2 The Change House

The Change House is a model that illustrates what happens to people and organizations in transition and how they can influence the change process when they take responsibility for their own emotions and actions. The model was originally developed by Swedish psychologist Claes Janssen in the 1960s. The Change House has four rooms, each representing different states of mind. The idea is that people move from one room to the other during a change process according to their state of mind. They are dubbed the complacency room, the denial room, the confusion room and the renewal room.

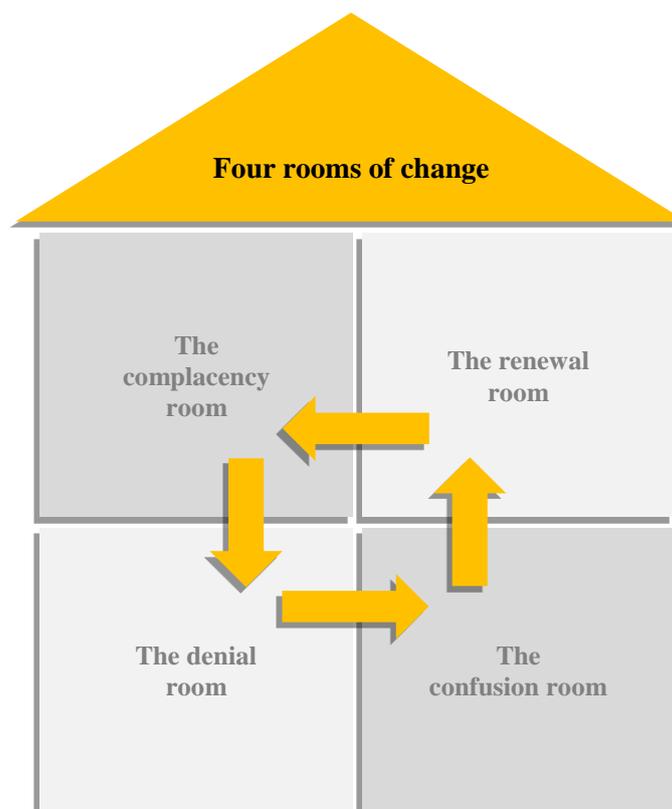


Figure 13: The Change House

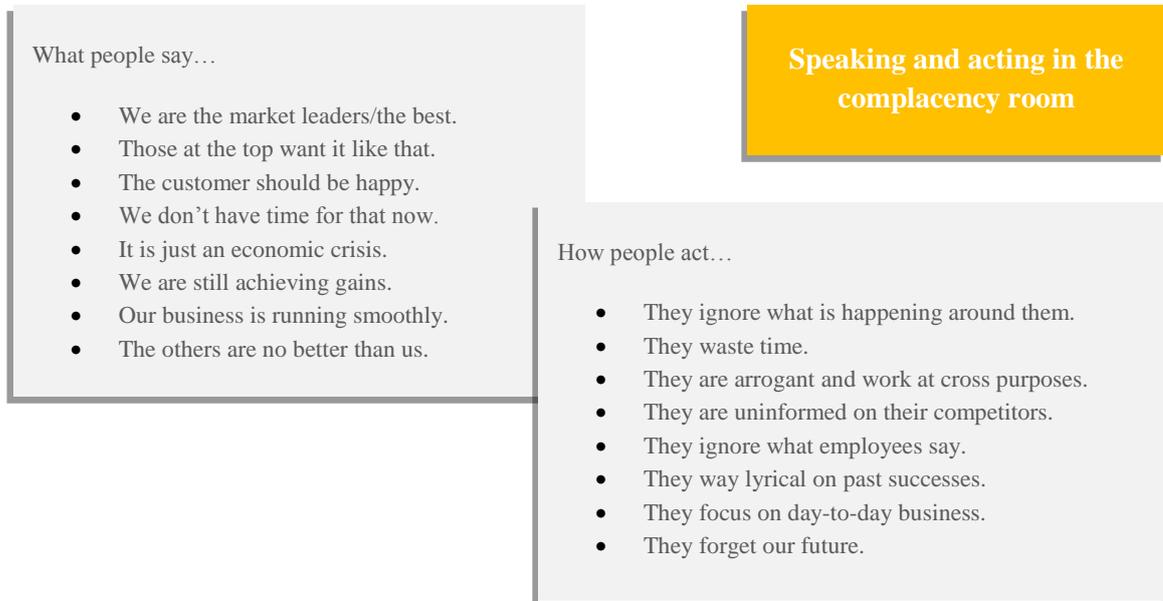
At a glance:

The Change House...

- represents the phases in change -processes represented by rooms in a house
- illustrates what happens to employees during change processes
- shows how leaders can deal with individual stages constructively
- is always inhabited, though employees may be in different rooms

## The complacency room

The experience of change is here described as a journey that begins in the complacency room. In this first room people feel fine and relaxed with no desire to change a thing.



Breaking out of the complacency room:

What can be achieved is...

- that employees start thinking about change and realize change is necessary

What should NOT be expected now is...

- that employees accept change is inevitable

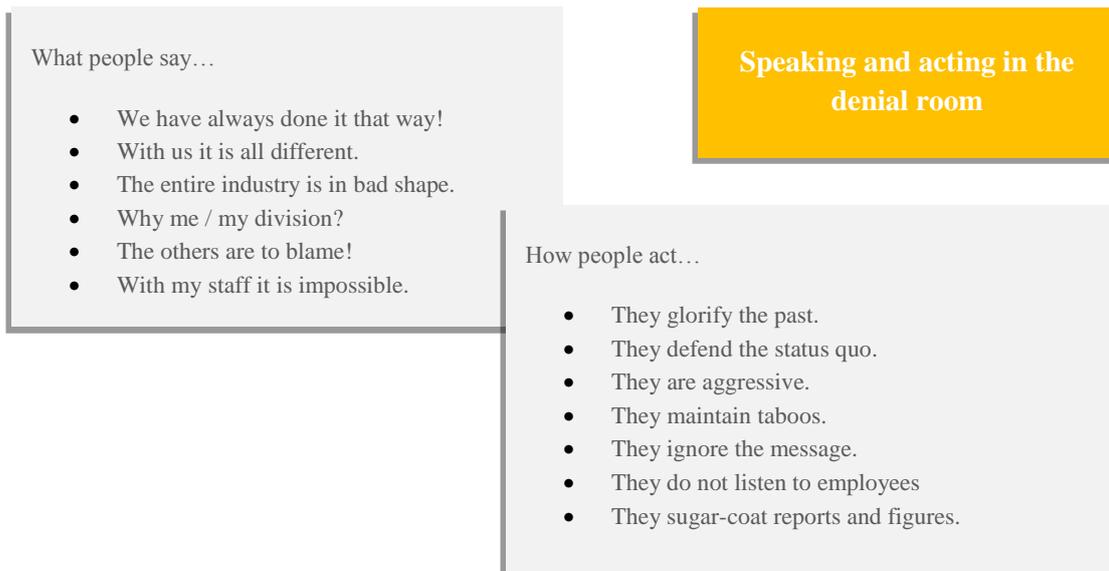
What leaders can do is...

- shake the people out of complacency (scenarios)
- compare the actions of the people with Best Practice (customer satisfaction analysis, bench marks)
- question the habitual thought patterns and think out of the box altogether
- create optimism, enter a new way of thinking (with common vision)
- prevent group structures, move people (physically!)

## The denial room

When the external environmental changes, people either fall through a “trap door” as a result of a significant event, or find themselves gliding into the next room - the denial room.

Most of the time it is obvious to people something is different or wrong, but they convince themselves everything is fine denying the signs of the times.



Breaking out of the denial room:

What can be achieved is...

- that people think and accept some things should change

What should NOT be expected now is...

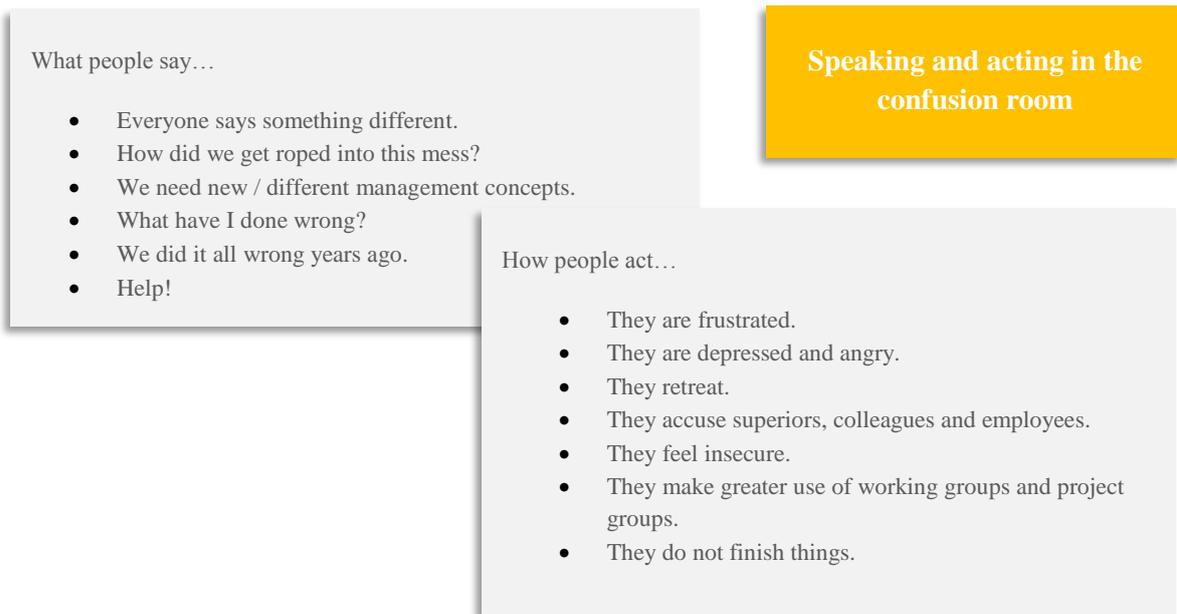
- that people are motivated and looking forward as clearly as you
- that people understand what to do and know their role

What leaders can do is...

- involve people as early as possible in change
- anticipate and accept resistance as a normal part of change
- show respect for the past and not recriminate
- take time for the fears and concerns of the employees
- take the worries and concerns seriously and pay attention to what is said
- explain “the big picture” (why?, what for?)
- exemplify change through their own life

## The confusion room

At some point people have to face reality and at that moment they enter the confusion room. In this room emotions such as sadness, anger, fear and self-doubt take over. It is an unpleasant situation and some of the employees affected make an unconscious choice and return to the denial room. However, it is crucial to face the fear and find new hope and inspiration by working through the confusion and conflict.



Breaking out of the confusion room:

What can be achieved is...

- that employees understand what must be done
- that employees understand what their role and new responsibilities are

What should NOT be expected now is...

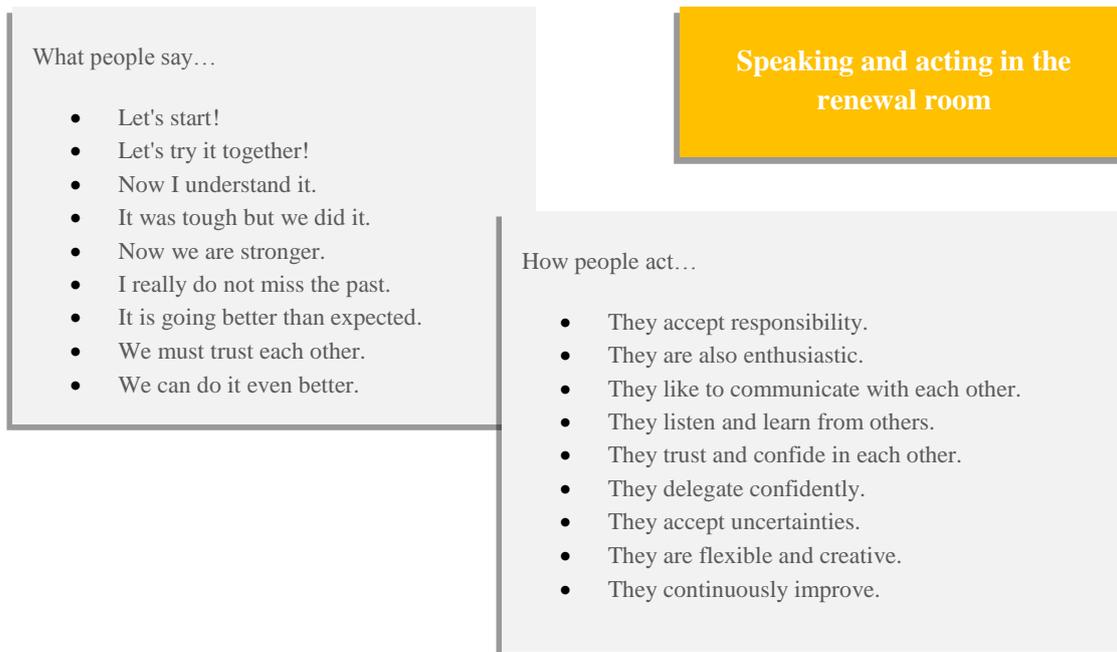
- that employees stop talking about the good old days
- that they do not fall back into old habits from time to time

What leaders can do is...

- communicate the vision and set the course ...
- ... but let employees set the paths
- allow employees to share responsibility and encourage them to experiment
- encourage openness about people's feelings
- give immediate feedback on the results and reward desired behaviour
- clarify that which does not change

## The renewal room

If employees find new hope and inspiration they have entered the renewal room. Suddenly they have a feeling of getting it all together, they are energized and experience desire. They find creative solution to make things happen. After this they are ready to step back into the complacency room



Breaking out of the contentment room:

What can be achieved is...

- that people understand change is a continuous process
- that they have energy and desire for further change

What should NOT be expected now is...

- that no one falls back into confusion
- that no one falls back into the complacency room

What leaders can do is...

- be an example
- not punish experiments that went wrong
- celebrate the successes of employees
- put the straightedge continuously higher
- give continuous feedback
- make use of "outsiders" (e.g. customers)
- promote the holistic development of employees

### 5.3 Eight steps for successful change

There are many methods and there is much advice for leaders to manage change successfully. But the most important point to follow is to make the people involved feel why change is necessary emotionally. If employees really feel and see that change is going to happen and if they are involved in an emotional way it is easier to achieve the change in behaviour.

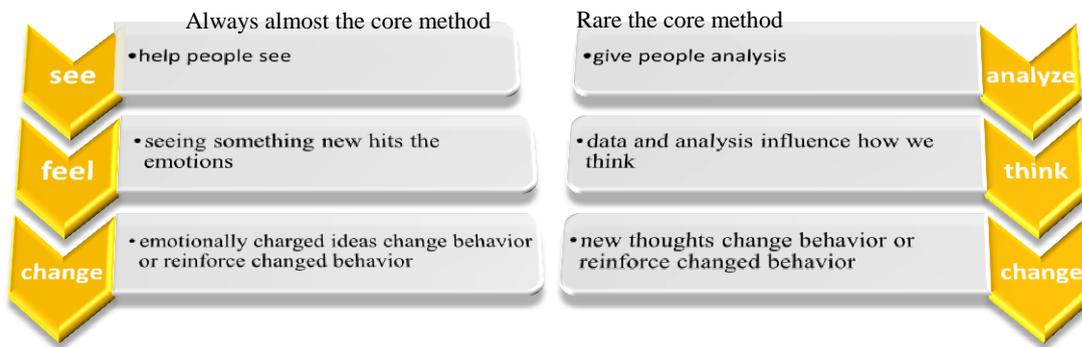


Figure 14: Approach in change

In the following list behavioural change is partitioned in eight steps with practical advice on what can be done and what should be stopped.

| 1. Step – Increase urgency     |   |
|--------------------------------|---|
| <b>What works!</b>             | <ul style="list-style-type: none"> <li>• Showing others the need for change with a compelling object that they can actually see, touch, and feel.</li> <li>• Showing people valid and dramatic evidence from outside the organization that demonstrates how change is required.</li> <li>• Never underestimate how much complacency, fear, and anger exists, even in good organizations.</li> </ul>                         |
| 2. Step – Build a guiding team |   |
| <b>What works!</b>             | <ul style="list-style-type: none"> <li>• Showing enthusiasm and commitment to help draw the right people into the group.</li> <li>• Modeling the trust and teamwork needed in the group.</li> <li>• Structuring meeting formats for the guiding team so as to minimize frustration and increase trust.</li> </ul>   |
| <b>What doesn't work!</b>      | <ul style="list-style-type: none"> <li>• Guiding change with weak task forces, single individuals, complex governance structures, or fragmented top teams.</li> <li>• Not confronting the situation when momentum and entrenched power centres undermining the creation of the right group.</li> <li>• Trying to leave out or working around the head of the unit to be changed because he or she is "hopeless".</li> </ul> |

### 3. Step – Get the vision right

|                           |   |
|---------------------------|---|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Visions so clear they can be articulated in one minute or written up on one page.</li><li>• Visions that are moving – such as a commitment to serving people.</li><li>• Strategies bold enough to make bold visions a reality.</li><li>• Paying careful attention to the strategic question of how quickly to introduce change.</li></ul> |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Assuming linear or logical plans and budgets alone guide behaviour adequately.</li><li>• Overly analytic, financially based vision exercises.</li><li>• Visions of slashing costs, which can be emotionally depressing and create anxiety.</li></ul>  |

### 4. Step – communicate for buy-in

|                           |  |
|---------------------------|--|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Keeping communications simple and heartfelt, not complex and technocratic.</li><li>• Doing your homework before communicating, especially to understand what people are feeling.</li><li>• Addressing anxieties, confusion, anger, and distrust.</li><li>• Ridding communication channels of junk so important messages get through.</li></ul> |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Under-communicating, this happens all the time.</li><li>• Speaking as though you are only transmitting information.</li><li>• Accidentally fostering cynicism by not walking the talk.</li></ul>   |

### 5. Step – empower action

|                           |   |
|---------------------------|---|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Finding individuals with change experience who can bolster peoples self-confidence with we-won-you-can-too anecdotes.</li><li>• Recognition and reward systems that inspire, promote optimism, and build self-confidence.</li><li>• "Retooling" disempowering managers by giving them new jobs that clearly show the need for change.</li></ul> |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Ignoring bosses who seriously disempower their subordinates.</li><li>• Solving the boss problem by taking away their power and giving it to their subordinates.</li><li>• Trying to remove all the barriers at once.</li><li>• Giving in to your own pessimism and fears.</li></ul>   |

## 6. Step – create short term wins

|                           |  |
|---------------------------|--|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Early wins that come fast.</li><li>• Wins which are as visible as possible to as many people as possible.</li><li>• Wins which are meaningful to others – the more deeply meaningful the better.</li><li>• Early wins that speak to powerful players whose support you need and do not yet have.</li></ul> |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Launching fifty projects all at once.</li><li>• Providing the first win too slowly.</li><li>• Stretching the truth.</li></ul>  |

## 7. Step – don't let up

|                           |   |
|---------------------------|---|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Aggressively ridding yourself of work that wears you down (tasks that were relevant in the past but not now, ones that can be delegated).</li><li>• Looking constantly for ways to keep urgency up.</li><li>• Using new situations opportunistically to launch the next wave of change.</li></ul>   |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Developing a rigid four-year-plan.</li><li>• Convincing yourself that you're done when you aren't.</li><li>• Convincing yourself that you can get the job done without confronting some of the more embedded bureaucratic and political behaviours.</li><li>• Working so hard you physically and emotionally collapse (or sacrifice your off-the-job life).</li></ul> |

## 8. Step – make change stick

|                           |  |
|---------------------------|--|
| <b>What works!</b>        | <ul style="list-style-type: none"><li>• Not stopping at step 7 – it isn't over until the changes have roots.</li><li>• Using new employee orientation to compellingly show recruits what the organization really cares about.</li><li>• Using the promotions process to locate people who act according to the new norms into influential and visible positions.</li><li>• Making absolutely sure you have the continuity of behaviour and results that help a new culture grow.</li></ul> |
| <b>What doesn't work!</b> | <ul style="list-style-type: none"><li>• Relying on a boss or a compensation scheme, or anything but culture, to keep a big change in place.</li><li>• Trying to change culture as the first step in the transformation process.</li></ul>  |

## 6. Role and Profile of the Change Manager

A change manager is a renovator and operator of change. He is an expert in altering human capability and organizational systems to achieve a higher degree of productivity and adjustment to new environmental conditions.

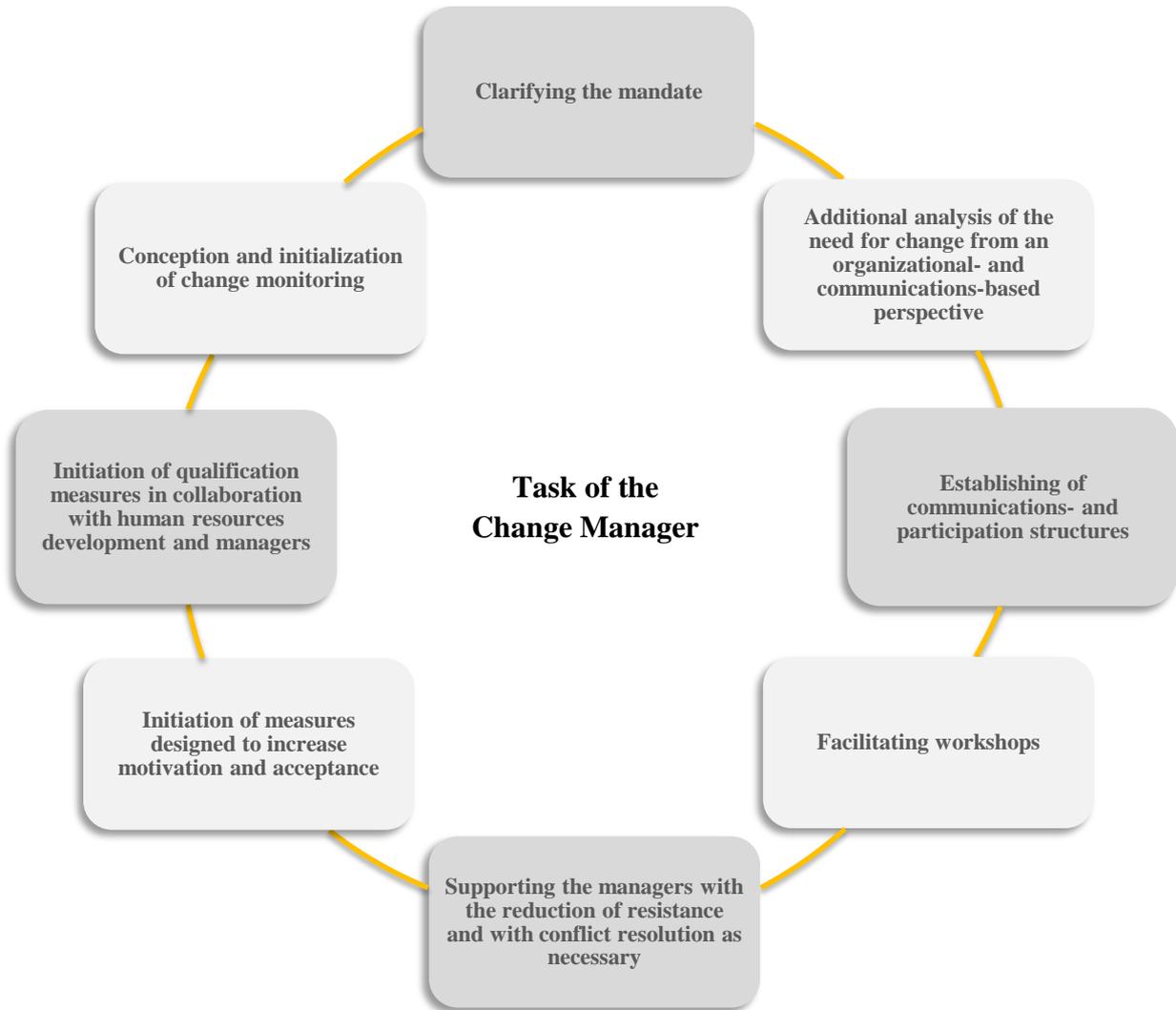
The aim of a change manager is to make change happen and stick. Therefore he assures suitable surrounding conditions and supports the implementation of decisions regarding psychological and social aspects. Furthermore he enables identification of the employees and all other involved people with the change process.

A change manager is passionate and inspires passion in others; otherwise it is extremely difficult to muster up enough energy to put the status quo into question. Therefore a change manager must be able to imagine the future and develop a vision, which he communicates in a way, that people not only understand but makes them embrace the changes and have them stick.

In general a change manager:

- creates a change “roadmap” and formulates the directions
- advises on the risks and consequences of decisions
- preserves confidentiality
- acts as advisor and process attendant
- makes no decisions in the areas of accountability of the managers of project leaders
- assumes no responsibility for the decisions of the managers, project leaders and project sponsors
- keeps confidential matters of the change project entirely to himself

Change managers advise, support and moderate; they do not assume the responsibilities of the managers and conduct themselves neutrally.



## 7. Attitude towards Change

The success of change projects depends on the organization's ability to make their employees participate in the change process, therefore it is necessary to analyse the process and know in which phase what types of situations and problems should be expected. Aside from the goals of a change process or the structure of an organization the involved employees experience change in a similar vein, passing different stages. The change model described in chapter 7.1 shows how

personal transition runs in change processes. How different groups in organizations experience change is summarized in chapter 7.2, followed by an explanation of different attitudes toward change in chapter 7.3. Finally sources of resistance are explained and advice for communication is given in the last chapter.

### 7.1 The change curve – seven stages of realization

The change curve is a model used to understand the stages of personal transition during organizational change. It helps in understanding how individuals will react to change, in order to minimize the negative impact of change projects and help employees to adapt more quickly to it.

The personal transition during organizational change runs in phases with different levels of productivity and motivation (see below). Performance energy differs significantly over the course of time. Depending on what task, situation or capability is in focus, different phases can be reached at the same time. The model can be used as well as for personnel, team organization and tasks.

Knowledge of the change curve helps in comprehending the employees' reactions and give them the information and help they need, depending on where they are on the curve. If managers act accordingly they will be able to manage change processes successfully without destroying the employee's motivation and commitment. This helps to accelerate change, and increase the likelihood of success.

Normally people go through seven typical stages as they adjust to change, illustrated in figure 16 below.

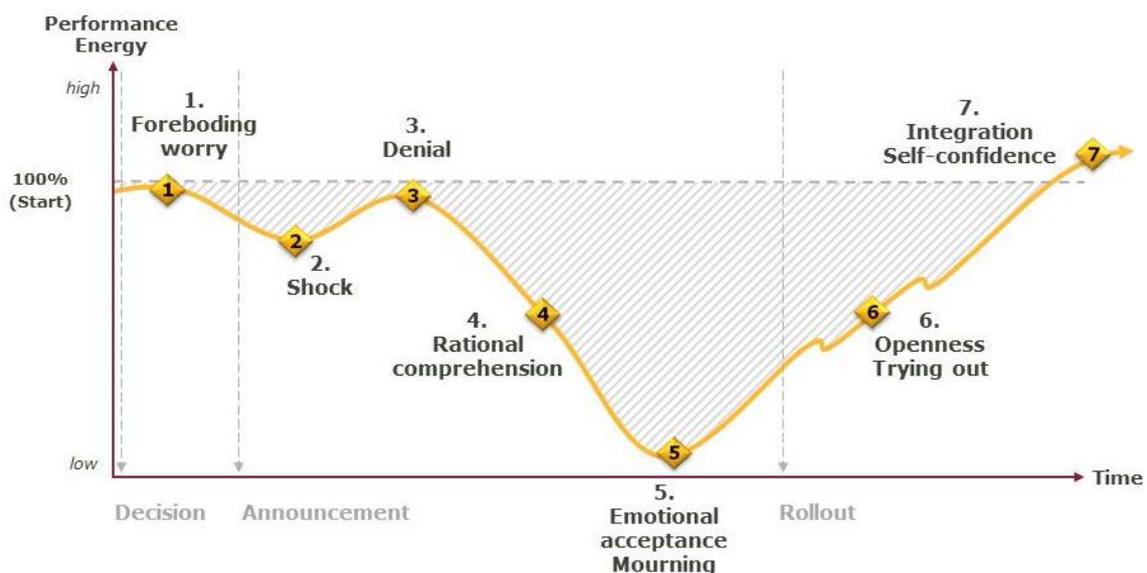


Figure 16: The Change Curve – Seven stages of realization

## 1. Phase – foreboding worry

When the decision on a coming change process is made, but not communicated, employees feel something in the air and start to worry.

## 2. Phase – shock

When a change is first introduced, people’s initial reaction may be shock, as they react to the challenge to the status quo. Once the reality of the change starts to hit, employees realize that their own patterns of doing things are no longer suitable for the targeted conditions. Thus, their own perceived competences and performance energy dwindles.

Large discrepancy between high expectations and reality

Employees tend to react negatively and fear the impact of the change. Even if the change has been well planned it is important to give them the time they need to adjust to the new situation.

## 3. Phase – denial

To cope with the situation employees start to deny the necessity of change and the fact that change is going to happen. They activate values as support for their conviction and wrongly think the change process will bring just small changes, so their competencies and work patterns will be suitable in the future. Perceived competency increases again.

Wrong game, feeling of security, inflated estimation of own competence

A typical sentence: “If our behaviour had been wrong in the past, we would not have been as successful as we are today”. The employees do not realize their own potential, their ability to learn, their flexibility and creativity, all of which can be conducive to the success of change. Instead of motivation, they seek reasons to refuse the change, so the personal transition regarding change goals can be constricted or even blocked.

As long as people resist change and remain in the denial stage the change will be unsuccessful. It is important for the organization to move to the next stage in which pessimism and resistance give way to some optimism and acceptance.

## 4. Phase – rational comprehension

By realizing the need for change the employees reach the next phase. According to this insight, their perceived competence dwindles once more, because they realize that partial aspects of their work pattern and behaviour are no longer effective.

Understanding of the necessity for changes, uncertainty

They focus on finding short term solutions, only treating symptoms and a willingness to change their own patterns of behaviour is still too low. Characteristic feelings during this phase are frequently frustration, uncertainty and confusion, commensurate with the low performance level. This stage can be the “danger zone” for organizations and should it be badly managed the organization can descend into chaos.

## 5. Phase – emotional acceptance and mourning

This phase is the turning point for the employees and the organization and also goes by the term - crisis. Employees accept the change emotionally. This means they grieve for the old status quo while taking leave of old habits and working patterns.

Acceptance of reality,  
letting go of old habits

The organization will be able to exploit their real potentials only if management succeeds to create willingness for changing values, beliefs, and behaviours. At this point unknown and unused potentials can be opened up, but in the worst case scenario change will be denied again and the process slows down or stops. Performance energy reaches rock bottom and the organization members become passive and feel to be losers. The willingness to change existing behaviour increases but a lack of ability to cope with the situation persists. However, employees want to learn and train new competencies.

It is a kind of experimental phase, people still make many mistakes, but on the other hand they learn a lot. New leadership and team behaviour can be some of the outcomes of this phase.

## 6. Phase – openness and trying out

At phase six employees stop focusing on what they have lost. The new acceptance of change creates a new willingness for learning. They begin testing and exploring what the changes really mean and try new behaviours and processes and exercise new methods in adapting to the new situation. New competencies are developed and problem solving is practiced in a trial and error process.

Trial and error, searching  
for new ways of behaviour

Employees experience both success and failure during this phase. It is important, at this point to create some early wins to increase the employee’s perceived competence and encourage the willingness to assume a risk and prevent people from regressing into former phases such as denial. This increases the opportunity to reach the next phase for only when employees get to this stage can the organization really start to reap the benefits of change.

## 7. Phase – integration and self-confidence

By phase seven employees not only accept the changes but also start to embrace them. They rebuild their ways of working and

Incorporation of successful  
behavioural patterns into  
the active behavioural  
repertoire

totally integrate their newly acquired patterns of thinking and acting. The new behaviours become routine.

These extended patterns of behaviour increase organizational flexibility. Perceived competency has reached a higher level than that before change took place. The organization begins to become more productive and efficient - positive effects of change become apparent. Employees have learned and developed themselves and become positive disseminators of change.

## 7.2 Delayed experience of change

As depicted at the beginning of this chapter individuals experience change in a similar manner. All go through seven stages which differ in performance energy and their own perceived competence over time. However, upon closer examination at a particular point in time different levels of the hierarchy are in different phases of the change curve.

Being the initiator of change top management begins its route through the change curve first. Management follows and employees are the last group to begin a personal transition. Consequently at any one point in time during the process top management, management and employees are in entirely different phases of the change curve.

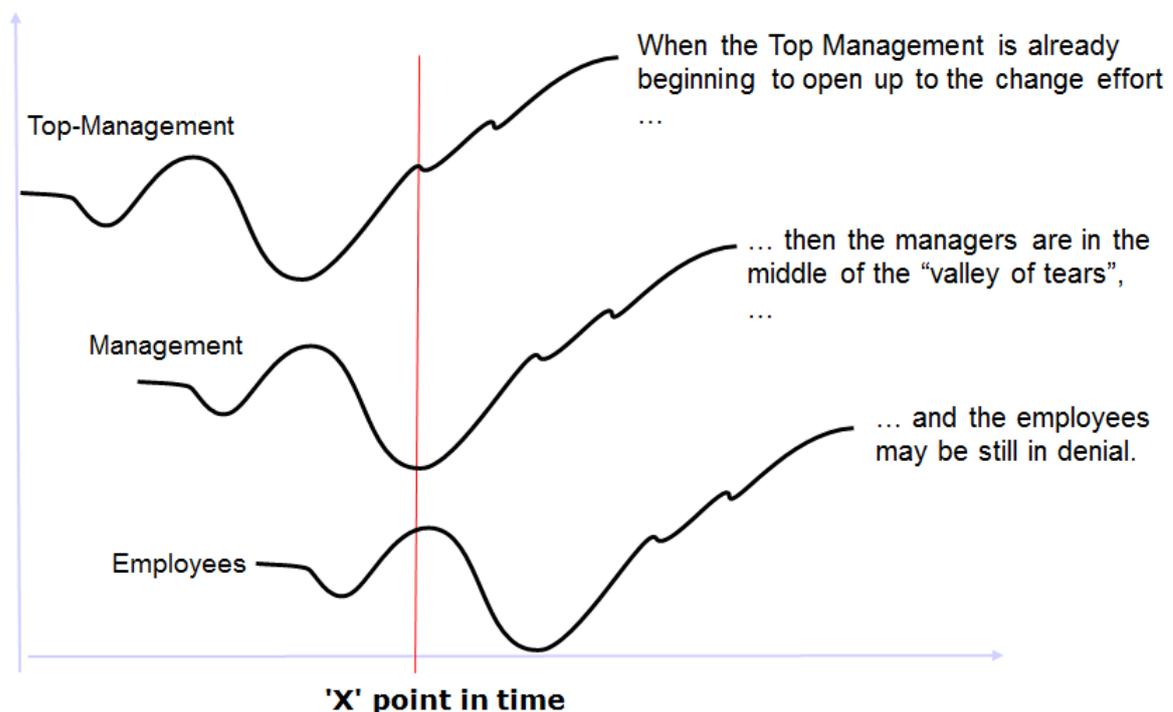


Figure 17: Delayed experience of change

### 7.3 Four different attitudes at the beginning of change

The beginning of the change process is usually the most difficult. If cutting down the "way things are done" starts, everyone and everything is knocked off balance. Different and strong reactions can be evoked as employees adapt differently to change. Behaviour varies from active positive willingness and acceptance up to stubborn resistance to change.

Attitudes differ regarding the assessment of personal and functional concerns. Personal concerns can be the fear of less income, loss of status or even unemployment job. Functional concerns are the actual consequences of change, for example the fear that the efficiency is not going to increase, or the status quo is going to change.

Every employee consciously or unconsciously carries out an analysis of the threats and opportunities, of change and their behaviour becomes based on that. Four different attitudes are of particular importance in change: the worried, the opponents, the supporters and the skeptical. The attitudes of employees are shown in the figure 18 below.

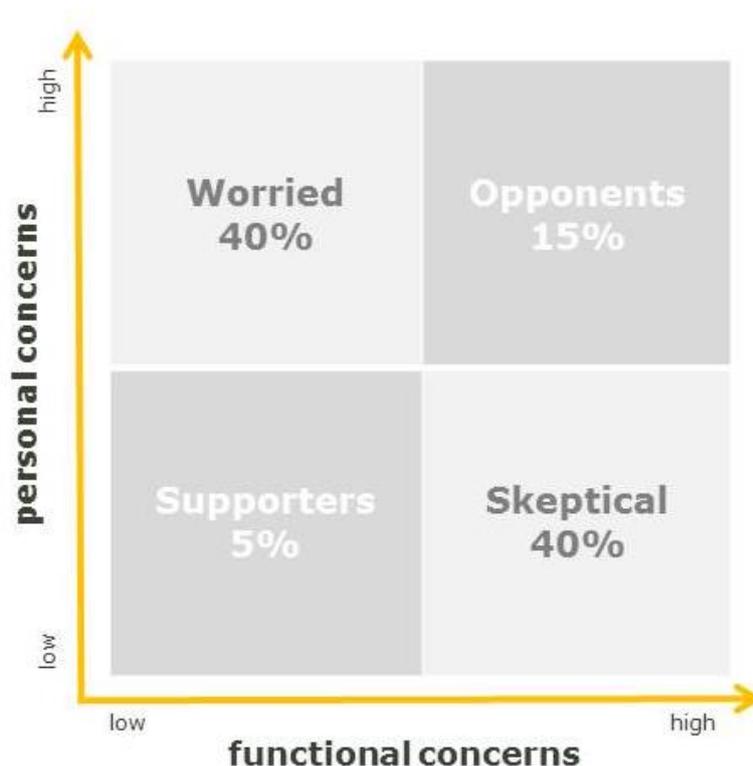


Figure 18: Attitudes towards Change

#### The worried and opponents

40% of employees are in the worried section, they see the change very negatively. From a functional point of view the worried understand the need for change, but fear negative impact on

their own position or person. What they need are incentives and time and space to deal with their worries.

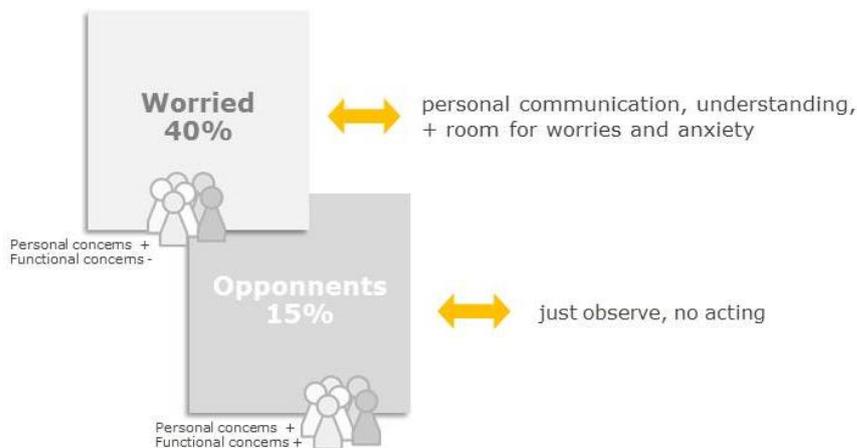


Figure 19: Attitudes toward change – worried and opponents

The opponents of change assess the personal as well as functional risks as high. 15% of employees belong to this group. They refuse active help and support, rejecting the whole change process. Although the group is not large they should not be left out, particularly if important gatekeepers are among them.

### The supporters and sceptics

Supporters have low personal and functional concerns; they are open-minded towards change and have the willingness to support the change actively. They are the minority at the beginning of change process, just 5%. But the existence of supporters is an essential condition to manage change successfully. They accept the change and are disposed to support the process with all their persuasive and work power to bring it to success.

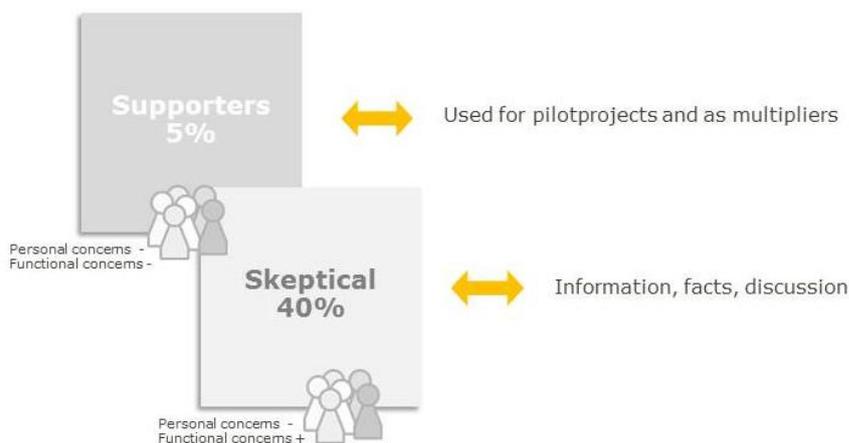


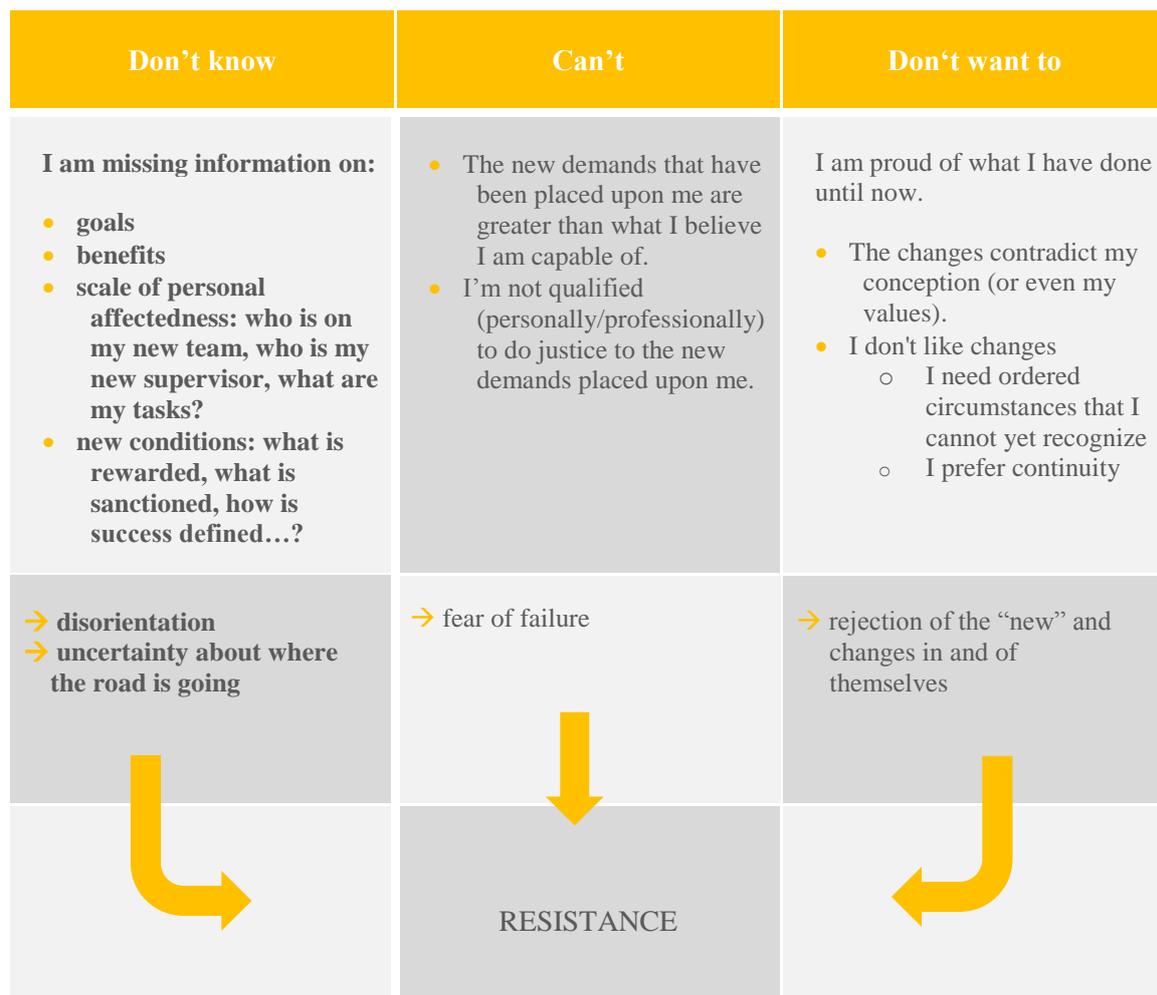
Figure 20: Attitudes toward change – supporters and skeptical

Sceptics assess functional risks as high but have low personal concerns. 40% of the employees face the change with scepticism and doubts. They try to find factual reasons for not implementing the change process. They do not believe the situation is going to improve, but anticipate deterioration. They have to be won over to the need for change.

### 7.4 Handling resistance

Unfortunately, some employees will inevitably be harmed by change, particularly those who benefit strongly from the status quo. Individuals tend naturally to defend the status quo if they feel their security or status is threatened. To accept the change and contribute to making the change successful, people need to understand how the changes will benefit them. Not everyone will fall in line just because the change is necessary and benefits the company. Nonetheless resistance is a stock response to any major change and it is necessary to understand why resistance occurs and know how to handle it.

Resistance can occur for three different reasons: insufficient knowledge, ability or desire. How these reasons lead to resistance is illustrated in figure 21 below.



Time and communication are the two keys to success. People not only need time to understand the changes, but also need to feel highly connected to the organization throughout the transition period. Thus the following points regarding communication should be taken in consideration to stabilize relationships and avoid provoking resistance.

| Provoking resistance               | Avoiding resistance   |
|------------------------------------|---|
| I'll give you that, <i>but</i> ... | I can understand that well, <i>and</i> ..<br>From your perspective this would represent.. |
| ... always/ never ...              | At the moment ...<br>Still ...<br>At the start ...<br>Initially ...                       |
| Direct questions                   | Reflexive questions:<br>I'm asking myself to what extent ...                              |
| That is not the issue ...          | It is worth taking extra time on this issue ...   |
| Your consent is assumed.           | That depends to what extent you are in agreement on this.                                 |

To successfully pass through the change curve as an organization it helps to understand the feelings of the people involved and take them into account. Some of the core feelings that may occur and ways to handle them are described below.

### **Fear and uncertainty: let's get out of here!**

Fear functions gathering energy and concentrating it on a central point of peril. Fear makes people stupid and narrows perspective.

What can be done:

- management can work personally on the issue of "handling resistance"
- make fear presentable
- go for a private walk
- communicate the message 'it is okay to be afraid'

### **Defensiveness and aggression: not like that!**

The function of defensiveness is to set boundaries, to defend and expand one's identity. Fear and defensiveness are feelings that arise rapidly; they raise energy levels. They help value history and preserve self-worth.

What can be done:

- don't suppress it
- show understanding and build bridges, at the same time draw future scenarios and position yourself, clearly using the method of mediation

### **Mourning: the good old days are gone forever!**

The function of mourning is to obtain release, overcome loss and create space for new things. Mourning means concentrating on the past and what has been lost. Mourning is a slow and quiet feeling.

What can be done:

- allow time and provide for a stable day-to-day feeling
- rituals give footing and security
- emotional presence and the offer to communicate can help give release
- cherish and recognise the past
- conscious and specific design of the farewell and the new start

### **Excitement for the future, enjoyment courage: we'll sort it out!**

Broad excitement activates energy and is infectious. Excitement and enjoyment open ways of thinking, functioning to reconcile the past with the future.

What can be done:

- strengthen and encourage excitement and enjoyment
- make it visible through symbols and rituals
- be careful to not idealise the new

## 8. Change Architecture

Why do we speak of ‘architecture’ in the context of organizational development? Like architects, change managers plan rooms to enable space where change can happen. Thus change architecture contains information in terms of content and the social and chronological aspects in change processes. This process is dynamic and can be seen as a guideline that has to be adapted to the current status of the project several times over.

There are several elements of change architectures

| Elements of Change Architectures |  |
|----------------------------------|--|
| <b>Clear leadership roles</b>    | <ul style="list-style-type: none"> <li>• Initiating the project, defining goals, setting up the change strategy, resource/budget/controlling, evaluation</li> </ul>  |
| <b>Diagnosis</b>                 | <ul style="list-style-type: none"> <li>• Information on the current situation, participation of all employees, insights, self-reflection of the organization</li> </ul>  |
| <b>Control group / core team</b> | <ul style="list-style-type: none"> <li>• Reflection of the process, the development, learning</li> <li>• Developing new ideas, new initiatives</li> <li>• Informing and answering all the employees' questions</li> <li>• Monitoring the mood and atmosphere</li> <li>• Dealing with decisions of the management board</li> <li>• Discussing next steps</li> </ul> |
| <b>(Sub)Projects</b>             | <ul style="list-style-type: none"> <li>• Developing concepts,</li> <li>• Prioritizing topics, identifying projects that are critical to success</li> <li>• Employees' participation and improving quality and acceptance</li> </ul>  |
| <b>Dialogue group</b>            | <ul style="list-style-type: none"> <li>• Exchange of key players and information</li> <li>• Reduction of distrust and misunderstanding</li> </ul>  |
| <b>Sounding Board</b>            | <ul style="list-style-type: none"> <li>• Support for the control group through a mixture of employees of all levels and experts/managers</li> <li>• Exchange of key players</li> <li>• Transparency and participation of diverse groups of the organization</li> </ul>   |
| <b>Major events</b>              | <ul style="list-style-type: none"> <li>• Direct communication and opportunity for dialogue</li> <li>• Enabling a WE-feeling</li> <li>• Making sense</li> <li>• Energy for the organization</li> </ul>  |

|  |   |
|--|---|
| <b>Working with the top-management</b> | <ul style="list-style-type: none"> <li>• Consulting top-management regarding their function as a role model</li> <li>• Raise the importance of the whole project</li> <li>• Motivation</li> </ul> |
| <b>Evaluation</b>                      | <ul style="list-style-type: none"> <li>• Controlling</li> <li>• Measuring success</li> <li>• Transparency of success aspects and challenges</li> </ul>  |
| <b>Coaching</b>                        | <ul style="list-style-type: none"> <li>• Personal support</li> <li>• Stabilizing single persons</li> <li>• Empowerment of key player</li> <li>• Improving quality of change processes</li> </ul>  |
| <b>Multipliers</b>                     | <ul style="list-style-type: none"> <li>• Distribution of responsibility</li> <li>• Increasing change dynamic</li> </ul>   |

Figure 22 shows an example for change architecture.

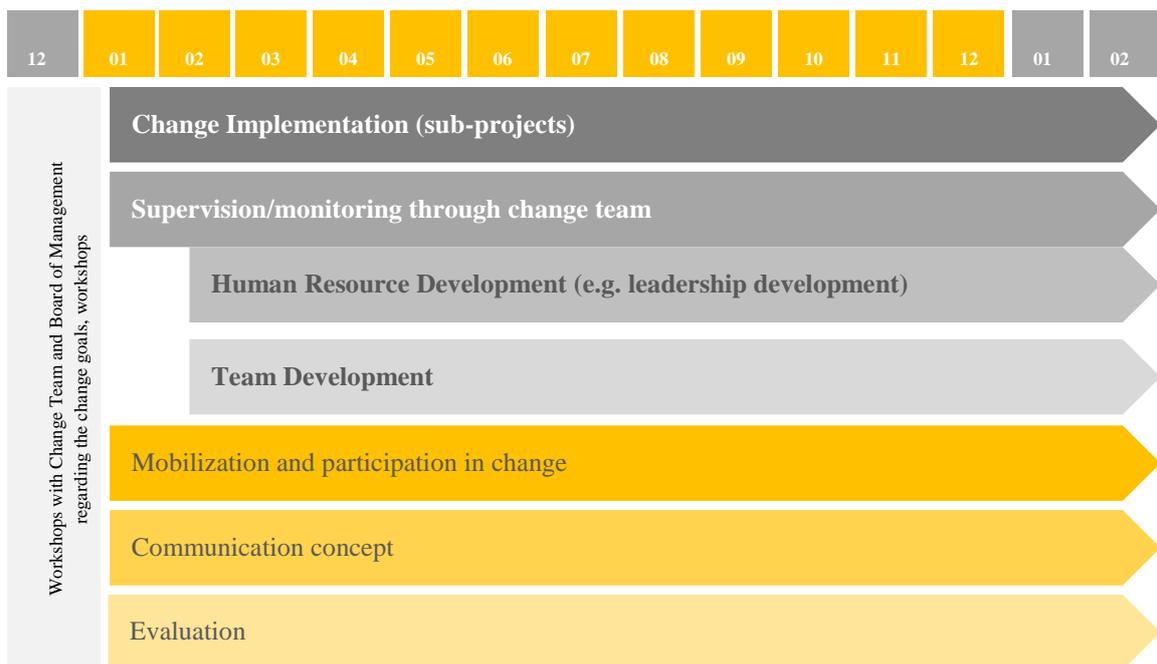


Figure 22: Change Architecture

Change architecture is an important instrument in making the whole change process transparent and a guideline for the change team. It has to be regularly actualized.

## 9. Interventions and Toolkit

### 9.1 Methods for change managers

The best concept and the best strategy remain ineffective if not supported by suitable interventions and tools. Methods of project management can be used to organize change technically and organizationally. However as socio-economic and emotional factors play an important role in the implementation of change the methods used with this toolbox put these factors in focus. Firstly methods are introduced which can be used for events and workshops. Most of them can be used in different phases of managing change, depending on what is to be attained in the specific situation. As the role of leadership is eminent in managing change (see chapter 5), two tools for selection and development are described in the second part of this chapter.

|  | Phases of managing change |                   |              |                |              |
|--|---------------------------|-------------------|--------------|----------------|--------------|
|  | Initialization            | Conceptualization | Mobilization | Implementation | Perpetuation |
| Name of the tool                             |                           |                   |              |                |              |
| Fever chart of a project                     |                           |                   | X            | X              | X            |
| Stakeholder Analysis                         | X                         |                   |              |                | X            |
| Conference of the future                     | X                         |                   | X            |                |              |
| Sounding board                               |                           | X                 | X            | X              | X            |
| Mix-Max-Group                                |                           |                   | X            | X              | X            |
| Dialogue of management                       | X                         | X                 | X            |                |              |
| Positioning in the room                      | X                         | X                 | X            | X              | X            |
| SWOT-Analysis                                |                           | X                 |              |                | X            |
| Auto diagnosis of the organizational culture |                           | X                 | X            |                |              |
| Fishbowl                                     | X                         | X                 | X            | X              | X            |

## 9.2 Fever chart of a project

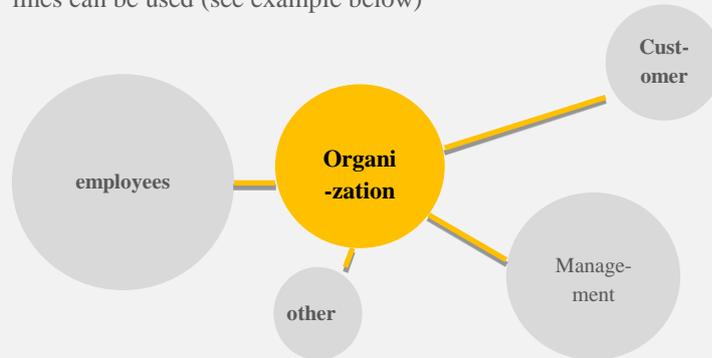
| Overview                 |  |
|--------------------------|--|
| Phase of change          | <ul style="list-style-type: none"> <li>• mobilization, implementation, perpetuation</li> </ul>   |
| Field of application     | <ul style="list-style-type: none"> <li>• reflection</li> </ul>   |
| Objectives/Purpose       | <ul style="list-style-type: none"> <li>• analysis of the current situation</li> <li>• learning by reflection</li> </ul>  |
| Duration                 | 1. – 3 hours   |
| Number of participants   | 3 – 30 participants  |
| Facilities               | <ul style="list-style-type: none"> <li>• pin boards, flipcharts</li> </ul>   |
| Course of events         |  |
| Step one<br>40 minutes   | Teamwork: <ul style="list-style-type: none"> <li>• Separation of participants with related views in small groups</li> <li>• Collection of positive and negative events regarding the project and transfer to a temperature curve</li> </ul>  |
| Step two<br>40 minutes   | Plenum: <ul style="list-style-type: none"> <li>• Presentation of the different fever curves</li> <li>• Comparison of the curves and discussion about the differences</li> </ul>  |
| Step three<br>30 minutes | Teamwork: <ul style="list-style-type: none"> <li>• Separation of participants in small groups with different views</li> <li>• Discussion of the following questions:               <ul style="list-style-type: none"> <li>○ Which negative and positive samples are visible?</li> <li>○ What do we learn?</li> </ul> </li> </ul> |
| Step four<br>60 minutes  | Plenum: <ul style="list-style-type: none"> <li>• Presentation of the results</li> <li>• if necessary: development of action plans</li> </ul>   |

### 9.3 Stakeholder analysis

| Overview  |  |
|---|--|
| Phase of change                                     | <ul style="list-style-type: none"> <li>• initiation, perpetuation</li> </ul>   |
| Field of application                                | <ul style="list-style-type: none"> <li>• crisis</li> </ul>   |
| Objectives/Purpose                                  | <ul style="list-style-type: none"> <li>• Visualizing complexity and networking within the project</li> <li>• Identification of relevant environmental influences</li> <li>• Identifying opportunities and threats in cooperation</li> <li>• Development of strategies for cooperation</li> <li>• Development of action plans</li> <li>• Identification all relevant stakeholders for the change project</li> </ul>   |
| Duration  | 60 – 90 minutes  |
| Number of participants                              | can be conducted individually and in teams (3-15 participants)   |
| Facilities  | <ul style="list-style-type: none"> <li>• pin board, facilitator’s tool case</li> </ul>   |
| Course of events                                    |  |
| Step one<br><b>→ identification of stakeholders</b> | <ul style="list-style-type: none"> <li>• Identification of the relevant internal and external stakeholders by answering the following questions:               <ul style="list-style-type: none"> <li>○ Who takes advantage of the change?</li> <li>○ Who could be interested in change?</li> <li>○ Who would profit if the change did not take effect?</li> <li>○ Who could promote the project / scheme?</li> <li>○ Who influences the decision?</li> </ul> </li> </ul> <p>Parameter</p> <ul style="list-style-type: none"> <li>▪ name</li> <li>▪ role / position</li> <li>▪ level of concern (1-6)</li> <li>▪ attitude (negative, neutral, positive)</li> <li>▪ background to the attitude</li> <li>▪ personal or institutional influence on the project</li> <li>▪ actions/comments</li> </ul> |

Step two  
 → visualizing of the interaction relationships

- For visualizing the importance of stakeholders, different sized circles can be used
- For visualizing the closeness of different stakeholders, different length of lines can be used (see example below)



Step three  
 → interpretation and analysis

- Analysis of expectations of different stakeholders and the benefit the organization could gain
- Example:

| Stakeholder | Expectations and benefit for the organization |
|-------------|---|
| Management  | control, power, income, status                |
| Employees   | Income, status, responsibility                |
| xxxx        | .....   |

Step four  
 → identification of opportunities and threats

- Identification of opportunities and threads deduced from the results of step four
- Prioritization of stakeholders regarding their importance
- Integration of stakeholders when indicated
- Development of a concrete action plan → how to deal with the different stakeholders

## 9.4 Conference of the future

| Overview                       |  |
|--------------------------------|--|
| Phase of change                | <ul style="list-style-type: none"> <li>• initialization, mobilization</li> </ul>   |
| Field of application           | <ul style="list-style-type: none"> <li>• vision</li> </ul>   |
| Objectives/purpose             | <ul style="list-style-type: none"> <li>• Cooperation with a high number of employees</li> <li>• Development of a corporate vision</li> <li>• Increase in focusing on problem solving, development of a solution oriented attitude</li> <li>• Involvement of employees, assumption of responsibility</li> </ul>                                 |
| Duration                       | 2 days   |
| Number of participants         | 30 up to 100   |
| Facilities                     | <ul style="list-style-type: none"> <li>• large room (enough space for teamwork in groups up to 9 persons) walls for posters, flipcharts, camera</li> </ul>   |
| Course of events               |  |
| Step one                       | <ul style="list-style-type: none"> <li>• Introduction to the rules and agenda of the day in small groups</li> </ul>  |
| Step two<br>→ focus past       | <ul style="list-style-type: none"> <li>• Analysis of previous working patterns in pressure groups</li> <li>• Presentation of the results in the plenum</li> </ul>  |
| Step three<br>→ focus present  | <ul style="list-style-type: none"> <li>• Discussion in pressure groups of the current situation of the organization</li> <li>• Development of a collective mind map in plenum</li> <li>• Discussion of the results in the pressure groups to prioritize responsibilities and plans</li> <li>• Presentation of the results in plenum</li> </ul> |
| Step four<br>→ focus future    | <ul style="list-style-type: none"> <li>• Planning of ideal scenarios for the future in mixed groups</li> <li>• Presentation of the scenarios in the plenum</li> <li>• Based on the presentation participants agree to a corporate idea of their ideal future and use this as a basis to work out concrete ideas and projects</li> </ul>        |
| Step five<br>→ action planning | <ul style="list-style-type: none"> <li>• Development of a corporate strategy for change and concrete short-term and middle-term action plans in pressure groups</li> <li>• Presentation of the results in the plenum</li> </ul>  |

## 9.5 Sounding board

| Overview                         |   |
|----------------------------------|---|
| Phase of change                  | <ul style="list-style-type: none"> <li>conceptualization, mobilization, implementation, perpetuation</li> </ul>   |
| Field of application             | <ul style="list-style-type: none"> <li>Analysis of the environment</li> <li>Feedback and large scale events</li> </ul>  |
| Objectives/ purpose              | <ul style="list-style-type: none"> <li>Communication between employees, managers from different hierarchy levels and departments and the project team</li> <li>Consulting and support for the steering committee/project teams.</li> <li>Feedback from different perspectives</li> <li>Multiplication function</li> </ul>   |
| Duration                         | 6-8 hours   |
| Number of participants           | 20 to 200 persons   |
| Facilities                       | <ul style="list-style-type: none"> <li>one chair per person, rooms for teamwork, stage(podium, pin boards, flipcharts, writing utensils)</li> </ul>   |
| Course of events                 |   |
| Step one<br>10-20 minutes        | <ul style="list-style-type: none"> <li>Input from the moderator and the project management,</li> </ul>  |
| Step two<br>5 minutes            | <ul style="list-style-type: none"> <li>Warm-up: participants get to know each other and speak about their ideas/opinions and expectations</li> </ul>  |
| Step three<br>1-2 hours          | <ul style="list-style-type: none"> <li>Clear presentation of all subprojects (7 minutes per subproject)</li> <li>Two participants provides a short feedback afterwards</li> </ul>   |
| Step four<br>60 minutes          | <ul style="list-style-type: none"> <li>Discussion in mixed groups (employees, manager, and project management)               <ul style="list-style-type: none"> <li>Possible questions:                   <ul style="list-style-type: none"> <li>○ What do we like?</li> <li>○ What is critical?</li> <li>○ What ideas do we have?</li> </ul> </li> <li>→ write key words on cards</li> </ul> </li> </ul> |
| Step five<br>3 minutes per group | <ul style="list-style-type: none"> <li>Short presentation of the results in the plenum</li> </ul>   |

|   |   |
|---|---|
| <b>Step six</b><br><b>20 minutes</b>      | <ul style="list-style-type: none"><li>• Discussion of the results in plenum</li></ul>   |
| <b>Step seven</b><br><b>20-30 minutes</b> | <ul style="list-style-type: none"><li>• Reaction of the project management: The project management report from the groups they worked with (using the cards from their group) and draw up a summary</li></ul> |
| <b>Step eight</b><br><b>10 minutes</b>    | <ul style="list-style-type: none"><li>• Project director takes the box with the cards with him and reports in the next session on realization and what he has already realized</li></ul>                      |

## 9.6 Mix-max group

| Overview               |  |
|------------------------|--|
| Phase in change        | <ul style="list-style-type: none"> <li>• mobilization, implementation, perpetuation</li> </ul>   |
| Field of application   | <ul style="list-style-type: none"> <li>• exchange</li> </ul>   |
| Objectives/ Purpose    | <ul style="list-style-type: none"> <li>• Communication between employees, managers from different hierarchy levels and departments and the project team</li> <li>• Involvement of all levels of management and departments in the process and the project</li> </ul> |
| Duration               | 3-8 hours  |
| Number of participants | 10-100 employees and management form different hierarchy levels and different departments  |
| Facilities             | <ul style="list-style-type: none"> <li>• enough space for group work, pin boards, flipcharts, facilitator's tool case</li> </ul>   |
| Course of events       |  |
| Step one               | <ul style="list-style-type: none"> <li>• Greeting of the moderator and project director</li> </ul>   |
| Step two               | <ul style="list-style-type: none"> <li>• Input from management to motivate the group</li> </ul>  |
| Step four              | <ul style="list-style-type: none"> <li>• Discussion of the results with the management</li> </ul>  |
| Step five              | <ul style="list-style-type: none"> <li>• Development/design of the next steps</li> </ul>   |
| Step six               | <ul style="list-style-type: none"> <li>• Joint finish</li> </ul>   |

## 9.7 Dialogue of the management

| Overview               |   |
|------------------------|---|
| Phase in change        | <ul style="list-style-type: none"> <li>conceptualization, mobilization, implementation</li> </ul>   |
| Field of application   | <ul style="list-style-type: none"> <li>communication, exchange</li> </ul>   |
| Objectives/Purpose     | <ul style="list-style-type: none"> <li>exchange within the management</li> <li>matching of appearance and line of action</li> <li>review of the necessity of information and communication</li> <li>reduce misunderstanding, suspicion and misguided development</li> </ul> |
| Duration               | 2-8 hours   |
| Number of participants | 10 up to 50   |
| Facilities             | <ul style="list-style-type: none"> <li>enough space for group-work, pin boards, flipcharts, facilitator's tool case</li> </ul>  |
| Course of events       |   |
| Step one               | <ul style="list-style-type: none"> <li>Greeting and input from the moderator and the project management</li> </ul>  |
| Step two               | <ul style="list-style-type: none"> <li>Input on project status and strategy</li> </ul>  |
| Step three             | <ul style="list-style-type: none"> <li>Interchange of information in mixed groups</li> <li>Identification of questions</li> </ul>   |
| Step four              | <ul style="list-style-type: none"> <li>Answering questions and identification of challenges</li> </ul>  |
| Step five              | <ul style="list-style-type: none"> <li>Working out a strategy, how to deal with the challenges</li> </ul>   |
| Step six               | <ul style="list-style-type: none"> <li>Action planning</li> </ul>   |
| Step seven             | <ul style="list-style-type: none"> <li>Resume and joint finish</li> </ul>   |

## 9.8 Positioning in the room

| Overview                   |  |
|----------------------------|--|
| Phases in change           | <ul style="list-style-type: none"> <li>• initialization, conceptualization</li> </ul>  |
| Field of application       | <ul style="list-style-type: none"> <li>• feedback</li> <li>• statements</li> </ul>   |
| Objectives/Purpose         | <ul style="list-style-type: none"> <li>• Make differences and positions visible</li> <li>• Produce clearness and directness</li> </ul>   |
| Duration                   | 30-90 minutes  |
| Number of participants     | 2-100 persons  |
| Facilities                 | <ul style="list-style-type: none"> <li>• flipcharts, writing utensils, something to mark the ground with a continuum or field</li> </ul>   |
| Course of events           |  |
| Step one<br>5 minutes      | <ul style="list-style-type: none"> <li>• Description of the question and the scaling<br/>Possible question:               <ul style="list-style-type: none"> <li>○ How satisfied are you with the new organizational culture?</li> </ul> </li> </ul> |
| Step two<br>5 minutes      | <ul style="list-style-type: none"> <li>• Every participant writes his position on a card</li> </ul>  |
| Step three<br>5 minutes    | <ul style="list-style-type: none"> <li>• The participants take their position in the room</li> </ul>   |
| Step four<br>5 minutes     | <ul style="list-style-type: none"> <li>• Every participant gives reasons for their own position</li> </ul>   |
| Step five<br>10-20 minutes | <ul style="list-style-type: none"> <li>• Discussion in groups with related point of views</li> </ul>   |
| Step six                   | <ul style="list-style-type: none"> <li>• Presentation of the results in the plenum</li> </ul>  |

## 9.9 SWOT analysis for teams

| Overview                                       |   |
|--|---|
| Phases of Change                               | <ul style="list-style-type: none"> <li>conceptualization, perpetuation</li> </ul>   |
| Field of application                           | <ul style="list-style-type: none"> <li>problem-solving, decision-making</li> </ul>  |
| Objectives/purpose                             | <ul style="list-style-type: none"> <li>learning as a team</li> <li>self-monitoring to create awareness/knowledge of one's own strengths and weaknesses</li> </ul>   |
| Duration                                       | 2-3 hours   |
| Number of participants                         | 3 up to 12 persons  |
| Facilities                                     | <ul style="list-style-type: none"> <li>writing utensils, cards, pin board</li> </ul>  |
| Course of events                               |   |
| <b>Step one</b><br><b>20 minutes</b>           | Individual work: <ul style="list-style-type: none"> <li>Answer the question:               <ul style="list-style-type: none"> <li>If you work as a team, what are your strengths and weaknesses?</li> <li>How do they manifest themselves?</li> </ul> </li> <li>Note down the keyword on different cards. ( for example: blue cards for weaknesses and green cards for strengths)</li> <li>Draw a picture, which shows our view of the team.</li> </ul> |
| <b>Step two</b><br><b>40 minutes</b>           | In plenum: <ul style="list-style-type: none"> <li>The cards are collected and clustered on pin boards</li> <li>Pictures are shown and interpreted</li> </ul>  |
| <b>Step three</b><br><b>60 minutes</b>         | In plenum: <ul style="list-style-type: none"> <li>Discussion of the central topics</li> </ul>   |
| <b>Step four</b><br><b>20 minutes</b>          | In plenum: <ul style="list-style-type: none"> <li>Decision making and action planning</li> </ul>  |
| <b>Step five</b><br><b>final come together</b> | <ul style="list-style-type: none"> <li>Every participant summarizes the main points in a few words.</li> </ul>  |

## 9.10 Auto diagnosis of the organizational culture

| Overview                         |   |
|----------------------------------|---|
| <b>Phase of change</b>           | <ul style="list-style-type: none"> <li>conceptualization, mobilization</li> </ul>   |
| <b>Field of application</b>      | <ul style="list-style-type: none"> <li>diagnosis of the company's culture</li> <li>reflection</li> </ul>  |
| <b>Objective / Purpose</b>       | <ul style="list-style-type: none"> <li>A quick approach to a diagnosis of the company's culture</li> </ul>  |
| <b>Duration</b>                  | 2- 3 hours  |
| <b>Number of participants</b>    | 3 to 20 persons   |
| <b>Facilities</b>                | <ul style="list-style-type: none"> <li>Writing utensils, room</li> </ul>  |
| Course of events                 |   |
| <b>Step one<br/>15 minutes</b>   | <p>Individual work:</p> <ul style="list-style-type: none"> <li>Scope of work: Please note down three concrete situations, which occurred during the past six months</li> </ul>  |
| <b>Step two<br/>90 minutes</b>   | <p>Teamwork:</p> <ul style="list-style-type: none"> <li>Scope of work: Please present our results one after the other and discuss them in the group. Please ask questions and try to find similarities that form a common thread though out the varying situations. (Try to find samples of the organizational culture.)</li> </ul> |
| <b>Step three<br/>60 minutes</b> | <p>Plenum:</p> <ul style="list-style-type: none"> <li>Presentation in plenum</li> <li>Writing down of the developed samples (of culture) as cultural norms and values</li> </ul>  |

## 9.11 Fishbowl

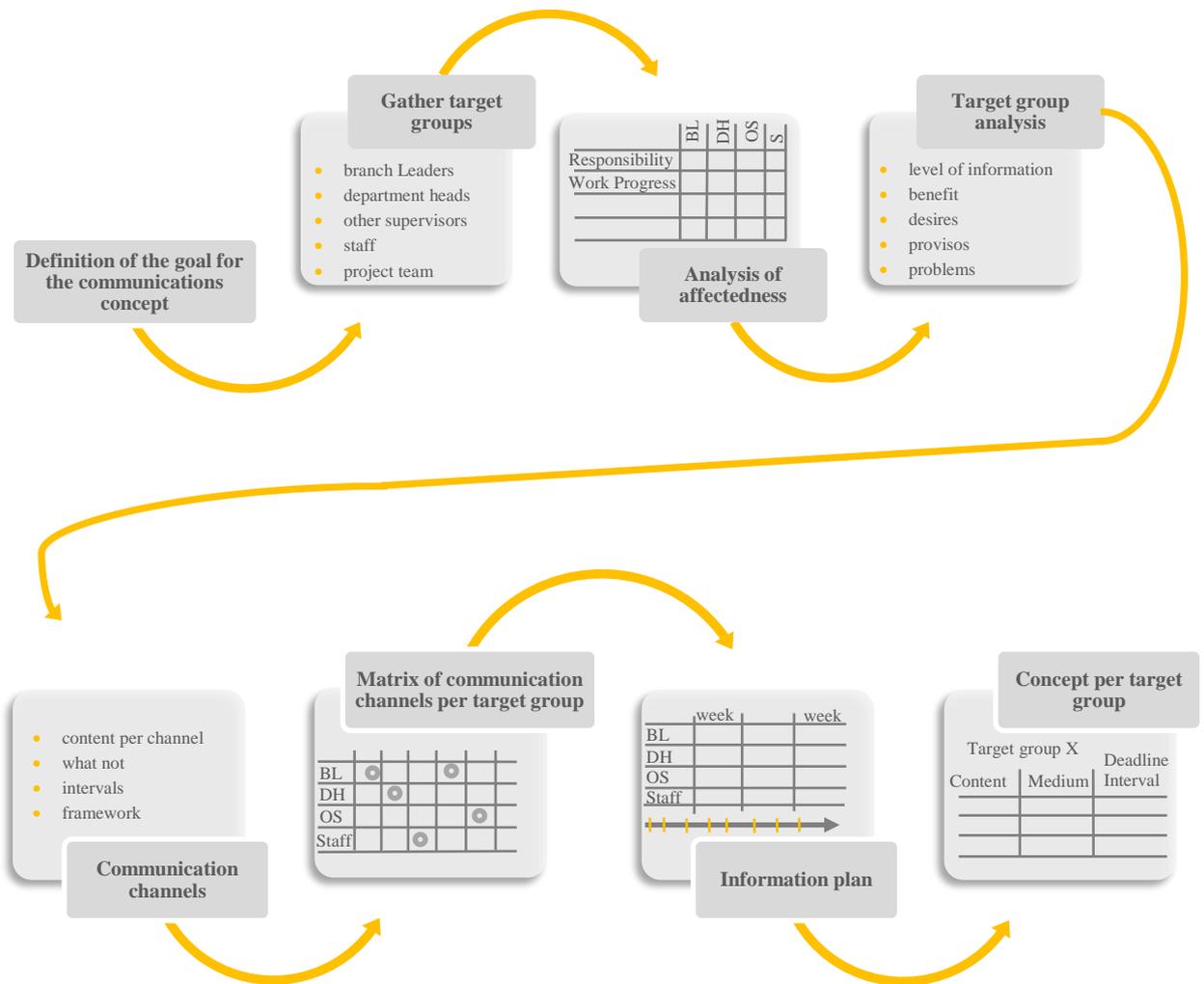
### Overview

|                               |  |
|-------------------------------|--|
| <b>Phase of change</b>        | <ul style="list-style-type: none"> <li>• initialization, conceptualization, implementation, perpetuation</li> </ul>  |
| <b>Field of application</b>   | <ul style="list-style-type: none"> <li>• reflection</li> <li>• information</li> <li>• interexchange</li> </ul>   |
| <b>Objectives/purpose</b>     | <ul style="list-style-type: none"> <li>• communication in large groups</li> <li>• active involvement of all participants</li> <li>• monitoring of group processes</li> </ul> |
| <b>Duration</b>               | 30-90 minutes  |
| <b>Number of participants</b> | 15 up to 100   |
| <b>Facilities</b>             | <ul style="list-style-type: none"> <li>• room with enough space for two circles of chairs</li> </ul>   |

### Course of events

|                   |  |
|-------------------|--|
| <b>Step one</b>   | <ul style="list-style-type: none"> <li>• Separation into two different groups (one with 4-5 participants and one with all remaining participants)</li> <li>• The first group sits in an inner circle of chairs with one free chair</li> <li>• The other participants sit in an outer chair circle.</li> </ul>  |
| <b>Step two</b>   | <ul style="list-style-type: none"> <li>• The inner circle starts a discussion on key questions</li> <li>• The outer circle monitors</li> </ul>   |
| <b>Step three</b> | <ul style="list-style-type: none"> <li>• If someone from the outer circle wishes to take part in the discussion, he/she can join the inner circle by using the free chair</li> <li>• The next participant from the outer circle who wishes to join the discussion steps behind a chair and the person on it has to stop and leave the inner circle.</li> </ul> |
| <b>Step four</b>  | <ul style="list-style-type: none"> <li>• The discussion is guided by a moderator</li> </ul>  |

## 9.12 Communication concept



### 9.13 Leadership Agility 360

The more complex and interconnected the environment of an organization is the more important becomes their leader's agility. In change projects in particular, interconnection and complexity are omnipresent and agility gains more importance.

Leaders in change should have the agility to take wise and effective action in complex, rapidly changing conditions. Agility is a vital capacity that can be channelled into everything a leader does. When leaders become more agile, they become more visionary, collaborative, creative, and proactive in leading through their experience.

During their career managers grow through different stages of personal development and the Leadership Agility 360 tool is the only online behavioural feedback assessment designed to identify and locate just where managers are in this developmental process. It is a tool which helps support choose and develop successful change managers - by giving feedback.

A manager grows through the following three levels of leadership agility:

- tactical problem-solvers
- strategic managers, and on to
- farsighted, capacity-building leaders, always restrain the skills gained at previous levels

| Levels of leadership agility   |   |   |
|--|---|---|
| Expert   | Achiever  | Catalyst  |
| Leaders, who use their technical and functional expertise to make tactical organizational improvements, supervise direct reports, identify and solve key problems, and sell their solutions to others. | Leaders who set clear organizational objectives, lead strategic change, motivate and orchestrate team performance, work across boundaries, and step up challenging conversations. | The rare leaders who operate at this level are visionaries who can lead transformative change, develop agile organizations and highly engaged teams, and collaborate with others. |

The most effective leaders in complex, rapidly changing environments are those who can operate at the catalyst level. The Leadership Agility 360 tool is the only feedback instrument that includes the full constellation of catalyst leadership behaviour, showing high performers where they have room to grow.

The Leadership Agility 360 tool assesses the level of agility within three specific action areas, described below.

| Actions Areas to put feedback in context |   |
|--|---|
| <b>Leading organizational change</b>     | taking initiatives to improve an organization and its key relationships |
| <b>Improving team performance</b>        | taking initiatives to improve a team and its key relationships          |
| <b>Engaging pivotal conversations</b>    | person to person discussions with important outcomes at stake           |

Leadership behaviour contains four types of agility and Leadership Agility 360 assesses these within the three actions described above.

| Four types of leadership agility  |  |
|---|--|
| <b>Context-setting agility:</b> the extent to which the changes a leader undertakes are tactical an incremental versus strategic or even                            | <b>Stakeholder agility:</b> How completely a leader can understand and create alignment with stakeholders whose views and objectives differ significantly from their own |
| <b>Creative agility:</b> How insightful and creative a leader is in analysing and solving the complex, novel problems generated in turbulent business environments. | <b>Self-leadership agility:</b> How proactive a leader is in seeking feedback and in experimenting with new and more effective behaviour.                                |

The Leadership Agility 360 tool is used in leading companies in a wide variety of industries, universities, non-profit and government agencies. It is particularly well suited for use with executives, senior managers, and project managers.

The Feedback Report, generated by Leadership Agility 360 is

- concise, intuitive and easy to digest
- organized into the three action areas of leading change, teams, and pivotal conversations, so that managers can immediately apply the feedback to the initiatives they take every day
- not only provides a clear picture of the managers current state, but also a specific, descriptive “road map” of the next steps in their leadership development
- available for group inventions as an aggregate Leadership Agility Feedback report

## 9.14 Assess

Assess is a tool which can be used for the selection of personnel for different roles and tasks in organization. Furthermore it supports professional human resource development. Therefore Assess measures innateness's which are of particular importance for success prediction. The target is to describe character traits and competencies of an employee as precisely as possible; to support employees' goal orientation and to make the success of a targeted position predictable.

Assess is based on the assumption that a personality profile consists of three character traits: **thinking, working and relating.**

### Thinking

- How do I respond intellectually to my environment?
- How do I deal with information?
- How do I reach decisions?

### Working

- Which method of working do I prefer?
- How do I make use of my mental and relationship skills in the workplace?

### Relating

- How do I treat/handle others?
- What patterns of social interaction do I display?
- How do I interpret the social behaviour of others?

Every character trait is defined by several personal dimensions, shown in the figure below.

| Thinking  | Working  | Relating   |
|---|--|--|
| <ul style="list-style-type: none"><li>• Reflective</li><li>• Structured</li><li>• Serious-Minded,</li><li>• Restrained</li><li>• Fact-based</li><li>• Realistic</li></ul> | <ul style="list-style-type: none"><li>• Work pace</li><li>• Self-reliance</li><li>• Work organization</li><li>• Multi-tasking</li><li>• Need for Task Closure</li><li>• Acceptance of control</li><li>• Need for recognition</li><li>• Detail orientation</li><li>• Frustration tolerance</li><li>• Need for Freedom</li></ul> | <ul style="list-style-type: none"><li>• Assertiveness</li><li>• Sociability</li><li>• Positivity about people</li><li>• Insight</li><li>• Optimism</li><li>• Criticism tolerance</li><li>• Self-control</li><li>• Cultural conformity</li><li>• Need to be liked</li></ul> |

It is possible to choose 8-14 competencies out of 38 competences to define a special competence model, which meets the expected competencies of a position in an organization, or project. If a

candidate answers the questionnaire online, a report will be generated, which includes the evaluated and summarized results.

One central chart, shown in figure 23 below, is the Assess Profile Match Summary, which shows the percentage match of the candidate's competencies with the expected competencies of the selected position. In addition the report includes not only a detailed description of the competencies and the personal dimension the competencies are based on, but also recommendations for future development.

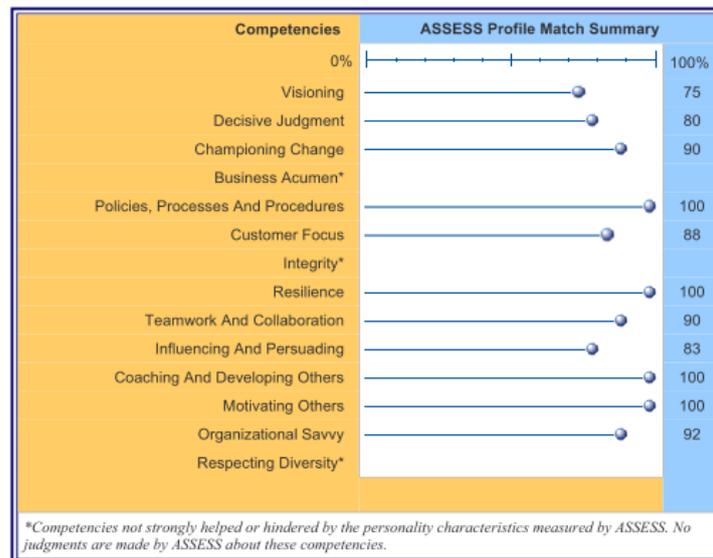


Figure 23: Asses Profile Match Summary

Two different reports are available:

### Assess performance analysis

- Describes the potential of a candidate (character traits thinking, working and relating) by comparison with a comparison group.

### Assess competence analysis

- To name but a few it matches the profile of a candidate with a specific competence profile, such as the CEO, team leader, change manager or project manager.

Based on scientific measurement Assess, helps assure subjective impressions and support important personnel decisions. It is provided in 15 different languages and due to its web based survey and reporting it can be used all over the world.

## **10. Workshop Design “Organizational Development of Institutions for TVET-Teacher Education”**

The pertinent details of the workshop “Organizational Development of Institutions for TVET teacher Education“ is to be presented in the following pages. This workshop set out to deal with the organizational development of institutions. It is designed to enable participants to devise and implement change processes at their universities and institutions. They are provided with an overview of central approaches to change, informed of what tasks a change manager has to undertake and shown the necessary phases for successful change (such as clarification of a contract, diagnosis, concept development, intervention, and evaluation).

The benchmark was provided by NYP. A NYP representative gave a keynote speech on the factors for success and went on to relate NYP’s own experience with organizational development. By the end of the workshop each participant developed change architecture for his/her own institution. In so doing they will familiarize themselves with and train key methods for managing change regarding individuals and groups (such as questioning techniques, stakeholder analysis and facilitating). Finally, participants were required to map out their roles, in concrete terms, as change managers within their institutions.

The methods implemented in the workshop focus on active participation and self-reflection involving for instance, personal input, role-plays, group work, team coaching, peer coaching and self-reflection.

The overall goal of the workshop was to develop individual action plans for change in the institutions. In order to do so the participants

- discover success factors in change
- discover phases of change
- are given insights into the NYP
- reflect on the role of leaders and change managers
- reflect on stakeholders
- reflect on the individual situation of their institution
- develop change goals and an individual change action plan

To reach these goals a five-day-training, introduced on the next few pages, was implemented.

## “Organizational Development of Institutions for TVET-Teacher Education”

### Day 1

#### Goals

- **Input on Regional Cooperation Platform (RCP)**
- **Getting to know each other (better)**
- **Onsite Learning Journey in NYP**
- **Reasons for Change**
- **Success Factors in Change Projects**

|       |  |
|-------|--|
| 10:00 | Welcome and Introduction                   |
| 10:30 | Regional Cooperation Platform (Input)      |
| 11:30 | Coffee Break                               |
| 11:45 | Getting to know each other (better)        |
| 12:45 | Lunch                                      |
| 13:45 | Onsite Learning Journey in NYP             |
| 15:15 | Coffee Break                               |
| 15:30 | Reasons for Change                         |
| 16:45 | General Success Factors in Change Projects |
| 17:30 | Exchange and Feedback                      |
| 18:00 | End of Day 1                               |

## “Organizational Development of Institutions for TVET-Teacher Education”

### Day 2

#### Goals

- Change Management
- Reasons for Change
- Success Factors in Change
- Preparing Key Note
- Key Note "Nanyang Polytechnic"
- Debriefing
- The Phases of Change

|       |   |
|-------|---|
| 9:00  | Getting started                                 |
| 9:10  | Change and its Reasons                          |
| 10:15 | Coffee Break                                    |
| 10:30 | Success Factors in Change<br>Preparing Key Note |
| 12:00 | Lunch   |
| 13:00 | Key Note "Nanyang Polytechnic"                  |
| 14:30 | Debriefing Key Note                             |
| 15:30 | Coffee Break                                    |
| 15:45 | The Phases of Change                            |
| 18:00 | End of Day 2                                    |

## “Organizational Development of Institutions for TVET-Teacher Education”

### Day 3

#### Goals

- Individual Goals and Phases of Change
- Leadership and Change (Change House)
- Stakeholder Analysis for Change

|       |                       |
|-------|-----------------------|
| 9:00  | Getting started       |
| 9:15  | Phases of Change      |
| 10:30 | Coffee Break          |
| 10:45 | Leadership and Change |
| 12:30 | Lunch                 |
| 13:30 | Leadership and Change |
| 14:30 | Coffee Break          |
| 14:45 | Stakeholder Analysis  |
| 16:45 | Feedback              |
| 17:00 | End of Day 3          |

## “Organizational Development of Institutions for TVET-Teacher Education”

### Day 4

#### Goals

- **Attitude in Change**
- **Change Architecture**
- **Developing individual Action Plans**

|       |                         |
|-------|-------------------------|
| 9:00  | Getting started         |
| 9:15  | Attitude in Change      |
| 10:30 | Coffee Break            |
| 10:45 | Change Architecture     |
| 12:30 | Lunch                   |
| 13:30 | Individual Action Plans |
| 15:00 | Coffee Break            |
| 15:15 | Leadership in Change    |
| 16:30 | Wrap-up and feedback    |
| 17:00 | End of Day 4            |

## “Organizational Development of Institutions for TVET-Teacher Education”

### Day 5

#### Goals

- **Individual Action Plans – Presentation and Exchange**
- **Evaluation/Feedback**

|       |   |
|-------|---|
| 9:00  | Getting started                                     |
| 9:15  | Individual Action Plans – Presentation and Exchange |
| 10:45 | Coffee Break  |
| 11:00 | Individual Action Plans – Presentation and Exchange |
| 12:00 | Lunch   |
| 13:00 | Further Change Support by RCP                       |
| 13:30 | Feedback and Evaluation                             |
| 15:00 | End of the workshop                                 |

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