



**Training Module
On
"MANAGEMENT OF CHANGE"**

**Sponsored by
UNDP
&
DEPARTMENT OF PERSONNEL & TRAINING,
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TITLE OF THE MODULE : **“MANAGEMENT OF CHANGE”
(Under UNDP Project for
strengthening State ATIs)**

TYPE OF THE MODULE : **NON-DLM**

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SOME SUGGESTIONS TO USE THIS MODULE

Schedule: The Schedule provided is tentative and can be modified according to your objectives and nature of the group.

Quotations: Almost for every session there are some quotations given. They are very relevant and self-revealing about the session. Participants enjoy, understand and remember better when used appropriately.

Visuals and exercises: Though, Visuals are trainer's material and exercises are course (trainees') material to be distributed at appropriate times to carry on various activities, they can be interchanged depending on the facilitators' ease to use them appropriately.

Leading discussions: The ideas, issues, experiences that spring-up among the participants during discussions would be one of the most important elements of this training program. As the participants are highly experienced officers, they will probably have many "War Stories" as well as "peace stories" to narrate. As is true in any training session, you will have to be the judge of how relevant and contributory these experiences are. Suffice them. But remember the more participation through discussion, the greater the opportunity for the training to impact and to stick..

Process time frames: In the module, the process timings shown are approximate. If the group is large, or if you would like to encourage more discussion than is allowed in the schedule, please do so. It is undoubtedly better to invest the extra time than to deprive the participants of the opportunities to have full discussion. You may reduce time for some items and adjust it to more important items or may delete/add some visuals or exercises depending on the background (i.e. the entry behaviour) of the group.

How to use this module for different levels (A, B & C levels): One composite module is prepared for A, B & C levels. But focus varies for different levels. At appropriate places under individual sessions suggestions are made for using it more relevantly.

When using this module with very senior officers or to the groups who cannot be spared for more than three or four days, you may make presentation parts shorter and use maximum time for discussions and strategic plan preparations. All of us are aware of the fact that most of us are not short of knowledge but short of motivation or short of knowledge of how to apply what we know.

Finally, it is important to make your program more lively and relevant.

MANAGEMENT OF CHANGE

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COURSE BROCHURE

COURSE BROCHURE

Introduction

“We cannot become what we need to be by remaining what we are” (Max Depree)

“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change” (Charles Darwin)

Why do we need change? No matter where we work and whether we are in public sector or private sector, change has become a fact of life in today’s workplace especially due to the external forces like – globalization, right sizing and fast developing technologies - mainly due to information technology. It appears in different forms with different names: introduction of new technology, shift in strategy, decentralization and de-layering, new emphasis on quality or innovation, or implementation of new team-based and demand driven projects and programs, modernization, re-inventing, rethinking/restructuring/re-engineering, rightsizing, etc.

Whatever the name, the particular change is optional sometimes, but often it is unavoidable. In order to survive and to succeed, organizations and individuals need to embrace changes.

Even when we realize that it is necessary for us to adapt to change, most change projects are impaired before they are launched, some fail to accomplish what they are meant for, some cost so much that their value is compromised, some take so long to implement that an opportunity is missed. As a result of all this a lot of us are left discouraged and confused. In most cases, the difficulty was with the people who have to make the change work and not so much with the technical aspects of the change.

For a change to become a reality, people must first let go of certain dysfunctional old way(s) of thinking, perceiving, feeling and doing things and learn new ones. They should also live through a rough in-between time when they feel confused and frustrated. This psychological transition is the most crucial part of change process, and unless it is managed successfully, nothing will change even with the clearest plan in the world.

How do we understand the **need** for change? **What** kind(s) of changes are needed? Then arises the question of **how** do we initiate and manage the desired changes? How to sustain momentum? It is true that we cannot achieve development and progress just by doing what we have been doing or doing more of the same thing without learning to adapt to right attitudes and practices. Even highly promising change initiatives and efforts can also fail to transform our mindsets and practices, if our organisations have complex and strong immune systems supporting the status quo – tolerance for inertia, mediocrity, blaming culture, lack of accountability and lack of transparency.

Leaders in times of transition need a deep understanding of current conditions, a clear vision of the future and ability to think strategically, communicate and delegate effectively and consider long-term consequences of particular courses of action. They must be highly informed of

political, economical, environmental, social and technological changes taking place globally and their impact on policymaking and implementing/functioning of the government in delivering the needed services. Ultimately, it is their action or inaction that determines the form and fate of the departments/organisations.

Aim of the program

Center as well as our state governments are struggling to offer good governance to our people managing with the existing human, economic, infrastructural and natural resources. The major concerns are achieving economic competitiveness, doing more with less, building people's faith in government and strengthening community and civil society. Extensive reforms, new programs and projects are being introduced profusely and continuously in this direction. Implementing all these require a greater shift in the ways of thinking and doing things. Altogether there is a great need to realize how to lead self and others in order to deliver quality and timely services to the citizens.

This program reveals how leaders in government can develop insights regarding anticipating shifts in global changes and competitive demands and how they will ultimately force them and their departments/organisations to face the challenges.

This program is also an attempt to enable the participants to understand and appreciate the need to change their perceptions and perspectives in leading themselves as well as their subordinates in order to meet the challenges of today's nanosecond culture.

Further, it focuses on how to build competencies and capabilities needed to meet those challenges.

More importantly the wisdom that should dawn on us now is that leadership lies in convincing and motivating our people that we cannot survive unless we are willing to face up to the challenges posed by fast changing global scenario.

Finally, through sharing and in-depth analysis of real life examples/ experiences, participants will explore and evolve ways of introducing, implementing and managing changes.

Typically there is a strong resistance to change. People are afraid of leaving the known and hence accepting the unknown. Many are inherently cynical about change and many doubt its effectiveness to accomplish major goals of the department.

It is important that all our officers have a good knowledge about the existing systems and processes of organisations and at the same time are aware of the best practices in areas of change management. This ultimately should lead to preparing proper plans of action.

Training objectives

By the end of the programme the participants will be able to:

1. Describe the complexity and inevitability of changes in the workplace
2. Differentiate the need for incremental (continuous) and transformational (discontinuous) changes
3. Assess the changing role of public officials in the present context
4. Explain the need for scanning the external & internal environment to develop sensitivity to the forces of change
5. Practice the method of scanning the environment
6. Propose a strategy to respond proactively to change by matching internal resources with challenges in the external environment (developing a right-fit)
7. Differentiate management and leadership
8. Explain the need for blending managerial and leadership qualities
9. Describe the role of a leader in today's workplace diversities and complexities
10. Write an action plan for enhancing leadership performance
11. Use different methods to improve the quality of their decision-making
12. Assess how to empower subordinates by delegating appropriately
13. Recognize change resisters (people who resist change)
14. Identify reasons for resistance to change
15. Propose a strategy for overcoming resistance to change in a situation of their choice
16. Propose a communication strategy for easing the way to effective process of change
17. Write strategies to motivate their own roles for continuous improvement and growth (incremental change)
18. Write strategies to motivate the roles of their subordinates for continuous improvement and growth (incremental change)
19. Evolve strategies to motivate their own roles for continuous improvement and growth
20. Evolve strategies to motivate the roles of their subordinates for continuous improvement and growth
21. Assessing the role of an internal change agent in initiating, implementing, overcoming resistance and succeeding in change programs/ projects
22. Prepare an action plan for introducing a change program/project of their choice related to their workplace

Contents

- The concept, dynamics and complexity of change
- Developing 'change-mindset'
- Changing role of public officials
- Environmental scanning & SWOT analysis
- Leadership skills to facilitate change situations
- Decision-making and delegation as leverages to change
- Resistance to change
- Motivating organisational roles for continuous improvement

- Communication needs for organizational change
- The role of change agent in introducing change initiatives and managing transitions
- Strategy & Action plan

Entry Behaviour:

It should be recognized that the entry behaviour of participants is likely to be

Heterogeneous as:

- The functions and responsibilities associated with each level in different departments are varied and different, and
- The participants might be from different age groups

Homogenous as:

- All of them will be from Government Departments, and
- Are all adult learners

Course duration and design

One composite module is prepared for A, B & C levels with suggestions at appropriate places to use it relevantly.

It is designed as a 5-day program with 25 hours of input.

It contains 9 learning units with 10 long (half-day) sessions each with a break of 15 minutes. Each learning unit has stated training objective(s)

Methodology

The following methodology is used in this program:

- Brainstorming
- Experience sharing
- Story analysis
- Lecture method
- Discussion method
- Lesson method
- Role-play
- Panel discussion
- Games / Group Exercises / Questionnaires / Quiz
- Individual and small group work & Presentations
- Action plan preparation and presentations

For whom

This programme is designed for officials belonging to A, B & C levels in all government departments and offices.

A stands for policy and decision-making level

B stands for middle management level and

C stands for first gazetted level and senior supervisory level

TENTATIVE SCHEDULE

TENTATIVE PROGRAMME SCHEDULE

(This schedule is suggestive and it may be modified according to the level and specific needs of the participants.)

DATE & DAY	FORENOON SESSION (S)	AFTERNOON SESSION (S)
Date & Day-1	<ul style="list-style-type: none"> ❖ Registration ❖ Introduction & Ice-breaking or a Microlab ❖ Overview of the program ❖ Overview of change process ❖ Developing change mindset – Changing role of public officials to achieve excellence & the need for and the kind of changes required 	<ul style="list-style-type: none"> ❖ Environmental Scanning & SWOT Analysis
Date & Day-2	<ul style="list-style-type: none"> ❖ Adopting leadership styles to facilitate change 	<ul style="list-style-type: none"> ❖ Decision-making & delegation as leverages for managing change
Date & Day-3	<ul style="list-style-type: none"> ❖ Resistance to change: Understanding & overcoming resistance to change 	<ul style="list-style-type: none"> ❖ Communication needs for organizational change
Date & Day-4	<ul style="list-style-type: none"> ❖ Motivating organizational roles and enhancing role effectiveness – Continuous improvement is critical to survival 	<ul style="list-style-type: none"> ❖ Motivating organizational roles and enhancing role effectiveness – Continuous improvement is critical to survival (contd.)
Date & Day-5	<ul style="list-style-type: none"> ❖ Introducing, managing & making change an organizational reality – a) The role of change agent in managing change 	<ul style="list-style-type: none"> ❖ Introducing, managing & making change an organizational reality – an action plan ❖ Evaluation & Valediction

***SESSION - WISE
OVERVIEW OF THE MODULE***

SESSION WISE OVERVIEW OF THE MODULE

SESSION 01: **INTRODUCTION, ICEBREAKER, OVERVIEW OF CHANGE PROCESS AND** **DEVELOPING CHANGE MIND SET**

Structure and material:

- 05 Minutes: Self introduction by the course director
15 Minutes: Introduction & Expectations by the participants
15 Minutes: List expectations of the Participants – Use flip chart
40 Minutes: Ice-breaker: “Introduce Yourself” – Exercise-01
05 Minutes: Explain – “How to be an effective course participant?” – Exercise-02
05 Minutes: Explain – “Points to ponder” – Exercise-03
05 Minutes: Overview of the program
30 Minutes: Over view of change process, the complexity, inevitability of changes and the need for incremental and transformational changes – Square Wheels - Visual-01
30 Minutes: Changing role of public officials to achieve excellence (lecture by some higher official in government/a panel discussion by 2-3 officials / lecture-cum-discussion by self) – Governance-The Paradigm Shift – Visual-02

SESSION 02: **ENVIRONMENTAL SCANNING & SWOT ANALYSIS**

Structure and material:

- 05 Minutes: Recap of the first session
20 Minutes: Scanning the environment for external & internal forces of change by faculty
– Types of changes in the immediate future – Visual 03
– External & internal forces of change – Visual 04
– Organizational change: A process model – Visual 05
10 Minutes: Environmental scanning for internal forces of change (individual work) – Exercise-04
10 Minutes: Environmental scanning for external forces (individual work) – Exercise-05
25 Minutes: Group work on “External forces & Internal forces” – Exercises-04 & 05
45 Minutes: SWOT Analysis-to identify strengths & weaknesses from the internal forces and opportunities & threats from the external forces
20 Minutes: Review of past, present & future trends and changes by the faculty – Visual 03, 04 & 05
30 Minutes: Overall review of the session by the faculty highlighting the factors emerged out of scanning analysis and relating it to the changing role of public officials to achieve excellence

SESSION 03:
ADOPTING LEADERSHIP STYLES TO FACILITATE CHANGE

Structure and material:

- 05 Minutes: Recap of the second session
- 20 Minutes: Are you a manager or a leader? – Exercise-06
- 30 Minutes: Defining and differentiating leader from manager
- The management-Leadership continuum – Visual 06
 - Attributes that characterize leadership styles – Visual 07
 - Steps to become a leader – Visual 08
 - Most important words for leaders – Visual 09
- 20 Minutes: Attitude towards people and leadership qualities – “Theory X & Theory Y”
- Exercise-07
- 15 Minutes: Are you a motivator? – Visual-10
- 45 Minutes: Emotional Intelligence is sine qua non of leadership
- The six leadership styles at a glance – Visual 11
 - The five components of emotional intelligence at work – Visual 12
- 10 Minutes: Presentation & Discussion - Power Bases of Leadership – Visual 13
- 05 Minutes: Reviewing and explaining how leadership is critical during changes

SESSION 04:
DECISION-MAKING & DELEGATION AS LEVERAGES FOR MANAGING CHANGE

Structure and material:

- 05 Minutes: Recap of the third session
- 30 Minutes: Questionnaire & discussion - Assessing your decision-making ability: Exercise-08
- 30 Minutes: Questionnaire & discussion - Identify your decision making style: Exercise-09
- 40 Minutes: The importance of group decision-making – Group Exercise with
“The desert survival” Exercise-10
- 30 Minutes: Presentation by faculty and discussion with participants
- Steps in decision-making – Visual 14
 - Styles of decision-making – Visual 15
 - Advantages & disadvantages of group decision-making over individual decision-making – Visual 16
 - Strategies for better, faster & smarter decision-making – Visual 17
- 30 Minutes: The role of delegation in enhancing quality decision-making by subordinates
- Why delegation? – Visual 18
 - Why no delegation takes place mostly? – Visual 19
 - Degrees of delegation – Visual 20
 - Some tips to delegate effectively – Visual 21

SESSION 05:
RESISTANCE TO CHANGE: UNDERSTANDING & OVERCOMING RESISTANCE
TO CHANGE

Structure and material:

- 05 Minutes: Recap of the fourth session
- 20 Minutes: Analysis of personal experiences of change at work by self & by subordinates- Exercise-11
- 05 Minutes: List the possible factors of resistance by self and by subordinates- Exercise-12
- 30 Minutes: Participants share their experiences listing the resistance factors
- 45 Minutes: Story analysis – Exercise-13: “Who moved my cheese” – Analysis of resistance and strategies for overcoming resistance by participants (for self and for others) basing on case analysis of “Who moved my cheese?”
- 30 Minutes: Understanding and overcoming resistance – an overview and presentation by faculty using the following:
- Reasons for change – Visual 22
 - Unfreezing the status quo-what is resistance? – Visual 23
 - Some reasons for resistance to change – Visual 24
 - Socio-psychological & personality variables – Visual 25
 - How to recognize change resisters? – Visual 26
 - How to handle resistance to change? – Visual 27
 - Steps to change – Visual 28
 - Managing positive responses to change – Visual 29
 - Managing negative responses to change – Visual 30
- 15 Minutes: Strategies for managing resistance to change – Visual 31

SESSION 06:
COMMUNICATION NEEDS FOR ORGANISATIONAL CHANGE

Structure & Material:

- 05 Minutes: Recap of the fifth session
- 05 Minutes: Communication Skills Test–Exercise-14
- 30 Minutes: Communication skills for personal effectiveness and coordination at workplace- Presentation by faculty and discussion
- o Purpose of communication – Visual 32
 - o Means of communication – Visual 33
 - o Verbal & non-verbal communication – Visual 34
 - o Behavioural skills for effective communication – Visual 35
 - o Three styles of communication – Visual 36
 - o Interpretation of test scores
- 15 Minutes: Communication needs for successful transformations – Visual 37
- 60 Minutes: Role play, analysis of role play and discussion
- 45 Minutes: Proposing a communication strategy and presentations

SESSION 07:
MOTIVATING ORGANIZATIONAL ROLES AND ENHANCING ROLE
EFFECTIVENESS– CONTINUOUS IMPROVEMENT IS CRITICAL TO SURVIVAL

Structure & Material:

- 05 Minutes: Recap of the sixth session
- 10 Minutes: Exercise-15 - Role Efficacy Scale (RES–S)
- 10 Minutes: Exercise-16 - Role Efficacy Scale (RES–O)
- 25 Minutes: Scoring and interpretation of ten aspects of role efficacy
- 40 Minutes: Explaining the ten aspects of role efficacy–Exercise-17
- 20 Minutes: Reading hand out on role efficacy
- 40 Minutes: Action plan for enhancing role efficacy for self and others – group work

SESSION 08:
MOTIVATING ORGANIZATIONAL ROLES AND ENHANCING ROLE
EFFECTIVENESS– CONTINUOUS IMPROVEMENT IS CRITICAL TO SURVIVAL

Structure & Material:

- 05 Minutes: Recap of the seventh session
- 45 Minutes: Action plan for enhancing role efficacy for self and others
– Small group work (contd.)
- 90 Minutes: Presentations and discussions
- 25 Minutes: Review and lecture by the faculty

SESSION 09:
THE ROLE OF CHANGE AGENT IN MANAGING CHANGE

Structure & Material:

- 05 Minutes: Recap of the eighth session
- 10 Minutes: The role of change agent
(Brainstorming: What do I think is the role of a change agent?)
- 10 Minutes: Consolidation of participants' ideas by the faculty
- 10 Minutes: Can I be a change agent? – Individual work
- 10 Minutes: What do I do to be a change agent? – Small group work
- 15 Minutes: The rules of the change leader– Small group work
- 15 Minutes: How do I take charge of change? – Small group work
- 15 Minutes: How do I enhance the speed of change? – Small group work
- 45 Minutes: Presentation by the faculty and discussion
 - What do I do to be a change agent – Visual 38
 - Taking charge of change – Visual 39
 - Enhancing the speed of change – Visual 40
 - Identifying and making use of change levers and maxims to facilitate change process – Visual 41
- 15 Minutes: Consolidation of discussed points and refining their group work

SESSION 10:
INTRODUCING, MANAGING & MAKING CHANGE AN ORGANISATIONAL
REALITY – AN ACTION PLAN

Structure & Material:

- 05 Minutes: Recap of the ninth session
- 25 Minutes: Introducing and managing change initiatives – presentation and discussion
-Experiencing change as an organizational reality and moving on
- 75 Minutes: Small group work on action plan & Road map preparation –
Preparing an action plan for managing change successfully - Exercise-18
Creating a road map for people to follow and plan their own part - Exercise-19
- Identifying and facilitating training needs of subordinates during transitions
- Celebrating the success of completion of change
- 60 Minutes: Presentations and value additions of action plans by participants

***VISUALS FOR MAKING
OHP / PPT PRESENTATIONS***

List Of Visuals

- Visual-01 : Square Wheels**
- Visual-02 : Governance-The Paradigm Shift**
- Visual-03 : Types of changes in the immediate future**
- Visual-04 : External & Internal forces of change**
- Visual-05 : Organizational change: A process model**
- Visual-06 : The Management – Leadership Continuum**
- Visual-07 : Attributes that characterize leadership styles**
- Visual-08 : Steps to become a leader**
- Visual-09 : Most important words for leaders**
- Visual-10 : Are you a motivator?**
- Visual-11 : The six leadership styles at a glance**
- Visual-12 : The five components of emotional intelligence at work**
- Visual-13 : Power Bases**
- Visual-14 : Steps in decision-making**
- Visual-15 : Styles of decision-making**
- Visual-16 : Advantages & disadvantages of group decision-making over individual decision-making**
- Visual-17 : Strategies for better, faster & smarter decision-making**
- Visual-18 : Why delegation?**
- Visual-19 : Why no delegation takes place mostly?**
- Visual-20 : Degrees of delegation?**

- Visual-21 : Some tips to delegate effectively**
- Visual-22 : Reasons for change**
- Visual-23 : Unfreezing the Status Quo – What is resistance?**
- Visual-24 : Some reasons for resistance to change**
- Visual-25 : Socio-psychological & personality variables**
- Visual-26 : How to recognize change resisters?**
- Visual-27 : How to handle resistance to change?**
- Visual-28 : Steps to create change**
- Visual-29 : Managing positive responses to change**
- Visual-30 : Managing negative responses to change**
- Visual 31 : Strategies for managing resistance to change**
- Visual-32 : Purpose of communication**
- Visual-33 : Means of communication**
- Visual-34 : Verbal & non-verbal communication**
- Visual-35 : Behavioral skills for effective communication**
- Visual-36 : Three styles of communication**
- Visual-37 : Communication needs for successful transformation**
- Visual-38 : What do I do to be a change agent?**
- Visual-39 : Taking charge of change**
- Visual-40 : Enhancing the speed of change**
- Visual-41 : Identifying and making use of change levers and maxims to facilitate change process**

VISUAL-01: SQUARE WHEELS



This is how many organisations seem to really operate. What do you think is represented by the picture? Identify as many of the key issues and opportunities for improvement as you can.

VISUAL-02: GOVERNANCE – THE PARADIGM SHIFT

FROM

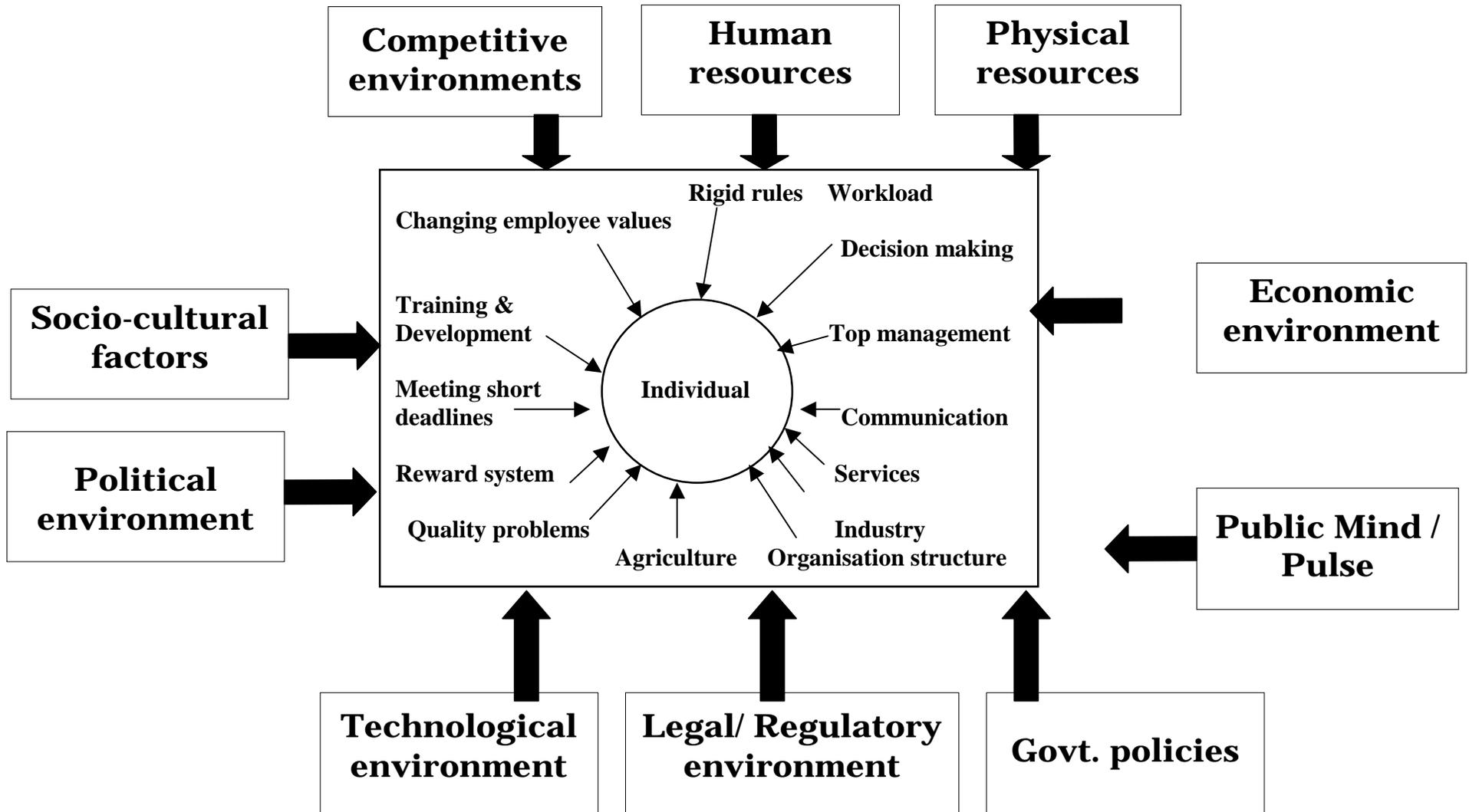
TO

- | | |
|--|-------------------------------------|
| ❖ Fat, complacent organization | ❖ Slender, alert organization |
| ❖ Bureaucracy | ❖ Openness |
| ❖ Extremely tight culture | ❖ Ability to change, move and adapt |
| ❖ Citizen-customer hostility | ❖ Citizen-customer empathy |
| ❖ We know best / know everything | ❖ Learning organization |
| ❖ Mistrust, fear | ❖ Trust |
| ❖ Organisation controlled by hierarchies | ❖ Organization based on team work |
| ❖ Confrontation | ❖ Co-ordination |
| ❖ Rule-driven | ❖ Customer driven, consultation |
| ❖ Local standards | ❖ World standards |
| ❖ Conservative, inflexible | ❖ Creative, innovative & flexible |

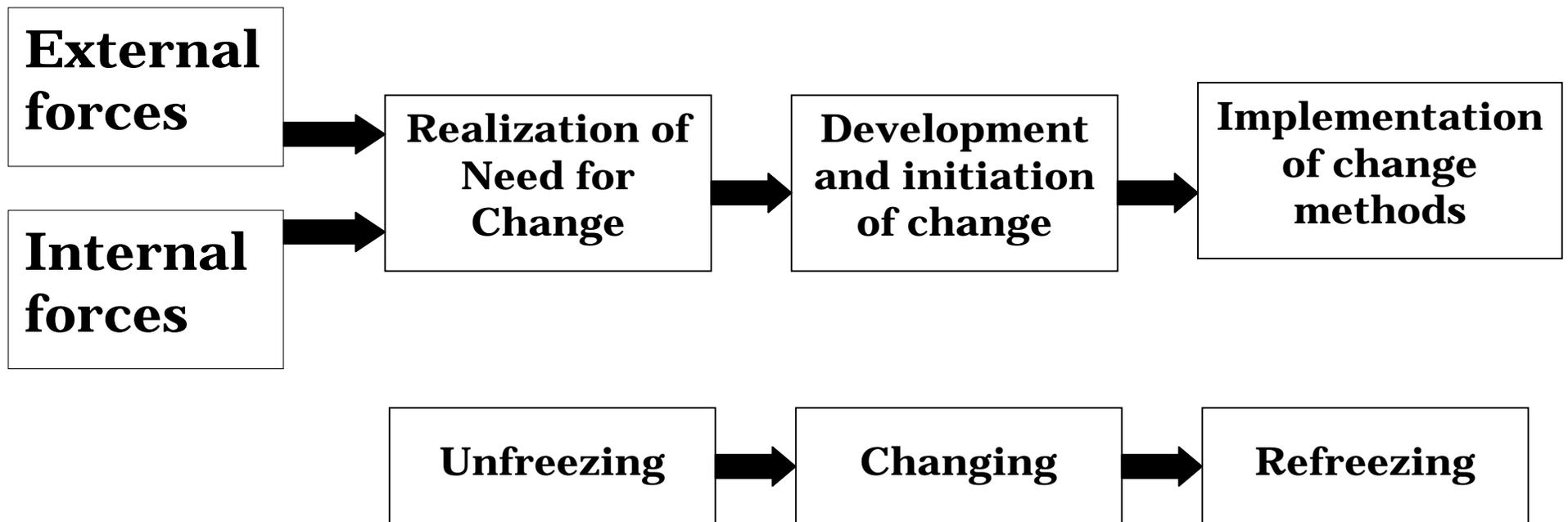
VISUAL-03: TYPES OF CHANGES IN THE IMMEDIATE FUTURE

- **At least 1/4th of all current “knowledge” & accepted “practice” will be obsolete**
- **Organizational structures will undergo unimaginable changes**
- **Formal work places will be replaced by virtual offices**
- **Many people will be working from home**
- **Many government services will be privatized or out sourced**
- **Most government offices will be striving for financial self-sufficiency**
- **The life span of new technology will decrease from the current eighteen months**
- **Entire industries will be replaced by others we have not heard of yet**
- **Role of government is shifting - from a major operator – to – enabler**
- **High Future Expectations**
- **Difficult Financial position**
- **Need to accelerate reforms**

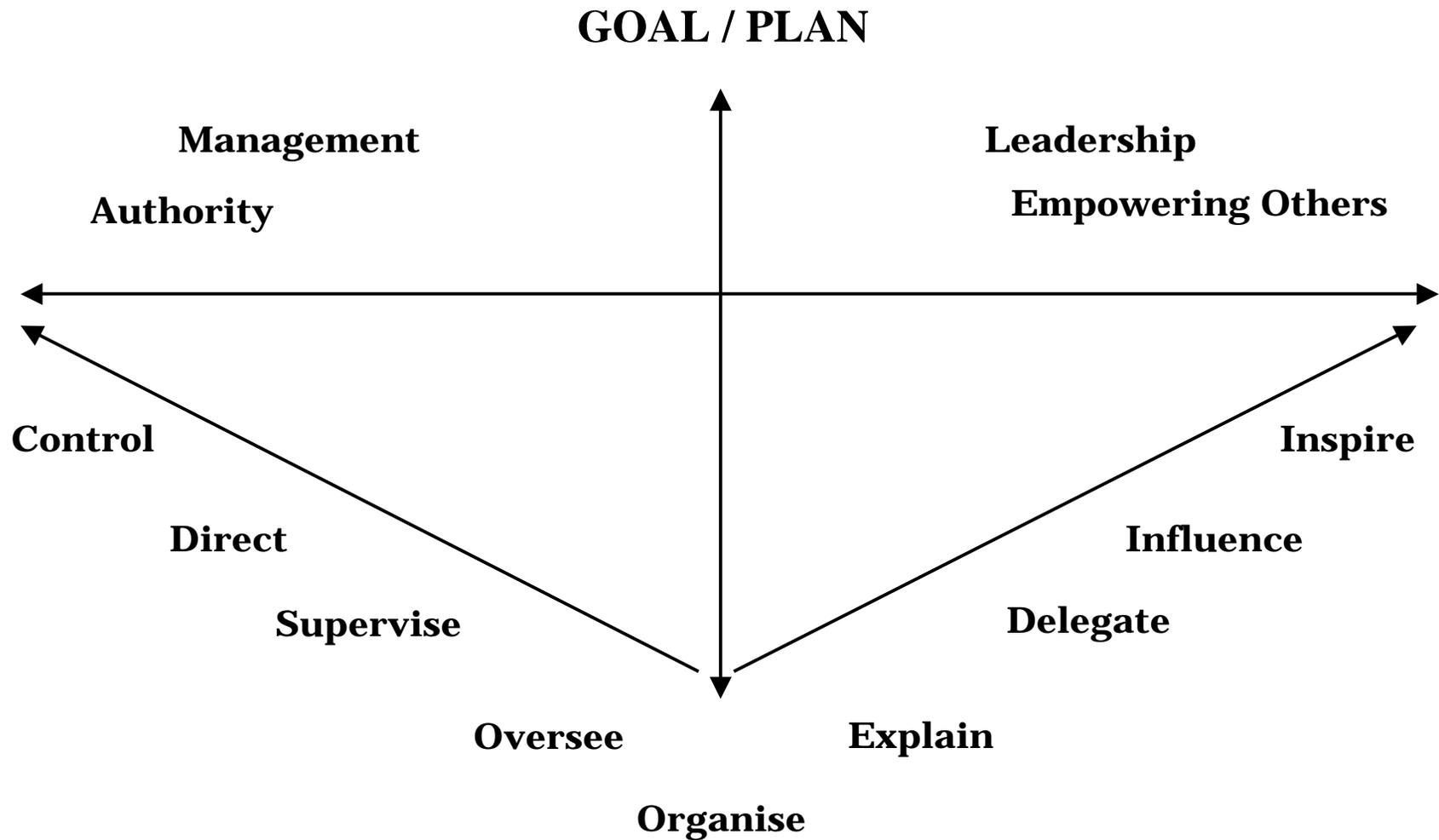
VISUAL-04: EXTERNAL AND INTERNAL FORCES OF CHANGE



VISUAL-05: ORGANIZATIONAL CHANGE: A PROCESS MODEL



VISUAL-06: THE MANAGEMENT-LEADERSHIP CONTINUUM



VISUAL-07:

Attributes that characterize leadership styles:

- **Setting difficult goals for oneself**
- **Doing everything possible to achieve goals**
- **Setting goals that provide immediate results**
- **Looking for continuous feedback**

Things a leader should never do:

- **Misusing position of authority**
- **Showing partiality/ favoritism**
- **Emphasizing/ complaining mistakes**
- **Negative reinforcement in front of one's associates**
- **Issuing unclear instructions**
- **Shifting blame on others**
- **Complaining about subordinates**

VISUAL-08: STEPS TO BECOME A LEADER

- **Know yourself**
- **Take responsibility**
- **Keep everyone well informed**
- **Be available**
- **Set an example for others to follow**
- **Look after the welfare of your employees**
- **Set goals that are achievable as far as possible**
- **Make sound and timely decisions**
- **Know your job: Build teamwork**
- **Develop your subordinates**
- **Never give up**

VISUAL-09: MOST IMPORTANT WORDS FOR LEADERS

The six most important words : “I admit I made a mistake.”

The five most important words : “You did a good job.”

The four most important words : “What is your opinion?”

The three most important words : “If you please.”

The two most important words : “Thank you.”

The one most important word : “We”

The least most important word : “I”

VISUAL-10: ARE YOU A MOTIVATOR?

Are you motivating your staff? Use this checklist to find out.

- **Do you appreciate your subordinates for a job well done?**
- **Do you give them timely and specific feedback?**
- **Do you allot time to meet and exchange ideas with your staff regularly?**
- **Is your workplace open, trusting and fun?**
- **Do you encourage and reward initiative and new ideas?**
- **Do you share information about your department with staff regularly?**
- **Do you involve staff in decisions that will affect them?**
- **Do you provide staff with a sense of ownership of their jobs?**
- **Do you give people a chance to learn new skills?**
- **Do you celebrate the successes of individuals/teams?**
- **Do your rewards encourage the behaviours you most want to see?**

VISUAL-11: THE SIX LEADERSHIP STYLES AT A GLANCE

(Daniel Golman)

	COERCIVE	AUTHORITATIVE	AFFILIATIVE	DEMOCRATIC	PACESETTING	COACHING
The leader's modus-operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	“Do what I tell you.”	“Come with me.”	“People come first.”	“What do you think?”	“Do as I do, now.”	“Try this.”
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact	-ve	Most strongly +ve	+ve	+ve	- ve	+ve

VISUAL-12:
THE FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE AT WORK

	DEFINITION	HALLMARKS
Self-Awareness	The ability to recognize and understand your moods, emotions & drives, as well as their effect on others	Self-confidence Realistic Self-assessment Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment - to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

VISUAL-13: POWER BASES

- ❖ **Coercive power**
- ❖ **Connection power**
- ❖ **Expert power**
- ❖ **Information power**
- ❖ **Legitimate power**
- ❖ **Referent power**
- ❖ **Reward power**

VISUAL-14: STEPS IN DECISION-MAKING

1. IDENTIFYING OPPORTUNITIES & DIAGNOSING PROBLEMS



2. IDENTIFYING OBJECTIVES



3. GENERATING ALTERNATIVES



4. EVALUATING ALTERNATIVES



5. REACHING DECISIONS



6. CHOOSING IMPLEMENTATION STRATEGIES



7. MONITORING & EVALUATING

VISUAL-15: STYLES OF DECISION-MAKING

(“Vroom & Yetton” Consultative Group)

- A* : *Autocratic***
- C* : *Consultative***
- G* : *Group Facilitator / Coordinator***

- A I : Leader alone solves the problem – information limited.**
- A II : Leader alone solves the problem, but by getting information from subordinates.**
- C I : Obtains ideas and suggestions from subordinates individually, but will not meet all the members as a group.**
- C II : Obtains ideas and suggestions from subordinates in the group**
- G : The group identifies and analyses the problem and evaluates alternatives to make a decision. Here leader acts as a coordinator of the group.**

VISUAL-16: ADVANTAGES AND DISADVANTAGES OF GROUP DECISION-MAKING OVER INDIVIDUAL DECISION-MAKING

ADVANTAGES

Experience and expertise of several individuals considered.

More information, data and facts can be made available

Problem viewed from several perspectives

Greater commitments ensured

DISADVANTAGES

Time consuming

Minority domination

Compromise

Social pressure to conform

VISUAL-17

TOP 7 STRATEGIES FOR BETTER, FASTER & SMARTER DECISION MAKING:

- ❖ You must know your end outcome, first.
- ❖ Prepare in advance, because "success happens, when opportunity meets up with preparedness."
- ❖ When in doubt, make the best decision in the moment.
- ❖ Remember that making a 'decision, not to do decide', is perfectly all right in many circumstances, and should be made guilt free.
- ❖ If you can't decide, then get out of the way, for someone who can make a decision.
- ❖ Make a list of decisions that have to be made daily, and pick as many as possible (at least 25%) of them that can be delegated right now to someone else.
- ❖ If you're the boss, its often better to just steer the decision making process, by the folks who are more knowledgeable on your team, than to make bad decisions by yourself (better to use 6 thinking hats method).

VISUAL-18: WHY DELEGATION?

- **To improve the quality of decision-making**
- **To develop subordinates and their commitment**
- **To improve superior subordinate relations**
- **To improve morale**
- **To build trust & confidence**
- **To reduce stress**
- **To save more time for concentrating on important issues**
- **To forward planning**
- **To avoid delays**

VISUAL-19: WHY NO DELEGATION TAKES PLACE MOSTLY?

- **Lack of confidence & trust in others**
- **Inexperience with delegation**
- **Bad experience with delegation**
- **Fear of displacement**
- **Fear of credit/ criticism**
- **Fear of information leaking**
- **Probability of more mistakes**
- **Lack of skills in others**
- **Reluctance to release work one personally enjoys doing**
- **Believing adage “to get done right, do it yourself”**
- **Subordinate(s)’s reluctance to accept**
- **Why extra (more) work without benefit?**

VISUAL-20: DEGREES OF DELEGATION

- ❖ **Take action**
 - **Your responsibility/no future reference**

- ❖ **Take action**
 - **Let me know what you do?**

- ❖ **Look into this problem**
 - **Tell me what you want to do?**

- ❖ **Please discuss and give alternative options**

- ❖ **Look into this problem and give all facts**
 - **I will decide**

VISUAL-21:
SOME TIPS TO DELEGATE EFFECTIVELY

- ❖ **Decide what you will delegate**
- ❖ **Clarify the results you want**
- ❖ **Clearly define the employee's responsibility**
- ❖ **Communicate the employee's authority over the delegated task**
- ❖ **Be sure the employee understands his or her authority**
- ❖ **Establish a time limit**
- ❖ **Establish a follow-up schedule. Use a series of follow-up meetings to**
 - 1. Monitor progress and**
 - 2. Determine need for assistance.**
- ❖ **Stick to the delegation program; avoid "reverse" delegation**

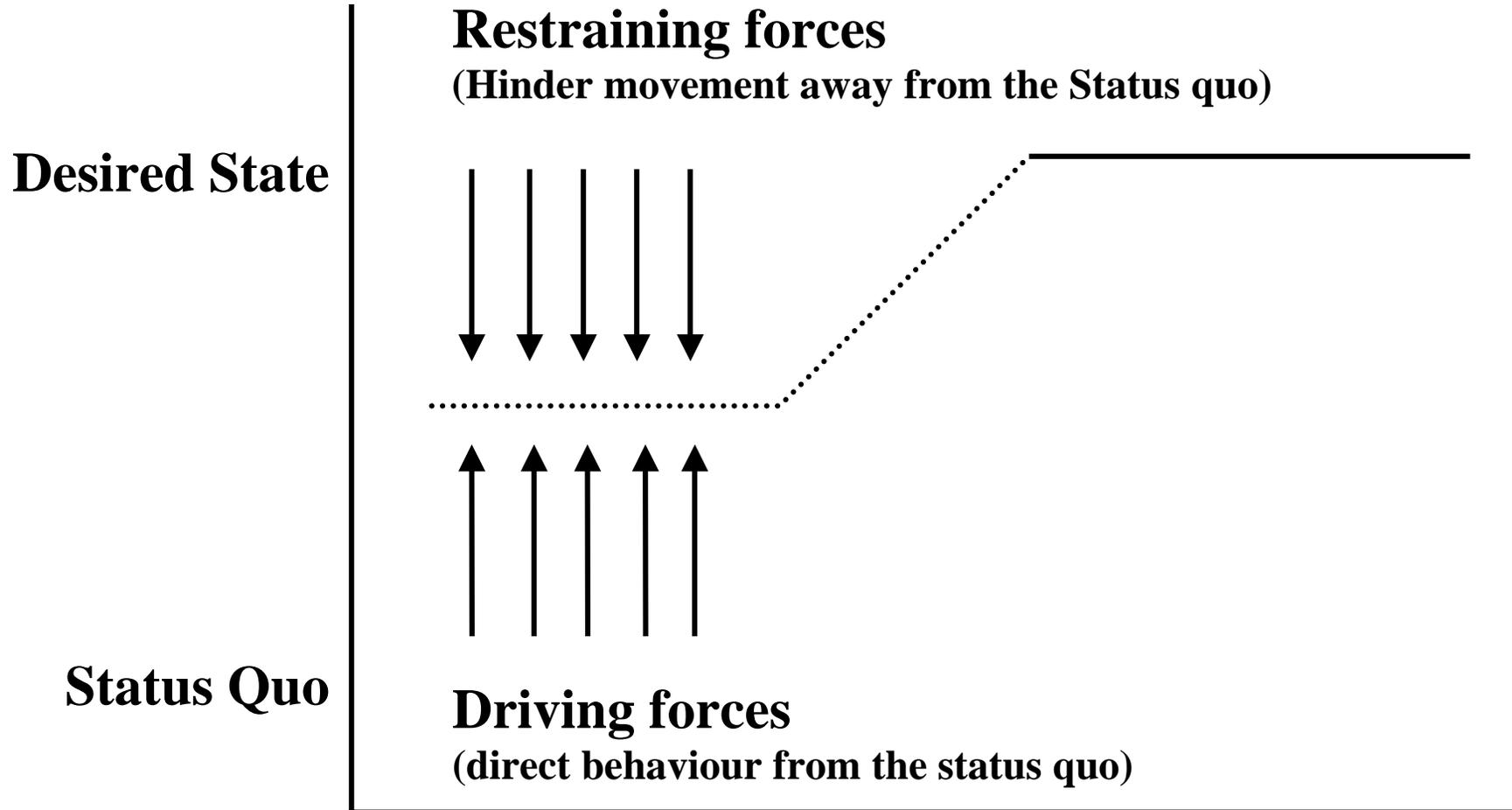
VISUAL-22: REASONS FOR CHANGE

- **What drives change?**
 - to achieve goals for improvement
 - to adapt to changes in the environment
 - to meet new requirements
- **Developmental change**
- **Adaptive change**
- **Forced change**

VISUAL-23: UNFREEZING THE STATUS QUO

(What is resistance?)

(Robert Goffee and Gareth Jones, 2000).



VISUAL-24

SOME REASONS FOR RESISTANCE TO CHANGE

- **Fear of the unknown**
- **Threat of loss of power**
- **Habit & inertia**
- **Summation of perceived personal loss & gains**
- **Threatening insecurity**
- **Fear of failure**
- **Threat to self-image**
- **Lack of skills required to change**
- **Changed social relationships**
- **Disruption of cultural reality of the organization**
- **The purpose of the change is not made clear**
- **Previous failed change efforts**
- **Peer group pressure**
- **Forced conformity of powerful others**

REASONS FOR RESISTANCE TO CHANGE **(CONTD...)**

- **Organizational climate**
- **Forced change and lack of participation**
- **Poor communication**
- **Limited resources**
- **Vested interests**
- **Personal appeals**
- **Implied fault in the change efforts**
- **Sunken costs**
- **Loss of rewards and privileges**
- **Prejudice towards the change agent**
- **Too rapid changes**
- **Socio-psychological & personality variables**

VISUAL-25
SOCIO-PSYCHOLOGICAL & PERSONALITY VARS.

- ❖ **Cognitive dissonance**
- ❖ **Fear of the unknown**
- ❖ **Venturesome/ risk-taking/ need for change**
- ❖ **Faith in people/ concern for others**
- ❖ **Conservatism**
- ❖ **Dogmatism**
- ❖ **Machiavellianism**
- ❖ **Admiration for status**

VISUAL-26
HOW TO RECOGNIZE CHANGE RESISTERS:
IT'S IN THEIR TALK / BEHAVIOUR

- **“It sounds risky.”**
- **“Let’s go back to our old ways.”**
- **“So far it worked, why not now.”**
- **“We’re fine the way we are.”**
- **“There’s no threat at all.”**
- **“That’s not our area/business.”**
- **“That won’t work here (in government).”**
- **“It’s down hill/a slippery slope. Once we start, no stopping till you fall down the valley.”**
- **Complaints**
- **Errors**
- **Negative emotional expressions (anger, frustration)**
- **Stubbornness**
- **Apathy/withdrawal**
- **Absence**
- **Illness**

VISUAL-27
HOW TO HANDLE RESISTANCE TO CHANGE?

The secret is to make people feel part of change!

- ❖ Create a clear vision of where and why the organization needs to go**

- ❖ Share the vision, and explain very clearly why they have to go in this direction**

- ❖ Develop and share a blue print so that everyone can understand the journey and can start to plan their own part**

VISUAL-28:
EIGHT STEPS TO CREATE CHANGE
- John P. Kotter, "Leading Change"

- 1. Establish a sense of urgency**
- 2. Create a guiding coalition**
- 3. Develop a vision and strategy**
- 4. Communicate the change vision**
- 5. Empower broad-based action**
- 6. Generate short-term wins**
- 7. Consolidate gains and produce more change**
- 8. Institutionalize new approaches in the culture**

VISUAL-29
MANAGING POSITIVE RESPONSES TO CHANGE
(Daryl R Conner, 1992)

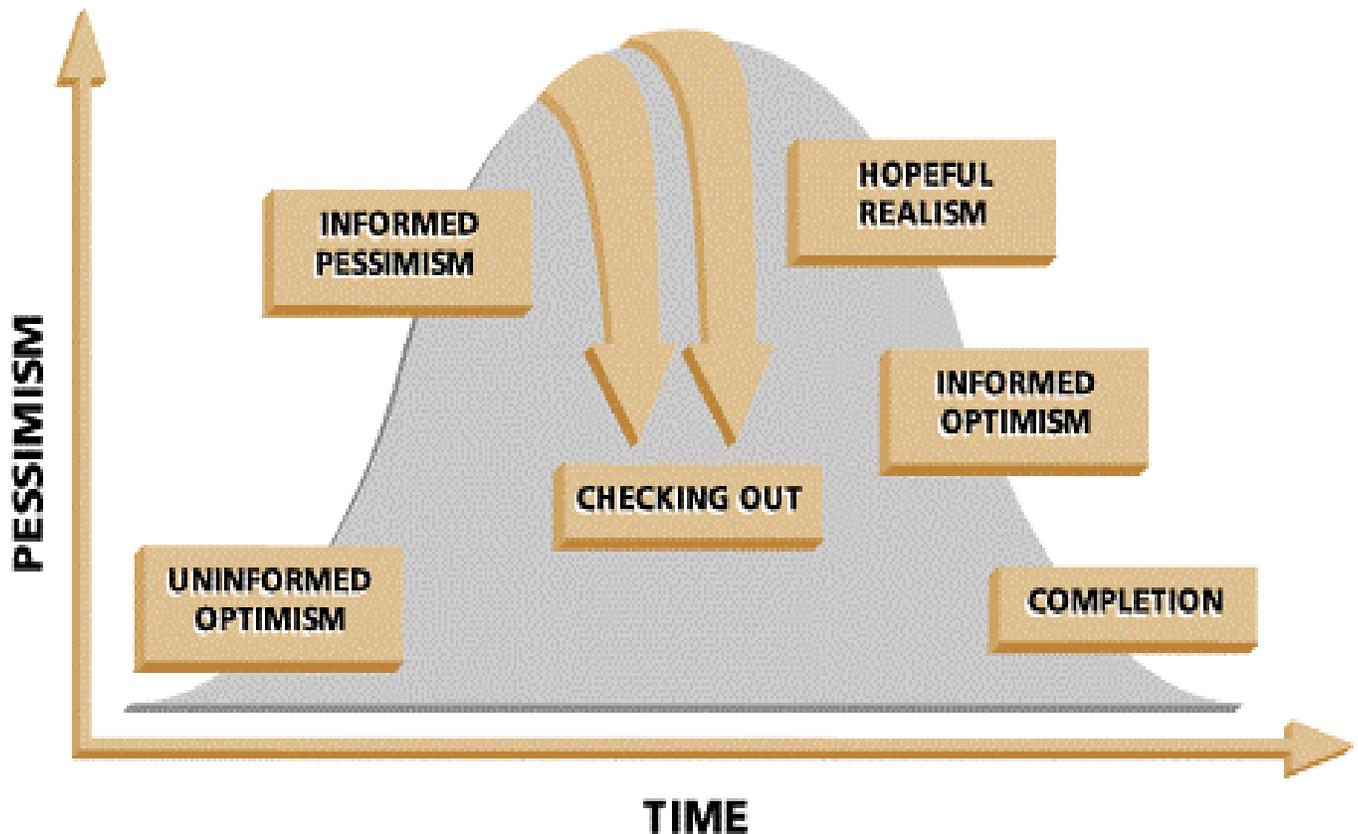


Figure I shows the positive case—the way people resist when they view the change as a good idea. Marriage is a good example to illustrate this point.

VISUAL-30
MANAGING NEGATIVE RESPONSES TO CHANGE
(Daryl R Conner, 1992)

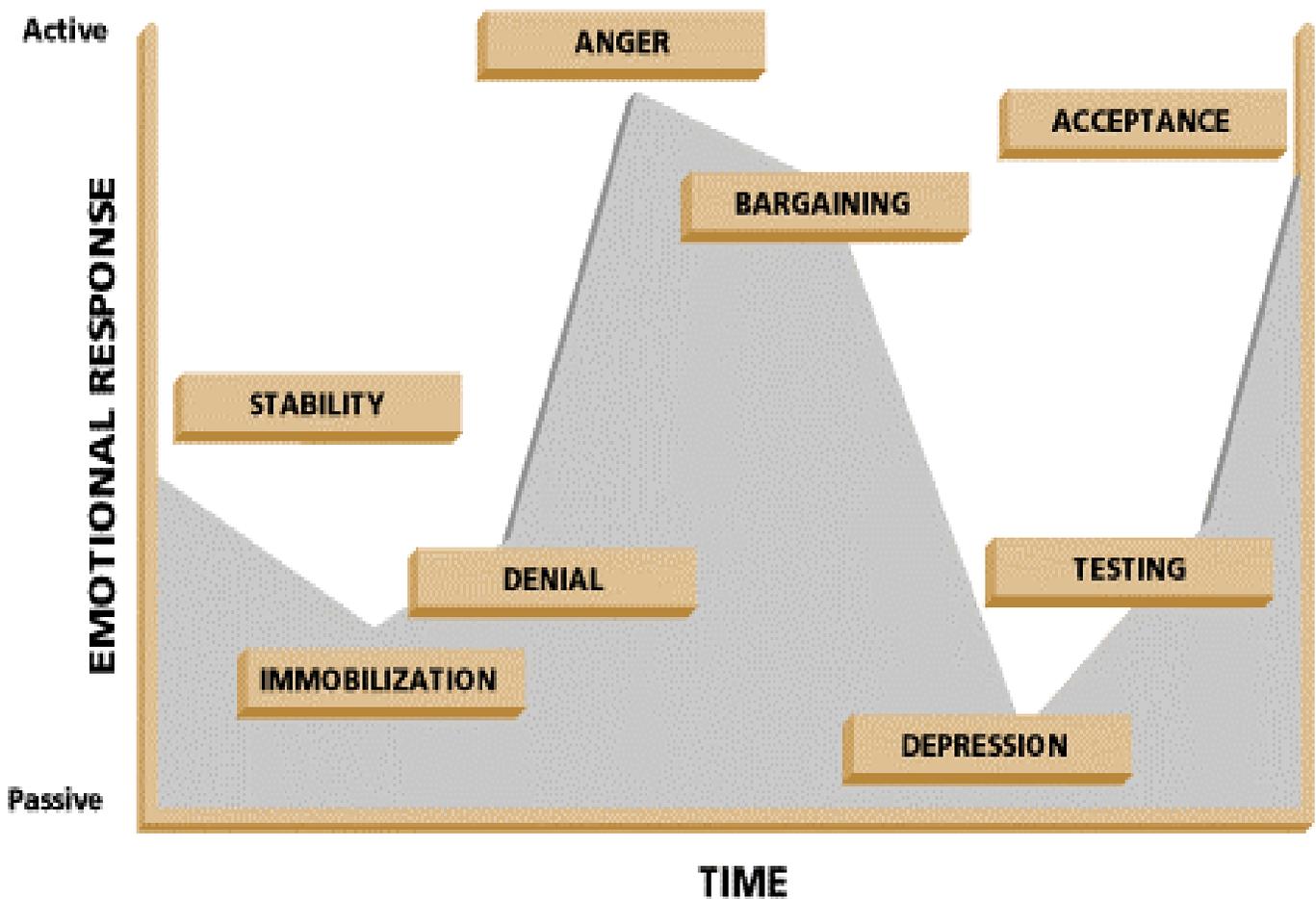


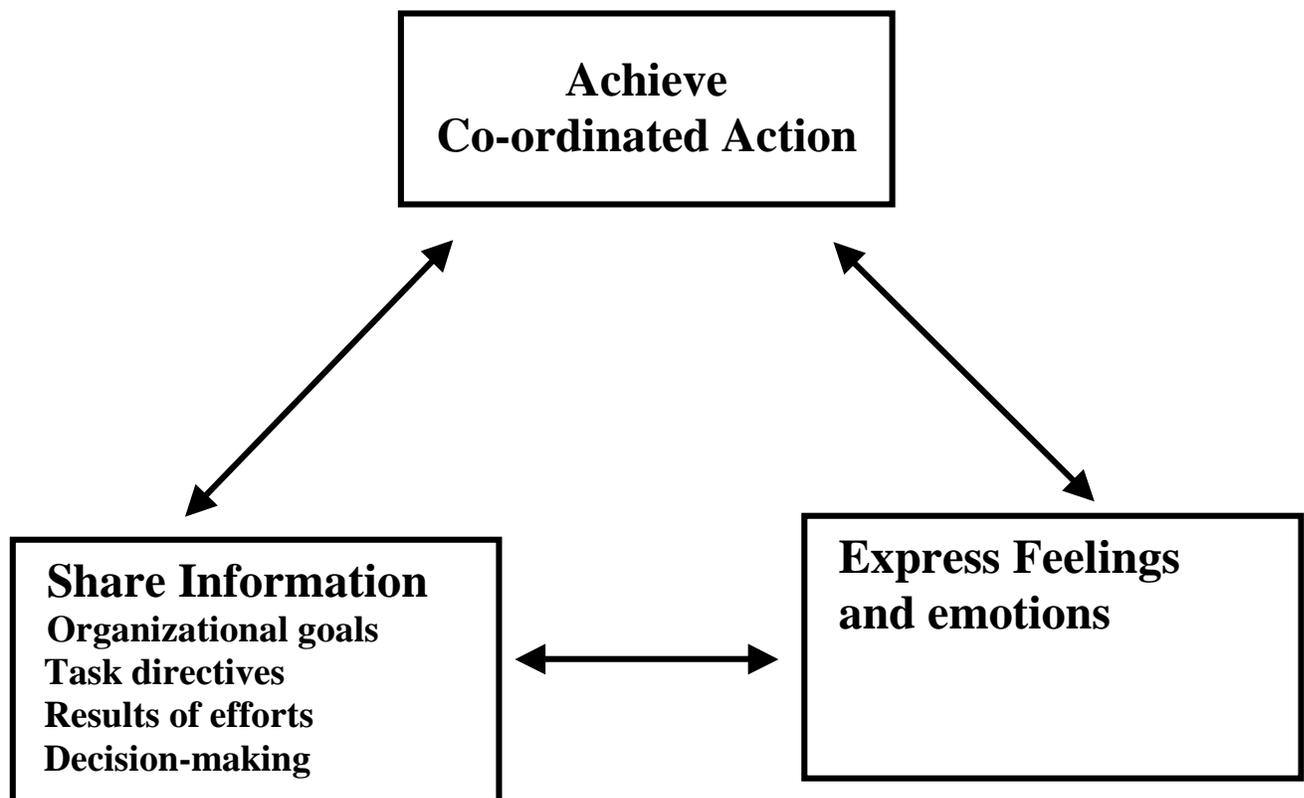
Figure II shows the negative case—the way people react when they view the change as a bad idea.

VISUAL-31
STRATEGIES FOR MANAGING
RESISTANCE TO CHANGE

- **Education and communication**
- **Participation and involvement**
- **Facilitation and support**
- **Negotiation and agreement**
- **Manipulation and co-optation**
- **Explicit and implicit coercion**

VISUAL-32

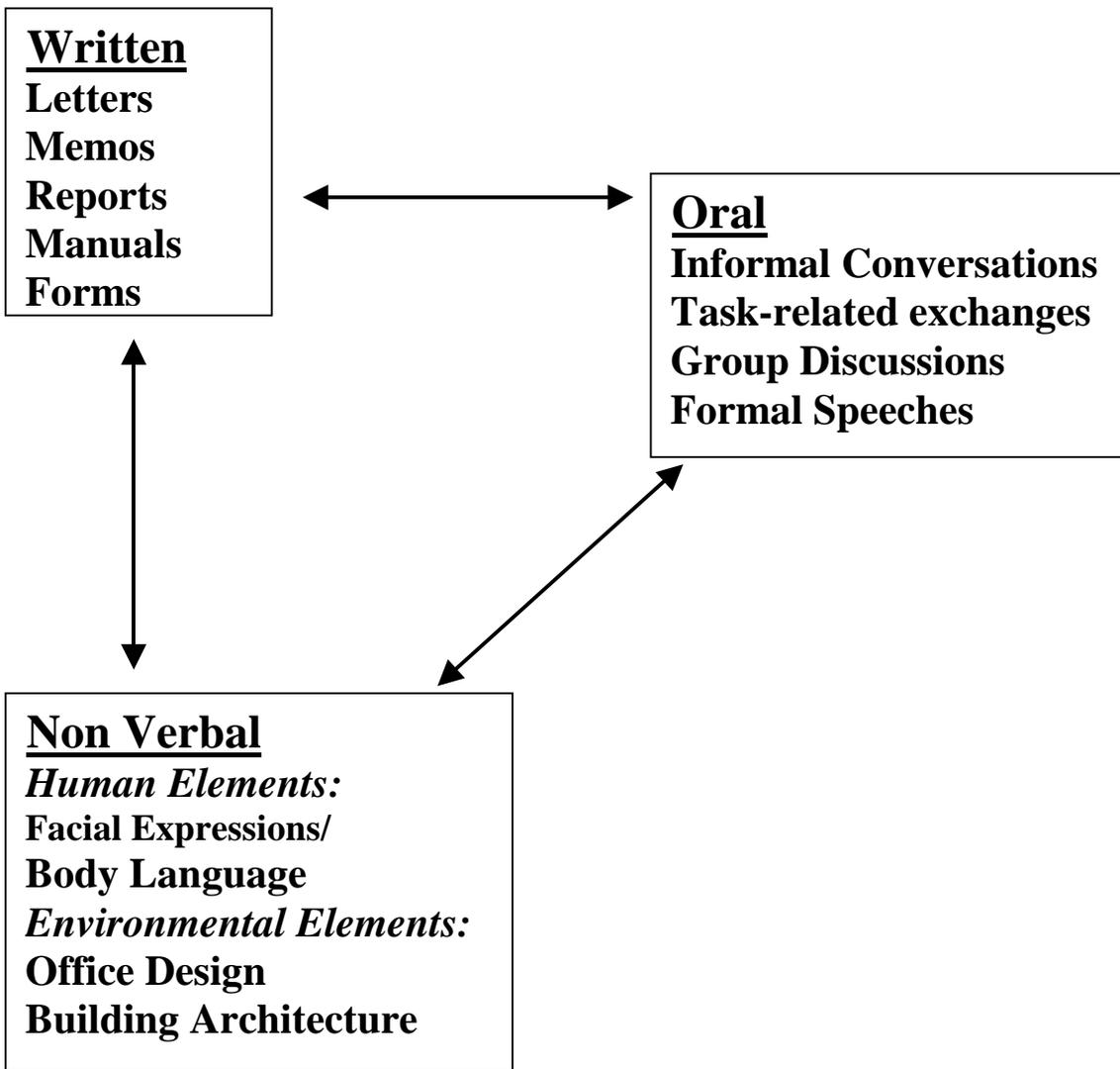
PURPOSE OF COMMUNICATION



VISUAL-33
MEANS OF COMMUNICATION

- ❖ **Telephone**
- ❖ **Letters**
- ❖ **Fax**
- ❖ **Memos**
- ❖ **Minutes**
- ❖ **Meetings**
- ❖ **Briefings**
- ❖ **Appraisals**
- ❖ **Interviews**
- ❖ **Electronic data interchange**
- ❖ **Computer printouts**

VISUAL-34
VERBAL & NON-VERBAL COMMUNICATION



VISUAL-35
BEHAVIOURAL SKILLS FOR EFFECTIVE
COMMUNICATION

- **Solid eye communication**
- **Good posture**
- **Natural gestures**
- **Appropriate dress & appearance**
- **Voice and vocal variety**
- **Effective use of language and pauses**
- **Active listener involvement**
- **Effective use of humour**
- **Being your natural self**

VISUAL-36: **THE THREE STYLES OF COMMUNICATION**

	AGGRESSIVE	PASSIVE	ASSERTIVE
1.	Mottos and Beliefs <ul style="list-style-type: none"> ▪ “Everyone should be like me.” ▪ “I am never wrong.” ▪ “I’ve got rights, but you don’t.” 	Mottos and Beliefs <ul style="list-style-type: none"> ▪ “Don’t express your true feelings.” ▪ “Don’t make waves.” ▪ “Don’t disagree.” ▪ “Others have more rights than I do.” 	Mottos and Beliefs <ul style="list-style-type: none"> ▪ Believes self and others are valuable ▪ Knowing that assertiveness doesn’t mean you always win, but that you handled the situation as effectively as possible ▪ “I have rights and so do others.”
2.	Communication Style <ul style="list-style-type: none"> ▪ Close minded ▪ Poor listener ▪ Has difficulty seeing the other person’s point of view ▪ Interrupts ▪ Monopolizing 	Communication Style <ul style="list-style-type: none"> ▪ Indirect ▪ Always agrees ▪ Doesn’t speak up ▪ Hesitant 	Communication Style <ul style="list-style-type: none"> ▪ Effective, active listener ▪ States limits, expectations ▪ States observations, no labels or judgments ▪ Expresses self directly, honestly, and as soon as possible about feelings and wants ▪ Checks on others feelings
3.	Characteristics <ul style="list-style-type: none"> ▪ Achieves goals, often at others’ expense ▪ Domineering ▪ Bullying ▪ Patronizing ▪ Condescending, sarcastic 	Characteristics <ul style="list-style-type: none"> ▪ Apologetic, self-conscious ▪ Trusts others, but not self ▪ Doesn’t express own wants and feelings ▪ Allows others to make decisions for self ▪ Doesn’t get what he or she wants 	Characteristics <ul style="list-style-type: none"> ▪ Non-judgmental ▪ Observes behaviour rather than labeling it ▪ Trusts self and others ▪ Confident ▪ Self-aware; open, flexible, versatile ▪ Playful, sense of humour ▪ Decisive ▪ Proactive, initiating

4.	<p>Behaviour</p> <ul style="list-style-type: none"> ▪ Puts others down ▪ Doesn't ever think they are wrong ▪ Bossy ▪ Moves into people's space, overpowers ▪ Jumps on others, pushes people around ▪ Know-it all attitude ▪ Doesn't show appreciation 	<p>Behaviour</p> <ul style="list-style-type: none"> ▪ Sighs a lot ▪ Tries to sit on both sides of the fence to avoid conflict ▪ Clams up when feeling treated unfairly ▪ Asks permission unnecessarily ▪ Complain instead of taking action ▪ Lets others make choices ▪ Has difficulty implementing plans ▪ Self-effacing 	<p>Behaviour</p> <ul style="list-style-type: none"> ▪ Operates from choice ▪ Knows what is needed and develops a plan to get it ▪ Action-oriented ▪ Firm ▪ Realistic in expectations ▪ Fair, just, consistent ▪ Takes appropriate action toward getting what she wants without denying rights of others
5.	<p>Non-verbal Cues</p> <ul style="list-style-type: none"> ▪ Points, shakes finger ▪ Frowns ▪ Squints eyes critically ▪ Glares ▪ Stares ▪ Rigid posture ▪ Critical, loud, yelling tone of voice ▪ Fast, clipped speech 	<p>Non-verbal Cues</p> <ul style="list-style-type: none"> ▪ Nods head often ▪ Comes across as pleading ▪ Lack of facial animation ▪ Smiles and nods in agreement ▪ Downcast eyes ▪ Slumped posture ▪ Low volume, meek ▪ Fast, when anxious; hesitant when doubtful 	<p>Non-verbal Cues</p> <ul style="list-style-type: none"> ▪ Open, natural gestures ▪ Attentive, interested facial expression ▪ Direct eye contact ▪ Confident or relaxed posture ▪ Vocal volume appropriate, expressive ▪ Varied rate of speech
6.	<p>Verbal Cues</p> <ul style="list-style-type: none"> ▪ "You must (should, ought better)" ▪ "Don't ask why. Just do it." ▪ Verbal abuse 	<p>Verbal Cues</p> <ul style="list-style-type: none"> ▪ "You should do it." ▪ "You have more experience than I do." ▪ "I can't ..." ▪ "This is probably wrong, but..." ▪ "I'll try..." ▪ Monotone, low energy 	<p>Verbal Cues</p> <ul style="list-style-type: none"> ▪ "I choose to..." ▪ "What are my options?" ▪ "What alternatives do we have?"

7.	Confrontation and Problem Solving <ul style="list-style-type: none"> ▪ Must win arguments, threatens, attacks ▪ Operates from win/lose position 	Confrontation and Problem Solving <ul style="list-style-type: none"> ▪ Avoids, ignores, leaves, postpones ▪ Withdraws, is sullen and silent ▪ Agrees too often externally, while disagreeing internally ▪ Expends energy to avoid conflicts that are anxiety provoking ▪ Spends too much time asking for advice, supervision 	Confrontation and Problem Solving <ul style="list-style-type: none"> ▪ Negotiates, bargains, trades off, compromises ▪ Confronts problems at the time they happen ▪ Doesn't let negative feelings build up ▪
8.	Feelings Felt <ul style="list-style-type: none"> ▪ Anger ▪ Hostility ▪ Frustration ▪ Impatience 	Feelings Felt <ul style="list-style-type: none"> ▪ Powerlessness ▪ Wonders why he/she doesn't receive credit for good work ▪ Chalks lack of recognition to others' inabilities 	Feelings Felt <ul style="list-style-type: none"> ▪ Enthusiasm ▪ Well being ▪ Even tempered
9.	Effects <ul style="list-style-type: none"> ▪ Provokes counter aggression, alienation from others, ill health ▪ Wastes time and energy over supervising others ▪ Pays high price in human relationships ▪ Fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up ▪ Forces compliance with resentment 	Effects <ul style="list-style-type: none"> ▪ Gives up being him or herself ▪ Builds dependency relationships ▪ Doesn't know where he or she stands ▪ Slowly loses self esteem ▪ Promotes others' causes ▪ Is not well-liked 	Effects <ul style="list-style-type: none"> ▪ Increased self-esteem and self-confidence ▪ Increased self-esteem of others ▪ Feels motivated and understood ▪ Others know where they stand

VISUAL-37:
COMMUNICATION NEEDS TO FACILITATE TRANSFORMATIONS

UNFREEZING	CHANGING	REFREEZING
<ul style="list-style-type: none"> • Explaining issues, needs, rationale • Identifying and explaining directives • Identifying and explaining where to start & first few steps • Reassuring people 	<ul style="list-style-type: none"> • Informing people about progress so far • Motivating to get input to effect of the process • Developing sophisticated knowledge among all • Addressing apprehensions/ misconceptions • Reassuring people continually • Clarifying role expectations 	<ul style="list-style-type: none"> • Publicly announce or acknowledge the success of the change • Reinforce people making use of changes

VISUAL-38:
WHAT DO I DO TO BE A CHANGE AGENT?

- **Be open to data from the start**
- **Network extensively**
- **Document your own learning**
- **Keep senior management informed**
- **No place for fear**
- **Be a learning person yourself**
- **Learn to laugh when it hurts**
- **Know as much as you can before you try any change**
- **Finish what you start**

VISUAL-39: **TAKING CHARGE OF CHANGE**

- ❖ **Accept your worth and acknowledge others'**
- ❖ **Generate trust**
- ❖ **Learn by empathy**
- ❖ **Embrace change**
- ❖ **Unleash the synergy**
- ❖ **Discover champions, depend on masters**
- ❖ **Liberate decision-making**

VISUAL-40 **ENHANCING THE SPEED OF CHANGE**

Steps to maximize the speed of change and minimize roadblocks & causalities

- ❖ **Positive outlook**
- ❖ **Focus**
- ❖ **Proactiveness**
- ❖ **Flexibility**
- ❖ **Organization**
- ❖ **Encouraging innovators**
- ❖ **Motivating fence sitters**
- ❖ **Continuously in touch with late adapters**
- ❖ **Caring for causalities**

VISUAL-41:
IDENTIFYING AND MAKING USE OF CHANGE LEVERS
& MAXIMS TO FACILITATE CHANGE PROCESS

- Through understanding of the background and need for change
- Clear vision coupled with action-driven strategy
- Identifying change leadership skills - Managing self, managing others and managing change
- Leader as mentor, as communicator, as a strategist
- Change championship- Skills of change agent
- Characteristics and competencies of change agent
 - **Positive thinking/ attitude**
 - **Accepting no option for failure**
 - **Determination & perseverance**
 - **Focus on results**
 - **Motivates self and others continuously**
 - **Empowering people**
 - **Continuous learning and documenting**
 - **Laughing when it hurts**
 - **Networking extensively**
 - **Effective communication skills**
 - **Conflict management**
 - **Coaching and training**
 - **Incentives**

EXERCISES & HANDOUTS

List Of Exercises

- Exercise 01 :** Introduce yourself
- Exercise 02 :** How to be an effective course participant?
- Exercise-03 :** Points to Ponder
- Exercise-04 :** SWOT Analysis – Internal Forces
- Exercise-05 :** SWOT Analysis – External Forces
- Exercise-06 :** Are you a manager or a leader?
- Exercise-07 :** Theory “X” and Theory “Y”
- Exercise-08 :** Assessing your decision-making ability
- Exercise-09 :** Identify your decision-making style
- Exercise-10 :** Surviving the Thar Desert
- Exercise-11 :** Analysis of personal experiences of change at work by self and by subordinates
- Exercise-12 :** List the possible factors of resistance by self and by subordinates
- Exercise-13 :** Who moved my cheese? - story
- Exercise-14 :** Communication Skills Test
- Exercise-15 :** Role Efficacy Scale (RES-S)
- Exercise-16 :** Role Efficacy Scale (RES-O)
- Exercise-17 :** The ten aspects of role-efficacy
- Exercise-18 :** An action plan for managing change successfully
- Exercise-19 :** Creating road map for people to follow and plan their own part

List of Handouts:

- Handout - I :** Motivating organizational roles and enhancing role effectiveness

EXERCISE-01: INTRODUCE YOURSELF

1. What is your greatest achievement?

2. What is your most prized possession?

3. What is the most fun that you ever had?

4. Describe an event of your personal life, which had changed your life.

5. If you know that you have only one year to live, what would you do differently?

EXERCISE-02: HOW TO BE AN EFFECTIVE PARTICIPANT?

WE ARE SURE YOU APPRECIATE AND PRACTICE THE FOLLOWING DURING THE PROGRAM:

Having Positive Attitude Towards Participation

- Be serious about your responsibility as a participant.
- Be open to data related to problems, issues and varying points of view during the program.
- This program is an excellent opportunity for you to understand more about how you manage yourself and others during change(s).

Participating Appropriately

- Do not hesitate and with hold, but supply information and facts when you can and when they will be useful to the group.
- When there is a difference of opinion, do not personalize it. Try to disagree agreeably.
- Do not over do your participation. Respect the right of others to get a chance.
- Do not think merely of what you can get out of a discussion, think also of what you can.

Developing Third Ear (Listening)

- Be attentive and listen to everyone with a sincere interest.
- Listen constructively; be alert both in attitude and in physical hearing.
- Do not engage in side conversations; not only you miss out something but also it will distract others.

Respecting Co-Participants

- Show concern and respect for others while interacting.
- Show team spirit – use ‘We’ more than ‘I’.
- Use language that others understand.
- While expressing your ideas and feelings be sensitive not to intimidate, hurt or insult others.

Cooperating To Contribute To The Goals Of The Program

- Keep within the agenda and avoid matters that are irrelevant to the purpose of the program.
- Avoid lengthy and unproductive speeches and arguments.
- Make supporting/ affirmative remarks as far as possible and avoid negative remarks.

EXERCISE-03: POINTS TO PONDER

Dear Participant,

During the program you may come across a flash of an idea / point that you think is very relevant or useful to you at work or in your personal life. If it is not noted down immediately, it may be quickly forgotten. Hence, try to document such thoughts as and when they strike. When you go back to your place later you can review and elaborate them. You may also find these points useful in preparing your action plan at the end of the program.

POINT:

APPLICATION:

EXERCISE-04: SWOT ANALYSIS

(INTERNAL FORCES)

ORGANISATIONAL/INTERNAL FORCES	STRENGTH/ WEAKNESS (S/W)	Within /Beyond control (BC / WC)	Key-result areas (KRA)
Staff (numbers, locations, types of jobs, resources to enable staff to be effective)			
Organisation Structure (lines of reporting, spans of control, levels of authority, communication channels)			
Systems (operational processes, customer relationship processes, financial management systems, human resource management systems, management information and performance reporting systems, file management systems, assets to support systems)			
Strategy for carrying out initiatives			
Shared values (the culture of the organization, or “how things are done around here”. Attitude to citizen-customers, attitude to each other, attitude to work, staff objectives)			
Style (how the organization is managed, how staff are treated, the level of risk that managers take, the exercise of authority and control, Decision-Making & delegation policy, level of empowerment)			
Space (does the organization provide space for creativity and innovation, time for reflection, ‘blue sky thinking’ and ‘thinking outside the box’. Does it regularly involve its staff and stakeholders in brainstorming and problem solving, does it provide budgets for these activities – does it use consultants for this purpose and are consultants the best mechanism to use?)			
Skills (the competencies that managers and staff have; subject knowledge, job knowledge, ability to apply that knowledge, experience of work and levels of performance possible)			
Shared vision			

EXERCISE-05: SWOT ANALYSIS

(EXTERNAL FORCES)

EXTERNAL FORCES	OPPORTUNITY/ THREAT (O/T)	BEYOND CONTROL WITHIN CONTROL (BC/WC)	KEY RESULT AREAS (KRA)
Political Environment (support for organizational change from the political system, State and National government policies, proximity of elections, relationship between State and National Government, District politics and the nature of local representation and political participation, current and future legislation)			
Economic Environment ((the distribution and control of resources, levels of growth, changes in growth patterns amongst various industry/service sectors, distribution of wealth and income, National economics, world economics, globalization)			
Environmental conditions (water sources and water pollution, air pollution, climate changes, town and country planning, building and other developments, forestry, natural resource use and exploitation, energy use and renewable energy resources, coastal protection, soil erosion and depletion, fisheries, human habitations and working conditions)			
Socio-cultural factors (demographics and demographic trends, spread of population, culture, religion, social movements, NGOs and civil society, the press, alternative social movements and their impact, external influences and trends, social divisions);			
Technological Environ (developments in technology and their applications, available support to technology, cost of technology)			
Market conditions (citizen-customer trends, demand for and supply of services, emerging needs and wants, required levels of performance, competition for supply of government services from private sector, NGOs and civil society – and their strengths and weaknesses – willingness to pay and providing best values for money in the provision of public services).			

EXERCISE-06: ARE YOU A MANAGER OR A LEADER?

Managers are bottom-line oriented. Their working style is reasonably established on structural guidelines. Their job is to train people and not to educate them. Leaders are few. They are conductors; they rise to the top despite possible weaknesses.

Are you a Manager or a Leader? Read the following carefully and indicate your preferred choice/ style of working either 'a' or 'b'.

While working I prefer (or my style) is:

- | | | |
|---------------------------------------|--|-----|
| 1. a) Doing things right | b) Doing right things | () |
| 2. a) Ask how and when | b) Ask what and why | () |
| 3. a) Believe on control | b) Inspiring trust | () |
| 4. a) Accept challenges | b) Accept the status quo | () |
| 5. a) Have a long range view | b) Have a short-term perspective | () |
| 6. a) Focus on systems and structures | b) Focus on people | () |
| 7. a) Innovation | b) Administration | () |
| 8. a) Eye always on the horizon | b) Eye always on the bottom line | () |
| 9. a) Cope up with whatever happens | b) Make things happen | () |
| 10. a) Focus on rational goals | b) Keep mind open to learn and be flexible | () |

(M stands for Managers & L stands for Leaders)

SCORING: Assign one score to each of your response. Total your score on:

MANAGER :

LEADER :

KEY:

1b, 2b, 3b, 4a, 5a, 6b, 7a, 8a, 9b, 10b are all Ls(leaders) and all other scores are Ms(managers)

EXERCISE-07: THEORY “X” AND THEORY “Y”

Complete the following questionnaire. Indicate your agreement or disagreement with each of the statements by placing the correct number next to the statement. This is not a test, and there are no right or wrong answers. Use the following scale.

Strongly agree–5; *Agree*–4; *Undecided*–3; *Disagree*–2; *Strongly disagree*–1

- | | | | | | |
|---|---|---|---|---|---|
| 1. Most people want to be directed and want to avoid responsibility. | 5 | 4 | 3 | 2 | 1 |
| 2. Most people can develop leadership skills regardless of their inborn traits & abilities. | 5 | 4 | 3 | 2 | 1 |
| 3. The best way to encourage high performance is by using rewards and punishments. | 5 | 4 | 3 | 2 | 1 |
| 4. A leader will lose influence over his subordinates if she/he allows them make decisions without direction and strict rules. | 5 | 4 | 3 | 2 | 1 |
| 5. A good leader gives detailed and complete instructions to subordinates, rather than depending on their initiative to work out the details. | 5 | 4 | 3 | 2 | 1 |
| 6. Because groups do set high goals, individual goal setting offers advantages over group goal setting. | 5 | 4 | 3 | 2 | 1 |
| 7. A leader should give subordinates only the instructions necessary for them to do their immediate tasks. | 5 | 4 | 3 | 2 | 1 |
| 8. People are bright, but under most organizational conditions their potentials are under utilized. | 5 | 4 | 3 | 2 | 1 |
| 9. Most people dislike work and when possible avoid it. | 5 | 4 | 3 | 2 | 1 |
| 10. Leaders have to control, direct, and threaten employees to get them work towards organizational goals. | 5 | 4 | 3 | 2 | 1 |
| 11. Most people will exercise self-control if they are committed to their objectives. | 5 | 4 | 3 | 2 | 1 |
| 12. People do not naturally dislike work, it is a natural part of their lives. | 5 | 4 | 3 | 2 | 1 |
| 13. Most people are internally motivated to reach objectives to which they are committed. | 5 | 4 | 3 | 2 | 1 |
| 14. People are capable of innovation in solving organizational problems. | 5 | 4 | 3 | 2 | 1 |
| 15. Most people place security above all other work factors and will display little ambition. | 5 | 4 | 3 | 2 | 1 |

KEY:

- Reverse scoring for items 2, 11, 12, 13 (score 5, 4, 3, 2, 1)
- Straight scoring for other items
- Sum all 15 items
- More than 55 – a tendency to manage others according to principles in theory “x”
- Less than 55 – a tendency to manage others according to principles in theory “y”
- Between 35-55- flexibility in managing others

THEORY “X”

- **Lacks ambition**
- **Avoids responsibility/ work**
- **Avoids decisions/ problems**
- **Self-centered**
- **Authoritarian management**
- **Demotivated**
- **Looks for external motivation**

THEORY “Y”

- **Ambitious**
- **Seeks responsibility**
- **Creative**
- **Self-controlled, self-directed**
- **Participative style**
- **Self-motivated**
- **Intrinsic motivation**

EXERCISE-08: ASSESSING YOUR DECISION MAKING ABILITY

Options: (1) Never (2) Occasionally (3) Frequently (4) Always

Note: Making the right decision every single time is practically impossible. However, employing the right processes, techniques, and tools can improve your chances of making correct choices. Use the following self-assessment to test your decision-making abilities. Be as honest as you can: if your answer is “never”, mark option 1; If it is “always” mark option 4 and so on.

- | | | | | |
|--|---|---|---|---|
| 1. I make my decisions in good time and ensure that implementation follows | 1 | 2 | 3 | 4 |
| 2. I analyse situations carefully and fully before making up my mind | 1 | 2 | 3 | 4 |
| 3. I delegate all those decisions that do not have to be taken by me | 1 | 2 | 3 | 4 |
| 4. I combine intellectual and creative approaches to making a decision | 1 | 2 | 3 | 4 |
| 5. I think about what kind of decision I am taking before starting the process | 1 | 2 | 3 | 4 |
| 6. I use my understanding of environmental impact to get support for my decisions | 1 | 2 | 3 | 4 |
| 7. I prioritize significant factors according to the “20/80” rule | 1 | 2 | 3 | 4 |
| 8. I draw up a strong case to clarify and support any strategic decisions | 1 | 2 | 3 | 4 |
| 9. I seek the widest possible involvement in the decision-making process | 1 | 2 | 3 | 4 |
| 10. I consult all appropriate people to get their help in reaching the right decision | 1 | 2 | 3 | 4 |
| 11. I conduct SWOT analysis on my-own competitors – operations | 1 | 2 | 3 | 4 |
| 12. I root out obsolete ideas by taking a challenging and creative approach | 1 | 2 | 3 | 4 |
| 13. I encourage my people to think as a group – not as prejudiced individuals | 1 | 2 | 3 | 4 |
| 14. I prepare my ideas before meetings and encourage others to do likewise | 1 | 2 | 3 | 4 |
| 15. I judge alternatives against objective criteria that the decision must satisfy | 1 | 2 | 3 | 4 |
| 16. I tap every available and useful information source in and out of the organization | 1 | 2 | 3 | 4 |
| 17. I consider the actions and reactions that affect and follow from my decisions | 1 | 2 | 3 | 4 |

18. I weigh up probabilities when considering forecasts and planned outcomes	1	2	3	4
19. I use computers where appropriate to assist in decision-making	1	2	3	4
20. I seek to minimize risks, but take necessary ones with confidence	1	2	3	4
21. I use different scenarios to improve forecasts and test plans for their viability	1	2	3	4
22. I take decisions on their merits and without fear for my own position	1	2	3	4
23. I take care to canvass support for my decisions at all stages of the process	1	2	3	4
24. I involve the whole team in drawing up plans for implementation	1	2	3	4
25. I ensure that a named person is accountable for each stage of an action plan	1	2	3	4
26. I communicate my decisions openly, honestly, and as quickly as possible	1	2	3	4
27. I try to encourage people to come forward with any objections	1	2	3	4
28. I put monitoring systems in place and use them to check progress	1	2	3	4
29. I use action reviews to discover and learn the lessons of success and failure	1	2	3	4
30. I explain my decisions clearly and ensure that they have been understood	1	2	3	4
31. I take full responsibility for the performance of the people I decide to hire	1	2	3	4
32. I try to ensure that all my meetings end with making clear decisions	1	2	3	4

EXERCISE-09: IDENTIFY YOUR DECISION-MAKING STYLE

STYLE	CHARACTERISTICS	WAYS TO COMPENSATE
Procrastinator	Always generates an excuse to put things off.	Force yourself to take first steps. Schedule important priorities.
Conservative	Feels uncomfortable trying new things or doing it someone else's way. Always plays it safe. Avoids risk, even at the expense of growth.	Affirm need for growth in specific areas. Learn the value of losing.
Impulsive	Responds without thinking through consequences.	Deliberately wait before reaching. Consider rationale and probable consequences.
Poll-taker	Is too dependent on other people's opinions.	Learn to value your own opinions and feelings.
Intellectualizer	Researches a decision to death, thereby postponing it. Concern with details and rationale prevents directly acknowledging desires and feelings.	Simplify the issues. Accept that decisions need not explain everything in order to be effective. Force yourself to action.
Hysteric	Is overwhelmed by common situations. Screams to be saved by others when self-initiated action is appropriate.	Assume personal responsibility. Improve frustration tolerance and self-assertiveness.
Sensitive	Has extreme concern with avoiding poverty, loneliness, or ridicule.	Consider if you can survive the worst possible outcome. Affirm your "right to lose" in the course of gaining your goals.
Dreamer	Waits for his or her ship to come in. depends on magic, special signs, and astrology to indicate choices. Wishful thinking allows dreamer to ignore important facts.	Overcome emotional blocks to self-empowerment. Develop plans that acknowledge give-and-take trading to get what you need.
Quitter	Withdraws after minor or momentary losses. Charlie Brown: "No problem is so small that it can't be run away from."	Summon aggressive energies in pursuit of worthy goals. Try harder. Affirm talents. Confront anxiety over worst outcomes.

Alarmist	Always looking over their shoulder for imminent disaster. Embraces all-or-nothing thinking: Victory or catastrophe, nothing between.	Reduce anxiety. Recognize that “always preparing for external crises” is a ploy to avoid acting on one’s own goals.
Perfectionist	Sets self up for failure by taking steps that are too large. Is over-ambitious. Adopts standards too high to be realized.	Learn to moderate expectations. Acknowledge real needs instead of desire to be perfect, brilliant, or exceptional.
Pleaser	Seeks approval at all costs and is easily humiliated by rejection. Sacrifices own goals and choices in order to gain or keep affections of others.	Place more weight on objective criteria. Say “no” to situations contrary to own needs. Reduce inclination to embarrassment by taking self-assertiveness course.
Loner	Fails to collaborate or develop support group. “I can do it all myself”. Considers accepting help a sign of weakness.	Develop the humility and flexibility to accept help and advice from others. Seek counseling on issue of trust.
Manipulator	Ventures only if person has complete control or power of veto. Acts without regard for others affected by the decision.	Recognize value of including others in win-win situations. Watch movie version of Dicken’s <i>A Christmas Carol</i> .
Status seeker	Is too concerned with prestige, money, or looks – and not enough with how he or she really feels about the activity itself.	Pay special attention to all other criteria that determine an option’s suitability.
Optimist	Does not consider liabilities carefully enough. Overestimates own abilities.	Have others advise you about major obstacles and stumbling blocks. Then make a plan that will address them.
Pessimist	Overestimates the height of obstacles. Underestimates his or her own abilities and resources that can be utilized.	Accept obstacles as part to life and then overcome them with confidence. Affirm own abilities.
Opportunist	Considers only short-term benefits and fails to account for significant long-term effects.	Visualize long-term goals and put them in writing.

EXERCISE-10: SURVIVING THE THAR DESERT

(An exercise in decision-making)

You are a part of an expert delegation returning from New Delhi to Hyderabad. At approximately 10 O' clock, the pilot of the special chartered plane requests you to fasten your seat belts. The pilot announces that the plane has to be re-routed via Jaipur and Ahmedabad due to pockets of bad weather over Madhya Pradesh. The flight gets very rough and suddenly, it begins to fall. The plane crashes.

You find yourself along with a small group of people stranded in the Thar Desert of Rajasthan. The pilot, the co-pilot and the steward were killed in the crash and the aeroplane has been completely burned out.

The pilot has not been able to notify anyone of your position before the crash. However, he had indicated that before impact you were approximately 110 kms off the course of the flight plan.

The surrounding desert is quite flat and faceless. The last weather report indicated that the temperature at the ground level will be about 48-50⁰C.

All of you are unhurt and are dressed in light clothes – cotton shirts, trousers, dresses (for women), socks, and soft shoes. Every one has a handkerchief. All put together you have Rs.6534/- in notes and Rs.26.45 in change, two packs of cigarettes and two ballpoint pens.

Before the plane caught fire, your group was able to save 15 items. You have to decide on the importance of the items to your survival in the desert till the rescuers arrive. **Start the priority list with '1', for the most important to '15' for the least important.** The list is provided on page 3.

Please assume that: 1) You are the actual people who have survived the crash. 2) The number of survivors is the same as the number on your team. 3) The team has agreed to stay together. 4) All the items are in good condition.

Step I : **Each member of the team is to individually rank each item.**
Do not discuss the situation or the problem until each member has finished the individual ranking. **You have 10 minutes for the task.**

Step II : **After everyone has finished the individual ranking, the team has to rank them.** Once the discussion begins, do not change your individual ranking. **Your team will have 20 minutes to complete this step.**

SURVIVING THE THAR DESERT

RANKING SHEET

YOUR NAME:

S.No.	Item	My ranking (A)	My team's ranking (B)	Key (C)	My error score Difference between A & C	Team error score Difference between B & C
1.	Torch with 4 battery-cells					
2.	Folding knife					
3.	Air map of the area					
4.	Plastic raincoat (large size)					
5.	Magnetic compass					
6.	First-aid kit					
7.	45 calibre pistol (loaded)					
8.	Parachute (red & white)					
9.	Bottle of 1000 salt tablets					
10.	1 litre of water per person					
11.	<i>A book entitled 'Desert Animals That Can Be Eaten'</i>					
12.	Sunglasses (for everyone)					
13.	2 litres of 180 proof liquor					
14.	Overcoat (for everyone)					
15.	A cosmetic mirror					
TOTAL ERROR SCORE						

SURVIVING THE THAR DESERT

KEY

ITEM	RANK	RATIONALE
Torch with 4 battery-cells	4	Essential for night time use
Folding knife	6	For cutting rope, food, etc.
Air map of the area	12	To have idea on present location
Plastic raincoat (large size)	7	To collect dew overnight
Magnetic compass	11	Since awaiting rescue, of not much other use
First-aid kit	10	Everybody safe at present
45 calibre pistol (loaded)	8	For defence
Parachute (red & white)	5	Use as tent
Bottle of 1000 salt tablets	15	Of no use in desert
1 litre of water per person	3	For drinking
<i>A book entitled 'Desert Animals That Can Be Eaten'</i>	13	Food is of less importance
Sunglasses (for everyone)	9	Protection against glare
2 litres of 180 proof liquor	14	As antiseptic only
Overcoat (for everyone)	2	Essential protection in desert
A cosmetic mirror	1	Means of visual signaling

EXERCISE-13: WHO MOVED MY CHEESE?

-By Dr. Spencer Johnson

Once, long ago in a land far away, there lived four little characters who ran through amaze looking for cheese to nourish them and make them happy.

Two were mice names “Sniff” and “Scurry” and two were little people – beings who were as small as mice but who looked and acted a lot like people today. Their names were “Hem” and “Haw”.

Due to their small size, it would be easy not to notice what the four of them were doing. But if you looked closely enough, you could discover the most amazing things!

Every day the mice and the little people spent time in the maze looking for their own special cheese.

The mice, Sniff and Scurry, possessing only simple rodent brains, but good instincts, searched for the hard nibbling cheese they liked, as mice often do.

The two little people, Hem and Haw, used their brains, filled with many beliefs, to search for a very different kind of Cheese-with a capital C-which they believed would make them feel happy and successful.

As different as the mice and little people were, they shared something in common: every norming, they each put on their jogging suits and running shoes, left their little hones, and raced out into the maze looking for their favorite cheese.

The maze was a labyrinth of corridors and chambers, some containing delicious cheese. But there were also dark corners and blind alleys leading nowhere. It was an easy place for anyone to get lost.

However, for those who found their way, the maze held secrets that let them enjoy a better life.

The mice, Sniff and Scurry, used the simple, but inefficient trial-and-error method of finding cheese. They ran down one corridor and if it proved empty, they turned and ran down another.

Sniff would smell out the general direction of the cheese, using his great nose, and Scurry would race ahead. They got lost, as you might expect, went off in the wrong direction and often bumped into walls.

However, the two little people, Hem and Haw, used a different method that relied on their ability to think and learn from their past experiences, although, they would sometimes get confused by their beliefs and emotions.

Eventually in their own way, they all discovered what they were looking for-they each found their own kind of cheese one day at the end of one of the corridors in Cheese Station C.

Every morning after that, the mice and the little people dressed in their running gear and headed over to Cheese Station C. it wasn't long before they each established their own routine.

Sniff and Scurry continued to wake early every day and race through the maze, always following the same route.

When they arrived at their destination, the mice took off their running shoes, tied them together and hung them around their necks-so they could get to them quickly whenever they needed them again. Then they enjoyed the cheese.

In the beginning Hem and Haw also raced toward Cheese Station C every morning to enjoy the tasty new morsels that awaited them.

But after a while, a different routine set in for the little people.

Hem and Haw awoke each day a little later, dressed a little slower, and walked to Cheese Station C. After all, they knew where the Cheese was now and how to get there.

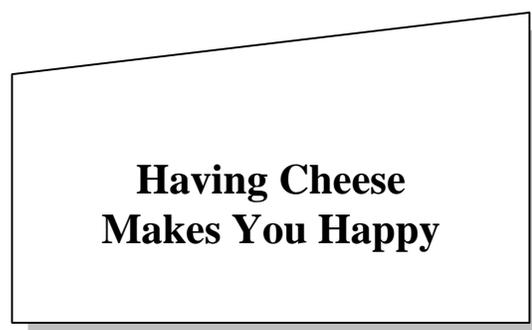
They had no idea where the Cheese came from, or who put it there. They just assumed it would be there.

As soon as Hem and Haw arrived at Cheese Station C each morning, they settled in and made themselves at home. They hung up their jogging suits, put away their running shoes and put on their slippers. They were becoming very comfortable now that they had found the Cheese.

“This is great,” Hem said. “There’s enough Cheese here to last us forever.” The little people felt happy and successful, and thought they were now secure.

It wasn't long before Hem and Haw regarded the Cheese they found at Cheese Station C as *their* cheese. It was such a large store of Cheese that they eventually moved their homes to be closer to it, and built a social life around it.

To make themselves feel more at home, Hem and Haw decorated the walls with sayings and even drew pictures of Cheese around them, which made them smile. One read:



Every, night the little people would waddle home, full of Cheese, and every morning they would confidently return for more.

This went on for quite some time.

After a while Hem's and Haw's confidence grew into arrogance. Soon they became so comfortable they didn't even notice what was happening.

As time went on, Sniff and Scurry continued their routine. They arrived early each morning and sniffed and scratched and scurried around Cheese Station C, inspecting the area to see if there had been any changes from the day before. Then they would sit down to nibble on the cheese.

One morning they arrived at Cheese Station C and discovered there was no cheese.

They weren't surprised. Since Sniff and Scurry had noticed the supply of cheese had been getting smaller every day, they were prepared for the inevitable and knew instinctively what to do.

They looked at each other, removed the running shoes they had tied together and hung conveniently around their necks, put them on their feet and laced them up.

The mice did not overanalyze things. And they were not burdened with many complex beliefs.

To the mice, the problem and the answer were both simple. The situation at Cheese Station C had changed. So, Sniff and Scurry decided to change.

They both looked out into the maze. Then Sniff lifted his nose, sniffed, and nodded to Scurry, who took off running through the maze, while Sniff followed as fast as he could.

They were quickly off in search of New Cheese.

Later that same day, Hem and Haw arrived at Cheese Station C. They had not been paying attention to the small changes that had been taking place each day, so they took it for granted their Cheese would be there.

They were unprepared for what they found.

"What! No Cheese?" Hem yelled. He continued yelling, "No Cheese? No Cheese?" as though if he shouted loud enough someone would put it back.

"Who moved my Cheese?" he hollered.

Finally, he put his hands on his hips, his face turned red, and he screamed at the top of his voice, "It's not fair!"

Haw just shook his head in disbelief. He, too, had counted on finding Cheese at Cheese Station C. He stood there for a long time, frozen with shock. He was just for ready for this.

Hem was yelling something, but Haw didn't want to hear it. He didn't want to deal with what was facing him, so he just tuned everything out.

The little people's behaviour was not very attractive or productive but it was understandable.

Finding Cheese wasn't easy, and it meant a great deal more to the little people than just having enough of it to each every day.

Finding Cheese was the little people's way of getting what they thought they needed to be happy. They had their own ideas of what Cheese meant to them, depending on their taste.

For some, finding Cheese was having material things. For others it was enjoying good health, or developing a spiritual sense of well-being.

For Haw, Cheese just meant feeling safe, having a loving family someday and living in a cozy cottage on Cheddar Lane.

To Hem, Cheese was becoming A Big Cheese in charge of others and owing a big house atop Camembert Hill.

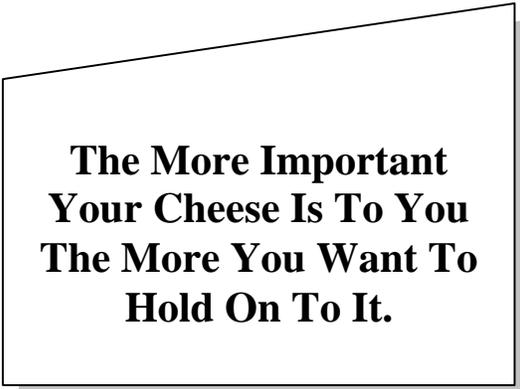
Because Cheese was important to them, the two little people spent a long time trying to decide what to do. All they could think of was to keep looking around Cheeseless Station C to see if the Cheese was really gone.

While Sniff and Scurry had quickly moved on, Hem and Haw continued to hem and haw.

They ranted and raved at the injustice of it all. Haw started to get depressed. What would happen if the Cheese wasn't there tomorrow? He had made future plans based on this Cheese.

The little people couldn't believe it. How could this have happened? No one had warned them. It wasn't right. It was not the way things were supposed to be.

Hem and Haw went home that night hungry and discouraged. But before they left, Haw wrote on the wall:



**The More Important
Your Cheese Is To You
The More You Want To
Hold On To It.**

Hem continued, "They're just simple mice. They just respond to what happens. We're little people. We're special. We should be able to figure this out. And, besides, we deserve better.

“This should not happen to us, or if it does, we should at least get some benefits.”

“Why should we get benefits?” Haw asked.

“Because we’re entitled,” Hem claimed.

“Entitled to what?” Haw wanted to know.

“We’re entitled to our Cheese.”

“Why?” Haw asked.

“Because, we didn’t cause this problem,” Hem said. “Somebody else did this and we should get something out of it.”

Haw suggested, “Maybe we should stop analyzing the situation so much and just get going and find some New Cheese.”

“Oh no,” Hem argued. “I’m going to get to the bottom of this.”

While Hem and Haw were still trying to decide what to do, Sniff and Scurry were already well on their way. They went farther into the maze, up and down corridors, looking for cheese in every Cheese Station they could find.

They didn’t think of anything else but finding New Cheese.

They didn’t find any for sometime until they finally went into an area of the maze where they had never been before: Cheese Station N.

They squealed with delight. They found what they had been looking for a great supply of New Cheese.

They could hardly believe their eyes. It was the biggest store of cheese the mice had ever seen.

In the meantime, Hem and Haw were still back in Cheese Station C evaluating their situation. They were now suffering from the effects of having no Cheese. They were becoming frustrated and angry and were blaming each other for the situation they were in.

Now and then Haw thought about his mice buddies, Sniff and Scurry, and wondered if they had found any cheese yet. He believed they might be having a hard time, as running through the maze usually involved some uncertainty. But he also knew that it was likely to only last for a while.

Sometimes, Haw would imagine Sniff and Scurry finding New Cheese and enjoying it. He thought about how good it would be for him to be out to an adventure in the maze, and to find fresh New Cheese. He could almost taste it.

The more clearly Haw saw the image of himself finding and enjoying the New Cheese, the more he saw himself leaving Cheese Station C.

“Let’s go!” he exclaimed, all of a sudden.

“No,” Hem quickly responded. “I like it here. It’s comfortable. It’s what I know. Besides it’s dangerous out there.”

“No it isn’t,” Haw argued. “We’ve run through many parts of the maze before, and we can do it again.”

“I’m getting too old for that,” Hem said. “And I’m afraid I’m not interested in getting lost and making a fool of myself. Are you?”

With that, Haw’s fear of failing returned and his hope of finding New Cheese faded.

So every day, the little people continued to do what they had done before. They went to Cheese Station C, found no Cheese, and returned home, carrying their worries and frustrations with them.

They tried to deny what was happening, but found it harder to get to sleep, had less energy the next day, and were becoming irritable.

Their homes were not the nurturing places they once were. The little people had difficulty sleeping and were having nightmares about not finding any Cheese.

But Hem and Haw still returned to Cheese Station C and waited there every day.

Hem said, “You know, if we just work harder we’ll find that nothing has really changed that much. The Cheese is probably nearby. Maybe they just hid it behind the wall.”

The next day, Hem and Haw returned with tools. Hem held the chisel while Haw banged on the hammer until they made a hole in the wall of Cheese Station C. they peered inside but found no Cheese.

They were disappointed but believed they could solve the problem. So they started earlier, stayed longer, and worked harder. But after a while, all they had was a large hole in the wall.

Haw was beginning to realize the difference between activity and productivity.

“Maybe,” Hem said, “We should just sit here and see what happens. Sooner or later they have to put the Cheese back.”

Haw wanted to believe that. So each day he went home to rest and returned reluctantly with Hem to Cheese Station C. But Cheese never reappeared.

By now the little people were growing weak from hunger and stress. Haw was getting tired of just waiting for their situation to improve. He began to see that the longer they stayed in their Cheeseless situation, the worse off they would be.

Haw knew they were losing their edge.

Finally, one day Haw began laughing at himself. “Haw, haw, look at me. I keep doing the same things over and over again and wonder why things don’t get better. If this wasn’t so ridiculous, it would be even funnier.”

Haw did not like the idea of having to run through the maze again, because he knew he would get lost and have no idea where he would find any Cheese. But he had to laugh at his folly when he saw what his fear was doing to him.

He asked Hem, “Where did we put our jogging suits and running shoes?” It took a long time to find them because they had put everything away when they found their Cheese at Cheese Station C, thinking they wouldn’t be needing them anymore.

As Hem saw his friend getting into his running gear, he said, “You’re not really going out into the maze again, are you? Why don’t you just wait here with me until they put the Cheese back?”

“Because, you just don’t get it,” Haw said. “I didn’t want to see it either, but now I realize they’re never going to put the Old Cheese back. That was yesterday’s cheese. It’s time to find new cheese.”

Hem argued, “But what if there is no cheese out there? Or even if there is, what if you don’t find it?”

“I don’t know,” Haw said. He had asked himself those same questions too many times and started to feel the fears again that kept him where he was.

Then he thought about finding new cheese and all the good things that came with it and gathered his courage.

“Sometimes,” Haw said, “things change and they are never the same again. This looks like on of those times, Hem. That’s life! Life moves on. And so should we.”

Haw looked at his emaciated companion and tried to talk sense to him, but Hem’s fear had turned into anger and he wouldn’t listen.

Haw didn’t mean to be rude to his friend, but he had to laugh at how silly they both looked.

As Haw prepared to leave, he started to feel more alive, knowing that he was finally able to laugh at himself, let go and move on.

He announced, “It’s maze time!”

Hem didn’t laugh and he didn’t respond.

Haw picked up a small, sharp rock and wrote a serious thought on the wall for Hem to think about. As was his custom, Haw even drew a picture of cheese around it, hoping it would help Hem to smile, lighten up, and go after the new cheese. But Hem didn't want to see it.

It read:

**If You Do Not
Change, You Can
Become Extinct.**

Then, Haw stuck his head out and peered anxiously into the maze. He thought about how he'd gotten himself into this cheeseless situation.

He had believed that there may not be any cheese in the maze, or he may not find it. Such fearful beliefs were immobilizing and killing him.

He smiled. He knew Hem was wondering, "Who moved my cheese?" but Haw was wondering, "why didn't I get up and move with the cheese sooner?"

As he started out into the maze, Haw looked back to where he had come from and felt its comfort. He could feel himself being drawn back into familiar territory-even though he hadn't found cheese there for sometime.

Haw became more anxious and wondered if he really wanted to go out into the maze. He wrote a saying on the wall ahead of him and stared at it for sometime:

**What Would You Do If
You Weren't Afraid?**

He thought about it.

He knew sometimes some fear can be good.

When you are afraid things are going to get worse if you don't do something, it can prompt you into action. But it is not good when you are so afraid that it keeps you from doing anything.

He looked to his right, to the part of the maze where he had never been, and felt the fear.

Then, he took a deep breath, turned right into the maze, and jogged slowly, into the unknown.

As he tried to find his way, Haw worried, at first, that he might have waited too long in Cheese Station C. He hadn't had any cheese for so long that he was now weak. It took him longer and it was more painful than usual to get through the maze. He decided that if he ever got the chance again, he would adapt to change sooner. It would make things easier.

Then, Haw smiled a weak smile as he thought, "Better late than never."

During the next several days, Haw found a little cheese here and there, but nothing that lasted very long. He had hoped to find enough cheese to take some back to Hem and encourage him to come out into the maze.

But Haw didn't feel confident enough yet. He had to admit; he found it confusing in the maze. Things seemed to have changed since the last time he was out here.

Just when he thought he was getting ahead, he would get lost in the corridors. It seemed his progress was two steps forward and one step backwards. It was a challenge, but he had to admit that being back in the maze, hunting for cheese, wasn't nearly as bad as he feared it might be. As time went on he began to wonder if it was realistic for him to expect to find new cheese. He wondered if he had bitten off more than he could chew. Then he laughed, realizing that he had nothing to chew on at the moment.

Whenever he started to get discouraged he reminded himself that what he was doing, as uncomfortable as it was at the moment, was in reality much better than staying in the cheeseless situation. He was taking control, rather than simply letting things happen to him.

Then he reminded himself, if Sniff and Scurry could move on, so could he!

Later, as Haw looked back on things, he realized that the cheese at Cheese Station C had not just disappeared overnight, as he had once thought. The amount of cheese that had been there toward the end had been getting smaller, and what was left had grown old. It didn't taste as good.

Mold may even have begun to grow on the old cheese, although he hadn't noticed it. He had to admit however, that if he had wanted to, he probably could have seen what was coming. But he didn't.

Haw now realized that the change probably would not have taken him by surprise if he had been watching what was happening all along and if he had anticipated change. Maybe that's what Sniff and Scurry had been doing.

He stopped for a rest and wrote on the wall of the maze:

**Smell The Cheese Often So
You Know When It Is
Getting Old.**

Sometime later, after not finding cheese for what seemed like a long time, Haw finally came across a huge cheese station, which looked promising. When he went inside, however, he was most disappointed to discover that the Cheese Station was empty.

“This empty feeling has happened to me too often,” he thought. He felt like giving up.

Haw was losing his physical strength. He knew he was lost and was afraid he would not survive. He thought about turning around and heading back to cheese station C. At least, if he made it back, and Hem was still there, Haw wouldn't be alone. Then he asked still there, Haw wouldn't be alone. Then he asked himself the same question, again: “what would I do if I weren't afraid?”

He was afraid more often than he liked to admit, even to himself. He wasn't always sure what he was afraid of, but, in his weakened condition, he knew now he was simply fearful of going on alone. Haw didn't know it, but he was running behind because he was weighed down by fearful beliefs.

Haw wondered if Hem had moved on, or if he was still paralyzed by his fears. Then, Haw remembered the times when he had felt his best in the maze. It was when he was moving along.

He wrote on the wall, knowing it was as much a reminder to himself as it was a marking for his buddy Hem, hopefully, to follow:

**Movement In A New
Direction Helps You Find
New Cheese.**

Haw looked down the dark passageway and was aware of his fear. What lay ahead? Was it empty? Or worse, were there dangers lurking? He began to imagine all kinds of frightening things that could happen to him. He was scaring himself to death.

Then he laughed at himself. He realized his fears were making things worse. So he did what he would do if he wasn't afraid. He moved in a new direction.

As he started running down the dark corridor he began to smile. Haw didn't realize it yet, but he was discovering what nourished his soul. He was letting go and trusting what lay ahead for him, even though he did not know exactly what it was.

To his surprise, Haw started to enjoy himself more and more. “Why do I feel so good?” he wondered. “I don't have any cheese and I don't know where I am going.”

Before long, he knew why he felt good.

He stopped to write again on the wall:

**When You Move
Beyond Your Fear,
You Feel Free.**

Haw realized he had been held captive by his own fear. Moving in a new direction had freed him.

Now he felt the cool breeze that was blowing in this part of the maze and it was refreshing. He took in some deep breaths and felt invigorated by the movement. Once he had gotten past his fear, it turned out to be more enjoyable than he once believed it could be.

Haw hadn't felt this way for a long time. He had almost forgotten how much fun it was.

To make things even better, Haw started to paint a picture in his mind. He saw himself in great realistic detail, sitting in the middle of a pole of all his favorite cheeses-from Cheddar to Brie! He saw himself eating the many cheeses he liked, and he enjoyed what he saw. Then he imagined how much he would enjoy all their great tastes.

The more clearly he saw the image of new cheese, the more real it became, and the more he could sense that he was going to find it. He wrote:

**Imagining Myself
Enjoying New Cheese
Even Before I Find It,
Leads Me To It.**

"Why didn't I do this before?" Haw asked himself.

Then he raced through the maze with greater strength and agility. Before long he spotted a cheese station and became excited as he noticed little pieces of new cheese near the entrance.

They were types of cheeses he had never seen before, but they looked great. He tried them and found that they were delicious. He ate most of the new cheese bits that were available and put a few in his pocket to have later and perhaps share with Hem. He began to regain his strength.

He entered the cheese station with great excitement. But, to his dismay, he found it was empty. Someone had already been there and had left only the few bits of new cheese.

He realized that if he had moved sooner, he would very likely have found a good deal of new cheese here.

Haw decided to go back and see if Hem was ready to join him.

As he retraced his steps, he stopped and wrote on the wall:

**The Quicker You Let Go
Of Old Cheese, The Sooner
You Find New Cheese.**

**It Is Safer To Search In
The Maze Than
Remain In A Cheeseless
Situation.**

Haw realized again, as he had once before, that what you are afraid of is never as bad as what you imagine. The fear *you let* build up in your mind is worse than the situation that actually exists.

He'd been so afraid of never finding new cheese that he didn't even want to start looking. But since starting his journey he had found enough cheese in the corridors to keep him going. Now he looked forward to finding more. Just looking ahead was becoming exciting.

His old thinking had been clouded by his worries and fears. He used to think about not having enough cheese, or not having it last as long as he wanted. He used to think more about what could go wrong than what could go right.

But that had changed in the days since he had left cheese station C.

He used to believe that cheese should never be moved and that change wasn't right.

Now he realized it was natural for change to continually occur, whether you expect it or not. Change could surprise you only if you didn't expect it and weren't looking for it.

When he realized he had changed his beliefs, he paused to write on the wall:

**Old Beliefs Do
Not Lead You To
New Cheese.**

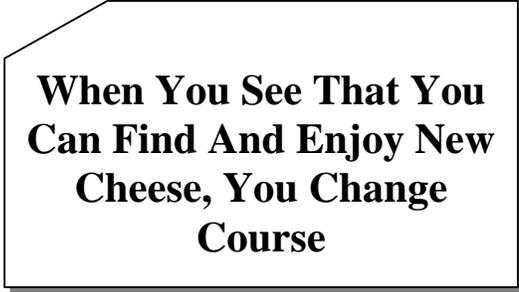
Haw hadn't found any cheese yet but, as he ran through the maze, he thought about what he had already learned.

Haw now realized that his new beliefs were encouraging new behaviours. He was behaving differently than when he kept returning to the same cheeseless station.

He knew when you change what you believe, you change what you do.

You can believe that a change will harm you and resist it. Or you can believe that finding new cheese will help you to embrace the change.

It all depends on what you choose to believe. He wrote on the wall:



**When You See That You
Can Find And Enjoy New
Cheese, You Change
Course**

Hem and Haw awoke each day a little later; dressed a little slower, and walked to cheese station C. After all, they knew where the cheese was now and how to get there.

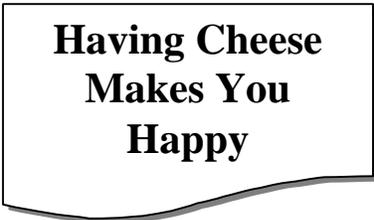
They had no idea where the cheese came from, or who put it there. They just assumed it would be there.

As soon as Hem and Haw arrived at cheese station C each morning, they settled in and made themselves at home. They hung up their jogging suits, put away their running shoes and put on their slippers. They were becoming very comfortable now that they had found the cheese.

“This is great,” Hem said. “There’s enough cheese here to last us forever.” The little people felt happy and successful, and thought they were now secure.

It wasn’t long before Hem and Haw regarded the cheese they found at cheese station C *as their* cheese. It was such a large store of cheese that they eventually moved their homes to be closer to it, and built a social life around it.

To make themselves feel more at home, Hem and Haw decorated the walls with sayings and even drew pictures of cheese around them, which made them smile. Once read:



**Having Cheese
Makes You
Happy**

By now, Haw had let go of the past and was adapting to the future.

He continued on through the maze with greater strength and speed. And before long, it happened.

When it seemed like he had been in the maze forever, his journey-or at least this part of his journey-ended quickly and happily.

Haw found new cheese at cheese station N!

When he went inside, he was startled by what he saw. Piled high everywhere was the greatest supply of cheese he had ever seen. He didn't recognize all that he saw, as some kinds of cheese were new to him.

Then he wondered for a moment whether it was real or just his imagination, until he saw his old friends Sniff and Scurry.

Sniff welcomed Haw with a nod of his head, and Scurry waved his paw. Their fat little bellies showed that they had been here for some time.

Haw quickly said his hellos and soon took bites of every one of his favorite cheeses. He pulled off his shoes and jogging suit and folded them neatly nearby in case he needed them again. Then he jumped into the new cheese. When he had eaten his fill, he lifted a piece of fresh cheese and made a toast. "Hooray for change!"

As Haw enjoyed the new cheese, he reflected on what he had learned.

He realized that when he had been afraid to change he had been holding on to the illusion of old cheese that was no longer there.

So what was it that made him change? Was it the fear of starving to death? Haw thought, "Well, that helped."

Then he laughed and realized that he had started to change as soon as he had learned to laugh at himself and at what he had been doing wrong. He realized the fastest way to change is to laugh at your own folly-then you can let go and quickly move on.

He knew he had learned something useful about moving on from his mice buddies, Sniff and Scurry. They kept life simple. They didn't overanalyze or overcomplicate things. When the situation changed and the cheese had been moved, they changed and moved with the cheese. He would remember that.

Then Haw used his wonderful brain to do what little people do better than mice.

He reflected on the mistakes he had made in the past and used them to plan for his future. He knew that you could learn to deal with change:

You could be more aware of the need to keep things simple, be flexible, and move quickly.

You did not need to overcomplicate matters or confuse yourself with fearful beliefs.

You could notice when the little changes began so that you would be better prepared for the big change that might be coming.

He knew he needed to adapt faster, for if you do not adapt in time, you might as well not adapt at all.

He had to admit that the biggest inhibitor to change lies within yourself, and that nothing gets better until *you* change.

Perhaps most important of all, he released that there is always new cheese out there whether you recognize it at the time or not. And that you are rewarded with it when you go past your fear and enjoy the adventure.

He knew some fear should be respected, as it can keep you out of real danger. But he realized most of his fears were irrational and had kept him from changing when he needed to change. He didn't like it at the time, but he knew that the change had turned out to be a blessing in disguise as it led him to find better cheese.

He had even found a better part of himself.

As Haw recalled what he had learned, he thought about his friend Hem. He wondered if Hem had read any of the sayings Haw had written on the wall at cheese station C and throughout the maze.

Had Ham ever decided to let go and move on? Had he ever entered the maze and discovered what could make his life better?

Haw thought about going back again to cheese station C to see if he could find Hem—assuming that Haw could find his way back there. If he found Hem, he thought he might be able to show him how to get out of his predicament. But Haw realized that he had already tried to get his friend to change.

Hem had to find his own way, beyond his comforts and past his fears. No one else could do it for him, or talk him into it. He somehow had to see the advantage of changing himself.

Haw knew he had left a trail for Hem and that he could find his way, if he could just read *The Handwriting On The Wall*.

He went over and wrote down a summary of what he had learned on the largest wall of cheese station N. He drew a large piece of cheese around all the insights he had become aware of, and smiled as he looked at what he had learned:

Haw realized how far he had come since he had been with Hem in cheese station C, but knew it would be easy for him to skip back if he got too comfortable. Each day he inspected cheese

station N to see what the condition of his cheese was. He was going to do whatever he could to avoid being surprised by unexpected change.

While Haw still had a great supply of cheese, he often went out into the maze and explored new areas to stay in touch with what was happening around him. He knew it was safer to be aware of his real choices than to isolate himself in his comfort zone.

Then, Haw heard what he thought was the sound of movement out in the maze. As the noise grew louder, he realized that someone was coming.

Could it be that Hem was arriving? Was he about to turn the corner?

Haw said a little prayer and hoped-as he had many times before-that maybe, at last, his friend was finally able to.....

EXERCISE-14: COMMUNICATION SKILLS TEST

1) Almost never 2) Rarely 3) Sometimes 4) Quite often 5) Most of the time

- | | | | | | |
|---|---|---|---|---|---|
| 1. People don't get what I am saying. | 1 | 2 | 3 | 4 | 5 |
| 2. I find it difficult to express my opinions when others don't share them. | 1 | 2 | 3 | 4 | 5 |
| 3. When I don't understand a question, I ask for additional explanation. | 1 | 2 | 3 | 4 | 5 |
| 4. I find it easy to see things from someone else's point of view. | 1 | 2 | 3 | 4 | 5 |
| 5. I find it hard to express my feelings. | 1 | 2 | 3 | 4 | 5 |
| 6. I get so caught up in what I have to say that I am unaware of expressions and reactions of my listeners. | 1 | 2 | 3 | 4 | 5 |
| 7. I become defensive when I am being criticized. | 1 | 2 | 3 | 4 | 5 |
| 8. When I talk to someone, I try to put myself in the other person's shoes. | 1 | 2 | 3 | 4 | 5 |
| 9. I find interest in what others have to say. | 1 | 2 | 3 | 4 | 5 |
| 10. I am aware of my emotional reactions to what is being said in a conversation. | 1 | 2 | 3 | 4 | 5 |

SCORING:

For items 3, 4, 8, 9 10 the scores will be same as the number marked as answer.

For items 1, 2, 5, 6, 7 the scoring will be reversed to the actual answers marked.

The total scores will range from 10-50

EXERCISE-15: ROLE EFFICACY SCALE (RES-S)

Your name _____ Your role _____

In each of the following sets of 3 statements, check the one (a, b or c) that most accurately describes your own experience in your organizational role. You must choose only one statement in each set.

1. _____ a. My role is very important in this organisation; I feel central here.
_____ b. I am doing useful and fairly important work.
_____ c. Very little importance is given to my role in this organisation; I feel peripheral here.
2. _____ a. My training and expertise are not fully utilized in my present role.
_____ b. My training and knowledge are not used in my present role.
_____ c. I am able to use my knowledge and training very well here.
3. _____ a. I have little freedom in my role; I am only an errand boy.
_____ b. I operate according to the directions given to me.
_____ c. I can take initiative and act on my own in my role.
4. _____ a. I am doing usual, routine work in my role
_____ b. In my role I am able to use my creativity and do something new.
_____ c. I have no time for creative work in my role.
5. _____ a. No one in the organisation responds to my ideas and suggestions.
_____ b. I work in close collaboration with some other colleagues.
_____ c. I am alone and have almost no one to consult in my role.
6. _____ a. When I need some help none is available.
_____ b. Whenever I have a problem, others help me
_____ c. I get very hostile responses when I ask for help.
7. _____ a. I regret that I do not have the opportunity to contribute to society in my role.
_____ b. What I am doing in my role is likely to help other organisations or society.
_____ c. I have the opportunity to have some effect on the larger society in my role.
8. _____ a. I contribute to some decisions.
_____ b. I have no power here.
_____ c. My advice is accepted by my seniors.
9. _____ a. Some of what I do contribute to my learning.
_____ b. I am slowly forgetting all that I learned (my professional knowledge).
_____ c. I have tremendous opportunities for professional growth in my role.

10. _____ a. I dislike being bothered with problems
_____ b. When a subordinate brings a problem to me, I help find a solution.
_____ c. I refer the problem to my boss or to some other person.
11. _____ a. I feel quite central in the organisation.
_____ b. I think I am doing fairly important work.
_____ c. I feel I a peripheral in this organisation.
12. _____ a. I do not enjoy my role.
_____ b. I enjoy my role very much.
_____ c. I enjoy some parts of my role and not others.
13. _____ a. I have little freedom in my role.
_____ b. I have a great deal of freedom in my role.
_____ c. I have enough freedom in my role.
14. _____ a. I do a good job according to a schedule already decided.
_____ b. I am able to be innovative in my role.
_____ c. I have no opportunity to be innovative or do something creative.
15. _____ a. Others in the organisation see my role as significant to their work.
_____ b. I am a member of a task force or a committee.
_____ c. I do not work in any committees.
16. _____ a. Hostility rather than cooperation is evident here.
_____ b. I experience enough mutual help here.
_____ c. People operate more in isolation here.
17. _____ a. I am able to contribute to the company in my role.
_____ b. I am able to serve the larger parts of the society in my role.
_____ c. I wish I could do some useful work in my role.
18. _____ a. I am able to influence relevant decisions.
_____ b. I am sometimes consulted on important matters.
_____ c. I cannot make any independent decisions.
19. _____ a. I learn a great deal in my role.
_____ b. I learn a few new things in my role.
_____ c. I am involved in routine or unrelated activities and have learned nothing.
20. _____ a. When people bring problems to me, I tend to ask them to work them out themselves.
_____ b. I dislike being bothered with interpersonal conflict.
_____ c. I enjoy solving problems related to my work.

EXERCISE-16: ROLE EFFICACY SCALE (RES-0)

Role to be assessed:

The purpose of this scale is to diagnose the efficacy of some roles (jobs) in your department/section. Consider the above-mentioned role, which you supervise. In each of the following three sets of statements check the one (a, b, or c) that most accurately describes how the persons occupying that role feel about their job. You must choose *only* one statement in each set.

1. _____ a. This role is very important in my office; the persons occupying this role feel central here.
_____ b. They are doing useful and fairly important work.
_____ c. Very little importance is given to this role in office; they are peripheral here.
2. _____ a. Their training and expertise are not fully utilized in their present role.
_____ b. Their training and knowledge they had is not used in their present role.
_____ c. They are able to use their training and knowledge very well here.
3. _____ a. They have little freedom in their role; they are only like an errand boy.
_____ b. They operate according to the directions given to them.
_____ c. They can take initiative and act on their own.
4. _____ a. They are doing usual, routine work in their role.
_____ b. In their role they can use their creativity and do something new.
_____ c. They have no time for creative work in their role.
5. _____ a. People in my office do not respond to their ideas and suggestions.
_____ b. They work in close collaboration with some other colleagues.
_____ c. They work alone and have almost no one to consult in their role.
6. _____ a. When they need some help, none is available.
_____ b. Whenever they have a problem, others help them.
_____ c. They get very hostile responses when they ask for help.
7. _____ a. They do not have the opportunity to contribute to society in their role.
_____ b. What they do in their role is likely to help other organisations or society.
_____ c. They have the opportunity to have some effect on the larger society in their role.
8. _____ a. They contribute to some decisions.
_____ b. They have no power here.
_____ c. Their advice is accepted by the boss.
9. _____ a. None of what they do contributes to their learning.
_____ b. They are slowly forgetting all that they learned (their professional knowledge).
_____ c. They have tremendous opportunities for professional growth in their role.

10. _____ a. They dislike being bothered with problems
 _____ b. When a subordinate brings a problem to them, they help to find a solution.
 _____ c. They refer the problem to the boss or to some other person.
11. _____ a. They feel quite central in the organisation.
 _____ b. They feel they are doing fairly important work.
 _____ c. They feel they are peripheral in this organisation.
12. _____ a. They do not enjoy their role.
 _____ b. They enjoy their role very much.
 _____ c. They enjoy some parts of their jobs and not others.
13. _____ a. They have little freedom in their role.
 _____ b. They have a great deal of freedom in their role.
 _____ c. They have enough freedom in their role.
14. _____ a. They do a good job according to a schedule already decided.
 _____ b. They are able to be innovative in their job.
 _____ c. They have no opportunity to be innovative or do something creative.
15. _____ a. Others in the organisation see this role as significant to their work.
 _____ b. They are members of task forces or communities.
 _____ c. They do not work on any communities.
16. _____ a. Hostility rather than cooperation characterizes the department/ organisation.
 _____ b. People experience enough mutual help here.
 _____ c. People operate more in isolation here.
17. _____ a. They are able to contribute to the department/ organisation in their role.
 _____ b. They are able to help the community in their role.
 _____ c. They are capable but have no opportunity to contribute to the welfare of the community.
18. _____ a. They are able to influence relevant decisions.
 _____ b. They are sometimes consulted on important matters.
 _____ c. They cannot make any independent decisions.
19. _____ a. They learn a great deal in their role.
 _____ b. They learn a few new things in their role.
 _____ c. They are involved in routine or unrelated activities and learn nothing new.
20. _____ a. When people bring problems to them, they are asked to work them out themselves.
 _____ b. They dislike being bothered with interpersonal problems.
 _____ c. They enjoy solving problems related to their work.

SCORING KEY OF “RES- S & O”

<u>DIMENSION</u>	<u>ITEM NO.</u>	<u>a</u>	<u>b</u>	<u>c</u>
Centrality	1	+2	+1	-1
	11	+2	+1	-1
Integration	2	+1	-1	+2
	12	-1	+2	+1
Pro-activity	3	-1	+1	+2
	13	-1	+2	+1
Creativity	4	+1	+2	-1
	14	+1	+2	-1
Inter-role Linkages	5	-1	+2	+1
	15	+2	+1	-1
Helping Relationship	6	+1	+2	-1
	16	-1	+2	+1
Super-ordination	7	-1	+2	+1
	17	+1	+2	-1
Influence	8	+1	-1	+2
	18	+2	+1	-1
Growth	9	+1	-1	+2
	19	+2	+1	-1
Confrontation	10	-1	+2	+1
	20	+1	-1	+2

EXERCISE-17:
THE TEN ASPECTS OF ROLE-EFFICACY

* Dimension 01: *Role-Making* rather than Role Taking

- **Self-Role Integration**
- **Proactivity**
- **Creativity**
- **Confrontation**

* Dimension 02: *Role-Centering* rather than Role Entering

- **Centrality**
- **Influence**
- **Growth**

* Dimension 03: *Role-Linking* rather than Role Shrinking

- **Role Linkage**
- **Helping Relationships**
- **Superordination**

EXERCISE-18:
AN ACTION PLAN FOR MANAGING CHANGE SUCCESSFULLY

Having spent so much of your valuable time in reflecting, sharing and learning about managing change, please try to put all that you have learned together and create an Action Plan for responding to change in your workplace. You may use the following questions as guidelines. (Please use separate sheet if necessary)

1. Describe, as completely as you can, one of the current/very recent changes at your work place. Describe specifically how it will impact you, your employees, department and organisation.

2. What, do you think, is the best possible outcome of this change?

3. What are the strengths of your team / department in carrying out this change?

4. What are the weaknesses of your team/ department in carrying out this change?

5. What are your personal strengths in carrying out this change?

6. What are your personal weaknesses in carrying out this change? How do you propose to overcome them?

7. How do you propose to stay motivated till you achieve your goal?

8. List the action steps you intend to carry on to deal with the following issues:

Communication:

Dealing with Resistance:

Involvement of everybody concerned:

Your Leadership:

9. What is your time schedule for making this change?

Proposed starting and completing:

10. What new information, knowledge, skills, and attitudes are needed to make this change?

Information:

Skills:

Knowledge:

Attitudes:

11. What kind of incentives do you intend to create and how will you use them to motivate your people toward change?

12. How and when do you want to acknowledge/ appreciate/ recognize and celebrate the success of change?

13. How will you reward yourself for having carried on this change initiative?

EXERCISE-19: CREATING ROAD MAP FOR PEOPLE TO FOLLOW AND PLAN THEIR OWN PART

This provides a decision path for you when involved in a change situation. All the concepts have been described earlier and the path is set out as a checklist of questions to consider, the answers to which should affect how you handle the change situation.

1. Have you thoroughly understood the drivers for change?
2. What type of change are you facing: incremental (go to question 3) or fundamental (go to question 4)?
3. How should you approach the incremental change, having regard to urgency and the amount of resistance you expect to encounter? (Enter author's name)
 - High urgency/ low resistance Focused participation
 - Low urgency/ low resistance Extensive participation
 - Low urgency/ high resistance Persuasive
 - High urgency/ high resistance Persuasive/ coercive
(go to question 5)
4. How should you approach the fundamental change, having regard to the urgency and the degree of resistance you expect to encounter?
 - High urgency/ low resistance Visionary/ charismatic
 - Crisis/ low resistance Visionary/ persuasive
 - High urgency/ high resistance Visionary/ coercive
 - Crisis/ high resistance Dictatorial
5. Modify your choice of change strategy as a result of your answers to the following:
 - Do those you wish to involve have the ability to participate?
 - Are they motivated to participate?
 - Does the need for confidentiality affect your ability to involve others?
 - Does involvement (or lack of it) fit the culture of the organisation?
 - How important is the post-change motivation of employees?
6. For all choices of approach, ensure that you understand the reasons for resistance:
 - What threats are those affected likely to feel?
 - Do you understand the basis for their psychological contract?
 - Will there be resentment at imposed change?
 - Do they have faith in those making the change?
 - Do you understand the emotional hang-ups?

7. How can you reduce resistance? Consider the value of:
 - Participation
 - Communication
 - Training

8. For all change situations: have you assessed the implications and effects of the change?

9. Have you used force field analysis, or other approaches to think through all aspects of the change?

10. Have you considered all aspects of the integrated organisation model, thinking through which elements have to change, and how these affect the other elements?

<ul style="list-style-type: none"> • The desired change • Tasks • People • Structure • Decision processes 	<ul style="list-style-type: none"> • Culture • Information systems • Control systems • Reward systems • Intended results
--	---

11. Is your change:
 - a. Incremental and with relatively minor impact on the elements of the integrated organisation model? If so move to question 12
 - b. Incremental with a complex impact on the integrated organizational model? If so move to question 14
 - c. Fundamental? If so move to question 14

12. If your answer to 11 (a) is yes:
 - Have you gone through all the points so far so that you have a clear definition of the change and the way in which it must be implemented?
 - Have you established action plans to implement?
 - Have you set up a way of monitoring progress?

13. Good luck, you should be ready to implement.

14. Are you ready to use the findings from your analysis so far to modify how you use the approach?

15. Envisioning. Is your vision:
 - Credible
 - Challenging
 - Consistent in all parts
 - Clear
 - Providing a bridge from the past to the future
 - Something that you believe in whole-heartedly?

16. Activating. Have you determined your mix of activating actions:

- To demonstrate your own belief in the vision
- How you will use personal contact to communicate the vision
- Whether to use workshops and conferences
- How opportunities for two-way communication can be created
- What communication media will be used to support the messages
- How you can use everyday meetings to build the vision
- The use of external public relations
- How you will seek out and use examples of success
- To check that training is reinforcing the vision?

17. Support. Have you thought through a strategy for giving support by:

- Expressing confidence in those working with you to implement the change
- Providing coaching when it is needed
- Empowering key people
- Having empathy with those involved in the change
- Using praise and thanks when appropriate?

18. Implementation. Have you thought through the detailed implementation actions to make the change happen, including:

- Strategies to implement the vision
- Short-term plans and budgets to turn strategies into action plans
- Project management for complex situations?

19. Ensuring. How will you monitor and control the change process?

20. Recognition. Have you thought how you will motivate by giving recognition to those playing a part in the change process?

21. Are you emotionally prepared to deal with all the unexpected things that will crop up, and all the matters you should have thought of but overlooked?

22. If you have followed the points through you should have a comprehensive approach mapped out which will enable you to implement in an effective way. Good luck, but remember that there is a continuous nature to many of the steps, and that some will be repeated. You cannot simply forget each stage once you have undertaken the initial actions you have planned.

HANDOUTS

HANDOUT-I

MOTIVATING ORGANISATIONAL ROLES AND

ENHANCING ROLE EFFECTIVENESS

SELF-ROLE INTEGRATION

What you can do for your own role?

1. Prepare a balance sheet of personal assets and liabilities.
2. Develop perceptiveness of cues to pick up feedback even when it is subtly communicated.
3. Increase receptivity/ eagerness to know about yourself.
4. Request, encourage and get feedback from others.
5. Make arrangement with one or two persons for honest and open mutual feedback.
6. Communicate appropriately on suitable occasions to your superior(s) your special skills, abilities, preferences etc. so that the latter can use these in designing your role.
7. Volunteer for jobs in which your assets can be used.
8. Look out for opportunities to utilize your assets.
9. Change the role, within realistic limits, to utilize your strengths.
10. Acquire the skills needed for the role, if you do not have them in adequate measure.

What you can do for the roles you supervise

1. Work with the employees in redesigning their roles in which their strengths can be utilized.
2. Recommend replacement of a misfit in a job, which can use his/her assets.

What the organization can do?

1. Develop a good placement program, allotting roles according to the knowledge and skills.
2. At the time of job allocation, design the job taking into consideration the existing skills of the persons.
3. Introduce a program of role definition about clarity in which role occupants also participate to define their own roles.
4. Allow the change (rotation according to abilities).
5. Prepare schemes to motivate employees to bridge the inadequacies of job skills, e.g. subsidy to buy books, join professional organizations, increment on passing professional examination, etc.
6. Provide special facilities to employees to pursue their lines of interest/ specialization.
7. Introduce arrangements of temporary groups in which people can volunteer according to their special skills/ aptitude/ interests etc.

PROACTIVITY

What you can do for your own role?

1. Take initiative in giving ideas in meetings where you are invited.
2. Spend time in anticipating what is likely to happen.
3. Become aware of others' expectations.
4. Maintain and review past record.
5. Analyze your role and identify *constructive* elements.

What you can do for roles you supervise?

1. Minimize supervision of employees, and encourage them to ask for your help when they need such help.
2. Reward initiative of employees.
3. Listen to the employees, give respect to their views, and use these wherever possible.
4. Arrange for visits of the employees to other organizations.

What the organization can do?

1. Include initiative in the performance appraisal form.
2. Design schemes of recognizing and rewarding initiative.

CREATIVITY

What you can do for your own role?

1. Adopt an analytical approach to problems.
2. Plan your activities well in advance.
3. Always try new ways and means of doing things.
4. Introspect after trying out new things.
5. Give new ideas in meetings without inhibition about these being original or not.

What you can do for roles you supervise?

1. Encourage your employees to give ideas to solve the problems.
2. Create a climate, which encourages people to generate ideas without fear of being criticized.
3. Appreciate and use new ideas given by the employees.
4. Encourage and reward suggestions to solve problems.

What the organization can do?

1. Include creativity as an attribute to be rated in the performance appraisal form.
2. Develop schemes of rewarding innovations, suggestions for productivity, etc.

CONFRONTATION

What you can do for your own role?

1. Clarify a problem, whether it is a problem or symptoms of a problem.
2. Do not jump on the problem to solve it at once; avoid taking hasty decisions.
3. Study a problem thoroughly before taking a decision.
4. Consider several alternative solutions and decide to implement the most suitable.
5. Resolve not to postpone problems.
6. As far as possible, avoid referring matters to higher authorities.
7. Use failure as an attempt to solve a problem and learn from it.
8. Listen to others – grievances and problems.

What you can do for roles you supervise?

1. Take the employees into confidence while confronting a problem.
2. Support the action taken by the employee if it is within the rules and procedures.
3. Appoint a task group for a problem.
4. Use failure of an employee as an experience and help him to learn from it.
5. Encourage employees to bring problems.
6. Anticipate problems in collaboration with your employees.
7. Encourage subordinates to solve problems and report to you.
8. Follow the “buck stops here” dictum.

What the organization can do?

1. Once a decision has been taken, support the concerned employee to implement it; do not back out.
2. Reward people showing confrontation
3. Support the personnel in all their actions, within the rules/ procedures.
4. Ensure there is very little interference in the day-to-day activities of the employees by the supervisors.
5. Take the concerned supervisor into confidence and consult him, if any confrontation is contemplated.

CENTRALITY

What you can do for your own role?

1. Understand the basic contribution made by your role to the organizational objectives.
2. Search areas in which you can feel proud of doing something.
3. Use self-suggestion that “each job has its own importance”.
4. Understand the job/role thoroughly through various sources.
5. Make people realize the importance of the role by making the role useful and effective for the organization.

What you can do for roles you supervise?

1. Communicate the importance of the roles to their incumbents (the critical contributions of the roles)
2. Communicate the importance of the role as perceived by others.
3. Give enough freedom to each employee to set his objectives and decide ways of achieving them.
4. Give increasingly difficult and challenging responsibilities.

What the organization can do?

1. Do not label jobs as important, more important and less important.
2. Introduce reward systems for all types of jobs.

WHAT SKILLS AND BEHAVIOURS CAN BE MODELED?

What you can do for your own role?

1. Focus on Self

- a. ***Disclosure.*** The manager shares facts about self, beliefs, values, desires, expectations, and the internal conflicts. He also shares incidents of failure.
- b. ***Assertion.*** The junior staff may resist and manager continues to repeat what he wants done, and the reasons. He perseveres.

2. Focus on Others

- a. ***Acceptance.*** The manager gives a non-evaluative response to his staff who is disagreeing with him.
- b. ***Confrontation.*** The manager informs his employee that a particular behaviour manifested by the latter affects the manager negatively; at the same time the manager clarifies preferences and consequences.
- c. ***Support.*** The manager expresses appreciation for something that his subordinate has said or done.

3. Mutual Focus

- a. ***Conflict Management.*** The manager identifies an issue of conflict between his employee and himself; both generate alternatives and agree an appropriate action.
- b. ***Immediacy.*** The manager tells his subordinate how he is reacting to the latter at the moment.
- c. ***Mutuality.*** The manager cooperates with his staff on important tasks, supporting the latter.
- d. ***Flexibility.*** The manager abandons his original plan and accepts a new approach suggested by his employee.

TELLTALE SIGNS OF DISCOURAGEMENT

- 1. The red pencil effect (emphasizing mistakes)**
- 2. The horizontal vs. the vertical plane of interaction**
- 3. Over perfectionism (notion that people should not make mistakes and be perfect)**
- 4. Clinging to old patterns**
- 5. Missed psychological tests (labeling people on the basis of some tests, as types beyond hope)**

BEHAVIOURS INVOLVING ENCOURAGEMENT

- 1. Valuing individuals as they are**
- 2. Having faith in the ability of others**
- 3. Showing faith in others**
- 4. Giving recognition for effort as well as results**
- 5. Using a group to help a person develop**
- 6. Integrating the group**
- 7. Planning for success and assisting in the development of skills that are sequentially and psychologically paced**
- 8. Identifying and focusing on strengths rather than on mistakes**
- 9. Using the interests of the individual**

TEN SPECIFIC WORDS OF ENCOURAGEMENT

- 1. You do a good job of**
- 2. You have improved in**
- 3. We like (enjoy) you, but we don't like what you do**
- 4. You can help me (us, others) by**
- 5. Let us try it together**
- 6. So you made a mistake; now, what can you learn from it?**
- 7. You would like us to think that you can't do it, but we think you can**
- 8. Keep trying, don't give up**
- 9. I am sure that you can straighten it out (solve this problem), but if you need any help, you know where you can find me**
- 10. I can understand how you feel, but I am sure that you will be able to handle it.**

GROWTH

What you can do for your own role?

1. Acquire relevant knowledge.
2. Get training, ask, search, be open.
3. Read professional journals.
4. Join professional organizations.
5. Study further to improve your qualifications.
6. Visit other places to learn from them.
7. Take interest in other roles/ departments and obtain knowledge of their working.
8. Do not hesitate to accept (but welcome) a challenge.
9. Respond positively to opportunities of higher responsibility.
10. Develop your own monitoring system to ensure that you complete your assignment on time.
11. Identify dimensions for your development, prepare a detailed plan and implement it.
12. Give positive response to the feedback you receive.

What you can do for roles you supervise?

1. Appreciate employees' work
2. Do not snub the employees for their shortcomings, but cooperate to improve them.
3. Delegate to them increasingly difficult and challenging tasks.

What the organization can do?

1. Introduce effective appraisal system.
2. Provide opportunity for self-appraisal.
3. Develop objective system for promotion.
4. Have a good training system (internal and external) to facilitate growth of all employees.
5. Introduce job rotation.
6. Introduce career planning and career development.
7. Ensure growth potential in the organization.
8. Recognize and reward good work.
9. Set challenging and achievable targets and provide support of needed resource to achieve the same.

INFLUENCE

What you can do for your own role?

1. Acquire knowledge relevant to the problem to be discussed before attending the discussion meeting (knowledge is power)
2. Think of innovations to influence your role
3. Work hard and be effective (effectiveness is power)
4. Model behaviour for others (i.e., behave as you want them to behave)
5. Do thorough work in details on a proposal before putting it to the supervisor
6. Demonstrate through your action that you look after the interests of your employees without any bias
7. Champion the cause of your subordinates
8. Avoid threats

What you can do for roles you supervise?

1. Delegate enough authority
2. Give relevant details of decisions made
3. Send good ideas of employees to higher management
4. Give feedback to employees on their suggestions
5. Be willing to accept mistakes

What the organization can do?

1. Ensure the authority of an employee is not bypassed
2. Review delegation of authority from time to time to provide more powers at all levels of the organization
3. Encourage employees to contribute to professional meetings, associations and journals
4. Introduce supervisory training, which helps them to support rather than “police” their employees

INTER-ROLE LINKAGES

What you can do for your own role?

1. Increasingly understand linkage of other roles/ departments and their importance by preparing self-memos on these.
2. Take initiatives when there is appropriate opportunity, to explain your understanding of your role.
3. Keep up a communication with other roles/ departments.
4. Respond to communications/ requests without delay.
5. Do not hesitate in requesting information needed by you from other roles/ departments.
6. Take initiative to indicate what your department needs from the other department.
7. Provide feedback to others.
8. Identify areas in which coordination is needed.
9. Anticipate the problems of the other departments and respond to them.
10. Communicate the requirements for meeting the expectations.
11. Remove misunderstanding in periodical joint meetings.
12. Invite suggestions from others.
13. Take initiative in meeting with other role occupants for common tasks and for discussions on subjects of mutual interest.

What you can do for roles you supervise?

1. Encourage employees to seek/ render cooperation with departments.
2. Encourage employees to solve problems by working with their peer-level colleagues (and not refer the problems to you unless it needs your intervention).

What the organization can do?

1. While defining roles, make the inter-linkages with other roles clear.
2. Educate role occupants about linkages viz., interdependence by training, publications, and instructional matter.
3. Periodically evaluate linkages and strengthen the weaker dimensions.
4. Periodically review the linkage system.
5. Introduce group incentive schemes.
6. Set up joint (interdepartmental) groups to solve problems.
7. Organize mutual empathy exercises on inter-role problems.
8. Promote recreational and cultural activities, thereby developing opportunities for interactions amongst employees.

HELPING

What you can do for your own role?

1. Identify what kind of help, how much, and when another role occupant needs from you.
2. Identify what help you need from others.
3. Do not hesitate to ask for help, but minimize such dependence on others.
4. Reciprocate the help given to you.
5. Anticipate problems on which help can be given, and prepare for them.
6. Listen and be open to others.
7. Give/ disseminate information about things available with you.
8. Maintain the equipment or the material in your charge.

What you can do for roles you supervise?

1. Encourage the employees to respond to requests by other departments.
2. Encourage them to seek help from peers from other departments.
3. Seek help of your employees in areas they can contribute.
4. Encourage your employees to come to you for help, and respond to them positively.
5. Encourage employees to cooperative with each other.

What the organization can do?

1. Reward outstanding examples of helping.
2. Build a tradition of one department helping another department when special need arises.

SUPERORDINATION

What you can do for your own role?

1. Learn more about your organization, its philosophy, ethos, values, and the larger social purpose it is serving.
2. Understand the linkage of your own role with the contribution of the organization.
3. Read biographies of great leaders, managers, etc.
4. Read newspapers and magazines to remain in touch with current happening in the village/ town / state/ country.
5. Select a few general areas in which you can contribute to a larger goal, and work in one or two.
6. Look for opportunities in your role to serve a larger group directly, e.g. customers, small entrepreneurs, self-help groups, farmers, etc.

What you can do for roles you supervise?

1. Help employees to understand and appreciate the contribution of their role to the society.
2. Help the employees' link (and see the linkage) of objectives of their roles with organizational objectives.
3. Encourage them to include in their roles what may be useful for a larger section.
4. Encourage teamwork.
5. Communicate accessibility to the employees.

What the organization can do?

1. Help employees to understand the organization mission and objectives.
2. Involve employees in major policy debates and discussions.
3. Involve employees in crisis management for the community in which they live.
4. Develop criteria for evaluation of teamwork and reward teamwork.
5. Reward managers for developing their employees, and include this item in performance appraisal.

READING MATERIAL

MANAGEMENT OF CHANGE

Introduction

“The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew” - Abraham Lincoln

“Change is the law of life. And those who look only to the past or present are certain to miss the future.” - John F. Kennedy, U.S. President

“There are no limits on the road to excellence” - David W. Johnson

“The road to excellence is always under construction” - Anthony Robbins

A few decades ago most of us might have agreed to the thought that change would mean multiplying the same or at least more of the same, only better. That was incremental change very much needed and to be welcomed. Today we know that in many areas of life we cannot guarantee more of the same. We cannot even predict with confidence what will be happening in our own lives.' (Handy, 1991). Handy differentiates between 'incremental' and 'discontinuous' change. Today, when we talk of change we are referring to an environment, which is subject to both continuous (incremental) and discontinuous change. In addition, there is also the pressure for government to provide more services with fewer human and financial resources, which is forcing its own kind of change. Some trends that are forcing/expecting us to change are:

- Political - increased control and rapid changes
- Sociological - the information age
- Educational - the mass higher education system not coupled with employment opportunities
- Technological - increased networking, computing and telecommunications
- Economic - increased demand for value for money
- Cultural - fast changing norms and values
- Governments - more demand-driven, decentralized systems of service delivery.
- Organizational –
- New approaches and projects/programs;
- Need for new structures such as team-working, collaboration with a range of different groups and individuals;
- Heavier workloads, demand for additional skills for staff and users and
- Increased management and decision-making
- Overall general environment: ever increasing competitive environment everywhere

In today's ever-changing global village, it is important to recognize that we ourselves and how we do our jobs need to change in order to survive and to succeed. We need to learn to manage both continuous and discontinuous change. The next significant aspect of management of change for leaders is to identify what to change and how to change for managing self and others.

OVERVIEW

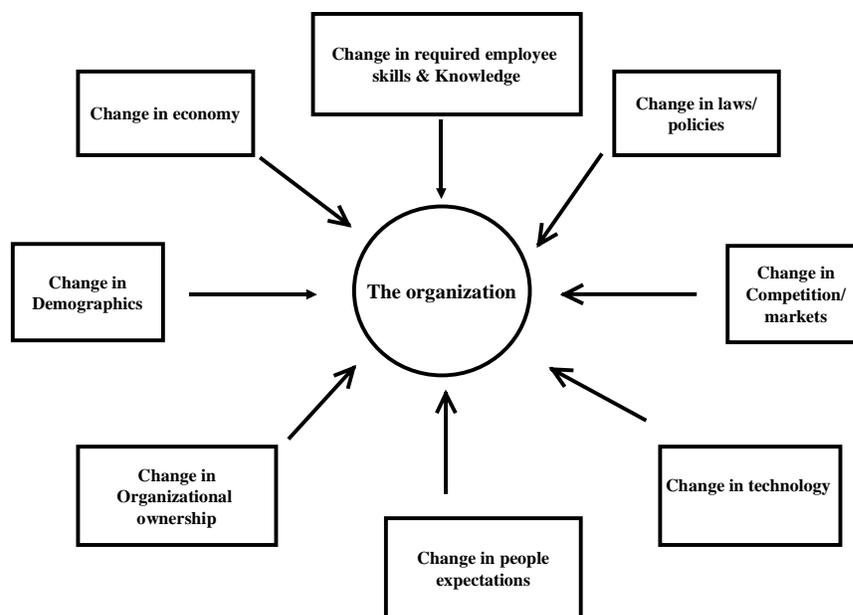
- Change has always been part of our life
- Change is a process and not a destination
- It never ends, regardless of how successful you are this year, there is always a next year
- Change is evolutionary and revolutionary in nature
- The only constant is change

“Nothing is permanent except change” – Herclitus; Change is a journey, not a destination.

Three special features of change

- Rate of change
- Direction of change and
- Diffusion of change

Change Impacting Organizations



“Maintaining a Good fit”

Change or not to change is not the question, but what to change, how to change and who should change are issues for exploration

Response to change

- Inactive orientation - live in the present
- Reactive orientation - live in the past
- Proactive orientation - believe in future
- Interactive orientation - mgt. By vision

Response to change depends on the type of orientation one has

Four Types of Change

	Incremental	Strategic
Anticipatory	Tuning	Reorientation
Reactive	Adaptation	Recreation

Ingredients of successful change

- Clear understanding of where you are
- A clear vision of what you want to become
- A comprehensive plan to get from where you are to what you want to become
- The WILL to change

Govt. organizations must be responsive to the environment—address the needs of the stakeholders

Why we fail to respond?

- Monopolies by nature
- Complacency
- Reluctance to Learn
- Satisfactory Underperformance
- No strategic continuity

Learning Disabilities

- Reactive rather than Proactive
- Short-term orientation
- Boiled frog (getting used to increasing problems)
- Not invented here
- Group think – No dissent

CHANGE MANAGEMENT

- By Dr.S.Ramnarayan

WHAT IS CHANGE? Planned or Unplanned response to forces and pressures

Planned change: Conscious, deliberate and usually collaborative effort to improve the functioning of the system Involves inventing the future, and creating conditions and resources for realizing that future

Unplanned change: Response to conditions that are imposed on the organization, and often unforeseen. Demands adaptability and flexibility.

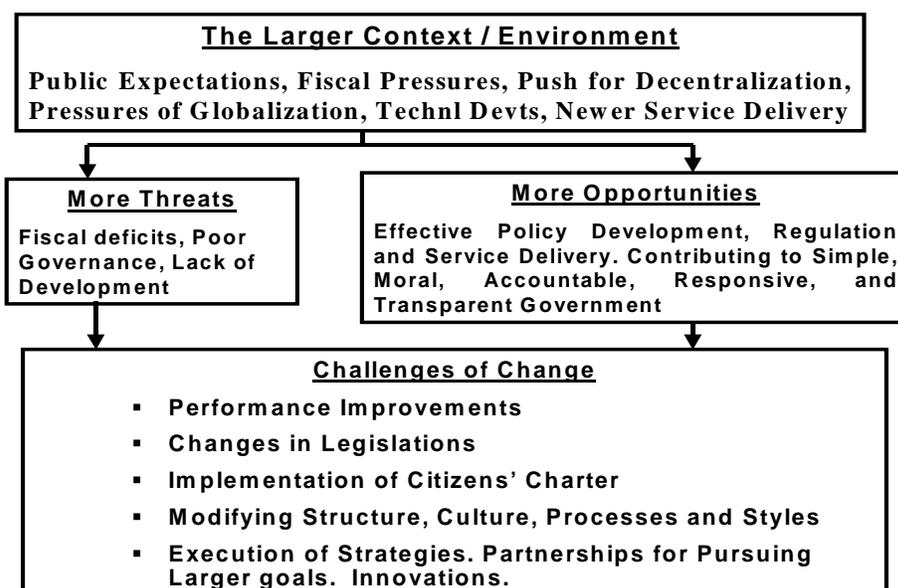
Challenge: How to move as much as possible from Unplanned Crisis-Induced Change to Planned Anticipatory Change?

Change Is Not The Same To All People. Some People

- Make changes happen
- Want changes to happen
- Watch things change
- Don't care what is changing
- Don't want anything to change
- Hope nothing changes
- Don't even suspect anything is changing

Challenge: Getting more & more organisational members to assume the stance of ACTORS rather than that of SPECTATORS with regard to chg.

What are the Factors that Drive the Need for Change?



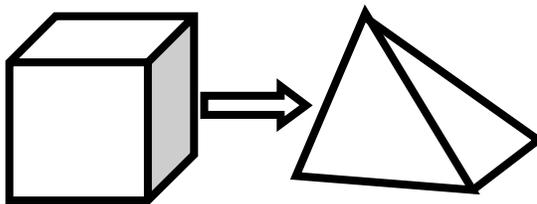
Challenges of Change

Examples

- Improving effectiveness of service delivery, project execution, performance tracking and performance improvement.
- Introducing changes in legislation, amendments to rules for better management.
- Developing and implementing citizens' charter. Providing higher value and superior service.
- Implementing strategies for enhancing agricultural / industrial productivity, law and order etc.
- Improving work culture. Generating greater commitment. Changing mindsets. Greater cooperation among departments. Networking / Partnership with other institutions in the society to achieve larger goals.
- Restructuring – Modifying structure and functions of the government machinery. Reengineering processes. Building capacity for adaptation and innovation.

Why is Change Management Necessary?

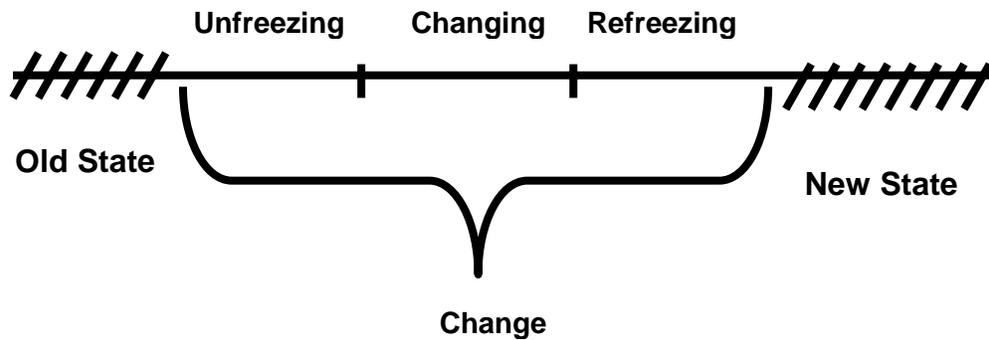
- Organizational changes have to be carried out in a social system. So both rational and social aspects have to be managed. Otherwise change efforts would not yield desired results.
- Some change efforts only deal with rational aspects. For example, they may only use logic and reason to achieve transformation to a new state. In most cases, such efforts do not succeed because they do not fully understand and appreciate the underlying human processes.
- The nature of underlying human/ social processes can be understood from a simple example. Let us imagine trying to change ice of cubical shape to ice of conical shape of same mass or volume.



- Change cannot be achieved merely through force. If force is applied on a cube of ice to convert it into a cone, it would destroy the old shape, but would not create the new shape. In the same way, force on a social system may cause resistance, or at best conformity, but not commitment.
- Change, whether in a physical or social system requires understanding the stages in the transformation process, and managing each of those stages.

Changing ice from one shape to another involves 3 stages.

- Unfreezing : Ice in old shape changed to water
- Changing : Water is poured into a mould of desired shape
- Refreezing : Water changed into ice in new shape



Change is not an EVENT. It is a PROCESS that unfolds over time.

Each stage has to be managed based on informed understanding of the dynamics involved. Let us take this simple example, and try to examine what “unfreezing”, “changing” and “refreezing” would mean in a social system.

What do Unfreezing, Changing, and Refreezing Mean in a Social System?

UNFREEZING	CHANGING	REFREEZING
Awakening	Mobilizing	Reinforcing
Energizing	Envisioning	Enabling
Initiating	Implementing	Institutionalizing
Acknowledging that status quo is not viable. Disengaging from the past.	Creating and adopting a new direction. Putting in place structures, processes and people that would move the organization in that direction.	Absorbing the new behaviours, attitudes and practices into the organizational culture so that new ways become acceptable practice.
CHANGE MANAGEMENT INVOLVES ALL THESE LEVELS		

Choice Points in Change Management

For effective Change Management, certain choices have to be made after careful examination of pros and cons.

Key choice points include:

1. Pace of Change
2. Scope of Change
3. Depth of Change
4. Publicity relating to Change
5. Supporting Structures for Change
6. Timing of Change
7. Who Drives the Change (Directive versus Participative Approaches to Change)

ENVIRONMENTAL SCANNING & SWOT ANALYSIS

“Nothing endures but change” - Heraclitus, Greek philosopher

“There is a little difference in people, but that little difference makes a big difference. The little difference is attitude and the big difference is whether it is positive or negative”

– W Clement Stone

Seek not to change the world, but choose to change your mind about the world. - A Course In Miracles

It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change. - Charles Darwin.

Change processes generally do not have clear and ready solutions for several things and the only possibility is to blame top management for leaving its lower cadres in chaos or uncertainty. In such times, instead of waiting and getting washed away or drowned by change waves, the leaders have to transform themselves to change champions for their teams in order to manage change so that they can stay alive and can achieve excellence.

Changes often offer both uncertainty and opportunity for anybody. How leaders manage themselves and others who work for them makes all the difference. They have to be sensitive to change trends and situations. Their ability to identify the opportunities associated with the changes as well as to recognize the concealed opportunities even in the visible threats will go a long way to create a climate of productivity and growth. All changes may not bring opportunities. Some changes have to be only survived and also there is a need to preserve certain aspects in organisations such as continued interpersonal relations, trust, etc.

The mindset of an individual, depending on its nature and kind, can act as a roadblock or facilitator in managing change. Wherever we find mindset of an individual acting as a roadblock to learning, growth and improvement, it is because that represents the untested perceptions, beliefs and negative attitudes. It may be called a rigid or negative mind set. The same mindset is responsible for making the person to believe the restrictions and boundaries that really do not exist.

This type of roadblock is the most troubling to management and a real challenge to leaders. Interestingly, when people believe they can't, they are correct and when they believe they can, then also they are correct. This is because of the power of subconscious to carry on the messages given by self without reasoning, unlike the conscious state of mind.

Developing a change mind-set means construction of one's mental map interpreting how the real world works by being flexible and open. It is then used as a guide for how we choose to respond or pass through life's many situations. It includes scanning the environment and making people not just hopeful or optimistic but excited about the opportunities that change is about to bring.

Environmental scanning is the first step in the change process because it is necessary to anticipate and understand the external and internal trends and events so that plans can be developed to address these trends and events.

Environmental scanning is the acquisition and use of information about events, trends, and relationships in an organization's external environment, the knowledge of which would assist management in planning the organization's future course of action. (Aguilar, 1967, Choo & Auster, 1993)

Organizations scan the environment in order to understand the external forces of change so that they may develop effective responses, which secure or improve their position in the future. They scan in order to avoid surprises, identify threats and opportunities, gain competitive advantage, and improve long-term and short-term planning (Sutton, 1988). To the extent that an organization's ability to adapt to its outside environment is dependent on knowing and interpreting the external changes that are taking place. Environmental scanning constitutes a primary mode of organizational learning.

As Sutton pointed out environmental scanning includes both looking at information (viewing) and looking for information (searching). It could range from a casual conversation at tea-time or during lunch or a chance observation of an upset public (customer), to a formal research programme or a scenario planning exercise.

Monitoring the Environment is an essential prerequisite for creating and implementing change programs. It includes defining the environment; identifying major sources of environmental uncertainty; environmental scanning; environmental scanning tools; strategies for managing the environment.

The environmental scanning process is intended to better position us to seize opportunities and respond effectively to change and the challenges the change can bring. The information derived from environmental scanning is most useful in guiding collective/participatory decision-making and direction setting. This scan should focus on the regional (local), state, national and international environments that are external as well as one's organisational environment which is internal.

As it is evident from the events of September 11, no organisation/ government can or should feel confident that it has a good hold on the environment. Hence, the scan should be dynamic and flexible enough to allow for continuous and systematic re-examination of the external and internal environment and it should be followed by SWOT(strengths, weaknesses, opportunities and threats) analysis of internal and external forces. This will guide us to develop a mindset that will enable us to be flexible, prepared and attuned for necessary adjustments and reprioritization among identified elements.

SWOT ANALYSIS

Introduction: This checklist is for those carrying out, or participating in, a SWOT analysis, SWOT being the acronym for strengths, weaknesses, opportunities and threats. It is a simple, popular technique which can be used in preparing or amending plans, in problem solving and decision-making, or for making staff generally aware of the need for change.

Definition: SWOT analysis is a general technique which can find suitable applications across diverse management functions and activities, but it is particularly appropriate here as to generate and record strengths, weaknesses, opportunities, and threats concerning a task, individual, department, or organization and to develop strategic planning.

the. It is customary for the analysis to take account of internal resources and capabilities (strengths and weakness) and factors external to the organization (opportunities and threats).

Benefits: SWOT analysis can provide:

- a framework for identifying and analyzing strengths, weaknesses, opportunities and threats;
- an impetus to analyse a situation and develop suitable strategies and tactics;
- a basis for assessing core capabilities and competences;
- the evidence for, and cultural key to change;
- a stimulus to participation in a group experience;

Concerns: SWOT analysis is an overview approach, which may be ineffective as a means of analysis if it leads to:

- the generation of long lists;
- the use of description, rather than analysis;
- a failure to prioritize;
- a failure to use it in the later stages of the planning and implementation process.

Workshop delegates should endeavor to avoid these pitfalls in their group work.

Action checklist

Create a workshop environment

Exploit the benefits of workshop sessions to compile and record the SWOT lists. Encourage an atmosphere conducive to the free flow of information and to participants saying what they feel to be appropriate, free from blame. The leader or facilitator has a key role and should allow time for free flow of thought, but not too much. Half an hour is often enough to spend, for example, on strengths before moving on. It is important to be specific, evaluative and analytical at the stage of compiling and recording the SWOT lists – mere description is not enough.

Establish the objectives

The first key step in any project: be clear on what you are doing and why. The purpose of conducting a SWOT may be wide or narrow, general or specific – anything from getting staff to

understand, think about and be more involved in organizational management, to re-thinking a strategy, or even re-thinking the direction of the organization.

Select appropriate contributors

The selection of group members is important if the final recommendations are to result from consultation and discussion, not just personal views, however expert so:

- pick a mix of specialist and “ideas” people with the ability and enthusiasm to contribute;
- consider how appropriate it would be to mix staff of different grades;
- think about numbers: 6-10 people may be enough per group, especially in a SWOT workshop, but up to 25 to 30 can be useful if one of the aims is to get staff to see the need for change.

Develop lists of strengths and weaknesses

Gathering information on strengths and weaknesses should focus on the internal factors of:

- **Staff** (numbers, locations, types of jobs, resources to enable staff to be effective);
- **Structure** (lines of reporting, spans of control, levels of authority, communications channels);
- **Systems** (operational processes, customer relationship processes, financial management systems, human resource management systems, management information and performance reporting systems, file management systems, assets to support systems);
- **Style** (how the organization is managed, how staff are treated, the level of risk that managers take, the exercise of authority and control, delegation policy, level of empowerment);
- **Shared values** (the culture of the organization, or “how things are done around here”. Attitude to customers, attitude to each other, attitude to work, staff objectives);
- **Skills** (the competencies that managers and staff have; subject knowledge, job knowledge, ability to apply that knowledge, experience of work and levels of performance possible);
- **Space** (does the organization provide space for creativity and innovation, time for reflection, ‘blue sky thinking’ and ‘thinking outside the box’. Does it regularly involve its staff and stakeholders in brainstorming and problem solving, does it provide budgets for these activities – does it use consultants for this purpose and are consultants the best mechanism to use?)

This session should not constitute an opportunity to slate the organization but be an honest appraisal of the way things are. Key questions may include:

- What obstacles prevent progress?
- Which elements need strengthening?
- Where are the complaints coming from?
- Are there any real weak links in the chain?

Organisational performance is more often influenced by the strengths and weaknesses of the behavioural aspects of the organization, style, shared values, skills and space. Bear this in mind during the analysis.

Develop lists of opportunities and threats

Gathering information on opportunities and threats should focus on the external factors (situation) over which there may be little or no control, such as:

- **Political** (support for organizational change from the political system, State and National government policies, proximity of elections, relationship between government and donor/lender organizations and relationship between State and National Government, District politics and the nature of local representation and political participation, current and future legislation);
- **Economic** (the distribution and control of resources, levels of growth, changes in growth patterns amongst various industry/economic sectors, distribution of wealth and income, National economics, world economics, globalisation);
- **Environmental** (water sources and water pollution, air pollution, climate changes, town and country planning, building and other developments, forestry, natural resource use and exploitation, energy use and renewable energy resources, coastal protection, soil erosion and depletion, fisheries, human habitations and working conditions)
- **Social** (demographics and demographic trends, spread of population, culture, religion, social movements, NGOs and civil society, the press, alternative social movements and their impact, external influences and trends, social divisions);
- **Technical** (developments in technology and their applications, available support to technology, cost of technology);
- **Market** (citizen-customer trends, demand for and supply of services, emerging needs and wants, required levels of performance, competition for supply of government services from private sector, NGOs and civil society – and their strengths and weaknesses – willingness to pay and providing best values for money in the provision of public services).

Evaluate listed ideas against objectives

With the lists compiled, sort and group facts and ideas in relation to the objectives. It may be necessary for the SWOT participants to select their five most important items from the list in order to gain wider view. Clarity of objectives is key to this process, as evaluation and elimination will be necessary to sort the priorities from the less important. Although some aspects may require further information or research, a clear picture should, at this stage, start to emerge in response to the objectives.

Dos and don'ts for SWOT analysis

Do

- be analytical and specific;
- record all thoughts and ideas on flip charts;
- be selective in the final report;
- choose the right mix of people for the exercise;
- choose a suitable SWOT leader or facilitator;

Don't

- try to disguise weaknesses;
- merely list errors and mistakes;

- lose sight of external influences and trends;
- allow the SWOT to become a blame-laying exercise;
- ignore the outcomes at later stages of the planning process.

Carry the findings forward

Make sure that the SWOT analysis is used in subsequent planning. Revisit your findings at suitable time intervals to check that they are still valid.

Implementing your ideas

After further refinement you will use the results of your SWOT analysis to make changes to your organizational strategy, which defines the relationship between your organization and its situation. But strategies don't implement themselves. Along with the physical, financial, material, information and communications technology and human resources at your disposal, you must ensure that you develop a shared vision of the strategic outcomes; amongst the staff and between the organization and its environment. The following diagram shows the relationship amongst the internal organizational systems and between the organization and its situation. A good strategy and a **shared vision** are they key enablers of performance improvement.

Systems approach

What is the systems approach? It is an approach that looks at the key functions of an organisation and the relationships amongst them as a system. This model of the organisational system is presented as diagram. The first diagram, on this slide, shows the basic elements of the system; the organisation as a whole, inside the oval, and it's situation on the outside. It is important to remember that the external situation plays a huge role in the success of an organisation. The external situation includes, in addition to the market and your citizen-customers, the political, economic, environmental, social and technical context.

This presentation summarises a systems approach to analysing organisational performance. Handouts will be distributed. However, you may wish to make personal notes. And of course, please ask questions. We hope that this approach will be helpful as a guide and checklist when you are working on the SWOT analysis, which will help you to develop a strategic plan for your Department.

SWOT analysis is the generation and recording of the strengths, weaknesses, opportunities, and threats concerning a task, individual, department, or organisation. It is customary for the analysis to take account of internal resources and capabilities (strengths and weakness) and factors external to the organisation (opportunities and threats).

But, in order to make the organisation work at all, we are going to need some kind of strategy. The strategy links the organisation to its situation; how it serves its market and survives its situation. To deliver the strategy we will need systems; operational processes, financial systems, management information systems, etc. The operational processes in your Department will include the way you work with Watershed Associations to develop and carry out your activities. The strategic plan you have yet to work on! You will need staff to carry out the activities and the staff will have to be organised in some sort of structure. Who reports to who and how the various jobs relate to each other.

We call these the technical issues. And often, this is as far as organisational analysis goes with some people. However, the factors that differentiate success from failure are not just these technical issues.

The issues that determine success are the behavioural ones. In other words, it's not just what you do, it's the way that you do it. This is also the guiding principle of good governance. The main behavioural issues are style; how the organisation is managed. Is it participative? Is it controlling? Is it authoritarian? Is it risk averse? Shared values reflect the overall culture of the organisation. How do things get done? In teams, is there any scope for personal development, how do you treat your customers? And then skills, or the competencies; what the staff are able to do.

But even with these things in place, unless the behavioural issues and technical issues are in harmony, success may still not come. A shared vision is necessary for this. It ensures that there is a level of overlap between the goals of the organisation and the personal goals of its staff.

The systems approach requires us to consider these factors in relation to strengths and weaknesses

Secondly, these issues under opportunities and threats. There is more guidance in the handout on developing the SWOT lists

Try and pick the five most important items from each of the four lists to gain a wider view. Use the systems approach to draw inferences from the lists – how do the internal strengths allow us to take advantage of the opportunities offered by our situation. How can we minimise our weaknesses and turn threats in to opportunities?

Make a short, ten-minute presentation. You will be given transparencies and markers for you to prepare hand drawn slides. Keep the slides simple, like these. Keep to the main points. The audience will not be interested in how hard you have worked, but with the quality of your analysis and the strength of your recommendations. Keep the summaries of the SWOT short. Focus on your recommendations. You will have no more than 20 minutes to present. One slide like this takes 2-3 minutes to present. That gives you 7-10 clear, uncluttered slides as a maximum.

STRATEGIC ANALYSIS

What is it? Strategic Analysis is a process you can use to determine the best way to achieve the result you or your organization desire, by choosing the path of least resistance to bring about change. By doing a Strategic Analysis, your team will create alternatives to bring about the desired result by emphasizing the driving forces, and lessening the resistant ones.

Who uses it? The team members, the management.

Why use it?

To take advantage of the path of least resistance to achieve your goal.

When to use it? When you are planning to make a change in your organization, and you need to determine the best path to take.

How to use it:

Generate alternatives: Bearing in mind the forces, use brainstorming to generate possible strategies to fulfill the mission.

Viability Analysis: After defining several possible strategies, review them to see if they are viable (possible) and align with the mission of your institution. Determine whether the necessary resources exist to carry out each strategy. Also, analyze to see if the strategies are politically viable.

Plan of Action: Develop a plan of action by putting in writing each defined strategy and the time line for each strategy. To test your plan of action, compare it to the following criteria:

- each action should be no more than four to five lines
- each line gives clear guidelines of when and how it will be completed
- each strategy helps fulfill the mission of the organization
- each strategy takes advantage of the driving forces and helps overcome the forces of resistance

Why? A strategy is necessary for every department/organisation that wishes to achieve its goals, or for successfully completing a specific project. You can use a strategy to increase the probability of a project's success and to overcome resistance to change.

ADOPTING SUITABLE LEADERSHIP STYLES TO FACILITATE CHANGE

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." — Stephen R. Covey

"Those who have changed the universe have never done it by changing officials, but always by inspiring the people." – Napoleon Bonaparte

"...leaders create and change cultures while managers live with them." – Shein

"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant." — Max DePree

Helping oneself and others through change is an important part of being a change leader. Strong leadership is a critical factor in the success of any organisation and in achieving sustained superior performance especially in times of turbulence and chaos.

Hence, understanding leadership styles and strengths and how they relate to the demands of transformations becomes crucial aspect of change management.

While there are a number of definitions offered, a more simpler one defines a leader as an individual who is able to lead a team to reach/ achieve a particular goal in a given period of time

We need to understand the difference between a leader and a manager, to realize whether we are managing or leading in our organizations. The dictionary meanings are coinciding with those that we ascribe in defining the terms.

To manage is to:

- exercise control over
- direct or control the use of
- make submissive to one's authority, discipline or persuasion
- administer

To lead is to:

- show the way to go by accompanying, by markings, indications, etc.
- show a specific direction by going in advance
- guide or direct in a course/ action / opinion
- direct the performance or activities

The important question we have to ask ourselves now is Am I managing or leading? Unfortunately, inspite of the high demand for leaders some of us are still working as managers only.

One way to think of management and leadership is as a continuum of behaviours. At one end of the continuum is authoritative management – management that controls others. At the other end of the continuum is participative management – management that empowers its people. At different times, and in different situations, you will find yourself using all of the management approaches that make up the management – leadership continuum. The more often you find yourself using approaches at the leadership end of the continuum, the more success you will have in empowering others to excel even in times of revolutionary or transformational changes.

The following are considered as the leadership qualities and skills:

Qualities of a leader:

- Knowledgeable
- Confident
- Fair & equitable
- Inspires Others
- Respects/ has confidence in others
- Empowers/ challenges others
- Works with people at all levels
- Communicates effectively
- Has high ethical standards
- Creative/ visionary
- Willing to take risk

Skills

- Delegates
- Motivates/ Influences
- Coaches/ Counsels / Develops
- Encourages teamwork
- Serves as a model
- Discovers/ creates new opportunities & goals

Situational leadership: dealing with a crisis situation

The Situational leadership is based on the assumption that different situations demand for different leadership behaviours. It means that a leader's behaviour may vary from one situation to another. Leaders generally emerge due to their personal drive to lead people out of chaos or crises or to show direction. Sometimes they find themselves in leadership positions due to some extraneous factors, of which they may or may not be aware. Now days we see both factors in operation.

Heresy and Blanchard have developed the theory of situational leadership. It is based on the interrelationships between task behaviour, relation behaviour, and the maturity level that the followers exhibit for a specific task. The Situational Leadership model is a behavioural model and is sequential, developmental and thematic. The level of situational leadership abilities of a leader decide the quality of climate a leader is creating to manage continuous development of his/her people

Applying Situational Leadership to a group setting involves defining a specific task on which the group is working, identifying the task-relevant maturity level (or readiness) of the group, and intervening with the appropriate leadership style based on the needed amount of task structure and direction (task behaviour) and the appropriate amount of socio-economic support (relation behaviour). The group's maturity, or level of readiness, includes two components that are related to the task and relationship themes in the group process. Task maturity involves the group's ability to do the task. Past experience, education and skills, are the critical factors. Psychological maturity assesses the group's willingness to do the task. Achievement motivation and willingness to accept responsibility are critical factors. The group's maturity in relation to a specific task can be rated on a scale from one (low) to four (high). Thus, as the task of the group changes, so will the group's maturity level with regard to each task.

Because groups exhibit different levels of ability and willingness to perform specific tasks, to be most effective a leader should be able to offer different amounts of task and relationship behaviour, as needed by the group. The Situational Leadership model identifies four leadership styles involving varying degrees of task and relationship behaviour in relation to the four levels of group or follower maturity.

Steps to leadership

Thorough with background information of the situation

Creating a vision

Communicating with followers

Convincing and motivating

Solving problems and crises

What situational factors affect leadership?

- a. Generally technology related factors - learn to use technology to your best advantage,
- b. Crises - require you to be assertive, directive and decisive,
- c. Demands - deadlines, rules, role expectations in order to succeed

What qualities are needed for situational leadership?

Setting attainable goals to effectively lead followers

Solving problems and conflicts effectively while leading

Not depending only on positional power, and developing and using appropriately different other power bases such as information power, expert power and referent power, to lead successfully

Leadership Approaches during crisis:

- Creating a possible/positive climate
- Creating a sense of urgency
- Staying fearless and positive

Indeed, in today's organisations, without experiencing and successfully managing a difficult transition, no leader can be effective for very long. That suggests reinventing most models of leadership development. The best leadership development program is one that addresses not only the challenge of understanding change, but also the transition management.

The process of transition holds for leadership development is that the relationship between adviser and leader is not much different from that between a leader and the people that she or he "leads." We treat that word ironically because the leadership that is appropriate

Today, in our modern, fast-moving organizations-where work is based on task and mission rather than job description, and is distributed among contributors inside and outside the organisation – leadership takes on a new meaning. It is the person-centered leadership by which the sports coach gets the best effort out of each member of a team.

The kind of leadership most effective today is similar to the kind of service that the best consultant gives client: collaborative assistance that is both problem solving and developmental. Its target is both the situation and the professional capability of the person. Today's leader, in a fundamental sense, is a coach, and the leader can best learn that role by being coached.

As long as leaders don't see their role as one of developing people they cannot lead changes. In the first instance they must see their potential of the need for change.

If leaders try to communicate that they are perfect at everything, there'll be no need for any of their subordinates to help them with anything. They are sending a message that they can do it all by themselves. In other words, they don't need followers. Hence, it is necessary for leaders to communicate at least a weakness, which helps in building solidarity between followers and leaders. This of course, is after creating trust and collaborative atmosphere. This also shows their followers that they are genuine and approachable – human and humane. Another advantage to

exposing a weakness is – if they don't show some weakness then observers may invent one for the leader (Robert Goffee and Gareth Jones, 2000).

However, care should be taken not to expose a weakness, which will be seen as a fatal flaw – a flaw that jeopardizes with central aspects of leader's professional role. To pick a weakness, which can in some ways be considered as strength, like work holism, can do wonders in leading people (Robert Goffee and Gareth Jones, 2000).

Empathy is a real asset for leaders. Real leaders empathize with their subordinates and also intensely care about their work. They consider giving people what they need not what they want.

Another quality of effective leaders is that they capitalize on what's unique about themselves – qualities like imagination, loyalty, expertise, a handshake, a pat or even a different dress style of addressing or physical appearance.

Yet another quality of leaders is sniffing of signals in the environment and sense what's going on without having anything spelled out.

The above qualities cannot be used mechanically but should make them part of their personality i.e., the leaders should come up with their personal style that works for them. Finally, the leaders have to be naturally themselves more with skill.

The centre for creative leadership (CCL®), an international institute devoted to leadership research and training, recently announced the results of a survey exploring the effectiveness of various management styles during tough times. The survey showed that the greater the stress an organization is facing, the more important the "soft" side of leadership becomes.

Conducted by Dr. Carl Bryant and Dr. John Fleenor of CCL's Knowledge Management and Applied Technology Division, the survey asked practicing leaders to evaluate what worked best when leading organizations through downsizings and other periods of transition. Responses from 77 managers who attended CCL's Leadership Development Program were compared to those of 77 leaders asked the same questions in a 1996 survey. Current respondents were also asked to respond to a series of open-ended questions about leading people through change.

The results indicated that there were two distinguishing characteristics associated with those leaders who were best at helping their organizations manage change:

- They were skilled in honest, **proactive communication**.
- When they did communicate, they **listened** well, demonstrated sensitivity, and were willing to articulate clearly the rationale and necessity for change despite the pain those changes might inflict.

"Effective leaders seem better at blending the softer leadership skills-trust, empathy, and genuine communication-with the tough skills needed to keep an organization afloat during difficult times," said Kerry Bunker, a senior program associate for Leadership Development at the Center and author of several articles on stress, coping, downsizing, and leading during transitions. "They

were able to strike a balance between the bottom-line goals of the business and providing the support and direction that employees needed during periods of uncertainty.

"In contrast, our survey showed that ineffective leaders were poor communicators who were insensitive to employee needs and who were generally inaccessible."

The Greatest Challenges for leaders: Perhaps reflecting tough economic times for businesses, the 2001 respondents identified the greatest challenges for leaders as:

- Motivating staff members as they face an uncertain future.
- Attempting to communicate clearly and to provide a rationale for organizational changes.
- Working in a cross-functional leadership role while still meeting customer commitments.
- Developing and retaining staff in appropriate numbers to accomplish more with less

In 1996, for example, more than half the respondents thought their organization's processes for downsizing, redeployment, or reorganization were unfair. The 2001 survey showed that number had dropped by a statistically significant 26 percent. In the current survey, more managers reported that employees feel safe expressing how they feel, and that those who remain with their organization after a downsizing are treated with respect and dignity.

Reflecting the changing dynamics in the workplace, there was a 70 percent shift in the number of respondents who believe employees are responsible for their own career planning and development. Nine out of 10 respondents in the 2001 survey believed so, compared to three out of 10 in the 1996 survey.

Despite an improvement of more than 15 percentage points over the 1996 study, more than half of the 2001 respondents reported that today's organizations are still failing to communicate clearly their rationale for downsizing and other organizational changes.

Bunker said "While organizations are clearly making forward progress, we still have work to do in training leaders to manage the 'soft side' of their job. There is a growing recognition that without these skills, a leader will be ineffective at managing the waves of change that are part of today's reality."

LEADERSHIP & MANAGEMENT

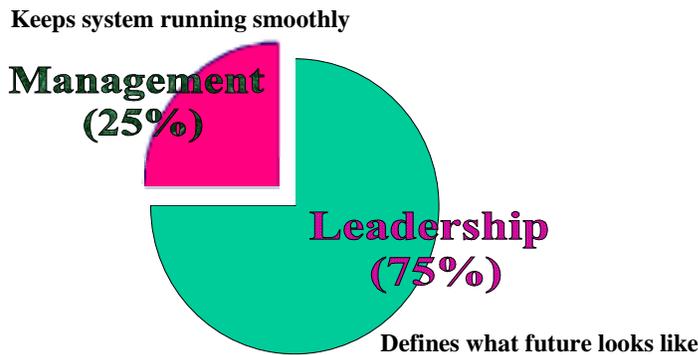
- By John Potter

Managing change and leading change, change process, urgency up, get the team at the top, get the vision clear and communicate vision, empower people, get the short-term wins, take on other bigger projects. If you think about all these things for an hour with a final question in mind how much of their process is a management process and how much is a leadership process. May be X% and Y%. After thinking about it for a while you know that when you conclude most of you conclude that 75% of it is leadership and 25% of it is management. In all your change activities you look for two dimensions/ phrases, one is managing change and the other one is leading change and count how many times you find each of those two terms and start and think about.

Management and leadership are different. Management keeps the system under control. Leadership creates change. In any change process we need both. Out of two, leadership is the engine. Leadership is a key force behind successful transformations. Without it you go no way and leadership for change must be at every level. Large numbers of people through out the organization need to play leadership roles in their respective activities. Only with the combined force of all this leadership can be a man’s barriers to change can be overcome.

Leadership and Management

- Successful change is 25% mgt and 75% leadership
- 25% mgt process keeps (complex) system (under control)



What is the difference between management and leadership?

- in terms of organizational goals?
- in terms of organizational people?
- in solving problems?

Difference between Management & Leadership

IN TERMS OF ORGANIZATIONAL GOALS	
<ul style="list-style-type: none"> • Different approaches • Management plans & budgets • Establishes detailed steps and timetables for achieving needed results • Allocates resources to make that happen 	<ul style="list-style-type: none"> • Defines what future looks like • Leadership establishes direction • Develops a vision of the future • “Strategies for producing the changes needed to achieve that vision

IN TERMS OF ORGANIZATIONAL PEOPLE	
<ul style="list-style-type: none"> • Management organizes and staffs: • Establishes a structure for accomplishing plan requirements • Staffs that structure with individuals • Delegates responsibility and authority for carrying out the plan • Provides policies and procedures to help guide people • Creates methods/ systems to monitor implementation 	<ul style="list-style-type: none"> • Leadership aligns people • Communicates the direction by words and deeds to all those whose cooperation may be needed • Influences the creation of teams and coalitions by stating the vision & strategies
IN TERMS OF SOLVING PROBLEMS	
<ul style="list-style-type: none"> • Management controls: • Monitors results of the plan in detail • Identifies deviations • Plans and organizes to solve the deviations 	<ul style="list-style-type: none"> • Motivate and inspires • Energizes to overcome major political, bureaucratic and resource barriers • Seeks to satisfy basic, but often unfulfilled human needs

Leadership and Management differ significantly in how each approaches goals, people & problems, as we will see management produces –

- A degree of predictability and order for short-term results
- Leadership however, has the potential of producing dramatic change for new approaches for long-term effect
- In your career, you may find tensions between these roles but working within the tension is worth in order to produce results in today’s environment.

DECISION-MAKING & DELEGATION AS LEVERAGES FOR MANAGING CHANGE

Do You Practice Active Decision Making?

By Martin Avis, 2001

Many of us learn the hard way to actively take control of our lives. Learning to banish the words, "I'll think about it" from our minds and our vocabulary will lead us to practice active decision-making. Unless you make a positive decision to do or not to do, right now, you are very unlikely to revisit. You won't. Something else will take your eye and divert your attention.

Nobody ever became a success by hesitating. Success comes to those who jump in and have a go. It does mean that you should embrace every idea that you come across. Far from it, It means that you must develop the skill to actively decide what to do in any given situation and not leave the result to chance.

Martin Avis provides a good example of how he deals with his e-mail. He gets about 200 emails a day. Whenever he goes to his inbox he has to make quick choices about all the emails waiting to get his attention:

Send it straight to trash
Save it in a pending file
Read it immediately
Forward it to someone else
Act on its contents

There may be other choices, but the point is made. If you don't actively decide between these options you would very quickly get an inbox so full that you would never get the chance to act on any of them.

Life and business is very much like that. In this twenty-first century we live in, only those who have mastered the art of "keeping up" can survive and thrive. There is no room for procrastination.

Very often the only decision you need to make is whether to act or not. Once you have made that positive commitment to yourself, the "putting into action" part of the equation follows naturally.

Do it well, but don't allow your self to over analyze. Often, the biggest hurdle for many of us in reaching a decision one way or the other is the fear that we haven't considered all the options. Unless you are being forced to decide something completely outside your field of experience, it is better to think that you already have all the information you need. You have spent enough time absorbing in data from all possible sources. Let that most wonderful computer called your brain, weigh the options for you in the background.

Do You Practice Active Decision Making?

There are two kinds of decisions. Those that cannot be reversed fall into the first kind. You have to take longer over these, but there is still no value in putting off the inevitable. In these kinds of decisions, a maybe is the same as a no. You will have decided by default. If it all goes wrong then, you will be at fault twice - once for not deciding at all and once for allowing the wrong outcome to happen.

The other kind of decisions account for the vast majority: those that can be changed, modified or adapted after they have been made. There is never any good reason to put off actively making these decisions.

Go with your gut instinct. 90% of the time it will be right. Even in the times it isn't, you can reverse it pretty quickly. Don't be frightened of losing a little face. In business, someone who has the guts to make a decision, and then, in the light of new facts, the courage to decide to reverse it, is someone destined for the top.

Don't think too far in the future

Some situations try to force you to decide based on the outcome in the long term. This is rarely sound. Of course, the long-term objective is valid, but if it bankrupts you or the company in the short-term, that decision is flawed.

When to avoid making a decision?

While one argues the importance and the power of positive decision-making, it should not make us think that we must somehow and always make it happen? It is not so. However, it is just as valid to decide not to do something as to decide to do it. The important thing is to decide.

Some questions are unanswerable and sometimes you simply don't have enough facts to make an informed decision. In these cases, your active decision is to wait, gather more facts, or seek advice. "Do nothing" is not an option.

I leave the final words to two successful businessmen from opposite sides of the Atlantic: "If I had to sum up in one word what makes a good manager, I'd say decisiveness. You can use the fanciest computers to gather the numbers, but in the end you have to set a timetable and act." Lee Iacocca, former Chrysler chief.

"A lot of companies I deal with seem incapable of making a decision. It doesn't matter if the decision you make is right or wrong. What matters is that you make it and don't waste your company's time. If you make the decision, you begin to distinguish the good from the bad." Peter Kindersley, UK publisher.

Top 7 Strategies For Better, Faster & Smarter Decision Making:

- By: Christopher M. Knight

1. You must know your end outcome, first.
2. Prepare in advance, because "success happens, when opportunity meets up with preparedness."
3. When in doubt, make the best decision in the moment, rather than not making a decision, which can be a worse decision, than no decision.
4. Remember that making a 'decision, not to decide', is perfectly alright in many circumstances, and should be made guilt free.
5. If you can't decide, then get out of the way, for someone who can make a decision. ha ha ha! :) I always wanted to say that. :)
6. Make a list of decisions that have to be made daily, and pick 25% of them, which can be delegated, right now to someone else.
7. If you're the boss, it's often better to just steer the decision making process, by the folks who are more knowledgeable on your team, than to make bad decisions by yourself. Often times I will delegate a decision to be made to a person on my staff, not because I don't want to make the decision, but because I am certain that person on my staff can make a better decision in that case/issue.

This Piece Was Submitted By Multi-Million Dollar Business Builder & Email/Web/Internet Strategist, Christopher M. Knight,

Delegation – one of the best techniques to lead and empower teams and individuals

We hear many people saying, "I wish I had more than 24 hours a day!" Of course, we can't get more than 24 hours out of each day (assuming we don't take time to sleep), but we can get the equivalent through delegation when we plug into someone else's time

stream when we don't have the time or the expertise, thereby multiplying our results. Here are seven tips given by Don Wetmore to help delegate responsibilities.

1. STAFF -- If you are fortunate to have staff, utilize this resource. You don't have to do it all yourself. People around you tend to rise to your level of expectation for them. Elevate them...that's how you grew and got to your level. Delegate all those you can and need to so that you can be free from those tasks to do more productive things with your time.

2. REVERSE DELEGATION -- Often during my week, co-workers, my students, friends, and even family members will come to me and ask for my help. I'm flattered when that happens, that they would think enough of my opinion to ask. The problem though is I sometimes get all caught up in their problem and don't have time to get the things done I need to get done. For example, my office manager Kathy came to me one afternoon, all in a tizzy because she had two clients requesting that I conduct our time management seminar for the same dates. Before I get all caught up in this problem, I asked, "What do you think we ought to do?" I don't mind taking my share of the load, but much of the time the person bringing me the problem is just as well equipped to solve it as I am. By the way, Kathy came up with two ways to resolve her situation so the problem was solved, she did it, and I was free to focus on other matters.

3. YOUR INNER CIRCLE -- Your family, friends, neighbors, and co-workers are the people who are closest to you, they love and care for you the most and they will help you if you'll ask. Neighbors can pool errand running. Children can do laundry. Co-workers will give a willing hand. But remember the adage, "To have a friend, be a friend." Don't exploit. Offer to help others first, and when you need their help, they'll be there for you.

4. ASSISTANTS -- Each of us have 10-20 hours per week of minutia to attend to. We have to go grocery shopping, dust and vacuum, mow the lawn, go to the pharmacy and the cleaners, wash the car, and on and on. Certainly these are important tasks that are necessary to make our lives work and there's nothing wrong with performing them ourselves. All I'm suggesting is if on the one hand you feel you do not have enough time each week to accomplish what you really need to do, to realize your important dreams and goals, and on the other hand, you're spending 10-20 hours per week doing these lower-level tasks, you may have an alternative and that is to consider hiring an assistant for 10-20 hours per week, delegate all these little chores to him/her and literally buy an extra 10-20 hours per week to use more effectively.

5. HIRED HELP -- This is similar to the assistant idea above, only the next level up. It's hiring people who have specific expertise. For example, I don't know if it makes good sense to give up a whole weekend every April to figure out the latest changes in the tax code to file our tax return. Maybe it makes better sense to go to a tax specialist, let them prepare the return, and free up your time to those things that are more important and lacking in your life. (I'm real good at spending your money, eh?)

6. STARTING POINT -- I look at every "to do" item on my list for tomorrow and every appointment and scheduled event and ask, "Is this the best use of my time?" If it is, I will plan to do it and if the answer is "no," I will try to find a way to delegate it to leverage my time.

7. THE HARDEST PART -- Letting go. We take great pride in doing things ourselves. "If you want a job done right, you have to do it yourself!" The problem is we keep hitting a ceiling of available time. There is a lot of difference between, "I do it" and "It gets done". Let go a little.

Why delegation?

- To improve the quality of decision-making
- To develop subordinates and their commitment
- To improve superior subordinate relations
- To improve morale
- To build trust & confidence
- To reduce stress
- To save more time for concentrating on important issues
- To forward planning
- To avoid delays

Steps in delegation

- Allocation and assignment of duties and responsibilities
- Allocation of authority

Degrees of delegation

- Take action – no future reference
- Take action – let me know what you do?
- Look into this problem – let me know what you want to do?
- Please discuss and give alternative options
- Look into this problem and give all facts – I will decide

The choice of a level/degree of delegation by a leader depends on various factors including his/her confidence and trust in his/her people, time management skills and coaching skills.

What should/ should not be delegated?

Use your own discretion depending on:

1. The situation
2. Time available
3. The nature of the issue
4. The individual(s)' – knowledge, expertise, abilities, relevant experience, credibility, etc.

Why no delegation takes place mostly?

1. Lack of confidence & trust in others
2. Inexperience with delegation
3. Bad experience with delegation
4. Fear of displacement
5. Fear of criticism / losing credit
6. Fear of information leaking
7. Probability of more mistakes
8. Lack of skills

9. Reluctance to release work one personally enjoys doing
10. Adherences to the old adage, "If you want something done right, do it yourself."
11. Subordinate(s)' reluctance to accept for various reasons
12. Why extra (more) work without benefit?

Some Tips To Delegate Effectively

Here are some basic guidelines to help you delegate more effectively:

1. Decide what you will delegate.

Delegating is different from simply assigning someone a task that is already a part of the normal job requirements. When you delegate, you give someone else one of your job tasks; but you maintain control and responsibility. You decide which task(s) you want to delegate.

2. Clarify the results you want.

Determine the results you consider necessary for successful completion of the task. In general, the employee to whom you delegate uses his or her own methods to accomplish the task. If you expect use of a specific method to accomplish results, relate that to the employee at the beginning.

3. Clearly define the employee's responsibility.

You, not the employee, determine the level of responsibility. Be sure the employee understands that level. After you have given the employee the information about the delegated task, ask him/her to tell you his/her understanding of both the task and goals. If the employee's answers do not match your expectations, review the matter in detail again.

4. Communicate the employee's authority over the delegated task.

Define the scope and degree of authority given to the employee for the delegated task. Explain which decisions he or she may make independently and which require your approval. Be specific. If you tell the employee, "Do whatever it takes," you may end up with an unpleasant surprise if the employee violates company standards. However, a too-limited authority may stop the employee from accomplishing the task. Give the employee the authority necessary to accomplish the task but not so much authority that he or she can create a major disaster before anyone discovers the problem. Also, make clear the budget available and budgetary limitations.

5. Be sure the employee understands his or her authority.

Again, have the employee repeat back to you his or her understanding of authority regarding the task. Resolve any misunderstandings at the beginning.

6. Establish a time limit.

Time means different thing to different people. If you want the delegated work completed within a certain period, make that clear to the employee. If you say, "When you get time, work on this," the project may remain untouched for weeks. Also, if you want portions of the work completed by certain dates, make that clear.

7. Establish a follow-up schedule.

Use a series of follow-up meetings to

- 1) monitor progress and
- 2) determine need for assistance.

Monitoring the progress avoids a discovery two days before the due date that the task is not on schedule. It also can serve as an indication of whether the employee needs assistance. Some employees hesitate to ask questions. They fear the manager will interpret this as a sign of weakness or inadequacy for the job. Follow-up meetings give them the opportunity to ask questions within the context of a meeting designed for that purpose. The frequency of follow-up meetings will vary from project to project and employee to employee. You may schedule more frequent meetings when delegating to a new employee than when delegating to an experienced and proven employee.

8. Stick to the delegation program; avoid "reverse" delegation.

An employee may try to "dump" the delegated task back on the manager. A manager may feel tempted to "take it back" if the employee seems to be struggling with the task. In extreme circumstances, a manager may have no alternative other than to take the task back in order to avoid permanent damage to his or her own performance record. However, this should be only in extreme cases. When you take back a delegated task, the employee loses the opportunity to learn and grow. This can also discourage the employee who desired to do well, but needed more assistance at that point in time. Occasionally an employee may decide to perform poorly in order to avoid additional work; do not encourage this attitude. Stick to your decision and work with employees to see the task to completion.

Summary: Officers delegate work not to just relieve their workload, but to allow the employees they supervise to grow professionally. Effective delegation is a two-way discussion and understanding. Be clear about the delegated task, give employee(s) an opportunity to ask questions, monitor progress and offer assistance as needed. Use effective delegation to benefit both yourself and the person to whom you delegate.

RESISTANCE TO CHANGE: UNDERSTANDING & OVERCOMING **RESISTANCE TO CHANGE**

"We cannot become what we want to be by remaining what we are" (Max Depree)

"The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew" (Abraham Lincoln)

"One doesn't discover new lands without consenting to lose sight of the shore for a very long time" -- Andre' Gide

Before people accept a change, they must deal with their feelings about loss of their old ways. People need time, acceptance and support to let go of the old and move into the new. The work team can create rituals to say good-bye. Some employees need special help to move on. Resistance is a sign that something is happening i.e., your people have left the state of denial and are ready to go through change. The important thing for change leaders to remember always is

that they are the symbols of the change onsite. Hence, it is necessary not to take employee resistance personally but learn to deal with it with empathy.

Reasons for resistance to change

While one can list tens and dozens of reasons why people resist change, the following are identified by many experts as some of the common ones we find in organisations while going through various kinds of changes:

- Threat of loss of power
- Fear of the unknown
- Habit & inertia
- Changed social relationships
- Lack of skills required to change
- Disruption of cultural reality of the organisation
- Previous failed change efforts
- The summation of perceived personal loss & gains
- Peer group pressure
- Forced conformity of powerful others
- Organizational climate
- Forced change and lack of participation
- When the purpose of the change is not made clear
- Poor communication
- Limited resources
- Vested interests
- Threat to self-image
- Personal appeals
- Implied fault in the change efforts
- Loss of rewards and privileges
- Rapid changes
- Prejudice towards the change agent

How to detect change resisters?

People may not want to or cannot express what is in their minds and hearts, but it can be read from their talk and walk (behaviour)

- “It sounds risky.”
- “Let’s get back to our old ways.”
- “So far it worked, why not now?.”
- “We are fine the way we are.”
- “There’s no threat at all.”
- “That’s not our area/ business.”
- “That won’t work here (in government).”
- “It’s down hill/ a slippery slope. Once we start, no stopping till we fall down.”
- Complaints
- Errors

- Negative emotional expressions (anger, frustration)
- Stubbornness
- Apathy
- Withdrawal
- Absence
- Illness

How to handle resistance to change?

The secret is to make people feel part of change!

- A clear vision, indicating where the organisation needs to go in order to survive and be successful, has to be evolved.
- The vision has to be shared, and people must know clearly the need for the organisation to go in that direction and how they are going to be benefitted.
- Develop and share a road map so that everyone can understand the details of the journey and begin to plan their own part

What do I do to be a change agent?

- Know it all before you try any change
- Be open to data from the start till the end
- Network extensively and widely
- Document your own learning
- Win the approval of senior management
- Keep the management informed of the developments
- Be a continuously learning person yourself
- Learn to laugh when it hurts
- Conquer your fear(s)
- Use tough love when necessary
- Finish what you start for it enhances people' trust in you and in change programs
- Celebrate every success - small or big - along with your people

Taking charge of change

- Identify and accept your strengths and weaknesses and acknowledge others'
- Generate trust
- Be empathic
- Embrace change
- Unleash the synergy
- Discover champions; depend on masters
- Liberate decision-making and delegate

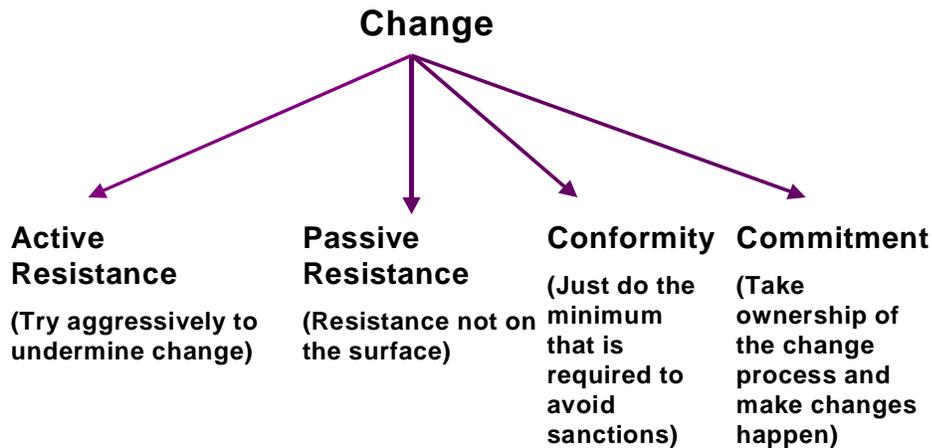
Enhancing the speed of change

- Positive outlook
- Focus
- Flexibility
- Organization
- Proactiveness

DEALING WITH RESISTANCE & MANAGING CHANGE

- By Mr.S.Ramnarayan

Possible Responses to Change



Why do People Resist Change?

- Real and perceived threat to their self-interests
- Misunderstanding due to lack of information or inaccurate information
- Lack of trust in senior levels
- Different assessments of the same set of data
- More investment in the status quo

Resistance to Change

Changes meet with varying degrees of resistance. It is necessary to understand what factors create resistance and how they can be effectively dealt with. Few organisational change efforts tend to be complete failures, but few tend to be entirely successful either. Most efforts encounter problems; they often take longer than expected or desired, they sometimes take a toll on people's morale, and they often cost a great deal in terms of managerial time and emotional upheaval. Some organisations do not even try to initiate needed changes because the managers involved are afraid that they are simply incapable of successfully implementing them.

Dealing with resistance to change

Diagnosing resistance

- Technical resistance
- Political resistance
- Cultural resistance

Selection of Strategy

- Education and communication
- Participation and involvement
- Facilitation and support
- Negotiation and agreement
- Manipulation and co-optation
- Explicit and implicit coercion

Implementation of strategy

- Speed
- Level of planning
- Involvement individuals

Diagnosing Resistance

Organisational change efforts often run into human resistance. Every change, no matter how innocuous or even beneficial it may seem on the surface, costs somebody something Festeir (1995). Even changes that appear to be positive and rational involve loss and uncertainty, and some emotional turmoil. Nevertheless, individuals or groups can react very differently to change – from passively resisting it, to aggressively trying to undermine it, to sincerely embracing it.

A large part of the explanation to resistance lies in the organisational members. These people resist change as a response to real and imagined threats to their self-interest. The more investment one has in the status quo, greater is the threat of change. A threat need not be real to create resistance; it can be a perceived threat. Misunderstanding due to lack of information or inaccurate information, lack of trust in what management says, and different assessments of the same set of data can lead to resistance. In fact resistance to change is often strongest among those in power. To predict what form their resistance might take, it is necessary for managers to be aware of the forms of resistance Tichy and Sharman (1993) categorized resistance into three types: technical, political and cultural.

1. **Technical resistance** includes the more rational reasons for resisting change, such as: *Habit and inertia*: Individuals used to old ways of doing things, don't feel comfortable with new approaches. *Lack of understanding*: People may not understand implications of change and perceive that it might cost them much more than they will gain. *Difficulty in learning new skills*: Individuals are required to develop new skills and behavior requiring people to change too much, too quickly. Even when managers intellectually understand the need for change, they are emotionally unable to make the transition. *Sunk Costs*: Individuals have invested time, attention and energy in learning certain ways of doing things. These have to change; they may also fear that what may work today may not be tomorrow's ways of doing things leaving them confused and resistant.
2. **Political resistance** arises a response to the disruption of the existing power structure and coalitions. Other common reasons for this type of resistance are: *Parochial self-interest*: This happens when individuals think they will lose something of value as a result of change. The focus is on their own best interests and not the total organisation. The political behavior can take several forms depending upon the situation. (Opposing camps may publicly fight things out, going underground and undermining others' efforts in subtle ways). *Different*

assessments among individuals and those initiating the change: The individuals affected by change see more costs than benefits resulting from the change, not only for themselves but for their company as well then managers who may feel a growing need for change. It is necessary to explore the concerns raised, and try to incorporate those in making decisions about the change programme. *Resource allocation:* Doing more with less makes the normal practice of resource allocation tougher. Competition for scarce organisational resource leads to political resistance to change efforts.

3. **Cultural resistance:** This results from individuals having mindsets and perspectives built up over the years. Entrenched cultural mindsets, Fear of letting go (The gap between the desired and the existing mindset), selective perception (reality perceived differently) and fear of letting go (old ways are predictable).

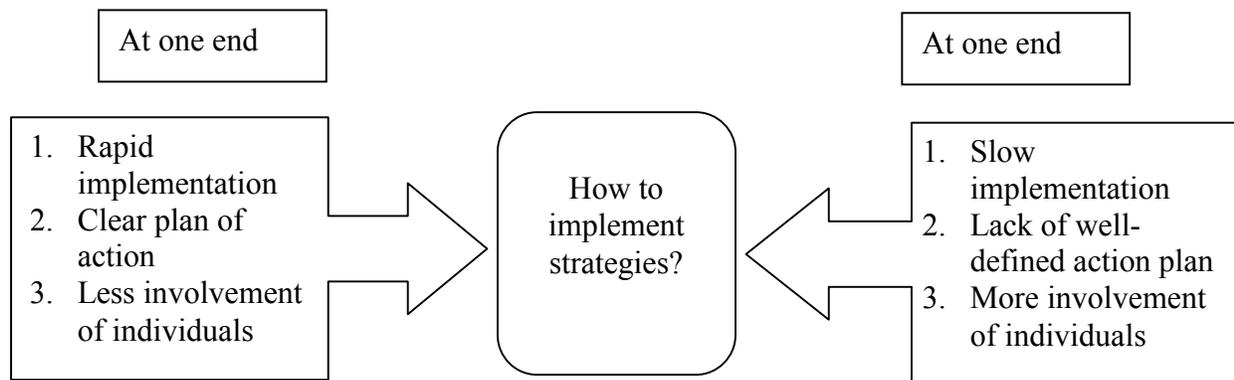
Selection of strategy for dealing with resistance

Kotter and Schlesinger (1979) suggest the following strategies for dealing with resistance to change

1. **Education and communication:** One of the most common ways of overcoming resistance is to communicate and educate people about change beforehand. The education process can involve one-to-one discussions, presentations to groups, or memos and reports. However, success of this strategy requires a good relationship between initiators and resisters, and the credibility/trust that change initiators enjoy in the eyes of resisters.
2. **Participation and involvement:** Participation leads to commitment. If the initiators involve the potential resistor in of the design and implementation of the change, they can often forestall resistance. However, unless managed properly participation may lead to poor solutions and enormous time consumption particularly when the change has to be made immediately.
3. **Facilitation and support:** Another way that managers can deal with potential resistance is by being supportive. It includes providing training in new skills, and emotional support, however, this approach can be time consuming and may still fail.
4. **Negotiation and agreement:** Another way of dealing with resistance is to offer negotiated incentives to active or potential resisters. However, one of the dangers in negotiations may be that it may create an impression that all aspects of the change programme are open to negotiation.
5. **Manipulation and co-optation:** In some situations, managers also resort to covert attempts to manipulate by selective use of information and the conscious structuring of events. One common form of manipulation is co-opting or involving resisters by offering them a desirable role in the change programme. Cooption does not mean seeking advice but only endorsement. However, if people co-opted feel that they are being lied to, they may respond very negatively.
6. **Explicit and implicit coercion:** Sometimes, managers are required to deal with resistance coercively. Here they essentially force people to accept change by explicitly or implicitly threatening them. However, if people co-opted feel that they were being lied to, they may respond very negatively.

Implementation of Strategy

In bringing about change managers explicitly or implicitly make strategic choices regarding the speed of the effort, the amount of planning, and the involvement of others. The strategic options available for implementation may be thought of as existing on a continuum as depicted below:



Continuum of options for change implementation

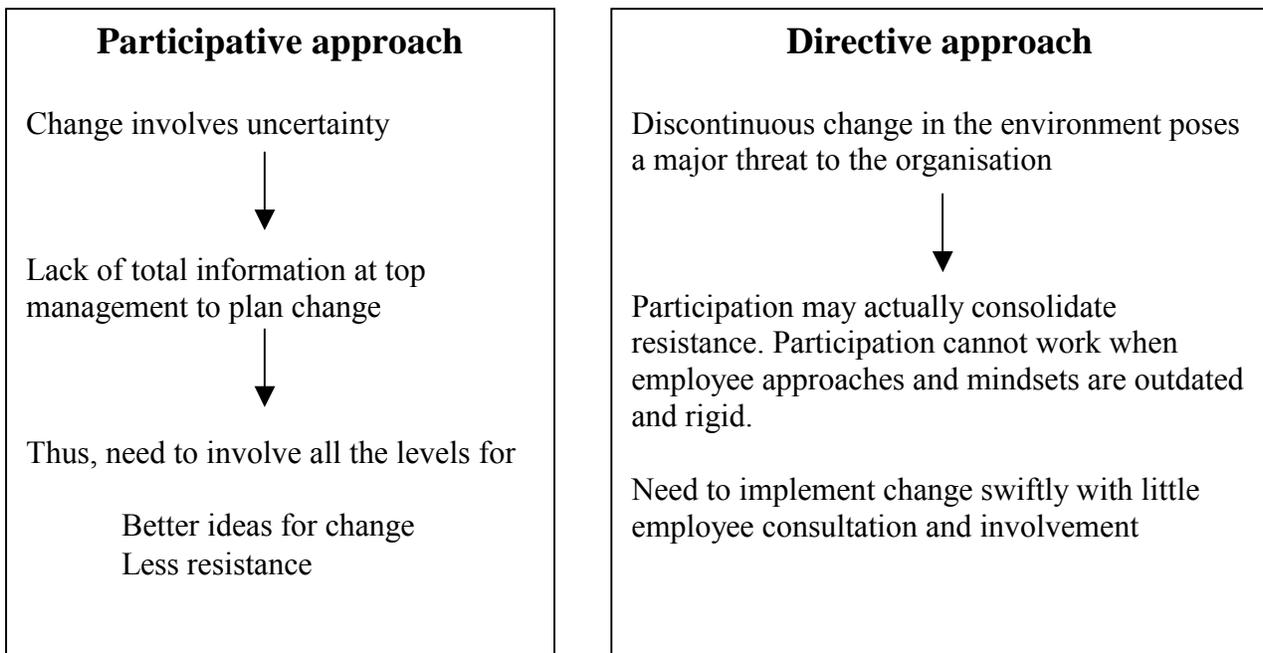
At one end of the continuum, the change strategy calls for a very rapid implementation, with the clear plan of action and little involvement of others. At the other end of the continuum, the strategy would call for a much slower change process, a less clearly defined plan and involvement on the part of many people other than the change initiator in determining the parameters of the change. Where should a change effort be on the above strategic continuum? The answer to this question depends on following four factors.

1. The amount and kind of resistance that is anticipated. All factors being equal, the greater the anticipated resistance, the more difficult it would be simply to overwhelm it and implement change. The manager will, therefore, need to move towards slower end of the continuum to find ways to reduce resistance.
2. The position of the initiator and the resisters, especially with regard to power. The less influential the initiator is with respect to others, the more the initiating manager must move to the slower end of the continuum.
3. Location of expertise: It is important to consider who has the relevant data for designing the change and who has the energy for implementing it. The more the initiators anticipate that they will need information and commitment from others to help design and implement the change, the more they must move to the slower end. Gaining useful information and commitment requires time and the involvement of others.
4. Stakes involved: The greater the risk potential and threats to organisational performance and survival if the present situation is not changed, the more one must move to the rapid end of the continuum.

Forcing change on people, though at times needed can have too many negative consequences in the short as well as long run. A manager can improve his/her chance of success in an organisational change effort by:

1. Carefully identifying the current situation, problems, and the factors that have led to these problems.
2. Analyzing the factors relevant for producing the needed change.
3. Selecting a change strategy based on an analysis of the factors listed above, and making thoughtful choices with regard to the speed of change, the amount of planning, and the degree of involvement of others.
4. Monitoring the implementation process, and making appropriate mid-course corrections.

As seen above, there are broadly two approaches in implementing change – participative approach and directive approach. The rationale behind these approaches is summarized below:



Participative and Directive Approaches

Just as continuity and discontinuity are integral parts of any change, participation and coercion are also implicit in any change program. An appropriate mix of participation and compulsion is needed in a change program in articulating new ideas and in managing resistance. No organisational change is ever completely participative or completely coercive.

Organisation Development (OD) is a systematic process to planned change. It involves following four stages:

- | | | |
|------------|---|--|
| Diagnosis | : | establishing the current situation in the organisation |
| Unfreezing | : | getting to make people ready to accept change |
| Freezing | : | introducing change |

A variety of OD methods have been developed facilitating change through using these stages in India (Ramnarayan et.al., 1998).

Role of leadership and change agents

Change by definition, requires creating anew system. It demands the role of leadership to initiate, direct and control change in terms of direction and speed. If the CEO gives the change programme top priority, and allocates to it a great deal of time and attention, change will succeed. By the same token, if the CEO offers only lip service to change programme, changes just won't happen (Reyneirse, 1994). The role of leadership, especially at the top is probably the most critical element in a major organisational change effort. This role cannot be delegated. The top management should lead by example for the success of a change effort.

Kotter (1995) describes eight steps, which leaders have to follow in leading change:

- a) Establishing a sense of urgency
- b) Forming a powerful guiding coalition
- c) Creating a vision
- d) Communicating vision
- e) Empowering others to act on the vision
- f) Planning for and creating short term vision
- g) Consolidating improvements and producing still more change
- h) Institutionalizing new approaches by developing means to ensure leadership, development and succession

While strong leadership is necessary it cannot itself sustain a large-scale change. Management of change in large organisations is too large an undertaking, for one leader at the top, however competent or committed he may be. It needs the support and involvement of large number of change agents who believe in the cause, and are willing to provide leadership and put in the effort, with patience, determination and tenacity.

An effective change programme requires the change agent to have a skilled and orderly approach. The change agent should exhibit traits of common sense, hard work and systematic goal oriented approach. Shepard (1983) provides set of following guidelines for change agent.

1. **Tune up the internal drive:** A change agent needs to get the “whole being” involved to effectively champion the change process. A change agent should also be able to keep his own mood, motivation and self-confidence high during the change process. He should be able to seek and support new ways to work, keep moving and trying new ideas, and find opportunities in change rather than excuses for avoiding them.
2. **Develop relations of mutual trust and confidence:** A change agent works with a number of people. It requires interactions that build a mutual relationship of trust and respect between members and change agent. Any fear of failure such concerns would be minimized when members feel that the change agent knows the system, and approaches the initiative with competence and care. The credibility of the change agent gives them confidence to move ahead with plans.
3. **Develop a systematic and thoughtful approach to problem solving:** Change is a process of building strength through a series of actions. It involves (a) Setting a clear goal that is practical, measurable, timely, and acceptable to the key stakeholders (b) A goal needs to be broken down into a set of objectives and specific responsibilities (c) The change programme requires concerned organisational members to accept the change and feel committed to it (d)

it is important to have some initial success experience to build enthusiasm for the change programme which could be done if changes that are likely to encounter less resistance are initiated first.

4. **Ensure constructive conflict management:** For a large change program partners are indispensable for it's the success. People differ in terms of objectives, background, training and professional language. To achieve the desired end, a change programme needs to build agreements that vitalize all the stakeholders. Conflicts are inevitable. Reaching agreements in conflict situations is not only logical but also an emotional experience. The focus should be to make things better, not bitter.
5. **Learning by doing:** As change involves uncertainty, there can be no sure formula for success. Experimentation and risk taking are inevitable. But it is important that the change agent is thoughtful and self-reflective to learn continuously from experience. A change agent has to a reflective practitioner.
6. **Develop a good sense of timing:** Effective change agents learn to be sensitive to "potential of the moment", and introduce key elements of the change at the right time. This requires spontaneity; it cannot be planned. One is more likely to capture the moment when the system is most ready to change, and relevant experiences are readily available. (Author's name)

To bring about effective and sustainable change the change agent requires assembling a team of change agents. The team may consist of both internal and external members. There is also a need to create a new vision so that organization is prepared to commit to change in terms of alignment of new structures, resource generation and structural designs to suite the new expectations. Once the road blocks to change are reduced and /or removed change can become a way of life of the organization. This strategy provided by Nilakant and Ramnarayan (1998) is perhaps the most successful recipe for implementing and sustaining effective change.

COMMUNICATION NEEDS FOR ORGANISATIONAL CHANGES

Organizational changes often flounder because not enough strategic thought is given to communicating the rationale, the progress and the impact of the change. Communications are important as changes are planned and carried forward. Many difficulties often associated with significant change can be more easily dealt with if there is strategic thinking about what and how to communicate. The process should be based on a good grasp of some principles of communication together with an understanding of the change process. A well-planned communications process can be most helpful in easing the way to the more effective process.

Larkin and Larkin are two communication consultants who offered the following three-piece advice to chief executives and organisations that want to communicate change:

1. Communicate only facts – stop communicating values which are best communicated through actions, not by words
2. Communicate face to face – do not rely on videos, publications or large meetings
3. Target front-line supervisors – communicating to this group is too important to be delegated

Announcing the change

A meeting to announce a change is the best way to inform your group. Meetings are also basic tools for planning, implementing and monitoring change. They reinforce the idea that people can

work together to make things happen as a team. Meetings can let everyone know what is happening and offer opportunities for feedback. During change, you should schedule frequent meetings to ensure that communication is clear and open.

Planning a change meeting

Like any important business activity, it is important for you to do your homework before conducting a change meeting. Review the information to be communicated. Fill out the Change Announcement Worksheet on page 48 and write notes to ensure that all key information is presented. Think about the best way to introduce the change and the most logical way to present the details. Following is a general format for a change meeting. Make sure you are ready to follow these steps:

Review the need for change and how it came about.

Describe the change in detail.

Explain how the change will affect your group.

Ask for questions about the change. Invite participation.

Listen to feelings and respond appropriately.

Share your personal feelings (if appropriate).

Ask for help and support in making the change work.

Leading a change meeting

The only way to get people on board and through the transition, is to hold a series of change meetings with all the people on your team.

Talk to people in person.

Tell people the truth.

Express your feelings.

Involve everyone in planning.

Tell them the history of the change.

Break it into steps.

Take time. Be patient.

Listen during change

One of the most important elements of communication is listening. People who feel listened to are less resistant and often move through a change more easily. Active listening is the best technique to help individuals understand their feelings and move more quickly to action.

Listening with the third ear

Some managers frustrate their team by spending the whole meeting talking. They are so busy announcing, explaining, exhorting and persuading that they don't leave time for feedback. Perhaps they fear hearing responses. The secret of being a successful change leader is not only talking openly and directly, but also listening carefully to what is said (and sometimes what is not said). Listening will provide you with messages, meanings and feelings that your team experiences.

Reaching agreements

During rapid change there is a need to become effective at renegotiating expectations. The ability to lead individuals and groups through this process is a mark of a change leader.

- Create a safe climate between the people involved.
- Practice clear communication. Say what's on your mind.
- Allow for discovery of the other person's perspective. Listen to learn.
- Don't blame; seek with/win solutions. Discover new ways.

What do you do when people don't respond or become angry?

1. **Postpone:** "You don't seem ready to talk, so perhaps we can meet later today."
2. **Open-Ended Question:** "What do you think of this change?"
3. **Repeat:** "Now that I've explained the change, what do you think?"
4. **Self-disclosure:** "The first time I heard about this I was very concerned. What about you?"
5. **Other people's reactions:** "When the other department went through this list, their people were upset. How did you feel?"
6. **Broken record:** Repeat again.

Communicating clearly about change

During change a manager often assumes that others will understand what to do. Because of increased pressure there is sometimes a tendency to shorten directions or reduce communications. This is bad because more information is needed during change, not less. Every person needs to assess how he or she will relate to the change. Whether it is a new organisation, a new task or a new technology, people will need to learn how to work together differently. You will need to understand how relationships within your unit will change, what you expect from each other and how you will work together. Sometimes you may have to do this several times. During change things are always shifting.

Because communication is key to change management, it is important for the change agents to make their communication complete and clear which involves behaviour, feelings, effects and needs.

Behaviour / Situation: What has happened? What is the change that needs to be responded to?

Feelings: What are your feelings about the change? Are you confused, hopeful or upset?

Effects: What effect will the change have on you? The work group? The work? The department/organisation?

Needs/Wants: What outcome do you like to see? What do you want the other person(s) to do?

Sending a clear message

Think of a change you're facing currently. Is there one person you need to inform about a particular response or difficulty you are having? What message do you need to deliver? Write about one below using the formula:

Behaviour -----
Feelings -----
Effects -----
Needs -----

Choosing the best words for your feelings

The hardest part of communication is expressing feelings because they can pack an emotional punch and sometimes an intense response. When feelings are verbalized the listener may withdraw or become defensive. Choosing appropriate words and using less dramatic style can help avoid it to happen.

The following are some feeling words worth considering for differentiation:

- Some words are very strong and should be used with great care and sensitivity. Examples: appalled, aghast, disastrous, deceptive, etc.
- Some words are of medium range. Examples: concerned, distressed, upset, frustrated, etc.
- While some words are excellent for use as they are least likely to arouse defensive reaction. Examples: confused, curious, interested, etc.

The following are some guidelines as to what needs to be communicated at each of the stages of change process – unfreezing, changing and re-freezing:

Unfreezing

- Explaining issues, needs, rationale
- Identifying and explaining directives
- Identifying and explaining first few steps
- Reassuring people
- In forming management cadre

Changing

- Informing employees of progress
- Getting input as to effect of the process
- Developing sophisticated knowledge among all supervisory management personnel
- Challenging misconceptions
- Continual reassurance of employees
- Delineating and clarifying role relationships and expectations

Refreezing

- Publicizing the success of the change
- Spreading the work to employees

The following are the communication principles to be incorporated in one's communication strategy while aiming for change programs:

- Message redundancy is related to message retention.
- The use of several media is more effective than the use of just one.
- Face-to-face communication is a preferred medium.
- The line hierarchy is the most effective organizationally sanctioned communication channel.
- Direct supervision is the expected and most effective source of organizationally sanctioned information.
- Opinion leaders are effective changers of attitudes and opinions.
- Personally relevant information is better retained than abstract, unfamiliar or general information.

MOTIVATING ORGANIZATIONAL ROLES AND ENHANCING ROLE EFFECTIVENESS – CONTINUOUS IMPROVEMENT IS CRITICAL TO SURVIVAL

The sessions on enhancing role effectiveness are based on the work of Prof. Udai Pareek, a pioneer in HRD research and consultancy in India. Especially his work and material developed on motivating organisational roles has become the heart of these sessions. The course designer had the opportunity to discuss with him about the course on management of change when he kindly gave his consent to make use of his work.

Some Work Related Terms:

- **Work** is a wider concept linking a person with his tools and others performing similar activity.
- **Position** is a specific point in an organizational structure, defining the power of the person occupying it.
- **Role** is the set of obligations generated by significant “others” and the individual occupying the position.
- **Job** is a specific requirement to produce or achieve an objective.
- **Function** is a group of expected behaviours from a role.
- **Task** is the specific activity of a function often bound by time.

Position vs. Role

An individual occupies a position in a hierarchy with power and privileges, and performs some functions in response to the expectations of the members and himself. The first is the position and the second is the role.

Position:

- Is based on power relations
- Has related privileges
- Is usually hierarchical
- Is created by others
- Is a part of the structure
- Is evaluative

Role:

- Is based on mutuality
- Has related obligations
- Is non-hierarchical
- Is created by others and the role occupant
- Is part of the dynamics
- Is descriptive

Role Efficacy:

An employee can make his or her Role meaningful by concentrating on the following three dimensions.

- 01: Role Making rather than Role Taking
- 02: Role Centering rather than Role Entering
- 03: Role Linking rather than Role Shrinking

Role Making

An employee needs to look forward to making and understanding his own Role, rather than waiting for others to tell him what his Role is. This can be achieved by:

- Self-Role Integration: Integration between self-concept and Role demands rather than distancing self from the Role.
- Proactivity: Initiating actions on own rather than reacting to situations.
- Creativity: Experimenting and trying new ideas/ strategies rather than operating on routine.
- Confrontation: Facing problem to attempt their solution rather than avoiding the problems

Role Centering

An employee needs to look forward to Role Centering and making his own Role important, rather than making his Role unimportant. This can be achieved by:

- Centrality: Feeling important or central in a system rather than becoming peripheral in the system.
- Influence: Feeling that his Role can make some impact in the system rather than feeling powerless.
- Growth: Feeling that one occupying the Role grows and learns in the Role rather than feeling stagnated.

Role Linking

An employee needs to look forward to Role linking and understand that his Role is an important part of the system and is based on mutuality, rather than shrinking his Role. This can be achieved by:

- Role Linkage: Linkage of one's Role with other's Role rather than being and feeling isolated.
- Helping Relationships: Giving and receiving help amongst Roles rather than becoming hostile towards others.
- Superordination: Linkage of one's Role with larger entity rather than being deprived.

There are ten dimensions in all that need to be concentrated to achieve top performance in one's role. The following are the guidelines (Pareek ,U,1987) for the officers to enhance role effectiveness for self and for others as well as what an organisation can do to motivate its people. One need not stop with these guidelines and can expand on the list further.

1.Self-Role Integration

What you can do for your own role?

- Prepare a balance sheet of personal assets and liabilities.
- Develop perceptiveness of cues to pick up feedback even when it is subtly communicated.
- Increase receptivity/ eagerness to know about yourself.
- Request, encourage and get feedback from others.
- Make arrangement with one or two persons for honest and open mutual feedback.

- Communicate appropriately on suitable occasions to your superior(s) your special skills, abilities, preferences etc. so that the latter can use these in designing your role.
- Volunteer for jobs in which your assets can be used.
- Look out for opportunities to utilize your assets.
- Change the role, within realistic limits, to utilize your strengths.
- Acquire the skills needed for the role, if you do not have them in adequate measure.

What you can do for the roles you supervise

- Work with the employees in redesigning their roles in which their strengths can be utilized.
- Recommend replacement of a misfit in a job, which can use his/her assets.

What the organization can do?

- Develop a good placement programme, allotting roles according to the knowledge and skills.
- At the time of job allocation, design the job taking into consideration the existing skills of the persons.
- Introduce a programme of role definition about clarity in which role occupants also participate to define their own roles.
- Allow the change (rotation according to abilities).
- Prepare schemes to motivate employees to bridge the inadequacies of job skills, e.g. subsidy to buy books, join professional organizations, increment on passing professional examination, etc.
- Provide special facilities to employees to pursue their lines of interest/ specialization.
- Introduce arrangements of temporary groups in which people can volunteer according to their special skills/ aptitude/ interests etc.

2.Proactivity

What you can do for your own role?

- Take initiative in giving ideas in meetings where you are invited.
- Spend time in anticipating what is likely to happen.
- Become aware of others' expectations.
- Maintain and review past record.
- Analyse your role and identify *constructive* elements.

What you can do for roles you supervise?

- Minimize supervision of employees, and encourage them to ask for your help when they need such help.
- Reward initiative of employees
- Listen to the employees, give respect to their views, and use these wherever possible.
- Arrange for visits of the employees to other organisations.

What the organisation can do?

- Include initiative in the performance appraisal form.
- Design schemes of recognizing and rewarding initiative.

3.Creativity

What you can do for your own role?

- Adopt an analytical approach to problems.
- Plan your activities well in advance.
- Always try new ways and means of doing things.
- Introspect after trying out new things.
- Give new ideas in meetings without inhibition about these being original or not

What you can do for roles you supervise?

- Encourage your employees to give ideas to solve the problems.
- Create a climate, which encourages people to generate ideas without fear of being criticized.
- Appreciate and use new ideas given by the employees.
- Encourage and reward suggestions to solve problems.

What the organisation can do?

- Include creativity as an attribute to be rated in the performance appraisal form.
- Develop schemes of rewarding innovations, suggestions for productivity, etc.

4.Confrontation

What you can do for your own role?

- Clarify a problem, whether it is a problem or symptoms of a problem.
- Do not jump on the problem to solve it at once; avoid taking hasty decisions.
- Study a problem thoroughly before taking a decision.
- Consider several alternative solutions and decide to implement the most suitable.
- Resolve not to postpone problems.
- As far as possible, avoid referring matters to higher authorities.
- Use failure as an attempt to solve a problem and learn from it.
- Listen to others – grievances and problems.

What you can do for roles you supervise?

- Take the employees into confidence while confronting a problem.
- Support the action taken by the employee if it is within the rules and procedures.
- Appoint a task group for a problem.
- Use failure of an employee as an experience and help him to learn from it.
- Encourage employees to bring problems.
- Anticipate problems in collaboration with your employees.
- Encourage subordinates to solve problems and report to you.
- Follow the “buck stops here” dictum.

What the organisation can do?

- Once a decision has been taken, support the concerned employee to implement it; do not back out.
- Reward people showing confrontation.

- Support the personnel in all their actions, within the rules/ procedures.
- Ensure there is very little interference in the day-to-day activities of the employees by the supervisors.
- Take the concerned supervisor into confidence and consult him, if any confrontation is contemplated.

5. Centrality

What you can do for your own role?

- Understand the basic contribution made by your role to the organisational objectives.
- Search areas in which you can feel proud of doing something.
- Use self-suggestion that “each job has its own importance”.
- Understand the job/role thoroughly through various sources.
- Make people realize the importance of the role by making the role useful and effective for the organisation.

What you can do for roles you supervise?

- Communicate the importance of the roles to their incumbents (the critical contributions of the roles)
- Communicate the importance of the role as perceived by others.
- Give enough freedom to each employee to set his objectives and decide ways of achieving them.
- Give increasingly difficult and challenging responsibilities.

What the organisation can do?

- Do not label jobs as important, more important and less important.
- Introduce reward systems for all types of jobs.

What skills and behaviours can be modeled?

What you can do for your own role?

1. Focus on Self

- a. *Disclosure*. The manager shares facts about self, beliefs, values, desires, expectations, and the internal conflicts. He also shares incidents of failure.
- b. *Assertion*. The junior staff may resist and manager continues to repeat what he wants done, and the reasons. He perseveres.

2. Focus on Others

- c. *Acceptance*. The manager gives a non-evaluative response to his staff who is disagreeing with him.
- d. *Confrontation*. The manager informs his employee that a particular behaviour manifested by the latter affects the manager negatively; at the same time the manager clarifies preferences and consequences.
- e. *Support*. The manager expresses appreciation for something that his subordinate has said or done.

3. Mutual Focus
 - a. **Conflict Management.** The manager identifies an issue of conflict between his employee and himself; both generate alternatives and agree an appropriate action.
 - b. **Immediacy.** The manager tells his subordinate how he is reacting to the latter at the moment.
 - c. **Mutuality.** The manager cooperates with his staff on important tasks, supporting the latter.
 - d. **Flexibility.** The manager abandons his original plan and accepts a new approach suggested by his employee.

Telltale Signs Of Discouragement

- The red pencil effect (emphasizing mistakes)
- The horizontal vs. the vertical plane of interaction
- Over perfectionism (notion that people should not make mistakes and be perfect)
- Clinging to old patterns
- Missed psychological tests (labeling people on the basis of some tests, as types beyond hope)

Behaviours Involving Encouragement

- Valuing individuals as they are
- Having faith in the ability of others
- Showing faith in others
- Giving recognition for effort as well as results
- Using a group to help a person develop
- Integrating the group
- Planning for success and assisting in the development of skills that are sequentially and psychologically paced
- Identifying and focusing on strengths rather than on mistakes
- Using the interests of the individual

Ten Specific Words Of Encouragement

1. You do a good job of
2. You have improved in
3. We like (enjoy) you, but we don't like what you do
4. You can help me (us, others) by
5. Let us try it together
6. So you made a mistake; now, what can you learn from it?
7. You would like us to think that you can't do it, but we think you can
8. Keep trying, don't give up
9. I am sure that you can straighten it out (solve this problem), but if you need any help, you know where you can find me
10. I can understand how you feel, but I am sure that you will be able to handle it.

6. Growth

What you can do for your own role?

- Acquire relevant knowledge.
- Get training, ask, search, be open.
- Read professional journals.
- Join professional organisations.
- Study further to improve your qualifications.
- Visit other places to learn from them.
- Take interest in other roles/ departments and obtain knowledge of their working.
- Do not hesitate to accept (but welcome) a challenge.
- Respond positively to opportunities of higher responsibility.
- Develop your own monitoring system to ensure that you complete your assignment on time.
- Identify dimensions for your development, prepare a detailed plan and implement it.
- Give positive response to the feedback you receive.

What you can do for roles you supervise?

- Appreciate employees' work
- Do not snub the employees for their shortcomings, but cooperate to improve them.
- Delegate to them increasingly difficult and challenging tasks.

What the organisation can do?

- Introduce effective appraisal system.
- Provide opportunity for self-appraisal.
- Develop objective system for promotion.
- Have a good training system (internal and external) to facilitate growth of all employees.
- Introduce job rotation.
- Introduce career planning and career development.
- Ensure growth potential in the organisation.
- Recognize and reward good work.
- Set challenging and achievable targets and provide support of needed resource to achieve the same.

7. Influence

What you can do for your own role?

- Acquire knowledge relevant to the problem to be discussed before attending the discussion meeting (knowledge is power)
- Think of innovations to influence your role
- Work hard and be effective (effectiveness is power)
- Model behaviour for others (i.e., behave as you want them to behave)
- Do thorough work in details on a proposal before putting it to the supervisor
- Demonstrate through your action that you look after the interests of your employees without any bias
- Champion the cause of your subordinates
- Avoid threats

What you can do for roles you supervise?

- Delegate enough authority
- Give relevant details of decisions made
- Send good ideas of employees to higher management
- Give feedback to employees on their suggestions
- Be willing to accept mistakes

What the organisation can do?

- Ensure the authority of an employee is not bypassed
- Review delegation of authority from time to time to provide more powers at all levels of the organisation
- Encourage employees to contribute to professional meetings, associations and journals
- Introduce supervisory training, which helps them to support rather than “police” their employees

8. Inter-Role Linkages

What you can do for your own role?

- Increasingly understand linkage of other roles/ departments and their importance by preparing self-memos on these.
- Take initiatives when there is appropriate opportunity, to explain your understanding of your role.
- Keep up a communication with other roles/ departments.
- Respond to communications/ requests without delay.
- Do not hesitate in requesting information needed by you from other roles/ departments.
- Take initiative to indicate what your department needs from the other department
- Provide feedback to others.
- Identify areas in which coordination is needed.
- Anticipate the problems of the other departments and respond to them.
- Communicate the requirements for meeting the expectations.
- Remove misunderstanding in periodical joint meetings.
- Invite suggestions from others.
- Take initiative in meeting with other role occupants for common tasks and for discussions on subjects of mutual interest.

What you can do for roles you supervise?

- Encourage employees to seek/ render cooperation with departments.
- Encourage employees to solve problems by working with their peer-level colleagues (and not refer the problems to you unless it needs your intervention).

What the organisation can do?

- While defining roles, make the inter-linkages with other roles clear.
- Educate role occupants about linkages viz., interdependence by training, publications, and instructional matter.
- Periodically evaluate linkages and strengthen the weaker dimensions.

- Periodically review the linkage system.
- Introduce group incentive schemes.
- Set up joint (interdepartmental) groups to solve problems.
- Organise mutual empathy exercises on inter-role problems.
- Promote recreational and cultural activities, thereby developing opportunities for interactions amongst employees.

9.Helping

What you can do for your own role?

- Identify what kind of help, how much, and when another role occupant needs from you.
- Identify what help you need from others.
- Do not hesitate to ask for help, but minimize such dependence on others.
- Reciprocate the help given to you.
- Anticipate problems on which help can be given, and prepare for them.
- Listen and be open to others.
- Give/ disseminate information about things available with you.
- Maintain the equipment or the material in your charge.

What you can do for roles you supervise?

- Encourage the employees to respond to requests by other departments.
- Encourage them to seek help from peers from other departments.
- Seek help of your employees in areas they can contribute.
- Encourage your employees to come to you for help, and respond to them positively.
- Encourage employees to cooperative with each other.

What the organisation can do?

- Reward outstanding examples of helping.
- Build a tradition of one department helping another department when special need arises.

10. Superordination

What you can do for your own role?

- Learn more about your organisation, its philosophy, ethos, values, and the larger social purpose it is serving.
- Understand the linkage of your own role with the contribution of the organisation.
- Read biographies of great leaders, managers, etc.
- Read newspapers and magazines to remain in touch with current happening in the village/ town (state) country.
- Select a few general areas in which you can contribute to a larger goal, and work in one or two.
- Look for opportunities in your role to serve a larger group directly, e.g. customers, small entrepreneurs, self-help groups, farmers, etc.

What you can do for roles you supervise?

- Help employees to understand and appreciate the contribution of their role to the society.
- Help the employees' link (and see the linkage) of objectives of their roles with organisational objectives.
- Encourage them to include in their roles what may be useful for a larger section.
- Encourage teamwork.
- Communicate accessibility to the employees.

What the organisation can do?

- Help employees to understand the organisation mission and objectives.
- Involve employees in major policy debates and discussions.
- Involve employees in crisis management for the community in which they live.
- Develop criteria for evaluation of teamwork and reward teamwork.
- Reward managers for developing their employees, and include this item in performance appraisal.

THE ROLE OF CHANGE AGENT IN MANAGING TRANSITIONS - INTRODUCING, MANAGING & MAKING CHANGE AN ORGANISATIONAL REALITY

"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things." — Niccolò Machiavelli, The Prince (1532)

"People don't resist change. They resist being changed!" — Peter Senge

"All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership." — John Kenneth Galbraith

Change needs to be managed in order to derive maximum benefit from new opportunities and to avoid reactive situations. The faster the speed of change the more difficult and stressful it is to manage. The skills and style of managers become increasingly important:

'The challenge for managers is judging the pace of change, striking the right balance and the inherent tension between tradition and transformation.' (Corrall, 1995)

'...one of the problems of managing change is that we're very much more as managers into counseling and we're not trained counselors.' (Deputy Librarian)

A number of personal qualities of leaders act as leverages to their effectiveness in leading them and their people through turbulent weathers. Building right attitude in self and others and learning to motivate self and others go a long way in leading through transitions.

Leaders have to be careful not to make the mistake of launching change processes and leave them incomplete. Most people get excited about things in the beginning, and everybody loves endings, especially happy endings. It's the hard work in between that demands the attention and effort of able leaders.

Being a leader during change is not easy. Different personal leverages and management skills are needed. Less of control and more of directing and patting is needed while leading the group into the future. To succeed, an energized leader will do more to focus the efforts of his or her employees. This requires:

Understanding and articulating a vision of where the group is going

Sharing that vision

Creating an environment where employees feel a sense of making the vision come true

The reason why many leaders feel powerless in their role during change is that they get squeezed between pressures from above and below. But energetic leaders change themselves with the following behaviors:

Focus on the process – pay attention to how things get done, managing context.

Problem-solving orientation – don't blame, fix systems not people.

Learning environment – lots of information and listening.

Shared responsibility – accountability and mutual contracts.

How to become a change leader?

By creating a vision with your group - team visioning

Sharing vision and clarifying values and roles

Setting a plan of action with a clear roadmap

Starting and being with the team through out the journey

Strengthening the team spirit continuously

Celebrating small and big successes

Getting ready for the next

The change leader should first decide the type of change his/her team is facing: incremental or fundamental and then should decide on the approach/ strategy. Once the strategy is decided he/she should have a clear action plan for himself and a road map for his/her people. While preparing action plans the most important aspect of change management that leaders should always keep in mind is how to make their people feel part of change and see the benefit for them. Lest they will feel it is only a rental car. And Simmerman is right in saying that 'no body washes a rental car.' Hence ownership of the change is essential aspect for the success of the change initiatives

How should you approach the incremental change, having regard to urgency and the amount of resistance you expect to encounter?

High urgency/ low resistance

Low urgency/ low resistance

Low urgency/ high resistance

High urgency/ high resistance

Focused participation

Extensive participation

Persuasive

Persuasive/ coercive

How should you approach the fundamental change, having regard to the urgency and the degree of resistance you expect to encounter?

High urgency/ low resistance
 Crisis/ low resistance
 High urgency/ high resistance
 Crisis/ high resistance

Visionary/ charismatic
 Visionary/ persuasive
 Visionary/ coercive
 Dictatorial

Change Agents

Three Kinds of Change Agents

CEO
 Internal Change Agents
 External Change Agents / Consultants

- Sponsors / Support
- Help in Implementing Change
- Bring Expertise and Support Top Management

Manager vs. Leader

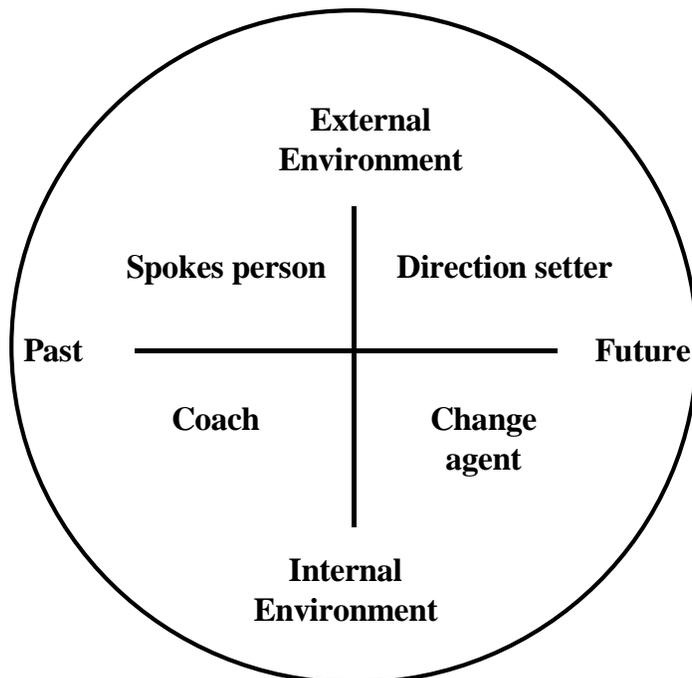
Manager

Administers
 Maintains
 Focuses on s & s (structure and system)
 Relies on control
 Short-range view
 Imitates
 Accepts status quo
 Does things right

Leader

Innovates
 Develops (leader leaves an imprint when goes)
 Focuses on people
 Inspires trust
 Long-range perspective
 Originates
 Challenges status quo
 Does the right things

Leadership Roles



Leadership Attributes

- Personally committed to change
- Has a big picture - Visionary
- Has a track record of Success
- Is a Role model - Ethical
- Takes unpopular decisions
- Is Customer Focus
- Must manage boundaries
- Mobilizes resource and support
- Shows Visible Benefits
- Continuous Learner
- Develops Other Leaders - Coach / Mentor

Prepare People For Change

Implementing Change

- Implementation is key to success
- Begins with “felt need” for change
- Focus on vital few
- Short-term results for demonstration effect
- Accept that resistance to change is as natural as change itself
- Mindset change from “why things won’t happen” to “how to make things happen”
- Recognize limitations

Implementation Strategies

- Targets of Change
- Targets of Influence
- Targets of Coping

If you are not riding the wave of change...you will find yourself beneath it.

When it comes to future there are three kinds of people...

- Those who let things happen
- Those who make things happen
- Those who wonder what happened

TRAINER'S MANUAL

SESSION 01:
INTRODUCTION, ICEBREAKER, OVERVIEW OF CHANGE PROCESS
AND DEVELOPING CHANGE MIND SET

"Fear is that little darkroom where negatives are developed." - Michael Pritchard

"No bird soars too high if he soars with his own wings." - William Blake

Training objectives:

By the end of the session the participants will be able to:

1. Warm-up
2. Feel informal by releasing tension
3. List their expectations from the programme
4. List the expectations of the course director
5. Describe the programme details
6. Describe the complexity and inevitability of changes in the workplace
7. Differentiate the need for incremental (continuous) and transformational (discontinuous) changes
8. Assess the changing role of public officials in the present context

Structure and material:

- 05 Minutes: Self introduction by the course director
15 Minutes: Introduction & Expectations by the participants
15 Minutes: List expectations of the Participants – Use flip chart
40 Minutes: Ice-breaker: “Introduce Yourself” – Exercise-01
05 Minutes: Explain – “How to be an effective course participant?” – Exercise-02
05 Minutes: Explain – “Points to ponder” – Exercise-03
05 Minutes: Overview of the program
30 Minutes: Over view of change process, the complexity, inevitability of changes and the need for incremental and transformational changes – Square Wheels - Visual-01
30 Minutes: Changing role of public officials to achieve excellence (lecture by some higher official in government/a panel discussion by 2-3 officials / lecture-cum-discussion by self) – Governance-The Paradigm Shift – Visual-02

Process:

The purpose of this session is to warm up the group, to make them relax and to be fully present with the group and participate effectively, to know their expectations from the course, to explain to them the program objectives and finally help them understand the nature of change process.

To achieve this, the following steps are suggested:

01. Exercise-01, ***Introduce yourself***. You could include points like: name, qualifications, experience, achievements, family, hobbies, interests, likes/ dislikes, goals, etc. Introduction about oneself should be very factual, lively and motivate the participants to use it as an ideal.
02. Using Exercise-02, explain to the participants – ***“How to be an effective course participant”***.
03. Using Exercise-03, explain – ***“Points to ponder”*** form – to the participants as follows:

During the discussions/ explanations in the program when you come across a point that you find is very relevant or is an answer to a problem or a question in your mind. If it is not written down, immediately, the flash is very quickly forgotten and the opportunity is lost. This form is, especially designed, to enable you to document these thoughts as and when they come. When you go back to your work later you can review and elaborate on them. These points will also be useful to you in preparing your action plan at the end of this program.

04. Ask the participants to introduce themselves lively to the group by giving details like name, qualifications, designation, department, experience, place of work and also information asked in the visual? (You may use any other ‘ice-breaker’ of your choice).

The objective of this exercise is to help the participants relieve tension, to make themselves comfortable and to be ready to participate freely.

05. Ask participants as to tell about their expectations from the program. You may guide them with the following instructions:

“I would like to know your expectations from this program as to what you want to know/learn, what issues you have for which you are looking for possible solutions. Your responses will enable us to concentrate on areas that are more relevant to you all.”

List their expectations on a flipchart deleting the repeated ones and those that do not fall within the purview of the program. This list will be useful for both elaborating on the issues during the program as well as to confirm that all the expectations have been met.

Explain clearly the session wise objectives and broad out line of the program by running through the schedule of the program. Request the group to go through it along with you.

08. Using Visual-01 - develop discussion on change process. The following procedure may be found useful:
09. Show the group the Visual and ask them to think about what is wrong in the picture first, who are the people, what difficulties are they facing, then they can move to positives and then their suggestions to set things right.

This is a very simple and powerful picture that initially brings out workplace realities on a daily basis very easily. What we need to do later is to get them to disassociate from the reality and gain a bit of perspective and distance from it. As they are seeing other people involved in the situation, they are less emotionally involved themselves. And what you can expect are some positives -- the round wheels are already in the wagon. There is a need to stop pushing and pulling, like they have always done, and become aware of the resources they already have and so on.

10. To arrive at positives and possibilities you may prompt them by suggestive questions like: “Is there no hope for future for our friends in the picture?” “What in your opinion is the best alternative to correct this situation?”
11. Divide the participants into small groups of 4 or 5 people. They also have to select a spokesperson who, after intra-group discussion will present the group's ideas on what they see in the picture and how to improve the situation.
12. Ask them what do square wheels represent? What do round wheels represent? Who are the people at the back of the cart? Who is in the front? What does the cart represent? Who do you identify with in the picture?
13. This illustration developed by DR. [Scott J. Simmerman \(1999\)](#) can be used to brainstorm and discuss ideas and beliefs as well as illustrate how a diversity of opinion generates the best ideas and perspectives for improving the journey forward.
14. To get the best results, people should be given freedom to self discover important ideas through group discussions. Hence, lecturing should be completely avoided and facilitation should only be done appropriately. You can incorporate this illustration into your training in many ways
15. Build on the ideas generated by the group in such a way that you will arrive at a critical juncture of shifting their perspectives from negative to positive or possibilities and moving from past to present and future without getting stuck with past. Here you may also explain the concept of mindset and the power of subconscious (please refer reading material of the module and the book “The power of subconscious”
16. You may also explain the possibility for management to get isolated by the rope they use to pull and how they get away from the reality of the journey forward. Most top people generally don't have much direct contact with their wagon (the realities of the gross root levels), unlike the wagon pushers (people at the gross root level) who are hands-on and feel the pain of the journey with square wheels. Remind them that round wheels are already there in the cart.

Dr.Simmerman suggests to stimulate ideas for improvement by using the framework that the Square Wheels do work, but not very smoothly and you can easily get your group discussing things in need of improvement in an objective way.

17. Give a presentation of the concept and the process of change and its complexity and inevitability in today's workplace all over the world. Highlight the importance of both incremental and transformational changes for growth and success (prepare presentation material by referring to reading material and references given).
18. Give yourself or arrange for a presentation on the changing role of public officials in today's ever fluctuating environment using the material given and your own understanding of the current situation. Alternative could be to arrange for a panel discussion by selected panelists/experts.
19. Using visual-02, you may lead the discussion on what aspects of governance are undergoing intensive changes in order to meet the rising aspirations of citizen-customers. Taking points evolved from the group discussion and the contents of the visual you can draw conclusions on the areas of shift needed for government officials in delivering citizen focused services.

SESSION 02: **ENVIRONMENTAL SCANNING & SWOT ANALYSIS**

“Nothing endures but change” - Heraclitus, Greek philosopher

“Change is the law of life. And those who look only to the past or present are certain to miss the future.” - John F. Kennedy, U.S. President

“Unless you are prepared to give up something valuable you will never be able to truly change at all, because you'll be forever in the control of things you can't give up.”

- Andy Law Creative Company

Training Objectives:

By the end of the session the participants will be able to:

1. Explain the need for scanning the external & internal environment to develop sensitivity to the forces of change
2. Practice the method of scanning the environment
3. Propose a strategy to respond proactively to change by matching internal resources with challenges in the external environment (developing a right-fit)

Structure and material:

- 05 Minutes: Recap of the first session
- 20 Minutes: Scanning the environment for external & internal forces of change by faculty
 - Types of changes in the immediate future – Visual 03
 - External & internal forces of change – Visual 04
 - Organizational change: A process model – Visual 05
- 10 Minutes: Environmental scanning for internal forces of change (individual work) – Exercise-04
- 10 Minutes: Environmental scanning for external forces (individual work) – Exercise-05
- 25 Minutes: Group work on “External forces & Internal forces” – Exercises-04 & 05
- 45 Minutes: SWOT Analysis-to identify strengths & weaknesses from the internal forces and opportunities & threats from the external forces
- 20 Minutes: Review of past, present & future trends and changes by the faculty
 - Visual 03, 04 & 05
- 30 Minutes: Overall review of the session by the faculty highlighting the factors emerged out of scanning analysis and relating it to the changing role of public officials to achieve excellence

Process:

01. The purpose of the session on Environmental Scanning and SWOT analysis is to alert the leaders in key positions to their own best thinking about emerging issues, which may provide opportunities or threats. Understanding of which will enable them to organizing resources, to position themselves strategically and to initiate necessary measures to face the challenges successfully.

Through this session an attempt has to be made:

1. to enable the participants to scan the environment and analyse external and internal forces of change that we ultimately find ourselves confronting;
 2. to identify opportunities & threats from the external forces and strengths & weaknesses from the internal forces of change; and
 3. to explore possible implications (opportunities and challenges) that those elements and trends might hold for the functioning of government officials.
02. First read the given material on this topic. Then relate with contemporary departmental/ organisational and environmental issues. The following steps are suggestive guidelines to achieve the purpose
03. After presenting a brief about what is environmental scanning and its purpose, ask the participants to list out as many external forces as they can think of which impact on policy-making and functioning of Government. Give them five minutes for this. If any of the participants express a need for direction you may show visual-04 and ask them to expand on the list.
04. Ask the participants to list out the internal forces that will impact on their functioning in the departments. Again if any of them expresses a need for guidance you may show visual-05 and ask them to expand on the list. However, without showing the visual first allow them to think with their experience of the environment. This will also give some idea of the background and level of understanding of the participants.
05. Help participants divide into groups of 5 to 6 members each. Help them to select partners from same departments wherever possible.
06. Distribute the exercises 04 & 05 to all and instruct them to develop more comprehensive lists of external factors and internal factors.
07. Ask the participants to identify threats & opportunities from the external forces and strengths & weaknesses from the internal forces. While doing this ask them to device ways and means of converting threats into opportunities and weaknesses into strengths as far as possible. Give them 30 minutes to do this.

How to recognize strengths? Strength can be identified depending on the past performance and results, by comparing with the competitors and benchmarking with best practices.

What do we do with weaknesses? We try to find out each of the weaknesses one-by-one whether it is within our control or beyond our control and to what extent we can convert it into a strength.

Where do we stand? How many weaknesses are there?

If there are more weaknesses it clearly indicates that we have to put more efforts for improvement. If not do you think privatization could be a better solution? On the other hand if you already have more strengths, do you think some training or some interventions or some support will help you overcome the weaknesses?

When change is happening if we don't realize and accept we will develop gaps and will not understand change and its importance for progress and development.

08. Analyze the SWOT exercise and explain to the participants the importance of environmental scanning and SWOT Analysis in realizing the fact that most of the threats that look to be threatening on the surface level are actually opportunities at a deeper level which help us to grow and develop further. Similarly, some of the weaknesses can be converted into greater strengths for growth and development. Complete this within 30 minutes.
09. Review the past, present and future trends and changes by using visuals-03, 04, 05. Complete this in 20 minutes.
- 10. Review the points discussed so far and converge them to highlight how it is important for a leader to be constantly sensitive to external and internal environment to manage quick personal change as well as change for his/her people to improve performance and achieve excellence in the fast changing environment. Also refer to the brief about the changing role of public officials in the present culture. (Please refer to reading material and also discuss with experts for developing your own brief).**
11. One thing that should be made very clear is that in the past whatever has been done inside the department/organization was affecting us, but now in addition to it, whatever is happening outside also is influencing us. That means, external forces are influencing us more than before. Hence, identifying external and internal forces affecting us is very important. When we scan the external environment it becomes easy for us to prepare for the challenges.

For example, awareness that petrol bunks are going to be on strike from the next day would provide an opportunity either to fill the tank in advance or to reduce the petrol consumption by cutting down unimportant and not so urgent trips. By anticipating we can take precautionary/ preventive measures or right steps at a right time. In addition to it, we can also make optimal use of the existing resources.
12. To sum up the scanning process includes the following steps:
 - An ordering/ sequencing of external events in terms of their potential importance to the government departments/system

- An analysis of the kinds of effects / impact each event could have.
- This process now provides important information for planning and preparing for future.
- Issues within the control of one's department should be added to the agenda of planning.
- Issues not within the control should be added to the planning assumptions used in strategic planning.
- To facilitate the use of these results you may decide a medium to distribute throughout your department / unit which will be very useful in strategic planning.

13. You may continue this exercise to develop strategic planning or make use of the data in the 9th session of this module. Some issues to keep in mind while developing a strategic plan for the department are:

- Competencies of Government
- Identify major core competencies of your department in the changing scenario
- What kind of shift is needed in your personal role?
- What are your goals and what are the time frames?
- How to achieve your goals?
- What new skills are required?
- What organizational changes are required?
- How to create competitive advantage for your department?
- What would be your task by 2005?
- Can you stand as a model for others?

SESSION 03: **ADOPTING LEADERSHIP STYLES TO FACILITATE CHANGE**

“Those who have changed the universe have never done it by changing officials, but always by inspiring the people.” – Napoleon Bonaparte

There is nobody who cannot vastly improve his powers of leadership by a little thought and practice.” – Lord Slim

‘These are hard times in which a genius would wish to live. Great necessities call forth great leaders’. – Abigali Adams, writing to Thomas Jefferson, 1790.

Training Objectives:

By the end of the session the participants will be able to:

1. Differentiate management and leadership
2. Explain the need for blending managerial and leadership qualities
3. Describe the role of a leader in today’s workplace diversities and complexities
4. Write an action plan for enhancing leadership performance

Structure and material:

- 05 Minutes: Recap of the second session
- 20 Minutes: Are you a manager or a leader? – Exercise-06
- 30 Minutes: Defining and differentiating leader from manager
- The management-Leadership continuum – Visual 06
 - Attributes that characterize leadership styles – Visual 07
 - Steps to become a leader – Visual 08
 - Most important words for leaders – Visual 09
- 20 Minutes: Attitude towards people and leadership qualities – “Theory X & Theory Y”
- Exercise-07
- 15 Minutes: Are you a motivator? – Visual-10
- 45 Minutes: Emotional Intelligence is sine qua non of leadership
- The six leadership styles at a glance – Visual 11
 - The five components of emotional intelligence at work – Visual 12
- 10 Minutes: Presentation & Discussion - Power Bases of Leadership – Visual 13
- 05 Minutes: Reviewing and explaining how leadership is critical during changes

Process:

Exercising leadership without authority; making difficult decisions; analyzing and managing the dynamics that impede learning and change; unlocking individual and group creativity and

translating purpose and commitment into effectiveness form important aspects of effective leaders. The most important things for leaders in order to stay alive in a leadership role are:

- Developing and communicate competitive vision, strategies, and objectives;
- Diagnosing and developing leadership styles—and building effective teams to lead change and renewal;

Change has become a major theme of leadership literature for a good reason. Leaders set the direction, define the context, and help produce coherence for their organizations. Leaders manage the culture, or at least the vehicles through which that culture is expressed. They set the boundaries for collaboration, autonomy, and the sharing of knowledge and ideas, and give meaning to events that otherwise appear random and chaotic. And they inspire voluntary behavior -- the degree of effort, innovation, and entrepreneurship with which employees serve customers and seek opportunities (kanter, 1999).

Managing self and others through change is an important part of being a change leader. Strong inspirational and transformational leadership is a critical factor in the success of any organisation and in achieving sustained superior performance especially in times of turbulence and chaos. The change leaders have to show high levels of Psycho-social maturity and balance in managing themselves as well as their people

There is a shortage of true leaders and greater scarcity for change champions. Hence, understanding Leadership Skills and Strengths and how they relate to the demands of transformations becomes crucial aspect of change management.

01. Conduct exercise 06-Are you a manager or a leader? And exercise 07 – Theory X and Theory Y. Score them as per the guidelines. Do not interpret them now.

Explore the knowledge and views of participants on leadership using the following questions:

- What is leadership?
- Are all of us leaders?
- Why do you think so?
- What in your opinion makes a leader successful?
- How to achieve long-term success as a leader?
- Does a leader need to influence others?
- In your opinion, which of the following are the most important, and which is the least important to influence others?
 - Coercion
 - Positional power-authority
 - Knowledge & information
 - Connections
 - Expertise
 - Strength and integrity of personality
 - Ability to reward

Interpret the scores, which will indicate where one stands on the management – leadership continuum.

With the help of Exercise-07 understand the participants' attitude towards people and leadership qualities. Discuss how theory X and theory Y people differ in their attitude towards people and leadership and how it influences the way they treat their people.

02. Using visual-6 and the following brief explain the Management–Leadership Continuum.

One way to think of management and leadership is as a continuum of behaviours. At one end of the continuum is authoritative management – management that controls others. At the other end of the continuum is participative management – management that empowers its people. At different times, and in different situations, you will find yourself using all of the management approaches that make up the management – leadership continuum. The more often you find yourself using approaches at the leadership end of the continuum, the more success you will have in empowering others to excel even in times of revolutionary or transformational changes.

03. Using visuals 06, 07, 08 & 09 explain the difference between leading and managing. Highlight how leading is more than managing and the fact that many of us remain working as managers. Also, discuss the importance of blending the qualities of managing and leading to tap the fullest potential of people and to achieve results.

04. Using the following points, discuss briefly the leadership qualities and skills.

Qualities

- Is Confident
- Respects/ has confidence in others
- Empowers/ challenges others
- Inspires Others
- Is fair & equitable
- Works with people at all levels
- Communicates effectively
- Is knowledgeable
- Has high ethical standards
- Is creative/ visionary
- Is willing to take risk

Skills

- Delegates
- Motivates/ Influences
- Coaches/ Counsels / Develops
- Encourages teamwork
- Serves as a model
- Discovers/ creates new opportunities & goals

05. Using Visual-10 “Are you a motivator?” ask the participants to check the items with which they agree. The number indicates the extent to which they are able to motivate their people.
06. Using Visuals-11 and 12 explain how emotional intelligence is sine qua non of leadership
07. Using Visual-13 explain the seven power bases of leadership and lead discussion on which are the normally used power bases and why. This should be followed by an emphasis on the importance of using the referent power, the information/knowledge power and expert power more prevalently.
08. Review and explain how leadership is critical during changes (please refer to reading material also).
09. Ask the participants to write down a mission statement for self to become an exemplary leader with the help of the following questions:
 - What qualities of a successful leader do you possess?
 - Which of the qualities do you think you should preserve?
 - Which of the qualities do you think you need to enhance?
 - What other qualities do you need to adopt?
10. Now ask the participants to write an action plan to improve their leadership performance basing on the mission statement. Those willing may be given opportunity to share it with others. Just reading out what has been written by them will do if time is a constraint. Any way in the final session they will be making use of this write up.

SESSION 04:
DECISION-MAKING & DELEGATION AS LEVERAGES FOR
MANAGING CHANGE

Training Objectives:

By the end of the session the participants will be able to:

1. Use different methods to improve the quality of their decision-making
2. Assess how to empower subordinates by delegating appropriately

Structure and material:

- 05 Minutes: Recap of the third session
- 30 Minutes: Questionnaire & discussion - Assessing your decision-making ability: Exercise-08
- 30 Minutes: Questionnaire & discussion - Identify your decision making style: Exercise-09
- 40 Minutes: The importance of group decision-making – Group Exercise with “The desert survival” Exercise-10
- 30 Minutes: Presentation by faculty and discussion with participants
- Steps in decision-making – Visual 14
 - Styles of decision-making – Visual 15
 - Advantages & disadvantages of group decision-making over individual decision-making – Visual 16
 - Strategies for better, faster & smarter decision-making – Visual 17
- 30 Minutes: The role of delegation in enhancing quality decision-making by subordinates
- Why delegation? – Visual 18
 - Why no delegation takes place mostly? – Visual 19
 - Degrees of delegation – Visual 20
 - Some tips to delegate effectively – Visual 21

Process:

01. Many of us learn the hard way to actively take control of our lives. Learning to get rid of the words, "I'll think about it" from our minds and our vocabulary will lead us to practice active decision-making. Unless you make a firm decision to do or not to do, right now, you are very unlikely to revisit. In fact, you won't. Something else will take your attention and divert you. We cannot become successful by hesitating.

In today's fast changing world those who can make quick and hard decisions will succeed. Success comes to those who jump in and have a go. However, as leaders it is also important to realize that one need not take all the decisions. Moreover, There is a general dissatisfaction among officers at different levels that they don't have power even to make certain small decisions under urgency. Some of the decisions on issues that affect employees may be delegated or at least they should be involved.

By delegating wherever possible leaders succeed many fold – empowering employees, making them own the implementation of the decisions made (nobody washes a rental car - Dr.Simmerman) and leaders save a lot of time for making decisions that they only can make better.

02. Ask the participants to fill the questionnaire “Assessing your decision-making ability”: Exercise-08 in 10 minutes and let them add up and put the total scores on the sheet, then analyse the scores. This score will indicate their level of ability in decision-making.
03. Ask the participants to identify their decision-making style(s) by using the table given in Exercise-09. The combination of their decision-making ability score in exercise-08 and their identified style together should be analysed by themselves and should explore the ways they can improve the quality of decision-making. All this should take 30 minutes.
04. Now they should understand the difference between individual decision-making and group decision-making in terms of its quality as well as making people own the decisions made.
05. To understand the importance of group decision-making conduct group exercise using “The Desert Survival”: Exercise-10. Ask the participants to do the exercise “Desert Survival” (you may use any other exercise of your choice) individually first. Give instructions clearly and while doing this exercise strictly no one should consult any other participant.
06. Now ask the participants to form into groups (decide the size of the group depending on the number of participants) and let them do the same exercise with the consensus of the team.
07. Analyse the results as indicated in the exercise.
08. After analyzing the results explore the style of decision-making actually taking place in the departments. It is true that some decisions have to be made individually and quickly whereas a lot of decisions or choices can be made by following effective styles of decision-making.
09. Explore the views of participants with regard to the following:
 - * What is decision-making
 - * What is delegation?
 - * How are decisions actually made in organizations?
 - * Who should make decisions?
 - * How should decisions be made?
 - * What can change leaders do to improve their decision-making?
 - * Write a mission statement as to how you can improve the quality of your decision-making at work
10. Using the results of exercise-08, 09, 10 and using the visuals-14, 15, 16, 17 explain and discuss the need for calling different styles of decision-making in different situations and making use of group decision-making as much as possible along with appropriate delegation to manage in a times of great change.

11. Explain thoroughly the following aspects - why delegation; steps in delegation; degrees of delegation; what should/should not be delegated; why no delegation takes place mostly? A lot of officers attend to a great many things some of which can be easily delegated to their subordinates after appropriately assessing their ability, the urgency and the importance of the issue at hand.

SESSION 05:
RESISTANCE TO CHANGE: UNDERSTANDING & OVERCOMING
RESISTANCE TO CHANGE

“We cannot become what we want to be by remaining what we are”- Max Depree

“The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew” - Abraham Lincoln

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time” - Andre’ Gide

Training Objectives:

By the end of the session the participants will be able to:

1. Recognize change resisters (people who resist change)
2. Identify reasons for resistance to change
3. Propose a strategy for overcoming resistance to change in a situation of their choice

Structure and material:

- 05 Minutes: Recap of the fourth session
- 20 Minutes: Analysis of personal experiences of change at work by self & by subordinates- Exercise-11
- 05 Minutes: List the possible factors of resistance by self and by subordinates- Exercise-12
- 30 Minutes: Participants share their experiences listing the resistance factors
- 45 Minutes: Story analysis – Exercise-13: “Who moved my cheese” – Analysis of resistance and strategies for overcoming resistance by participants (for self and for others) basing on case analysis of “Who moved my cheese?”
- 30 Minutes: Understanding and overcoming resistance – an overview and presentation by faculty using the following:
- Reasons for change – Visual 22
 - Unfreezing the status quo-what is resistance? – Visual 23
 - Some reasons for resistance to change – Visual 24
 - Socio-psychological & personality variables – Visual 25
 - How to recognize change resisters? – Visual 26
 - How to handle resistance to change? – Visual 27
 - Steps to change – Visual 28
 - Managing positive responses to change – Visual 29
 - Managing negative responses to change – Visual 30
- 15 Minutes: Strategies for managing resistance to change – Visual 31

Process:

01. Ask participants to complete exercise-11 Analysis of personal experiences of change at work by self and by subordinates (at least one incidence each)
02. The above exercise gives each participant an opportunity to go through their change experiences with less emotional intensity and more objectivity due to gained experience and having seen the consequences of choices made.
03. Now ask them to do Exercise-12 -“List the possible factors of resistance by self and by subordinates in the above incidents. This again gives them an opportunity to introspect and analyse change events from different perspectives.
04. Ask them to share their experiences listing all the factors of resistance whether they have experienced or observed in others.
05. Give the participants a copy of the story or tell them the story “Who moved my cheese?”
06. Facilitate discussion to analyse the process of resistance and strategies for overcoming resistance by participants (for self and for others).
07. Who moved my cheese? How To Training Points: This session is very crucial to change management programs as managing resistance increases the speed and success of change. The focus is on learning how:
 - to recognize that change happens
 - to anticipate change
 - to adapt to change quickly
 - to change
 - to enjoy change
 - to be ready to quickly change again and again

A guide to accepting and dealing with change in work and life. Uses a parable about two little mice trying to get through a maze and look for cheese to represent the trial most people go through in search of rewards like a loving relationship, health, peace of mind, or another heart's desire.

An Amazing Way to Deal with Change at Work and outside work by Dr. Spencer Johnson
Change can be a blessing or a curse, depending on your perspective. The message of Who Moved My Cheese? is that all can come to see it as a blessing, if they understand the nature of cheese and the role it plays in their lives. Who Moved My Cheese? is a parable that takes place in a maze. Four beings live in that maze: Sniff and Scurry are mice—non analytical and non judgmental, they just want cheese and are willing to do whatever it takes to get it. Hem and Haw are "little people," mouse-size humans who have an entirely different relationship with cheese. It's not just sustenance to them; it's their self-image. Their lives and belief systems are built around the cheese they've found. Most of us reading the story will see the cheese as something

related to our livelihoods--our jobs, our career paths, the industries we work in--although it can stand for anything, from health to relationships. The point of the story is that we have to be alert to changes in the cheese, and be prepared to go running off in search of new sources of cheese when the cheese we have runs out.

Dr. Johnson, coauthor of *The One Minute Manager* and many other books, presents this parable to apply to any organizations--anyplace where you find people who may fear or resist change. And although more analytical and skeptical readers may find the tale a little too simplistic, its beauty is that it sums up all natural history in just 94 pages: Things change. They always have changed and always will change. And while there's no single way to deal with change, the consequence of pretending change won't happen is always the same: The cheese runs out. --Lou Schuler

From the Author: My five year old son told me a cheese joke: "What do you call cheese that's not yours?" When I gave up, he laughed and said, "Nacho Cheese!" It made me smile and reminded me to keep having fun with Cheese. I've just seen a new software product that also made me smile. It's called the "Who Moved My Cheese?" Change Survival Kit. It has an electronic game with animated prompts and reminders showing the characters running around inside a maze, reminding us to laugh at ourselves and discover how to do well in changing times. Many years ago, when I was struggling with a difficult change in my life, I created the story of Who Moved My Cheese? to help me take my changing situation seriously, but not take myself so seriously. When my friends noticed how much better life had become for me and asked why, I told them about the "Cheese" story. Several friends said, sometimes years later, how hearing the story helped them to keep their sense of humor, change, and gain something better themselves. Two decades after the story was created, it was published as a book, and to my amazement and almost everyone else's, within two years of publication, more than three million people had read it. Many have reported that what they discovered in the story has saved their careers, businesses, health and marriages. It has spread around the world in many foreign languages. Its appeal seems universal. Critics on the other hand think the story is too cheesy and do not understand how so many people could find it so valuable. They say it is so simple a child could understand it and it insults their intelligence, as it is just obvious common sense. They get nothing out of the story. Some even fear it suggests all change is good and that people should mindlessly conform to unnecessary changes imposed by others, although that is not in the story. It seems to me that both fans and critics are "right" in their own way. It is not what is in the story of "Who Moved My Cheese?" but how you interpret it and apply it to your own situation that gives it value. The challenge however is to remember to use what you discover in the story. So I thought it was great when I learned that the new entertaining piece of software has animated characters from the book prompting and reminding us to use what we find most valuable in the story to change and win and enjoy it. Some people who have seen the "Change Survival Kit" say that it is "better than cheddar!" Let's hope the way you interpret the story of "Who Moves My Cheese?" and act on it, will help you find and enjoy the "New Cheese" you deserve. --This text refers to the CD-ROM edition.

08. Using visual-24 & 25 explain some possible barriers for delays or failures of some changes introduced in government departments.

09. Using visual-26 explain how to detect overt and covert resistance emphasizing the importance of identifying covert resistance.
10. Using visual-27 make a brief presentation of various methods of overcoming or managing resistance to change.
11. Using visuals-29 & 30 explain how to handle positive response to change and negative response to change.
12. Using visual-31 explain different strategies to overcome resistance to change and when to use what strategy.
13. Ask the participants to propose a strategy for overcoming resistance to change in a situation of their choice and share it with others for value additions.

Before people accept a change, they must deal with their feelings about loss of their old ways. People need time, acceptance and support to let go of the old and move into the new. The work team can create rituals to say good-bye. Some employees need special help to move on.

Resistance is a sign that something is happening i.e., your people have left the state of denial and is ready to go through change. The important thing for change leaders to remember always is that they are the symbols of the change onsite. Hence, it is necessary not to take employee resistance personally.

Many change programs take longer than the expected because we don't properly deal with individual resistance to change by the people. Resistance is inevitable and we should not naively assume if people like a change or think it is a good idea they will not resist it. Because there may be the resistance can be of two kinds overt resistance and covert resistance. While it is easier to deal with overt resistance, it takes real effort to understand and manage covert resistance. In addition to this, there is also the case of resistance even when an individual thinks change is a good idea. Hence, there is a need for change leaders to understand the nature and root cause of resistance so that, the important step of dealing with resistance is well taken care of to make transitions smoother.

The key to managing resistance is addressing resistance honestly and consistently acknowledging that resistance will be experienced differently based on positive or negative reactions to change. (Jay Marshall and Daryl R. Conner)

How To Training Points: This session is very crucial to change management programs as managing resistance increases the speed and success of change. The focus is on learning how to:

- recognize that change happens
- anticipate change
- adapt to change quickly
- change
- enjoy change
- be ready to quickly change again and again

SESSION 06: **COMMUNICATION NEEDS FOR ORGANISATIONAL CHANGE**

"You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere." Lee Iacocca

"The day soldiers stop bring you their problems is the day you have stopped leading them." — General Colin Powell

"Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter." — Gilbert Amelio, President and CEO of National Semiconductor Corp.

"Leaders who make it a practice to draw out the thoughts and ideas of their subordinates and who are receptive even to bad news will be properly informed. Communicate downward to subordinates with at least the same care and attention as you communicate upward to superiors." — L. B. Belker

Training Objective:

By the end of the session the participants will be able to:

1. Propose a communication strategy for easing the way to effective process of change

Structure & Material:

- 05 Minutes: Recap of the fifth session
05 Minutes: Communication Skills Test–Exercise-14
30 Minutes: Communication skills for personal effectiveness and coordination at workplace-
Presentation by faculty and discussion
- Purpose of communication – Visual 32
 - Means of communication – Visual 33
 - Verbal & non-verbal communication – Visual 34
 - Behavioural skills for effective communication – Visual 35
 - Three styles of communication – Visual 36
 - Interpretation of test scores
- 15 Minutes: Communication needs for successful transformations – Visual 37
60 Minutes: Role play, analysis of role play and discussion
45 Minutes: Proposing a communication strategy and presentations

Process:

01. Conduct Exercise-14: Communication Skills Test. It is a very simple test but reveals many major aspects of one's communication style such as – ability of sending message across, communicating under emotional charges, ability in persuading and convincing others, empathy, listening ability and handling criticism.
02. Give presentation on communication process using visuals from 32-35. Explain:
 - The Purpose of communication using – Visual-32
 - Means of communication using – Visual-33
 - Verbal and non-verbal communication using – Visual-34
 - Behavioural skills for effective communication – Visual-35
03. Using visual-36 explain the various aspects of the three styles of communication - passive, aggressive and assertive styles of communication - and the need to develop assertive communication for organizational effectiveness and more so during implementation of change programs.
04. Score and analyze the communication skills test
05. Using visual-37, information in the introduction for this session and the following brief explain the need for a well-built step-by-step communication strategy in making change programs successful.

Organizational changes often flounder because not enough strategic thought is given to communicating the rationale, the progress and the impact of the change. Communications are important as changes are planned and carried forth. We believe that many difficulties often associated with significant change can be more easily dealt with if there is strategic thinking about what and how to communicate. The process should be based on a good grasp of some principles of communication together with an understanding of the change process. A well-planned communications process can be most helpful in easing the way to the more effective process.

Larkin and Larkin are two communication consultants who offered the following three-piece advice to chief executives and organisations that want to communicate change:

- Communicate only facts – stop communicating values which are best communicated through actions, not by words
- Communicate face to face – do not rely on videos, publications or large meetings
- Target front-line supervisors – communicating to this group is too important to be delegated

There are several empirically founded communications principles that taken together can constitute a communication strategy. These are as follows:

- Message redundancy is related to message retention.
- The use of several media is more effective than the use of just one.
- Face-to-face communication is a preferred medium.
- The line hierarchy is the most effective organizationally sanctioned communication channel.
- Direct supervision is the expected and most effective source of organizationally sanctioned information.
- Opinion leaders are effective changers of attitudes and opinions.
- Personally relevant information is better retained than abstract, unfamiliar or general information.

06. Now ask participants to develop their own action plan for effectively communicating to their people about one initiative they will be undertaking or that they have recently undertaken.

07. Once the action plans are ready ask the participants to play the roles of leaders and communicate the initiatives to their people. Analyse the role-plays and facilitate discussion on how to improve communication skills for leading changes.

SESSION 07:
MOTIVATING ORGANIZATIONAL ROLES AND ENHANCING ROLE
EFFECTIVENESS– CONTINUOUS IMPROVEMENT IS CRITICAL TO
SURVIVAL

“It's all about Continuous Continuous Improvement” - Scott j Simmerman,1998

“If you always do what you've always done, you'll always get what you've always gotten” -
source unknown

Training Objectives:

By the end of the session the participants will be able to:

1. Write strategies to motivate their own roles for continuous improvement and growth (incremental change)
2. Write strategies to motivate the roles of their subordinates for continuous improvement and growth (incremental change)

Structure & Material:

- 05 Minutes: Recap of the sixth session
10 Minutes: Exercise-15 - Role Efficacy Scale (RES–S)
10 Minutes: Exercise-16 - Role Efficacy Scale (RES–O)
25 Minutes: Scoring and interpretation of ten aspects of role efficacy
40 Minutes: Explaining the ten aspects of role efficacy–Exercise-17
20 Minutes: Reading hand out on role efficacy
40 Minutes: Action plan for enhancing role efficacy for self and others – group work

Process:

The main purpose of this session is to explain the need for breaking the self-imposed role boundaries through role-making, role-centering and role-linking in order to become effective in one's role. This in turn is critical in bringing about continuous and incremental changes.

01. Conduct Exercise–15 - Role Efficacy Scale (RES–S) followed by Exercise–16 - Role Efficacy Scale (RES–O)
02. Help participants to score both the above tests/scales and do the interpretation of ten aspects of role efficacy.

Note: before interpreting the scores depending on the group the following terms may be explained

a) First, explain Some Work Related Terms.

- **Work** is a wider concept linking a person with his tools and others performing similar activity.
- **Position** is a specific point in an organizational structure, defining the power of the person occupying it.
- **Role** is the set of obligations generated by significant “others” and the individual occupying the position.
- **Job** is a specific requirement to produce or achieve an objective.
- **Function** is a group of expected behaviours from a role.
- **Task** is the specific activity of a function often bound by time.

b) Explain POSITION VS ROLE

An individual occupies a position in a hierarchy with power and privileges, and performs some functions in response to the expectations of the members and himself/herself. The first is the position and the second is the role.

Position

- Is based on power relations
- Has related privileges
- Is usually hierarchical
- Is created by others
- Is a part of the structure
- Is evaluative

Role

- Is based on mutuality
- Has related obligations
- Is non-hierarchical
- Is created by others and the role occupant
- Is part of the dynamics
- Is descriptive

03. Using exercise-17 explain the ten aspects of role-efficacy.

An employee can make his or her Role meaningful by concentrating on the following three dimensions.

- Dimension 01 : **Role Making** rather than Role Taking
Dimension 02 : **Role Centering** rather than Role Entering
Dimension 03 : **Role Linking** rather than Role Shrinking

Role Making

An employee needs to look forward to making and understanding his own Role, rather than waiting for others to tell him what his Role is. This can be achieved by:

- **Self-Role Integration:** Integration between self-concept and Role demands rather than distancing self from the Role.
- **Proactivity:** Initiating actions on own rather than reacting to situations.
- **Creativity:** Experimenting and trying new ideas/ strategies rather than operating on routine.
- **Confrontation:** Facing problem to attempt their solution rather than avoiding the problems

Role Centering

An employee needs to look forward to Role Centering and making his own Role important, rather than making his Role unimportant. This can be achieved by:

- **Centrality:** Feeling important or central in a system rather than becoming peripheral in the system.
- **Influence:** Feeling that his Role can make some impact in the system rather than feeling powerless.
- **Growth:** Feeling that one occupying the Role grows and learns in the Role rather than feeling stagnated.

Role Linking

An employee needs to look forward to Role linking and understand that his Role is an important part of the system and is based on mutuality, rather than shrinking his Role. This can be achieved by:

- **Role Linkage:** Linkage of one's Role with other's Role rather than being and feeling isolated.
- **Helping Relationships:** Giving and receiving help amongst Roles rather than becoming hostile towards others.
- **Superordination:** Linkage of one's Role with larger entity rather than being deprived.

04. Give the participants 20 minutes time to go through the hand out on role efficacy individually.
05. Then divide them into five groups and allot two aspects of role efficacy each to develop action plan for enhancing role efficacy for self and others.
06. Allot time for group work. If the group is homogenous give them 20 minutes for working on each of the aspects. So to work on two aspects they need 40 minutes. If the group is heterogeneous or for any reason if you decide to give them more time extend preparation of action plans to the afternoon session. And then go for presentations.

SESSION 08:
MOTIVATING ORGANIZATIONAL ROLES AND ENHANCING ROLE
EFFECTIVENESS– CONTINUOUS IMPROVEMENT IS CRITICAL TO
SURVIVAL

“It's all about Continuous Continuous Improvement” - Scott j Simmerman,1998

“If you always do what you've always done, you'll always get what you've always gotten” -
source unknown

Training Objectives:

By the end of the session the participants will be able to:

1. Evolve strategies to motivate their own roles for continuous improvement and growth
2. Evolve strategies to motivate the roles of their subordinates for continuous improvement and growth

Structure & Material:

- 05 Minutes: Recap of the seventh session
45 Minutes: Action plan for enhancing role efficacy for self and others
– small group work (contd.)
90 Minutes: Presentations and discussions
25 Minutes: Review and lecture by the faculty

Process:

01. Once the action plans for enhancing role efficacy are ready. Give them time to prepare either transparencies or power point presentations. You may have to be pre planned for providing necessary facilities for this.
02. Now ask the groups to present their action plans and facilitate discussions
03. Consolidate the presentations relating to different aspects of role efficacy and conclude reflecting how it is important to all of us to continuously introspect and find ways of enhancing our role efficacy and helping our subordinates to improve their role-efficacy.

SESSION 09: **THE ROLE OF CHANGE AGENT IN MANAGING CHANGE**

“Everyone thinks of changing the world, but no one thinks of changing himself” - Leo Tolstoy

“There is a little difference in people, but that little difference makes a big difference. The little difference is attitude and the big difference is whether it is positive or negative” – W Clement Stone

Training Objectives:

By the end of the session the participants will be able to:

1. Assessing the role of an internal change agent in initiating, implementing, overcoming resistance and succeeding in change programs/ projects

Structure & Material:

- 05 Minutes: Recap of the eighth session
- 10 Minutes: The role of change agent
(Brainstorming: What do I think is the role of a change agent?)
- 10 Minutes: Consolidation of participants’ ideas by the faculty
- 10 Minutes: Can I be a change agent? – Individual work
- 10 Minutes: What do I do to be a change agent? – Small group work
- 15 Minutes: The rules of the change leader– Small group work
- 15 Minutes: How do I take charge of change? – Small group work
- 15 Minutes: How do I enhance the speed of change? – Small group work
- 45 Minutes: Presentation by the faculty and discussion
 - What do I do to be a change agent – Visual 38
 - Taking charge of change – Visual 39
 - Enhancing the speed of change – Visual 40
 - Identifying and making use of change levers and maxims to facilitate change process – Visual 41
- 15 Minutes: Consolidation of discussed points and refining their group work

Process:

01. Ask the participants individually to reflect on the role of change agent (Brainstorming: What do you think is the role of a change agent?)
02. List the ideas on a flip chart and consolidate them and discuss.
03. Ask them to reflect individually on “ Can I be a change agent?”

04. The in small groups ask them to work on the following questions:

“What do I do to be a change agent?”

“What are the rules of the change leader?”

“How do I take charge of change?”

“How do I enhance the speed of change?”

05. Ask them to present their ideas and facilitate discussion and arrive at a consolidated list.

06. Presentation by the faculty and discussion using visuals-38, 39, 40, 41 on:

- What do I do to be a change agent?
- Taking charge of change
- Enhancing the speed of change
- Identifying change levers and maxims to live by through change process
- Identifying and facilitating training needs of subordinates during transitions

07. Discuss the importance of celebrating the success of completion of change.

Celebrating the success of completion of change: *Making everyone a hero*. Remembering to recognize, reward, and celebrate accomplishments is a critical leadership skill. And it is probably the most underutilized motivational tool in organizations. There is no limit to how much recognition you can provide, and it is often free. Recognition brings the change cycle to its logical conclusion, but it also motivates people to attempt change again. So many people get involved in and contribute to changing the way an organization does things that it's important to share the credit. Change is an ongoing issue, and you can't afford to lose the talents, skills, or energies of those who can help make it happen. Rosabel Kanter, *Leader-to-leader*, 1999

Important note to trainers:

In this session mainly focus on the ability of change leader to manage transitions by understanding the emotional states of people who have to make change happen. Discuss the shift in focus of change management from change itself to the people facing change and the impact on the most powerful drivers of work behaviour: purpose, identity and mastery. Observe that leaders need to align these behaviours with organizational change by explaining the who, what, where, why and how of the change. Describe the change management cycle: understand the current situation, develop a change plan, enlist others to develop critical mass and track and stabilize results. Presents the "TRY" (test, recalibrate, yes) model to help change leaders' resistance to change and lists what is needed in leaders to increase their ability to manage organizational change effectively.

However, it's important for change leaders to help teams overcome four predictable -- but potentially fatal -- roadblocks to change.

Forecasts fall short. You have to have a plan -- but if you are doing something new and different, you should not expect it to hold. Plans are based on experience and assumptions. When attempting to innovate, it is difficult to predict how long something will take or how much it will cost (you *can* predict, however, that it will probably take longer and cost more than you think).

Change leaders must be prepared to accept serious departures from plans. They must also understand that if they hope to encourage innovation it is foolish to measure people's performance according to strictly planned delivery.

Roads curve. Everyone knows that a new path is unlikely to run straight and true, but when we actually encounter those twists and turns we often panic. Especially when attempting to make changes in a system, diversions are likely, and unwelcome.

It is a mistake to simply stop in your tracks. Every change brings unanticipated consequences, and teams must be prepared to respond, to troubleshoot, to make adjustments, and to make their case. Scenario planning can help; the real message is to expect the unexpected.

Momentum slows. After the excitement and anticipation of a project launch, reality sinks in. You do not have solutions to the problems you face; the multiple demands of your job are piling up; the people you have asked for information or assistance are not returning your calls. The team is discouraged and enmeshed in conflict. It is important to revisit the team's mission, to recognize what's been accomplished and what remains, and to remember that the differences in outlook, background, and perspective that now may divide you will ultimately provide solutions.

Critics emerge. Even if you have built a coalition and involved key stakeholders, the critics, skeptics, and cynics will challenge you -- and they will be strongest not at the beginning but in the middle of your efforts. It is only then that the possible impact of the change becomes clear, and those who feel threatened can formulate their objections. This is when change leaders -- often with the help of coalition members, outside partners, or acknowledged experts -- can respond to criticism, remove obstacles, and push forward. Tangible progress will produce more believers than doubters.

"While organizations are clearly making forward progress, we still have work to do in training leaders to manage the 'soft side' of their job," Bunker said. "There is a growing recognition that without these skills, a leader will be ineffective at managing the waves of change that are part of today's business reality."

The Center for Creative Leadership (CCL[→]), an international institute devoted to leadership research and training, announced the results of a survey exploring the effectiveness of various management styles during tough times. The survey showed that the greater the stress an organization is facing, the more important the "soft" side of leadership becomes i.e. "Soft Skills" Make A Difference In Tough Times

The survey asked practicing leaders to evaluate what worked best when leading organizations through downsizing and other periods of transition. The results indicated that there were two distinguishing characteristics associated with those leaders who were best at helping their organizations manage change:

08. They were skilled in honest, proactive communication

09. When they did communicate, they listened well, demonstrated sensitivity and were willing to articulate clearly the rationale and necessity for change despite the pain those changes might inflict.

“Effective leaders seem better at blending the softer leadership skills—trust, empathy and genuine communication—with the tough skills needed to keep an organization afloat during difficult times,” said Kerry Bunker, a senior program associate for Leadership Development at the Center and author of several articles on stress, coping, downsizing and leading during transitions. “They were able to strike a balance between the bottom-line goals of the business and providing the support and direction that employees needed during periods of uncertainty.

“In contrast, our survey showed that ineffective leaders were poor communicators who were insensitive to employee needs and who were generally inaccessible.”

Perhaps reflecting tough economic times for businesses, the 2001 respondents identified the greatest challenges for leaders as:

- Motivating staff members as they face an uncertain future.
- Attempting to communicate clearly and to provide a rationale for organizational changes.
- Working in a cross-functional leadership role while still meeting customer commitments.
- Developing and retaining staff in appropriate numbers to accomplish more with less.

“While organizations are clearly making forward progress, we still have work to do in training leaders to manage the ‘soft side’ of their job,” Bunker said. “There is a growing recognition that without these skills, a leader will be ineffective at managing the waves of change that are part of today’s business reality.”

#Implement both incremental and discontinuous organizational changes associated with innovation streams

Effective leaders have the ability to deal with complexity and cope with change. A superb leader is able to set a clear and inspiring direction, to create an enabling work environment, and to provide expert coaching and feedback.

#Influence: **Power and influence** are most necessary in the absence of direct authority. Participants will assess their own personal sources of power, and learn how to combine their own power with the most effective influence tactics. Topics covered will include coalition building, networking and negotiation.

Leaders must be prepared to assess others, and to provide expert coaching and feedback. They must also be prepared to seek feedback when necessary.

By the end of the session participants need to be driven to the fact that for succeeding in change management leaders have to build right attitudes in self and others and be able to motivate self and others to enhance the level of work commitment even under crisis.

That happens because transition occurs in the course of every attempt at change. Transition is the state that change puts people into. The *change* is external (the different policy, practice, or structure that the leader is trying to bring about), while *transition* is internal (a psychological reorientation that people have to go through before the change can work).

The trouble is, most leaders imagine that transition is automatic -- that it occurs simply because the change is happening. But it doesn't. Just because the computers are on everyone's desk doesn't mean that the new individually accessed customer database is transforming operations the way the consultants promised it would.

10. Ask the participants to consolidate what was discussed so far during the session for refining the account of what in their view is the role of a change agent.

SESSION 10:
INTRODUCING, MANAGING & MAKING CHANGE AN
ORGANISATIONAL REALITY – AN ACTION PLAN

Training Objective:

By the end of the session the participants will be able to:

1. Prepare an action plan for introducing a change program/project of their choice related to their workplace

Structure & Material:

- 05 Minutes: Recap of the ninth session
- 25 Minutes: Introducing and managing change initiatives – presentation and discussion
-Experiencing change as an organizational reality and moving on
- 75 Minutes: Small group work on action plan & Road map preparation –
Preparing an action plan for managing change successfully - Exercise-18
Creating a road map for people to follow and plan their own part - Exercise-19
- Identifying and facilitating training needs of subordinates during transitions
- Celebrating the success of completion of change
- 60 Minutes: Presentations and value additions of action plans by participants

Process:

01. Using the following brief and reading material explain how to introduce, manage and experience change as an organizational reality and to move on and also get ready for next change. Facilitate discussion.

Some tips for leading changes

- We understand by now that organisations cannot be just endlessly “managed,” replicating yesterday’s practices to achieve success. Business conditions change and yesterday’s assumptions and practices no longer work. There must be innovation, and innovation means change.
- The dynamics of personal and organizational transition that can determine the outcome of any change effort.
- To address the leaders need to coach others through the transition process.
- Leaders themselves usually need coaching before they can effectively coach others.
- In years, past, perhaps, leaders could simply order changed. Even today, many view it as a straightforward process - to implement the plan
- Transition occurs in the course of every attempt at change. Transition is the state that change puts people into. The *change* is external, while *transition* is internal.
- The trouble is, most leaders imagine that transition is automatic – simply because the change is happening.

- Even when a change is showing signs that it may work, there is the issue of timing, for transition happens much more slowly than change.
- Transition takes longer because it requires that people undergo three separate processes, and all of them are upsetting.
- *Saying Goodbye*. Let go of the way that thing – used to be. “You have to leave where you are”.
- The way of engaging or accomplishing tasks that made them successful in the past.
- To let go of what feels to them like their whole world of experience, their sense of identity, even “reality” itself.
- *Shifting into Neutral*. Even after people have let go of their old ways, they find themselves unable to start anew and are entering second difficult phase of transition and we call it *neutral zone* – between state is so full of uncertainty and confusion
- The neutral zone is uncomfortable, so people are driven to get of it.
- If the transition is not dealt with, the change may collapse. People cannot do the new things that the new situation requires until they come to grips with what is being asked.
- *Moving Forward*. It puts one’s sense of competence and value at risk. Especially in organisations that have a history of punishing mistakes, people hang back during the final phase of transition, waiting to see how others are going to handle the new beginning.
- *Helping Leaders to Lead Change*. When the organisation is in transition, leaders themselves often need help.
 - i. that they themselves took some time to come to terms with the necessary change – and that their followers will need at least as long to do so
 - ii. *transitions*, not necessarily the changes themselves, that are holding people back and thereby threatening to make their change unworkable.
- Most leaders come from backgrounds where technical, financial, or operational skills were paramount and those skills provide little help when it comes to leading people through transition. It is a role that is far more interpersonal and collaborative than is played by most consultants or trainers accustomed to teaching a skill or prescribing a solution.
- Why we need a programme on **Management of Change**? No Training program can prepare a leader for managing a transition. Yet no leader can effectively lead change -- which is what leadership is all about -- without understanding and, ultimately, experiencing -- the transition process. What leaders need, instead, is individualized assistance whereby they learn to
 - iii. “A trainer can teach leaders a generalized approach, but a good coach can help the leaders to discover their own approaches.
- Once you understand transition, you begin to see it everywhere – they are experiential, tailored to the needs of the leader, and based on delivering real-world results. But most could be strengthened by explicit attention to transition management.
- There is no management practice that worked before that works now. The pace of business has increased its velocity to the point that it is time to shift your thinking and emphasis to address issues and opportunities that did not even exist a few years ago.
- Employee-employer relationships have changed. New strategies, new Structures and new opportunities face everyone from the top to the bottom of any organisation. Customers are impatient. Employees have more choices. By changing your attitude as well as the focus and pace of management skills the rewards offered today are bountiful. How well you manage today will determine the quality of tomorrow. Small changes can often yield to big results.

Finally, learn the Successful Empowerment Technologies to create positive and lasting personal change that will have an affect on you, your family, friends, and career.

- For most of us, change is not something we embrace. Yet, without change there is no progress. Change forces each of us to react ... and how we react determines our future. You actually become secure not by standing still, but by growing, moving, and being energized. Your ultimate security is your understanding of the reality that there is no permanent security on this earth, there is only opportunity.

Have a clear vision and share it. Illustrate the value of the change. Give a picture of the improvement the change will achieve. One way to facilitate this is to arrange for technology demonstrations at other nonprofits or local corporations. Match your organization's staff with their counterparts at the demonstration site. Encourage them to have frank conversations about the benefits and pitfalls of implementing the demonstrated technology.

Figure out the frame of reference of those who are resisting change. Listen to their language; learn about their cultural inclinations and biases. What is the fear or concern behind the resistance?

Don't argue positions; focus on ideas by distinguishing between the *what* from the *how*. Get agreement on the *what* and keep coming back to the *how*. For example, the *what* is "We want our nonprofit to provide the best services possible to our clients." Work together to define what "best" means, then determine *how* you are going to become the best.

Establish readiness for the change. Reduce fear and build trust through education, communication, and participation. Include others in the process by asking for their input and getting their involvement.

Make changes slowly and thoughtfully, especially to avoid excessive cost and resource constraints. Build credibility for new technology projects by starting with one you can finish and that will have an end result.

Increase the staff's comfort with technology by making the most of what is already in place. Provide training on existing hardware and software so that they know how to implement it to its fullest. As the staff's abilities grow, so will their use of technology. Then, when implementing new technology, make changes in small ways that positively impact everyone, for example posting staff directories on-line.

Implement changes first with those most comfortable with technology and with the least resistance and fear. They will be far more tolerant and helpful in working out any residual kinks in the new system. Once the system functions optimally, these same staff can act as coaches and assist with the rollout to the remaining staff.

Recognize that as one part of the system becomes more productive and capable, it may put more strain on another part. For example, implementing a client record database may improve the ability for case workers or program staff to communicate with each other, thereby enabling them to better serve clients. However, it may put more strain on the office

assistant who has to input the information into the database, keeping her/him from working on other important tasks for the organization.

Make sure that adequate resources are in place to carry out the change, including staff, equipment, budget, and training.

Develop a schedule with completion targets for each phase of the project. A schedule gives everyone an idea of what needs to be accomplished, as well as the progress on what's already been done.

Finally, make sure you celebrate all small or large accomplishment

02. Using Exercise-18 discuss how to prepare an action plan to initiate, implement and manage changes successfully.

While developing action plan the participants may find that exploring/expanding on the following ideas will be of some use:

- Competencies of Government
- Identify major core competencies of your department in the changing scenario
- What kind of shift is needed in your personal role?
- What are your goals and what are the time frames?
- How to achieve your goals?
- What new skills are required?
- What organizational changes are required?
- How to create competitive advantage for your department?
- What would be your task by 2005?
- Can you stand as a model for others?

03. Using Exercise-19: discuss how to create a road map for people to follow and plan their own part to make change happen and become an organisational reality.

04. Please explain to the participants the difference between **an action plan** which is step by step process sheet **for leaders** to implement change and **a road map is for people** to understand the rout of journey – where to start the journey and in which direction to continue and where to stop and so on.

05. After the individual action plans and road maps are prepared ask the participants to present one-by-one. While one participant is presenting the rest of them can make value additions and suggestions.

06. Through Individual Action Plans the skills and techniques introduced in the classroom are applied immediately. An alternative could be that participants are arranged into multi-skilled teams, where they serve as consultants to help solve the individual work-related challenges of team members. The result is that each participant develops a specific action plan for at least one identified challenge that can then be implemented in the participant's workplace.

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