

# LEADING CHANGE

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# AGENDA

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- Change Fundamentals
- Role of Leader in a change process
- Critical decision points
- Working with resistance
- Change Process

# LEADING CHANGE IN HIGHER ED

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# LEADING CHANGE

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- Change is constant
- Organizational Change is about: **People changing their thoughts/actions/routines**
- Employees [Faculty/staff/administrators] are constantly required to adapt
- Change is hard; can be exhausting; it is **natural for individuals/employees to resist**

# WHY IS CHANGE HARD?

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- Wired for consistency
- Demands effort
- Giving up something we are used to
- Accepting something is not working
- Demands altering our usual way of thinking/doing/believing
- Change comes with a cost
- Pushes us out of our comfort zones

# CRITICAL DECISION POINTS...

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- **Nature & Type of change**
  - Proactive or reactive
  - First order or Second order
  - Radical/transformational or Incremental/one-time stand alone
- **Stakeholder Receptivity to change**
  - Low dissatisfaction/high dissatisfaction
  - More resistors/supporters
- **Change Agent's role, power & influence**
  - Initiator/implementer/facilitator
  - High/low power & influence

# ROLE OF LEADERS...

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- **What change are you are trying to make?**
  - “What” of change involves the goals, intended outcomes, level, and focus of change.
    - Goals and intended outcomes: clarity on what you are trying to accomplish
    - Level: individual, department, college, institution
    - Focus: “phenomenon affected” (Kezar, 2018, p. 74): structures, processes, or attitudes/values.
- **Why do you want to make this change?**
  - Motivation, timing, why is this change important (need), who is this important for, evidence
- **Who needs to be involved in the process to make it happen?**
  - Coalition, change agents, who support do you need?
- **How to influence people [who need to buy in & support/act on/implement]?**

# LEADER ACTIONS

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- Create a vision
- Develop strategy
- Assess capacity and readiness for change
- **Build a coalition**
- Identify resources
- **Create awareness**
- **Communicate effectively**
- **Work with resistance**
- Set milestones/measure/reward
- **Institutionalize change**



# ACTIVITY #1: SMALL GROUP DISCUSSION (5 MINS)

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- Get into groups of three and share: **What changes are you experiencing or anticipating in your institution?**

# NATURE & TYPE OF CHANGE

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# NATURE & TYPE OF CHANGE

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- Planned or unplanned change
- Planned change:
  - **Reactive or Proactive**
  - **First order or Second Order**
    - First-order change focuses on minor improvements or adjustments
    - Second-order change: addresses “values, assumptions, structures, processes, and culture” (Kezar, 2018, p. 71)
  - **Incremental or Strategic/Radical**
- **Activity 2 [Handout]**

# PLANNED CHANGE

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- Involves unlearning & learning
- Will not occur unless there is motivation to change
- Occurs only through individual changes in key members
- Evokes strong emotions
- Is a process; not an event
- Is in fact...a multistage cycle

# STAKEHOLDERS

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# IDENTIFYING STAKEHOLDERS

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- People who need to buy in/support/fund
- People who need to act on/ implement
- People who need to “sell” this change
- People who are receivers of change

## Activity #3

# FORMULA FOR LEADING CHANGE??!!

$$D \times M \times P > \text{Costs of Change}^*$$

D= Dissatisfaction with status quo

M= New/desired model

P= Appropriate process of change

Assumption: People change only when they think  
benefits of the change outweigh the costs

## Activity # 3 A

\*Source: Michael Beer

# (R)COSTS OF CHANGE

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- Financial
- Political
- Economical
- Social
- Psychological



# COSTS OF CHANGE (EXAMPLES)

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- Skill redundancy & Re-skilling
- Lose Power or relationships
- Reinvent new professional identities
- Loss of job
- Resource consumption
- Disruption involved

# INFLUENCING

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- **Building a coalition**
- Creating awareness
- Communicating effectively, frequently, and strategically
- Working with resistance
- Leading up & leading down

# WORKING WITH RESISTANCE

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# FACTORS THAT DETERMINE INDIVIDUAL'S REACTION TO CHANGE

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- Personality
- Reactions of co-workers & teammates
- Trust in leaders & change agent
- Experience with change

# CAUSES OF NEGATIVE REACTIONS

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- Negative consequences appear to outweigh benefits
- Communication process is flawed
- Concern that change is ill-conceived/ may have adverse consequences
- Strongly entrenched values/ patterns/ habits
- Prior negative experience with change
- Influence of peers/supervisors/mentors
- Fear of what the change will mean to them

# BENEFITS OF RESISTANCE

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- Clarify purpose & direction
- Sustain focus on the change
- Enhance quality of change & implementation
- Build off past efforts (failures & success)
- Demonstrates commitment to organization

# WORKING WITH RESISTANCE

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- Resistance is a label we apply
- Resisters seek answers, ask questions, share opinions, express concerns, reluctant to jump on the change bandwagon
- Resistance could be a conversation opportunity
- CA might be contributing to resistance
- Resistance can be a useful resource

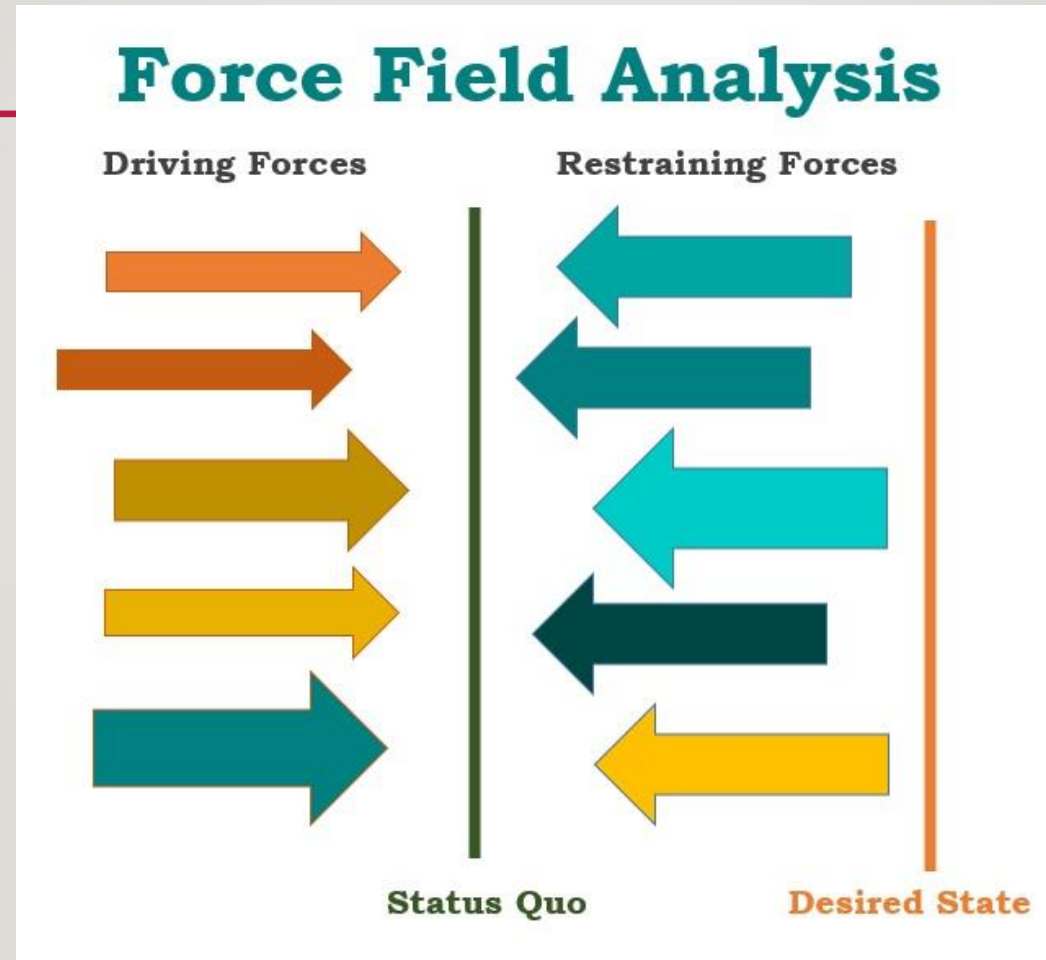
# MINIMIZING THE NEGATIVE EFFECTS OF CHANGE

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- Engagement
- Timeliness
- Two-way communication



# FORCE-FIELD ANALYSIS



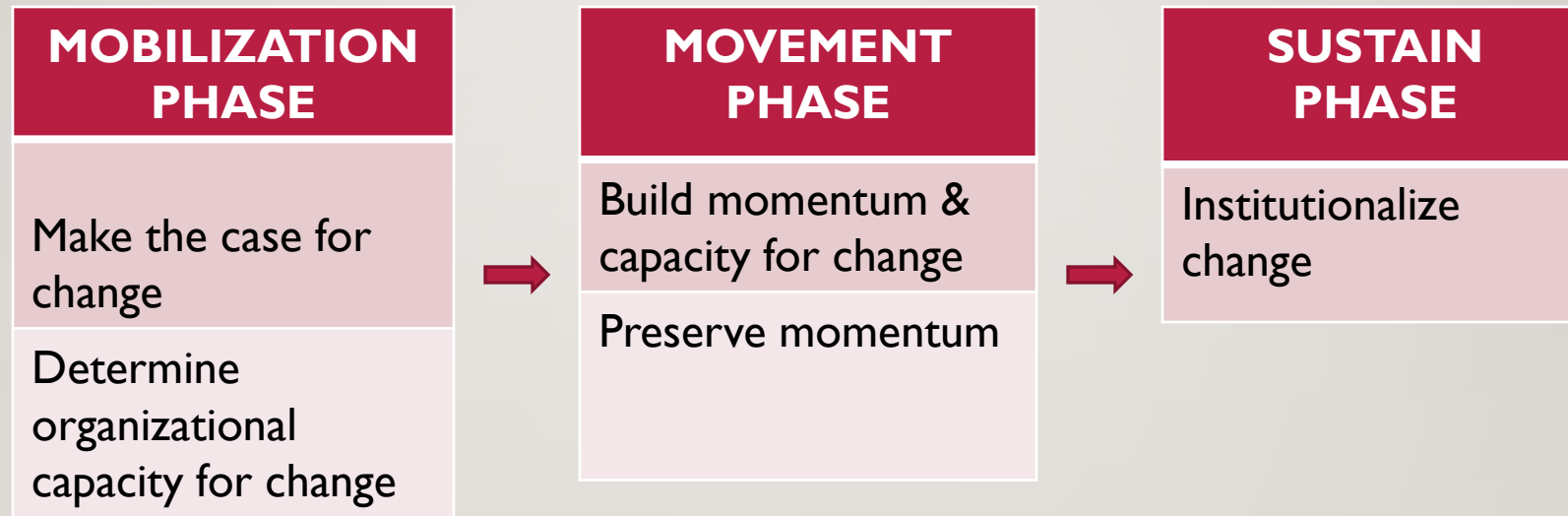
# CHANGE PROCESS

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# GENERIC CHANGE PROCESS

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# 5 POPULAR CHANGE MANAGEMENT MODELS

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- Kurt Lewin's model
- Kotter's 8 steps model
- ADKAR model (Awareness, Desire, Knowledge, Ability, Reinforcement)
- McKinsey's 7S Model (strategy, structure, systems, shared values, style, staff, skills)
- Kubler-Ross Model (Denial, Anger, bargaining, Depression, Acceptance)

# KOTTER'S EIGHT STEP MODEL



# THANK YOU!

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- Thoughts?
- Questions?