



Changing more than a name

Outstanding Leadership Module 4 Leading Change

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Centre for Charity Effectiveness

Intellectual leadership: developing talent, enhancing performance

www.cass.city.ac.uk/cce

CCE in action

Bringing theory and practice together
to drive positive social change

Engaged with over
7,000
nonprofit
professionals
in over **25**
YEARS
of Charity Talks



Coached
1000+
senior leaders

100+
CEOs

Global reach

100+
consultancy projects
per year

6 professional development
courses with **250+**
delegates
per year



Research that
impacts people and
communities across
the UK and worldwide



5 master's courses for **140+**
working professional per year



100s

Helped hundreds of senior leaders
achieve their goals through
leadership development programmes



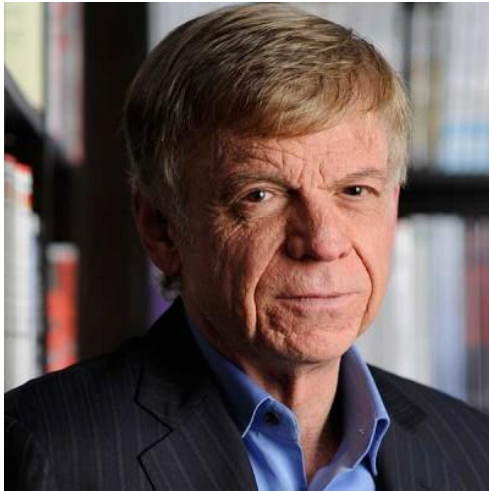
Enhanced performance

for hundreds of organisations through
education, professional development,
consulting, research and knowledge sharing

Re-engaging with the Programme

- What are you building on from last year and the first half of the programme? In terms of your leadership...
 - what's gone well?
 - how could it have been even better?
- What do you want your personal leadership story for 2021 to be?
- How are you going to give yourself the best possibility of that becoming a reality? (if it's helpful, you could think of this in terms of what you want to continue/stop/start)

“Producing change is about 80% leadership and 20% management”



John Kotter

The ‘hard’ aspects of change:

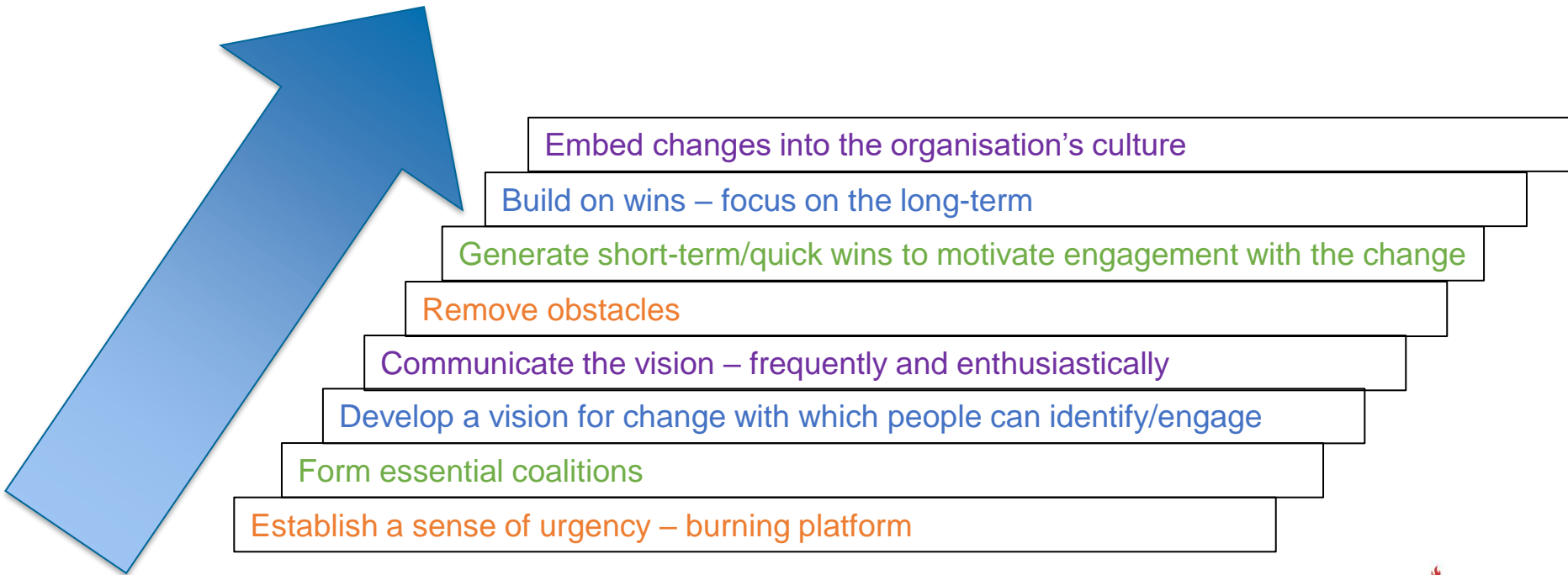
- Goals
- Strategic plans
- Processes
- Timelines

The ‘soft’ aspects of change:

- Assumptions, beliefs and attitudes
- Emotions
- Politics
- Culture

Kotter's Eight Steps to Change

END

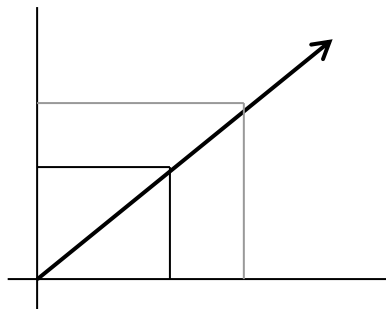


START

Models of Change: Developmental and Transitional Change

Developmental Change

- Focus on change: Improvement of skills, knowledge, practice, performance
- Project oriented, incremental
- Prescribed outcomes against standards
- Change through training, skills development, communication, process improvement and metrics

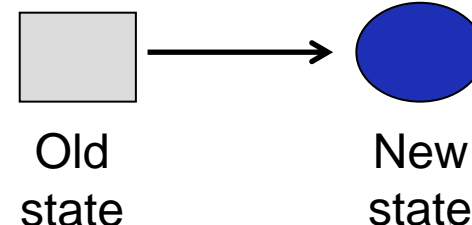


Change is
incremental
and
predictable

Transitional Change

- Focus of change: redesign strategy, structures, systems, processes, technology, work practices
- Orientation to structure, technology, blueprint, designed outcomes, benefits, cost reductions
- Prescribed outcomes designed against criteria
- Change through controlled process, structures, project/programme management, timelines and deliverables

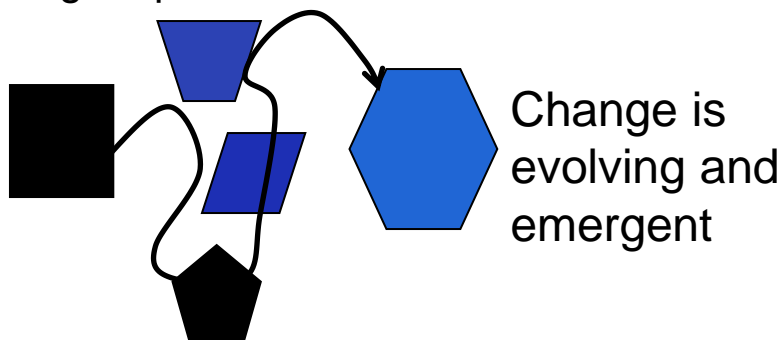
Change is designed and
managed



Models of Change: Transformational & Grassroots 'Viral' Change

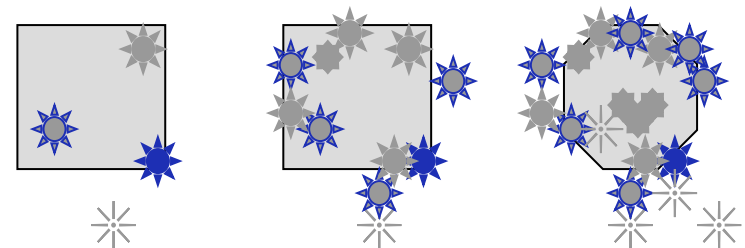
Transformational Change

- Focus of change: overhaul of strategy, structure, culture, systems, process, behaviour, mind-set
- People orientated process requiring shift in mind-set, behaviour and culture
- Outcomes set as vision or emergent through continuous course correction
- Change through conscious process design, facilitation, high involvement, emergent process

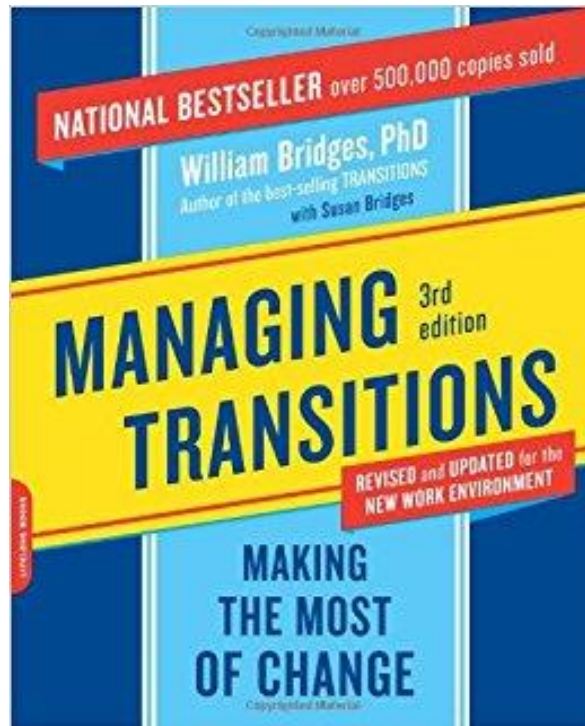


Viral Change

- Focus of change: grassroots emergent change or pockets of change as resistance, challenge, new ideas or culture
- Change is localised and can emerge quickly and create virtual networks and sway of opinion
- Outcomes may be local or cultural, hearts and minds, or covert
- Change through localised change and action which is 'contagious' and creates critical mass



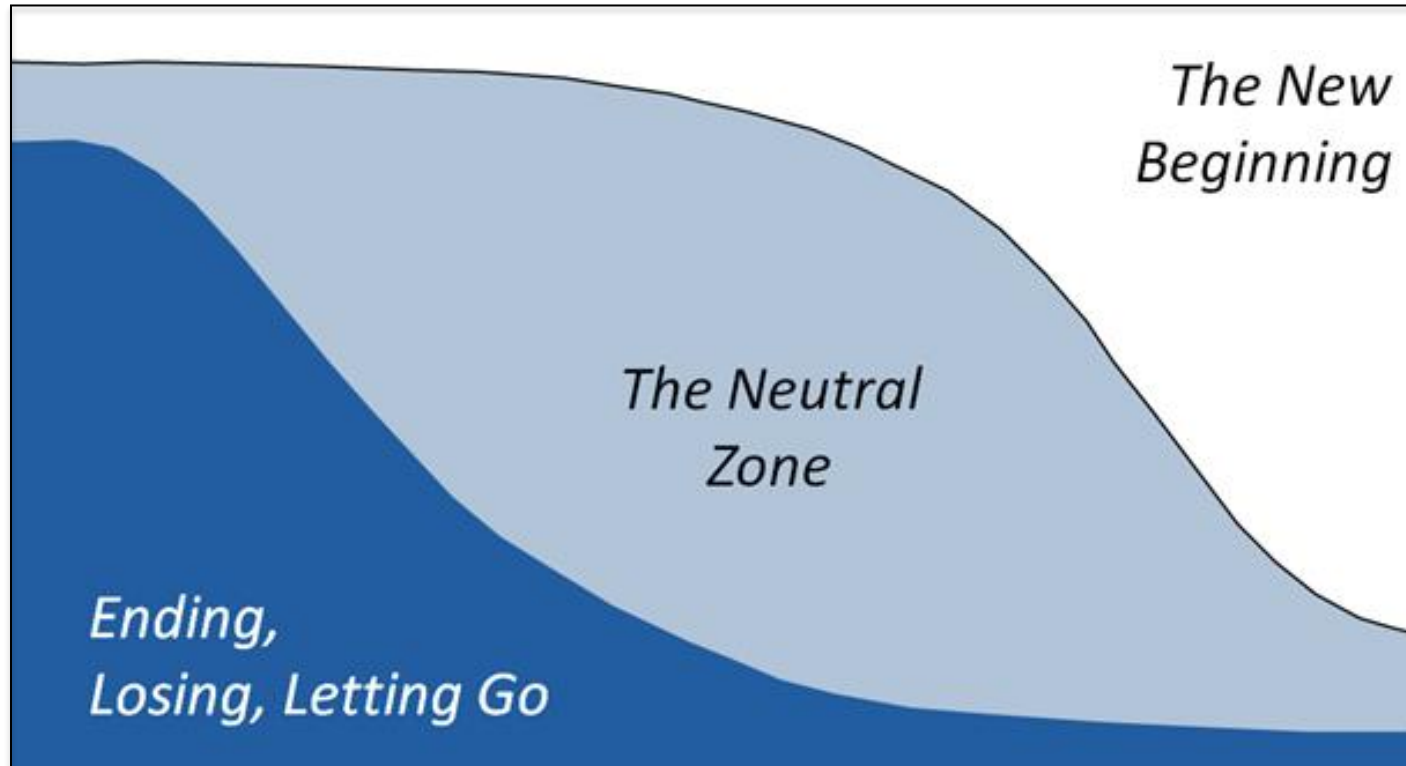
William Bridge's *Transitions model*



Three key questions:

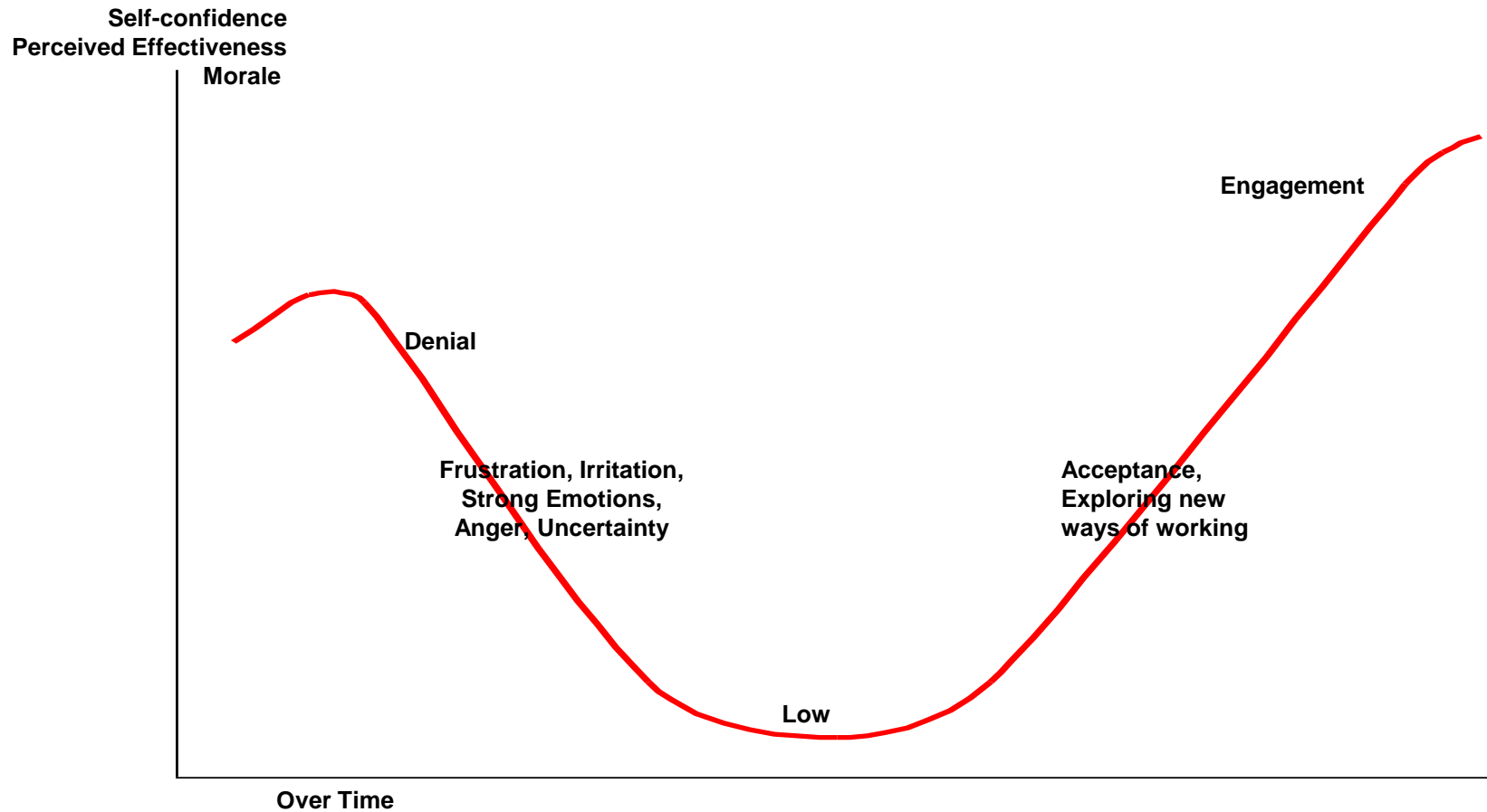
- What is changing?
- What will actually be different because of the change?
- Who's going to lose what?

William Bridge's *Transitions model*

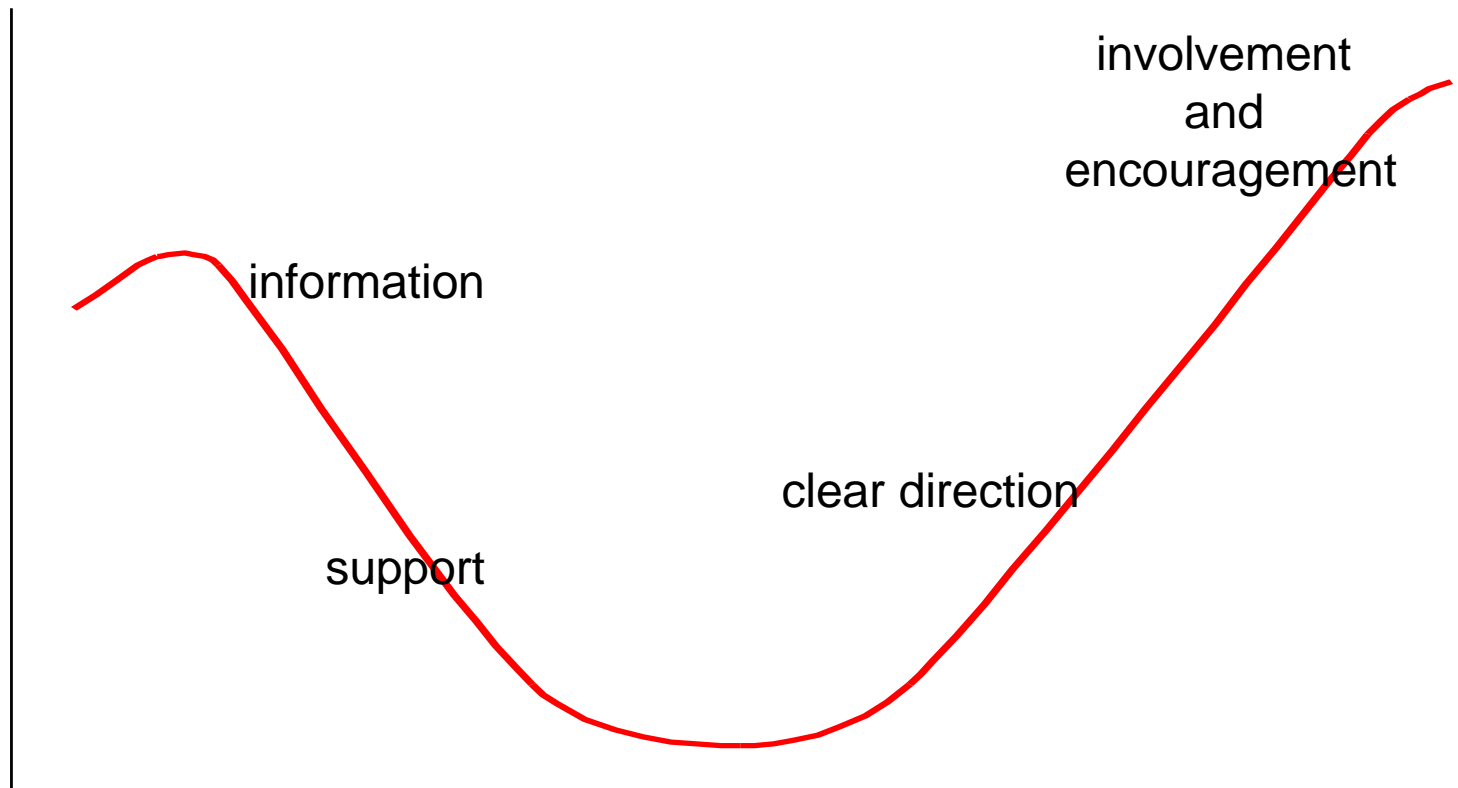


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Transition Curve



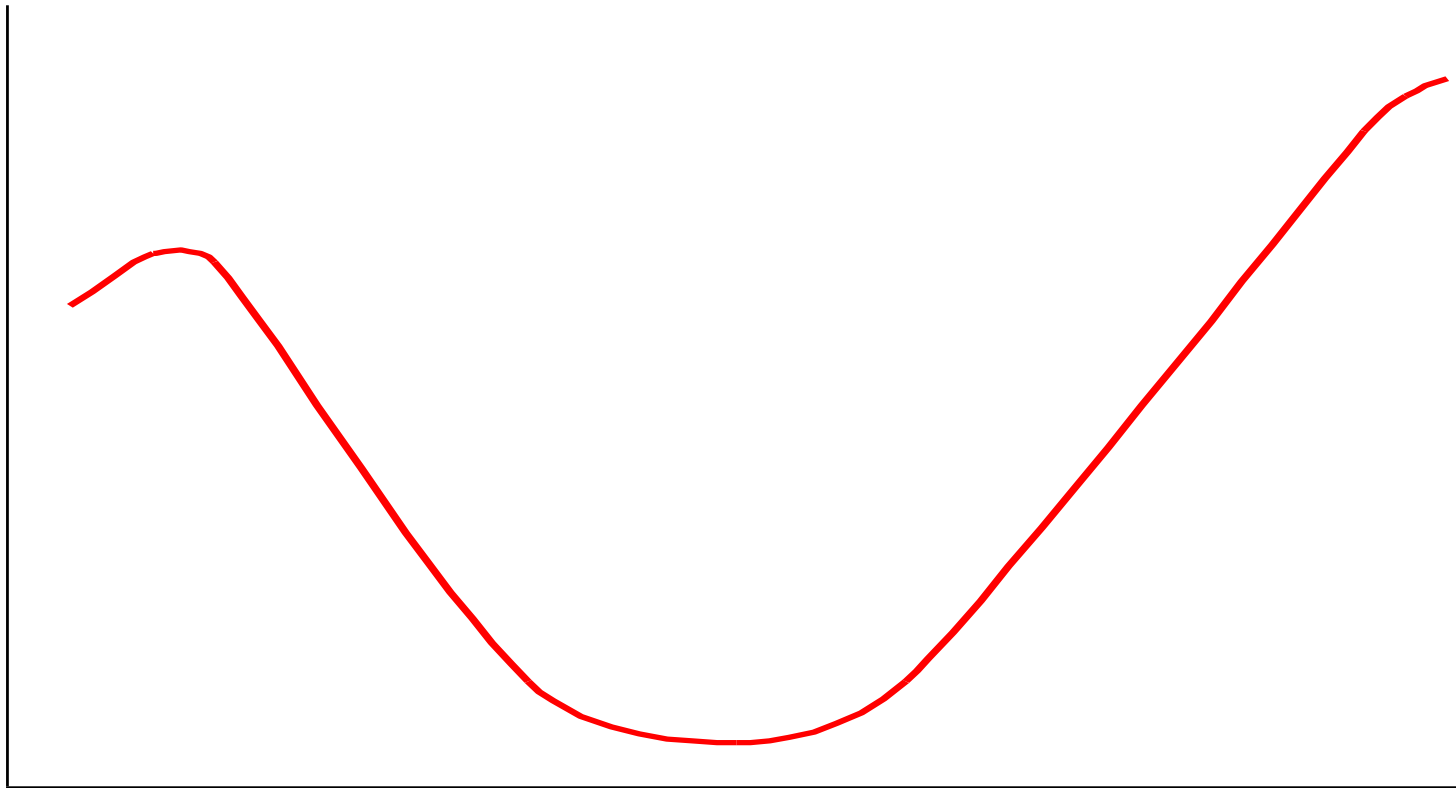
Transition Curve



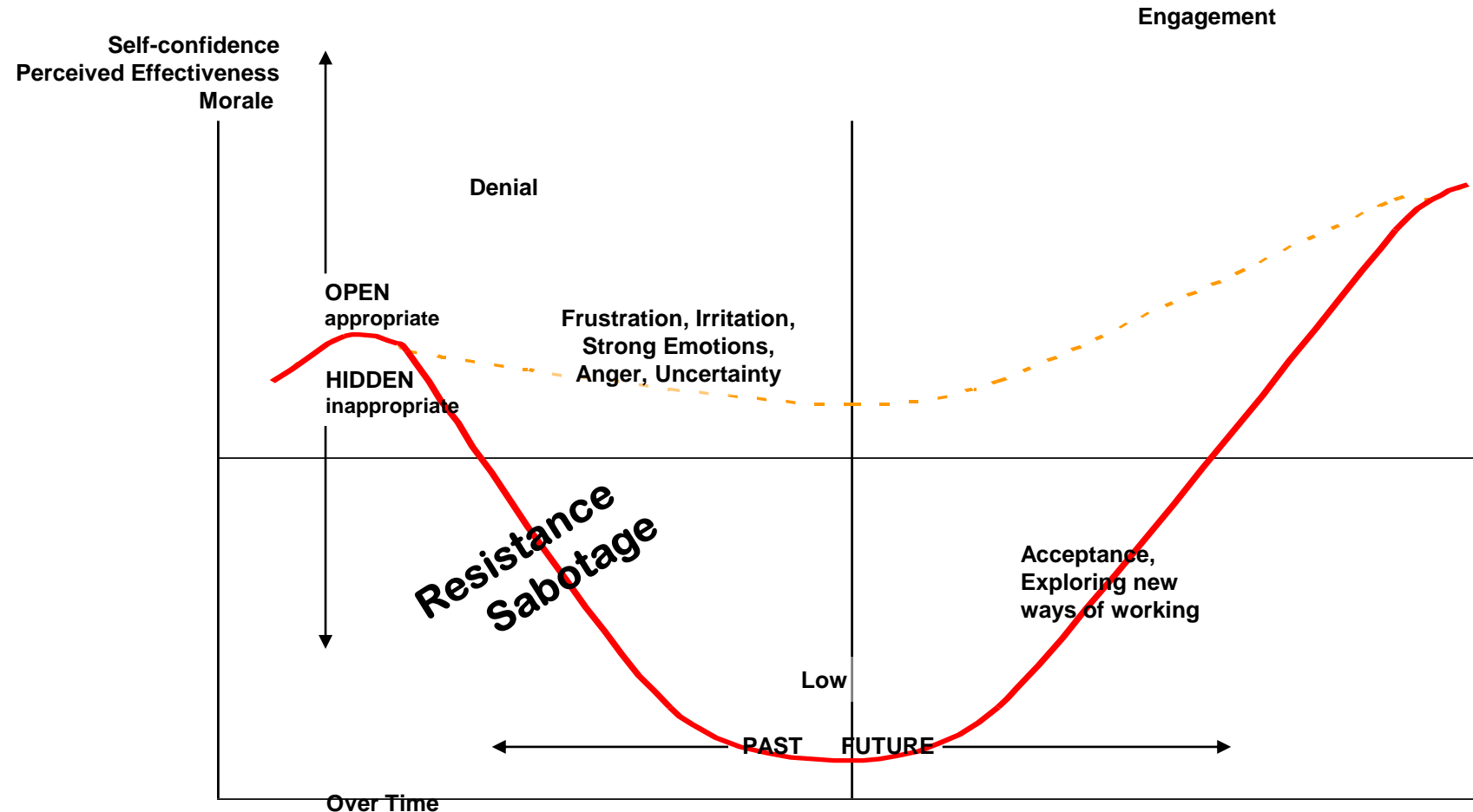
Discussion in groups

- How good a job are you doing leading people through change?
- What have you done so far that is particularly helpful?
- What might you do more of/less of/differently?

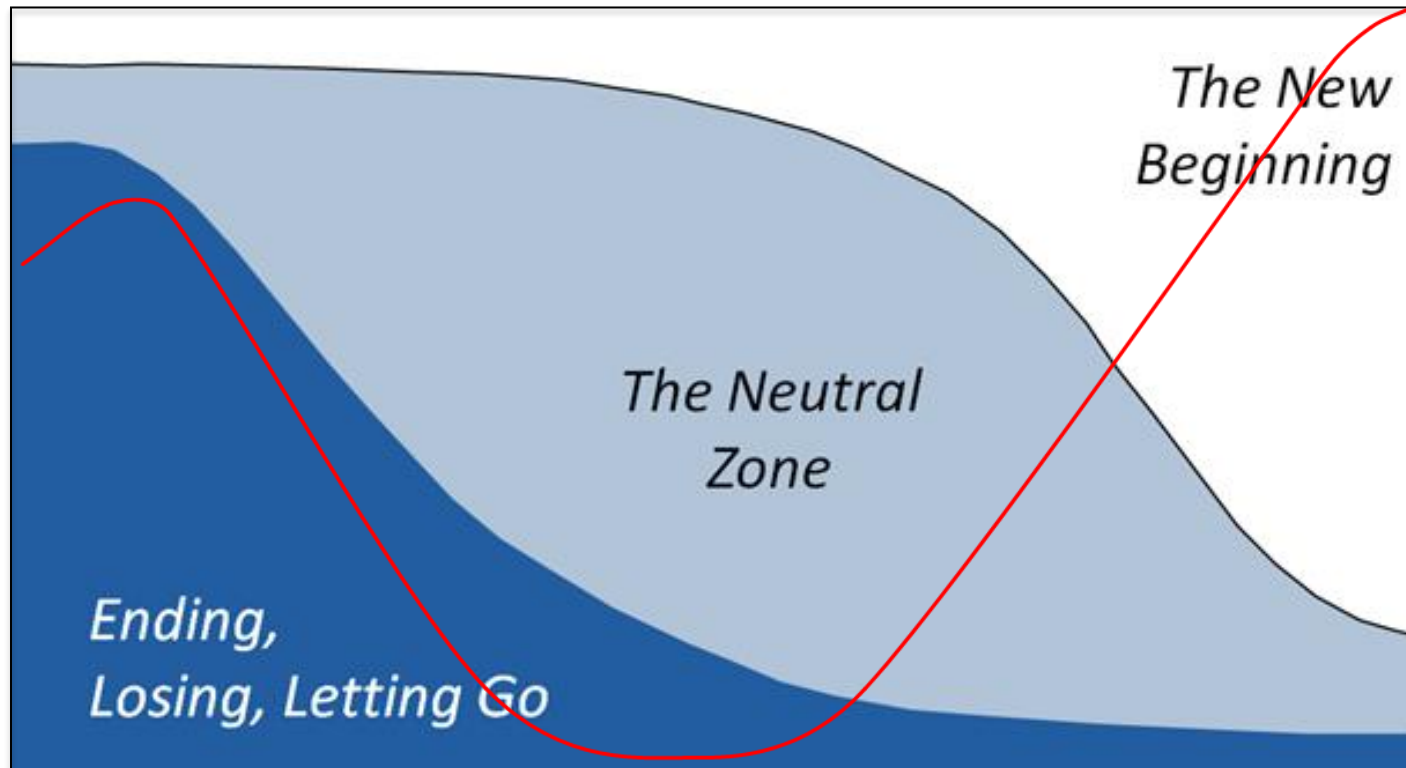
Transition Curve



Transition Curve



William Bridge's *Transitions model*



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Resistance to change

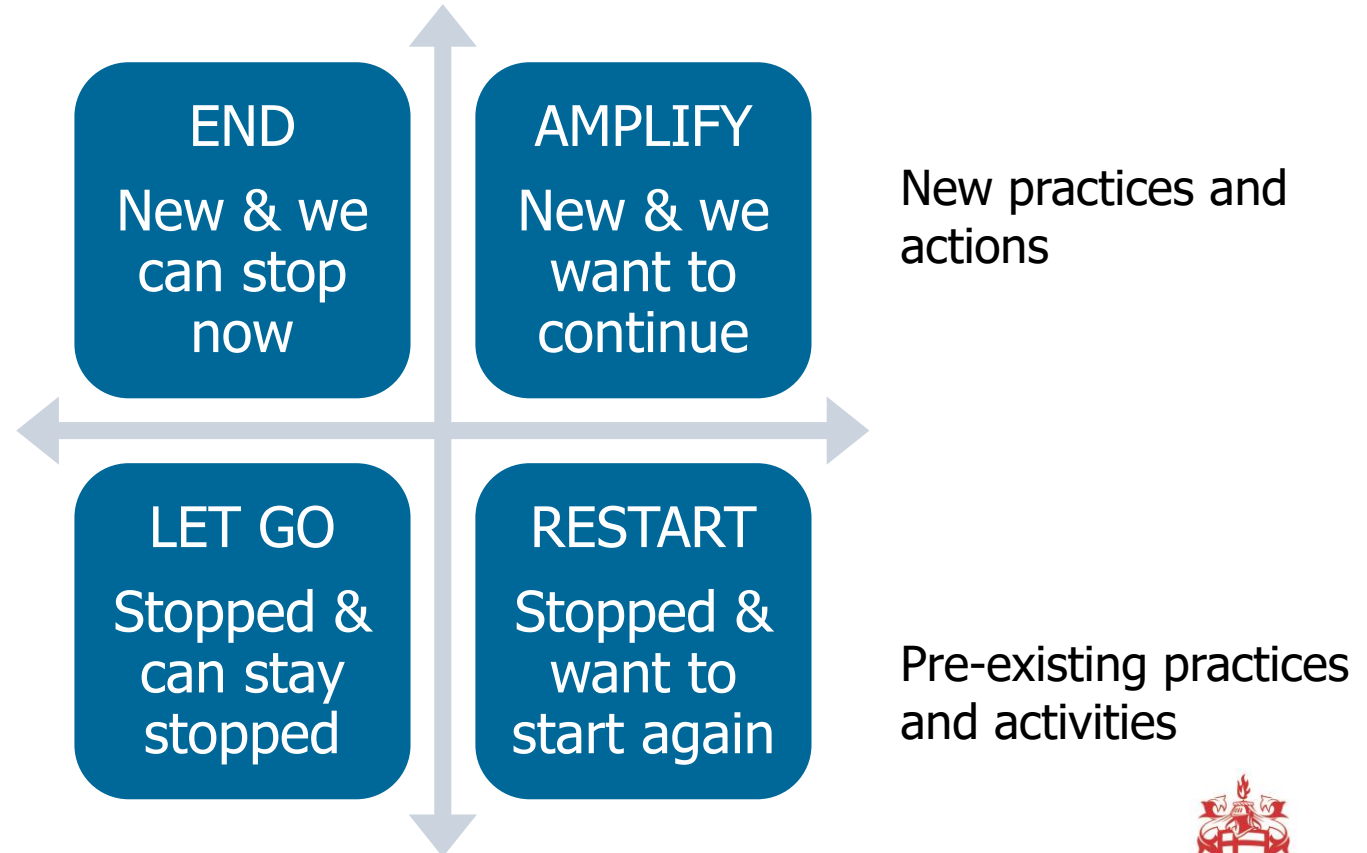
Distinguishing the Disagreers

- Traitors
- Naysayers
- Overt critics
- Covert critics

Fear Response

- Fight
- Flight
- Freeze
- Fawn

Making sense of what's next



Source: RSA, Bridges to the Future
How to create real, lasting change after Covid-19

Outstanding Leadership and Change

Good Leaders:

- Tend towards a more incremental/transactional view of change
- Good leaders
- Manage change through projects and as a series of tasks to achieve
- Manage change personally on a less emotional level
- See themselves as part of a bigger culture and change that they cannot directly influence effectively
- Change is likely to be something they are demonstrating acceptance of rather than truly embracing
- Focus on avoiding mistakes and holding accountabilities if failures do happen
- Change strategies are more 'designed' and planned focusing on tasks, benefits and achievements
- Leadership is more individual and from the 'front'.

Change in organisations: Outstanding Leaders

■ **Systemic thinking and action:**

- Outstanding leaders have a more systemic, long-term and dynamic view of change
- Outstanding leaders think of change about continuous movement of the direction of the organisation rather than a set of fixed 'stepping stones'.

■ **People centred focus:**

- Outstanding leaders used their people-centric approach to understand change, engage others in change, build others' experience and confidence
- Use team-spirit and relationships to take a positive view of change using experimentation and learning from mistakes
- Use people engagement as their main change strategy: use change agents, team emotional engagement, develop experience of failure and success.

■ **Sense of self:**

- Self-confidence enables Outstanding leaders to work cooperatively with others without feeling threatened
- Engage emotionally with change and encourage others to do so too – building change agility and resilience
- Enjoy change and are passionate about being part of a dynamic change process.

Reflection

- What's been particularly useful or interesting to you this morning?
- What action(s) have you identified for yourself?
- How will you make sure these happen?

*if you've not been doing the reflection exercises so far...

- what might you be missing out on?
- what's stopping you?

*Trust and commit to the process
for the rest of the programme*

Thank you!

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