

Community Cricket Winter PD

Change Leadership - Plan, Engage, Sustain

2022



Learning objectives – Change Leadership

(Plan, Engage, Sustain)

- Understanding the principles of change leadership in action
- Actioning what is required to lead a change project
- Awareness of individual change capability including an increased self-awareness of your own behaviours & their impact
- Builds skills to communicate change in a clear and positive manner, with people understanding the context & being empowered to take the required actions during change
- Knowing how to focus on mobilising the energy of others during change – increasing engagement and sustaining the change
- Helping people to understand how to deal with their resistance to change and why it happens
- Continuing to build your leadership development plan.

Individual learning objectives

The only thing that is constant is change!

Your change experiences

Activity: Pre-work

Think about recent change experiences that you have been involved in at NZ Cricket or other organisations that have been managed well. What caused this?

Think about recent change experiences that have been challenging and not managed well. What caused this?

Your change experiences

Change leadership is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organisational success and outcomes.

While all changes are unique and all individuals are unique, decades of research shows there are actions we can take to influence people in their individual transitions. Change leadership provides a structured approach and tools for supporting the individuals in your organisation to move from their own current states to their own future states.

Adapted – Prosci.com

It is important to look at both an individual perspective (leading individuals through change) and an organisational perspective (how groups are managed through a change process). Effective change leadership mitigates the risks of productivity loss, negative stakeholder impact and employee turnover while maximizing speed of adoption and ultimate utilisation of the change throughout the organisation.



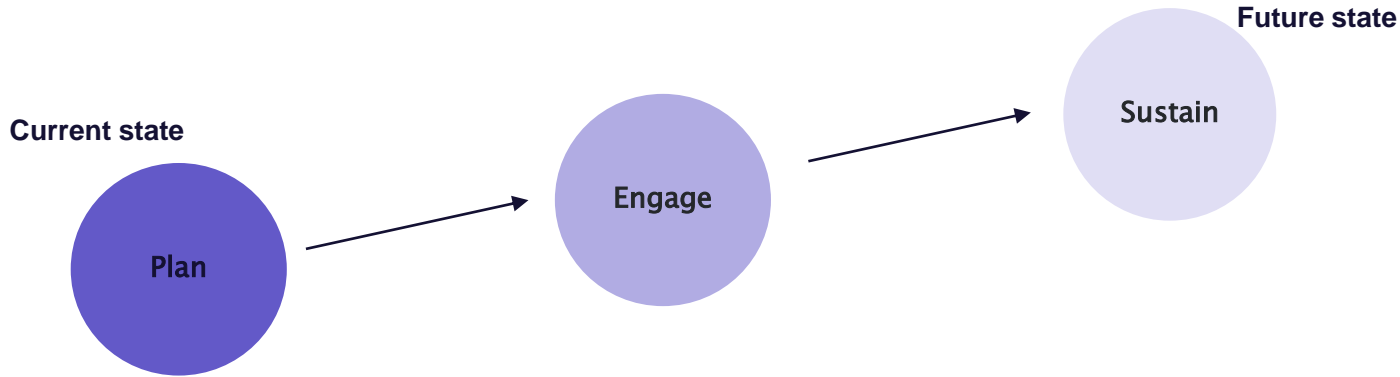
What is change leadership?



- Executive/senior leader sponsor – active and visible sponsor of change, ensures resources, assists in managing project team and people leader resistance
- Change project lead - leading a structured approach to the change and enabling people to embrace the change
- Change project team – integrating/delivering the change with a focus on people
- Project support experts – providing technical expertise
- People affected by change – managing yourself through the change with resilience. Understanding your personal response to change, acknowledging your range of emotions, recognising the importance of looking after yourself, and appreciating that everyone is different
- People leaders – fulfilling the role of coach for their direct reports, leading the performance & development conversations, identifying and managing resistance, providing feedback to the change project team.

Making change stick - Steps for successful people change

There are a range of different models and methodologies for leading and supporting change. The focus here is on people change - what drives effective individual change. If this is achieved, organisational results will follow.



- Creating a compelling **change vision & strategies**
 - Objective
 - Business need (why)
 - Design process: current to future state
- Building a high performing **change team**

- Building **awareness** of the business reasons for change
- **Motivating** people to participate in the change
- Ensuring people **know how** to change – knowledge, skills

- **Performance management & development** – are they doing it?
- **Coaching** – to support
- **Rewarding & celebrating wins**
- **Measuring progress**

Plan - Creating a compelling change vision

To create a compelling change vision and strategy, these are some of the questions you need to answer when presenting your case for sign off.

What is the objective of the change initiative you are leading? Identify clear scope (review benefits versus cost & effort).

Why this change now for the organisation (internal and/or external factors)?

Who will be impacted – project dependencies, & others impacted in some way – across the organisation and beyond? Where located?

What is the current mindset of the key stakeholders now? Level of commitment required?

What's happened already? Outcomes to date?

What are the consequences of not changing?

Plan - Creating a compelling change vision

| | |
|--|--|
| When will the change be achieved? | |
| What are the outcomes and what will success look like when this change is complete? | |
| What will this change mean to the organisation and key people? Benefits. | |
| What will people be seeing, hearing, thinking, feeling, doing when you have achieved the future state? | |
| What is their required knowledge, understanding, skills and commitment? | |
| Is this future state compelling? | |

Plan - Creating a compelling change vision

What are the key milestones/phases and timings for getting from the current state to the future state (high level action plan including communications plan)?

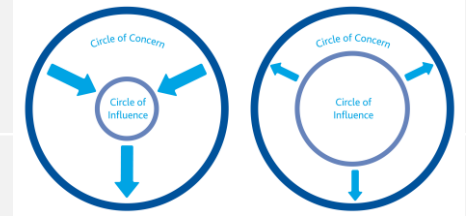
What concerns may people have through the process, and how can these be addressed e.g. resources available, training, coaching, alignment of total tasks?

What are the risks you may need to manage, and how?

What important roles do you, the change team and others play in accomplishing this change?

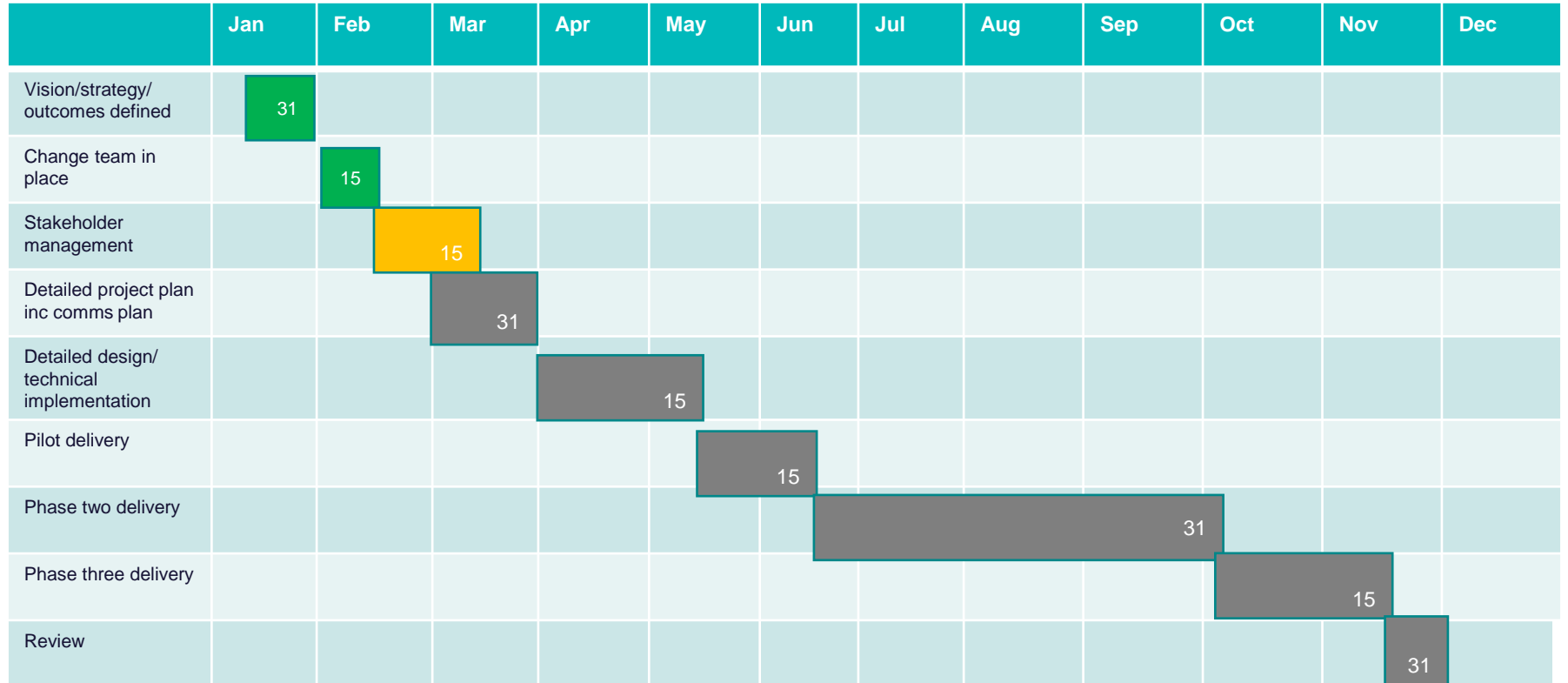
How will you measure success at each stage?

What budget and resources do we need?



Action plan

What are the key milestones/phases and timings for getting from the current state to the future state?



Followed by specific action plan for each major phase - What, who, timing, resources/budget - Apply traffic light process to assess progress.



Change risk assessment

Overall project

| | Overall Risk (L/M/H) | How much risk does this element represent to the business outcomes? | L o w | M e d | H i g h |
|--------------------------------|---|---|-------------|-------------|------------------|
| The change | | Impact: How big is the impact of the change on the organisation, staff, customers and operations? | | | |
| | | Scope: How far reaching is the change across our staff and customer base? | | | |
| | | Challenge: How difficult will it be to deliver this change successfully? | | | |
| Environment | | Culture: Will the organisation, functional areas and team cultures hinder or help the change? | | | |
| | | Complexity: Are there many other things going on at the same time? | | | |
| | | Strategic: This change is aligned with the organisation's strategy? | | | |
| | | Capacity: Do the people leading, delivering, and receiving the change have sufficient capacity? | | | |
| | | Commitment: Do the people leading, delivering, and receiving the change have sufficient commitment? | | | |
| | Capability: Do the people leading, delivering, and receiving the change have sufficient capability? | | | | |
| Implementation approach | | Will the solution be piloted? Will the implementation be phased or all happen at once? | | | |
| Overall | | | | | |

Plan - Building a high performing change team

There are key areas that you need to consider when building a high performing change team for a specific change initiative – who, purpose, people, process.

Who

- Who will you need to champion this change – make it happen? Are they credible?
- Who could hold this change back?
- Who is your senior sponsor within the organisation?
- Who will create the passion and energy for this change? Who really cares?
- Do you require expert capability to assist? External resource?
- What is the selection criteria? Be thoughtful about the diversity – perspectives, capability, experience, knowledge, location, team dynamic. Projects can be good development opportunities, but any one project can not afford to be a learning opportunity for everybody on the project team!

People

- What will get in the way of the team working well together?
- How will we build openness, acceptance and trust?
- Are their gaps in the team and how will we deal with these?
- Can we all ask for and give feedback effectively, coach and have courageous conversations when needed?
- Who do we need to create connections with? How?

Purpose

- What is the change team's purpose/objective? What are they accountable for achieving?
- What are the roles and responsibilities of each person on the team? (Clear and understood by all)
 - R Responsible
 - A Approve
 - S Support
 - C Consult
 - I Inform

Process

- How are we going to report on the change process?
- How are we going to run meetings and make decisions?
- How are we going to communicate with each other?
- What specific KPI's need to be set?
- How are we going to resolve conflicts within the team?
- When priorities and motivations are misaligned, what can we resolve, and what needs to be escalated?

Regular line of sight change communications

Communications Plan

You will need to develop a communications plan. **Communicate, communicate, communicate through multiple channels and early!** It is important as a leader that you also regularly update progress on the change project. A communication that creates 'line of sight' contains these important elements:

- Where the organisation, and your functional area/team are today with the change
- Where the organisation and your functional area/team are heading with the change. What success will look like. What objectives you need to achieve
- The 'why' behind the change direction. What are the factors that support this decision e.g. internal, external, financial
- Strategies and action plan for closing the gaps (current to future state)
- The important roles each of your team will play in accomplishing your functional area/team objectives and action plan
- Addresses the concerns that people may have and the roadblocks they may encounter
- Links to the organisation's values.

Remember to allow time for questions, discussion, and problem solving.

Communication tips

- Keep your communication clear and focused on what is most useful to your audience. Think about what motivates each of them
- Tell a story and paint pictures about what they will be seeing, hearing, thinking, feeling and doing differently
- Deliver the communication in a way that others feel is sincere and genuine, so they know that you believe in it
- Check to see that the 'line of sight' direction is understood and accepted by others. Ask questions to understand any points of concern
- What communication channels and tools will you use?
- Have group and one on one conversations to empower people
- Think about what observable behaviours and language are appropriate for each communication – posture, movement, gestures, facial expressions, eye contact and voice variation. Use language that the audience will understand
- How are you going to structure your communication – subject, agenda, body, summary, conclusion?

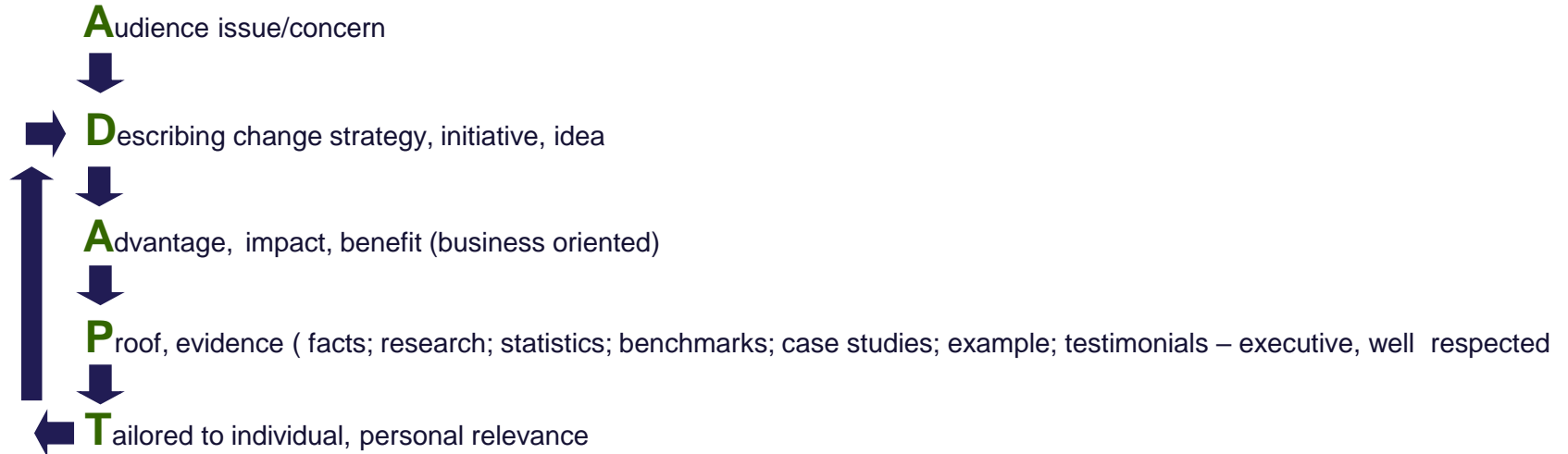
Regular line of sight change communications

Developing persuasive messages

What are the key persuasive messages you need to present to your stakeholder(s) to influence them? Remember to tailor messages to address:

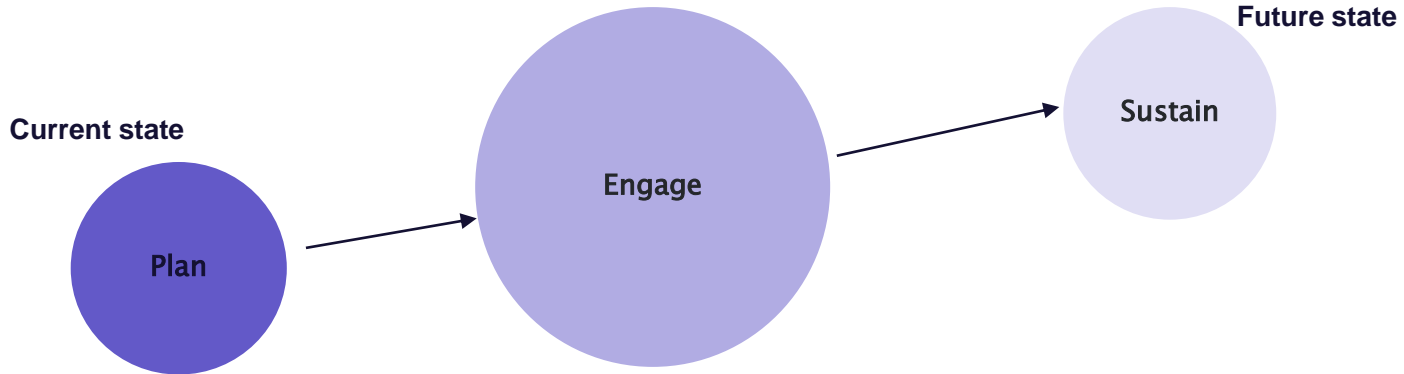
- Their motivators/needs, main concerns or issues – organisational and individual levels
- Benefits/implications for them
- Evidence to prove your case

You can make your messages persuasive using the ADAPT process.



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Engage - Building awareness of business reasons for change

Are your key stakeholders aware of the business need for change – why the change is needed?

Activity: Pre-work

Think about the audience you are communicating to. Answer the following questions. Write a 90 second elevator pitch.

- What is the objective of your change?
- Why is the change needed?
- What are the outcomes you're wanting to achieve, by when?
- What are the risks of not changing?
- Key stakeholders impacted and numbers?

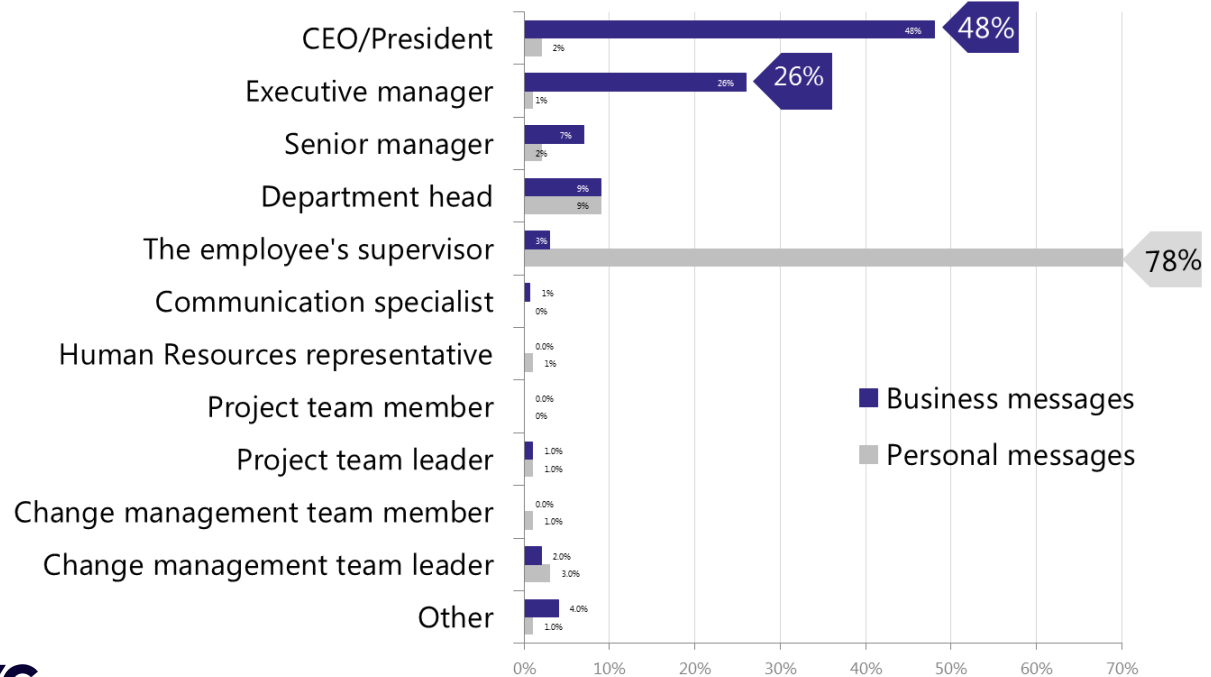
Present to your leader and receive feedback.

The next question an individual is likely to be asking is “How will this impact me”?



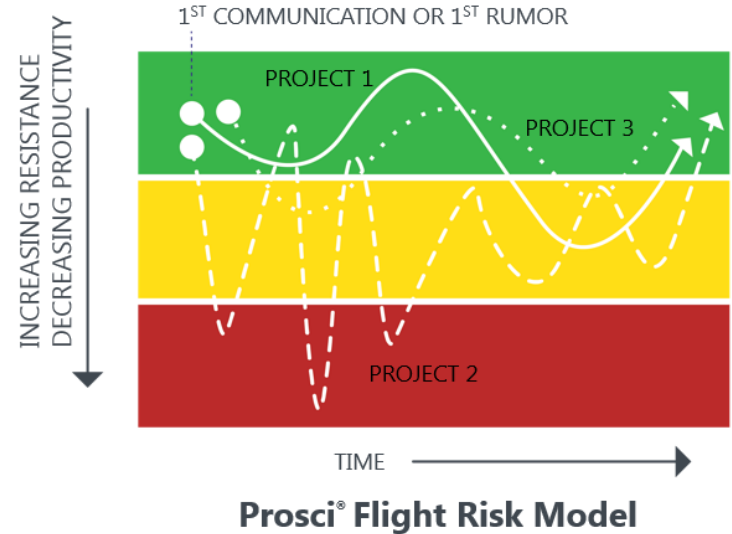
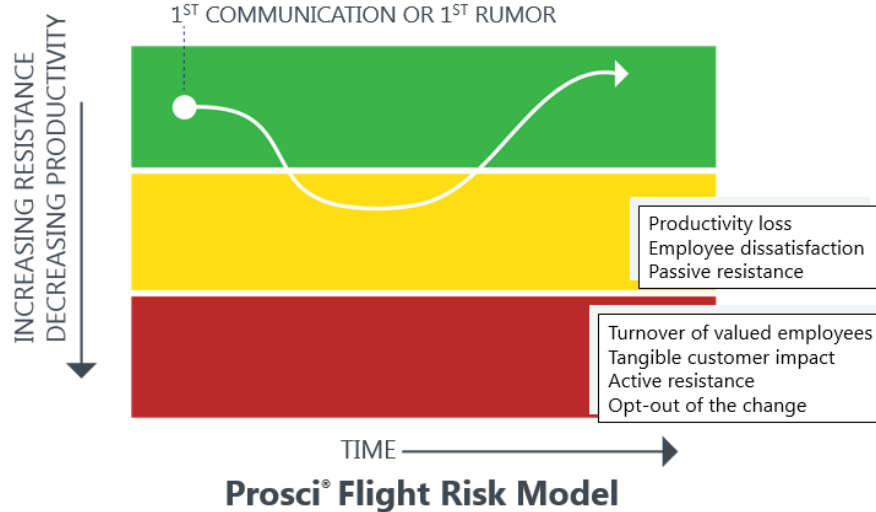
Engage - Building awareness of business reasons for change

These messages are most effective when communicated by the senior leaders in the business.



Be aware of multiple change products

With change you should typically expect a decline in productivity and an increase in resistance. Multiple changes within the organisation can aggravate and compound this risk. Be aware of the number and magnitude of change projects going on in the business.



Engage – Motivating people to participate in the change

Does your stakeholder/employee have the desire to participate in the change? If a stakeholder/employee has no desire to change, you may hear: “I’m not interested in changing. What’s in it for me?” If it is a resistant employee, often their people leader is in the best position to help. They are usually closest to their team and understand their day-to-day work best. Through one-on-one conversations, people leaders can uncover their employee’s personal reasons for resisting and can remove any barriers to the employee buying in to the change. The people leader can also help to create desire by translating the change into meaningful terms and helping to answer “What’s in it for me?” While the people leader plays a key role here, ultimately the employee must make a personal decision to participate in this change based on their own unique motivations.

Adapted from <https://www.prosci.com>

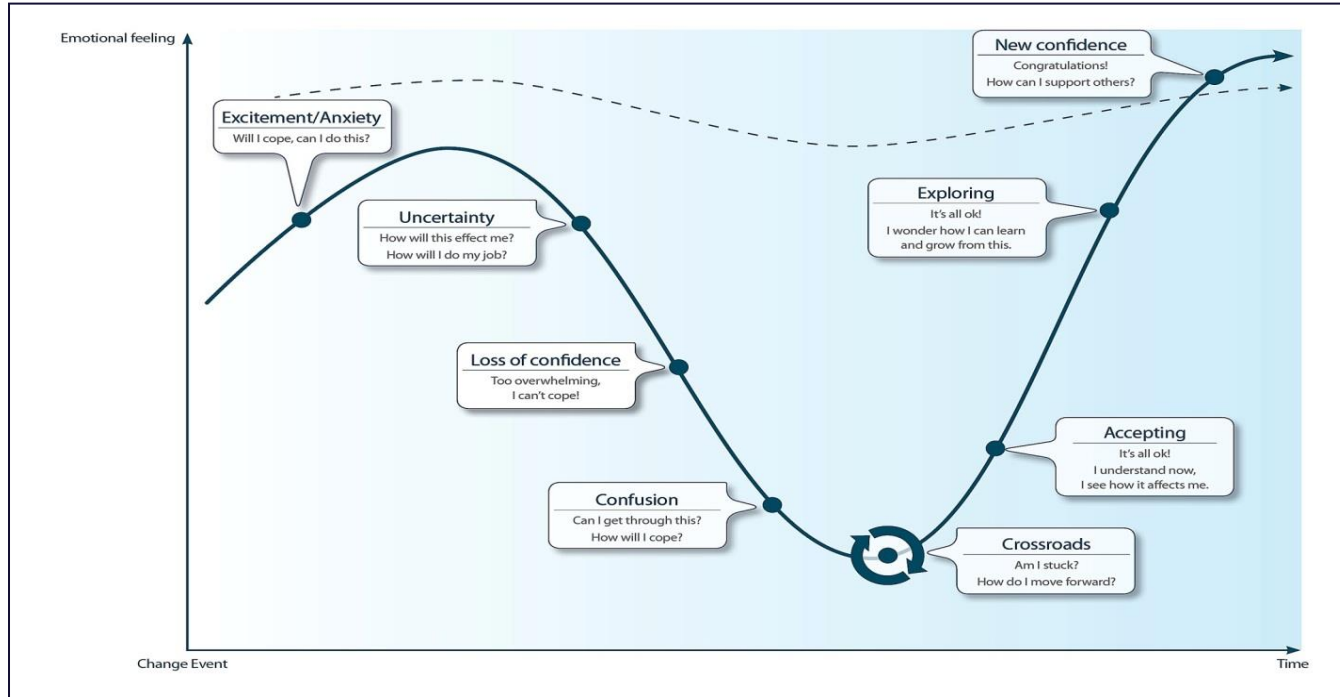
- Think about your key stakeholders. What will these people possibly be thinking and asking?
- What’s in it for me? (WIIFM)
- What personal choices can I make?
- What decision can I make to engage in the change?

It’s all about identifying emotions in others so you ensure the desire for change remains, and you can coach others through it. Employees may be reflecting on the impact on their current role, the organisation’s past performance with change, the lack of visible support and commitment from some leaders, or potential job loss. Other people leaders supporting the project may be reflecting on their lack of awareness or involvement in the change, their loss of control, the impact on their team and roles, increased workload and lack of time, or the culture of change resistance and past successes and failures.

Engage – Motivating people to participate in the change

Expect and plan for individual's reactions to change. Everyone reacts differently. Assess resistance based on dislike for change as well as capacity for change.

Change curves - human responses to change



Engage – Motivating people to participate in the change

Activity - Typical reactions to change

- People will often feel optimistic, excited, uncomfortable, anxious, have a lack of confidence
- People will often think first about what they have to give up
- People will often feel a loss of control
- People are at different levels of readiness for change
- People will often feel alone. Change happens one person at a time
- People can only handle so much change
- People will feel that there are not enough resources
- People will often revert back to the status quo when the pressure is taken off.



Engage – Motivating people to participate in the change

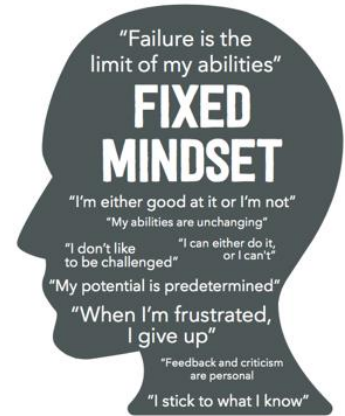
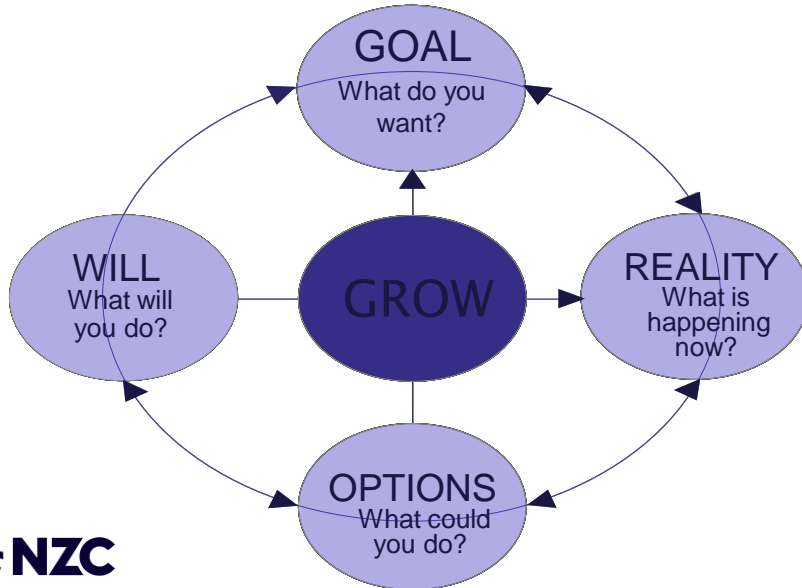
Activity - Your stakeholders reactions to change

Consider what the individual responses from key stakeholders to your change could be. Describe where you think they may be on the change curve e.g. uncertainty, confusion, acceptance. How could you support them to transition through change?

| Name | Where on change curve? Behaviours? | What motivates them? | What's in it for them? | How can I support them? |
|------|------------------------------------|----------------------|------------------------|-------------------------|
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Engage – Motivating people to participate in the change

How can you support, coach and motivate people through the change? Understanding their concerns and their needs is a critical component. Ask people how they are doing. What feedback do they have. Recognise that everyone has their own story, beliefs, values and capacity for change. Being mindful of this and showing empathy will help you to better understand people's concerns. Stay connected and be present with people, and actively listen to their concerns. Make sure you give them the opportunity to tell their story. Help people to see that a range of emotions is okay and help them to express these constructively. Engage people in the change by involving them in problem solving or putting together an action plan. Encourage them to adopt a growth mindset.



GROW coaching model

| Goal | Reality | Options | Will |
|---|--|---|---|
| <ul style="list-style-type: none"> • What do you want instead of the problem/issue, specifically? • What specific intermediate steps can you identify, with timings? • What is the ideal future position? • Is the goal realistic? • What goals have you already identified? • What specifically do you need to work on to improve your performance? • How do you know the goal is worth achieving? • What will the goal accomplish? • Is this goal supportive of and directly relevant to your operational area strategy? • What would this do for the team and/or you? • How will you know when you have achieved it? • Does the goal measure actual outputs or results (not activities)? • What control do you have over your goal? • Is the goal inspiring? | <ul style="list-style-type: none"> • What is the present situation? • How do you know this is accurate? • When, where, how often does this happen? • Who is affected by this issue (directly and indirectly)? • What happens to you and how do you feel? • What happens to others directly involved? • What is their perception of the situation? • What action steps have you taken on so far? • What effect did that have? • What's missing in this situation? • What's stopped you from doing more? • What are you already good at that might help you achieve your goal? • What resources do you already have? Time, enthusiasm, money, skill, support, etc.? • What have you learnt from this situation that has been useful? • What feedback have you had? • Do you want some feedback ? | <ul style="list-style-type: none"> • What are all the different ways in which you could approach this goal? • What could you do to change the situation and achieve your goal? • What approaches have you seen in similar circumstances? • What would you do differently if you could start again with a clean sheet, better support? • Whom might be able to help? • What if you had (more time, less time, power, a larger budget, energy, confidence, magic wand)? • What is the right thing to do? • What's the most courageous step? • If the constraints were removed what would you do? • What would a trusted colleague or good mate suggest? • What other alternatives could you consider? • Would you like to add a suggestion from me? • Which approaches/options are of interest to you? • What approach will you act on? | <ul style="list-style-type: none"> • What are your next steps? • Will these address your goal? • Precisely when are you going to start and finish? • How will you measure this goal? • What will it cost you if you don't take action? • What will you gain if you do take action? • What might hinder you? • Who needs to know your goals? • What support do you need (knowledge, skills, coaching, resources) and from whom? • How will you get that support? • What can I do to support you? • What is the plan to monitor progress? • How can I hold you accountable to take this action? • Rate on a scale 1 – 10 your motivation to take this agreed action. • What prevents you from being at a 10? What do you need to do to get your commitment up to a 10? • Is there anything else you want to talk about now? |

Engage – Ensuring people know how to change

In this phase people may be thinking or asking:

- How can I change?
- What training and/or coaching will I get?
- What will I learn?

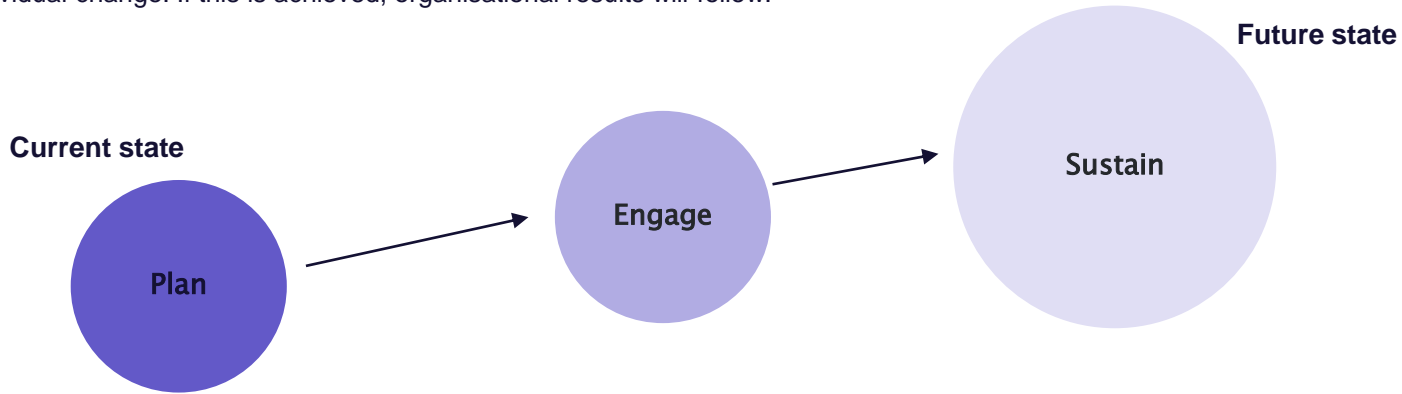
Does your stakeholder/employee have the knowledge and skills to make the behavioural changes? In order to effectively change, you need to know how. Knowledge and skill building should only be provided after awareness of the business reason for change has been built and the stakeholder is motivated to participate in the change. If knowledge and training are provided before this, it is often unlikely people will connect with this. To make the most of a training/coaching investment, ensure that development is specific to the employee's role in the change.

Adapted from <https://www.prosci.com>

| Name | What behaviours do they need to change? | What knowledge building, training and coaching do they need for this change to be effective? |
|------|---|--|
| | | |
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Sustain – Business readiness

“Project name” - Business Readiness Questionnaire

A smooth transition is critical as we implement change through the business with the “project name” project. The organisation’s readiness to accept and embed these changes will be one of the most important determining factors in successfully sustaining the new changes. Your feedback provides us with specific and quantifiable insights about how our project team and the business can best manage the change implementation and transition. Thank you for your input.

| Change project statement | Your response | | | | |
|---|-------------------|----------|-------|----------------|----------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Not Applicable |
| Name (Optional): | | | | | |
| My leader talks positively and knowledgeably about the changes | | | | | |
| I understand why the changes are taking place | | | | | |
| I understand what changes are required by the business and when | | | | | |
| I have received sufficient and appropriate information about the changes | | | | | |
| I am involved in the changes to an appropriate extent | | | | | |
| I understand what I personally need to do, by when | | | | | |
| I have the skills, tools and support mechanisms that I need to make the changes | | | | | |
| I know where to go to get more information | | | | | |
| I am/will be (or my team is/will be) ready to adopt the change | | | | | |
| The change will be embedded successfully and sustained in our business | | | | | |
| Other comments/concerns | | | | | |

Sustain – Performance mngt, development & coaching

To sustain the change and support a culture of change we need to think about the actions that will increase the likelihood of the change being continued?

The ability to implement the change and to demonstrate performance is crucial to success. People may be thinking or asking:

- How can I demonstrate I am capable of what is being asked?
- How will I know when I have achieved what is expected of me?

Regular performance & development conversations are needed. What are the specific KPI's/goals for each person?

Can your employee put their knowledge/training into practice? Knowing how to perform in the future changed state and having the ability to actually perform in the future changed state are very different. If an employee has knowledge but not ability, you might hear: "I'm not getting these new steps right" or "I get there, but it takes me twice as long." To bridge the knowledge to ability gap, employees benefit from hands-on coaching and practice in an environment where they can make mistakes and ask questions. To realize a change, employees also need time. When ability is achieved, the change takes place, and you will see the new demonstrated behaviours.

Adapted from <https://www.prosci.com>



| | |
|-----------------------------|---|
| F acts | How did you go with...? So if you were to put a number on it, what % did you complete? |
| E motions | How did it make you feel to do that? |
| E ncourage | Well done. It really sounds like that was... (a stretch / rewarding/challenging) |
| L earning | What did you learn from this? What did you find yourself doing differently? |
| I mplications | What else can you do with this learning? How does this learning impact on how you're behaving? |
| N ew G oal | So how would you like to take this forward? What else would be relevant to continue your momentum? |

Sustain – Rewarding & celebrating wins

What other reinforcements do you need in place to prevent your stakeholder/employee from reverting to old habits? When reinforcement is not in place, employees may use work-arounds or rely on their old spreadsheets instead of the new system. You may hear things like: "The new way takes too long; I'm going to keep doing it my way" or "I keep forgetting to include the new department." The human brain is wired for habit, and physiologically we are programmed to revert to old habits. We must have reinforcements in place to sustain the change. Monitor whether the change is being sustained or not, and where the change has taken hold, celebrate and recognize it. Positive recognition is a great way to reward employees for making the change and to demonstrate that participation is important. If some employees are reverting to old processes or habits, check to see if they need more training or coaching and reinforce that they are expected to continue working in the new way.

Adapted from <https://www.prosci.com>

- Consider an integrated way to reward success as there can be multiple initiatives at any one time. Rewards can be extrinsic (more tangible, usually financial) versus intrinsic (less tangible, more psychological) rewards. The balance depends on culture of your organisation, the functional needs and the flexibility of the remuneration approaches.
- Don't reward too early as you want to reinforce the right behaviour and ensure you are sending clear signals to those impacted by the changes
- What will you recognise as wins? What behaviours will you reward?
- What do you need to see more of to achieve the milestones?
- How do stakeholders like to be recognised?
- Who is going to implement the reward approaches? How will you ensure they sustain success?

Sustain – Rewarding & celebrating wins

Activity

1. What types of behaviours could you reward when implementing your change?
2. What ideas do you have for extrinsic and/or intrinsic rewards for your team?

| Examples of extrinsic rewards | Examples of intrinsic rewards |
|---|--|
| Increasing salaries for achieving change results | Awards “most improved/top team” |
| Bonuses, incentive payments for achieving key milestones or quality standards | Public recognition giving positive feedback |
| Increases in other benefits, time off | Give responsibility for whole tasks or major components of the change |
| Provide training and educational opportunities | Increased involvement and degree of control over the change |
| New improved duties or responsibilities | Increased resources available to individuals/teams who are making change |

Sustain – Measuring progress

What are the measurements in place for the change and how are they relevant to the stakeholders/employees?

Regular line of sight change communications

Remember to regularly update progress on the change project, ideally through multiple channels.

Answering tricky questions

If question too general, ask your audience to be more specific

- Prepare for questions prior
- Answer using the PAUSE process
- Answer during the meeting/presentation or hold until the end.

Pause

Acknowledge issue, and signpost your approach

Understand issue in more depth, or bridge straight to solution

Solution – match your solution with their needs/motivators, apply parts of persuasive process ADAPT

Expectations of audience are met - rationally and emotionally. Check agreement.

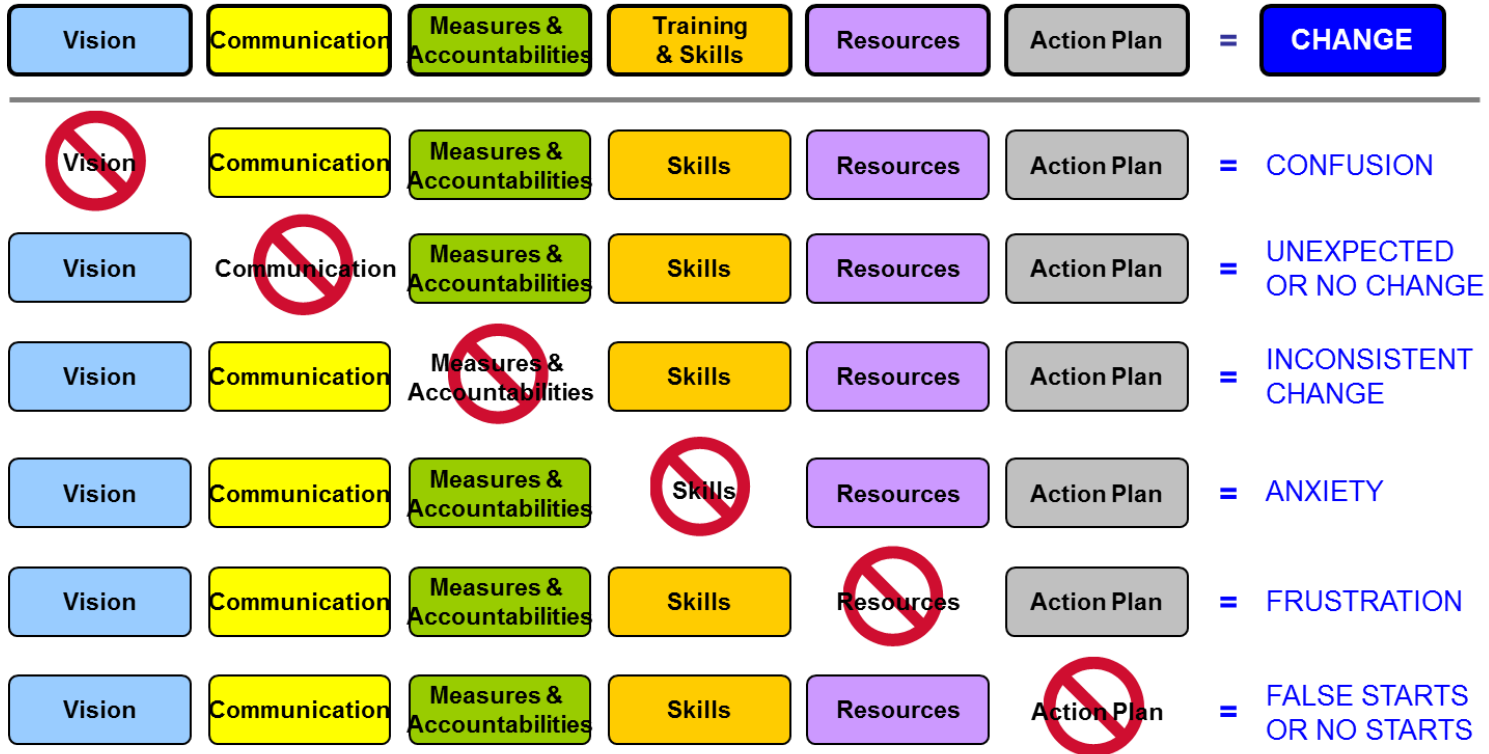
What are the questions I might be asked in my line of sight change communication?

Question

Response



When change is not working



Reflection



Keep



Stop



Start

Leadership development plan

Activity – Leadership development goal

List your leadership development goals and prioritise which one(s) you want to focus on now. Discuss with your people leader after the workshop.

| Leadership development goal | Actions | Support & resources needed | Relevance | Timing |
|-----------------------------|---------|----------------------------|-----------|--------|
| | | | | |
| | | | | |
| | | | | |