

# LEADING IN A CULTURE OF CHANGE

*MANAGEMENT IN STATE GOVERNMENT*

*PARTICIPANT'S MANUAL*

*Comprehensive Public Training Program (CPTP)*

*State of Louisiana*

# ***LEADING IN A CULTURE OF CHANGE***

## *Comprehensive Public Training Program (CPTP)*

*Sponsored by the Governor's Office & The Department of Civil Service*

*Office of Human Resource Management  
304 Thomas Boyd  
Louisiana State University  
Baton Rouge, LA 70803  
Phone (225) 578-2280  
FAX (225) 578-9499  
[cptp@lsu.edu](mailto:cptp@lsu.edu)*

## **LEADING IN A CULTURE OF CHANGE**

### **COURSE DESCRIPTION**

Leading in a culture of change offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process. By integrating the five core competencies--attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations--leaders will be empowered to deal with complex change. They will be transformed into exceptional leaders who consistently mobilize their organization to do important and difficult work under conditions of constant change. This course is designed for Groups 2 and 3 employees.

### **JOB OUTCOMES**

- Helps to create a work climate that encourages and recognizes innovation.
- Adjusts as quickly as possible to new situations that need attention.

### **LEARNING OBJECTIVES**

- Apply the components necessary to become a leader in times of constant change.
- Apply various skills to lead fellow employees through change.

## INTRODUCTION

Some degree of change occurs in a culture of change. Changing organizational culture must be consciously done through a logical and systematic approach. It is essential for leaders to understand the change process. Leadership is not mobilizing others to solve problems we already know how to solve, but helping them confront problems that have never been successfully addressed. For better or for worse, change arouses emotions, and when emotions intensify, leadership is the key.

The single factor common to every change initiative is that relationships improve. Leaders must be consummate relationship builders with diverse people and groups – especially with people different than themselves. Effective leaders constantly foster purposeful interaction and problem solving while being wary of easy consensus.

What has been discovered is that people will not voluntarily share knowledge unless they feel some commitment to do so. Put another way, turning information into knowledge is a social process, and for that, you need good relationships.

### **Individual Activity**

*What:* Leading in a Culture of Change.

*How:* Individually, think of someone who you would characterize as a “successful” leader.

Examine this leader’s relationships in the workplace.

Notes:

## **FIVE LEADERSHIP COMPONENTS**

The five leadership components are as follows: moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making. Effective leaders who live and breathe these five aspects of leadership find themselves committed to stay the course of organizational change. The litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. Individual commitment is required, but above all, change is a construct of collective mobilization.

### **Moral Purpose**

Moral purpose is about both ends and means. Moral purpose means acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole. It is critical to the long term success of all organizations. Moral purpose and sustained performance of organizations are mutually dependent. Leaders in a culture of change realize this notion.

### **Understanding Change**

The goal of change is not to innovate the most, but rather to learn the difference between competing in a change marathon and developing the capacity and commitment to solve complex problems. In addition, it is not enough to just have the best ideas. Rather, the answer is that authoritative leaders need to recognize the strengths and weaknesses in their change approach.

Not all involved with change will do so willingly, and these individuals need to be respected for two main reasons: (1) They sometimes have ideas that we might have missed, and (2) They are crucial when it comes to the politics of change implementation. Differences of opinion can create some of the best ideas if the resisters are given a chance to voice their opinions.

### **Group Discussion**

<p><i>Topic:</i> What are some of the most common causes of resistance to change? How can these be overcome?</p>
--

Notes:

## **Relationship Building**

There are seven essentials in developing relationships:

1. Setting clear standards
2. Expecting the best
3. Paying attention
4. Personalizing recognition
5. Telling the story
6. Celebrating together
7. Setting the example

When combined with emotional intelligence, these seven essential relationship standards flourish in the work place. A leader who is involved in the change process must be self-aware, self-regulated, and possess a certain level of social competence to initiate a positive image of the necessary change.

### **Group Discussion**

*Topic:* Describe a work-related situation in which you have seen this model of relationship building work successfully.

Notes:

### **Knowledge Building**

Leading in a culture of change does not mean placing change individuals into unchanged environments. Rather, change leaders work on changing the context while helping to create new settings conducive to learning and the sharing of that learning. However, the process of “knowledge creation” is no easy task. Creating knowledge means finding ways to add to, or modify, the tacit knowledge that people have in their work lives and environment. (Tacit knowledge is the information that is widespread and generally true or believed to be true by most people in an organization or environment.)

First, tacit knowledge by definition is hard to attain. Second, the process must sort out and yield quality ideas, meaning that not all tacit knowledge will be useful. Lastly, quality ideas must be retained, shared, and used throughout the organization. Leaders in a culture of change realize that accessing tacit knowledge is crucial and that such access cannot be mandated. Effective leaders understand the value and role of knowledge creation, and they make it a priority and set about establishing and reinforcing habits of knowledge exchange among organizational members.

### **Small Group Activity**

*What:* Knowledge Building

*How:* Brainstorm ways in which leaders can help transfer knowledge within their respective workgroup.

Be prepared to share your group’s findings with the class.

Notes:

### **Coherence Making**

There are two concepts which relate to the coherence making role in an organization: self-organizing and strange attractors. Self-organizing concerns new patterns of a relationship and action that emerge when new conditions and processes are created. When this is done, the organizational dynamics shift as a result of the change. Strange attractors involve experiences or forces which attract the energies and commitment of employees. They are strange because they are not predictable but outcomes are likely.

### **Individual Activity**

*What:* Leadership Components

*How:* Identify one of the five leadership components which you will begin working on today.

Why have you selected this particular component?

What do you hope to achieve by mastering skills associated with this leadership component and applying it to your workgroup?

Notes:

## **SKILLS FOR LEADING IN A CULTURE OF CHANGE**

Massive change is taking place in organizations as the industrial age gives way to the information and electronic age. State organizations are no exception. Organizations most likely to succeed during this evolution are those willing to take a new look at their business practices and evaluate the changes need to be made. Being able to initiate and sustain change requires a specific skill set of organizational leaders which is as follows:

1. Mobilize people behind organizational values and mission
2. Empower people to control their work and life
3. Develop employees
4. Create learning organizations
5. Promote understanding
6. Facilitate acceptance of what cannot be changed
7. Enable change

### **Mobilize People Behind Organizational Values & Mission**

When mobilizing employees to get behind organizational values and the organizational mission, a positive energy for change must be created. The benefits of doing so will result in higher productivity and an improved focus. In order to achieve this mobilization, there are three steps to follow: (1) define the core values and mission, (2) align the structure with the strategy, and (3) engage people in the change.

#### **1. Define the Core Values and Mission**

In doing so, clarification of the ideal end state of the organization and what is important to getting there is examined. Identifying three to five core values while creating an inspiring vision will be key to success in this phase.

#### **2. Align the Structure with the Strategy**

This will align the organization around several core processes. While in this phase, assessing the level of strategic and tactical clarity and deciding on the best strategy will be crucial.

#### **3. Engage Change**

In order to engage change, it will be necessary to link individual vision to the organization's vision. To assure this link has occurred, the following is required: encourage employees to create a meaningful mental picture, describe the short and long term goals and objectives for the organization, align individual goals with organizational goals, and clarify responsibilities.

### **Small Group Activity**

*What:* Mobilize People Behind Organizational Values & Mission

*How:* With your table members, brainstorm ways to mobilize your staff members to enhance and work toward the organization's values and mission.

Be prepared to share your findings with the class.

Notes:

### **Empower People to Control Their Work & Life**

To empower people to control their work and life, a sharing of power and an authorization of people to think and make decisions must occur. The benefits of doing so will encourage productive thinking, free initiative, and improve quality. To achieve this empowerment, the following must occur: define job direction and boundaries, provide autonomy to initiate with boundaries, and support people as needed.

1. **Define Job Direction and Boundaries**

Through defining job direction and boundaries, achievable goals will be set while clarifying the limits of authority. This can be done by establishing agreed upon stretch targets, communicate clear metric standards, and establishing boundaries and transfer authority.

2. **Provide Autonomy**

Through the establishment of autonomy, individuals will be enabled to take control of their work and life. Such an objective may be achieved through the following: offering flexible work options, providing opportunities for learning and development, involving people in decisions which affect them, and challenging individuals with meaningful work.

3. **Support People as Needed**

Make discriminations regarding the amount of coaching, consultation, direction, and collaboration required for each individual to succeed. This works through informing, equipping, and communicating with individuals regarding their needs.

### **Class Discussion**

<i>Topic:</i> What are some of the potential pitfalls of overlooking this step?
---

Notes:

## **Develop Employees**

In an organization, developing employees will involve creating an environment where there is a high level of satisfaction, empowerment, and an optimal amount of stress. The benefits of developing people are as follows: generates new sources of gain, makes re-engineered processes successful, creates the knowledge required to provide customer solutions, gets people excited to come to work, and reduces stress. The steps require a leader to attend to the following: physical health, emotional health and intellectual health, and creating a sense of community.

1. **Attend to Physical Health**

This will require a leader to recognize and respond to signs of stress and needs for health care management. A leader can do this by: identifying signals of stress overload, providing healthy food alternatives, encouraging exercise and fitness, and making work stations ergonomically sound.

2. **Attend to Emotional Health**

Attending to an employee's emotional health will require a leader to respond to their unique needs and take initiative to support these needs. This can be done by supporting a family/work life balance, dealing effectively with conflict, providing flexible work options, and communicating directly/openly/honestly.

3. **Attend to Intellectual Health**

Through providing learning and developmental opportunities, an employee's intellectual is addressed. Intellectual health can be attended to through providing career development programs, exposing employees to new technologies, and increasing individual responsibilities.

4. **Attend to a Sense of Community**

The building of a community and purpose to develop people to their full potential is vital in an organization. This is done by bringing people together, creating a sense of camaraderie, having a higher purpose, and sharing successes with one another.

## **Class Discussion**

*What:* Develop Employees

*How:* Do you feel that, as a leader, you are responsible for paying attention to the four (4) issues related to employees' health and sense of community (listed on the previous page)? What are possible consequences of failing to do so?

Notes:

## **Create a Learning Organization**

Through the creation of an underlying system of values, assumptions, and processes, high organizational performance and competitive advantage is the outcome. In order to achieve this, the following must be done: creating thinking systems, seeking input, making knowledge happen, and the forming of partnerships.

### 1. **Thinking Systems**

A thinking system is the conceptualization of all the elements of the whole, how they fit together, what functions they perform, and how the processes are orchestrated.

### 2. **Seeking Input**

Seeking input is critical when being open to the outside and inside world. Looking for opportunities for cross-functional collaboration, making information accessible, hiring people who you can learn from, and avoiding turf wars will lead to a greater wealth of knowledge than just through one person.

### 3. **Making Knowledge Happen**

The process of continually generating knowledge and encouraging entrepreneurial behavior based on this knowledge creates a greater system for organizational performance. This is done through suspending control, providing more flexibility, and transforming collective intelligence into a source of competitive advantage to make knowledge happen.

### 4. **Forming Partnerships**

A leader must select partners who can teach. A leader must look beyond organizational boundaries, develop alliances, build guidelines, and align partnerships with organizational vision, strategy, and goals.

### **Small Group Discussion**

*What:* Create a Learning Organization

*How:* Do you believe that you have fostered a learning generation in your workgroup? If so, how have you done so?

Be prepared to discuss with the class.

Notes:

### **Individual Activity**

*What:* Create a Learning Organization

*How:* Do you believe that this has been achieved throughout your organization (i.e., have top leaders in your organization made an effort to do this)? What have been the consequences of either these efforts or their failure to attend to the issue?

Notes:

### **Promoting Understanding**

In the promotion of organizational understanding, employees are allowed to comprehend their situation and express how they feel. There are two steps for promoting understanding: (1) Describe the event and (2) Identify feelings and beliefs.

1. **Describe the Event**

Describing the change event promotes the understanding of the type of change, the significance of the change, and the demands associated with the change. During periods of change, it is important that leaders do what they can to create an environment of trust by having all information available to those affected by the change.

2. **Identify Feelings and Beliefs**

Through the identification of feelings and beliefs, the experience becomes labeled. These feels must be acknowledged to help people make positive choices regarding these feelings and beliefs.

### **Facilitate Acceptance of What Cannot Be Changed**

During change, a leader must help employees accept the inevitable change and how things are not going to be as they once were. There are two steps involved in facilitating acceptance of the change: (1) Move employees to commitment and (2) Put the past behind.

1. **Move Employees to Commitment**

Change involves moving employees to commit to the change. There are five stages of emotion common before commitment to change: (1) Denial, (2) Anger, (3) Bargaining, (4) Depression, and (5) Acceptance. A leader should never give up on a person, but should help a person to understand his or her emotional state which leads to acceptance.

2. **Put the Past Behind**

Putting the past behind leads to acceptance of change and avoiding sadness which can be associated with change. A leader should help the employee to get some distance from the events and let people find their way through the change. This will allow for the employee's mental model to be shed and create a connection with the new changes.

### **Enable Change**

Once employees commit to the change, they must now be prepared to move to make the change. This will allow for new opportunity and direction. There are two steps associated with enabling change: (1) Making the transition and (2) Beginning again.

1. **Making the Transition**

Finding something useful in the emptiness or pain created by letting go of the past will aid employees in transitioning to the new change. First they need to discover what is left, understand the pitfalls, and then settle into the reality of moving forward.

2. **Beginning Again**

Help employees to set a goal, choose a strategy, and develop a support system to aid in making the new change. Utilize any resources necessary or available to increase the employees' chances for success.

### **Individual Activity**

*What:* Leading in a Culture of Change

*How:* Which of these skills can you further develop to help increase buy-in during a state of organizational change?

Notes:

## **CONCLUSION**

Through this course, how to lead during a culture of change has been discussed to identify the needs of employees during times of change. It has been identified that leading change is more than telling employees things will change, but rather examining the change, identifying why change is necessary, and then facilitating the change to meet the needs of the organization and its employees. The challenge now is to be the leader who welcomes change, leads change, and continually strives to find better, more innovative ways to change an organization.

## **REFERENCES**

AchieveGlobal (2004). *The Principles and Qualities of Genuine Leadership*. Tampa, FL: AchieveGlobal Headquarters, Inc.

## **JOB AIDS**

### **Five Leadership Components**

- 1) Moral Purpose
- 2) Understanding Change
- 3) Relationship Building
- 4) Knowledge Building
- 5) Coherence Making

### **Skills for Leading in a Culture of Change**

- 1) Mobilize people behind organizational values and mission
- 2) Empower people to control their work and life
- 3) Develop employees
- 4) Create learning organizations
- 5) Promote understanding
- 6) Facilitate acceptance of what cannot be changed
- 7) Enable change